

Information sheet on the optional internship for Swim Instructor candidates

It is possible for an affiliate member to include a practical training period (internship) as part of the training leading to the Swim Instructor award, to enable candidates to gain experience in the field.

It is important to point out that this internship is optional and intended for training purposes. Successful completion of the course should not depend on the candidate's performance during the internship.

Description:

- A practical training period during which the Instructor candidate assists a swim instructor in their teaching.

Recommended duration:

- 8 to 10 hours spread over a minimum period of 2 weeks so that the Instructor candidate (hereinafter "trainee") can observe a progression in the participants.

Types of courses targeted:

- Parent and tot, Preschool, and Swimmer module levels.

Before the internship:

- The affiliate member ensures that the person acting as training supervisor has read this information sheet and uses the feedback grid (p.3).
- The trainer gives the apprentice this information sheet and the feedback grid (p.3).
- The trainee contacts the instructor before the start of the course to discuss their responsibilities.

During the internship:

- The trainee must familiarize themselves with the attendance list and lesson plan for each group in which they are doing their internship.

- The instructor in charge of the group must provide feedback to the apprentice and complete the feedback form.

After the internship:

- The instructor in charge of the group must give the apprentice the teaching placement grid.
- The apprentice must hand in the teaching placement grid to the trainer.

At the end of the training course, a development plan is drawn up in collaboration with the candidate and the instructor. This development plan helps the candidate to develop the Leadership program's competencies. If, however, the candidate does not achieve the expected level of mastery, further training activities will be suggested, such as mentoring, volunteering on Lifesaving Society projects, additional teaching activities, etc.

A worksheet, in the form of a grid (next two pages and also in the leadership section), completes this information sheet.

FRONT: The skills to be assessed appear at the top of the grid. The instructor in charge of the group can enter information illustrating their observations for each apprentice visit in the space running the full width of the page. They may not be able to observe all the performance criteria or skills. In this case, enter N-A for not applicable.

BACK: Details are defined under each competency as indicated in the Leadership Competencies Guide. Under Must sees, a few performance criteria per Level 1 competency have been selected.

Feedback grid		Planning	Evaluation	Presentation skills	Lifesaving Society knowledge	Health and safety (PRIORITY)	Facilitating and mentoring	Ethics and valuing diversity	Communicating	Problem solving and decision making
_____ Apprentice's name _____ Phone number										
Module / Level										
Comments made by :										
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Competency	Learning objective	Performance criteria
Planning	Adapts long- and short-term plans to the needs of participants and the environment.	■ Uses Lifesaving Society resources to plan a logical progression of activities; ■ Modified plans to teach all items in a safe setting.
Evaluation	Uses Lifesaving Society resources to evaluate participants.	■ Evaluates and provides feedback based on the Certificate Guide.
Presentation skills	Presents program content using a variety of presentation skills and techniques.	■ Presentations meet participants needs and cover program content; ■ Simplified complex instructions by presenting them in a sequence of simple steps; ■ Participants are stimulated during presentations.
Lifesaving Society knowledge	Demonstrates by example the mission, vision and values of the Lifesaving Society.	■ Applies values and code of behavior at all times;
Health and safety	In addition to leading by example, swim instructor works to provide a safe learning environment.	■ Explains health and safety policies and procedures in the context of teaching; ■ Identified and knows how to stop inappropriate behavior.
Facilitating and mentoring	Facilitates the delivery of Lifesaving Society program content.	■ Uses a variety of facilitation techniques and teaching training; ■ Establishes a climate of trust where candidates actively participate and ask questions.
Ethics and valuing diversity	Creates an appropriate and respectful learning environment.	■ Complies with Lifesaving Society code of behavior and policies; ■ Creates a respectful environment that meets the needs of participants; ■ Demonstrates good manners.
Communicating	Communicate with participants.	■ Recognizes verbal and non-verbal cues; ■ Gives objective feedback / indicates how to improve; ■ Listens and welcomes feedback positively.
Teamwork and collaboration	Works in teams and creates a collaborative environment.	■ Adjusts lesson plan to meet needs of Swim instructor team; ■ Asks for help when needed.
Problem solving and decision making	Uses critical thinking to solve problems and make decisions.	■ Adapts to changing environments and situations.