

TEACHER OF SWIMMING AND WATER SAFETY TRAINEE RESOURCE



TRAINEE RESOURCE – LSV

Three Components of the Assessment

- ***Water Safety and Survival Skills***
- ***Water Familiarisation, buoyancy and mobility***
- ***Swimming Strokes***

WATER SAFETY AND SURVIVAL SKILLS

Water Safety: Activities that could save a child's life one day

- *Safe entries and exits*
- *Treading Water*
- *Jump in and return to wall*
- *Floating – float to stand*
- *Rotation – front to back/ back to front floats*
- *Jump in and return to wall*
- *Deep water skills*
- *Life Jackets*
- *Rescues*
- *Swimming without goggles*
- *Swimming in clothes*

Survival Skills: Strokes/Skills that conserve energy

- *Floating – float to stand*
- *Rotation – front to back/ back to front floats*
- *Survival Backstroke*
- *Sidestroke*
- *Sculling – Head First Sculling, Feet First Sculling*

WATER FAMILIARISATION, BUOYANCY AND MOBILITY

Water Familiarisation:

- *Cups: water over arms, shoulders, head, face*
- *Blowing bubbles*
- *Face in the water*
- *Submersion – underwater skills*

Buoyancy: being able to float in the water, control body position

- *Floating -maintain position*

Mobility: movement in the water

- *Walking, jumping, hopping, spinning in the water*
- *Horsey rides*
- *Glides – front and back*
- *Kicking legs*
- *Paddling arms*
- *Duck dives – sinky toy retrieval*
- *Diving*

SWIMMING STROKES

Swimming Strokes that aren't classified as Survival Strokes

- *Freestyle*
- *Backstroke*
- *Breaststroke*
- *Butterfly*

TEACHING TIPS – WHAT TO LOOK FOR IN EACH STROKE

FREESTYLE:

- *Streamline body position*
- *Torpedo arms, squeeze ears, straight arms*
- *Chin to chest*
- *Eyes down*
- *Straight kicking legs*
- *No bent knees*
- *Straight arms progressing to high elbow*



BACKSTROKE:

- *Look at roof*
- *Chin up*
- *Tummy up*
- *Shoulders down*
- *Strong kick making splashes on surface of water*
- *Point your toes*
- *Straight arms*



SURVIVAL BACKSTROKE:

- *Knees together*
- *Arms don't go wide, keep close to body*



- *Push water down towards legs*
- *Glide for 3 seconds*

BREASTSTROKE:

- *Legs apart*
- *Feet to your bottom*
- *Heels together*
- *Feet turned out*
- *Strong kick out and around*
- *Finish with straight legs*
- *Arms out and around, pull in and shoot forward*
- *Arms don't go past shoulders*
- *Timing: Arms / Breathe / Kick / Glide*



BUTTERFLY:

- *Reach out, extend arms in front*
- *High elbows in the catch position*
- *Pull down the centre line under the tummy*
- *Insist on a long steady stroke*
- *Encourage a relaxed recovery*
- *Repeat (Float / Pull / Recover)*



UNDERSTANDING WHY WE TEACH THESE SKILLS

Blowing bubbles	If you hold your breath you will not be able to swim distance without getting tired. Also helps with breath control.
Horsey rides	This is an introduction to treading water legs and builds deep water confidence. (Like riding a bike)
Treading Water	Being about to keep yourself above the water in deep water - possibly the ocean (survival skill)
Floating	Safety skill for life! Being able to float in deep water is a survival skill
Rotation	If a child is face down they need to learn how to save themselves and rotate on their back so they can breath for safety.
Float to stand	Being about to stand from floating position is a skill. Not every child can do it. They need to learn to do this independently for safety reasons.
Sculling	Swimming on top of the water when you don't know what dangers may be beneath you (murky water). Usually at the river. Feet first sculling - so you can see where your going and you can kick away rocks and trees.
Gliding	Learning correct body position from the beginning. They can't swim without this. Must be taught before anything else.

WATER SAFETY: Understanding why we teach these skills

Glide in survival strokes	We teach the glide in survival strokes eg: breaststroke/survival backstroke as a way of conserving energy.
Step in / Stride in entry	Used for rescues and keeping your eyes on the person your saving at all times while entering the water safely
No goggles / No swim caps	If a child gets into trouble around water they won't always be wearing their bathers, swim cap and have their goggles on like they do during lessons. We need to prepare them for all situations.
Swimming in clothes	If a child gets into trouble around water they won't always be wearing their bathers, swim cap and have their goggles on like they do during lessons. We need to prepare them for all situations.
Choppy water / Whirlpools	We do this as part of our Water Safety Beach theme. This lets kids experience the feel of waves and currents at the beach. Talk to your students about dangers at the beach.
Wearing PFD's	Our students need to learn they must always wear PFD's when on a boat. Getting them to tread water and swim with a PFD makes them understand that it will keep them afloat and safe. Always wear a PFD at the river and inland waterways.
Jump and swim back to wall	This is a very important water safety skill! Children must learn how to get themselves back to safety without assistance in deeper water. This prepares them if they ever get into trouble.
Flags	Count backstroke arms so you don't hit your head on the wall.
Flippers	Assists students having trouble kicking.

IMPORTANT TEACHING TIPS

- *Keep students active throughout lesson so they don't get bored and play up*
- *Chain swimming must be taught early to ensure a productive lesson with maximum practice time*
- *Keep instructions clear and simple. Long instructions will lose their attention and they won't listen*
- *Work on technique before increasing distance*
- *Body Position is important – Never turn your back*
- *Positive reinforcement is such a powerful tool but must be genuine*
- *Never let a child swim past you with bad technique*
- *It's your job to correct them*
- *If a student regresses (eg: no longer can kick with straight legs on Freestyle), go back to just kicking until the foundation is strong, then build on the stroke*
- *Manipulation (hands on teaching) is a great teaching tool to assist students with faster learning. Show them how to do it, then get them to practice. Show - practice, show - practice.*

LESSON PLANS EXAMPLES



Big Achievers 1

	INTRODUCTION	MAIN ACTIVITIES	CONCLUSION
WEEK 1	Entries <ul style="list-style-type: none"> Safe entry - teacher assisting Underwater skills <ul style="list-style-type: none"> Walking around the shallow water - holding teachers hand if needed (encourage independence) 	Underwater skills <ul style="list-style-type: none"> Use small cups to get hands, arms, shoulders and body wet Practice blowing bubbles on the surface of the water Floatation <ul style="list-style-type: none"> Floating on mat, looking up at roof. If the child feels more comfortable with the teacher supporting them then you can do that instead of aid 	Game <ul style="list-style-type: none"> Game - Hokey Pokey: splashing about Exit <ul style="list-style-type: none"> Safe exit - assisted
WEEK 2	Entries <ul style="list-style-type: none"> Safe entry - teacher assisting Underwater skills <ul style="list-style-type: none"> Walking around the shallow water - holding teachers hand if needed (encourage independence) 	Underwater skills <ul style="list-style-type: none"> Use small cups to get hands, arms, shoulders and body wet Practice blowing bubbles on the surface of the water while walking around your pool space Floatation <ul style="list-style-type: none"> Floating on mat, looking up at roof 	Water Safety <ul style="list-style-type: none"> Discuss: Pool rules Game <ul style="list-style-type: none"> Song/Game: Hokey Pokey Exit <ul style="list-style-type: none"> Safe exit with teacher assistance
WEEK 3	Entries <ul style="list-style-type: none"> Safe entry - teacher assisting Independence <ul style="list-style-type: none"> Walking around the shallow water independently 	Underwater skills <ul style="list-style-type: none"> Use small cup to get hair wet Practice blowing bubbles on the surface of the water while walking around your pool space Floatation <ul style="list-style-type: none"> Floating on back using noodle (or teacher support instead) with teacher assistance, ears under and recover Glides <ul style="list-style-type: none"> Holding teachers hand submerging face (no bubbles) Treading Water <ul style="list-style-type: none"> Horsey ride, student holding noodle, jumping up and down in shallow water. Teacher assistance: two hands on noodle for support 	Treading Water <ul style="list-style-type: none"> Horsey ride, holding noodle, upright position, jumping up and down the shallow lane, with teacher support Game <ul style="list-style-type: none"> Song/Game: Hokey Pokey Exit <ul style="list-style-type: none"> Safe exit with minimal teacher assistance



Big Achievers 2

	INTRODUCTION	MAIN ACTIVITIES	CONCLUSION
WEEK 1	Entries <ul style="list-style-type: none"> Safe entry without teacher support Warm up <ul style="list-style-type: none"> Running, jumping, spinning, walking hands on heads, from one end of the pool to the other Underwater skills <ul style="list-style-type: none"> Holding pool edge, practice blowing bubbles with eyes, nose and mouth in the water 	Floatation <ul style="list-style-type: none"> Floating on back using noodle independently (10 seconds). Teacher to assist with recovery. Glides <ul style="list-style-type: none"> Front glide, holding noodle, with teacher assistance Back glides, using noodle, with teacher assistance. Ensure feet are up, ears underwater and head is back. Freestyle <ul style="list-style-type: none"> Kicking legs, sitting on pool edge, teacher to manipulate legs Treading Water <ul style="list-style-type: none"> Horsey ride, student holding noodle, jumping up and down in shallow water. No teacher support 	Game <ul style="list-style-type: none"> Game: Ready Set Go, Ready Set Goanna (kicking game) Exit <ul style="list-style-type: none"> Safe exit without teacher support
WEEK 2	Entries <ul style="list-style-type: none"> Safe entry without teacher support Warm ups <ul style="list-style-type: none"> Running, jumping, spinning, walking hands on heads, from one end of the pool to the other Underwater skills <ul style="list-style-type: none"> Holding pool edge, practice blowing bubbles getting whole face in the water 	Floatation <ul style="list-style-type: none"> Floating on back using noodle independently (10 seconds). Teacher to assist with recovery. Glides <ul style="list-style-type: none"> Front glide, holding board, with teacher assistance Back glides, holding board, with teacher assistance Freestyle <ul style="list-style-type: none"> Kicking legs, pointed toes sitting on pool edge, teacher to manipulate legs 	Water Safety <ul style="list-style-type: none"> Discuss: Role of PLG and parent supervision at the pool Exit <ul style="list-style-type: none"> Safe exit without teacher support



Big Achievers 3

	INTRODUCTION	MAIN ACTIVITIES	CONCLUSION
WEEK 1	Entries <ul style="list-style-type: none"> Safe entry Underwater skills <ul style="list-style-type: none"> Practice blowing bubbles with face fully submerged, hand reaching for pool floor 	Glides <ul style="list-style-type: none"> Front glide, using board push off, unassisted Back glide, using board push off, unassisted. Freestyle <ul style="list-style-type: none"> Torpedo using board, streamlined position, unassisted. Backstroke <ul style="list-style-type: none"> Kicking on back with board over knees, straight legs, unassisted Treading Water <ul style="list-style-type: none"> TREADING WATER: Horsey ride, upright on noodle, running legs, unassisted (shallow water) 	Exit <ul style="list-style-type: none"> Safe exit
WEEK 2	Entries <ul style="list-style-type: none"> Safe entry Underwater skills <ul style="list-style-type: none"> Practice blowing bubbles with face fully submerged, hand reaching for pool floor 	Floatation <ul style="list-style-type: none"> Floating on back using board without teacher support 10 seconds. Teacher assist with recovery.. Glides <ul style="list-style-type: none"> Front glide, no board push off, minimal teacher assistance Back glide, no board push off, minimal teacher assistance Freestyle <ul style="list-style-type: none"> Torpedo no board, teacher to assist by supporting students hands only. (Torpedo kick towards the wall, so they know how far they need to kick and it's also kicking towards safety) Backstroke <ul style="list-style-type: none"> Kicking on back with board over knees, straight legs, unassisted Treading Water <ul style="list-style-type: none"> TREADING WATER: Horsey ride, upright on noodle, running legs, assisted (deep water) 	Water Safety <ul style="list-style-type: none"> Discuss: Danger at the pool. Rescues <ul style="list-style-type: none"> Discuss what equipment you would use to save someone who was struggling in the water. Explain why you would never jump in to save them Exit <ul style="list-style-type: none"> Safe exit



Big Achievers 4

	INTRODUCTION	MAIN ACTIVITIES	CONCLUSION
WEEK 1	Entries <ul style="list-style-type: none"> Safe entry Underwater skills <ul style="list-style-type: none"> Touch pool floor with their hand Rotation <ul style="list-style-type: none"> Rotation: front to back float and back to front float and recover, with teacher assistance (shallow water) 	Freestyle <ul style="list-style-type: none"> Freestyle arm and leg actions, no board, 10 metres Backstroke <ul style="list-style-type: none"> Backstroke holding board on knees, 10 meters, unassisted Back torpedo using board, 5 meters, teacher assistance Survival Backstroke <ul style="list-style-type: none"> Sitting on pool edge, practise leg action with teacher assistance Sculling: Head First <ul style="list-style-type: none"> Use pull buoy between legs for support, head back, with teacher assistance (7 metres) <div>There are 2 ways to teach Head First Sculling: Pushing the water down towards your feet or Sculling arm action: the direction of the back of your hand is the direction you go in. Whatever way works best for the student.</div> Sculling: Feet First <ul style="list-style-type: none"> Use pull buoy between legs for support, head back, with teacher assistance (7 metres) <div>There are 2 ways to teach Feet First Sculling: Pulling the water from knees up to hips or Sculling arm action: the direction of the back of your hand is the direction you go in. Whatever way works best for the student.</div> Treading Water <ul style="list-style-type: none"> Using noodle, running legs, incorporate digging arms, deep water, unassisted Diving <ul style="list-style-type: none"> DIVING - PUSH TO GLIDE AND STEER UP: Start in the water, lock hands, lock head, submerge and push off wall then steer up pointing fingertips upwards, teacher to assist with steering up 	Water Safety <ul style="list-style-type: none"> Discuss: Dangers of diving. Where is safe? Deep Water Skills <ul style="list-style-type: none"> Jump into deep water and return to wall, minimal teacher assistance Exit <ul style="list-style-type: none"> Safe exit



Big Achievers 5

	INTRODUCTION	MAIN ACTIVITIES	DEEP WATER SKILL	CONCLUSION
WEEK 1	Entries <ul style="list-style-type: none"> Safe entry Kicking drill: one hand on board, strong kick, side breathing, one goggle/ear still in water. Focus on what to look at when swimming Freestyle (15 metres) 	Freestyle <ul style="list-style-type: none"> Torpedo using board, streamlined position, unassisted. Backstroke <ul style="list-style-type: none"> Torpedo on back using board, strong kick, 7 meters, unassisted Backstroke, no board, 10 meters, unassisted Sculling - Head First <ul style="list-style-type: none"> Use pull bouy between legs for support, head back, unassisted (10 metres) Sculling: Feet First <ul style="list-style-type: none"> Use pull buoy between legs for support, head back, unassisted (10 metres) 	Rotation <ul style="list-style-type: none"> Rotation: front to back float and back to front float and recover, unassisted 	Diving SITTING DIVE: Sit on pool edge, feet in water against wall. Lock hands/head, bend forward, push off, steer up, no kick, no arm pull and glide. (Must be 1.2m min) Unassisted Exit <ul style="list-style-type: none"> Safe exit
WEEK 2	Entries <ul style="list-style-type: none"> Safe entry Kicking drill: one hand on board, strong kick, side breathing, one goggle/ear still in water. Focus on what to look at when swimming Freestyle (15 metres) 	Freestyle <ul style="list-style-type: none"> Freestyle with side breathing, no board, 10 metres, teacher assist. Backstroke <ul style="list-style-type: none"> Torpedo on back, no board, strong kick, 7 meters, minimal assistance Backstroke, no board, 10 meters, unassisted Sculling - Head First <ul style="list-style-type: none"> Head first sculling, unaided, unassisted (10 metres) Sculling: Feet First <ul style="list-style-type: none"> Feet first sculling, unaided, unassisted (10 metres) Breaststroke <ul style="list-style-type: none"> Breaststroke kick, out of water, teacher to manipulate legs 	Rotation <ul style="list-style-type: none"> Rotation: front to back float and back to front float and recover, deep water, teacher assist when needed Treading Water <ul style="list-style-type: none"> Treading water, unaided, deep water, 2 minutes, minimal teacher assistance Underwater Skills <ul style="list-style-type: none"> Recover sinky toy from bottom of deep pool, teacher assistance 	Water Safety Restirctions <ul style="list-style-type: none"> Discuss: Items you can use to save someone at the pool Exit <ul style="list-style-type: none"> Safe exit

HUME SWIM SCHOOL WATER SAFETY AND SURVIVAL PROGRAM

Why are school-run Survival Swimming, Water Safety and Lifesaving programs so important?

Every Victorian child should have the opportunity to learn vital survival swimming and water safety skills regardless of location, physical capability, cultural background and socio-economic circumstances.

Knowledge of survival swimming and basic water safety skills can significantly reduce the risk of drowning, enhance community safety and build resilient children.

The aims of school-run swimming, water safety and lifesaving programs should be that:

- Children will learn the core survival swimming skills as a minimum, preparing them for unexpected entry into (open) water.
- Children will learn personal safety when it comes to assisting someone in trouble.
- Children will learn a valuable skill for life.
- Children will increase their self-awareness, good decision making and leadership capabilities.
- Children will be empowered to take personal responsibility for their actions.
- Children will become the influencers to keep family and friends safe.

Swimming and water safety skills have also been found to provide health benefits for children, including social, psychological and physical wellbeing.

Every Australian at the age of 6 years should be able to:



Identify rules for safe behaviour at aquatic environments at or near the home



Submerge the body and move through an obstacle



Enter and exit shallow water unassisted



Identify people and actions to help in an aquatic emergency



Float and recover to a standing or secure position



Perform a survival sequence to simulate an accidental entry



Move continuously for 5 metres

Every Australian at the age of 12 years should be able to:



Understand and respect safety rules for a range of aquatic environments



Surface dive, swim underwater and search to recover an object from deep water



Enter and exit the water for a range of environments



Respond to an emergency and perform a primary assessment



Float, scull or tread water for 2 minutes and signal for help



Rescue a person using a non-swimming rescue technique with non-rigid aids



Swim continuously for 50 metres



Perform a survival sequence wearing light clothing

SCHOOL CRITERIA

FOUNDATION

By the end of Foundation Level it is anticipated that students can:

Description	Details
Safe entry and exit	Shallow water - unassisted
Float on front and back	No aid
Swim 5 metres	Technique not important - moving through water
Submerge	Move through the hoop, face under water
Fall in deep end	Fall in and return to wall unassisted
Water Safety	Identify an emergency, recall 000, recall home address
Rescues	Practise reach/throw rescue

LEVEL 1 & 2

By the end of Level 1+2 it is anticipated that students can:

LEVEL 1 & 2	
Description	Details
Entry and exit	Deep water - include pin drop
Swim combination of 15 metres	Technique not important - moving through water
Recover an object	Pick up from bottom of pool, 1 metre depth
Jump in deep end	Jump in and return to the wall
Water Safety	Identify a range of aquatic environments and recognise an emergency, call for help 000
Survival sequence	Float, scull, tread for 1 minutes and return to wall
Rescues	Practise rescues, talk, reach and throw. Call for help

LEVEL 3 & 4

By the end of Level 3+4 it is anticipated that students can:

Description	Name
Safe entry- diving	Crouch dive in 1.8 metres (Sunbury 1.5 meters)
Swim combination of strokes for 25 metres	freestyle, backstroke, survival backstroke
Recover an object	Surface dive - Deep end
Water Safety	Recognise an emergency and call 000
Survival sequence	Float, skulk, tread water for 2 minutes, return to wall
Rescues	Rescue a person, throw, talk and reach

LEVEL 5 & 6

By the end of Level 5+6 it is anticipated that students can achieve the Victorian Water Safety certificate:

Description	Name
Under Water	Surface dive, swim underwater to recover object in deep water
Survival sequence - Wearing clothing	Enter water safely, skulk float and tread water for 2 minutes, signal for help then swim survival strokes 3 minutes, exit. (Remove clothes)
Swim 50 metres	Correct technique - 25 freestyle, 25 choice of stroke, can be survival stroke
Rescues	Perform and effective throw and reach rescue using rope, buoyant object and suitable object for reaching
Water Safety/Lifesaving	Respond to an emergency, demonstrating DRSAB (COWS) and place in recovery position
Water Safety Questions	Answer safety questions

Victorian Water Safety Certificate

The Victorian Water Safety Certificate is a Victorian Government initiative, which describes specific competencies that should be achieved by the time students reach the end of primary school. The certificate describes specific competencies that focus

on water safety knowledge, rescue skills, a survival sequence and the ability to swim a continuous distance of 50 metres. The certificate is designed to supplement existing swimming & water safety programs delivered by schools and learn-to-swim providers.

Victorian Water Safety Certificate

This is to certify that,

has achieved the swimming and water safety
skills of the Victorian Water Safety Certificate.

Date



Nick Beckingsale
Executive Director, Statewide Programs and Tech Schools

LSV Swim Teacher Licence

To obtain a Swim Teacher License, candidates must complete the LSV Swim Teacher Handbook & On-The-Job Assessment Portfolio. All components must be signed off by an LSV Workplace Supervisor and submitted via email to LSV to finalise your license.

LSV Swim Teacher Handbook & On-The-Job Assessment Portfolio

To obtain a Swim Teacher Licence, candidates are to record all evidence of teaching (including micro teaching) in the table below.

Its recommended this is completed after each shadow shift to obtain the correct information and skills.

Appendix Two: Industry Onboarding Record

Full Name		Contact Number	
Email		Signature	

Gaining practical industry experience is essential for new Swim Teachers before delivering swimming and water safety lessons independently. Industry onboarding involves working under the guidance of a supervisor, and the hours required for onboarding include those completed during on-the-job assessment activities.

To obtain a Swim Teacher Licence, candidates must record all teaching activities (including micro-teaching) in the table below, ensuring that a supervisor validates (signs off on) each entry. Candidates are required to complete a minimum of **12 hours** of teaching activities for the industry onboarding record, which includes the hours from the on-the-job assessment. Although industry onboarding is strongly recommended, it is not mandatory for those holding a current Victorian Institute of Teaching (VIT) Card.

This document is not to be used for on-the-job assessment activities. For formal assessment activities, please refer to the 'On-the-Job Assessment Portfolio'.

Date	Teaching Activities / Skills	Duration of Lesson	Class level (Beg, Int, Adv)	Supervisor Full Name	Supervisor Signature
EG: 10/05/2023	Water Familiarisation: Blowing bubbles, face wet, floating on back & treading water	30 mins	Beginner	Sophia Bamfield	<i>Sophia Bamfield</i>

LSV Swim Teacher

ON-THE-JOB ASSESSMENT PORTFOLIO

A total of six (6) lesson plans must be developed—two for each of the three student groups, based on their different swimming levels. For each group, the lesson plans should be designed to cover the first and second lessons for each group. The lessons should be sequential, with the second lesson building on the skills and knowledge developed in the first lesson. Each lesson must be a minimum of 30 minutes in duration.

The three (3) student groups each have distinct lesson focuses, and the lesson plans should clearly emphasise these specific areas throughout the six (6) lessons.

- Two (2) lesson plans are specific to **Water Familiarisation, Buoyancy, and Mobility**.

- Two (2) lesson plans are specific to **Water Safety and Survival Skills**.
- Two (2) lesson plans are specific to **Swimming Strokes**.

Please complete all boxes.

Assessment Task 7 - Lesson planning (Water Familiarisation, Buoyancy, and Mobility - Lesson 1)

Candidate Name:					Pool Depth:	
Aquatic Facility:					Lesson Duration:	
Lesson Goal/s:					Student Age Range:	
Student Characteristics:					No. of Students:	
Safety Considerations:						
Lesson Component	Lesson Activity	Teaching Points		Equipment	Class Formation	Duration
Entry:						
Warm up:						
Main Theme:	1					
	2					
	3					
Closing Activity and Conclusion:						
Exit:						
Assessor Feedback (LSV use only):				Assessor Name:		

Lesson evaluation and modification (Instructions)

This task focuses on the critical review and evaluation of the nine (9) swimming lessons delivered as part of Assessment Task 8. The aim is to reflect on your teaching practice, assess learner progress, gather and evaluate feedback, and identify areas for improvement to enhance future lesson delivery. Using the provided templates, you will document your observations, reflections, and evaluations, as well as proposed modifications to address learner needs or incorporate feedback effectively. This process not only supports professional growth but also ensures that your teaching strategies remain adaptive, inclusive, and aligned with best practices.

For each of the nine (9) lessons delivered in the previous task, you must:

- **Learner Progress Notes:** Provide a minimum of two (2) pieces of learner progress notes.
- **Feedback:** Provide and evaluate at least two (2) pieces of feedback from learners, swim teachers, parents, or carers.
- **Self-Evaluation:** Assess your own performance, covering at least two (2) aspects of the lesson you delivered.

- **Modifications:** Identify and document at least two (2) modifications made to the lesson plan based on learner needs or feedback.

Its recommended this is completed after each shadow shift to obtain the correct information and skills.

Assessment Task 9 - Lesson evaluation and modification (Water familiarisation, buoyancy & mobility)

Lesson	Lesson records (student interaction and progress notes)	Feedback from students, workplace supervisor, parents/guardians	Evaluate lesson using self-reflection	Modifications to lesson plans based on learner's needs
	Provide (minimum) two pieces of student progress notes for each lesson delivered.	Provide and evaluate (minimum) two pieces of feedback for each lesson delivered.	Evaluate performance for (minimum) two aspects of each lesson delivered.	Identify (minimum) two (2) modifications for each lesson delivered.
1				
2				
3				

To obtain a Swim Teacher License, candidates must complete the workplace training guidelines.

WORKPLACE TRAINING LOGBOOK

The supervising teacher in the water is required to sign each line of the Workplace Training Logbook once the skill has been observed or taught by the candidate.

The Workplace Training Logbook **MUST** be signed on page 13, by the Swim School Coordinator/ Manager/ Deck Supervisor

Workplace Training Logbook

1. The AUSTSWIM Candidate must observe and/or teach the skills in the Workplace Training Logbook.
 2. Each line must be completed by the accredited Teacher of Swimming and Water Safety in charge of the class being observed.
 3. All sections of the logbook must be completed.
 4. The Swim School Coordinator/Manager/Deck Supervisor/Swim School Owner completes the recommendation when they and the candidate have agreed the candidate is ready to teach five (5) full 30-minute lessons under supervision (with the regular teacher supervising in the water).

Candidate Full Name Contact Phone

#	Skills observed and/or taught	Date observed and/or taught	Ability level	AUSTSWIM/ accredited Teacher full name	AUSTSWIM/accredited Teacher signature
eg		02/02/24	Beginner	Iza Rodriguez	I Rodriguez
1	Entering and exiting the water, getting the face wet, submerging, opening eyes under water, breathing		Beginner		
2	Moving through the water, regaining a standing position from a front and back floating position, front, back and side floating, gliding (streamline body position), torpedo		Beginner		
3	Sculling, treading water, stroke exploration, using lifejackets		Beginner		
4	Recognising a casualty, using self-preservation techniques, non-swimming rescues, swimming rescues		Intermediate		
FREESTYLE					
5	Skill progressions and progressive practices for body position, leg action, arm action, breathing, timing		Intermediate		
BACKSTROKE					
6	Skill progressions and progressive practices for body position, leg action, arm action, breathing, timing		Intermediate		



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TEACHING UNDER SUPERVISION RECORD

All sections of the Teaching Under Supervision Record (pages 14-16) must be completed by the candidate including:

- Lesson details
- Progression notes for learners
- Two (2) modifications
- Evaluation of lesson
- Feedback from learners

It's recommended this is completed after each shadow shift to obtain the correct information and skills.


WORKPLACE TRAINING


Teaching Under Supervision Record

1. All sections of the Teaching Under Supervision Record **MUST** be completed.
2. The AUSTSWIM Candidate must teach five (5) lessons under the supervision of an accredited Teacher of Swimming and Water Safety.
3. Each lesson must be a minimum of 30 minutes.
4. Each lesson must have a **minimum of 4 participants**.
5. The record of Workplace Training and Assessment must be signed by the Swim School manager/training supervisor.

Candidate Full Name

Contact Phone

LESSON 1: (SISCAQU024) Skills may include, but not limited to, entering and exiting the water, getting the face wet, submerging, opening eyes underwater, moving through the water, regaining a standing position from a back or front float, side float, breathing activities and gliding in a streamline body position.

Lesson #	Main skills taught	Number of students	Date lesson taught	Duration of lesson	Supervising teacher full name	Accreditation held and licence number	Supervising teacher signature
Example	Slide in entry, blowing bubbles, movement, back float and recover, exit	4	02/05/2023	30 mins	Iza Rodriguez	AUSTSWIM / 12345	<i>I Rodriguez</i>
Lesson 1 details		Min. 4 students					

Modifications Write two modifications (changes) you made during the lesson. One or two sentences. **Example:** Some students had trouble putting their eyes in the water, so I asked them to use the mirrors under the water and it worked well.

1.

2.

Feedback from learners What feedback did you receive from learners? One or two sentences.

Progression notes for learners What skills will you progress your learners to next? One or two sentences.

Evaluation of lesson What would you change to improve your teaching and why? One or two sentences.

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RECORD OF WORKPLACE TRAINING AND TEACHING UNDER SUPERVISION

The Record of Workplace Training and Teaching Under Supervision (page 17), **MUST** be signed by the Swim School Coordinator/Manager/Deck Supervisor/Swim School Owner etc.

Record of Workplace Training and Teaching Under Supervision

The candidate has been observed and assessed against the following criteria:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Check and prepare the aquatic environment and identify and respond to factors that may impact lesson delivery. 2. Check and prepare lesson equipment appropriately. 3. Welcome the students and provide a brief lesson overview appropriately. 4. Provide clear information about safe behaviour, safety procedures, signals, pool safety, safe areas, and boundaries. 5. Introduce students to the water using communication suited to their needs and characteristics. 6. Assess the student needs, characteristics and capabilities upon their arrival, through observation or questioning, and adjust the lesson plan as required. 7. Issue equipment to suit students' needs. 8. Make reasonable adjustments to the lesson plan for individuals/the group as required. 9. Sequence the activities according to the lesson plan and adjust as required. 10. Pace the activities according to the lesson plan and adjust as required. 11. Provide clear and accurate instructions and demonstrations for drills and activities. 12. Monitor all students' techniques for moving through the water and provide feedback and corrective instruction based on observations. 13. Use teaching and communication techniques suited to student needs. | <ol style="list-style-type: none"> 14. Teach aspects of swimming strokes as required in the Teaching Under Supervision record. 15. Observe and determine stroke faults and provide feedback and corrective instruction. 16. Observe individual students - respond to challenges they may experience and modify their activities to suit their needs, and to ensure engagement and comfort. 17. Cater to different learning styles – verbal, visual, tactile, and kinaesthetic. 18. Facilitate effective group interaction to maintain group control, engagement, and safety. 19. Modify at least two aspects of the lesson plan and activities in response to student needs. 20. Encourage and respond to student questions about activities and their teaching technique(s). 21. Use motivational communication techniques suited to students' characteristics and that provide positive reinforcement and motivation to the students. 22. Highlight students' key strengths and provide information about the progression of skills. 23. Wear appropriate attire and display a professionalism. 24. Demonstrate a positive attitude to teaching. 25. Display punctuality in following lesson times. 26. Communicate effectively with students, parents, and professional colleagues. 27. Mark class attendance correctly and as required. 28. Complete accurate lesson progress records for each of the students. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Swim School Coordinator/Manager/Deck Supervisor/Swim School Owner feedback:

Workplace training and teaching under supervision complete <input type="checkbox"/>	Date <input style="width: 100%;" type="text"/>
Candidate Full Name <input style="width: 90%;" type="text"/>	Phone <input style="width: 100%;" type="text"/>
Swim School Coordinator/Manager/ Deck Supervisor/Swim School Owner name <input style="width: 90%;" type="text"/>	Signature <input style="width: 100%;" type="text"/>

COMPLETE TWO (2) LESSON PLANS

- Lesson Plan 1 and Lesson Plan 2 (page 18 and 19) must be completed and uploaded to AUSTSWIM's Teacher Hub - Streamline.

Lesson Plan 1

INTERMEDIATE (FREESTYLE/BACKSTROKE)

CANDIDATE
FULL NAMEMUST BE COMPLETED AND UPLOADED TO AUSTSWIM'S TEACHER HUB – STREAMLINE VIA [AUSTSWIM.COM.AU](https://austswim.com.au)Number of students Min of 4

Safety considerations

Class formation

Equipment needed

Lesson duration

Water depth

Aim of lesson: The lesson aims to
teach students how to...Objective of lesson: By the end of the
lesson students will have...

INTRODUCTION AND ENTRY

TIME
2 MINS

Activities/practices

Teaching Points

WARM UP

TIME
3 MINS

Activities/practices

Teaching Points

REVIEW OF PREVIOUSLY LEARNED SKILLS

TIME
5 MINS

Activities/practices

Teaching Points

NEW SKILL OR PROGRESSION OF PREVIOUSLY TAUGHT SKILL

TIME
15 MINS

Activities/practices

Teaching Points

GAME OR FUN ACTIVITY RELATING TO SKILL

TIME
4 MINS

Activities/practices

Teaching Points

CONCLUSION – SAFE EXIT AND TRANSFER OF DUTY OF CARE

TIME
1 MIN

Activities/practices

Teaching Points

Lesson Plan 2 INTERMEDIATE/
ADVANCED (BREASTSTROKE/BUTTERFLY)CANDIDATE
FULL NAMEMUST BE COMPLETED AND UPLOADED TO AUSTSWIM'S TEACHER HUB – STREAMLINE VIA [AUSTSWIM.COM.AU](https://austswim.com.au)

Number of students <small>Min of 4</small>	Safety considerations	Class formation
Equipment needed		
	Aim of lesson: The lesson aims to teach students how to...	Objective of lesson: By the end of the lesson students will have...
Lesson duration		
Water depth		

INTRODUCTION AND ENTRY

TIME
2 MINS

Activities/practices

Teaching Points

WARM UP

TIME
3 MINS

Activities/practices

Teaching Points

REVIEW OF PREVIOUSLY LEARNED SKILLS

TIME
5 MINS

Activities/practices

Teaching Points

NEW SKILL OR PROGRESSION OF PREVIOUSLY TAUGHT SKILL

TIME
15 MINS

Activities/practices

Teaching Points

GAME OR FUN ACTIVITY RELATING TO SKILL

TIME
4 MINS

Activities/practices

Teaching Points

CONCLUSION – SAFE EXIT AND TRANSFER OF DUTY OF CARE

TIME
1 MIN

Activities/practices

Teaching Points

Once you have completed all the assigned tasks and thoroughly worked through the checklist, you will be ready for assessment.

Ensuring each item on the checklist is addressed demonstrates your preparedness and understanding of the requirements.

CHECKLIST BEFORE GETTING ASSESSED	
BREAKDOWN OF STROKES	Y/N
<i>Freestyle - leg action, arm action, side breathing</i>	
<i>Backstroke - leg action, arm action</i>	
<i>Breaststroke - leg action, arm action, timing</i>	
<i>Butterfly - leg action, arm action, timing</i>	
PROGRESSIONS	
Blowing bubbles - and why we teach it	
<i>Glides - front and back</i>	
<i>Torpedo - front and back</i>	
Underwater skills	
Understanding what a streamline body position is	
SURVIVAL SKILLS / SURVIVAL STROKES	
<i>Treading Water</i>	
<i>Floating</i>	
<i>Rotations</i>	
<i>Jump in deep water and return to edge</i>	
<i>Importance of swimming without goggles</i>	
<i>Sculling</i>	
<i>Survival Backstroke</i>	
<i>Sidestroke</i>	
WATER SAFETY	
<i>Safe entries and safe exits - every lesson</i>	
<i>Pin drops, compact jumps, stride in entry</i>	
<i>Rescues- reach, throw</i>	
OTHER	
<i>Diving progressions</i>	
<i>Tumble turns</i>	
<i>Little Discoverers</i>	
<i>Schools training</i>	
TEACHING POINTS	
<i>Chain Swimming</i>	
<i>Manipulations - all strokes</i>	
<i>Maintain class control</i>	
<i>Engagement and positive attitude with students</i>	
<i>Clear communication and explanation of stroke development and progressions</i>	
<i>Body positioning throughout lesson - eyes on students at all times</i>	

<i>Never turn your back on a student</i>	
<i>Handover policy - end of lesson</i>	