IMPLEMENTING THE SAL LEARNER GUIDES

FACILITATOR'S GUIDE

Background

This **Facilitator's Guide** is designed to support the Presenter to deliver a high quality SAL Learner Guide training in the following SAL Modules:

SWMTOFF02	STARTER
SWMTOFF03	CHECK STARTER
SWMTOFF04	MARSHAL (CLERK OF THE COURSE)
SWMTOFF05	TIMEKEEPER
SWMTOFF06	CHIEF TIMEKEEPER
SWMTOFF07	INSPECTOR OF TURNS
SWMTOFF08	JUDGE OF STROKES
SWMTOFF09	RECORDER (CONTROL ROOM SUPERVISOR)
SWMTOFF10	REFEREE
SWMTOFFCC02	FINISH JUDGE/CHIEF FINISH JUDGE

Swimming NSW recognizes six elements in the quality training of technical officials:
- identification and recruitment strategies
- SNSW training notes and exercises
- competency-based SAL learner guides
- pool-deck training and mentoring
- practical assessment
- on-going self-development and training

Role of the Presenter (Facilitator)

The Presenter's role is to facilitate the candidates' learning through elements 2 and 3 above. (The Area ALEC Convener will have ensured that all candidates have studied the SNSW Training Notes and attempted the SNSW Training Exercises prior to the Presenter delivering the formal training session). The Presenter will review the candidates' understanding of the SNSW Training Notes and Exercises, provide some practical activities to strengthen understanding of the role, facilitate each candidate proceeding through the SAL Learner Guide at his/her own pace, mark Assessment Task 1, discuss Assessment Task 2 and inform the candidates of the date, venue and other arrangements of the practical assessment to be conducted by the appointed Assessor.

Achieving a high quality training environment

The Presenter will be appointed by the Area ALEC Convener to undertake the Learner Guide training. The Presenter must be SAL accredited as a presenter and familiar with the full accreditation process and the requirements of the Learner Guide training. The Presenter must also have SAL technical official accreditation for the position sought.

The Presenter should have some idea of the level of readiness of all candidates to undertake the Learner Guide training. This information can be obtained from the Club Coordinator/ALEC Convener and also from talking to the candidates themselves. All candidates should have read the SNSW Training Notes, completed the SNSW Training Exercises, and have completed at least 4 hours of pool-deck experience in the position.

The Presenter needs to ensure that the physical environment is conducive to learning. Choose a room or space that is free of noise and other distractions, that is comfortable and large enough to facilitate movement of candidates for group work. Establish a focal area in the room from which the Presenter can lead the training and be able to draw the group together quickly as required to regain control. Ensure all teaching aids can be operated effectively from this focal area and that all candidates can see the display. Organise copies of learning materials so that they can be distributed easily and quickly.

The Presenter must establish and maintain empathy with the group throughout the training. Talk to early arrivals and show your interest in their development. Learn and use the names of all participants. Be seen to work closely with the Club Coordinator to encourage mutual respect for all present and pick up on the special needs of candidates. Use humour to 'break the ice' and ensure the structure and timings of the program are known to all. Use personal anecdotes to relate the learnings to real swimming contexts. Don't be afraid to criticize yourself publicly for personal shortcomings in learning. After all, this is how most present will feel about themselves at some stage of the training.

Know your subject matter. Rehearse your presentation at home and in the car traveling to the venue. Follow your own lesson plan and try to stick to the timings. Be flexible as the training proceeds so that you can capture the best moments to emphasize key concepts. Ask lots of questions of the audience so you can have a 'breather' to think about how it's all going and can gauge the level of learning that's happening. Read individual body language in the audience continuously and be responsive to needs. If in doubt, ask another question! Be a facilitator by getting individuals to address the group rather than you doing this all the time. Use open questioning and pick more experienced individuals to 'carry' the audience conversation. Avoid challenging 'negative' audience members in front of the whole group. (Do it on the side). At all times be positive and optimistic.

As a regular Presenter, develop a presenter's kit for yourself, containing all the materials, teaching aids and course notes for those technical official positions for which you may be asked to present. Review the Resources section of the SNSW website to ensure your materials are up to date. Visit **www.nsw.swimming.org.au** regularly.

The Lesson Plan

What follows is a generic lesson plan designed to assist you to present a 2 hour Presenter training session in any of the SAL Modules listed earlier in this **Facilitator's Guide**. Trial the lesson plan and then modify it to meet your own needs.

Summary Lesson Plan

5 minutes   Welcome and Introductions

15 minutes   Review and discussion of SNSW Training Notes and Exercises

30 minutes   Practical activities 1 and 2

5 minutes   Break

45 minutes   Individual progress through the SAL Learner Guide

5 minutes   Conclusion and assessment arrangements.

Detailed Lesson Plan

5 minutes   Welcome and Introductions
            Introduce yourself and outline the structure of the session. Review the attendance sheet and familiarize yourself with each candidate's name. Define the purpose of the session and how it fits in to the six elements of the SNSW training program.

15 minutes   Review and discussion of SNSW Training Notes and Exercises
            Be prepared to hand out copies of the SNSW Training Notes if some candidates have left them at home. (Collect them at the end of the session). Discuss the answers to the questions set in the Training Exercises as an open forum. (Make sure you have a copy of the set answers for referral – these are available from the SNSW Office). Remind candidates of the SNSW website source. Check that each candidate has adequately attempted the questions as you move around the room. Sign off their work but don't unduly dwell on incorrect written answers.

30 minutes   **Practical Activities 1 and 2**
For each SAL Module there are two practical activities suggested:

SWMTOFF02   STARTER

Activity 1   Ask each of the candidates for Starter to stand up and accompany you on to 'pool deck' (real or simulated). The Presenter then asks each candidate in turn to give the starting instructions for a race from a designated position on the side of the 'pool'. Lead a discussion on the differences in the clarity, volume and intonation of all the candidates' voices. This discussion should identify some of the key qualities of successful and less successful starters. Be careful to emphasize that good starters are the product of lots of practice and experience and that the voices of all starters sound unique! Encourage all candidates to identify and develop their own 'starter's voice'.

Activity 2   Discuss the setting and release mechanisms of the false start rope. Use a real pool set-up if available. When do you check the false start rope? When do you release it? How does it work when AOE is in use? Can any candidate describe a context when the false start rope did not drop? What happened and how could the situation have been avoided? What is the starter's responsibility re the operation of the false start rope?

SWMTOFF03   CHECK STARTER

Activity 1   Ask each of the candidates for Check Starter to stand up and accompany you on to 'pool deck' (real or simulated). The Presenter then designates the marshalling area and the area behind the starting blocks, and the numbering on the starting blocks. The Presenter then asks each candidate, in turn, to move the swimmers (eg. other candidates in role play) from the marshalling area to the starting blocks. Lead a discussion on how this task can best be done, asking the candidates to describe each stage of a successful transition of the swimmers from marshalling to the start.

Activity 2   Following Activity 1 (above), imagine that a false start occurred. Lead a discussion on what a Check Starter must do to ensure a successful restart of the race. Visualise and describe the process in a practical simulation. What could go wrong?

SWMTOFF04   MARSHAL (CLERK OF THE COURSE)

Activity 1   Ask each of the candidates for Marshal to stand up and accompany you on to 'pool deck' (real or simulated). The Presenter then designates the marshalling area. The Presenter then leads a discussion on what features of a marshalling area are essential to support a successful marshalling operation. Use visualization of known marshalling areas such as at District/Area and State Meets to facilitate a broad discussion.

Activity 2   Lead a discussion on 'incidents' in marshalling areas that caused disadvantage to swimmers and how those incidents could have been avoided.

SWMTOFF05   TIMEKEEPER

Activity 1   Ask candidates to consider which timekeeper(s) will record the most accurate time from the following examples (using a set of photographs, available from Swimming NSW, would enhance this exercise):
    (a) a parent timing their child from a position in the grandstand
    (b) a coach walking along the side of the pool
    (c) a single timekeeper standing on the side of the pool where a rope stretched across the pool represents the finish line
    (d) a single timekeeper standing back from the finish wall in the correct lane
    (e) a single timekeeper looking vertically down the finish wall in the correct lane
    (f) three timekeepers, all looking down the finish wall in the correct lane.
This Activity highlights the need for more parents and senior swimmers to be trained as timekeepers to improve the running of club nights and club carnivals.

Activity 2   Lead a discussion on the operation of a hand-held stopwatch. Ask candidates to start and stop the stopwatch as quickly as they can. No matter how fast or how many times they do it there will always be a finite time showing on the stopwatch. Write these times on a whiteboard and discuss with the candidates the pattern of the times. This exercise leads to a general discussion of the concept of **reaction time**, the limitations of manual timing, and how AOE electronic timing eliminates this error. Don't be too surprised if you find that the younger timekeepers in the group have the fastest reaction times!

SWMTOFF06   CHIEF TIMEKEEPER

Activity 1   Ask each of the candidates for Chief Timekeeper to stand up and accompany you on to 'pool deck' (real or simulated). Lead a discussion on how the Chief Timekeeper goes about allocating timekeepers to lanes. Some of the factors that will come out of the discussion include the number of lanes to be used in competition, the number and experience of timekeepers available to be allocated to a lane, the need for reserve timekeepers, the need to appoint a chief lane timekeeper on every lane, the need to give preference to middle lanes, and the need to give preference to lanes in which a record may being attempted. What will you do if a timekeeper reports a stopwatch malfunction? Which lane does the Chief Timekeeper time?

Activity 2   Discuss the purpose of a watch check that is carried out prior to the commencement of competition. Responses may include that all timekeepers are familiar with the method of start, that all stopwatches can be checked for accuracy and replaced if necessary, that all timekeepers are familiar with where they will need to stand in order to see and hear the starting device, and what to do if there is a stopwatch malfunction.

SWMTOFF09   RECORDER (CONTROL ROOM SUPERVISOR)

Activity 1   Lead a discussion with the candidates on what are the main differences in being a Recorder at a manual meet and at an electronic meet. List these differences in two columns on a whiteboard. Which type of meet do you think a Recorder needs to understand first? Are the basic principles of running a manual meet and an electronic meet the same? Ask each candidate to share with the group how his/her club night operates and how their club runs a carnival from the perspective of a Recorder.

Activity 2   Imagine you have been asked to be Chief Recorder at your club's next carnival. This carnival is to be a fully manual meet. How many technical officials will you seek to work in the recording room and what will be their roles?

SWMTOFF10   REFEREE

Activity 1   Discuss with the candidates what preparation a Referee undertakes:
  (i)   a week before a Meet
  (ii)   a day before a Meet
  (iii)   an hour before a Meet
  (iv)   a quarter hour before a Meet
  (v)   the first half hour after a Meet, and
  (vi)   the day after a Meet.

Activity 2   Consider the following situation. A swim coach approaches you, as Referee, whilst there is a race in the water. He is quite angry and is shouting at you. It appears that he disagrees with the published and announced result of the last event. What do you do?

SWMTOFFCC02   FINISH JUDGE/CHIEF FINISH JUDGE

Activity 1   Ask each of the candidates for Finish Judge to stand up and accompany you on to 'pool deck' (real or simulated). Having identified the starting and finishing end of the pool, the Presenter then asks the candidates to select the location from which the Finish Judges will operate and also to be prepared to justify their choice.

Activity 2   Consider the following scenario. There are three Finish Judges working as a team including yourself as Chief Finish Judge. At the end of a particular race there is a close finish and one of the Finish Judges yells out "Tom (his friend's son) has won it!" What do you do?

5 minutes   BREAK
          Use the break to talk to the candidates and gain feedback on how the training is progressing. Answer their questions and monitor their understandings/needs.

45 minutes   Individual progress through the SAL Learner Guide

Each SAL Learner Guide is designed to be undertaken by each candidate at his/her own pace. This procedure maximizes the potential for individual learning effectiveness and enables the Presenter to move around the group and provide support. The Presenter is also 'freed up' to mark candidates' work as each individual completes Assessment Task 1. Make sure you have sufficient copies of the Learner Guide (1 each) and spare pens and pencils to distribute to the candidates.

The SAL Learner Guide requires each candidate to complete the following tasks:

- read the introductory material about what is a competency and what is competency-based assessment
- read information about how a particular Technical Official prepares for a Meet
- do Activity 1 (consequences of poor preparation)
- read more about the roles of the Technical Official position
- do Activity 2 and subsequent Activities
- read additional information about what a particular Technical Official does at a Meet
- answer all questions in Assessment Task 1 (open book test)
- present Assessment Task 1 responses to the Presenter for marking and feedback
- review the performance criteria in the Assessment Tool (Assessment Task 2).

The nine tasks above should take, in total, about 45 minutes to complete. Well-prepared candidates will finish the tasks earlier than this and their responses can be marked whilst others are still working. It is important that the Presenter is free to move around and give some time to each candidate. The Presenter must sign off and date Assessment Task 1.

5 minutes   Conclusion and assessment arrangements

At an appropriate time, the Presenter draws all the candidates together to lead discussion on the required competencies listed in the Assessment Tool (Assessment Task 2) and the practical assessment process to be conducted at a real Meet. Details of the appointed Assessor's name, and date, time and venue of the assessment are given to the candidates. The Presenter then answers questions from the candidates, and reassures them of the negotiable and supportive nature of the practical assessment. The Presenter then signs off on the Assessment Cover Sheet against the names of each of the successful candidates so far, keeps a copy of this sheet, and returns the original to the Area ALEC Convener. Each candidate retains the original and completed SAL Module Learner Guide for preparation and possible discussion with the Assessor at the negotiated later date.

Resources to conduct a successful Technical Official SAL Learner Guide training
- spacious, quiet room with tables and chairs arranged in an open discussion format
- 11 copies of the appropriate SAL Learner Guide (for 10 participants)
- power point slides and projector (if you are going to use a directed presentation)
- Club attendance sheet and SNSW Assessment Cover Sheet
- spare copies of SNSW Training Notes and Exercises
- access to a real pool deck situation for the suggested Practical Activities
- white board and marker pens or butcher's paper and marker pens
- writing pens and pencils
- other resources specific to the SAL Learner Guide or Technical Official position
- display of summary lesson plan on the wall or white board

Enjoy your role as a Presenter!

TECHNICAL SWIMMING COMMITTEE
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