

SWIMMING NEW SOUTH WALES  
TECHNICAL SWIMMING COMMITTEE

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**IMPLEMENTING THE SWIMMING AUSTRALIA  
LEARNER GUIDES**

**FACILITATOR'S GUIDE**

**Background**

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

UNIT 1	GENERAL PRINCIPLES OF OFFICIATING
UNIT 2	TIMEKEEPER
UNIT 3	CHIEF TIMEKEEPER
UNIT 4	CLERK OF COURSE
UNIT 5	CHECK STARTER
UNIT 6	STARTER
UNIT 7	INSPECTOR OF TURNS
UNIT 8	JUDGE OF STROKE
UNIT 9	RECORDER
UNIT 10	FINISH JUDGE/CHIEF FINISH JUDGE
UNIT 11	AOE OPERATOR
UNIT 12	MEET MANAGER OPERATOR
UNIT 13	ANNOUNCER
UNIT 14	REFEREE
UNIT 15	REFEREE – MULTI-CLASS
UNIT 16	ADVANCED SELF-MANAGEMENT

Training for many of these units are available through the Swimming Australia website at <https://nswtraining.swimming.org.au/>.

Swimming NSW recognises two training paths, each with six elements, in the quality training of technical officials:

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| <ul style="list-style-type: none"><li>● <b>Face-to-face learning</b></li><li>1. Identification and recruitment strategies</li><li>2. SNSW training notes and exercises</li><li>3. Competency-based SA learner guides</li><li>4. Pool-deck training and mentoring</li><li>5. Practical assessment</li><li>6. On-going self-development and training</li></ul> | <ul style="list-style-type: none"><li>● <b>Online learning</b></li><li>1. Identification and recruitment strategies</li><li>2. SNSW online training courses</li><li>3. Pool-deck training and mentoring</li><li>4. Practical assessment</li><li>5. On-going self-development and training</li></ul> |
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**Note that the SA Learner Guides do not require, as a component of achieving competency in any of the units, that a candidate attend any formal presentation.**

However, the SNSW TSC recognises that there are definite benefits to be gained by candidates receiving direct instruction from a competent facilitator.

### **Role of the Facilitator**

The Facilitator's role is to assist the candidates' learning through elements 2 and 3 (fact-to-face training) or 3 (online learning) above.

**For face-to-face training** the Area Technical Swimming Committee Convener (ATSCC) will have ensured that all candidates have studied the SNSW Training Notes and attempted the SNSW Training Exercises prior to the Facilitator delivering the formal training session.

The Facilitator 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 appropriate SA Learner Guide at their own pace;
- discuss and mark the Assessment Tasks; and
- determine, with input from the ATSCC and the candidate, the date, venue and other arrangements of the practical assessment to be conducted by the appointed Assessor.

Should a candidate prefer, they may choose to complete any, or all, available units online. In these cases, a Facilitator will not be required to make a presentation to the candidate, who may move directly to elements 3 and 4.

- At the successful completion of the online course the candidate will be invited to print their Assessment Tool; and
- to notify their ATSCC that they are prepared for pool-deck training and practical assessment.

### **Achieving a high-quality face-to-face training environment**

The Facilitator will be appointed by the ATSCC to undertake the Learner Guide training. The Facilitator must be SA accredited for the Unit being presented, and as a Presenter. They must also be familiar with the full accreditation process and the requirements of the Learner Guide training.

The Facilitator 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/ATSCC, and from talking with the candidates themselves. All candidates should have read the SNSW Training Notes, completed the SNSW Training Exercises prior to the presentation. They should also have achieved some pool-deck experience in the position.

The Facilitator 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 allow movement of candidates for any group work. Establish a focal area in the room from which the Facilitator 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 Facilitator must do their best to establish and maintain empathy with the group throughout the training:

- Learn and use the names of all candidates.
- Talk to all candidates and show an interest in their development.
- 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 mention any personal shortcomings in learning, after all, this is how most candidates 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, but
- Be flexible as the training proceeds so that you can capture the best moments to emphasise key concepts.
- Ask lots of questions of the audience so you can gauge the level of learning that is happening.
- Use ‘open’ questions which will allow the candidates to demonstrate their understanding.
- 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 talk about their experiences and learning, rather than having you talking all the time.
- Pick more experienced individuals to ‘carry’ the candidates’ conversation, while encouraging all others to contribute.
- Avoid challenging any ‘negative’ candidates in front of the whole group.
- At all times be supportive, positive and optimistic.

As a regular Facilitator, you will develop a presenter’s kit, 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 [nsw.swimming.org.au](http://nsw.swimming.org.au) regularly.

### **Sample Lesson Plan**

What follows is a generic lesson plan designed to assist you to present a 2-hour face-to-face training session in any of the SA units listed earlier in this **Facilitator’s Guide**. Trial the lesson plan and then modify it to meet your own style and needs. Note that some Units will not require

## Summary Lesson Plan

5 minutes	Welcome and Introductions
15 minutes	Review and discussion of SNSW Training Notes and Exercises
30 minutes	Practical activities
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 familiarise 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.
- 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, available from your ATSCC, or from the SNSW Office, for referral.
- 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**

- Practical activities are an excellent way to break up the presentation and to reinforce the content of the presentation. Following are some examples of

practical activities which could be used with the SA Learner Guides and SNSW Training Notes.

## **UNIT 2      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** Initiate 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!

## **UNIT 3      CHIEF TIMEKEEPER**

- Activity 1** Ask the candidates for Chief Timekeeper to stand up and accompany you on to 'pool deck' (real or simulated). Initiate 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 be

attempted. Procedures to follow should a Timekeeper report 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 when using manual stopwatches. 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.

#### **UNIT 4 CLERK OF THE COURSE**

**Activity 1** Ask the candidates for Clerk of the Course to stand up and accompany you on to ‘pool deck’ (real or simulated). The Facilitator then designates the marshalling area. The Facilitator then leads a discussion on what features of a marshalling area are essential to support a successful marshalling operation. Use visualisation of known marshalling areas such as at 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.

#### **UNIT 5 CHECK STARTER**

**Activity 1** Ask the candidates for Check Starter to stand up and accompany you on to ‘pool deck’ (real or simulated). The Facilitator then designates the marshalling area and the area behind the starting blocks, and the numbering on the starting blocks. The Facilitator then asks each candidate, in turn, to move the swimmers (e.g., 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?

## **UNIT 6      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'.

Initiate 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 emphasise that good Starters are the product of lots of practice and experience, and that the voices of each Starter is 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?

## **UNIT 9      RECORDER**

**Activity 1** Initiate 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 conducted using either a Dolphin, or a Wylas timing system. How many Technical Officials will you seek to work in the recording room and what will be their roles? (Should the candidate's club use manual Recording, modify this task appropriately.)

## **UNIT 14     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** have the candidates consider the following situation:  
A swim coach approaches you, the 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?

**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 SA Learner Guide**

- Each SA Learner Guide is designed to be undertaken by the candidate at their own pace. This procedure maximises the potential for individual learning effectiveness and enables the Facilitator to move around the group and provide support.
- The Facilitator is also able to check candidates' responses as they complete the Assessment Tasks. Make sure you have sufficient copies of the Learner Guide (1 each) and spare pens and pencils to distribute to the candidates.
- Each SA 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
  - complete Activity 1 (consequences of poor preparation)
  - read more about the roles of the Technical Official position
  - complete subsequent Activities
  - read additional information about what a particular Technical Official does at a Meet
  - complete the written Assessment Task contained in the Learner Guide
  - present the Assessment Task responses to the Facilitator for marking and feedback
  - review the performance criteria in the Assessment Tool in preparation for a practical assessment, to be conducted at a later date
- 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 checked whilst others are still working. It is important that the Facilitator is free to move around and give some time to each candidate.

### **5 minutes Conclusion and assessment arrangements**

- At an appropriate time, the Facilitator draws all the candidates together to initiate discussion on the required competencies listed in the Assessment Tool (Assessment Task 2), and the practical assessment process, which will be conducted at a Meet.
- If known, the details of the appointed Assessor's name, and the date, time and venue of the assessment are given to the candidates. Otherwise, the candidates are to be advised that their ATSCC will be in contact with these details.
- The Facilitator then answers any questions from the candidates and reassures them of the negotiable and supportive nature of the practical assessment.
- The Facilitator then signs off on each candidate's SA Learner Guide/Module Cover Sheet. The candidate retains the original, together with the completed SA Learner Guide to assist with their preparation for their practical assessment. The Facilitator should take a copy of the Cover Sheet and forward it to the ATSCC.

### **Suggested resources to conduct a successful Technical Official SA Learner Guide training presentation**

- spacious, quiet room with tables and chairs arranged in an open discussion format
- sufficient copies of the appropriate SA Learner Guide (one for each participant, and one for the Facilitator)
- a PowerPoint presentation and projector (if using a directed presentation)
- Club attendance sheet and SA Learner Guide/Module Cover Sheets
- 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 SA Learner Guide or Technical Official position
- display of summary lesson plan on the wall or white board

Enjoy your role as a Facilitator.