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# Instructor
# Handbook

**Australian Sailing**

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# Handbook

# Acknowledgements

Australian Sailing would like to acknowledge all those involved in contributing to this publication.

Content and design content by Australian Sailing and Creative Parrot

**Disclaimer**

This information is general in nature and should not be relied on as legal or professional advice. Australian Sailing recommends that organisations obtain independent legal or professional assistance when using this information for their own purpose in a specific situation.

## Foreword

Thank you for choosing to become part of the Australian Sailing network of instructors. You will be making a valuable contribution to increasing safety on the water, while attracting and retaining more people in sailing and powerboating.

As an Instructor you are likely to be the most important person in determining whether a new sailor has a great time and continues in sailing. The role of the Instructor is to ensure the new sailors' safety and enjoyment at all times. For some new sailors this will be based around adventure and learning a new sport, and for some it will be about meeting new friends and other social opportunities. Due to this, an important part of your role is introducing them to the club, and the many opportunities that exist for their progression.

As an Instructor you need to be able to assess your sailors' expectations and skill level whilst delivering all the fundamental sailing skills required, in accord with the published Program and Course Syllabus. It is also important to develop their confidence on the water. The fundamental measure of your success is how many of your new sailors progress to the next level on the sailing pathway and ongoing participation in sailing and the club.

The aim of this handbook is to outline your role as an instructor within the Australian Sailing Programs and to provide you with all the information you will require as an instructor. You will also receive program specific resources to aid with the delivery of courses once you are accredited.

For more useful information please visit the website
https://www.sailingresources.org.au/instructors/

Throughout your instructor course if you have any questions, concerns or suggestions for improvement, please provide them to the Senior Instructor.

Chief Instructors

# Craig Ferris      Chris Goldacre      Nicole Jones

Powerboat                 Dinghy                  Keelboat
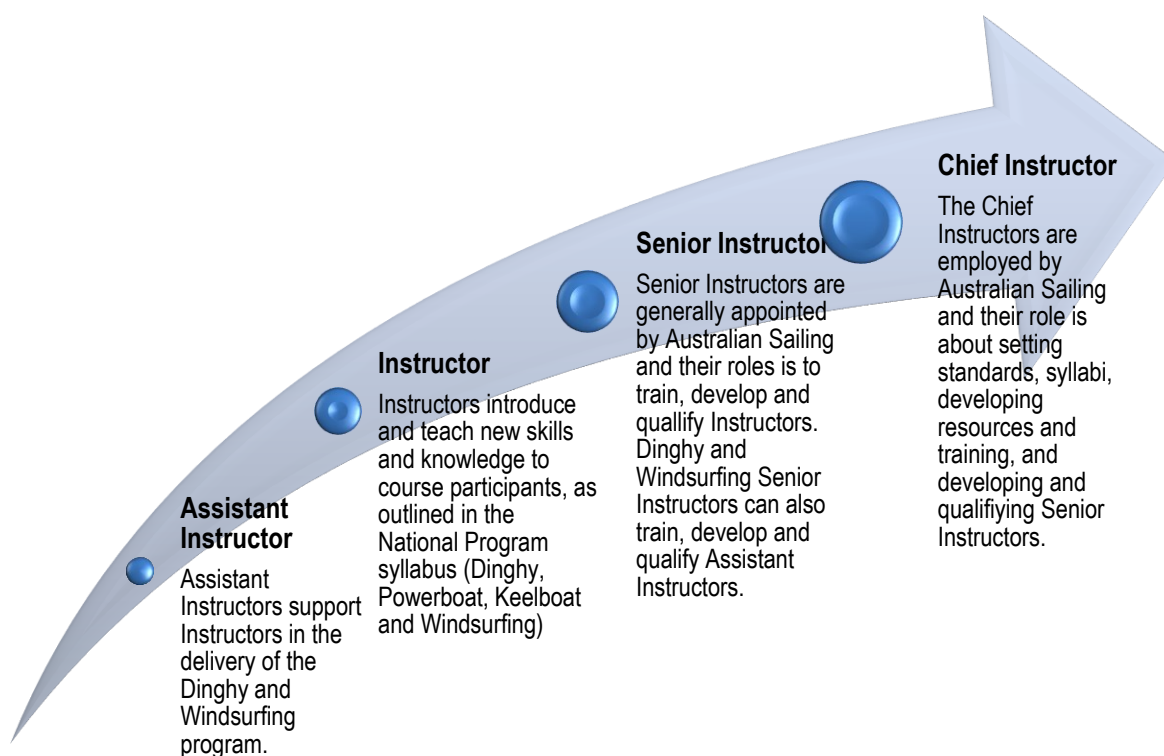
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# 1: Australian Sailing Instructor Training Program

## Australian Sailing Instructor Training Program Learning Outcomes

To gain accreditation as an Australian Sailing instructor you must demonstrate competency in accordance with prescribed outcomes. Throughout your training, these outcomes will be assessed by the Senior Instructor, who will provide a training environment that allows you to develop as an instructor and enables you to complete the course, with confidence to deliver your chosen program.

At the end of the Instructor Training program you will be able to:

- Explain the roles and responsibilities of the instructor within the Discover Sailing Program
- Outline the Australian Sailing structure and understand how the instructor plays a pivotal role in the Discover Sailing Pathways
- Develop strategies to work with parents, officials and sports administrators
- Plan and review instructor sessions for beginner level participants
- Assess and manage the risks of instructing
- Safely conduct a learn to sail (or powerboat) course, ensuring fun and maximum participation through games and activities
- Utilise a range of communication, instructing and behaviour management strategies to help participants learn the basic skills
- Cater for the physical and social development of the participant

**Chief Instructor**

The Chief Instructors are employed by Australian Sailing and their role is about setting standards, syllabi, developing resources and training, and developing and qualifiying Senior Instructors.

**Senior Instructor**

Senior Instructors are generally appointed by Australian Sailing and their roles is to train, develop and quallify Instructors. Dinghy and Windsurfing Senior Instructors can also train, develop and qualify Assistant Instructors.

**Instructor**

Instructors introduce and teach new skills and knowledge to course participants, as outlined in the National Program syllabus (Dinghy, Powerboat, Keelboat and Windsurfing)

**Assistant Instructor**

Assistant Instructors support Instructors in the delivery of the Dinghy and Windsurfing program.

## The Dinghy Instructor Pathway

**Chief Instructor**

**Level 3** — Racing Instructor → Senior Instructor

**Level 2** — Sailing Instructor

**Level 1** — Assistant Instructor

| Qualification: | Can teach the following courses: |
|---|---|
| Dinghy Assistant Instructor | Start Sailing 1* <br> Start Sailing 2* <br> Better Sailing* <br> *Under the supervision of a qualified Dinghy Instructor |
| Dinghy Sailing Instructor | Start Sailing 1 <br> Start Sailing 2 <br> Better Sailing |
| Dinghy Racing Instructor | Start Sailing 1 & 2 <br> Better Sailing <br> Start Racing <br> Better Racing |

## The Windsurfing Instructor Program

**Chief Instructor**

**Level 3** — Windsurfing Master → Senior Instructor

**Level 2** — Windsurfing Instructor

**Level 1** — Assistant Instructor

| Qualification: | Can teach the following courses: |
|---|---|
| Windsurfing Assistant Instructor | Start Windsurfing* <br><br> *Under the supervision of a qualified Windsurfing Instructor |
| Windsurfing Instructor | Start Windsurfing <br> Intermediate Windsurfing |
| Windsurfing Master | Start Windsurfing <br> Intermediate Windsurfing <br> Advanced Windsurfing |

## The Keelboat Instructor Pathway

**Chief Instructor**

**Level 3** — Racing Instructor → Senior Instructor

**Level 2** — Keelboat Instructor

**Level 1**

| Qualification: | Can teach the following courses: |
|---|---|
| Keelboat Instructor | Start Crewing <br> Start Helming <br> Start Skippering |
| Keelboat Racing Instructor | Start Crewing <br> Start Helming <br> Start Skippering <br> Spinnakers <br> Start Racing |

## The Powerboat Instructor Pathway

**Chief Instructor**

**Level 3** — Safety Boat Instructor → Senior Instructor

**Level 2** — Powerboat Instructor

**Level 1**

| Qualification: | Can teach the following courses: |
|---|---|
| Powerboat Instructor | Start Powerboating <br> Powerboat Handling |
| Safety Boat Instructor | Start Powerboating <br> Powerboat Handling <br> Safety Boat Operator |

# Discover Sailing Program

The Discover Sailing Program has been developed by Australian Sailing to get more people involved in the sport of sailing throughout Australia.

Australian Sailing is the National Sporting Organisation for sailing and powerboating, in recreation and in competition. We support our Discover Sailing Centres to offer practical and theory learn to sail courses from beginner sailing to racing, as well as windsurfing and powerboating.

Sailing is a fun, safe, accessible, and affordable sport that welcomes participation from people of all backgrounds, ages and abilities. With many different ways to get started in sailing, Discover Sailing offers a structured pathway. It provides a great introduction to the sport with a range of opportunities for sailors to continue sailing in clubs as they develop their skills, experience and confidence.
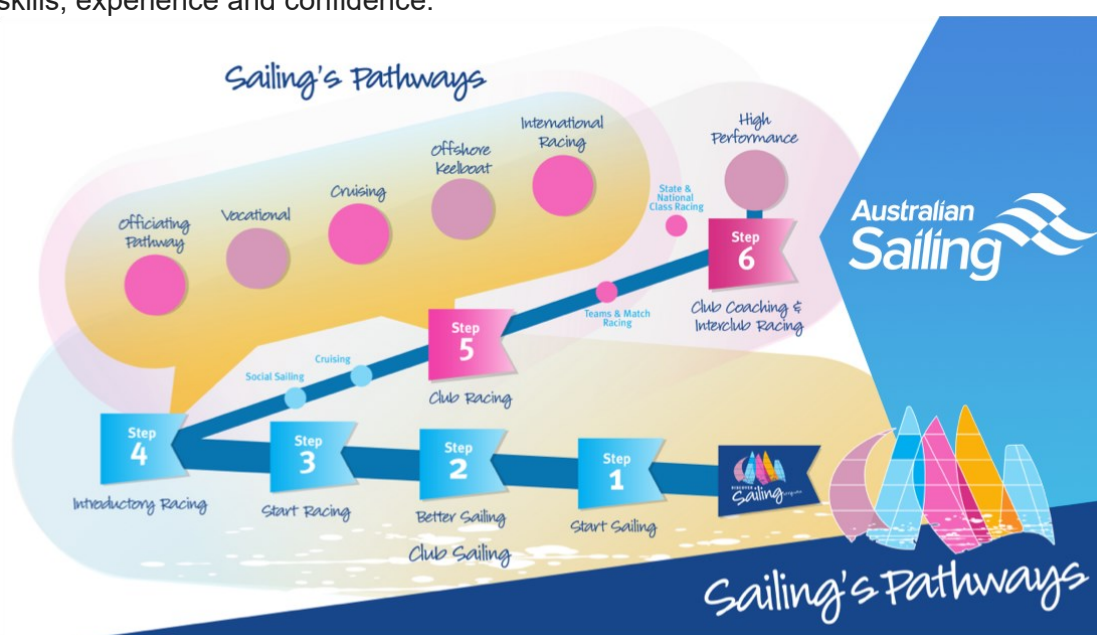


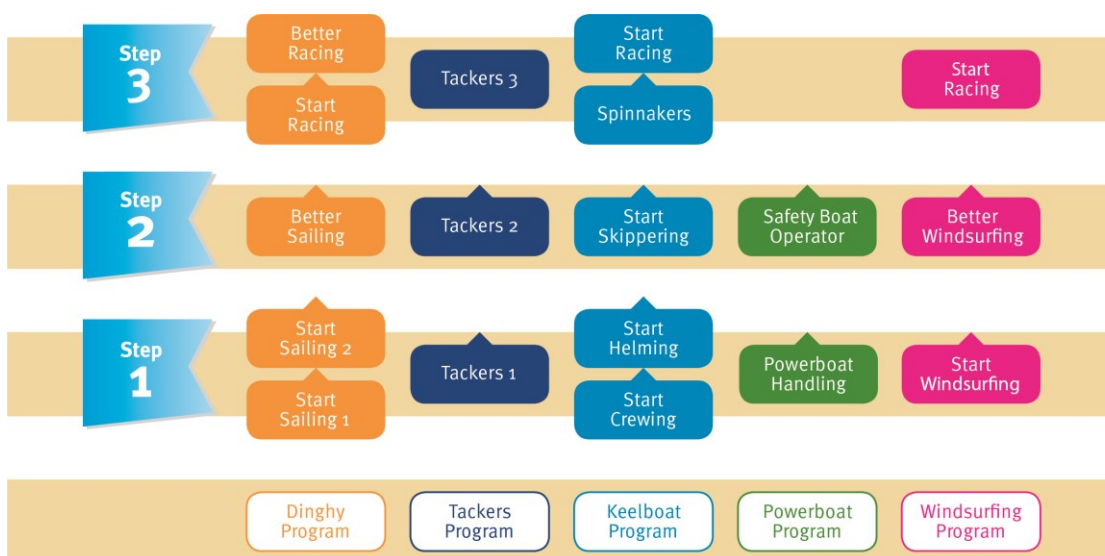Figure 1: Discover Sailing learn to sail (and powerboat) pathway



Figure 2: Discover Sailing learn to sail (and powerboat) courses

## Discover Sailing Centres

Australian Sailing learn to sail (and powerboat) courses (Figure 2) are an important part of the Discover Sailing Program and are delivered through accredited Discover Sailing Centres, most of whom are associated with a sailing club.

The benefits for participants attending a course at a Discover Sailing Centre are:

- Quality assurance – commitment to delivering a nationally recognised course to the highest standards and level of service.
- Attention to safety & risk management. Discover Sailing Centres are reviewed to appropriate safety and risk management procedures. They only use Australian Sailing qualified instructors to deliver the Discover Sailing Experience and Discover Sailing Courses.
- Customer satisfaction surveying – all participants who complete a Discover Sailing course have the opportunity to provide feedback on their experience.
- Consistency on the first, second and third steps on The Sailing Pathway to ensure appropriate and progressive skills development.
- Participants who successfully complete a Discover Sailing course receive a nationally recognised certificate that enables them to progress to the next level at any accredited Discover Sailing Centre in Australia.
- Discover Sailing Centres will hold public liability insurance policies and their boats will be insured. Participants enrolled in a Discover Sailing course receive insurance cover including personal accident insurance.
- Insurance will cover Instructors instructing at Discover Sailing Centres within the program they are qualified as well.
- Discover Sailing Centres will comply with Australian Maritime Safety and State Maritime Safety Department legislation and regulation.

## Benefits of Becoming an Australian Sailing Instructor

For instructors, the major benefits of being a current qualified instructor in the program you are accredited to deliver are:

- Eligibility to work at an accredited Discover Sailing Centre. These centres can provide you with the support, safety, systems and pathways for your role as an Australian Sailing instructor.
- Recognition by Discover Sailing Centres and their customers as to having achieved a nationally-recognised standard of Instructor delivery, and therefore being able to deliver an experience and service that fulfils their customers' expectations.
- Access to standard course syllabi and resources. The Australian Sailing program and course structure has been designed to support you in planning and delivering the courses effectively. This is reflected in the instructor manuals and customer logbooks.
- Instructor liability insurance and centre public liability insurance. Your instructor renewal fee provides you with liability insurance whilst delivering an Australian Sailing Discover Sailing Course at an accredited Discover Sailing Centre. Your centre will hold public liability insurance as a condition of being accredited with Australian Sailing.
- As a current qualified Australian Sailing instructor you are also covered under an Australian Sailing policy against public liability matters that might arise against you personally when delivering an Australian Sailing course, that you are an accredited active instructor, at an accredited Discover Sailing Centre. A detailed explanation of this insurance can be found on the Australian Sailing website

- Access to ongoing learning and development through conferences and newsletters. Australian Sailing is committed to ensuring such opportunities are provided.
- Promotion of instructor qualification through the search facility on the website.

## Maintaining Your Instructor Qualification

Being accredited by Australian Sailing is a requirement for an instructor to deliver courses under the Australian Sailing programs at accredited Discover Sailing Centres.

Your instructor qualification is valid for **five** years and during this period instructors must:

- Maintain a current Australian HLTAID003/011 – Provide first aid or higher certificate
- Comply with state and territory 'Working with Children' legislation. For more information on this contact Australian Sailing or visit www.playbytherules.net.au.
- Comply with relevant state maritime licence requirements
- Pay an annual renewal fee to Australian Sailing
- Agree with the Instructor & Coaches Code of Conduct (by paying your instructor fee you are agreeing to abide to the Australian Sailing's Member Protection Policy and Code of Conduct)
- Be medically and physically able to perform the duties expected of an accredited instructor

Every five years instructors must revalidate their qualification. To revalidate you shall meet the following requirements:

- Maintain instructor currency as above
- Have been an active instructor over the five years
- Provide evidence of competency as an instructor by <u>one</u> of the following:
    - Assessment by a Senior Instructor
    - Attend the assessment day of an instructors course (in their specific qualification)
    - Provide video evidence of conducting a session signed off by an accredited centre principal and reviewed by a Senior Instructor
- It is also highly recommended that instructors attend the annual state instructors' conference

To maintain currency as an instructor you can also qualify in the instructor level above what you currently hold. If you are unable to meet any of the above requirements contact a Club Support Office in your region.

To complete the above process, please register on the reaccreditation course -- click here (which can be found on the Australian Sailing website) and contact your State Association to coordinate providing evidence of competency.

## Lapsed Currency

**Inactive instructors**

Instructors who have not paid their annual renewal fee shall have no public liability or professional indemnity insurance cover and may not be engaged/employed by an Australian Sailing Discover Sailing Centre to deliver any of the Australian Sailing programs. Discover Sailing Centres are unable to add inactive instructors to their courses.

**Expired Instructors**

Instructor qualifications are current for 5 years from the date of the wet drill component of the instructor course. After the 5-year period the instructor must be reaccredited by attending a 1-day reaccreditation course. If currency has lapsed for more than a two-year period then the instructor should apply to their Regional office for revalidation, but may be expected to attend an instructor course or undertake an instructor assessment by a Senior Instructor.

## Certificate of Qualification

Upon successful completion of your instructor course and when all of the pre-requisite requirements are listed on your mySailor profile. A record of your achievement will be available on your personal mySailor profile (accessible through the Australian Sailing website) which you may access using your unique login ID (mySailor number) and password. Your mySailor number will be printed on your certificates. You will be able to print the certificate as required. Please note that you will need to print to a physical printer or print as a PDF for the actual details to appear on the certificate.

## mySailor

This is the national online database for maintaining records of sailing experiences and qualifications. Using your unique login ID and password, you may access this information at any time. It is important that you keep this record up to date (especially your contact details) to ensure that your course completion certificates, news and information about our programs as well as qualification expiry notification and instructor renewal reminders reach you.

Within your mySailor record you can add other qualifications that may assist your club i.e. HLTAID003/11 – Provide first aid, current boat/AST/marine licence, working with children checks and marine radio licence. Any invoices raised for yourself can also be accessed through your profile i.e. any course enrolment/completions or your instructor renewal invoice.

## RevSPORT

revSPORT is an online student data management tool provided to Accredited Discover Sailing Centres by Australian Sailing.

In order to gain access to your Centres revSPORT account which will enable you to do such tasks as mark students complete on a course; send participants course detail emails etc you must apply to your Centre Principal/Administrator for access to the system. It will depend on the individual Discover Sailing Centre to the level of access or no access is given to their instructors.

revSPORT is the facility that Discover Sailing Centres use to record student information, post upcoming training information, enrol and mark students. Australian Sailing uses the information gained through revSPORT to produce official certificates for all students.

## Online Shop

Every entry-level course in each program has a student pack, which may be purchased by the centre or the individual. The available resources are a logbook outlining the syllabus and a section to record their sailing hours and/or an accompanying textbook to compliment the course.

The Australian Sailing online shop allows Discover Sailing Centres, Instructors and/or participants to purchase logbooks and text for the dinghy, keelboat, powerboat, windsurfing and safety & sea survival programs. These resources will assist in your development as an instructor and further your knowledge within your program. We encourage you to familarise yourself with the available resources and promote to your participants—those that may benefit the most and be an aid to the development of their skills. Please note that some of these resources are available on line and that each student will receive a link to download resources if the Centre sends the course completion email.

## Australian Sailing Structure and Responsibilities

**Australian Sailing Education and Training Department**
- Develop and manage National strategies, policies, programs, systems, standards and procedures, to increase the number of people sailing safely at member clubs through skills development.
- Australian Sailing is responsible for communicating National program and policy matters.
- Australian Sailing invoices instructors annually for their renewal fee.
- Manage and provide local service to centres and instructors in implementing the learn to sail (and powerboat) programs.
- Coordinate instructor courses in their State.
- Responsible for local State communications to centres and instructors.

**Discover Sailing Centres**
- Deliver the learn to sail (and Powerboat) programs to participants in accordance with the Australian Sailing Discover Sailing Centre Operating Standards and Guidelines.
- Use qualified Australian Sailing instructors within the program to deliver their programs
- Ensure all instructors employed are qualified and current.

**Accredited Instructors**
- Deliver programs to customers in accordance with the Australian Sailing Discover Sailing Centre Operating Standards and Guidelines.
- Promote the Discover Sailing brand and encourage retention within the sport.
- Maintain instructor qualification as per requirements.
- Revalidate qualificaiton every five years.

# 2: A Snapshot of a Good Instructor

## What is my role?

The instructor's primary role is to deliver the program syllabus to participants of learn to sail (and powerboat) courses. However, as an instructor you play an important role not only in the sporting life, but also in the everyday life of the participants you instruct. Instructors have the potential to influence the development of sport-specific skills and sporting performance, as well as the participant's development as a person and their approach to other aspects of their life. While at times challenging, instructing can also be an immensely satisfying role.

As the face of sailing for participants entering the sport, your role is to actively promote sailing and the Discover Sailing programs. You are a role model for the sport. The experience participants have with you during their courses will heavily determine whether they continue sailing.

Increasingly, instructors are being required to face issues such as sportsmanship, cheating, bullying, eating disorders, disrespect of officials, abuse of power, discrimination, and harassment. It is therefore essential that instructors operate professionally and with integrity in their relationships with those participating in, or associated with, sailing.

As part of the delivery of the learn to sail (and powerboat) courses instructors will be required to deliver both practical and theory sessions to participants. The instructor course and following information will assist instructors with both of these areas and instructors should consider this handbook a valuable reference.

## Characteristics of a Respected Instructor

A respected and effective instructor will:

- Instill the highest desirable ideals and character traits in the participants
- Be enthusiastic and show enjoyment for the task of instructing
- Be self-confident, assertive, consistent, friendly, fair and competent
- Have a sense of humour
- Have a thorough knowledge of the rules, techniques and tactics of sailing
- Be dressed appropriately to suit the session being conducted
- Always wear a lifejacket and use a kill cord
- Be a positive role model for the participants to follow
- Have the responsibility of maintaining discipline throughout the session
- Be well organised, not only for each session but for the entire season
- Be able to justify, if necessary, why things are being done a particular way; be 'big enough' to ask for suggestions when not sure; and to admit and apologist when they've made a mistake
- Understand that different people have different roles to play in sailing and that if the best result is to be achieved; everyone needs to do their job effectively. This can be achieved by developing and maintaining positive and supportive relationships with all involved — participants, parents, partners, carers, officials and administrators
- Continually seek to improve their instructor knowledge and skills
- Be inclusive of participants of all abilities and disabilities, ages, genders, and ethnic backgrounds.

## Differing Instructor Styles

Regardless of the roles and responsibilities expected of an instructor, the way they carry out those jobs will generally determine their ultimate success. An instructor's style will quickly be noticed by participants (as well as parents, partners, carers, officials and administrators) and this can be either a help or a hindrance.

A number of styles of instructing have been identified. They include:

- **Direct**
  The instructor makes most of the decisions. Decision making by participants is limited.

- **Indirect**
  The participants make most of the decisions. The instructor facilitates the session, often through questioning.

- **Approachable**
  The instructor puts participants at ease, is relaxed, friendly, calm and welcoming while maintaining a 'professional distance'.

- **Controlled**
  The instructor is efficient, organised and maintains good discipline with participants.

- **Passionate**
  The instructor displays strong emotion in their instructing which can be motivational for participants.

- **Flexible**
  The instructor is responsible to participants and the environment and tends to adapt and manage changes well.

- **Humorous**
  The instructor uses humour when appropriate, makes activities fun and encourages participants to enjoy themselves.

- **Supportive**
  The instructor ensures participants feel safe, encouraged and nurtured.

Although there are advantages and disadvantages to all styles, any of these instructors can be successful. Most instructors will have a natural approach that is a mixture of a number of styles. Different instructing styles are appropriate for different situations and different participants. Instructors must realise their natural style may need to be adapted to suit their instructing circumstances.

## The Inclusive Instructor

Being an inclusive instructor is a fundamental requirement for being a good instructor. Being inclusive means adapting and modifying practises and activities to ensure that every participant — regardless of age, gender, ability level, disability and ethnic background — is included (that is, has the opportunity to participate if they choose to). Good instructors adapt and modify aspects of their sessions and create an environment that caters for individual needs and allows everyone to take part. The onus of inclusion rests with the instructor.

# Qualities and Skills of an Inclusive Instructor

| Qualities | Attributes |
|---|---|
| Patience | Recognising that some participants will take longer to develop skills or make progress than others |
| Respect | Acknowledging difference and treating all participants as individuals |
| Adaptability | Having a flexible approach to instructing and communication that recognises individual differences |

| Skills | Attributes |
|---|---|
| Organisation | Recognising the importance of preparation and planning |
| Safe practices | Ensuring that every session, whether with groups or individuals, is carried out with the participants' safety in mind |
| Knowledge | Possessing the ability to utilise knowledge of appropriate practices and how to modify them in order to maximise the potential of every participant |

# The Instructors' Legal Duties

| | |
|---|---|
| **Be qualified, stay up-to-date and work within your expertise** | <ul><li>Avoid teaching skills or techniques you are not familiar with, or qualified to instruct.</li><li>Give information at a simple, 'lay person' level. For example, you need only provide general health advice that relates to your participants' engagement and enjoyment.</li><li>Stay informed and up to date with Australian Sailing and Discover Sailing information.</li><li>Be confident in what you're instructing, and if you're not confident, get more information or advice.</li><li>Explore and be aware of your insurance options, either personally or through your club or centre.</li></ul> |
| **Provide a safe training area and suitable equipment** | <ul><li>Check equipment and training areas for risks every session.</li><li>Modify the training area or equipment to suit your participants' developmental level.</li><li>Use safety equipment, where necessary.</li><li>Ensure the training area and equipment is adequate for the activity being taught.</li></ul> |
| **Provide appropriate activity for participants** | <ul><li>At the beginning of the season establish the skill level of the participants you will be instructing.</li><li>Match participants appropriately if there is going to be competition within activity and/or multiple participants need to be in the one vessel together.</li><li>Participants should have adequate physical abilities and skill levels for the task being taught.</li></ul> |
| **Plan** | <ul><li>Safety notes are a key component of your written plan.</li><li>Choose content that will engage all participants.</li><li>Choose content that you know and that matches the level of the participants and is from a particular learn to sail (or powerboat) syllabus. Each learn to sail program has its own specific</li></ul> |

| | requirements in this regard. For further information on the instructor to student ratios for each program you should read the Australian Sailing Discover Sailing Centre Operating Standards and Guidelines (https://www.sailingresources.org.au/training/dsc-operating-standards-and-guidelines/) |
| | • Organise your group so that participants spend a lot of time in activities. |
| | • Plan for safe 'traffic flow' and transitions. |
| | • Ensure boats have enough space between them so that participants avoid collisions and running into equipment. |
| | • Accurate records are useful aides for planning and are essential in all cases of injury or significant incidents. |

## Working with Parents

Parents play a vital role in sailing and all other sports. Adults largely determine the environment in which children learn to play sport. Parental expectations have a significant influence on the attitudes of children towards participating in sport, on behaviour, levels of performance and enjoyment.

Establishing effective communication with parents is important. Through a cooperative effort, parents can contribute to a child's sailing experience. Therefore as an instructor, you should take time to interact with parents and do everything possible to ensure they understand the instructor's role and responsibilities.

A good strategy for working with parents is to provide them with an induction kit that includes the instructor's contact details, when and where sessions will be held, how they will be advised if sessions are cancelled, what their children should wear for sessions and races, race schedules, and codes of conduct for children and parents. Your Discover Sailing Centre may have processes in place already for communications with participants and their parents, so be sure to consult their policies for further information.

Parents' attitudes can go from one extreme to the other — from the over-protective, to the aggressive 'demander' — while others take no interest at all. Some can make an instructor's task nearly impossible, while others are totally supportive and of great assistance.

## Involving Parents

It is important to get parents onside and involve them from the beginning. This can be achieved by:

- Encouraging their help and participation — many will not feel they can spare the time, or have the confidence to take on a major role but will be happy to help out with smaller tasks.
- Explaining your instructing philosophy and expectations of the participants and parents.
- Encouraging them to follow your lead of giving positive feedback — discourage destructive criticism of participants, assistant instructors, officials, or administrators, and offer to help parents who are interested to better understand sailing and the philosophy and aims of the Discover Sailing program.
- Being prepared to listen when parents have concerns or issues to raise; although the instructor has the final say in matters affecting the course, the parent may have a valid point.

# Instructing Participants with a Disability

Any instructor can take on the role of working with people with disabilities. Some tips to remember include:

- People with disabilities have the right to participate in sailing. They are very capable of being involved and can tell the instructor what they are able to do.
- The basic principles of instructing apply when instructing participants with a disability.
- The needs, strengths and weaknesses of individuals may differ. The instructors should assess each person's aspirations, needs and ability and adapt the learn to sail program accordingly.
- It is not necessary to acquire extensive knowledge of the disability. As an instructor you need to understand the participant's skill level and abilities, as with any other participant, and be able to plan and deliver a session that best suits the participant.
- Effective communication is essential, especially for participants who have sensory or intellectual disabilities.
- Do not underestimate ability — set realistic and challenging goals as you would for all participants.
- Medical conditions, such as diabetes, epilepsy, asthma and heart disease, should not preclude people participating in sailing. Sensible precautions should be followed and the instructor needs to be aware of the instructing implications of the person's condition and what to do in case of an emergency.

(Important note: not all people with disabilities have medical conditions such as those mentioned above. In addition, some people *without* disabilities may have one of the above medical conditions. Do not restrict your medical screening to people with a disability!)

A useful tool for ensuring inclusive instructing is the TREE approach. It highlights four key areas that an instructor can adapt or modify to better include all participants, including those with a disability:

- **T**eaching / instructing skills and style (for example, verbal instructions, visual demonstrations)

- **R**ules and regulations

- **E**nvironment

- **E**quipment.

Provided you are prepared to accept each participant as an individual, instructing a participant with a disability or participants of varying ability levels or backgrounds is not a difficult task. Every person is unique. Effective instructors adjust to accommodate individuals.

All of the instructing strategies discussed in this handbook are relevant to people with a disability. There are very few disabilities or medical conditions that completely preclude participation in sailing. People with a disability take part in sailing and physical activity for the same reasons as other people: to improve fitness, develop new skills, increase social contacts, and to have the chance to achieve and receive recognition.

## Working with Children

It is important to note that instructors who work with or have contact with children have some extra responsibilities and requirements to ensure that the children they work with are kept safe and protected from harm. Child abuse is illegal in all states and territories of Australia, with each having their own laws that cover reporting and investigation of cases of child abuse.

Instructors who work with or have contact with children must have an understanding of child abuse, child protection and what to do if child abuse is suspected. Instructors should use good teaching practices to avoid child abuse, behave appropriately and create an environment where children feel safe and protected.

## What is Child Protection?

Child protection is a complex subject with a number of strategies involved. It includes policies and practices put in place to keep children safe from harm — from physical, sexual, or emotional abuse or neglect.

Child-protection legislation sets out how child abuse should be reported and investigated, and imposes obligations on people dealing with children. This includes a requirement in all states and territories for people working with children, such as instructors, to undergo a national criminal history check (in other words, be screened) to determine their suitability for working with children.

Most state and territory legislation also requires specific persons to report reasonable suspicions of children being abused or neglected. Individuals working with children, including teachers — and in some states and territories, instructors — are required by law to report any suspicion of child abuse or maltreatment, including neglect.

For child protection to be effective in sport, instructors need to:

- Understand what is acceptable and appropriate behaviour
- Be aware of the signs of abuse or neglect
- Know who to report to if they suspect abuse or neglect
- Understand and comply with the child-protection legislative requirements in their state or territory
- Understand and comply with the relevant codes of conduct. Your Instructor & Coaches Code of Conduct can be found in Appendix 1 on page 66

A summary of child-protection information relevant to the sport industry is available on the Australian Sports Commission web site (www.ausport.gov.au/ethics) and the Play by the Rules web site (www.playbytherules.net.au).

# 3: Preparing to Instruct

Planning prior to conducting learn to sail sessions assists instructors in making the session more enjoyable and profitable for the participant, and helps to maximise the use of time available. Planning does not need to be a lengthy and arduous process — with practice the instructor can quickly consider the session goals, identify activities and select equipment that is needed. Planning can make an enormous difference to the effectiveness, enjoyment and safety of learn to sail sessions. Planning sessions is a key element of risk management.

Effective planning helps ensure that the instructor:

- Has all the required resources available for the session
- Provides a safe environment
- Maximises participation and makes effective use of the time available
- Provides challenging activities that allow for progressive skill development in all participants
- Includes all participants, regardless of their level of ability
- Maximises fun and enjoyment.

A well-planned learn to sail session will:

- Help the instructor stay focused on the learn to sail objectives
- Outline the sequence of the skills and knowledge that will be covered
- Provide a record of the learn to sail session
- Be able to be used again or modified if necessary
- Enable the instructor to fulfil their legal duties

When instructing beginners, the type of information required to plan a session includes:

- Previous experience in sailing and/or powerboating
- Level of technical and tactical sailing skills
- Their level of physical fitness
- Goals and aspirations within the sport
- Why they want to be involved in sailing or boating and what motivates them (for example, the fun of participating, being with their friends, learning new skills, competing, gaining a licence etc.)
- Any illness, injury or medical condition that might restrict their ability to participate
- Any support or modifications that might be required to allow them to participate to the best of their ability.

Keeping accurate and current records, particularly of emergency contact details and relevant medical information, is imperative in the event of an accident or injury. Of course all such information must remain confidential.

The example below demonstrates the level of detail required of your session plan. Always write up a session plan as clearly as possible. If you are unable to make it to a session, another instructor should be able to pick up your plan and deliver it as you would. Using pictures and diagrams is always useful. A blank session plan can be found in Appendix 2 on page 67.

## The Stages of Planning
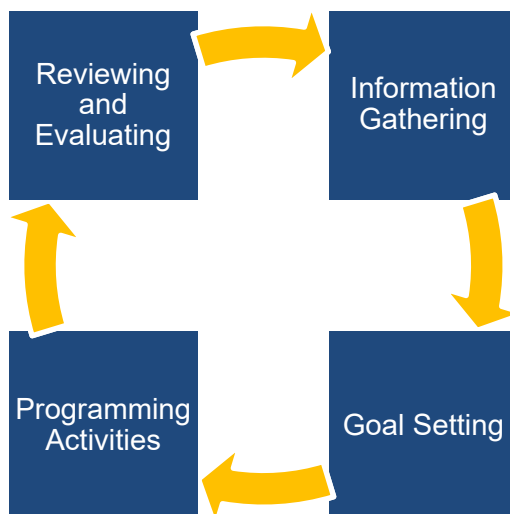


Here are some actions you can do to carry out each stage of planning effectively:

### 1. Information Gathering

- Identify the skills your participants need to develop, refer to the program (Keelboat, Dinghy, Powerboat or Windsurfing) syllabi to assist you in identifying skill areas.
- Understand and determine the individual needs of the participants.
- Understand any disabilities, medical conditions or special needs participants have.
- Analyse the intended program/session such as times, venue, sessions per week, etc.

### 2. Goal Setting

- Involve the participants in determining what the session/program objectives are.
- Ensure goals are **S**pecific, **M**easureable, **A**chievable, **R**elevant and **T**ime-specific.
- Review the goals at the end of each session and be flexible in your approach.

### 3. Programming Activities

- Use session plans to identify the outcome of each session, including determining what else is required for the session. Examples: equipment, risk management considerations, key messages, combination of practical and theory activities, etc.
- Make sure activities are inclusive of all participants.

### 4. Reviewing and Evaluation

- Record what has worked well in the session and what has not on your session plan.
- Seek feedback from other sources (parents, participants, fellow-instructor, etc).
- Using the feedback you've received and self-reflection, make suitable amendments to follow-up sessions/programs.

It is important to remember that every plan needs to be flexible, as not everything will always go to plan. Example session plans are on the following page for you to review, specific to each program – Dinghy, Keelboat, Powerboat and Windsurfing.

# Australian Sailing Instructor Session Plan – DINGHY

**Instructor:** Chris Goldacre

**Date:** 23/01/2030     **Time:** 9am – 10:30am          **Duration:** 90mins

**Topic:** Leave the shore, Tacking, Return to the shore

**Participants:** 8 participants. Level of Experience: participants can rig boats and completed capsize drill on the water, are aware of correct attire and safety gear.

**Session training outcomes:** Participants will be able to correctly leave the shore, sail 40 metres to buoy, tack and correctly return to the shore.

**Venue (including set-up options):** Rottnest Island Discover Sailing Centre

**Equipment Requirements:** 4 boats either double handers ie Pacer or single-handers ie Optimist (these will be sailed 2 up), suitably equipped coach boat, 1 buoy, hand held signaling flag or whistle, class list, clipboard, radio/phone and paddles.

**Risk-management considerations:** Ensure wind/water conditions are suitable. Students suitably dressed and wearing PFDs. Sunscreen is applied. Log on with Centre office or local MRA prior to leaving the shore. Carry radio/phone and class list.

**What is your back-up plan in case any of the above activities fail?** Conduct the activities without sails, instead – paddling the boats.

**Key Messages:**
What are the 3 key messages you want the audience to gain from the session?

| |
|---|
| **1.** Understand and demonstrate the correct and safe procedure for leaving the shore |
| **2.** Understand and demonstrate the correct and safe method of tacking. |
| **3.** Understand and demonstrate the safe and correct procedure for returning to shore. |

| Topic/Content | Learning method(s)/activities and key instructing points | Time (mins) |
|---|---|---|
| **Activity briefing** | Outline the plan for the session detailing the 3 sections and their associated activities. | 5 mins |
| **Safety briefing** | Identify safety considerations, highlighting the danger presented by the boom.<br>Demonstrate the signals that you will be using.<br>Demonstrate the Return to Shore Immediately signal. | 5 mins |
| **Leaving the shore.** | Demonstrate the technique for leaving the shore (reference to Instructor Teaching Notes/Coaching Guide) using a boat held in the shallows. | 5 mins |
| | Participants practice leaving the shore with the boat held in the shallows. | 10 mins |
| **Tacking** | Demonstrate the technique for tacking (reference to Instructor Teaching Notes/Coaching Guide) using a boat held in the shallows. | 5 mins |
| | Participants perform 4 tacks each with the boat held in the shallows. | 15 mins |
| **Returning to the shore** | Demonstrate the technique for returning to the shore (reference to Instructor Teaching Notes/Coaching Guide) using a boat held in the shallows. | 5 mins |
| | Participants practice returning to the shore with the boat held in the shallows. | 10mins |
| **Leave the beach, sail to buoy, tack and return to the shore** | Participants combine all 3 skill areas. One boat only leaves the shore, sails 40m to buoy and returns to the shore. Participants all perform activity 4 times. | 25mins |
| **Activity debrief** | Provide general overview of the session allowing the participants to identify the key steps for each of the 3 key skill areas. | 5 mins |

**Session Review**

Overall successful. The time allocated to the leaving the shore, sailing to a buoy and returning was very tight. All boats must be ready to leave the shore before each boat returns. This will allow a faster turn around and also keep participants engaged. It would be nice to have an assistant setting the boats up for leaving the shore.

**Did any injuries/accidents occur during the session?**   ☐Yes  ☑No

**If yes, have you completed an injury report form?**      ☐Yes  ☐No ☑N/A

# Australian Sailing Instructor Session Plan – KEELBOAT

**Instructor:** Tony Dillon

**Date:** 23/01/2030 **Time:** 9am – Midday    **Duration:** 3 hours

**Topic:** Coming alongside a pontoon under sail.

**Participants:** Maximum of 5 students to 1 instructor

**Session training outcomes:** To bring a sail training vessel alongside pontoon
and secure vessel.

**Venue (including set-up options):** Floating pontoon – marina berth end of
T-head berth. Ample depth of water, low-traffic, minimal tide, low-moderate wind.

**Equipment Requirements**: Training sailing vessel, mainsail mooring lines
(2 long and 2 short). Fenders x 2 minimum. Crew members.

**Risk-management considerations:** Other traffic, damaging vessel and pontoon,
tripping on mooring lines. Personal overboard, approach slow speed.

**What is your back-up plan in case any of the above activities fail?** Relocate to
another pontoon, with less traffic and hazards.

**Key Messages:**

What are the 3 key messages you want the audience to gain from the session?

| |
|---|
| **1.** Approach pontoon at very low speed. |
| **2.** Be prepared – location, mooring lines, fenders. |
| **3.** Team work – roles allocated and understood. |

| Topic/Content | Learning method(s)/activities and key instructing points | Time (mins) |
|---|---|---|
| **Approach pontoon at low-speed under sail.** | Sail by first, observe where cleats are located on pontoon – determine whether mooring lines are required.<br><br>Point of approach allowing for wind and tide.<br>Mainsail prepared for lowering. | 30 mins |
| **Preparation** | Demonstrate tying fenders and mooring lines on to vessel.<br><br>Demonstrate where to position vessel to pontoon – cleats.<br><br>Have each participant practice, providing feedback where appropriate. | 2 hours |
| **Team Work** | Communicate on the sequence of which mooring line attached first, review crew roles. | 30 mins |

**Session Review**

Discussion took place, to determine why an attempt was unsuccessful – this was a good learning activity that focused on wind, tide, vessel positioning and traffic.

Those that were successful appreciated the praise I gave them.

Also – near miss, whereby student jumped onto pontoon and then stumbled. Lesson was learnt, that everyone should only step off. No injuries occurred.

**Did any injuries/accidents occur during the session?  ☐Yes  ☑No**

**If yes, have you completed an injury report form?       ☐Yes  ☐No ☑N/A**

## Australian Sailing Instructor Session Plan – POWERBOAT

**Instructor:** Martin Silk

**Date:** 23/01/2030   **Time:** 11am          **Duration:**    40mins

**Topic:** Low Speed Manoeuvres – Figure 8 turns in forward and astern

**Participants:** As per boat capacity, maximum 4 (1 instructor to 4 students)

**Session training outcomes:** Students will be able to manoeuvre a vessel effectively and safely at low speed in forward and astern

**Venue (including set-up options):** Flat water, low-traffic location with minimal tide and wind effects; depth and location suitable for deployment of buoys with anchors.

**Equipment Requirements**: 2 x buoys or small race markers with appropriate tackle for depth of water.

**Risk-management considerations:** Painter line unable to reach propeller; mooring lines removed and stowed; students briefed on 360 degree proper lookout; kill cords and lifejackets worn; handovers of helm with engine off whenever safe.

**What is your back-up plan in case any of the above activities fail?**
Buoys unavailable – use empty mooring buoys; excessive tide or wind – change activity to holding situation but still demonstrate pivot points without completing figure 8s

**Key Messages:**
What are the 3 key messages you want the audience to gain from the session?

| |
|---|
| 1. Identification of pivot points when moving forwards and astern |
| 2. Control of speed and boat |
| 3. One-hand steering and one-hand gear |

| Topic/Content | Learning method(s)/activities and key instructing points | Time (mins) |
|---|---|---|
| **Identification of pivot points when moving forwards and astern.** | Demonstrate circles forward and astern - students to identify if they feel stationary or moving, then where they think pivot point is<br><br>Repeat demonstration astern and identify pivot points. | 5mins |
| **Control of speed and boat** | Demonstrate a figure 8 forwards - focus on minimal speed, turns according to pivot points, engine trimmed down, and maintaining lookout<br>(Students each have a go)<br><br>Demonstrate figure 8 astern - focus on minimal speed, swamping, fore and aft trim, and maintaining lookout. | 5mins |
| **One-hand steering and one-hand throttle** | When demonstrating make turns with one hand and keep other on throttle<br>("one-hand steer – one-hand gear") | N/A |
| **Practice** | Practice Session | 30min |

**Session Review**

Whilst demonstrating there was tidal flow across the mooring buoys, which introduced another 'key message' – Awareness of environmental effects. Consider either using a new location in future or including this teaching point, if new location is not possible.


**Did any injuries/accidents occur during the session?**  ☐Yes  ☑No

**If yes, have you completed an injury report form?**  ☐Yes  ☐No ☑N/A

# Australian Sailing Instructor Session Plan – WINDSURFING

**Instructor:** Chris Goldacre

**Date:** 23/01/2030 **Time:** 11am **Duration:** 30mins

**Topic:** Start position and Self-rescue (butterfly method)

**Participants:** 6 - all who have rigged boats and have demonstrated launching.

**Session training outcomes:** Students are able to balance on the board using correct foot placement in the Start Position and successfully perform the butterfly self rescue.

**Venue (including set-up options):** Rottnest Island Discover Sailing Centre

**Equipment Requirements**: 3 boards rigged, suitably equipped coach boat, hand held signaling flag or whistle, class list, clipboard, radio/phone.

**Risk-management considerations:** Ensure wind/water conditions are suitable. Check that students are suitably dressed and wearing PFDs. Sunscreen is applied. Log on with Centre office or local MRA prior to leaving the shore. Carry radio/phone and class list.

**What is your back-up plan in case any of the above activities fail?** Conduct activity using a simulator or on a board without fin on the beach/ground.

**Key Messages:**
What are the 3 key messages you want the audience to gain from the session?

| |
|---|
| **1.** Correct posture and foot placement |
| **2.** Correct foot movement and timing of movement around mast |
| **3.** When in doubt, perform self-rescue |

**Session Outline**

| Topic/Content | Learning method(s)/activities and key instructing points | Time (mins) |
|---|---|---|
| **Activity briefing** | Outline the plan for the session detailing the purpose of the skill to be performed. | 3mins |
| **Safety Briefing** | Identify safety considerations, highlighting the danger presented by objects on the shore or in the shallows. Demonstrate the signals that you will be using. Demonstrate the Return to Shore Immediately signal. | 3mins |
| **Start Position** | In shallows with board being held nose to wind demonstrate getting onto board and the Start Position – feet on the centreline and equally spaced fore and aft of the mast, mast at 90 degrees to board and clew closest to nose of board. Introduce front/back hand and foot. Emphasis on looking up. | 3mins |
| **Butterfly self-rescue** | Demonstrate butterfly Self Rescue – drag mast towards tail of board, shuffle both feet in front of mast with feet equally spaced either side of centreline facing tail of board. Continue to drag rig onto tail of board until balanced out of the water. | 3mins |
| | Students work in pairs with partner holding nose of board into the wind. Each student performs drill. | 6mins |
| | Demonstrate technique for flipping the sail when the clew is closest to the tail. | 2mins |
| | Students perform second technique with board being held nose to wind. | 6mins |
| **Debrief** | Provide general overview of the session allowing the participants to identify the key steps for each of the 3 key skill areas linked to the 3 key messages. | 3mins |

**Session Review**
Successful. Set boards up with correct rig alignment for each pair before they start their practise.
Check correct foot placement and posture for each student.

**Did any injuries/accidents occur during the session?**  ☐Yes  ☑No

**If yes, have you completed an injury report form?**       ☐Yes  ☐No ☑N/A

## Learn to Sail Outcomes of Sessions

Participants will be interested and learn more effectively if they know why they are doing the learn to sail course, what they will be doing, what the outcomes will be and how they will be assessed.

Providing a clear and detailed introduction to your learn to sail session ensures that participants know exactly what to expect, are informed and there are no surprises.

During the planning of sessions instructors need to identify the steps involved in achieving the goals for these sessions. These are known as the training outcomes (the short-term goals leading to the long-term goal).

A training outcome is a very clear description of the skills, knowledge and attitudes that participants **should** be able to demonstrate as a result of the learn to sail course. It states what the learner is required to achieve in the learn to sail course.

Training outcomes have three elements:

- Terminal/end behaviour - what the participant is expected to be able to do

- Standards - the performance standards (one or all may be applicable)

    1. Quality - how well, e.g. without error
    2. Quantity - how much, e.g. repeat 3 times
    3. Time - if speed of performance is important, it's best to be specific about it

- Conditions **-** (if any) under which the participant is expected to perform their behaviour. They must be written using language that is **clear** and cannot be subject to ambiguity or misinterpretation.

An example of a training outcome could be:

"By the end of the learn to sail session participants should be able to demonstrate how to carry out a thorough pre-start check on a two-stroke outboard motor, whilst tied up alongside"

or

"By the end of the learn to sail session participants should be able to reef and shake out reefs while underway."

## Developing an Instructor Philosophy

'There I was — my first day as the instructor. They looked at me and were waiting to be told what to do. I asked myself "What am I doing here? What do I do?" Hey, I knew how to sail but this was different.'

Even experienced instructors remember their first day 'on the job'. What helped them through the dilemma?

They had considered **why** they were there and **what** instructing was all about. They had considered why others wanted to be involved in sport and they had developed a philosophy of instructing based on all of this information.

A philosophy is a set of guidelines to govern our actions. It comes from:

- ideas formed from experience
- opinions gained from knowledge gathered
- hopes for the future.

Developing a successful instructing philosophy is based on:

- knowing why you instruct
- knowing why people participate
- knowing why parents, partners, carers, officials and administrators get involved
- considering the opinions of others
- developing a set of personal guidelines on how you will operate as an instructor.

It is important that instructors communicate their instructing philosophy to the participants, their parents, partners, carers and the officials and administrators they work with.

## Risk Management

As an instructor you may not be familiar with risk management. Initially you may naturally focus attention on sailing techniques and tactics while teaching.

Risk management is not just a term implying an instructor should be responsible and exercise common sense, it encompasses much more than this. Managing risks while instructing is law.

Safety is Australian Sailing's first priority. Proper risk management processes can contribute to maintaining a safe environment for all on-water and land-based activities. Safety is about the protection of people, physical property and organisations.

Risk management assists instructors to meet their duty of care. Risk management involves:

- Ensuring any hazards (or unwanted events) associated with the proposed activities are identified, controlled, risk assessed (where necessary) and recorded
- Implementing controls that reduce risk to the lowest practicable level
- Conducting reviews to confirm that the controls in place are being effective
- Communicating (or consulting) with everyone involved, including volunteers and management

A breach of legal duty is called negligence. Negligence is unintentional harm caused to others as a result of carelessness. It occurs when an instructor does, or omits to do, something that a reasonable person would or would not do. In other words, the instructor's actions would be judged by what society reasonably expects of an instructor. The question to ask is "did the instructor act inappropriately, or did they fail to act when they should have done something?"

Discover Sailing Centres must also have specific documentation which records what happens in practice, emphasising what is done to ensure Instructors and Customers are kept safe. Risk management procedures should be made available to all personnel. These documents will include:

1. Health and Safety Policy
2. Operating Procedures
3. Areas of Operation
4. Risk Assessments
5. Emergency Action Plan
6. Child Protection Policy
7. Staff Training and Qualifications

Guidelines and example documents for writing Operating Procedures and Health & Safety Policies, Risk Assessments & Child Protection Policies are available from www.sailing.org.au under the Discover Sailing Centre Operating Standards and Guidelines.

## Key Steps in the Risk Management Process

Managing risk involves four steps:

1. **Identifying hazards**—finding out what could cause harm

2. **Assessing risks** (if necessary)—understanding the nature of the harm that could be caused by the hazard, how serious the harm could be and the likelihood of it happening

3. **Controlling or managing risks**—implementing the most effective control measure that is '*reasonably practicable'* in the circumstances

4. **Maintaining and reviewing control measures**—ensuring control measures are working as planned

Control measures must be selected to eliminate the risk, so far as is *reasonably practicable*. If elimination is not *reasonably practicable*, the risks must be minimised so far as is *reasonably practicable.*

Another vital step, which occurs throughout this process is **consultation**. When assessing and identifying risks, it is important this is done in consultation with other people involved in your sessions. Examples of other people, appropriate to be involved, may include a fellow instructor/s, the Centre Principal, a parent, a club representative or even a perspective participant. Ensuring everyone understands their role and is accountable in making each and every session safe is a range of people's responsibility.
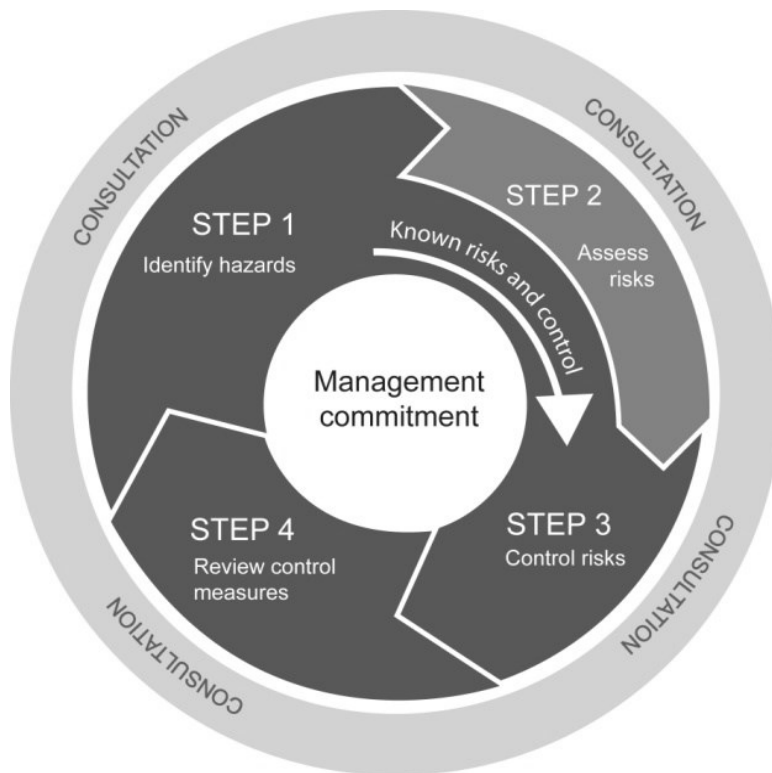
*Figure 3:* "Introduction." *HOW TO MANAGE WORK HEALTH AND SAFETY RISKS Code of Practice*. N.p.: Safe Work Australia, 2011. 5. PDF.

## Deciding what is 'reasonably practicable'

Deciding what is 'reasonably practicable' to protect people from harm requires taking into account and weighing up all relevant matters including:

1. The likelihood of the hazard or the risk occurring

2. The degree of harm that might result from the hazard or the risk

3. Knowledge about the hazard or risk

4. Ways of eliminating or minimising the risk, and

5. The availability and suitability of ways to eliminate or minimise the risk.

It is only after assessing the extent of the risk and the available ways of eliminating or minimising the risk, that consideration may be given to the cost associated with available ways of eliminating or minimising the risk. A relevant factor at this point is whether the cost is grossly disproportionate to the risk.

## When to Assess Risk

Although a risk assessment may not be mandatory, it should be conducted when:

- There is uncertainty about how a hazard may result in injury or illness
- The activity involves a number of different hazards and there is a lack of understanding about how the hazards may interact with each other to produce new or greater risks
- Changes at the venue occur that may impact on the effectiveness of control measures.

A risk assessment is not necessary if:

- Laws already require the relevant hazards or risks to be controlled in a specific way - these requirements must be complied with (an example here is child protection)
- A code of practice or other guidance sets out a relevant way of controlling a hazard or risk that is applicable to your situation—this guidance can be followed
- Well-known and effective controls that are used in the particular industry, are suited to the relevant circumstances in a particular venue—these controls may be implemented

## The Risk Management Process

Beginner instructors, like experienced instructors, need to be able to demonstrate a reasonable level of responsibility in managing risks. An effective way to do this is to complete a risk management template based on the standards guideline.

Australian Sailing has developed a Risk Management Template for all of our Clubs to utilize. To view the full Risk Management Template please speak with your Club or visit the Australian Sailing website. An example of a simplified risk management template can be found in Appendix 3 on page 71.

## Injuries

The risk of injury is an inherent part of most sports. Instructors have a responsibility to manage that risk and keep it to a minimum, as discussed earlier in this section. Your duty as an instructor is to manage any injuries that do occur, and know how to render emergency assistance.

Instructors who undertake specific first aid training are more likely to be able to manage an emergency situation. Instructors must ensure that the emergency assistance provided precludes any further damage. An Emergency Risk Management Plan Template can be found within the Risk Management Template available on the Australian Sailing website.

Once initial first aid is administered, the instructor role is to advise the participant to seek further medical advice. Without medical training instructors should **not** offer a 'medical opinion'. Statistics show that more than 50 per cent of injured participants receive inadequate first aid, causing an increase in the time required before returning to sport.

When an injury occurs, there are many decisions to be made. The most important of these for the instructor is whether the participant should continue with the activity or not. Instructors should always err on the side of caution, as resuming participation may cause further damage to an injury.

Instructors should record details of any injury to a participant and any treatment administered. This information should be available to the parents/guardian of young participants or carers of participants with a disability so that they can monitor the participant.

Instructors are expected to document injuries. A sample injury report form is provided in Appendix 4 on page 72. The injury report may also be useful to the instructor in future risk management planning.

Injury reports may contain private details and instructors are advised to ensure that they manage these records complying with the *Privacy Act 1988* and any additional legislation that is associated in particular with health records (http://www.privacy.gov.au/law/act)



## Inclusive Instructing

One of the most challenging issues for an instructor is dealing with multi-age groups and/or a wide range of sizes and ability. Good planning will help to focus on the individual needs of the participants and deal with these challenges. Inclusion works best when it is planned for.

All participants have different strengths and weaknesses, levels of ability, learning styles and different reasons for being involved in the sport.

So how can the instructor provide a safe, fun and challenging environment for everyone? Designing games and activities that can be modified to meet the needs of all participants is the key. The acronym **CHANGE IT** provides a tool that can be used to help modify the activity. Consider modifying the following factors to meet the individual needs of the participant:

**C** oaching/ instructor style — for example, demonstrations, use of questions, role models and verbal instructions

**H** ow to score or win

**A** rea — for example, size or shape of the sailing environment

**N** umber of participants involved in the activity

**G** ame rules — for example, number of tacks

**E** quipment — for example, different boats

**I** nclusion — for example, everyone has to have a go on the helm before they can finish.

**T** ime — for example, 'How many … in 30 seconds?'

When including participants with a disability, the key guideline for instructors is to focus on their abilities, not their disabilities. Never assume what any individual is capable of. Always ask the participant what they can do and listen to their suggestions for modifying techniques or activities that will allow them to maximise participation. After all, they know their own capabilities better than anyone. When preparing a session plan, examine what, if anything needs to be adapted or modified. This can be done by:

- talking to the individual, parents, carers and significant others to further help understand specific needs

- talking to other instructors within the instructor network, particularly if they work with people with disabilities

- finding information about the impairment that may help the instructor understand some general considerations relevant to their sport

- considering the ability of the participant to perform the skills and movements of a particular activity. In other words, what or how the participant can:

    - see (predominantly relevant to participants with vision impairment)
    - hear (predominantly relevant to participants who are deaf or hearing impaired)
    - move (predominantly relevant to participants with a physical disability)
    - learn, recall or reproduce skills (predominantly relevant to participants with an intellectual disability)
    - perform tasks and activities (relevant to all participants).

It is also very important to consider the social needs of participants as well as their physical and technical ones. Understanding why each participant is involved in the sport will improve the instructor's ability to design activities that meet their social needs as well. Children, for example, often participate in sport to be with their friends. Because of this, it may be appropriate to group participants, at least during some learn to sail activities, based on their friendship groups, rather than skill ability. Warm-ups and cool-downs are a great time to group children with their friends.

Drop-out from sport in teenage girls has often been attributed to concerns regarding peer approval and self-image. Instructors working with this age group should therefore keep these issues in mind when planning activities, to ensure that they boost the participant's self-esteem, rather than undermining it by exposing them to failure and ridicule by their peers. Working in carefully selected groups can help to take the pressure off the less-confident participants at this age, particularly when introducing new skills.

## How to Improve as an Instructor

Review the sessions that you conduct and do more sessions. The more sessions that an instructor does, the better they will become.

Ask participants to complete the feedback forms they will be sent with their course certificate and use the feedback to improve. Keep in mind that it is very rare for every single person to rate a session the same way. Negative feedback from only one or two people may not be an indication that the session was unsuccessful. However, if a number of participants highlight the same points, you should look at making changes.

Asking another instructor to provide feedback is also a useful tool. It is important that the instructor identify particular areas for the person to focus on (for example, pace of speaking or use of different activities). Choose someone that you know will provide honest and constructive feedback.

Consider recording / videoing your sessions to review later (with consent of the participants or participants parents if under 18). While reviewing the audio / video, it is important for the instructor to identify strengths as well as areas needing improvement.

Whatever feedback an instructor receives, it should be looked on as an opportunity to improve. Take constructive feedback and devise strategies to address it. When given positive feedback, congratulate yourself and repeat it next time.

## Review Learn to Sail Courses

As an instructor you should always be seeking continuous improvement in the content and delivery of your learn to sail courses. Reflection on each session is a good practise to get into. This gives you the opportunity to identify what 'works' and what does not while it is still fresh in your mind.

Sometimes even if you are well prepared, things can go wrong. Perhaps the methods or exercises you have chosen do not suit one participant, or the level of information is too difficult and participants are confused and consequently are not paying attention. This reflection will give you the opportunity to identify ways in which information presentation, activities etc can be modified and you can add them to your personal "instructors' toolbox".

Other factors that will facilitate the need to review your learn to sail course will be changes in technology, equipment, location, legal requirements etc. If this is the case ensure you also adapt your session plan to reflect the changes.

# Self-Evaluation form

At the conclusion of your learn to sail course conduct a self-evaluation to reflect on what you did well, what you need to improve and whether changes need to be made. Some of the kinds of things you might include are listed below, but you could develop one that suits your needs more accurately.

| During the learn to sail course, did I? | | |
|---|---|---|
| Check the physical arrangements of the training space? | Yes | No |
| Use and model a positive, open style of communication? | Yes | No |
| Establish an atmosphere of trust? | Yes | No |
| Identify and overcome learning barriers? | Yes | No |
| Explain the purpose of the session? | Yes | No |
| Encourage all participants to speak and contribute? | Yes | No |
| Assist the less articulate to express their ideas? | Yes | No |
| Redirect interactions where needed? | Yes | No |
| Consider all contributions to be worthwhile? | Yes | No |
| Remain aware of all non-verbal communication? | Yes | No |
| Praise effort? | Yes | No |
| Handle conflict? | Yes | No |
| Present information in a logical sequence? | Yes | No |
| Vary activities and tasks? | Yes | No |
| Apply motivation strategies where necessary? | Yes | No |
| Listen and respond to participants? | Yes | No |
| Use questions to encourage participation? | Yes | No |
| Cover the dimensions of competency? | Yes | No |
| Explain assessment requirements? | Yes | No |
| Identify and appreciate the characteristics of participants? | Yes | No |
| Give and receive appropriate feedback? | Yes | No |
| Summarise key points? | Yes | No |
| Achieve the stated learning outcomes? | Yes | No |

# 4: Working with Others

## The Effective Instructor

A good instructor can 'make or break' the quality of any learn to sail session. An effective instructor is engaging and provides the opportunity for participants to discuss, question and discover in order to learn. The key role of the instructor is to guide a group of participants through the process of learning. Many instructors feel that they need to be the 'font of all knowledge'; that their role is to stand at the front and tell the group everything that they know about the topic. Effective instructing is not about telling, it is about helping participants to learn through creating opportunities that will both guide and challenge them.

As an effective instructor you do not need to be the 'sage on the stage'; rather, you should be the 'guide on the side'.

The skills that an effective instructor need can be remembered through the acronym **MOAR Q**s:

**M**essage      Being clear about the purpose, message and outcomes is essential. You should keep this at the forefront of your mind when delivering any session. It is easy to get side tracked so it is important to keep the session outcomes in sight.

**O**rganisation    Instructors need to effectively plan, organise and manage sessions. This includes managing the group, the resources and the time available.

**A**pproach      Instructors need to be able to deal with the difficult and unexpected. Things can and will go wrong, so being able to think on your feet and adapt the session is essential. An instructor's attitude is paramount to this. Instructors who are positive, confident and in control set the right tone for the session, and are more likely to engage their audience.

**R**eview      An effective instructor should reflect on how the session went and consider what to change for next time. Ask yourself if the group 'got it' after each session. If this was not the case, you should ask yourself 'why not', and 'how could I do it better next time?'

**Q**uestions      Questioning is a powerful tool for instructors. Questioning, rather than telling, helps give responsibility to the participant, as well as engaging the group and allowing them to share.

# Communication Skills

Good communication skills are essential for instructors. An instructor may possess all the technical knowledge and skills of sailing, but without the ability to communicate this information, it is of little use. Different communication techniques and strategies will suit different groups of people and these skills can be practised and enhanced in the same way that technical skills can be.

Communication is the process of sending and receiving messages or information from one person to another (or group of people).

## One-way and two-way communication

**One-way** communication can be used effectively when giving directions or instructions or when making statements:

| Sender | → | Message | → | Receiver |
|---|---|---|---|---|

Example: Instructor: "When tacking make sure you've gone fully through the eye of the wind and the sails are filling on the new side, and then you can bring the tiller back to centre".

**Two-way** communication, with continuous feedback is desirable when trying to gain or to gauge understanding, or when trying to solve a problem. Two-way communication is the most common and natural form of interpersonal communication:

| Sender | → | Message | → | Receiver | → | Feedback message | → | Sender |
|---|---|---|---|---|---|---|---|---|

Example:    Instructor: "How do you know when you have completed the tack?"
            Participant: "When the sails are filling on the new side".

The features of one and two-way communications are:
- One-way communication takes considerably less time, as the sender is not immediately reliant on feedback
- Two-way communication is more accurate. Feedback allows the sender to refine the message for the receiver so that it becomes more precise
- Receivers are more confident of themselves and their judgment in two-way communication. Being able to ask questions for clarification or to be able to give one's own opinion increases the value brought to the communication
- Senders can feel attacked in two-way communication because receivers are able to call attention to lack of clarity, ambiguities or errors.

Communication needs to be a partnership between the instructor and the participant to succeed. It involves not only the intended message that is **sent**, but how the intended message is **received** and **interpreted.** Communication can break down at any of these stages, for example when:
- The instructor sends the information
- The participant receives the information
- The participant interprets the information.

There are a number of barriers to effective communication that can be experienced in all settings. Those barriers include situations where people:

- Have different perceptions of words and actions
- Filter information and only hear what they want to hear
- Use jargon, ensuring no common language is being spoken
- Do not respond to questions
- Judge others by determining a response before reviewing evidence
- Look for personal agendas by attempting to read the other person's mind
- Allow emotions to blur the message
- Ask antagonising questions
- Assume the 'I'm right' position and not be open to other views.

## There are two main types of communication:

- Verbal — what you say (or write)
- Non-verbal — how you say it.

Communication is most effective when verbal and non-verbal complement each other.

Demonstrations are most effective when the non-verbal communication supports and is consistent with the verbal communication. Instructors use this all the time, often without thinking about it; for example when calling a group of participants in, they also indicate with their hands.

## Voice Projection

The ability of the human body to produce sound is a complex process involving respiration, vocal cords, mouth, tongue and jaw all working together. An instructor needs to be able to project their voice so that all participants can clearly hear them. This is especially important when you are out in the boats where wind and various other noises can interfere with communication.

The following tips will assist in projecting and protecting the instructor's voice:

Stance - It is essential that you stand up straight, with feet shoulder-width apart and one foot forward (right foot if right-handed and left if left-handed). This improves balance and breathing.

Stress - When stressed, the human body becomes tight and rigid. This is the same with vocal cords. Stress reduces the ability of the vocal cords to move effectively. It is important to be relaxed when instructing. Taking a couple of deep breaths and exhaling before speaking will reduce stress and assist you to relax.

Warm up - Just as an athlete needs to warm up their muscles before training, an instructor needs to warm up their voice. Speaking to yourself or humming will help the voice box to warm up and be ready for the session.

Slow down - Inexperienced and nervous instructors tend to speak rapidly and in a high tone. An instructor should speak slightly slower and lower than a normal daily conversation.

Pause - Inexperienced instructors may speak without pausing. Pausing will ensure groups do not feel rushed and will also allow the speaker to take a breath before they continue.

Get rid of fillers - Practice will reduce the use of fillers such as 'um', 'okay', 'ah' and 'like'.

Drink - Have a drink of water before speaking to keep the throat lubricated.

## Listening Skills

Effective communicators need to be able to listen. It is essential that participants are included in discussions as much as possible. While participants are speaking, ensure that you listen to what is being said and show that you are interested. This is done through 'active listening' skills.

Active listening, like any other skill, can be learnt. When listening, remember the following:

Be attentive - Listen carefully to the speaker and refrain from interrupting or being distracted

Identify the main points - These can be listed mentally or, if appropriate, written on a board for further discussion

Re-state - Paraphrase what the person has said

Clarify - If a participant says something that you do not understand, clarify before proceeding

Avoid distractions - Stand near the person and try to avoid things that will distract the listener (for example, people moving)

Body language - Nodding your head, leaning slightly towards the person speaking, and looking them in the eye all show that you are listening.

## Questioning

Questioning is one of the most important skills that any instructor should have. It is a powerful technique that shifts the focus to the participants rather than the instructor. Questions provide the opportunity to engage the group and assist them to become involved in their own learning.

Asking and answering questions can be challenging for beginner instructors. This can stem from possibly not knowing the answer to a question or not being sure of the right questions to ask. Through practice, instructors can become skilled in the art of effective questioning.

There are two types of questions:

Closed - A closed question is one that can be answered by one word, often 'yes' or 'no', or by a brief phrase. For example, 'Do you think lifejackets should always be worn?' These questions should generally be avoided as they generate little information or discussion.

Open - An open question elicits significantly more thinking and information. Open-ended questions generally start with 'what', 'when', 'how', 'where', 'why' or 'who'. For example, 'When do you think it is appropriate not to wear lifejackets?' Answers to these types of questions will generally generate lots of discussion.

## Directing Questions to Groups or Individuals

Questions can either be directed to groups or individuals. There are a number of advantages and disadvantages associated with each of these options. The instructor needs to decide when each is appropriate. Guidelines for directing questions to individuals and groups are outlined in the table below.

| Individuals | Groups |
| --- | --- |
| *Advantages* <br> ▪ Question can be directed to a person that you know can answer it <br> ▪ Provides a positive acknowledgment of an individual <br> ▪ Brings individuals back to the point <br> ▪ Targets participants who are becoming distracted | *Advantages* <br> ▪ Gets everyone thinking <br> ▪ Provides an opportunity for a range of people to demonstrate their knowledge <br> ▪ Reduces pressure on the instructor to provide all the answers |
| *Disadvantages* <br> ▪ Individuals may feel intimidated or embarrassed if they get the answer wrong <br> ▪ Other members of the group may 'switch off' <br> ▪ You may not receive the answer you are looking for | *Disadvantages* <br> ▪ Group may get off the topic <br> ▪ May increase the length of discussion and cut into the time available for other topics <br> ▪ Individuals can hide and not have to answer questions |

## Tips for Effective Questioning

Plan questions - write down questions that can be used in the session. This simple action will allow an Instructor to consider the types of questions to ask, and also when to ask them.

Build confidence - at the beginning of the session ask a few questions that you know can easily be answered. This will build up the confidence of the group and encourage them to be involved throughout the session.

Keep it simple - develop questions so they include only one idea, use simple language and are kept short. Avoid double-barrelled questions.

Silence is golden - there will be instances when participants require time to formulate the answer to a question. Pausing for a short time will allow them to gather their thoughts and produce better answers. The participant who answers the fastest does not necessarily have the best answer.

Rephrase the question - if after waiting, participants do not answer the question, rephrase the question and ask it again. Keep in mind that the question asked might be too hard in the first instance, so you may need to reshape it to make it more easily understood.

Avoid answering your own questions - if after rephrasing there is still no answer to a question, try asking a series of questions that will lead the participants to the answer.

Think about frequently asked questions that participants may have - new instructors should spend some time thinking about questions that participants could ask and prepare some answers in advance.

# What if you do not know the answer?

If a situation occurs where you do not know an answer to a question, try the following:

Say that you do not know the answer and that you will find out. There is nothing wrong with responding this way. However, make sure you follow up with an answer to the question as soon as you can.

Re-direct the question to the audience. For example:

Participant: 'What is the legal distance to pass somebody in the water whilst operating a Powerboat?'

Instructor: 'That's a good question. Does anyone have any thoughts on this?'

If you do not know the answer, then it is important not to try to make one up, as it may prove to be incorrect.

# Including Everyone

Often an activity or process will break down simply because the participants could not see, hear or understand what was being explained. Some of the things an instructor should consider when working with a group include:

| | |
|---|---|
| **Environment** | Can all the participants see and hear you? |
| | Are there any distractions in the background? |
| **Physical** | Do all the participants have good vision and hearing? |
| **Intellectual** | Can all the participants understand what you are saying? |
| | How long can the participants pay attention? |
| **Background** | Do all the participants speak English? |
| | Are there terms you use that might be specific to your region? |
| | Could there be specific cultural considerations? |

# Instructor's Body Language

It is important to understand the impact body language can have. Some of the key aspects of the instructor's body language that will affect the session include:

Eye contact - Eye contact is fundamental to effective communication. It is easy for instructors to move their eyes across the group while speaking. Select a number of people in different sections of the group and look directly at them for one or two sentences before moving on. This will assist the development of rapport.

Facial expression - Start a session with a smile. Smiling is infectious and sends strong positive messages. The face can also be used to highlight key points. For example, raised eyebrows indicate surprise and a frown indicates concern.

Posture - A sloppy posture sends the message that the instructor is lazy, ill or needs to sleep, whereas standing up straight with feet slightly apart sends a message of confidence.

Gestures - Powerful instructors use their entire body to send a message. Special attention needs to be given to unconscious gestures (such as touching hair, scratching the head, rocking back and forward or clearing the throat) that may become a distraction. Spend time in front of a mirror and practise the gestures that best suit the message of the presentation.

Movement - When speaking to a small group, body language and movement needs to be similar to that of daily conversations. As the group becomes larger so will the body movements.

Stance - When a participant is talking or asking a question, the instructor should move slightly towards them. This shows interest in what the participant is saying. When addressing the audience, take a step back away from the person.

## Group Body Language

Being aware of the non-verbal cues that the group is sending is just as important as understanding your own body language. Instructors can get so involved in the delivery of the session that they forget to 'read' possible messages from participants. Be aware of the following:

Direct eye contact - maintaining eye contact demonstrates a participant is interested in what is being said. If eye contact is limited, they may be disinterested or distracted.

Tight brow — if the brow is tight and twisted, it may mean that the participant disagrees with what is being said or does not understand.

Facial expression — be conscious of things such as participants looking down or away, rubbing their eyes or resting their head in their hand, as these can indicate boredom or disinterest.

If the instructor observes a number of people demonstrating body language that indicates boredom or disinterest, it is usually time to take a break or change tack.

## Organising and Managing Groups

**Signal for attention** – There are many ways to capture the attention of a group. Whatever the method, more often than not, it should be loud, different, pleasant and gain attention. Some instructors use a whistle and others use a variety of commands. Ironically it is possible to gain attention by being quiet. This usually happens when participants are expecting noise and it does not happen.

**Providing clear instructions** — make sure you explain clearly and succinctly what the activity is about, and what you need participants to do.

**Grouping participants quickly** — explain how you want participants grouped for the activity.

**Routines** – an instructor needs time to manage unpredictable events such as a parent issue, faulty equipment and an injury. The instructor also needs time to offer feedback and support to individual participants. By establishing routines and giving the responsibility for routines to the participants the instructor can devote more time to nurturing the sport skill development of the participants.

Having consistent routines for moving between activities can greatly reduce management time. If the participants know where to go, how quickly they need to be there and what behaviour is expected of them on arrival, then more time can be devoted to activity.

**Using a demonstration or example** — show participants by using a demonstration or example first of what you want them to do.

**Checking for understanding** — ensure that the group knows what they are required to do. Do not just ask, 'Does everyone understand?' and wait for the nodding of heads (which is not always a good indicator that they have actually understood!). Try asking questions such as, 'Tom, can you explain to everyone what your group is going to be doing now?' or 'Who thinks they know the reason why we are doing this activity?'

**Setting a timeframe** — let participants know how long they have to complete a particular task.

**Making sure equipment is set up** — ensure that equipment is ready to go so that the activity can get under way quickly.

**Ensuring safety** — activities can involve an element of risk, so make sure that you brief participants on safety requirements and check that the environment is safe.

**Maximising participation** — make sure there are lots of opportunities for all participants to have a try.

**Encouraging self-management** — structure activities so that groups can manage things themselves. This makes it easier for you, the instructor, especially when groups are large. You might suggest that each group appoint a leader or note-taker to assist the group to self-manage the activity.

## Managing Behaviour

Guidelines for reducing the likelihood of typical behaviour problems include:

- Establish a code of behaviour at the first learn to sail session and involve participants in its formulation. The code should include clear expectations regarding attendance, punctuality and learn to sail course standards. Explain the reasons for each rule and agree on consequences for breaking them. Avoid punitive consequences, rather require the offender to compensate and/or restitute the situation caused by the poor behaviour.

- Inform administrators and parents of the codes of behaviour and consequences that will be applied.

- Deal with the behaviour by focusing on the behaviour and not the individual participant as a person. Do not publicly insult or embarrass the participant.

- Avoid punishing a group for the poor behaviour of one participant.

- Take a firm, fair consistent approach to managing behaviour. Apply consequences quickly and fairly. It may be necessary to exclude an individual from an activity. The exclusion should be brief and the instructor should take time to discuss the incident privately with the individual while they are excluded.

- Use rewards, praise and acknowledgment to reinforce desired behaviours.

- Develop sessions that have fun, variety, high rates of activity, high rates of participation and opportunities for friends to interact.

# 5: The Instructor in Action

## Skill versus Theory (Knowledge) Training

Two words that describe a person's competence in doing something are skills and knowledge. Knowledge refers to learning concepts, principles and information regarding a particular subject(s); whereas a skill refers to the ability of using that information and applying it practically.

In considering how to teach a 'theory' subject, you may wish to consider where best to teach it; are there alternatives to the traditional classroom? That is, could you teach Meteorology at the marina noticeboard?

## Skill Analysis

Skill analysis is a detailed method for isolating the component parts of a skill. It helps to identify the procedures for a particular skill and helps you to structure your learn to sail course in the correct order. You can refer to competency standards or standard operating procedures, and so on, to help you identify what is required for a particular skill.

Every single detail of the skill must be recorded to ensure that the message of how to complete the skill is delivered in a consistent manner. In addition to the procedures involved, key points also need to be considered. Key points include any key areas that influence the skill, for example safety, efficiency etc. This is very time consuming initially, but will have significant cost savings if it is used as a core part of the course preparation.

Example:

      **Skill:** Capsize recovery, single hander procedure

1. Check that centreboard is down.
2. Check mainsheet is loose.
3. Swim around back of boat to centreboard stay in contact with hull.
4. Check rudder on the way.
5. Pull down on the centreboard
6. Reach up and pull down on the top gunwale.
7. Turn boat off the wind slightly and climb in on windward side.
8. Empty water/set sail.

The table below may be useful in organising the procedures that make up a skill, and identifying the key points that accompany these procedures.

**Skill** under review: _____

| Step # | Procedure | Key Points |
|--------|-----------|------------|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## EDIP / EDICP

When teaching Skills, the EDIP, EDICP or other similar acronyms are referred to:

| E | Explanation | The instructor gives an overview of what they are going to do |
|---|---|---|
| D | Demonstration | The instructor demonstrates the manoeuvre / technique / subject |
| I | Imitation | Participants try the manoeuvre whilst the instructor observes to identify feedback |
| C | Correction | Constructive feedback is provided to the participant based on the observation |
| P | Practice | Participants have further practice to improve their skill level |

A few extra points...

- Explanations may include an introduction, such as the reason for learning the skill. Keep explanations as brief as possible.
- Demonstrations need to be slick and must match the explanation; the odd comment on what you are demonstrating may help to reinforce the learning.
- Try not to over-instruct during the imitation; a few words at an appropriate time will help.
- Allow participants to identify their mistakes and the correction required. If the student is unable to do this, the instructor must provide the answers. When identifying areas for improvement, limit the number to 3 points whenever possible.
- Practice may be spread throughout the day.

## Theory (or Knowledge) Activities

There are a number of ways for participants to acquire knowledge, and numerous presentation methods. Consider the concept that we retain less about what we hear, or see, and far more about what we do. Activity is king!

A good way of presenting might include:

- Present information in small chunks using a variety of presentation methods/resources (videos, diagrams)
- Confirming that what has been presented is understood using open question techniques
- Providing some activity that puts the knowledge into practice
- Allowing for breaks
- Get participants involved through discussions, debates, role-plays, case studies, games and so on
- Brainstorming

## Feedback

Providing feedback to individuals and/or groups is an important role of the instructor. Feedback supports the learning process by assisting participants to modify actions so they can move towards achieving competency.

## Tips for Providing Feedback

The following tips will assist in providing feedback:

- Provide feedback straight away (where possible)

- Be honest and fair

- Focus on performance rather than personal characteristics

- Know your participants – different people prefer to receive feedback in different ways

- One method is known as the 'sandwich' model to provide feedback, whereby you:

    o Outline the participant's positive achievements

    o Give constructive feedback on how to improve performance

    o Finish with a supportive statement

- Do not overload the participant with information

- Ask questions so the participant can self-reflect

## Staying on Time

It is all too easy for an instructor to lose track of time, with the result that not all of the learning outcomes of the syllabus will be achieved. In particular, activities that involve discussions or group work can easily run over time. Staying on time can be achieved through:

Using a clock or watch; regularly glance at a watch to ensure that the session is staying on time. Alternatively, set an alarm on your watch to warn you when the session is halfway through or when there is five or ten minutes remaining.

Involving the group; appoint a timekeeper from the group to warn you when the end of an activity or presentation approaches.

Practising; rehearsing a session/presentation will increase the chance of staying on time.

Staying focused; the instructor needs to intervene quickly if an activity is not moving towards the desired outcome.

## Ending the Activity/Session

Participants tend to remember this section of the session more than any other; therefore it needs to be well prepared. At the end of an activity it is essential to spend time debriefing, reviewing and bringing together all of the concepts that have been covered.

The conclusion of the learn to sail session gives the instructor the chance to:

- Remind the participants of the course objectives they covered in the session and a chance for you to summarise the key points, reminding participants how they link together
- Give each participant some feedback about how they went during the session
- Show participants how the information and skills in this session relate to future learn to sail courses
- To debrief with the group about the session, including answering any questions or providing tips on where to go for further information

# Growth and Development

## Instructing Children

An effective instructor of young children and young adolescents is one who:

- Recognises the motivation behind a child's involvement in the sport
- Makes children feel comfortable and happy with practice sessions and games
- Aims to improve the quality of the experience for each child
- Is concerned about relationships formed with each child and between children
- Provides children with accurate technical information
- Is able to relate to all groups involved in sport (parents, officials, visiting teams)
- Is aware that there are many styles of teaching and that children respond in different ways to different styles
- Appreciates that children have differing ability levels and organises appropriate skill practices to cater for all levels
- Is inclusive

Social growth and development characteristics to be taken into consideration by the instructor when teaching children:

- Allow children to contribute to their own learning
- Focus on individual needs
- Develop basic skills
- Include a variety of activities and challenges
- Cater for children of different backgrounds
- Encourage everyone to perform to the best of their ability
- Protect children from the likelihood of failure
- Maintain a balance between activity and rest

When planning a session an effective instructor considers:

- Making the session positive; being positive should be evident throughout the learn to sail course, and positive outcomes achieved.
- Setting goals that are achievable, challenging and show a progression of difficulty
- Variety; plan a variety of activities – it is easier to remove activities than to think of more, include individual, partner, small group, non-competitive self-paced, cooperative and competitive activities and some free time
- Rotating the children through positions, roles and skills even when it may negatively affect the performance of the group in the instance of group activities; avoid temptation to 'over-play' your most talented participants
- Establishing routines for accepting decisions, supporting other members of the group, helping with the equipment, preparing for events and treating injuries.

Try the following to keep children focused and on task:

- Limit instructions to only one or two at a time and use simple, precise language. Asking participants to repeat instructions in their own words is one way to see if they have understood what is required
- Allow plenty of time for practice as young participants will only retain information for a short time if not given the opportunity to practice
- Plan variety in activities and make sure all activities are achievable
- Give precise and immediate feedback but refrain from highlighting mistakes – focus on the child's effort rather than on the result
- Include adequate rest breaks. Young children have short concentration spans and will benefit from regular breaks
- Be a consistent role model of someone who believes in fair play, patience and responsibility

## Pubertal Growth

Every person experiences the same phases of growth, in an identical order. This means that every adult was an infant, toddler, young child and adolescent before becoming an adult. However, the timing and magnitude of growth and development presents many challenges to instructors. In the same course of under 13-year-old males, there may be some boys who have completed puberty and others who have not commenced pubertal development.

During puberty an increased self-awareness emerges. As puberty can occur over a broad range of time in any one group of young people, the instructor has to be especially tolerant and accepting of diversity. Instructors should also avoid making comparisons between participants who may be at totally different stages of development. An alternative strategy is to work on individual goals for achievement, using comparisons only to an individual's previous performances. Mutual respect, fairness, tolerance and empathy are characteristic of successful coaching with adolescents.

## Varying Fitness Levels

Tips for instructors working with participants with low fitness levels:

- Build in frequent rest periods
- Provide alternatives that help participants to reduce the intensity of an activity, for example, by moving slowly between activities, rather than hurrying
- Reduce weight-bearing or resistance in strength activities (for example, perform activities from a seated position)

Some participants may have medical conditions that may preclude their participation in certain activities. These could be temporary (due to injury or illness) or due to an existing, perhaps even congenital, condition. In all cases, the instructor should consult with the participant, parents or carers, teachers or therapists, who may be able to provide background information and thereby help them to devise an appropriate learn to sail course that suits their needs.

Where there are reasons to avoid certain activities, or the instructor is not sure following consultation, it is important to provide a positive alternative rather than simply exclude an individual. There are always ways to modify activities or schedules.

## Instructing Adults

Developing and delivering learning experiences for adults can be different from that of teenagers and children. Understanding adult learning principles will assist an instructor to deliver in a way that meets the needs of an adult group.

Just like learning styles, participants from different generations will want to learn and interact in certain ways. As you can see from the descriptions below, the differences will keep instructors on their toes:

**Traditionalists** are participants born between 1922 and 1945. Instructors should remember the following:

Traditionalists are private people and are known as the 'silent generation'. As an instructor do not expect these participants to share their thoughts and ideas immediately.

A Traditionalist believes that an instructor's word is their bond, so it is vital an instructor focuses on words rather than body language

Face-to-face or written communication is preferred

Do not let a Traditionalist feel that they are wasting their time. Identify their expectations for the presentation before commencing.

**Baby Boomers** were born between 1946 and 1964. Instructors should remember the following:

Baby Boomers are the 'show me' generation, therefore your body language is important when communicating

Speak in an open, direct style but avoid controlling language

Answer questions thoroughly. Baby Boomers enjoy details

Provide options to demonstrate flexibility in thinking.

**Generation X** are participants were born between 1965 and 1980. Instructors should remember the following:

Generation X has clear goals and they enjoy managing their own time and solving their own problems. Provide opportunities for participants to come up with their own solutions

Try to incorporate the use of technology

Talk in short sound bites to keep their attention

Ask for their feedback and provide them with regular feedback in return

Use an informal/conversational communication style.

**Generation Y** participants were born between 1980 and 2004. Instructors should remember the following:

Generation Y does not know a world without high-speed video games, mobile phones or ATMs.

Instant and frequent feedback will motivate this group

Challenge them at every opportunity

They will resent being talked down to

Seek their feedback constantly

Use humour and create a fun learning environment

Instructors should not take themselves too seriously

Encourage taking risks and breaking the rules so that new ways of learning can be explored.

Although not all people will display the characteristics of their generation, instructors need to be aware that there could be significant differences among the ways these generations approach learning. It provides a great opportunity for an instructor to facilitate discussions from different points of view, and to establish an environment that will allow all participants to enjoy the learning experience.

# 6: Learning Styles

Everyone has a particular learning style preference and by understanding these styles, an instructor can structure the session so as to cater for most learning styles. Learning styles do not reflect intelligence level and no one style is better than another.

## VARK learning styles

| Visual learners | Auditory learners |
|---|---|
| Prefer information presented visually through pictures or images | Prefer information presented aurally, which is either through listening to others or talking themselves |
| **Note**: video is not considered part of the visual learning style as it usually contains movement (kinaesthetic), sound (auditory) and words (read/write). | *High auditory learners* learn best through: |
| *High visual learners* learn best through: | <ul><li>discussion groups</li><li>questions</li><li>audio recordings</li><li>cue words.</li></ul> |
| <ul><li>pictures</li><li>graphs</li><li>charts</li><li>maps</li><li>images</li><li>changes in colour, font style and size, and highlights.</li></ul> | *Low auditory learners:* |
| *Low visual learners:* | <ul><li>do not rely on what the presenter says</li><li>often forget important topics raised in discussions</li><li>miss highlighted points and lose concentration in long meetings.</li></ul> |
| <ul><li>find it difficult to get meaning from images or symbols.</li></ul> | |
| **Read/write learners** | **Kinaesthetic learners** |
| Prefer information presented through written words | Prefer information presented within action and movement |
| *High read/write learners* learn best through: | *High kinaesthetic learners* learn best through: |
| <ul><li>lists</li><li>headings</li><li>written cue words/phrases</li><li>others' writing on the same topic (biographies).</li></ul> | <ul><li>demonstration through movement</li><li>doing an activity</li><li>learning by experiencing</li><li>video</li><li>visualisation.</li></ul> |
| *Low read/write learners:* | *Low kinaesthetic learners:* |
| <ul><li>do not use lists or place any emphasis on words</li><li>lose or forget to bring any given sheets/papers to meetings and are reluctant to use diaries.</li></ul> | <ul><li>distrust things learnt from experience</li><li>find that trial and error is not scientific enough.</li></ul> |

## Stages of Learning

All participants proceed through various stages of learning as they practise skills. Participants move through these stages at varying rates and when new techniques are introduced they may regress from a later stage to an earlier stage. The instructor's responsibility is to assess each participant's current stage and develop appropriate practices so that each participant is motivated and challenged.

## The Early Stage

In this stage the participant typically thinks about the action that needs to be performed to achieve the intended result. Often the participant internally or externally verbalises what is required in an effort to perform the correct manoeuvre.

| Participant characteristics | Suggestions/recommendations |
|---|---|
| Tries to understand what is required | ▪ Provide a clear demonstration and explanation of the manoeuvre so that the participant has something to copy, for example, 'Watch the demonstration carefully and focus on how far the boat travels once we go into neutral'<br><br>▪ Limit the amount of information you provide, for example, 'I'll repeat the demonstration again; pick a transit ahead and tell me if the boat gets pushed sideways'<br><br>▪ For a participant with an intellectual disability, or very young participants, you may need to ensure that they are positioned to avoid distractions |
| Usually highly motivated | ▪ Have the participant practise the manoeuvre immediately, for example, 'now you've seen the demonstration, we'll all have a go at entering the pen with a suitable approach speed'<br><br>▪ Provide extra opportunities for practice where needed<br><br>▪ Be enthusiastic and positively reinforce the correct aspects of the manoeuvre, for example, 'Alan you clicked into neutral at exactly the right time. Well done'<br><br>▪ Praise effort, for example, 'Pam you made a terrific attempt considering the wind kicked in at the last minute.'<br><br>▪ Keep practice time on specific activities short to avoid concentration loss and boredom |
| Parts of the manoeuvre are missing | ▪ Use cue words, for example, 'Remember for any low speed manoeuvre, steer then gear, steer then gear'<br><br>▪ Focus on the components that are missing, for example, 'To approach on a good line, try using the transit ahead and keep steering movements small'<br><br>▪ Ask the question 'What can the instructor do to give the participant the best chance of performing the skill?' If the approach speed is good, the rest will flow, if too fast, it will impact on everything else |

| | |
|---|---|
| Coordination and control are not evident | ▪ If the manoeuvre is complex, teach the components that are linked, for example, 'If you need to quickly assess your speed, use a transit on your beam – to your side' |
| | ▪ Identify aspects that are performed correctly, for example, 'you picked your approach well and entered slightly to one side of the centre line' |
| Manoeuvres do not use all the available indicators | ▪ Use imagery to encourage the participant to use all indicators for example, 'When you go into neutral, concentrate on the transit ahead and keep any steering corrections small' |
| | ▪ Use reinforcement to maintain the participant's positive feelings about the manoeuvre for example, 'Your approach speed is spot on, just enough speed to keep the boat on track' |
| Performance is inconsistent | ▪ Have the participants score out of ten each attempt, for example, 'My second attempt was worth seven because I kept one hand on the wheel throughout the whole manoeuvre' |
| | ▪ Have the participant practise the same skill to try to improve consistency in the performance, for example, 'Aim to be stopped for eight times out of ten, before you engage astern propulsion' |
| | ▪ As soon as possible have the participant practise under variable conditions, for example, 'we'll try a different pen now, with a little cross breeze, to see if you can compensate on your approaches' |

## The Intermediate Stage

During this stage the component parts of the skill are refined and modified as the participant associates their actions with gaining effective results.

| Participant characteristics | Suggestions/recommendations |
|---|---|
| The participant learns to detect and correct their own performance errors | ▪ Ask the participants to evaluate their own performance, for example, 'What did you do well in that manoeuvre? How could you improve if at all?' |
| | ▪ Video the performance and ask the participant to evaluate their own performance, for example, 'What did you do well and what do you need to do differently?' |
| | ▪ Have the participants practise and self-evaluate using a checklist to compare their manoeuvres to the criteria on the checklist |

| | |
|---|---|
| While the overall manoeuvre produces reasonable results, some components are performed incorrectly | ▪ Ask questions of the participant, for example, 'Why did you make your turn to starboard? What do you need to do differently on the next turn?'<br><br>▪ Use reinforcement to maintain the participant's positive feelings about the performance of the skill, for example, 'You followed the steer then gear method which was great.<br><br>Next time use the full range of steering that is available'<br><br>▪ Use modified games to practise the movements, for example, 'We'll have some fun in a pen that is only just big enough. The person who manages to turn without touching the sides gets to park the boat on the way in this afternoon' |
| Performance of the manoeuvre becomes more consistent | ▪ Use a checklist to confirm the consistency of the individual manoeuvre components<br><br>▪ Measure the progress of the results of the manoeuvre outcome, for example, 'You got 4 out of 5 of the checklist perfect that time, see if you can improve and get a full house this time'<br><br>▪ Have the participant practise under variable conditions, for example, practise later in the day when the sea breeze has kicked in and there are some wind gusts across the pen<br><br>▪ Have the participants randomly practise throughout the day as opportunities arise |

## The Final Stage

During this stage the participant automatically performs the manoeuvre at a high level of performance. Participants are able to unconsciously perform skills under pressure. Performance becomes more consistent and, importantly, skill errors are often identified by the participant.

| Participant characteristics | Suggestions/recommendations |
|---|---|
| Automated performance of the skill | ▪ Challenge the participant to process other information while performing the skill, for example, 'Try entering the pen from the other side this time and see if you can still turn the boat around without touching the sides'<br><br>▪ Attempt to apply distractions to the participant as the participant performs the manoeuvre, for example, 'We're going to visit a busy marina now and practise some turns. You'll have to consider the Rules of the Road and keep a close watch on what the other boats are doing'<br><br>▪ Use questions to have the participant reflect on their own performance, for example, 'How would you approached the turn with some tide running from left to right?' |

| | Develop the participant's capacity for self-analysis |
| --- | --- |
| | ▪ Have the participants practise under random and variable conditions. For example, the students must tack instantly on command or signal from instructor. |
| | ▪ Set achievable, measurable and realistic goals |
| Often when modifications are made to technique there is a decrement in performance | ▪ Alert the participant that performance may deteriorate for a period of time<br>▪ Be patient and continue to encourage the participant<br>▪ Record progress |
| Participants are challenged by solving 'higher order' motor problems | ▪ Structure activities to replicate more complex motor problems, for example, a pen that is tidal, with some wind blowing across at the same time |

## Learning Methods and Aids

There are many options as to how an instructor can structure a session to assist people to learn. The following table contains details about the key learning methods that can be used. Some of these methods can be used in tandem. For example, a video or DVD could be used as part of a case study or scenario in a classroom session; or to prompt a facilitated discussion or role-playing used out on the beach before getting in the boats.

## Selecting Learning Methods

| Learning method | How to use | Points to remember |
| --- | --- | --- |
| Practical | ▪ Instructor delivers a practical session that involves participants. Then through discussion and questions the instructor highlights key concepts. This can be followed up with participants having a try at leading the practical session (this will be a main method used during the learn to sail (or powerboat) courses.<br><br>▪ Games can be used to teach skills, and tactics.<br><br>▪ Circuits can be used. For example, set up a series of activities to practise a variety of skills | ▪ Who demonstrates? It can be the instructor, course participant, an expert or a video clip<br><br>▪ Where possible, allow participants to practise the skill, observe others and give or receive feedback<br><br>▪ Ensure that extra time is allocated for practical activities as they often take longer<br><br>▪ Plan carefully to cater for equipment and venue requirements<br><br>▪ Consider any safety issues<br><br>▪ Provide a good opportunity to assess participants |

| | | |
|---|---|---|
| Facilitated discussion | ▪ Small groups discuss a particular topic, question or problem<br><br>▪ A great way to encourage all group members to participate and interact<br><br>▪ A non-threatening way to stimulate ideas<br><br>▪ Shift the focus away from instructor as the 'expert' | ▪ Instructor sets the task and lets the group discuss<br><br>▪ Ensure the discussion point is clear — display it on a board or slide<br><br>▪ Set ground rules and step in if required<br><br>▪ Set a time limit<br><br>▪ Report/share the results of the discussion with the other small groups |
| Case study or scenario | ▪ A scenario is provided and participants discuss in small groups how they would deal with the situation | ▪ Ensure that the scenarios are realistic and will generate conversation/debate<br><br>▪ Allow time for small groups to report back to the bigger group and share the key points from their discussions |
| Role-play | ▪ A real-life situation is created and acted out<br><br>▪ Enable participants to develop or modify behaviours in a supportive environment<br><br>▪ Great to use when looking at attitudinal issues or to show both sides of a situation | ▪ Explain/script the situation<br><br>▪ Stop and discuss during the role-play if required<br><br>▪ Repeat with different people playing different roles<br><br>▪ Conduct a debrief at the end<br><br>▪ Some people really dislike role-plays, so gauge the attitude of participants to this type of activity |
| Brainstorm | ▪ A method to involve a whole group in putting forward ideas on a topic<br><br>▪ Use when trying to identify different solutions to a problem | ▪ No discussion or criticism of ideas during brainstorming<br><br>▪ Use single words or short sentences<br><br>▪ Use a whiteboard to record ideas<br><br>▪ Discuss and prioritise ideas when the brainstorm is completed |
| Video/DVD | ▪ Participants view a video and complete an activity (for example, discussion or worksheet) in relation to it | ▪ Ensure that there is an 'interactive' element to the video (that is, discuss an issue or complete a worksheet)<br><br>▪ Do not use video as a 'time filler'<br><br>▪ Ensure that you have viewed the video prior to the session |

| | | |
|---|---|---|
| Questioning and group discussion | <ul><li>An effective way to encourage group participation</li><li>A useful tool in changing attitudes towards a subject through looking at it from different points of view</li><li>Instructor needs to plan initial questions and follow up (for example, 'Tell us more about why you think that')</li></ul> | <ul><li>Discussion needs a facilitator to:<br>- Identify the topic for discussion<br>- Encourage everyone to participate<br>- Use questions to generate discussions<br>- Keep the group on track<br>- Summarise or draw out key points at the end</li><li>Keep questions simple — avoid double-barrelled questions</li><li>You can direct questions to an individual or the group</li><li>Allow the participants time to think and answer — do not jump in and answer for them</li><li>Rephrase or redirect the question if needed</li></ul> |
| Lecture | <ul><li>A method to introduce a new topic in which participants have limited knowledge</li><li>Appropriate for large groups or where there are limited venue options</li><li>A way to summarise key points</li><li>Provide an opportunity to change the tempo after a practical activity</li><li>Combine with practical activities to increase understanding</li></ul> | <ul><li>Keep it short (less than 15 minutes)</li><li>Use questioning to involve the audience</li><li>Use audiovisual resources</li><li>Provide handouts and encourage note-taking</li></ul> |
| Multimedia and internet-based tools | <ul><li>Use of interactive whiteboards (smart boards), iPads, podcasts, digital video analysis, face-to-face discussions via the internet and other technology</li></ul> | <ul><li>Be aware of technology that could possibly reduce participant interaction</li><li>As technology advances and access to the internet becomes easier, the use of these types of activities will increase</li></ul> |
| Home study | <ul><li>Participants work independently at home using material provided</li><li>Used for remote participants that cannot attend all of a course</li></ul> | <ul><li>Home study allows participants to gain a level of knowledge before attending a course. This can allow the instructor to focus on the application of the knowledge</li></ul> |

| | | | |
|---|---|---|---|
| Mentoring | ▪ A participant can be paired with an experienced person to assist them to develop their skills. For example, identify an experienced official that can support a beginner official's development following a training program | ▪ It is essential to identify suitable mentors<br><br>▪ Mentors may need to be trained. | |

## Types of Learning Aids

The following table provides an overview of the types of learning aids that can be used by instructors in practical and classroom sessions.

| Learning aid | Tips | Advantages | Disadvantages |
|---|---|---|---|
| Data projector or PowerPoint display | ▪ If PowerPoint does not enhance your presentation **do not** use it<br><br>▪ Run the laptop from mains power<br><br>▪ Stand so that the audience has a clear line of sight to the screen<br><br>▪ Use a remote mouse to change slides<br><br>▪ Set up the laptop so you can see the slides rather than looking at the screen<br><br>▪ Turn the display off when not using it<br><br>▪ Do not put too many words on each slide<br><br>▪ Consider the size of the font and slide layout | ▪ Portable<br><br>▪ Cost-efficient<br><br>▪ Durable<br><br>▪ Presenter faces the audience<br><br>▪ Adds to the presentation<br><br>▪ Assists visual learners | ▪ Can become very boring if used in every session<br><br>▪ Poorly designed slides can be hard to read<br><br>▪ Instructor may just read from the slides rather than using them as a prompt<br><br>▪ Requires a computer and data projector to be available |

| | | | |
|---|---|---|---|
| Whiteboard | ▪ Avoid talking to the whiteboard; look at the participants<br><br>▪ Use vertical lines to divide the board into sections to avoid a jumble of information<br><br>▪ Erase existing work first<br><br>▪ Carry spare whiteboard markers<br><br>▪ Make sure there is an eraser available | ▪ Helps the group to focus on key issues<br><br>▪ Graphics can complement the spoken message<br><br>▪ Information can be prepared beforehand<br><br>▪ Can be used spontaneously<br><br>▪ Requires no electricity | ▪ Accidentally using non-erasable markers<br><br>▪ Markers may run out<br><br>▪ Not always portable<br><br>▪ Handwriting may not be legible |
| Flip chart/butcher's paper | ▪ Only record key points, and in brief<br><br>▪ Add a title to each page<br><br>▪ Write large enough to be read from the back of the room<br><br>▪ Use broad-tip markers<br><br>▪ Avoid using yellow, pink or orange markers<br><br>▪ Only use red markers for highlighting<br><br>▪ Carry spare fold-back clips and Blu-Tack<br><br>▪ Pages can be posted around the room if you want to display the information | ▪ Easy way to record the thoughts of smaller groups, and then share them with the larger class<br><br>▪ Portable<br><br>▪ Useful for prepared notes/illustrations that are progressively revealed<br><br>▪ Can be used outside of a classroom setting<br><br>▪ Requires no electricity | ▪ Handwriting may not be legible<br><br>▪ Pens may run out<br><br>▪ Need to carry a stand or have a suitable wall to attach it to |

| DVD/video | • Limit the length of the DVD/video to approximately ten minutes<br>• Check the DVD/video is of good quality<br>• Have a clear reason for using the DVD/video<br>• Develop a worksheet or set questions to be completed during or after the DVD/video<br>• Ensure participants can see and hear the DVD/video<br>• Cue up the DVD/video to the start before the presentation | • Has a variety of uses, for example, skill demonstration and analysis<br>• Encourages multi-sense learning<br>• Can be motivating<br>• Dynamic images<br>• Ability to slow down and replay<br>• Gives access to information that may be difficult to demonstrate or simulate in the classroom setting | • Can be non-interactive<br>• Can put people to sleep if not used interactively<br>• May be used instead of appropriate preparation by Instructor<br>• May need to darken the room |
|---|---|---|---|
| Instruction cards for role-plays, scenarios or activities | • Prepare cards beforehand<br>• Use realistic scenarios<br>• Use your judgment about who you assign particular roles to<br>• Provide clear instructions about what needs to happen | • Allows participants to work independently<br>• Can be used to simulate real-life situations<br>• Allows for discussion and interactivity among participants | • Can be time consuming<br>• Instructor may need to intervene to clarify, assist or redirect |

| Handouts and worksheets | ▪ A useful tool to complement a range of presentation methods<br><br>▪ Ensure there is enough space for participants to write on the worksheet<br><br>▪ Provide clear instructions<br><br>▪ Number the pages<br><br>▪ Provides take-home value for the participant<br><br>▪ Consider the design/layout | ▪ Provides an opportunity for people to do a quiet activity on their own<br><br>▪ Can be used for assessment<br><br>▪ Useful for read/write participants<br><br>▪ Provides useful reference material for after the session | ▪ Can reduce group interaction if used without a discussion or reporting-back session<br><br>▪ If handouts are of poor quality, it can detract from the value of the session |
| --- | --- | --- | --- |

## Types of handouts

Handouts can take numerous forms. The table below provides some examples.

| Type | Use |
| --- | --- |
| Worksheets and quick quizzes | Quizzes and worksheets can be used as a way to support, supplement or assess parts of a presentation. |
| Transcripts | It is rare for an instructor to read from a script, but on occasion they may provide a transcript of the presentation or supply an article they have written. |
| Outline of the session/ presentation | An outline of the session/presentation will assist participants, in particular adults, to orientate themselves during the session/presentation. |
| Publication list | A publication list provides participants with a list of resources that they can follow up to enhance their knowledge. |
| Website list | This provides a list of useful websites that will support participants' further learning. |
| PowerPoint presentation printout | This is a quick way to develop a handout, but it can have little meaning to those who may have missed the session. |

# 7: Instructor Handbook Appendices

# Appendix 1: **Instructors and Coaches Code of Conduct**

**Be Responsible for your decisions**

> **The Code**
> Be responsible for your decisions
> Show competency in your job
> Support your students and sailors
> Show good sportsmanship
> Behave professionally at all times
> Follow the Australian Sailing Anti-Doping Policy
> Be proud of your sport

Australian Sailing Instructors and Coaches are expected to act with integrity and objectively, and are personally responsible for the decisions that they make in the course of their engagement. They are to ensure that their decisions and actions contribute to a safe environment; free of discrimination and harassment.

## Show competency in your job
Instructors and coaches bring appropriate skills and competencies to their areas of coaching practice and are expected to maintain and continue to develop these skills and competencies though an ongoing program of professional development and continuous improvement. They should, wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years.

## Support your students and sailors
Instructors and coaches should treat every student / sailor as an individual respecting the rights and worth of every person regardless of their gender, ability, cultural background or religion. They should:
- Help each person (official, student, sailor, athlete etc) reach their potential – respect the talent, potential, developmental stage and goals of each person and compliment and encourage with positive and supportive feedback;
- Set appropriate training programs based upon the individual characteristics of the athlete;
- Make coaching decisions which take appropriate account of the individual athletes welfare;
- Ensure that all students/ athletes receive an appropriate level of attention and opportunities so that their time spent in any program is a positive experience.

Instructors and coaches should place the health, safety and welfare of athletes above all else.

## Show good sportsmanship
Instructors and coaches should:
- Set a high standard of behaviour and approach towards all aspects of their job and to the spirit of Sailing;
- Respect the decisions of officials, coaches and administrators in the conduct of the sport;
- Display control and courtesy to all involved with Sailing;
- Operate within the rules and spirit of Sailing, promoting fair play over winning at any cost.

## Behave professionally at all times
Instructors and coaches should:
- Ensure that any physical contact with a person is appropriate to the situation and necessary for the person's skill development;
- Be honest and do not allow your qualifications to be misrepresented;
- Not tolerate harmful or abusive behaviours;
- Encourage and support opportunities for people to learn appropriate behaviours and skills.

## Follow the Australian Sailing Anti-Doping Policy
Instructors and coaches must adopt responsible behaviour in relation to alcohol and other drugs. They must abide by the Australian Sailing Anti-Doping Policy and ensure that athletes are aware of and understand that policy.

## Be proud of your sport
Instructors and coaches should be proud of Sailing, show their pride through their actions and encourage and support opportunities for participation in all aspects of Sailing.

# Instructors and Coaches Code of Behaviour

## [Individual Agreement Form]

*For accreditation or re-accreditation to the National Coach Accreditation Scheme (NCAS)/
National Officiating Accreditation Scheme (NOAS) must complete this form*

## TO:   Australian Sailing

I, _____ of _____

              Full Name                                    Address

_____

              Address Continued

am seeking accreditation / re-accreditation (please circle) for the following Australian Sports
Commission (ASC) qualification:

_____      _____      _____

   Level                        Sport         Discipline (if applicable)

1. I agree to abide by the Australian Sailing Code of Conduct overleaf.
2. I acknowledge that Australian Sailing may take disciplinary action against me if I breach the code
   of conduct. I understand that NSO's are required to implement a complaints handling procedure in
   accordance with the principals of natural justice, in the event of an allegation against me.
3. I acknowledge that disciplinary action against me may include de-accreditation from the National
   Coaching Accreditation Scheme/National Officiating Accreditation Scheme.

Please refer to the Harassment-free Sport Guidelines available from Australian Sports
Commission or contact Australian Sailing, if you require more information on harassment issues.

_____      _____      _____

   Signature          (if under 18, parent/ guardian signature)      Date

**Session details**

**Instructor:**

**Date:** _____ **Time:** _____ **Duration:** _____

**Topic:** _____

**Participants:** _____

**Session training outcomes:** _____

_____

_____

_____

_____

**Venue (including set-up options):** _____

_____

_____

**Equipment Requirements**: _____

_____

_____

_____

**Risk-management considerations:** _____

_____

_____

**What is your back-up plan in case any of the above activities fail?** _____

_____

_____

**Key Messages:**

What are the 3 key messages you want the audience to gain from the session?

| |
|---|
| **1.** |
| **2.** |
| **3.** |

**Session Outline**

Outline each of the key messages below:

| Topic/Content | Learning method(s)/activities and key instructing points | Time (mins) |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
| **Session Review** | | |

**Did any injuries/accidents occur during the session? (Explanation)** _____

_____

_____

_____

**If yes, have you completed an injury report form?**      ☐Yes  ☐No

| Hazard | Can Hazard be Managed* or Controlled? How? *See Hierarchy below | Is a Risk Assessment required? | Risk Assessment Likelihood x Consequence | Risk Rating (a number or Low, Medium, High) | Control Measures and supporting documents or resources | Person Responsible for ensuring Control Measures are working | Future Review Date |
|---|---|---|---|---|---|---|---|
| **On Water activities** | | | | | | | |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| **Off Water activities** | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |

The legislated approach to managing (or controlling) hazards is using this Hierarchy:

**Firstly:** Eliminate the hazard (not always practical)

**Secondly:** Isolate the hazard, or substitute with a safer practice
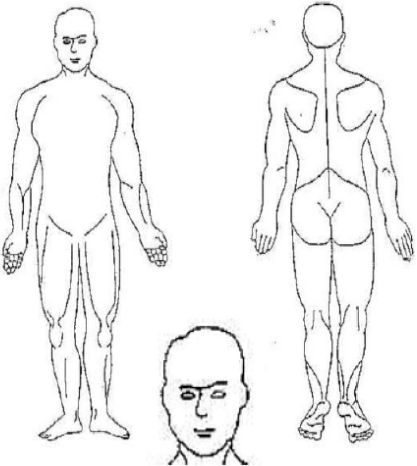
**Third:** Take an administrative approach, such as a safe method or training

**Last option:** Use Personal Protective Equipment (PPE) – always the last resort

Appendix 4: **Sample Injury Report Form**

| **Injury Report Form:** This report reflects an accurate record of the injured person's reported symptoms of injury | | |
|---|---|---|
| Name of person injured: | | Date of Birth: |
| Date when injury occurred: | | Date when injury is evident: |
| Person injured: ☐ Participant/Sailor ☐ Instructor ☐ Other: _____ | | Gender: ☐ Male ☐ Female |
| Supervising Instructor: _____<br>(Signature) | | Witness: _____<br>(Signature) |

| First aid provided by: _____<br>(Signature) | Time of first aid: | Initial tratment required:<br>☐ No treatment required<br>☐ CPR      ☐ RICER<br>☐ Crutches ☐ Sling / splint<br>☐ Dressing ☐ Strapping<br>☐ Massage ☐ Stretching |
|---|---|---|
| Nature of injury: ☐ New injury ☐ Aggravated injury<br>☐ Recurrent injury ☐ Other: _____ | | |
| Did the injury occur during: ☐ Training ☐ Event ☐ Other: _____ | | |

Symptons of injury:
| ☐ Blisters | ☐ Inflammation/swelling | ☐ Spinal injury |
|---|---|---|
| ☐ Bleeding nose | ☐ Cramp | ☐ Cardiac problem |
| ☐ Bruising/contusion | ☐ Suspected bone fracture/break | ☐ Electrical shock |

| Body part injured: | How did the injury occur? | |
|---|---|---|
|  | ☐ Collision with a fixed object? <br> ☐ Collision/contact with another person <br> ☐ Fall from height/awkward landing <br> ☐ Fall/stumble on same level | ☐ Overbalance <br> ☐ Overstretch <br> ☐ Slip/trip <br> ☐ Other: _____ |
| | Extra detail regarding how the injury occurred: | |
| | Was protective equipment worn on the injured body part? ☐ Y ☐ N | |

| Follow up action: ☐ None <br> ☐ Ambulance | ☐ Medical practitioner/physiotherapist <br> ☐ Other: | ☐ Hospital |
|---|---|---|
| Signature of person completing form: | | Date: |

**Note:** Instructors without medical training should refer all medical decisions to appropriately qualified persons. Do not attempt to 'diagnose' an injury. Users of this form are advised that medical information should be treeated confidentially. In some states, additional legislation affects the management of health records. See the Australian Legal Information Institute website (www.austlii.edu.au) for further information.

## Appendix 5: **TAE40110 Certificate IV in Training and Assessment**

When conducting Powerboat Training within selected States and Territories it may be a requirement for an Instructor to hold units or qualifications from the Training and Education Training Package (TAE40110). The TAE40110 Certificate IV qualification in Training and Assessment comprises 7 core units and 3 electives. Australian Sailing is a Registered Training Organisation (RTO) and has the following units from the TAE40110 within its scope:

TAEDEL301A - *Provide work skill instruction*

TAEASS401B - *Plan assessment activities and processes*

TAEASS402B - *Assess competence*

TAEASS403B - *Participate in assessment validation*

These four units are collectively known as the Enterprise Trainer and Assessor Skill Set and can be achieved by either Recognition of Prior Learning (RPL) or successfully completing any Australian Sailing Instructor Course. For more information on how to obtain these units please visit the Australian Sailing website.

**What is a National Training Package?**

A Training Package sets out the qualifications available to an industry and the competency standards that the qualifications are based on. It also specifies how people will be assessed against the competency standards but does not contain training materials. The key components of a training package include:

- Introductory information such as a description, application and title
- Employability skills – for example organisational skills
- Elements – each unit is divided into elements
- Performance criteria – what performance is required to achieve each element
- Required Skills and Knowledge – the essential skills and knowledge that are needed to achieve the application of the unit
- Range statement – to allow for different work environments and circumstances
- Evidence guide – advice on assessment and how to demonstrate competence, to be read in conjunction with the performance criteria, required skills & knowledge, and range statement

## Notes

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**www.sailing.org.au**