



Officials Instructor Candidate Learning Outcomes Checklist

This checklist presents the learning outcomes that Officials Instructor candidates must achieve in order to pass the Lifesaving Society Officials Instructor course.

On course

You and the Trainer will use the checklist to track your growth and development on the learning outcomes throughout the course. It might be helpful to think of the learning outcomes as personal learning goals. For each learning outcome, assess yourself on a scale of 1 to 3:

- 1 – You need more knowledge or practice to achieve this learning outcome.
- 2 – You are reasonably confident about your ability in this learning outcome.
- 3 – You have mastered this learning outcome.

End of course

Ideally, by the end of the Officials Instructor course, you and the Trainer will agree that you have achieved all learning outcomes.

Officials Instructor Candidate Name: _____

Comments:

Officials Instructor Course Learning Outcomes	On-course	End of course
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Roles and Responsibilities		
<ul style="list-style-type: none"> • Understand the roles of the officials instructor and accept the Officials Instructor job description. • Understand the importance of ethical behaviour that is aligned with the mission, vision and values of the Lifesaving Society, and of Lifesaving Sport. • Understand their professional responsibility in upholding the values of the Lifesaving Society. • Demonstrate behaviours consistent with the Society's mission, vision and values. 		

Policies and Procedures		
<ul style="list-style-type: none"> • Know where to find Lifesaving Society policies and procedures. • Explain the possible consequences of not following the Society's policies and procedures. • Describe the instructor's responsibility to work within the Society's policies and procedures. • Illustrate how competition rule books reflect the policies and procedures of the Society. 		

Diversity and Inclusion		
<ul style="list-style-type: none"> • Explain the Lifesaving Society's Inclusion Policy. • Demonstrate how to create a respectful learning environment that accommodates the candidates' abilities and characteristics. 		

Health and Safety		
<ul style="list-style-type: none"> • Understand the instructor's responsibilities related to relevant safety regulations, legislation and facility-specific emergency procedures and response. • Know how to maintain safe learning environments. • Describe their obligations with respect to safe candidate behaviour. 		

Officials Instructor Course Learning Outcomes	On-course	End of course
The Lifesaving Society		
<ul style="list-style-type: none"> • Know that the Society is a charitable, volunteer organization that operates at local, provincial/territorial, national and international levels. • Explain the mission, vision and values of the Lifesaving Society. • Explain the structure and components of the Society's Lifesaving Sport programs and how they support the Society's drowning prevention mission. 		
The Leadership System		
<ul style="list-style-type: none"> • Understand how to contribute their expertise to Lifesaving Sport. • Know what leadership opportunities are available to officials instructors. 		
Curriculum and Reference Materials		
<ul style="list-style-type: none"> • Classify candidate evaluation criteria in the <i>Officials Award Guide</i>. • Understand the relationship between the award guide and applicable teaching resources. 		
Candidate Reference Materials		
<ul style="list-style-type: none"> • Know the required candidate reference materials for officials courses. • Understand how to use candidate reference materials on officials courses. • Understand where candidates must go beyond this course to keep on top of updates in instructor and officials responsibilities. 		
Decision-making and Problem-solving		
<ul style="list-style-type: none"> • Understand that decisions made by Lifesaving Society Instructors must be ethical and aligned with the Society's values. • Know how to frame a problem in terms of the learner and how learning outcomes may be affected. • Demonstrate effective problem-solving, critical thinking and use of Lifesaving Society resources to guide decisions. 		

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Teamwork, Collaboration, and Communication		
<ul style="list-style-type: none"> • Demonstrate effective communication skills through active listening, providing objective feedback and reacting to non-verbal signals from candidates. • Understand the importance of accepting feedback. 		
Planning		
<ul style="list-style-type: none"> • Demonstrate an ability to plan the course. • Understand how and when to modify core plans appropriately. • Know how to establish clear learning goals for each course. 		
Learners and Learning		
<ul style="list-style-type: none"> • Compare differences between different age groups. • Evaluate how to meet the personal expectations of learners. • Select developmentally appropriate activities. 		
Teaching Candidates		
<ul style="list-style-type: none"> • Analyze the characteristics that make a methodology appropriate for candidates. • Demonstrate a variety of presentation techniques. • Understand the importance of learner engagement and how and when to adjust to meet candidate learning needs. • Examine the advantages and limitations of various tools and technology in facilitating learning. • Apply various teaching tools and technology in facilitating learning. 		
Instructor Candidate Expectations and Evaluation		
<ul style="list-style-type: none"> • Explain the standards by which they will be evaluated. • Understand how, when and by whom they will be evaluated. 		

Officials Instructor Course Learning Outcomes	On-course	End of course
Evaluating Candidates		
<ul style="list-style-type: none"> • Apply candidate evaluation criteria from the appropriate level in the <i>Officials Award Guide</i>. • Demonstrate how to provide summative feedback supported by the relevant course reference materials. 		