

# Key Elements in Teacher Training

## SCAT Seminar 1999

### **What does it take to be a good teacher?**

- Need to have a good teacher to be a good teacher
- The person
- Good planning
- Continual student

### **It takes a good teacher to make a good teacher**

- Need to take a critical look at ourselves – regularly
- Need to be organized in our approach
- Neat and tidy in appearance
- Expect a standard equal to your own and nothing less

### **The Person**

- Good telephone manner
- Present well organized and presented CV
- Be punctual
- Neat and tidy in appearance
- Interview well – always ask WHY they want to be a teacher
- Enthusiastic and smile, look me in the eye
- Good communicator

### **Good Planning**

- You need to have good planning techniques
- Display good planning techniques to your own trainee – expect a standard as your own
- Be aware – it will take a while for all skills to be put into practice
- Think ahead, daily, weekly, term and yearly
- Good communication

### **Continual Student**

- Be seen to offer continued training
- Be seen to attend all courses
- Borrow videos from the library

- Offer a range of books to read or borrow from the library
- Arrange with other swim schools to have teachers visit and exchange ideas

### **What works?**

- Good planning
- Good presentation
- Understanding personalities
- Understanding developmental stages
- Good communication and perceptiveness

### **Good Planning**

- Standardise your training programme for your staff
- Training manual
- Orientation
- Allocate office time
- Allocate poolside time
- Allocate training in the pool
- Video and books to read
- Personality training (parent and children)

### **Good Presentation**

- Smile – welcome
- Set boundaries for your trainee
- Punctuality
- Good theatrics – voice pitch
- Good observation of class

### **Understanding personalities**

- This is one of the most crucial and integral part of key elements in teacher training
- Screen the parents prior to class completing
- Application form
- Boys are different to girls
- Five different types of personality in child, become nine different types in an adult!

### **Five personalities in a child**

- Kiwis hide and only come out at night

- Peacocks show off confident but has little or no technique/gross motor control
- Parrots repeat everything you say ( I don't want to...) and won't perform when you want them to
- Magpie spends the whole time pecking everyone around them to get total control
- Hawk observes and is confident waits patiently

### **Personalities**

- Keeping these personalities in mind is an integral part in getting your message across
- Adaption of programming
- Teaching techniques

### **Other conditions**

- ADD or ADHD
- Left handed children
- Dyslexia/aphasia other related conditions
- Sniffers
- Asthmatics

### **Understanding Developmental Stages**

- Physical changes
- Gross motor skills
- Emotional developmental stages
- Social development changes

### **Age**

- Personalities can still be detected at a very early age
- 6 – 18 month need to read the parents and their comfort/body language of child
- From crawling to walking
- Communicating with sounds to words
- From whole body action to left right co ordination

### **18month - 3 years**

Understand confidence or lack of; Independence ; Kick body position, Arm control; Communication

### **3 – 4 ½ year olds**

More complex communication, more complex instruction; expect faster progress with age

#### **4 ½ to 5 year olds**

I prefer to categorise these separately as the learning developmental stage is rapid. 4 ½ year olds need to be kept busy, as approx 3 months prior to 5 years old they become restless and ready for a more challenging programme. 5 year olds are coping with school instructions and disciplines like swimming. The swimming teacher is now seen in a different role, so need to adapt our programme.

#### **5 ½ - 8 year olds**

Well established in school routine. Able to cope with more complex programme and can understand the expectations required of them

#### **8 year old to teens**

More concentration and expectations on a distance swim and complex instruction. This age progress very quickly as they are able to retain the instruction weekly

#### **Teens to Adults**

Remember these are learn to swim students

They want to think more about what they are being instructed to do  
They are more self conscious of their body and ability and put much pressure on themselves. Therefore they need continual feedback of their progression

#### **When is the best time to train?**

Through extra planning you will know that you need extra teachers in the summer or back up staff in case of illness in the winter or university exams. Third term is ideal, smaller class sizes.

Orientation and office procedures in the holidays is an option or essential to retain staff?

#### **Where are we going to train?**

Reading manuals at home.

Office training in telephone skills and booking. Pool side to highlight positioning and demonstrations. In pool training before going solo.

#### **How are we going to train?**

Orientation – what do we expect from you? And you us? Which may include punctuality, planning, tidiness, feedback and communication. Voluntary hours and shut down dates. Uniforms are part of training orientation. Staff developments, training and on going assessments.

“The best teacher is the continual student”