

The Role of a Swimming Teacher

- ◆ To be a role model to learners.
- ◆ To treat all learners fairly and consistently.
- ◆ To assess the learners needs and identify the next steps in their development.
- ◆ To plan and deliver progressive schemes of work and individual lesson plans to suit all needs and abilities.
- ◆ To deliver lessons in a safe, challenging and enjoyable way.
- ◆ To ensure attendance is recorded and progression and achievement records are up to date.
- ◆ To ensure the teaching environment and equipment is checked and safe.



Your Aims when Teaching Swimming:

- ◆ Safety
 - ◆ Independence
 - ◆ Water-man-ship
 - ◆ Fun
 - ◆ Good strokes
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And the chance to go on to:

- ◆ Lifesaving.
 - ◆ Water polo.
 - ◆ Synchronised swimming.
 - ◆ Diving.
 - ◆ Competition.
 - ◆ A variety of water sports.
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An Effective Teacher should :

- ◆ be able to communicate and listen.
- ◆ be organised.
- ◆ have good observational skills.
- ◆ have good subject knowledge.
- ◆ provide an interesting, stimulating and progressive programme.
- ◆ constantly consider safety.
- ◆ motivate learners – provide praise and positive feedback.
- ◆ be patient and inspire confidence.
- ◆ be firm, fair and empathetic.
- ◆ have a sense of humour.
- ◆ teach to an individual's ability.
- ◆ be interested and passionate about their subject.
- ◆ have a flexible approach.
- ◆ be approachable and dependable.
- ◆ be inclusive.

Professional Conduct

- ◆ Appropriate attire.
 - ◆ Appropriate language.
 - ◆ Appropriate behaviour.
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Organisation Skills.

Consider:

- ◆ Equipment and safety
- ◆ Time
- ◆ Teaching space
- ◆ Activities
- ◆ Pupils:
 - number of pupils
 - ability of pupils
 - working with groups of differing ability

Communication.

- ◆ Verbal – vary the pitch, tone and volume.
- ◆ Visual – teaching position and demonstrations.
- ◆ Body language:
 - good open body language as opposed to
 - poor closed body language.
 - posture and gestures will reflect enthusiasm.

A good Communicator will follow a number of basic principles:

- ◆ positioning
 - ◆ clarity (voice clear, demonstrations obvious)
 - ◆ concise
 - ◆ accurate
 - ◆ two way process (question and answers)
 - ◆ enthusiastic (and communicating through body language)
 - ◆ interesting
 - ◆ appropriate (at the correct level)
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Impaired Communication.

- ◆ Aural – hats, ear plugs, impaired hearing, acoustics.
 - ◆ Visual – goggles, eyesight, glare, obstruction.
 - ◆ External distractions – other activities.
 - ◆ Personal distractions – illness, bereavement etc.
 - ◆ Speech – no English.
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Other obstacles to good Communication are :

- ◆ learner saturation.
 - ◆ cold, uncomfortable environment.
 - ◆ confused delivery (not progressive)
 - ◆ repetitive ideas.
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When communicating with a group the teacher has three main objectives:

- ◆ To provide information to the group.
- ◆ To check the understanding of the group.
- ◆ To provide feedback on group and individual performance.

Barriers to Learning.

- ◆ Fear.
 - ◆ Self esteem
 - ◆ The learning environment.
 - ◆ Understanding.
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Motivation

- ◆ Praise.
- ◆ Positive feedback.
- ◆ Incentive schemes (badges and awards).
- ◆ Goal setting (winning particular race, moving up to next class, achieving a target time).

Teaching Methods.

◆ Non swimmers:

- shallow water method.
- deep water method.
- teaching with a variety of buoyancy aids.
- partner support.
- multi stroke approach.

• Improvers:

- whole part whole method.

• Competitive swimmers:

- technique coaching (stroke drills).
- endurance and speed development (training principles).

And Finally – Safety Points:

- ◆ Space.
 - ◆ Number of learners.
 - ◆ Ability of learners.
 - ◆ Water depth.
 - ◆ Other pool users.
 - ◆ Pool regulations.
 - ◆ Detailed planning by swimming teachers.
 - ◆ Suitability of pool.
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