



## Instructor Candidate Learning Outcomes Checklist

This checklist presents the learning outcomes that instructor candidates must achieve in order to pass the Lifesaving Society 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 Instructor course, you and the Trainer will agree that you have achieved all learning outcomes.

Instructor Candidate Name: \_\_\_\_\_

Comments:

Instructor Course Learning Outcomes	On-course	End of course
<b>Roles and Responsibilities</b>		
<ul style="list-style-type: none"> <li>• Understand the roles of the instructor and accept the Instructor job description.</li> <li>• Understand the importance of ethical behaviour that is aligned with the mission, vision and values of the Lifesaving Society.</li> <li>• Understand the instructor's professional responsibility in upholding the values of the Lifesaving Society.</li> <li>• Demonstrate behaviours consistent with the Society's mission, vision and values.</li> </ul>		
<b>Policies and Procedures</b>		
<ul style="list-style-type: none"> <li>• Know where to find Lifesaving Society policies and procedures.</li> <li>• Understand the instructor's responsibility to work within the Society's policies and procedures.</li> <li>• Understand the possible consequences of not following the Society's policies and procedures.</li> </ul>		
<b>Diversity and Inclusion</b>		
<ul style="list-style-type: none"> <li>• Understand what is meant by "diversity" and "inclusion."</li> <li>• Understand the Lifesaving Society's Inclusion Policy.</li> <li>• Demonstrate how to create a respectful learning environment that accommodates the candidates' abilities and characteristics.</li> </ul>		
<b>Health and Safety</b>		
<ul style="list-style-type: none"> <li>• Understand the instructor's responsibilities related to relevant safety regulations, legislation, and facility-specific emergency procedures and response.</li> <li>• Know how to maintain safe learning environments.</li> <li>• Understand their obligations in respect to safe candidate behaviours.</li> </ul>		

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<b>The Lifesaving Society</b>		
<ul style="list-style-type: none"> <li>• Know that the Society is a charitable, volunteer organization that operates at local, provincial/territorial, national and international levels.</li> <li>• Know the mission, vision and values of the Lifesaving Society.</li> <li>• Understand the scope of the Society's drowning prevention activities.</li> <li>• Understand the Society's training program offerings and how they are related to the Society's drowning program mission.</li> </ul>		
<b>The Leadership System</b>		
<ul style="list-style-type: none"> <li>• Understand the range of Lifesaving Society leadership certification courses available.</li> </ul>		
<b>Curriculum, Course and Reference Materials</b>		
<ul style="list-style-type: none"> <li>• Know what award guides are and describe their components (i.e., Test Items, Purpose Statements, Must Sees and Notes) and how these components are related.</li> <li>• Understand candidate evaluation criteria in the award guides.</li> <li>• Understand the relationship between the award guides and corresponding core plans and lesson plans.</li> </ul>		
<b>Candidate Reference Materials (Lifesaving Instructor , First Aid Instructor)</b>		
<ul style="list-style-type: none"> <li>• Identify the required candidate reference materials for the various Lifesaving Society training programs.</li> <li>• Explain the relationship between mandatory candidate technical references (e.g., <i>Canadian Lifesaving Manual</i>, <i>Canadian First Aid Manual</i>) and the award guides.</li> <li>• Understand how to use candidate reference materials on lifesaving or first aid courses.</li> </ul>		

Instructor Course Learning Outcomes	On-course	End of course
<b>Decision-making and Problem-solving</b>		
<ul style="list-style-type: none"> <li>• Understand that decisions made by Lifesaving Society Instructors must be ethical and aligned with the Society's values.</li> <li>• Understand that many decisions made by instructors affect learners directly or indirectly.</li> <li>• Know how to frame a problem in terms of the learner and how learning outcomes may be affected.</li> <li>• Know how to make decisions that enhance learning outcomes or minimize barriers to learning.</li> <li>• Demonstrate effective problem-solving and critical thinking and use Lifesaving Society resources to guide decisions.</li> </ul>		
<b>Teamwork, Collaboration, and Communication</b>		
<ul style="list-style-type: none"> <li>• Demonstrate effective communication skills through active listening, providing objective feedback and reacting to non-verbal signals from candidates.</li> </ul>		
<b>Planning the Course</b>		
<ul style="list-style-type: none"> <li>• Understand the relationship between the course content defined in the relevant Lifesaving Society award guide and the instructor's core plans.</li> <li>• Understand the purpose of and how to use relevant Lifesaving Society core plans.</li> <li>• Understand how and when to modify core plans as appropriate.</li> </ul>		
<b>Planning the Lesson</b>		
<ul style="list-style-type: none"> <li>• Understand what a lesson plan is, its components and its relationship to the core plan.</li> <li>• Understand how and when to modify lesson plans as appropriate.</li> <li>• Know how to establish clear learning goals for each lesson.</li> </ul>		
<b>Learners and Learning</b>		
<ul style="list-style-type: none"> <li>• Understand the key principles involved in learning.</li> <li>• Understand factors that may affect learning including learning disabilities, physical and cognitive limitations, social and cultural barriers.</li> <li>• Can apply principles of learning to the teaching of candidates.</li> </ul>		

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<b>Teaching Candidates</b>		
<ul style="list-style-type: none"> <li>• Understand the characteristics that make a methodology appropriate for candidates.</li> <li>• Demonstrate a variety of methodologies suitable for either classroom or water sessions (award specific).</li> <li>• Understand the importance of learner engagement and how and when to adjust to meet candidate learning needs.</li> <li>• Understand the advantages and limitation of various tools and technology in facilitating learning.</li> </ul>		
<b>Instructor Candidate Expectations and Evaluation</b>		
<ul style="list-style-type: none"> <li>• Understand the standards by which you will be evaluated.</li> <li>• Understand how, when, by whom you will be evaluated.</li> </ul>		
<b>Skill Demonstration</b>		
<ul style="list-style-type: none"> <li>• Accurately describe and demonstrate skills from the relevant Lifesaving Society awards.</li> </ul>		
<b>Evaluating Candidates</b>		
<ul style="list-style-type: none"> <li>• Understand and can apply candidate evaluation criteria from the appropriate award guides.</li> <li>• Understand how and when to provide effective feedback both verbally and in writing.</li> <li>• Know how to provide effective formative feedback to self and others to improve candidate performance.</li> <li>• Know how to provide summative feedback supported by the relevant course reference materials.</li> </ul>		