



**Scottish
Swimming**
Teacher Qualification

LEARNING PROGRAMME STRUCTURE

May 2019



SSTQ Programme Vision

The Scottish Swimming STQ teacher will be an effective, quality practitioner with individuals and groups of learners across a range of ages and abilities. They will teach with a person-centred approach and they will act, in all aspects of their teaching practice, with professional standards of ethical behaviour.

SSTQ Programme Attributes

1. SSTQ teachers will demonstrate comprehensive knowledge that is typically applied in a quality, person-centred approach to the effective teaching of swimming.
2. SSTQ teachers will have attributes that make them motivated and reflective learners committed to improving their own practice as effective swimming teachers.
3. SSTQ teachers will be capable of teaching swimmers and swimming.

More specifically, a SSTQ swimming teacher will have:

- Attributes consistent with quality teaching that underpin and lead to effective teaching practice.
- Knowledge across relevant domains to a depth relevant to the role of developing the learner and self.
- Capacity to apply their knowledge in an effective practical manner.
- Professional perspectives including a commitment to continued self-development and appropriate ethical practice.

Statement of competence

In accordance with the guidance offered, we have adapted the personal attributes and professional competences that provide the quality standard for swimming teachers. These are shown in Table 1.

It is this framework of competences/capabilities¹ that has guided expectations about the SSTQ practitioner and the development of the learning programme.

¹ These are being modified into a suitable format for SQA accreditation submission at SCQF Level 7.

Table 1: Statement of competence / capabilities

Competences		Guidance Framework
At the end of a Programme, successful SSTQ teachers will be able to:		
Plan, deliver, adjust (regulate) and evaluate progressive teaching programmes that have a positive effect on individuals' and groups' performance	1	Lesson planning that integrates technical, developmental and contextual components Monitoring and evaluation of learner performance and progression Ability to adjust and regulate programmes according to impact and situation Construction of learning opportunities for individuals and groups
Create the culture and environment and manage relationships that promote personal responsibility and enhance the effectiveness of individuals and groups	2	Evolving teaching philosophy and values that are evident in teaching behaviours Positive learning environment and culture created Effective communication and interpersonal skills, and the ability to adapt these to the needs of the participants and to the context Ethical teaching practices that conform to coaching codes of conduct and behaviour
Accelerate the learning and development of individuals and groups	3	Support and challenge learners at the appropriate developmental level Structured learning and development opportunities that conform to sound learning principles
Examine, appraise and evaluate learning, development and technical knowledge in order to develop themselves and their learners	4	Searching for new knowledge and the ability to assemble it from a range of sources Monitoring of the impact of new knowledge and ideas on self and learners
Differentiate between contrasting teaching situations, make informed decisions and reflect on their impact	5	Observation and analysis in contrasting teaching situations Making and justifying decisions in contrasting teaching situations Willingness and confidence to find solutions to teaching related issues
Employ continuous and critical self-awareness and reflection and monitor its effect on their teaching practice	6	Reflective skills applied to own practice and behaviour Awareness of self and the impact of behaviour on others
Adapt interpersonal behaviours and interventions according to the needs of learners in context	7	Identifying and taking account of learners' individual needs Adapting own behaviour and interventions to people, purpose and context Monitoring and appraising the impact of teaching behaviours and interventions on others
Demonstrate appropriate practice in an ethical and professional manner	8	Displaying behaviour in accordance with professional standards Promoting the sport in an ethical and professional way

SSTQ – LEARNING PROGRAMME STRUCTURE

Introduction

The purpose of this document is to provide an outline for the learning programme for the new Scottish Swimming Teacher Qualification (SSTQ) and started as an initial context document from which the detail of the programme was built. The primary intention was to develop a robust learning programme framework, supported by sufficient detail to guide tutor preparation, and using a number of core guiding principles agreed by the Project Group. These principles are:

1. The pre-course element of the qualification, SwimRight, is essential and must happen prior to an individual attending the tutor-led part of the programme. Failure to complete SwimRight will result in individuals not being eligible to start the SSTQ main learning programme.
2. Programme contact time is focussed around teaching practice and reflecting on that practice, with all 'taught' elements within the programme being directly relatable to the teaching of swimming and what it takes to be a 'great' swimming teacher.
3. Self-directed learning is critical – individuals MUST complete the various learning tasks within the course to ensure that the tutor-facilitated sessions are as effective as possible.
4. Practice - there should be time within 'the course'² for individuals to undertake supported teaching practice in appropriate environments, either as a volunteer or shadowing another teacher in their own time.
5. Teaching practice should be specific to the course and the Scottish Learn to Swim context and individuals will be provided with direction as to what they need to develop to become a more effective practitioner.
6. Course leadership and pedagogy must be of the required quality for the new SSTQ; always modelling what 'great' looks like.
7. Assessment will primarily be carried out in the practical, applied teaching context with knowledge & understanding checked in a continuous assessment process throughout the learning programme.

Using the three domains of coaching knowledge (professional, interpersonal, intrapersonal) to frame the learning provides a helpful framework for course design and content. The key to success will be blending these domains together during the on-course learning to ensure that individuals are able to 'do' rather than just to 'know'.

As a primary guiding principle, there should be at least 50% of all contact time conducted in a practical context, meaning time spent teaching swimming with children and/or others on the course; role playing; problem solving; and, using scenario and task-based sessions.

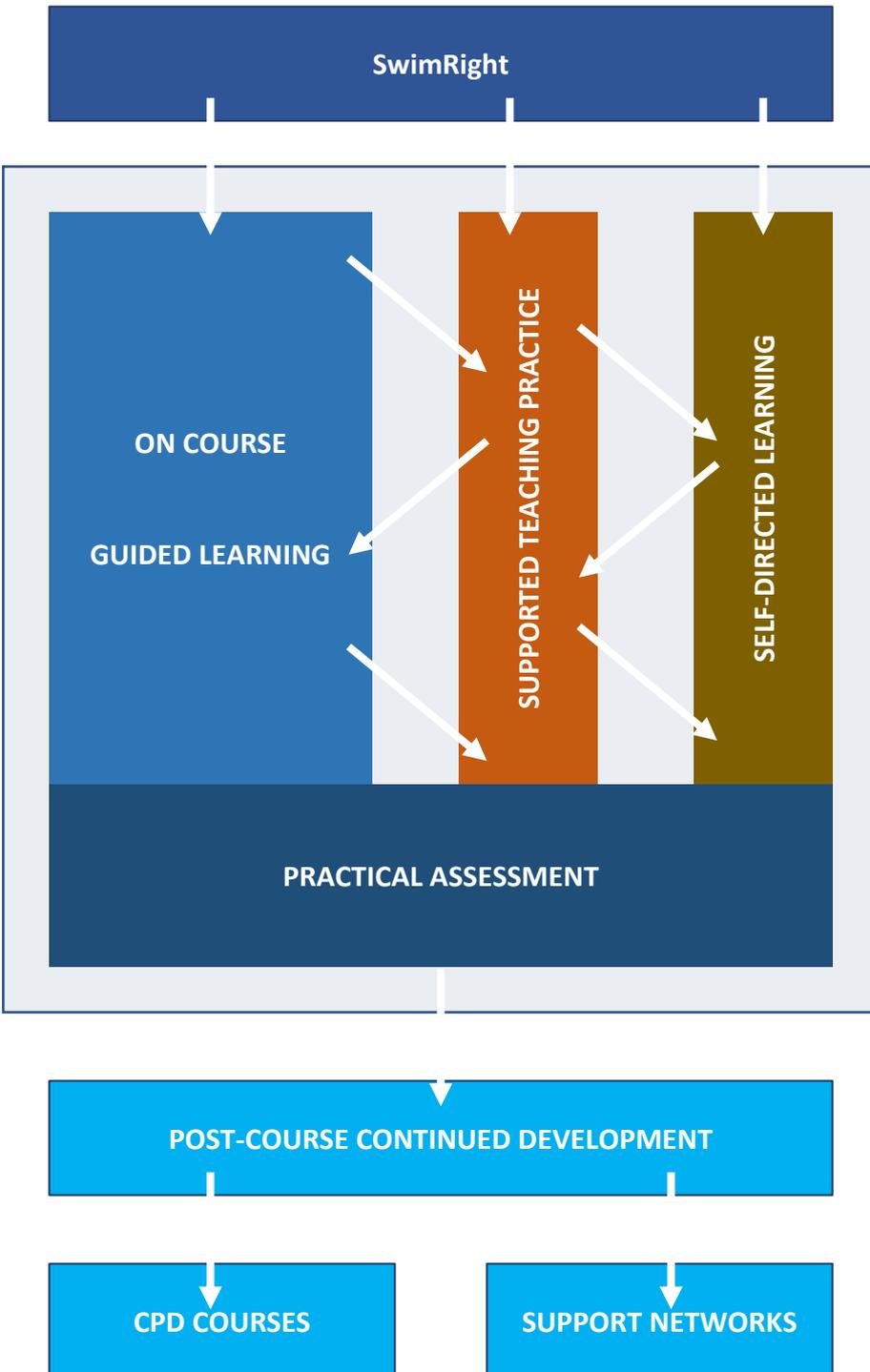
Appendices 1 & 2 illustrate the principles of course design and adult learning followed the Project team and are included for information and reference.

² 'the course' means from the start of SwimRight until the completion of the final contact session.

SSTQ – LEARNING PROGRAMME STRUCTURE

Outline structure

The outline structure for the delivery of the new SSTQ qualification is summarised in the following diagram:



SwimRight – to prepare individuals for on course learning; establish expectations and fulfil regulatory requirements.

On course (guided learning) – to be delivered in specified blocks of time with mandatory learning spaces between contact sessions. Tutor-facilitated; peer supported.

Supported teaching practice – individuals must also be actively teaching within the boundaries of the qualification to apply on-course learning in a practical context. Practice will be guided by on-course learning and task directed learning.

Self-directed learning – additional knowledge-based tasks and information online to support theory and practice. Individuals will also be encouraged to look beyond course material.

Assessment – practical evaluation of teacher competence against established criteria and undertaking short knowledge tests.

Post-course development – qualified teachers will be expected to continue their development through engagement in workplace learning, additional CPD modules and teacher support networks.

The following pages expand the overall structure and associated content for each phase of the SSTQ learning programme.

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Notes

1. The three domains of coaching knowledge run throughout the programme as ‘themes’ of learning. These will be linked and brought to life in the context of practical teaching within the tutor-facilitated contact sessions. Specific sessions or learning ‘chunks’ in the learning programme highlight how each block of learning relates to this framework:

PROFESSIONAL KNOWLEDGE Includes safety, aquatic fundamentals; aquatic literacy; stroke development, pedagogy, procedural knowledge
INTERPERSONAL KNOWLEDGE Individual and group interactions with children, adolescents, and adults (e.g. coach-athlete relationships)
INTRAPERSONAL KNOWLEDGE On-going learning and reflection on practice

2. Furthermore, the tutor-facilitated contact time within the course will be built on the areas of ‘reflect’, ‘apply’ and ‘practice’, which are colour coded as follows:

REFLECT
APPLY
PRACTICE
OBSERVE

- a. Reflect – tutor-facilitated, peer group discussions to reflect on self-directed learning and/or teaching practice in a specific context – e.g. effective communication, observation, skill development.
 - b. Apply – tutor-led sessions where a new theory, principle or piece of content will be introduced, and individuals/group will be encouraged and supported to apply this in a particular context using scenario and/or task-based activities.
 - c. Practice – practical on-course teaching practice where individuals/group will be given the opportunity to plan, deliver or review specific aspects of teaching sessions in a ‘live’ and supported environment.
 - d. Observe – in order to learn from best practice, individuals will be encouraged to observe effective teachers on and off course
3. Tutors will ‘guide’ supported teaching practice giving individuals a structure for their teaching practice that is aligned with the delivery of the course. This approach will ‘direct’ individuals to practice certain elements of teaching at certain points in the course, based on the self-directed learning approach and what has been covered in the programme to that point. It will also encourage individuals to think about elements that will be covered in the next part of the course.
 4. Candidates will be required to develop their personal version of a ‘log-book’ to record their teaching practice. This will need to be ‘signed off’ by the teacher with whom the individual is working to confirm that they did complete the sessions competently under their supervision. This evidence will be uploaded to HIVE as verification of the teaching practice completed.
 5. The practical and technical elements of the course will reflect swimmer progression as detailed in the Scottish Swimming ‘Learn to Swim Framework’ and this framework will be used as a reference point throughout the SSTQ programme. Early practical demonstrations, teaching practice and associated theory will link to the beginner stages of the programme, with the course progression then following the swimmer development pathway.

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Learning Programme Delivery Options

We have initially constructed three (3) Learning Programme Delivery options – over 4, 8- or 12-weeks duration. It will be for course organisers to determine which option fits their needs, however offering a flexible, 3-option menu to choose from should cover most eventualities and contexts. Any deviation from these options would need to be approved by the Scottish Swimming Education team. ‘Contact’ sessions refer to tutor-led guided learning.

There is deliberate emphasis on learning ‘spaces’ between these sessions to allow for material to be assimilated, reflected upon and practiced before the next contact session. The actual amount of ‘space’ between contact sessions can be flexible and agreed between Scottish Swimming and course organisers.

The specific content of each contact session will be largely configured by tutors and course organisers, however there are some ‘non-negotiables’ in order to apply the principles of ‘do’ rather than ‘know’, e.g. in each full day of contact there will be a minimum of 50% practical sessions timetabled.

Option 1: 5-weeks

*Contact 1	Contact 2	Contact 3	*Contact 4
<i>Space – 2 week</i>	<i>Space – 1 week</i>	<i>Space – 2 week</i>	<i>Space – leading into post-course workplace learning</i>
Full day 1*	Full day 3	Full day 5	Full day 7
Full day 2	Full day 4	Full day 6	Full Day 8

* To include practical observation of effective teaching and candidate practical session in pool

Option 2: 8-weeks

Contact 1	Contact 2	Contact 3	Contact 4
<i>Space – 2 weeks</i>	<i>Space – 2 weeks</i>	<i>Space – 2 weeks</i>	<i>Space – leading into post-course workplace learning</i>
Full day 1*	Full day 3	Full day 5	Full day 7
Full day 2	Full day 4	Full day 6	Full Day 8

* To include practical observation of effective teaching and candidate practical session in pool

Option 3: 12-weeks

Contact 1	Contact 2	Contact 3	Contact 4
<i>Space – 3 weeks</i>	<i>Space – 3 weeks</i>	<i>Space – 3 weeks</i>	<i>Space – leading into post-course workplace learning</i>
Full day 1*	Full day 3	Full day 5	Full day 7
Full day 2	Full day 4	Full day 6	Full day 8

* To include practical observation of effective teaching and candidate practical session in pool

SSTQ – LEARNING PROGRAMME STRUCTURE

Content Overview

The table below provides an outline summary of the elements included in the new SSTQ syllabus going forward. These elements form the basis of the Learning Programme and have been developed into specific learning outcomes that reflect what an SSTQ teacher ‘will be able to do’ on completion of the course.

Ultimately, the aim of the learning programme is to support individuals to develop their ability to plan, deliver and review effective practice. By effective practice we mean:

“The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve learners’ competence, confidence, connection, and character in specific practical contexts.”

After Côté and Gilbert, 2009³

PROFESSIONAL KNOWLEDGE	INTERPERSONAL KNOWLEDGE	INTRAPERSONAL KNOWLEDGE
Includes safety, aquatic fundamentals; aquatic literacy; stroke development, pedagogy, procedural knowledge	Individual and group interactions with children, adolescents, and adults (e.g. coach-athlete relationships)	On-going learning and reflection
Swim safety Core aquatic skills Scottish Swimming’s Learn to Swim Framework Stroke technique fundamentals Stroke development and progression Delivering effective teaching sessions Effective evaluation and review of swim session and swimmer progress Teaching ‘ology’s’ (including appropriate levels of physiology, psychology, development, etc.)	Effective communication Developing appropriate learning environments Working effectively with groups of differing abilities and needs Understanding the individual and their needs Working within different teaching contexts Motivating individuals and engaging them in learning Working with others; managing relationships with parents, coaches, employers Observation and analysis Planning and adapting teaching sessions	Roles and responsibilities of a swimming teacher Teaching philosophy – motivations for teaching Being curious – becoming a self-directed learner Developing emotional intelligence Becoming self-aware and able to reflect on own practice

³ Cote, J. and Gilbert, W. (2009) An Integrative Definition of Coaching Effectiveness and Expertise. **International Journal of Sports Science and Coaching**, Vol. 4(3): 307-323

SSTQ – LEARNING PROGRAMME STRUCTURE

PRE-COURSE LEARNING - SwimRight ⁴	
Aims <ul style="list-style-type: none"> • To help individuals effectively prepare for engaging with the SSTQ programme, particularly for the initial tutor-facilitated session(s) • To provide a clear framework of expectation in terms of what will be required from individuals within the SSTQ learning programme • To enable individuals to consider their own reasons for wanting to engage in the SSTQ and make an informed decision as to their progression • To help manage expectations about the SSTQ and what it will enable an individual to do once they are qualified • To provide a clear overview of learning outcomes and the programme structure for individuals wishing to engage on the programme • To establish a baseline learning point from which tutors can effectively support individuals to develop during the contact learning sessions 	
Learning area	Overview of pre-course learning and/or learning tasks
Programme overview	<ul style="list-style-type: none"> • What will happen, when and how? • What to expect from your SSTQ programme? • Learning commitment required – days, hours, self-directed learning, teaching practice etc.
Roles and responsibilities of a swimming teacher	<ul style="list-style-type: none"> • What makes a great swimming teacher? • The varying roles of a teacher • Safeguarding and Protecting policies & practice • Preparing to teach
Coaching philosophy – motivations for teaching	<ul style="list-style-type: none"> • Understanding your reasons for wanting to teach • Planning your own development
Swim safety	<ul style="list-style-type: none"> • Understanding Pool Safety Operating Procedures • Undertaking risk assessments • Reporting concerns • H&S at work • Responsibilities to self and others

Notes

This part of the SSTQ programme will be delivered through online learning and all individuals will be required to complete this element of the programme prior to attending the tutor-led aspects of the course.

The ‘theory’ element of the online learning will be provided through a series of videos, documents and other appropriate e-learning tools designed to inspire individuals to take responsibility for their own learning. There will also be signposts to other learning should individuals wish to explore any area further.

Throughout the course individuals will be asked a series of questions relating to the content. It is important that all questions and tasks are done in order to complete the course and be ready to embark on the SSTQ main learning programme.

⁴ The SwimRight course aims to improve standards of swimming teaching in Scotland. The course is targeted at teachers preparing for the SSTQ as new candidates or converting from other awards. It provides baseline information on:

- Safeguarding & Protecting (following NCPCC Scotland guidance)
- Scottish Swimming Policies
- PVG Disclosure Scotland Checks
- What effective teaching looks like!

SSTQ – LEARNING PROGRAMME STRUCTURE

Introductory Session (either as a stand-alone session or incorporated into Day 1)	
Aims <ul style="list-style-type: none"> • To create an effective learning environment for the group and enable individuals to connect with other members of the cohort • To review the pre-course learning in the context of a live swimming session • To provide a clear reference point of a 'great swimming teacher' in action through the observation of an appropriate swimming lesson • To establish the wants/needs of individuals in the group in relation to the SSTQ course and associated development • To set the tone for the rest of the SSTQ programme in terms of expectations of individual learners, tutors, employers and other relevant stakeholders 	
Learning area	Overview of learning tasks
Welcome and introductions	<ul style="list-style-type: none"> • Getting to know each other; developing connections • Setting expectations – the programme; the tutor; individually • Agreeing priority tasks
Your role as a teacher	<ul style="list-style-type: none"> • Reflecting on pre-course activities; sharing why you want to teach and identifying personal goals • Reflecting on what makes a great teacher – identifying the core skills and abilities and what these 'look like' in action
What does great teaching look like?	<ul style="list-style-type: none"> • Observing a 'great' teacher in action – watching a live lesson (or video clip of same) with a specific focus on the roles of that teacher and observing/analysing
Core Aquatic skills	<ul style="list-style-type: none"> • Tutor led practical session with candidates in the water as learners and teachers

The grid below is to be used as a guide for tutors in allocating the appropriate amounts of time to the learning programme. Each box represents a notional "10%" of contact time.

1	2	3	4	5	6	7	8	9	10

REFLECT
APPLY
PRACTICE
OBSERVE

SSTQ – LEARNING PROGRAMME STRUCTURE

DAY 1	
Aims <ul style="list-style-type: none"> • To develop an effective learning environment for the group and enable individuals to connect with other members of the cohort • To provide a clear reference point of a ‘great swimming teacher’ in action through the delivery of an appropriate swimming lesson • To understand and apply stroke technique ‘fundamentals’. • To apply/practice learned skills within a supported teaching environment • For participants to become comfortable and familiar with the Scottish Swimming Development Pathway – Early Years 	
Learning area	Overview of learning tasks
Briefing & Debriefing	<ul style="list-style-type: none"> • Setting expectations and objectives for the day – the programme; the tutor; individually • Agreeing tasks for next day
Planning an effective lesson for non-swimmers	<ul style="list-style-type: none"> • Understanding the needs of a non- swimmer • Developing a great teaching environment • The fundamentals of lesson planning • Introduction to ‘Fundamentals’ • Scenario based activity/task on planning a session for a group of swimmers at Swim Skills 1 of the Scottish Swimming Development Pathway
Supported teaching practice	<ul style="list-style-type: none"> • Deliver elements of the planned session for non-swimmers with the support of the course tutor and peers • Reflect on the effectiveness of the session and identify the strengths and areas for development • Introduce the concept of a personal development plan to guide individual supported teaching practice going forward to meet the requirements of the SSTQ
Observation of peers	<ul style="list-style-type: none"> • To use peer observation as the basis of self-reflection and learning through teaching practice.
Core Aquatic skills	<ul style="list-style-type: none"> • Tutor led practical session on core aquatic skills 1-5
Early Years	<ul style="list-style-type: none"> • Tutor led practical session on Early Years content & approaches

The grid below is to be used a guide for tutors in allocating the appropriate amounts of time to the learning programme. Each box represents a notional “10%” of contact time.

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REFLECT
APPLY
PRACTICE
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SSTQ – LEARNING PROGRAMME STRUCTURE

DAY 2	
Aims	
<ul style="list-style-type: none"> • To review and reflect upon the learning outcomes from Day 1 • To further explore the concepts and topics underpinning the core aquatic skills • To explore the components of effective communication and apply them within a range of coaching contexts and environments • To introduce the core skills of observation and analysis in relation to stroke technique and fundamentals • To apply/practice learned skills within a supported teaching environment • For participants to become comfortable and familiar with the Scottish Swimming Development Pathway – Adults 	
Learning area	Overview of learning tasks
Review of Day 1	<ul style="list-style-type: none"> • Review and reflect upon the key messages and learning from Day 1 • Question/discussion time for participants in group and with tutor • Highlight the connections and progression from the content/practice from Day 1 to the content to be covered in Day 2 and how this will link to post-session learning
Scottish Swimmer Development Pathway	<ul style="list-style-type: none"> • Introduction to the pathway – tutor led session • In groups - participants to further explore the swimmer pathway and what this means for teaching at each level • Scenarios – participants given ‘pen portraits’ of swimmers from different stages of the pathway to develop outline sessions for each; also, to identify potential challenges at the different stages
Core aquatic skills	<ul style="list-style-type: none"> • Revisit the introduction from Day 1 • Use the outputs from the sessions in the scenarios in previous task to discuss how/where core aquatic skills are relevant to each swimmer
What is great communication?	<ul style="list-style-type: none"> • Observe a ‘great’ session and give particular focus to all communications skills being applied. How are these working and why are they effective? • N.B. The self-directed learning between Days 1 and 2 to focus on communication
Effective communication	<ul style="list-style-type: none"> • Classroom session – effective communication
Observation and analysis with introduction to stroke technique fundamentals	<ul style="list-style-type: none"> • Introduction to stroke technique – the basic fundamentals that apply for all strokes • Session looking at how/what to observe, using practical or video demonstrations as appropriate
Adults	<ul style="list-style-type: none"> • Practical session on teaching Adults - content & approaches
Supported teaching practice	<ul style="list-style-type: none"> • Deliver elements of the sessions planned in the earlier scenarios with the support of the course tutor and peers • Reflect on the effectiveness of the sessions and identify the strengths and areas for development

The grid below is to be used a guide for tutors in allocating the appropriate amounts of time to the learning programme. Each box represents a notional “10%” of contact time.

1	2	3	4	5	6	7	8	9	10
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SSTQ – LEARNING PROGRAMME STRUCTURE

DAY 3	
Aims	
<ul style="list-style-type: none"> • To review and reflect upon the learning outcomes from Day 2 • To further explore personal teaching philosophy and how personal values and beliefs will impact on teaching practice • To identify how the motivations and needs of individual swimmers will differ and the implications this has for a teacher, particularly when working with groups • To develop an understanding of motivating individuals and how to adapt teaching practice to maximise the potential of engaging swimmers in their own development • To explore stroke development and progression for front crawl in relation to the Scottish Swimmer Development Pathway • For participants to become comfortable and familiar with the Scottish Swimming Development Pathway – Swim Skills 1 & 2 	
Learning area	Overview of learning tasks
Review of Day 2	<ul style="list-style-type: none"> • Review and reflect upon the key messages and learning from Day 2 • Question/discussion time for participants in group and with tutor • Highlight the connections and progression from the content/practice from Day 2 to the content to be covered in Day 3 and how this will link to post-session learning
Understanding your teaching philosophy	<ul style="list-style-type: none"> • Understanding what is important to you as a coach and how this influences your teaching behaviours • Tutor facilitated session to support participants to develop their own values and identify what helps them to operate at their best
Swimmer motivations and needs	<ul style="list-style-type: none"> • Exploring the different needs of children and young adults and looking at the varying motivations for participation in swimming • Understanding the influence of parents/guardians • Scenario based group tasks to design and plan activities to meet a range of needs; then to look at how to adapt practice to meet changing needs
Motivating swimmers	<ul style="list-style-type: none"> • Observation of a ‘great’ teaching session using a range of techniques to motivate different swimmers – participants observe and analyse what they see and consider the impact on the swimmers
Stroke development – front crawl	<ul style="list-style-type: none"> • Technical session using videos and live demonstrations to develop an understanding of front crawl stroke development and progression
Supported teaching practice	<ul style="list-style-type: none"> • Deliver elements of the sessions planned in the earlier scenarios with the support of the course tutor and peers • Reflect on the effectiveness of the sessions and identify the strengths and areas for development
Swim Skills 1 & 2	<ul style="list-style-type: none"> • Practical session on Swim Skills 1 & 2 content & approaches

The grid below is to be used a guide for tutors in allocating the appropriate amounts of time to the learning programme. Each box represents a notional “10%” of contact time.

1	2	3	4	5	6	7	8	9	10
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SSTQ – LEARNING PROGRAMME STRUCTURE

DAY 4	
Aims <ul style="list-style-type: none"> • To review and reflect upon the learning outcomes from Day 3 • To review progress against any action plan from Day 3 with peers and tutor • To develop greater self-awareness in the context of teaching • To help participants consider how they develop appropriate and engaging learning environments for swimmers • To explore stroke development and progression for Backstroke in relation to the Scottish Swimmer Development Pathway • For participants to become comfortable and familiar with the Scottish Swimming Development Pathway – Swim Skills 3 & 4 	
Learning area	Overview of learning tasks
Review of Day 3	<ul style="list-style-type: none"> • Review and reflect upon the key messages and learning from Day 3 • Review individual progress against actions following Day 3 • Question/discussion time for participants in group and with tutor • Highlight the connections and progression from the content/practice from Day 3 to the content to be covered in Day 4 and how this will link to post-session learning
Developing self-awareness	<ul style="list-style-type: none"> • Tutor led session on developing an understanding of self and the impact of personal actions on others • Johari windows exercise – how I see myself versus how others see me • Individual/group exercises to further explore self-awareness and why this is relevant for a teacher/coach • Reflect on personal progress
Creating engaging learning and teaching environments	<ul style="list-style-type: none"> • Participants observe a 'live' session and a range of video scenarios to view and analyse different learning and teaching environments in action • Participants to review what they see and then undertake group task and scenario session to translate this into action
Stroke development – backstroke	<ul style="list-style-type: none"> • Technical session using videos and live demonstrations to develop an understanding of backstroke development and progression
Swim Skills 3 & 4	<ul style="list-style-type: none"> • Practical session on Swim Skills 3 & 4 content & approaches
Supported teaching practice	<ul style="list-style-type: none"> • Deliver elements of the sessions planned in the earlier scenarios with the support of the course tutor and peers • Reflect on the effectiveness of the sessions and identify the strengths and areas for development

The grid below is to be used a guide for tutors in allocating the appropriate amounts of time to the learning programme. Each box represents a notional “10%” of contact time.

1	2	3	4	5	6	7	8	9	10

SSTQ – LEARNING PROGRAMME STRUCTURE

DAY 5	
Aims	
<ul style="list-style-type: none"> • To review and reflect upon the learning outcomes from Day 4 • To help participants consider how they develop appropriate organising and grouping skills for swimmers of different abilities • To explore stroke development and progression for Butterfly in relation to the Scottish Swimmer Development Pathway • To develop knowledge, understanding and application of child growth & development principles. • For participants to become comfortable and familiar with the Scottish Swimming Development Pathway – Club Ready • To self-assess against Learning Checkpoint 4 	
Learning area	Overview of learning tasks
Review of Day 4	<ul style="list-style-type: none"> • Review and reflect upon the key messages and learning from Day 4 • Question/discussion time for participants in group and with tutor • Highlight the connections and progression from the content/practice from Day 4 to the content to be covered in Day 5 and how this will link to post-session learning
Developing knowledge, understanding and application of child growth & development principles.	<ul style="list-style-type: none"> • Tutor led session on developing an understanding of child growth & development principles • Individual/group exercises to further explore the stages of child growth & development and what the implications are for a swimming teacher/coach • Reflect on personal progress
Creating engaging learning and teaching environments	<ul style="list-style-type: none"> • Participants observe a 'live' session and a range of video scenarios to view and analyse different learning and teaching environments in action • Participants to review what they see and then undertake group task and scenario session to translate this into action • N.B. The self-directed learning between Days 4 and 5 to focus on mixed ability grouping
Stroke development – butterfly	<ul style="list-style-type: none"> • Technical session using videos and live demonstrations to develop an understanding of butterfly development and progressions
Club Ready	<ul style="list-style-type: none"> • Practical session on Club Ready content & approaches
Supported teaching practice	<ul style="list-style-type: none"> • Deliver elements of the sessions planned in the earlier scenarios with the support of the course tutor and peers • Reflect on the effectiveness of the sessions and identify the strengths and areas for development

The grid below is to be used a guide for tutors in allocating the appropriate amounts of time to the learning programme. Each box represents a notional “10%” of contact time.

1	2	3	4	5	6	7	8	9	10

SSTQ – LEARNING PROGRAMME STRUCTURE

DAY 6	
Aims <ul style="list-style-type: none"> • To review and reflect upon the learning outcomes from Day 5 • To develop greater competence in the context of teaching • To help participants develop their ability to perform effective stroke analysis • To explore stroke development and progression for Breaststroke in relation to the Scottish Swimmer Development Pathway • To develop knowledge, understanding and application of scientific principles of movement in aquatic environments • To consider the benefits of swimming as a core activity for other aquatic pursuits 	
Learning area	Overview of learning tasks
Review of Day 5	<ul style="list-style-type: none"> • Review and reflect upon the key messages and learning from Day 5 • Question/discussion time for participants in group and with tutor • Highlight the connections and progression from the content/practice from Day 5 to the content to be covered in Day 6 and how this will link to post-session learning
Developing knowledge, understanding and application of scientific principles of movement in aquatic environments	<ul style="list-style-type: none"> • Tutor led session on developing an understanding of scientific principles of movement in aquatic environments • Individual/group exercises to further explore the scientific principles of movement in aquatic environments and what the implications are for a swimming teacher/coach • Reflect on personal progress
Creating engaging learning and teaching environments -	<ul style="list-style-type: none"> • Participants observe a 'live' session and a range of video scenarios to view and analyse different learning and teaching environments in action • Participants to review what they see and then undertake group task and scenario session to translate this into action • N.B. The self-directed learning between Days 5 and 6 to focus on stroke analysis
Stroke development – breaststroke	<ul style="list-style-type: none"> • Technical session using videos and live demonstrations to develop an understanding of breaststroke development and progressions
Supported teaching practice	<ul style="list-style-type: none"> • Deliver elements of the sessions planned in the earlier scenarios with the support of the course tutor and peers • Reflect on the effectiveness of the sessions and identify the strengths and areas for development
Swimming as a core activity for other aquatic pursuits	<ul style="list-style-type: none"> • Interactive session (using Kahoot or something similar) to consider the benefits of swimming as a core activity for other aquatic pursuits

The grid below is to be used a guide for tutors in allocating the appropriate amounts of time to the learning programme. Each box represents a notional “10%” of contact time.

1	2	3	4	5	6	7	8	9	10
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SSTQ – LEARNING PROGRAMME STRUCTURE

DAYS 7 & 8 (depending on delivery option*)	
Aims <ul style="list-style-type: none"> • To review and reflect upon the learning outcomes from Day 6 • To develop the skills of working as an effective member of an aquatic development team • To develop advanced aquatic skills • Recap the Scottish Swimming Development Pathway • To self-assess against course outcomes & tutor feedback • To determine a personal development plan for post-course learning 	
Learning area	Overview of learning tasks
Review of Day 6	<ul style="list-style-type: none"> • Review and reflect upon the key messages and learning from Day 6 • Question/discussion time for participants in group and with tutor • Highlight the connections and progression from the content/practice from Day 6 to the content to be covered in Days 7 & 8* and how this will link to post-session learning
To develop the skills of working as an effective member of an aquatic development team	<ul style="list-style-type: none"> • Tutor led problem-solving session on developing the skills of working as an effective member of an aquatic development team • Reflect on personal progress
Creating engaging learning and teaching environments - Learning from peers	<ul style="list-style-type: none"> • Participants observe & feedback on each other's teaching • Participants to review what they see and then undertake group task and scenario sessions to translate this into action • N.B. The self-directed learning between Days 6 and 7 to focus on individual priorities for development
Advanced Aquatic Skills	<ul style="list-style-type: none"> • Technical session using videos and live demonstrations to develop an understanding of advanced aquatic skills development and progressions
Supported teaching practice	<ul style="list-style-type: none"> • Deliver elements of the sessions planned in the earlier scenarios with the support of the course tutor and peers • Reflect on the effectiveness of the sessions and identify the strengths and areas for development

The grid below is to be used a guide for tutors in allocating the appropriate amounts of time to the learning programme. Each box represents a notional "10%" of contact time.

1	2	3	4	5	6

SSTQ – LEARNING PROGRAMME STRUCTURE

DAYS 7&8

Based on the progress of candidates to this point, tutors should be flexible in allocating tasks & content for the final session(s). The areas below are a guide to suggested content to fulfil course requirements and by definition have less detail than previous days.

Learning Area	Overview of learning tasks
	<ul style="list-style-type: none"> • Review of day 6 • List of scenarios/problem solving and then set tasks to draw out the skills required to work as an effective member of an aquatic development team. (discussion should include – communication skills, feedback, progressing children, adapting pool layout, dealing with parents, developing a supportive team) • Creating engaging learning and teaching environments -Practical observation and discussion • Creating engaging learning and teaching environments- group tasks (candidates identify their own individual priorities for development) • Practical teaching (advanced aquatic skills) • Starts and turns – practical session with candidates in the water • Observing an effective teacher – reflection and discussion • Practical session with candidates in the water (Recap of aquatic skills) • Review of the full SSTQ course
FINAL SESSION	
Aims	
<ul style="list-style-type: none"> • To review and reflect upon the learning outcomes from the full course programme • To ‘graduate’ individuals from the SSTQ programme by confirming competence against course learning outcomes • To recap what is meant by a ‘great swimming teacher’ • To agree & confirm individually focused personal development plans for post-course learning 	
Learning area	Overview of learning tasks
Review of the full course programme	<ul style="list-style-type: none"> • Review and reflect upon the key messages and learning from throughout the course • Final opportunity for question/discussion time for participants in group and with tutor
What does great teaching look like?	<ul style="list-style-type: none"> • Observing a ‘great’ teacher in action – watching a live lesson (or video clip of same) with a specific focus on the roles of that teacher and observing/analysing • Reflecting on what you observe now and compare with the first observation task (Introductory session)
Recap of aquatic skills	<ul style="list-style-type: none"> • ‘Challenge’ practical session with candidates in the water as learners and teachers • Content determined by individuals • Serious Fun!

The grid below is to be used a guide for tutors in allocating the appropriate amounts of time to the learning programme. Each box represents a notional “10%” of contact time.

1	2	3

SSTQ – LEARNING PROGRAMME STRUCTURE

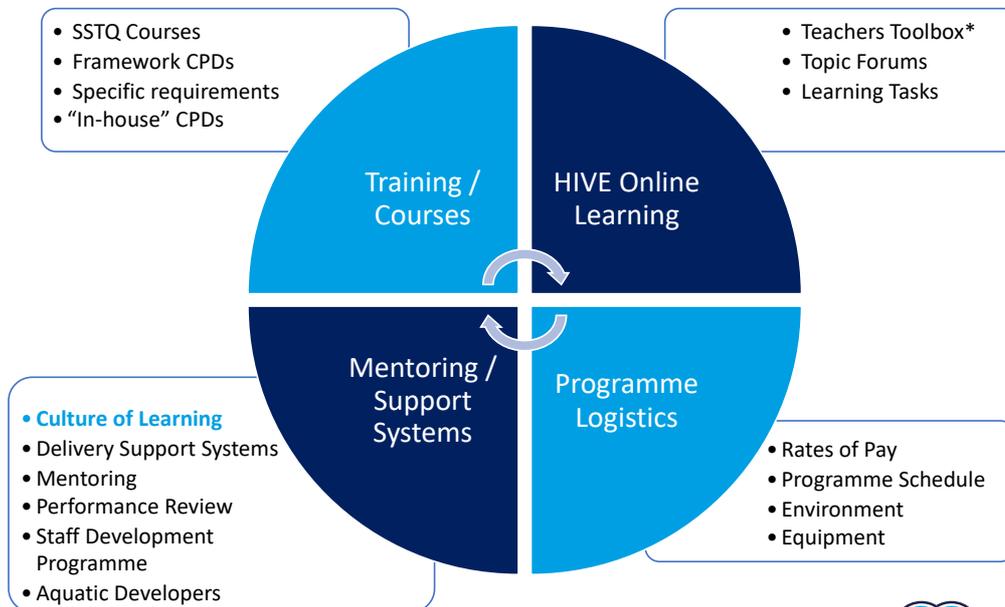
POST-COURSE WORKPLACE LEARNING

Aims

- To help individuals prepare for Continuous Professional Development in the workplace post-SSTQ
- To provide a clear framework of expectation in terms of what will be required from employers to support workplace learning

Workplace Learning - What

Provided by **Scottish Swimming** and **Delivery Agency***



*Available to LTS Framework partners

SSTQ – LEARNING PROGRAMME STRUCTURE

Appendix 1 - Course/Programme Design

Chickering & Ehrmann (1996)⁵ suggest 7 principles of good course design, and these have been identified in the following table.

<p>The following principles should be features of good 'course' design. These are thought to encourage good teacher/coach learning. The course designer's objective is to build these features into the course/programme.</p>		
1.	High contact between coach and tutor	Small numbers on the award will assist this. If 'contact' is infrequent because of the schedule (with an online learning Unit) efforts should be made to facilitate regular communication.
2.	Learning with others	Although a capacity for independent learning will be a feature of the programme, learning is facilitated by working with others (and this is likely in the teacher/coaching context).
3.	Active learning	We have already stressed that learning by doing is imperative to the philosophy and design of this course.
4.	Prompt feedback	Arguably feedback is the most important part of the learning environment.
5.	Identify learning time and associated tasks	Teachers/coaches will prefer to know how to use their time. Good course design includes identifying how each 'hour' is to be used. It is particularly important to specify directed study tasks.
6.	Set high levels of expectation	The programme should include good practice examples, interaction with experts, and should not set minimum standards.
7.	Acknowledge individuals' differences	Although it can be a difficult task, a degree of individualisation of the programme should be attempted. This may not be in choice of Units of Learning, but in the way that the Learning Activities are organised.

⁵ Chickering A W & Ehrmann S C (1996) Implementing the seven principles: technology as level. *AAHE Bulletin*, 3-6

SSTQ – LEARNING PROGRAMME STRUCTURE

Appendix 2 – Adult Learning Principles

There is a clear correspondence between adult learning and teacher/coach education provision. The adult learner brings a number of qualities: self-direction and autonomy, experience and knowledge, goal orientation (they 'know what they want'), a desire for relevance (knowing how what is offered will impact on their practice), diversity of formal education and beliefs, and, often, a desire for a return on the time, cost and effort expended.

Race (2005) gathers together the fundamental principles of learning theory and adult education. He then uses this literature and his considerable experience to identify and emphasise 5 factors that underpin effective learning:

Wanting to learn

There is an indication that teachers/coaches have this intrinsic desire to learn by electing to take part in the course. Nevertheless, the programme has to be attractive, meaningful and made relevant to their practice.

Taking ownership of the need to learn

The basis on which the programme is designed is that teachers/coaches are responsible for their learning. However, this has to be evident in the teaching/learning approach, in the expectations placed on the teacher/coach, the pacing of the learning, and a willingness to reflect on feedback.

Learning by doing

As described earlier, teachers/coaches need to actively engage in learning activities that are designed to achieve appropriate outcomes. This means 'applied' delivery via problem solving exercises, case studies, workshops, and work-based learning. This helps to facilitate functioning or 'conditional' knowledge.

Learning through feedback

There is a general consensus that feedback is the most important part of the learning process. This can come from peers, tutors, results, and, of course, self. Feedback 'loops' should be built into all learning.

Making sense of what has been learned

The learning experience must make sense to the learner. This means it will have a relevance to practice, will be 'absorbed' by the learner (relevant to their own practice), and can be applied to varying situations.

This short summary was derived from Race, P (2005 *Making Learning Happen: A Guide for Post-Compulsory Education*. London: Sage