



Australian Canoeing Award Scheme 2008
Sea Instructor Log Book

Name: _____

Principal Sponsor



Australian Government
Australian Sports Commission

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Acknowledgements

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Australian Canoeing Sea Instructor Log Book

This log book belongs to:

Full Name: _____

Address: _____

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Advisor and Assessor:

Name: _____

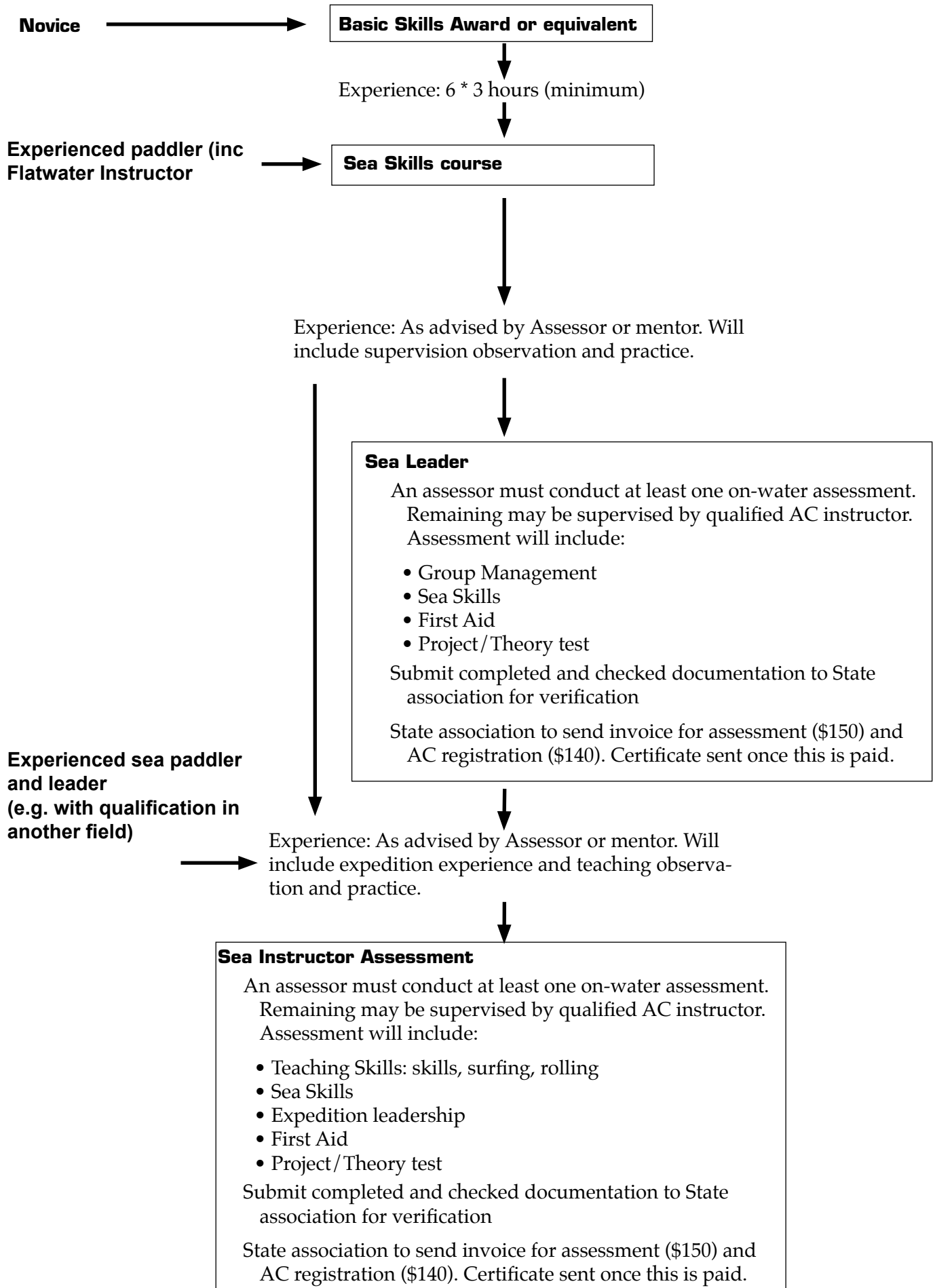
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Section 1: Pathways to becoming a Sea Instructor

Note: At all stages, all paddling must be logged.



Section 2: Sea Instructor Program

The experiences below are a guide to completion of your Sea Instructor Award.

You may vary this in negotiation with your assessor, but the following series of experiences has demonstrated over time to be a sound approach to achieving this award:

- Basic Skills course (optional)
- Flatwater Skills (optional)
- Sea Skills (required)
- Advanced Sea Skills (optional)
- Training in theoretical aspects of kayaking at sea and outdoor leadership
- Day Paddle 1
- Day Paddle 2
- Day Paddle 3
- Peer Expedition 1 (coastal)
- Peer Expedition 2 (open crossing)
- Peer Expedition 3 (extended expedition)
- Expedition 1 as assistant leader
- Expedition 2 as leader (under supervision)
- Expedition as leader assessment
- Peer surf kayaking experience
- Teaching surf kayaking 1 as assistant
- Teaching surf kayaking 2 (under supervision)
- Teaching surf kayaking 3 assessment
- Teaching sea skills 1 as assistant
- Teaching sea skills 2 (under supervision)
- Teaching sea skills 3 assessment of teaching
- Teaching Rolling 1 as assistant
- Teaching Rolling under supervision
- Teaching Rolling assessment
- Theory Assessment
- Senior First Aid
- Other experiences and training

You may also wish to exit the program with an award with fewer experiential and assessment demands, such as Sea Leader or Sea Guide.

Section 3: Sea Instructor Award

Award definition

The holder of this award has demonstrated the ability to train individuals and groups from novices to instructors on activity and expedition based programs in sea kayaks at sea, defined as outside of estuaries, embayments or other sheltering reefs or islands in moderate conditions:

- Below “strong wind warnings” conditions (forecast or observed of greater than 25 knots)
- Assessed in minimum winds of 11–16 knots
- Areas of exposed coastline that is simple, not involving overfalls, tidal races, difficult landings or open crossings may be included
- Crossings of less than 10 nautical miles
- Breaking (overtopping) waves (sea) up to 1 m
- Surf to 1 m.

Prerequisite

Sea Skills

Skill component

Demonstrate the ability to train individuals and groups from novices to instructors on activity and expedition based programs in sea kayaks:

Personal skills:

- model Sea Skills skill set efficiently and safely
- demonstrate re-enter and roll in fresh conditions at sea

Conduct sea activities including trips and multiday expeditions in winds to 16 knots, at sea:

- arrange group food and equipment
- manage the launching and landing of a group of novice paddlers in surf to 1m
- manage a group of novice paddlers on a trip
- manage multiple rescues in fresh conditions
- manage tows in fresh conditions
- run an overnight campsite

Plan and conduct a sea course:

- arrange venues
- arrange equipment
- arrange staff or assistants
- coordinate timetables
- coordinate logistics

Instruct:

- rolling
- launching and landing in surf
- navigation
- preparing for an expedition
- deliver a theory training session
- deliver a practical training session.

The candidate has demonstrated competence in the above skill component

Date: _____ Signature: _____

Evidence notes

Knowledge component

Demonstrate knowledge of:

- Australian Canoeing's role, membership structure, your rights and responsibilities
- Australian Canoeing Safety Guidelines, Minimal impact Guidelines, Risk Management Policy, Incident reporting requirements
- Hazard identification and risk management program for a sea trip (incl expeditions)
- Plan sea activities including multi-day self contained expeditions
- Understanding of selection of launching and landing sites
- Interpret weather for an extended sea trip
- Licensing, permits and other legal and behavioral laws and requirements
- Operate communications systems and equipment
- Use and maintain an overnight campsite
- Knowledge and maintenance of craft
- Maintaining log books
- Minimal environmental impact

Instruction:

- delivering theory training sessions
- delivering practical training sessions
- correcting and training skills
- training and correctional models
- training trainers.

The candidate has demonstrated competence in the above knowledge component

Date: _____ Signature: _____

Evidence notes

Experience component

Produce a verified log showing over the previous two years at least:

- Three practical instructional activities at sea of at least three hours duration and one overnight as an observer under training or as an assistant Instructor
- Two theory sessions as an observer under training or as an assistant Instructor.

The candidate has demonstrated the required experience component

Date: _____ Signature: _____

Evidence notes

Communication component

Demonstrate the ability to:

Brief a group of novices on:

- purpose and duration of trip
- expected conditions
- correct posture
- setting up the craft
- launching and landing in surf
- strokes as required
- group movement requirements
- launching and landing
- actions in the event of an emergency

Manage a sea trip:

- establish and maintain an effective communication system within the group on the sea
- deliver directions in a clear and concise manner
- debrief

Instruction:

- introduce a program including expectations, aims and outcomes, timing and movements
- deliver theory training sessions
- deliver practical training sessions
- deliver train the trainer sessions
- model correct technique at sea
- demonstrate an understanding recent developments in equipment and technique.

The candidate has demonstrated competence in the above communication component

Date: _____ Signature: _____

Evidence notes

Leadership component

Demonstrate the ability to manage a multiday training course:

Lead a group:

- coordinate group packing
- manage surf launch and landings
- monitor and manage group welfare
- manage route and group movement based on prevailing conditions
- manage multiple capsizes and emergencies
- coordinate overnight campsite activities

Lead a course:

- lead participants in a training course
- direct staff and assistants in training courses
- demonstrate on water leadership in training courses.

The candidate has demonstrated competence in the above leadership component

Date: _____ Signature: _____

Evidence notes

Section 4: Log Book summaries

Training Summary

Date	Activity, location, organisation and craft	Course description, learning outcomes and other notes	Signature of trainer and date
May 2010	Example: Sea weekend, Victor Harbor	Example: Basic training in risk management, weather interpretation, navigation, route planning, legal issues, leadership, group management, occupational health and safety	BW 3/3/2010

Day paddling summary

Date	Activity, location, organisation and craft	Course description, learning outcomes and other notes	Signature of trainer and date
Mar 2010	Example: Second Valley, Avocet	Example: 3 hour paddle to explore sea caves with Adelaide Canoe Club	PK 3/3/2010

Expedition summary

Date	Activity, location, organisation and craft	Course description, learning outcomes and other notes	Signature of trainer and date
April 2010	Example: 3-day paddling trip down along N coast of Kangaroo Island	Example: Good weather for most of the three days. We took turns leading each leg, and had a 'scenario' to practise emergency response. Learned lots about keeping an eye on the map and keeping the group together! See log for further detail	JT 5/4/2010

Teaching experience summary

Date	Activity, location, organisation and craft	Hours	Comments
Oct 2010	Example: Port Augusta High School, Dagger RPM at the Port Augusta Aquatic Centre	16	Assisted an instructor teaching basic skills to a group of Year 9s from Whyalla. I helped with some of the activities and with some of those that were having difficulties. I became excellent at rescues after one of the games where nearly everyone capsized. See log for further detail.

Assessment summary

Date	Activity, location, organisation and craft	Assessment type
Feb 2008	Example: West Lakes with Canoe SA	Basic Skills Kayaking

Section 5: Sea Skills on-water assessment

Candidates must meet all performance criteria in order to achieve competency for this assessment. Further details on criteria can be found at www.canoe.org.au.

Criteria: Clear, safe and efficient, body protected, minimum splashing, clear and slow enough for demonstration, teaching points clear.

C or NYC	Skill	Comments/Evidence	Signed and dated by Instructor
	Launch and land		
	Forward paddling		
	Reverse paddling		
	Forward sweep		
	Reverse sweep		
	Emergency stop		
	Draw stroke		
	Stern rudder		
	Support strokes, both blade faces		
	Capsize and roll		
	Tow and be towed		
	Rescues, as rescuer and rescuee		
	Personal equipment		
	OH&S		
	Weather checked		
	Environment checked		
	Understand the advantages and limitations of sea kayaks		
	Ability to plan and navigate an overnight sea kayak coastal passage		
	Store, operate and maintain appropriate safety and communications equipment		
	Select appropriate equipment and clothing with consideration of sun sense and hypothermia		
	Interpret weather for a marine environment		

Final Comments

(Note: Candidates who would like to gain Sea Skills as a separate skill qualification will need to provide a log of six trips of minimum three hours duration)

I _____ (assessor) am satisfied that _____ (student) has skills and knowledge appropriate to someone assessed at Australian Canoeing Sea Skills level.

Signed _____ Date _____

Section 6: Log Book entries

Day Paddle Report 1

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Map name _____

Description of route

Conditions

Role during the paddle

Learning outcomes regarding planning and organisation, teaching, coaching, environmental care, navigation and group management

Instructor in charge comments (if applicable)

(Attach relevant documentation such as highlighted map, weather map, trip information and additional resources regarding the environment paddled.)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Day Paddle Report 2

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Map name _____

Description of route

Conditions

Role during the paddle

Learning outcomes regarding planning and organisation, teaching, coaching, environmental care, navigation and group management

Instructor in charge comments (if applicable)

(Attach relevant documentation such as highlighted map, weather map, trip information and additional resources regarding the environment paddled.)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Day Paddle Report 3

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Map name _____

Description of route

Conditions

Role during the paddle

Learning outcomes regarding planning and organisation, teaching, coaching, environmental care, navigation and group management

Instructor in charge comments (if applicable)

(Attach relevant documentation such as highlighted map, weather map, trip information and additional resources regarding the environment paddled.)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Peer Expedition Report 1

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Map name _____

Description of route

Conditions

Role during the paddle

Learning outcomes regarding planning and organisation, teaching, coaching, environmental care, navigation and group management

Instructor in charge comments (if applicable)

(Attach relevant documentation such as highlighted map, weather map, trip information and additional resources regarding the environment paddled.)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Peer Expedition Report 2

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Map name _____

Description of route

Conditions

Role during the paddle

Learning outcomes regarding planning and organisation, teaching, coaching, environmental care, navigation and group management

Instructor in charge comments (if applicable)

(Attach relevant documentation such as highlighted map, weather map, trip information and additional resources regarding the environment paddled.)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Peer Expedition Report 3

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Map name _____

Description of route

Conditions

Role during the paddle

Learning outcomes regarding planning and organisation, teaching, coaching, environmental care, navigation and group management

Instructor in charge comments (if applicable)

(Attach relevant documentation such as highlighted map, weather map, trip information and additional resources regarding the environment paddled.)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Instructional Expedition Report 1

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Map name _____

Description of route

Conditions

Role during the paddle

Learning outcomes regarding planning and organisation, teaching, coaching, environmental care, navigation and group management

Instructor in charge comments (if applicable)

(Attach relevant documentation such as highlighted map, weather map, trip information and additional resources regarding the environment paddled.)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Instructional Expedition Report 2

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Map name _____

Description of route

Conditions

Role during the paddle

Learning outcomes regarding planning and organisation, teaching, coaching, environmental care, navigation and group management

Instructor in charge comments (if applicable)

(Attach relevant documentation such as highlighted map, weather map, trip information and additional resources regarding the environment paddled.)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Instructional Expedition Report 3

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Map name _____

Description of route

Conditions

Role during the paddle

Learning outcomes regarding planning and organisation, teaching, coaching, environmental care, navigation and group management

Instructor in charge comments (if applicable)

(Attach relevant documentation such as highlighted map, weather map, trip information and additional resources regarding the environment paddled.)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Expedition Leadership Assessment

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used: _____

Conditions: _____

Candidates must demonstrate competence in all areas to successfully complete this assessment.

1 Planning and Organisation

a Student researches expedition area adequately

- Background of participants
- Environmental issues
- Weather forecast
- Aims and objectives of program

b Student presents with the following to an acceptable standard

- Route plan
- Risk management plan
- Medical information

c Student presents and checks others are adequately equipped

- Sunsmart
- Warm clothing
- Wind/ waterproof jacket
- Whistle
- Towline
- Spare clothing
- Food and water appropriate to activity
- Map (if applicable)
- First aid
- Communication (if applicable)
- Relevant items waterproofed
- Boat, PFD, deck, paddle all in good condition
- Camping equipment
- Spare paddle
- Map and compass

d Student communicates appropriately with organising group and participants

- Pre-activity information (if applicable)
- Prior contact
- Outline of planned expedition discussed with organising group/ instructor

Comments:

2 Trip plan

- Route plan appropriate for group
- Emergency exits and emergency plan appropriate

Comments

3 Personal skills

- Demonstrates to high standard
- Maintains high standard throughout expedition

Comments

4 Instruction

- Participants provided clear guidelines on what they are meant to be doing
- Uses clear demonstrations
- Explanations clear and concise
- Ensures all participants positioned appropriately during instructions
- Checks for understanding
- Models and promotes appropriate environmental care

Comments

5 Coaching

- Use of a range of feedback methods
- Feedback is clear and concise
- Feedback provided to all participants
- Corrects major stroke and technique faults

Comments

6 Group management on water

- Ensures group visible and within easy voice range
- Monitors general health, energy and motivation status of clients
- Clearly assigned roles during journey
- Emergency response roles and tasks clearly outlined

Comments

7 Group management off water

- Ensures appropriate instruction, monitoring and feedback for safe site selection for tents, stoves, fires, etc.
- Ensures group is clear on tasks, roles

Comments

8 Leadership and decision making

- Uses appropriate leadership style for group, environment and context
- Demonstrates ability to manage a critical incident in the field

Comments:

9 Conclusion

- Ensure appropriate conclusion to activity
- Ensures equipment left clean and tidy for next participants
- Damaged equipment reported
- Reports, assessment and other follow up paperwork attended to

Comments

Student self evaluation

Assessor evaluation

Assessor statement

I (AC Assessor), _____, am/not satisfied that (student) has demonstrated competence to lead and manage a small group of paddlers (4–10) on open waters in moderate conditions to a standard commensurate with a competent Sea Instructor.

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Surf Kayaking Peer Experience

Location: _____

Date(s): _____ Craft: _____

Wave height: _____ Wind strength: _____

Summary of the experience

Supervisor/Witness (optional) _____

Location: _____

Date(s): _____ Craft: _____

Wave height: _____ Wind strength: _____

Summary of the experience

Supervisor/Witness (optional) _____

Location: _____

Date(s): _____ Craft: _____

Wave height: _____ Wind strength: _____

Summary of the experience

Supervisor/Witness (optional) _____

Location: _____

Date(s): _____ Craft: _____

Wave height: _____ Wind strength: _____

Summary of the experience

Supervisor/Witness (optional) _____

Location: _____

Date(s): _____ Craft: _____

Wave height: _____ Wind strength: _____

Summary of the experience

Supervisor/Witness (optional) _____

Location: _____

Date(s): _____ Craft: _____

Wave height: _____ Wind strength: _____

Summary of the experience

Supervisor/Witness (optional) _____

Location: _____

Date(s): _____ Craft: _____

Wave height: _____ Wind strength: _____

Summary of the experience

Supervisor/Witness (optional) _____

Location: _____

Date(s): _____ Craft: _____

Wave height: _____ Wind strength: _____

Summary of the experience

Supervisor/Witness (optional) _____

Surf Kayaking Teaching Assistant Instructor or Instructor under supervision experience 1

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Conditions

Roles undertaken (give examples such as observer, practice supervision, technique coaching, demonstrations, explanations, safety supervision)

What was learned about teaching (give examples such as skill progression ideas, demonstration techniques, group management, client relationship, role of appropriate equipment, etc.)?

Personal evaluation of role (outline your contribution to the day and areas that you would like to improve upon prior to your teaching assessment)

Instructor's evaluation of your role (contributions, strengths, areas for development)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Surf Kayaking Teaching Assistant Instructor or Instructor under supervision experience 2

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Conditions

Roles undertaken (give examples such as observer, practice supervision, technique coaching, demonstrations, explanations, safety supervision)

What was learned about teaching (give examples such as skill progression ideas, demonstration techniques, group management, client relationship, role of appropriate equipment, etc.)?

Personal evaluation of role (outline your contribution to the day and areas that you would like to improve upon prior to your teaching assessment)

Instructor's evaluation of your role (contributions, strengths, areas for development)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Surf Teaching Assessment

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used: _____

Conditions: _____

Candidates must demonstrate competence in all areas to successfully complete this teaching assessment.

1 Planning and Organisation

a Student researches learning situation adequately

- Background of participants
- Environmental issues
- Weather forecast
- Aims and objectives of program

b Student presents with the following to an acceptable standard

- Session plan
- Risk management plan
- Medical information

c Student presents adequately equipped

- Sunsmart
- Warm if cold weather
- Whistle
- Towline
- Spare clothing
- Food and water appropriate to activity
- Map (if applicable)
- First aid
- Communication (if applicable)
- Relevant items waterproofed
- Boat, PFD, deck, paddle all in good condition and appropriate for teaching role
- Helmet

d Student communicates appropriately with organising group and participants

- Pre-activity information (if applicable)
- Prior contact
- Outline of planned session discussed with organising group/instructor

Comments

2 Session Plan

- Clear and logical sequence
- Appropriate to learners
- Time for each activity indicated
- Appropriate activities to reinforce skills taught
- Appropriate instructional methodology described

Comments

3 Personal Skills

- Demonstrates to high standard
- Maintains high standard throughout teaching session

Comments

4 Instruction

- Participants provided clear guidelines on what they are meant to be doing
- Uses clear demonstrations
- Explanations clear and concise
- Ensures all participants positioned appropriately during instructions
- Checks for understanding
- Models and promotes appropriate environmental care

Comments

5 Coaching

- Use of a range of feedback methods
- Feedback is clear and concise
- Feedback provided to all participants
- Corrects major stroke and technique faults

Comments

6 Group Management

- Ensures group visible and within easy voice range
- Monitors general health, energy and motivation status of clients
- Clearly assigned roles during activity

Comments

7 Conclusion

- Ensure appropriate conclusion to activity
- Ensures equipment left clean and tidy for next participants
- Damaged equipment reported
- Reports, assessment and other follow up paperwork attended to

Comments

8 Equipment Care

- Appropriate care taken of all equipment
- Transport and storage all done safely
- Transport and storage demonstrate care for equipment

Comments

Student self evaluation

Assessor evaluation

Assessor statement

I (AC Assessor), _____, am/not satisfied that (student) has demonstrated the ability to competently teach surf kayaking. In addition, I am satisfied that their planning and preparation, personal paddling skill, knowledge base and approach to instruction is commensurate and consistent with that of a Sea Instructor.

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Sea Skills Teaching Assistant Instructor or Instructor under supervision experience 1

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Conditions

Roles undertaken (give examples such as observer, practice supervision, technique coaching, demonstrations, explanations, safety supervision)

What was learned about teaching (give examples such as skill progression ideas, demonstration techniques, group management, client relationship, role of appropriate equipment, etc.)?

Personal evaluation of role (outline your contribution to the day and areas that you would like to improve upon prior to your teaching assessment)

Instructor's evaluation of your role (contributions, strengths, areas for development)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Sea Skills Teaching Assistant Instructor or Instructor under supervision experience 2

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Conditions

Roles undertaken (give examples such as observer, practice supervision, technique coaching, demonstrations, explanations, safety supervision)

What was learned about teaching (give examples such as skill progression ideas, demonstration techniques, group management, client relationship, role of appropriate equipment, etc.)?

Personal evaluation of role (outline your contribution to the day and areas that you would like to improve upon prior to your teaching assessment)

Instructor's evaluation of your role (contributions, strengths, areas for development)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Sea Skills Teaching Assessment

Group _____

Assessor _____ Location _____ Date _____

Craft used: _____

Conditions: _____

Candidates must demonstrate competence in all areas to successfully complete this teaching assessment.

1 Planning and Organisation

a Student researches learning situation adequately

- Background of participants
- Environmental issues
- Weather forecast
- Aims and objectives of program

b Student presents with the following to an acceptable standard

- Session plan
- Risk management plan
- Medical information

c Student presents adequately equipped

- Sunsmart
- Warm if cold weather
- Whistle
- Towline
- Spare clothing
- Food and water appropriate to activity
- Map (if applicable)
- First aid
- Communication (if applicable)
- Relevant items waterproofed
- Boat, PFD, deck, paddle all in good condition and appropriate for teaching role

d Student communicates appropriately with organising group and participants

- Pre-activity information (if applicable)
- Prior contact
- Outline of planned session discussed with organising group/instructor

Comments

2 Session Plan

- Clear and logical sequence
- Appropriate to learners
- Time for each activity indicated
- Appropriate activities to reinforce skills taught
- Appropriate instructional methodology described

Comments

3 Personal Skills

- Demonstrates to high standard
- Maintains high standard throughout teaching session

Comments

4 Instruction

- Participants provided clear guidelines on what they are meant to be doing
- Uses clear demonstrations
- Explanations clear and concise
- Ensures all participants positioned appropriately during instructions
- Checks for understanding
- Models and promotes appropriate environmental care

Comments

5 Coaching

- Use of a range of feedback methods
- Feedback is clear and concise
- Feedback provided to all participants
- Corrects major stroke and technique faults

Comments

6 Group Management

- Ensures group visible and within easy voice range
- Monitors general health, energy and motivation status of clients
- Clearly assigned roles during journeys.

Comments

7 Conclusion

- Ensure appropriate conclusion to activity
- Ensures equipment left clean and tidy for next participants
- Damaged equipment reported
- Reports, assessment and other follow up paperwork attended to

Comments

8 Equipment Care

- Appropriate care taken of all equipment
- Transport and storage all done safely
- Transport and storage demonstrate care for equipment

Comments

Student self evaluation

Assessor evaluation

Assessor statement

I (AC Assessor), _____, am/not satisfied that (student) has demonstrated the ability to competently teach kayaking up to and including Sea Skills level. In addition, I am satisfied that their planning and preparation, personal paddling skill, knowledge base and approach to instruction is commensurate and consistent with that of a Sea Instructor.

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Rolling Teaching under supervision

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Conditions

Roles undertaken (give examples such as observer, practice supervision, technique coaching, demonstrations, explanations, safety supervision)

What was learned about teaching (give examples such as skill progression ideas, demonstration techniques, group management, client relationship, role of appropriate equipment, etc.)?

Personal evaluation of role (outline your contribution to the day and areas that you would like to improve upon prior to your teaching assessment)

Instructor's evaluation of your role (contributions, strengths, areas for development)

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Rolling Teaching Assessment

Group _____

Instructor (if applicable) _____ Location _____ Date _____

Craft used _____

Conditions

Roles undertaken (give examples such as observer, practice supervision, technique coaching, demonstrations, explanations, safety supervision)

What was learned about teaching (give examples such as skill progression ideas, demonstration techniques, group management, client relationship, role of appropriate equipment, etc.)?

Personal evaluation of role (outline your contribution to the day and areas that you would like to improve upon prior to your teaching assessment)

Instructor's evaluation of your role (contributions, strengths, areas for development)

I _____ (Instructor) am satisfied that _____ (student) can competently teach Rolling to novice kayakers.

Name and AC qualification (AC Instructor) _____

Signed and dated (AC Instructor) _____

Signed and dated (Student) _____

Other Experiences

E.g. Canoe Polo, Whitewater kayaking, Surf kayaking, Sprint kayaking, Marathon kayaking

Activity: _____ Location: _____

Date(s): _____ Craft: _____

Summary of the experience

Supervisor/Witness (optional) _____

Activity: _____ Location: _____

Date(s): _____ Craft: _____

Summary of the experience

Supervisor/Witness (optional) _____

Activity: _____ Location: _____

Date(s): _____ Craft: _____

Summary of the experience

Supervisor/Witness (optional) _____

Activity: _____ Location: _____

Date(s): _____ Craft: _____

Summary of the experience

Supervisor/Witness (optional) _____

Activity: _____ Location: _____

Date(s): _____ Craft: _____

Summary of the experience

Supervisor/Witness (optional) _____

Activity: _____ Location: _____

Date(s): _____ Craft: _____

Summary of the experience

Supervisor/Witness (optional) _____

Activity: _____ Location: _____

Date(s): _____ Craft: _____

Summary of the experience

Supervisor/Witness (optional) _____

Activity: _____ Location: _____

Date(s): _____ Craft: _____

Summary of the experience

Supervisor/Witness (optional) _____