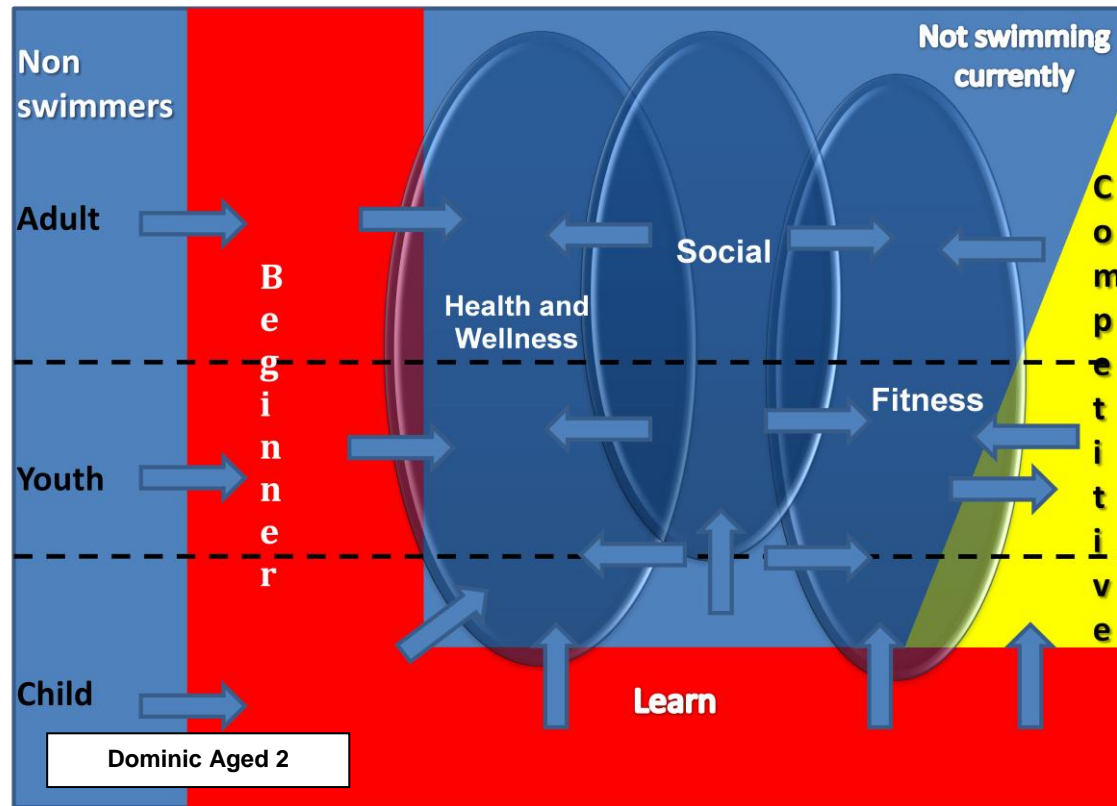


Swim for Life - Case Study 1

Market Segment: Learn (Children)

Phase of Aquatic Development: Water Confidence (0-6 years)

The Swim for Life Participant Pathways



Learning Objectives:

Developing water confidence and developing competence in Aquatic FUNdamental skills in the appropriate environment through a stimulating play and learn approach

The Water Confidence (Beginner) phase for children (approx 0-6 years) involves the provision of both formal and informal learning opportunities in home and learner pool environments. In addition to gaining aquatic FUNdamental skills, a child of this age should be actively encouraged to participate in a variety of other physical play based activities. All these activities should be aimed at developing motor skills such as rudimentary movements, early fundamental movement skills and embracing the enjoyment gained from physical activity both in water and land based settings.

Participant Capabilities:

Participant Capabilities have been developed based on research that suggests the specific physical, psychological and social needs of children in the this age group. The following participant curriculum (see the Participant Capability table) is recommended as a starting point for the introduction and development of early years water confidence. This outline participant curriculum is expressed in terms of key physical, mental, technical, tactical and lifestyle capability statements. For the for Swimming Teacher, Parent and/or Carer these key capability statements represent a starting point in the planning of an individualised early years water confidence teaching/coaching programme. It is vital for the teacher to view the development of these participant capabilities in a collective and interdependent way and hence these interconnections have been shown through participants developing Competence, Confidence, Connection, Character and Creativity (see table below outline the key participant capabilities statements using the 5Cs approach). The development needs of a child in this Aquatic phase of development are highlighted in form of a case study of Dominic who is 2 years old.

Case Study Profile: Dominic (aged 2)



Dominic's Family Life and Background

Mum: Jackie (see Sport England's Market Segment 7) is a White Middle England Mum. Lives in rural location; nearest swimming pool is 5 miles away served by public transport. Mum balances a skilled part-time job in media with being a stay at home Mum.

Dad: Phillip (see Sport England's Market Segment 11) is a White Mid Life Professional who works full time in an education capacity. He is a very active and sporty male, is very health conscious and tries to find the time to workout 5 times per week or more.

Older brother: Elliot is 5 years old and is on the Autistic Spectrum but happily attends the local village primary school

Dominic's family are by no means well off but they do have some disposable income to spend on their children's education and sporting needs. Dominic also attends nursery 3 days per week while Mum is at work.

Motivations and Expectations:

Based on the best available research, evidence and best practice from front-line teachers, motivation factors assuming Dominic is able to access an Early-Years Water Confidence Teaching Programme, the prime motivators and engagement triggers are as follows:

- Exploring a new and challenging environment
- Trying new and exciting activities
- Experiencing joyful and at times euphoric moments
- Enjoying water based challenges and playing water based games
- Being stimulating through contact with water
- Building personal confidence in an aquatic environment
- Playing together and making friends (both child to child and child to adult)

Based on the best available evidence and best practice from front-line teachers, expectation factors assuming Dominic is able to access an Early-Years Water Confidence Teaching Programme, his key expectations would be as follows:

- Each lesson/play session is fun, engaging and rewarding
- The activities are challenging within their range of competence
- The activities are not progressed in such a way that they damage confidence
- The activities are imaginative and encourage learning
- A teacher/parent/carer who is sympathetic to their developmental needs
- A teacher/parent/carer who demonstrates a positive and caring approach
- A teacher/parent/carer who sets realistic goals

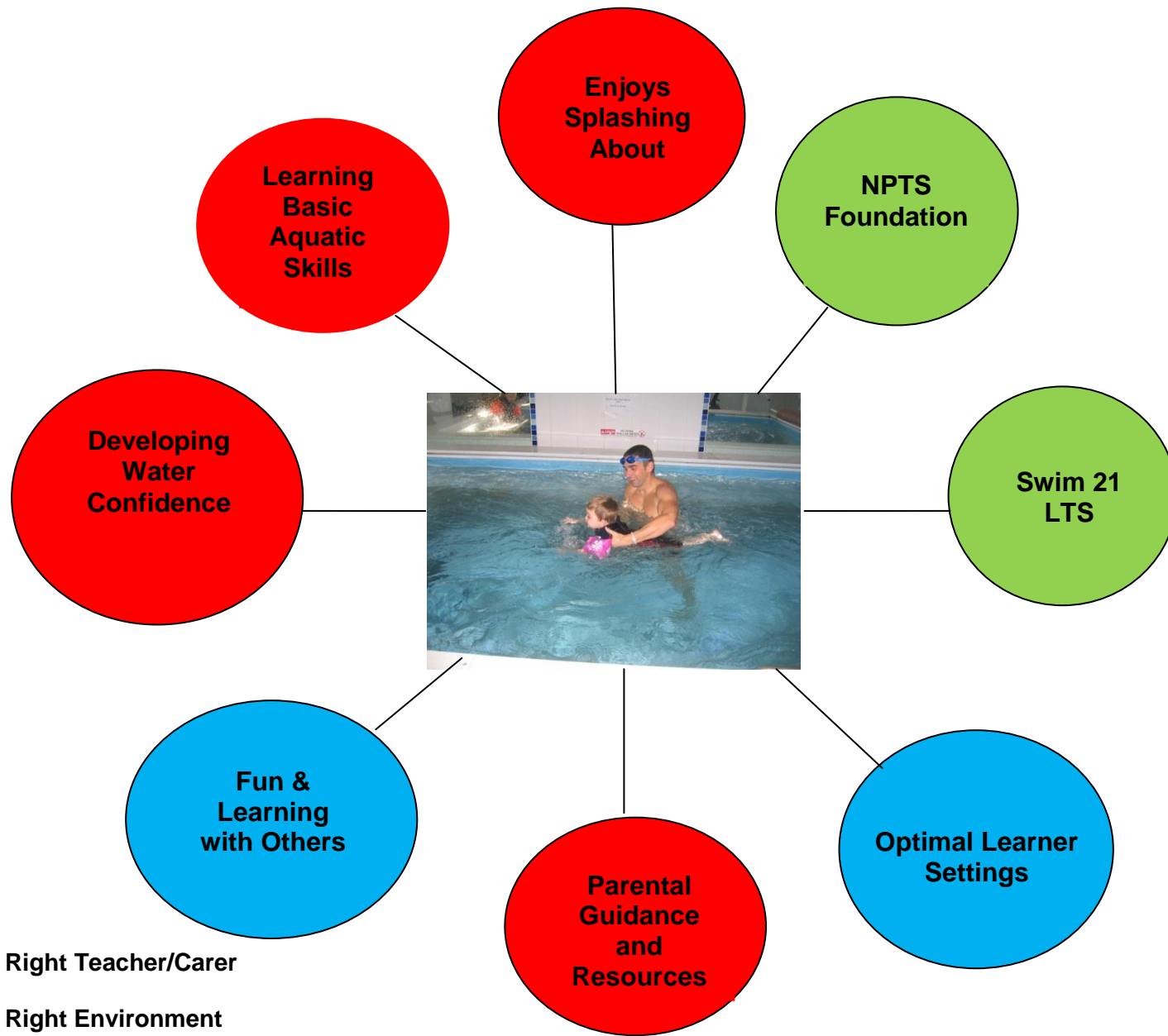
Potential Parent Motivation and Expectations:




Parental Motivation Factors are based on research assumptions, evidence and best practices, assuming Dominic is able to access an Early-Years Water Confidence Teaching Programme, these are their potential prime motivation indicators:

- That their child is enjoying their new and challenging environment
- The aquatic experience is a positive one that makes them want to regularly return with their child
- Noticing that their child is learning each time they enter the pool
- Experiencing joyful and at times euphoric moments
- That the pool is easily accessible
- Bath time becomes a fun and learning experience
- That they become involved in the water based challenges and games
- Being central to their child's aquatic enjoyment and learning
- That they themselves are enjoying the aquatic environment

Parent Expectation Factors are based on research assumptions, evidence and best practices, assuming Dominic is able to access an Early-Years Water Confidence Teaching Programme, these are potential prime parent expectations and indicators of why they attend:

- That their child finds the sessions fun, engaging and rewarding
- That they get value for money
- They are involved in developing their child's water confidence and safety
- That learning is taking place
- That their child is progressing and that their developmental needs are met
- A clean, positive and caring learning environment
- That the teacher is adequately qualified and that goals set are being met



-  **Right Teacher/Carer**
-  **Right Environment**
-  **Right Programme and Resources**

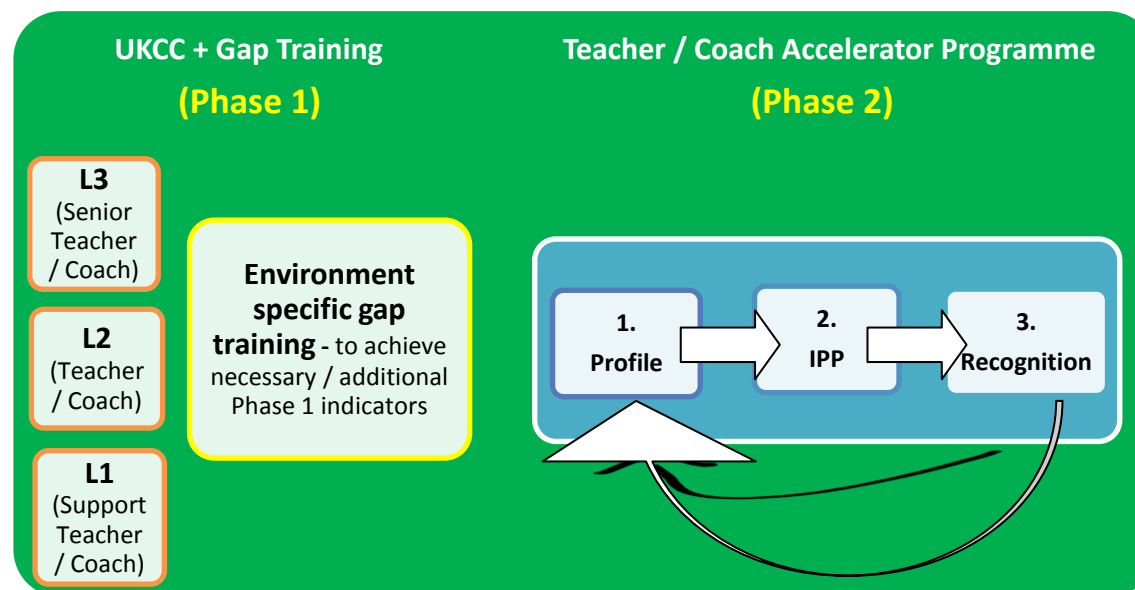
Water Confidence – Learn (Early Years) – Participant Capabilities

Physical	Psychological	Technical	Tactical
Children should be:			
Developing basic buoyancy and balance.	Becoming more self aware	Developing water confidence and enjoying the aquatic environment	Responding to the environment
Starting to develop confidence/feel at ease in the water.	Developing basic cognitive and associative skills	Entering and exiting the water safely	Watching others
Moving in a range of ways	Playing collaboratively by being aware of and interacting with others	Observing and copying others	Developing basic water safety knowledge

Participant Capabilities Aligning to the 5 C's Approach

Competence	<ul style="list-style-type: none"> - Developing physical, mental, technical and tactical skills as above in a range of environments including structured adult and baby classes, parents/child attending the pool socially e.g. Play in the Pool, playing with siblings and/or friends
Confidence	<ul style="list-style-type: none"> - Developing psychologically as above, by becoming more aware of their own ability and being encouraged to feel good about the environment and their own performance. - Developing physically as above, being consistently confident in the water e.g. water splashing, water over the head, putting the face underwater etc
Connection	<ul style="list-style-type: none"> - Responding positively to guidance and new experiences by fully participating in a variety of activities that offer opportunities for learning. - Beginning to play with and copy others - Going with parents to the pool
Character	<ul style="list-style-type: none"> - Continuously developing water confidence and understanding basic water safety, enjoying the aquatic environment
Creativity	<ul style="list-style-type: none"> - Use of various equipment e.g. toy boats, ducks, hoops, floats, woggles and encouraged to play in this setting
Lifestyle	<ul style="list-style-type: none"> - At this stage children are rely on their carers to provide them access to the water develop their confidence in the water

Water Confidence – Teacher/Coach Progression Routes



Phase 1 – Qualified + Gap Training

Phase 1 of the *Teacher/Coach Education Pathway* consists of two components; Qualified, and Gap Training

1. Qualified

If a Teacher/Coach successfully completes the requirements of an ASA Coaching qualification (i.e. Support Teacher/Teacher/Senior Teacher in the disciplines of Swimming, Water Polo, Diving and Synchronised Swimming) they are qualified to operate as a Teacher/Coach.

2. Gap Training

If Teachers/Coaches want to be recognised as a Phase 1 in a particular environment (i.e. Beginner / Talent Development / or High Performance) and in a particular discipline (i.e. Swimming / Water Polo / Diving / Synchronised Swimming), they are also required to complete environment specific gap training, to ensure they demonstrate all relevant Phase 1 indicators of effective practice.

To enter the ASA Teacher / Coach Accelerator Programme (TCAP), coaches must have successfully completed both a relevant ASA Qualification, and the necessary Gap Training, relevant to their chosen role, environment and discipline.

Phase 2 – ASA TCAP

Teacher / Coach Centred and Driven

In encouraging Teachers / Coaches to progress from Phase 1 to Phase 2, the ASA Teacher / Coach Accelerator Programme (TCAP) develops Coach *self-awareness, self-responsibility and self-belief*, and gives them the power to *choose the direction of their learning journey*.

1. Teachers and Coaches entering the TCAP undertake an on-line profile designed to identify current strengths and weaknesses in relation to the ASA Phase 2 Indicators of Effective Practice, specific to the environment and discipline in which they are working. This profile then identifies relevant ASA learning opportunities which will help the teacher / coach develop their capacities.
2. The Teacher / Coach chooses which ASA learning opportunities best suit their development needs and their current professional and personal circumstances and uses a template provided, to develop an Individual Performance Plan (IPP).
3. The Teacher / Coach implements their IPP by undertaking the learning opportunities identified and is then recognised by the ASA as being a Phase 2 / High Performing Teacher / Coach.
4. Recognised High Performing Teachers / Coaches will then be encouraged to undertake a new profile, develop an updated IPP and continue their learning journey.