

Student 3: Low Merit

NZQA Intended for teacher use only

I used the leadership principle of coaching in all of my sessions. I did this because it identifies each individual's strengths and weaknesses so I was able to help each person with their individual needs. I broke down each stroke into sub routines such as streamline, kicking and pull and worked on each routine until they were able to improve on it. For example, Katie and Rosie needed to work more on their breaststroke kick so they focussed more on that whereas Zoe needed to work more on her backstroke kicking so she could develop a better technique. Each individual had different aspects of each stroke as their weaknesses so I had to help them individually on correcting their technique.

Advantages of using this principle for the activity, learn to swim were that I could demonstrate the correct arm/leg movement techniques outside of the pool and when they performed it themselves I was able to give them specific feedback on what they needed to work on if they were doing it incorrectly. I have shown this in sessions 1, 5, 6, 8, and 9, where I have used phrases such as 'tummy up' in backstroke or 'look across the top of the water' in freestyle. By giving the kid's constructive advice on how to improve made them work more and focus on their weaknesses. Before I gave them this advice their legs were dropping down in the water and they weren't able to get enough power from the kick. By getting them to get their tummy made their legs come up higher in the pool so that they could kick harder.

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Disadvantages of this leadership principle were that some of the kids still couldn't understand how to perform the technique in some strokes, for example there were a few who had trouble with breaststroke kick. In this case I had to try and use other ways of teaching, such as, getting others to help out (empowerment) which involved getting people who understand the technique to show the others how to do it so that they were able to understand better.

The leadership principle of commanding was important and useful in my sessions. I used this to hold the groups attention and tell them exactly what they needed to do during the lessons in order to help their technique.

Advantages of using this principle were that my instructions were clear and direct so the kids knew exactly what they had to complete. For example, I would tell them they had to do 2 lengths of freestyle breathing every 3 strokes. Another way the commanding principle was useful was from session 4 onwards where I told the group they had to line up along the lane rope when they got to the wall. This helped my teaching as I was able to control the group better and could see they were paying attention.

Disadvantages of this principle were; some of the kids still would not listen to instructions so would do the wrong thing. In this case I would single them out to the group which would make them pay attention; otherwise I would have to send them out of the pool if things continued.

The empowerment leadership principle became very useful during my teaching sessions. Once I knew what the students were capable of, I used this principle by getting one of the students who had a better understanding of the stroke than I did and could perform a technique to the rest of the group while they watched. This made the individual take responsibility by showing the group how to perform the strokes. It also helped by teaching the rest of the group with them being able to physically see what their stroke should look like. An example of this was when I was teaching breaststroke kick, I had Alex do a length while everyone else was watching. Alex became empowered because he had the responsibility of showing the rest of the group how to perform the technique of breaststroke kicking.

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This principle was very advantageous as it helped the students understand the technique by being able to see it performed rather than me trying to just explain it to them. It also helped by providing responsibility to the student who takes charge. Because this principle worked so well during the lessons, I made an effort to continue using it throughout the 8 weeks. This enforced the teaching quality of 'ako learning' where students were able to learn from other students, students learn from me as a leader and me as a leader learning off the students.