

How can Swimming Teacher/Educator Competencies be Developed?

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A Research & Development Project

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How can Swimming Teacher Competencies be Developed?

Abstract

This research proposed to explore the professional development of swimming teachers. This inquiry aimed to evaluate the implementation of an international Continuing Professional Development (CPD) pilot programme to train and equip swimming teachers in obtaining higher qualifications. The curriculum was designed for the teachers to work with the swimmers. There was a focus on using an integrated curriculum method for the delivery of conducting sessions and improving the quality of swimming teaching.

Literature on sports coaching and swimming teaching points to low standards, owing to little CPD training being considered and conducted beyond initial training. One proposed solution was to conduct professional development and enable recipients to apply their learning to the workplace. Further relevant teaching and pedagogical research provided further insights, suggesting that the current training curriculum does not fully explore and extend a teacher's knowledge and skills in general pedagogical education practice.

The current intervention focuses on the teacher's knowledge development and the practical application of pedagogy, mentoring, and reflection skills. The collaboration involved swimming teachers and CPD educators collaborating to shape the new CPD curriculum. The curriculum consisted of six modules over eight weeks, utilising a blended learning approach.

The research heavily utilised qualitative methods, including observation of learners' teaching skills and semi-structured interviews with learners about their experience within the programme. Other forms of evidence, such as online learning activities included social media conversations and the learner's planning, assessment, and evaluation activities were also utilised to triangulate the analysis.

Findings indicated that improving teacher practices relied on strengthening teachers' efficacy. The CPD curriculum necessitated a flexible, personalised approach adapted to the work setting. Candidate teachers required time to consolidate their learning between sessions. Further implications included the quality of candidate assessments for unit requirements. The quality of swimming teaching was also found to be variable, including the teaching, learning, and assessment processes, enabling the pilot programme. Further implications for educators involve the training approach and qualification delivery.

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Glossary

CK	Content Knowledge
CPD	Continuing Professional Development
DfE	Department for Education
Ofqual	Office for Qualifications: the regulatory board for qualifications in the UK
Ofsted	Office for Standards of Education
PCK	Pedagogical Content Knowledge
PD	Professional Development
Qualifi	An Awarding Body for Qualifications in the UK
Sport England	Public Body for sport, under the auspices of the Department for Digital Media, Culture and Sport
RLSS UK	Royal Life Saving Society UK, a leading organisation promoting lifesaving and lifeguarding
Swim England	National Governing Body for Swimming (previously known as the Amateur Swimming Association)
STA	Swimming Teachers Association, a charity promoting swimming teaching, lifesaving and first aid under the auspices of their awarding body, 'Safety Training Awards'

Section 1 – Introduction

Introduction and background

Swimming is recognised as an important skill worth acquiring as it can help save people's lives and promote safety around water (Stallman et al., 2008). In August 2018, the Swimming Teachers' Association (STA) (2018a) published research on parental views from nearly 300 swim schools (teaching over 93,000 children weekly aged 2–10), showing the popularity of swimming among the three major competitive strokes. In contrast, the Royal Life Saving Society (2015), focusing on drowning situations, suggests that the critical skills required to improve survival chances include floating and treading water (see Lau and Purvis, 2018a).

Thousands of swimming teachers are trained and certified (Swim England, 2018a). Additionally, more learners are certified by STA, but there is a national shortage of swimming teachers (STA, 2018b). Swimming Teaching qualifications exist up to Level 2. This initial teacher training level of qualification is the minimum standard of competence of all National Governing Bodies for Sport (Sports Coach UK, 2012). Typically, learners attend a course to become certified, which consists of theory and practical teaching sessions.

Although swimming teaching has received limited critical study, the wider area of sports coaching education has been more widely researched. Stodter (2014), summarised that the current initial training syllabus does not prepare learners for contextual practice. Hordvik et al. (2017) added that sports education programmes neither promoted a student-centred model nor encouraged learners to think and develop their understanding. Piggott (2012, p. 4) advocated that a professional knowledge and process toolbox was necessitated, which novices are required to "mimic". These novices become technicians and not genuine teachers or coaches.

Nash et al. (2017) stated that the provision of Continuing Professional Development (CPD) in sports, post initial training, lacked coherence and consistency. They concluded that teachers and coaches did not appreciate CPD, and regarded it as unimportant (see also Lau, 2017). Sport England (2016) acknowledges that changes are required in the development of CPD in sport.

Context

I am a Vice Principal at a secondary school and part of the trust at an all-through school, based in the West Midlands, so I am well acquainted with school teachers' professional development. I also have over 23 years' experience as a licensed swim educator, qualified to train candidates in programmes up to Level 2 Swimming Teaching and Level 3 Coaching Swimming.

A colleague and I produced two training manuals to complement the training programmes (Lau & Purvis, 2018a; 2018b). Within the training company for which I additionally work, I strategically led the formulation and approval of the Level 3 and 4 qualifications in Teaching Swimming and Aquatics (Qualifi, 2017a; 2017b), both recognised by the national Regulated Qualifications Framework.

Sport England (2016) equates sports teaching with coaching; these terms, therefore, will be used interchangeably, although much of the sports education programme is geared towards the term 'coaching'. Therefore, 'coaching' and 'teaching' will be used interchangeably within the current report, including references to those who perform these roles. Furthermore, the term 'educator' is recognised as the named role in the training of teachers. The term 'swimmers' is used to describe those individuals taught by the Swimming Teacher. Finally, the term 'learners' is used to indicate those teachers participating on the Level 3 or 4 programmes.

Research purpose

The research objective was to explore the implementation of a new course offering higher-level qualifications in swimming teaching. The Level 3 and 4 qualifications (equivalent to A-Level and first-year degree) were designed to enhance swimming teachers' professional development (Qualifi, 2017a; 2017b), and are classed as advanced qualifications on the Regulated Qualifications Framework. The intention was to reflect the most effective practice of education, sports teaching, and coaching, with a view to raising teaching standards and addressing common issues of sports education coaching (Stodter, 2014).

The Level 3 (Advanced) Certificate in Teaching Swimming and Aquatics has six common units: developing knowledge; leadership skills and experience; subject knowledge and teaching pedagogy; customer care; assessment; and mentoring and coaching (Qualifi, 2017a). Learners are also required to complete three specialist aquatics units that apply theory to practice within the workplace environment.

This is built upon in the Level 4 Diploma in Leading and Managing Developing Swimming Programmes, which focuses on leadership and taking responsibility for a swimming programme. The higher-level qualification requires an in-depth study on strategic leadership, pedagogy, professional development, assessment, and research (Qualifi, 2017b).

In adopting the best practice from what is learnt, this current research will assist other educators in the construction, design, and implementation of a swimming study programme. From a constructivist perspective, through meaningful, structured, and scaffolded activities and using dialogue, this research will assist in shaping teacher training, raising delivery and provision standards, and, ultimately, will have the potential to have a positive impact on, and raising the standards of, the outcomes of swimmers.

Project aim and objectives

This research project aims to evaluate the implementation of a pilot programme in developing advanced swimming teachers. It will explore the professional development of sports teachers and coaches, through the review of the academic literature, and gain insight into the impact of government directives upon education, and sports teaching and the development of suitable competencies in developing knowledge and skills at a higher level.

The other objective was to explore the training and development of advanced swimming teachers. I focused on initiating a pilot programme in the development of pedagogy and reviewed the project.

The next section will consist of an academic literature review, focusing on the effects of government policy on sports coaching; on the professional development of sport teachers/coaches; and on the pedagogical competencies required for the professional development of advanced swimming teachers.

Section 2 – Literature Review

How do government policies promote the education of effective sports teachers/coaches?

This section explores how government policies have been implemented within education and sport. It also investigates how the regulation of educational qualifications has impacted sports and the provision of schools' swimming teaching, with respect to meeting statutory requirements.

The implementation of government policy on sports

The government has committed to an increase in sports participation for all people (Sport England, 2017b). A new strategy was introduced in 2016, shifting the focus to understanding how and why active participation can promote a lasting, healthy lifestyle (HM Office, 2015). Sport England implemented the government strategy, and engages in sports, to provide sports equally for all (Sport England, 2018). The new government strategy advocates the 'professionalisation' and transformation of the workforce, including the overhaul of coaching plans (Sport England, 2016).

The government policy of promoting a healthier nation (HM Office, 2015) has impacted Sport England's remit, where coaching was focused on technique and elite competition adopted a broader holistic role, shifting the focus from technique to enjoyment and increasing participation in the chosen sport. Coaching is defined as:

improving a person's experience of sport and physical activity by providing specialised support and guidance aligned to their individual needs and aspirations. (Sport England, 2016, p. 6)

Cushion et al. (2003) added that coaching as a social process promotes communication by strengthening the coach–athlete relationship. It is recognised that coaching includes roles and responsibilities wherein people act as a teacher. This is a fundamental shift from teacher-centred focus to athlete focused and a heightened recognition of the role that teaching must play in sport coaching, education, and training (Cassidy et al., 2009).

The National Governing Body (NGB) for each sport is responsible for providing and developing pathways from grassroots participation to elite performance, including talent development and teacher/coach education. The Swim England strategy (2016) focused on improving the quality of their core values. The NGB's focus is on leadership, diversity in swimming participation, and developing a diverse and motivated workforce; this somewhat indicates the lack of the strong leadership in addressing these issues.

The development of regulating qualifications in sports

There have been several qualifications available to learners. The government commissioned a review of Education qualifications (Wolf, 2011). Through Ofqual, the high number of approved qualifications was reduced. The excess led to a 'collective amnesia' (City and Guilds, 2010, p. 38), which is not useful for operations at national and local levels, leading to low quality and provision of vocational education (City and Guilds, 2010).

The impact on and change in sporting qualifications coincided with the standardisation of the United Kingdom Coaching Certificate framework, wherein almost all NGBs subscribing to the qualifications would share common units (Lyle, 2007). The current model of sports teacher education programmes does not fully prepare teachers/coaches for the workplace (Lau, 2017). Stodter (2014, p. 217) concurs, not exploring the integration of individuals' values and beliefs, but stating that the practices are 'ingrained' but do not work. Nelson et al. (2013, p. 213) consider the programmes 'top-down bureaucratic' processes whereby agreed-upon

policies and practices are driven down to the grassroots coaches. It was recommended that content delivery should move away from learning transmission (behaviourist) to a more constructivist approach, involving learner participation through the development of new materials, analytical thinking, and applicability to the learner's coaching situation (Nelson et al., 2006).

Piggott (2012) carried out a study investigating coaching education courses including swimming, with respect to their openness (for example, creating personalised practice for learners) and perceived usefulness. He concluded that swimming courses were deemed to be narrow and 'useless' (p. 10). A case study was presented of a Level 2 swimming coach, highlighting the inflexibility and rigid approach to implementing techniques that were strictly dictated by the Educator, resulting in a poor course experience by the swimming coach.

The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) is the organisation that drives the professional practice standards. The CIMSPA (2018) Swimming Teacher Standards represent the minimum expected standards; whilst this is the benchmark, including customer service awareness and the national curriculum requirements, there is no enforcement beyond the initial teacher training certification.

Swim England (2018) outlined that 10,000 learners received accredited teaching and coaching certification. Similar amounts of learners received initial teacher training certification for post holders last year. This indicates, therefore, that CPD participation in swimming is low given that, year on year, the number of teachers trained have increased. Nash's (2017, p. 1902) concept of 'coaching-bitumen' could be applied here, which states that once the initial training and certification has been completed, there is no need for further learning. This then limits the culture of professional development beyond the Level 2 certification.

In critiquing these developments, the work of Hargreaves (2009) can be applied to aligning sports qualifications. It outlines how the 'second way' of educational change occurring in schools could be applied to teacher training in sport in 2005. Consequent positive and increased accountability in training sports would provide a wider perspective, and operate within a compliance model. This put pressure on educators to be upskilled and adopt more rigorous quality assurance processes within sport teacher education. NGBs must comply with the outcomes or risk losing government funding. In an attempt at modernisation, Nelson et al. (2013) outlined the concept of self-regulated spaces of illusory freedom, wherein the need for professional practice and working with technology and cross-collaboration are recognised as critical for the NGB to update and remain relevant.

The provision of school swimming

The Swimming Group Review (2017) outlined the perpetual poor state of delivery of school swimming teaching. The Government (2015) highlighted that only half of pupils in the primary sector met the 'expected statutory requirements' in swimming. The government stated a need to increase the percentage of children achieving swimming proficiency (Foster, 2018, p. 21), and that swimming providers should consider the different barriers pupils face. This has not progressed beyond the Amateur Swimming Association (ASA) (2013) census on school-level swimming. Swim England has failed to influence local authorities and schools in enhancing the primary curriculum standards, demonstrated by the fact that 6% of primary schools do not provide the statutory requirement of swimming lessons, whilst 26% do not record pupils' progress data (The Swimming Group Review, 2017).

Bass and Hardy (1997) supported the view that there were several barriers, including the problem of schools not having access to swimming pools. The issues included the cost to the schools in providing transportation to the leisure centre, hiring the pool, paying a

specialist teacher, and for the upskilling of teaching staff in response to meeting the statutory requirement in implementing the national swimming curriculum.

Since 2013, the government has provided specific sports premium funding to primary schools to increase the uptake and enhance provision and standards in schools. Swim England (2016) provided guidance in meeting this requirement. One of the recommendations was centred around increasing the lesson duration from 30 minutes to 1 hour. Given the temperature of the swimming pool and other factors, including swimmers' concentration and teachers' lack of specialist knowledge and skills, this duration may be unrealistic.

Summary

The government has driven policies and practices for education but has not considered health and sports sectors. Therefore, improper qualification regulation has affected sports coaching education by constraining them within general regulation requirements. Furthermore, a lack of translation of meaningful beginner training programmes, particularly in swimming, has led to lower teaching standards. The NGB for swimming has failed to ensure statutory requirements for school swimming, leading to poor attainment for primary school pupils.

How effective is the professional development of sports teachers?

This section will explore how the accountability of professionalism, with respect to sports teaching, has increased due to government accountability measures. The development plans for teachers, including training post the initial course, will also be examined. Finally, the quality and training of educators, as well as the quality of sports teaching will be reviewed.

Increased professionalism in sports teachers

The Department for Education's (DfE, 2011) standards for school teachers provides national accountability for teachers. The professional accountability of regulated qualifications, Sport England requirements, and the level of government funding has led to a heightened level of professionalism in sports teaching. Taylor and Garratt (2012, p. 33) explained the concept of 'the commodification of experience, knowledge, and practice' in which the nationalisation of award-based qualifications has changed the perception and relationships between the club, coach, and athlete (Kennedy, 2005). Knowles et al. (2005) highlighted the role of coaching and the need for versatility in teaching more roles.

The development of subject-specific technical knowledge regarding teaching principles is critical (Ofsted, 2010). Stodter (2014) purported the need to combine sports-coaching education with science to enhance the evidence base. Shulman (1986) advocated teachers having subject content knowledge (SCK) and pedagogical content knowledge (PCK), which includes elements of what to teach from the subject, how to teach it, and preconceptions and misconceptions of inaccurate knowledge. When combining these components through integration, the knowledge of the learners, general pedagogical learning principles, and learning contexts will impact the students' learning. Schleicher (2016) stated that teachers with higher qualifications in a specialist subject area were more likely to achieve better student outcomes.

Professional development and initial training

CPD is well established within the education sector in schools. Day and Gu (2007) advocated for self-regulation and commitment in terms of owning development among motivated individuals. The DfE (2011) advocated CPD as requiring a focus on improving student outcomes.

The impact of CPD can be viewed as often inconsistent with teachers' professional practice. Zeggelaar et al. (2017) outlined the focus on imposing CPD entirely on a school institution, resulting in practices imposed by the institution to meet the accountability requirements of the organisation and the government, which may impact and conflict with teachers' values and beliefs. Guskey (2002) stated that programmes work more effectively when impact is evident in the teacher's practice, resulting in a measurable improvement in student outcomes. It is vital to conduct CPD at a personal level and to create and encourage professional opportunities. (Armour et al., 2017).

The professional development of sports teaching and coaching is inconsistent and patchy (Nash et al., 2017). Research has suggested that CPD is not valued by coaches because NGBs have not afforded it priority or enough purpose (Taylor et al., 2012). The post-certification routes for sports-specific teacher/coach education paint a lack of a 'fit-for-purpose' (Nash et al., 2017, p. 1913) experience for learners (Mccullick et al., 2005). Townsend et al. (2017) stated that governing bodies have one approach to developing knowledge and practice, which is the only method to be taught as the expected standard. Educators must consider learner experiences, wherein individuals have their own interpretation, taking into consideration the contextual circumstances of their place of practice (Piggott, 2012).

The lack of certification and impact or relevance to the teacher/coach can adversely affect the teachers' own practice and motivation. Mallett et al. (2009) suggested that training does not recognise informal learning situations from individuals to be considered and included in the courses. Guskey (2002) advocated the strong link between practice and learning taking place in an informal setting (Mccullick et al., 2005). The employer perceptions on the quality of sports education programmes and CPD is variable. Knowles et al. (2005) outlined the failure of coaching education programmes in bridging the transition from the programme to the workplace and, therefore, applying theory to practice teaching setting is important.

The strategic regulation of CPD in sports education at a national level is underdeveloped when compared to education (Nash et al., 2017). The lack of accountability has led to variations in CPD participation and commitment by sports teachers/coaches (ScUK, 2012). Nash et al. (2017), outlined 'coaching-bitumen' as able to be applied because of the lack of participation of swimming teachers/coaches in CPD training (Swim England Qualifications, 2018), which could be considered a limited interest in development beyond Level 2. This arguably demonstrates a 'dereliction of duty' in the role as a sports teacher/coach (Nash et al., 2017, p.1915).

A teacher's identity and philosophy in sports education may be described as significantly underdeveloped. In education, Goodnough (2010) categorised teacher identity into three areas, focusing on formation, characteristics, and experiences. In sports coaching, Stodter (2014) encouraged this biographical process to assist learners in ensuring clarity, purpose, and a set mission in their work. However, the certification programmes (Swim England Qualifications Awarding Body, 2018) do not require the teaching or assessment of the teacher/coach's identity. Piggott (2012, p. 5) presents the notion of 'closed circles' where the teachers/coaches work towards a standardised curriculum, in which the gold standard is applied and should be mimicked (p. 4) by the learner. Subsequently, there is a limitation of the practices meeting the varied learners' needs.

Training of the educators

The training of sport teachers and coaches varies depending on the overall efficiency of the teacher or coach educator. The DfE (2018) reviewed the provision of teaching and governance in further education, finding that the statutory requirements only specify a Level 3 Award in Education and Training or that teachers must hold Qualified Teacher and Learning Skills (QTLS) to practise. NGBs consequently comply with this level of teaching qualification.

Schleicher (2016) highlighted that educators with a higher level of qualification may produce better student outcomes. Therefore, the knowledge or experience of pedagogical practice of a QTLS-qualified individual was superior to that of an educator with a Level 3 qualification. This perpetuating cycle means that the quality of teaching may vary. Piggott (2012, p. 8) outlined the 'regimes of practices' in which Swim England's policy and practice are embedded. It is essential, in order to remain dynamic and relevant, that the focus is upon the extent to which educators ensure they are not merely part of Foucault's term of 'docile bodies' (Zehntner and McMahon, 2014, p. 599) but are able to develop 'practical rationality' in their practice.

The quality and efficiency of swimming training is intrinsically affected by the educator's own beliefs and values. Piggott (2012, p. 4) believed that application of the model of 'knowable sequence' by a trainee teacher or coach would be the only information transferred to sports teachers. Knowles et al. (2005) reported that educators who utilised personal experiences as performers within coaching situations were more effective. The incorporation of a range of teaching and other strategies (such as questioning), developing critical reflection enables cognitive development to occur (Knowles et al., 2005; Cassidy et al., 2009; DfE, 2016).

Several changes in the educator approach can be implemented to improve the quality of learning and experience. Nelson et al. (2013) suggested that educators provide a greater range of learning resources. Additionally, the creation of materials by learners would further enhance the learner's cognitive understanding. Shagrir (2017) advocated the need for collaborative learning, where working with colleagues and peers can enrich and strengthen practice. Teaching methods including group-based discussion and exploratory approaches within the classroom are also required, so trainees can share and validate others' experiences (Nelson et al., 2013; Stodter, 2014).

Summary

The government agenda towards professionalism intends to increase the provision and quality of sports teachers and coaches; increase their accountability with regards to raising standards; and, ultimately, enhance the enjoyment and outcomes for learners. Professional devaluation has occurred through a lack of culture and ethos within the CPD and low NGB qualification requirements, which is beyond educational practice and philosophy. Reduced teaching quality is a result of the lower level of qualification to practice (Level 2) and low standard of educator training (Level 3). Furthermore, there are only a few teachers who participate.

Thus, it is up to the educator to change their approach to delivery, assessment and purpose of coaching education to meet the accountability requirements imposed by the government and relevant awarding bodies. There is an urgent necessity for promotion of independent thought and action with collaboration between the educators and learners. It is also imperative that teachers seek higher qualifications and/or more experience to improve their work.

What are the appropriate pedagogy competencies for developing advanced swimming teachers?

In this section, consideration is given to the development of a swimming teacher's philosophy. The elements of what constitutes appropriate pedagogy, including developing reflection, mentoring and leadership skills are reviewed. Moreover, the methods by which competencies are developed throughout the curriculum are examined.

Developing the identity of swimming teachers

Research into the professional development of swimming teacher agency is limited. Mccullick et al.'s (2005) study examined which skills and knowledge must be taught by the

swimming teacher and their methods for achieving this. They concluded that there was a narrow-minded approach to the teacher's learning. In addition, they stated that teaching philosophy shapes the craft of teaching and that the teachers' experiences aid and shape their knowledge and skills. Typically, a sports teachers' beliefs develop from exposure to a variety of specialists' knowledge, opinions, experiences, and metaphors (Cushion & Partington, 2016). Buchanan (2015, p. 702) adopted the 'apprenticeship of observation' approach, in which teachers combine their experience and evidence-base to skilfully teach the knowledge and content required. Coe et al. (2014) concluded that, in education, exploring a teacher's identity has a moderate impact on student outcomes.

Langendorfer (2012) reported that some swimming teachers lose their original motive for why they teach; reasons such as lack of interest or technical knowledge. Additionally, too many swimming teachers were observed to utilise an error correction approach (Langendorfer, 2012), which emphasises only one method of swimming and involves correcting everything until it is perfect. This can lead to distraction and lack of motivation for swimmers. The way that swimming is interpreted in learning is to perform movement correctly according to Stallman et al. (2008) is incorrect; the focus should be placed on development strokes alongside 'watermanship' skill acquisition (such as floating in the water).

Nevertheless, some teachers rush through this initial skill orientation of water confidence-based activities, such as submerging under the water (Lau & Purvis, 2018a). Bíró et al. (2007) asserted the need for acquiring watermanship skills over perfecting technique during early stages, as the emphasis should be on drowning prevention and survival. In contrast, Light (2014) holistically evaluates swimming teaching through complex learning theory, by applying a social constructivist approach that focuses on the process of learning, the relationship, and engagement of learners with a wider range of pedagogy skills. He added

that swimmers interpret skills and the stroke technique individually. Therefore, teachers must personalise and modify their teaching and the technique for each swimmer.

Development of pedagogy

Several general educational research studies suggest that teachers must possess knowledge of the subject alongside teaching and learning practices (Ofsted, 2010; Sammons et al., 2014). Coe et al. (2014) observed that students greatly benefitted from high quality teaching, which included the use of questioning and opportunities to introduce learning through scaffolding. Furthermore, the use of assessment – such as recapping and modelling – and time to practise and embed skills were required. Sammons et al. (2014) emphasised that positive relationships between teachers and students create a facilitative learning environment whilst effectively managing students' behaviour, which are critical. Drewe (2000) further noted that teachers must have the ability to communicate and motivate learners.

A teacher's identity, values and beliefs are also important for student success. Stodter (2014) confirmed that sports coaches' beliefs, experiences, and knowledge inform their own learning and development. Goodnough (2010) believed that these are learned from the teachers' work experiences, knowledge, and collaboration with colleagues. Stokowski and Collins (2014) proposed that teachers formulate knowledge through more informal experiences with their peers' and in social contexts, rather than through formal work settings. Maclellan (2016) concluded that collective teacher efficacy within a school was the greatest factor contributing to student achievement. Therefore, for swimming teachers the quality of instruction skills (such as modelling) is important to the development of their teaching.

In developing learning methods for teaching, Claxton (2007) advocated the need for creating an epistemic culture to help develop a range of learner attributes, like open-mindedness and

curiosity. He added that individuals must be able and willing to learn. Joyce and Showers (2002) asserted that, in professional development, optimal learning methods use theory, practice and peer coaching. Lucas et al. (2012) also suggested methods that blend diverse approaches to learning, such as problem-solving, practical work, and experimenting.

Consequently, swimming teachers must develop an appreciation of learning theory. Sato and Haegele (2017) purported that the sport education curriculum model is too prescriptive and lacking in real-life opportunities for experience. Students must learn decision-making, critical thinking, and problem-solving whilst having access to their teachers' knowledge. They stated that optimum learning occurs when individuals are self-directed and independent.

Developing pedagogy in practice will, therefore, require skilled long-, medium- and short-term planning. Ofsted (2018) stated that to promote good learning outcomes in teaching and assessment, planning must be extensive and structured. Teach for America (2011) stressed the importance of planning sessions according to what individual students need. Swimming Teachers need to ensure that their quality of planning over different lengths of time is robust and personalised to meet the swimmers' needs, aptitudes, and interests.

The practice of teaching required the consideration of the theories of learning. Stoszowski and Collins (2014) outlined the need for a social constructivist approach to learning; the learning environment affects student outcomes (Sport Coach UK, 2016). However, the teaching of swimmers is varied within different environments. Light (2014) advocated the use of complex learning theory into the teaching of swimming. He outlined the selective use of knowledge and specific skills or strokes appropriate for individual learners.

Furthermore, Light and Wallan (2008) argued that learning occurs when session structures are established, and when the teacher uses questions and activities for the swimmers to explore and problem-solve. Therefore, the swimming teacher should structure opportunities

for different methods of learning and experimentation within the lesson. The teacher should also adopt greater use of questioning to probe learners and develop their metacognition.

Reflection

Like other teachers, sports teachers must be able to reflect upon their own practice. Reflection can be defined as a structured method of thinking and can enable teachers to develop and apply understanding (Patterson, 2015). There is a distinction between critical or rational thinking and critical reflection, which employs a behavioural and emotional approach (de Schepper & Sotiriadou, 2017). Thus, reflection is a minimal requirement for further learning within a work environment (Millistetd et al., 2017). The evidence-base for pedagogy reveals that developing reflective practice cultivates a professional level of thinking. Collins et al. (2016) asserted the importance of developing metacognition within the reflection process. This facilitates deep learning, which positively informs practice and decision-making.

Critical reflection encourages exploration for feedback. It follows that social interaction may be more effective than individual reflection, if it is an open environment, as the teacher would be more likely to adapt (de Schepper et al., 2017). For feedback to result in action, reflection within the social context causes realisation of the next action, which is professional judgement and decision-making (Collins et al., 2016). This process can be applied before, throughout, and after a teaching session with learners and other stakeholders, thus increasing the social dimension of reflection.

However, there is conflict between reflection skill development and acquisition of a 'gold standard', provided by formal teacher education courses, in which a simple level of reflection is required for teaching swimming certification (Piggott, 2012). Nelson and Cushion (2006) observed that a perspective approach leads to learners being unprepared for reflection in the

workplace. The ASA Awarding Body (2018) foster a mechanical, reward-orientated approach, promoting a poor level of self-evaluation and reflection. Consequently, the candidate teachers may fail to maximise their learning capacity (Knowles, 2005), since they are insufficiently challenged to review their progress. This reflection lacks critical thinking and leads to a mismatch between the teacher's education and workplace practice (Knowles, 2005).

Furthermore, the practice of reflection is not used by the swimmers. Light (2014) coached the butterfly technique to national competition level swimmers, utilising different constructivist approaches – including experimentation, student-led paired work, and discussion – to enable critical reflection. This combined approach was effective in encouraging the swimmers to make connections between their learning from swimming and school. Within the classroom at school, students are encouraged to experiment, explore, and discuss. Classroom skills, however, cannot be transferred to the sports environment because teachers and coaches currently lack the necessary skills (Light, 2014).

Mentoring

Mentoring is the process where a teacher, who is more experienced and knowledgeable, offers informal or formal guidance and advice (National Coaching Foundation [NCF], 2010). It has been observed that an individual's professional and personal development is affected by the relationship formed between an expert and a novice (Lord et al., 2008). Mentoring, carried out effectively, can have the potential to improve the performance of swimming teachers and how they function, behave, and operate within their workplace environment.

Levels of mentorship within sports education are variable. The process is dependent on the mentor's training, skills, and relationships with the mentee. McQuade et al. (2015) advocated for the introduction of mentoring for training individuals into the higher levels of UK Coaching

Certificates. Unfortunately, the aims and practical applications of this were underdeveloped. Approximately half of the coaches interviewed by Stewart (2011) in the USA, were dismissed from posts because of their inability to teach, organise, and deliver lessons to a large number of students. The initial teacher training and a lack of continuing professional development (CPD) is evident, which undermines a professional development culture within sport (Stodter & Cushion, 2017).

The mentor-mentee relationship is a critical factor in mentoring (NCF, 2010). Mentoring relationships can be informally established within a workplace (Jones, 2013) and be spontaneous, without management or structure (Chao, Walz & Gardner, 2006). Conversely, formal relationships can be determined by the organisation (Bolman & Deal, 2013). In some elite coaching programmes, the NGB exert control, which is evident in the formalised relationship and caused by the political agenda driving initiatives (Sawiuk et al., 2016). It allows the mentor to listen, challenge, and support their mentee (ScUK, 2017).

Mentoring can also significantly contribute to the reflective practitioner model (Winfield et al., 2013). Research has shown that football coaches do not attribute importance to the coordination and promotion of formal mentoring (Stodter, 2014), but find the informal coaching setting to be more beneficial. In Australian swimming, practitioners felt burdened by coercion from their NGB interference (Zehntner & McMahon, 2014). The NGB conformed to closed practices (Piggot, 2012) or utilised Foucault (1978) termed called “perpetual penalty”, which resulted in disciplinary action. Therefore, swimming teachers and coaches become more fearful to speak out or go against the ‘norm’ when they felt that practices were not right.

When mentors work with colleagues to bridge the gap between their current knowledge of coaching, philosophy, and their workplace practice, it can help to develop the process of reflection (Nelson & Cushion, 2006). Cassidy et al. (2009) proposed that mentoring should have a learner-centred approach that promoted the teachers’ or coaches’ ability to use

scaffolding reciprocal and guided discovery methods. Thus, mentoring can be considered a practical application of the Vygotsky Zone of Proximal Development (Gasper et al., 2007) and bridge the gap between a mentee's knowledge and their goal.

In sport, mentoring typically happens in person. However, McQuade et al. (2015) investigated the potential of e-mentoring, where the mentor can be accessible from a distance, at different times, and to a wider audience via the internet. This could resolve issues like time, access, and workplace training.

Leadership

Teachers should be encouraged to share best practice and support colleagues whilst teaching. Formal training often lacks leadership skill guidance and individuals commonly must learn as they work (Fuller et al., 2010). Swimming lacks compulsory qualifications beyond Level 2 or professional development training, so teachers must learn through experience. Although the Level 3 Swimming Coaching qualification focuses on advanced coaching skills and specialises in elite performance (ASA Awarding Body, 2013), coaches are not taught how to lead a swimming club.

Ruta and Paolo (2015) claim that in terms of leadership and management – education, sport and business are comparable. They stated that sports coaches use their credibility to influence their team and relevant stakeholders. Over time, leadership styles have developed significantly (Northouse, 2010). Ofsted (2010) recognised that a leader's approach must be versatile to enable facilitation, communication, to set direction, and to facilitate change (O'Boyle et al., 2011).

Smith (2011) noted that leaders should be proactive and observed as willing to take calculated risks, whilst the organisation continues to perform. Bush (2008) added that, whilst

leadership offers guidance and determines the direction of an organisation or team, operational management and resources are also necessary. Northouse (2010) outlined leadership qualities must include clear values of the leader and be able to develop the teamwork abilities of others. Considering this, leaders are required to hold a varied skillset and be able to communicate effectively with colleagues.

The lack of coherent professional development and weak performance accountability from the NGB is evident (Nash et al., 2017). Ofsted (2010) outlined the importance of staff leadership with CPD; swimming teaching, however, remains primarily casual and part-time employment (Melville, 2010). Therefore, the learning culture is lacking due to the complacency from the NGB. Nash et al. (2017) corroborated this complacency and deficiency in the CPD of leadership for one swimming coach. Although this was an individual coach and cannot be widely generalised, educators interviewed agreed regarding complacency in CPD (Lau 2017). Taylor and Garrett's (2012, p. 32) concept of 'new-managerialism' could be applied here in swimming, in which there is mismatch between the policy and practice beyond qualifying, as the appropriate training or support is lacking.

Construction and design of the curriculum

The curriculum should respect a teacher or coach's prior level of knowledge and experience (Stodter, 2014). Thus, curriculum planning is centred around the purpose of goals (Teach for America, 2011). Bell and Lefore (1998) list additional requirements of curriculum planning, including: curriculum contents; suitable resources; methods of delivery, teaching and learning; and methods of assessment.

Mallett et al. (2009) advocated the need for sports teachers in their specific environment to apply learning into varied and realistic situations. Mccullick et al. (2005) stated that training within the curriculum must be structured with a logical format that enables modelling of

pedagogy teaching. Educators delivering the training should be appropriately knowledgeable about the subject and curriculum.

There is a need for a shift from a transmission or teaching model, where the candidate is an 'empty vessel' for consuming knowledge (Taylor & Garratt, 2012, p. 4), to coaches learning through a productive and facilitative constructive model. Stodter (2014) suggested learner pre-assessment, including video that is sent by coaches for educators to assess and subsequently personalise teaching to the student's individual learning needs. Moreover, provision of opportunities for discussion, reflection, experimentation, and application is important (Knowles et al., 2005). There is a significant need for this at higher certification and training levels because the swimming teacher can widen and enrich their knowledge and skills to give greater professional recognition with advanced qualifications.

In the context of a vocational curriculum, construction of a coaching programme should facilitate theory development into practice (Lucas et al., 2012). Hordvik (2017) commented that the sport education curriculum lacked authenticity and provided no opportunities for practical physical education experience. Bas (2013) acknowledged that curriculum design should be linked to the organisation's requirements, giving time for teachers to focus on workplace preparation (Lucas et al., 2012); it must replicate workplace operations as accurately as possible. Therefore, the curriculum must align the individual agency (teacher/coach), the congruence amongst senior leadership team to driving standards, and educators delivering the curriculum's theory with a practical approach (Priestley et al., 2012).

Summary

An array of competencies is crucial for the contemporary 'advanced' swim teacher. Skills beyond competent (Level 2) tend to be inconsistently and spontaneously developed and are largely dependent on the local setting. As teachers are critical to swimmer success, the

teacher agency shapes the philosophy and approach to teaching and learning. For example, teachers can implement a constructivist approach by learning and modifying their technique. A teacher's capability to evaluate, reflect, and utilise professional judgement is key. To enhance further a swim teacher's skill, a voluntary approach towards leadership opportunities is suggested, particularly regarding the teaching and learning development. Effective mentoring is also an integral element of raising standards, monitoring and improving the quality and improvement in swimming teaching delivery.

Conclusion

The quality of CPD beyond post-initial training is underdeveloped. The NGB for swimming has lacked a cohesive approach for developing teacher's knowledge and skills in reflection and pedagogical practice. Conceptually, this requires the application of best practice from the work from the education sector. Teachers must develop metacognition and work critically to promote a higher quality of education. Development of an advanced level of practice is needed at a national and local level. It stipulates that if qualifications and training supply a framework, curriculum programmes should be designed around this (Teach for America, 2011) to reverse the de-professionalisation of swimming education (Lau, 2017).

In conclusion, the current study posed two research questions (RQ):

- RQ1: How do integrated curriculum approaches aid the competencies of Advanced Swimming teachers?
- RQ2: How do the Level 3 and 4 competencies promote better quality in swimming teaching?

Section 3 – Methodology

Introduction

The purpose of this project was to evaluate the initial implementation of the international pilot programme for the new advanced qualifications (Level 3 and Level 4), in teaching swimming and aquatics, as set out in the targeted two research questions in the previous chapter.

A qualitative approach was taken to explore people's thoughts, feelings, and experiences, and subsequently drew interpretations and connections from this data (Menter et al., 2011). The perspective presented by Gibbs (2007) was adopted, whereby the viewpoint taken was that of the subject, in this case the participants with knowledge of the research topic. This research was conducted using an enquiry-based approach, whereby an individual researcher conducts the study in a systematic way (Menter et al., 2011). The British Educational Research Association (2017) adds that research outcomes are strengthened from work conducted in a collaborative way.

This research was deemed informative and advantageous for my own practice as an educator and researcher; it will also be beneficial in shaping the running of a programme that leads to qualifications. As the Lead Professional for devising the qualification and programme, I continued to influence the shaping and direction of the training of Swimming Teachers at a higher level.

Menter et al. (2011) defined practitioner research as a systematic enquiry in an educational setting by an individual working in that setting. Reeves et al. (2010) built upon this with the notion of evidence-based practice, where the knowledge (the teacher's values and beliefs) was influenced by the practice of the teacher. In addition, the relationships between different stakeholders and 'artefacts' (which was lesson planning) given in which the teacher or practitioner operated may be affected by how the teacher thought and behaved.

Some confusion arose between the notion of practitioner research and action-based research (Reeves et al., 2010). Whilst there are similarities, in that the concepts of research, action, and reflection are the same, Cohen et al. (2011) outlined a set series of stages, including planning, action, observing, reflection, and re-planning for action research. In contrast, the Menter model incorporates a 'broader' reflective cycle that consists of: planning, making provisions, acting, collecting, analysing and evaluating the data, and, finally, reflecting (Menter et al., 2011).

Some debate exists regarding the reliability and effectiveness of research conducted by teachers. Ellis et al. (2016) advocated the importance of teachers participating in academic practice, known as 'researcherly disposition', as this work leads to the growth of professional learning. Furthermore, Wall and Hall (2017) advocate that conducting research increased the practitioner's confidence through the development of metacognition and the ability to articulate their thoughts (Menter et al., 2011).

MacLellan (2016) however, argued that there is a lack of evidence regarding the effectiveness and impact on teaching and learning. Therefore, he questioned whether teachers should be conducting such research. Within education, evidence-based practice should have included rigour in the collection of data and in professional development (Nelson and Campbell, 2017). The Department for Education (2016c) requires teachers to participate in meaningful Professional Development (PD) activities. I believe that practitioner research provided a valuable contribution to the growing evidence base. This notion that research is required is supported by the University of Oxford promoting practitioner research in the Bodleian Library (University of Oxford, 2018).

Using the practitioner led framework (Shaw & Lunt, 2018) this research was conducted from an 'insider action research' viewpoint (Coghlan, 2001). It examined an approved training provider delivering qualifications to those aged 16 years and above, within an educational

and workplace setting. Building upon an epistemological standpoint stemming from a constructivist perspective, I adopted the knowledge and beliefs associated with effective practice from an educational perspective, combined with swimming conventions, practices, and procedures to enhance the development of individuals (Cohen et al., 2011).

Furthermore, there was an emphasis on the interpretation of teaching through exploring both personal and professional values and beliefs (Berry and Taylor, 2014). In addition, the construction and application of knowledge encouraged alternative forms of inquiry in the use of current convention and frameworks.

Method

This study is in line with research carried out by Bell (2007), where the implementation of combined level 3 and 4 pilot programmes in the implementation phase of swimming and aquatics teaching were reviewed. This study drew on Cohen et al.'s (2011, p. 253) idea of a case study that promoted the 'study of an instance in action'. This explanatory case study focused on the 'what' and 'how' (Yin, 1984). Furthermore, this was an embedded case study to review different elements of analysis, in which data is collected via various instruments. A particularistic approach was adopted, where the work was reviewed at the implementation of the Level 3 and 4 programmes using a problem-solving approach to extend further learning opportunities (Hamilton and Corbett-Whittier, 2013).

The advantages of utilising a case study as an instrument included the ability to conduct small-scale research that highlighted the detail and depth of issues that might be omitted on a larger scale (Cohen, 2011). The instrument enabled me to focus on a specific area and concentrate on the connection between the research findings and their professional practice (Eisenhardt, 1989). In the future, further investigation could be carried out in comparison with other groups, which could provide a further in-depth study of learning.

A study linking cause and effect can determine what elements were interlinked and impacted upon each other. By contrast, the disadvantages of this approach include the limited ability to make generalisations because of the small study size and specifically to my context in working in a small training provider promoting qualifications and situation (Bell, 2005). This study could be outdated relatively quickly and be of limited use, if the replication of the methodology is not possible (Eisenhardt, 1989).

Furthermore, Gibbs (2011) stated that bias influenced a researcher's viewpoint and had a significant impact on the reliability and validity of the work. To minimise the risk of bias, the use of triangulation of different sources was adopted so that any inconsistencies between the sources of evidence can be interpreted for any further meaning (Bryman, 2010). Wall and Hall (2017) outlined the principle of disturbance; they stated that further contradictory information did form a different perception of interpreting the information.

The process

The project consisted of three phases, each with two elements: planning and preparation, delivery and application, and monitoring and evaluation (Appendix 1). The various elements were organised and interlinked within each of the phases. In phase one (planning and preparation), the information collated from the specifications, the collaborative interviews, selected learners for the learners' prior starting points, and from considerations were taken into consideration in the construction of the six modules.

Phase two (delivery and application) focused on the teaching intervention which consisted of delivery and support (human and resources). Finally, phase three (monitoring and evaluation) utilised a range of instruments (including interviews) to review the effectiveness of the project.

Phase 1: Planning and preparation

The construction of the programme considered the specification, collaboration with fellow educators, and perspective learners on the programme. The current learners and recruitment of new learners onto the programme considered their prior knowledge, skills, and experience.

Bell (2005) reported that the research project needed to be manageable. It was essential to manage what the learners needed to learn from the programme (Teach for America, 2011). The project focused on the development of pedagogy (both education principles and swimming specific knowledge) and developed mentoring skills and reflection skills. The relationship between the units of both qualifications was illustrated (Appendix 2).

The importance of the teacher agency and the need of the Advanced Teacher to impact and improve the quality of provision within the workforce, elements of the learning outcomes (LO) for unit 301 was included (Lau, 2017). The planning of taking learners on an intellectual journey of development is advocated by Chugh et al. (2017). However, Albashiry et al. (2015) highlighted the importance of being aware of the separation between the design and implementation stages of the programmes, in which the constraints in the construction could lead to a lack of ownership.

Bell's and Lefore's (1998) outcomes-based integrative model was applied, whereby the construction of the curriculum was based on achieving the outcome-driven criteria. The learning outcomes that were covered in the pilot programme are shown in Appendix 3. I adopted the outcomes-based model, the integration of the content to be delivered, and the teaching methods using the resources available. In allowing for a more wholistic approach to the development of learners and the evaluation of the programme, these elements were

interlinked. This method was chosen because of its flexible structure and the emphasis on the outcome focus.

By contrast, the interaction curriculum design model was too open and flexible, which was not suitable for the delivery of the programme (Bell & Lefore, 1998). In addition, the current learners and the potential recruitment of learners had other full-time commitments. Therefore, according to Bell and Lefore (1988), the programme would be delivered in a more flexible manner.

Collaboration

In the field of education collaboration between teachers are well-established (Ronfeldt et al., 2015). The focus on instructional strategies, curriculum, and assessment tool design impact upon students' learning outcomes and professional development. Christianakis (2010) warned about the academic and practitioner divide, in which there was a lack of communication, and both parties did not necessarily value each other's professionalism. However, when they worked in partnership with each other, the collaboration and quality of evidence-based research was strengthened and enhanced.

This teaching intervention allowed for Christianakis' (2010) theory of teacher-teacher collaboration to be applied. Two fellow qualified educators, licensed to deliver NGB swimming teacher training courses, were interviewed together (Appendix 4). As part of the initial process, the Educators completed the consent forms and agreed to the process. At the beginning of the interview, the consent and process were confirmed, to which they agreed. The interview's purpose was to improve the quality of 'higher-quality collaboration' (Ronfeldt et al., 2015). The two individuals were chosen from their support in the construction of the qualifications at the initial phases. By asking a series of semi-structured interview questions

(Figure 1), the response gained would inform the construction design, instruction method assessments, and other relevant areas.

1. What is your current perception of teaching swimming in the workplace?
2. What are the advantages vs. disadvantages of constructing/delivering a unit versus integrated approach to curriculum (to learning and delivery)?
3. How appropriate are the knowledge, skills, and assessment learning outcome requirements of unit 302/402 (principles of teaching) & 303 (teaching swimming) in developing pedagogy and reflection? To what extent do all elements need to be delivered?
4. How appropriate are the knowledge, skills, and assessment learning outcome requirements unit 306 and 406 in developing mentoring? To what extent do all elements need to be delivered?
5. How would we construct/schedule blocks of training?
6. How would you promote effective assessment of the units? What methods of assessment might you include?
7. To what extent can level 3 and 4 be delivered together? What are the points for consideration? What factors may affect this?
8. Is there anything else to you wish to add regarding the teaching, learning, assessment or curriculum?

Figure 1: Pre-planning and preparation semi-structured interview questions

Two additional interviews were conducted with learners in the level 3 and 4 programmes. Learners' perspectives regarding the questions were explored. Individuals had volunteered to be interviewed and brought different teaching/coaching and educational experiences to the discussion. The recordings were then transcribed into scripts.

The final element of phase one included the recruitment of new learners for both programmes. Initially, four learners were completing the Level 4 qualification programme and the applications were opened. Learners were recruited between December 2017 and February 2018; seven learners were accepted for the level 4 programme and five for the level 3 programme. The age ranged from 19–50 years old. The gender breakdown consisted of seven females and five males. Only one learner was from an ethnic minority background.

Learners were informed that the pilot was part of this research and the learners consented by signing the relevant documents (Appendix 5). Those who showed a passion for personal growth, development, and for their commitment to improve the practice of other teachers were chosen to participate in the programme.

Following collaboration with fellow educators and students, the data was collected, interpreted, and analysed to inform the construction and design of the teaching and assessment methods, resource materials, and content in preparation for phase two. The curriculum was constructed (Appendix 6), based on a modularised approach to learning.

There was an integration of outcomes across different units. These included exploring the theme of the roles and the responsibilities of the Advanced Teacher. The modules subsequently focused on the education pedagogy, planning and, evaluation in this sequential order.

Phase 2: Delivery and application

The teaching intervention consisted of seven sessions of training covering six modules, in addition to an induction session (Appendix 6). Following research by Mirriahi et al. (2015), the decision was made to use the approach of blended learning where different modes of delivery were combined with teaching methods of various learning approaches. Mirriahi et al.

(2015) advocated blended learning integrated teaching, where strategies were learned through suitable technology and online media forms to enable meaningful learning experiences for the students. Chugh et al. (2017) outlined the need for blended and distance learning approaches to consider carefully the communication between the educator and learners, and how the content of the programme was delivered. The level of interaction was inevitably dependent on how the materials were delivered.

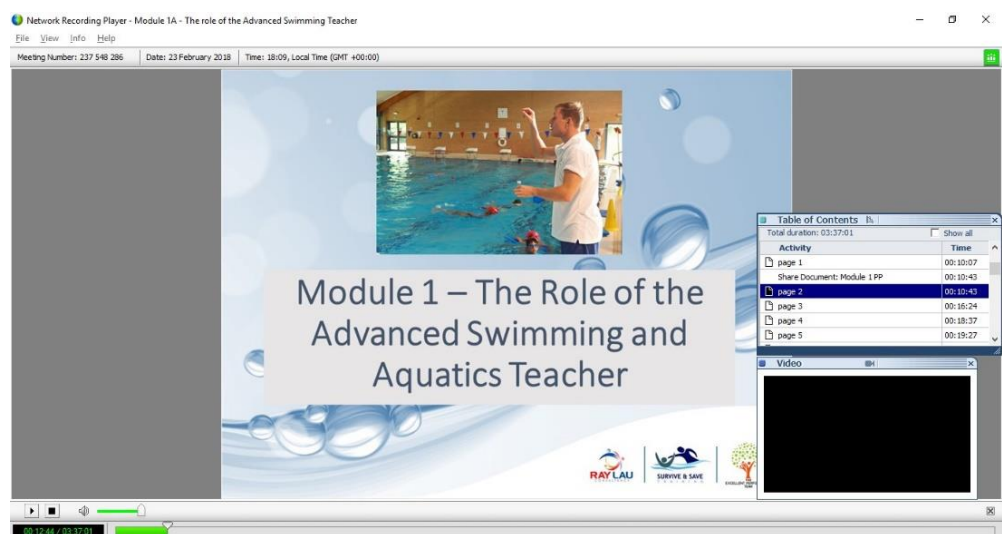


Figure 2: Web-Ex software (Lau, 2018c)

The use of Cisco WebEx conferencing software (Figure 2) was chosen due to its professional standard. This met the requirement for maximising accessibility for the learners (Chugh et al., 2017). The resources available for learners are shown in Appendix 7. WebEx facilitated the learners to follow, visually, a PowerPoint, host screen-sharing, video link with others, and to send messages and files instantly.

After conducting an online questionnaire on preferred swimming times and dates, it was found that the majority preferred weekends. Therefore, almost all Saturday afternoon and Sunday evening sessions were scheduled, as other times were utilised for prime-time swimming lessons.

I intended to create a professional learning community utilising a social constructivist approach to learning. Ellis et al. (2016) purported that a climate of trust needs to be cultivated to enable learners to take risks. The environment created was open in order to develop a professional dialogue and promote enquiry between peers. Furthermore, the implementation of Chugh et al.'s (2017) engaging curriculum included a diverse range of activities: reading academic literature, tasks, and online discussion in topic areas using social media – for example, using a closed Facebook group. Other activities included reviewing case studies, utilising video clips, and setting problem solving tasks, which provided opportunities to reflect critically and apply or review their own work setting.

Mesquita et al. (2017) concluded that the educator should utilise indirect strategies such as questioning and problem-solving, with a student-centred learning approach. The educator facilitated learning, rather than being instructional and didactic to raise the learners' levels of engagement, motivation, and active development to their cognitive development (Piggot, 2012).

More formal support was offered via tutorial styles and 'touch-base' review meetings with learners. In addition, the scheduled three days of face-to-face sessions during Easter proved to be popular. The sessions aimed to bring together the theory learnt in the online classroom-taught modules and the practical skills acquired in the swimming pool setting to meet the specifications of the practical teaching elements.

Phase 3: Monitoring and evaluation

In reviewing and assessing the effectiveness of the project, the most suitable qualitative research instruments were selected. They included: interviews, document analysis, and observation.

Interviews

Interviews allowed for the interviewee to provide more in-depth answers compared to the answers given in questionnaires (Bell, 2005). The interviewer probed, clarified, and gained further perspective in discussion and from their behaviour, perception, and attitude towards the topic (Menter et al., 2011). Tolley (2016) added that the types of questions chosen did further explore participants' feelings and their level of knowledge and understanding. The current project opted for the approach of semi-structured interviews and conducted two separate interviews, with two learners from the Level 3 and 4 programmes. When selecting interview participants, an inclusion criterion was adopted whereby participants must have attended one or more face-to-face sessions.

The two Level 3 candidates interviewed included Carol, one of the featured candidates interviewed. At the time of this research, she had a year's teaching swimming experience. She currently teaches in four contrasting swimming organisations. In addition, Bran is a newly qualified PE teacher and has been teaching and coaching swimming for six years. He is in charge of the learn-to-swim programme, at a swimming club in London.

The two group discussions enabled learners to contribute and support each other where appropriate (Appendix 2). The interview was conducted after the main teaching interventions and explored three elements: learner responses to the effect the training has had on the practice, their confidence, knowledge and use of pedagogy, mentoring and reflection, and the structure of the curriculum in the blended learning approach. Figure 3 outlines the questions asked in the interview.

1. What impact has the Level 3 or 4 programme had on your thinking and professional practice?
2. Please provide examples where the structuring of the modular curriculum has helped

you learn more effectively?

3. How effective did you find online sessions and attending face-to-face sessions in improving your knowledge and skills?
4. To what extent has the online and subsequent post session work aid your knowledge and development?
5. What competencies do you believe have developed in your practice of teaching pedagogy (related to swimming and education specific knowledge and skills)?
6. How have you developed and applied the mentoring skills into action?
7. How specifically have your reflection skills developed?
8. If you were to improve the programme further, what changes might you make?

Figure 3: Post teaching semi-structured interview questions

Whilst the use of interviews was time consuming, subjective (Bell, 2005) and raised some sensitive issues (Menter et al., 2011), they provided very informative data. Nevertheless, Marvasti and Freie (2017) warned that interviews automatically have high levels of bias and subjectivity, because of the way the interview may be conducted. They stated that both parties acknowledged and agreed a way of working, in what Gubrium and Holstein (2002) termed a 'vessels of answers'. This is where there is a clear understanding of the question, and the responses underpin the interviewee's behaviour, rather than what the interviewer would want to hear.

Furthermore, Cohen et al. (2011) believed in using (semi) 'standardised open-ended interviews', in which the questions were used again with different people to reduce bias. Semi-structured interviews are flexible in allowing the exploration of unexpected topics, in which I can probe the interviewee further (Cohen et al., 2011).

Learners were given the set of questions before the agreed-upon date and time of the interview, which was conducted via online conferencing. Therefore, participants had enough time to prepare their responses in advance if they chose to. According to Bell (2005), this preparation time allowed for suitable cognitive responses to be formed. A possible disadvantage included potential bias from the interviewee attempting to steer the conversation in a specific direction. Furthermore, the 'Hawthorne Effect' may occur, in what the interviewee thinks what I wanted to hear may occur. This would lead to a lack of validity.

Farrimond (2016) stated that compliance with ethical practice was essential. BERA (2011) outlined their approved code of practice was essential in promoting the reliability and integrity of the research, ensuring that the consent given by participants was fully informed and critical to the participation of learners within a project (Farrimond, 2016). In accordance, with the university regulations, I successfully gained CUREC approval for this research (Appendix 8). Permission from the approved training provider was sought to conduct this research. All learners on the pilot were given the participate consent form (Appendix 5) and agreed to all conditions, including permission for photography and use of work. Whilst Farrimond (2016) identifies the relationship with the 'gatekeeper' within a school setting, this is not applicable to the current study as the learners were aged 18.

Learners were told at the beginning of the interviews the importance of informed consent, opting-out, their right to read the transcript for factual accuracy post-interview and their ability to interpret or clarify what they said, and provide any other relevant information. The recordings were also made available to the learners via Web-Ex. Regarding anonymity, interviewees were given the opportunity to 're-name' themselves to protect their identity.

However, learners were also told at the start of the interviews to avoid mentioning the names of others and any workplaces to maintain confidentiality. Any names that were mentioned were given pseudonyms. The contents of the recordings were kept confidential and

subsequently destroyed. BERA (2011) outlined the importance of disclosing and reporting any safeguarding or 'illegal' behaviour; the only exception to confidentiality within this research.

The interviews were transcribed and coded to enable a thematic analysis of the data. Subsequently, the information was triangulated with the conducted observations and analysed documents.

Document Analysis

Reading and analysing documents helped shape the design of the project and/or contribute to the corroboration or dispute of the themes that may be posed (Yarrow, 2007). Bowden (2009) defined this process as the systematic structure in the analysis of documents. This instrument was considered a product of an individual's personal experience based on their construction and use of knowledge during a time or situation (Berry & Taylor, 2014). Therefore, it could be considered a form of narrative or story-telling.

The advantage of document analysis is that it reduced bias through the triangulation of other documentation. Cohen et al. (2011) also stated that because documentation is non-participant, no individuals' feelings or opinions would be affected. The low cost and easy accessibility of documents means that additional data was accessible and provided lines of exploratory enquiry (Bowen, 2009). By contrast, the analysis of documentation could be considered secondary research as the information may lack detail and display bias.

In this programme, the document analysis mainly falls into the three categories of planning, evaluation, and online reflection. As previously discussed, the reviewal of specifications is necessary (Qualifi, 2017a, 2017b). In addition, by reviewing the artefacts of the learner's work – such as their planning and evaluation for the pool practical teaching sessions – their

level of knowledge, understanding, and application could be determined. Learners were also requested to participate in a dedicated online Facebook group and post their responses. This information could also be coded and classified into interlinked areas and subsequently placed into themes.

Observation

Observing the sport teacher in their teaching role was important as the main aim of teaching was to provide an educational experience that results in a positive outcome (Coe et al., 2014). Cohen et al. (2014) also stated that observation was critical but should be developmental and not necessarily judged. However, in a qualification-based model, assessment of learners was required (Kennedy, 2005). Achievement of the practical teaching outcomes was required (Qualifi, 2017a, 2017b).

Learners were required to develop skills in observing other teachers and lead 'teacher episodes' where learners were required to model, demonstrate, or explore an aspect for development. This was to improve their technical swimming knowledge and general pedagogical practice. Therefore, observations were conducted as part of the face-to-face sessions with the intention to visit learners within the work setting.

Under the role of 'observer-as-participant', I was familiar with the group for delivery, but still able to maintain a degree of detachment (Cohen et al., 2011). Considering the balance between wanting to achieve professional development and assessing the individual's performance, a balance was struck between formative and summative assessments (Gravells, 2016).

Hardman and Hardman (2016) advocated the use of an unstructured and no intervention/participatory approach, where pure observation and recording provides an insight into an individual's feelings and behaviours. A short interview was used to probe the

learner's knowledge, understanding, and practical application. Feedback was then given on the performance to aid the learner's development (Gravells, 2016). During the face-to-face sessions, learners were also introduced to peer-observation. Learners subsequently provided constructive feedback to their fellow peers.

Observation can be subjected to bias as the observer may have a certain standard for which they are looking that the learners may pick up on and adapt their normal behaviour to comply with it and pass their assessment (Piggott, 2012). To minimise the bias, Cohen et al. (2011) refer to the 'investigator triangulation' where, in this context, the learner's peers were able to also observe at the same time, which was applied in this situation. I asked a colleague to engage in the same live practical observations and theoretical video-clip observations to gain a more objective perspective and more reliable data. The clips aided the learners to facilitate discussions on pedagogical practice.

Ethically, the operation of a covert observation was not appropriate, nor was it appropriate to film learners in action when teaching children's swimming classes due to the sensitivity and safeguarding requirements as a third party operating with the venue. Therefore, field notes were created for the observations. Nevertheless, due to the informed consent given by the learners and evidenced by their signing of consent forms, filming and photography were allowed regarding the learners participating in the delivery of 'teaching episodes'. This allowed for further discussion, debate, and reflection by individuals and the group.

In conclusion, this study focused on the use of qualitative instruments including interviews with four learners, documented analysis of the teacher's planning, and observation of teachers in the face-to-face sessions and within the workplace to measure the effectiveness of this pilot programme. The approval process for the university for research and best practice in maintaining ethics was adhered to, with participant consent given by all parties. Learners were fully aware of their right to withdraw from the process. Following the initial

interviews, the process of constructing the modular-based approach of blending learning was supported by the collaboration phase. The findings obtained from this research will be analysed and discussed in the next chapter.

Section 4 – Analysis and Findings

Context

In this section, the analysis and findings of the intervention are presented. In obtaining comprehensive qualitative data, the preparation phase consisted of interviews conducted with three categories: the educators, Level 3 candidates, and Level 4 candidates. In the preparation phase, the data obtained through this collaborative process was analysed and used for constructing the programme.

During the implementation phase of the intervention, data collections included planning documentation, observation of face-to-face teaching conducted over the three days of training, and experiential data from one learner's visit to the workplace.

Research Question (RQ1): How do integrated curriculum approaches aid the competencies of Advanced Swimming teachers?

Preparation phase findings

The approach to designing and integrating the curriculum was important

All parties (educators, Level 3 learners, and Level 4 learners) stated that an integrated approach was needed. A thematic approach to learning was agreed upon along with careful integration and building links between themes where appropriate. The Level 4 learners acknowledged that a 'unit by unit' structure can lead to excessive repetition. The following was stated regarding integration and the need for progression building and linking concepts and ideas together with relevance:

I think to integrate the (learning) with progression, then it needs to follow on a series of steps – so you know what just learned isn't going to be completely useless. (James, Level 4 learner)

Bruner (1960) stated that the learner demonstrates ideas that are consistent with 'transfer of training' in which the concepts being learned must be relevant and applied to the learner's situation. Therefore, opportunities were required so that the online and face-to-face sessions enabled learners to discuss, review, reflect, and potentially apply their learning to their workplace situations. This was consistent with experiential learning theory in the application of the four stages of learning (Kolb, 1984). The themes were developed based on James' linking elements of Unit 301 and 302 in developing the role of the Advanced Swimming and Aquatics Teacher.

Though all parties accepted the integrated approach of the curriculum, there were some concerns regarding the breadth and depth of coverage when interpreting what should be included. Exploring the various roles and responsibilities of teachers working at different certification levels was crucial. Dilts' (1989) Logical Levels Model aided in personalising the learning process and helped teachers to explore their agency and cemented their values and beliefs as a teacher. This module also combined elements from Unit 302, including knowledge obtained from the learn-to-swim section and the structures of competitive swimming (as a natural progression for swimmers).

Analysing the interviews indicated that the assessment standards required for the qualifications were concerning for educators. Furthermore, Level 3 and 4 candidates confirmed the educators' saw a variance in the teacher's workplace effectiveness. For developing the qualification, it is important to devise standard 'exemplar' material for standardisation. This must align symbiotically with the concept of an expected 'gold' standard that the learners aim to achieve (Piggott, 2012). To communicate the 'expected'

standard, it was important for the educators to use their professional judgement and appropriate discussion.

During the interview, the Level 3 and 4 learners provided responses as candidates. Conversely, educators addressed the programme's cost implications that would help learners finance their participation through a 'unit-by-unit' approach. This, in turn, would make the assessment more manageable:

In accessing the programme, some people may prefer completing the programme unit by unit. This is more financially viable for them. However, learning about the unit but does it make it as effectiveness. (Clema, Educator)

Therefore, despite both the educators and learners agreeing that it was preferable to use the integrated approach, this programme's logistics may have financial implications and was difficult for some learners to access.

The development of knowledge and practice were essential

It was universally agreed that, though different perspectives were presented, planning was crucial to ensure a successful lesson. A Level 3 learner, Roy, stated that clear aims and objectives were necessary to focus on 'short term' planning so that focus remained sharp.

The educators, however, presented more of a concern:

All swim teachers be competent in planning. I thought plans need to be used, and adding objectives helps. You need to be able to assess against these outcomes. (Sophia, Educator)

Moreover, according to the Level 4 learners, teaching was affected by a lack of teacher agency, since some teachers turn up to teach without any clear structure, precision, or specific plan for meeting the swimmers' needs. The educators also emphasised the highly variable planning standards and recognised the need for strengthening medium-term planning. The 'schemes of work' were introduced to Level 2 learners and were often

completed as 'hypothetical' activities. These do not allow the transfer of learning into practice for the learners in the work settings (Bruner, 1960). Devaluing this component limits the swimmers' progress and structure of learning.

Across all parties, the teachers' technical knowledge of strokes and skills, and their inconsistent application, was a common issue. It was frequently noted that there were issues with teaching breaststroke and butterfly, as the staff seemed to lack technical understanding and were not confident enough to rectify technical inaccuracies:

Lots of teachers still don't like teaching the butterfly, and they will strive away from the higher stages. In addition, kids aren't being taught how to float how to push glides. They're not taught fundamental skills that are going to help them do things in later stages. (James, Level 4 learner)

In addition, there was insufficient development of the pedagogical principles of teaching. Underdevelopment of teaching and instructional methods during initial training led to weaker practice after completing the course. There was a considerable number of teachers who seemed to be using a didactic teaching approach and who 'over-trained' their learners:

I notice a lot of teachers pushing the children hard and skipping the most important things. The kids are just ending up on a higher level than they should be. Body position, that is the most important, they're skipping all this. (Molly, Level 4 learner)

In a competency-based sport, the teacher's failure to assess, provide feedback, and rectify the swimmer's technique is a common issue that must be further explored within the programme. As swimmers are 'over' pushed beyond their capabilities, with a poor technical application of a stroke or skill, leads to a significant underachievement as learners become 'stuck' in the same class:

Stage six (swimmers) should be able to do their arms. And they are just pushing, [what] they're doing is just reinforcing the bad practices with the early elements of the stroke. They're getting worse. They're not actually getting the correct feedback to be able to put it right. (Sophia, Educator)

Considering the teachers' ability of reflection, it was generally agreed that it was vital to examine practice and develop thinking throughout the programme. A significant number of teachers evidently rushed through their practice and pushed beyond the swimmers' capabilities and needs. The teachers did not reflect sufficiently, and implemented practices as 'robots':

Every time when you evaluate your sessions, your programme, or whatever you are doing, it gives you progress, and it makes you think and lets you focus on the mistakes. You could correct them. It makes you a good teacher to reflect on your mistakes. (Molly, Level 4 learner)

Thus, it was essential to consider the programme's purpose and aims, such as examining the intentions for the Level 3 and 4 programmes. The objectives impact the curriculum's structure, which did use a balance of a thematic and discrete topical based approach. It was important for the programme to include both stroke and skill development together with reinforcement through effective assessment of practice – such as providing feedback, identifying faults, and correcting them.

To meet the learners' needs, the delivery's approach was flexible and blended. Due to commitments, some learners had specific restrictions to attending their sessions and preferred access to the resource, so that they could review the materials. The course of instruction necessitates a combination of facilitation and activities that allowed learners to discuss and reflect on their practice and on the general practice in the workplace. Learners' aptitude and focus must also be carefully considered when recruiting learners.

Implementation phase findings

The construction of the curriculum was important in developing the knowledge and understanding of swimming teachers.

An integrated as well as separated thematic approach to the curriculum was needed. As stated by Bas (2013), this 'subject-centred' curriculum design was organised and clearly structured along with the topics and area sections with the information being organised as per topic separated area (such as planning) and thematic area (linking different topics and themes together).

In the collaborative interviews with the educators, outlining the Advanced Swimming Teacher's role and responsibilities allowed the setting up of the functions, systems, structures, and exploration of teacher agency. There were various learners who had diverse educational, teaching, and other professional experiences.

According to Dilts (1989), teacher agency was explored through the 'Logical levels' model which explored a series of questions. Brenda observed, whereby another learner and I modelled the process. In another session, instead of modelling the other learners actively participated using a 'silent' delivery process. When asked questions, the learners had time to think, reflect, and process the question by themselves in a silent manner.

Although Coe et al, (2014) argued that the teacher agency affected students' outcomes in education, the impact on the learner clearly enabled them to have greater clarity, a sense of purpose, and inquisitive minds:

Oh my God, it's only module 1 and this, all this change. What's going to be at the end? I am going to be a good or something. I think, even listening to others, answering your questions made me think, "Is this happening in their minds?" But then, it gave me space to think about all those things that I did not even know. (Brenda, Level 4 learner)

This process, as stated by Gos (2013), incorporated the student-centred model which designs the curriculum regarding the learner and required participation within the process. Brenda was clearly learning and reflecting, and this approach encouraged her from that first session to explore her thoughts and ideas. This process contributed to the learner's 'intellectual journey', not as individuals but as a collective (University of Manchester, 2014).

The concept of 'planning', however, required a merger of synchronous and asynchronous delivery styles (Chugh, 2017), which necessitated direct video-conferencing with email support. Introducing the long-term planning overview helped the learners, especially Level 4 learners, to take a strategic 'helicopter' view to construct the complete learn-to-swim programme curriculum. Construction and design of medium-term planning (schemes of work) was particularly emphasised.

Repetition and consolidation of learning was necessary for the nature of planning a blended approach with two online, face-to-face sessions, and support from peers by developing a personalised curriculum for addressing the learners' individual workplace circumstances. The approach used was consistent with that used in Bas' (2013) notion of problem-centred curriculum design orientation that applies the constructivist philosophy, which makes interpretations regarding the organisation of learning especially focused on solving problems. Thus, learners were asked to put the work schemes into operation within their workplace.

A blended learning approach to delivery was useful for maximising the opportunity for participation on the programme.

The learners found it useful to have access to resources and online sessions. As a practitioner leading and constructing the syllabus, the design met the requirements as a designer as well as an implementer of the curriculum (Albashiry et al., 2015). When

implementing a phase of the programme, Mirriahi et al. (2015) stated that the online software's functionality and access met the students' needs:

I think it runs well. WebEx. It allows people to chip in and out. If they can join in when they like, we can see what the slides are at the same time. We can just have a conversation. It can be recorded again, so if you're not here, you can listen to what we've said, and again they can adapt at their own pace if there's something. They can skip along to the next bit. (Bran, Level 3 learner)

Post learning was aided by the integration of PowerPoint, Vidcam, and sound linked to each clip. WebEx Conference system's professional nature promoted a 'synchronous' as well as integrated approach to learning, thereby benefitting the individuals during the session (Chugh et al., 2017). This helped the post-session and informal-formal learning that occurred between two individuals (de Schepper & Sotiriadou, 2017):

Some of my conversations I was having with Deborah, I know she was struggling with some of the content. I know she found it helpful, but she felt a bit brain dead. We had a little chit-chat about them, then she went back and played some of that stuff back, It was helpful for her to then go. (Carol, Level 3 learner)

This example demonstrated what Nash et al. (2017) calls 'self-regulated learning', in which Carol demonstrated positive behaviour and motivation for assimilating and processing the information cognitively, by supporting Deborah to access information. The learners who were interviewed demonstrated their ability for their regulation in their 'context-specific' CPD (Kaplan, Lichinger & Gorodetsky, 2009), by reflecting and applying their learning to their work environment, which enabled them to make more informed choices and improved their professional development practice.

This curriculum's design followed the 'outcomes based integrative' model (Bell & Lefore, 1998), and created a blended approach that afforded the learners the flexibility to participate in their own time and at their own pace of learning. Some learners had more time so their learning was accelerated, while others needed more time to process information. They felt

the need for access to Dropbox which included access the resources. Bran was delighted with the flexibility and access to the recordings:

We all live in different parts of the country. This is flexible because even if you miss it, an online session on work or on everything that was discussed is still available to you, to then do at your own time. It's really flexible, open, and it works according to your work-life balance. It's not intense. (Bran, Level 3 learner)

The face-to-face sessions consolidated and developed pedagogy as well as practice. Learners' participation and enjoyment enabled consolidation for those who attended online sessions and helped in others' development. It was important to balance instructional methods with facilitative approaches to delivery.

These sessions encouraged discussion, reflection (self and peer), as well as formal and informal discussions that were connected to their work setting, thus allowing the theory and online learning to be put into practice. The learners stated in the interviews that they preferred coming together to work face-to-face with each other. The combination of learning methods aided the informal learning situations before, during, and after the sessions, and granted them opportunities to discuss and share their experiences. This approach supported the professional discussion and development regarding self-regulation (Figure 4).



Figure 4: Peer support and self-regulation

The learners stated that pool sessions helped them develop their pedagogical practice as it encouraged sharing and leading 'learning' episodes, such as developing stroke and skill practice and analysing strokes (Figure 5).



Figure 5: Learners exploring pedagogical practice

The wide range of activities used in the online and face-to-face sessions led to greater cognitive development and reflection, and also helped the learners consider the theory and connect the strategic overview of their work environment with their own teaching practice:

When I did level 2, we were taught all the basics. I've started to learn in Level 3 is about stopping, reflecting, thinking about the impact. I'm trying to figure a bigger context. I'm trying to look at it the bigger picture, but I'm also trying to bring it back down to the individuals, so just by rushing through things. (Carol, Level 3 learner)

The 'self-regulated learning' practice was embedded using a series of activities and an integrated approach to the professional development programme (Gutierrez & Kim, 2017). Carol demonstrated that she was able to develop her thinking, review her learning, process her thoughts, and communicate with others.

The promotion of the programme, however, presented several issues. First, the level of online peer-to-peer communication was deemed to be ineffective. Because of limited finances, using a closed Facebook group was employed but the level of commitment and

contribution from the learners was limited. This may be because of the expectation and the purpose of Facebook being associated more with social chat, as opposed to a platform for learning (Appendix 9). Carol stated that talking over the phone or using WhatsApp was easier as those means of communication were quicker, and that Facebook was intended more for social communication.

Secondly, there were difficulties in technologies that could have been problematic for learning (Brinthaupt et al., 2014), which may have caused issues with the WebEx connections, especially a lack of familiarisation with the software. Thus, a minority of learners thought the navigation was difficult, that there were problems with the communication, and that the initial participation of the sessions was more difficult.

Finally, because of the narrow time scale of the intervention, there was a not enough depth covered to enable learners more time to consolidate and turn learning into action points: 'I've learned some new stuff; how do I then implement them and make changes and use them in a positive way in my working environment?' (Brenda, Level 4).

Moreover, if enough time was provided, the time established for completing the unit before progressing would help the learners complete their work. Some learners were overwhelmed by the sheer volume of work and balancing this with other commitments.

Learners had opportunities to reflect on their workplace settings within the online and face-to-face sessions

The programme emphasised the learners' ability to consider their work settings which led to stronger reflective and evaluative practice. One of the learners, James (Level 4), was teaching advanced swimmers in a school swimming setting. The recorded observation for his teaching is demonstrated in Appendix 10, in which his strengths combined with the

technical swimming content of teaching Front Crawl legs and arms (Content Knowledge aka CK) with instruction and repetition of activities (Pedagogical Content Knowledge aka PCK), which is consistent with Shulman's (1986) professional development work. He was awarded a distinction for his work. Appendix 11 and 12 demonstrated his ability to plan and evaluate effectively, in which he personalised the learning. He moved away from a traditional focus on the main activity, focusing instead on one element of the competitive stroke.

The post interview with James demonstrated a greater level of reflection in which his teacher agency, the methodology of his approach to his philosophy of teaching, how the swimmers learn, and the use of assessment all aided his development as a teacher. He demonstrated his skills regarding PCK and CK using his experience and learning from the programme, wherein his peers gained a better understanding of pedagogy, reflection, as well as understanding the assessment levels:

I've learned individuals have different learning styles. Boys are very visual and like manipulated movements; they like seeing things to learn. Girls are very auditory; they can learn from discussions and instructional methods. I did a lot of visual stuff. (James, Level 4 learner)

Nevertheless, the learners' faced major challenges when creating a culture for learning, growth, and development in the workplace. The interviews, both collaborative and post-sessions – and a session discussion – demonstrated that there were substantial variations in teaching swimming practice within their working environment. Carol had taken the initiative at work to observe and question teachers with an issue.

The lack of the culture within the workplace limited the purpose and focus of teaching, learning, and assessment, resulting in the learners discussing similar situations. This raises the question of 'convergent versus divergent' philosophies in teaching, which is based on the organisation's accountability and purpose (Priestley et al., 2012):

I've worked across several different swim schools. I am shocked at the variation and the practice and culture. It is massively different from one swim school to the next. In certain swim schools, you're not to think, reflect or really think of each child as an individual. We need to tick boxes. Other places seem to want to do a good job, to make things more personable. In the right environment, you can help those children and look after and encouraging those that might be struggling. (Carol, Level 3 learner)

The Level 3 and 4 programmes encouraged the learners to challenge the status quo in the workplace, question the practice, and begin considering how they can make a difference. Furthermore, the level of discussion questioned and supported the first module, which is the teacher's role, and led to thought-provoking debates on leadership, suggesting a dichotomy of commanding leadership style verses a visionary/coaching leadership style adopted by swim leaders (Goleman, 2000). Thus, it is crucial to carefully consider the leadership role that the learners must play:

We've got the culture set around the swim school; these are down to the beliefs and values of the swim coordinator. It all comes back to leadership. If you are not setting the right culture and the right mission, vision, strategy, whatever you want to call it. (Carol, Level 3 learner)

The lack of leadership in the swim schools was attributed to the effectiveness of the leadership within a specific organisation, regarding Carol's comment about the different components of leadership required for a successful leadership in education (Brighouse et al., 2008).

Summary

In relation to the first research question, the integrated curriculum approaches have supported the swimming teachers' development at Level 3 and 4. The impact of the first module, the Advanced Teacher (including the responsibilities and teacher agency) led to a greater depth and understanding of their role which combined their role, their teaching, and wider responsibilities. The learners recognised the importance of planning at a strategic and an operational level, which required time for exploration.

A balance was required, however, to use a thematic approach to learning with discretely taught areas. Teaching the competitive swimming strokes and skills had to be separate and compartmentalised so that the learners could make connections and discuss or reflect upon their work environment. The learners did, however, develop their pedagogical knowledge better than they did their subject knowledge as the teachers' pedagogical principles were underdeveloped. This resulted in an overarching theme in the design of the curriculum and competencies that granted learners not only time to process and assimilate the learning, but also opportunities for collaborative work and reflection upon their workplace environment.

There are, however, issues regarding the swimmers' and the learners' evaluation. All candidates identified significant issues regarding the accurate assessment of swimmers and their progress, especially by their peers. This demonstrated the lack of consistency and standardisation of practice within the learners' workplace environment.

The Blended Learning approach was crucial to the structure and it supported the intervention. It was necessary that this level of advanced learner be flexible so that learners could access the sessions and materials. The WebEx online platform was most suitable to those learners who could participate in the session with integrated PowerPoint. The video recording playback could then be used by learners to review by those learners who were absent for the session. In addition, though the numerous online resources hosted on Dropbox allowed learners access, there were issues regarding access to the WebEx software to facilitate discussion that required a more professional and further integrated platform.

The intensive face-to-face sessions provided another dimension of learning. By collaborating and participating in online sessions, the learners could come together and participate in discussions, reflections, and evaluations of themselves as well as their practice in the workplace. The attending learners appreciated the intensive nature that created a nurturing

environment. Risks were taken and opportunities given to standardise their practice and observe and solve problems together. Facilitation was central to the learning experience. Two-day intensive sessions that could be more frequent may also be considered.

RQ2: How do the Level 3 and 4 competencies promote better quality in swimming teaching?

Developing the teacher's identity impacts their philosophy and practice of teaching

This programme clearly developed the individual teacher to create their personal philosophy which impacted and enhanced their practice. Though Knowles et al. (2005) reported that sports coaches must be able to reflect upon their own principles so that they can be effective in their role, the Level 3 and 4 programmes promoted improved reflection and enhanced the appreciation of accountability:

I don't simplify sessions because I realised that I don't have to worry about quantity. I mean how simple are my lessons? How long do I extend certain activities? Are they going on too long to the point that learners stop thinking about what they're doing? (Bran, Level 3 learner)

This example demonstrated Bran's ability in being able to progress from what NCF (2010), termed 'competency' to 'reflection/questioning' stage of learning, in which he shaped his values and beliefs regarding his teaching. Bran's application of knowledge emphasised him as an experienced teacher since he combined his mentoring with the need for instruction methods and activities to promote better skill acquisition. This is consistent with Nash and Collins (2006), and the development of knowledge and applying this to a workplace situation.

Bran was at the reflection stage of learning (NCF, 2010), as he had reviewed his teaching methods and pedagogical practices in strengthening his teaching philosophy and moved to mastery, which was the final stage of learning:

How could I put what I've learned from teaching and other methods into swimming? This got me thinking about the assessment. How can we assess the kids differently? In what ways can I question them? What ways can I get them to demonstrate what they know or can do? (Bran, Level 3 learner)

Bran advocated that reflection was necessary for focusing on learning from the past and determining future actions. He was, however, clear about sustaining the bigger picture regarding what the swimmers needed to do as part of their journey, and he visited the stage 1 teacher to see what was taught in order to enhance his connections with swimmers at a higher level.

Carol recently qualified as a Level 2 Swimming Teacher, with a previous corporate background and she placed the importance on reflection and placing this into context with her workplace practice:

I think when we did our Level 1 and 2, we were taught all of the basics, but it wasn't necessary. What I've learned more in my Level 3 is about stopping, reflecting, thinking about how the impact, where I'm trying to go with this. I'm trying to look at this from a big picture but trying to bring it back down to the individuals, not rushing through things. (Carol, Level 3 learner)

Bran, like many others, had shifted his philosophy of teaching from 'teaching to the exam' to focus on the learning of individuals:

I was much aligned towards the culture to teach kids to pass the test. I was rigid, and my mind-set was I will get every kid passed in my class. I'm of the belief now that you provide each individual child with the best possible learning environment. Are they developing confidence, skills and understanding? What impact am I having upon them? (Bran, Level 3 learner)

In Bran's response to his agency, he shaped the way in which he approaches teaching swimming and its method. He has shifted from a convergent learning approach for passing swimming tests to a 'divergent' learning approach so that activities operated within the environment help in unlocking learners' potential (Priestley et al., 2012). Bran fine-tuned his teaching philosophy and, consequently, was able to alter the level of challenge, realise that children are individuals, and developed the concept of making them interpret swimming. This follows the complex learning theory approach to swimming (Light, 2014).

Coe et al. (2012) stated that a teacher's agency significantly impacts upon the students' attainment and learning outcomes. The author advocated that instructional methods and feedback have the most significant impact on the outcomes. Bran is clear about his philosophies and ideas as a teacher which impacts the content that he delivers, based on prior assessment of information and knowledge about the swimmers.

Brenda questioned what the three higher stages of the logical levels model were (Dilts, 1990), when exploring her agency as a teacher:

Who am I? What do I want to do? What is it that I am trying to do? There are a lot of questions, and it took a lot of thinking about so much or that needed so much thought. In my head, it was almost involuntary. (Brenda, Level 4 learner)

Although this process has clearly had a significant impact on Brenda, her emotional responses during the post-session interview made her temporarily leave the interview process as she felt she was being 'violated', because her core values were misaligned with the institution (Dilts, 1989). This led to her teaching within the organisation becoming untenable and she was in the process of resigning. Brenda gradually developed her professional identity and her self-regulation, resulting in her capabilities and experiences shaping her as a practitioner (Edwards, 2014).

The impact of self-exploration of personal values and beliefs affected the method of teaching, learning, and assessment, resulting in the personalisation of learning and not a 'one size fits all' approach.

We cannot say there is one way of swimming. The technique is going to be so varied, and I think that the idea of the scaffolding and exploring, the understanding, helping students understand and then helping them create a style that's theirs. Teachers seem the need to hold some kids back because they don't have this perfect model. (Bran, Level 3 learner)

Carol is not a competitive swimmer; however, she provided an example of analysing James' Backstroke in the water, which not only helped him improve his technique but also boosted Carol's confidence in her learning, teaching, and assessment in which the discussion between the peers and James developed his 'interpretation' of the stroke and that it was different from that of other individuals (Light, 2014).

Nevertheless, the lack of a teacher's agency and identifying the teacher's identity, values, and beliefs has not only cemented the thinking and reflecting methods, but has also resulted in the (so called) robotic approach changing within teaching. This enabled Carol to limit her thinking and doing only that which has been told by educators does not personalise the learning in meeting the needs, and thus does not create 'strategic learners' (De Martin-Silva et al. 2015). This was confirmed by Brenda before reflecting on her practice:

I am only discovering from this session who I truly am. I was running on autopilot. I never actually sat there and thought, am I doing it right? Before, I couldn't base it on any concept (on teacher agency) because I didn't really know any, but now I do. Module 1 touched on so many buttons as they were alike. All these light bulbs coming on. I think what made an enormous difference for me was the articles and reading. (Brenda, Level 4 learner)

Both programmes have helped to expand and shape their thinking about learning, reflection, and practice. The development of questioning techniques breaks away from the 'traditional coaching norm' (Sports Coach UK, 2016). The learners that participated in interviews

demonstrated that asking questions helps to develop their own professional practice by exploring concepts and with the swimmers' help:

The Level 3 programme has helped me think about my practice and the continuous reflection. How can I then implement those ideas to somebody else? Not be afraid to go, "Why do you do that? Why don't you do this? I think we should do that". (Carol, Level 3 learner)

The teachers began considering more educational pedagogy using assessment and professional judgement and shifting from the expected 'gold' standards of practice, in which compliance with the set practices to be 'replicated' is the only accepted practice (Piggott, 2012), to a more personalised approach with the lesson's content and structure. There was a shift towards quality, not quantity, of practice:

I want the quality first. I think there's a way of doing things, but you need to make sure that you're reassessing and say that if this works, do it, but if it hasn't, change it. (James, Level 4 learner)

In strengthening their teaching practice, the learners applied module 2 (Teaching, learning and assessment) to their practice of teaching. There was a greater focus on the individual swimmer by providing them with more feedback and suggestions for improving their learning.

Observing the learners' teaching methods showed that there was a considerably greater use of modelling, as well as questioning to challenge learners and probe their learning. This complied with the purpose of the sports coaching question norm (NCF, 2010). Moreover, there was an increase of diverse teaching methods along with the level of feedback and assessment.

Learners benefitted from and enjoyed the application of mentoring theory into practice

Applying mentoring practice in controlled conditions improved the teacher's confidence. The learners did improve their knowledge, skills, and experience under controlled conditions in a formal learning environment. McQuade et al. (2015) recognised that the formal learning methods, such as face-to-face programmes, are not as effective because of the lack of learners being able to experiment and apply their learning in practice. Nevertheless, opportunities were deliberately created so that informal and mutual support could lead to mentoring support for each other and increase professional development dialogue:

We caught some conversation in the morning, on the practical, at lunch, and at the end. Even when we were done, there were some of us who were still talking. It just allowed continuous professional discussion, but something that was at our own pace. It gave us easy access to the other people that were on the course for those 3 days. (Bran, Level 3 Learner learner)

This informal situation learning (McQuade et al., 2015) was created within a formal setting. Carol and other learners gave constructive feedback on Bran's backstroke technique. By exploring, observing, and analysing his stroke, the informal learning situation developed learning and assessment points by discussing and reflecting with peers and adapting the communication channel (Werthner and Trudel, 2006).

Learners appreciated having opportunities to practise mentoring skills in a controlled and safe environment. A week later, Carol and Deborah attended a Level 2 Swimming teacher training course and each of them mentored two learners on the programme. They joined from day 3 of the swimming teaching practical, which aided their confidence as teachers:

It was interesting working with the mentees. It cemented my learning for me. Deborah and I were saying that it was a great confidence booster because when you question your own ability, certainly you find yourself with less experience and a less able Level 2, even if you are perfectly competent. (Carol, Level 3 learner)

This situation enabled both learners to work in a 'real-life' situation in which the level 2 candidates were training. In this situation, they adopted a problem-solving approach that assisted them in finding solutions to assist and consolidate the learning of the level 2 candidates. This situation allowed the theory of mentoring to be put in to practice and helped the learners be more open to further reflection (McQuade et al., 2015). This experience for Carol and Deborah demonstrated Dikilitaş and Wyatt's (2017) concept of 'learning mentoring'. As shown by Carol and Deborah through 'doing' (mentoring two learners), experimenting (using a range of tools and skills), and reflecting on the relevant theories, this is where learning occurs.

Furthermore, Carol and Deborah applied different mentoring and coaching techniques to their mentees on the Level 2 training programme with various degrees of experience and competencies. Carol used various methods to support them:

They were good. We did a mixture of sort of live mentoring and coaching. Sometimes I was literally standing next to my Level 2 and suggesting things in their ear, offering them questions such as, you know, what are we seeing here? How might we be able to handle that? Maybe suggesting or helping, and then sometimes, observing and standing very much back and then giving them reflection. Also, having a discussion with them afterwards so that they could then maybe adjust to something that they may have said, and it was helpful. (Carol, Level 3 learner)

This emphasised that the approach should be flexible, and that specific mentoring or coaching techniques were used with the learners. Nevertheless, both of Carol's learners had different needs and personalities:

I was able to use more questioning with them, when I thought they lacked confidence and lacked experience and ability. You needed to do more modelling and say, why don't you try this? Let me show you. Now, you have a go. All I was doing was tweaking them to think a bit more for themselves. (Carol, Level 3 learner)

This mentoring demonstrated the typical 'mentor-mentee dyad' relationship (Sawiuk et al., 2017), in which the mentor, with greater experience, was a powerful member of the 'dyad'. It is a relationship in which this one-dimensional approach is a singular relationship between the mentor and mentee with both parties agreeing to the process and agreeing (formally and/or informally) to the level of support.

Conversely Chung, who was one of Deborah's learners, struggled to reach the expected pool practical teaching standard because of his lack of experience and practice between Level 1 and 2 courses. Deborah sought guidance from Carol, resulting in Chung adopting a 'mentoring in practice' model (Sawiuk et al., 2017).

In this programme's situation, Carol and Deborah volunteered to gain experience in a live and controlled situation where learners were on a course of instruction, supervised by me. This 'mentor-mentoring' situation was created on a face-to-face, informal basis that supported the Level 2 candidates (Dikilitaş and Wyatt, 2017). This dimension created live, problem-solving situations that enabled both teachers to respond to the learners' specific needs, experiences, and competencies. This worked particularly well since both teachers had enough time and did not have additional professional responsibilities that typically would restrict their effectiveness as mentors (Wright & Smith, 2000).

As was evident in the interviews conducted, the process of mentoring in the swimming workplace environment appeared to vary considerably. In several workplaces, the culture of mentoring, support, and professional development appears to create adverse issues. Clema (Educator interview), states that learners are not completely prepared for the workplace (Nash et al., 2017) and that it can take approximately six months of mentoring to ensure that the swimming teacher was fully prepared to work in the environment.

There were issues with the learners applying mentoring in context, especially concerning experienced teachers who were not interested in development and/or support, particularly as the management of change or a professional development culture process was not adopted. However, some learners beginning to apply their knowledge and skills in their workplaces was exciting. Carol was collaboratively working with her swim co-ordinator who had not been trained in her new role:

She's a very able teacher, to you need a skillset to be a coordinator. She doesn't have the skillset now to be managing a team. She is on a huge learning curve. I have been having coffees with her and maybe making some suggestions and offering guidance. (Carol, Level 3 learner)

In his new role at the swimming club, Bran was mentoring a teacher and used modelling techniques to demonstrate to a group of swimmers how breaststroke legs action was improved:

I was encouraging the teacher to question the learners. I got the swimmers to answer and let them do it again. Within four kicks, there was progress and they did quality kicks. Through very valuable questions, this made them think what they were doing. This then got me thinking about my own sessions. (Bran, Level 3 learner)

The focus on mentoring and coaching techniques on these level 3 and 4 programmes helped the learners to apply their learning in the workplace. McQuaid et al. (2015) reports without a full explanation as to the reason why the Coaching Certificates across all governing bodies do not support mentoring until Level 3. Until this qualification was devised, and because the NGB continues to have only a Level 2 qualification, they have provided limited opportunities for formal mentoring training as part of swimming teacher education programmes.

Summary

In responding to the second research question, the Level 3 and 4 programmes not only profoundly impacted the learners regarding their development of competencies (pedagogy, reflection, and mentoring) in different ways, but also successfully increased their knowledge, skills, and experiences within these areas. The most striking influence is the strengthening of the learner's teacher agency.

The initial intervention module (Advanced Swimming Teachers) enabled the learners to think and evaluate their own identity as a teacher reflecting upon their personal values and beliefs effectively. The learners reflected upon their philosophy as they became clearer about their unique identity as teachers, their swimming expectations, and their principles of teaching, learning and assessment. As a consequence of this journey, their agency positively impacted upon their teaching ability as well as students' learning and development. There were, however, instances where their enhanced vision and agency clearly conflicted with or violated the organisation that the swimming teachers worked for and caused them to consider resigning from their job.

Furthermore, learners strengthening their agency increased their ability to consider not only their own teaching but also take a more strategic overview. Some learners reviewed their own teaching and how it was aligned (or not) with that of other teachers. The learners also influenced other teachers. Nevertheless, their development of competencies had a significant impact on widening and challenging their teaching principles and practice.

The competency that appeared to develop the most was the learner's reflection skills. Throughout this chapter, there were several examples of learners challenging and questioning themselves with the swimmers, their peers, and others examining their teaching quality which often impacted their learning. Whether these opportunities were informal or

formal, learners could reflect through a commentary, highlighting their strengths and/or weaknesses or points for further consideration.

When learners interlinked their teacher agency with their teaching practice, their use of pedagogical skills and tools considerably strengthened. There was a noticeable shift in personalising the learning for swimmers using a student-centred approach. The versatility in the learner's teaching skills was strengthened because of an increased use of questioning, modelling, and varied appropriate methods of instruction and teaching.

Teachers reported being more comfortable taking greater risks and moving away from a formulaic structure to teaching by focusing less on the content and more on the quality of learning, using more creative ways of developing practice. When teachers utilised accurate assessments of the swimmers, understanding their starting point in their swimming journey, this aided the teacher in gauging the learning activities to be selected.

The development of teachers' knowledge, skills, and experience using mentorship was important for developing their competency as advanced teachers. The opportunities created improved the teacher's confidence in mentoring and enhanced their pedagogical practice. The activities that promoted peer support on an informal basis but within a formal setting (face-to-face sessions) aided their discussions, excitement, and enthusiasm for participation in the sessions.

Being able to participate in a live training course, with learners working towards a qualification, provided a different dimension of mentoring. The supportive and controlled environment helped learners practise and develop new teachers whilst training. Consequently, the learners employed various mentoring, coaching, and support methods, with more trial and error and experimentation. Some learners began applying their skills in their own workplace.

In summary, the professional development of practice is improving, the learners can be facilitated to work hard to achieve the appropriate level of quality in practice. The learners face a challenge in changing the culture of some of their work places and will need to work with the leadership team to facilitate change and improve the quality of swimming teaching practice.

Section 5 – Conclusion: How can swimming teacher competencies be developed?

The intervention was successful in developing the competencies of learners, especially regarding their ability to extend their pedagogy and develop their reflection skills. According to the data, mentoring has helped each learner in their development, but in practice the impact is considered rather limited. This was mostly due to candidate's availability to mentor others and attend practice sessions.

Nevertheless, the programme was successful in extending and promoting continuing professional development for swimming teachers, despite the lack of supportive direction for Swim England beyond initial certification (Lau, 2017). The interviews conducted provided a significant level of support for this concept, and demonstrated further the need for the programme, albeit at a higher level than what is currently available for swimming teachers.

The two research questions are evaluated with regard to two themes:

- How do integrated curriculum approaches aid the competencies of Advanced Swimming teachers?
- How do the Level 3 and 4 competencies promote better quality in swimming teaching?

The two themes include the development and the implementation of the curriculum.

Theme A: The development of the curriculum

The initial curriculum design was imperative. Through collaboration with educators and learners from the group, the units of learning were implemented into the curriculum design. One of the critical features was the unique integration of learners on both the Level 3 and 4 programmes. This allowed for a deeper level of social interaction and decision making.

In developing the constructed theme, an environment was created wherein a variety of learning outcomes could be effectively integrated. The development of the teacher agency was a key factor in improving the clarity of the identity. By encouraging the values and beliefs of individuals, this helped learners to develop their sense of self that would inevitably aid them in forming their principles and philosophies.

The development of both swimming specific technical knowledge and pedagogical principles of teaching ran concurrently. Placing a greater emphasis on the pedagogical principles (such as modelling, challenge, and questioning) increased the teacher's abilities in the use of these techniques. Previous skills were predominantly introduced at Level 2, in the teacher certification level, yet they were considered underdeveloped. This programme enhanced the current need for pedagogy and learning within best practice in education, as well as the requirement of teaching in the process of extending the learner's knowledge and skill set.

For this research study, when developing the three focused competencies: pedagogy, mentoring, and reflection, topics and activities were carefully chosen to maximise the individual development of competency knowledge. Firstly, to develop an effective pedagogy, the focus should not rely solely on the development of competitive strokes, skills, and teacher ability. Instead, it should also be consistent with the key principles of pedagogy (Allison et al., 2015). There has been an underlying theme of practical application in individual and group situations, and this has been key to the development of the research.

Encouraging learners to personalise their plans is imperative. The introduction of long-term planning (annual overview), the development of medium-term plans (schemes of work) and the embedding of short-term planning has provided the learners with the ability to reflect and apply their learning from the programme within the work environment.

Secondly, the development of reflective practice is considered critical. Learners have been able to take time to review the performance and practice of their swimmers and their teaching role and performance at a deeper level. They started to use and create questions, challenging themselves and developing their metacognition skills.

Finally, the enhancement of mentoring other people had a positive impact on individuals' confidence levels, skills, and knowledge. Numerous learners focused on raising their own performance, as well as confirming the effectiveness of mentoring themselves. There was a need to ensure opportunities for external mentoring. These significantly impacted the ability to support learners safely whilst ensuring continued accountability.

Most importantly, the development of a blended approach in delivery was an integral part of the learning process for the learners. Regarding the higher levels of certification, the learners all had various roles; it typically made the attendance or participation in sessions challenging. The programme needed to be flexible for participation, as well as providing the ability to access all relevant materials. The use of WebEx communication platform provided a level of professionalism and video recordings allowed those that were unable to attend the face-to-face sessions to catch up.

Difficulties existed for those who were unable to attend or participate in distance learning. Teachers having access to resources such as Dropbox or iCloud was important, as it held all documentation in one location. However, the difficulties faced included a lack of full participation in varying online social media activities (the use of Facebook as a platform) and the use of other platforms could be further explored.

Face-to-face sessions provided the catalyst for both formal and informal professional development. The opportunities for learners to network allowed a greater level of mutual trust, support, and discussion between peers. Importantly, time spent enabling the

development of teacher practice, teacher quality checking and subsequent development of practice strengthens the practice of assessment.

Theme B: The implementation of the curriculum

The guidelines given by the educators were imperative. Moving from a traditional didactic model to a varied, facilitative, and appropriate balanced approach was important. This included a wider range of instruction (for example, questioning, facilitation and problem-solving activities). This was completed alongside opportunities for discussion, reflection and evaluation of practice within their place of work, with a solution-based focus.

The time between each session to allow the teacher to practice was significant. In addition, the need for ongoing support from peers was considered important. A wholistic supportive environment to support learning is critical, such as additional coaches to assist exploring themes, and in turn aid the learners' development.

The learners developed their self-regulation and took responsibility to complete the tasks and actively participate online. Given that this advanced level of qualification required learners to undertake a leadership role with responsibility, the learner must be prepared, organised, and achieve a level of professional practice that would be required within the workplace.

Furthermore, at an operational level, when considering the role of the swimming teacher, a greater emphasis should be applied to the national standardisation within the practice. The Educators and Teachers significantly commented on the varying interpretation and uneven application of the 'expected standards' when assessing swimmers for the learn-to-swim framework.

In developing the competencies of swimming teachers, these elements were all required to ensure that learning is integrated, flexible and can be successfully applied to the workplace. Whilst some opportunities were created during the research that allowed learners to apply their knowledge in the workplace, the next stage of the programme will specifically look to assess tasks undertaken in a genuine work environment.

What are the key recommendations for training and development?

It can be derived from the academic literature review, and this research, that the National Governing Body for swimming could do considerably more to implement the best educational practice, as the teacher and coach training programmes have not developed this level of training. The relevant research evidence was limited and can only be generalised. Yet there are clear results to suggest that the quality of education was not consistent between areas. Indeed, there remains significant work to be carried out to increase professional development practice and there is a need for an increased quality of teaching, learning and assessment within swimming environments. To promote further the qualification, there are two recommendations:

Recommendation 1: The expansion of the programme and qualifications that in turn require additional investment resources

The Level 3 and 4 programmes require further strategic and operational development. Whilst the pilot is small, the qualification exists and requires further training providers to train and deliver the programmes to raise standards throughout swimming teacher education. Professional online platforms, applications, and production of written manuals for learning and consolidation of practice are needed to enhance blended learning approaches, which will be a considerable investment in these resources.

Recommendation 2: The training of educators

As educators are only able to achieve a Level 2 qualification for teaching swimming, they are subsequently not suitably trained to deliver training for the same level. Consequently, individuals must be sufficiently upskilled and complete the Level 4 qualification before delivering this level. An 'Assessment Only' fast-track route is currently being worked on with the Educators, to ensure that training providers and any prospective educators have the qualification and skill sets to deliver training (Appendix 13).

Limitations of the study

This case study has focused on a small group of learners, who had previously volunteered and consequently selected to take part in the programme. Due to the small group, it is difficult to relate the results to the general population. The time constraints throughout the research meant that the intervention was not able to be fully implemented within the workplace environment. Furthermore, the limitations of the case study include the selection of the learners and the sample size. The timescale was limited which impacted the project in terms of restricting the application to the workplace. In addition, it could be deemed that interviewer bias could have taken place, because of the nature of the qualification, the units and the level of perceived power between myself (the researcher) and the learners.

Conclusion

The aims of this study and research questions have been met. The exploration of the professional development of swimming teachers and sports coaches has been reviewed from the amount of published academic literature available, and the interviews conducted highlight that the level of activities is uncoordinated and uneven nationwide.

In relation to the second aim, the training and development of swimming teachers skilled them to be equipped with more knowledge of educational principles and technical knowledge that has reportedly already had an impact within some of the work environments. Nevertheless, there are clear limitations in the breadth and depth of activities in promoting qualified swimming teachers. Throughout the development and training of the more skilled swimming teachers, it has been demonstrated how learners have a motivation for improvement at their own pace, and those that are motivated experience a drive to make a difference to their students within the learning environment, as outlined by this study.

Ultimately, the implementation of professional development programmes requires the leadership and vision of the individuals (at an organisational, operational, and personal level) in driving and managing change. The mind-set, attitudes, behaviours, and willingness of individuals are critical for the continuous improvement of an organisation. As swimming is a life skill with much of the population wanting to learn the skill, and many having swimming lessons, maintaining and improving the quality of provision is essential.

Effective swimming teachers can maximise the quality of provision and the learners' ability in reaching higher standards of attainment, to ensure that swimmers are safe and skilled throughout varying survival situations as well as creating life-long healthy enjoyment and participation in and around the water.

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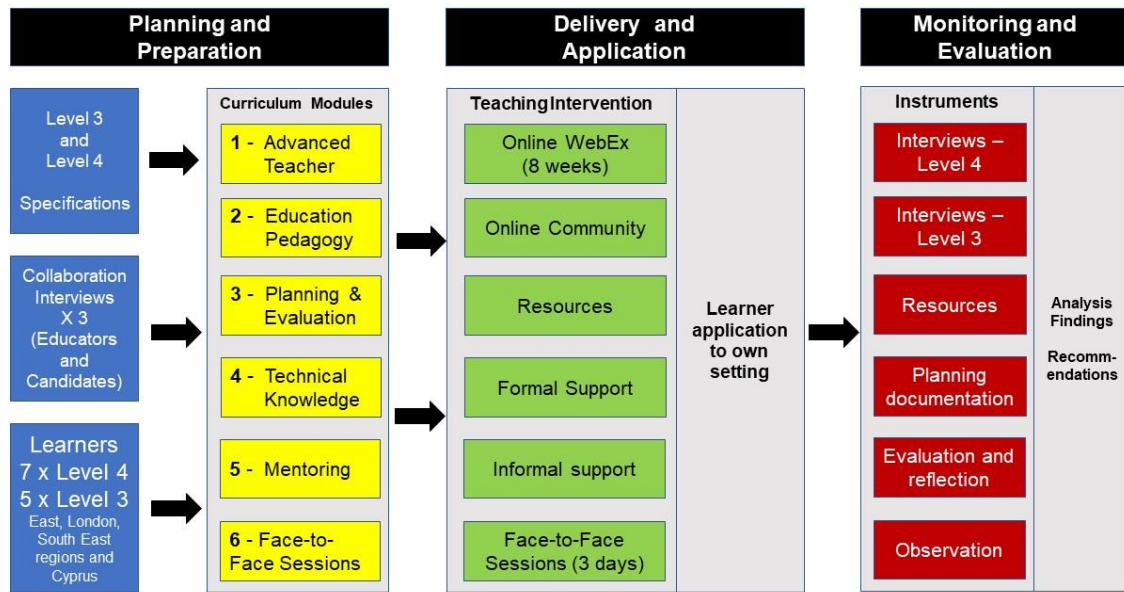
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Appendices

Appendix 1: Project outline



Appendix 2: Level 3 and 4 Core units (Qualifi, 2017a, 2017b)

QUALIFI Level 3 Certificate in Teaching Swimming and Aquatic Programmes (Core units)	QUALIFI Level 4 Diploma in Leading and Developing Teaching Swimming and Aquatic Programmes
Unit 301: An Introduction to Leading and Managing Teaching in Swimming and Aquatic Environments	Unit 401: Principles of Leading and Managing Teaching in Swimming and Aquatic Environments
Unit 302: An Introduction to Learning and Teaching in Swimming and Aquatic Environments	Unit 402: Principles of Learning and Teaching in Swimming and Aquatic Environments
Unit 303: Leading Learning and Teaching Practice in Swimming and Aquatic Environments	Unit 303: Leading Learning and Teaching Practice in Swimming and Aquatic Environments
Unit 304: Understanding the Principles and Practices of Assessment	Unit 304: Understanding the Principles and Practices of Assessment
Unit 305: Developing Customer Care Practice in an Aquatic Environment	Unit 305: Developing Customer Care Practice in an Aquatic Environment
Unit 306: An Introduction to Leading Professional Development Practice in Swimming and Aquatic Environments	Unit 406: Leading Professional Development Practice in Swimming and Aquatic Environments

Appendix 3: The targeted Learning Outcomes (Qualifi, 2017a,2017b)

Units	Level 3 Learning Outcomes	Level 4 Learning Outcomes
301 (401)	LO1 Understand the roles and responsibilities and skills of teachers	LO1 Analyse roles and responsibilities and skills of teachers
302 (402)	LO1 Understand the principles of teaching and learning	LO1 Principles of teaching and learning
	LO2 Understand the importance of swimming structure and systems	LO2 Swimming structure and systems
	LO3 Understand how to prepare and organise the aquatic environment	LO3 Safe and efficient systems
	LO4 Understand the quality planning, teaching and assessment	LO4 Quality planning, teaching and assessment
	LO5 Evaluate swimming technique	LO5 Technical knowledge
303	LO1 Plan and evaluate swimming sessions	
	LO2 Deliver effective sessions	
	LO3 Deliver L&T sessions to staff	
	LO4 Deliver assessment practice to staff	
306 (406)	LO1 Understand the importance of personal and professional development	LO1 critical understanding a personal and professional development
	LO2 Understand the principles of mentoring and coaching	LO2 Principles of mentoring and coaching
	LO3 Be able to use professional practice using mentoring and coaching	LO3 Develop the professional practice using mentoring and coaching

Appendix 4: Pseudo People involved in the process

Interviewee	Role	Roles and experience in Swimming	Perspective
Sophia	Interview - Educator	Teaching experience of ten years. She is a company Director approved for training swimming and lifesaving qualifications. Jenny has recently become a qualified Swimming Educator.	Educator
Clema	Interview – Educator	Teaching experience of 25 years and has been an active Swimming Educator for over 20 years. In addition, Clema is Director of a Training Company.	Educator
James	Level 4 Pre-interview (collaboration) Level 4 Post- & Reflective practice interviews	Combines full time teaching and coaching at an elite swimming club and other environments. Experience of 10 years. Holds the Level 3 Coaching Swimming. Previously managed a learn-to-swim programme.	Level 4 Candidate
Molly	Level 4 Pre-interview (collaboration)	Combines full time teaching and coaching at two swimming clubs, including being Head Coach and other environments. Experience of 12 years. Holds the Level 3 Coaching Swimming.	Level 4 Candidate
Roy	Level 3 Pre-interview (collaboration)	Full time Multi-Sports Coach and teacher at a primary school. Roy is currently completing the Level 5 Diploma in Education and Training. Qualified in Level 2 Swimming, Football, Cricket and in other sports.	Level 3 Candidate
Bran	Level 3 Post-interview	Full time Teacher of Physical Education in a secondary school, with a swimming pool. Holder of Level 2 Swimming Teaching and Coaching qualifications, and works at a swimming club	Level 3 Candidate
Carol	Level 3 Post-interview	Part time teacher of swimming and recently qualified at Level 2. Operates in four different swimming organisations settings. Previously a leader in a corporate setting	Level 3 Candidate
Brenda	Level 4 Post-interview and reflection	Part time teacher of swimming in a health club setting. Previously coordinated a Learn-to-swim programme at a different health club. Currently also, part time Masters' student.	Level 4 Candidate

Appendix 5: Participant Consent Form

Department of Education
University of Oxford
15 Norham Gardens
Oxford
OX2 6PY



XXXXXXXXXXXX
MSc Learning and Teaching student
XXXXXXXXXXXX@kellogg.ox.ac.uk

PARTICIPANT CONSENT FORM

CUREC Approval Reference: ED-CIA-17-012

How can Swimming Teacher competencies be developed?

Purpose of Study: The purpose of this study is to investigate the development of the advanced swimming teacher/educator. The aim of the study is to critically evaluate the development of the competencies required for a swimming teacher/educator, functioning at a higher level.

		<i>Please initial each box</i>
1	I confirm that I have read and understand the information sheet version 1 dated November 2017 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	<input type="checkbox"/>
2	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason, and without any adverse consequences or academic penalty.	<input type="checkbox"/>
3	I understand that research data collected during the study may be looked at by designated individuals from the University of Oxford where it is relevant to my taking part in this study. I give permission for these individuals to access my data.	<input type="checkbox"/>
4	I understand that this project has been reviewed by, and received ethics clearance through, the University of Oxford Central University Research Ethics Committee.	<input type="checkbox"/>
5	I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project.	<input type="checkbox"/>
6	I understand how this research will be written up and published.	<input type="checkbox"/>

- 7 I understand how to raise a concern or make a complaint.
- 8 I consent to being audio recorded and written evidence utilised.
- 9 I consent to being video recorded.
- 10 I consent to having my photo taken.
- 11 I understand how audio recordings / videos / photos / written evidence will be used in research outputs.
- 12 I agree to take part in the study and I hereby assign to the researcher all copyright in my contribution for use in all work stemming from this project and future projects.
- I agree for research data collected in this study to be given to researchers, including those working outside of the EU, to be used in other research studies. I understand that any data that leave the research group will be fully anonymised so that I cannot be identified.
- I agree for my personal data to be kept in a secure database for the purpose of contacting me about future studies.

Name of Participant Date Signature

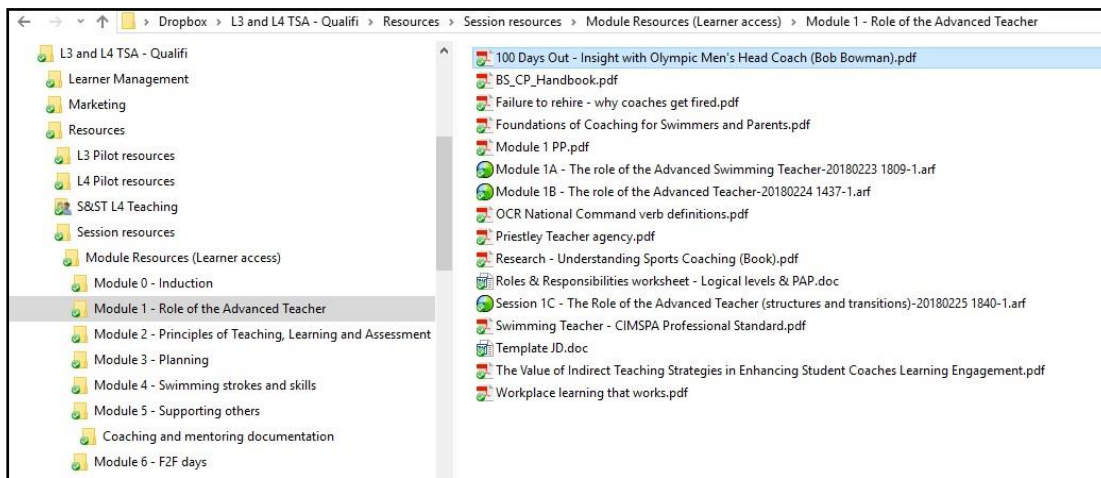
Name of Parent /Guardian Date Signature
(if under 18 years of age)

Name of person taking consent Date Signature

Appendix 6: Schedule of intervention sessions

Module	Date / Time		Delivery methods
Induction	Sun 18 Feb 10.00-11.00 Mon 19 Feb 20.00-21.30	Sun 18 Feb 10.00-11.00 Mon 19 Feb 20.00-21.30	Skype
Module 1: The Advanced Teacher (301.1/401.1) <ul style="list-style-type: none"> Roles and responsibilities Qualities, knowledge and skills Formal swimming qualifications T/C (302/402) <ul style="list-style-type: none"> LTS Frameworks NGB and competitive swimming Sports Coach Education 	Fri 23 Feb 18.00-21.00 (S1A) Sat 24 Feb 14.00-17.00 (S1B)	Fri 23 Feb 18.00-21.00 (S1A) Sat 24 Feb 14.00-17.00 (S1B)	Skype and distance learning Online discussion forum
Module 2: Knowledge of the Advanced Teacher (302/402) <p>Education pedagogy</p> <ul style="list-style-type: none"> Theories of learning Growth mindset Goal setting Assessment Behaviour management Organisation Questioning Teaching methods 	Sat 24 Feb 17.30-20.30 (S2A) Sun 25 Feb 18.00-21.00 (S2B) Wed 4 and Thu 5 Apr Face-to-face (F2F)	Sat 24 Feb 14.00-17.00 (S2A) Sun 25 Feb 18.00-21.00 (S2B) F2F: Behaviour, assessment*, organization, safeguarding	Skype and distance learning Networking
Module 3: Planning and Evaluation (303) <ul style="list-style-type: none"> Long, medium and short-term Differentiation and assessment <p>Reflection and critical skills</p> <ul style="list-style-type: none"> Types / levels of evaluation Action planning 	Sat 3 Mar 14.00-17.00 Sun 4 Mar 18.00-21.00 Sat 17 Mar 14.00-17.00 Sun 18 Mar 18.00-21.00 Tue 3 Apr 9.30am-12pm F2F	Sat 3 Mar 14.00-17.00 Sat 17 Mar 14.00-17.00 Sun 18 Mar 18.00-21.00 F2F Planning (SoW, especially SP)	Skype Pre-module work Face-to-face (1/2 day) post-module work
Module 4: Technical knowledge (302/402) <ul style="list-style-type: none"> Strokes Skills 	Sat 10 Mar 14.00-17.00 Sun 11 Mar 18.00-21.00 Wed 4 and Thu 5 Apr F2F	Sat 10 Mar 14.00-17.00 Sun 11 Mar 18.00-21.00 F2F Breaststroke and FLY, diving, all skills recap	Skype Online and videos Face-to-Face
Module 5: Developing Mentoring (306/ 406) <ul style="list-style-type: none"> Roles / responsibilities Qualities Coaching vs mentoring Tools Review and implementation 	Sat 25 Mar 14.00-17.00 Sun 26 Mar 18.00-21.00 Tue 3 Apr pm F2F Optional (Wed 10 – Thu 11 Support on Level 2 course)	Sat 25 Mar 14.00-17.00 Sun 26 Mar 18.00-21.00 F2F: Actual application of mentoring skills	Skype Online Face-to-Face (1/2 day) Post-session (networking)
Module F2F: Practical (303) <ul style="list-style-type: none"> Plan Deliver and evaluate Teaching and learning Tutor demonstrations 	Wed 4 to Thu 5 Apr F2F Workplace visits or Skype style pilots Apr – May		Face-to-Face (2 days equivalent) 2 * 1 ½ hr with swimmers; + modelling

Appendix 7: Learner online 'Dropbox' resource materials



Appendix 8: CUREC approval

From: xxxxxxxx xxxxxxxx <xxxxxxxx.xxxxxxx@education.ox.ac.uk>
Sent: 31 October 2017 17:08:08
To: xxxxxxxxxx @kellogg.ox.ac.uk
Cc: xxxxxxxxxx ; Education Research Office
Subject: RE: CUREC 1A - Approval

Dear xxxxxxxxx,

The CUREC reference number for your project is ED-CIA-17-012.

With best wishes,

xxxxxxxxxx

Member of DREC

From: xxxxxx xxxxxx
Sent: 30 October 2017 15:30
To: xxxxxx @kellogg.ox.ac.uk
Cc: xxxxxx xxxxxx; Research Office
Subject: CUREC 1A - Approval

Dear xxxxxx,

Title: How can Swimming Teacher competencies be developed?

The above application has been considered on behalf of the Departmental Research Ethics Committee (DREC) in accordance with the procedures laid down by the University for ethical approval of all research involving human participants.

I am pleased to inform you that, on the basis of the information provided to DREC, the proposed research has been judged as meeting appropriate ethical standards, and accordingly, approval has been granted.

I have amended a couple of typos and made a suggestion or two on your study information sheets (attached). The higher degree office will also shortly advise you of your CUREC reference number to state on your study materials.

If your research involves participants whose ability to give free and informed consent is in question (this includes those under 18 and vulnerable adults), then it is advisable to read the following NSPCC professional reporting requirements for cases of suspected abuse
http://www.nspcc.org.uk/Inform/research/questions/reporting_child_abuse_wda74908.html

Should there be any subsequent changes to the project which raise ethical issues not covered in the original application you should submit details to research.office@education.ox.ac.uk for consideration.

Good luck with your research study.

Yours sincerely,

xxxxxx Member of DREC

Appendix 9: Online Facebook posts

What do you think? One of the literature review.

The Swimming Group Review (2017) presents the perpetuating poor state of delivery of schools swimming. Swim England, the national governing body has failed to successfully influence local authorities and schools in driving up standards of the primary curriculum. This is represented in that six percent of primary schools do not provide the statutory requirement of swimming lessons and 26% do not record any pupils' data of progre... See more

Like Comment

Seen by everyone

I agree wholeheartedly with this report. Schools in this area do the bare minimum just to tick a box. This is not something we should take lightly as what we are teaching is a life skill at an early age.

Like Reply · 3w

replied · 1 Reply

Good evening everyone...really struggling with this one as over here school swimming is mentioned as a joke as we're lacking everything (facilities, seriously involved swim teachers etc etc.) But most of all we lack policy and planning. After reading the report, I realize that school swimming needs to be continuously monitored and upgraded with latest standards and needs. As Jay mentioned above, we're talking about teaching a life skill at very early ages...Therefore we should be serious about it.

Like Reply · 3w

Hi all, if you don't have the time to read all 27 pages of how children learn at school, here are the common points that can be related to swimming. Pardon my hand writing!! Hope it helps!

Active involvement of...
 word listening for...
 sand-on tasks, each...
 et realistic goals...
 learning as a social...

Like Comment

You, Seen by everyone

Opinions re: School Swimming

10 March

can anyone help me to correct excessive knee bending when kicking on the front? what practices do you use?

Like Comment

Seen by everyone

View 1 more comment

3 ways I use: 1- repeat and demo 'tiny kick' usually works straight away; 2- slide toes past each other with demo; 3- use fins! To move they will need to keep their feet in the water! Start like this and adjust as other faults might come in like too lo... See more

Like Reply · 11w · Edited

This comment has been hidden.
 Unhide · Give Barbara feedback

Write a reply...

Hello sorry for the late response. I personally use fins a lot as they're relatively older kids and should normally be strong enough to control fins. But be careful: too much use of fins may be the beginning of so-called lazy kicking so as Barbara said: repeat repeat but I would add -by alternating drills- i.e. keep use the ones you use with the addition of fins and vice versa.....

Like Reply · 11w

Reflection activity

Technical help

Appendix 10: James observation record (teaching in his workplace environment)

LO2 Deliver effective swimming and aquatic sessions	
Preparing the session	Organise; Meet and greet; goals; introductory activities
You prepared the poolside with floats ready. The lane ropes were in operation and you liaised with the other swimming teacher. You met and greeted the learners, who were enthusiastic and animated to see you. The teachers were also very happy to see them. The goals were clear and outlined. You controlled their entry into the water and did an appropriate introductory warm up for the swimmers. They were organised in the fastest to next fastest order.	
Implement session activities	Main theme and contrasting activities; Explanations; instructions and demonstrations; motivations; questioning; use of teaching/instructional methods
The main theme focused on Front Crawl Legs, initially as you assessed quickly, and did some kick work effectively. Practices were graded according to ability. Your use of explanations were succinct and very clear, which were supported by precise and excellent / accurate demonstrations. The level of swimmers' enthusiasm continued, and they were well focused. You utilised questioning to develop their level of understanding and probing them to think whilst doing the activity. Your use of teaching methods varied and instructional were specific and adapted to the swimmers. You moved on to the F/C arms for majority sooner. Practices were relevant and progressive in nature. The contrasting activity was sculling and progressively delivered with precision.	
Support participants in improving performance	Observation, analysis, feedback and correction; delivery styles; adapt plans; swimmers self and peer-regulation; Use of management / organisation of swimmers and time; culture for learning (behaviour)
You were sharp in your observation and analysis of the swimmers. For example, one swimmer spent more time developing F/C Kick. The quality of the F/C arm action was corrected for all swimmers, in which you provided feedback and focused on the quality of technique, by shortening the technique and suitable corrective practices were utilised with maximum impact. The delivery styles demonstrated a versatile approach, in which the swimmers were 'buzzing', attentive and worked. The organisation of the swimmers and the time was highly effective. The swimmers were self-regulated and supported each other, when questioned.	
Conclude activities	Contrasting and concluding activities; summary debrief; supervise departure and organise equipment; progress of swimmers in lesson/over time
The sculling was very well developed. Short focus on the quality of technique, through shortening of the distance and the relevant practices. You debriefed the swimmers and supervised their departure, back to their school teachers. You cleared the equipment. Swimmer's attainment was above average, as the quality of F/C arm technique was high. The quality of sculling was also highly effective. The progress overtime was exceptional.	

Appendix 11: James Evaluation

Session Plan Evaluation Form		
Identify two key strengths of your performance from this lesson	Identify two areas of your performance to develop for future lessons	
1. Backstroke technique was greatly improved 2. Swimmers enjoyed the structure of the lesson	1. more able on areas of stroke than ability lesson planned 2. Further development of the stroke over 25m	
Evaluate your planning		
Planning in the lessons could spend a bit more detail as now the swimmers are more able with further listening/participation skills. The class are very able swimmers so for future planning making it a bit more challenging		
Evaluate your teaching practices <u>and</u> the impact on the swimmers		
The practices weren't too tedious which kept the swimmers amused for the whole lesson. There are a mix of abilities which helps create two plans for the class. More able swimmers are accommodated as well as the weaker swimmers with full support.		
Evaluate your communication skills		
Communication skills are very good as control of the class is from communication of the teacher. A loud clear voice with many actions and instructions helps the swimmers get the most out of the lesson. Any swimmer that engages with the instructions and demonstrations will benefit in their improvement.		
Evaluate your motivation techniques		
Motivation techniques with younger swimmers are good with a fun element and demonstrations to engage in the whole class effort. This takes away the tedium of class teaching but working as a group to reach the same goal.		
Evaluate your lesson management skills		
Lesson management was good and is based on planning prior to the lesson. This helps control aspects of the lesson needed for a continuous growth in their swimming.		
Evaluate your assessment skills		
Assessment skills are based over 6-week periods. This gives the teacher and swimmers a chance for the structure to benefit the job at hand. it worked very well as it gives a rough pin point based on attendance and participation in the class in relation to their assessment at the end.		
Evaluate how well you worked with the Swimming Assistant		
N/A		
Assessment Decision – Is the evaluation ...?	Session plan	Evaluation
Pass (P) or Refer (R)		
Comments / Action Plan (if required)		Deadline(s)
Tutor's signature:		Date:
Learner's signature: Jack Donoghue		Date:20/5/18

Appendix 12: James Session plan and evaluation (workplace)

Teaching Swimming and Aquatics		
Short Term (Session) Plan 2 - James		
Contextual information	Name of Candidate: James	Session Plan no:1
	Date: 19/4/18	Start & end time:
	Equipment required: floats and noodles	Roles and responsibilities of the assistant: if any. support
	Length of session: 30 mins	Area to be used: Deep
	Venue: St Helens school	Depth of pool: 0.9-1.2
	LTS Framework Stage: 3	ADSP:

Participant information	Age of participants: 7-8	No. of participants: 10
	Any specific or disability needs: N	Any medical conditions: N

Session information	Aims: Main theme – group 1	To improve front crawl technique with a heavy leg focus
	Main theme – group 2	To improve front crawl technique with focus of arm position and breathing
	Contrasting activity	Push and glides
	Objectives: Main theme – group 1	To improve front crawl kick 10 metres on with consistent kick on a float, bubble and breathing
	Main theme – group 2	To Improve front crawl arms with position of breathing sideways 10 metres
	Contrasting activity	To improve pushing from the wall in a streamline position
	LTS Stage Criteria to be assessed during this session	Yes, Front crawl tolerance over 10m

Entry	Activity / Practice	Teaching Points
	Double check all swimmers are in depth	Check that head/ shoulders can stay above water.
Organisation:	Meet and greet	Register

Section 1 – Introductory Activity / Warm up		
Organisation:	Waves	
Time 5 mins	10 metres 1 front crawl 1 backstroke	□focus on sideways breathing and Lane orientation for backstroke

Section 2 – Main Theme (Group 1)		
Organisation:	Waves	
Time	Activity / Practice	Teaching Points
15 mins	Front crawl kicking with 2 floats	Toes underwater kicking from the hips, tight streamline and good body position Bubble and breathe
	Front crawl with one float	Only if able to progress from 2 comfortably with breathing
	Front crawl no float soldier position	Same as above following basic confidence and kicking ability. 5 seconds or more and
	Attempt of front crawl	Putting the stroke back together with timing of arms and legs. Seeing if the
	(Whole)	Thinking about the timing of the stroke.

Section 2 – Main Theme (Group 2)		
Organisation:	Waves	
Time	Activity / Practice	Teaching Points
15 mins	(Whole) front crawl kicking with a float	Straight legs kicking from the hips not knees, bubble and breathing
	Front crawl with right arm on a float	Breathing sideways when the arm pulls towards the hip. Head back in on recovery of the arm
	Front crawl with left arm on a float	Breathing sideways when the arm pulls towards the hip. Head back in on recovery of
	Front crawl catch up float	Adding the stroke together with timing
	(Whole)	Thinking about timing of the stroke

Section 3 – Additional Skill Instruction, Practice and Development (Contrasting Activity)		
Time	Activity / Practice	Teaching Points
Organisation:	waves	
Time 5 mins	What skill are you teaching? Push and glides	
	(Whole and/or Part)	
	Push and glides (add noodle if unable)	Straight body, arms locked to protect head Feet pushing off the wall
	Safe entry and exit	Basic exiting both hands on the side and safe entry
	Recap safety procedures	When happy from your teacher, safety first with proper orientation into the water
	(Whole)	

Section 4 – Conclusion (Concluding Activity)		
Organisation:		
Time 5 mins	Debrief of the lesson and safety questions	Gather in a group and ask safety questions for
Exit and debrief		
	Teacher faces away from poolside with swimmers lined up away from poolside	Exit and recap lesson

Session Plan Evaluation Form		
Identify two key strengths of your performance from this lesson	Identify two areas of your performance to develop for future lessons	
1. Water safety was greatly improved as awareness of depth.	1. wide range of abilities can introduce a third plan of skills for all abilities.	
2. Swimmers enjoyed the structure of the lesson	2. Further development of the stroke over 10m	
Evaluate your planning		
Adding in another lesson plan can separate the group from low, middle and upper ability which focuses on the needs of the individual more effectively		
Evaluate your teaching practices <u>and</u> the impact on the swimmers		
The practices weren't too tedious which kept the swimmers amused for the whole lesson. The impact was positive from feedback from swimmers and parents alike. This helps promote a positive working atmosphere for all.		
Evaluate your communication skills		
Communication skills are very good as control of the class is from communication of the teacher. A loud clear voice with many actions and instructions helps the swimmers get the most out of the lesson. Any swimmer that engages with the instructions and demonstrations will benefit in their improvement. The younger the group of swimmers, the more 'keep it stupid simple' so they understand the logic from a teacher view.		
Evaluate your motivation techniques		
Motivation techniques with younger swimmers are good with a fun element and demonstrations to engage in the whole class effort. This takes away the tedium of class teaching but working as a group to reach the same goal. As the group is younger than others which means attention span isn't as long. However very engaging and breaking up the lesson into smaller chunks gives them time to absorb it effectively.		
Evaluate your lesson management skills		
Lesson management was good and is based on planning prior to the lesson. This helps control aspects of the lesson needed for a continuous growth in their swimming. The lesson was split into waves of ability which helped group the upper and lower swimmers better. This helps to indicate the needs are greater in some swimmers which will help their progression into the next group.		
Evaluate your assessment skills		
Assessment skills are based over 6-week periods. This gives the teacher and swimmers a chance for the structure to benefit the job at hand. it worked very well as it gives a rough pin point based on attendance and participation in the class in relation to their assessment at the end.		
Evaluate how well you worked with the Swimming Assistant		
N/A		
Assessment Decision – Is the evaluation ...?	Session plan	Evaluation
Pass (P) or Refer (R)		
Comments / Action Plan (if required)		Deadline(s)
Tutor's signature:		Date:
Learner's signature: Jack Donoghue		Date:19/4/18

Appendix 13: Fast track Level 4 Routes (Collaboration with Educators)

Level 4 Diploma in Managing and Delivering Swimming and Aquatic Programmes

Fast Track Qualification route – Exemption, RPL and APEL

Qualification	Exemptions and/or RPL	Outstanding evidence required
D32 and D33, A1 or equivalent qualifications	Unit 304 Exemption Unit 319 Exemption	If intending to do qualification, will need to 319 elements.
ASA Level 3 for Managing and delivering swimming programmes	Unit 401 LO3 Exemption +PD Unit 303 and 305 Exemption Unit 406 Exemption + PD Unit 321 Exemption + PD	303: Subject to PD and produce 1 LTP, 1 SoW, 1 SP&E, minimum Teach 1 class, teach episode and assessment (observed by the assessor)
ASA Level 3 Certificate for Coaching Swimming QCF	Unit 401 LO4 Exemption, if teaching swimming element +PD Unit 303 (Teaching Advanced) (Any of the coaching Level 2 units)	Produce 3 SoW (not advanced), not teaching evidence for advanced swimmers.
Swim England or STA Licenced Educator (Tutor)	Unit 303 and 321 Unit 406 LO3 and LO4	303: Subject to PD and produce 1 LTP, 1 SoW, 1 SP&E, minimum Teach 1 class, teach episode and assessment (observed by the assessor)
RLSS Trainer/Assessor or equivalent		
RLSS National Trainer/Assessor or equivalent	Unit 406 LO3 and LO4	
Undergraduate or Postgraduate degrees with swimming related research	Unit 420 Exemption + PD and evidence	Research Poster
Level 4 Certificate or Level 5 Diploma or Level 7 PGCE in Education and Training or equivalent	Unit 402 LO1 and LO3 Unit 303 (if already completed)	402 LO2, 4 and 5
Business Certificate in Customer Service Level 3 or equivalent http://www.bytsyz.co.uk/elearning/online-courses/customer-service-level-3/75/	Unit 305 LO1 and LO2 RPL + PD on Swimming related application	Completion of Unit 305 LO3
ASA, Swim England or STA Full Level 2 in any other discipline	Level 2 Unit RPL	Subject to 1 SoW produced with 2 SPs and Es
Level 5 qualification or certification in mentoring and/or coaching	Unit 406 LO2 and LO3 + Evidence / PD	Subject to 1 SoW produced with 2 SPs and Es
Level 3 qualification or certification in Customer Care and Practice	Unit 305 LO1 and LO2	Complete Unit 305 LO3 with evidence & PD

Appendix 14: Pre-delivery Semi-structured Interview (Collaborative) – Educators

Int.1: It is the 30th December 2017 at 4pm. The interview is being taped and part of my research at the University of Oxford. I piloted the questions with another person. And in the questions, and I felt these were a bit long. There were ten and they did go on forever so I just sort of streamlined them slightly. It's the same. I've just reduced it where I could. I know both of you have been supporting with the Level 3, Level 4 in terms of the construction and the... we're looking at the implementation, pilot stage and beyond. Once, this has been transcribed, you will be given a copy to check for factual accuracy.

Question 1: “What is your current perception of teaching swimming in the workplace?”

Clema: Mixed quality. From a point of view, I was in a meeting yesterday. Afternoon in fact with a local of the east council from but not from, if you know what I mean?

Int.1: Yes.

Clema: And the conversation I had with the person I met with the swim coordinator tonight was we're getting such a variety of standards. But what... He said was the standard of teachers who have been around for a long time. Because of the lack of CPD opportunities... and that I would totally agree. There seems to be no emphasis for the employer to provide CPD opportunities for staff. And then, they want problems in recruitment and maintaining quality.

Int.1: To what extent is, I mean you mention that about the variety of standards. To what extent are the issues employer level and national governing body level?

Clema: They know if they get teachers from certain tutors that they're fine and capable of going on pool sides and working kind of immediately with just a small induction period. Just make sure that they know where things are.

Clema: But that's OK. And then when they get teachers that have been tutored by other tutors.

Then, some are saying that they're having to do a huge amount of mentoring AKA six months' worth of. To make fit of the purpose within the workplace.

Int.1: Ok. So, in terms of, if from certain tutors. What about from the other tutors? What of some of the issues that if they don't get the quality of people coming through?

Clema: Just both seem to be able to organize and manage groups of children more than, say six in a group.

Int.1: So, the organisation is an issue.

Clema: Yes. And in view of not being able to deal with school groups which, you know, traditionally issue, you're aware, tend to be ten-twelve in a group for that. But aren't up for teaching, so they haven't got the skillset to be able to do that.

Int.1: OK. It'd be interesting in a moment to talk about the level 2, the new standards that are coming in as well.

Clema: It doesn't appear that workforce is promoting any opportunities for approved centres to create and deliver CPDs. It seems to be a very much closed shop with one awarding body to reduce their own.

Int.1: And the odd comment I've had is competitive swimming, I've been on this competitive swimming, CPD. But I'm no wise a house teacher and how to do things.

Clema: All right. You know I've written a few which is three and half hours long to support staff that's why. And often the swim tells me what the issues are. And I will build something around that or.

Sophia: It doesn't seem to like me moving.

Int.1: Ok. Sophia, so let's talk what's your opinion about swimming standards. Do you agree, build upon or challenge what Clema said?

Sophia: Well, I certainly think there seems to be a huge difference in the standard of what I'm seeing as qualified swimming teachers. I think it, some of it has to do with where they come from with their training because there seems to be different standards that are acceptable through different training providers. But also, it seems to be as well when they go back into the workplace. If they're getting the sole support, they do seem to be developing a bit but if they're just basic to get on with it they just think that it's OK to do an average lesson with no differentiation. But the good teachers will differentiate and progress their swimmers. There is a very wide difference in what you are seeing even in the same organisations. Which is not good because I can sort of see certainly from within from my own club. We've got swimmers who have been stuck at certain levels for a long period, but the teachers are not necessarily recognising that or working on those elements. Or differentiating between the ones that can do something and pushing them further and maybe going backwards with the ones that aren't progressing and need to sort of move backwards a bit before they can move forward again.

Clema: Yes, I'd agree with Sophia and I'm seeing lessons where every child does to float. Every child does one float after four whips a bit.

Int.1: Yes.

Clema: I think it's very important that all swim teachers be competent in planning, who understands every detail professionally. I thought plans need to come up and need to be used, and adding objectives helps quite well. You need to be able to assess against these outcomes. Needs to be realistic. You need to have smart objectives with each plan.

Sophia: Yes.

Clema: And I wouldn't say they were teachers, I would say they were instructors at best.

Sophia: You know if you do try to pick it up with a teacher, they are not particularly receptive with what you're saying to them. To make it any difference because what you are asking to do would involve them maybe spending a bit of time doing some planning and I see what I see. What I think I see a lot of is teachers just sort of there on the poolside and standing like "OK we're not going to do breast stroke tonight so, what's the standard practices for breast stroke?"

Int.1: Ok. Oh, Sophia's gone again. Cool Ok. Do you agree with what Sophia said, Clema?

Clema: Definitely. Yes. I mean it does seem to be pushed door approach to planning.

Int.1: Ok so planning.

Clema: Like the door and they magically become a swimming teacher and that's it and nothing is done like it was ever done on.

Int.1: So, planning is done, I mean, the practice, in terms of differentiation, assessment, and so forth. To what extent does a culture of profession development is created by the NGB and by the employer, because that's what both you're saying that there are issues so I'm quite curious just to explore that.

Clema: I think the NGB has a huge amount of responsibility in showing that they care about grass roots swimming, the basic teaching. It seems that everything's and we know we have swimming, but I do not actually see the differentiation there. All I see is it's about... well, they talk about their vision, the key vision they talk about really is getting more medals on the world stage.

Int.1: Yes.

Clema: It's not the ones about getting more children to swim and develop them and the lifelong participation. That message, I don't believe is coming out. And the lifelong participation doesn't only mean with someone taking a more mature journey from learning to swim to be the agile or however they, you know, whatever they end up. Being later in life maintaining them that way is also about maintaining the teachers on their journey as well.

Int.1: Ok so.

Clema: I think that's completely being missed.

Int.1: Although, you know, Swim England would probably disagree in terms of their objectives which, you know, encourages more swimming. To get more people into the grass

roots, much more active participation and so forth but what you are saying is the reality, the translation of what their strategy, to what their... how they walk the... talk the talk but they don't know how to walk the talk. How it's relayed, it doesn't seem to as much a priority?

Clema: Agree.

Int.1: Ok. And Sophia's nodding as well. Anything comes to add on Sophia on that?

Sophia: Well, I think as well, you know, for teachers to be able to develop, I think is important. Their employers should be embracing that as well.

Clema: Yes.

Sophia: If the employers can't see the benefit of it or don't see the need to do it because this never has been there, it won't happen and that will feed down to the teachers themselves. It's been quite interesting because my club asked me to do quality assurance for the swimming teachers and my experience of trying to do that where I've seen staff that back. It's almost too difficult to deal with because they must deal with the teachers and the teachers may not like the message they're getting.

Int.1: So is there a mismatch between what I've, I would say policy and practice in terms of, you know, saying while you want this because it's obviously to improve the quality but to do that we need to be having this into place and therefore we need to follow this, whatever this is, in terms of the procedures and then actually make a difference.

Sophia: It is. I almost felt like I was asked to the quality assurance as almost like lip service to me almost like, I think what they wanted to do was to keep the parents quiet because some of the parents were moaning that some of the children weren't moving on.

Int.1: Yes.

Sophia: And I said know what they wanted me to say was the teachers were doing the right stuff, so they could go back to the parents and say it's not the teachers' problem it's the children's problem because they can't manage to do what they're being asked to do. I've found that it's not the pupils, it's the teachers that are the problem because the teachers aren't identifying with the issues of and putting them right. And, that's a difficult thing to say while it's almost like you've got an employee that's not performing correctly. I'm managing that.

Int.1: There is an issue therefore between the employer and the value of professional development at that, you know employer level, you know, how many people are doing the mentoring and the quality assurance? Is that consistent with... And, will you require an agreement or do you both agree, if is that NGB level, that there's, you know, issues, significant issues in term of professional development?

Sophia: Yes, suddenly at so often NGB level, they don't seem to be saying this is what you need to be doing. To main teachers OK, they get their level 2, they're licensed now so they're qualified to practice the swimming teachers but that's the end of the story. That's it as the NGB is concerned, there's nothing that says, you know, once you're qualified, you should be able to do this, you should be able to do this, you can do better in this area and in that area. And then, the employers are out there picking and any of that and following it through. So, swimming teachers got no real motivation because there's no pass way for them. The employers aren't saying you need to be doing to improve, there's nothing coming down from the NGB so it's all like a two-way thing. NGB's not doing anything.

Int.1: Mm.

Sophia: Swimming teachers aren't doing anything, so the employers are probably in the middle thinking "well, I probably don't need to do anything. So long as I got the swimmers coming through the program, they're fulfilling their criteria of being there."

Int.1: So, you could argue is trying to say what the working standard is but is not necessarily the best practice and then therefore, is there a culture for growth and development? Ok let's bring in about the standards. We all know that the standards for operation minimum acceptable standards and they've got the swimming teacher ones in now.

Int.1: They are the first to be approved what's your opinion about the standards so far? And are they fit for the purpose?

Int.1: So, Swim England now released the new Swimming Level 2 qualification and that's aligned with the new swimming teacher standards from CIMSPA. What's your interpretation?

What do you think about the new standard and how does the new qualification? Is it going to prepare the learners in the workplace to address some of the issues you both identified?

Clema: I'm not sure how it does. And I say that about the emphasis on school swimming and disabilities. I don't believe until you've got post Level 2 in workplace and with some experience. Some of those skills can be embedded in the qualification time and framework of time tabling. Do you see where I'm coming from?

Clema: And real learners get the exposure. And the problem we've got this. If you're now saying some teachers with the school staff, are we just playing lip service. Because I don't believe there will be many courses to give our swim teachers exposure to working with groups of school children.

Sophia: And if you look at the learning outcome of, on a practical level it's not actually changed.

Clema: No.

Sophia: So, all you're going get is a little more theory going in but no more putting into practice.

Int.1: Ok. So, in summary what you're both saying to me, from this, you know, from what I'm picking up is there are clear issues where the quality of people coming out from courses into the workplace. That there is a lack of support and in my opinion a culture for learning professional development. Where it happens, it sorts of fragmented it happens, but it does not necessarily be there and that the new qualifications are just literally bolted on with some extra bits but not really putting the theory into practice.

Int.1: Perhaps that the sort of support mechanisms into the workplace with the experience and guiding, it's not going be better in your opinion?

Sophia: No, I don't think so. And what did they say any? It was about ninety-five percent match our existing qualification to the new standards.

Clema: Ninety-five percent. This sounds to me like I'm no would probably agree with me. When we got, given things like safeguard and LTAD to put into our coffee.

Int.1: It's more of a compliance issue.

Clema: Yes. It's going be "Oh right, there's school swimming and other things." And I can see that being as the very end of it and nothing more, you know. And I've heard that there's more standards coming out for the school swimming, which I think are laughable anyway from what I understand from the meeting of the European.

Int.1: Yes, I did bring that to the other person, I spoke to. And he comes from a, what I call, multi-skills coaching background, which is another area I need to explore into the training.

Clema: Yes.

Int.1: And he said, I'd be quite interesting for him to be on the pilot as well. And, you know, he's primary school PE teacher, as in essence. I wouldn't say, you know. And he picks up exactly same sort of issues about two hundred meters swimming front wall breaststroke back wall backstroke. Is it really going happen?

Clema: No. And there is that... I think that's linked into... What we're having clubs which is called something different now, the BAGCAT stitch.

Int.1: Yes.

Clema: ... Qualification stuff. That was all muted around two hundred meters. Now, I'm sorry but we're talking about schools with limited budgets already failing to provide children with school swimming provision and due to cost of, particularly in the area where I am, in Kent. Lack of polls, although it's a lividly most, the region that has the most polls per capita of population. However, we're talking of school's kids having to travel half an hour or so.

Int.1: Yes.

Clema: ...each way, that's an hour. Getting them on off bus, forty-five minutes each way and relatively... or is it an hour by the time we got them out of classroom back into classrooms. So that two hours of travel to do possibly a forty-minute lesson and changing. You're talking of three hours out of the day and I can't say that many heads are very happy about doing that.

Int.1: And the expense as well.

Clema: Exactly. And many of the schools in this area are asking parents and had been for a long time and it's not because of the cuts to school's budget of recent time. This has been on-going and on-going where parents are being asked to voluntary contribute to schools' swimming lessons.

Int.1: Yes. Sophia anything comes to add? And then we'll move on.

Sophia: Yes. I've forded on the standards, didn't I? Lest I've looked at it before. There is no way that is going happen. It would be a huge change in culture and perception about swimming within education environment.

Sophia: Ridiculous, you know, two hundred meter that is a lot different to the twenty-five meters that I must do now.

Sophia: And a lot of people aren't achieving that.

Int.1: Well, about half of the primary school children meet the expected standards of the National requirements cause it's now compulsory for OFSTED purposes at the end of stage 2 to report as my sister school found out. Ok, let's move on then.

Question 2: What are the advantages or disadvantages of constructing and delivering a unit versus integrated approach to curriculum to learning and delivery?

So here, I was looking at trying to ascertain what do you feel about unit by unit? Delivery or is it better to use an integrated approach to learning?

Clema: What I want to say, **both is accessing** the programme, for some people doing it unit by unit is financially a way for them to access.

Clema: However, I do think there may well be a situation where you've got unit by unit. Learn about the unit but does it make it the whole and the effectiveness? So, do we kind of almost need a unit that puts everything together which actual, in actual strategies goes back into the workforce, workplace and being assisting workplace and performing in the workplace

Int.1: Ok. Interesting. So, you're looking at it from a more, perspective in relation to the feasibility and the cost-implications but also partly from the learning for those individuals that might prefer a more compartmentalized approach.

Clema: Yes.

Int.1: Yes, Sophia what do you think?

Sophia: That's an interesting concept, Clema. And I've got to say I think, from my point of view, I think an Integrated approach certainly well, would probably more complicated to setup.

Clema: Yes.

Sophia: Would deliver a better program for the learners because there'll be less chance of them having to come back in a month's or two's time, depending on how long the program is going be, so hang on, we've done that before. What you're going be doing is if you cover something and you cover it once and then it goes across lots of learning outcomes which only means you're not going to be duplicating stuff. My concern about, well, accessing on a unit by unit basis might be good for some learners. If from a provider's point of view would probably make it more difficult to deliver because of the, there would certainly be cost-implications there.

Clema: Yes.

Sophia: And would the learners be able to cover off those cost implications themselves because we wouldn't have to absorb that as a training provider.

Int.1: So, in terms of, in terms of the construction and we talk about the specifics.

Appendix 15: Pre-delivery Semi-structured Interview (Collaborative) – Level 4 Candidates

Int.1: OK, so this is the 5th January 2018, 3PM. It's part of, Int.1 research, at, for the Master of Science at the University of Oxford Education Department.

Int.1: So, if you two want to introduce yourselves and who you are etc, briefly... Molly?

Molly: Hi, my name is Molly, level 3 coach. I'm the head coach of the swimming club.

Int.1: OK. And James?

James: Hi, I'm James. I'm a level 3 coach as well. And I partjunior end.

Int.1: Thank you. So, you both, have agreed, and thank you for doing the interview, this is Skype interview, and you agreed to do the, uh, to fill in the participation forms, you're fine with, opting in for that, you filled in the...

James: Yes, we've opted...yes...

Int.1: And what I will do to make sure that it's correct is, I will have this recording transcribed, and then you can review, you know, that it's factually accurate and that you're happy with what's been said. Obviously, uh, when we talk, we won't talk about, if there's any individual coaches or teacher's names, out of respect, but obviously we will mention about the national government body at some point, any other sort of, relevant organizations, we go from there. If that's OK? In terms of validity, in terms of the ethics, etc. I will anonymize your names, we'll I'll leave you to it. You can choose your own new name, for purposes of research at some point. And we'll go from there, if that's OK?

James: Yes.

Molly: Yes.

Int.1:

Question 1. What is your current perception of teaching swimming in the work place? Cause both of you have, do you teach swimming?

James:then yes.

Int.1: And Molly?

Molly: Teaching swimming, I notice a lot of teachers, they're pushing the children hard and skipping the most important things and then the kids are just ending up, on a higher level than they should be. Body position, that is the most important, they're skipping all this. A lot of teachers that I've noticed, teach them wrong things like breathing.

Int.1: Such as?

Molly: Mm mm...and then just like the kids ending up, uh, in the higher level than they should be, basically. And it takes them from...to nowhere.

Int.1: OK, so give me some examples where that's an issue.

James: For example, kids aren't being taught how to float properly from the word go, they're not being taught how to push glides, they're not taught fundamental skills that are going to help them do things later in the stages.

Molly: Body position, that is the most important, they're skipping all this, body position, kicking and they skip...a lot of teachers that I've noticed of observing them, when I'm waiting for my session, they skip these things, they teach them wrong things like breathing, in and out breathing... They not following this at all, and they push... to move the child up, they just let them go, and they move up the stages, 3, 4, 5 stages, when they are not ready. As I say, without the body position, kicking, action, proper –

James: Yes, they are at stage 7, stage.... Yes stage 7 and they couldn't do a roly-poly in the shallow ends. I was thinking –

James: I was teaching these 4's and 5's quite easily, to how you would have gotten all the way through without learning how to do a basic roly-poly in the water.

Int.1: So, when you...I mean, obviously Molly you get to see quite a few teachers teaching and well, you know, you sort of informally assessing, observing really. Um, do you notice, uh, to what extent are the...what are some of the issues often –

Int.1: Yes, sure, sure, not a problem. That's alright, I've got one here. Sorry, carry on.

Molly: They don't demonstrate proper way. The teachers, they don't demonstrate proper way. Whatever they're doing, is just like, oh we now we doing things like this, is not, not...the children copy what you are doing on the poolside no?

James: Yes, half the time the kids... observant...

Molly: Then obviously everything is a game, where they teach them wrong things from the beginning.

Int.1: What about in terms of...co-opting and providing feedback, etc., to them, if they're doing things wrong, to what extent does, you know, are things improving or not, because you're saying really, it's not.

Molly: Hmm...

James: Well...Yes, I mean I personally think it just means more work for the teacher who's willing to sort out these problems, or if it was up to the teacher, just skips past it and would rather give that problem to someone else to sort.

Molly: Yes exactly, someone else going to correct their things. Like holding the floats when they are doing kicking. Most of the time we teach them to straight arms, squeeze your head so you have the proper body position when you're supposed to look. And they don't. They just see the child holding the float and they happy about that that they moving to another steps. So, this uh, missing a lot of small and very important points here, when they are teaching the swimming from stage 1.

Int.1: Yes, is there much, I mean, just linking with that...

James: Yes.

Int.1: Just what kind of professional development is there? Do people participate in professional development activities, as in teachers, or not?

Molly: Could you, repeat the question one more time if you can...?

Int.1: I was just saying about professional development activities, as in teachers, getting involved in, you know, activities to improve their knowledge, improve their practice?

James: Oh yes. I mean, once you're a level 2 teacher, yes, fair enough you're allowed to be, like, by yourself in poolside, but that still doesn't necessarily mean that you're equipped properly for anything that you need to teach a kid how to swim properly.

Int.1: But do teachers do...carry on and attend seminars or do workshops or clinics...?

Molly: No, the teachers do not attend any seminars and in my opinion, on the course, the level 2 course...

Molly: They let them go very fast, without proper knowledge about swimming...

Molly: ...about how to teach the swimming. So, they just.... Basically, they take your money, give you the course, passing everyone and let them go and teach wrong thing from the beginning. Not applying proper things.

James: Yes...

Int.1: ...saying to me is that some, you don't necessarily feel that some learners are prepared for the workplace, from their qualifications.

Molly: Exactly!

James: Yes.

Molly: I would suggest, every 6 months, for example, is not the renewing the qualifications, is not the point, but every 6 months they should have at least 1 day of...of...1-day meeting, and then they renew your knowledge about swimming.

Int.1: MHz...OK.

Molly: Always, you are learning something, you always learn something important... in these things. But this is supposed to be maybe.

Int.1: Right. OK.

Molly: ...things like that.

Int.1: Yes, so that's...that...that's very useful, because it just ties in with the research that I'm...I'm looking at, across sports, in addition to within swimming, but there is limited, information there.

Question 2: What are the advantages or disadvantages of instructing and straight delivering a unit, verses, integrated approach to curriculum, to learning delivery?

If you go back to the level 3 course, program, if you remember there are all those units, 301 to 304...204 and then 304 to 311. Why...I'm...I'm interested in...is it...

Int.1: Yes, you might be right on that one, thank you. I'm glad you're paying attention. What's the advantage or is there an advantage or disadvantage...what do you think about, should delivery of the units be individual units, you know, for each of the units, or should you integrate where you can...?

Molly: In terms of learning, integrate where you can.

Int.1: Why?

Molly: Yes.

Int.1: Why?

Molly: Because every...every unit is applying for that, no? Everything out of...if you going to take bit by bit from each unit, you have...a lot kind of knowledge of what you're supposed to achieve or do.

Int.1: OK. James what do you think?

James: Yes, if you can add in the progression, yes, can't you?

Int.1: Sorry, you can add in...?

James: I think integrate the (learning) with progression, so if you've been given a bit of a unit, then it needs to follow on a series of steps, so you know what just learned isn't going to be completely useless because you've completely blocked it out when you started something completely new. I think it'd be good if they understand that information from (Unit) 301 is going to be in 302 as well and so are the skills that you've learned from the first bit of the course.

Int.1: So, what you're saying to me is where we can link it to sort of thematically, theme by them along those lines, where you can integrate stuff.

James: Yes, then rather than me having to go back to 301 after I've finished 310 thinking, oh my god what was that about again. It's been fed all the way through, so I feel like I have a bit more understanding of how it all works, within a whole theme.

Int.1:

Question 3: How appropriate are the knowledge, skills and assessment learning outcome requirements of unit 302 / 402 & 303 in developing pedagogy and reflection? To what extent do all elements need to be delivered?

So, in this question, what I'm looking at is the content in terms of the theory content 303 and 402, and it sort of...just quickly remind...focuses on things like, principals of teaching and learning; so, looking at how to use questioning, how to use methods of assessment, learning about motivation, how people are motivated. Obviously, the swimming structures, you know the learn to swim framework or different...different organizations. How to organize and organization...safe organization, in terms of managing swimmers in water, managing large groups or small groups, etc., and helpers, etc., and then the other elements of planning and most...last but not final, the importance of what you've mentioned about strengths and skills, you know, recapping all of those.... So, the question, going back to it, was to do with

how...how the B skills and knowledge of that unit help should develop someone's ability to teach and the reflection, and being able to reflect. So, for example, do you think...do you think, evaluation, do you think that teachers need to be able to evaluate their own performance?

Molly: Absolutely.

James: Definitely. 100 percent.

Int.1: Why?

Molly: Because you –

James: I...I personally think I wouldn't be a better coach or a better teacher if I didn't look back and say, what have I been doing for the last 6 months and is there anything I can improve on it. I mean any reason.... Lots of trial and error and stuff, I've done a lot of trial and error, and then I've evaluated it so right, this worked, this happened to work, let me try this bit different and then again evaluate it and see from point A to point B, if it's made a difference. I personally think I wouldn't be a decent teacher or coach at all, if I didn't do that. Doing the same thing over and over, not knowing where you were going.

Int.1: OK.

Molly: Yes, agree, but James don't forget, A good coach is always a good teacher and goes back to the basics. Every time when you evaluate your sessions, your programme, or whatever you are doing, it gives you progress and lets you focus on what kind of mistakes you have made and how you can correct them. It makes you a good teacher to reflect on your mistakes.

Int.1: But not all coaches and teachers are necessarily doing that, cause from what you are telling me, if the teachers realize that they were, and I don't know, this is just an assumption, if the teachers are pushing the kids too far, how they...surely, they should know they are doing the wrong things?

Molly: Int.1, they not evaluating anything, they going to work, making money, going back home don't think about what they supposed to do, how they can improve that.

James: Yes, I think they need to evaluate the teaching environment as well. A lot more –

Molly: Yes, maybe they...maybe they have something like when they have course, about evaluation, they do have, about sessions plans, things like that, but none of them are doing...

Int.1: So really...they're not...they're not...

Molly: All my session was a mess, why all my session wasn't doing properly, why my kids doesn't move out, they never question themselves. That's the most important thing, to question yourself, what went wrong, what went...went right. How can I improve it? Or what can I do about that? But...basically –

Int.1: So, what would you say therefore.... Ok. So, what would you say, what needs to improve in terms of the teaching, for the quality of teaching to happen, reflection is important, I get that. What else in your opinion needs to happen, to improve standards of teaching?

Molly: I think more...to improve more teaching, it should be more seminars available for the teachers.

Int.1: Yes...OK.

Molly: But if any one of them will go –

James: Lots of teachers still don't like teaching the butterfly, and they will strive away from the higher stages, so they know they won't have to teach it... In addition, kids aren't being taught how to float properly from the word go, they're not being taught how to push glides, they're not taught fundamental skills that are going to help them do things in later stages.

Molly: The breast stroke.

Int.1: But to what –

James: Whereas I love teaching the butterfly.

Int.1: But to what extent the CPD seminars work in terms of delivering breast stroke and fly, are there better methods or ways of improving the quality within your own workplace, then having to –

James: Yes. Cause you're the one that's giving the assessment and the...the reflection back, they need to take it on board if they want to be a better teacher, they need to learn.

Appendix 16: Pre-delivery Semi-structured Interview (Collaborative) – Level 3 Candidate

Int.1: I should have checked the recording, shouldn't I? Ok, let's try again. So, it's the 30th of December 2017, 12:55, with Roy

Roy: Hi! My name's Roy. I'm a private school PE teacher currently. I'm also a multi-sports coach. I teach and coach water sports to all level ages.

Int.1: Ok. So, this is part of the University of Oxford research. We're quite happy in terms of the ethics and after you'll get to review the transcript and I'll make sure that there's anonymized etcetera, you're Ok with that?

Roy: Yes, that's fine.

Int.1: Yes, would you say for the record we've managed to not record the, record the first piece, so this is sort of the tape 2 but never mind. You say it's me just to start with and we go back. You're multi-sports coaching so you have the opportunity you mentioned back, shadowing a coach in the first place. You and your 2nd year of doing your diploma in education and training?

Roy: Yes.

Int.1: What do you... and you've outlined your range of sports that you've done, and qualifications and I can certainly go for that later.

Question 1: What is your current perception of teaching swimming in the workplace?

Roy: So, the point of your question is I teach, and I tour at the same time. I just got back. I think swimming is fundamentally important and it should have more swim teachers and more student lessons. I just believe that such swimming is very important. And I also believe that, that there are some issues that arise with swim teaching. Not just teachers sometimes it's the organization when lessons. For example, if you're not in the public sector, it's all about lessons, but many baggage caught in you should all call the paying private members or the swimming, swimming paying customer lessons. People like consistency by teaching, so I always found that my methods come to cover. We weren't always on the same page. And there, just getting there. Small problems you get with the car.

Int.1: So, from what you were discussing earlier, you mentioned that the organizations were going to focus on satisfying members, is what I picked up there.

Roy: Yes, so I thought, I thought unproductive consistency is such result of one week you'll be doing that for the rest of them. Mark them. Let's say someone would come in here. It's not a very good way and It's not a very beneficial role.

Int.1: So, the planning and the, sort of the, medium...

Roy: Yes!

Int.1: ...medium term dance was an issue?

Roy: Yes. It's full of confused and sometimes, the content was unearthing, you know. I mean it's difficult, but I've done it before married a rebel, working out some terms. So, I understand, it can be difficult for the wife, it can be addressed and it's not major issue that can't be addressed if you just bit more structure, more guidance.

Int.1: Ok, so I'm just getting with the... All right, just sorting out some of the others, getting themselves sorted. So, the issue about the consistency, the delivery, the pitching of the lessons as an issue, now, we then talked about along the lines, so just repeating my notes, about swimming teachers not communicating with each other, you mentioned earlier.

Roy: Yes.

Int.1: Can you talk me through that again, please.

Roy: It does help so much more for the next class. I feel like swim teachers can give a lesson. I feel like asking them to perfect things; you take their topics a couple of times, and the next lesson starts. I don't feel that the process of reflection has enough detail.

Int.1: To what extent are you competent or do you believe that teachers, if they don't get the time then, do you think they, or to what extent do they get the time or make the time to professional development outside there? Or it doesn't really happen?

Roy: I'm asking because of the... I think I wouldn't speak for half of them.

Int.1: No. No.

Roy: But I think a large percentage can do it. You know, you have a swim club. It can be different ground.

Int.1: Ok. Why do you believe what you believe in terms of, I mean, to what extent that the reflection what you're saying reflection seems to be an aspect that's important to a teacher?

Roy: Just for me, if you don't reflect on what you're doing, upon wonder you'd reflect on yourself and as the competition as well.

Int.1: Yes.

Roy: Reflect on how the lesson ranges the students. How, are they progressing the way that they should be? Even if you don't take that time to sit there and do that. What happened to the process? You don't really benefit anyone.

Int.1: Mmmhmm.

Roy: You don't know because you haven't. So, I'm doing deep reflection process. And Yes, if you can say that reflection is dead, it's not something that was covered

Int.1: Yes.

Roy: We had a teaching background, it's just something we naturally reacted to. There was something that people respected changes about me. Tried it and without the best that's much.

Int.1: Yes. So, the level for reflection and evaluation is quite important...

Roy: Yes.

Int.1: And depending on what level you're at is whether how much emphasis is placed on it. That sort of, what you're saying, the better is the deeper is than you'll get more information

and it becomes, helps the teacher more effectively, I'm assuming. Now, you mentioned earlier also about swimming teachers should be able to assess?

Roy: Yes.

Int.1: To benefit everyone, you talked about every different learning, different styles?

Roy: Yes.

Int.1: Just finish that one conversation for me. On that, please.

Roy: All right. It mainly comes from with my ex-wife, while I literal follow her to student-teacher. We're looking at daily balance and assessment, but I believe is very important because becomes a goal we achieve and if we don't assess, you're never going to reach this spot in time, don't, the bigger question I ask myself what's not good, but we lost the time when you went here immediately

Int.1: Funny you mentioned that. One of my colleagues spotted 3 days ago from Swim England and a post about getting school swimming. I think it's linked with the European Standard, I can't remember totally saying that everyone should be able to swim 200 meters on each on each stroke.

Roy: Uh?

Int.1: What's your perception of that in terms of school's children? Does it say whether if it's going be done in primary or secondary etcetera but what's your perception of that?

Roy: Umm...

Int.1: And the realities.

Roy: If I'm strict person, I'm going say that it's unrealistic. if it's this is done in school, then, you're going must consider them 9 to 5 every day. Then, swim. I come across another lady as.

Int.1: Wow.

Roy: ...and then swing, and then gets a swing every year with people twice as big. She just said some kids don't learn in a specific way. Sometimes you can breeze by with one lesson so if your schooling very well, you need to teach children by lessons. Not necessarily. I genuinely believe that kids in our school can swim very well because I tell their parents when, me and Weidman, their final six thoughts England led to. You know, the ones that they get, they arranged. They're very to meet them

Int.1: So, what you're saying is that because parent or support in taking this...

Roy: Massive.

Int.1:

Question 2: What are the advantages vs. disadvantages of constructing/delivering a unit verses integrated approach to curriculum (to learning and delivery)

Roy: So, I think the constructing your own unit specific needs unit is, I think is very important. And that is the main thing when you teach this, when you teach so things leaving your room is massive. The main thing when you teach this unit – the disadvantage includes – is that me and my colleague will deliver something, and then someone else will expand on it

Int.1: How does that help learning? Cause I mean what I've got to do with collaborating with yourself and some of the others is look out where I can just say let's just do the pedagogy unit and then we do the coaching and mentoring unit, and then we do the evaluation sections separately or we integrate them where we can. What do you perceive is better in relation from that because you talked about structured framework?

Int.1: What do you mean other teachers that are doing that in the country? What do you mean? Give me some examples.

Roy: So, for example, it's like the National curriculum. Did you know that somewhere in the national curriculum they would've talked X, Y, and Z. They would've X, Y, and Z across every school in the country. But you've got to see it then, within that, some schools mold it, change it, reduce it, but ultimately, there is a framework which we stick into. I mean that in a very important, difference of consistency.

Int.1: So, you'll be pro? What you're saying is you're more of a pro-integrated approach within a structured framework is what you're saying to me?

Roy: I believe I'm with that. Delivering that, there is many benefits, that's all I got from suspicion sometimes.

Int.1: Ok. How does that, I mean I'm assuming in terms of learning for people, how does that help? Or not help?

Roy: What's that having of both?

Int.1: Yes.

Roy: It's like, it's like, say sometimes, you know, you see on T, structured but you know exactly what you want. Because lest it's safer if we start something similar of, and you had, someone had their own way, we are going get lost in transition. And it's just like when this begins, what standards are going be, these programs design to notice.

Int.1:

Question 3: How appropriate are the knowledge, skills and assessment learning outcome requirements of unit 302 / 402 & 303 in developing pedagogy and reflection? To what extent do all elements need to be delivered?

Roy: I thought it's very important that all swim teachers are competent on planning, who understands every detail professionally?

Int.1: What do you mean by that? What do you mean? What would be acceptable in your eyes for planning?

Roy: That's a good question now. I thought I, plans need to come up, needs to have, needs to adding objectives quite well helps.

Int.1: Yes

Roy: You need to be able to assess against these outcomes. Needs to be realistic. You need to have the, smart objectives when, with each plan.

Int.1: Yes.

Roy: That's Do you have, not good? Do you have any plans what this list is all about? You got some terms, sometimes these terms can be broken down to, to get broken down to get to that level of competence.

Int.1: So, are you talking about people in terms of breaking it down to maybe able to understand how to deliver it and then the sequencing a bit? Or are you talking about something else?

Roy: I think the, the right, the brief secrets of the night we spoke about just section. Who would start a big max section? We rush for this stuff nowadays. You're not going mess up economists. Best time but he's very important but he's very important.

Int.1: Yes.

Roy: So simple.

Int.1: So, I mean, from what you were talking earlier about the, there is an importance about planning and an importance about assessment, and that these units, and I mean we haven't touched the bond unit 304 which is the principles of assessment, which you would have done as part of your because it's one of the core units for its assessment purposes. All of those integrate well and what's covered in the knowledge and the skills is what should be looking for. That's when the message I'm sort of guessing, is there anything that is THUMP?

Roy: Yes, but I just thought up. What if I show you a swim teaching courses where we didn't have to have much education behind you? This conversation went you must start teaching but they or assess or do anything in the way which we view a little expense, all right? From my stand point, I think we should look at this, like let assessment, let, and generally understand what, to have a clear of what we're talking about.

Appendix 17: Post-delivery: Semi-structured Interview (Collaborative) – Level 3

Int.1: So, this is the 29th of April 2018. It's just about 5:25. We are doing the recording for the, for my master's project at University of Oxford Master of Science in Learning and Teaching Part 3. The title of the dictation is "How can Swimming Teachers' Education Competencies be developed?" If you guys want to introduce yourselves, who you are, this is the level 3 cohorts sample and then I'll run through how we're going from there. So, Bran do you want to start up?

Bran: Hi I'm Bran, I'm a level 2 swim teacher and a swim coach. I've been swimming for 11 years and I'm currently a high school teacher.

Int.1: Cool and you've done your PGCE?

Bran: Yes.

Int.1: NQT?

Bran: Yes.

Int.1: Cool. Thank you. Carol?

Carol: Hi! I'm Carol and I'm a level 2 swim teacher. My background is 20 years in the corporate world, but my daughter was a competitive swimmer and I spent many an hour helping in her club, et cetera, and then decided when took a step back from my corporate life to get more involved in swimming and that's what led me in swimming.

Int.1: Cool. And where you're teaching now? In different contrasting settings, if you just mention those.

Carol: I teach in several different independent swim schools as well as with a learn to swim connected with a swim club.

Int.1: Great, and feel free to talk about, the both of you, in terms of the quality of teaching, what you notice from other people et cetera, because that'd be very useful. I know we have talked about bits in the past, but this is go into the recording. If you notice the photo on slide 1.

Carol: Yes.

Int.1: Just checking it further. I don't know Carol where you were.

Carol: I am just out of the picture, I'm just out of the picture.

Int.1: You weren't in?

Carol: I was busy off with Bran.

Int.1: Oh Ok. Anyway so, in terms of reminders, so as you both given me consent and informed consent, that's great, to take part in the project. Thank you very much for that 1. The information used as part of this project will be for the project and development purposes, if that's Ok with you? Especially one for the University but also how we, as a training company will be move forward and develop the actual products and programs for that. As I mentioned, anonymised, the information will be anonymised so Bran you're going to be, what do we say?

Bran: Carol.

Carol: Go on, you can have that. Fine.

Int.1: Ok. It's only because I can't cope with the B and the Cs. I can't get your proper names. It gets a bit complicated. We'll keep it as Bran and Carol, it's fine. It's just when I write this after I'll change it to Bran and Carol, and if you want to change your name, Carol, you're more than welcome.

Carol: Thanks, Love.

Int.1: Ah I see, you know however you wish to do that. So, the transcripts over there will be created from the recording and then you'll have access to see these and check the accuracy should you wish to and make any amendments which is fine. When it's transcribed, I will make sure that just the key principles what we've said as accurate as possible has been stated on that one. And then, you've got the right to withdraw anytime from the research, I've just got to remind you of those ones. Is that OK with you both?

Int.1: So, the reason why I'm still, put you as a guinea pig was that, as part of the level 3 and level 4, one of the questions haven't put in there actually is that we've been working as a level 3 and 4 pilots. So, combined, so these for where it's appropriate to talk all opinions about working with the level 4s and how does that help you in terms of preparation yourself should you wish to go down that line et cetera. So, my rationale for choosing you is basically from different contrasting experience it is, backgrounds, participation obviously on face-to-face, because that was critical to have that a look at. And I know Bran you decided to desert and go on holiday. Once we slavishly and by the way I had to teach as well.

Bran: Yes, I heard that.

Int.1: Thanks.

Bran: I had great pleasure internally.

Int.1: Yes. No comment. The pleasure of doing that was great fun, and Yes, we learned to pick up the mess. So anyway, let's go with slides then. The slides will have the questions, take it in turns. I'll ask you some other questions because this is a semi-structured interview, so I think that may develop our themes and so forth.

Question 1: What impact has the Level 3 or 4 programme had on your thinking and professional practice?

Carol: Is that for me?

Int.1: Yes.

Carol: I think for the moment, the biggest impact that it had for me for the moment is on my, the planning side of things. I try to stop and try to think and plan ahead a bit more for my lessons and try to look a bit more at the bigger picture and work with my swim coordinator on where we're trying to go as a swim school and not just as an individual teacher, and I think the other big thing that I've noticed at the moment from

my thinking point of view is that I'm trying to look at things a bit more from an individual child's point of view.

Int.1: Ok.

Carol: Like a little bit more individual correction, speed, back, I'm focusing a bit more on that. I focus on the younger children, which is obviously more fun based when what I tend to find is that now my children are older, almost all my plans are becoming a bit simpler. I think because I'm trying to blame it on individual factors or constraints.

Int.1: Yes.

Carol: Whatever it might be the teaching point is that I'm trying to get across. I'm really, I'm finding it in the moment with the old children, I'm tending to pull back and almost keep things simpler, which is a change in what I've been doing.

Int.1: Why is that?

Carol: I think before what I was trying to do is pack loads into lessons and in a way rush through things because I was kind of trying to just tick boxes to say, Right, we're done. I'm tending to pull back and almost keep things simpler, which is a change in what I've been doing.

Int.1: Yes.

Carol: We're behind now too, you're gone.

Int.1: Is that from, partly from the training that you've done or is that just circumstances and effects and context?

Carol: Could honestly be a bit of both.

Int.1: Yes.

Carol: I think when we did our Level 1 and 2, we were taught all of the basics, but it wasn't necessary. What I've learned more in my Level 3 is about stopping, reflecting, thinking about how the impact, where I'm trying to go with this. I'm trying to look at this from a big picture but trying to bring it back down to the individuals, not rushing through things

Int.1: Ok. Were there any critical points in the program? I mean you done in every single session. Good on you. Was there a moment where having said "Whoa," now that, you know, that made me stop and reflect and think how you're thinking now rather than just doing a tick box and not making it personalized.

Carol: I think it started when we were going through the material. Yes, because I've been looking at the course as more than a course.

Int.1: Yes.

Carol: We've been running through the series and we've been looking at examples and articles to kind of look at different ways of looking at things and we've discussed them from our own experience amongst the group, and but then, that's where it started, it made me think oh actually maybe I'm not really looking at this from the right way but it kind of all started to come together when you then stop pushing the face-to-face stuff. Then, when we started, then when we had our sessions, where

were we together and I had 2 weeks leave because I have the week where we were all doing our face-to-face stuff on the course.

Int.1: Yes.

Carol: And then I joined in with the level 1 and 2 training course the following week and joined week putting the real-life scenarios together with all the theory is when it started to come together and where I thought hang on a minute, I need to really start looking at this differently and doing different stuff.

Int.1: Did that heighten to what extent your, sort of, your values at least, in terms of what you were doing then. Was it that critical point where it changed, or it started to change, and it just got started to be cemented as you say at that point?

Carol: I think a bit of both. Again, it kind of started off and it all kind of comes a bit together and it cements stuff, but it also then starts to make you question. Hold it, where am I coming from? What are my value points here and what should I be bringing together? And I think if it also then marrying where your value points are to the swim schools or the clubs that you're working with. How you marry where you're coming from together with and understanding vector. I've never asked and understood to the same extent where my swim schools are coming from.

Int.1: Interesting, and I would assume they're coming from various places as we've discussed in the previous.

Carol: Most. Most Definitely.

Int.1: We'll come back to that one. Give Bran a chance to speak. Bran is being quiet.

Bran: Yes, man. Just from thinking. We've made just allowed me to complete my Teaching Degree. I've always wondered how I could put what I've learned from teaching and other methods into swimming. Someone said you cannot apply the same thing here you like you would into swimming. This got me thinking about the assessment because I think that's one of the main things that's important for me right now. How can we assess the kids differently? In what ways can I question them, what other ways can I get them to demonstrate what they know, what they can do, what they can't do?

Whereas there could be another way in which they don't understand the movement and they cannot do it yet. Two completely different things but both children can't do the movement but they're so different because one understands, and one doesn't and for me, I think that was the first, most important, that was the first step to thinking that it took for me. It's like is it happening in the work place or are we just going yes or no just based on observation? I just found out recently I don't simplify sessions because I realize that then I don't have to do quantity, so I can give a recent example. I was I was helping a teacher last week with breaststroke legs, and I was encouraging her to question the learners. I demonstrated her question and got the swimmers to answer and let them do it again. Within 4 kicks, there was progress. We had not spent the whole 10–15 minutes just on breaststroke kicks, and they did quality kicks. Through some very valuable questions added on, this made them think what they were doing So that then got me thinking about my own sessions. I just found out recently that I don't simplify sessions because I realised that I don't have to worry about quantity. I mean how simple are my lessons? How long do I extend certain activities? Are they going on too long to the point that learners stop thinking

about what they're doing? Are they bored? Are the questions valuable to them? Do they understand what I'm asking?

Int.1: That's fascinating. Thank you for that one because both of you, I'm just, as you probably gather I'm just scribbling down to key words.

Bran: Yes. That's why you stopped.

Int.1: You both said simplifying content.

Bran: Yes.

Int.1: You simplified your structure and it sounds like a very minimalist approach Bran on yours.

Bran: Yes.

Int.1: I mean, in that context, you talk about mentoring someone else.

Bran: Yes.

Int.1: And they could physically see it? And then, you then, fall, Ok, you know, you then reflected on your own practice. I'm thinking about the importance of assessment and questioning. How can they apply their knowledge and understanding or their understanding in different ways?

Bran: Yes.

Int.1: That's what I get.

Bran: Yes, I suppose just objectively viewing them if they can do the movement or not because obviously you've got those kids. I get what you're trying to say I just can't, they just don't understand the motor movement.

Int.1: Ok.

Bran: And I think that, that's done. That's to me where it's got me thinking. Will then we probably need to assess slightly differently. Ask different questions but how do I test them? Am I doing what I think should be done?

Int.1: So, is there a difference between teaching learning and then assessment?

Bran: No. They should marry up.

Int.1: But then you're saying is there a different way of teaching or assessing them in a different manner? Feel free to chip in, Carol.

Carol: I was just nagging, it's not necessarily different, it's just breaking it down to another, what I'm looking for. Breaking it down to another degree, you know, it's as Bran was saying, it's about not just saying they can't do it, it's not just saying that's one whole step, that could be there'd be half a step. It's breaking it down and they might not be there yet at the end game but they're partway along because they started to understand what it is we're starting to ask them to do. They haven't put it into practice yet and as Bran said they haven't quite worked out what emotion and how they get their muscle do what it is but they're understanding that process. It's not a different approach, it's just understanding breaking it down to that bit more detail we probably weren't looking.

Appendix 18: Reflection unstructured interview

Int.1: This is the 25th of February 2018 at 8:55. It's int.1, the level 3 and 4 for the University of Oxford, Master of Science research project I'm doing. Brenda if you just quickly introduce yourself and then we'll talk about the context.

Brenda: Ok, so I am level 1 and level 2 swim aquatics teacher and I've been in competitive swimming for 3 years. I've been teaching for 6 years and I am now in need of elevating myself as a teacher and that's why I am here with Int.1.

Int.1: Ok and Brenda is doing the level 4 program. So, we've done 2 sessions, Brenda, in terms of 1a, you chose to do, which is part of the role of the advanced teacher and then we followed up with the 1c, and as I reflected, that I felt that the session, and you agreed that it was too fast. Particularly the last bit of the last session we did, yes?

Brenda: Yeah, definitely.

Int.1: And hence why I've put on this additional session tonight which went through in a little bit slower pace and defer the last sections of the PowerPoints. We were just, this a preamble sort of a general chat and you were saying about making you think in bits.

Brenda: Yes. Well, I, what I, the first thing that I thought was at the end of Friday was like. Oh my God, it's only module 1 and this, all this change and thought is happening. What's going to be at the end? I am going to be a god or something. I think, even listening to others, answering your questions made me think, "Is this happening in their minds? But then, it gave me space to think about all those things that I did not even know.

Int.1: I'm very curious, I mean all we've done, well, I would say "all," is talk about the role of the teacher. Look at the identity, the values, the beliefs, the what knowledge skills, the formal qualifications. We've now, that includes tonight, we've looked at the learned swim framework because it was more integrated. On Friday's night session, why, what specifically made you think "Oh my God, if this is only first session," what were your thoughts from Friday night? In terms of reflection.

Brenda: It was more when we dealt with the NLP.

Int.1: Ok.

Brenda: And with the book about the, it was coaching practices or something? The article where it talks about the holistic view of the swimming teacher. I think, even listening to others, answering your questions gave me sort of to think "ah, is this happening in their minds?" Which previously, it would only be in my head just, so it would only be internal to me that I wouldn't share with my peers.

Int.1: Yeah.

Brenda: But then, it gave me space to think about all those things that I did not even know. So, it's very complicated because something to think it and feel and something is to word it.

Int.1: Yeah.

Brenda: Only this first module gave me a lot of thought about, as you we've said.

Int.1: Yeah.

Brenda: Am I as teacher truly? And apart from what the ASA has got me.

Int.1: Yeah.

Brenda: Who am I? What do I want to do? What is it that I am trying to do? Am I doing it well? Am I doing it the right way? Is my way right for me or is it right for all? Is my way wrong really? There are a lot of questions t, and it took a lot of thinking about things that I didn't even know that I had to think about so much or that needed so much thought. In my head, it was almost involuntary.

Int.1: Yeah.

Brenda: A lot of aspects but I understand now that perhaps, since, we are going through it, then perhaps, this is not that involuntary or automatic for all people to think.

Int.1: So, is it, to what extent is that therefore, I'm making you must make you think and reflect on who you are as a teacher? What the purpose? Why are you doing it as opposed to oh, you know, I assumed it would be that I'm just, normally, I would be just getting on with it, wouldn't be a problem. I don't think about this because that was 1 of the comments of the some of the others when we did with Jay, and I think it was Bradley and Harris who sort of said well, when do we sit and think about this?

Int.1: Yeah.

Brenda: But I don't even know myself. I did not know. I was running on autopilot sort of thing, based on my background.

Int.1: Yeah.

Brenda: I think I am only discovering from this session who I truly am, which perhaps it has always been there. But I don't even know myself. I was running on autopilot sort of, based on my background. I never actually sat there and thought, well, am I doing it right? Before, I couldn't base it on any concept (on teacher agency) because I didn't really know any, but now I do. Module 1 touched on so many buttons as they were alike. All these light bulbs coming on. I think what made an enormous difference for me was the articles and reading.

Int.1: It would...

Brenda: What drives me?

Int.1: It would be very interesting, 2 things I would strongly advise and suggest was 1 that you go through the session, 1b recording, and where we did the same with Jay, as I mentioned to you, I did it silently. So, I read the question and

paused and allowed people, everyone to do it for themselves in the room, as in in WebEx. So rather than modelling it, you've got actually 2 examples from the NLP role where you can do it face-to-face, well you know, direct with an individual, so we're talking about modelling in essence, and where we can do it with a whole group, where everyone can do it at the same time but at their own speed, and it'd be very, I'd be very interested for you to actually have a go at listening to that recording and seeing if you've got any more things add and just email me what your thoughts are. That would be fantastic then, the 2nd 1 is where I'm going to somehow match you all up or just potluck randomly and say, "hi guys, can you go through that exercise?" Over the phone/skype etcetera, and physically do it with each other, so you will, you would do this the same thing, for example with myself asking you the questions and then you just talking through and we have a discussion, chit chat at the end to say how did you find that process and what did you notice? What did you learn? And then we would swap (*inaudible dialogue*) and do that and vice versa and then see what we can learn from both going through that experience as 1, the actual facilitator, and 2, the actual teacher coach themselves.

Brenda: I did that already. Sorry, because...

Int.1: I'm so glad you're motivated then to do it.

Brenda: You talk, and we do as a group. My head works so you know...

Int.1: Yeah.

Brenda: ...On its own. So, when you did it on Friday...

Int.1: Yeah.

Brenda: ...With a Jay? No? I forgot.

Int.1: Jay. Jay.

Brenda: Yeah. Jay. I was answering those questions, too, in my head, for my own self.

Int.1: Yeah.

Brenda: And from his answers and my point of view, I could see an abyss, and I was just like "is he really answering like that?" But having said this, I'm not criticizing it but it's sort of examining his answers compared to mine.

Int.1: Yeah.

Brenda: His answers were not wrong, but I was trying to find the good side of it because his way could be right, too. Not only mine.

Int.1: Yeah.

Brenda: So, comparing the 2.

Int.1: Yeah. What it means to him and what it means to you can be closely different things and what you're trying to do is look, for me, you're trying to look for the commonalities of how do I accept what he's saying and does his way of doing it fit well with mine as well to a certain extent, and what can I learn from it, but as I say, this for me, is probably 1 of the most powerful tools that anyone

could use and actually having the time to say truly who are you? Because if I then know who I am as a teacher and my identity then, what do I believe in then everything fits into place in terms of that and if anyone dare try to violate your values, what you stand for, you will not be very polite or nice to that individual for a start.

Brenda: No.

Int.1: And that has happened to me in the past in a different context, so yeah, what did you, any thoughts and reflections from tonight and just go through the assessment criteria just now, anything else?

Brenda: From what we did tonight, what the questions? Or the session?

Int.1: Both. The both. The session.

Brenda: From the PowerPoint.

Int.1: Yeah.

Brenda: I believe that is the, 1 of the bits that I was lacking in.

Int.1: Right.

Brenda: As I said during the class, when people come and ask me, I don't know what to say. I don't know how to help them and so but even knowing about these structures of different frameworks...

Int.1: Yeah.

Brenda: Is also me the, it helps me to enrich what I know.

Int.1: Yeah.

Brenda: It allows me to broaden my view, in a sort of way. In things that I was lacking, and I generally did not know how it works.

Int.1: Yeah, so that was the competitive swimming structure as well in terms of the transition.

Brenda: Yeah, yeah. All that. And I never really compared the STA with the ASA. I only went on with what I heard.

Int.1: Ok.

Brenda: But I never actually had an idea of my own until now, and that was useful cause now I can fight with more anger.

Int.1: Ok.

Brenda: Before I couldn't base it on any concept that I had because I didn't know really but now that I do, it's like, oh boy, yes. Now, yes, but from the homework, having had the day to, and the night to think over the lot of this, it's a lot cleaner now. The first day I was like, what, what, what are you talking about? It was just a lot bit because the module 1 touched on so many buttons that were all like they were all on. And I had all these light bulbs coming on.

Int.1: I was about to say light bulbs as well.

Brenda: Yeah, light bulbs coming in my head and I was like I must place things in the right order now.

Int.1: Yeah.

Brenda: And let my mind assimilate it and I think what made an enormous, an enormous difference for me was the article about, the book pages that we had to read.

Int.1: Which 1? I'm trying to think.

Brenda: I have it here, hold on, because I made an enormous number of notes that I use for coaching.

Int.1: Oh yes.

Brenda: Book, yes. So, I've been all afternoon today.

Int.1: Oh my God, reading that.

Brenda: Chapter over chapter over chapter of the book. And...

Int.1: Right.

Brenda: No, it helped me because I can now define me.

Int.1: Ahhh excellent.

Brenda: Does that make sense?

Int.1: Absolutely.

Brenda: If someone is now to ask me "what are you? What do you stand for?" I can now word it.

Int.1: Yeah, so you would, you've read...

Brenda: I've now placed myself in the levels that they outline and in what I now know what my weaknesses have been...

Int.1: Yeah.

Brenda: ...And where I could have done better, and I feel sorry for it, and what I currently do, and what I know I can make better.

Int.1: Excellent.

Brenda: Thanks to those chapters that I've read. So, that's why I did not sleep. Do you understand, it was in my head, all this?

Int.1: I, and then what's useful is because you mentioned about the ASCOR, you know where we talked about the case studies of Gerald and Debbie.

Brenda: Yeah.

Int.1: And when we, and what you described is what I'll be looking at 1.2 because you've given some very clear sort of messages about evaluating how the values and beliefs may affect the identity of the swimming teacher. So, you've talked there about what you sort of believe in now, who are you? And what's

important? The “who are you” is dependent to the “what you believe in” and “what’s important to you.”

Brenda: Yeah.

Int.1: And what Gerard and Debbie’s case studies is show you that they were similarly trained but they have different philosophies and that’s where the philosophies and the values and beliefs then impact on those individuals.

Brenda: Yeah.

Appendix 19: Research Poster

HOW CAN SWIMMING TEACHER COMPETENCIES BE DEVELOPED?

MSC LEARNING AND TEACHING RESEARCH PROJECT
 Ray Lau, raymond.lau@kelllogg.ox.ac.uk Research Supervisor: Dr Nigel Fancourt



RESEARCH QUESTIONS

HOW DO INTEGRATED CURRICULUM APPROACHES AID THE COMPETENCIES OF ADVANCED SWIMMING TEACHERS?*

HOW DO THE LEVEL 3 AND 4 COMPETENCIES PROMOTE BETTER QUALITY IN SWIMMING TEACHING?*

↓

EMERGING FINDINGS

The construction of the curriculum was important in developing the knowledge and understanding of swimming teachers.

A blended learning approach to delivery was useful for maximising opportunity and learning outcomes.

Opportunities were created enabled learners to apply to their settings.

Developing the teacher's identity impacts their philosophy and practice of teaching.

Learners benefited from and enjoyed the application of mentoring theory into practice.

Introduction

This inquiry evaluates the implementation of an international pilot programme to develop the new **Level 3 and 4** qualifications in (Advanced) Teaching Swimming and Aquatics. The research focuses on using the integrated curriculum method for the delivery of session and improving the quality of swimming teaching practice.

QUALITATIVE METHODOLOGY

PRE-DELIVERY SEMI-STRUCTURED INTERVIEWS	POST-DELIVERY SEMI-STRUCTURED INTERVIEWS	OBSERVATION	DOCUMENT ANALYSIS
GAINING VIEWS ON:	COLLECTING PERSPECTIVES ON:	DIRECT OBSERVATION ON THEIR TEACHING LINKED TO FACE-TO-FACE SESSIONS AND/OR WITHIN THEIR WORK SETTING AGAINST SET CRITERIA WITH FIELD NOTES ON:	REVIEWING EVIDENCE INCLUDING:
the perception of swimming teaching in the workplace	the impact of the learning on their professional practice	planning, delivering and concluding the sessions	planning documentation
unit vs integrated approach to curriculum learning	competencies in pedagogy (subject and education), mentoring and reflection skills	supporting swimmers in their development	written evaluations
how and when to best develop pedagogy, reflection and mentoring	the use of blended learning and improvements needed	personalisation in their teaching of strokes and skills	online reflection

CONSTRUCTION OF THE PROJECT

PLANNING AND PREPARATION

Level 3 and Level 4 Specifications → 1 - Advanced Teacher

Collaboration Interviews X3 (Educators and Candidates) → 2 - Education Pedagogy

Learners 12 Learners across Level 3 and 4 Programmes, East, London, South East regions and Cyprus → 3 - Planning & Evaluation

→ 4 - Technical Knowledge

→ 5 - Mentoring

→ 6 - Face-to-Face Sessions

DELIVERY AND APPLICATION

TEACHING INTERVENTION

- ONLINE WEBEX (8 WEEKS)
- ONLINE COMMUNITY
- RESOURCES
- FORMAL SUPPORT
- INFORMAL SUPPORT
- FACE-TO-FACE SESSIONS (3 DAYS)

LEARNER APPLICATION TO OWN SETTING

MONITORING AND EVALUATION INSTRUMENTS

- INTERVIEWS - LEVEL 4
- INTERVIEWS - LEVEL 3
- PLANNING DOCUMENTATION
- EVALUATION AND REFLECTION
- OBSERVATION

ANALYSIS FINDINGS

RECOMMENDATIONS

LITERATURE REVIEW SUMMARY

HOW DO GOVERNMENT POLICIES AFFECT THE PROMOTION OF EFFECTIVE SPORTS TEACHERS/COACHES?

- The government has set out the pedagogical directions within Education but has not given the same level of priority to the health and sport agendas.
- Qualification organisations have offered approaches concerning education and social as a fact of the situation of meaningful training programmes in swimming and has led to lower teaching standards.

HOW EFFECTIVE IS THE PROFESSIONAL DEVELOPMENT OF SPORTS TEACHERS AND COACHES?

- A lack of culture and culture in the CPD and professional development throughout the National Governing Bodies (NGB) and has evaluated the profession and its beyond value also professional development.
- The Educator/Coach trying the teachers to change their philosophical approach to the delivery, assessment, the quality of coach and education.

WHAT ARE THE APPROPRIATE PEDAGOGY COMPETENCIES FOR DEVELOPING ADVANCED SWIMMING TEACHERS AND EDUCATORS?

- An array of competencies is crucial for a contemporary 'advanced' swim teacher, including mentoring, Swimmers, necessarily developed on an individual basis.
- The teachers' self-reflection skills, philosophy and approach to teaching and require personalised planning and delivery.

CONCLUSION

- Piggott (2012) states that the NGB for swimming education should consider policy and practice a closed approach to practice.
- The focus for swimming approach towards reflective, self-evaluation, and involvement of their swim teacher education programme is lacking. This suggests need to the development of swimming teachers from professionalisation, research evidence into the educational practice.
- Swimmers need to develop, motivation and study work towards the best to promote all their quality and culture of educational perspective and teaching practice. Expansion of the opportunity for the development of a wider and new of practice needed at a national and local level.



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