Fundamentals of Instruction Teaching Experience Supervisor

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Acknowledgements

Each time a program is revised, it is built on the great work completed in the previous revisions. The Canadian Red Cross would like to recognize everyone who worked on developing these programs in the past; their work set the foundation for our success.

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INTRODUCTION

Welcome! This e-book is your quick and easy access to the information in the Fundamentals of Instruction – Teaching Experience Supervisor online component! You can use it to review your role as a Teaching Experience Supervisor (TES) and the tools available to you to create and support a successful learning experience for Instructor candidates. You can also review how to successfully co-facilitate a course with a candidate.

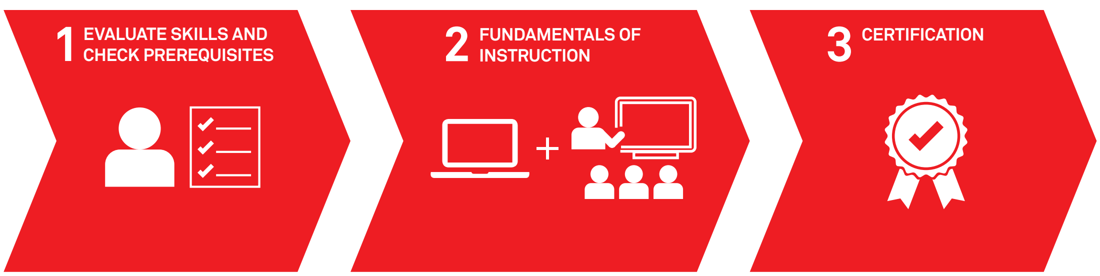
This e-book will guide you through:

- The Teaching Experience process
- The foundations of being a TES
- The pre-course tasks
- The during-course tasks
- The post-course tasks

The Reflection Question icon will appear throughout the e-book and indicates a question on the page for you to answer. These questions are designed to help you review course concepts by applying them to your own life. Keep track of your answers in your *Fundamentals of Instruction – Teaching Experience Supervisor Workbook*; you will discuss them in class with the Instructor Trainer.

We are excited you have chosen to continue working with the Canadian Red Cross and to contribute to developing incredible Instructors. Enjoy your learning experience!

Teaching Experience Supervisor Pathway



1. Step one consists of confirming prerequisites are met: you must be a certified Instructor and successfully complete a skills evaluation.
2. Step two consists of an online and classroom component where you will learn the fundamentals of instruction for Teaching Experience Supervisors and apply them under the guidance of an Instructor Trainer.
3. Once you have completed steps one and two, you are certified as a Teaching Experience Supervisor. This certification remains current as long as your Instructor certification is current.

Required Materials

Fundamentals of Instruction – Teaching Experience Supervisor Workbook

The workbook is a place for you to write notes and respond to reflection questions. It will help link your online experience with the time you spend in the classroom with an Instructor Trainer.

Instructional Tasks

Each of the instructional tasks you were responsible for as an Instructor carry forward as a TES. As your instructional role grows, so do your tasks! The new tasks you are responsible for are highlighted below.

STAGE	INSTRUCTIONAL TASK
Foundational	Teach according to the Fundamental Principles
	Follow the Canadian Red Cross Standards of Behaviour
	Continue learning throughout your instructional journey
Pre-Course	Plan by course and by lesson
	Review all lesson content and activities
	Prepare teaching aids and course content
	Create a safe learning environment
	Initiate a professional relationship with candidates
During-Course	Start a course
	Maintain a safe learning environment
	Teach lessons
	Assess participants, provide additional instruction when needed
	Adapt instructional approach to meet learning needs
	Resolve conflict
	Evaluate participants
	Close a course
	Support the Instructor candidate in the classroom
Post-Course	Decontaminate teaching aids
	Complete any post-course paperwork
	Reflect on your experience
	Complete Instructor candidate evaluation

Recap of Instructor Modules

Take a moment to review the modules that you covered in the Fundamentals of Instruction online component.

Foundations of Being an Instructor

This module covered all things Canadian Red Cross, including the *Canadian Red Cross First Aid Program Standards*, the context for Canadian Red Cross First Aid education, our history, and how we help those in need. Most importantly, you learned about the seven Fundamental Principles and how they influence your role as an Instructor as well as how to engage with life-long learning.

Pre-Course 1 – Lesson Planning

Here you learned how to plan your courses, including how to create course and lesson plans, as well as the resources available to support you. You also learned the considerations you must make when planning blended learning or recertification courses.

Pre-Course 2 – Types of Learning

This module included information on the domains of learning, how to conduct a skill demonstration, and how to apply experiential learning in a First Aid classroom.

Pre-Course 3 – Learning Considerations

In addition to safety, your main priority as an Instructor is to tailor your teaching to the learning needs of your participants. This module included information on the difference between accommodation and modification, the factors that affect learning (like age characteristics and diverse abilities), and the many ways to accommodate participants in the classroom.

Pre-Course 4 – Preparing for Your Classroom

This module discussed the types of teaching aids used to support you in the classroom.

Pre-Course 5 – Creating a Safe Learning Environment

Here you learned how to establish a safe physical learning environment in both traditional and alternative classrooms.

During-Course 1 – Starting a Course & Maintaining a Safe Learning Environment

In this module, you learned the tasks involved in starting a course, from introducing yourself and participants to establishing learning expectations and encouraging an injury prevention culture. You also learned how to maintain a safe psychological environment, the impact of language, what we mean by respect in the classroom, and how to respond to incidents which threaten the physical and psychological safety of participants.

During-Course 2 – Instructional Techniques Part I

This module equipped you with the knowledge of what to consider when selecting instructional techniques and how to use them to facilitate a course.

During-Course 3 – Instructional Techniques Part II

In this module you learned more about how to incorporate learning stations, practice sessions, and scenarios into a lesson, as well as how to adapt your course based on your participants' learning needs.

During-Course 4 – Simulations

Here you were given information on how to use simulation techniques within a First Aid course.

During-Course 5 – Communication

In this module you were given communication strategies to support your interactions with participants and assessment of their skills. These interactions include giving feedback, answering questions, listening, and responding.

During Course 6 – Conflict Resolution

This module looked at the definition of conflict and how to resolve it. It also introduced strategies on how to navigate different behaviours you might encounter as an Instructor.

During Course 7 – Assessing and Evaluating Participants & Closing a Course

In this module, you learned the difference between assessment and evaluation, as well as how to properly close a course.

Post-Course Tasks and Responsibilities

This last module took you through the tasks and responsibilities you must complete when a course has ended. These include cleaning and decontaminating equipment, completing all paperwork, and reflecting on your instructional experience. You were also given information on how to maintain your certification and the opportunities for growth available within the Canadian Red Cross.

THE TEACHING EXPERIENCE

Learning Objective

By the end of this module you will be able to communicate the Teaching Experience process to candidates and understand its importance to the Instructor Development Program.

Key topics include:

- Purpose and importance of a Teaching Experience
- Teaching Experience process

Service Learning

The concept of service learning emerged after the Second World War. At this time classrooms were being flooded with a variety of diverse learning needs; there was a new population of learners who, before the war, may not have had access to advanced education. Educators found success in giving the learner the opportunity to apply his or her knowledge in a real environment. The Teaching Experience provides a service learning component to the Instructor Development Program (IDP).

There are many benefits to service learning for Instructor candidates:

- Reduces the theory-application gap
- Prepares candidates with realistic, up-to-date expectations of the classroom environment
- Allows candidates to personally observe what other professionals do in order to model best teaching practices
- Provides a supportive environment
- Contributes to the socialization of newly certified Instructors and prevents them from feeling isolated
- Encourages reflection, allowing candidates to develop their Instructor identity

Sources:

K. Laughlin, P. Nelson, and S. Donaldson, "Successfully Applying Team Teaching with Adult Learners." *Journal of Adult Education* 40, no. 1 (2011): 11–17.

K. Kindle and C. Schmidt, "Developing Preservice Teachers: A Self-Study of Instructor Scaffolding." *Reading Improvement* 50(3) (2013): 83–100.

The Teaching Experience

Purpose

To allow candidates the opportunity to apply the knowledge and skills they gained in steps two and three of the IDP (fundamentals and discipline-specific). It places candidates in an authentic First Aid classroom environment, supported by an experienced Instructor.

Who is Eligible for the Teaching Experience

- Instructor candidates who have successfully completed steps one to three of the Instructor Development Pathway
- Youth Leader candidates who have successfully completed steps one and two of the Youth Leader Development Pathway

Both Instructor and Youth Leader candidates must complete a Teaching Experience. We typically refer to the "Instructor candidate" or just "candidate." Please note this also includes the Youth Leader candidate.

Why It's Important to the Candidate

It provides a safe place to test multiple concepts while being supported by an experienced Instructor.

Why It's Important to the Program

The Teaching Experience acts as a quality management checkpoint to ensure each Instructor who receives certification is prepared to teach according to our educational philosophy, independent of his or her TES or Instructor Trainer.

1. What are three key learnings from your own Teaching Experience as an Instructor candidate?
2. How did these learnings carry forward into your professional practice?

The Process

It is important to note that if a candidate must complete a second or third Teaching Experience, his or her focus is on closing the gap between being a learner and being an Instructor. The candidate must meet the remaining instructional tasks that were incomplete from the previous attempt.

Observe a Course:

At the discretion of the candidate, he or she may choose to observe a participant course.

↓

Online Component:

The candidate completes the Teaching Experience online component.

↓

Meet the TES:

The candidate and TES work together to prepare for the course.

↓

Teaching Experience (first attempt):

The candidate co-facilitates a course with a TES or an Instructor Trainer.

- **Successful:**
  The candidate is successful and is certified as an Instructor.
- **Unsuccessful:**
  The candidate is unsuccessful. Following a discussion with the TES, the candidate returns to his or her discipline-specific Instructor Trainer to strategize how to improve his or her skills before attempting again.

↓

Teaching Experience (second attempt):

The candidate co-facilitates a second course with a TES or an Instructor Trainer.

- **Successful:**
  The candidate is successful and is certified as an Instructor.
- **Unsuccessful:**
  The candidate is unsuccessful. Following a discussion with the TES, the candidate returns to his or her discipline-specific Instructor Trainer to strategize how to improve his or her skills before attempting again.

Teaching Experience (third attempt):

The candidate co-facilitates a third course with a TES or an Instructor Trainer.

- **Successful:**
  The candidate is successful and is certified as an Instructor.
- **Unsuccessful:**
  The candidate is unsuccessful and will not be certified as an Instructor. In order to be certified, the candidate must retake the entire Instructor Development Program.

Summary

Here is a list of concepts presented in this module:

- The importance of the Teaching Experience to Instructor development
- The Teaching Experience process

FOUNDATIONS OF BEING A TES

Learning Objective

By the end of this module you will have knowledge of what it means to be a TES.

Key topics include:

- Roles and responsibilities of the Teaching Experience Supervisor
- Standards of Behaviour
- Professional behaviours
- Seven Fundamental Principles of the Red Cross

Role of the TES

The TES is an experienced Instructor who has completed additional Canadian Red Cross development work in order to fulfill this role. The goal of this role is to provide consistent support to candidates during their Teaching Experience.

Responsibilities

A TES is responsible for determining the overall success of the Teaching Experience. However, he or she is not authorized to guide remedial work if the candidate is unsuccessful. This will be done by the Instructor Trainer.

Certification

Certification as a TES will last as long as your Instructor certification is valid, but does not extend the Instructor certification past its expiration date.

Professional Behaviours

A TES is critical to the success of the IDP. The guidance and support that a TES provides to candidates is significant. Not only do you bring this segment of development to life, but you also ensure that candidates (and the course participants) have a successful learning experience. Examples of professional behaviours for this role include:

- Being trustworthy with the property or confidential information of others
- Showing compassion for others
- Responding appropriately to the needs of participants
- Respecting others
- Supporting and reassuring participants
- Being punctual
- Taking initiative to complete tasks
- Showing enthusiasm for learning and improvement
- Dressing professionally
- Maintaining appropriate personal hygiene and appearance

Fundamental Principles

Candidates will observe how you embody the Fundamental Principles. Encourage candidates to consider their identity as a representative of the Society and to think about how they will model the Principles in their own professional practice while you work together.

Humanity: We serve people, but not systems.

Impartiality: We care for the victims and the aggressors alike.

Neutrality: We take initiatives, but never take sides.

Independence: We bow to needs, but not rulers.

Voluntary Service: We work around the clock, but never for personal gain.

Unity: We have many talents, but a single idea.

Universality: We respect nations, but our work knows no bounds.

NOTE:

This is a short version of the seven principles that was prepared by the Tanzanian Red Cross. You will find the full version at redcross.ca or ifrc.org.

Summary

Here is a list of the concepts presented in this module:

- Roles and responsibilities of the Teaching Experience Supervisor
- Standards of Behaviour
- Professional behaviours
- Seven Fundamental Principles of the Red Cross

PRE-COURSE

Learning Objective

By the end of this module you will have knowledge of the Instructor candidates you will support, the importance of establishing a professional relationship with them, and the instructional tasks you will coach when preparing a classroom.

Key topics include:

- Different backgrounds of candidates
- Factors that affect learning
- The importance of establishing a relationship with a candidate before beginning a course
- Pre-course instructional tasks that you and the candidate must complete together
- Suggested timeline to check in with a candidate before a course

Who Is the Instructor Candidate

Just like Instructors must consider the unique experiences and learning needs of different participant groups, you will also encounter Instructor candidates from an array of backgrounds.

You may encounter Instructor candidates with:

- No previous experience
- Previous experience (e.g., from another first aid agency or as a Canadian Red Cross Water Safety Instructor or Instructor Trainer)
- Previous experience teaching but new to first aid education (e.g., school teachers)

Each of these candidate backgrounds has its own IDP pathway and can be found in the *Program Standards*.

1. Considering the different backgrounds listed above, how do you see your role changing from candidate to candidate?
2. During your time as an Instructor, have you had to navigate a classroom of learners with a variety of experiences and motivations for learning? If so, how? Do you believe this strategy will work for Instructor candidates?

Adult Learners

Adults are motivated to learn when the content is relevant and meaningful to them. You will need to consider adult learning characteristics when planning a course.

Characteristics of adult learners:

- Have experience
- Are skill-oriented
- Prefer active, self-directed learning
- Motivated by intrinsic rewards
- Oriented by a need or problem
- Concerned with learning for a specific need (e.g., a job)
- Learn best in informal settings
- See themselves as a peer to the TES

1. Consider your experiences as an adult learner and describe a time when you felt your learning needs were well respected and supported, as well as an experience where you felt they were not. What impact did this have on your willingness to learn?
2. How will you show your co-facilitator that you respect and support his or her learning needs?

A Teachable Moment – Prompting

The candidate with whom you are co-facilitating is trying to lead a brainstorming session with a shy group of participants. They hesitate to suggest answers and the silence is excruciating. The candidate signals to you that he needs help. What do you do?

a. Whisper the answers to the participants.
b. Suggest participants use their manuals to find possible answers.
c. Take over and lead the rest of the activity.

If you answered B, well done! If an activity is not working the way the candidate envisioned, this is an opportunity to consider an alternate approach. Gently prompt the candidate—this may be all that is needed to get the activity back on track. Your goal is to keep the activity moving without taking over for the candidate.

What can the candidate learn from this moment?

At the appropriate time (like on a break or during lunch) discuss being flexible and recognizing when to switch gears in the moment with the candidate. Ask the candidate to reflect on the moment:

- What stopped him or her?
- How did he or she feel in that challenging moment?
- How would he or she change the activity?
- If faced again, what are some strategies that will help navigate this situation?

Factors Affecting Learning

Some factors that affect learning are obvious while others are more hidden. Obvious factors include learning objectives, course content, and the instructional techniques you choose to use. The less obvious factors are discussed below:

- **Modelling:** *How* you teach a course has just as much influence as *what* you teach. If the "what" and the "how" don't match, your message may be lost. For example, if you tell your candidates to use a variety of instructional techniques but you mainly lecture, this sends a mixed message.

- **Motivation:** People become Instructors for a variety of reasons. For example, some candidates will take a course because they believe in training people to be prepared; these are motivations you should encourage and support. Other candidates may be there for the prestige of another certificate; try to broaden their outlook by encouraging them to embrace other positive motivations of becoming an Instructor.

- **Empowerment:** Empower candidates to make decisions, to lead, and, most importantly, to evaluate themselves and others in a positive, constructive manner.

The role of a TES can be quite complex—not only are you responsible for the learning environment and experience of the course participants (including their certification), but you are also guiding and supporting the experience of the candidate. As you progress throughout your TES development, you will consider how to balance both responsibilities and what this will look like in application.

Establish a Relationship

Your first interaction with a candidate will take place long before the classroom. Why is establishing a relationship with a candidate significant?

- It lays the foundation for a respectful professional relationship.
- It alerts you to the candidate's unique learning needs.
- It allows you to keep track of how they are progressing with the Teaching Experience – First Aid Programs online component.
- It alerts you to the candidate's personal learning goals.

How you choose to connect with a candidate is up to you. You may decide to go for coffee or video chat; whatever works best for you!

1. What did the TES do to establish a professional relationship with you when you were an Instructor candidate? How did his or her approach impact your experience?
2. How will you establish a professional relationship with the Instructor candidates you will support? What value do you believe this relationship brings to the learning experience?

Step One: Connect with the Instructor Candidate

It is the Training Partner's responsibility to pair you with the Instructor candidate with whom you will co-facilitate and whom you will support.

When you first connect, there are two discussions you should have in order to prepare for the First Aid classroom:

1. Establish a facilitation charter and strategies for classroom management.
2. Discuss course details.

You were introduced to both of these tools in the Teaching Experience – First Aid Programs online component. The facilitation charter will determine how you and the candidate will co-facilitate together, while the course details checklist will help to ensure you are both on the same page regarding the specifics of a course.

Facilitation vs. Group Charter

Much like a facilitation charter, a group charter is a tool to help set the ground rules for interacting within a learning environment. The latter, however, is aimed at a different audience: the participants (or candidates, if in an Instructor-level classroom). Take a look at the comparison of these two tools.

GROUP CHARTER	FACILITATION CHARTER
A collection of rules and norms that an entire group (e.g., a class) agrees on.	Details what you value in a colleague and how you wish to work and support one another in the classroom.
Covers topics such as: • Peer-to-peer interactions • The physical space and/or personal property • Sensitive topics • The use of smart phones or other tech devices • Sharing on social media • How we handle situations that confuse or frustrate us • Unacceptable situations • When materials are missing	Covers topics such as: • How and when you will communicate • How the candidate will be introduced to participants • How you will instruct • If necessary, how you will interrupt • How you will support one another • How you will manage the time • Where you will be (when not instructing) in the learning environment
Allows members to define what they value in a learning experience and environment.	Allows co-facilitators to define what they value in a professional relationship.

1. Ensure you complete the pre-course assignment reflection activity in your workbook before starting the Fundamentals of Instruction classroom component.

Step Two: Complete Pre-Course Tasks

Step two consists of three tasks that you and the Instructor candidate may decide to complete together or separately. Remember, anything either of you work on independently must be reviewed together prior to the course.

1. Plan the overall course and individual lessons.
2. Prepare the content and teaching aids.
3. Establish a safe learning environment.

Plan a Course and Lesson Plans

When planning your course and lesson plans, follow these guidelines:

- Complete the Course Details Checklist together.
- If planning separately, make sure to meet before the course begins and ensure your plans work together.
- If teaching a course that spans multiple days, discuss any techniques you use to bridge learning from one day to the next.
- Ensure the lesson plans include a variety of instructional techniques so the candidate can demonstrate a range of proficiencies.

Prepare Teaching Aids

When preparing teaching aids with the Instructor candidate, follow these guidelines:

- Resolve any questions the candidate may have about the course content. Refer to the Program Standards when necessary.
- Confirm with the Training Partner that the necessary equipment is available and in good working order.
- Ensure all teaching aids are clean before the start of a course.
- Provide the candidate the opportunity to use a variety of teaching aids.
- Discuss how you will organize the teaching aids.

Create a Safe Learning Environment

Discuss the following questions with the candidate when creating a safe learning environment:

- How will you keep the room tidy throughout the course to prevent injury and disorganization?
- Where will you keep contaminated equipment?
- If the facility allows food and/or beverages in the learning environment, where will you keep them?
- What does the room layout look like? Will it accommodate easy transitions between activities?
- Does the seating arrangement encourage participation and interaction among participants?
- Where will you stand when welcoming participants into the classroom?
- What are the emergency procedures learners must be aware of within the learning environment?
- How will you intervene in situations that jeopardize the physical or emotional safety of learners?

Organizational Strategies

Organization is a classroom management strategy. How will you reinforce professional behaviours for the Instructor candidates you work with? Consider how the following organizational strategies will affect the tone of the learning environment:

- Neatly arranging participants' course materials at each seat
- Discussing your own personal organization strategies
- Testing any technology you plan to use

1. What organizational strategies do you prefer to use? How will you share these strategies with candidates?

Step Three: Reconnect with the Candidate

This is the final check-in between you and the candidate before entering the classroom. (You will also check in periodically throughout the course.) You can meet for a cup of coffee or have a video chat; whatever works best for you. The goals of this check-in are to confirm your respective roles in the classroom, review lesson plans, and ensure you will be both comfortable and confident teaching the course together.

In addition, discuss what the facility considers a "professional and suitable" appearance. This includes discussing wearing shoes versus sandals, pants versus shorts, non-branded clothing, safety shoes or protective equipment, and warm layers (if part of the course will take place outdoors).

Candidate Lesson Plan

Course and lesson plans are individual. What works for one person may not work for another. While the format can vary, the important thing is that the required content is included. Instructor candidates will likely use a combination of Boulevard and manually creating their plans. Here is how you can support them in your role:

- When reviewing candidates' plans, ensure the required course content is included. If you feel something is missing, ask for clarification as you may not recognize it if the format is unfamiliar to you.
- When asking a candidate to adjust his or her plan, ensure you are not projecting your own personal style of planning.
- Take the time to explore the standards vs. practices of planning a lesson to help increase candidates' understanding of when something is considered a practice instead of a measurable standard. Any time you adapt, acknowledge the moment and discuss it. The eventual goal is to empower candidates to feel comfortable accommodating their own participants.

Check-In Timeline

The number of times you check in with each other will vary depending on the working style you agreed upon and the candidate's specific learning needs.

Using the check-in schedule below is the suggested best practice. Regardless of how often you connect, the goal of each milestone remains the same: to ensure you are both prepared for a successful experience. Communication is essential!

2-3 WEEKS BEFORE THE COURSE

- Establish the facilitation charter and gather information about the course.
- Assign pre-course tasks.

1 WEEK BEFORE THE COURSE

- Review course and lesson plans, teaching strategies, course content, and equipment needs, and make any necessary adjustments.

45-60 MINUTES BEFORE THE COURSE

- Schedule enough time to set up and organize the classroom before participants arrive.

ON PARTICIPANT BREAKS

- Ensure everything is going according to plan and share any immediate concerns.

AT THE END OF EACH

- If the course takes place over more than one day, take time to reflect on how the day went and what can be improved for the next session.

AFTER CONCLUDING THE COURSE

- Reflect together on your instructional experience.

Summary

Here is a list of the concepts presented in this module:

- Different backgrounds of candidates
- Factors that affect learning
- The importance of establishing a relationship with a candidate before beginning a course
- Pre-course instructional tasks that you and the candidate must complete together
- Suggested timeline to check in with a candidate before a course

DURING-COURSE 1 – SUPPORTING THE INSTRUCTOR CANDIDATE

Learning Objective

As the certified Instructor in the classroom, you will ensure that the during-course instructional tasks are fulfilled (whether lessons are led by yourself or the candidate). This module considers how you will balance the learning needs of the candidate alongside your Instructor responsibilities. Quickly review the during-course instructional tasks before getting started.

By the end of this module you will be prepared to co-facilitate with an Instructor candidate and support his or her instructional experience through coaching and identifying teachable moments.

During-Course	Start a course
	Maintain a safe learning environment
	Teach lessons
	Assess participants, provide additional instruction when needed
	Adapt instructional approach to meet learning needs
	Resolve conflict
	Evaluate participants
	Close a course

Key topics include:

- The anatomy of a message
- Seeking clarification
- What it means to coach, the role of the coach and candidate, and the benefits of coaching
- What candidates must learn regarding standards and practices
- The importance of identifying and discussing teachable moments

Recap: Feedback Between Co-Facilitators

Think back to the Teaching Experience – First Aid Programs online component. Here is a reminder of what you learned about sharing feedback with a co-facilitator. Focus on the following:

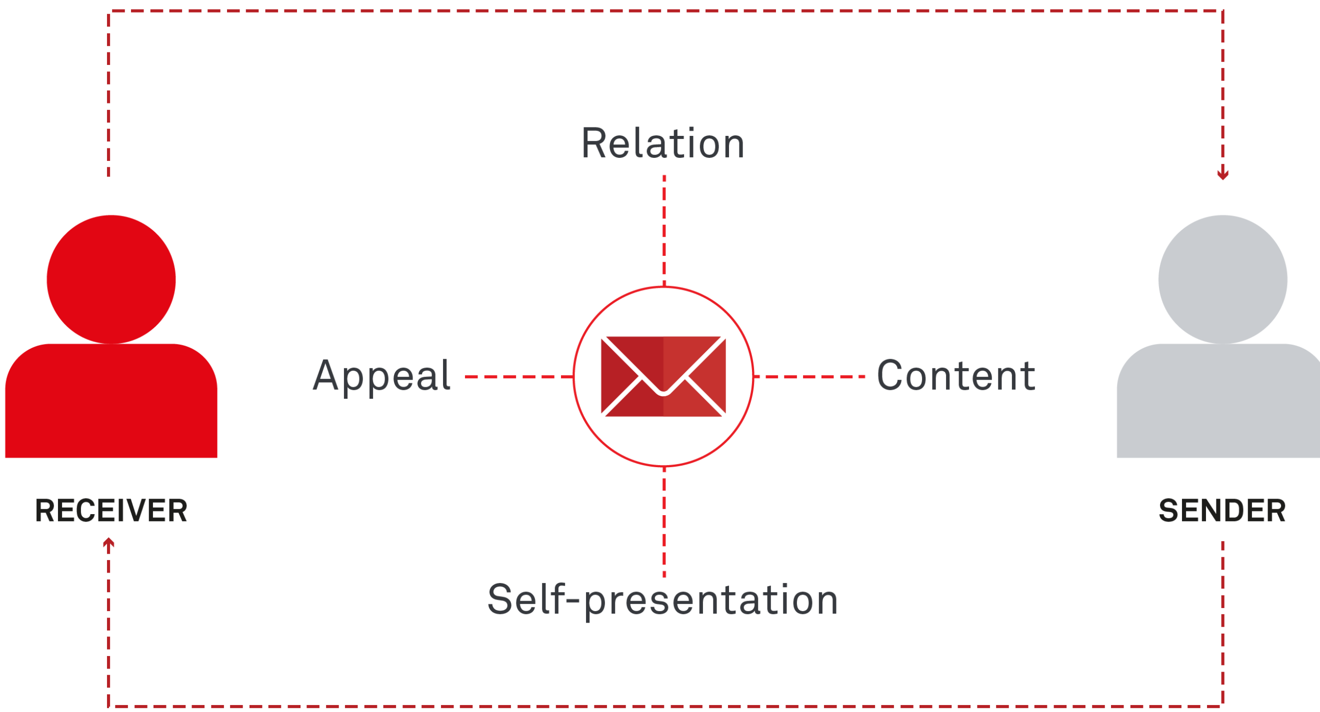
- Behaviour rather than traits
- Observations rather than inferences
- Descriptions rather than judgment
- Description of behaviour
- Behaviour related to a specific situation rather than in general
- Sharing ideas and information rather than giving advice
- Exploration of alternatives rather than answers or solutions
- The value it may have to the recipient rather than the value or “release” it provides you, the deliverer
- The amount that is valuable to the recipient rather than the amount you might like to give
- The appropriate time and place to share feedback

Anatomy of a Message

Teaching and facilitation require good communication. Sending and receiving messages can be a complicated transaction. Once released by the sender, the message is processed by the receiver. Along the way, however, it can be influenced by the anatomy of the message.

Consider the following:

- The appeal of the message (what you are actually asking of the receiver)
- The relation to you as the receiver (are you directly or indirectly involved)
- How the message is presented to you by the sender (tone and body language)
- The actual content of the message (do you understand what is being communicated to you)



Content:
Feedback: on how to demonstrate a skill

Relation:
An Instructor Trainer to a candidate

Appeal:
Presenting an alternative method rather than "you're wrong"

Self-presentation:
Friendly tone and body language

This is an example of a communication exchange. The theory applies whether you are an Instructor Trainer or a TES!

Adapted from the work of Christoph Müller, IFRC

1. Recall an instance where a message you communicated was misunderstood. What factor(s) do you think impacted the communication process and changed the intention of your message?
2. What did you do to correct the message to ensure the receiver understood your intention?

Seeking Clarification

Encountering a sign of misunderstanding is an opportunity to seek clarification with a candidate. One method is to:

1. Ensure you understand the situation (e.g., if there is actually a misunderstanding).
2. Pause to consider possible solutions.
3. Ask an open-ended question.

The table below shows different types of questions you can ask to achieve clarification. You will use different types of questions depending on what you seek to understand.

TYPE OF QUESTION	OBJECTIVE	SAMPLE QUESTIONS
Knowledge	To determine a basic understanding of the information	• Can you identify what is happening…?
Application	To apply information to specific situations	• How would you demonstrate…?
Problem-Solving	To demonstrate the ability to review problems and make decisions by applying knowledge	• What do you often conclude from…?
Prompting	To guide candidates to a desired response	• If some nonverbal signs of attentive listening are sitting up straight and looking at the speaker, what are some nonverbal signs of inattentive listening?
Justification	To determine a candidate's reasons for a particular response	• Can you explain your position to me so that I can better understand?
Clarification	To seek further understanding	• Can you give me an example?
Extension	To seek additional information	• What else could that mean?

Coaching

A significant component of your role is coaching candidates. When you coach, you assist a less experienced person to reach his or her goals. Keep in mind that coaching is very different from evaluation. Together you and the candidate review his or her goals, explore options to achieve them, and determine the next steps.

Tips for Coaching

As there are for clinical skills, there are also standards and practices for instructional approach. Be mindful of when you are coaching the candidate to meet a standard and when you are coaching to improve an instructional style (practice). For example, if the standard is "set up a safe learning environment for the learner," the practice is that there are many ways to achieve this (e.g., using different seating arrangements).

Coaching Roles

The Coach

The following guidelines will help you in your coaching role:

- Assess candidates' willingness to learn.
- Schedule appointments with each candidate and discuss his or her needs and expectations.
- Discuss each candidate's learning needs and expectations with him or her.

- Be genuine in all aspects of the relationship and do not try to turn a professional relationship into a personal one.
- If necessary, allow time to re-evaluate the relationship.

The Candidate

Identify the expectations you have for candidates in regards to the coaching relationship. Instructor candidates should:

- Initiate conversations with experienced people.
- If necessary, ask questions and seek clarification.
- Observe an experienced Instructor during the time spent in the classroom together.
- Respect the time commitment of the coach.
- Be proactive (e.g., if a coach is not meeting the needs of the candidate, he or she should identify the problem and work to improve the situation).
- Keep the relationship professional.

Benefits of Coaching

- It's not just Instructors and TESs who benefit from coaching, participants do too!

PARTICIPANTS IN A FIRST AID COURSE	INSTRUCTORS	TEACHING EXPERIENCE SUPERVISORS
Provides greater satisfaction and reduces complaints	Provides tailored feedback	Expands leadership role
Eases the learning of first aid skills	Offers a strategy to work with experienced Instructors	Provides an opportunity to improve training and facilitation skills
	Gives access to expertise	
	Deepens relationships with those at other leadership levels	
	Improves calibre of Instructor candidates	

1. What do you value in a coaching relationship when you are the person being coached?
2. How might you bring this attribute forward when coaching Instructor candidates?

Standards vs. Practice

What to Reinforce

The goal is for candidates to understand the difference between the standard and practice, as well as why the standard is preferred.

How to Facilitate Understanding

Candidates will enter the classroom with previously acquired knowledge and skills, some of which may not fall under the "standards" column.

1. Observe candidates' skills during the Teaching Experience; ensure they are doing them according to the skill sheets for the skill-based lessons they are responsible for teaching.

2. If necessary, and at the appropriate time, identify when a candidate is performing a practice and ask them to demonstrate the standard. This applies to both instructional tasks and clinical skills.
3. Use perception checks such as asking questions or "compare and contrast" to gauge candidates' understanding of the standards.

Keep in Mind

Candidates will have spent a significant amount of time exploring standards versus practices for clinical skills in the Discipline-Specific classroom component. Observe their skill-based lessons and ensure they have a solid understanding of the standards versus practice component.

A Teachable Moment – Time Management

You've got a lot to cover and a limited time to do so, but that doesn't mean you have to be inflexible in your approach. What should you do in the situation below?

In your lesson plan, you scheduled 10 minutes to debrief a scenario. At the nine-minute mark, the participants are still deep in conversation, bringing up valuable points that will come into play later in the course. What should you do?

a. Stick to the schedule and interrupt the conversation.
b. Extend the discussion time and make note to shorten the time of another activity.
c. Table the discussion and continue it later if there's time.

If you answered B, well done! The candidate would have explored the concept of detours with his or her Instructor Trainer. If a valuable detour presents itself and you want to include it within the lesson, consider how you will signal this to the candidate (this should have been determined when completing the facilitation charter).

What can the candidate learn from this moment?

The value in this moment is exploring the result of the detour. Together, discuss the following questions:

- Did the candidate also recognize the detour opportunity?
- What was the impact of the detour?
- If the candidate was teaching on his or her own, how would he or she adjust the course plan to accommodate the use of this time?

Additional Teachable Moments

Any time you change something during a course, share this with the candidate. Here are some additional changes to discuss:

- Using a different piece of equipment than planned to accommodate a participant.
- Explaining something in a different way.
- Changing the small groups to better support group dynamics.
- Taking a break earlier or later than originally planned.

It's about learning from moments where you went in a different direction to benefit the learner. Plans change for the purpose of learning!

Summary

Here is a list of the concepts presented in this module:

- The anatomy of a message
- Seeking clarification
- What it means to coach, the role of the coach and candidate, and the benefits of coaching
- What candidates must learn regarding standards and practices
- The importance of identifying and discussing teachable moments

DURING-COURSE 2 – ASSESSMENT & EVALUATION

Learning Objective

By the end of this module you will have knowledge of how to assess and evaluate Instructor candidates, how to address an unsuccessful candidate, and what must be documented as part of the Teaching Experience.

Key topics include:

- Completion criteria of the Teaching Experience
- Considerations of a Wilderness candidate's Teaching Experience
- Guidelines for team teaching
- Midpoint and end-of-course check-ins
- How to address an unsuccessful candidate
- Documentation you must keep

Completion Criteria: Pre-Course Tasks

Below is the criteria candidates must meet to successfully complete the pre-course instructional tasks.

INSTRUCTIONAL TASK	CRITERIA
Plan by course and by lesson	Plan for an entire course with specific lessons. • Identify where to locate resources connected to program content. • Recognize and comply with relevant provincial and federal legislation. • Use plans for each lesson that demonstrate time management skills. • Identify the different learner audiences you may encounter in your classroom and adapt instruction to meet their learning needs. • Reinforce key points clearly and concisely so participants are able to understand them.
Prepare teaching aids and course content	• Utilize equipment appropriate to the program being taught, based on the *Canadian Red Cross First Aid Program Standards*. • Incorporate a variety of teaching aids. • Demonstrate a commitment to a safe learning environment by using equipment that has been appropriately maintained (cleaned) and stored
Create a safe learning environment	• Identify the appropriate emergency procedures that your learners must be aware of within the learning environment. • Prepare for how you will intervene immediately in situations that jeopardize the physical or emotional safety of your learners. • Prepare your learning environment in a manner which protects the physical safety of your learners.

1. Mona, the candidate you are co-facilitating with, has only planned the portion of the course that she will be teaching. Mona feels it is not a good use of her time to plan for lessons that she won't be teaching in the course. How will you respond to this?

Completion Criteria: During-Course Tasks

Below is the criteria candidates must meet to successfully complete the during-course instructional tasks.

Start a course	• Communicate learning expectations and course completion criteria. • Be attentive to signals that learners are sending about their readiness, understanding and involvement in the learning process (consider how this will impact your lesson plans). • Act with integrity and demonstrate accountability to learner success.
Maintain a safe learning environment	• Value injury prevention and safety in the learning environment and with the learners. • Identify the appropriate emergency procedures that learners must be aware of at the start of each program. • Intervene immediately in situations that jeopardize the physical or emotional safety of the learners. • Recognize that the values, biases, perspectives or behaviours of learners may have an impact on the quality of the learning experience of others. Be able to intervene and remediate when necessary. • Use language appropriate for all learners.
Teach lessons	Includes two skill-based lessons and two knowledge-based lessons (using instructional techniques other than lecture) • Share the intent of each lesson with the learner. • Employ a variety of activities that promote active participation. • Utilize and maintain teaching aids and equipment appropriately to supplement learning. • Use appropriate lessons which will allow learners to explore skill application and decision making. • Demonstrate expected skill performance accurately according to the Canadian Red Cross standard. • Use lesson plans for each lesson taught that demonstrate time management abilities. • Reinforce key points clearly and concisely so participants are able to understand them. • Address and ask questions appropriately. • Act with integrity and demonstrate accountability to learner success.
Assess participants; provide additional instruction when needed	This instructional task is linked to the lessons taught. • Be attentive to signals that learners are sending about their readiness, understanding and involvement in the learning process. • Use perception checks to ensure participants understand the message(s) being communicated. • Assess learners using the program tools/strategies available to you.
Adapt instructional approach to meet learning needs	• Guide learners in how to improvise and adapt to changing situations as their knowledge and skill base increase during the lesson and the program.
Resolve conflict (if applicable)	• Utilize conflict resolution strategies when needed to protect the learning experience and environment.
Evaluate participants	Candidate aids in this effort; the certified Instructor authorizes participant level certification • Evaluate each learner's completion/non completion of the program. • Communicate each learner's completion/non completion of the program.
Close a course	• Reinforce key points clearly and concisely so participants are able to understand them. • Promote the programs and services of the Canadian Red Cross in the local community.

1. George, the candidate you are co-facilitating with, is walking around the room and interacting with the small groups at different learning stations. George has a great rapport with one of the groups but does not realize he is distracting the other groups in the room. How will you respond to this?
2. Keely, the candidate you are co-facilitating with, is teaching a knowledge-based lesson. You realize she has included information from outside the approved course content. The participants are really engaged, but you recognize that the information being shared is not suitable. How will you respond to this?

Completion Criteria: Post-Course Tasks

Below is the criteria candidates must meet to successfully complete the post-course instructional tasks.

Decontaminate teaching aids	• Maintain equipment appropriately to optimize learning. • Model and uphold the *Canadian Red Cross First Aid Program Standards*.
Complete post-course paperwork	• Recognize and comply with relevant provincial and federal legislation. • Participate in the completion of all post-program activities.
Reflect on the experience	• Complete reflection of practice in *Fundamentals of Instruction – First Aid Programs Workbook*. • Discuss the outcome of the course with the Teaching Experience Supervisor/Instructor Trainer. • Prepare a personal learning plan.

1. Sitting down to do your final check-in with a candidate, Tahim, you can tell he is in a rush to leave and is disengaged with the discussion. How will you refocus his attention?

Wilderness Teaching Experience Considerations

If you are a TES for a Wilderness Instructor candidate, keep in mind the following:

- At minimum, one skill-based lesson and one knowledge-based lesson of the Teaching Experience must be successfully demonstrated in an alternative classroom.
- If a candidate is seeking certification as a Wilderness Instructor through additional certification (i.e., the candidate is already certified in a different discipline) he or she must still engage in the pre-course task of creating a safe learning environment in an alternative classroom.

You will find the full details in the *Program Standards*.

Team Teaching

Team teaching is permitted providing that each candidate is able to demonstrate the required knowledge and skill-based lesson components. If candidates within the First Aid & CPR Program will be team teaching, their selected course must be Standard First Aid (Emergency First Aid does not include enough components to support team teaching). The Teaching Experience preparation efforts (following the online component) will be shared by each member of the team (all candidates and the Teaching Experience Supervisor/ Instructor Trainer).

You will find the full details in the *Program Standards*.

Personal Check-Ins with Instructor Candidates

During the Teaching Experience, you will check in at least twice with each candidate: midway and at the end. This process will differ depending on the length of the course (e.g., CPR A typically takes place over a single day, whereas Emergency Medical Responder takes place over several days).

Midpoint Check-In

The main goal of this check-in is to ensure the candidate is aware of any concerns that may prevent him or her from successfully completing. Remember to do the following:

- Praise successes.
- Identify any areas that need improvement and strategize ways to do so.
- Share any concerns you have about the candidate completing.

End-of-Course Check-In

At the end of a course, you will provide the candidate with a final evaluation. This check-in looks at his or her overall performance throughout the segment and includes:

- Candidate's strengths
- Areas needing improvement
- Whether or not he or she has successfully completed the Teaching Experience
- Next steps

Following completion of the Teaching Experience, you will complete your part of the Teaching Experience Form.

As you have provided candidates with ongoing feedback throughout the course, your final remarks should not be a surprise.

How to Address an Unsuccessful Candidate

For the end-of-course check-in with an unsuccessful candidate, ensure you do the following:

Prepare Beforehand

- Be honest.
- Prepare what you will say and how you will say it ahead of time.
- Find a private space that is comfortable and without distractions.
- Avoid situating yourself in a way that is confrontational or authoritative (e.g., behind a desk or standing over a seated candidate).

Navigate the Conversation

- Use positive language and be sure to identify what the candidate did well. You may decide to have the candidate start the conversation as he or she may have already identified that the session was unsuccessful.
- Discuss how the candidate has three attempts at the Teaching Experience. He or she will receive feedback between attempts one and two, as well as two and three.
- Allow the candidate time to process and reflect on the situation.

Provide Next Steps

- Suggest taking a break before reattempting another Teaching Experience.
- Inform the candidate that he or she will go back to his or her discipline-specific Instructor Trainer for remedial work.
- Review the expectations and ask him or her to review the completion criteria.
- Brainstorm strategies that will help to achieve success in the future.

Keep in Mind

- When having this kind of conversation, keep in mind the following:
- Be positive.
- Be kind.
- Identify strengths.
- Build self-confidence.

After the Conversation

Once you have had a conversation with an unsuccessful candidate, ensure you complete the necessary section of the Teaching Experience Form and return it to the candidate to take to his or her discipline-specific Instructor Trainer.

1. Consider a time when someone told you that you were unsuccessful at something. What was your immediate reaction to the message? How did you navigate the remainder of the conversation?
2. How would you handle a conversation with an unsuccessful candidate? Use the space in your workbook to write your discussion points and the approach you would take.

Documentation

When documenting your feedback to candidates, ensure that it is clear and easy to understand. Provide specific details that easily identify success or can be applied in future attempts. For example, rather than writing that a candidate needs to improve the "flow" of a lesson plan, be specific and define what you mean. Should the candidate have used a different method to transition between topics? Should he or she have used a different teaching strategy? Your documentation should not require interpretation by the candidate or the Instructor Trainer.

The documentation directly related to the Teaching Experience includes:

- Notes on the verbal feedback you give to candidates
- Notes on any incidents during the course
- Copies of the candidate's lesson plans
- Teaching Experience Form

Keep course records for all candidates, whether they are successful or not.

Teaching Experience Form

A candidate will complete a Teaching Experience if he or she is pursuing an initial certification, additional certification, or Youth Leader certification. There are different forms depending on the certification. You will find all three versions in the online component.

Privacy and Legislation

Legislation and Red Cross policy require you to keep all records safe and only share confidential or private information on candidates with the Red Cross or the Training Partner. Keep confidential information in a secure location. Keep in mind that you will be sharing your feedback about an Instructor candidate with his or her Instructor Trainer. Be respectful with how you present it and ensure that it is shared among the appropriate parties.

You should keep this information for seven years after the course (or longer, as dictated by your province or territory), and then shred or permanently delete it. For more information on the Red Cross privacy and confidentiality policy, check with the National Contact Centre.

Summary

Here is a list of concepts presented in this module:

- The completion criteria of the Teaching Experience
- What to discuss during the midway and end-of-component check-ins
- How to address an unsuccessful candidate
- The documentation you must keep

POST-COURSE TASKS AND RESPONSIBILITIES

Learning Objective

By the end of this module you will be prepared to complete the post-course tasks of a TES and understand how to complete and maintain your TES certification.

Key topics include:

- Considerations for maintaining a post-course professional relationship with candidates
- Administrative paperwork you must complete
- Reflecting on your experience
- Next steps of your development process
- Maintaining your certification and opportunities for growth within the Canadian Red Cross

Post-Course Professional Relationship

You will likely build strong relationships with certain candidates you meet along your journey as a TES. In your final check-in, consider what you would both like your post-course relationship to look like. How you remain in contact and how often you connect is up to you.

1. What is your post-course relationship like with your TES? Has it met your learning needs or would you prefer for it to have been set up differently?
2. How will this influence your work as a TES?

Administrative Paperwork

In addition to the paperwork you must complete as the certified Instructor of a participant course, you must also complete the appropriate section of the Teaching Experience Form (detailed in the previous module). **Be sure to return the form to the candidate as he or she must give it to the Instructor Trainer.**

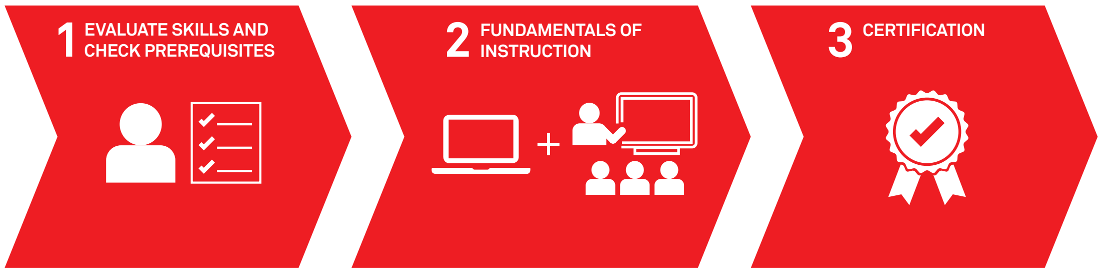
Reflection of Practice

At the Instructor level, you learned that reflection involves looking at the self, and that we tend to reflect when we experience a positive situation, a challenging situation, or want to contemplate a specific task we completed.

Reflection does not stop for a TES—in fact it will likely increase as a means of personal development. Take time during and after each experience to think about what went well, what could be improved, and what you want to change for the future. You may find it useful to document your reflections so you can look back on them at a later date.

TES Certification: Next Steps

As a reminder, here are the next steps of your TES development:



TES Certification: Maintenance and Growth

Your TES certification remains valid as long as you are certified as an Instructor or Youth Leader of the Canadian Red Cross. If you attain additional Instructor certifications after being certified as a TES, you will be able to supervise candidates within those additional disciplines.

Once you are certified, there are many opportunities for growth and professional development. We offer many additional opportunities, such as:

- Youth Leader
- First Aid Program Instructor Trainer
- First Aid Program Master Instructor Trainer
- First Aid Technical Advisory Group member

For more program information, visit redcross.ca or speak with your Training Partner.

Summary

Here is a list of the concepts presented in this module:

- The considerations for maintaining a post-course professional relationship with candidates
- The administrative paperwork you must complete
- The importance of continuing to reflect on your instructional experience
- The next steps of your development process
- How to maintain your certification and opportunities for growth within the Canadian Red Cross

SKILLS EVALUATION SESSION

Learning Objective

The skill evaluation session is intentionally scheduled as step one of the development pathway. It ensures that candidates understand how to perform the clinical skills they will teach to participants. This way the time with an Instructor Trainer in the classroom can be spent on developing and enhancing their skills as educators, communicators, Red Cross champions, and lifelong learners. Candidates who are not proficient in clinical skills are not yet suitable to become Instructors—they are not ready to learn how to teach others if they do not yet understand the skills themselves.

By the end of this module you will have knowledge of the considerations to keep in mind when preparing for a skills evaluation session and the expectations you should set with the candidates for completing the session.

Key topics include:

- Skill evaluation considerations
- Setting expectations

Skill Evaluation Considerations

There are several key considerations when preparing for a skill evaluation session:

Who Will Lead the Session?

- The session can be led by either a TES or an Instructor Trainer. The person leading the session needs to be certified according to the discipline-specific skills he or she is evaluating.

What Equipment Is Needed?

- The same equipment that you would use if you were teaching a participant-level course. Refer to the *Program Standards* for details.

How Many People Are Needed to Perform the Skills?

- For some disciplines (e.g., First Aid & CPR) the candidate is able to perform the skills on another person (playing the role of a person in need of care). For others (e.g., Professional Responder) the candidate may be required to work with a co-responder in addition to needing an injured person in need of care.
- If you do not have enough candidates to fulfill each role, you will need to recruit additional people to fill in (e.g., a fellow TES).

How Many Candidates Can Attend a Single Skill Evaluation Session?

- Ratios remain the same as in a participant course. Refer to the *Program Standards* for details.

Setting Expectations

The completion criteria for a skill evaluation session are found in the skill sheets. Before beginning the session, ensure you answer any questions and set the following expectations:

- You will be evaluating skills, not teaching them.
- By the end of the session, you need to see the skill performed according to the skill sheet, without giving direction.

There are a variety of ways in which you can organize this session. Some examples include:

1. **Skill by skill:** The candidates focus on a single skill at a time, each performing the skill before moving on to the next. This works well with smaller groups or when there is only one TES or Instructor Trainer running the session.
2. **Learning stations:** The candidates rotate around the room, engaging with a different skill at each station. This works well with larger groups but will typically require additional supervision to ensure that the skills of each candidate are observed.

The bottom line is that the candidates need to be able to perform the skill according to the standard (skill sheet). If they are not ready, following additional practice, candidates should contact the Training Partner in order to schedule a future skill evaluation.

Summary

Here is a list of the concepts presented in this module:

- Skill evaluation considerations
- Setting expectations

Fundamentals of Instruction
Teaching Experience Supervisor