

Lifesaving Society Distance Recertification Form

INFORMATION - Please print clearly

NAME:		MEMBER #:
ADDRESS:		
CITY:	PROVINCE:	POSTAL CODE:
PHONE: ()	ALT. PHONE: ()	FAX: ()
EMAIL:	DOB:	YY/MM/DD

CONDITIONS - Please read and complete

General Conditions - Applies to all recertifications

Completed

- I understand the roles and responsibilities that apply to my certification(s) and am in good standing with the Lifesaving Society.
- I have read, understand and agree to adhere to the Lifesaving Society Code of Conduct(s) that apply to my certification(s).
- I have reviewed and understand policies and procedures applicable to my certification(s).
- I have completed Mandatory Updates (as required).
- I have and use all required Lifesaving Society literature and materials applicable to my certification(s).
Note: Refer to Policies and Procedures for required literature and materials.
- I have read, understood and completed the conditions above for the recertification(s) I have requested.

Leadership Recertification Conditions - Applies to leadership recertifications only

- I have completed and attached an Instructor Assessment Form for the level of competency applicable to my leadership certification(s) and completed a development plan identifying steps to strengthen specific areas of competency.
Note: Individuals recertifying more than one (1) leadership award are only required to submit the Instructor Assessment Form for the highest level leadership competency being recertified. The next page identifies the competency level for each leadership certification.

Note: Electronic communications are the main means by which the Society communicates to members. It is mandatory for Lifesaving Society volunteers and instructors to remain subscribed to electronic communications such as Ripples. Instructors should also be signed up for members only section of the website to access program toolkits.

SIGNATURE: _____ **DATE:** _____

Continued on page 2.

Award and Fee Table - Please check off the appropriate boxes

Program Stream		Request Recertification	Recertification Fee
Training Programs			
Lifesaving Sport	Pool Official (Officials Level 2)	<input type="checkbox"/>	\$10.00
	Meet Manager and Referee (Officials Level 3)	<input type="checkbox"/>	\$10.00
Safety Management	SEE Auditor	<input type="checkbox"/>	\$25.00
	Aquatic Safety Inspector	<input type="checkbox"/>	\$25.00
	Aquatic Safety Auditor	<input type="checkbox"/>	\$25.00
	Aquatic Supervisor Training	<input type="checkbox"/>	\$11.00
	Aquatic Management Training	<input type="checkbox"/>	\$11.00
Leadership - Level 1 Competency			
BOAT	Boat Operator Accredited Training Instructor	<input type="checkbox"/>	\$11.00
Leadership - Level 2 Competency			
Lifesaving Sport	Lifesaving Sport Coach 1	<input type="checkbox"/>	\$10.00
	Officials Instructor	<input type="checkbox"/>	\$10.00
Leadership - Level 3 Competency			
First Responder	Boat Rescue for First Responder Instructor	<input type="checkbox"/>	\$36.00
	Swiftwater Rescue Instructor	<input type="checkbox"/>	\$36.00
Total:			\$

PAYMENT INFORMATION

<input type="checkbox"/> Debit / Cash (in person) <input type="checkbox"/> Master Card <input type="checkbox"/> Visa <input type="checkbox"/> Invoice P/O #	
Credit Card #:	Expiry Date: MM/YY
Name on Credit Card:	Phone number (associated with CC):

Please submit completed form along with the appropriate Instructor Assessment (if required) to the Society.

FOR OFFICE USE ONLY

DATE PROCESSED:	PROCESSED BY:
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Instructor Assessment Form - Level 1

Instructor Name: _____

Self assessment:

Competency Verification

For each Performance Criteria below indicate whether the knowledge, skill, or attitude has achieved competency.

Competency	Performance Criteria	Competency Achieved (YES or NO)
Planning	Uses Society resources to plan a clear, logical flow of progressions and activities session to session/ topic to topic.	
	Modifies long-term lesson plans to include all required content items.	
	Uses situations for candidates that require critical thinking and are age and skill level appropriate.	
	Modifies short and long term plans in a way that effectively accommodates session timing, format, locations, class safety and candidate needs.	
Evaluating	Uses Award Guide criteria to evaluate candidate abilities.	
	Identifies when an activity/skill is not performed correctly. The root of the problem is identified and targeted with a new approach to correct the problem.	
	Uses a variety of feedback methods to check for candidate learning.	
	Explains the importance of effective evaluation and administration.	
Presentation Skills	Delivers complex instructions as a series of simple steps.	
	Presents skills and knowledge in logical progressions.	
	Presents information that is age and level appropriate.	
	Presents information in a manner that engages candidates.	
	Demonstrations are seen and heard by all candidates.	
Lifesaving Society Knowledge	Explains information about the mandate, mission and motto, aims, history, activities and values of the Lifesaving Society.	
	Demonstrates Lifesaving Society values at all times.	
	Describes the role of Lifesaving Society Instructors after they leave the course.	
	Describes the role of the Lifesaving Society, affiliate and instructor in course delivery.	
	Acts in accordance with and reinforces the Code of Conduct.	

Curriculum Knowledge	Refers to the Lifesaving Society literature and technical resources.	
	Explains the difference between the awards of the Lifesaving Society programs they will teach.	
	Describes the “why” behind a variety of skill items, or knowledge components that are included in Lifesaving Society Programs they will teach.	
	Identifies Branch and National policies applicable to the programs/levels they will be teaching.	
Learner Characteristics	Describes three (3) characteristics for the following age groups and why it is important for the Instructor to understand their differences: under 8 years of age, 8-12 years, 13-15 years, and 16 years and older	
	Demonstrates knowledge of learner characteristics and behaviours.	
Health and Safety	Lists different emergency situations in an instructional setting.	
	Demonstrates effective response to an in-class emergency scenario.	
	Explains reasons for health and safety procedures in an instructional setting.	
	Contributes to a safe learning environment.	
	Uses safe formations.	
	Continuously supervises candidates/program participants.	
	Models safe behaviour.	
	Identifies unsafe behaviour and hazards and where possible stops/removes the behaviour/hazards.	
	Discusses legislation and Lifesaving Society policies regarding harassment and violence in the workplace.	
Facilitating and Mentoring	Uses a minimum of 2 facilitation methods effectively.	
	Uses a minimum of 2 teaching formations.	
	Gives candidates opportunities to: practice judgement, demonstrate problem-solving skills, build on their strengths, and improve their weaknesses,	
	Builds an environment of trust where candidates are engaged and participating actively.	
Ethics and Valuing Diversity	Describes a minimum of three dimensions of diversity.	
	Demonstrates manners (pro-social behaviours).	
	Adapts teaching for working with candidates with varying levels of ability.	
Communicating	Paraphrases and actively listens to candidates.	
	Acknowledges and reacts appropriately to signals from candidates.	
	Gives objective feedback that tells candidates how to improve or describe what they are doing correctly.	
	Actively listens to and accepts feedback professionally and graciously.	

Teamwork and Collaboration	Describes personal role in terms of tasks and relationships within the Lifesaving Society team.	
	Provides a variety of activities to encourage the development of teams.	
	Provides opportunities for candidates to express their ideas to each other.	
	Adjusts plans to meet the needs of the team.	
	Seeks help when needed.	
Problem Solving and Decision-making	Adjusts planning, teaching and evaluation relative to the changing environment.	
	Identifies and applies criteria to solve the problem.	
	Collects information and refrains from judgement when solving a problem.	
	Uses Lifesaving Society resources to support decision making.	
	Lists occasions when they might request help and explain why.	
Skill Demonstration	Describe the progressions of a variety of strokes and skills from Lifesaving Society Programs they will teach.	
	Demonstrate at least one skill from each of the Lifesaving Society Programs they will teach.	

Development Plan

ASSESSMENT INFORMATION - Please print clearly	
Completed by:	Date:
Signature:	



Instructor Assessment Form - Level 2

Instructor Name: _____

Self assessment:

Competency Verification

For each Performance Criteria below indicate whether the knowledge, skill, or attitude has achieved competency

Competency	Performance Criteria	Competency Achieved (YES or NO)
Planning	Creates long and short term lesson plans that assist individuals to achieve their goals.	
	Explains the Lifesaving Society resources in a way that is meaningful for others and facilitates their effective use.	
	Sets goals with others that will build on strengths and close performance gaps.	
Evaluating	Assists others to analyze personal performance against "Must Sees" and self-manage improvement.	
	Evaluates personal expectations of candidates using the age group characteristics as criteria.	
Presentation Skills	Printing on a flip chart, white board, or blackboard is legible.	
	Spelling is accurate when printing on a flip chart, white board, or blackboard.	
	Eye contact is made with different individuals in the audience at regular intervals.	
Lifesaving Society Knowledge	Shares the vision and values of the Lifesaving Society with others.	
	Describes how the Lifesaving Society accomplishes its aims, public education, program education, research, partnerships and consultations.	
Curriculum Knowledge	Enhances candidates abilities through precision of training and attention to curriculum detail.	
Learner Characteristics	Discusses current trends that affect the lives of the candidates.	
	Describes what makes an activity developmentally appropriate.	
	Leads others to create developmentally appropriate plans.	
	Accounts for individual deviations from age group characteristics.	
	Compares age group characteristics to personal knowledge and experiences.	
	Compares the learning characteristics of children, adolescents and adults.	
Health and Safety	Lists the key elements in emergency preparedness.	
	Describes the three (3) central elements of WHIMIS.	
	Discusses potential chemical and biological hazards in relation to lifeguarding and teaching.	
	Describe entry routes of contaminants into the body.	
	Identifies major sources of stress in relation to lifeguarding and teaching.	

Facilitating and Mentoring	Uses a variety of facilitation techniques effectively.	
	Spends time getting to know people.	
	Sets expectations and provides opportunities for practise and feedback before evaluation.	
	Adapts teaching and coaching with little delay.	
	Uses both intrinsic and extrinsic forms of motivation.	
	Role models desired skills, behaviours and attitudes.	
Ethics and Valuing Diversity	Assesses personal behaviour and its impact on others.	
	Takes responsibility for personal mistakes (i.e. does not blame others).	
	Follows through with commitments in a timely manner.	
	Describes how dimensions of diversity affect personal participation in society.	
Communicating	Adapts personal communication style to meet the needs of others.	
	Focuses on the clear delivery of the message.	
	Uses written communication effectively.	
	Checks in to ensure understanding.	
	Accepts feedback without defensiveness.	
Teamwork and Collaboration	Prioritizes team goals ahead of personal agenda.	
	Makes self available to others.	
	Recognizes and celebrates group success.	
Problem Solving and Decision-making	Weights the criteria to be used in decision making.	
	Generates a variety of different solutions before making a decision.	
Skill Demonstration	Demonstrates adaptations to better meet the needs of learners for technical skills found in the level(s) they are trained to teach.	



Instructor Assessment Form - Level 3

Instructor Name: _____

Self assessment:

Competency Verification

For each Performance Criteria below indicate whether the knowledge, skill, or attitude has achieved competency

Competency	Performance Criteria	Competency Achieved (YES or NO)
Planning	Plans a variety of activities that challenge candidates to recognize and define problems.	
	Designs situations for candidates that require critical thinking and are age and skill appropriate.	
	Uses appropriate progressions based on age demographics when creating long and short-term plans.	
Evaluating	Gives candidates opportunities for self and peer reflection and feedback.	
	Provides candidates with tools and opportunities to track their own progress.	
	Identifies root causes of success or failure in scenarios based on the Lifesaving Society learning outcomes and performance criteria.	
	Gives objective, specific feedback regarding the next step in learning and personal growth for candidates.	
Presentation Skills	Uses realistic examples to explain knowledge and skill.	
	Demonstrates effective use of props, media and technology.	
	Uses appropriate gestures and body language for emphasis.	
	Presents skills and information in logical and manageable portions.	
	Adapts delivery to meet the needs of the candidates.	
Lifesaving Society Knowledge	Explains the value of the National Lifeguard as the single lifeguard standard for Canada.	
	Encourages others to demonstrate the Lifesaving Society values to create enthusiasm for the organization.	
	Provides information about the Lifesaving Society on a National, Branch and local level.	
Curriculum Knowledge	Explains how knowledge and skills progress from Bronze to National Lifeguard within the National Lifeguard program.	
	Collects information about the skills, knowledge, research and teaching methods of the curriculum.	
	Links skills to the technical research to explain the "why" behind the knowledge and skills in the National Lifeguard program.	
	Provides opportunities for candidate questions, answering with clarity to improve understanding of the research behind the skills.	

Learner Characteristics	Demonstrates an effective strategy for neutralizing challenging behaviours.	
	Describes how to effectively use intrinsic and extrinsic motivation techniques for people ages 16 and up.	
	Explains how moral development impacts candidate choices.	
	Explains the difference between the decision making abilities of adults, adolescents and children.	
	Explains the difference between the creative and critical thought capacities of adults, adolescents and children.	
Health and Safety	Defines and describes occupational health and safety, occupational injury and illness.	
	Discuss employee rights in the workplace.	
	Describes where to find resources to support employee rights in the workplace.	
	Defines hazards in relation to lifeguarding and teaching.	
	Gives examples of how to control hazards within the lifeguarding and teaching environment.	
	Applies due diligence when teaching.	
Facilitating and Mentoring	Uses a problem solving approach to common candidate challenges.	
	Uses group dynamics to enhance learning and assist the group to resolve conflicts.	
	Promotes candidate mastery of skills.	
	Creates a positive cognitive, physical, social and emotional learning environment.	
Ethics and Valuing Diversity	Explains the role, importance, value and dynamics of diversity and describes its relationship to inclusion.	
	Describes how personal dimensions of diversity include and exclude learners from certain groups.	
	Explains commonalities between diverse groups.	
	Gives examples of the influence of groups on individual behaviour.	
	Explains ways to create an environment where individuals are included by the group.	
	Supports the values of the Lifesaving Society during challenging situations.	
Communicating	Demonstrates the ability to think in multiple perspectives.	
	Gives objective feedback to candidates on how to achieve the "Must Sees".	
	Uses personal experiences to provide insight and give feedback to candidates.	
Teamwork and Collaboration	Demonstrates respect for different perspectives and opinions.	
	Shares leadership responsibilities when appropriate.	
	Assesses the root cause of team difficulties.	

