

# Instructor Support Observation Card

This observation tool is designed to help Senior Instructors and Centre Principals support the ongoing development of instructors within their own centre. Its aim is to promote consistent delivery standards, identify strengths, and agree practical actions that improve skill, safety, and learner experience. Feedback should be constructive, collaborative, and focused on growth.

## Instructor & Session Details

**Instructor Name:** \_\_\_\_\_

**Centre / Location:** \_\_\_\_\_

**Observer Name:** \_\_\_\_\_

**Observer Role:** ☐ Centre Principal ☐ Senior Instructor ☐ Instructor ☐ Other: \_\_\_\_\_

**Date observed:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Activity type:** ☐ Sailing ☐ Powerboating ☐ Windsurfing ☐ Winging ☐ Other: \_\_\_\_\_

**Session goal (as briefed):** \_\_\_\_\_

**Group composition (age/ability):** \_\_\_\_\_

Rate each area (✓ Meets | △ Partially | ✗ Not Met)

Pre-Session Briefing	✓	△	✗	Notes
Clear session aim communicated				
Appropriate safety briefing				
Equipment checks completed				
Group organisation				
Risk awareness & mitigation described				

On-Water Instruction	✓	△	✗	Notes
Positioning for safety & visibility				
Effective fleet/participant management				
Appropriate level of challenge				
Positive, timely feedback				
Safety boat readiness/response				

Coaching Technique	✓	△	✗	Notes
Clear demonstrations				
Progressive task design				
Adaptation for individuals				
Checking for understanding				
Encouraging learner autonomy				

Post-Session Debrief	✓	△	✗	Notes
Review of session aim				
Constructive individual feedback				
Positive tone & motivation				

### Observation Points

(Focus on strengths, development or actionable next steps)

1.	
2.	
3.	

### Recommended Support (tick all that apply)

- ☐ 1:1 shadow session with Senior Instructor
- ☐ Additional safety boat practice
- ☐ Briefing/debriefing development
- ☐ Improve questioning & checking for understanding
- ☐ Observing an experienced coach
- ☐ Adapting sessions for weather change
- ☐ Clearer demonstrations
- ☐ Condensing briefings to key points
- ☐ Visual instruction practice
- ☐ Voice projection
- ☐ Completion of session plans ahead of delivery
- ☐ Using Checklick feedback for learner progression
- ☐ Watch a Senior Instructor run a briefing/debrief
- ☐ \_\_\_\_\_

**Instructor Signature:**

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Observer Signature:**

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Guidance Notes

- Keep afloat observation to **10–15 minutes**
- Prioritise **safety positioning** and **interaction quality**
- Focus feedback on **behaviours**, not personality
- Every observation must produce **1–3 actionable next steps**

## Look For

- ✓ Safe positioning — can the instructor rescue *now*?
- ✓ Group spacing — collision risks managed?
- ✓ Relevant task — activity linked to session aim?
- ✓ Progression — challenge/growth between tasks?
- ✓ Positive correction — short, timely, specific?
- ✓ Emotional temperature — is the session fun and safe?

## Watch For

- ⚠ Instructor always chasing the fleet
- ⚠ Long, static briefings
- ⚠ Feedback that is vague (“Just try again...”)
- ⚠ Repetition with no progression
- ⚠ One or two students dominating attention

## Ask Yourself

- Would I allow my child to be in this session?
- Is the group learning *something* specific?

## Debrief Prompts

- “What was the aim of the session?”
- “How did you know learning was happening?”
- “What would you change next time?”
- “Which sailor did you stretch the most today?”