

A Club-Based Instructor Development Programme

Written by Chanthie Thach

Testing for 4th Degree Black-belt November 2013.

Dedications

I would like to dedicate this thesis to those who have guided my Taekwon-Do journey:

Thu Nguyen nee Thach, thank you for being my mentor and continuing to challenge me for the last 17 years.

Jono Korff, your support has helped me hugely the last three years.

My students at Tamaki TKD Academy, thank you for your ongoing support and dedication to our vision of “being a champion of freedom and justice...and building a more peaceful world”.

The senior colour-belts and black-belts who are currently going through this Instructor Development Programme, your physical abilities and strong, resilient characters inspire me.

And lastly, thank you to Master Mahesh Bhana for mentoring me and maturing my Taekwon-Do practice.

Purpose Statement

For approximately 8 years I have been an official assistant, now co-head Instructor of the Tamaki Taekwon-Do Academy. It was here, at 17 years of age, that I discovered a passion for teaching others.

Not knowing it at the time, my years of teaching students have helped mature my Taekwon-Do practice. I was able to grow strong in my physical ability and grasp high technical knowledge. This has also enabled me to teach students to the best of my ability.

I have faced many challenges during my time as an Instructor, which I have learnt to use to my advantage. I have developed confidence in myself to achieve my goals and advance my abilities, opening up many new opportunities. As a result, my personal enjoyment of Taekwon-Do has increased significantly.

I believe that teaching can increase a student's physical ability and mental capacity. Every student deserves the opportunity to gain a high level of ability and knowledge. In this essay, I would like to share the methodology I have implemented at the Tamaki Taekwon-Do Academy: The Club-based Instructor Development Programme. This training programme has helped them become mentors and instructors in the club, as well as inspiring and well-rounded Taekwon-Do practitioners.

Is a student prepared to teach?

A senior colour-belt or black-belt student is asked to take a warm-up by their Head or Assistant Instructor. Are they prepared mentally to teach the class? Do they have the skills or knowledge base to work from? Do they know how to communicate instructions? It is important that we take these questions into consideration prior to asking students to teach. We must be careful not to assume that our senior students are comfortable to take a session competently, as it may cause loss of self-confidence and motivation if they are not properly prepared; something I have observed with some students placed in this position. I have developed a Club-Based Instructor Development Programme, a step-by step framework that can be used by Head/Assistant Instructors to guide their seniors. This programme helps to develop essential mentoring skills, as well as the ability to teach others and achieve their goals. This provides an opportunity for those students that wish to become an Assistant Instructor in their own club to gain the required skills and experience.

The Instructor Development Programme Framework

1. Design

This programme is laid out as a simple framework. Trainee instructors will work through four instructor levels, which enable good preparation of essential skills for being an instructor and foster progression. At the first level, the trainee begins to teach beginners up to 9th gup, as well as welcoming new students and assisting in warm up and warm down sessions. Once they have completed these requirements, they will progress to Level Two Instructors, where trainee instructors begin to consolidate their teaching skills and progress to teaching up to 5th gup students, as well as leading technical sessions for focused coloured-belt small groups. At Level Three, they are considered senior level instructors, and will be able to train students up to 1st gup. At the last level, the student is at the highest instructing level, and is able to take full class sessions and nurture students up to one rank below their current level. He or she would then have the opportunity to become a registered Assistant Instructor within their club, acknowledged by International Taekwon-Do New Zealand (iTKD).

For each level, there are eligibility criteria outlined underneath the heading of each level. The Trainee Instructor must be of an appropriate rank and must have attained a certain number of hours of teaching, to be granted the ability to competently instruct the groups allocated for that level without supervision. This promotes safety and good tuition. Regardless of supervision, a junior colour-belt would not have a sufficient level of knowledge and experience to draw from in order to teach others, placing the students and the club at risk of failure. There is also a list of instructor skills, qualifications, seminars/courses and attendance/contributions credits that a trainee must achieve prior to applying for their new level. This will aid their development as an Instructor, and provide them with the necessary skills and knowledge to instruct at the highest level.

2. The Model of Reflection and Development

There is an array of reflection/development/learning models and frameworks that has been developed by educational and professional systems to enable people to become more responsible for their own learning and ability to make a positive change. The Model of Reflection and Personal Development (below) as outlined by the University of Worcester Academic (UWA) and Development Unit, is the model I have utilised for this programme to develop trainees into becoming competent Taekwon-Do Instructors. During this programme, trainees must continuously engage in critical thinking regarding their instructing experience, in an attempt to acquire the knowledge to improve future experiences and achievement of goals. This in turn will help increase their confidence and improve/mature their ability to teach and practice Taekwon-Do. This model has five stages:

Figure 1: Model of Reflection and Personal Development



In the **self-evaluation** or “where am I now?” stage, the trainees must fill out a “before we start” questionnaire. This questionnaire is designed to help trainees to start objectively viewing the role of an Instructor and their progress in relation to this role. By evaluating their strengths, weaknesses and level of confidence, trainees are encouraged to identify the unique characteristics they can offer and weaknesses they need to improve in order to become an effective instructor. The ability for students to look objectively offers a foundation for growth and autonomy, motivating them to reach their full potential.

The Instructor Requirements for every level sets in motion the stages of **Target Setting** and **Action Planning**. The ability to attain higher instructor levels provides a goal or purpose for students to work towards. By having a list of instructor skills, qualifications, seminars and courses, as well as contribution and or attendance credits, the students will be motivated, in turn achieving their goals.

Figure 2: Example Planning Sheet

Activity: Step Sparring

Goals:

- Students to be familiar with their current rank compulsory techniques
- Students to utilise a range of defensive and counter action techniques

List your ideas to achieve above goals:

- Partner work
- Encourage students to think of defensive techniques from their patterns
- Test students on their compulsory techniques and correct if necessary

In the next stage of the cycle: **Action and Practice**, “planning your session” sheets are provided to help trainees effectively design the allocated training sessions in the Instructor Skills list. Trainees can use this as a tool (optional) to guide session plans. This is useful particularly for students with no previous instructing experience. In the example provided (above) trainees specify an activity, the associated goals they wish to achieve in the session and ways to achieve these goals. This will help them design their sessions with a purposeful mind. This will help promote a structured session; an important component of effective teaching.

“One of the most important (principles of good teaching) is the need for planning. Far from compromising spontaneity, planning provides a structure and context for both teacher and students, as well as a framework for reflection and evaluation
“(Spencer, 2003, p. 25).

In the last stage, **(Reflection)**, students are encouraged to reflect on each session they conduct in the class via their Feedback Forms, and also in the “In Reflection” questionnaire. These are filled out following achievement of each level. Reflection is a transformative process: “the turning over of a subject in the mind and giving it serious and consecutive consideration” (Dewey, 1993, p.3). In this programme, I have used reflection to increase student’s self-awareness of their strengths/weaknesses, encouraging goal setting and future improvements. This fosters an attitude of constructive self-criticism, which highlights the acquisition of knowledge to “correct our shortcoming” as informed by General Choi Hong Hi. This concept is an important component of his teaching regarding moral culture.

“Reflection is part of learning and thinking. We reflect in order to learn something, or we learn as a result of reflecting, and the term ‘reflective learning’ emphasises the intention to learn from current or prior experience”
(Moon, 2004).

This programme encourages trainees to start at the **self-evaluation** stage, and then progresses them to the next three stages explained above. Once the trainee completes a session, or the requirements of the level, they cycle back onto the self- evaluation stage. This helps them reflect and identify how far they have come since they commenced the programme. This fosters motivation and can support their ability in achieving their goals.

3. Feedback Forms

The feedback forms are completed by the trainee and then are returned to their Instructors. This allows the Instructors to provide evaluation and comments regarding the trainee's sessions. It also allows the Instructor to critique the sessions and share knowledge to improve the student's teaching practices in the future. It is important to achieve good communication between the trainee and their Instructor, to ensure a support structure throughout the training process.

Trainees also self-evaluate their own session (see appendix). This is important to allow them to assess and make judgments about their instructing. Here trainees identify positive aspects of their sessions, and areas that they may need improvement. This fosters a process of learning and encourages trainees to think of ways to adapt to make their instructing more effective, and ultimately help them to achieve their goals more efficiently.

4. Tracking your progress

Trainees are required to record sessions they have completed over time and courses/seminars they have attended in a tracking table to reinforce achievement in conducting sessions and attendance. Being aware of the effort one has put in can build their confidence and motivate them to continue.

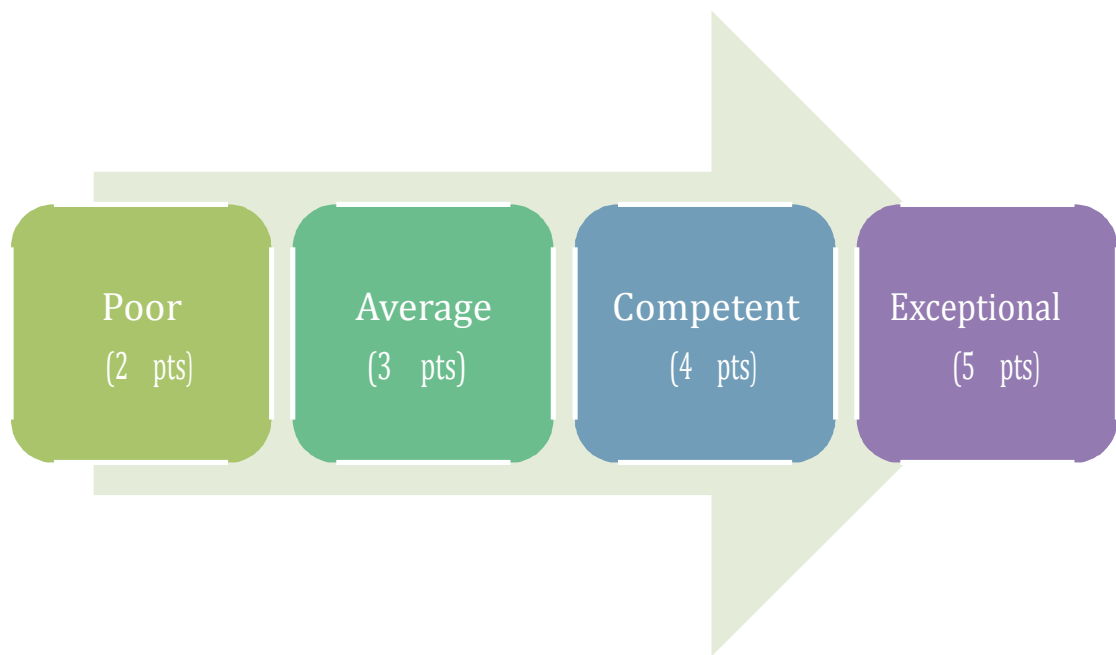
5. Attendance/Contribution List

The programme provides a space for trainees to write all their attendance and contribution credits. Similar to the tracking sheets, these reinforce achievement and progression, but also ensure that students have a record for their Black-Belt Grading application.

6. Assessment

In order to successfully complete each level, trainees are asked to conduct a session of their choice to be assessed by their Head or Assistant Instructor. The Instructor's skills are evaluated on a scale (next page).

Figure 3: Assessment Scale



The trainee's performance in each instructor skill listed in the requirements is evaluated via the above scale. Each level (poor to exceptional) in the scale has a specific number of points allocated to it. The points are then added up to attain a final total. This helps the trainee understand how they are progressing and whether they have met the criteria or not.



The Instructor Development Programme at Tamaki TKD Academy: Pilot Study.

Method

Between the months of February to August 2013, an Instructor Development Programme Pilot was conducted among seven senior colour-belt students (blue belts and above) in the Tamaki Taekwon-Do Academy. This was performed to identify whether the programme was effective in aiding a student's ability to teach, increase confidence levels, and support their Taekwon-Do development.

Each student (trainee), despite their rank, was instructed to start working towards completing their Level One Requirements. Prior to this, they must complete the "Before We Start" questionnaire. This enabled me to gain qualitative information regarding their level of confidence for instructing and their goals for being an instructor. After this, trainees were asked to observe the teaching, conduct and knowledge base of their Instructors, as a method of learning and familiarising themselves with the Instructing role. Once comfortable and ready, trainees put forward a request to take a planned session. They must take a minimum of three a) warm up b) warm down and c) white belt group sessions in order to gain the communication skills and level of confidence to progress towards becoming a proficient Level One Instructor. Trainees are encouraged to plan and reflect on six sessions that were approximately 15 to 20 minutes in duration. Throughout the six months, senior black-belts as well as coaches and Instructors were asked to assist with the student's Instructor Development by mentoring them through their sessions and giving ongoing constructive critiques to improve their practice.

Data Collection

As well as the "Before We Start" questionnaire, the feedback forms were also used to provide qualitative data to analyse the effectiveness of the programme. The trainees had to reflect on and evaluate their sessions through listing the positive aspects of those sessions, how they felt and what they need to improve on. A comparative analysis of their first and current/last completed feedback form will be used to identify whether their goals are being achieved, level of progress and improvement.

After the allocated six-month period, trainees were asked to evaluate the Pilot Programme (see appendix). Their responses were collated in the results section below, and used to improve the programme's effectiveness.

Results

After observing the data, the effectiveness of the Instructors Development Programme was analysed in respect to four themes:

- 1) Confidence Building
- 2) Achieving Goals
- 3) Design of the Programme
- 4) Individual Development

1) Confidence Building:

In the “Before We Start” questionnaires, the trainees were asked to rate their level of confidence in instructing on a scale between 0 to 10 (note: 0= not confident, 10 = very confident). Once the trainees complete 4-6 months of instructing or have met all Level 1 Requirements, they were asked to re-evaluate their level of confidence. Most trainees, even those who lacked confidence in instructing, were found to have a marked increase in their scores. This showed that the programme helped to ease the trainee into the instructing role, and supported their physical training and moral character development.

2) Achieving Goals:

After the trainees’ completion of the Level One requirements, they were asked: what goals had they achieved during their instructing programme? It was found that most of the trainees improved on the personal goals and weaknesses they stated in the “Before We Start” questionnaire. One trainee stated that she has:

“..become more confident in my instructing ability and I feel that I am more capable of teaching a small group of white/yellow belt students their syllabus”.

She improved on her weaknesses and the goals she set for herself four months earlier, which were: increasing confidence in a new teaching environment and meeting the needs of individuals. This has allowed her to have a good experience of teaching in TKD and has built a good foundation to continue her development in becoming a mentor and instructor to junior colour-belt students.

3) Design of the Programme

The trainee instructors provided the following feedback, showing that the structure of the programme was helpful for their Instructor Development:

“...the programme eased me into planning, implementing and taking short instructing sessions over a variety of groups”

“...it allowed us not only to set goals but also provided areas for planning and structure, encouraging organisation and increasing confidence”

“The structure was easy to follow and the forms were easy to understand and complete”

The trainee instructors appreciated the variety of tools within the programme, including the Instructor Requirements, Feedback Forms, Contribution/Attendance Forms and Planning Sheets:

Instructor Requirements:

“...they were basic requirements that people of any rank could achieve”

“The goals are small and attainable as you progress through the programme”

Feedback Forms:

“The feedback forms were a great reflection as you finished each level”

“...they gave me tips on my instructing and also gave me extra confidence”

“...it helped me reflect on what I had done and made me think about what I could do to improve for next time”

Contribution/Attendance Forms:

“These helped me keep track of what instructing courses and tournaments I had attended”

“...they helped me track my credits required for my Black-Belt Grading”

Planning sheets:

“...it allowed us to create targeted sessions where we knew what we were doing and why, building our confidence and capability”

“...it made me feel more prepared when it came to taking the session – I wasn’t flustered when I filled out one of the sheets”.

4) Individual Development

The trainee instructors also believed that the structure of the programme was helpful for their Individual Development:

“It helped me gain confidence in my knowledge and understanding of TKD especially white-green belt syllabus”.

The trainee instructors felt that their confidence level and technical knowledge improved since the commencement of the programme. As a result, most trainee instructors have expressed that they would like to continue instructing and mentoring in the club. Some of the trainees preferred to continue instructing on a one on one and small group basis rather than take full class sessions.

Discussion/Conclusion

Implications for the student/trainee:

- The structure of the programme empowers Trainee Instructors to become mentors for junior colour-belts, to achieve their goals in their own time, and be creative in designing their own relevant, purposeful sessions with the support of their seniors and instructors.
- It enables a good relationship between Trainees, their Instructors and Senior Black-belts within the club. It also provides a good medium to discuss how they are progressing in their instructing, as well as step-by-step support around their instructor requirements.
- It complements the Trainee individual's skills and development in TKD, building on their technical knowledge through teaching others, and increasing/encouraging critical thinking.
- The programme gives the students (particularly when they commence the programme at 4th Gup) the experience and firm foundation for instructing prior to entering Black-belt level.
- With this role of instructing added to the senior colour-belt requirements and syllabus, they, and junior colour-belts, learn to understand their place in the club. Whilst they are respected as seniors, they learn to take on the responsibility to help build and contribute to the club on a regular basis.
- It also helps them to achieve the iTKD requirement prior to their 1st Dan Grading: instructing regularly over a six-month period. Every student who achieves their Level One Instructor requirement will have completed the Instructor's Induction Course and have over 1 year instructing experience in the club.

Implications to the club:

- 90% of the trainee instructors attended the iTKD Instructor's Induction Course in August 2013 (includes only students who previously have not completed the course). In previous years, we averaged 1-2 students attending these courses, but now with the compulsory requirement to attend this course for Level One it has improved the attendance significantly.
- Increases the pool of instructors, enabling a rotation of different instructors taking warm up/warm down/small group sessions rather than the previous three black belts assisting in their sessions.

- With blue-belts to black-stripes learning to take warm up/down and white belt groups, we were able to use our black-belts to take more advanced/specialised training sessions, which has helped improve their development, the structure of the club, and also helps support the Lead/Assistant or Head Instructors.
- It has helped Thu and I (Co-head Instructors), to regulate senior colour belts and black belts in our Academy. Every student in the club must attain the first level of the programme prior to their black stripe grading. This sets the student up perfectly for their 1st Dan and above grading. Here they meet the iTKD requirement of more than 6 months of teaching, have attended the Instructors Induction Course and having attained the required number of attendance and contribution credits. This structure has worked well for both ourselves as Instructors and the students wishing to grade for their black-belt. Eliminating the stress that can be involved in achieving these requirements allows more focus on their black-belt grading training.
- Through sharing the Instructor load, it has helped improve the atmosphere in the Academy. The Instructors and students are now training in a more supportive and positive environment. Senior colour-belts and black-belts are empowered to help and instruct, as they understand their position in the club through this structured framework. This inspires the Head/Assistant Instructors and senior black-belts to help each of the trainee instructors achieve their potential, as well as work alongside them in a professional and supportive way. New, fresh ideas and energetic trainee instructors have also lifted the environment in the club, making training sessions unique and fun for everyone to enjoy and be a part of.
- The programme has proven to ensure the sustainability of senior colour-belt students. All the students in the programme regularly attend training, which maintains good, strong numbers every training session, and in turn sustainable club growth.

Tips for the Instructors

If you would like to implement this programme at your club, I have listed a range of tips for Head/Assistant Instructors to use to help support your trainee instructors throughout the programme:

1. Have regular weekly meetings with the trainee instructors. This provides a communication medium to discuss the programme, important dates and provide ongoing Instructor/Student support.
2. After the trainee instructor completes their session, provide immediate feedback. This shows that you have acknowledged their session, and gives them the opportunity to voice how they feel and gain support.
3. Create an Instructor Development Facebook page, to organise events, and allocate sessions to students, so everyone is updated with the programme.
4. Give the student the time to take sessions when it suits them and when they feel comfortable to do so.
5. Ensure a good, positive environment and support network of black-belts around the trainee instructors, to help guide their instructor development and ensure resiliency.
6. Provide a folder with the Instructor Development Programme manual, so the trainee instructors can write notes and their ideas in it.

Appendix



TAMAKI

Taekwon-Do Academy

Instructor Development Programme

Introduction.

Welcome to the Tamaki Taekwon-Do Academy Instructor Development Programme!

This programme is designed to assist all 4th gup students and above to improve their instructing skills and be active participants in the learning of others.

As a beginning student it can be a daunting and difficult process to commence training in Taekwon-Do. It is your duty to assist and mentor these students to achieve their goals. Therefore you are a role model to these students and you must exemplify the five Tenets of Taekwon-Do: Courtesy, Integrity, Perseverance, Self-Control and Indomitable Spirit.

As your Head Instructors, Dr Thu Nguyen and Ms Chanthie Thach, we will be available to assist you throughout this programme, but as with many things, your commitment and effort towards your goals will dictate your progression through the levels of instruction.

To initiate your instructing journey, you will begin by working towards the role of Level 1 Instructor. Level 1 Instructors are required to lead beginners and up to 9th gup students, welcome new students and assist in warm-up and warm-down sessions. This allows Level 1 Instructors to improve their communication and teaching skills in a safe environment. All blue belts and above are expected to attain at least this level of instruction.

Level 2 Instructors begin to consolidate their teaching skills and progress to training up to 5th gup students, as well as leading technical sessions for focused coloured-belt small groups. This will take increasing levels of teaching responsibility as they demonstrate their aptitude for leading others through their Taekwon-Do journeys.

Level 3 Instructors are considered senior level Instructors, and will train students up to 1st gup. This requires an extensive knowledge of the coloured-belt syllabus, and a demonstrated proficiency in communicating with student groups.

Finally, Level 4 Instructors is the highest instructing level attainable at Tamaki Taekwon-Do Academy. Instructors at this level are able to take full class sessions and nurture students up to one rank below their current level. If they so choose, these Instructors will have the opportunity to become registered Assistant Instructors at Tamaki Taekwon-Do Academy, which will be acknowledged by ITKD New Zealand.

We understand that not all students will aspire to attain Level 4. This is not expected of every student. However, once a student has achieved 4th gup, they are expected

to use their knowledge and skills for the benefit of other club members. This contributes to the strength of the club and builds into its members. A club member must never train for only selfish reasons, but should understand that their achievement is made possible by the effort and tuition of those who have come before them. In this way, club members invest in the wider club and community as a whole. This has always been central to our vision as founders of Tamaki Taekwon-Do Academy and it is our hope that you will embrace this vision too.

Dr Thu Nguyen (4th Dan)

Ms Chanthie Thach (3rd Dan)

Before we start.

With regards to instructing:

1. What qualities would you consider important for being an Instructor?
2. Of these, what do you think you need work on?
3. What do you consider your strengths?
4. What do you consider your weaknesses?
5. Rate your level of confidence at instructing between 0 to 10 (0 = not confident, 10 = very confident)
6. What are your goals for instructing?

Level One Instructor Requirements.

Eligibility Criteria

- Minimum Rank: **Blue Belt**
- Must be actively instructing for **at least 4 months**

*YOU must fulfil the following requirements to be a **LEVEL ONE Instructor**:*



Instructor Skills

- Ability to take a "warm up" session
- Ability to take a "warm down" session
- Communicates clear instructions to the class
- Can instruct a white-belt group with minimal supervision
- Understands the techniques and terminology for 10th to 9th Gup



Qualifications

- Grade C Umpire Certification (Optional)
- **Next Course Date:** _____



Seminars/Courses

- Attended at least one technical seminar
- Instructors Induction course



Contribution/Attendance Credits

- Umpired/assisted/competed at least one tournament
- Assisted at club i.e. instructing, organise students for tournament etc.

Tracking your progress.

Date/Time	Session

Planning your sessions.

Activity: _____

Goals:

-
-
-

List your ideas to achieve above goals

-
-
-
-
-

Notes:

List your Credits (Attendance / Contribution).

[illegible]

In reflection.

With regards to instructing:

1. What have you learnt through your instructing training?

2. What qualities would you now consider important for being an instructor?

3. Of these, what do you think you need work on?

4. What do you consider your strengths?

5. What do you consider your weaknesses?

6. Rate your level of confidence at instructing between 0 to 10 (0 = not confident, 10 = very confident)

7. What goals have you achieved during your instructing training?

8. What are your future goals for instructing?

Level Two Instructor Requirements.

Eligibility Criteria

- Minimum Rank: **Red Belt**
- Has been a Level One Instructor for **at least six months**

*YOU must fulfil the following requirements to be a **LEVEL TWO Instructor**:*



Instructor Skills

- As per Level One
- Can take a technical/skills session (for small group i.e. grading group)
- Understands the techniques and terminology for 8th to 5th Gup
- Have learnt how to marshall (at pre-grading level)



Qualifications

- Grade C Umpire Certification **Next Course Date:**



Seminar/Courses

- Attended at least two technical seminars



Contribution Credits

- As per Level One
- Pre-grading marshall

Tracking your progress.

Date/Time	<i>Session</i>

Planning your sessions.

Activity: _____

Goals:

-
-
-

List your ideas to achieve above goals

-
-
-
-
-

Notes:

List your Credits (Contribution / Attendance).

[illegible]

In reflection.

With regards to instructing:

1. What have you learnt through your instructing training?
2. What qualities would you now consider important for being an instructor?
3. Of these, what do you think you need work on?
4. What do you consider your strengths?
5. What do you consider your weaknesses?
6. Rate your level of confidence at instructing between 0 to 10 (0 = not confident, 10 = very confident)
7. What goals have you achieved during your instructing training?
8. What are your future goals for instructing?

Level Three Instructor Requirements.

Eligibility Criteria:

- **Minimum Rank:** 1st Degree Black Belt
- Has at least Umpire Grade B Certification
- First Aid Certified
- Has been a Level Two Instructor for **at least 1 year**

YOU must fulfil the following requirements to be a **LEVEL THREE** Instructor:



Instructor Skills

- As per Level 1 & 2
- Understands the techniques and terminology for 4th to 1st Gup
- Able to take a 30 minute technical/skills class session
- Can marshall at coloured belts grading



Qualifications

- Has achieved a Grade B Umpire Certification **Next Course Date:** _____
- First Aid Certified (within three years of current date)



Seminars/Courses

- Instructors Update Course
- First Aid Course
- Attended at least three technical seminars



Contribution Credits

- As per Level 1 & 2
- Coloured belt grading marshall

Tracking your progress.

Date/Time	<i>Session</i>

Planning your sessions.

Activity: _____

Goals:

-
-
-

List your ideas to achieve above goals

-
-
-
-
-

Notes:

List your Contribution Credits.

[illegible]

In reflection.

With regards to instructing:

1. What have you learnt through your instructing training?
2. What qualities would you now consider important for being an instructor?
3. Of these, what do you think you need work on?
4. What do you consider your strengths?
5. What do you consider your weaknesses?
6. Rate your level of confidence at instructing between 0 to 10 (0 = not confident, 10 = very confident)
7. What goals have you achieved during your instructing training?
8. What are your future goals for instructing?

Level Four Instructor Requirements.

Eligibility Criteria:

- **Minimum Rank:** 2nd Degree Black Belt
- **Minimum Age:** 18 years +
- At least Umpire B Certification
- Has been a Level 3 Instructor for **at least 2 years**

YOU must fulfil the following requirements to be a LEVEL FOUR Instructor:



Instructor Skills

- As per Level 1, 2 & 3
- Understands the techniques and terminology up to I Dan OR up to one rank below their current level
- Can take a full class session



Qualifications

- Has achieved a Grade B Umpire Certification
- Up to date First Aid Certificate
- ITKD Assistant Instructors Certificate



Seminars/Courses

- Updated Instructors Training Course
- Attended at least four technical seminars



Contribution Credits

- As per Level 1, 2 & 3
- Attend at least one Regional Meeting per year

Tracking your progress.

Date/Time	<i>Session</i>

Planning your sessions.

Activity: _____

Goals:

-
-
-

List your ideas to achieve above goals

-
-
-
-
-

Notes:

List your Contribution Credits.

[illegible]

In reflection.

With regards to instructing:

1. What have you learnt through your instructing training?

2. What qualities would you now consider important for being an instructor?

3. Of these, what do you think you need work on?

4. What do you consider your strengths?

5. What do you consider your weaknesses?

6. Rate your level of confidence at instructing between 0 to 10 (0 = not confident, 10 = very confident)

7. What goals have you achieved during your instructing training?

8. What are your future goals for instructing?

YOUR FEEDBACK.

Instructing Session:

Time/Date of Session:

Summary of YOUR session:

How did you feel your session went?

List positive aspects:

-
-
-
-

What you need to improve on:

-
-
-
-

Instructor Comments

Feedback.

Please write any comments or suggestions you may have for the Instructor Development Programme i.e. how this programme can be improved in the future etc