



Leadership Competency Assessment Form - Level 3

Instructor Name: _____

Self Assessment

Assessment

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

Core Competency	Performance Criteria	Competency Achieved	
		YES	NO
Planning	Designs varied learning situations for participants that require critical thinking and are age and skill level appropriate	<input type="checkbox"/>	<input type="checkbox"/>
	Analyses and adapts Lifesaving Society resources to meet the needs of participants and the environment	<input type="checkbox"/>	<input type="checkbox"/>
	Plans address program content in a way that supports participants meeting identified goals	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating	Provides opportunity for participant evaluation through self and peer reflection	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies and communicates the root causes of success or failure to meet program standards	<input type="checkbox"/>	<input type="checkbox"/>
	Provides feedback including next steps for participants personal growth	<input type="checkbox"/>	<input type="checkbox"/>
	Provides participants with tools and opportunities to track their own progress	<input type="checkbox"/>	<input type="checkbox"/>
Presentation Skills	Incorporates the use of a variety of presentation tools (e.g. props, media or technology) in presentations	<input type="checkbox"/>	<input type="checkbox"/>
	Uses gestures and body language to enhance presentations	<input type="checkbox"/>	<input type="checkbox"/>
	Recognize and adapt presentations which do not meet participants needs	<input type="checkbox"/>	<input type="checkbox"/>
Lifesaving Society Knowledge	Explains that: <ul style="list-style-type: none"> The Lifesaving Society has branches across Canada The Lifesaving Society has programs which are created by and managed by branches and programs that are consistent across Canada Describes branch activities (ex. Program development and delivery, fund raising, prevention campaign, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>
	Encourages others to apply Lifesaving Society values and create enthusiasm for the organization	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Knowledge	Collects information about the skills, knowledge, research and teaching methods of the curriculum	<input type="checkbox"/>	<input type="checkbox"/>
	Uses technical research, to explain the rationale of why knowledge, skill, judgement or fitness items are included in Lifesaving Society programs they are eligible to teach	<input type="checkbox"/>	<input type="checkbox"/>

Learner Characteristics	Creates and implements strategies to prevent or stop challenging behaviours	<input type="checkbox"/>	<input type="checkbox"/>
	Explains the differences between the decision making abilities of adults, adolescents and children	<input type="checkbox"/>	<input type="checkbox"/>
	Explains the differences between the creative and critical thought capacities of adults, adolescents and children	<input type="checkbox"/>	<input type="checkbox"/>
	Motivates and engages participants	<input type="checkbox"/>	<input type="checkbox"/>
	Explains how moral development impacts candidate choices	<input type="checkbox"/>	<input type="checkbox"/>
Health and Safety	Discusses occupational health and safety, occupational injury and illness	<input type="checkbox"/>	<input type="checkbox"/>
	Describes the roles and responsibilities of the government, employers, and employees in occupational health and safety	<input type="checkbox"/>	<input type="checkbox"/>
	Provides examples of how to control hazards in an instructional environment	<input type="checkbox"/>	<input type="checkbox"/>
	Recognizes employee rights in the workplace and where to find supporting resources	<input type="checkbox"/>	<input type="checkbox"/>
	Applies due diligence when teaching	<input type="checkbox"/>	<input type="checkbox"/>
Facilitating and Mentoring	Manages group dynamics to enhance learning and resolve conflict	<input type="checkbox"/>	<input type="checkbox"/>
	Promotes participant mastery of skills	<input type="checkbox"/>	<input type="checkbox"/>
	Provides opportunity to apply knowledge and skills to new situations	<input type="checkbox"/>	<input type="checkbox"/>
	Creates a positive and inclusive learning environment	<input type="checkbox"/>	<input type="checkbox"/>
	Uses problem solving skills while delivering Lifesaving Society program content	<input type="checkbox"/>	<input type="checkbox"/>
Ethics and Valuing Diversity	Explains the role, importance, value and dynamics of diversity and describes its relationship to inclusion	<input type="checkbox"/>	<input type="checkbox"/>
	Describes how personal dimensions of diversity include and exclude participants from certain groups	<input type="checkbox"/>	<input type="checkbox"/>
	Explains commonalities between diverse groups and how groups may influence individual behaviour	<input type="checkbox"/>	<input type="checkbox"/>
	Creates a learning environment where individuals are included by the group	<input type="checkbox"/>	<input type="checkbox"/>
	Represents the Lifesaving Society in a positive light	<input type="checkbox"/>	<input type="checkbox"/>
Communicating	Considers multiple perspectives when giving feedback	<input type="checkbox"/>	<input type="checkbox"/>
	Gives objective feedback to participants on how to achieve the "Must Sees"	<input type="checkbox"/>	<input type="checkbox"/>
	Uses personal experiences to provide insight and give feedback to participants	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork and Collaboration	Exhibits respect for different perspectives and opinions	<input type="checkbox"/>	<input type="checkbox"/>
	Collaborates with other instructors	<input type="checkbox"/>	<input type="checkbox"/>
	Identifies the root cause of team difficulties	<input type="checkbox"/>	<input type="checkbox"/>

Problem Solving and Decision-making	Identifies underlying issues and concerns	<input type="checkbox"/>	<input type="checkbox"/>
	Objectively considers information from multiple perspectives when problem solving and making decisions	<input type="checkbox"/>	<input type="checkbox"/>
	Makes inclusive, objective, evidence-based decisions based on gathered information and aligned to Lifesaving Society values	<input type="checkbox"/>	<input type="checkbox"/>
	Shows judgment and explains rationale of decision and/or solution	<input type="checkbox"/>	<input type="checkbox"/>
Skill Demonstration	Performs safe adaptations to technical skills, designed to respond to the learning environment and participant needs in programs they are trained to teach	<input type="checkbox"/>	<input type="checkbox"/>

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