



**EQUINE CANADA ENGLISH INSTRUCTOR OF BEGINNER PROGRAM
MENTOR REFERENCE FORM**

Please take the time to read this through – your role, as Mentor in the certification process is crucial to this candidate’s success. The Mentoring concept was brought into the English Coaching Program several years ago and in fact has been put forward as a desirable concept by the Coaching Association of Canada for all sports.

The word ‘mentor’ is defined as a wise, loyal advisor, a teacher, a coach; mentors have the power to shape character, mold lives, not only of their own students but also of others who also teach. It is not an easy task for those who decide to live up to the name of mentor. The CAC Mentorship Program states: ‘the role of a mentor is to provide experiences and reflection opportunities that compliment coaching training and certification’.

Therefore, your role is to prepare this candidate by acting as their role model and advising them in all areas of knowledge and deportment so they may, in their turn, becomes a role model for our sport. By signing your name to this document, you are stating that you have guided this candidate and that they are now prepared to successfully complete the certification process through the evaluation and examination. We recognize the responsibility you have undertaken to commend you.

This guidance and preparation has been given in teaching: allowing the candidate to observe your lessons, promoting discussion and obtaining feedback from the candidate; having them complete lesson plans and, in turn, teach in your presence so you may provide critiques and suggestions for their improvement.

TASK A: Lesson Plan & Emergency Action Plan (EAP)

Criteria	Evidence
Appropriate and Structured Lesson Plan	Logistics information identified
	Appropriate key elements for lesson
	Required equipment identified
	Clear lesson segments
	Appropriate timeline for activities
	Appropriate activities
	Activities clearly described
Emergency Action Plan	Key learning points (aids/instructions for each activity included)
	Location of phones and emergency numbers including fire
	Specific directions to reach facility
	Location of medical profiles
	Location of first aid kit
	Location of fire extinguishers
	Identification of call and charge persons
Phone number of veterinarians	

Candidate meets minimum standard: Yes: _____ No: _____

Comments: _____

TASK B: Mounted Lesson

Criteria	Evidence
Safety	Horse/rider equipment ready
	Safe group management
	Appropriate horse/pony
	Risk management
Structure & Organization	Instructor provides an appropriate plan
	Lesson equipment ready
	Clear lesson segments and appropriate time allotment for activities
	Exercises match the lesson goals
	Riders actively engaged
	Optimal use of space & equipment
	The content is appropriate for beginners
	Lesson objectives introduced
	Effective explanation
	Instructor uses effective demonstrations
	Instructor provides effective feedback to riders
	Instructor facilitates skill practice
	Reinforcement of rider's effort and performance
	Use of two-way communication
Professional Conduct	Appropriate instructor turn-out
	Professional communication
	Positive outlook
	Respects participants needs/thoughts
	Communicates/reinforces expectations of participants
Analyze Performance Detect Skill Errors	Effective observation of performance
	Appropriate errors identified
	Identifies potential causes of error
	Appropriate explanation of error
Prescribe Corrections	Appropriate correction applied
	Communicates prescriptive skill correction

Candidate meets minimum standard: Yes: _____ No: _____

Comments: _____

TASK C: Lunge Lesson

Criteria	Evidence
Safety	Horse/rider equipment ready
	Correct fitting of side reins for warm-up
	Ensures correct mounting and dismounting
	Describes appropriate horse/pony
	Risk management
Lunging Technique	Lunge line correctly attached
	Effective management of the lunge line
	Effective management of the lunge whip
	Correct circle size
	Effective control of the horse and use of body language
Teaching Skills	Ensures that the rider knows how to adjust equipment from the ground (stirrup leathers)
	Ensures that the rider knows how to adjust equipment correctly while mounted
	Lesson objectives introduced
	Effective explanation
	Safe and effective rider exercises
	Instructor provides effective feedback
	Instructor facilitates skill practice
	Reinforcement of rider's effort and performance
Use of two-way communication	

Candidate meets minimum standard: Yes: _____ No: _____

Comments: _____

TASK D: Stable Management

Criteria	Evidence
Bandages	Stable bandage
	Polo wrap
General Knowledge	Explains basics of tack care and the instructor's responsibility
	Explains signs of unsoundness and general signs of horse health and the instructor's responsibility
	Explains the characteristics of a good school horse including blemishes
	Explains basics of feeding and watering before/after a lesson and the instructor's responsibility
	Explains EAP for injured horse and the instructor's responsibility
	Written test

Candidate meets minimum standard: Yes: _____ No: _____

Comments: _____

TASK E: Unmounted Lesson

Criteria	Evidence
Safety	Safe group management
	Facility safety check
Structure and Organization	Instructor provides appropriate lesson plan
	Lesson equipment ready
	Activities match the lesson goals
	Participants are actively engaged
	Optimal use of space and equipment
Teaching Skills	The content is appropriate for beginners
	Lesson objectives introduced
	Effective use of key learning points
	Effective demonstrations
	Effective use of feedback
	Instructor facilitates skill practice
	Reinforcement of participant's effort and performance
Use of two-way communication	

Candidate meets minimum standard: Yes: _____ No: _____

Comments: _____

TASK F: Optional Jumping Lesson

Criteria	Evidence
Safety	Horse/rider equipment ready
	Safe group management
	Appropriate horse/pony
	Risk management
Structure & Organization	Instructor provides an appropriate plan
	Lesson equipment ready
	Clear lesson segments and appropriate time allotment for activities
	Exercises match the lesson goals
	Riders actively engaged
	Optimal use of space & equipment
	The content is appropriate for beginners
	Lesson objectives introduced
	Effective explanation
	Instructor uses effective demonstrations
	Instructor provides effective feedback to riders
	Instructor facilitates skill practice
	Reinforcement of rider's effort and performance
	Use of two-way communication
Professional Conduct	Appropriate instructor turn-out
	Professional communication
	Positive outlook
	Respects participants needs/thoughts
	Communicates/reinforces expectations of participants
Analyze Performance Detect Skill Errors	Effective observation of performance
	Appropriate errors identified
	Identifies potential causes of error
	Appropriate explanation of error
Prescribe Corrections	Appropriate correction applied
	Communicates prescriptive skill correction

Candidate meets minimum standard: Yes: _____ No: _____

Comments: _____

"It is in my opinion that _____ has performed these teaching tasks and has either met or exceeded the standard required to successfully undertake the above named evaluation."

Mentor's Name: _____ PSO/EC# _____

Signed: _____ Date: _____

I have read and understand the comments in this report.

Candidate's Name: _____ PSO/EC# _____

Signed: _____ Date: _____

Please return this letter, along with the completed Mentor Reference Form attached, to the English Coaching Coordinator at your Provincial Equestrian Federation.