

SOLIS ORTUS INSTRUCTORS POLICY



Note:

Solis Ortus holds the right to make changes to the policy as it is still in Draft version.

1. OBJECTIVE

The purpose of Solis Ortus Instructors policy is to establish guidelines, rules and principles for the dojo and to maintain standards for Instructors within the Club.

- The policy sets out a series of standards in respect of integrity, responsibility, competence and confidentiality. SO Instructors must be fully aware of what is expected from them, accept their responsibility to the Club, the students, senseis, SA JKA and to society.
- This Instructors policy is a framework within which to work. It is a series of guidelines rather than a set of instructions, and should be used in conjunction with the Instructors manual and other appropriate guidance.

2. MISSION

The mission of Solis Ortus Instructors is as follows:

- Protecting children and ensure that Instructors are protected from accusations of misconduct.
- Treating all children equally, and with respect and dignity.
- Building balanced relationships based on mutual trust.
- Making training fun and enjoyable.
- Promoting fair play.
- Keeping up to date with teaching knowledge, skills, and qualifications.
- Taking action to prevent intimate relationships developing with students.
- Getting to know children and their parents.
- Being an excellent role model - this includes not drinking alcohol or smoking in the company of children.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of the children (e.g. avoiding excessive training and competition, and not pushing them against their will).

3. EXPECTATIONS FROM THE INSTRUCTOR

The following characteristics will differentiate a good instructor from a great one.

3.1 Patience

One of the best qualities that any instructor can have is **patience**.

Throughout your teaching career, you'll have students that will vary in skill level. Some will catch on rather quickly while others will take weeks to master a simple skill.

A great teacher is one that has the **patience** to teach those who have a harder time, without getting frustrated, angry, or impatient. Students tend to thrive when instructors take the time to teach at a student's speed without making them feel hopeless or less capable.

3.2 Practice

Regardless of their individual needs and differences, all students need the opportunity to practice what they have learned. Repetition is the best method of practice to perfect a skill. Supervise your students' practice sessions whenever possible. This will prevent them from practicing flawed techniques that could lead to bad habits or injuries.

When a student reaches the advanced level, practice becomes even more important because of the broad scope and difficulty of techniques being learned. Many advanced students tend to stop practicing basic techniques. Remind them to continue to keep their foundation strong. Every good instructor recognizes that fundamental skills are prerequisite to success in karate.

Remember a teachers' learning period never stops. You always have to be on par with changes, more techniques and skills. The best teachers are the ones who always want to keep learning more so that they can impart that wisdom on to their students.

3.3 Make a connection

Get to know your students. Ask questions. Be genuinely interested in learning more about them and what they're about. Students are much more likely to gravitate towards instructors who show they care. Become an excellent role model to the students.

3.4 Planning

The foremost element in teaching is careful planning. Plan the objectives for each class and delegate the amount of practice time you will allow for each. For effectiveness and safety, carefully consider the type and number of exercises and skills you will teach in every class. Set goals for each class. Students can perform better and learn more quickly when they have goals to work toward.

Plan the classes in advance. By knowing your students, you can plan your objectives for each class and determine how long each objective will take to teach. It's never a bad idea to have a plan B in case things veer off track. Being prepared makes people take you more seriously.

Plan your classes constructively and with concentration breaks in-between as kids cannot concentrate too long on the same activity. Depth in research, creativity and constructive mind is a must.

3.5 Motivation

An instructor that is inspirational is one that can motivate students to action. If you can engage your group they'll be motivated to keep moving forward and learning new skills. For them to be motivated, they need to feel your passion for your craft.

It will make your job easier and more successful when you have students who are motivated to learn. The desire to change and acquire new skills is necessary for a student to continue studying karate for a long period of time. The single best way to motivate others is to be a highly motivated person yourself. You must lead by example.

3.6 Flexible

Being a good instructor often means being somewhat flexible. You may have certain objectives to meet within a certain time frame, but if a student is falling behind it's important to be able to make accommodations. Things don't always go as planned, but good instructors can roll with the punches and get back on track when the timing is right.

3.7 Respect

Respect breeds respect. To earn the respect of others, you must first show respect. Being the instructor doesn't give you a free pass to boss people around and treat them as though you are superior. By showing respect towards your students, their parents, and other instructors, you set the bar for how others will treat you.

You may not always agree with how others do things or what they say, but there are ways to express differences without putting other people down. By respecting other people's ideas and choices, you naturally command the respect of your students and peers.

3.8 Knowledge

Teaching your students the proper techniques and associated skills is a great accomplishment. Teach them applications of certain moves will make classes more interesting and shows that you as an instructor has appropriate knowledge of karate.

You should also make it a priority to teach your students the proper terminology used in karate. That way your students will be well-rounded and know all the key aspects of their craft.

Know the curriculum per belt group. Also know what the ages are per student and to what belt they are grading to.

3.9 Language

While you may not pay close attention to the language you use in everyday situations, it's important to be mindful of this when teaching. While something you say may seem completely innocent to you, it may be perceived as an insult by someone else. Students are impressionable, and your words can influence them more than you think. Be sure to keep things positive.

Being an instructor is a big responsibility. By accepting this position you're accepting being a role model for your students. The way that you teach them will go on to influence them in more ways than one. It could make the difference between them loving and hating the sport. It could also influence how proficient they become in their abilities. Even if they never excel, you can influence them in other ways as an instructor. Perhaps your teaching methods will help improve their self-esteem or confidence.

3.10 Recognition of Individuality

Every individual has a different way of perceiving and understanding the world around him. Since you are teaching a group of individuals you must consider every person individually and as a part of the whole. Every individual learns at his own pace and to the best of his ability. Inherent to being a good instructor is the aptitude for teaching the class as a unified whole while giving each individual the specific instruction he needs to improve.

You must master the ability to balance the need for individuality with the need for conformity. While there are many things that all students perform uniformly, an overemphasis on conformity can stifle a student's natural talent. Because we are all unique persons with unique physical and mental characteristics, we each have special talents and weaknesses. By accurately recognizing these strengths and weaknesses, we can maximize our potential. We are both confined and compelled by our uniqueness.

Yet, within the martial arts there is a special tradition and heritage that have been handed down to us. It is our duty to preserve the character of our art and to pass it on to our students. Therefore, we require that students practice certain skills in a specifically designated way, without digression. A good example of this is the practice of forms. Every white belt in a particular style practices the same form in the same way that every white belt before him practiced it. This is a way of preserving the tradition of our art. Of course some people kick higher or punch faster than others, but this does not mean that to showcase the kickers we demand that everyone kick high or to accommodate the punchers, we substitute punches for kicks. This would be time consuming and detrimental to the martial arts as a whole. To teach effectively we must set the standards for students as well as encourage their individuality.

4. ELEMENTS TO PAY ATTENTION WHEN INSTRUCTING


- Good manners, courtesy and sincerity, restraint, true to one's self patience, not giving up, caution and attention to details
- Avoiding favouritism or preference of certain individuals age, character and body condition of members, environment, variation in the way of teaching
- Not only to point out the mistakes but as well how to correct them
- Don't give too much attention to bad behaviour, rather reward good behaviour
- Technical instruction and conditioning are two different issues
- Do not teach your favourite techniques only, but the best way to do techniques and not one's individual techniques
- Basics (KIHON) – KATA – KUMITE, there should be balance of these 3 elements
- Show bunkai application while teaching katas to make students understand what the kata is about.

5. ESSENTIAL DUTIES & RESPONSIBILITIES

- Set-up of equipment used
- Teach kicking, punching, sparring, breaking and patterns to program participants.
- Effectively develop rapport with participants and parents, and maintain safety and order in the class.
- Provides excellent customer service, including interacting with participants and/or parents to answer questions and resolve problems.
- Reports any issues or concerns to Sensei Eugene.
- Substitutes for other instructors at the same level as needed.
- Performs other duties as assigned.

6. LOYALTY STRUCTURE FOR INSTRUCTORS

The following Loyalty/Remuneration structure for Instructors are as follows:

1st year - Helper/learning phase/how to teach	
2nd year - Free class	
3rd year - Instructor and child = free classes	
4th year - Sensei will pay back class fees	
5th year - On his discretion	
Instructors to pay yearly Registration Fees	
	<ul style="list-style-type: none"> ✓ If you stop instructing, you will fall out of the loyalty structure. ✓ If you come back as an Instructor at a later stage, you will start in the 2nd year of the Loyalty/Remuneration structure for Instructors.
<u>Assistant Instructors</u>	
<ul style="list-style-type: none"> • Important to select potential instructors on a criteria of leadership skills • Guide them to follow in your footsteps • You lead - they follow 	
<u>Responsibilities of Assistant Instructors</u>	
<ul style="list-style-type: none"> • Help to put out equipment for a session • Pick up equipment after a session • Let the kids stand in orderly rows • Instructors must teach, assistants must guide 	

7. INSTRUCTOR LEVELS

Solis Ortus created Instructor levels to help the Instructors identify backup when they are not be able to teach a class for whatever reason.

The Instructing levels are as follows:

- ✓ **Level 1:** Helpers – juniors still in learning phase
- ✓ **Level 2:** Senior Lower belts (Green/Brown) with little experience
- ✓ **Level 3:** Black belt level with more than 3 years' experience
- ✓ **Level 4:** Black belt level with more than 4 years' experience
- ✓ **Level 5:** Senior Black belts with more than 7 years' experience
- ✓ **Level 6:** Sensei Eugene

The following Levels are currently applicable:

Monday and Wednesday					
Level	Instructors	Times to Assist	Comment	Instructors for Backup	Backup Schedule
1	PW Pentz	16:15 - 18:00	Minis, 1st & 2nd Class	Liam Snyman	17:15 - 18:00
1	John-Matthew Calitz	16:15 - 18:00	Minis, 1st & 2nd Class		
1	Cassidy Dagnin	16:15 - 18:00	Minis, 1st & 2nd Class		
1	Calia Nel	16:15 - 17:15	1st Class		
1	Danté Stander	16:15 - 17:15	1st Class		
1	Alayna Stander	16:15 - 17:15	1st Class		
1	Monique de Lange	16:15 - 17:15	1st Class		
1	Luan de Lange	16:15 - 17:15	1st Class		
1	Juan de Waal	16:15 - 17:15	1st Class		
1	Troy Fultan	16:15 - 17:15	1st Class		
1	Shiloh Verreyne	16:15 - 17:15	Minis, 1st Class		
1	Anica Myburgh	16:15 - 17:15	Minis, 1st Class		
1	Carla Esterhuizen	17:15 - 18:00	2nd Class		
2	Veronica Myburgh	16:15 - 17:30			
2	Johan Nel	16:30 - 18:00		Cathy van Onselen	3rd Class
2	Leazill Peenze	18:00 - 19:00			
3	Heilethe Calitz	16:30 - 19:00		Heilethe Calitz	Minis
3	Sandy Verreyne	16:15 - 19:00			
3	Marx van Eeden	18:00 - 19:00	3rd Class only		
4	Sandra Erasmus	16:30 - 19:00			
5	Rudolf Steyn	16:30 - 18:00		Eugene Oosthuizen	All
5	Lilian Mynhardt	All		Lilian Mynhardt	All
6	Eugene Oosthuizen	All			

Tuesday and Thursday					
Level	Instructors	Times to Assist	Comment	Instructors for Backup	Backup Schedule
1	Pieter van Zyl	16:30 - 18:00	Tuesdays/Thursdays	John-Matthew Calitz	Thursdays (Grading)
1	Ethan Featherstone	16:30 - 17:13	Tuesdays/Thursdays	Danté Stander	16:30 - 17:15
1	Liam Cronje	16:30 - 17:14	Tuesdays/Thursdays		
1	Pieter Jordaan	16:30 - 17:15	Tuesdays/Thursdays		
2				Veronica Myburgh	Tuesdays/Thursdays
2				Johan Nel	Tuesdays/Thursdays
3	Heilethe Calitz	16:30 - 19:00	Tuesdays	Heilethe Calitz	Thursdays (Grading)
3	Sandy Verreyne	16:30 - 18:00	Tuesdays/Thursdays - Grading	Sandy Verreyne	Tuesdays/Thursdays
3				Marx van Eeden	Tuesdays/Thursdays
4					
5	Rudolf Steyn	16:30-17:30	Thursdays		
5	Eduan Bekker	18:00 - 19:00	Thursdays	Eugene Oosthuizen	All
5	Lilian Mynhardt	All			
6	Eugene Oosthuizen	All		Lilian Mynhardt	All



The above Instructors' structure can change due to availability of Assistant Instructors and Instructors.

A drop down table has been created in Excel with all the Helpers and Instructors for your convenience. It is designed according to your level or hierarchy to find a replacement for you if you cannot teach on the day. All the replacements have their contact details automatically on selection so you can make the necessary arrangements in reasonable time.

8. INSTRUCTOR RESPONSIBILITIES

The Solis Ortus Instructors need to ensure that they are up to date with the procedures of how the dojo is currently running. It is mandatory to attend all meetings and standardization seminars as scheduled for the year, to ensure that a professional environment.

8.1 Class Layout

Ensure that you familiarise yourself with the two dojos, especially the setup and floor plans as it differs from each other.

- ✓ Menlyn Dojo – See Addendum A
- ✓ Faerie Glen Dojo - See Addendum B

8.2 Instructors Grading Groups

Each Instructor will be allocated a certain age group per belt to teach the grading curriculum. The groups will be created on WhatsApp to communicate with the students and parents, but also to assist them where they struggle. **The groups are divided into:**

- ✓ Menlyn Dojo with the names of karatekas in your dedicated group
- ✓ Faerie Glen Dojo with the names of karatekas in your dedicated group

The groups are for your convenience and should be handled with the utmost respect and professionalism as expected from Sensei Eugene. Personal matters should be handled tactically and personally and **should not** be discussed on the group.

8.3 Responsibilities per Instructor per belt curriculum

MENLYN

1st Class

Belt	Ages	Instructor	
White – Yellow 1	5 + young 6 years	Lilian	Lilian = Responsible for White belt group
	Older 6 + young 7 years	Veronica	
	7 + young 8 years	Johan	
White – Yellow 1/Yellow	8+ years	Heilethe	Sensei Rudolf responsible for Yellow belt group
Yellow 1	5 + 6 years - Yellow 1	Sandra	
Yellow	5 + 6 years - Yellow	Sandy	
	Some 6 - 7 years - Yellow	Sensei Eugene	
	8+ years - Yellow	Rudolf	

2nd Class

Current belt	To belt	Instructor
Orange 1	Orange	Johan
Orange	Green 1	Lilian
Orange	Green	
Green 1 + Green	Blue 1	Sandy
Green + Blue 1	Blue	Heilethe
Blue	Purple 1	Sandra

3rd Class

SNR Beginners White - Yellow	Lilian	Heian Shodan
SNR Yellow 15+	Sandy	Group
SNR Orange	Leazill	Heian Nidan
SNR Green	Sandy	Heian Sandan
SNR Blue		Heian Yondan
Purple 1 - Purple	Heilethe	Jion
Purple - Red 1	Marx	Bassai Dai
Red 1	Sandra	Empi
Red	Sensei Eugene	Kanku Dai
Jnr Brown		

FAERIE GLEN

1st Class

Belt	Ages	Instructor	
White	5 years	Lilian	Lilian = Responsible for White belt group
	6 years		
	7 years		
White	8+ years	Heilethe	Sensei Eugene responsible for Yellow belt group
Yellow 1		Eugene/Rudolf	
Yellow		Sandy	

2nd Class

Current belt	To belt	Instructor
Orange 1	Green 1	Lilian
Orange	Green	
Green 1	Blue 1	Sandy
Green & Blue 1	Blue	Heilethe
Blue	Purple 1/ Purple	Sensei Eugene

3rd Class

Current belt	To belt	Instructor
Purple 1	Purple	Heilethe
Purple	Red	Sensei Eugene
Red 1	Jnr Brown	Lilian/Eugene
Red	Jnr Brown	
Jnr Brown	Jnr Brown & Jnr Black	
Jnr Black	Jnr Black 1 Black	
Black		

8.4 Scientific Approach

This teaching method is highly confidential and should not be shared in any way to anybody without the consent of Sensei Eugene.

It is important to always be prepared for all classes especially during grading preparation. All classes should be prepared as indicated on the standardization seminar and according to the scientific tables.

8.5 Teaching Diagrams per Belt Group

These training diagrams will form part of the Instructors manual and should also form part of the Instructors planning to allocated belt groups. Keep in mind to work with technical/FFS/F.

8.6 Involvement

Instructors should always lead so the rest can follow. It is expected that all Instructors be more involved in club activities such as help on gradings/ open days/ table officiating/ refereeing/ coaching and year end functions.

It is also necessary to be more involved in JKA activities.

9. Non-disclosure Agreement

The Non-disclosure Agreement will be between Solis Ortus Dojo Head and the Solis Ortus Instructors, Assistant Instructors and Helpers.

All information shared to the Instructors, Assistant Instructors and Helpers are the Intellectual Property (IP) and trade secrets of Solis Ortus (SO) and should be handled with discretion and respect. All information regarding techniques and training philosophies are Solis Ortus IP. The SO IP is developed over years of hard work which resulted in a prosperous business.

The IP may include, but is not limited to:

- ✓ Any designs
- ✓ SO Training manual
- ✓ SO Blueprints
- ✓ SO Curriculum
- ✓ SO Standardization Training Blueprints
- ✓ SO Class preparation
- ✓ SO Scientific model
- ✓ Minutes of meetings
- ✓ Any information stored on the server
- ✓ Policies and Procedures
- ✓ Internal discussions regarding anything and everything related to the dojo and training

It is hereby CONFIRMED that Solis Ortus has the right to expel any guilty party who breaches this agreement OR found to be untrustworthy OR disclosing any Solis Ortus information within and or outside the Club.

If an Instructor or Assistant Instructor resigns from his or her duties or the Club, all information resides within Solis Ortus as Solis Ortus property, and will be given back in all copied formats.

Signed: Sensei Eugene Oosthuizen [5th Dan SA JKA]

