

SIS - Sport, Fitness & Recreation Training Package

SIS20513—Certificate II in Sport Coaching

SIS30713—Certificate III in Sport Coaching

Unit

SISSSCO101

Develop and update knowledge of
coaching practices

This is not a complete document.

SAMPLE ONLY

Trainer/Teacher Manual



LANE

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STUDENT/TRAINEE DETAILS

Student/Trainee Name**Student/Trainee Email****Teacher / Trainer Name****School / Institution / Training Organisation / Employer**

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INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

INTRODUCTION—CONT'D

LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources delivered online, the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

INTRODUCTION—CONT'D**Tasks**

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

**Learning
Activity**

Research

SELF ASSESSMENT

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

SISSSCO101—DEVELOP AND UPDATE KNOWLEDGE OF COACHING PRACTICES

ELEMENT	PERFORMANCE CRITERIA
1. Source and apply general information on coaching general principles.	1.1 Identify sources of information to understand the structure and operation of the National Coaching Accreditation Scheme (NCAS) 1.2 Access and comprehend NSO sport specific information relevant to coaching in chosen sport 1.3 Identify a range of sources of information to update knowledge of coaching
2. Source and apply information on legal and ethical issues that impact on coaching.	2.1 Obtain information on legal obligations and legal issues affecting coaches 2.2 Obtain information on ethical responsibilities and ethical issues affecting coaches 2.3 Identify sport specific risks and principles of risk management that can be incorporated into coaching 2.4 Identify the relevant requirements of the NSO Member Protection Policy that apply to a coach in that sport 2.5 Analyse information to determine own specific responsibilities as a coach
3. Develop coaching practices.	3.1 Identify the roles and responsibilities of coaches and support personnel according to specific sport or activity skills and best practice principles. 3.2 Determine coaching styles appropriate to competition and participation 3.3 Obtain information on game centred and technique centred approaches to coaching 3.4 Identify a range of strategies to apply information sourced to role as a coach
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Section One

Source and Apply General Information on Coaching General Principles

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DEVELOP AND UPDATE KNOWLEDGE OF COACHING PRACTICES

SECTION ONE—SOURCE AND APPLY GENERAL INFORMATION ON COACHING GENERAL PRINCIPLES

INTRODUCTION

All persons entering into their chosen industry to develop a career will always be confronted with the need to locate and source relevant and credible information about the industry and their career.

One of those career paths may be sport coaching. There has been a focus on training sport coaches so that they understand their responsibilities, legal obligations as well as health and safety issues when coaching.

This of course would also include those offering their time as a part time volunteer coach in amateur sports .

In this section we learn how to research information, determining the credibility, relevance and accuracy of information sources and using the information to develop and update sport coaching knowledge.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying sources of information to understand the structure and operation of the National Coaching Accreditation Scheme (NCAS)
- ☆ Accessing and comprehending NSO sport specific information relevant to coaching in chosen sport
- ☆ Identifying a range of sources of information to update knowledge of coaching



IDENTIFY SOURCES OF INFORMATION TO UNDERSTAND THE STRUCTURE AND OPERATION OF THE NATIONAL COACHING ACCREDITATION SCHEME (NCAS)

AND

ACCESS AND COMPREHEND NSO SPORT SPECIFIC INFORMATION RELEVANT TO COACHING IN CHOSEN SPORT

AND

IDENTIFY A RANGE OF SOURCES OF INFORMATION TO UPDATE KNOWLEDGE OF COACHING

(Over the next few pages we cover three 'Performance Criteria' points at the same time to avoid repetition)

The sport and recreation industry encompasses a large range of both private and public organisations. These range from small community based sports clubs to large sporting focussed organisations and commercial organisations that support and/or supply to the industry. It can be daunting when starting out to find relevant information on these organisations.

The best place to start looking for anything related to any particular industry would be to the peak industry bodies, or also known as industry associations.

Peak bodies are major organisations that represent the interests of groups, organisations and individuals that are drawn together by their common participation or involvement in a particular activity or field of endeavour, in this case the sport, fitness and recreational industry and those working in the industry or operating within the industry.

Peak bodies carry out a variety of roles. They develop policies and protocols, advise governments, provide a reference point for their members, maintain quality and standards of operation by organisations and individuals and represent their members in many different ways.

The sport, fitness and recreational associations in Australia also are instrumental in advising and managing the ongoing professional development of sporting and fitness professionals, including sport coaching.

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Then there are those information sources that are not directly part of the industry, however they would provide information that most in the industry at some point would need. These sources include:

- ☆ Health professionals
- ☆ Professionals in sales and marketing, accounting, law, insurance and facility management
- ☆ Technologies including computers, communications, hardware and software
- ☆ Training and professional development specialists

RESEARCH METHODS

There is a skill to doing information research. There are two main methods you can use:

- 1) Direct information gathering
- 2) Indirect information gathering

Direct method—Gathering direct information is the best form of research and the most reliable form of acquired knowledge. It involves personal research and requires you to gather the information from reliable sources. Direct information should be the type of information you concentrate on. Examples of places from which you can gather direct information can include:

- ☆ Credible industry approved written materials
- ☆ Information provided by a qualified person in the subject manner
- ☆ Training sessions
- ☆ Websites of known credible organisations or persons

Indirect method—Indirect information is the next best form of research and should only be used as support information for direct information gathering. Do not base your all your research and gathered knowledge on indirect information.

Indirect information can come from other sources, for example, other coaches new to the industry, those providing information that clearly supports other commercial interests such as sports equipment, sports drinks and food products. For example, friends, family and associates may have their own view on what constitutes good coaching practices.

Always take indirect information and confirm its reliability from that which you already know. Other sources can help to confirm this indirect information



NATIONAL COACHING ACCREDITATION SCHEME

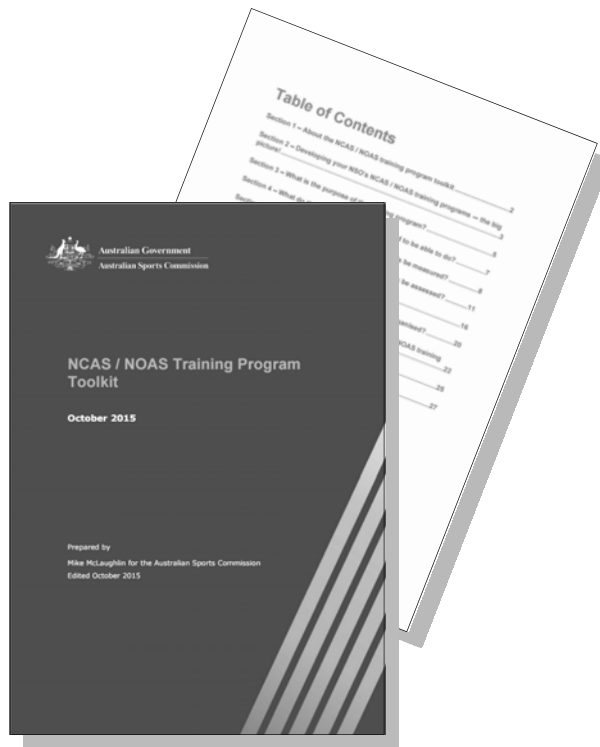
The NCAS is an initiative of the Australian Sporting Commission (ASC). It is a progressive coach education program that covers both general principles and sport specific topics. The National Coaching Accreditation Scheme was established in 1978 as a progressive coach education program. The NCAS aims to offer education and a nationally recognised qualification to people coaching at all levels. NCAS courses utilise competency based training principles and involve assessment of the coach to ensure that they have met the required standards for each level.

You can find details of the program by going to the Australian Sports Commission website at:

<http://www.ausport.gov.au/>

Locate the page 'Coaching and officiating development' for information on the 'National Coaching Accreditation Scheme'.





NATIONAL SPORT ORGANISATIONS

Within the Australian Sports Commission is a division called the Australian Institute of Sport.

In the past when the Australian Institute of Sport was established, the AIS was heavily involved in the development of various sports, especially those that were considered Olympic sports or internationally played sports. The AIS invested heavily in sports and training facilities located in Canberra and developed their own coaching and training personnel.

Although initial setup as a training centre in the early 1980s, the AIS no longer employs coaches or trainers. Instead it provides funding to the National Sporting Organisations (NSOs) so they can provide the coaching and training services.

The Australian Institute of Sport, or AIS, provides services and facilities to the various National Sporting Organisations that develop and train amateur, professional and elite athletes in various sports.

The facilities in Canberra, research and other sporting services are still available to the NSOs.

As part of the assistance the AIS provides the NSOs, is the National Coaching Accreditation Scheme.

Today the NSOs are responsible for the design and implementation of their coaching frameworks that incorporates the NCAS for their sport. However, to help the NSOs the AIS has provided a 'Coach Training Framework' toolkit.

It is basically a template which NSOs in specific sports follow when developing their own coach training program.

Once the training program is developed it is submitted to the AIS for approval and registration. Once registered, all sporting clubs would use this course to training their coaches.

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SPORT SPECIFIC INFORMATION RELEVANT TO COACHING

This training unit and others you will be undertaking provide generalised understanding and knowledge about sport coaching that is common with all sports.

When it comes to coaching players or participants in specific sports, there are sources of information that are often provided by the NSO.

Those coaching in specific sports would need to learn:

- ☆ The rules of the sport
- ☆ Proper use and care of the sports equipment
- ☆ Technique and skill building
- ☆ Ethics, Codes of Practice and legal requirements of the specific sport

...to name a few

Each NSO and those affiliated with the NSO would provide information relating to coaching in their sport.

This information can be in the form of:

- ☆ Online
- ☆ Publications
- ☆ Seminars
- ☆ Workshops
- ☆ Training courses

Often when a person is wanting to be trained as a coach, they will often approach the sporting club committee and they will facilitate the sourcing as well as information and training.



SAMPLE SAMPLE

SAMPLE SAMPLE

**Learning
Activity**

Task

LEARNING ACTIVITY ONE

We mentioned that coaches will often undertake competency based training. In this activity we want you to define what competency based training is.

TEACHER / TRAINER GUIDANCE NOTES

Competency-based training is where the learning emphasis is on what the student or trainee can do in the workplace as a result of their training, not on just what they know. Learners who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

This holds true even with coaches.

**Learning
Activity**

Question

LEARNING ACTIVITY TWO

Why were National Sporting Organisations established?

TEACHER / TRAINER GUIDANCE NOTES

They were established so that these organisations would increase participation in specific sports, as well as assist in developing elite or professional athletes with better results than a single government run sporting commission, as was the case with the Australian Sports Institute in the past.

**Learning
Activity**

Research

LEARNING ACTIVITY THREE

As a person develops their coaching skills and possibly career, they would need to base their development path on the foundation of their understanding of the general principles of coaching.

The Australian Sports Commission and the Australian Institute of Sport have developed a series of basic training modules that outline the 'General Principles of Coaching'.

The 'General Principles of Coaching' is based on understanding and answering twenty basic questions. In this activity we want you to do some research (on the ASC website) and list out those twenty questions on the next page.

SAMPLE SAMPLE

20 General Principles of Coaching

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

- 1) What does a coach do?
- 2) What does a coach need to know?
- 3) How should a coach behave?
- 4) Where can coaches go for more information?
- 5) Why does a coach need to plan?
- 6) What are the participants' needs?
- 7) What do I want to achieve?
- 8) What should a coach's plan include?
- 9) What are the different coaching approaches I can use?
- 10) How can I keep everyone safe?
- 11) What communication skills do coaches need?
- 12) How do I choose the right style?
- 13) How do I deal with issues and problems that might arise?
- 14) What do I need to organise?
- 15) How do I choose the right coaching approach?
- 16) How do I minimise risks?
- 17) How can I enhance learning?
- 18) How do I make it fun?
- 19) How do I deal with misbehaviour?
- 20) How can I be a better coach?

Section Two

Source and Apply Information on Legal and Ethical Issues That Impact on Coaching

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DEVELOP AND UPDATE KNOWLEDGE OF COACHING PRACTICES

SECTION TWO—SOURCE AND APPLY INFORMATION ON LEGAL AND ETHICAL ISSUES THAT IMPACT ON COACHING

INTRODUCTION

In all areas of sport, fitness and recreational businesses, organisations and activities, there are many legal and ethical obligations, responsibilities and issues that need to be understood and addressed.

This is especially important for coaches in sport.

In this section we will learn how to access information about legal and ethical topics in the coaching field and what they mean or how they affect the sport coach.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Obtaining information on legal obligations and legal issues affecting coaches
- ☆ Obtaining information on ethical responsibilities and ethical issues affecting coaches
- ☆ Identifying sport specific risks and principles of risk management that can be incorporated into coaching
- ☆ Identifying the relevant requirements of the NSO Member Protection Policy that apply to a coach in that sport
- ☆ Analysing information to determine own specific responsibilities as a coach

OBTAIN INFORMATION ON LEGAL OBLIGATIONS AND LEGAL ISSUES AFFECTING COACHES

Coaches need to be aware of their legal responsibilities, especially with respect to the advice they give their athletes (players) and the way they manage and supervise participation in sport. Coaches have a legal responsibility to their athletes (players) and should:

- ☆ give appropriate advice and guidance
- ☆ not offer advice beyond their level of qualification

The most important legal responsibility of coaches is the health and safety of the athletes (players) in their charge. A coach could be liable if evidence can show that normal standards and practices have not been followed. Below is a table of some of the areas and issues a coach is legally exposed to:

<i>Provide safe environments</i>	☆ Including facilities, playing area, equipment and weather conditions
<i>Do adequate planning</i>	☆ Planning is essential for a safe and properly run sporting event
<i>Evaluated for illness and injury</i>	☆ So no injury or illness is made worse by forcing them to take part
<i>Never mismatch individuals</i>	☆ Use age, weight, height and experience as a guide to matching up participants
<i>Proper equipment provided</i>	☆ All equipment that is being used must be clear of any damage that may cause injury
<i>An understanding of the risks involved</i>	☆ Make all involved aware of any risks that are involved in the sport or session
<i>Provide close supervision</i>	☆ At all times a coach must know what is happening and where everyone is
<i>Clear understanding of the rules and regulations</i>	☆ Know what they are and how to apply them in any given situation
<i>Keep accurate records when required</i>	☆ If an injury occurs keep accurate and detailed records
<i>Be first aid qualified</i>	☆ Absolutely essential at any level of coaching



LOCATING INFORMATION ON LEGAL RESPONSIBILITIES OF COACHING

Working as a coach within a sporting club is like any other workplace and this includes persons coaching on a volunteer basis as well as a contracted, or an employed coach.

This means the overall workplace health and safety (WHS) laws and regulations would apply including those working in the sporting club as a coach, support personnel and participants.

Information on WHS laws and regulations is accessible from each State and Territory Work Safe office.

Each State and Territory has a Sport and Recreation department and these departments will often assist coaches in understanding their legal responsibilities relating to specific State and Territory laws and regulations. These laws and regulations generally relate to:

- ☆ Discrimination
- ☆ Duty of care
- ☆ Harassment
- ☆ Match-fixing
- ☆ Work, health and safety
- ☆ Working with children checks

Another valuable source of information is a website that has been developed by each State and Territory government, the Federal Government Australian Sporting Commission and a number of human rights organisations.

It is called 'Play by the Rules'. 'Play by the Rules' provides information, resources, tools and free online training to increase the capacity and capability of administrators, coaches, officials, players and spectators to assist them in preventing and dealing with discrimination, harassment, child safety and integrity issues in sport.

Their website is at:

<http://www.playbytherules.net.au/>





LEGAL ISSUES OF COACHING

Coaches would also need to be aware of the following:

- ☆ **Insurance**—Coaches should have appropriate insurance that covers both public liability and personal accidents. Many governing bodies include insurance as part of their affiliation fee.
- ☆ **Transportation**—Coaches that transport players, athletes or participants to games/facilities/training need to be aware of their legal exposure especially when using their own vehicles. Firstly, they should ensure they are properly licensed and insured. With young athletes, coaches should seek the approval and if possible, assistance of the parents/guardians.
- ☆ **Protection from abuse**—A coach has a responsibility to protect children from all forms of abuse. Coaches should be able to recognise indicators that may signify abuse and take appropriate action if concerned (Relating to coaching children and not elite athletes). This may include alerting appropriate authorities of signs of abuse such as possible physical, mental and sexual abuse as well as neglect, such as showing physical symptoms resulting from being malnourished.
- ☆ **Criminal behavior**—Sexual and physical assault are the two main criminal behaviors a coach may be confronted with. In most cases extreme sexual and/or physical assaults would need to be dealt with by the Police. In addition, if the criminal behavior is from a player, athlete, support staff member or a club committee member, the sports governing body would need to be informed and action would be taken by the governing body such as fines, penalties and even bans from the sport.
- ☆ **Game fixing**—Coaches may be approached and/or become aware of attempts to 'fix' a game/match. This is a criminal offence even at an amateur level and should be reported to the sports governing body.
- ☆ **Anti-doping**—Coaches are instrumental at keeping the sport they are in 'drug free'. Any signs of drug taking needs to be reported to the appropriate authorities for follow up and action against not only the 'drug taker', but also the 'suppliers'.

Regardless of your role in sport, you have a number of rights. You as a coach have the right to:

- ☆ Not be subjected to abuse or harassment while coaching, undertaking administrative duties, in the club room or at other club social events
- ☆ Not be unfairly discriminated against by decisions made by your club or association
- ☆ Complain about inappropriate and unlawful behaviours and for complaints to be taken seriously and acted upon promptly through a fair process and not to be victimised if you make a complaint or are complained about

**Learning
Activity**

TASK

LEARNING ACTIVITY ONE

Tell us what word is missing in each of the fields of the table below:

..... environments
Adequate
..... for illness and injury
Never individuals
Proper provided
An understanding of the involved
Close
Clear understanding of the rules and
Keep accurate when required
First aid

SAMPLE SAMPLE

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

Safe environments
Adequate planning
Evaluated for illness and injury
Never mismatch individuals
Proper equipment provided
An understanding of the risks involved
Close supervision
Clear understanding of the rules and regulations
Keep accurate records when required
First aid qualified

SAMPLE SAMPLE

SAMPLE SAMPLE

Learning
Activity

Task

LEARNING ACTIVITY TWO

Each State and Territory has a Sport and Recreation department and these departments will often assist coaches in understanding their legal responsibilities relating to specific State and Territory laws and regulations. These laws and regulations generally relate to what six areas?

TEACHER / TRAINER GUIDANCE NOTES

Each State and Territory has a Sport and Recreation department and these departments will often assist coaches in understanding their legal responsibilities relating to specific State and Territory laws and regulations. These laws and regulations generally relate to:

- 1) Discrimination
- 2) Duty of care
- 3) Harassment
- 4) Match-fixing
- 5) Work, health and safety
- 6) Working with children checks

SAMPLE SAMPLE

**Learning
Activity**

Research

LEARNING ACTIVITY THREE

In this Section we mentioned the website 'Play by the Rules'. In this website they have defined in detail what constitutes criminal sexual assault and what constitutes criminal physical assault. In this activity we want you to locate these definitions and summarise them in the space provided.

Criminal sexual assault**Criminal physical assault**

SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

Criminal sexual assault—includes acts of a sexual nature carried out against a person's will (e.g., a women is forced to have sex after a club function or to maintain her position on the team). Sexual assault is a criminal matter and is dealt with by the police.

Criminal physical assault—involves the use of physical force with the intent to harm or frighten. Assault is a criminal matter and is dealt with by the police.

**Learning
Activity**

Question

LEARNING ACTIVITY FOUR

Regardless of your role in sport, you have a number of rights. You as a coach have the right to what three basic things?

TEACHER / TRAINER GUIDANCE NOTES

Regardless of your role in sport, you have a number of rights. You as a coach have the right to:

- 1) Not be subjected to abuse or harassment while coaching, undertaking administrative duties, in the club room or at other club social events
- 2) Not be unfairly discriminated against by decisions made by your club or association
- 3) Complain about inappropriate and unlawful behaviours and for complaints to be taken seriously and acted upon promptly through a fair process and not to be victimised if you make a complaint or are complained about

Coaching Ethical Responsibilities



OBTAIN INFORMATION ON ETHICAL RESPONSIBILITIES AND ETHICAL ISSUES AFFECTING COACHES

As with legal responsibilities, coaches need to be aware of their ethical responsibilities.

It is the responsibility of the coach to have an understanding of the following basic ethical issues:

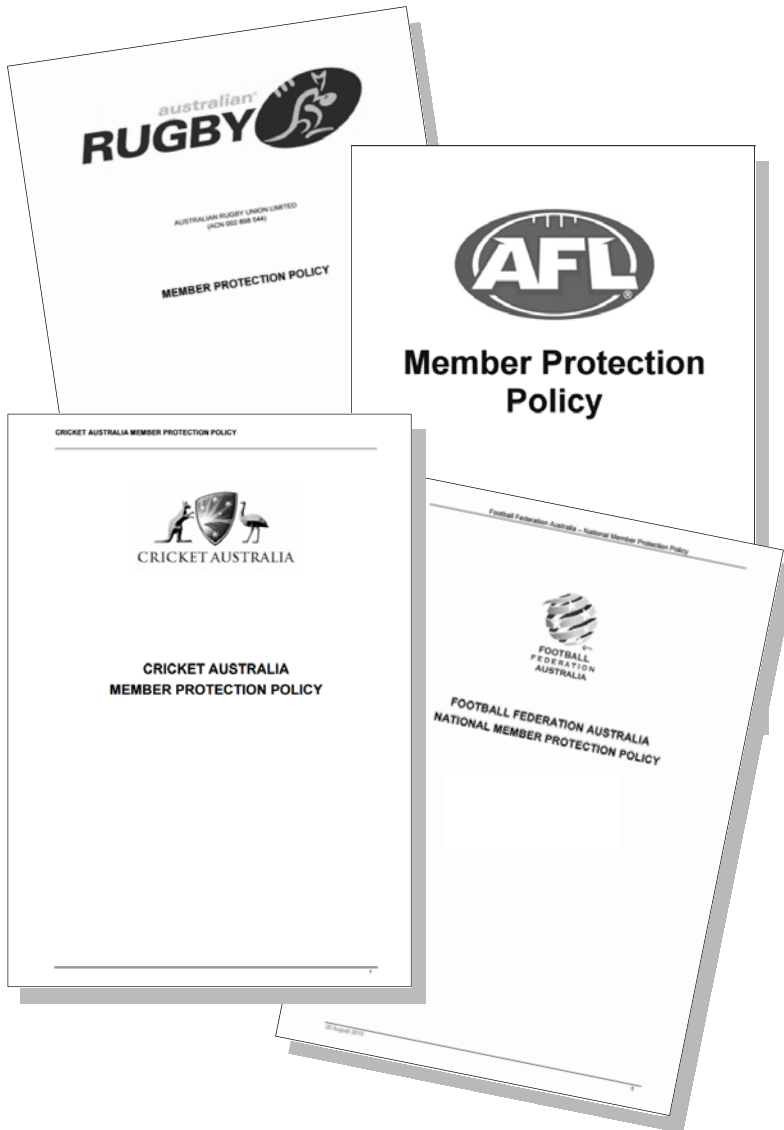
- ☆ Child protection
- ☆ Taking images of children
- ☆ Discrimination and harassment
- ☆ Sexual relationships
- ☆ Pregnancy
- ☆ Gender identity
- ☆ Responsible service and consumption of alcohol
- ☆ Smoke free environment
- ☆ Cyber bullying
- ☆ Social networking sites

The Australian Sports Commission has placed a strong focus on 'Integrity in Sport'. And through the network of NSOs the ASC aims to build the capacity and capability of sport to provide safe, fair and inclusive sporting environments for the sector.

They have done this by supporting NSOs through projects and tailored sport specific assistance in the areas of policy development and implementation, education and awareness.

One program now required by the ASC is to have each NSO develop a 'Member Protection Policy' document. This is required by the ASC before it recognises the sporting body as a 'National Sports Organisation'.

This introduces a type of Code of Conduct document to the specific sport in general and is to be used by every sporting club in that sport as the template of the club's Code of Conduct.



MEMBER PROTECTION POLICY DOCUMENT

The Member Protection Policy would include:

- ☆ A statement about the organisation's and each club's commitment to uphold its core values and create a safe, fair and inclusive environment for everyone associated with the sport
- ☆ Provide an outline of some of the key responsibilities and obligations of persons (including coaches) associated with the organisation and/or club
- ☆ Policy statements on a range of key areas relating to safe, fair and inclusive environments, such as child protection, anti-discrimination and harassment
- ☆ A description of the organisation's or the club's complaint handling procedures for complaints arising in those key areas
- ☆ A description of the disciplinary measures associated with a breach of the policy

Attached to the policy document would be specific documents that would include:

- ☆ The club's Codes of Behaviour
- ☆ Working with Children checks and other employment screening requirements
- ☆ Reporting documents and record keeping

These Member Protection Policy documents and any Codes or Conduct documents are the primary source of information relating to ethical responsible coaching.

Over on the next page we show some examples of specific sports Member Protection Policy documents.



Netball Australia

Policy Document

Member Protection Policy

Date of Board Approval: 30 November 2013
 Responsibility: Netball Australia Board
 Author: Head of Government Strategy & Social Innovation
 Date Policy Takes Effect: 1 January 2014
 Replaces Policies Approved: February 2007 (V1), May 2007 (V2), January 2010 (V3) and July 2012 (V4)

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2

Cycling Australia

Section Three

Develop Coaching Practices

SAMPLE SAMPLE

DEVELOP AND UPDATE KNOWLEDGE OF COACHING PRACTICES

SECTION THREE—DEVELOP COACHING PRACTICES

INTRODUCTION

In the previous sections we learned that a coach has basic responsibilities relating to both legal and ethical issues. As we have now learned, it is important that every sport coach learns what those responsibilities are and ensures they understand why it is important to take those responsibilities seriously.

In this section we again touch on responsibilities of a sport coach, however this time relating to a coach's support staff.

We also look at various coach styles and approaches that every coach should have a basic understanding of.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying the roles and responsibilities of coaches and support personnel according to specific sport or activity skills and best practice principles.
- ☆ Determining coaching styles appropriate to competition and participation.
- ☆ Obtaining information on game centred and technique centred approaches to coaching.
- ☆ Identifying a range of strategies to apply information sourced to role as a coach



IDENTIFY THE ROLES AND RESPONSIBILITIES OF COACHES AND SUPPORT PERSONNEL ACCORDING TO SPECIFIC SPORT OR ACTIVITY SKILLS AND BEST PRACTICE PRINCIPLES

Over the next few pages we look at the roles played by sport coaches and then the roles played by the support staff.

A coach can be a number of things, the two basic roles of coach are facilitators and directors. Facilitators enable the sessions and let it roll on and see where it goes, a very general way to coach and is utilised effectively in primary and youth sport.

A director is generally a coach who is in complete control of the session and all the elements surrounding it.

This style is usually in a specific sport and can be very authoritative in its delivery. Many career coaches are directors.

SAMPLE SAMPLE



Aside from those two observations we made on the previous pages, a coach also has numerous other roles and responsibilities when it comes to implementing a practice/training session or coaching a game. Depending on their level of coaching and personal involvement other roles are likely to include:

- ☆ **Advisor** - Advising athletes on the training to be conducted and suitable kit and equipment
- ☆ **Assessor** - Assessing athletes performance in training and in competition
- ☆ **Chauffeur** - Transporting them to sporting events if parents or family are unavailable to take them.
- ☆ **Counselor** - Resolving emotional problems on the basis that sharing anxieties can be both relieving and reassuring.
- ☆ **Demonstrator** - Demonstrate to the athletes the skill you require them to perform. To achieve this it is important that you also keep fit.
- ☆ **Friend** - Over the years of working with an athlete a personal relationship is built up where as well as providing coaching advice you also become someone, a friend, who they can discuss their problems or share their success with. It is important to keep personal information confidential because if you do not, then all respect the athlete had for you as a friend and coach will be lost.
- ☆ **Facilitator** - Identify suitable competitions for them to compete in to help them achieve their overall objectives for the year.
- ☆ **Fact finder** - Gathering data of national and international results and to keep abreast of current training techniques.
- ☆ **Fountain of knowledge** - This may be part of the advisor role in that you will often be asked questions on any sporting event, events that were on the television, diet, sports injuries and topics unrelated to their sport
- ☆ **Instructor** - Instructing athletes in the skills of their sport.
- ☆ **Mentor** - When athletes attend training sessions you are responsible, to their parents and family, for ensuring that they are safe and secure. You have to monitor their health and safety whilst training and support them should they have any problems or sustain any injuries.
- ☆ **Motivator** - Maintain the motivation of all the athletes the whole year round.
- ☆ **Organiser and planner** - Preparation of training plans for each athlete and organise attendance at meetings and coaching clinics.
- ☆ **Supporter** - Competition can be a very nerve racking experience for some athletes and often they like you to be around to help support them through the pressures. Role of a 'Friend' and perhaps 'Counselor' come in here too.



All these roles need to be considered when thinking of becoming a coach. At some point in time you will be required to be one or many of the above to any number of participants. You need to be prepared for all of these situations before it happens

As well as the above outlined roles, a coach has a number of responsibilities that need to be adhered to. First and foremost, in all situations, a coach needs to:

- ★ Promote maximum participation
- ★ Promote long term learning
- ★ Be aware and cater to a diverse range of abilities
- ★ Enjoyment of structured physical activity
- ★ Continually improve knowledge and qualification levels to advance themselves

It is important to remind you that coaches are required to adhere to a strict 'code of conduct' set out by the appropriate governing body of their chosen sport, as well as strict legal responsibilities. We went through many of these in the previous sections.



COACHING SUPPORT STAFF

At all levels of sport, coaches will require persons to give the coach a helping hand.

In junior and/or amateur sport, these persons are often volunteers, whereas in professional sport and large professional sporting clubs, these persons are generally employees and are trained in a particular job.

The roles of support staff in junior sport would often include:

- ☆ Opening and making ready the club facilities
- ☆ Making ready sporting equipment
- ☆ Assisting players with equipment fitting
- ☆ Assisting in marshaling large numbers of participants
- ☆ Watching for and reporting incidents
- ☆ Liaising with parents/guardians, participants and the coaching staff
- ☆ Assisting with reports and record keeping
- ☆ Offering encouragement to participants on behalf of the coach
- ☆ Providing transportation for participants and equipment
- ☆ Assisting in gathering, cleaning and storing equipment



Volunteers that support the coach are often parents and older or more experienced players within the community.

In larger and professional clubs, the coaches support staff will often be well trained and experienced in many roles which would include:

- ☆ Assistant coaching staff (coaching on specific skills)
- ☆ Fitness trainers
- ☆ Physiotherapists
- ☆ Dieticians
- ☆ Medical staff
- ☆ Administrative staff

These persons can be either full time employed staff, or part time paid consultants or contractors.



Support Staff Responsibilities

COACHING SUPPORT STAFF RESPONSIBILITIES

Coaching support staff as with everyone in a sporting club have responsibilities and these too are based on legal and ethical issues.

In all States and Territories, any person volunteering to assist in any role in a sporting club must possess a valid 'Working with Children' card if there are children under the age of 18 being worked with.

The coach in conjunction with the club would need to inform the volunteers of this requirement and assist them in obtaining the Working with Children card.

The coach must ensure that any role or task undertaken by his or her support staff is one that the volunteer can perform efficiently and safely. It is the responsibility of the support staff to uphold the health and safety policies and procedures of the club. If they are given a tasks that they could not safely perform, then it is the responsibility of this person to inform the coach.

If the coach has asked a support staff member to demonstrate a specific sporting skill or technique, then it is important that the volunteer has the skill and experience themselves. This includes the proper and safe use of sporting equipment.

In the previous section we learned about a document called the 'Member Protection Policy'.

This policy document also applies to any coaching support staff. The coaching support staff would need to be provided this policy document as well as learn and fully understand how the policies affect them.

Special importance should be placed on health and safety issues and the club's established 'Code of Behaviour'.

BEST PRACTICE PRINCIPLES OF COACHING

The 'Best Practice Principals of Coaching' are underlying principles that dictate the actions of a coach and the coach's support staff.

The 'Best Practice Principals of Coaching' is not a list of definitive principals but instead a complete understanding of what is expected of a coach and backed up by the coach's actions as he or she undertakes the coaching role.

A coach and the support staff who follow 'Best Practices Principals of Coaching' would learn, understand and follow:

- ☆ The specific sport's rules
- ☆ National sport organisation (NSO) guidelines and regulations
- ☆ The club's Code of Behaviour
- ☆ State, territory and local government regulations
- ☆ Preventative measures to minimise health and safety risks
- ☆ Requirements for ongoing personal development

Those who follow 'Best Practices Principals of Coaching' would ensure that all those they are coaching will get the best out of their involvement with the club and the sport of their choice.

**Learning
Activity**

Question

LEARNING ACTIVITY ONE

What are the two basic roles of a coach and what are the differences between the roles of each?

TEACHER / TRAINER GUIDANCE NOTES

A coach can be a number of things, the two basic roles of coach are facilitators and directors.

Facilitators enable the sessions and let it roll on and see where it goes, a very general way to coach and is utilised effectively in primary and youth sport.

A director is generally a coach who is in complete control of the session and all the elements surrounding it.

Learning Activity

Task

LEARNING ACTIVITY TWO

List the fourteen 'other' roles we reviewed earlier in the spaces provided below. See how many you can remember without looking.

TEACHER / TRAINER GUIDANCE NOTES

- | | |
|------------------------|----------------------------------|
| 1. Advisor | 8. Fact finder |
| 2. Assessor | 9. Fountain of knowledge |
| 3. Chauffeur | 10. Instructor |
| 4. Counselor | 11. Mentor |
| 5. Demonstrator | 12. Motivator |
| 6. Friend . | 13. Organiser and planner |
| 7. Facilitator | 14. Supporter |

**Learning
Activity**

Task

LEARNING ACTIVITY THREE

In this Section we learned that in almost all cases a coach will have support staff. In junior/amateur sporting clubs these are often volunteers. In the space below list out the ten roles these volunteers often take on.

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

- 1) Opening and making ready the club facilities
- 2) Making ready sporting equipment
- 3) Assisting players with equipment fitting
- 4) Assisting in marshaling large numbers of participants
- 5) Watching for and reporting incidents
- 6) Liaising with parents/guardians, participants and the coaching staff
- 7) Assisting with reports and record keeping
- 8) Offering encouragement to participants on behalf of the coach
- 9) Providing transportation for participants and equipment
- 10) Assist in gathering, cleaning and storing equipment

SAMPLE SAMPLE

**Learning
Activity**

Task

LEARNING ACTIVITY FOUR

Below are a number of statements some of which are true and some of which are false. Tell us which ones are which and should you think that the statement is false, tell us why.

Coaching support staff as with everyone in a sporting club has responsibilities and these too are based on legal and ethical issues.

'Working with Children' cards are only required by the coaches.

No matter what the coach tells the support staff to do, they should follow his or her orders.

The 'Member Protection Policy' of each club is developed specifically for the coach to follow.

TEACHER / TRAINER GUIDANCE NOTES

Coaching support staff as with everyone in a sporting club has responsibilities and these too are based on legal and ethical issues. TRUE

‘Working with Children’ cards are only required by the coaches. FALSE—*‘Working with Children’ cards are required by anyone in the club working with participants that are under the age of 18.*

No matter what the coach tell the support staff to do they should follow his or her orders. FALSE—*If the coach has asked a support staff member to demonstrate a specific sporting skill or technique, then it is important that the volunteer has the skill and experience themselves, or advises the coach that they are unable to perform this task. This includes the proper and safe use of sport equipment*

The ‘Member Protection Policy’ of each club is developed specifically for the coach to follow. FALSE—*The ‘Member Protection Policy’ is for everyone in the club to follow no matter what role they are in.*

**Learning
Activity**

Task

LEARNING ACTIVITY FIVE

In your own words tell us what it means to follow 'Best Practice Principles of Coaching'.

TEACHER / TRAINER GUIDANCE NOTES

The answers will vary, however they should somewhat be addressing the concept of 'Best Practice Principles of Coaching' as a complete understanding of what is expected of a coach and backed up by the coach's actions as he or she undertakes the coaching role.

SAMPLE SAMPLE



DETERMINE COACHING STYLES APPROPRIATE TO COMPETITION AND PARTICIPATION AND OBTAIN INFORMATION ON GAME CENTRED AND TECHNIQUE CENTRED APPROACHES TO COACHING

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

Sport coaching can be closely likened to a teaching role.

This means that a coach will be confronted with a wide range of learning styles from the club's participants and these learning styles are generally based on age and learning abilities. Like in a school classroom, some students are quick to pick up on concepts, whereas others need more time and attention from the teacher.

However, in sport there is also the physical factor that needs to be catered for. Again this is often based on a person's age as well as their fitness levels.

Learning a sport is an active process.

This is especially true in the development of young people. When a coach is working with younger participants they see phases where learning physical skills and techniques will improve and changes in their learning styles over time as young people gain experience and stronger fitness levels.

This means that a coach needs to determine what coaching style is best suited to not only the sport but also the participants and the level they are currently at.



DEVELOPING A COACHING STYLE

There are three important characteristics that need to be considered when developing a coaching style:

- ☆ Knowledge of the sport
- ☆ Personal motivation
- ☆ Showing empathy

It goes without saying that a good coach knows the ins and outs of the sport he or she is coaching. This includes the rules, the culture of the sport and any competitive strategies. Without this knowledge the coach lacks credibility and will not receive the respect that coaches do deserve.

Even though you may have all the knowledge and experience in the sport you are coaching, you as a coach cannot not be an effective teacher unless you are motivated to do so. You need to be motivated enough to spend your own personal time to work with your players/athletes. The participants are far more likely to take on your coaching if they see you are motivated to be there and showing a sincere interest in their sport development.

And finally showing empathy. This is a coach's ability to understand your participants by being aware of their feelings, thoughts and emotions and how they impact their learning abilities and performance. And more importantly the coach's ability to convey sensitivity towards them.



Other key elements of a successful coach:

- ☆ **Understanding how to teach** - by understanding the different learning styles of each individual you may coach will help you develop programs that will increase the chances of learning and ultimately success for your participants/players/athlete.
- ☆ **Teaching team work** - whether it is in a team environment or as an individual, an athlete will always be part of a team and should taught the value of team work in the process. It may be in a team sport that they are involved in which they will need to work with other team members for a common goal, or in an individual sport in which the coach will work as a team with the athlete to achieve common goals.
- ☆ **Commanding respect** - a successful coach will always have the respect from the participants/players/athlete, the coach needs to lead by example, display all the qualities of a successful person and be willing to sacrifice as much as the participants/players/athlete themselves.
- ☆ **Relationships with players** - to be successful, a coach needs to develop a close relationship with the participants/players/athlete. If there is mutual respect and admiration then the chances of success is vastly improved, participants/players/athlete will not always love a coach and vice versa, but it is essential that there is a relationship between them.

There are two main coaching approaches or philosophies that coaches would need to be aware of, they are the game centred approach and the technique centred approach.

Game centred approach—The game centred approach uses games to assist participants to understand game concepts. These games are created to teach skills within the context of specific tactics and strategies. The games created are inclusive and are designed to teach participants and the coach and thus facilitate learning.

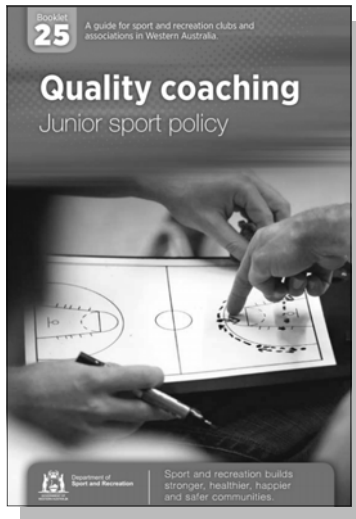


Technique centred approach—The technique centred approach isolates the skill from the whole game to prioritise its development over game play. It uses skills to facilitate development of movement patterns, then apply these to the game.



IDENTIFY A RANGE OF STRATEGIES TO APPLY INFORMATION SOURCED TO ROLE AS A COACH

The Western Australian Department of Sport and Recreation has published a valuable resource document aimed at junior sport coaching. In this part of the unit we have extracted some information that relates well with how a coach would identify and develop coaching strategies.



WA Department of Sport and Recreation—Quality Coaching, Junior Policy

Key considerations in creating effective learning experiences for young people to develop sport skills include the following:

Instructing:

*Keep instructions simple and clear
Use language best suited to the level of the participants
Have a positive manner when working with young people*

Increase time on task:

*Refine time spent on management so time engaged in the activity can be increased
Keep instruction time for a specific skill to a minimum to allow more time for trying it*

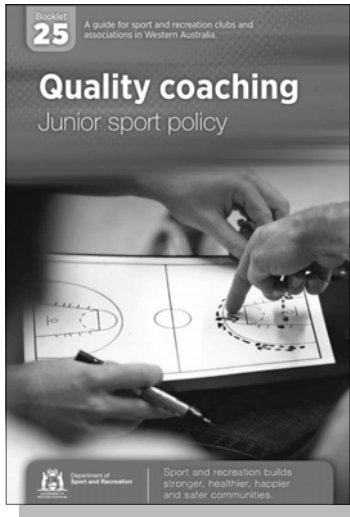
Vary content:

*Sometimes teach the whole skill and at other times break it into parts, depending on the complexity of the skill
Playing a modified game first can help participants understand the context of skills
Change between individual, pair and group activities*

Increase the challenge:

*Alter times, distances, heights etc. as skills improve
Move sequentially from simple to more complex techniques over time
Change from static to dynamic (e.g. standing long jump to run in and jump), increase the number of players and introduce defenders*

SAMPLE

**Practice:**

Practice each skill randomly through the session (e.g. 3–5 minute blocks of one skill at various times)
Plan to practice under similar conditions to competition as often as possible

Giving feedback:

Successful coaches give immediate feedback that is very specific and offers ideas on correction
Feedback must always be given in a positive environment
Feedback can be verbal or nonverbal (e.g. thumbs up)

Questioning:

Consider the level of the question in terms of the breadth of response you want
A good sequence is (a) plan the question, (b) get the attention of the young person, (c) ask the question and wait, (d) respond, giving feedback or probing for a more extensive response
Good questions encourage young people to analyse why they chose a particular strategy, why they adjusted their technique, or how they would respond to a similar situation in the future

Strategies for Coaching Sports Skills

Keep instructions simple and clear
Keep a positive manner and use language appropriate to the participants
Keep the time spent on management tasks (setting up equipment and organising various drills) to a minimum
Keep young people active as much as possible
Keep instruction time for a specific skill to a minimum before participants are allowed to practice
Break complex skills into manageable chunks
Increase times, distances, heights etc. as skills improve
Make it more challenging by moving from static to dynamic, changing the number of players and introducing defenders
Practice under similar conditions to competition whenever possible
Give immediate, specific, and constructive feedback
Question participants to ascertain whether instruction has been understood

**Learning
Activity**

Question

LEARNING ACTIVITY SEVEN

The Western Australian Department of Sport and Recreation has published a valuable resource document aimed at junior sport coaching. What were the seven key considerations in creating effective learning experiences for young people to develop sport skills?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Instructing
- 2) Increase time on task
- 3) Vary content
- 4) Increase the challenge
- 5) Practice
- 6) Giving feedback
- 7) Questioning

**Learning
Activity**

Question

LEARNING ACTIVITY EIGHT

The Western Australian Department of Sport and Recreation has published a valuable resource document aimed at junior sport coaching. What were the eleven key strategies for coaching sport skills?

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

- 1) Keep instructions simple and clear
- 2) Keep a positive manner and use language appropriate to the participants
- 3) Keep the time spent on management tasks (setting up equipment and organising various drills) to a minimum
- 4) Keep young people active as much as possible
- 5) Keep instruction time for a specific skill to a minimum before participants are allowed to practice
- 6) Break complex skills into manageable chunks
- 7) Increase times, distances, heights etc. as skills improve
- 8) Make it more challenging by moving from static to dynamic, changing the number of players and introducing defenders
- 9) Practice under similar conditions to competition whenever possible
- 10) Give immediate, specific, and constructive feedback
- 11) Question participants to ascertain whether instruction has been understood

SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities.

This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would be need to have acquired and in which you will be assessed on.

This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ Do you now know and understand the structure and operation of the National Coaching Accreditation Scheme (NCAS) as well as access and comprehend NSO sport specific information relevant to coaching in chosen sport?
- ☆ Are you able to identify a range of sources of information to update knowledge of coaching, including information on legal obligations and legal issues affecting coaches?
- ☆ Are you able to locate information on ethical responsibilities and ethical issues affecting coaches?
- ☆ Do you understand the importance of identifying sport specific risks and knowing about principles of risk management that can be incorporated into coaching?
- ☆ Can you explain if asked the relevant requirements of the NSO Member Protection Policy that apply to a coach in that sport and analyse information to determine own specific responsibilities as a coach?
- ☆ Also, can you explain if asked, the roles and responsibilities of coaches and support personnel according to specific sport or activity skills and best practice principles?.
- ☆ Are you able to determine your own coaching style?
- ☆ Do you know what it means to use game centred and technique centred approaches to coaching?
- ☆ Could you list a range of strategies to apply information sourced to role as a coach?

If there were any questions that you were unable to confidently say YES to, we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

NOTES

SAMPLE SAMPLE