

GROWING COACHES

Whakapakari Kaiako Taiohi

PROGRAMME GUIDE FOR COACHES AND TEACHERS

A GUIDE FOR THOSE FACILITATING THE 'GROWING COACHES'
COACH EDUCATION PROGRAMME FOR YOUNG PEOPLE



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Welcome to Growing Coaches

The aim of Growing Coaches is to grow leadership potential in young people by preparing them to coach in a specific sport context. Many young people coach other young people in sport; others may be seeking an opportunity to experience coaching.

“Coaches do not just complete a coaching course, coach for a specified period of time and then, presto, become perfect coaches”

(Kidman & Hanrahan, 2011, p.4).

THE PHILOSOPHY OF GROWING COACHES IS BASED ON:

- The belief that coaching experiences can enhance the leadership development of young people and therefore the opportunity to be a coach should not be limited to a selected few
- An understanding that coaching includes both the learning about coaching and the opportunity to put the learning into practice in a sport context
- The belief that through coaching experiences young people will develop skills that can transfer into life skills
- An understanding that coach leadership is essentially an act of service to others.

This philosophy links well to the New Zealand Coach Development Framework and is based on continuous improvement through the increasingly effective integration of coaching skills, knowledge and understanding of coaching practice.

Growing Coaches is also aligned with the Principles of Youth Development as outlined in the Youth Development Strategy Aotearoa (2002) established by the Ministry of Youth Development. These principles are:

1. YOUTH DEVELOPMENT IS SHAPED BY THE 'BIG PICTURE'

By the 'big picture' we mean: the values and belief systems; the social, cultural, economic contexts and trends; the Treaty of Waitangi and international obligations such as the United Nations Convention on the Rights of the Child.

2. YOUTH DEVELOPMENT IS ABOUT YOUNG PEOPLE BEING CONNECTED

Healthy development depends on young people having positive connections with others in society. This includes their family and whānau, their community, their school, training institution or workplace, and their peers.

3. YOUTH DEVELOPMENT IS BASED ON A CONSISTENT, STRENGTHS-BASED APPROACH

There are risk factors that can affect the health development of young people and there are also factors that are protective. 'Strengths-based' policies and programmes will build on young people's capacity to resist risk factors and enhance the protective factors in their lives.

4. YOUTH DEVELOPMENT HAPPENS THROUGH QUALITY RELATIONSHIPS

It is important that everyone is supported and equipped to have successful, quality relationships with young people.

5. YOUTH DEVELOPMENT IS TRIGGERED WHEN YOUNG PEOPLE PARTICIPATE FULLY

Young people need to be given opportunities to have greater control over what happens to them, through seeking their advice, participation and engagement.

6. YOUTH DEVELOPMENT NEEDS GOOD INFORMATION

Effective research, evaluation, and information gathering and sharing are crucial.

Together, these six principles can help young people to gain a:

- Sense of contributing something of value to society
- Feeling of connectedness to others and to society
- Belief that they have choices about their future
- Feeling of being positive and comfortable with their own identity.

The learning that is gained through a coach education programme such as Growing Coaches is important to ensure the coaching experience is a positive one and to develop effective young coaches.

Young people are a ready and often willing resource for the coaching role in schools and clubs. Coaching sport gives them an opportunity to contribute to others through an act of service in the sport environment. Giving coaches a bag of balls and cones and saying "Go to it" is not an effective preparation for the coaching role, yet often that's what happens.

TELL ME ABOUT THE PROGRAMME

The key objective of **Growing Coaches** is to provide a platform for the development of young coaches in secondary schools.

Secondary schools have considerable pressure to provide coaches for a raft of teams over a significant number of sports. This is exciting, as it indicates that there are a large number of young people playing sport. However, it is also a challenge for schools to source and retain enough coaches for the increasing number of students who wish to be involved. There is much potential to encourage young people in schools to contribute through accepting the coaching role.

Participants in the Growing Coaches programme are senior secondary school students who are keen to coach sport in their school, in a local club or in a local primary school.

Young people can take part in the programme through their secondary school. Most secondary schools will work with national or regional sport organisations or sports clubs to deliver the programme jointly to young people. It seems sensible for schools to develop relationships with sporting codes to align Growing Coaches with their specific sport.

The information in this Programme Guide is designed for teachers, coaches and sports coordinators. The content describes how to deliver Growing Coaches and is accompanied by ideas, concepts and philosophies for developing excellent young coaches. Let's begin to explore how the programme can help young people to be successful coaches, by developing an understanding of some of the methods of effective coaching.

To complete Growing Coaches the young person must be senior secondary school age and complete:

- 8 hours of learning about coaching, including the sport-specific learning from their chosen sport and self-directed learning; and
- 15 hours of coaching experience in a club, primary or secondary school.

See the Completion of Growing Coaches template on pg 42 in the Appendix for individual completion by each young coach.

THE LEARNING CONTENT

The programme consists of young people learning about coaching through facilitated workshops and experiencing coaching in practice. Some schools may wish to spread the coach learning and the coaching experience across Year 12 and Year 13 for their students.

The coach learning is a mixture of content about coach philosophy, roles, values, styles, qualities, methods and approaches. Much of this information is included in this Programme Guide and the Coach Journal resource.

The core learning for the programme might be delivered by teachers through a NCEA Level 1, 2 or 3 **physical education programme** followed by the actual coaching experience with other students in the secondary school, with primary school students or within the sports club context.

Or

The coach learning may be through the **sport programme** in the school, where forums or workshops are held to educate coaches, followed by the actual coaching experience with students coaching in a chosen sport.

There are four Growing Coaches workshops designed to give teachers and coaches who are facilitating the programme a guide for the eight hours of coach learning. An overview of the workshops is available on pages 7 & 8, or page 42 of this Guide.



Full Workshop Guidelines for teachers are available to download on the Sport New Zealand (Sport NZ) website – these will be regularly updated for the use of facilitators and teachers.

THE COACHING EXPERIENCE

During the coaching experience the young person can be observed using the Growing Coaches Coaching Experience Assessment Tool available on pg 41 of this Guide. If NZQA Achievement Standards are being completed as part of the programme, students must fulfil the assessment criteria for that achievement standard to be awarded the credits.



Achievement standard assessments relating to Growing Coaches are available on the Sport NZ website.

Many games and activities are provided in the Coach Gear Bag resource that are useful to coaches as session starters, team builders, skill enhancers, game understanding activities, and skill teaching opportunities. These can be used alongside the technical and tactical activities and drills from the specific sport the young person is coaching.

NATIONAL OR REGIONAL SPORT ORGANISATIONS

Growing Coaches is designed to be delivered to young people in secondary schools. This may be through physical education or sport, inside or outside of the classroom programme. Growing Coaches is a generic coaching programme that is intended to be connected with a sport-specific technical and tactical module from a regional sports organisation.

Some secondary schools will have the expertise internally amongst teachers and sports coordinators to deliver the programme and some may not. This can make it difficult for them to teach the technical and tactical aspects to young people who wish to coach. Regional sports organisations are ideally suited to facilitate the sport-specific components such as the specific rules, skills, technical and tactical learning.

National or regional sports organisations have knowledge and expertise in specific sports and will run their own coach education programmes. This technical and tactical expertise of coach education is focused on one particular sport and connects very well to the Growing Coaches programme. The contact person for each regional sports organisation is available from your local Regional Sports Trust.



Websites for both national sports organisations and regional sports trusts are on pages 44-45 of this Programme Guide and are listed on the Sport NZ website.

GROWING LEADERS

The Sport New Zealand Growing Leaders programme was launched in 2009. The aim of Growing Leaders is to grow leadership potential in young people, primarily through sport and recreation.

Growing Coaches is an extension of and complements the Growing Leaders initiative.

For more information on the Growing Leaders programme refer to the Sport NZ website.

WHY WOULD I BE INTERESTED IN THE GROWING COACHES PROGRAMME?

"You don't have to be a fantastic hero to do certain things. You can be just an ordinary chap, sufficiently motivated"

Sir Edmund Hillary

FROM A YOUNG PERSON'S PERSPECTIVE:

- You have never coached and would love the opportunity
- You already coach and would love to improve your skills
- You are keen to develop interpersonal skills in order to work more effectively with people
- It allows you to qualify for NCEA credits
- It is a great, fun way of learning about leadership
- The skills learnt are transferable to other roles you might have
- Coaching is a great way to earn part-time income through your school and university years
- You can give something back to your local community.

FROM A PHYSICAL EDUCATION TEACHER'S PERSPECTIVE:

- You teach senior NCEA physical education and are looking for a coaching experience for students that links to credits
- You are looking for a programme that connects your school's sport programme with your physical education programme
- You want to grow leadership knowledge and skills in your students; coaching seems an excellent context
- Materials are easy to follow and practical
- You can get support from Regional Sports Trusts and local sporting organisations
- Developing student coaches will help with providing coaches for sport in your school
- You could build further links with local primary schools.

FROM A SPORTS COORDINATOR'S PERSPECTIVE:

- You have been looking for a coach education programme for the students who coach in your school
- You want a programme that can be delivered across the sport and physical education programmes
- You are keen to offer credits for the wonderful work some of your students are doing through coaching in sport

- It is a great way to recruit and develop new coaches in your school
- You would like to develop links with Regional Sports Trusts and Regional Sport Organisations
- It meets many of the coaching outcomes within the Sport NZ/Regional Sports Trusts model.

FROM A REGIONAL SPORT ORGANISATION'S PERSPECTIVE:

- More young people could be coaching in your sport
- It provides coach education for coaches in your sport
- Your organisation will be able to build better relationships with local secondary and primary schools
- It gives your organisation an opportunity to build better relationships with Regional Sports Trusts
- You will have an opportunity to showcase your club and sport with a significant number of local young people
- You can recruit capable young coaches who could continue to work within your club.

FROM A REGIONAL SPORTS TRUST'S PERSPECTIVE:

- You will have an opportunity to build better relationships with schools
- More coaches can be developed in secondary schools
- Developing further links between primary and secondary schools
- It links to a professional development programme available for those delivering Growing Coaches
- It provides a coaching programme for teachers and sports coordinators that runs across all sports
- It provides a programme structure that allows the Regional Sports Trust to lead quality coach education
- There is an opportunity to develop links between the Regional Sport Organisations and the schools.

PROGRAMME RESOURCES

THE GROWING COACHES RESOURCES INCLUDE:

- A Programme Guide (for teachers, sports coordinators and coaches facilitating the programme)
- A Coach Journal (for young coaches)
- A Coach Gear Bag (full of games and activities useful for coaching).

THE PROGRAMME GUIDE

This Guide gives coaches, teachers and facilitators information relating to the structure of the programme and ideas of how to deliver a coach education programme for young people who want to coach. The Guide is also full of ideas and concepts around coach styles, roles, qualities, themes and methods. The content draws a picture of what effective coaching is. Facilitators need to read the Programme Guide in order to understand the programme. Some of the pages of the Guide can be used as handouts for participants and others as background learning for the workshops that are delivered with the young coaches.

THE COACH JOURNAL

The Coach Journal is for the students – make sure they get one each to guide their coaching. The Journal includes activity templates for the young coaches to explore their coaching and record their coaching journey. Opportunities for reflection are also provided, alongside additional information for young coaches about planning and delivering great coaching sessions.

THE COACH GEAR BAG

The Gear Bag includes a myriad of games and activities for use in coaching sessions. These games and activities are useful in any coaching environment as they may be adapted for a variety of sports. The Gear Bag is full of warm-up activities, quick-hit activities, games for developing performance, and session enhancers. Many of these may be linked to activities from specific sports and will help the young person provide innovative coaching sessions. Many sports organisations have designed tool kits for their specific sport. It is worthwhile accessing this information available from individual sport organisations.

NATIONAL AND REGIONAL SPORT ORGANISATIONS

These organisations are a key resource for the delivery of coach education in your school. Contact them through your Regional Sports Trust or directly. This will allow you to clip on the specialist sport knowledge that young coaches will need for coaching their particular sport.

AND DON'T FORGET...

The Growing Leaders programme is the 'parent' programme of Growing Coaches. Some of the activities and concepts from Growing Leaders have been integrated into the coaching context within Growing Coaches. You may find other activities and ideas from Growing Leaders very useful. Make sure you browse the Growing Leaders resources as well as the Growing Coaches resources on www.sportnz.org.nz.

Where to find resources and documents referred to in this Guide

Growing Coach Resources	In this Guide	Sport NZ Website	Programme CD	Purchase from Sport NZ
Programme Guide	✓	✓ PDF	✓ PDF	✓
Coach Journal		✓ PDF	✓ PDF	✓
Coach Gear Bag		✓ PDF	✓ PDF	✓
Workshop Guidelines		✓ Word	✓ Word	
Workshop PowerPoint Presentations		✓ PPT	✓ PPT	
Completion of Growing Coaches (Individual Record Template)	✓ (And in Coach Journal)	✓ Word	✓ Word	
Coaching Experience Assessment Tool	✓ (And in Coach Journal)	✓ Word	✓ Word	

DELIVERING THE GROWING COACHES PROGRAMME

4 Hours

WORKSHOP 1 What is Coaching?	WORKSHOP 2 Designing Great Coaching Sessions	WORKSHOP 3 Games Approach	WORKSHOP 4 Coach Leadership
1 hour	1 hour	1 hour	1 hour
<ul style="list-style-type: none"> ▪ Coach Foundation Stones ▪ NZ Coach Approach ▪ Constructing your Coach Toolkit ▪ Coach Qualities and Roles ▪ Coach Philosophy and Values 	<ul style="list-style-type: none"> ▪ Effective Coaching Sessions ▪ Basic Elements of a Practice Plan ▪ Athlete Characteristics ▪ Planning for Success ▪ Using the Coach Journal 	<ul style="list-style-type: none"> ▪ Skill Teaching ▪ Games Approach to Coaching ▪ Teaching Games for Understanding (TGfU) 	<ul style="list-style-type: none"> ▪ Leading as a Coach ▪ Building Team Culture ▪ Reflective Practice

4 Hours

SPORT-SPECIFIC SESSIONS Technical and Tactical

4 x 1 hours or 2 x 2 hours

This may be delivered by coaches in the secondary school with knowledge in the specific sport or by those from regional or national sport organisations.

15 Hours

THE COACHING EXPERIENCE

The coaching experience, including planning, delivery and reflection, can begin after Coach Workshop One and the first Sport-Specific Session.

The Coach Workshops and the Sport-Specific Sessions work best when delivered concurrently so the young coaches develop a basic understanding of coaching alongside the coaching experience.

The focus is on coaching growth, ongoing motivation of athletes, continual development of team culture and reflection, and modification of coaching practice.

The Coaching Experience is ongoing alongside the workshops.



GROWING COACHES WORKSHOPS

Facilitators (teachers, coaches, sports coordinators) can deliver the coach learning through interactive classes or workshops inside or outside the curriculum. The guidelines for these workshops are on the Sport NZ website. These give facilitators a fully interactive plan for workshop delivery.

In Workshop One the facilitator can introduce the Growing Coaches programme by describing the components of the programme, programme resources, programme content and requirements. This can be done by photocopying some of the pages from the Programme Guide to provide information for the young coaches, particularly:

- Page 3 Tell Me about the Programme
- Page 5 Why Would I Be Interested in the Growing Coaches Programme?
- Page 6 Programme Resources
- Page 7 Delivering the Growing Coaches Programme Chart

The Delivering the Growing Coaches Programme chart on the previous page shows the framework for Growing Coaches including the workshops, sport-specific sessions and coaching experience.

It is suggested that four workshops are delivered to provide the learning about coaching for the young coaches.

WORKSHOP ONE: WHAT IS COACHING? (1 HOUR)

- Coach Foundation Stones
- NZ Coach Approach
- Constructing your Coach Toolkit
- Coach Qualities and Roles
- Coach Philosophy and Values

Some facilitators may feel this is best delivered as a block of coach education before the students begin coaching.

WORKSHOP TWO: DESIGNING GREAT COACHING SESSIONS (1 HOUR)

- Effective Coaching Sessions
- Basic Elements of a Practice Plan
- Athlete Characteristics
- Planning for Success
- Using the Coach Journal

WORKSHOP THREE: GAMES APPROACH (1 HOUR)

- Skill Teaching
- Games Approach to Coaching
- Teaching Games for Understanding (TGfU)

WORKSHOP FOUR: COACH LEADERSHIP (1 HOUR)

- Leading as a Coach
- Building Team Culture
- Reflective Practice



Each workshop is designed to be delivered in 1-1½ hours.

Some facilitators will deliver Workshop One of the coach learning and Session One of the sport specific together as a 2-3 hour block. Others will choose to deliver them separately.

Some schools will deliver the sport-specific components themselves; others will work together with the Regional Sports Organisation to deliver these technical and tactical components.

The workshops and the sport-specific sessions are designed to be able to be delivered in secondary school timetabled slots over a 4-5 week period as a curriculum module if this suits better.

The Workshop Guidelines use much of the information in this Programme Guide and the Coach Journal as interactive-based activities for facilitators to include in their workshops with the young coaches.

To complete Growing Coaches young people must fulfil 8 hours of learning about coaching and 15 hours of coaching experience. There is a Growing Coaches Completion Sheet in the Appendix in this Programme Guide that can be completed for each young coach.



Full Workshop Guidelines for teachers including PowerPoint presentations for each of the interactive workshops are available on the Sport NZ website: www.sportnz.org.nz.



During the coaching experience the young coaches will be assessed using the Coaching Experience Assessment Tool template in the Appendix on pg 41 of this Guide and available to download on the Sport NZ website: www.sportnz.org.nz.



GROWING COACHES VALUES

Sport New Zealand has a vision that sport enriches young people's lives. For some young people being active and participating in sport and recreation may be through a leadership role such as coaching.

Values form the foundation of our beliefs which are lived through our actions. **Growing Coaches** is based on the following values:

YOUNG PERSON-CENTRED

Ka pū te rūhā ka hao te rangatahi

Being responsive to the aspirations and holistic development needs of young people is core to a young person-centred philosophy. Growing Coaches supports the holistic education of the participants and the needs of the individuals are the primary consideration in the delivery of the Growing Coaches programme.

CONNECTED-COMMUNITY

Ko koe ki tēnā, ko au ki tēnei kiwai o te kete

Sport and recreation is a powerful vehicle for developing community relationships. This means considering the benefits of establishing collaborative relationships with wider communities. Growing Coaches allows young people to experience coaching in a variety of environments from schools to clubs, from church to whanāu.

LONG-TERM APPROACH

Ki te hāmama pōpoia te tāngata, e kore e mau

Growing Coaches is leadership learning through a coaching experience for senior students. It is about the opportunity for sustainable learning and growth through secondary school and then onward into life.

ACCESS AND INCLUSION

Kia tūwhera te kūaha, kia whai nga hua

Facilitators are encouraged to develop learning programmes that allow their participants the highest level of access and inclusion. The Ministry of Youth Development's Youth Development Strategy Aotearoa identifies key issues for specific groups of young people that are useful to understand and consider thoughtfully. See Useful Websites pg 43 for the website address where the Strategy may be accessed.





12 STEPS TO BUILDING A GROWING COACHES PROGRAMME

How exciting – building a coach education programme through Growing Coaches that could make a very real difference to young coaches and the way they coach! It's a simple set-up really. By following the steps you will see how to deliver Growing Coaches for the young people in your school.

1. BECOME FAMILIAR WITH THE GROWING COACHES RESOURCES

This includes the Programme Guide for teachers and coaches, the Coach Journal for the young coaches and the Gear Bag of activities and games. These are available in hard copy from Sport NZ or electronically on the Sport NZ website.

2. IDENTIFY THE COACH EDUCATION NEEDS OF THE YOUNG PEOPLE WANTING TO COACH

- What will the young people you work with gain from participating in the Growing Coaches programme?
- What knowledge and skills do these young people currently have and what coaching knowledge and understanding do they need to develop their coaching skills?

The Programme Guide has lots of information about coaching that can be used by the teacher or coach facilitating the programme in the workshops and through ongoing mentoring.

3. DECIDE WHERE, WHEN AND IN WHAT CONTEXT YOU WILL DELIVER GROWING COACHES

- Will you deliver the programme through the physical education curriculum, through the sport programme, or perhaps through both?
- Will you facilitate Growing Coaches as a block of learning before the coaching experience or as a series of learning sessions over several months or weeks alongside a season of competition?

4. READ THROUGH THIS PROGRAMME GUIDE

It contains lots of ideas about effective coaching, including information on: coach styles, qualities, roles, philosophy, values, learning styles, games approach, and so on. Take particular note of the Connecting to the Curriculum in Schools section (pg 14) and the Delivering the Growing Coaches Programme chart on pg 7.

5. EXPLORE THE COACH WORKSHOPS

There are four workshop overviews included in this Programme Guide. You can run all four workshops at the start of the programme or you can run them at intervals during the young people's coaching experience.



Full teaching guidelines for each workshop are available on the Sport NZ website: www.sportnz.org.nz. These include interactive activities and PowerPoint presentations.

The Growing Coaches workshops can be delivered by physical education teachers, sports coordinators, coaches or someone who has coaching experience and knowledge.

Most facilitators (teachers and coaches) will have ideas, activities and learning experiences of their own that could be integrated into the Growing Coaches programme. This is encouraged. There may be other learning tools, content and delivery methodologies not included in Growing Coaches that may enhance leadership opportunities for participants.



6. READ THE COACH JOURNAL AND COACH GEAR BAG RESOURCES AND PROVIDE COPIES FOR YOUR YOUNG COACHES

The **Coach Journal** includes templates for recording coach learning, suggestions for setting up effective environments, coaching ideas for the new coach, session templates, and other useful hints for coaching.

The **Coach Gear Bag** is full of activities and games which young coaches may select for using in their sessions. Choose some of the activities for the workshops.



Organise for your students to get a Coach Journal and Coach Gear Bag each – by downloading it for them from the Sport NZ website: www.sportnz.org.nz, printing from the accompanying disc or ordering hard copies from Sport NZ.

7. DECIDE WHO WILL DELIVER THE SPORT-SPECIFIC COMPONENT

There are choices about who delivers the Growing Coaches material and who delivers the technical and tactical aspects of the sport being coached.

The specific sport knowledge about a particular sport can be delivered by school coaches, club coaches, community coaches, Regional Sport Organisations or Regional Sports Trusts.

The Growing Coaches content is about how to coach, not the technical and tactical aspects of coaching a specific sport, e.g. how to coach, but not how to coach gymnastics. Some facilitators may be able to deliver the whole programme themselves including the technical and tactical; others will want to 'clip on' the delivery of the specific sport components.

Will you 'clip it on' by bringing someone in from a Regional or National Sport Organisation Coach Education programme or will you use an expert in your school who has excellent knowledge in a specific sport? If you wish to use outside help, your local Regional Sports Trust should be able to organise this for you. The websites for the Regional Sports Trusts are on pg 45.

8. CONNECT TO THE NEW ZEALAND CURRICULUM IN SCHOOLS

If you intend students to gain credits through NCEA, use the ideas in this Programme Guide on pages 14-19 to link the learning to NCEA Achievement Standards or NZQA Unit Standards and design assessments. Sample assessment exemplars are provided. This will fit well with senior physical education programmes. Equally, this also gives students who are coaching the opportunity to gain credits for their coaching experience.

9. CHOOSE SOME LEARNING ACTIVITIES

These activities are in the Coach Gear Bag and the Coach Journal and referred to in the workshops in this Guide. They can be integrated into the workshops you deliver for the young coach or they may be given as handouts or extra reading for the participants. The activities in the Coach Gear Bag are practical activities and the activities in the Coach Journal are activities to explore effective coaching methods.

10. DESIGN THE ASSESSMENT

There is an assessment for the Growing Leaders coaching experience.

If you wish to align your programme with NCEA Achievement Standards check out the Coaching Experience Assessment Tool in the Appendix on pg 41 of this Guide.



Sample assessment exemplars for achievement standards are on the Sport NZ website: www.sportnz.org.nz. Alternatively, you may design your own assessments.

11. CERTIFICATES TO AWARD TO STUDENTS



Order the Growing Coaches certificates for participants from the Sport NZ website: www.sportnz.org.nz.

12. SMILE

Enjoy, knowing that the young people you have been educating in coach leadership are well prepared for their coaching role.

CONNECTING TO THE CURRICULUM IN SCHOOLS

Growing Coaches can contribute to the vision of the New Zealand Curriculum in schools in several ways. If you are not familiar with the curriculum the following link will enhance understanding. www.nzcurriculum.tki.org.nz/Curriculum-documents

PARTICIPATING IN A COACH LEADERSHIP PROGRAMME

CONTRIBUTES TO STUDENT CONFIDENCE THROUGH:

- Being able to learn more about themselves in terms of understanding their strengths and areas that need development as they learn how to identify their own values, understand coach qualities and develop a philosophy about what a good coach is. This contributes to students developing a positive sense of their own identity
- Working towards and achieving personal and coaching goals requires them to manage themselves and to work with others to achieve team goals. This allows them to develop motivation and reliability
- Contributing to being resourceful by balancing, rationalising and prioritising their commitments to coaching and their own sporting commitments, schooling and home life
- Understanding and taking responsibility for the costs of being involved in sport, e.g. subsidies, fundraising, sponsorship, branding and so contribute to their ability to be enterprising and entrepreneurial. Equally, leading a group of athletes uses some business and entrepreneurial skills
- Recognising and understanding the challenges they and their athletes may face, e.g. team selection, winning and losing, pressures of expectations. This contributes to their ability to be resilient.

CONTRIBUTES TO BEING CONNECTED THROUGH:

- Mixing with a wider community – adults, teachers, coaches, parents, officials, spectators and with others beyond their own school community. Students will develop the interpersonal skills to enable them to relate well with others

- Participating in sport while playing, officiating, coaching, managing or organising, which all require different and varied forms of communication. Students develop the skills to be effective users of communication tools
- Participating in coaching, which provides pathways to involvement in community groups and clubs, to become part of the school history/tradition, and to be part of New Zealand's sporting identity
- Providing opportunities to enjoy sporting festivals, providing opportunities to travel within New Zealand or overseas, meeting new people and gaining an understanding of different cultures.

CONTRIBUTES TO BEING ACTIVELY INVOLVED THROUGH:

- Giving students the opportunity to be participants in a range of real life contexts through the coaching context
- Contributing to the well-being of New Zealand society, culture, economy and environment. Sport is a vehicle that can create lifelong relationships for individuals as they participate within their communities. Sport has the potential to bring communities together for fun, enjoyment, celebration and competition.

CONTRIBUTES TO LIFELONG LEARNING THROUGH:

- Developing critical and creative thinkers. Coaching an athlete or team provides a range of opportunities for students to problem solve, make decisions, and develop tactics, strategies and coaching sessions, all of which require reflective, critical and creative thinking
- Developing active seekers, users and creators of knowledge. Student coaches listen to others' opinions in order to make the best on and off the field decisions and to have confidence in themselves
- Creating an opportunity to become informed decision makers. Obtaining skills that can transfer to another sport or be used in the future, and opportunities to participate in other aspects of school life, or beyond, and put learning into practice.

“A leader’s most powerful ally is his or her own example. Leaders don’t just talk about doing something; they do it”

John Wooden

KEY COMPETENCIES

Key competencies are capabilities for living and lifelong learning (Ministry of Education, 2007). The five key competencies identified in the New Zealand Curriculum are:

- Thinking
- Using language symbols and texts
- Managing self
- Relating to others
- Participating and contributing.

Students in schools have many opportunities to participate in learning opportunities both in the classroom and beyond the classroom. All these opportunities have the potential to contribute to a student’s development of the key competencies. Coaching or being coached provides many opportunities for this development.

The Sport NZ Learner Feedback tool provides some clear examples of how coaching may contribute to the development of the key competencies and provides good examples of questions that coaches could ask of their athletes or of themselves.

The Learner Feedback tool is available on the Sport NZ website.

HOW CAN GROWING COACHES CONNECT WITH THE QUALIFICATIONS FOR SCHOOL STUDENTS?

A student being involved in coaching in schools provides an authentic context within which to capture evidence of student learning. This may be used as assessment through assessors making judgments about achievement for either achievement standards and/or unit standards.

Growing Coaches has been closely linked to achievement standards including the availability of assessment exemplars on the Sport NZ website. Organisations wishing to use the programme through the delivery of NZQA achievement standards will find it very simple to link the content to the achievement criteria of the achievement standards.

There are a number of physical education achievement standards and/or unit standards that could be used to capture evidence of student learning.

STUDENTS COULD BE:

- A coach of a school team
- In a designated class for a sporting code
- In a sport leadership programme
- In a school leadership programme
- In a Level 1, 2 or 3 NCEA course that has coaching as one of the learning modules.

THE EVIDENCE OF STUDENT LEARNING COULD BE CAPTURED WHEN STUDENTS ARE:

- Recording in their coach journal
- Observing and analysing performance of individuals and/or team performance
- Considering how they will help their athletes learn, and drawing on their knowledge of developing skilful athletes
- Planning for coaching sessions
- Coaching their athletes/team
- Reflecting on sessions and their own coaching
- Recorded through video and evaluate their own coaching through self observation.

CONSIDERATIONS

- Sports Directors and Coordinators are encouraged to liaise with their physical education departments if they intend using achievement standards or educational unit standards.
- Student coaches who are taking physical education as a school subject cannot enter for the same achievement standard or educational unit standard in the same contexts.
- If the student coaches are not taking physical education, Sports Directors or Coordinators will need to consider how to manage the time that students have to put into the learning requirements and assessment.

ACHIEVEMENT STANDARDS

Students who are coaching an athlete or a team could provide evidence of learning for the following achievement standards. Much of the learning required for each of the achievement standards is covered in the Growing Coaches workshops and coaching experience.

The following achievement standards are recommended as the achievement criteria closely match the Growing Coaches Programme.

Level 1		
AS90966 (1.5)	4 credits	Demonstrate interpersonal skills in a group and explain how these skills impact on others
AS90967 (1.6)	3 credits	Demonstrate strategies to improve the performance of a physical activity and describe outcomes
AS90969 (1.8)	2 credits	Take purposeful action to assist others to participate in physical activity
Level 2		
AS91328 (2.2)	5 credits	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills
AS91332 (2.6)	4 credits	Demonstrate understanding of leadership strategies that contribute to the effective functioning of a group

At level 3, student learning focuses on level 8 of the New Zealand Curriculum which requires students to critically examine, critically evaluate and critically analyse. Growing Coaches may be used as a context for learning, however, it will require support and explicit teaching of how to be critical in a learning programme. Coach Education may be used as one context in which to compare and contrast leadership principles or used as a context to critique assumptions around how people improve in physical activity.

Level 3		
AS91500 (3.3)	4 credits	Evaluate the effectiveness of a performance improvement programme
AS91505 (3.8)	4 credits	Examine contemporary leadership principles applied in physical activity contexts

Achievement standards can be accessed from: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/physical-education/levels/>

ACHIEVEMENT STANDARD INFORMATION AND CONNECTIONS WITH THE PROGRAMME GUIDE AND THE COACH JOURNAL

More information, a copy of the standards and examples of assessment activities (that may need to be modified to a coaching context) can be found at Level 1 Standards <http://www.nzqa.govt.nz/ncea/assessment/search.do?query=Physical+Education&view=all&level=01>

Examples of Level 1 assessment resources can be used as written, or they can be modified, or schools can write their own: <http://legacy.tki.org.nz/e/community/ncea/physed-lvl1.php>

ACHIEVEMENT STANDARD REQUIREMENTS

ACHIEVEMENT STANDARD AS90966 (1.5)

Demonstrate interpersonal skills in a group and explain how these skills impact on others (4 credits)

This standard focuses on the demonstration of interpersonal skills and the impact they have on others. Students could be observed using interpersonal skills in their coaching sessions.

Interpersonal skills are important in all aspects of coaching.

For students to achieve the standard they will need to be observed using their interpersonal skills and will then need to explain what the impact of using the interpersonal skills was on others. Students may like to create a space on their session sheet for ongoing reflection of how each session went.

There is an expectation that the teaching and learning programme will enable ongoing reflection. The interpersonal skills should be reflected on at regular intervals. This means that the observation of the demonstration of interpersonal skills is done over a period of time and is not a one-off event.

Physical Education Level 1 Conditions of Assessment: <http://www.tki.org.nz/e/community/ncea/conditions-assessment-lvl1.php> January 20 2012.

If students want to be assessed using their interpersonal skills they will need to consider this in their coaching session plans.



Sample assessments have been provided, including additional information about assessment, on the Sport NZ website: www.sportnz.org.nz.

Note: It is the quality of the demonstration of the interpersonal skills that will determine the level of achievement.

An assessment activity titled Working as a Team (1.5A) that could be modified to a coaching context can be found at: <http://legacy.tki.org.nz/e/community/ncea/physed-lvl1.php>

ACHIEVEMENT STANDARD AS90967 (1.6)

Demonstrate strategies to improve the performance of a physical activity and describe the outcomes (3 credits)

This standard focuses on:

1. the student demonstrating strategies that aim to improve the performance of self or others
2. describing the outcomes.

It is the quality of the description of the outcomes that will determine the level of achievement.

Students could be observed using these strategies in their coaching sessions and/or on their coaching session template.

Strategies to improve the performance of a physical activity should be developed from knowledge of technique(s) and one of the following:

- quality of practice
- type of practice
- amount of practice
- knowledge of tactics and strategies
- levels of related fitness
- level of motivation
- goal setting.

The following sections from the Programme Guide could support student learning:

- Skill Learning pg 30
- The Games Approach to Coaching pg 33

The following sections from the Coach Journal will support student learning that could be assessed using this standard:

- Developing Effective Coaching Sessions pg 31
- Planning Your Coaching Session pg 32

An assessment activity titled Move to Improve (1.6A) that could be modified to a coaching context can be found at: <http://legacy.tki.org.nz/e/community/ncea/physed-lvl1.php>

An assessment activity titled Shoot more Hoops (1.6B) that could be modified to a coaching context can be found at: <http://legacy.tki.org.nz/e/community/ncea/physed-lvl1.php>

ACHIEVEMENT STANDARD AS90969 (1.8)

Take purposeful action to assist others to participate in physical activity (2 credits)

This standard focuses on students having a defined aim and plan of action that leads others to participate in physical activity.

This could include coaching a team or individual so that they are more confident and/or competent to take part in a sport.

Students could be observed taking coaching sessions that they have planned for.

The following sections of the Coach Journal will support student learning using this standard:

- Successful Coaching Experiences pg 30
- Activity 7 Design a Game pg 20
- Activity 10 Reflecting on your Coaching Experience pg 26
- Questioning Yourself pg 35
- Coaching Session Plans pg 34

An assessment activity titled Action that Assists (1.8A) that could be modified to a coaching context can be found at: <http://legacy.tki.org.nz/e/community/ncea/physed-lvl1.php>



ACHIEVEMENT STANDARD AS91328 (2.2)

Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills (5 credits)

The intent of this standard is to demonstrate understanding of how and why biophysical principles relate to the learning of physical skills. In a coaching context this might refer to how you use and apply the most appropriate biophysical principles to improve team or athlete performance.

Biophysical principles are aspects of exercise science which may include:

- Functional anatomy
- Biomechanical principles
- Skill learning
- Aspects of sport psychology.

AS91328 EN4

As the student coach develops their programme and session plans they will need to be able to explain how and why they have applied their selected biophysical principles and how these principles may interrelate to support performance improvement. They could then evaluate the contribution such biophysical skills have made (or not as the case may be) to the improvement of performance.

This may be done:

- As they are coaching by explaining to an interviewer what they are doing and why as well as making judgments on what has contributed to improvement or not
- When they annotate or provide voice over to video clips of their coaching
- As they explain what they have done and how well it went in their journal reflections.

While not specifically required for this standard, it is important for students to consider other factors that may influence performance improvement such as socio-cultural factors. At level 3 the expectation is that students consider both biophysical and sociocultural factors when evaluating a performance improvement programme.

Sociocultural factors may include:

- Societal
- Political
- Economic
- Environmental
- Ethical
- Cultural
- Historical.

The following sections from the Programme Guide could support student learning:

- Skill Learning pg 30
- The Games Approach to Coaching pg 33.

The following sections from the Coach Journal will support student learning that could be assessed using this standard:

- Developing Effective Coaching Sessions pg 31
- Planning Your Coaching Session pg 32

An assessment activity titled "A ball of a time" (2.2A) that could be modified to a coaching context can be found at: <http://legacy.tki.org.nz/e/community/ncea/physed-lvl1.php>

ACHIEVEMENT STANDARD AS91332 (2.6)

Evaluate leadership strategies that contribute to the effective functioning of a group (4 credits)

This standard focuses on students using leadership strategies and evaluating how the use of the strategies contributed to the effective functioning of the team. The intent of the standard is that students continually reflect on how the leadership strategies are working and make appropriate adaptations if and when necessary.

Leadership strategies include actions such as:

- Using and/or developing communication skills
- Managing groups
- Managing self
- Developing partnerships
- Developing or providing motivation
- Goal setting
- Action planning
- Planning of fall-back or back-up strategies.

EN5 AS91332

Effective functioning of a group may include but is not limited to:

- Working towards a common goal
- Achieving goals
- Group members knowing their role in the team or group
- Group support and/or encouragement
- Groups or teams enjoying their challenge
- Overcoming challenges
- Problem solving
- Negotiating.

EN6 AS91332

Students could provide evidence of their evaluation (and adaptations if needed) on how the strategies contributed to the effective functioning of the group/team in their Coach Journal or on their planning sheet. As the expectation is that they reflect in an ongoing manner students would need at least three entries.

The following content from the Programme Guide will support student learning that could be assessed using this standard:

- Coach Philosophy pg 25
- Values Based Coaching pg 26
- Coach Qualities pg 27
- Using Questions in Your Approach pg 34
- Team Culture pg 35

The following content from the Coach Journal will support student learning that could be assessed using this standard:

- Successful Coaching Experiences pg 30
- Activity 2 Constructing Your Coach Toolkit pg 10
- Activity 3 Your Athletes pg 12 (Students could also look at what an effectively functioning group or team might look like, sound like, and feel like)
- Activity 5 Building a Team Culture pg 16
- Activity 10 Reflecting on Your Coaching Experience pg 26
- Questioning Yourself pg 35
- Maximising Practice Time pg 37

An assessment activity titled Coaching a Team (2.6B) can be found at: <http://legacy.tki.org.nz/e/community/ncea/physed-lvl2.php>

ACHIEVEMENT STANDARD AS91500 (3.3)

Evaluate the effectiveness of a performance improvement programme (4 credits)

This standard focuses on students evaluating a performance improvement programme. In a coaching context this could be working with another athlete or team. The intent is that the students:

- Collect baseline data about the athlete or team performance so that they have a basis from which to critically evaluate the effectiveness of the performance improvement programme
- Implement a performance improvement programme that “may be one created and implemented by the student or one provided and delivered for them”.

AS91500 EN3

- Use biophysical and sociocultural factors to make coherent, insightful judgments by questioning and challenging assumptions about the effectiveness of the performance improvement programme. AS91500 EN2
- use those judgments to identify and justify what modification(s) may be made to improve the effectiveness of the programme. AS91500 EN2

Judgments should be made throughout the coaching programme. While a final evaluation of the effectiveness of the programme should be made, it should not be the only time a coach reflects on what is working and contributing to improvement and what may need to be changed and or adapted.

An assessment activity titled “Better than before” (3.3A) that could be adapted to a coaching context can be found at: <http://legacy.tki.org.nz/e/community/ncea/physed-lvl2.php>

ACHIEVEMENT STANDARD AS91505 (3.8)

Examine contemporary leadership principles applied in physical activity contexts (4 credits)

This standard focuses on students examining contemporary leadership principles in physical activity settings. Through assessment, students will show understanding of leadership principles and the relevance and suitability of these in physical activity contexts.

Contemporary leadership principles may include collaborative leadership, distributed leadership, provision for individual voice and empowerment. AS91505 EN3.

While the learning required for this standard builds on level 2, the focus is not on the application of leadership strategies but on the use, application and critical examination of leadership principles. This would mean that a learning programme could use a coaching context as one example of the application of leadership principles so that students can consider the suitability of a range of principles for use in physical activity contexts.

An assessment activity titled “Easily led” (3.8A) that could be adapted to a coaching context can be found at: <http://legacy.tki.org.nz/e/community/ncea/physed-lvl2.php>



Developing Coach Knowledge

The information in the following pages describes the basic components of effective coaching. Developing young coaches requires programme facilitators to understand the components of effective coaching.

Use the topics and information to spark discussions, give them as handouts or refer to them to ignite thinking and encourage reflection during the coach workshops.

The idea is to prepare young people to coach well and to enjoy the experience.

“It’s what you learn after you know it all that counts”

John Wooden

NEW ZEALAND COACH DEVELOPMENT FRAMEWORK

Growing Coaches links directly to the New Zealand Coach Development Framework. The Framework provides vision, establishes consistent national parameters for coaching and aligns coach development in New Zealand. It's all about developing coaches!

VISION

The Sport New Zealand Coach Development Framework vision is "Excellence in coaching practice".

Through: A national coach development system that empowers coaches to provide a high-quality coaching service to all athletes.

PHILOSOPHY

Coach development is based on continuous improvement through the increasingly effective integration of coaching skills, knowledge and understandings in coaching practice.

PRINCIPLES

The principles for coach development are:

- Ownership
- Simplicity
- Holistic
- Outcome focused
- Continuous improvement
- Partnership.

The New Zealand Coach Development Framework desires coach development to be: community based, athlete-centred, applicable and practical, integrated, flexible, inclusive and appropriate to New Zealand.

NZ COACH APPROACH

The New Zealand Coach approach "is a philosophy to unleash the potential of New Zealand athletes by a style of coaching that promotes learning through ownership, awareness and responsibility".

WHAT WILL WE SEE FROM SUCH A COACH APPROACH?

Independent, confident athletes able to 'coach' themselves.

- Learners learn, and coaches help the process.
- The focus is on the 'how', not the 'what', in coaching.
- Coaching is delivered through quality conversations using effective questions with no pre-determined answers.
- Above all else we have moved from 'coaching sport' to 'coaching people'.
- Each individual takes ownership of his/her own performance through enhanced self-awareness.



Check out the Sport New Zealand NZ Coach Approach DVD on the Sport NZ website at www.sportnz.org.nz to find out more about the NZ Coach Approach style of coaching.



WHAT IS COACHING?

Coaching is about growing and guiding your athletes and in doing so growing yourself. It's about listening to your athletes, understanding their needs and then working with them to help them succeed in the sport. It is about leadership.

Success for your athletes may mean winning the game or it might mean learning some new skills or spending time kicking a ball with their mates.

You need to work out why they have come to join in with you in your sport and what will lead to them enjoying it and wanting to come back next year. There is no 'one size fits all' and this is part of the challenge of coaching and part of the great satisfaction.

Teach the things that matter the most. These might be physical skills for some athletes and for others it might be learning to function in a team. Coaching is leading people and, as with any leadership, it is based on passion, enthusiasm and caring. If you want to work with people of any age in sport, you basically have to care – the bottom line is you have to be interested in them.

Who said to play sport you have to be good at it? It is not clear who actually said it but for some reason that's what lots of kids think. "That guy is so fast," "That girl has such balance," "Wow look at that kid throw a discus."



GREATER AUCKLAND COACHING UNIT (GACU), FIRST STEPS IN COACHING: COMMUNITY GUIDE FOR COMMUNITY COACHES, 2011.

Talk to coaches who have coached kids over several years and they will tell you that there are thousands of 'talented athletes' who are no longer involved in the sport. It is the core values of hard work, confidence and passion for the game that lead to success in sport – to a lifetime of involvement. This is what effective coaches teach. Ignite their passion!

The aim of Growing Coaches is to grow coaching potential in young people through their specific sporting contexts. The journey is about teaching, learning, mentoring and growing through coach leadership. Contributing to athletes growing and developing as athletes and people is both challenging and rewarding.

WHAT IS SUCCESS?

Winning is one type of success. Winning usually happens when you out-perform the opponent during the one-off game or competition. Most often you have performed better than the opposition more often during the competition.

The problem is that many athletes and parents measure success on winning only. Of course, the aim in sport is to win – to outplay and outsmart the opposition. However, winning is an outcome over which you sometimes have very little control. If you play a Wimbledon tennis player on the local tennis court, chances are you won't win! But you do have control over your personal performance and how well you play.

It is important for coaches to talk to athletes and their parents about what 'success' means for this coach and these athletes.

Success for the group may mean the athletes enjoying the season or it could mean athletes developing their skills, or perhaps success is about a combination of outcomes.

MEETING THE NEEDS OF YOUNG ATHLETES

Providing a safe, inclusive environment which is challenging and provides ownership and choices for the athletes means they are more likely to enjoy the experience and feel secure.

COACH LEADERSHIP

Coach leadership could be defined as guiding your group towards a shared vision.

Becoming an excellent coach is an evolving process. Young coaches won't get it right immediately. However, through trial and error, solid mentoring and developing a passion for leading others through coaching, they will improve throughout the experience. A good start in coaching is developing an understanding of what makes a good coach and the behaviours that are associated with effective coaching.

"If coaches are not achieving success (however it is defined), they need to look at changing what they are doing, that is changing the process" (Kidman & Hanrahan, 2011, p.4).

Think back to the coaches you have had... what was good and not so good about them?

The first step in effective leadership is to develop an understanding of the people you are working with. What has brought your athletes here; why are they participating? Kidman & Hanrahan (2011) describe most athletes as having one of the following motives for participation:

Affiliation	...the desire to have positive relationships with others
Mastery	...the interest in mastering skills and new knowledge
Desire for sensation	...the sights, sounds, feelings that surround sport
Desire for self-direction	...this can give athletes a chance to feel in control or in charge
Social comparison	...some athletes enjoy the opportunity to compare themselves to others

[ADAPTED FROM KIDMAN & HANRAHAN, 2011]

*"Haere taka mua, taka muri,
kaua e whai.
Be a leader, not a follower"*

Knowing your athletes is essential for any coach to lead effectively. Providing opportunities for the coach and the athletes to get to know each other in training sessions allows for the development of a team culture and allows coaches to meet the needs of individual athletes. The Coach Gear Bag resource is full of activities and games that may help with this.

Creating a positive environment is about more than just heaping praise on your athletes.

It is about...

authentic coach leadership, where athletes feel safe and supported, yet challenged.

It is about...

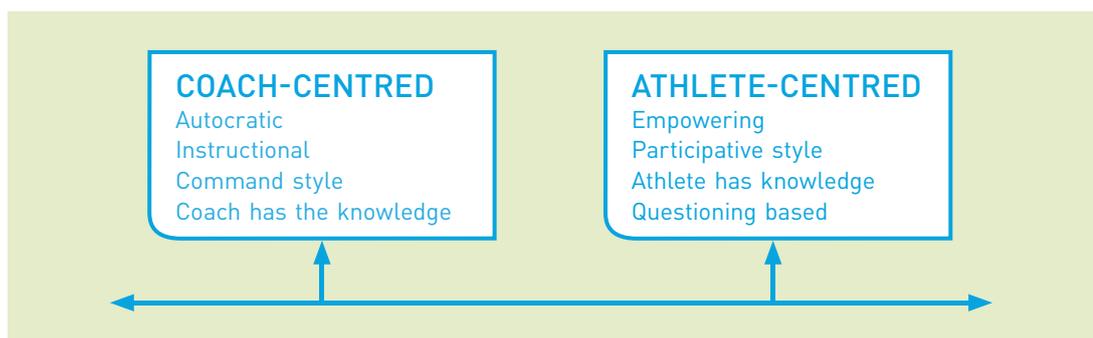
athletes having ownership, yet being led and having their individual needs met while also understanding the needs of others.

COACH BEHAVIOUR

Coach behaviour refers to the behaviours shown when the coach is organising, instructing, managing and communicating in the coaching context. Sometimes it works to give instructions and tell athletes what to do; at other times coaches can ask questions and encourage athletes to make decisions themselves.



NZ Coach Approach Continuum



COACH-CENTRED APPROACH

This style of leadership describes “a person who coaches for himself or herself, uses power to dominate and considers athletes as only a means to an end” (NZ Coach Development Framework, 2007).

ATHLETE-CENTRED APPROACH

Athlete-centred styles may be described as “a process by which people gain control over the decisions affecting their lives” (NZ Coach Development Framework, 2007). An empowerment style of coach leadership requires the coach to use an inquiry-based, athlete ownership approach.

The approach that the coach takes has a direct impact on their athletes. The New Zealand Coaching Strategy strongly advocates an athlete-centred approach to coaching, as this will undoubtedly produce the best long-term learning outcomes. There are of course times when it is appropriate for the coach to take a more autocratic, coach-led approach. In practice, most coaches move continuously back and forwards along the continuum from coach-centred to athlete-centred.

Some coaches are unpredictable and exciting; some more consistent. Some are bossy; others more laid back. Coach-centred coaches tend to use a more command style or be autocratic. This is when the coach tells athletes what to do, gives lots of instructions and asks few questions.

Athlete-centred coaches tend to be more cooperative in their behaviour. These coaches cooperate with their athletes in sharing the decision making and talking over how ‘we’ are going to do this. Athlete-centred behaviour provides the right balance between directing athletes and letting them direct themselves.

The intent is to grow responsibility and ownership in the participants. Coaches provide the framework, structure and rules that allow athletes to set their own goals as a group.

MENTORING FROM OTHER COACHES

Think of the coaches you had as a player and what qualities you liked or disliked about them. This helps when thinking about your own coaching.

Perhaps there are senior coaches in your school, club or region whom you admire and respect. One of them may be willing to be your mentor to help you develop your own coaching style and knowledge. Contact these coaches through your school, club or Regional Sports Trust.

Coaches are most effective at a level which suits their personal knowledge and communication style. Be yourself. A coach who tries to adopt or imitate a coaching style or characteristic that does not suit them will come across as false to their players. Above all, a coach should communicate in a natural manner; being you is very important in any leadership role.

Athletes in a coach-centred environment may:	Athletes in an athlete-centred environment may:
<ul style="list-style-type: none"> ▪ tend to be motivated extrinsically ▪ have their goals set for them ▪ feel as if they don't have much to say ▪ make few decisions ▪ often respond 'robotically' ▪ be often encouraged to listen ▪ get frustrated ▪ feel not listened to ▪ feel they are not respected or trusted by the coach ▪ lack confidence and competence to make informed decisions 	<ul style="list-style-type: none"> ▪ set their own goals and have an intrinsic desire to reach them ▪ show increased enthusiasm and engagement ▪ develop self-efficacy and confidence in their ability and feel enabled to control results produced by their skill and effort ▪ understand that they contribute to and take responsibility for their learning and direction ▪ be accountable for their actions ▪ be more resourceful and innovative ▪ feel that they are listened to because of coaches' actions in understanding the athletes (e.g. listening, empathy) ▪ understand that there is mutual trust and respect ▪ cooperate to enhance mutual goals and directions ▪ be more coachable because they have freedom and choice

COACH PHILOSOPHY

Your philosophy is your set of values and beliefs. Coach philosophy is understood and developed by reflecting on why you are doing what you are doing. It will set the foundation for your coaching.

“Your athletes are much more likely to become what you are than what you want them to be” (Martens, 2004, p.8).

Your beliefs and values will be reflected in your behaviour, in how you coach.

DEVELOPING A COACHING PHILOSOPHY INCLUDES:

- Developing greater self-awareness, in order to get to know yourself better
- Deciding what your objectives are in coaching. Your objectives will shape many of your behaviours as a coach.

Is winning your key objective? Is the athletes having fun your key objective?

Believing in something is the basis of a coaching philosophy; this is based on your personal values. If coaches think and reflect on their methods of coaching, not just the technical and tactical, then they will be a better coach.

“Leadership would be easy if it wasn't for people”

(Anderson, 2007, p.10)

QUESTIONS TO DEVELOP A COACHING PHILOSOPHY

Philosophy is defined as a set of ideas or beliefs relating to a particular field. It is important for coaches to understand their sport, the athletes and what's important in the coaching role.

A coaching philosophy gives a coach a strong, concrete foundation upon which to base decisions. In order to develop a coaching philosophy a coach might ask themselves and their athletes the following questions:

1. What do you want to accomplish?
2. What do your athletes want to accomplish?
3. What are the priorities for you as a group?
4. What are your responsibilities as a coach?
5. What methods will you use to achieve your goals?
6. How will you define success?
7. How will practices and games be organised?
8. What are the team ground rules?
9. What are the commitments and consequences?
10. How will you develop a team or group philosophy and set of values?
11. What will attract the athletes to come back next season?

(Adapted from NZ Coach Development Framework, 2007)

These questions would be great to discuss as a team or group at the start of a season. Each group of athletes and coach will have different values and beliefs that will form their philosophical base for the season. Ask the questions, work out the answers, and plan taking individual and group values into account.

VALUES-BASED COACHING

Values are standards or principles that guide your actions and beliefs (Lee & King, 2000).

Values sit at the base and make up the foundation of who we are. Values are our beliefs, the things we hold important and the things we will not give up on when the going gets tough. Awareness of personal values is part of knowing and developing yourself.

Values guide our personal behaviour and the way we interact with our families and within any environment, including the sport context. Values help us to distinguish right from wrong and provide meaning in the way we conduct our lives.

Values contribute to life experiences and are reflected in our behaviour. Our core values guide our actions and are the foundation of character. When the going gets tough it's your values and the things you hold most dear that you will defend the most strongly.

To coach is to believe in something:

- The athlete
- The game
- The quest for excellence
- The challenging of oneself
- Striving to overcome.

(Walton, 1992, p.xi)

What do you believe is important in relation to sport? Where is the focus for you in your coaching?

The table below provides some examples of values and how they might be categorised; the categories are, of course, interrelated. Think about which of these values might be important to you as a coach and which might be important to your athletes.

Values form guiding principles that provide our framework for day-to-day living. For example, if fairness and equality are social values that are important to you, a guiding principle in this area of your life might be "Do unto others as you will have them do unto you". If caring is an important personal value, a guiding principle might be to "Commit a random act of kindness at least once a week".

Think about how this might relate to a coaching environment. Ask athletes which five values are the most important to them. This allows you to get to know the athletes and to begin to develop some group values.

Kidman and Hanrahan (2011) highlight that coaches have a responsibility to their athletes to act ethically. Coaches must develop self-control that demonstrates their beliefs of fair play even though at times they might be tempted to do otherwise in a situation.



The following values-based activities from Growing Leaders are worth checking out – available on the Sport NZ website: www.sportnz.org.nz.

- What Do I Value? – from the Navigate Stage
- Values-based Leadership of a Team – from the Empower Stage.

Personal Values	Team Values	Cultural Values
Honesty	Loyalty	Bicultural understanding
Integrity	Conscientiousness	Faith
Approachability	Competitiveness	Regional ties
Caring	Fairness	Tradition
Courage	Inclusion	Family/whānau
Creativity	Winning mentality	Respect for the environment
Independence	Collaboration	Understanding of diversity
Ethics	Equality	
Morality	Understanding others	
Reliability	Listening	
Dedication		
Punctuality		

COACH QUALITIES

The qualities of effective coaches are really the qualities of people who work successfully with people. The key qualities are interpersonal ones – people skills. These are such useful skills for other aspects of life.

Coach Qualities and Skills	
Personal values	Interpersonal skills
Vision	Self-knowledge
Ability to set goals	Preparation
Leadership	Willingness to learn
Teaching skills	Respect
Organisation	Coping skills
Communication	High standards
Motivation	People management
Encouragement	Psychological skills
Self-discipline	Ability to read people
Communication	Understanding of the sport
Ethic of hard work	

Wow that sounds like an amazing mix of skills and qualities!

“He aha te mea nui o te ao, he tangata, he tangata, he tangata – What is the most important thing in the world... it’s people, people, people”

WHAT ARE THE KEY QUALITIES OF SUCCESSFUL COACHES?

KNOWLEDGE OF THE SPORT

Young coaches need time to learn about the sport – the rules, skills and tactics. Knowledge of the sport can be helped immensely if you talk to other coaches to learn more. Knowledge gives coaches credibility and helps their athletes and their performance.

CARING

The ability of coaches to show they care for their athletes has a very strong effect on their relationship with them, the culture of the group and their overall performance. Caring can be shown in small ways such as learning names, asking questions and showing interest.

ABILITY TO MOTIVATE

Motivating and enthusing your athletes is a key role of coaching. Great coaches are great motivators of people. They get people and find ways to engage them and enthuse them.

LEADERSHIP

The ability to lead people is a core component of successful coaching. The ability to pull a group of people together to work towards a common goal is vital in coaching sport, whether an individual or team sport.



SO WHAT DO COACHES DO?

Coaching is not just about improving the physical performance of a player. The development of the player as a whole person is as important as the player's success in sport. As a coach you can have considerable impact on the development and lives of your athletes.

Check out the Athlete Characteristics Chart on pg 42 of the Coach Journal to explore the characteristics of your athletes.

The role of the coach is varied and broad, challenging and rewarding. At times you may be asked to play several roles at once!

Role model	behaving in a values-based manner which can be emulated by others
Teacher	passing on knowledge, teaching new skills
Trainer	improving players' fitness and performance
Motivator	providing positive reinforcement
Manager	organising practice, planning for competitions
Mediator	providing advice, settling disputes
Friend	providing empathy and support
Leader	providing a philosophy and vision for your players
Disciplinarian	being firm but fair
Challenger	asking questions, stretching athletes through challenge

COACHING ROLES AND SKILLS

The United Kingdom Coaching Strategy describes the role of the sports coach as one that "enables the athlete to achieve levels of performance to a degree that may not have been possible if left to his/her own endeavours".

The NZ Coaching Strategy aligns with this concept through its focus on athlete ownership and an athlete-centred approach.

Coaching can make a real difference! The role of a sports coach is to create the right conditions for learning to happen. The key task in youth sport is to teach skills and motivate for better performance. But it is more than that – it's about developing people!

As a coach you will initially need to develop the skills of: planning, organising, safety awareness, building rapport, providing instruction and explanation, demonstrating, observing, analysing, questioning, providing feedback, and building a team culture. Coaching is leadership. Many of the skills of coaching are the skills of leadership.

*"Sports do not build character.
They reveal it"*

Heywood Broun, Writer

DEVELOPING EFFECTIVE COACHING SESSIONS

The following components of coaching sessions require consideration.

PLANNING AND ORGANISATION

Getting your 'ducks in line' is a big part of running successful coaching sessions and allowing athletes the maximum opportunity to learn and improve.

SAFETY

Keeping your athletes safe is your first and foremost task - physically safe from risks at the venue and from equipment risks. This also includes keeping athletes psychologically safe from what others say and do.

BUILDING RAPPORT

Learn and use the athletes' names, smile and make eye contact. Coach the athlete rather than the sport. Show interest in and respect for the athletes.

THE MESSAGE

Plan what you are going to say, gain the athletes' attention, keep it simple and to the point and check they understand by asking open questions.



Check out the Sport NZ website for effective questioning ideas from the Coach Development Framework.

DEMONSTRATION

When providing a demonstration make sure you are in a position where the athletes can clearly see you, focus on only one or two points, repeat the demonstration two or three times (side, back and front view), ask if they have any questions and check they understand by asking open questions. There are times when it might be more appropriate to use someone else to provide the demonstration.

OBSERVATION AND ANALYSIS

In observing and analysing, break the action down into phases, focus on one phase at a time, observe the action several times from various angles, compare the action with your technical model and, if appropriate, determine what corrective action is required.

QUESTIONING

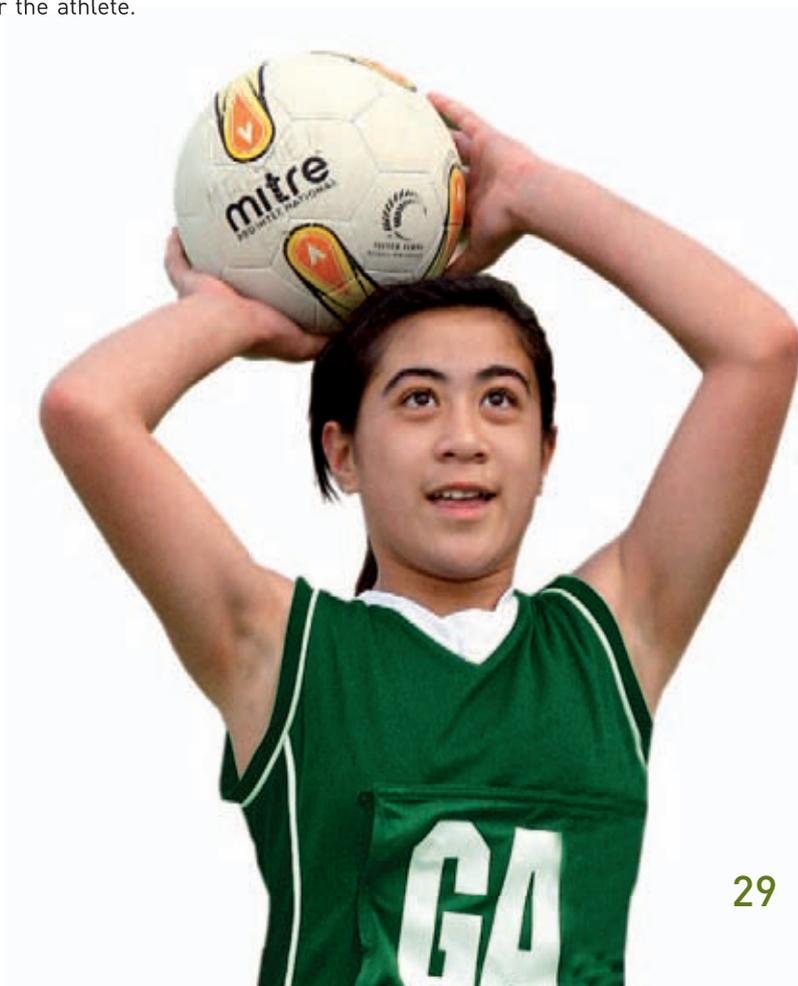
An inquiry-based approach uses questions to encourage thinking and therefore to enhance learning. How can you ask open questions where the athlete has to think and find the answer?



Check out the Coach Journal for some questioning styles, and there is an excellent discussion in the NZ Coach Development Framework section on the Sport NZ website.

FEEDBACK

In providing feedback, encourage the athlete to self-analyse by asking appropriate open questions. Provide specific and simple advice, but limit the advice to one or two points, check they understand what they will do next and make the whole process a positive experience for the athlete.



SKILL LEARNING

Part of the coaching role is to improve performance through developing motor skills. The development of a strong base in fundamental movement skills is very important to being able to participate in sport. Good basic movement skills allow youth to participate successfully in a variety of sports.

Balance, striking, throwing, catching and the locomotor skills of hopping, jumping, walking, running are the basics of movement. How well do the athletes throw the ball, run, strike and so on? How skilful are they?

Some athletes will come to your sport with a good set of motor skills already developed; others will have either had less experience in motor skills or have restraints that have limited their ability to learn at the usual pace.

Coaches are often taught to look for faults in athletic performance – that's a common method of coaching. It can be useful if it's framed in a positive manner for athletes to correct their skill performance.

There is a concept in some coaching and teaching circles that says we cannot teach anyone anything; we can only create the environment for them to learn.

SOME SUGGESTIONS FOR TEACHING SKILLS IN COACHING SESSIONS...

- Teach one skill at a time.
- Allow plenty of time for practice.
- Provide several different ways to practise a skill. This allows lots of learning opportunities for different types of learners.
- Give feedback, both positive and corrective, throughout the practice time, not just at the beginning and end.
- Feed back one piece of corrective information, then allow the athlete to try again before you give them another piece of information.
- If a participant is having trouble performing a skill try the following:
 - Show them again.
 - Give them the information in a different way.
 - Get another athlete to work with them.
 - Ask questions to help lead them to the information themselves.
 - Break the skill down into 'learning parts' for them.

Check out Activity 8 in the Coaching Skills Checklist in the Coach Journal.

ENCOURAGING SKILL LEARNING

So how can you maximise success in learning skills for the participants?

- Understand the participants' previous experience. Find out what they have done and learnt before you came along to coach them.
- Maximise the positive factors in the environment. Use all the equipment available to practise with; use every ball in every activity so every athlete can practise as often as possible. Reinforce behaviour and performance by commenting in a positive way. Treat all participants equally.
- Increase the 'readiness to learn' of the participants by analysing their ability and performance and only teaching skills as they become ready for them. If you need to teach a complex, hard to learn skill, teach some easier ones first to increase confidence and break the complex skill into smaller parts to encourage learning.
- Let participants know why they are learning a skill – how it will be useful for them – how it contributes to the sport or the game. This motivates! Think about the way you will teach the skill. Whole or broken down into parts? In skill activities? In games? How soon will you move the skill learning to a competition environment like the real thing?
- Modify and manipulate practice activities and games to allow for athletes to learn skills starting with the simple and moving to the more complex.
- Use a games approach, where skill learning and practice are immersed within a game situation.

TECHNICAL AND TACTICAL TEACHING

A technique is a learnt movement. The skill is the application of the technique in context. A dribble in football, a hit in hockey, a golf swing in competition, a sprint start in a race, or passing a ball in a game are techniques within a sport context. Tactical skills revolve around the decisions and actions of athletes in a contest to gain an advantage over the opposing team or athlete.

FEEDBACK

The feedback you give the athletes will help with their learning. Positive feedback such as "Well done", "Awesome", "Loved the way you..." enhances confidence in participants.

However, it is important to provide feedback for learning that corrects and gives information to improve performance. Comments such as "Good effort, you nearly trapped the ball that time". "How about you try to.... next time?" These are rich in information as well as instilling confidence to try again.

Questions are a really effective way to enhance learning. They help learners to think and to take responsibility for their own learning.

For example:

"How did that feel when you tried with your arm further back?"

or

"What space do you think you could have run into to receive that ball?"

Learning skills is an important part of sport. Coaching skills is an important part of coaching. The trick is to provide lots of ways of learning through a variety of activities and to realise that 'one size doesn't fit all'. Ask yourself; How will this athlete best learn this skill?

Check out the Skill Learning discussion in the Coach Journal.

*"Mauri tū, mauri ora.
An active soul is a healthy soul"*



MODIFYING YOUR ACTIVITIES FOR YOUR ATHLETES

MODIFIED ACTIVITIES

Many of the games and activities in the Coach Gear Bag will allow you to modify or manipulate the game or activity to focus on a specific skill or tactic you would like to improve in your athletes.

The following are examples of how you can modify activities to enhance performance through changing the emphasis in activities:

FOR NET GAME COACHES

The court dimensions can be changed to enable the athletes to work on specific aspects of their game.

E.g. A smaller court area puts more pressure on defence and offence as the space is more crowded.

FOR STRIKING AND FIELDING COACHES

Change the boundary dimensions to enable players to develop technical skills at the same time as developing decision-making skills.

E.g. Having to hit the ball to a boundary further away works on striking skills and changes the decision making of both the offensive player and the defensive players.

Change the size of the ball to make it easier or more difficult to hit or field.

FOR TARGET GAME COACHES

Adapt the practice environment to force athletes to develop specific technical skills or to make tactical decisions.

E.g. Put hoops or targets in a tennis court for players to hit to.

FOR RUNNING, CYCLING AND SWIMMING COACHES

Design practice courses that set decision-making problems for athletes.

E.g. Choose some of the constraints or challenges in mountain biking, like terrain or wet weather, and include those conditions in your practices.

Think about how you can modify your sport to focus on allowing athletes to learn certain aspects.

SUGGESTIONS

Allow athletes to observe a range of people so they can appreciate subtle variations in skill and tactics and how these alter outcomes.

The problem-solving approach (setting problems for athletes to solve or posing questions to them) encourages learners to take more responsibility for their learning.

There are different ways to achieve the same end result for learners. Consider how each athlete in your group learns and adapt the learning for that individual.

TYPES OF LEARNERS

Practice should be varied so that different types of learners have an opportunity to maximise their learning. Some athletes learn by listening; others by doing; others by watching; some by seeing it on a whiteboard. Use different approaches to teach the same thing; this will avoid an individual athlete's learning style becoming a constraint.

Visual learners

...love you to show them how to do it.

Auditory learners

...like to listen to instructions and messages.

Kinaesthetic learners

...like to try the activity or the skill.

All of these learners will learn from doing and improve from the feedback you or other athletes give them. As they get better they will learn to self-correct.

MODIFYING ENVIRONMENTS

Coaches can manipulate the individual environmental and task constraints to help shape the learner's performance. This can allow each athlete to work on different activities and skills within the practice time.

In an athlete-centred approach, coaches shape and guide rather than direct. Game intelligence can be developed by the use of game-related activities to meet the athletes' needs. A games approach to coaching is based on considering the constraints that are holding athletes back and developing practices that allow for athlete development.

THE GAMES APPROACH TO COACHING

Games are a powerful coaching tool for teaching strategies and skills in sport. They are often fun, can relate closely to the sport, and can be modified to focus on specific aspects of athletic or team performance.

Traditionally coaches have started their sessions with a warm-up, moving next to drills and finishing with a game. This traditional approach of coaching has its merits; however, it can be very technically focused with not enough relationship to the actual game or sport. Athletes often end up unable to play or compete successfully in the sport, despite the fact that they have developed the skills of the sport.

The games approach is an holistic one, where game understanding is integrated with the tactical learning and decision making. It focuses on a 'doing' approach, where athletes experience and learn by trying things in a game-like context. Participants are encouraged to practise and develop skills and techniques in a game-like situation.

USING GAMES IN YOUR COACHING

How often have you heard athletes ask, "Can we play a game?"

During the games, participants are asked questions to get them thinking about their performance. They are asked to strategise answers as a team or in groups.

This develops thinking players who can make good decisions in game and competition situations.

Players are encouraged to learn to read the game. By asking questions like what, where, when, with whom, and how they think about their performance.

AN INQUIRY-BASED APPROACH

An inquiry-based approach to coaching focuses on coaches asking questions and creating curiosity for answers in athletes. Teaching Games for Understanding (TGfU) is an example of an inquiry-based coaching or teaching method.

TEACHING GAMES FOR UNDERSTANDING (TGfU)

The Teaching Games for Understanding model was developed from the work of Thorpe and Bunker (1982) at Loughborough University. It is an interesting and challenging game-centred model that focuses on developing tactics and skills in a game context. It asks coaches to use small games with a specific learning focus to enhance the development of a component of performance.

Games give meaning to performance and involve participants in learning and understanding of the sport they are involved in. The aim is to develop more skilful players who understand how to play the game or participate in the sport better through game play.

The Teaching Games for Understanding model allows participants to gain:

- An understanding of what the game is about
- Appreciation of rules etc
- Tactical awareness
- Appropriate decision making
- More accurate skill execution
- Improved performance.

Games can be modified by manipulating rules, space and equipment to make aspects easier or more difficult, thus enhancing game understanding and performance. The games in a TGfU model are organised into four categories:

1. Target Games
2. Striking/Running Games
3. Net/Wall Games
4. Territorial/Invasion Games.

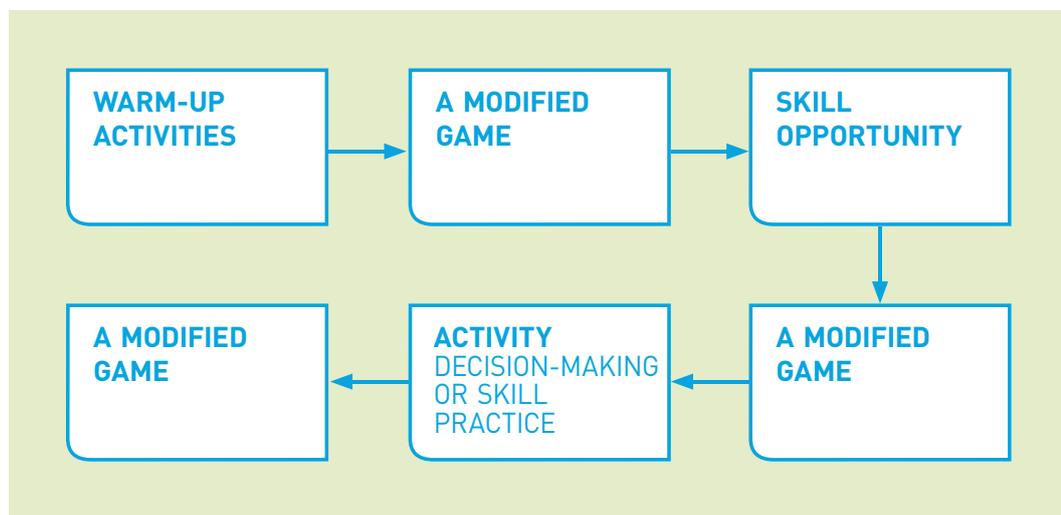
The sport the young person is coaching may fit into one or more of these categories. The coach may find games and activities relating specifically to learning in one or more of these categories.

When teaching games for understanding we focus on the why first and the how after. By focusing on one or two aspects of the actual game, we allow an opportunity to practise aspects that need improvement.

Check out the TGfU games in the Coach Gear Bag resource. Focus on one aspect you would like to practise and find a game that will work on that. Try one out and develop your own questions to ask the athletes.

The following chart shows the flow in a coaching session that uses a games approach (TGfU):

A GAMES APPROACH SESSION



USING QUESTIONS IN YOUR COACHING

Participants should be encouraged to learn to read the game. The use of questioning protocol (what? where? when? why? with whom? how?) is a key pedagogical tool of TGfU (Griffin & Butler, 2005, p.82).

Questions such as: What does the ball carrier need to do? Where was your head when you hit the ball? When could you have made the pass? You made a good choice by moving as you did. Why did you move into that space? How can you counteract that play? This results in players reflecting on what they are doing and how they can do it better.

“Too often we give people answers to remember rather than problems to solve”

(Kidman, 2005, p.93)

Games might focus on passing/catching, marking a player, creating space or striking, kicking, decision making, and so on. Coaches develop questions to get the participants thinking about their performance. This develops players who can think, answer questions about why they are doing what they are doing and self-correct their performance.

Check out the Teaching Games for Understanding section of the NZ Coach Development Framework on the Sport NZ website to learn more.

Check out the Coach Gear Bag resource for some TGfU games, leadership games and activities that focus on a specific aspect of your sport, or choose an activity and modify it yourself.

TEAM CULTURE

Growing a group of individuals into a team going in the same direction is part of the challenge of coaching team sports. It is about understanding why each individual is there and then collectively deciding where the team is going. Allowing everyone to understand the team direction, rules and way of working is essential, no matter how old the athletes are.

Team New Zealand is a great example of the foundation work done in creating a successful team who won the America's Cup in yachting for New Zealand in 1995 and 2000. Team New Zealand was successful through strong leadership and a committed team culture.

AMERICA'S CUP TEAM NEW ZEALAND VISION STATEMENT

Our aim is to build a challenge that can win for New Zealand and of which we can be proud – to succeed in all aspects.

We want a small, informed and fully motivated team that:

- Works in an environment that encourages every member to make a meaningful contribution
- Has a high degree of personal integrity and group honesty
- Recognises personal goals but not hidden agendas
- Continuously monitors and improves its performance
- Is fun to be in.

THEIR RULES OF OPERATION

- Fairness and honesty – 'Play nicely together'
- Openness – 'Share your toys'
- Emphasise simplicity
- Focus – Remember the big picture
- We will encourage creativity and emphasise follow-through.

(Adapted from Andrews, 2000)

Check out the Team Culture Building Activities from Growing Leaders on the Sport NZ website.

Think about how you could develop a vision statement and rules of operation for your team. The Coach Journal and the Coach Gear Bag resource also have activities to develop team culture.

"Never take no for an answer and never give up. If you really believe in what you're doing, and you're really keen, then you'll succeed – it's as simple as that."

– Sir Peter Blake

"To win, you have to believe you can do it. You have to be passionate about it. You have to really 'want' the result – even if this means years of work. The hardest part of any big project is to begin. We have begun – we are underway – we have a passion. We want to make a difference."

– Sir Peter Blake

Consider the 'teamness' that was shown when Peter Blake wore his lucky red socks each time they competed; and then thousands of New Zealanders have worn them as a team behind a team for years following the initial win.

IN CONCLUSION

Growing Coaches is a coach education programme for young people in senior secondary school. The intent is to grow better coaches, and in doing so to contribute to growing better people.

Through the coaching experience the programme intends to:

- Grow leadership skills in our young people
- Expand the skill set of young people
- Challenge young people to step up
- Provide an opportunity to learn about coaching
- Encourage a positive experience through strong preparation.

The programme may be delivered as a standalone learning resource or through connecting to NZQA Achievement Standards. It may be delivered inside an existing curriculum or as an extracurricular learning opportunity.

Growing Coaches provides an opportunity for schools and regional sport organisations to work together.

The programme is simple to implement, information-rich, and practice-based.

If more young people begin coaching other young people in our schools through the Growing Coaches programme, sport will be the better for it.

It is a 'carpe diem' ('seize the day') opportunity for young people to jump in and give coaching a go. This may be the beginning of a lifetime of coaching sport.





APPENDIX

GROWING COACHES ACTIVITIES AND GAMES

The Coach Journal and the Coach Gear Bag are full of activities that may be used to explore coaching methods with young coaches. The young coaches may use some of these activities with their athletes as part of their coaching sessions.

Coaches and teachers who are facilitating the Growing Coaches programme will find these activities referred to and used in the workshop guidelines in this Programme Guide.

COACH JOURNAL		
Coach Learning Activities	Page	Focus
Coach Foundation Stones	7	Explores coaching
Constructing Your Coach Toolkit	10	Discusses coach values, styles, skills, qualities, strengths, areas of development from a personal perspective
Your Athletes	12	Who are they? Their skills, behaviours, building a team
What Do I Value?	14	Explores personal values and beliefs
Building a Team Culture	16	Examines individual beliefs and goals and how they relate to the team's beliefs and goals
Mentoring from Other Coaches	18	Observing and learning from the style, qualities and behaviours of other coaches
Design a Game	20	Asks young coaches to design a game with specific outcomes
Coaching Skills Checklist	22	Asks coaches to rate themselves when teaching skills
The Leadership Skills Puzzle	23	Coaches answer some questions that relate to task-oriented leadership vs. people-oriented leadership
Reflecting on Your Coaching Experience	26	Coaches reflect on what went well in a session and what could have gone better

COACH GEAR BAG

GAMES AND ACTIVITIES

Coach Starter Activities

Tape Tag	Everybody's It
Dribble Tag	Asteroids
Bombshell	Win-Win
Walking Partner Tag	Hotspot
Bopper Tag	Builders and Bulldozers
High 5 Tag	Kiwi Baseball

Games

Paper, Scissors, Rock	Pass the Cookie
Steal It	Hakariki
Samurai Soldier	Poi Toa (Warrior Poi)
Hotball	Maui/Matau (left/right)
Castleball	

Teaching Games for Understanding

Chicken Ball	Fast Pass
Hilda's Naughts and Crosses	End Zone
Powerwall	Sideline Ultimate
Balloon Feet	Cones Down
Bat It	Sidewall Soccer
Squared Off	Raga
Netball Super Sub	Capture the Flag
Piggy	

Leadership Activities

Warpspeed	Helium Stick
Turnstyles	Star Wars
Popcorn	Blindfold Polygon

Creating a Culture

Pegs	Values Line
Paper Airplane Activity	Blank Games Template
Find Out	

COACHING EXPERIENCE ASSESSMENT TOOL

This assessment may be used to evaluate young coaches against coaching criteria.

SESSION ACTIVITIES	Excellent	Good	Needs Work
Coaching session activities are appropriate for the athletes			
Warm-up activities are well introduced			
Activities are related to improving performance			
The session is athlete-centred in its approach			

COACH COMMUNICATION	Excellent	Good	Needs Work
Gives clear and easy to understand instructions			
Messages are positive			
Is enthusiastic and motivated			
Asks questions			
Observes and gives feedback			

PLANNING	Excellent	Good	Needs Work
The coaching session is well planned			
The session flows from activity to activity			
The activities are linked to each other and the overall objectives			

COACH LEADERSHIP	Excellent	Good	Needs Work
The coach is comfortable in the leadership role			
Athletes are engaged and focused			
Athletes appear to enjoy the session			
The activities are safe			

OVERALL SESSION	Excellent	Good	Needs Work

If Growing Coaches is being delivered as part of NCEA credits, teachers will need to check the specific achievement standard assessments on the Sport NZ website.

COMPLETION OF GROWING COACHES

To complete the Sport NZ Growing Coaches programme and be awarded the certificate, young people must attend the Coach Workshops, complete the Coach Journal and coach a group of athletes in a chosen sport.

NAME	
SCHOOL OR ORGANISATION	

COACH LEARNING WORKSHOPS – 4 HOURS OF LEARNING ABOUT COACHING		COMPLETE ✓
Workshop One	Coach Foundation Stones NZ Coach Approach Constructing your Coach Toolkit Coach Qualities and Roles Coach Philosophy and Values	
Workshop Two	Effective Coaching Sessions Basic Elements of a Practice Plan Athlete Characteristics Planning for Success Using the Coach Journal	
Workshop Three	Skill Teaching Games Approach to Coaching Teaching Games for Understanding (TGfU)	
Workshop Four	Leading as a Coach Building Team Culture Reflective Practice	

SPORT-SPECIFIC SESSIONS		COMPLETE ✓
Technical and Tactical – 4 hours of learning about coaching in a chosen sport		

COACH JOURNAL		COMPLETE ✓
Activities and coaching session plans are completed		

THE COACHING EXPERIENCE		COMPLETE ✓
15 hours coaching experience in a chosen sport. Assessed using the Growing Coaches Experience Assessment/Tool		

NB: If Growing Coaches is being used as part of NCEA Achievement Standards the assessment for that achievement standard must include all of the above and the extra requirements of that achievement standard.

**CONGRATULATIONS... YOU HAVE NOW
COMPLETED THE SPORT NZ GROWING COACHES
PROGRAMME REQUIREMENTS!**

USEFUL WEBSITES

These and other useful website links are listed on the Growing Coaches pages on the Sport New Zealand Website.

SPORT NEW ZEALAND

www.sportnz.org.nz

Young People – you will find information and resources on:

Growing Leaders and Growing Coaches as well as other useful information about young people.

Coaching – you will find information on: the NZ Coaching Strategy, Coaching Development, Coach Approach, Teaching Games for Understanding, Constraints-Led Approach, Modified Games and other useful information about coaching.

If you have trouble finding information on the Sport New Zealand website use the search function.

COACHING WEBSITES

AUSTRALIAN SPORTS COMMISSION

www.ausport.gov.au/participating/coaches

BRIANMAC SPORTS COACH

www.brianmac.co.uk/index.htm

COACH TUBE

www.coachtube.com

GREATER AUCKLAND COACHING UNIT

www.gacu.co.nz

ISPORTZ

www.isportz.com

POSITIVE COACHING ALLIANCE

www.positivecoach.org.nz

TGfU

www.tgfu.com

NEW ZEALAND CURRICULUM

www.nzcurriculum.tki.org.nz/

NCEA Unit Standards page – unit standards are listed on the NCEA page. The website has an excellent search function. Search by Physical Education to find information.

MINISTRY OF YOUTH DEVELOPMENT

www.myd.govt.nz

NATIONAL SPORT ORGANISATIONS

Athletics New Zealand	www.athletics.org.nz
Basketball New Zealand	www.basketball.org.nz
Badminton New Zealand	www.badminton.org.nz
Bike New Zealand	www.bikenz.org.nz
Bowls New Zealand	www.bowlsnz.co.nz
Canoe Racing New Zealand	www.canoeracing.org.nz
Gymsports New Zealand	www.gymsportsnz.com
Hockey New Zealand	www.hockeynz.co.nz
Netball New Zealand	www.mynetball.co.nz
New Zealand Cricket	www.blackcaps.co.nz
New Zealand Equestrian	www.nzequestrian.org.nz
New Zealand Football	www.nzfootball.co.nz
New Zealand Golf	www.nzgolf.org.nz
New Zealand Rugby League	www.nzrl.co.nz
New Zealand Rugby Union	www.nzru.co.nz
New Zealand Water Polo	www.waterpolo.org.nz
Paralympics New Zealand	www.paralympics.org.nz
Rowing New Zealand	www.rowingnz.com
Snowsports New Zealand	www.snowsports.co.nz
Softball New Zealand	www.softball.org.nz
Special Olympics	www.specialolympics.org.nz
Squash New Zealand	www.squashnz.co.nz
Surf Lifesaving New Zealand	www.slsnz.org.nz
Swimming New Zealand	www.swimmingnz.org.nz
Table Tennis New Zealand	www.tabletennis.org.nz
The Halberg Trust	www.halberg.co.nz
Touch New Zealand	www.touchnz.co.nz
Triathlon New Zealand	www.triathlon.org.nz
Volleyball New Zealand	www.volleyballnz.org.nz
Yachting New Zealand	www.yachtingnz.org.nz

REGIONAL SPORTS TRUSTS

Sport Northland	www.sportnorthland.co.nz
Sport Auckland	www.sportauckland.org.nz
Harbour Sport	www.harboursport.co.nz
Counties Manukau Sport	www.cmsport.co.nz
Sport Waitakere	www.sportwaitakere.co.nz
Sport Waikato	www.sportwaikato.org.nz
Sport Bay of Plenty	www.sportbop.co.nz
Sport Gisborne Tairāwhiti	www.sportgisborne.org.nz
Sport Hawke's Bay	www.sporthb.net.nz
Sport Taranaki	www.sporttaranaki.org.nz
Sport Wanganui	www.sportwanganui.co.nz
Sport Manawatu	www.sportmanawatu.org.nz
Sport Wellington	www.sportwellington.org.nz
Sport Canterbury	www.sportcanterbury.org.nz
Sport Tasman	www.tasmanregionalsports.org.nz
Sport Otago	www.sportotago.co.nz
Sport Southland	www.sportsouthland.co.nz



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