



NATIONAL COACHING ACCREDITATION SCHEME



COACHING in the 2020's

The National Coaching Strategic Framework
developed by the Australian Coaching Council



AUSTRALIAN COACHING
COUNCIL

Table of Contents

Contents	2
Executive Summary	3
Introduction	5
Australian Coaching Council	6
AUSTRALIAN COACHING COUNCIL	7
Revitalising the Australian Coaching Council	7
Charter of the Australian Coaching Council	7
Core Principles of the Australian Coaching Council	8
NATIONAL COACHING STRATEGY	9
Coaches and Coaching in the modern era	9
Key Strategy 1 - COACH DEVELOPMENT	11
Coach Educators (Coach Developers)	11
Drivers of Coach Development	11
Roles of Key Organisations/Sectors	16
National Coaching Accreditation Scheme	18
Key Strategy 2 - BUILDING A COACH-FRIENDLY SYSTEM	20
Key Strategy 3 - COACH RECOGNITION	20
Key Strategy 4 - BUILDING COMMUNITY	20
COACHING DEVELOPMENT FRAMEWORK 2020 - COACHING IN THE 2020s	23
KEY PRINCIPLES FOR AN AUSTRALIAN COACH DEVELOPMENT SYSTEM (NCAS)	26
DEVELOPING A COACH TRAINING PROGRAM	31
Acknowledgements	32
References	33

Executive Summary

As Australia makes its first steps out of the COVID-19 restrictions and sporting organisations are recommencing their activities, it is timely to consider what sport, and particularly coaching, will look like in the new era.

Sport is an ideal platform for the Australian communities to survive and thrive. Coaching is central to the quality of sport experiences for participants and enjoyment at every level.

Building social capital at a local community level is very important, and particularly so in rural and regional areas. Australia has a strong volunteer tradition in both sporting and general community activities, which can be mobilised for coaching development and by coaches. Coaches have a significant, often a leadership, role, in building this capital. There can be productive links between various community organisations in building, valuing, and maintaining social capacity and strengthening their communities.

Coach Development

Coach development is a process of engaging with and educating coaches to prepare them adequately for fulfilling their roles and continuing their learning.

Coaching 2020 has been produced for the **Australian Coaching Council (ACC)** by a group of highly experienced coach educators and proposes a world-leading approach to coaching development, based on current international research and built on previous practices which have produced success in coaching in Australia and internationally across community and high performance sport.

Coaching 2020 outlines the drivers of coach development, including taking a learning-centred approach to coaching and coach development, and creating a climate which is conducive to learning. It discusses the different knowledge types required, the importance of HOW to coach, and designing learning experiences that improve a coach's ability to coach.

The paper proposes a revised, contemporary **National Coaching Accreditation and National Officiating Accreditation Schemes (NCAS & NOAS)**. Sports have identified key benefits of participating in programs providing external quality assurance:

- ✓ Belonging to a larger national (and international) coaching community.
- ✓ Accessing an independent quality assurance program that provides a “tick of approval” for coaching courses and programs.
- ✓ Advertising a “Quality assured” coach development program.
- ✓ Demonstrating that the organisation has addressed critical risk management strategies including coach training.

A comprehensive **Coaching Development Framework** is included (Appendix 1). This framework outlines the findings of recent international research in coaching and coach development and presents key principles for the operation of a successful Australian coaching system. It sets out clear steps for developing an effective coach training program.





AUSTRALIAN COACHING COUNCIL

The Australian Coaching Council Ltd (ACC), is a company limited by guarantee. It is a not-for-profit organisation aimed at providing support for National Sporting Organisations (NSOs) to develop implement and coordinate coaching and officiating policy and coach and official development programs.

The ACC will provide leadership in three areas:

- Influencing and leading on ideas and modern thinking about coaching.
- Working with NSOs and other relevant organisations to develop quality coach education programs.
- Providing a quality assurance framework through a National Coaching Accreditation Scheme.

Strategically, the ACC will work in four areas:

- > Coach development
- > Building a coach friendly system
- > Coach recognition
- > Building community

The ACC has a Technical Advisory Committee to advise the Council and provide technical support and services to those organisations (primarily NSOs) who wish to review and develop courses and have their courses recognised by the ACC as part of the NCAS or NOAS, or have existing courses or programs reviewed and updated as part of continuous improvement and quality assurance.

The ACC will also work with other organisations and stakeholders, such as umbrella sporting organisations (**AOC, APC, ACGA**), the government sector (**ASC/Sport Australia, STARS, State Government Agencies responsible for sport**), and organisations in other key sport sectors such as education at all levels, local government and appropriate private agencies.

As an organisation firmly based in the Australian sporting community, the Australian Coaching Council is perfectly placed to develop and implement a National Coaching Strategy and Coach Development Framework to lead Australian sport into the post COVID-19 future.



Introduction

As Australia makes its first (tentative) steps out of the COVID-19 lockdown and national professional and community sporting organisations are planning to recommence their activities, it is timely to consider what coaching will look like and how it will operate in the “new normal” post pandemic era.

Sport is an ideal platform for the community to survive and thrive. It is a vehicle for reconnection and belonging to something bigger than oneself.

People are the key. People are sports’ biggest (and perhaps only real) asset. As a result of the lockdown, some sports have lost corporate knowledge due to standing down or termination of staff. People, including volunteers, who have worked in the system, may have less time to invest, while pursuing new jobs, creating new businesses. Sports may be undergoing restructures from national to community level resulting in even more training required to get back on track.

Certainly, there will be a “*new business as usual*”

This creates an opportunity for re-investment in the people who make sport happen. It is a time to engage and listen, to involve people early, seek feedback and be prepared to change. It is a chance to maximise diversity and innovation and to re-imagine what sport might be. It is an excellent chance to put a spotlight on coaching. It is an opportune time to review and reflect on how coaching can play its best role in facilitating good quality sport experiences for participants at all levels and encourage a lifelong love for, and participation in, sport and physical activity.

Coaching is first and foremost a people business, that essentially involves building relationships and teaching. More than ever, it will need to athlete-centred, focusing on the needs of the individual participant. Coaches, reflecting and living the integrity and values of sport, will be most important role models and leaders. Coaching can be developed in a way which enhances this.

It is a time of greater cross-sport collaboration and coaching, as much as any endeavour, lends itself to that end.

As an organisation firmly based in the Australian sporting community, the Australian Coaching Council is perfectly placed to develop and implement an agile National Coaching Strategy and Coach Development Framework to lead Australian sport into the post COVID-19 future.





AUSTRALIAN COACHING COUNCIL

The Sport and Recreation Ministers' Council agreed to establish the National Coaching Council in 1978. It was renamed the **Australian Coaching Council (ACC)** in 1979 and was comprised of representatives from the federal and state governments and sport (national sporting organisations).

The primary objectives of the Council were to:

- * establish a national coach and accreditation scheme, and
- * provide opportunities for coach education.

The charter of the Australian Coaching Council was “to develop, implement and co-ordinate coaching policy and coaching development programs on a national basis in co-operation with the National Sporting Organisations (NSOs).

National Coaching Accreditation Scheme (NCAS)

In 1979 the Australian Coaching Council developed the National Coaching Accreditation Scheme (NCAS), largely based on Canada’s existing National Coaching Certification Program (NCCP).

The Australian Coaching Council (ACC) in partnership with the various National Sporting Organisations (NSO’s) administered the NCAS until 1991 when the Australian Coaching Council’s NCAS administrative functions were incorporated into the Australian Sports Commission (ASC). At the time of this change, (30 June 1991), the ACC had accredited more than 81,000 coaches.

Over the last ten years the administration of the NCAS gradually shifted to the NSO’s.

Australia’s NCAS had been a world leader in development of coaching and was adopted and adapted in many other countries.

In September 2017, the ASC announced it was ‘retiring’ the NCAS. It further advised that: “It is the expectation that NSOs will continue to develop and deliver their frameworks and programs as they currently do. The ASC did not accredit coaches, that has always been the role of the NSO. Any coaches and officials accredited by the NSO will remain so.”

Subsequently, in 2018 the Australian Coaching Council (ACC) was reconstituted as the representative administrative body for the NCAS and those NSOs who wish to continue with the NCAS as the accreditation program for their respective sports.



NATIONAL COACHING ACCREDITATION SCHEME

Revitalising the Australian Coaching Council

As previously mentioned, Australia's National Coaching Accreditation Scheme (NCAS) had been a world leader in the development of coaching, ably developed, implemented and maintained by the Australian Coaching Council (ACC), and later the Australian Sports Commission (ASC), until it was retired by the ASC in 2017.

A survey of Australia's NSO's conducted in July 2018 indicated that many NSO's believe there is value in a National Accreditation body for Coaching and Officiating and that they would be interested in maintaining access to the NCAS and NOAS.

Two key broad issues have emerged:

- * A need for independent quality assurance of NSO coaching courses.
- * Assistance is needed with the design and development of courses (including courses outcomes, delivery methods and assessment of coaches).

Accordingly, and in keeping with the ASC's withdrawal, the Australian Coaching Council (ACC) has been reformed to manage the NCAS and NOAS.

The re-formed ACC conducted a National Forum with NSOs in Sydney in October 2018. Five major themes for action emerged from the discussions:

- ✓ Leadership – A call for clear national leadership and direction to offer advice and support to NSOs, including in the areas of thought leadership, advocacy and coach welfare.
- ✓ Cross sport activation and collaboration.
- ✓ Sharing best practice.
- ✓ Producing generic resources.
- ✓ Ongoing development of coaches and officials (development beyond initial training).

Charter of the Australian Coaching Council

The charter of the reconstituted Australian Coaching Council Ltd as a not-for-profit entity is *“to provide a system that will support National Sporting Organisations (NSO's) to develop, implement and coordinate coaching and officiating policy and coaching and officiating development programs.”*

Under this charter, the Australian Coaching Council will administer and promote the National Coaching Accreditation Scheme (NCAS) and the National Officiating Accreditation Scheme (NOAS).



Core Principles of the Australian Coaching Council

The Core Principles of the Australian Coaching Council are:

1. **Provide national and international thought leadership:** Constantly challenging and testing prevailing orthodoxies surrounding all aspects of coaching at all levels. Promote and develop coaching and officiating throughout Australia ensuring the sustainability and longevity of each sport.
2. **Embed a collaborative approach in all aspects of the ACC's work** through extensive collaboration with NSOs.
3. **Facilitate sharing between sports.**
4. **Provide coaching and coach development resources** that fill knowledge gaps and complement the work of NSOs.
5. **Promote diverse learning experiences for coaches and coach developers.**
6. **Manage a responsive National Coaching Accreditation Scheme** to provide an option to NSOs for the external recognition and quality control of their coaching programs.
 - * NSOs may submit some or all their courses for accreditation under the NCAS
 - * Courses submitted to the ACC are reviewed against agreed quality criteria
7. **Work with sport to develop continuous improvement strategies** in systematic planning and strategy implementation in the areas of coaching and coach development.
8. **Broaden the profile, priority and standing of coaching and officiating** within the sporting and general communities.
9. **Build cooperation and collaboration with a wide range of external stakeholders** including government, the education sector and others in the pursuit of enhancing coaching and officiating development strategies, programs and resources.
10. **Promote activities that improve the welfare of sport participants and their coaches and that maintain the integrity of sport.**

Note: An expanded explanation of these ACC Core Principles is available.

In the immediate term, the ACC will concentrate on implementing those principles based on leadership through cooperation, sharing and collaboration in developing coaching and assisting NSOs and other major stakeholders in the same endeavour. This will be done through four strategic areas:

1. **Coach development**
2. **Building a coach friendly system**
3. **Coach recognition**
4. **Building community**

The Australian Coaching Council is developing a new National Coaching Strategy, including a 2020 Coaching Development Framework (Appendix 1), incorporating a revised National Coaching accreditation Scheme (NCAS). This represents the next phase in the evolution of the NCAS as it delivers a contemporary, relevant, inclusive and dynamic program to the organisations, coaches and athletes that make up Australia's sporting community.

NATIONAL COACHING STRATEGY

Vision

Well trained coaches delivering satisfying sporting experiences and enjoyment to athletes and participants at all levels through high quality coaching based on the participants specific needs and their level of participation.

COACHES, AND COACHING IN THE MODERN ERA

The Unique Place of Coaches and Coaching in Sport Development

Coaches and coaching have a unique place in the sport development system. If the CEO, social media manager, or the president are on holidays, sport goes on. If the coach does not turn up, the session/class/activity is usually cancelled.

The importance of coaching to maintaining leading edge status in performance sport is well recognised around the world and attracts significant investment. For the remaining 99 percent of coaches, there is also a strong case for targeted intervention and support in the following ways:

1. Participant at the centre but coach never far away

The term 'participant or athlete-centred' is often used as the starting point for discussing sport development. The coach is very significant for both guiding and nurturing the participant as well as making sure sport runs on a day-to-day basis.

2. Front-line versus backroom support

Coaches play a pivotal part in recreational and community sport. Coaches have multiple roles:

- Interface with parents & other stakeholders (e.g., local school)
- Lead in ensuring the physical and emotional welfare of participants. They also have a significant role in maintaining the integrity of sport (risk management, role modelling, fair play and ensuring the 'spirit of the game' is upheld).
- Help the participant develop proficiency, contribute to character development and establish a basis for a life-long interest in physical activity and sport

3. Building social capital - an investment in community development

Building social capital at a local community level is very important, and particularly so in rural and regional areas. Australian has a strong volunteer tradition in both sporting and general community activities, which can be mobilised for coaching development and by coaches.

The coach has a significant and leadership role, in building this capital.

4. Coaching competencies at all levels

Coaching is a complex human activity. It requires:

- Sport-specific and related content knowledge.
 - Well-developed interpersonal skills, and
 - Intrapersonal skills of self-awareness and reflection.
-

Developing these skills requires a practical and effective system of coach development. This starts with national leadership which feeds down to local and club level. It requires the best evidence-informed teaching and learning practices and a system to support coach development. Coaches at all levels need and deserve the support that will help them become the best coach they can be.

This demands a national approach with national leadership.

5. International leadership in support of coaches

Most countries with which Australia compares, have dedicated coach development organisations or agencies that provide leadership to their national sporting organisations. These include:

Coaching Association of Canada, UK Coaching, Sport NZ, most European countries (some through their Olympic committees), United States Olympic Committee, developed SE Asian countries. In addition, the International Council for Coaching Excellence (ICCE) provides international leadership across all levels of sport coaching and coach development.

The ACC can become a clearly identified national leader in sport coaching and coach development in Australia, filling a current void in this area.

6. Participation and performance overlaps

While the remit of community sport is broader than its potential role in providing well prepared athletes for HP coaches to work with, HP coaches often lament the lack of fundamental movement skills possessed by young participants. Moreover, children and youth are often said to have poor fundamental sport skills that need relearning.

It is critical that clear links between the different levels of a sport are maintained. Total differentiation between participation and performance can reduce the connections to the detriment of the development of the sport overall. Young participants must be able to “see themselves” or recognise the possibility of themselves in the high-performance end of their sport to maintain motivation. The solution is to offer top-quality coaching to all participants at all levels.

If the starting point is that coaches at all points along the athlete participation/performance spectrum are important, then the solution is a national coaching strategy that will provide resources across the whole spectrum.

Specific initiatives to bolster Australian coaching include:

- > Providing national leadership in coach development.
- > Creating a visible and separate identity for coach development.
- > Establishing minimum standards to reflect the values and integrity of sport participation.
- > Directing more resources to all levels of coach development.

This will be done through the four strategic areas emanating from the ACC’s Core Principles:

1. **Coach development**
2. **Building a coach friendly system**
3. **Coach recognition**
4. **Building community**

KEY STRATEGY 1 - COACH DEVELOPMENT

Coach development is a process of engaging with and developing coaches to prepare them adequately for fulfilling their roles and continuing their learning.

COACH EDUCATORS (Coach Developers)

The key people engaged in delivering coach education/training/development have generally been called coach educators, and more recently coach developers (as defined by the ICCE Coach Developer Framework 2014).

They are people trained to develop, support and challenge coaches to go on honing and improving their knowledge and skills to provide positive and effective sport experiences for all participants. They are not simply experienced coaches or transmitters of coaching knowledge.

Coach educators/developers include all those people who have undergone training to fulfil one or more of the following roles: coaching directors, coach educators, coach facilitators, assessors, learning facilitators, presenters and mentors. These roles encompass a range of functions, including:

- facilitating
- assessing
- mentoring
- program design and evaluation
- leadership and personal development

They should be first and foremost experts in learning and then have:

- expertise in coaching and
- in either a stage of athlete development, or
- a related discipline such as an aspect of sport science or medicine, coaching pedagogy or technology

Coach educators/developers respond to coaches' needs and the context in which they operate by providing and facilitating a range of formal and non-formal learning opportunities.

DRIVERS OF COACH DEVELOPMENT

Learning is contextually dependent and by extension coaching, which is about helping athletes learn, depends on the specific situation. Because one group of athletes will vary from another it is important that coaches are prepared with a toolkit of coaching approaches. There is no single coaching prescription.

The principles of learning that apply to coaching athletes are also relevant to developing coaches.



Building a Coach's Toolkit

A 'coach's toolkit', enabling the coach to deal with a range of challenges, can be built through well thought-out coach education programs. The toolkit requires coaches to be introduced to the best contemporary coaching knowledge combined with guided opportunities to put that knowledge into practice.

- > The three knowledge areas proposed by ICCE in the *International Sports Coaching Framework*, elevate the importance of the coach's interpersonal and intrapersonal skills. This implies spending more time in coach education on the HOW of coaching. Specific learning outcomes leading to coach competencies can be identified in these areas.
- > The provision of multiple, authentic learning experiences (experiential learning) where coaches, individually and in groups, can engage in activities that simulate actual coaching or require the coach to coach is the key
- > Coach educators/developers should be able to provide and facilitate a wide range of learning experiences that will help to prepare coaches for the job of coaching. This means coach educators/developers should have their own "toolkit", equipped with a variety of different teaching/learning strategies allowing for a choice of strategy based on the situation in front of the coach developer.

Coach educators, Kuklick and Gearity (2020) have suggested the idea of 'informalising' formal learning sources.

The key idea is that the purpose of the coach learning program should be to equip coaches for actual coaching. Strategies to achieve this learning objective are proposed below.

1. Instructor-centred vs Learner-centred

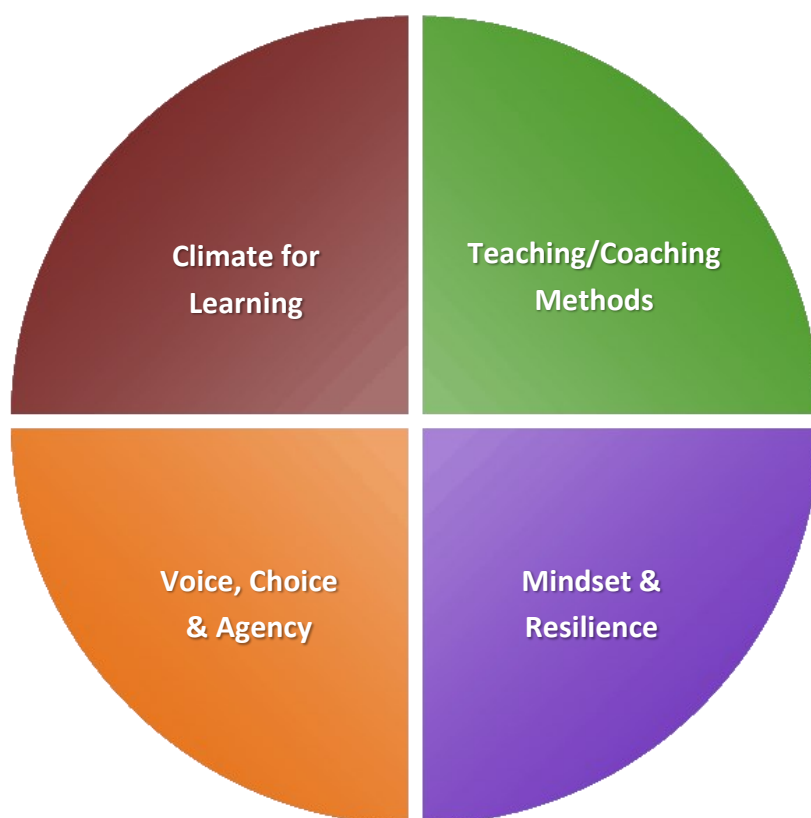
In an instructor-centred approach, the coach developer takes a more hands-on role with explicit instruction mixed in with other more social or inquiry methods of learning. In a learner-centred approach, the coach developer acts as more of a facilitator of learning setting challenges, observing, supporting where required and importantly seeking learner input. This may involve both individual and collaborative learning experiences. In learner-centred approaches assessment is often formative or diagnostic and not for grading or ranking.

While the contemporary coach education has shifted in the direction of learner-centred approaches, there is no right or wrong method. The method a coach developer chooses from a 'toolkit' will be influenced by the purpose of the topic, the prior experience of the coaches and their readiness, the needs of the coaches including their specific coaching situations, the resources available, and so on.

Implication for coach developers

- Be open to different learning strategies and models.
- Use the objective or outcome of a part of the course to decide which learning strategy to adopt.
- Explore whether more learner-centred approaches might be used.
 - ◇ Note: Beginners or people with minimal experience of a topic or activity are likely to benefit from a more structured or direct approach. More experienced coaches are likely to benefit from a less structured approach and situations where they can share experiences and develop ideas with their colleagues.
- The learning strategy adopted will be influenced by the area of knowledge being explored. For example:
 - ◇ learning about the application of energy systems to constructing a physical development program is likely to require a more explicit teaching approach than a discussion about developing a club philosophy based on a set of club and individual values.

Figure 1. Learner-Centred Model of Coach Development



The Learning Environment

One key to success is building a climate which is conducive to learning. This can be achieved by:

- Providing a safe environment - physically, socially, intellectually, in which the art of thinking flourishes.
- Sound preparation for lessons - what will be done before, during and after sessions.
- Providing a level of “democracy” - agency and engagement for learners. Giving them a voice and some choice in their learning. This can create a culture of inquiry leading to a deeper level of learning and understanding.
- Enhancing individual learning skills to develop perseverance and assist growth - deeper (critical) thinking, collaboration, communication and creativity.
- Utilising appropriate methods for teaching which are pedagogically sound and allow participants different ways of demonstrating agency. A “blended-learning” approach may be the most practical and effective.



2. Knowledge types and the importance of HOW to coach

As previously noted, the International Council of Coaching Excellence (ICCE) identified three categories of coaching knowledge:

1. Professional knowledge (the sport's technical content and how to teach it).
2. Interpersonal knowledge (connecting with people).
3. Intrapersonal knowledge (self-awareness and reflection).

The areas are interconnected. For example, how you teach a skill or tactical play is influenced by the environment the coach creates and how they communicate with their athletes. The coach's ability to review and reflect on the coaching, will influence the coach's ongoing learning and development.

Implication for coach developers

- There is a need for a greater emphasis on the HOW of coaching and not just the WHAT of coaching.
- Helping coaches (and athletes for that matter) develop reflective practices should be integrated into the course design.
- Experiential learning opportunities play an important role in helping coaches develop their inter and intrapersonal skills.



3. Design learning experiences that improve the coach's ability to coach

There is a strong body of research pointing to the limitations of existing accreditation/certification programs as they are currently designed. Other research shows that coaches like to learn from experience, from observing other coaches or by talking to other coaches. The objective of a course or development program should be for the coach to retain knowledge beyond the course, apply it in the club setting and to try new things based in novel or different situations.

The table below shows different ways that coaches can learn and develop the skills to APPLY their knowledge.

Table 1. Where & how coaches learn | learning to apply knowledge

Learning opportunity	Learning situation*	Notes
Online learning	Formal or informal	<ul style="list-style-type: none"> • Best when integrated with other course components. • Best when media rich and interactive requiring higher order thinking. • Use to address Learn ABOUT outcomes or Learn WHERE TO FIND outcomes. Consolidate and extend these outcomes in the face to face sessions with Learn TO outcomes.
Face-to-Face class	Formal or informal	<ul style="list-style-type: none"> • A good opportunity to consolidate and extend other parts of the course (e.g. online or practical). • Improved with group work (social/collaborative learning). • Allow for learner input: design, questions, peer-to-peer activities, video review etc. • Avoid death by PowerPoint. • Favour (but not necessarily exclusively) learner-centred methods.
Face-to-Face practical	Formal or informal	<ul style="list-style-type: none"> • Opportunities to 'have a go' are valuable (micro-coaching, partner or small group work etc.). • Choose from a 'toolkit' of learning strategies (see discussion above). • Choose 'authentic' learning experiences. That is, those that simulate real-life coaching. • Build-in opportunities for coaches to review and reflect on practical activities individually and in groups. • Let context guide the choice of learning strategy. Safety will be a key factor, particularly if demonstrator athletes are used and in sports where risk management needs special attention.
Practical placement (internship)	Formal or informal	<ul style="list-style-type: none"> • The practical experience requirement is often a required activity to complete an accreditation - e.g. 20 hrs in a club with a nominated coach. • The value of such experiences varies widely depending on the quality of the supervision and the trainee coach's opportunity to receive feedback and be guided in their reflections. • The actual experience may vary from structured and formal to unstructured and informal.
On-the-job learning	Non-formal	<ul style="list-style-type: none"> • Access by a trainee coach to a mentor, critical friend, coach coordinator, buddy, peer, head coach etc., has the potential help coaches learn experientially as they go about their day-to-day coaching.
Self-directed learning	Informal	<ul style="list-style-type: none"> • The internet, other resources and informal networks of coaches and experts in the field of coaching provide a potentially rich source of learning and development opportunities. • There may be a cross-over of knowledge gained by these sources with formal accreditation/certification programs - e.g. a formal course may recognise informal experiences outside of the formal course as counting towards accreditation. • The idea of a personal portfolio is where coaches log such informal experiences onto a technology platform for an assessor to review. This has been adopted by some sports.
Previous Experience	Formal or Informal	<ul style="list-style-type: none"> • Recognition of Current Competency (RCC). • Recognition of Prior Learning (RPL).

* See ICCE, International Sports Coaching Framework, p39

Implication for coach developers

Formal education may better meet workplace needs (more effective coaches) if it includes:

- * More experiential learning and authentic learning experiences.
- * Integrates informal learning experiences into programs that lead to accreditation.
- * Opportunities for both individual and collaborative learning.
- * Challenging learners with higher order thinking tasks, apply knowledge to new or novel situations, have learners teach something, add 'desirable difficulties' to the learning challenge (i.e. take coaches to the edge of their comfort zone).
- * More effective and meaningful practical-experience placements.
- * Recognising structured on-the-job training as part of the accreditation program.
- * 'Theory' that is better integrated into the practical outcomes.
- * Coach developers who are trained to assist coaches in individual and group reflection .
- * Provides information on meta-learning (understanding oneself as a learner and the process of learning - learn about learning, as well as how to learn).

ROLES OF KEY ORGANISATIONS AND SECTORS

The roles and responsibilities of the organisations and agencies referred to in the ACC - NCAS/NOAS Organisation Structure are described in the following section.

ACC – Australian Coaching Council Ltd

Role:

- Incorporated as a company limited by guarantee the Australian Coaching Council Ltd is a not-for-profit entity responsible for:
- Management of the corporate and statutory requirements
- Financial and intellectual property oversight

ACC – Australian Coaching Council Technical Advisory Committee (ACC-TAC)

Role:

- Oversee National Coaching Accreditation system: To provide oversight and currency of the educational and technical rigour required to underpin a national accreditation system for Coaching and Officiating programs.
- Liaising with NSOs to ensure that Coaching and Officiating accreditation and development can effectively articulate with and enhance NSO coaching and officiating structures.
- Advisory Panel on all aspects of Coaching and Officiating as they relate to the Core Principles of the ACC.
- Build cooperation with other relevant key stakeholders in sport including with Sport Australia and State/Territory Depts of Sport and Recreation
- Provide expert commentary and input into forums and discussions to ensure promotion and alignment with Sport Australia and State/Territory coaching and officiating policy

ACC - TAC Reference Group – ‘Community of Practice’

NSOs to nominate either a Coach or Officiating Rep to sit on the ACC ‘Reference Group/Academy/Community of Practice’

- may be asked for input/advice into issues that arise.
- Invitations to future ACC forums/conferences/events.

Meetings/Forums

- Meeting Frequency – (3-4 Meetings per year of which - twice a year face to face initially. Alternate meetings by teleconference as required).
- Forums/Workshops – minimum 1 per year and one of the regular committee meetings held in conjunction).
- Locations – as suits the majority of members.

ACC Technical Support

Role:

The principal role of this group is to provide technical support and services to those NCAS/NOAS participating organisations that wish to accredit their courses with the ACC or have their existing courses/programs reviewed and updated as part of continuous improvement and quality assurance.

- **New Training Program Development** – Coaching /Officiating courses developed from a clean slate to incorporate the requirements for endorsement as an ACC approved program.
- **Review, Update and Assessment of Existing Course** - existing courses/programs reviewed against the requirements of the NCAS/NOAS framework.
- **Development and/or review of coaching/teaching resources** - to provide the expertise and advice for existing coaching resources to be reviewed for suitability and then updated or completely re-developed to ensure they are contemporary and forward facing in content, delivery, technology.
- **Assessment of NSO Mentoring and Coach/Officials Assessor Structure** - to provide advice to and potentially assess the structures and personnel used by an NSO in coaching course instruction, mentoring and assessing (Coach Developer processes).

NSO's - National Sporting Organisations

- NSO –the legally constituted entity recognised by the Sport Australia and/or ACC as being responsible for a specific sport nationally.
- Reference is made to Australia's 80+ NSO's – as historically key users of the NCAS and NOAS structure
- Potential broadening of access to other interested organisations such as those delivering Physical Activity through active recreation or those sporting organisations that are not nationally constituted

Other Key Stakeholders (Organisations)

There are a range of other stakeholders which play, or have the potential to play, important roles in coaching development in Australia, including through partnerships with the ACC, NSOs and other participants.

Umbrella Sporting Organisations – Australian Olympic Committee, Australian Paralympic Committee, Australian Commonwealth Games Association

Government sector – Sport Australia, State Government Departments/Agencies responsible for sport.

Effective relationships with Government agencies are essential.

This section relates to liaison with the Sport Australia, STARS and the individual Departments responsible for Sport and Recreation and potentially Education and Health in each State and Territory.

Organisations in other key sectors: Education (Departments, Schools, Universities, TAFEs); Local Government; Private Providers and Coach Employers.

NATIONAL COACHING AND OFFICIATING ACCREDITATION SCHEMES (NCAS AND NOAS)

A key role of the ACC is to manage a contemporary, responsive National Coaching Accreditation Scheme

The National Coaching Accreditation Scheme (NCAS) had been the standard that NSOs have applied to the accreditation of their coaches to address the issues of quality of people, skills, expertise and instructional design for more than 35 years.

Today's NSOs have more options for the recognition and quality control of their coaching programs. A typical NSO coach development pathway may include courses with different levels of recognition:

- NSO awards (internal quality control).
- International Federation awards (run to a prescribed standard).
- Externally recognised qualifications: AIS, VET, university, etc.

The ACC provides NSOs with another option for external recognition and a quality control standard.

In practice

- NSOs may submit some or all their courses for accreditation under the NCAS.
- Courses submitted to the ACC are reviewed against agreed quality criteria (to be developed and confirmed).
- Courses meet the review requirements and are thus accredited under the NCAS.
- Individuals receive the NSO's (appropriate) Level NCAS award (or other term the NSO chooses).

A contemporary coaching development program is based on well-researched modern principles of coach development and is responsive to the needs and capacities of NSOs and others in the coaching development area (e.g. state government sports agencies and other private providers).

There is a range of detailed programs and frameworks which can be used to inform an ACC framework developed to assist coaches and coach educators in Australia (e.g. International Council for Coaching Excellence "International Coaching Framework" and "International Coach Developers Framework", Sport Australia "Coaching and Officiating Framework Toolkit", United Kingdom "UK Coaching Strategy 2017-21, NZ "New Zealand Community Sport Coaching Plan 2016-20"). These frameworks do not generally include the design and development of the actual courses.

A key area for progress in Australia is technical support for the design and development of sport specific courses and their delivery. This is a real need of NSOs and many other coach developers. The Australian Coaching Council can provide this service.

NSOs, through ACC, Sport Australia and other surveys and discussions, have identified the following benefits related to external quality assurance:

- Being part of a larger national coaching community.
- Having access to an independent quality assurance program that provides a ‘tick of approval’ for coaching courses/training programs.
- Being able to advertise a ‘quality assured’ coach development program (NSO website, promotional material etc.).
- Demonstrating to a potential provider of insurance that the NSO has addressed critical risk management strategies including the training of its coaches.

Access and Participation in the Program:

Since the original ACC, NSOs have developed coaching and officiating programs to meet contemporary needs. This is valuable experience that varies from sport to sport. The proposed revitalised accreditation programs seek to tap into wealth of experience, to share and complement the expertise and in so doing assist NSOs to shape the future direction of the NCAS / NOAS.

Access to and participation in the NCAS and NOAS programs is open to all National Sporting Organisations (NSO's). The nature of this participation may vary from NSO to NSO depending on need. Some NSO high performance coaching programs are affiliated with international federations and may not need the imprimatur of another body. These NSOs may however wish to participate in ACC activities to keep abreast of local, national and international innovations and partake in thought leadership and networking.

In line with the initial deregulation of some elements of the original NCAS by the ASC, it is not intended that the re-established NCAS will have standard levels applicable to all sports (NSOs). As in the previous model, before it was “retired” by ASC, NSOs will have the ability to identify, develop and deliver coaching development programs according to their current and future needs.

Participation in the NCAS and/or NOAS is entirely voluntary and access will be provided at no cost.

The NCAS/NOAS is a national program that provides NSOs with external recognition for their nominated coaching/officiating programs. Coaching programs so recognised, may advertise the ACC's NCAS/NOAS logo indicating that they have been reviewed and meet requirements of the ACC.

Working through the Sport Australia Toolkit is useful to NSOs for ensuring that coaching courses are relevant to the specific group of athletes that individual coaches work with. The exercise also ensures that coach development pathways and options are clear and logical.

The choice of sport specific content and how it is to be taught is a matter for the NSO. The ASC has previously developed a ‘Framework Toolkit’ relevant to the analysis and planning of coaching and officiating courses: https://www.sportaus.gov.au/_data/assets/pdf_file/0004/684769/CoachingOfficiating_Framework_toolkit_-_Final.pdf

Working through the Toolkit is useful to NSOs for ensuring that coaching courses are relevant to the cohort of athletes that coaches work with. The exercise also ensures that coach development pathways and options are clear and logical.

This ASC Framework process **does not** include the design and development of the actual courses which is where the ACC – NCAS/NOAS Technical Support service may prove valuable to NSOs.

KEY STRATEGY 2 - BUILDING A COACH-FRIENDLY SYSTEM

A strategy which creates an environment which is enticing to coaches to undertake this important role and to start to prepare themselves to successfully engage in the coaching process is a vital one. It can be enhanced by:

- **Support** - Develop a system which makes it easy for coaches to start as a coach and to access initial development opportunities to help prepare them for the role. It will be easier for people of all abilities, backgrounds and motivations to get into coaching and to continue in the role for longer periods.
Encourage clubs and organisations to provide as much internal and community support for their coaches as possible. An established way of doing this, and assisting their coaches in their roles, is to appoint a club coaching coordinator to play this role.
- **Advocacy** - Encourage boards to take more interest, coaching and coach development to be written into strategic plans, influencing Sport Australia/state governments, more coach mentions in the media, recognition.
- **Coach welfare** - encompassing employment, succession planning, life after coaching, personal welfare.

KEY STRATEGY 3 - COACH RECOGNITION

Recognition and support of coaches is a key to recruitment and the success they have in their roles. Many stakeholder organisations have a vested interest in coach recognition if they are to be true to their purpose and values and meet their aspirations regarding, participation, performance and maintenance or growth.

Define specifically the roles of key partners: NSO, SSO, clubs, other organisations.

Develop specific recognition means and opportunities - e.g. Thanks coach! and Great job coach! honour boards, awards nights, volunteers' weeks, etc.

Promote measures that ensure that coaching is recognised as a critical component of an effective sports system or program.

Encourage clubs to recognise their own coaches and celebrate their achievements and their roles regarding the overall success of the club (achieving its purpose).

Coaching should be recognised for the wider benefits of physical and mental well-being, and individual, social and economic development, as well as for its value in sport in general.

KEY STRATEGY 4 - BUILDING COMMUNITY

As sport recovers from the COVID-19 lockdown, it will have an important role at both participation and professional (high-performance) level in rebuilding the broader community as well as its own.

As part of this, the broader role of coaches, with their links with other sports and other groups in the community, will be multiplied through:

- the important role of coaches in building social capital and foster community harmony.
- working with different/diverse populations.
- contributing to a healthier and fitter population.
- developing fundamental motor skills and developing physical literacy, including a lifelong attraction to and habit of physical activity.

Community Building can be further enhanced by:

Promoting activities that improve the welfare of sport participants & their coaches

The physical and emotional welfare of those participating in sport is paramount. This includes both participants and coaches. Promoting values and behaviours consistent with participant and coach welfare is central to what we do.

Building social capital

Building social capital at a local community level is very important, and particularly so in rural and regional areas. Australian has a strong volunteer tradition in both sporting and general community activities, which can be mobilised for coaching development and by coaches. The coach has a significant, often a leadership role, in building this capital. Often people who are volunteers in sporting clubs are also volunteers in other elements of community life. There can be productive links between various community organisations in building, valuing and maintaining this social capacity and strengthening their communities.

Promoting activities that maintain the integrity of sport

Ensuring the 'spirit of sport' is not overtaken or corrupted by personal or other interests is important for both player safety and how sport is judged by the wider public including those who might support and sponsor it. Maintaining the integrity of sport is a high priority.

IN PRACTICE

- Promote measures that ensure positive outcomes for participants in sport such as course design, coach development, codes of conduct and measures that support inclusion.
- Work with others such as Play by the Rules, Sport Australia, ASADA, CAS, to increase awareness of resources and support aimed at participant welfare.
- Target coach welfare as a topic for conferences, workshops and other educational means.
- Work with agencies and groups addressing integrity in sport issues to ensure coaches and athletes are appropriately educated about integrity issues and how to avoid behaviours that are potentially damaging to the 'spirit of sport'. Such agencies include Play by the Rules, Sport Integrity Australia, ASADA, Sport Australia, CAS.



Following is Appendix 1. ACC COACHING DEVELOPMENT FRAMEWORK 2020

Appendix 1 :



AUSTRALIAN COACHING
COUNCIL

COACHING DEVELOPMENT FRAMEWORK 2020



COACHING DEVELOPMENT FRAMEWORK 2020

COACHING IN THE 2020s

Coaching and coach development have been well researched around the world in the first part of the 21st Century. The key findings have been collated and published by organisations such as the International Council for Coach Education (ICCE), and incorporated into national coaching plans by organisations such as the Coaching Association of Canada, UK Coaching, Sport NZ, United States Olympic Committee and most European countries.

The key findings of this research are as follows:

Coaching Definitions

“Coaching is a process of guided improvement and development in a single sport at identifiable stages of athlete development.” (ICCE “International Sport Coaching Framework” an internationally recognised reference point for the development of coaches).

“Coaching is about improving a person’s experience of sport and physical activity by providing specialised support and guidance aligned to their individual needs and aspirations.” (UK Coaching Strategy 2017-21).

Coaching Role

The coach’s role is essentially in two parts:

- > Deliver quality coaching to their athletes, which reflects a high level of integrity, and
- > Take responsibility for their own development.

The delivery of successful coaching is always situation specific. The sport specific nature of sports coaching is also central to the identity of the coach.

Coaching Domains

The ICCE Sport Participation Map (2013) outlines two internationally accepted types of sport engagement Participation and Performance. There are three sub-categories in each:

Participation	Children
	Adolescents
	Adults
Performance	Emerging Athletes
	Performance Athletes
	High-Performance Athletes

Most sports participants, at any specific time will fit broadly into one of these categories (and perhaps more than one if they are participants in different sports at different levels). There may also be an amount of overlap within and between coaching squads.

Each participant's pathway through sport is individual, and specific to the sport, level and organisation (club/league). It is not linear and can have multiple entry and exit points (it can appear messy). The delivery of successful coaching will always be situation specific. Effective coaches will be able to provide coaching based on each athlete's specific circumstances.

Primary Coaching Functions

Through its research, the ICCE has identified six primary coaching functions:

- ✓ Set the vision and strategy.
- ✓ Shape the environment.
- ✓ Build relationships..
- ✓ Read and react to the field (during competition).
- ✓ Reflect and learn.

These functional areas of what coaches do, have been reinterpreted in the Australian context by Gene Schembri.

- > Prepare to coach (analyse needs, clarify values, set goals, plan).
- > Coach (guide practice, read and react to the field, manage competitions)
- > Learn, reflect and develop (evaluate, self-manage, on-going learning, maintain well-being.
- > Work with others (build relationships, communicate, educate, set standards).
- > Create a safe and productive environment (organize, safeguard, manage risk).

Quality Coaching

The quality of the sporting experience for participants is directly dependent on the quality of coaching delivered. Quality coaching has been defined as:

“The consistent application of integrated professional, interpersonal and intrapersonal knowledge to improve athlete's competence, confidence, connection and character in specific coaching contexts.’ (Côté and Gilbert - adopted by the ICCE)

This definition proposes three essential components to deliver quality coaching:

- > Essential Coaching Knowledge
- > Athlete-centred outcomes
- > Contextual fit

Essential Coaching Knowledge (Three broad types – Côté and Gilbert)

- Professional Knowledge: Knowing your sport and how to teach it (able to apply the knowledge).
- Interpersonal Knowledge: Knowing how to relate to and lead others (able to build relationships).
- Intrapersonal Knowledge: Knowing yourself and how to continually improve.

Athlete-Centred outcomes

A holistic approach to development aimed at producing better people while improving as athletes. The focus is on how the individual athlete develops and performs. Outcomes fit into four areas (four Cs of athlete development – USOC Quality Coaching Framework).

1. Competence: sport-specific technical, tactical and performance skills; improved health and fitness; and healthy training habits.
2. Confidence: self-belief, resilience, mental toughness and sense of positive self-worth.
3. Connection: positive bonds and social relationships with people inside and outside sport.
4. Character: respect for the sport, ethical and morally responsible behaviour, integrity and empathy.

The key question is how to embed these four outcomes in the coaching program. What is the process for preparing coaches to achieve them with their specific athletes?

Contextual Fit

Providing for the athletes as their specific sport context requires. Every athlete is an individual with their own needs and sporting aspirations and each sporting environment is unique (see Coaching Domains above). The most effective coaching is specific to that environment - the individual coach, that particular group of athletes, in that training environment, in that group culture. There is no single right way to coach.

Sport Development Models

Most international and national sporting organisations and, in some cases, countries' sports systems as a whole, use specific sport development models to underpin their sport development systems. Examples include:

- Long-Term Athlete Development (LTAD)
- Development Model for Sport Participation (DMSP)
- American Development Model (USOC adaptation of LTAD)
- FTEM – Foundation, Talent, Elite and Mastery framework (Australian Institute of Sport)
- Learn, Play, Compete, Perform (Australian Rugby Union)

Each sport must decide on an appropriate development model or develop their own sport specific model by conducting its own participant analysis. There are two factors involved:

- What does the sport participation look like (develop a map of the sport)?
- What is the purpose of the program – community, recreation, performance, youth focus, others?

A more detailed description of a process for understanding the sport is provided in Sport Australia's Coaching and Officiating Framework Toolkit pp7-8

Coach Starting Points

Every person coming into a coaching role, organisation or system, comes with an existing level of life experience which is relevant to their starting point. This includes their experience as an athlete, their experience as a coach and their current level of formal and informal education. All will be relevant to how they coach and how they can best be developed as coaches.

KEY PRINCIPLES FOR AN AUSTRALIAN COACHING DEVELOPMENT SYSTEM (NCAS)

The research findings and development processes outlined above form the basis for reviewing, developing and implementing any coach development system, framework or practice.

A set of key principles underpin a successful national coaching development system, including:

Participants needs

A successful coaching development framework must focus on the needs of the participants. There are several participant groups who are stakeholders in the program and its outcomes.

- ✓ The coaches who are the target group of the training
- ✓ The athletes they coach
- ✓ The coach developers
- ✓ The sport as whole

Outcomes focused

The needs and preferred outcomes for each of these groups must be considered in developing a successful program.

Holistic

Coach development programs will equip coaches to support the holistic development of athletes in all elements of their lives, particularly personal, emotional, cultural and social. It is about coaching the person, then the athlete. It includes physical literacy and general life skills such as developing attitudes behaviours and strategies to assist learning in other areas of their lives - developing the four Cs (competence, confidence, connection, character).

Coach development must also include elements of coaches' own wellbeing, encouraging coaches to take a holistic approach to managing their own health and welfare.

Inclusive

Recognize the diversity of participants, enabling them to participate fully in learning activities and allowing them to display their strengths in the field. Post COVID-19, There is an opportunity to include the widest possible range of athletes and coaches from all backgrounds, ethnicities, cultures, genders, and abilities, including people with disabilities.

Ownership

Coach development is primarily owned by the participating coaches. NSOs and their affiliates (SSOs, clubs) will be primarily responsible for coach development. It may be delivered through a range of appropriate partners and third-party providers which may include state and local government agencies and the education sector (schools, TAFEs, Universities) as well as private providers.

Various providers may provide levels of recognition and certificates. Accreditation (under the NCAS) is always the responsibility of the NSO.

Practical

The most effective coach development programs are delivered in a practical environment. This applies to learning opportunities and methods, presentations, coaching practice (practicums) and assessment.

Development models and pathways.

Each sport should have an athlete development model or participant pathway which guides its overall development strategy (its sport participation map). Coach development programs should align with this.

Flexible options

Coaching Development Programs should offer flexible training options and multiple entry points to maximise the participation and optimize the development of individual coaches within its strategy. Allow and promote individual development activities as part of the overall blended mix of opportunities (see Matrix of Learning Opportunities).

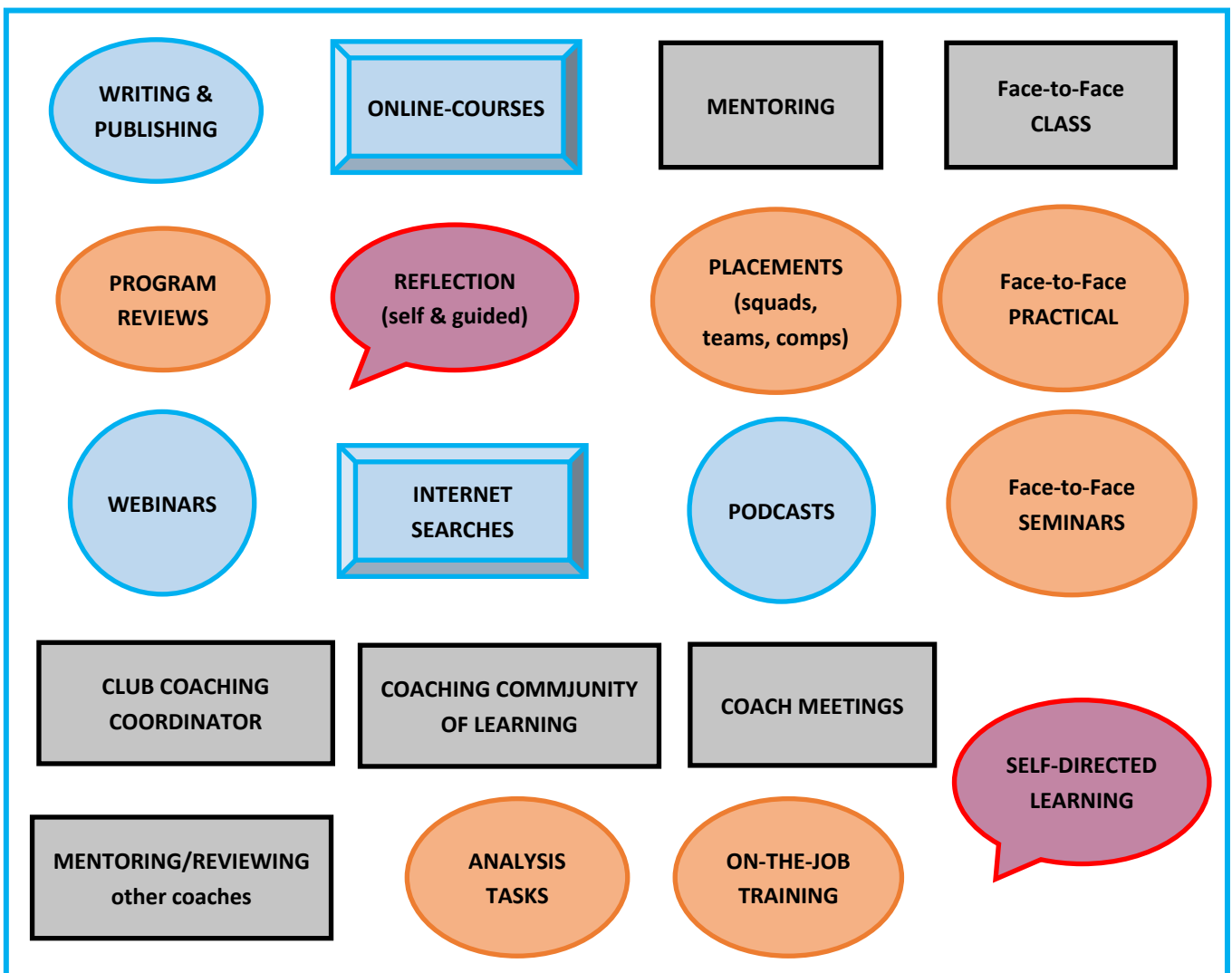
Initial starting point

The initial starting point must be as simple and seamless as possible for new/beginner coaches to get them started on their coaching path and development simultaneously. The initial task is to engage the coaches and set them up with a coaching climate which motivates them continuing their coach development from day one.

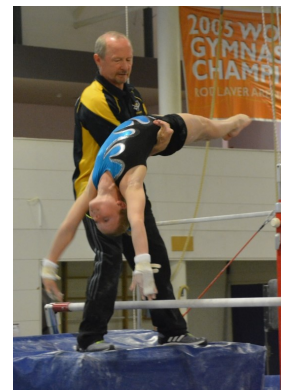
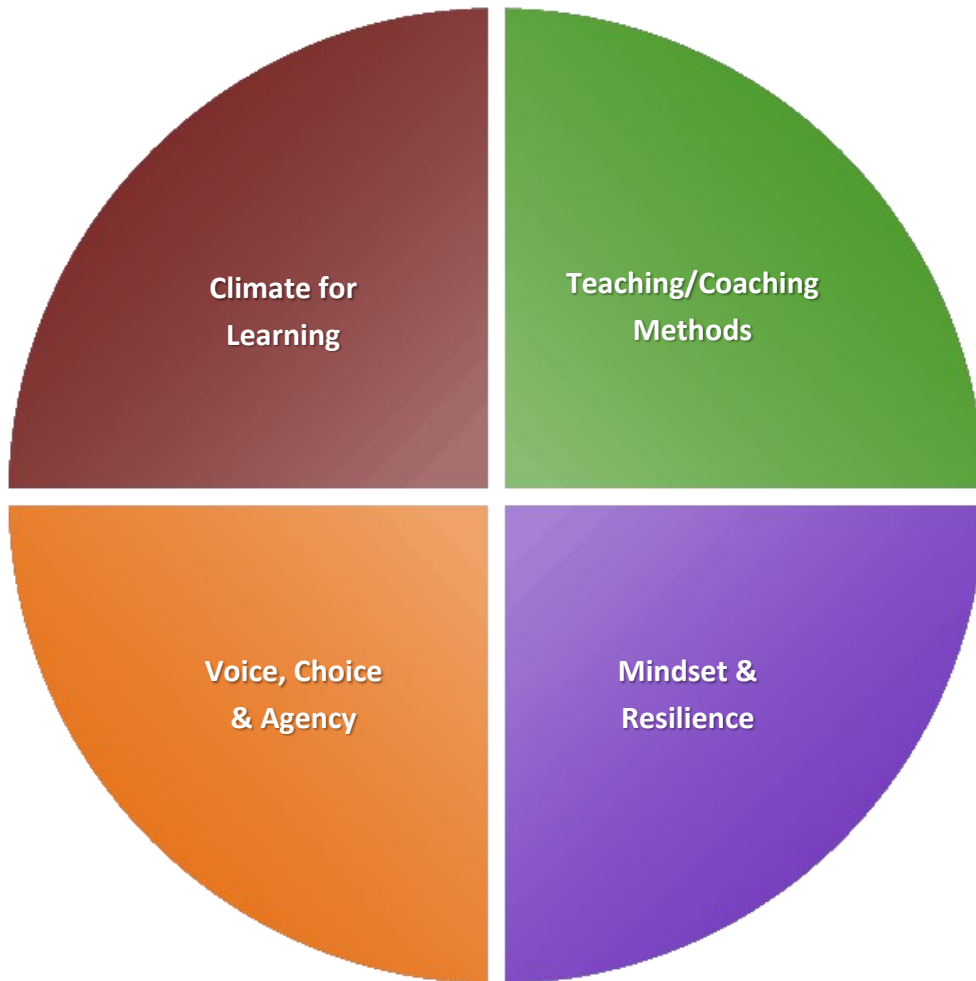
Matrix of learning opportunities

Essentially, this is a “Floating Framework” for sports. There is a semi-rigid perimeter of ACC/NCAS principles, with the ability to incorporate many various coach education and development experiences suited to their own sport specific environments.

Fig 2. Matrix of Learning Opportunities



Learner-Centred Model (Athlete-centred coaching)



A learner-centred model has four segments:

Climate for Learning

- providing a friendly and supportive learning space where people feel welcomed, respected and trusted.
- a space where people can experiment and if they make mistakes, they are viewed as essential to learning.
- in setting this sort of climate there are further opportunities outside of class or course or training session. There are things that can be done before a course (friendly invitation, personal contact etc); things that can be done in course (meet and greet, show a personal interest, spread time around equitably, build a cooperative team culture) and at the end of a session (find out a bit more about the people in the course, maybe over a coffee, take an interest in their job, school, family, interests, etc).
- consider how other things contribute to the climate (physical layout and venue breaks/program, meals).

Teaching/coaching methods

- this overlaps with the other 3 quadrants.
- it specifically refers to the teaching/coaching methods and the extent to which they promote greater hands-on involvement of the learners (experiential or authentic learning).
- this involves opportunities for group work (social learning) and various forms of hands-on work e.g. someone in a coach education course may get the chance to facilitate a discussion or to engage others in a micro-coaching activity.
- while more direct teaching methods (IMO) are fine, in a learner-centred or athlete-centred model the needle swings in the direction of more collaboration, questioning and learner control and responsibility.

Mindset, resilience and motivation

- mindset (Growth Mindset, Carol Dweck - ref) is simply the idea that application and effort results in improvement.
- resilience - mistakes and setbacks are inevitable...providing strategies to capitalise on setbacks (seeing them as opportunities) will help learners become more resilient (again we get back to a supportive climate - this coupled with good feedback focussing on what to do next helps to build resilience).

Voice, choice and agency

- Tuning-in to how athletes or learners in general are responding is important. What do they like/not like? What would they like to do?
 - Seeking feedback.
 - Giving opportunities for input.
 - Promoting 3-way feedback: Coach Developer < > Coach (both ways), as well as peer to peer.
 - Allowing for peer to peer teaching / coaching.
 - This has been also called providing a more democratic context for learning.
-

Learning Experiences

The objective of a course or development program should be for the coach to retain knowledge beyond the course, apply it in the club setting and to try new things based in novel or different situations. The following table outlines different ways that coaches can learn and develop the skills to apply their knowledge.

Learning Experience	Situation
Online learning	Formal or informal
Face-to-face class	Formal or informal
Face-to-face practical	Formal or informal
Practical placement	Formal or informal
On-the-job learning	Non formal
Self-directed learning	Informal
Recognition of Prior Learning or Current Competency	Formal

Course structures

It is useful to arrange the content of any coach training program around what are considered the critical elements of the coaching.

One way is around people and the environment.

The Coach	The Participant (Player)	The Practice (Training)	The Competition (Game)
Content	Content	Content	Content

Program Design Factors

Athlete/Sport Development	Coaching Context		Coach Profile	Primary Coach Functions	Required Knowledge	Course/Program Structure	Course/Program Components
	Participation	Children					
Generic Model	Participation	Children	Athletic Experience	Prepare to Coach	Professional	The Coach	General Principles
Generic Model (Adapted)		Adolescents	Coaching Experience	Coach	Interpersonal	The Athlete (player)	Sport Specific Components
Sport Specific Model		Adults	Formal & Informal Education	Learn, reflect & develop (self-manage)	Intrapersonal	The Practice (training)	
	Performance	Emerging Athletes	Other Relevant Life Experience	Work with others (build relationships)	Values, philosophy and goals	The Game (competition)	
		Performance Athletes		Create a safe and protective environment			
		High Performance Athletes					
	Participants/Athletes characteristics & needs in each context (community)					Main topics– subsets of each component (models available)	

DEVELOPING A COACH TRAINING PROGRAM

Clarity of purpose is a key point in developing an effective coach development training program. That clarity can be reached through answering the following questions?

1. Participants: Know the participants:

- a. Who will the coaches be coaching?
- b. Where do they sit in the sport development model?
- c. What is their level of engagement?
- d. What are their characteristics and coaching needs?

2. Coaches:

- a. Who are the coaches?
- b. What is their current level of experience and learning?
- c. What do they have to be able to do? Competency statements
- d. What (skills) do they need and want?
- e. What can they already do?

3. Assessment:

- a. How will their practical skills be measured? Performance standards?
- b. What are the critical things to be assessed?
- c. How will they be assessed – for learning, of learning?
- d. Are all assessment tasks fair, valid and appropriate?
- e. Are they competency based and in practical situations (where possible)?

4. Training/Development Program:

- a. How will the training be delivered (see matrix of learning opportunities)?
- b. What types of learning experiences will be utilised?
- c. What blend of formal and informal learning?
- d. What are the resource implications?

5. Content:

- a. What topics and activities need to be included?
- b. What resources are required?

6. Impact:

- a. How will the impact of the training program on coaches be measured?
- b. Is it achieving its purpose?

ACKNOWLEDGEMENTS

The ACC Coaching Strategy “Coaching 2020” and Coach Development Framework have been produced by Lawrie Woodman, Gene Schembri and Darryl Durham for the Australian Coaching Council.

The content has been influenced by historical developments in coaching in Australia and the work of organisations such as the International Council for Coaching Excellence (ICCE), Coaching Association of Canada, UK Coaching, Sport NZ, the United States Olympic Committee, and recent coaching research from around the world.

This coaching strategy and development framework are built on agile planning principles and will be reviewed and revised on an ongoing basis by the Australia Coaching Council in collaboration with key stakeholders.

COACH EDUCATORS / DEVELOPERS

The key people engaged in delivering coach education/training/development have generally been called coach educators, sometimes coach trainers, and more recently coach developers. Coach educators/developers include all those people who fulfil one or more of the following roles: coaching directors or coaching managers (usually in charge of the overall coach development program), coach educators, coach facilitators, assessors, learning facilitators, presenters and mentors.

TERMINOLOGY

The Australian Sports Commission (ASC) is now known as Sport Australia (SA). In general, the term (or acronym) Australian Sports Commission or ASC is used in its historical context and Sport Australia (SA) in current context. In any case refers to the same Australian Federal Government sports agency.

AUSTRALIAN SPORTS COMMISSION / SPORT AUSTRALIA

The Australian Sports Commission (ASC) is now made up of two elements: Sport Australia (SA) and the Australian Institute of Sport (AIS). Sport Australia is responsible for driving the broader sport sector including participation, physical activity and industry growth and the AIS leads the high-performance sports system.

In this document, the term (or acronym) Australian Sports Commission or ASC is generally used in its historical context and Sport Australia (SA) in the current context. In any case it refers to the same Australian Federal Government sports agency.

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