International Coach Development Collaboration
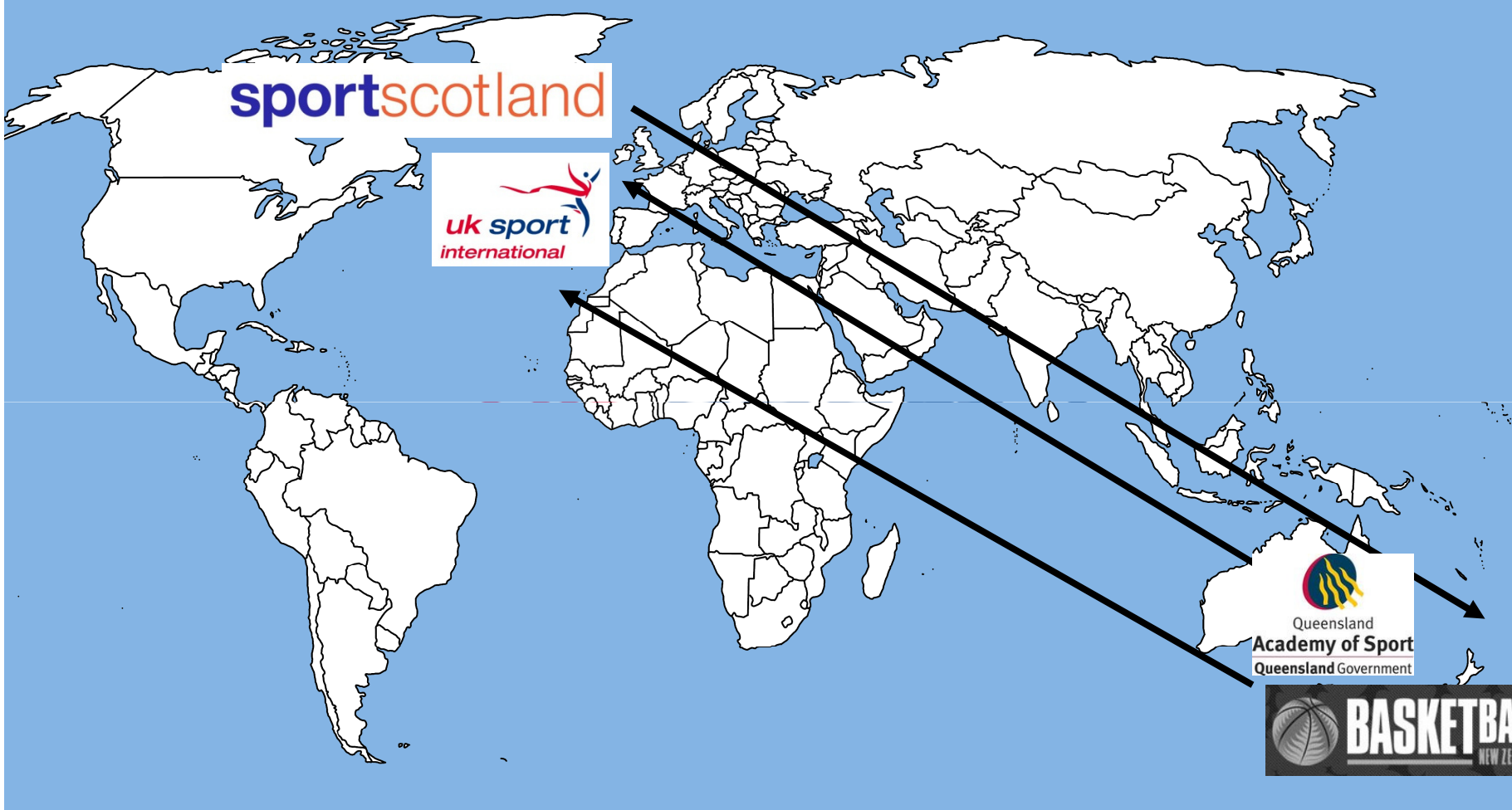
Ollie Dudfield

ICF Canoe Slalom Coaches Symposium

5 November 2010

International Coach Development Collaboration

Overview

1. UK Sport International

2. Our traditional approaches and assumptions

3. Shifting paradigm and new approaches

4. Beyond the training course

5. Coach Development collaboration model

uk sport

world class success

World Class Performance Programme	'No compromise' NGB collaboration
People Development	coaching, talent and performance lifestyle
Research and Innovation	bespoke cutting edge solutions for performance sport
Major Sporting Events	bidding and staging world class sport events
International Relations	relationships with International Federations and sporting bodies
International Inspiration	London 2012's official international sports legacy programme
International Development	harnessing sport for international engagement, capacity building and knowledge sharing

uk sport international

We work with partners overseas to harness the power of sport to change lives, build trust and engagement and contribute to the growth of knowledge, skills and capacity.

Advocate for Sport & Physical Activity

Support Programme Delivery

Contribute to a Knowledge Economy

Develop Capacity

Advocate for Sport & Physical Activity

Support Programme Delivery

Contribute to a Knowledge Economy

Develop Capacity

2. Our Traditional assumptions and approaches to capacity building

Assumption Capacity Building = Training

How are coaches identified and selected for development (training) opportunities?

How will follow-up learning be supported?

Are training courses transferable between countries/contexts?

Does course-based learning meet the needs of coaches?

How suitable is a training course to determine if coaches are competent and fit for purpose?

Coach Education Research: The current perspective

Current coach education programming is generally at odds with the ways coaches identify they learn.

(Abraham et al. 2006; Gilbert & Trudel, 1999; Campbell, 1993; Werthner & Trudel, 2006)

Most coaches who would currently be considered 'experts' will have developed their conceptions of good coaching practice through experience and trial and error outside of any conceptual frameworks and potentially with little conscious reasoning.

(Abraham et al., 2006)

Meaningful practical experience, supported coaching activity and critical reflection are crucial elements of coach education.

(Cushion et al., 2003)

Coach Development

Traditional Paradigm?

- Knowledge is technical and **independent of context**

- Coach education is centred on **knowledge requirements**

- Effective education programmes are **defined by designated technical/academic experts**

- **Course based** learning is prioritised

1. Contextual issues impact on coaches role
e.g. Rugby League in Pacific

2. Participation issues
e.g. UNICEF & Women Win Research

3. Community collaboration
e.g.

4. Deployment, Development and Support
e.g. Oceania Coach Education

***Paradigms** reflect consistent views that define systems and structures of knowledge (Nucci, 2004)

Coach Development

Traditional Paradigm?

• Knowledge is technical and **independent of context**

• Coach education is centred on **knowledge requirements**

• Effective education programmes are **defined by designated technical/academic experts**

•**Course based** learning is prioritised

New Paradigm?

• Knowledge is **context-specific**

• Education should be centred on **participants' stage of development, motivations, needs and entitlements**

• Effective education, development and support systems are **defined by collaboration between participants, practitioners and academic experts**

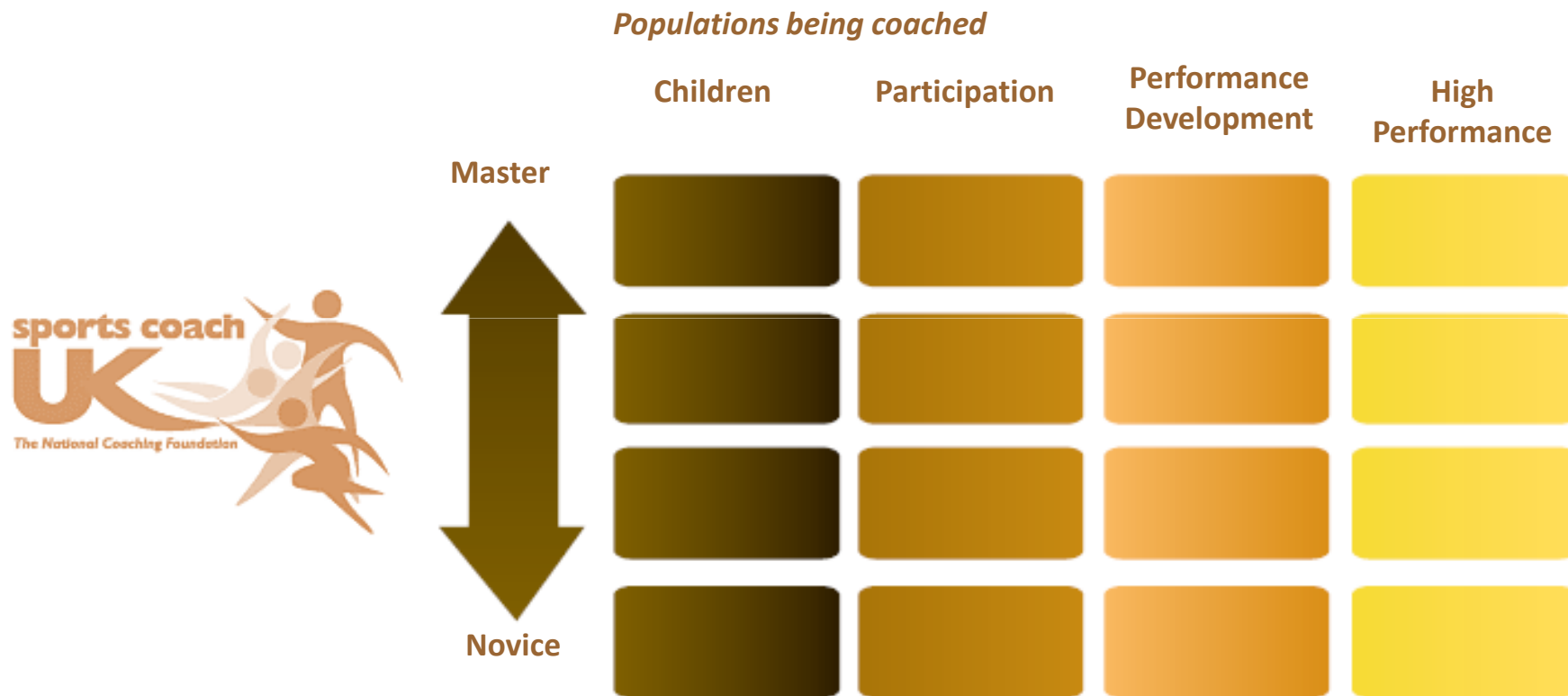• **On-going, Non-formal and informal** development opportunities recognised and supported

*Paradigms reflect consistent views that define systems and structures of knowledge (Nucci, 2004)

3. A shifting paradigm and new approaches

1. Knowledge is context specific

2. Participant Centered Approach

Populations being coached

	Children	Participation	Performance Development	High Performance
Master				
Novice				

2. Participant Centered Approach

The composition of effective knowledge varies according to the **categorisation** of the participant.

(Cote & Gilbert, 2009)

Participant **motive**, **need** and **stage of development** are central to the design of effective programmes.
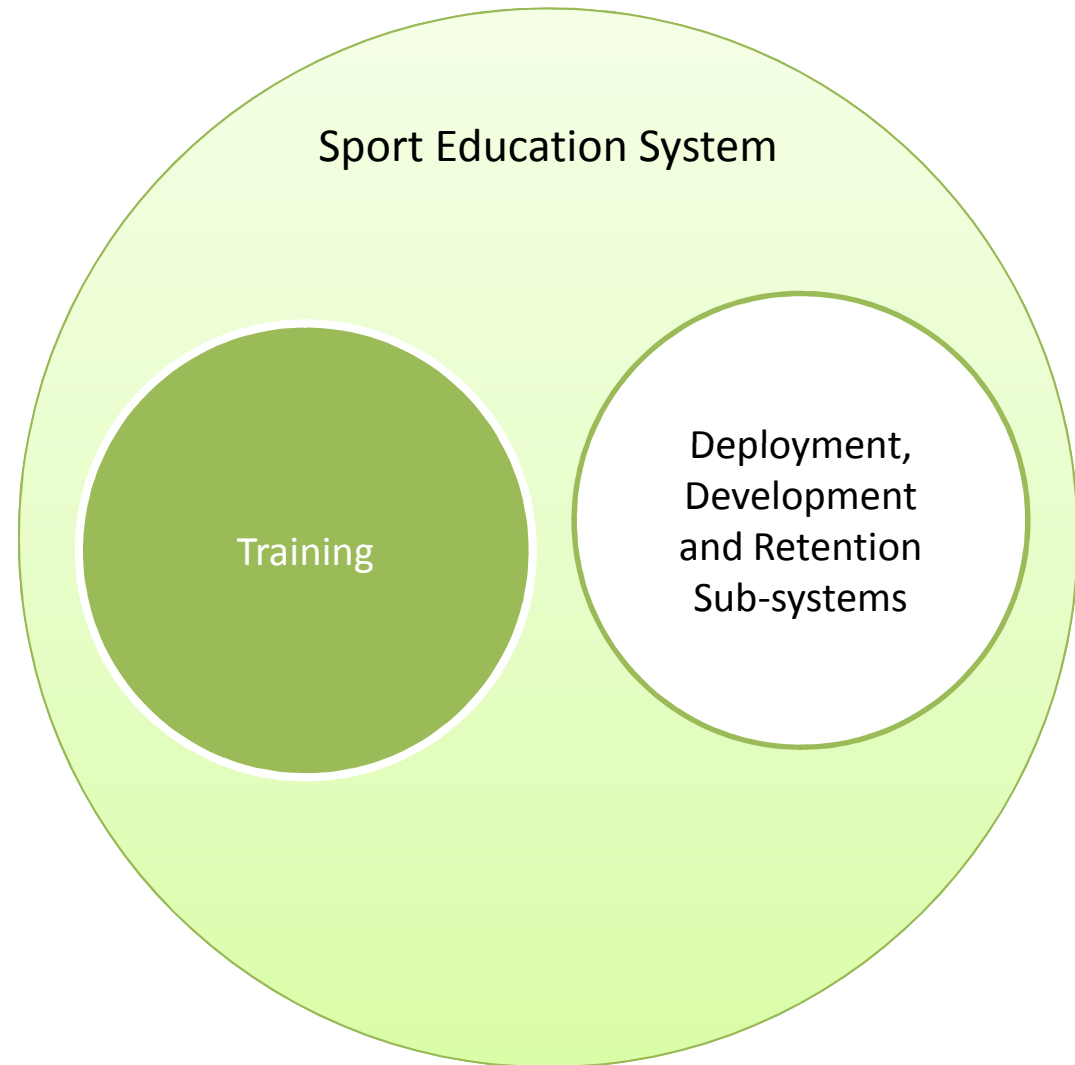
(Duffy, 2010)

3. Collaboration

Photo courtesy of CIPRB

4. On-going, Non-formal & Informal

Sport Education System

Training

Deployment, Development and Retention Sub-systems

4. On-going, Non-formal & Informal Learning

Photo courtesy of ONOC

4. Beyond the training course

Attacking rural poverty: How non-formal education can help
## By Phillip Coombs & Manzoor Ahmed (1974)

"Education can no longer be viewed as a time-bound, place bound process confined to 'schools' and measured by years of exposure.

Education equates with *learning*, regardless of where, how or when learning occurs."

This has been underscored and reinforced by UNESCO's International Commission for the Development of Education.

Mallett et al. 2009: p.327

Formal vs Informal Coach Education
by Mallett, Trudel, Lyle & Rynne

Formal learning

On-going practice

Non-formal learning
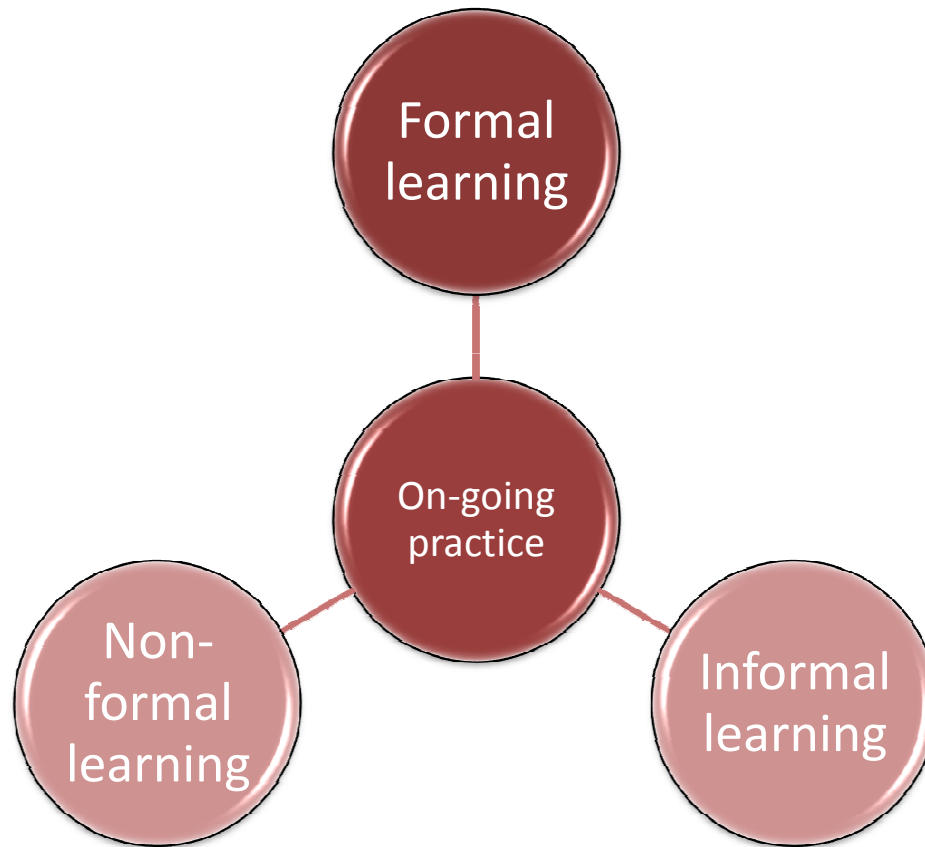
Informal learning

Adapted from Mallett et al. 2009

Formal vs Informal Coach Education
by Mallett, Trudel, Lyle & Rynne

- Formal (guided or mediated) learning can accelerate coach development. However formal learning situations cannot deliver all key learning principles.

- Formal educational situations cannot encompass all of the experiential learning required to 'embed' learning.

- Potential disadvantages of informal education situations can be alleviated by elements of structured mentoring and learning contracts.

- The experiential element of learning can be moved from work experience to apprenticeship by adding a degree of structure, reflection and evaluation.

- Formal education needs extensive and variable experiences to convert situated learning to understanding.

Adapted from Mallett et al. 2009

On-going Development

"Putting in place a training and development plan for the coaches encourages them to want to achieve the next level of development."
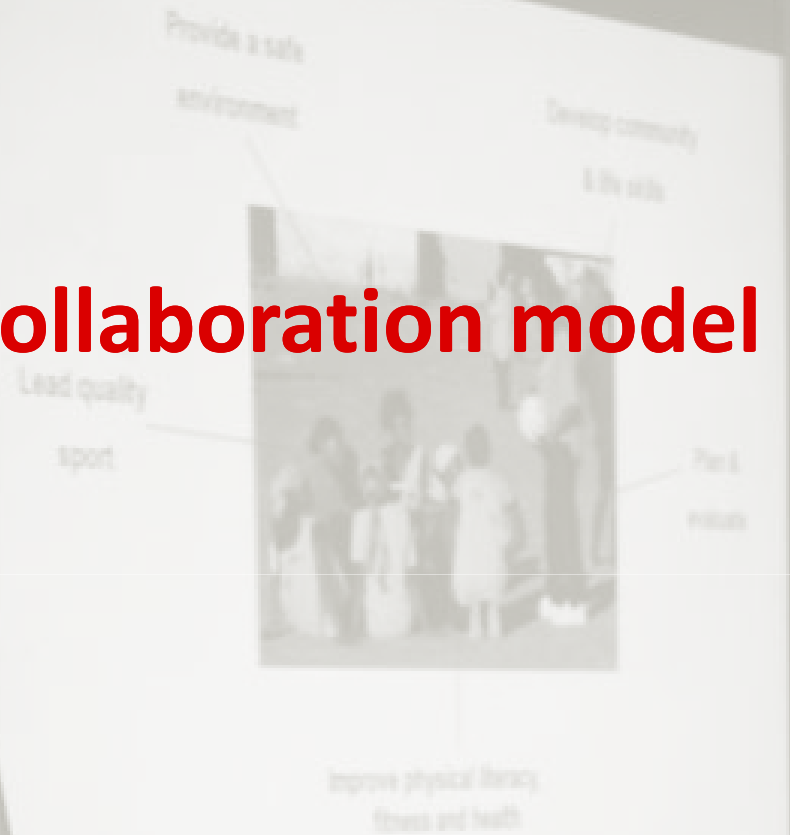
"Skill and capability development is worked on and assessed between courses and training programmes."

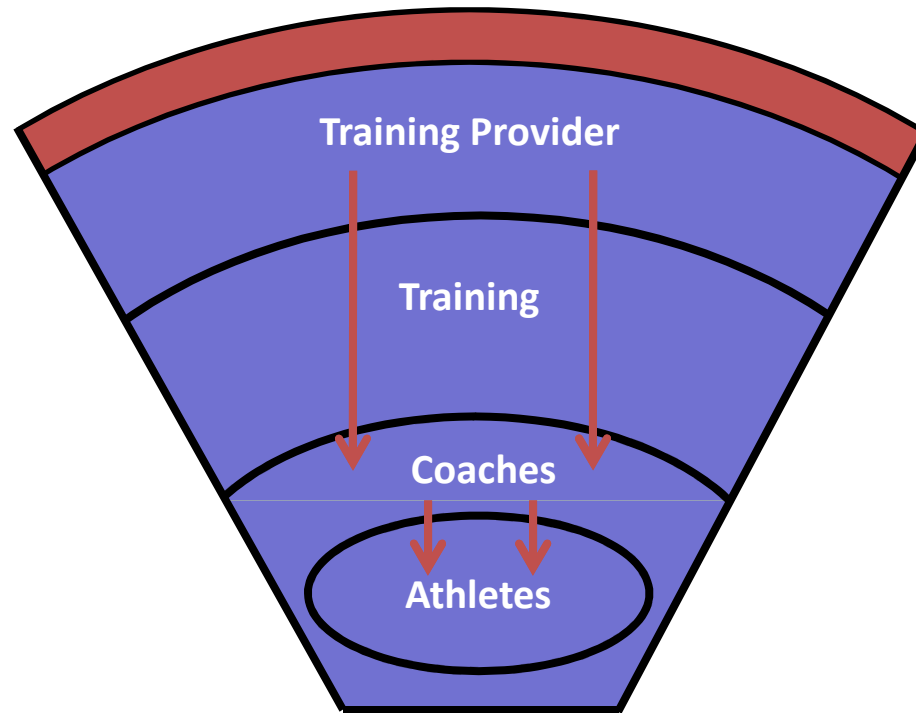"This provides the parameters for needs assessment and targeted mentoring and further training."

Paul Otieno, CHRISC RWANDA
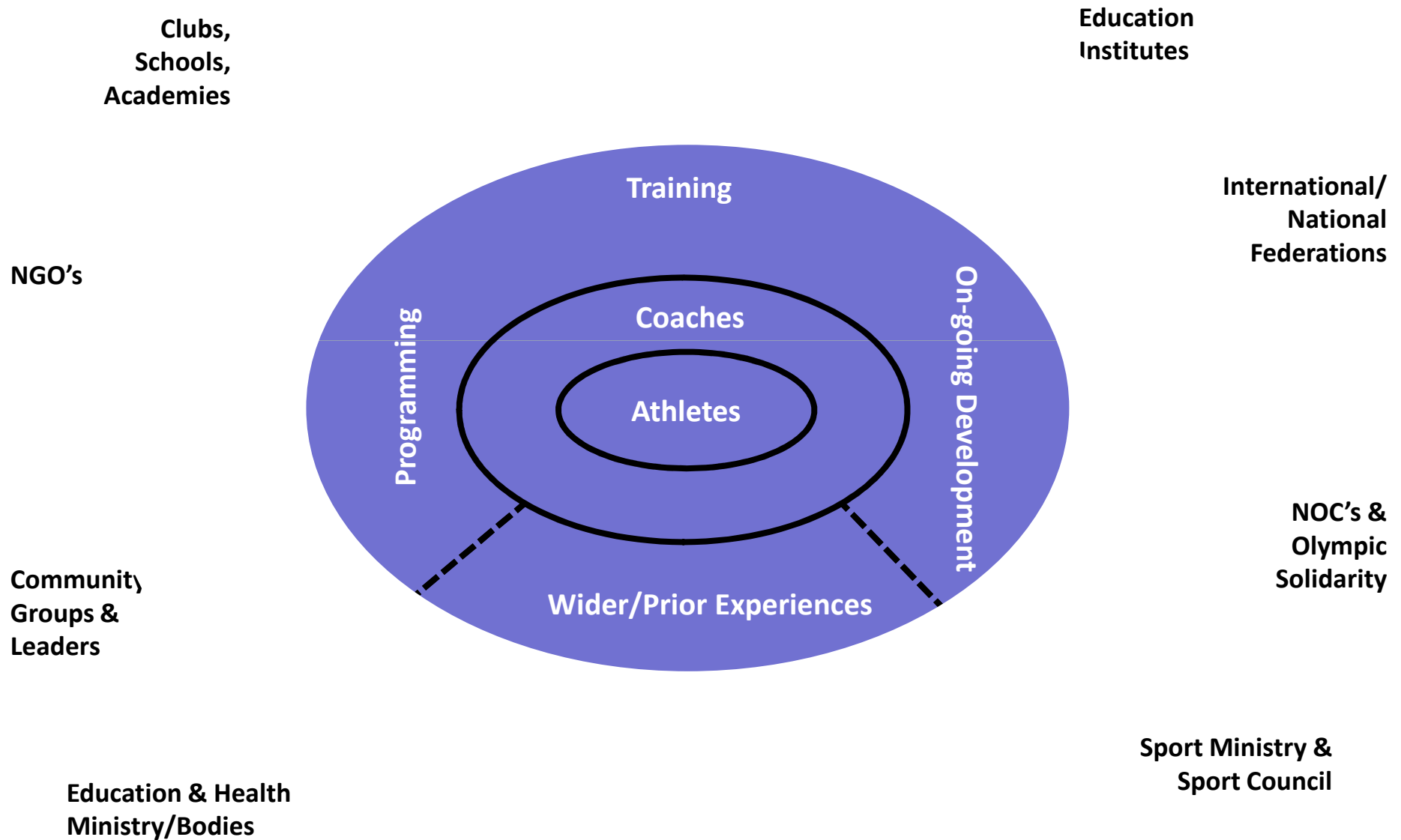
5. Coach Development collaboration model

International *community* Coach Education Systen
Coach Development Model

International *community* Coach Education Systems
Coach Development Model

Clubs,
Schools,
Academies

Education
Institutes

NGO's

International/
National
Federations

Training

Programming

Coaches

On-going Development

Athletes

Community
Groups &
Leaders

NOC's &
Olympic
Solidarity

Wider/Prior Experiences

Sport Ministry &
Sport Council

Education & Health
Ministry/Bodies

Ollie Dudfield

UK Sport International

oliver.dudfield@uksport.gov.uk