

**Performance Coach Award
Community of Learning Event
Facilitator Notes**

BCAB Performance Coach

Community of Learning Event Facilitator Notes

Introduction

These Facilitator Guidance Notes provide specific guidance for Facilitators regarding the delivery of the British Canoeing Awarding Body Performance Coach Community of Learning Events.

Please see 'Performance Coach Delivery Centre Guidance' for details of the management and administration requirements.

Vision

The 2-day, face-to-face Community of Learning events provide opportunities for coaches to explore 'Performance Coaching' and how this relates to their coaching practice.

Coaches will share these events with other highly motivated, skilled and experienced coaches from a range of disciplines, offering powerful opportunities to explore, develop and refine their thinking about their coaching practices, knowledge and understandings.

The support and challenge that the coaches and facilitators bring to these events should feed coaches' curiosity; stimulating them to explore and stretch new ideas in their coaching whilst also helping them to refine their existing practices.

Audience

The British Canoeing Awarding Body Community of Learning events are open to coaches who:

- are registered on the Performance Coach qualification pathway;
- are a qualified British Canoeing Awarding Body Performance Coach;
- meet the following Performance Coach registration prerequisites, i.e.:
 - relevant coaching qualification or APL (see Course Guide Appendix 1);

- full National Association membership;
- in-date First Aid training;
- Safeguarding training (as required by their Delivery Centre).

The Community of Learning events are designed to support coaches working towards a Performance Coach Award Qualification. They are also considered appropriate and repeatable, as stand-alone training to support ongoing learning and development. Coaches can attend as many of these face-to-face events as they wish; there is a minimum requirement to attend at least one prior to assessment¹.

There is no age restriction to the Community of Learning events. Where coaches under the age of 18 are allowed to attend the course, appropriate safeguarding measures must be implemented and due attention paid to the enhanced and legal responsibilities.

A Team Learning Environment

The nature of the Community of Learning events is significantly different to *'formal'* *'taught'* traditional Coach Education. The Community of Practice events offer something different. Instead we are aiming to create a facilitated learning environment with an open, positive and welcoming atmosphere where everyone feels safe to participate fully, to question and to express/share their own thoughts and opinions.

Facilitators will use learning activities that, for example, provide opportunities for the learners to:

- engage in collaborative working;
- engage in problem solving activities;
- critically reflect (examining assumptions, developing alternative approaches);
- link theory to their practice (and vice versa);
- discuss their thoughts on applying, realising, or practicing their ideas;

¹ Coaches who have completed British Canoeing Awarding Body Performance Coach Core Training (pre 2020) are exempt from this minimum requirement, although may still wish to access the learning opportunity.

- connect past or similar experiences to new information being examined;
- engage in making sense of, and deepening understanding of, relevant topics;
- plan how they will apply new thinking;
- present, explain and justify their ideas to others;
- gain explicit feedback from other people;
- gain subtle feedback from other's reactions to their thoughts or ideas.

To support this team learning environment, facilitators will need to:

- empower the learners to be self-directing (avoid providing answers, or 'playing the expert') instead encourage thinking, searching, creating, etc.;
- commit to get to know the people in the room;
- be approachable, committed to building positive relationships with all attendees;
- be confident in their knowledge of coaching practice;
- be able to design creative and innovative learning activities that are relevant to the people in the room;
- respect and draw on the learners' opinions, values and experience;
- select content that is meaningful, motivating and matters to the learners;
- value and respect each person in the room equally (irrespective of what they know, think, or can do, or where they are in their learning journey);
- work collaboratively with the learners in the room to create meaningful learning opportunities;
- foster a spirit of critical reflection, curiosity and inquisitiveness.

The facilitator's role is to help the coaches further the understandings that underpin their coaching practice, and help them develop their ideas about application that will enhance and optimise participants' and groups of participants' long term development and wellbeing.

Programme Design and Content

Each Community of Learning Event will have its own unique programme of content. It is the responsibility of the Facilitator team to select content and design suitable learning activities that are relevant and pertinent to the Coaches in attendance, whilst also following these Guidance Notes. Delivery Centres are expected to verify programme plans and content.

Community of Learning events are delivered over two consecutive days. Each 'day' includes at least 6 hours' high quality teaching/learning contact time, along with adequate breaks to allow informal discussion. For example, 0900 start, 1700 finish; with an hour lunch break and two 30 minute breaks each day.

Each course is staffed by a minimum of two Delivery Centre Performance Coach Facilitators; with courses having between 4 and 12 candidates.

Recruitment and Booking

The Delivery Centre is responsible for advertising Community of Learning events, taking bookings and payment, and checking candidate eligibility.

Along with the usual personal information collected at the point of booking, information will also be gathered regarding candidates':

- specific learning needs;
- information about their coaching role;
- areas of interest or topics they may wish to explore.

This information will be shared with the facilitators to support programme planning.

Venue

Facilitators have the option of using classroom, land and water-based venues for practical learning activities. Courses are organised at venues that have access to:

- a suitable indoor 'classroom';
- water for generic type, practical activities;
- a large space for land-based practical activities;
- space for informal off-task social interaction.

Classroom: the classroom should be set up to maximise interaction with, and between, learners in the room, e.g. round tables with groups of 4 learners, enabling social learning and positive relationship building.

Water: Access to water for generic type, practical activities will be available (very sheltered water venue, with accessible bank-side for observation).

Land-based practical activities: A large classroom, sports hall, or access to outside space will be available to use for practical, land-based activities.

Social space: Venues should be selected to support the informal time during the course. This is important time for coaches to share ideas, form and sustain relationships with their peers/facilitators as effective partners in learning.

Paddling kit: It is expected that coaches and Facilitators will be able to provide their own paddling equipment.

Content

Each course will be framed around the Performance Coach Decision Making Model overleaf, using this to connect relevant topics and content to each other, and to the Performance Coach qualification/role. The Facilitator team will select specific content and design suitable learning activities that are relevant and pertinent to the Coaches in attendance. Each course will typically have at least three 'hot topics', with topics chosen from the main areas of the model. The course is bookended by an introduction and conclusion.

1. Course Introduction;
2. **SELF:** Understanding who you are as the coach;
3. **WHO:** Understanding who you are coaching;
4. **WHAT:** Understanding what you are coaching;
5. **HOW:** Understanding how you are coaching;
6. **WHERE:** Understanding the context in which you are coaching;
7. Conclusion.

See pages 8-17 for further details of the content blocks. Please also refer to the 'Performance Coach Assessment Guidance' to ensure content is planned that is relevant to the qualification.

Performance Coach Decision Making Model – The WHO WHAT HOW

This model is a useful tool to support coaches to develop their thinking about their decision making process as it links well to the Performance Coach role.

The model aims to represent the idea that the Coach is constantly engaged with the problem of improving a participant's development and performance. This requires them to be continually making, and fulfilling, decisions to enhance and optimise participants' and groups of participants' long-term development and wellbeing. Coaching practice (i.e. the way the coach plans, delivers and reviews to facilitate learning and development) therefore involves a constant internal dialogue comparing plans, goals, tasks and coaching strategies with the reality of their participant's performance, improvement and state of mind. This problem solving and decision making process requires constant attention and evaluation of the influencing factors (i.e. the WHO, WHAT and HOW they are coaching, in the context of WHERE they are coaching, and their own beliefs, values, behaviours and skills - SELF). With the Coach seeking maximum alignment between the learning environment created and the participant's performance, development and wellbeing (in line with their goals and aspirations).

Facilitators are provided with a PowerPoint resource of the model for use on their courses.

References

The model is based on the work of Abrahams et al (2015). See reference overleaf.

Additional relevant references include:

Abraham, A., Collins, D. (2011). Effective Skill Development: How Should Athletes' Skills Be Developed? In Collins, D., Richards, H., & Button, A. (Eds.) *Performance Psychology: A Guide for the Practitioner*. Kidlington, Elsevier. Chapter 15.

Muir, B., Morgan, G., Abraham, A., Morley, D. (2011). Developmentally Appropriate Approaches to Coaching Children. In Stafford, I. (Eds) *Coaching Children in Sport*. Routledge. 17-37.

Till, K., Muir, B., Abraham, A., Piggott, D., & Tee, J. (2019). *A Framework for Decision-Making within Strength and Conditioning Coaching*. *Strength & Conditioning Journal*: 41(1) 14-26.

Performance Coach Decision Making Model – The WHO WHAT HOW



Adapted from Abrahams et al (2015)².

² Abraham, A., Saiz, S.L.J., Mckeown, S., Morgan, G., Muir, B., North, J., Till., K. (2015), 'Planning your coaching: a focus on youth participant development' in C. Nash (Ed.) Practical sports coaching, Abingdon: Routledge. Chapter 2.

Course Introduction

Main Aims

- Getting to know one another, setting the tone and introducing the event;
- Strengthening the Coach's vision of them self as a 'high performing coach'.

Tone

Use this session as an opener to introduce the event, to hook the coaches in by making them curious and receptive to learning and set the direction for the rest of the event. Aim to influence the mind-set of the people in the room (inspire interest, engagement, and the motivation to continue to apply the learning after the course has finished):

- capture attention and stimulate interest;
- put people at ease, allow time for people to get to know one another;
- involve the learners in making it relevant/real to them;
- engage people straight away;
- make the content related to the day;
- create a non-hierarchical atmosphere where everyone is valued and respected;
- give people a reason to want to learn.

Potential Activity

"What is your vision of the best version of yourself as a high performing coach?"
(pre-course question)

Discuss your ideas with a partner... can you add anything to your list?

Discuss your ideas with another person... can you add anything to your list?

Whole group activity to see if they can create a list (or diagram) to show the core/shared attributes of a High Performing Coach.

The facilitator's role is to help the learners draw out factors relating to the role, e.g. something about³:

- inspiring and motivating;
- assessing and prioritising needs;
- technical and tactical knowledge;
- able to utilise a range of coaching strategies;
- coach-athlete relationships (and athlete-athlete relationships);
- maximising engagement, motivation, enjoyment and development;
- professional standards and safety;
- self-awareness;
- learning coach.

Summarise

Inspire the coaches to utilise their outputs from the activities in this session to identify where they might want to take their coach development, and help the coaches to make links between these outputs and the Performance Coach qualification.

Use this to pre-empt/front load development planning later in the course to help the coach identify what they need to do to bridge the gap between their current coaching skills, knowledge and understanding, and their vision of the best version of themselves as a high performing coach.

³ These bullet points are from the qualification learning outcomes/unit specification.

Understanding yourSELF

Main Aim

To provide an opportunity for each coach to advance their self-awareness. Aiming to move it towards a position where they can explain and demonstrate how their values and beliefs underpin and shape their coaching practice.

Potential Content

- understanding how their values and beliefs underpin their coaching practice, for example:
 - what we mean by a 'Coaching Philosophy';
 - why a Coaching Philosophy is important;
 - activities to develop the coaches' understanding of the values and beliefs that underpin their practice;
 - how their philosophy is lived out in practice;
 - activities to strengthen their philosophy;
 - how the Coach views success;
 - exploring views on the Coach's role in helping learners learn?
 - Growth Mindset;
- exploring when it is difficult to live out a personal philosophy, and how you respond in these situations;
- understanding and managing emotions within the coaching environment;
- how to utilise awareness of personal bias, skills, values and beliefs in the management of the coaching environment;
- setting out the highest professional standards as a coach.

Activities on Coaching Philosophy should link to, and reference, the 'Performance Coach Coaching Philosophy Task'. Expect coaches to be at different stages with the development of their own philosophy.

Understanding WHO you are coaching

Main Aim

To provide an opportunity for each Coach to advance their understanding of WHO they are coaching.

Potential Content

- getting to know the ‘whole’ person, e.g.:
 - needs analysis;
 - motivations, goals and aspirations;
 - technical and tactical;
 - physiological;
 - psychological;
 - personality;
- measurement tools and conducting testing;
- gathering information in/for the here and now;
- understanding age related developmental factors;
- understanding stages of learning;
- programme design and implementation;
- goal setting (balancing wants and needs);
- understanding different interpretations of ‘success’;
- understanding participants’ expectations of the Coach.

Understanding WHAT you are coaching

Main Aim

To provide an opportunity for each Coach to advance their understanding of WHAT to coach.

Potential Content

- approaches to delivery of technical progressions;
- thinking on technical templates, the 'non-negotiable, absolutes'?
- understanding the difference between 'technical templates' and the coaches' personally held 'mental models';
- fundamental movement skills (balance, agility, co-ordination);
- fundamental paddlesport skills (posture, power transfer, connectivity, feel);
- forward paddling master class;
- observing accurately.

Understanding HOW you are coaching

Main Aim

To provide an opportunity for each Coach to advance their understanding of HOW to coach.

Potential Content

- how to inspire and motivate participants and groups of participants to achieve their goals;
- how to exploit participants' existing motivations and enhance intrinsic motivations;
- how to respond and adapt to changing/developing wants/needs;
- coaching strategies to enhance and optimise performance of participants and groups of participants;
- how to meet individual needs within groups of participants; and how to meet group needs;
- how to develop and maintain high quality relationships with, and between, participants (connectedness/relatedness, rapport, trust, respect, consent, professional relationships):
 - how to connect with participants in a way that allows the Coach and participant to trust and commit to each other, work effectively together, and know and understand one another;
 - how to support the social dynamics within groups of participants;
- how to manage the complexities of maintaining participants' engagement, motivation, enjoyment and development;
- how to utilise decision-making and problem solving skills; monitoring and evaluation strategies; review and reflection to support participants' engagement, motivation, enjoyment and development within the coaching environment.

Further specific content for consideration

- coaching for long-term development;
- how to utilise empowering coaching behaviour;
- how to create a mastery focused environment;
- how to utilise autonomy supportive coaching behaviours;
- how to utilise relatedness supportive coaching behaviours;
- how to utilise structure to enhance the learning environment;
- task design and structuring practice;
- how to develop participants socially, develop self-esteem and confidence;
- how to utilise feedback to enhance learning;
- how to manage safety within dynamic environments.

Topics from the Coach Award programme can also be considered.

Understanding WHERE you are coaching

Main Aim

To provide an opportunity for each Coach to advance their understanding of how the context of WHERE they are coaching influences their practice.

Potential Content

Understanding of the influence of the context within which they are working, for example:

- organisational values;
- accepted practices and traditions;
- the resources available (e.g. transport, venue, help);
- physical constraints;
- client expectations;
- the nature of your deployment (e.g. paid/unpaid);
- the influences of other people (e.g. parents, other participants, employer, respected others).

Conclusion

Main Aim

To bring the event to a close and to help the Coach identify their next steps to continue their growth and development.

Tone

Use this session to bring the event together and to inspire/support the coaches to generate some specific plans to help themselves move forwards.

Development Planning Potential Content

It is important to help the Coach develop clarity (and ownership) in the purpose and detail of their development goals and the methods they may go about achieving them. Consider involving the learners in:

- diagnosing their own learning needs;
- planning for their learning;
- formulating their own learning objectives;
- designing their own learning plans;
- identifying what support they need to carry out their plan:
 - how they can utilise a Performance Coach Mentor;
 - how they can utilise Coach Developers;
- evaluating their learning.

Consider utilising the products from the introduction session to identify and detail their next steps if appropriate.

Administration

Delivery Centre Management

Performance Coach Community of Learning events can only be organised by the Delivery Centre.

The Delivery Centre is responsible for programming courses, course authorisation, the recruitment and deployment of facilitators, ensuring required candidate numbers are met, venue booking, candidate recruitment and booking, financial arrangements, marketing, record keeping, monitoring and evaluating the effectiveness of the events, and the initial pre-course information.

Please see 'Performance Coach Delivery Centre Guidance' for details of the management and administration requirements.

Pre-course Information

At least 2-weeks prior to the Community of Learning event, the Facilitators must send final pre-course information to the candidates.

This should be welcoming, friendly and informative; it is important in starting to build a positive relationship with the coaches.

The pre-course information should include:

- information about the course programme;
- detailed information about logistics, e.g. the venue, directions, timings, equipment, food, etc.;
- advice about what they need to bring and what is provided;
- an invite for candidates to make contact if they have any questions;
- details of any pre-course preparation required;
- a reminder of the course cancellation policy.

Performance Coach Pathway Registration

Whilst registration is not a requirement for the Community of Learning events, facilitators need to be aware of the requirements and the process in order to advise attendees if required. See details in 'Performance Coach Course Guide'.

Pre-Registration Guidance

Prior to Performance Coach registration, coaches are required to contact their Delivery Centre to arrange an initial discussion. **This dialogue could occur during the Community of Learning event if the Coach has not yet gone through this process.**

This process is designed to help the Coach assess the programme's suitability for their specific learning needs and allow them to check that it will provide the learning opportunities they seek. This provides them with the chance to explore their expectations and to ask questions prior to registering.

This also provides an opportunity to check that the Coach has a suitable base of experience and is currently actively coaching (and qualified) in the discipline/environment relevant to the pathway they wish to follow. The conversation, aims to provide support, guidance and make recommendations to help ensure the Coach has the essentials in place and to help them move forwards appropriately.

If a facilitator undertakes this responsibility, they must pass on information regarding the conversation to the Coach's Delivery Centre. The Delivery Centre can then contact the Coach to progress the registration process.

Cancelling Courses

Facilitators are required to follow the Delivery Centre's course cancellation policy.

Courses may need to be cancelled, for example, due to minimum numbers of candidates not being met, staff illness, or extreme weather affecting safe travel.

End of Course Administration Process

Immediately after the Community of Learning events, the facilitator is required to complete their Delivery Centre **Course Results process**.

Facilitators need to ensure they are fully aware of the end of course process and required timescales.

Feedback from Course Participants

Delivery Centres are required to gather, and act upon, feedback from candidates on the quality of their course, sharing relevant information with facilitators. Evidence of this should be retained for quality assurance purposes.

Feedback to Delivery Centres

Facilitators are encouraged to provide written feedback to their Delivery Centre about any issues that may help with the general development of the awards. Feedback should be returned to the Delivery Centre Manager.