

Highlighting the synergy between sports coaching and physical education

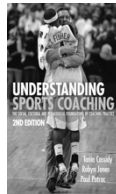
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Why am I interested?

- ❖ Personal interest...
 - ❖ I am still playing sport and have family playing sport

- ❖ Professional interest...
 - ❖ Ex-physical education teacher
 - ❖ Cassidy, T., Jones, R. & Potrac, P. (2009).
 - ❖ Cassidy, T., & Kidman, L. (under review). *Initiating a national coaching curriculum: A paradigm shift?*
 - ❖ Cassidy, T. (1995). *Politics, policies and physical education: New Right reforms.*



Order of events

- ❖ What do we already know?
- ❖ Physical education and coaching: What and where are the synergies?
- ❖ Examples from the field
- ❖ Take home message



What do we already know?

- ❖ Who is involved in coaching?
 - ❖ as a coach?
 - ❖ as an administrator?
 - ❖ as a participant in coach development?
 - ❖ as someone involved in a regional or national sports organisation?
- ❖ Who is aware of the SPARC documents?
- ❖ How have the documents influenced your involvement in coaching?








Physical education and coaching: What and where are the synergies?

WHAT?

- ❖ Physical Education: *The New Zealand Curriculum (2007)*
- ❖ Coaching: *The Coach Development Framework (2006)*



WHERE?

- ❖ Principles
- ❖ Communities
- ❖ Assessment







Principles

	<i>Coach Development Framework</i> (p.4)	<i>The New Zealand Curriculum</i> (p.9)
	Community based	Community engagement
	Athlete centred	Learning to learn
	Integrated	Coherence
	Inclusive	Inclusion
	Appropriate for New Zealand	Cultural diversity






Communities (yes but...)

 Coach Development Framework (p.6-8)	 The New Zealand Curriculum (p.13)
Coaching communities:	Key competencies:
High performance, competitive adult, social adult, late and early teenage, late, middle and early childhood.	<u>Participating & contributing</u>
Explore, learn, participate, perform and excel	<ul style="list-style-type: none"> ☉ Communities include: family, whānau, school and those based on common interest or culture. ☉ Purposes: learning, work, celebration or recreation. ☉ Capacity to: contribute as a group member, to connect with, and create opportunities for, others.

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Assessment

 Coach Development Framework (p.11-12)	 The New Zealand Curriculum (p.39-41)
Purpose: To check that learning has taken place.	Purpose: To improve students' learning and teachers' teaching.
Best understood as: competency based, based on coaches' needs, involves gathering evidence of the coach applying their learning in practical context.	Best understood as: an ongoing process, involves focused and timely (of the moment) gathering, analysis, interpretation and use of information (evidence).
Effective assessment: it is fair, valid, appropriate and non-threatening.	Effective assessment: benefits students, involves students, supports teaching and learning goals, is planned and communicated, is suited to the purpose and is valid and fair.

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Examples from the field

- ❖ Basketball New Zealand
 - ❖ <http://www.basketball.org.nz/coaches/coaching-development/>
 - ❖ http://www.basketball.org.nz/starter_pack/summary.php
- ❖ Others e.g., yachting
 - ❖ <http://www.sparc.org.nz/sport/coach-development-education>
 - ❖ <http://www.sparc.org.nz/sport/coach-development-education/nso-coach-development-framework>
- ❖ CDF: Appendix 2
 - ❖ <http://www.sparc.org.nz/sport/coach-development-education/framework-programme-materials>
- ❖ From the floor

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Take home message and asking a question

- ❖ There are synergies between physical education and coaching.
- ❖ Physical educators have the knowledge, skills and understandings to influence coaching practice in New Zealand.
- ❖ Could coach development be an opportunity for PENZ???