



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Coaching Pedagogy

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Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Outline

- Introduction to Module
 - Module outline
 - Assessments
- What is Coaching Pedagogy?



Coaching Pedagogy

Coaching Pedagogy



What is Coaching?



What is the purpose of coaching?



Partner Discussion

Following your observations of the videos of David Brailsford (Cycling) and Jose Mourinho (Football):

1. What are their views of coaching?
2. Are there any similarities and differences in their views of coaching?

Coaching is about Participant Development

Group Task

In your groups of 3-4:

1. If you do not know each other, please introduce yourselves!
2. In your groups number yourselves 1-3 (if group of 4 have 2 number 3's).
3. Think back to some positive coaching experiences you have had.
4. Reflecting on these experiences, discuss and make some notes on:
 1. What did the coaches do well?
 2. What made them a good coach?
 3. What were the important aspects of coaching (in the session, games, outside of competition/training)
 4. What are the skills and attributes of a good coach?

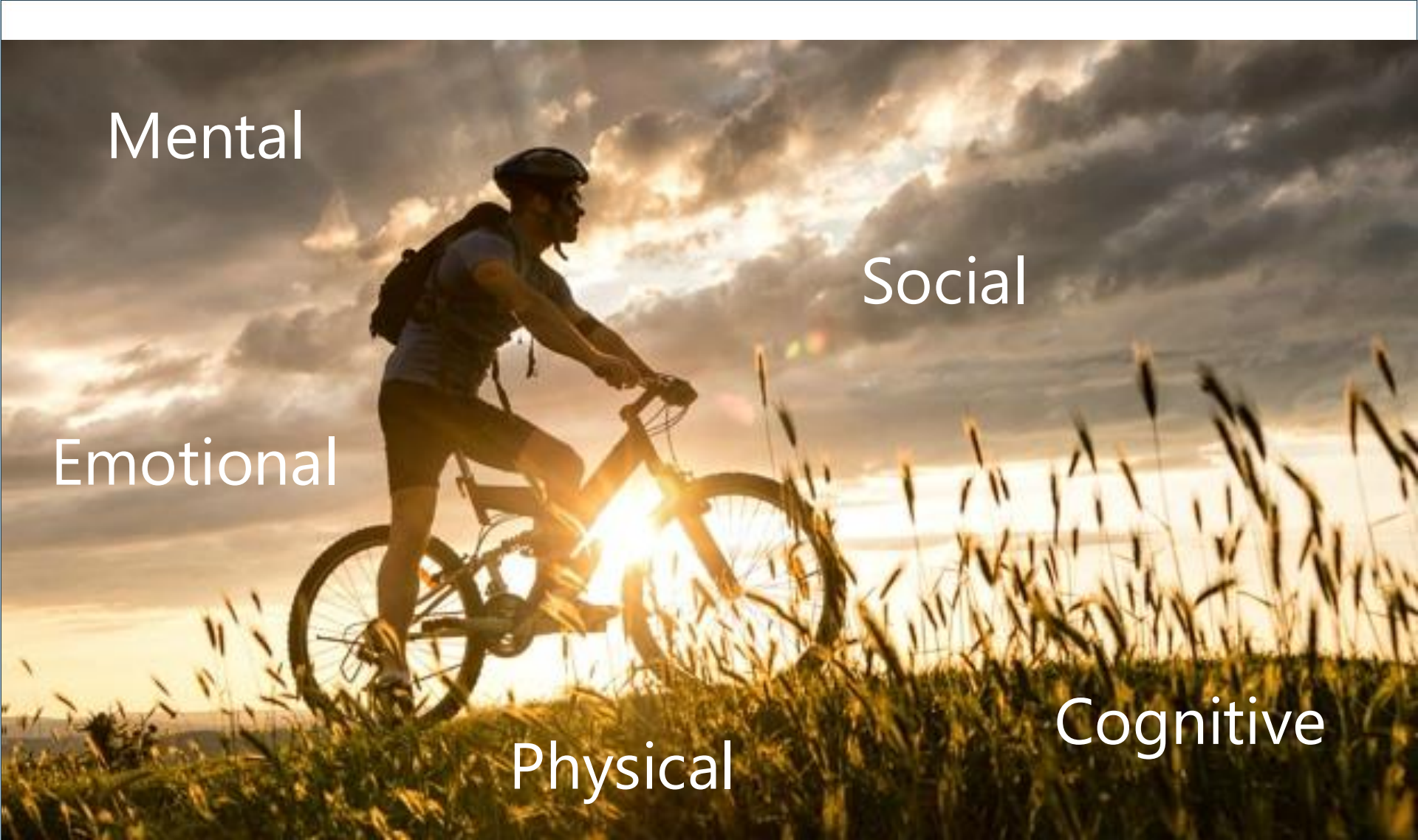
Note: A number from each group will be selected at random to respond in the main group therefore please ensure you have some notes ready.

Participant Development

Participant Development

People / Participants are whole
beings





Mental

Social

Emotional

Physical

Cognitive



Participant Development

Which makes us complex!!
& individual

Participant Development

Participant **Development**

Participant **Development**

Enhancing an individual's level of
competence (Larson, 2000)

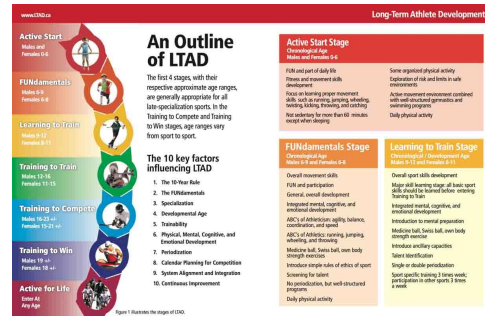
Participant Development in Sport

Participant Development in Sport

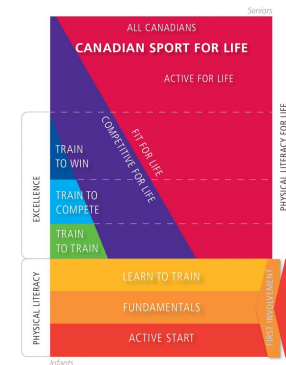
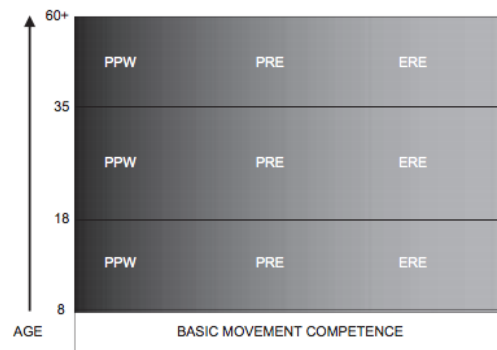
- Developing competencies in individuals
 - Physical, Social, Psychological, Cognitive
- Context of Sport
 - What are the important competencies for our sport? (Future lectures...)

Performance Pyramid





Models of Participant Development

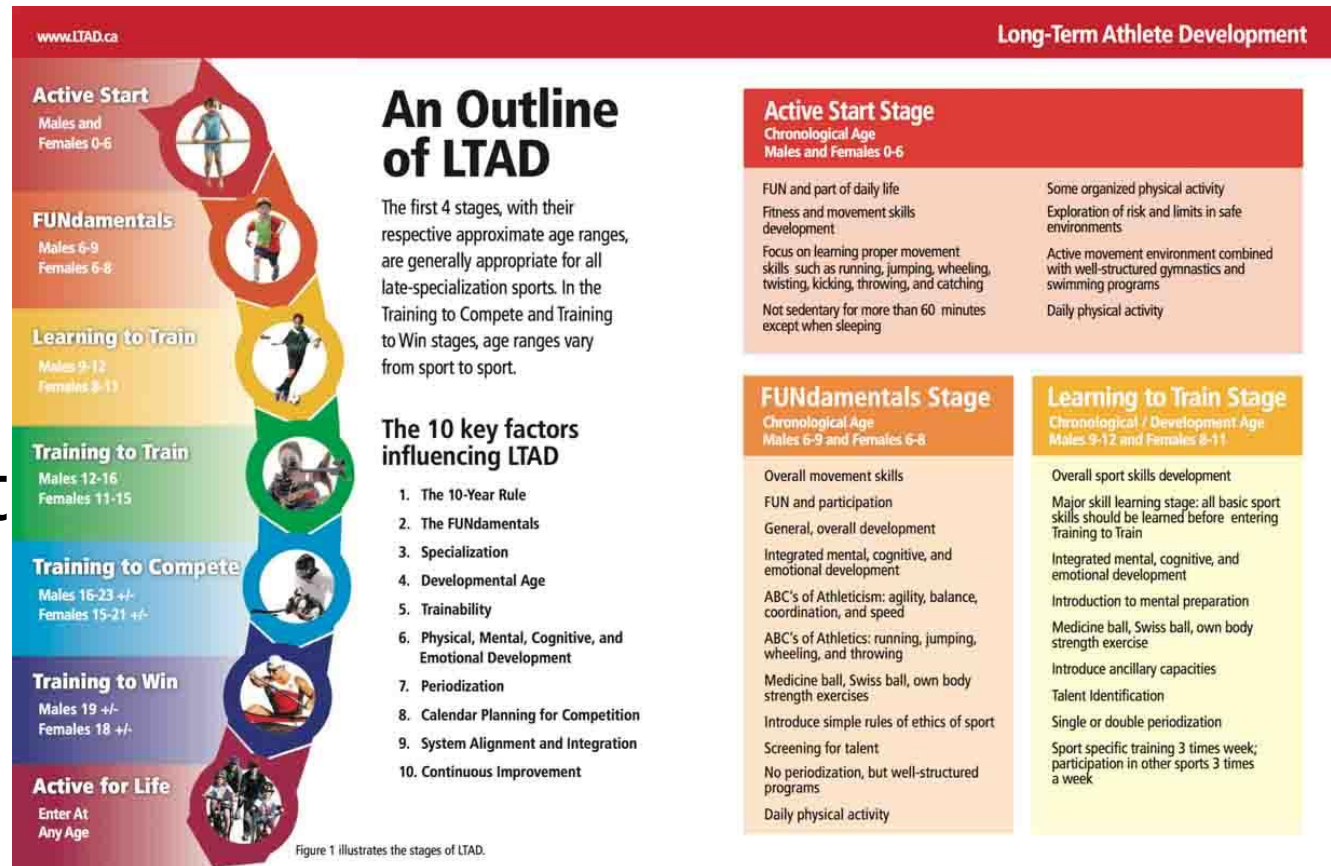


Participant Development Models

- What is a model?
- Talent development
- Athlete development

Long Term Athlete/ Participant Development Model

(Balyi, Way & Higgs, 2013)



Canada Sport For Life (2018) Available at:
<http://sportforlife.ca/resources/>

Active StartMales and
Females 0-6**FUNDamentals**Males 6-9
Females 6-8**Learning to Train**Males 9-12
Females 8-11**Training to Train**Males 12-16
Females 11-15**Training to Compete**Males 16-23 +/-
Females 15-21 +/-**Training to Win**Males 19 +/-
Females 18 +/-**Active for Life**Enter At
Any Age

An Outline of LTAD

The first 4 stages, with their respective approximate age ranges, are generally appropriate for all late-specialization sports. In the Training to Compete and Training to Win stages, age ranges vary from sport to sport.

The 10 key factors influencing LTAD

1. The 10-Year Rule
2. The FUNDamentals
3. Specialization
4. Developmental Age
5. Trainability
6. Physical, Mental, Cognitive, and Emotional Development
7. Periodization
8. Calendar Planning for Competition
9. System Alignment and Integration
10. Continuous Improvement

Figure 1 illustrates the stages of LTAD.

Active Start Stage

Chronological Age
Males and Females 0-6

FUN and part of daily life

Fitness and movement skills development

Focus on learning proper movement skills such as running, jumping, wheeling, twisting, kicking, throwing, and catching

Not sedentary for more than 60 minutes except when sleeping

Some organized physical activity

Exploration of risk and limits in safe environments

Active movement environment combined with well-structured gymnastics and swimming programs

Daily physical activity

FUNDamentals Stage

Chronological Age
Males 6-9 and Females 6-8

Overall movement skills

FUN and participation

General, overall development

Integrated mental, cognitive, and emotional development

ABC's of Athleticism: agility, balance, coordination, and speed

ABC's of Athletics: running, jumping, wheeling, and throwing

Medicine ball, Swiss ball, own body strength exercises

Introduce simple rules of ethics of sport

Screening for talent

No periodization, but well-structured programs

Daily physical activity

Learning to Train Stage

Chronological / Development Age
Males 9-12 and Females 8-11

Overall sport skills development

Major skill learning stage: all basic sport skills should be learned before entering Training to Train

Integrated mental, cognitive, and emotional development

Introduction to mental preparation

Medicine ball, Swiss ball, own body strength exercise

Introduce ancillary capacities

Talent Identification

Single or double periodization

Sport specific training 3 times week; participation in other sports 3 times a week

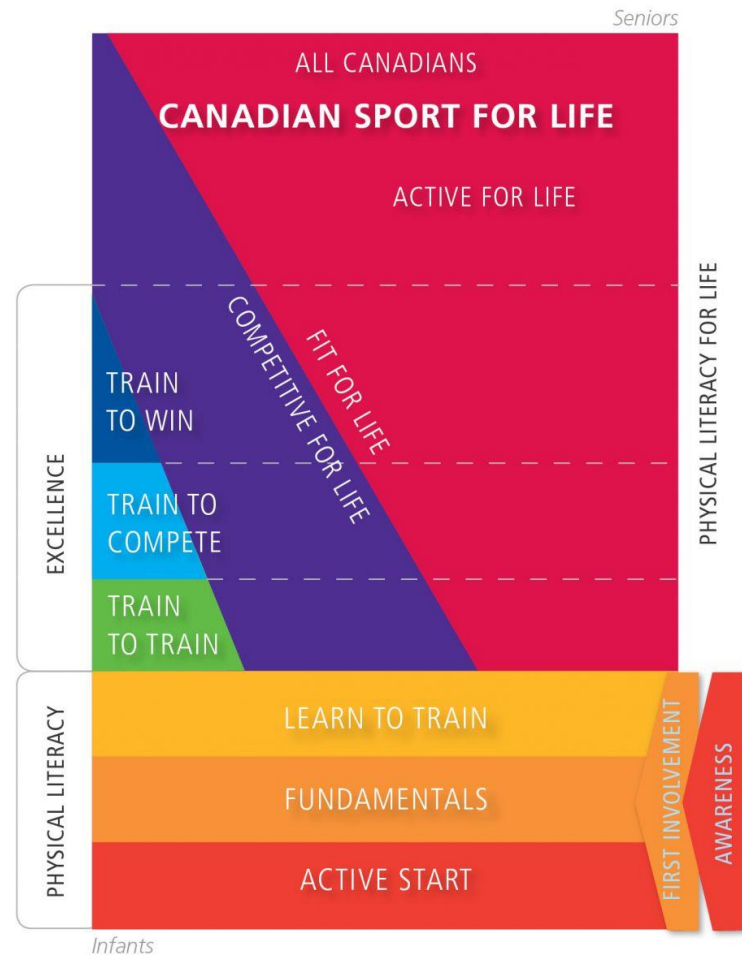


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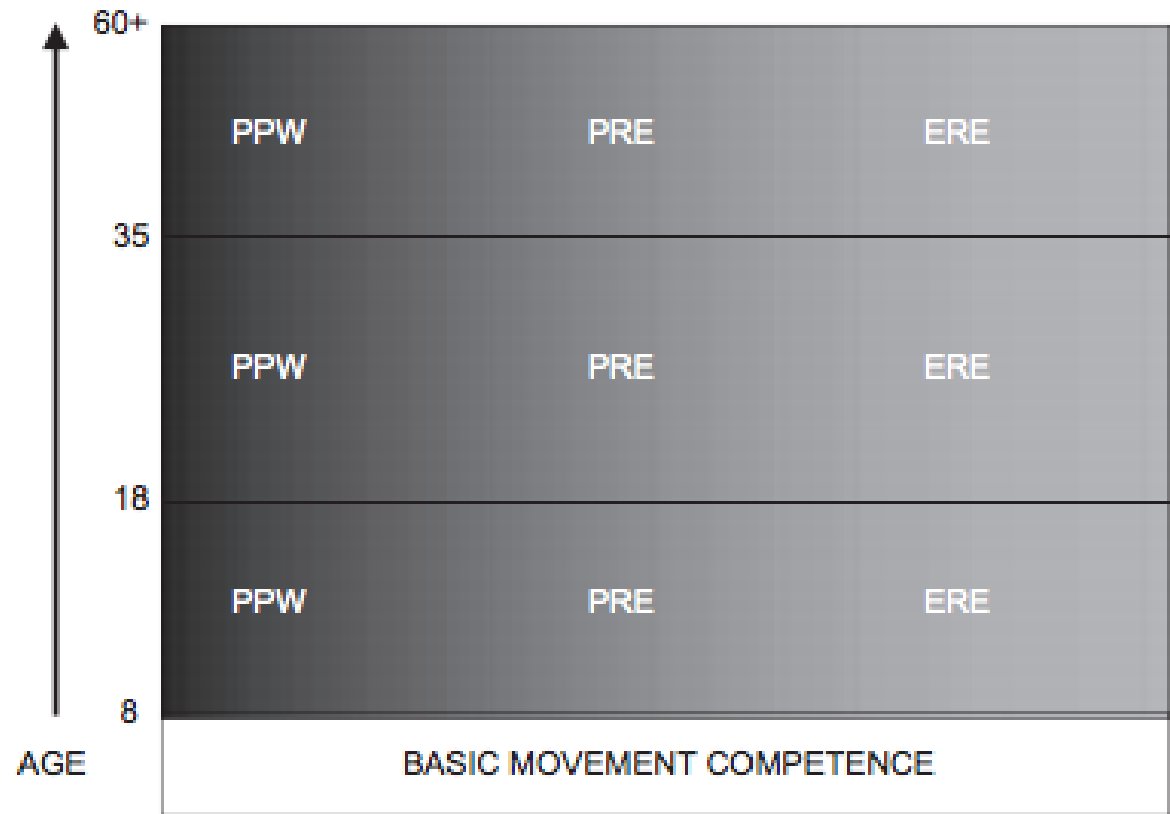
Long Term Athlete/ Participant Development Model (cont.)

(Balyi, Way & Higgs, 2013)



(Canadian Sport For Life, 2015)

Three Worlds Continuum



(Collins et al., 2012)

Coaching Pedagogy

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Coaching Pedagogy

Difficult to define...
Highly debated concept

Teaching

Learning

Subject Content

Context

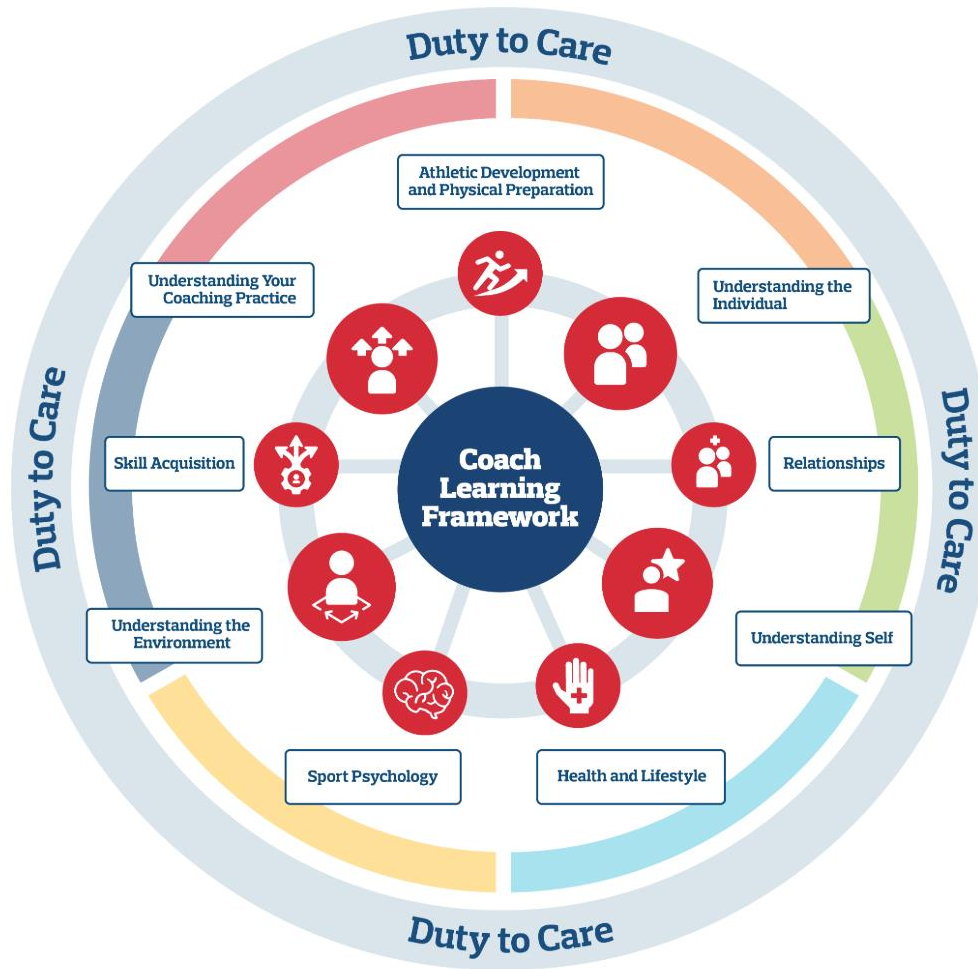
(Haereens et al., 2011)

Coaching Pedagogy

Concerns an exploration into the art and science of supporting participants to develop competencies

In this module – the context is Sport

Coaching Pedagogy



Coach Learning Framework (UK Coaching, 2026)

References

- Balyi, I., Higgs, C., & Way, R. (2013). *Long-term athlete development*. Champaign, Ill: Human Kinetics.
- Collins, D., Bailey, R., Ford, P., MacNamara, Á., Toms, M., & Pearce, G. (2012). Three Worlds: new directions in participant development in sport and physical activity. *Sport, Education And Society*, 17(2), 225-243.
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- Haerens, L., Kirk, D., Cardon, G., & De Bourdeaudhuij, I. (2011). Toward the Development of a Pedagogical Model for Health-Based Physical Education. *Quest*, 63(3), 321-338.