Australian Dragon Boat Federation Coaching Framework

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About the Coaching Framework Process

In 2016 the ASC updated the NCAS/NOAS process, so that these valued aspects of the scheme remained, but that the quality assurance process provided more depth than the current “tick and flick” process where NSOs provided single courses for accreditation. The aims of the new process were to:

1. Look at the whole of coach/official education, including all levels of formal education, but also encapsulating informal learning. This higher-level examination allows for sports to ensure they have sufficient scaffolding between learning experiences to support and progress learners.
2. Incorporate constructive alignment to ensure learning activities and assessment match the desired learning outcomes for any
3. Ensure the Framework aligned with the athlete pathway, so that coaches and officials at each level have the appropriate knowledge, skills and attitude to work with the athletes.
4. Support sports as they work through this process, through workshops where NSOs present their Coaching Framework, see the frameworks of other sports and learn from each other’s experience.

About the Consultant

Dr Danya Hodgetts has been a reviewer of National Coach Accreditation Scheme/National Official Accreditation Schemes (NCAS/NOAS) since 2000. In 2011, Danya undertook a review of the NCAS/NOAS process, consulting with National Sport Organisations and overseas government sport bodies. The review found that the NCAS/NOAS process was valued by sport as a quality assurance process, and through the Australian Sports Commission (ASC) consultants, they gained a broader perspective of best practice in other sports. In 2016/17, Danya consulted to the ASC to develop the process, criteria and resources for the updated review process.

From 2004-2013 Danya taught in Higher Education sector at CQ University, Southern Cross University and CQ Institute of TAFE, teaching face to face and online into the Masters of International Sport Management, Bachelor of Human Movement Science, Certificate III and IV in Fitness, Certificate III and IV in Event Management and Certificate IV in Training and Assessment. In addition to teaching duties, she performed reviews of units and degree programs and worked in the university’s quality assurance unit developing quality assurance criteria for Units and Degrees.

As a consultant with Dangerous Minds, Danya has developed coaching and officiating and educational programs for surf lifesaving, canoeing, darts, cycling, rowing and triathlon, as well as customising the Certificate IV in Training and Assessment for the Australian Sports Commission to use for deliverers of the Community Coach Training Program.
Introduction

In 2011, the Australian Dragon Boat Federation (AusDBF) undertook a project to develop a formal Coach Education program, which provide all states with a consistent delivery and assessment resource. In 2016 the Level 2 Course was updated in the same format. The Level 3 Course is currently being developed/reviewed as part of the framework development process. Since that time the Australian Sports Commission (ASC) has updated the National Coach Accreditation Scheme (NCAS). The NCAS is the process that is used by the ASC to ensure the quality development, education and accreditation of coaches. The updated process requires national sports organisations to submit a framework that provides appropriate structure and context for the courses that underpin it.

In terms of structure, the coaching framework will typically mirror the athlete pathway, which: “spans the entire continuum of athletic development – from initiation of fundamental movement and participation in physical activity through to lifelong engagement and proficiency at a senior, elite, and/or international level”. Athlete centred coaching is a program that intentionally focusses on the athlete’s needs at particular stages and what skills a coach will need to support that athlete. This might not seem different to previous coach education programs, but the shift in philosophy requires a more stringent examination of the phases of an athlete’s career and what coaches can do to enhance the athlete’s sporting experience within and through progression of stages.

In terms of context, the coaching framework is better integrated into a NSO’s strategic and operational environment. The previous requirement of registering individual courses had some criteria regarding policy and procedure, but it was difficult for reviewers to determine whether the course was meeting the needs of athletes and the NSO. The current framework requires NSOs to consult a broad range of stakeholders, take into account key organisational plans and review all training, development and updating activities.

Commonly used acronyms and terms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tr>
<td>NCAS</td>
<td>National Coach Accreditation Scheme. A quality assurance program conducted by the Australian Sports Commission.</td>
</tr>
<tr>
<td>ASC</td>
<td>Australian Sports Commission</td>
</tr>
<tr>
<td>AusDBF</td>
<td>Australian Dragon Boat Federation</td>
</tr>
<tr>
<td>FTEM</td>
<td>Foundation, Talent, Elite and Mastery Model</td>
</tr>
</tbody>
</table>
NSO
National Sports Organisations, the peak bodies for their respective sports in Australia

Steerer
Person at the back of the boat. In command of the boat, on-board safety and performance.

Paddler
Participant or racer in the sport of Dragon Boat Paddling.

Drummer
Person at the front of the boat using a drum. Keeps timing and crew cohesion in racing.

Coach
In charge of the development, delivery and review of programs and training plans for paddlers. The coach delivers and reviews training programs as well as selecting teams for competitions. It is preferred the coach is not usually in the boat, although the coach may be a steerer, drummer or a paddler.
Step 1: Get Started with the Coaching Framework

1.1 Key Stakeholder Consultation
This Coaching Framework has been developed with the input and guidance of a number of key stakeholders within AusDBF and the broader sport education community. The development of the Framework has been largely driven by the Board Member Maggie Boyce, who has worked closely with Dangerous Minds Consulting to research and draft the Framework. Drafts of the Framework have received input from the AusDBF Board, Development Director, the National Coach, the National Coaching Committee and individual coaches.

The current training offerings for AusDBF Coaches are a Level 1 and Level 2 Coaching Courses. The Level 1 Course was development in 2011, with the Level 2 completed in 2016. A Level 3 course has been discussed, but its development has been postponed until after the development of the Coaching Framework. AusDBF are planning to develop a Level 4 course. This course will be the culminating accreditation and will be designed to educate applicants with the technical, management & logistic skills required to fulfil positions such as State Head Coach & Australian Head Coach.

1.2 Relevant organisational documentation
The Coaching Framework has been guided by Goal 2 of the AusDBF Strategic plan: Strategic delivery of events and services – grow our member base through exciting opportunities.

The strategic outcomes from this goal include:
- Provision of services that grow our membership base, including participants, officials and volunteers
- Strong and skilled clubs, officials and volunteers
- Support the delivery of successful Australian based dragon boating events
- Achieve success on the race course for Australian athletes, teams and officials

Other documents referred to include:
- AusDBF Constitution
- AusDBF 2016 Code of Conduct
- AusDBF Competition Regulations and Rules of Racing (Ed. 7)
- AusDBF National Member Protection Policy
- AusDBF Safety Manual
- AusDBF Level 1 Coaching Course
- AusDBF Level 2 Coaching Course
- AusDBF Paddler Pathways
- AusDBF National Team Benchmark Standards
1.3 Current education and training offerings

1.3.1 Level 1 Coach Course
This course is convened over 2 consecutive days (weekends) and is designed to provide new and existing coaches with the tools to effectively train club teams for general training and regatta preparation. There is a good mix of class room activities (workshop format) plus water sessions and land-based drills. Come prepared to coach paddle, perform warm up – cool down exercises and be subject to video filming and review.

Pre-Course requirements include: being a minimum of 16 years of age, having a Current Senior First Aid Certificate and CPR; a current working with children check, completion of pre-course workbook assessment on the role of coach, coaches’ legal responsibilities, and; the ASC’s Beginning Coaching Principles course.

Topics included in the course include:
- Reasons to become a coach
- Coaching values and ethics
- Communicating effectively – teaching skills
- Legal requirements of the coach
- Risk management assessments
- Working with children and special needs groups
- Safety practices and first aid
- Design session plans
- Deliver session plan – practical on water sessions and video review of group
- Boat loading and trim – practical session, create crew list and seating plan
- Design and conduct warm up and cool down exercises – practical session
- Evaluation of performance

Post Course Requirements are to provide the following within 90 days of course completion:
- 1 x Personal Development Plan
- 1 x Risk Management Plan
- 10 x Session Plans you have conducted – signed off by club coach or president
- 3 x Self Evaluation Questionnaires
- 3 x Assessment Reports completed by qualified Level 1 or Level 2, senior coach.

1.3.2 Level 2 Coach Course
This course is currently convened over 6 days and is designed to guide coaches in developing talented paddlers for dragon boat paddling, but this timeframe and commitment will be examined as part of this review.

Pre-Course requirements include: being a minimum of 18 years of age, having paddling experience (where applicable), having access to specific venues for
training (where applicable) and having a Level 1 Accreditation with a minimum of two years active coaching experience.

Topics included in the course include:

- **Coach Development**
  - Goal Setting
  - Personal Planning / Organising
  - Coaching Styles
  - Participants v Athletes / Talent ID
- **Legal, Ethical, Safety & Policy Issues for Coaching Talented Athletes.**
- **Application of the rules of the sport for competitive paddling.**
- **Practice Working with Officials**
- **Understanding the importance of Athlete Development**
  - Intermediate Biomechanics of Paddling
  - Introduction to Physiology
  - Introduction to Psychology
  - Introduction to Nutrition
  - Recovery as part of a session and overall training plan
- **Plan programs & sessions to coach talented athletes for dragon boat competition.**
  - Programming / Periodisation
- **Prepare effectively to deliver coaching sessions to competitive paddlers including customising coaching for special needs groups**
  - Juniors & their parents
  - Older adults
  - Couples
  - CALD athletes
  - Athletes with a disability.
  - Training different genders
- **Provide appropriate equipment for coaching session, warm up & cool down designed for athletes training for competition.**
  - Ensure equipment is compliant with competitive paddling conditions.
- **Brief participants effectively on the purpose and activities for the session.**
  - Where in the season program the athletes are?
  - Understand the current health & fitness of each athlete in relation to the session and phase of the program.
- **Conduct coaching sessions preparing talented athletes for competition.**
  - Skill Development
  - Technique
- **Review coaching performance**
  - Identify and implement strategies to improve the coaching programs & sessions
  - Basic self-evaluation (Five Finger Storytelling Review)
- **Evaluate athlete performance using more advanced techniques including video analysis**
- **Conduct coaching sessions preparing talented athletes for competition.**
  - A Development
  - Technique
• Review coaching performance
  - Identify and implement strategies to improve the coaching programs & sessions
  - Basic self-evaluation (Five Finger Storytelling Review)

Post Course Requirements are to provide the following within 90 days of course completion:
• Completing course workbook
• Assignment on coaching styles
• Assignment on sports psychology
• Complete the post course assessment, within three (3) months of completing the course including a practical assessment conducted of your coaching.
• Send the completed paperwork to your course coordinator.

1.3.3 Level 3 Coach Course
The Level 3 Coach Course is currently under review by the national coach. It is envisaged that the course will include between three and four days (or equivalent thereof) of content delivery. However, this may be delivered as webinars or via other means than traditional face to face delivery.

The current Level 3 Coach Course content includes:
• Coach development
• Coaching policy and practice
• Talent identification
• High-performance athlete development
• Advanced periodisation - micro, mezo & macro cycles
• Designing land-based training
• Setting testing benchmarks
• Effect of short & long training - duration, volume, intensity.
• Advanced Bio-mechanics of paddling and boat response
• Paddling equipment -characteristics of various craft
• Boat set up - trim
• Strategy and tactics of racing
• Pre-competition preparation

Post Course Requirements are to provide the following within 90 days of course completion:
• Completing course workbook
• Practical demonstration of session on water and land-based to reflect learning from course material (this will take place at end of course time)
• Planning scenarios for micro, mezo & macro cycles
• Assignment on training effects on athlete development
• Assignment to create a land-based program to develop strength & conditioning program to compliment water work
• Applicants self-evaluation analysis
1.3.4 Level 4 Coach Course
This has not yet been determined but general premise is that this level will be an invitation to attend course for suitable applicants with the skills and qualifications to be considered for Australian Head Coach. It should require coaches to develop detailed plans, a self-reflective journal, and a research project. The research projects should be compiled and published or made available to other coaches. This has the benefit of building a strong coach network, and also providing high level content as an ongoing resource. This has been a successful strategy in Rugby.

It is anticipated that the course will include approximately three days equivalent of content delivery. However, this may be delivered as webinars or via other means than traditional face to face delivery.
- Campaign strategy and planning
- Coordinating a touring team
- Selection of coaching team
- Coordinating coaches and allocation to divisions
- Coordinating and assessing venue, equipment and resources as suitable for athletes from 16 – 60+ years of age
- Conducting coaching sessions to prepare high-performance athletes for competition
- Organising training/performance camps in Australia
- Organising pre-competition training camps in overseas host country
- Evaluate and reflect on own coaching performance
- Complete competition, program and session level evaluations and develop strategies to improve performance
- Evaluate athletes’ performance using advanced athlete management techniques.

Post Course Requirements are to provide the following within 90 days of course completion:
- Completing course workbook
- Complete detail campaign plan – training, travel, competition venue, including risk identification/personnel appointment/management structure and accountability chart
- Self-reflective journal
- Research project (self-selected from range of nominated topics)

1.3.5 Other current education and training offerings
There are currently no other education and training offerings within AusDBF at this time. However, the undertaking of this process is welcome to take the opportunity to strategically identify additional opportunities to develop coaches, such as the...
online units offered by ASADA and the AIS. Another possible inclusion at higher levels is the Level 1 Strength and Conditioning course.

1.3.6 Current education and training evaluation
There have been no formal course evaluations completed, but anecdotal feedback from coach educators suggest that the technical content of the Level 2 is a big step up from the Level 1, and that course participants have difficulty processing the content.

There is good course attendance to accreditation conversion, due to a 90-day completion requirement of post course work.

1.3.7 Curriculum development and course delivery
In between formal review processes, the coach education curriculum tends to change organically. The delivery slides are adapted by coach educators and new content may get added on an ad hoc basis. While continual improvement is a desired outcome, this can often lead to course “scope creep” and the content may become bloated. A formal annual review based on an abridged version of this current review process would assist in content maintaining its currency, while being curated in a strategic manner.

The current Level 1 course is delivered by the AusDBF States, while the Level 2 and Level 3 course are primarily delivered by the Head Coach. This is a traditional model, that has served many NSOs, including AusDBF, well. As NSOs have grown and evolved, this model has been replaced with dual roles: The National/Head/High Performance Coach and a National Coaching Director. This restructure has two main benefits: 1) it frees up the workload of the Head Coach to focus solely on the development of athletes and national team performance, and; 2) it allows the establishment of a position with a focus on coach development and education. The National Coach Director would consult and coordinate the input of State Coach Directors and the Head Coach to determine and achieve the coach education outcomes of AusDBF.

1.4 Resources
AusDBF has an allocated budget for general coaching projects, and specifically for the development of a Coaching Framework and any related outcomes. Part of this budget allocation is to engage the services of a consultant.
Step 2: Know your participants

In conjunction with the development of a coaching framework, AusDBF have developed an athlete pathway. AusDBF have adopted the Foundation, Talent, Elite and Mastery (FTEM) model.

AusDBF does not have access to an exact breakdown of membership figures by state. The best possible estimates have been included here, with view to providing a starting point to better evaluate the coaching structure and educational objectives from an athlete-centred perspective.

<table>
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<tr>
<th>FTEM level</th>
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Step 3: Know your workforce

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### AusDBF Level 1 Coaches by State

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### Current Coaches

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<th>Male</th>
<th>Expired Coaches</th>
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<td>West Australia</td>
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### 2018 Coaching level

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Australian Dragon Boat Federation - Paddler Pathways
Between 2015 and 2018, the Level One coach numbers have increased by 40 (12.7%). The estimated minimum number of required coaches at the Foundation level is 375, however many coaches will work with more than one crew. The current number of Level One Coaches is 349 (with current accreditation), which is a good figure. Without accurate figures of members and coaches by state, it is difficult to determine if the distribution of coaches around the states meets the demand for coaches.

Effective 1st October 2018 AusDBF policy states that it is now mandatory that anybody coaching or training at an AusDBF affiliated Dragon Boat Club must have current AusDBF Coaching accreditation, current first aid, current working with children clearance and signed code of conduct to continue coaching / training in Dragon Boating.
<table>
<thead>
<tr>
<th>Participation segment</th>
<th>Training environment</th>
<th>Officials Requirements</th>
<th>No. required</th>
<th>Coaches Requirements</th>
<th>No. required</th>
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<tbody>
<tr>
<td>Foundation 1</td>
<td>Club environment and usually only training sessions at this stage, with regattas being attempted in the next level</td>
<td>n/a</td>
<td>n/a</td>
<td>At this level, the requirement is more teaching or instructing, rather than coaching. The emphasis is on safety, skill acquisition and enjoyment.</td>
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<td>Foundation 2</td>
<td>A club environment, with attendance at regattas or marathon paddles.</td>
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<td>Foundation 3</td>
<td>A minimum of state level regattas</td>
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<tr>
<td>Talent 1</td>
<td>National level regattas, participation in benchmark testing</td>
<td>Refining paddling technique Conditioning skills for state and national level competition Land based conditioning programs Team selection and boat placement</td>
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<tr>
<td>Talent 2</td>
<td>National level regattas, attending Auroras squad</td>
<td>Automated paddling technique Conditioning for national and international competition Increased land based conditioned Introduction to psychological training Attend Auroras selection camp</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Talent 3</td>
<td>National level regattas, attending Auroras squad</td>
<td>Maintenance of technique, and both on-water and land-based conditioning Psychological training for racing Qualified for Auroras squad</td>
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</tr>
</tbody>
</table>

One per crew, with around 7,500 members nationally with typically 20 members in a crew, a minimum of 375 coaches are required. However, a coach will usually coach more than one crew.
Elite 1 | International competition | International travel for competition Qualified for Auroras team
---|---|---
Elite 2 | International podium results | Gail podium result Contribute to team performance and behaviour
Mastery 1 | Multiple international podium results | Achieve multiple podium results Mentor team leaders

Step 4: Learning and Development Overview

4.1 Minimum and legal requirements

- The minimum age for coaching is defined in the Level 2 as 16, but not in the Level 1. An option could be to recommend 16 for the Level 1, which then generally suggests 18 as a suitable age for the Level 2 (two years of coaching is a recommended prerequisite).
- A current working with children check is required at all levels of coaching
- A current First aid is required at all levels of coaching
- A Beginning Coaching General Principles is required for the Level 1 course.
- The Level 1 has a focus on session warm up and cool down, as well as injury prevention.
- There is a focus on risk management, safe lifting and water safety in both Level 1 and Level 2.
- All participants are required to agree to the AusDBF Code of Conduct before getting accreditation as a coach.
- The complaints handling process is outlined in the participant workbook and will be made available to participants upon enrolling in a course.
### 4.2 Course matrix showing learning progression and scaffolding

<table>
<thead>
<tr>
<th>The Coach</th>
<th>Level 1</th>
<th>Learning experiences at each accreditation Level</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Beginning Coaching General Principles (online)</td>
<td>- Coaching environment and resources</td>
<td>- Coaching environment and resources</td>
<td>- Coaching environment and resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Coaching environment and resources</td>
<td>- Personal development plan (review of plan from Level 1)</td>
<td>- Goal setting (pre-course)</td>
<td>- Complaint Handling (pre-course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Personal development plan</td>
<td>- Coaching styles</td>
<td>- Coaching philosophy</td>
<td>- Coaching environment and resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Coaching evaluation</td>
<td>- Personal organisation</td>
<td>- Working with officials</td>
<td>- AusDBF Selection Policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Athlete</th>
<th>Level 1</th>
<th>Learning experiences at each accreditation Level</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- AusDBF Athlete Pathways</td>
<td>- AusDBF National Team Benchmark Standards</td>
<td>- Coaching different athlete groups: females, masters</td>
<td>- Sport psych: high performance mental skills (pre-course), imagery (pre-course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Coaching specific groups: single gender teams, juniors, paddlers with limited ability, inclusivity and diversity</td>
<td>- Different paddler types and motivations</td>
<td>- Intermediate anatomy and biomechanics: training the joints and muscles involved in paddling</td>
<td>- Recruitment and management of elite athletes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Behaviour</td>
<td>- Intro anatomy and biomechanics: joints and muscles involved in paddling</td>
<td>- Development of physical abilities, effects of training, training effects</td>
<td>- Life/paddling balance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Principles of training</td>
<td>- Intro exercise physiology: principles of training, energy systems, recovery</td>
<td>- Nutrition and hydration for competition</td>
<td>- Travelling, training and competing in different countries: sleep, jet lag, climate and nutritional implications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Basic nutrition and hydration</td>
<td>- Sport psych: getting in the zone (pre-course), motivation (pre-course)</td>
<td>- Sport psych: team dynamics, conflict, team building</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Intro sport psych: SMARTER goals, types of goals, 4Cs</td>
<td>- Advanced paddling technique and refining</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Athlete testing and talent identification</td>
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<tr>
<td></td>
<td></td>
<td>- Teach athlete self-evaluation and review</td>
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</tr>
</tbody>
</table>
### Learning experiences at each accreditation Level

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Programming</strong></td>
<td><strong>Program Safety</strong></td>
<td>Program Safety</td>
<td>Program Safety</td>
</tr>
<tr>
<td></td>
<td>- Risk management and safety</td>
<td>- Risk management and safety</td>
<td>- ASADA Level 1 Anti-Doping (pre-course)</td>
</tr>
<tr>
<td></td>
<td>- Lifting and loading boat</td>
<td>- ASADA Level 2 Anti-Doping (pre-course)</td>
<td>- Safe travelling</td>
</tr>
<tr>
<td></td>
<td>- Injury management: STOP, RICER</td>
<td>- AusDBF Anti-doping policy</td>
<td><strong>Program Content</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Program Content</strong></td>
<td>- Overtraining and overuse injuries and illness</td>
<td>- Level 1 Strength and Conditioning Course (pre-course)</td>
</tr>
<tr>
<td></td>
<td>- Venue and equipment</td>
<td>- Intro to land based coaching</td>
<td>- Planning training camps</td>
</tr>
<tr>
<td></td>
<td>- Session plans and structure: warm ups, selecting activities, cool downs</td>
<td>- Skill acquisition and teaching intermediate paddling technique: whole/part/whole, linking, shaping, modelling</td>
<td><strong>Program Delivery</strong></td>
</tr>
<tr>
<td></td>
<td>- Teaching basic padding technique: holding paddle, sitting position, basic strokes</td>
<td>- More detailed annual planning: phases and focus of each</td>
<td>- Conduct on water coaching of podium athletes</td>
</tr>
<tr>
<td></td>
<td>- Basic annual plan</td>
<td><strong>Program Delivery</strong></td>
<td><strong>Program review</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Program Delivery</strong></td>
<td>- Conduct on water coaching of talented athletes</td>
<td>- Quadrennial review</td>
</tr>
<tr>
<td></td>
<td>- Prepare coaching session</td>
<td>- Video analysis</td>
<td>- Athlete review monitoring</td>
</tr>
<tr>
<td></td>
<td>- Conduct on water coaching in course environment</td>
<td><strong>Program review</strong></td>
<td><strong>Program review</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Program review</strong></td>
<td>- Season review</td>
<td>- Athlete review monitoring</td>
</tr>
<tr>
<td></td>
<td>- Session review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Competing</strong></td>
<td><strong>Competing</strong></td>
<td><strong>Competing</strong></td>
</tr>
<tr>
<td></td>
<td>- Rules, including protests and disputes (pre-course)</td>
<td>- Team selection</td>
<td>- Campaign strategy for Australian, Asian and World Championships</td>
</tr>
<tr>
<td></td>
<td>- High performance decision making (pre-course)</td>
<td>- Advanced boat set up and hydrodynamics</td>
<td>- Plan and coordinator tour</td>
</tr>
<tr>
<td></td>
<td>- Competition routines (pre-course)</td>
<td>- Advanced racing tactics and strategies</td>
<td>- Admin and finance for touring team: travel, accommodation, equipment, clothing, contingencies, juniors</td>
</tr>
<tr>
<td></td>
<td>- Competition safety</td>
<td>- Competition paperwork and administration</td>
<td>- Campaign review and reporting</td>
</tr>
<tr>
<td></td>
<td>- Basic boat set up for racing</td>
<td>- Pre-competition preparation</td>
<td>- Advanced sweeping and drumming</td>
</tr>
<tr>
<td></td>
<td>- Intro racing tactics</td>
<td></td>
<td>- Pre-race prep and motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Post-race debrief</td>
</tr>
</tbody>
</table>

*Australian Dragon Boat Federation - Paddler Pathways*
Step 5: Learning strategy

- If some of the content is to be delivered pre-course, it will be through access to online video and rich content, with an appropriate method of assessment. Quizzes are sufficient for transactional knowledge such as competition rules and to check learning compliance, but more complex knowledge such as member protection and risk management should be assessed post course by short answer questions, or applied samples such as a completed risk management plan. If risk management is covered in pre-course content, it will still need to be covered in course for reinforcement. The difference being that it can be covered as a whole or small group discussion topic, because the underpinning knowledge has already been covered by the learner. The opportunity needs to be made for any learner questions on pre-course content to be discussed in the face to face learning environment.
- The structure of the courses should provide coaches with progressive learning and right amount of knowledge and skills they need at each level, without excess or irrelevant theory for their immediate needs.
- The length of the face to face time in current courses can be reduced using pre-course readings, and quizzes to check understanding and compliance. This will allow for participants to “hit the ground running”. It will make way for a more discussion-based classroom learning process and also for a greater on-water focus.

Step 6: Implement and review

- The learning and assessment materials for the Levels 1-3 courses will be adapted from the existing Level 1 and Level 2 courses. The current Level 3 course is currently under review. To transition to the new structure, the content will be re-arranged as per the table in section 4.2.
- Approximately, the current Level 2 course will be broken in two parts, with the first part becoming the new Level 2 and the second part becoming Level 3.
- Existing Level 1 Coaches will remain at this Level.
- Some of the existing Level 2 Coaches will become Level 3 coaches – others need more practical implementation to consolidate the Level 2 course content.
- When the new podium-level coaching course has been developed, this will be delivered as a Level 4.
- The current Level 4 course is yet to be developed, but it is anticipated that it will comprise of face to face segments, along with substantial self-directed learning, via learning contracts. This will allow coaches to deeply develop areas of interest. The finished content of their learning contracts (e.g. a video of technique development, or written assignments on team dynamics) can be published through AusDBF to create a repository of information for the coaching network. Other learning contract suggestion could involve the conduct of coach development workshops by the Level 4 candidates.
• A pool of coach educators will be identified and trained in the facilitation of the new courses.
• It was difficult to obtain post course evaluations (either from participants or coach educators) to use in the framework development process. An online survey for course participants will be developed, as well as a separate one for coach educators to provide this data for future reviews.

Recommendations

The coach education processes and content of AusDBF has been reviewed thoroughly through the development of this framework. As a result of this, the following recommendations have been made:

1. The existing AusDBF Coach Accreditation levels be transitioned as outline in this framework document.

2. The AusDBF Coach Education courses be adapted as per the outline in this document.

3. The current Head Coach role, which undertakes both a high performance and a coach education role should be divided.

4. An annual strategic review to be conducted by National Coaching Director, in close consultation with State Coaching Directors and Head Coach. A quadrennial review will occur in 2022.

5. A Coach Education Workshop be held for State Coaching Directors and Coach Educators (those conducting coaching courses, or undertaking a major role in coach on the job training).

   Workshop content would include:
   a. New athlete pathway
   b. New coaching framework
   c. Course facilitation strategies

6. Online course evaluations should be developed for course participants and for coach educators/ course presenters.