

# World Skate, Olympic Skateboarding, Coach Development Strategy

*Learning Together 2024-28*

---



## BACKGROUND

A culture based sport with over fifty years of history, skateboarding has been youth-oriented since day one. Driven by a freedom of self-expression and creativity, skateboarding has evolved within the urban landscape providing participants with a range of competitive, recreational and artistic iterations.

With worldwide participation in excess of 85million, skateboarding has typically been self-taught, with no right or wrong. The introduction and success of skateboarding at the 2020 Olympic Games has seen a significant shift in how people engage with and learn within the sport.

Coaching has emerged as a fundamental driver for individual, team and program progression at all levels of the sport. Though views may vary on what coaching development should look like, what is consistently acknowledged is the increasing complexity and diversity of a coach's role and on-going capability will be dependent on the means of coaches to continue to evolve and meet these challenges.

## PURPOSE

Recognising that the resources and effort involved in developing an education program may be beyond capabilities on a national level, World Skate (WS) will look to develop and lead a universally recognised Skateboarding Coach Education and Accreditation System (CEAS) to make quality assured skateboarding coach development, across each of the Olympic disciplines, consistently available to all National Federations (NFs).

As a basis to the design and implementation of a global CEAS, this strategy, has been created by the WS Skateboard Coaching Commission (SBCC), in consultation from more than 100 individuals in 50 countries. A combination of surveys, focus groups and personal conversations with member federations, sector stakeholders and relevant industry experts (skateboarding discipline coaches, skate school owners, skateboarding athletes, parents and aligned professional domains of; coaching, coach development, education, sport administration and sport sciences) allowed for the identification of recurring themes and the formulation of key priorities and actions.

## RATIONALE

Whilst a number of NFs have conducted skateboarding coach education courses from as early as the late 1990s, a 2020 WS international survey indicated that;

- 40% of NFs have no available skateboarding coach education courses or formal learning opportunities
- 75% of NFs have no alignment of their skateboarding coach education courses to a national accreditation system
- There are only 750 (approx.) skateboarding coaches accredited to a nationally recognised standard globally
- Females only represent 16% of skateboarding coach education course participants globally

This strategy along with the associated priorities and actions will form the basis of a long-term plan that will look to build the capacity and capability of the international skateboarding coach workforce in a unified, cohesive and inclusive way.

## ALIGNMENT

Through its pillars of “accreditation”, “delivery” and “community”, this strategy has direct alignment with all of the principals embedded in Olympism 365 (solidarity, safeguarding, equality, inclusion, sustainability and human rights) including additional links to a number of associated priorities (education, livelihoods, safe, equal and inclusive communities) and delivery mechanisms (people and institutional capacity building and partner networks). Subsequent connection to O365, also brings associated alignment to the Sustainable Development Goals of the UN.

## VISION

To make skateboarding more accessible and provide safeguarding of Olympic skateboard coaching practice through the inclusive availability of a recognised learning pathway that is aligned to an international accreditation standard.

## MISSION

This strategy will aim to;

- Position the coach at the centre of a dedicated learner focussed experience
- Increase educational opportunities to develop and build the capacity and capability of the international skateboarding coach workforce
- Work with NFs so the creation of outcomes maximise international cohesion and engagement

## VALUES

|              |  |
|--------------|--|
| INCLUSIVITY  | We will welcome, listen, support and collaborate with all diverse sectors of the skateboarding community             |
| RESPECT      | We will value each other, remaining empathetic of our differences, our opinions and the roles we play                |
| CREATIVITY   | We will continue to adapt and challenge the status quo by maintaining an inquisitive and growth mindset              |
| AUTHENTICITY | We will always keep fun, friendship and the spirit of skateboarding at the core                                      |
| INTEGRITY    | We will act openly and honestly, taking responsibility for high quality work and identify where practice can improve |

## PILLARS

ACCREDITATION → DELIVERY → COMMUNITY

*Establish a clearly defined coach education and accreditation framework so there is recognition, development and maintenance of coaching qualifications*

*Build a network of educational providers and venues at a national, continental and global level, so there are inclusive and equitable learning opportunities*

*Continue to identify and implement projects that create a sense of community, enhance capability and support well-being of accredited coaches*

## ENABLERS

TECHNOLOGY

*Use technology to drive efficiency and quality of user experience on digital platforms both internal and external to the organisation*



COMMUNICATION

*Utilise a variety of mediums to communicate, engage and build trust with all sectors of the skateboard coaching community*

# 1. ACCREDITATION

Establish a clearly defined coach education and accreditation framework so there is recognition, development and maintenance of coaching qualifications

| PRIORITY AREA  | INITIAL ACTIONS   | FUTURE ACTIONS   |
|--|---|--|
| 1.1<br><b>Coaching Framework and Curriculum</b><br>Define and publish in a range of languages a multi-tiered coach education framework, so there are clear coaching pathways, competencies and associated learning intentions.               | SBCC to explore global examples of athlete development models, current and future work opportunities and aligned sport best practice.<br><br>Finalise international consensus of coaching framework.  | Implement means for regular course and community feedback to maintain dialogue and guide program needs or adjustments.   |
| 1.2<br><b>Coaching Code of Conduct</b><br>Define and publish a code of conduct to establish a set of appropriate behaviours expected of a coach in their role of supporting, developing and safeguarding skaters.                            | Establish an ethics committee, through an EOI, and begin a regular meeting schedule to establish a suitable code of conduct.<br><br>Initial implementation of code of conduct for coaching access to any WS event and subsequent inclusion in all coaching accreditation. | Ongoing assessment and review of any ethical violations or infractions.  |
| 1.3<br><b>Regulation</b><br>Establish an international regulatory body so there is responsibility for the issuance of coach accreditation through the calibration and endorsement of new or existing coaching courses, RPL and CPD.          | Form the regulatory body through an EOI and begin a regular meeting schedule.<br><br>Complete initial actions aligned to 1.3a, b and c.<br><br>Begin coach accreditation.   | Determine necessary level and time frame of mandatory coaching accreditation to attend a WS event as an official coach.  |
| 1.3a<br><b>Course Endorsement</b><br>Develop a coaching course and delivery provider endorsement process so that policies and minimum standards are established that align to the coaching framework.  | Map out a transition process, toward the new coaching framework, for NFs with existing courses.<br><br>Invite all interested NFs to submit an EOI for the appraisal and alignment of any new or existing courses toward the new coaching framework.                       | Begin a case by case gap analysis for all interested alignment entities.<br><br>Establish audit process to ensure system wide quality assurance for all endorsed course providers. |
| 1.3b<br><b>Recognition of Prior Learning (RPL)</b><br>Develop a flexible application process so that an individual's prior experience and learning (RPL) toward any coaching accreditation can be recognised.                                | Define and publish RPL guidelines.<br><br>Implement an RPL application process and begin recognition and associated accreditation.  | Review and refine RPL process.   |
| 1.3c<br><b>Continued Professional Development (CPD)</b><br>Define and publish the parameters for continued professional development (CPD) requirements so that coaches have clarity on the renewal or maintenance of coaching accreditation. | Research CPD parameters, with consideration to; time cycle of renewal, renewal requirements and an activity credits table.  | Finalise CPD parameters, with the intention of a transitory period of introduction and audit from 2028-32.   |

**KPIs**

- > Create a new, agreed and fit for purpose coaching framework that has increasing adoption across NFs
- > YOY growth of endorsed coaching courses
- > YOY growth of accredited coaches
- > Increasing levels of athlete satisfaction of coaching experiences in the sport

## 2. DELIVERY

**Build a network of educational providers and venues at a national, continental and global level, so there are inclusive and equitable learning opportunities**

| <b>PRIORITY AREA</b> |  |  | <b>INITIAL ACTIONS</b>  | <b>FUTURE ACTIONS</b>  |
|----------------------|--|--|---|--|
| 2.1                  | <b>Partnerships</b><br>Build strategically aligned and reciprocal partnerships with NFs, educational institutions, high performance sporting systems or other relevant entities so there is support around syllabus development, micro-credentials or course delivery. |  | Map the current international partnerships associated with skateboarding syllabus development, via WS, NFs or other entities.<br><br>Engage any external partners for priority syllabus content development aligned to 1.1, 2.2, 2.3 and 2.4.   | Map the current international facility footprint to identify hubs that have the means to be learning incubators via the delivery of coaching courses, athlete training programs or camp localities for NFs.<br><br>Define the criteria necessary to meet a “recognised hub”.<br><br>Implement the hub recognition process and begin “hub” based delivery for relevant courses/workshops. |
| 2.2                  | <b>Course Content</b><br>Develop detailed coaching course content so that it is available for the delivery and teaching of any WS endorsed courses.  |  | Identify highest priority course level gaps to inform detailed syllabus and content development.<br><br>Begin priority course delivery for national federations without endorsed coaching courses.  | Begin detailed syllabus and content development of remaining course levels.<br><br>Begin remaining course delivery for national federations without endorsed coaching courses.   |
| 2.3                  | <b>Workshops</b><br>Begin the identification of specialist courses, continued professional development (CPD) workshops and micro competencies so that there is prioritisation and quality assured production of content.   |  | As identified in 2023 WS Coaching Development Survey;<br>Develop essential coaching course delivery competencies;<br>-Coach Educator Training<br>-Coach Mentor/Developer Training<br><br>Develop workshops for coaches;<br>-Working with;<br>>Young People, Adaptive Populations, ADHD<br>-Gender Awareness | Explore further areas of interest for workshop development.<br><br>Ensure accessible digital warehousing of all courses and content.   |
| 2.4                  | <b>Diversity and Inclusion</b><br>Use data and insight to better understand the challenges facing under-represented groups in coaching so that a coherent plan is in place to reduce barriers and provide accessible learning for all community sectors.               |  | Engage the WS Gender Equality Commission (GEC) to support the development of a plan to identify and engage under-represented groups.  | Integrate diversity and inclusion modules into the curriculum to better equip coaches to address barriers of entry and maintain engagement.  |
| 2.4a                 | <b>Fast Track Programs</b><br>Establish accelerated courses so that athlete-coach transition is increased.   |  | Establish elite athlete competency consensus and introduce initial transition through RPL process.  | Develop and begin the delivery of accelerated athlete-coach courses.   |

|             |   |   |   |
|-------------|---|---|---|
| <b>2.4b</b> | <b>Demographic Focussed Programs</b><br>Increase the availability of courses for specific demographics so there is an increase in coaching diversity and inclusion throughout the community.  | Identified in 2023 WS Coaching Development Survey;<br>Deliver courses, for specific demographics;<br>-Woman<br>-Developing/Universality based nations | Explore further gaps or opportunities for demographic specific courses.       |
| <b>2.4c</b> | <b>Scholarships</b><br>Make coaching scholarships available at all levels of learning so there is an increase in coaching diversity and inclusion throughout the community.   | Expand the availability of coach accreditation funding through the connection to already existing OS programs (YAD and Entourage)                     | Create a select number of stand-alone coaching scholarships through the WSSP. |
| <b>KPIs</b> | <ul style="list-style-type: none"> <li>&gt; All levels of coaching course have been developed and delivered</li> <li>&gt; Targeted programs for specific demographics have been delivered</li> <li>&gt; YOY growth in the number of nations having delivered, hosted and had participants in a coaching course</li> <li>&gt; YOY growth in woman participants in coaching courses</li> <li>&gt; YOY growth in the number and amount of financial value in coaching scholarships made available across all levels of coaching courses</li> </ul> |   |   |

## 3. COMMUNITY

Continue to identify and implement projects that create a sense of community, enhance capability and support well-being of accredited coaches

| PRIORITY AREA  | INITIAL ACTIONS   | FUTURE ACTIONS  |
|--|---|---|
| <b>3.1</b><br><b>Community of Practice (COP)</b><br>Create a global coaching network so there is a safe environment to facilitate connection, knowledge and idea sharing   | Identified in 2023 WS Coaching Development Survey;<br>Set up a digital COP utilising the "Discord" platform.<br><br>Begin internal use of "Discord" to ensure fit for purpose navigation, with the intention of a publicly available channel.<br><br>Launch public "Discord" channel. | Review COP "Discord" channel engagement and use.<br><br>Expand "Discord" COP channel offerings.   |
| <b>3.2</b><br><b>Wellbeing Hub</b><br>Establish a wellbeing and mental health hub so there is support for coaches to learn and be equipped in finding the right balance between wellbeing, engagement in activities outside of skateboarding and the requirements of their coaching. | Centralise resources and services through both website and COP "Discord" channel (3.1) that are available to accredited coaches to help them thrive.  | Scope the feasibility of a global partner to provide support to accredited coaches and NFs via direct access to qualified well-being experts. |
| <b>3.3</b><br><b>Coaching Conference</b><br>Establish a global skateboard coaching conference so that best and novel practice can be shared across the community.  | Explore and identify a NF partner to begin the co-design, timing and delivery of an international coaching conference.  | Finalise all logistical aspects of international coaching conference and complete delivery by Q3-4, 2028.                                     |

## Awards of Excellence (AOE)

Create an awards event so there is recognition for significant achievements by coaches at all levels.

3.4

Explore and identify the means, timing and categories of WS coaching awards.

Deliver inaugural Awards of Excellence.

Review impact of awards ceremony through survey and social media analysis.

- > Increasing satisfaction levels of coach experiences within the coaching system
- > YOY growth in the numbers, diversity and role capability of COP membership
- > Be the #1 skateboarding destination for all coaching related opportunities
- > Deliver an international coaches conference
- > Deliver an international AOE

## TECHNOLOGY

### PRIORITY AREA

#### Platforms

Audit/review current WS technology solutions (Infinity and Academy) so there is optimal internal and external information sharing capability and ensuring coaching development technological needs are identified and connected to the wider organisational digital strategy.

#### Database

Develop a database that tracks and validates all current coaches and links an associated individual profile that can be publicly available and cross referenced between WS and NFs so that prospective skaters or organisations can find or identify a coach.

#### Warehousing

Storage of all courses and learning materials into a well organised and centralised digital platform so that coaches have ease of access to credible resources.

#### Apps

Utilise existing or create new technology so that coaches are supported in their day to day delivery and learning.

Use technology to drive efficiency and quality of user experience on digital platforms both internal and external to the organisation

## COMMUNICATION

### PRIORITY AREA

#### Plan

Build a communication strategy so that our diverse community is recognised, targeted and engaged, incorporating;

#### Reach

Expand both the coaching specific digital presence and the means for personal touchpoints so that all information can be disseminated effectively to isolated or emerging communities and external bodies through a targeted content schedule.

#### Essential Information

Publish in a range of languages, all policies, strategies, frameworks and annual educational calendars, so that coaches are able to identify;

- Courses and available levels
- Locations and timetables
- Provider organisations (national/regional/international)

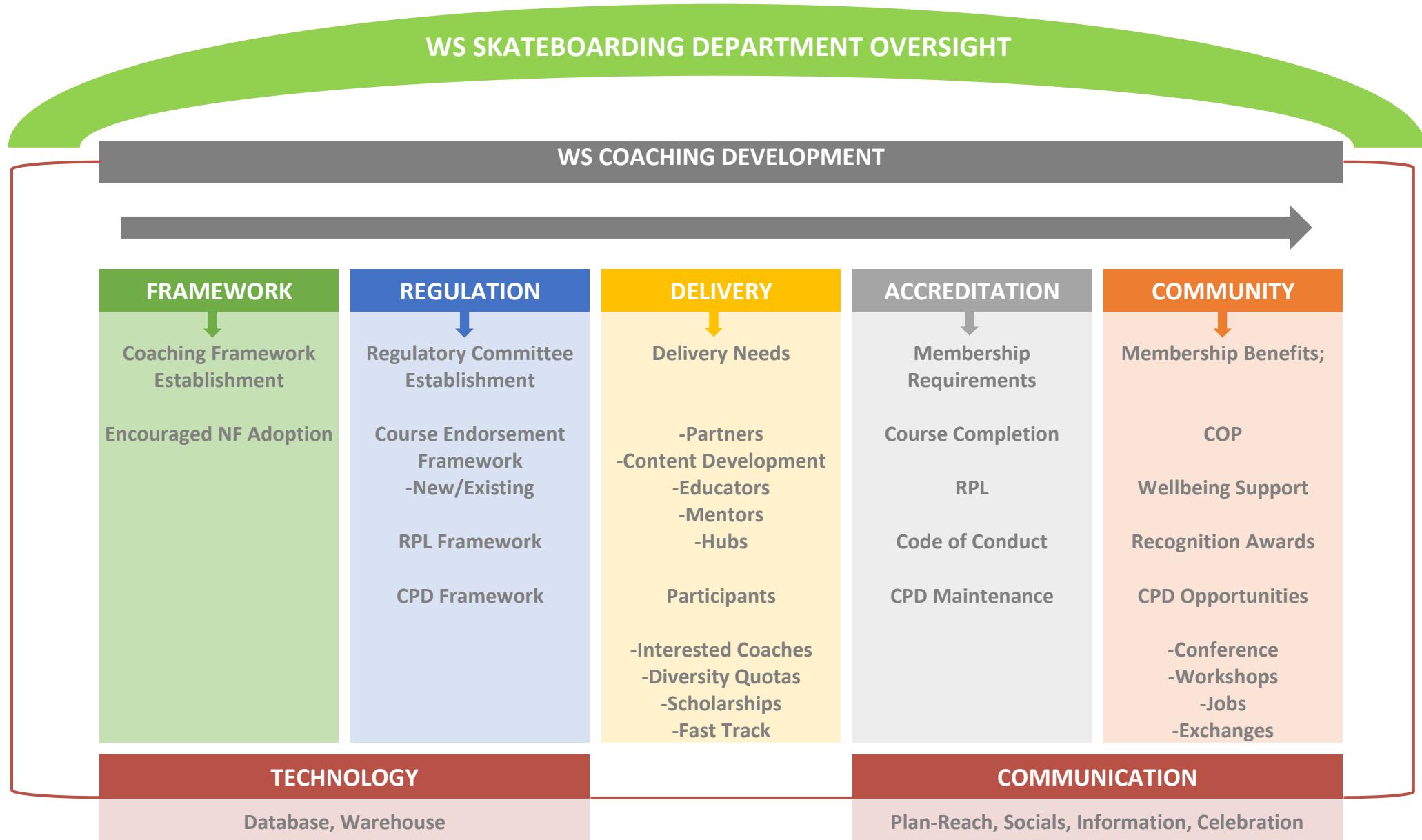
#### Opportunities

List all global skateboard coaching opportunities, including; work vacancies, scholarships, grants and exchange programs, so the community is aware of availabilities.

#### Storytelling and Celebration

Develop a clear story telling plan and narrative from elite through to grass roots, so excellence within the skateboarding coaching community is clearly visible, while also linking coaches to athletes and vice versa.

# OPERATIONAL PROCESS



# MILESTONES

2024

- Establish coach education framework
- Establish regulatory body and complete course endorsement, RPL and CPD frameworks
- Establish ethics committee and publish and implement a coaching code of conduct

2025

- Begin accreditation and transition process of existing NF coach education programs
- Develop partnerships for content development of entry level courses and prioritised specialty workshops
- Begin delivery of entry level courses and prioritised specialty workshops

2026

- Begin individual accreditation and membership
- Launch coaching community, inclusive of learning materials and well-being support tools
- Begin demographic focussed course delivery

2027

- Develop content for higher level coaching courses
- Map and establish regional training hubs
- Introduce coaching awards of excellence

2028

- Begin delivery of higher level courses
- Deliver an international coaching conference
- Expand coaching diversity through the establishment of global coaching scholarship opportunities

## ABBREVIATIONS

|      |  |
|------|--|
| AOE  | Awards of Excellence                     |
| CDS  | Coach Development Strategy               |
| CEAS | Coach Education and Accreditation System |
| COP  | Community of Practice                    |
| CPD  | Continued Professional Development       |
| EOI  | Expression of Interest                   |
| GEC  | Gender Equality Commission               |
| IOC  | International Olympic Committee          |
| NF   | National Federation                      |
| OS   | Olympic Solidarity                       |
| O365 | Olympism365                              |
| RPL  | Recognition of Prior Learning            |
| SBCC | Skateboard Coaching Commission           |
| WS   | World Skate                              |
| WSSP | World Skate Support Program              |
| YAD  | Youth Athlete Development                |
| YOY  | Year on Year                             |

## CONTACT

Web: [worldskate.org](http://worldskate.org)

Email: [sbcoaching@worldskate.org](mailto:sbcoaching@worldskate.org)