

BACKGROUND

In line with the vision of the World Skate (WS), Olympic Skateboarding, Coach Development Strategy (CDS), “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”, this document addresses priority area 1.1 (within the strategy) and serves as the foundational framework and curriculum for the WS Coach Education and Accreditation System (CEAS).

PURPOSE

Acknowledging the increasing complexity and diversity of a coach’s role and the varying views on what coach education and development should look like, the CEAS offers guidance on minimum standards, for National Federations (NFs) and/or recognised course providers.

Set out as a series of learning progressions, it defines what it is that coaches should have the opportunity to learn as a result of any formal Olympic skateboarding coach education, enabling them to progress along a learning continuum.

Comprising two broad themes, four coaching levels and two streams, the CEAS includes content descriptions and expansions, which are organised, by course level, into;

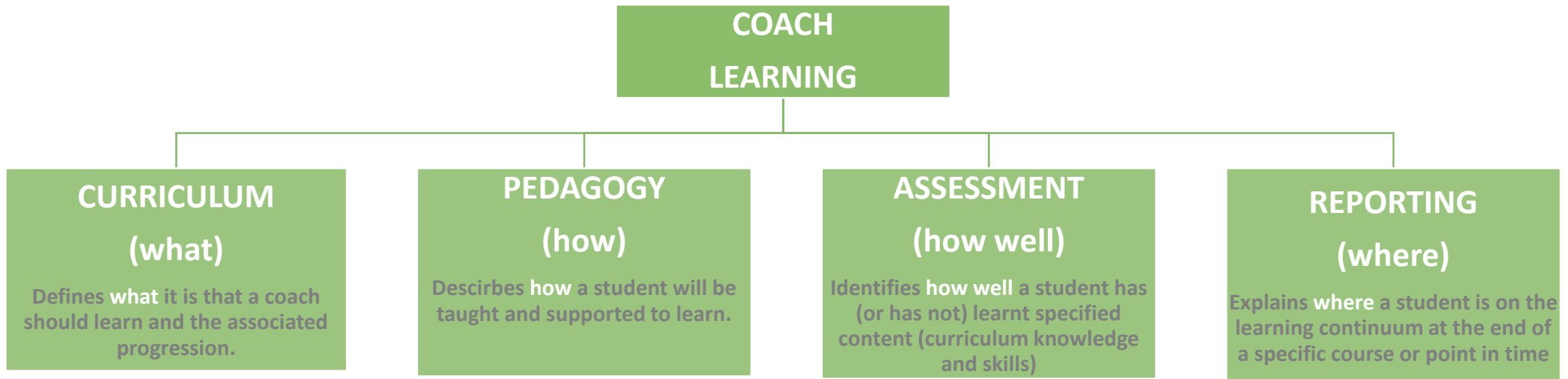
- Learning area competencies
- Knowledge and skills
- Elaborations/Examples
- Learning time
- Experience

| THEME | RECREATIONAL | | COMPETITION | | | |
|----------------|--|--|---|---|---|---|
| LEVEL | GRASSROOTS (Level 1) | PARTICIPATION (Level 2) | TALENT DEVELOPMENT (Level 3) | | ELITE PERFORMANCE (Level 4) | |
| STREAM | DUAL DISCIPLINE | DUAL DISCIPLINE | STREET | PARK | STREET | PARK |
| LEARNING AREAS | <ul style="list-style-type: none"> 1. Technical 2. Tactical 3. Psychology and Wellbeing 4. Physical Preparation and Sport Science 5. Environment 6. Planning and Management 7. Communication and Relations 8. Safeguarding | <ul style="list-style-type: none"> 1. Technical 2. Tactical 3. Psychology and Wellbeing 4. Physical Preparation and Sport Science 5. Environment 6. Planning and Management 7. Communication and Relations 8. Safeguarding | <ul style="list-style-type: none"> 1. Technical 2. Tactical | <ul style="list-style-type: none"> 1. Technical 2. Tactical | <ul style="list-style-type: none"> 1. Technical 2. Tactical | <ul style="list-style-type: none"> 1. Technical 2. Tactical |
| | | | <ul style="list-style-type: none"> 3. Psychology and Wellbeing 4. Physical Preparation and Sport Science 5. Environment 6. Planning and Management 7. Communication and Relations 8. Safeguarding | <ul style="list-style-type: none"> 3. Psychology and Wellbeing 4. Physical Preparation and Sport Science 5. Environment 6. Planning and Management 7. Communication and Relations 8. Safeguarding | | |

Based on a skater and learner-centred philosophy, the CEAS has been designed for coaches across all levels of ability, on the assumption that knowledge and skills are transferable across learning area capabilities and levels, allowing coaches to develop individual values, dispositions and self-efficacy to become successful learners, confident and creative individuals and active and informed skateboard community members.

ALIGNMENT

Coach learning is produced, shaped and affected by four distinct, inter-connected components; what, how, how well and where.



It is important to note that the CEAS, represents a common set of learnings (what) for NFs or recognised course providers and not a pedagogical learning program (how), assessment (how well) or reporting (where) tool.

There will be considerable flexibility for the delivery (how) and expansion of this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts, to ensure that any course reflects the vision, direction and priorities of each NF or recognised course provider as determined by the needs of their local community. Subsequent decisions about the individual reporting of coach achievement (where) will remain the jurisdiction of the relevant course provider.

Assessment rubrics (how well) that assist NFs and recognised course providers understand how to collect evidence of student learning and implement consistent judgements of student performance, will be developed in-line with priority 1.3 of the CDS.

The following, CEAS levels are presented in a scope and sequence format, to support NFs or recognised course providers to readily identify progressions and assist in the alignment, planning and teaching of learning programs to meet any community needs.

LEVEL 1 - GRASSROOTS

Level Outline

A Level 1-Grassroots coach should be able to; Create an engaging environment where skaters can develop their love of the sport in a safe, enjoyable, inclusive learning environment; Teach start-up skills common to both disciplines; Identify areas of growth as a normal part of training.

Skater Profile

A Level 1-Grassroots coach will be able to work with skaters looking to start their sporting journey and may undertake weekly or fortnightly coached sessions.

Example Employer

A Level 1-Grassroots coach will typically be working as a self-employed coach, within private skate schools, action sport centres or academic institutions.

| LEARNING AREA | KNOWLEDGE AND SKILLS | ELABORATIONS/EXAMPLES |
|--|---|---|
| 1. Technical Create specific skateboarding movement outcomes through the coordination of physical abilities and equipment. | Demonstrate an understanding of skateboarding evolution and history | >Global origins and pioneers including discipline evolutions and landmark moments >Local origins, pioneers and current landscape including; governance, spots, skate parks, competition or club pathways and community organisation and activities |
| | Demonstrate an understanding of the different skateboarding disciplines | >Street, park and vert disciplines, typical environments and domestic pathways >Discuss cross-over capabilities and general symbiosis |
| | Correctly identify and name all key FOP features/obstacles | >Features typically found in Olympic FOPs >Local skate parks and feature maps |
| | Correctly identify, fit and adjust all basic safety equipment | >Fitting helmets, knee and elbow pads and wrist guards |
| | Correctly identify, set-up and maintain fundamental board components | >Deconstruction and construction of a board and all its components >Discuss typical discipline and skater level differences, including appropriate student set-up |

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| Able to identify, coach and correct fundamental start-up skills on appropriate terrain and features | <ul style="list-style-type: none"> >Skills such as; stances, pushing (back foot, danger of mongo), stopping, stepping off, running out (risk of tail skid), carving and turning, front and back side kick turns, half cab, tic tacs, pumping, flat ground drop in, safe falling (push and slide/tumble) >Features such as; flat ground, small downhill and mellow transition or banks (1-2 feet), pump tracks, roll overs >Introduction to PAL (posture, arms, legs) when appraising technique |
| Understand and explore safe and appropriate spotting techniques | <ul style="list-style-type: none"> >Body locations to best support skills (i.e. hands, front/back) >Inappropriate spotting locations >Demographic awareness >Independent tools (suspension systems, support poles) |
| Understand and explore safe and logical trick progressions | <ul style="list-style-type: none"> >The influence of surfaces (grass, rubber, wood, concrete) >Importance of repeat capability and subtle feature adjustments >Matching current capability to skill and or feature progression |

2. Tactical

Use planned strategic mental abilities to achieve an overall skateboarding performance objective.

Understand and apply skate park etiquette

- >Explain a range of unwritten rules (taking turns, snaking, cutting in, over hang, personal belongings, awareness, board taping...)

Suitably appraise and navigate a skate environment relative to your skills and the current users to ensure your own and others enjoyment and safety

- >Assess a local park relative to your own level of skill and gradually work your way around the various sections/features relative to other users, determining the most appropriate areas to skate and moving safely from one area to another

3. Psychology and Wellbeing

Understand the effect of psychological factors on an individual's skateboarding performance objective and how to effectively balance the requirements of training, competition and/or the industry with activities outside of the sport to be comfortable and content on physical, mental and emotional levels.

Recognise and apply appropriate behaviours to ensure enjoyment and fun

- >Discuss the detrimental effect of yelling and ridicule
- >Linked to "environment learning area" and TREE principal

Develop an awareness of psychological skills that promote; persistence, resilience and overcoming fear

- >Define persistence, resilience and fear
- >Discuss ways that individuals can build these qualities in relevant skateboard settings

Recognise the importance of psychological safety and the link between physical safety and logical technical progressions as the foundation of trust

- >Explore examples of mismatched ambition and ability

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| | Understand and apply different learning styles | >VARK system (visual, auditory, reading, kinaesthetic) and how to adopt each of these into a coaching setting >Discuss potential demographic preferences |
| | Discuss community diversity and understand opportunities to engage and support belonging | >Research and discuss the local communities and places or people individuals can connect with >Discuss ways to share information and foster inclusion |
| | Develop an awareness of supportive and encouraging behaviours that are aligned to the sporting culture | >Discuss, identify and encourage positive, etiquette linked practices such as; board taps |
| 4. Physical Preparation and Sport Science | Understand how the body works from a cellular to whole body perspective in order to prepare an individual for the physical demands of the skateboarding activity being undertaken. | |
| | Understand the scientific rationale and practical application of appropriate warm ups and cool downs | >Explore functional game based skate warm up alternatives |
| | Understand the scientific rationale and practical application of suitable hydration and appropriate pre/post nutrition needs relative to the session and climate | >Explore the impact of hydration (typical sweat rates and relevant fluid replacement) and nutrition relative to a range of conditions that may be experienced in local environment |
| 5. Environment | Create a structural and cultural environment to help individuals develop new skateboarding skills, competencies or knowledge. | |
| | Recognise strategies to maintain, enjoyable, inclusive, challenging, safe and creative environments | >Explore TREE principals (teaching style-democratic, autocratic, holistic, laissez faire- rules, equipment and environment) and how they can contribute to an optimal coaching environment >Explore local skate environments for variety and stimulus |
| 6. Planning and Management | Organise, supervise and control a focussed activity, process or program across a set time period to accomplish skateboarding objectives. | |
| | Develop and implement short term planning strategies (1 session-10 weeks) that typically involves a single coached session per week-fortnight | >Explore the establishment of objectives >Optimising session time and facilities >Appropriate session structure and progress over time |
| | Describe and apply a range of strategies to adapt your coaching in variable environments and situations | >Discuss potential session plan adjustments, on the fly, due to uncontrollable factors such as; weather, skate park busyness, initial plan not having desired learning impact, changed skater numbers >Differing approaches necessary for different environments/settings such as; individual sessions versus group sessions, school environment versus private |
| | Identify means for managing individuals and small numbers | >Discuss setting boundaries and rules within and out of session >Explore appropriate parental interaction |
| | Define the role of the coach | >Discuss the role of the coach >Explore the four different coaching styles and what each of these may look like |

7. Communication and Relations

Effectively impart and exchange thoughts, opinions or information and understand the way in which two or more people interact will influence both psychosocial and skateboarding performance objectives.

Understand and implement effective and respectful communication and behaviour into a coaching setting

>Explore aspects of listening, observation, analysis, demonstration, instruction and feedback in the coaching of a specific skill

Understand and implement supportive feedback into a coaching setting

>Explore and discuss positive, negative and neutral feedback in a coached setting and reflecting on how individuals may feel based on the type of feedback they receive
>Feedback ratios of positive: negative

Recognise the biological, psychological and social differences that are common to various demographics common to skateboarding

>Explore and discuss the key biological, psychological and social patterns that may exist within common skateboarding demographics (u18yo, women, adaptive, ADHD) and how these differences may impact on how they think and feel in a coaching setting

Recognise the various coaching styles that may be preferred by various demographics common to skateboarding

>Explore and discuss the various coaching styles (democratic, autocratic, holistic or laissez-faire) and how these may impact various demographics (u18yo, women, adaptive, ADHD)

Understand and implement practices that can build engagement, trust and empathy

>Investigate personal, social and cultural factors that may influence the way individuals respond emotionally
>Practise being empathetic and considered in order to build trust

8. Safeguarding

Provide emotional and physical protection to people (children and adults) who could easily be hurt in a skateboarding setting.

Understand the importance of skate park occupational health and safety (OHS)

>Conduct a skate park appraisal identifying potential risks such as; surface cracks, debris, overly waxed, wet or slippery surfaces

Child Protection

>Complete on-line learning course and have local authority clearance

First Aid and CPR

>Complete course and or refresher as necessary

Code of Conduct

>Signatory to WS and or NF coaching code of conduct

LEARNING TIME

- > 15-25 Hours
- > Approximately 60-70% practical
- * Excludes any mandatory safeguarding requirements
- * Excludes any self-study

EXPERIENCE

- > Proven ability to ride a skateboard competently and safely (stand, stop, push and turn)

LEVEL 2 - PARTICIPATION

Level Outline

A Level 2-Participation coach should be able to; Create an engaging environment where skaters can grow their love of the sport in a safe, enjoyable, inclusive learning environment; Have a pedagogical understanding to teach all-around dual discipline (park and street) level skills, that are rated in the lower-mid levels of difficulty in the trick lexicon on key field of play (FOP) features; Understand Olympic and other traditional competition formats; Incorporate evidence based techniques and basic sport science theory into training and preparation.

Skater Profile

A Level 2-Participation coach will be able to work with skaters from grassroots to those looking to build their skills and involvement in the sport exploring discipline, recreational, industry or competitive preferences and who may undertake between 1 to 3 coached sessions per week.

Example Employer

A Level 2-Participation coach will typically be working as a self-employed coach, within private skate schools, action sport centres or academic institutions.

| LEARNING AREA | KNOWLEDGE AND SKILLS | ELABORATIONS/EXAMPLES |
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| 1. Technical Create specific skateboarding movement outcomes through the coordination of physical abilities and equipment. | <p>Able to identify all-around dual discipline skills, that are rated in the lower-mid levels of difficulty in the trick lexicon</p> <p>Able to coach and correct all-around dual discipline skills, that are rated in the lower-mid levels of difficulty in the trick lexicon on all key FOP features</p> | <p>>Explore skateboarding trick lexicon and discuss skills that are common to both disciplines</p> <p>>Discuss keystone skills</p> <p>>Organise dual discipline skills into general bandwidths of difficulty</p> <p>>Technically analyse and discuss common teaching cues for various skills that align to categories such as; dropping in, ollies, nollies, kick flips, shuvits, grinds, board slides, manuals, fakie and switch</p> <p>>Where appropriate and feasible have familiarity with the above aligned skills and how to incorporate these on relevant FOP features such as; quarter and half pipes (2-6 feet), bowl, hips and pockets, flat banks, flat bars, bump to rail, ledges, stairs (1-5 stair), rails, hubbas</p> |

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| Able to advise and adjust for advanced board set up | >Influence of board (length, width, shape), truck (width and tension) and wheel (diameter, compound) interactions relative to discipline nuances and skater morphology |
| Able to understand and utilise progressive spotting techniques and tools | >Body locations, feature positioning, point of skill and entry/exit lines to best support relevant skill development >Explore the use of supportive aids such as; chalk lines, suspension systems |
| Understand and explore safe and logical trick and combination progressions | >Explore the use of mats, foam pits and resi type surfaces for trick and combination progression |
| Able to coach the safe and appropriate adoption of correct bailing, tumbling and sliding technique | >Practice how to use pads and sliding into ramps >Practice rolling techniques (arms in) >Most appropriate means to bail specific skills and or features >Explore common errors (where a trick is likely to fail, what will happen and how to get out of it as safe as possible) |
| How to use video as a learning and skill development tool | >Explore and discuss the appropriate timing of using video relative to individual and their phase of learning >Discuss and explore effective capture angles and locations to enhance learning |

2. Tactical

Use planned strategic mental abilities to achieve an overall skateboarding performance objective.

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| Awareness and understanding of Olympic and other commonly adopted competition formats within the skateboarding pathway | >Discuss formats such as; runs, best trick, 2/5/3, jams |
| Awareness and understanding of Olympic judging criteria | >Discuss key judging criteria components and how it relates to scoring >Conduct WS online judging modules |
| Awareness and understanding of the core industry and navigating the core industry | >Navigating the core industry and exploring the interplay between skills, creativity, image curation, video part production and brands >Discuss possible avenues and opportunities |

3. Psychology and Wellbeing

Understand the effect of psychological factors on an individual's skateboarding performance objective and how to effectively balance the requirements of training, competition and/or the industry with activities outside of the sport to be comfortable and content on physical, mental and emotional levels.

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| Explore the different skateboarding pathways and discuss the various opportunities that exist to help guide people on their preference(s) | >Discuss local pathway opportunities that exist within; industry, competition, recreational and aligned roles |
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| Awareness of a growth mindset | >Discuss the qualities of a growth mindset and lifelong learning >Discuss a closed mindset |
| Develop an awareness of the shifting mindset necessary between recreational and competitive pathway | >Define your performance behaviours such as; focus, work ethic >Discuss ways individuals can build these qualities including the notion of it being a “choice” as opposed to a “sacrifice” |
| Outline the role of the coach in well-being | >Discuss some of the wellness challenges that may exist for both coaches and skaters >Discuss the available tools and networks that are available to support the wellness of coaches and skaters |

4. Physical Preparation and Sport Science

Understand how the body works from a cellular to whole body perspective in order to prepare an individual for the physical demands of the skateboarding activity being undertaken.

Able to define key physical qualities and begin to understand their connection and relationship to technical skills

>Discuss strength, power, speed, fitness and flexibility
>Explore and discuss physical qualities and examples of how they influence certain skills an or aspects of skate performance

Understand the principals of training and how they can be used to help guide activity prescription

>Discuss principals of training such as; progressive overload (amount, duration, frequency), specificity, individuality, recovery, variation and reversibility

Understand the role and skills of each sport science modality

>Discuss the role, skills and potential skateboarding support the following sport science practitioners could provide; physiotherapy, physical preparation, nutrition, physiology, biomechanics, performance analysis, sport psychology, soft tissue therapy

Understand the stages of skill acquisition and methods to support progression

>Discuss four stages of skill acquisition (unconsciously competent, consciously incompetent, consciously competent and unconsciously competent)
>Discuss variable learning versus block learning

Recognise the phases of growth and maturation phases and common injury risks

>Discuss physiological age versus chronological age
>Discuss peak height velocity
>Discuss injuries related to growth such as; Severs, Osgood-Schlatter, Sinding-Larsen-Johansson

Understand and be able to offer basic advice on a range of practical and readily applicable recovery methods

>Explore practically applicable recovery methods such as; hydration (amounts), nutrition (timing and type), hydrotherapy (pool/sea), contrast therapy (hot/cold), sleep, compression

5. Environment

Create a structural and cultural environment to help individuals develop new skateboarding skills, competencies or knowledge.

Expand strategies to maintain and build enjoyable, challenging, safe and inclusive learning

>Explore regional or national environments for variety and stimulus
>Research and explore skate activities and games to incorporate into sessions to enhance learning and maintain fun and inclusion such as; game of skate, highest ollie

Recognise individual personalities and traits and their influence on internal dynamics within coaching groups and or teams

>Explore different personality traits and examples of scenarios where coaching and or learning has either been compromised or enhanced due to a pairing of individuals

6. Planning and Management

Organise, supervise and control a focussed activity, process or program across a set time period to accomplish skateboarding objectives.

Develop and implement medium term planning (12-52 weeks) that typically involves between 1-3 coached sessions per week

>Introduction to the theory of periodisation

Understand goal setting and its impact on progression and learning

>SMART (specific, measurable, achievable, realistic and timely) goals
>Types of goals such as; outcome, performance or process
>Setting up trick progression tables

Identify the characteristics of an effective and collaborative work team

>Discuss what successful teams look like, feel like and do

Evaluate and understand roles of likely members within small inter-disciplinary work teams

>Reflect on current or potential team roles and the associated responsibilities
>Explore role similarities and differences and discuss strategies to be successful as a team

Able to plan and implement a 2-3 day recreational focussed skate trip for a small number (3-5) of skaters

>Discuss considerations for a small recreational focussed skate trip, such as; individual skill levels and needs, appraisal of suitable locations, appropriate logistics and risk mitigation (demographics, personalities), costs

7. Communication and Relations

Effectively impart and exchange thoughts, opinions or information and understand the way in which two or more people interact will influence both psychosocial and skateboarding performance objectives.

Describe and identify different styles of communication

>Reflect on examples of different communication styles experienced in a skateboard setting such as; analytical, aggressive, passive, personal, manipulative, functional, intuitive
>Discuss how adopting a various style may impact an individual's experience

Identify different types of feedback that may be necessary to utilise in a coaching setting

>Explore examples of what situations different types of feedback (an combinations) may be used and or necessary such as; oral, written, informal, formal, descriptive, evaluative, peer and self-assessed

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| Discuss strategies that could be used to build psychologically safe relationships | >Explore enabling behaviours such as; framing challenge as learning opportunity, acknowledge own fallibility, model curiosity, be supportive >Explore challenging behaviours such as; perfectionism, criticism |
| Reflect on how behaviours can be linked to emotions and why emotional responses may change in different contexts | >Identify the range of possible emotions in different coaching scenarios and explore how these may be managed >Identify triggers that evoke different emotions |
| Define your personal coaching philosophy | >Construct your own personal coaching philosophy, outlining your values and beliefs |

8. Safeguarding

Provide emotional and physical protection to people (children and adults) who could easily be hurt in a skateboarding setting.

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| Concussion Training | >Complete on-line learning course |
| Vulnerable Adults Training | >Complete on-line learning course |
| Child Protection | >Complete on-line learning course and have local authority clearance |
| First Aid and CPR | >Complete course and or refresher as necessary |
| Code of Conduct | >Signatory to WS and or NF coaching code of conduct |

LEARNING TIME

- > 35-50 Hours
- > Approximately 50-60% practical
- * Excludes any mandatory safeguarding requirements
- * Excludes any self-study

EXPERIENCE

- > Completion of Level 1 and or approved RPL
- > 200 Hours of verifiable coaching (approximately 6 months of part-time coaching or equivalent)

LEVEL 3 - TALENT DEVELOPMENT

Level Outline

A Level 3-Talent Development coach should be able to; Provide safe, enjoyable, inclusive discipline specific (park or street) instruction on skills that are rated in the mid-higher levels of difficulty in the trick lexicon, on all key FOP features within the training and competition environment; Incorporate detailed tactical knowledge to instruct on competition strategy in both training and increasing levels of competition; Apply a range of evidence based coaching techniques and sport science theory; Understand long term skater development; Address specific performance gaps; Exhibit leadership characteristics.

Skater Profile

A Level 3-Talent Development coach should be able to work with skaters from grassroots to those that have high competitive aspirations and are capable of participating at a regional, national or continental level and who may undertake between 4 to 6 coached sessions per week in addition to the introduction of stand-alone support service provision.

Example Employer

A Level 3-Talent Development coach will typically be working as a self-employed coach, within private skate schools, action sport centres or academic institutions, through to NF engagement as a sector lead (discipline, gender, and specific area of the athlete pathway) or technical consultant.

| LEARNING AREA | KNOWLEDGE AND SKILLS | ELABORATIONS/EXAMPLES |
|--|---|--|
| <p>1. Technical Create specific skateboarding movement outcomes through the coordination of physical abilities and equipment.</p> | <p>Split stream technical learning (park or street)</p> <p>Able to identify street or park skills that are rated in the mid-higher levels of difficulty in the trick lexicon</p> | <p>>Explore trick lexicon and discuss skills relative to discipline categories such as; PARK; Airs/grabs, spins, flips, grinds, slides, inverts, switch, fakie, revert and combinations STREET; Flips, slides, grinds, spins, ollie, nollie, switch, fakie and combinations >Organise discipline category skills into general bandwidths of difficulty</p> |

Able to coach and correct street or park skills that are rated in the mid-higher levels of difficulty in the trick lexicon, on all key FOP features

>Technically analyse and discuss common teaching cues for keystone skills relative to each discipline category (see above)

>Where appropriate and feasible have familiarity with the above aligned skills and how to incorporate these on all key FOP features such as;

PARK; Vert, ½ or ¼ pipe, extension, bowl, pocket, flat bank, ski jump, hip, step up, rail and ledge

STREET; Rails, ledges, hubbas, stairs, gaps and combinations

Able to identify, coach and correct detailed skill execution elements relative to judging code

>Appraise and discuss various examples of keystone skill execution relative to judging code elements such as; style, speed, power, amplitude, grind distance, flow/lines, trick combinations and consistency

>Identify examples of world best execution versus sketchy execution and or “kiddie” style

Advanced video analytics for skill development

>Discuss and explore the pros and cons of multi-planar (front, back, side, top) video capture

>Explore video software/apps that can be used for more detailed (mechanical-speed, lengths, amplitude, tracking) skill assessment and data basing such as; kinovea, coaches eye, sports code

2. Tactical

Use planned strategic mental abilities to achieve an overall skateboarding performance objective.

Split stream tactical learning (park or street)

Investigate discipline specific performance profiles, developing a detailed understanding of What It Takes To Win (WITTW)

>Establish scoring profiles for competition zones such as; podium, final, semi-final, quarter final

>Explore and identify any skill biases within zones

>Explore additional qualities that would be necessary to optimise performance and create an appraisal template

Analyse the link between a skater’s technical profile to the FOP design and judging criteria to develop a strategy to optimise competition scoring

>Utilising the technical profile of a range of skaters across the various competition zones, develop a competition strategy for them to optimise their performance across a competition, utilising the available FOP designs and previous competition outcomes and judging criteria considerations

3. Psychology and Wellbeing

Understand the effect of psychological factors on an individual's skateboarding performance objective and how to effectively balance the requirements of training, competition and/or the industry with activities outside of the sport to be comfortable and content on physical, mental and emotional levels.

Understand the theoretical and practical application of basic sport psychology

>Discuss and explore examples of skateboard performance and the impact of psychological performance factors such as; self-confidence, motivation arousal and activation, stress and anxiety, concentration and attention and coping with adversity
>Discuss and explore the theory and practical re-works of the above examples

Build a mental health network

>Complete on-line mental health first aid course
>Actively identify and engage with local mental health network touch points

Acknowledge and analyse common sporting transitions that exist at talent development level and identify strategies for being respectful and supportive

>Explore common skateboarding transitions such as; industry to competition, competition to industry, juggling both

Recognise the risks of coach and athlete burnout

>Discuss and explore risks, including any experiences, associated with burnout such as; creating unnecessary performance pressure, training monotony, lack of autonomy, excessive criticism, inappropriate planning
>Discuss strategies to mitigate these risks

4. Physical Preparation and Sport Science

Understand how the body works from a cellular to whole body perspective in order to prepare an individual for the physical demands of the skateboarding activity being undertaken.

Identify activities to assess testing of key physical qualities and develop deeper awareness of the physical limitations that may inhibit skateboard skill development

>Explore and understand the notion of exercise testing (repeatability, consistency, reliability, accuracy)
>Identify both on-board and off-board activities that could be used to test specific physical qualities
>Discuss examples of how a specific physical quality may impact a specific skill

Understand the fundamentals of physical preparation and its application in a skateboard setting

>Non equipment based prescription of exercises to develop key physical qualities (strength, power, speed, fitness and flexibility) and support return from injury

Understand the fundamentals of biomechanics and how it relates to skill execution

>Define key elements of kinetics and kinematics
>Discuss examples of how these mechanical elements can have an impact on various skateboarding skills, including both the skater and the equipment

Awareness and ability to apply physiological strategies to common competition considerations

>Discuss and compile strategies to address considerations such as; adapting to travel across time zones, climatic adaptation (heat, humidity, altitude, cold), manipulating the environment to enhance physiology (altitude, heat), performance nutrition

5. Environment

Create a structural and cultural environment to help individuals develop new skateboarding skills, competencies or knowledge.

Identify ways to be proactive in team building

- >Define the concept of an effective team
- >Assess a range of components that contribute to effective teams, such as; vision, culture, identity, camaraderie, commitment, communication, cooperation, care, reward
- >Discuss activities or actions that you could implement to support the components of an effective team
- >Establish criteria to categorise and appraise the retention/inclusion/exclusion of skaters relative to their location on the development continuum and their potential to meet team objectives

Evaluate environments and people that could enhance team dynamics

- >Explore and discuss national and international environments that could enhance stimulus and variety, identifying the specific attributes and rationale behind your decision
- >Explore and discuss cross-sport opportunities that could represent valuable pollination
- >Identify examples of individuals and their particular qualities that could contribute either positively and or negatively to your team dynamic

6. Planning and Management

Organise, supervise and control a focussed activity, process or program across a set time period to accomplish skateboarding objectives.

Develop and implement Olympic cycle planning (3-4 years) that typically involves between 4-6 coached sessions per week

- >Advanced periodisation theory and the integration of multiple training qualities, support services and the inclusion of parallel industry obligations

Develop criteria to appraise a skater and use these to design an Individual Performance Plan (IPP)

- >Identify goals and objectives for a particular skater
- >Appraise their strengths and areas of improvement
- >Design a plan with key actions that would assist in meeting this goal

Identify the characteristics of an effective team leader responsible for managing a national skateboarding discipline including multiple teams of coaches and inter-disciplinary staff

- >Explore similarities and differences between being a team leader and a team member
- >Developing strategies to support others to be successful in pursuit of team goals

Evaluate own and others contribution to a group task, critiquing roles, including leadership, and providing useful feedback to team members, evaluate task achievement and make recommendations for improvement to goals

- >Reflect on a specific experience and identify improvements to the process of working in teams including; the relative contribution of individual members and relating group success to role clarity and develop strategies to ensure future role division aligns with goals and group member skills

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| | Able to plan and implement a 10-14 day single discipline high-performance training camp for a medium size group (5-12) of skaters and small (1-3) support team | >Discuss considerations for a single discipline high performance focussed skate trip, such as; individual and group objectives, appraisal of suitable locations, preferred staff and support needs, appropriate logistics and risk mitigation (demographics, personalities), costs |
| | Understand the role, responsibilities and behaviours of a coach mentor | >Discuss the continuum of consultant, teacher and mentor and the associated shift from telling someone what to do to offering guidance and support them to solve own challenges >WS or partner organisation mentoring workshop |
| 7. Communication and Relations | Effectively impart and exchange thoughts, opinions or information and understand the way in which two or more people interact will influence both psychosocial and skateboarding performance objectives. | Identify and discuss advanced performance reporting and the use of data for feedback |
| | Understand the process of reflective practice and self-determination theory | >Discuss means to track performance and monitor training such as; diarising (coach and athlete), trick lists, video analytics >Discuss the concept of feed forward “what could happen” >Examine and discuss the three phases of reflective practice; the mindful stance (what is happening), the consideration stance (analysing and unpacking) the consolidation stance (putting the learning into practice) >Explore the adoption of self-determination (SDM) coaching model, question based; what worked well, what can be better, what can I do to help |
| | Recognise the importance of networks and evaluate strategies to build them | >Acknowledge and discuss the broader need for networks to support your individual coaching skills or wider team >Prioritise personal or team areas for support and explore strategies to develop professional partnerships |
| | Recognise the need to adjust both your style and type of feedback relative to your audience | >Discuss the different audiences in your current role such as; skater, parent, support staff >Explore and discuss the type of adjustments that may be suitable or necessary depending on the audience |

| | | |
|--|---|--|
| | Evaluate emotional responses and the self-management of emotions in different contexts | <ul style="list-style-type: none"> >Explore emotional regulation techniques; Stop, break, reframing >Develop a guide for managing a range of emotions in different coaching situations such as training, competition warm up, finals, unexpected results at the end of long training camps, judging disagreement >Rewrite a scenario to demonstrate alternative ways to express or manage emotions |
| | Develop specific skills to prevent or resolve conflict and explore the nature of conflict resolution in a range of contexts | <ul style="list-style-type: none"> >Understanding conflict (skewed relationship, opposing values, differing interests) >Showing care and identifying your own role in a conflict >Addressing conflict (insight, clarification, empower and solutions) |
| | Awareness and application of active and intentional listening skills | <ul style="list-style-type: none"> >Discuss traits and experiences of a bad listener such as; interrupting, speaking over, never pausing, turning conversation to yourself, planning what you will say when other person talks >Discuss traits of active listening and scenarios of how to apply these in a coached setting such as; competition debriefs with skaters and team members, setting appropriate time aside, in the suitable environment, empathy, clarification, watching body cues, facing speaker |

8. Safeguarding

Provide emotional and physical protection to people (children and adults) who could easily be hurt in a skateboarding setting.

| | |
|---------------------------|--|
| Anti-Doping | >Complete on-line learning course and annual refresher |
| Data protection | >Complete on-line learning course |
| Child Protection | >Complete on-line learning course and have local authority clearance |
| First Aid | >Complete course and or refresher as necessary |
| Code of Conduct Signatory | >Signatory to WS and or NF coaching code of conduct |

LEARNING TIME

- > 75-100 Hours
- > Approximately 40-50% practical
- * Excludes any mandatory safeguarding requirements
- * Excludes any self-study

EXPERIENCE

- > Completion of Level 1 and 2 or approved RPL
- > 500 Hours of verifiable coaching (approximately 12 months of part-time coaching or equivalent)
- > Including a skater who has competed at a national championship and/or continental level

LEVEL 4 – ELITE PERFORMANCE

Level Outline

A Level 4-Elite Performance coach should be able to; Support the discipline specific (park or street) skill development of the highest performing skaters in a safe, enjoyable and inclusive environment; Articulate quality information to skaters and other coaches in highly stressful environments; Educate and upskill developing coaches into the international competition environment; Provide clear direction and leadership on technical and strategic trends as they develop internationally; Offer knowledge resourcing ability on a range of applied evidence based coaching techniques and sport science theories, with the know-how of when to apply it; Construct long term program development plans; Engage, lead and influence a range of stakeholders.

Skater Profile

A Level 4-Elite Performance coach should be able to work with skaters from grassroots to those that have the highest competitive aspirations and are competing at an international (Olympic or World Championship) level and who may undertake fulltime training of 6+ coached sessions per week with substantial support service provision.

Example Employer

A Level 4-Elite Performance coach will typically be working as a self-employed coach, within private skate schools, action sport centres or academic institutions, through to NF engagement as a Head Coach, sector lead (discipline, gender, and specific area of the athlete pathway) or a technical consultant.

| LEARNING AREA | KNOWLEDGE AND SKILLS | ELABORATION/EXAMPLES |
|--|--|---|
| <p>1. Technical Create specific skateboarding movement outcomes through the coordination of physical abilities and equipment.</p> | <p>Split stream technical learning (park or street)</p> <p>Able to identify street or park skills that are rated at the highest levels of difficulty in the trick lexicon</p> | <p>>Explore competition trick lexicon and discuss highest level difficulty skills relative to discipline categories such as;</p> <p>PARK; Airs/grabs, spins, flips, grinds, slides, invert, switch, fakie, revert and combinations</p> <p>STREET; Flips, slides, grinds, spins, ollie, nollie, switch, fakie and combinations</p> <p>>Discuss and rank in discipline category the highest level difficulty skills</p> |

Able to coach and correct street or park skills that are rated at the highest levels of difficulty in the trick lexicon, on all key FOP features

>Technically analyse and discuss common teaching cues for bespoke skills (identified by course candidates) relative to each discipline category (see above)
>Where appropriate and feasible have familiarity with the above aligned skills and how to incorporate and/or progress these on all key FOP features such as;
PARK; Vert, ½ or ¼ pipe, extension, bowl, pocket, flat bank, ski jump, hip, step up, rail and ledge
STREET; Rails, ledges, hubbas, stairs, gaps and combinations

Able to support and guide creativity and innovation to push trick boundaries

>Explore gaps and skill boundaries and discuss potential opportunities
>Explore practical examples from historical pioneers both in and outside of competition and within aligned sporting domains

2. Tactical

Use planned strategic mental abilities to achieve an overall skateboarding performance objective.

Split stream tactical learning (park or street)

Analyse in detail the competition performances of skaters at the various competition zones

>Assess and code individual skater performances across each competition zone (podium, final, semi-final, quarter-final) considering; each individual trick of a skaters run, the qualitative assessment and the feature it was performed on
>Identify patterns, step up changes and judging adjustments
>Discuss scoring gaps and opposition profiling
>Look at available data basing options including both in and out of sport examples of best practice

3. Psychology and Wellbeing

Understand the effect of psychological factors on an individual's skateboarding performance objective and how to effectively balance the requirements of training, competition and/or the industry with activities outside of the sport to be comfortable and content on physical, mental and emotional levels.

Explore the psychology of performing on the biggest stage

>Explore and discuss the unique aspects of the OG environment and differences between WC and other PT events
>Consider the concepts of competing as an individual versus competing for your nation and the notions of internal and external expectations
>Explore specific strategies that could mitigate these differences

Acknowledge and analyse late career sporting transitions and develop quality identification strategies

>Explore late career skateboarding transitions such as; competition to coach, industry or competition to retirement
>Discuss and identify qualities that are suited to potentially aligned vocations

4. Physical Preparation and Sport Science

Understand how the body works from a cellular to whole body perspective in order to prepare an individual for the physical demands of the skateboarding activity being undertaken.

Develop a detailed understanding of “peaking” on the biggest stage and implement a full time training plan that targets this outcome

>Discuss and explore a range of strategies for manipulating training units to achieve goals, such as; linear, concurrent, conjugate, concentrated, block, tapering and competition
>Evaluate and consider how these variables could be adapted and applied in a skateboard setting

5. Environment

Create a structural and cultural environment to help individuals develop new skateboarding skills, competencies or knowledge.

Explore and evaluate considerations for inclusive performance centre design and development

>Identify and discuss sport and discipline needs for inclusive skill development across the entire pathway
>Explore current examples of best practice both within and out of sport
>Discuss novel concepts and potential future trends
>Explore potential alignments and partnerships with similar sports (BMX, surf, snow, gymnastics)

Build both local and global multi-disciplinary networks that can service team skaters when training or competing

>Consider and discuss servicing options such as; centralised local hubs, global bases, permanent staffing, consultants, team sharing options, industry alignments and partnerships
>Explore feasibility of options based on a range of budgets
>Explore creative alternatives

6. Planning and Management

Organise, supervise and control a focussed activity, process or program across a set time period to accomplish skateboarding objectives.

Develop an understanding of whole sport (dual discipline) campaign plans including the concept of generational succession planning (4-12 years)

>Evaluate strategic planning models such as; VMOST
>Discuss key sporting pillars such as; skaters, coaches, competition, training environments and how to identify gaps and subsequent actions to maintain progress
>Aligning and managing multiple organisational stakeholders and partners

Able to plan and implement an international dual discipline high performance training camp for large number of skaters (12-30) and comprehensive support staff (3-10) across an extended period of time (2-6 weeks)

>Discuss considerations for an international dual discipline high performance focussed camp, such as; individual and group objectives, appraisal of suitable locations, preferred staff and support needs, appropriate logistics and risk mitigation (demographics, personalities), costs

Identify the characteristics of an influential and inspirational team leader responsible for managing an entire national skateboarding program including multiple teams of coaches, inter-disciplinary staff across both skateboarding disciplines and multiple stakeholders

>Research influential leadership and the associated qualities
>Conduct the Coach Leadership Assessment System (CLAS)
>Develop strategies to align your leadership style
>Identify and engage a mentor

7. Communication and Relations

Effectively impart and exchange thoughts, opinions or information and understand the way in which two or more people interact will influence both psychosocial and skateboarding performance objectives.

Identify and evaluate means to implement whole sport and whole campaign reporting and the use and integration of both qualitative and quantitative information for multi-level feedback

>Research, evaluate and discuss examples of whole sport, campaign reports either within or out of skateboarding
>Reflect on the questions and the type of information you require
>Discuss various methods of information gathering

Recognise the need to adjust both your style and type of feedback relative to your audience

> Discuss the different audiences in your current role such as; senior support staff, senior management, NFs and external stakeholders
>Explore and discuss the type of adjustments that may be suitable or necessary to raise impact depending on the audience

Explore the concept of developmental coaching and evaluate practical means for its implementation

>Investigate the GROW (goals, reality, options and way forward) model
>Actively practice the GROW model conversation

8. Safeguarding

Provide emotional and physical protection to people (children and adults) who could easily be hurt in a skateboarding setting.

Anti-Doping

>Complete on-line learning course and annual refresher

Child Protection

>Complete on-line learning course and have local authority clearance

First Aid

>Complete course and or refresher as necessary

Code of Conduct Signatory

>Signatory to WS and or NF coaching code of conduct

LEARNING TIME

- > 150-200 Hours
- > Approximately 30-40% practical
- * Excludes any mandatory safeguarding requirements
- * Excludes any self-study

EXPERIENCE

- > Completion of Level 1, 2 and 3 or approved RPL
- > 1,000 Hours of verifiable coaching (approximately 24 months of part-time coaching or equivalent)
- > Including a skater who has competed at international level (PT, WC and OG)
- > NF endorsement

ABBREVIATIONS AND DEFINITIONS

| | |
|-------------------------|---|
| CDS | Coach Development Strategy |
| CEAS | Coach Education and Accreditation System |
| CLAS | Coach Leadership Assessment System |
| CPR | Cardio Pulmonary Resuscitation |
| ELABORATIONS | Non-mandated, advisory examples that provide guidance on how knowledge and skills may be transformed into a learning opportunity or activity |
| FOP | Field of Play |
| GROW Model | Goals, Reality, Options and Way Forward |
| IPP | Individual Performance Plan |
| KNOWLEDGE/SKILLS | Specific and discrete information identifying what coaches should have the opportunity to learn at each coaching level |
| LEARNING AREA | Key organising element within each coaching level |
| LEVEL | Statements that provide an overview to the content and audience at each coaching level |
| NF | National Federation |
| OG | Olympic Games |
| OHS | Occupational Health and Safety |
| PAL | Posture, Arms and Legs |
| PT | Pro Tour |
| RPL | Recognition of Prior Learning |
| SBCC | Skateboard Coaching Commission |
| SDM | Self-Determination Model |

| | |
|--------------------|---|
| SMART Goals | Specific, Measurable, Achievable, Realistic, Timely |
| STREAM | Discipline based organising element within each coaching level |
| TREE Model | Teaching, Rules, Equipment and Environment |
| VARK | Visual, Auditory, Reading and Kinaesthetic |
| VMOST Model | Vision, Misson, Objectives, Strategy, Tactics |
| WC | World Championship |
| WITTW Model | What It Takes To Win |
| WS | World Skate |

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