

World Skate - Coach Education Accreditation System (CEAS)



Learning Curriculum 2024-28

RECREATIONAL		COMPETITION		
GRASSROOTS-Level 1		PARTICIPATION-Level 2		
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Coaching Outline	<p>A Level 1-Grassroots coach should be able to;</p> <ul style="list-style-type: none"> -Create an engaging environment where skaters can begin 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 	<p>A Level 2-Participation coach should be able to;</p> <ul style="list-style-type: none"> -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 	<p>A Level 3-Talent Development coach should be able to;</p> <ul style="list-style-type: none"> -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 	<p>A Level 4-Elite Performance coach should be able to;</p> <ul style="list-style-type: none"> -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
Athlete Profile	<p>A Level 1-Grassroots coach will be able to;</p> <ul style="list-style-type: none"> -Work with skaters looking to start their sporting journey -May undertake weekly or fortnightly coached sessions 	<p>A Level 2-Participation coach will be able to;</p> <ul style="list-style-type: none"> -Work with skaters from grassroots to those looking to build their skills and involvement in the sport exploring discipline, recreational, industry or competitive preferences -May undertake between 1 to 3 coached sessions per week 	<p>A Level 3-Talent Development coach should be able to;</p> <ul style="list-style-type: none"> -Work with skaters from grassroots to those that have high competitive aspirations and are capable of participating at a regional, national or continental level -May undertake between 4 to 6 coached sessions per week in addition to the introduction of stand-alone support service provision 	<p>A Level 4-Elite Performance coach should be able to;</p> <ul style="list-style-type: none"> -Work with skaters from grassroots to those that have the highest competitive aspirations and are competing at an international (Olympic or World Championship) level -May undertake fulltime training of 6+ coached sessions per week with substantial support service provision

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	A Level 2-Participation coach will typically be working; -As a self-employed coach -Within private skate schools, action sport centres or academic institutions	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 -NF engagement as a sector lead (discipline, gender, and specific area of the athlete pathway) or technical consultant	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 -NF engagement as a Head Coach, sector lead (discipline, gender, and specific area of the athlete pathway) or technical consultant
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1. TECHNICAL

Create specific skateboarding movement outcomes through the coordination of physical abilities and equipment.

RECREATIONAL		COMPETITION	
GRASSROOTS-Level 1	PARTICIPATION-Level 2	TALENT DEVELOPMENT-Level 3	ELITE PERFORMANCE-Level 4
Demonstrate an understanding of skateboarding evolution and history	Able to identify all-around dual discipline skills, that are rated in the lower-mid levels of difficulty in the trick lexicon	Split stream technical learning (park or street)	Split stream technical learning (park or street)
Demonstrate an understanding of the different skateboarding disciplines	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	Able to identify street or park skills that are rated in the mid-higher levels of difficulty in the trick lexicon	Able to identify street or park skills that are rated at the highest levels of difficulty in the trick lexicon
Correctly identify and name all key FOP features/obstacles	Able to advise and adjust for advanced board set up	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	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
Correctly identify, fit and adjust all basic safety equipment	Able to understand and utilise progressive spotting techniques and tools	Able to identify, coach and correct detailed skill execution elements relative to judging code	Able to support and guide creativity and innovation to push trick boundaries
Correctly identify, set-up and maintain fundamental board components	Understand and explore safe and logical trick and combination progressions	Advanced video analytics for skill development	
Able to identify, coach and correct fundamental start-up skills on appropriate terrain and features	Able to coach the safe and appropriate adoption of correct bailing, tumbling and sliding technique		
Understand and explore safe and appropriate spotting techniques	How to use video as a learning and skill development tool		
Understand and explore safe and logical trick progressions			

2. TACTICAL

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

RECREATIONAL		COMPETITION	
GRASSROOTS-Level 1	PARTICIPATION-Level 2	TALENT DEVELOPMENT-Level 3	ELITE PERFORMANCE-Level 4
<p>Understand and apply skate park etiquette</p> <p>Suitably appraise and navigate a skate environment relative to your skills and the current users to ensure your own and others enjoyment and safety</p>	<p>Awareness and understanding of Olympic and other commonly adopted competition formats within the skateboarding pathway</p> <p>Awareness and understanding of Olympic judging criteria</p> <p>Awareness and understanding of the core industry and navigating the core industry</p>	<p>Split stream tactical learning (park or street)</p> <p>Investigate discipline specific performance profiles, developing a detailed understanding of What It Takes To Win (WITTW)</p> <p>Analyse the link between a skater's technical profile to the FOP design and judging criteria to develop a strategy to optimise competition scoring</p>	<p>Split stream tactical learning (park or street)</p> <p>Analyse in detail the competition performances of skaters at the various competition zones</p>

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.

RECREATIONAL		COMPETITION	
GRASSROOTS-Level 1	PARTICIPATION-Level 2	TALENT DEVELOPMENT-Level 3	ELITE PERFORMANCE-Level 4
<p>Recognise and apply appropriate behaviours to ensure enjoyment and fun</p> <p>Develop an awareness of psychological skills that promote; persistence, resilience and overcoming fear</p> <p>Recognise the importance of psychological safety and the link between physical safety and logical technical progressions as the foundation of trust</p> <p>Understand and apply different learning styles</p> <p>Discuss community diversity and understand opportunities to engage and support belonging</p> <p>Develop an awareness of supportive and encouraging behaviours that are aligned to the sporting culture</p>	<p>Explore the different skateboarding pathways and discuss the various opportunities that exist to help guide people on their preference(s)</p> <p>Develop an awareness of the shifting mindset necessary between recreational and competitive pathway</p> <p>Awareness of a growth mindset</p> <p>Outline the role of the coach in well-being</p>	<p>Understand the theoretical and practical application of basic sport psychology</p> <p>Build a mental health network</p> <p>Acknowledge and analyse common sporting transitions that exist at talent development level and identify strategies for being respectful and supportive</p> <p>Recognise the risks of coach and athlete burnout</p>	<p>Explore the psychology of performing on the biggest stage</p> <p>Acknowledge and analyse late career sporting transitions and develop quality identification strategies</p>

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.

RECREATIONAL		COMPETITION	
GRASSROOTS-Level 1	PARTICIPATION-Level 2	TALENT DEVELOPMENT-Level 3	ELITE PERFORMANCE-Level 4
<p>Understand the scientific rationale and practical application of appropriate warm ups and cool downs</p> <p>Understand the scientific rationale and practical application of suitable hydration and appropriate pre and post nutrition relative to the session and climate</p>	<p>Able to define key physical qualities and begin to understand their connection and relationship to technical skills</p> <p>Understand the principals of training and how they can be used to help guide activity prescription</p> <p>Understand the role and skills of each sport science modality</p> <p>Understand the stages of skill acquisition and methods to support progression</p> <p>Recognise the phases of growth and maturation and common injury risks</p>	<p>Identify activities to assess testing of key physical qualities and develop deeper awareness of the physical limitations that may inhibit skateboard skill development</p> <p>Understand the fundamentals of physical preparation and its application in a skateboard setting</p> <p>Understand the fundamentals of biomechanics and how it relates to skill execution</p> <p>Awareness and ability to apply physiological strategies to common competition considerations</p>	<p>Develop a detailed understanding of “peaking” on the biggest stage and implement and appraise full time training plans that target this outcome</p>

5. ENVIRONMENT

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

RECREATIONAL		COMPETITION	
GRASSROOTS-Level 1	PARTICIPATION-Level 2	TALENT DEVELOPMENT-Level 3	ELITE PERFORMANCE-Level 4
<p>Recognise strategies to maintain, enjoyable, inclusive, challenging, safe and creative environments</p>	<p>Expand strategies to maintain and build enjoyable, challenging, safe and inclusive learning</p> <p>Recognise individual personalities and traits and their influence on internal dynamics within coaching groups and or teams</p>	<p>Identify ways to be proactive in team building</p> <p>Evaluate environments and external people that could enhance team dynamics</p>	<p>Explore and evaluate considerations for performance centre design and development</p> <p>Build both local and global multi-disciplinary networks that can service teams or individual skaters when training or competing</p>

6. PLANNING AND MANAGEMENT

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

RECREATIONAL		COMPETITION	
GRASSROOTS-Level 1	PARTICIPATION-Level 2	TALENT DEVELOPMENT-Level 3	ELITE PERFORMANCE-Level 4
<p>Develop and implement short term planning strategies (1 session-10 weeks) that typically involves a single coached session per week-fortnight</p> <p>Describe and apply a range of strategies to adapt your coaching in variable environments and situations</p> <p>Identify means for managing individuals and small numbers</p> <p>Define the role of the coach</p>	<p>Develop and implement medium term planning (12-52 weeks) that typically involves between 1-3 coached sessions per week</p> <p>Understand goal setting and its impact on progression and learning</p> <p>Identify the characteristics of an effective and collaborative work team</p> <p>Evaluate and understand roles of likely members within small inter-disciplinary work teams</p> <p>Able to plan and implement a 2-3 day recreational focussed, regional, skate trip for a small number (3-5) of skaters</p>	<p>Develop and implement Olympic cycle planning (3-4 years) that typically involves between 4-6 coached sessions per week</p> <p>Develop criteria to appraise a skater and use these to design an Individual Performance Plan (IPP)</p> <p>Identify the characteristics of an effective team leader responsible for managing a national skateboarding discipline including multiple teams of coaches and inter-disciplinary staff</p> <p>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</p> <p>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</p> <p>Understand the role, responsibilities and behaviours of a coach mentor</p>	<p>Develop an understanding of whole sport (dual discipline) campaign plans including the concept of generational succession planning (4-12 years)</p> <p>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)</p> <p>Identify the characteristics of an influential and inspirational team leader responsible for managing an entire national skateboarding program including multiple teams of coaches and inter-disciplinary staff across both skateboarding disciplines</p>

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.

RECREATIONAL		COMPETITION	
GRASSROOTS-Level 1	PARTICIPATION-Level 2	TALENT DEVELOPMENT-Level 3	ELITE PERFORMANCE-Level 4
Understand and implement effective and respectful communication and behaviour into a coaching setting	Describe and identify different styles of communication	Identify and discuss advanced performance reporting and the use of data for feedback	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
Understand and implement supportive feedback into a coaching setting	Identify different types of feedback that may be necessary to utilise in a coaching setting	Understand the process of reflective practice and self-determination theory	Recognise the need to adjust both your style and type of feedback relative to your audience
Recognise the biological, psychological and social differences that are common to various demographics common to skateboarding	Discuss strategies that could be used to build psychologically safe relationships	Recognise the importance of networks and evaluate strategies to build them	Explore the concept of developmental coaching and evaluate practical means for its implementation
Recognise the various coaching styles that may be preferred by various demographics common to skateboarding	Reflect on how behaviours can be linked to emotions and why emotional responses may change in different contexts	Recognise the need to adjust both your style and type of feedback relative to your audience	
Understand and implement practices that can build engagement, trust and empathy	Defining your personal coaching philosophy	Evaluate emotional responses and the self-management of emotions in different contexts	
		Develop specific skills to prevent or resolve conflict and explore the nature of conflict resolution in a range of contexts	
		Awareness and application of active and intentional listening skills	

8. SAFEGUARDING

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

RECREATIONAL		COMPETITION	
GRASSROOTS-Level 1	PARTICIPATION-Level 2	TALENT DEVELOPMENT-Level 3	ELITE PERFORMANCE-Level 4
Understand the importance of skate park occupational health and safety (OHS)	Concussion Training	Anti-Doping	Anti-Doping
Child Protection	Vulnerable Adults Training	Data protection	Child Protection
First Aid and CPR	Child Protection	Child Protection	First Aid
Code of Conduct	First Aid and CPR	First Aid	Code of Conduct
	Code of Conduct	Code of Conduct	

REQUIREMENTS

Learning Time	<ul style="list-style-type: none"> > 15-25 Hours > Approximately 60-70% practical * Excludes any mandatory safeguarding requirements * Excludes any self-study 	<ul style="list-style-type: none"> > 35-50 Hours > Approximately 50-60% practical * Excludes any mandatory safeguarding requirements * Excludes any self-study 	<ul style="list-style-type: none"> > 75-100 Hours > Approximately 40-50% practical * Excludes any mandatory safeguarding requirements * Excludes any self-study 	<ul style="list-style-type: none"> > 150-200 Hours > Approximately 30-40% practical * Excludes any mandatory safeguarding requirements * Excludes any self-study
Experience	<ul style="list-style-type: none"> > Proven ability to ride a skateboard competently and safely (stand, stop, push and turn) 	<ul style="list-style-type: none"> > Completion of Level 1 and or approved RPL > 200 Hours of verifiable coaching (approximately 6 months of part-time coaching or equivalent) 	<ul style="list-style-type: none"> > 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 	<ul style="list-style-type: none"> > 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