



**WORLD
SKATE**

OLYMPIC SKATEBOARDING COACH EDUCATION ACCREDITATION **SYSTEM 2024-28**

Learning Curriculum

OUR ALIGNMENT

COACH DEVELOPMENT STRATEGY, 2024-28



Our Vision is

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.

STRATEGIC PILLAR



ACCREDITATION

Our Ambition is

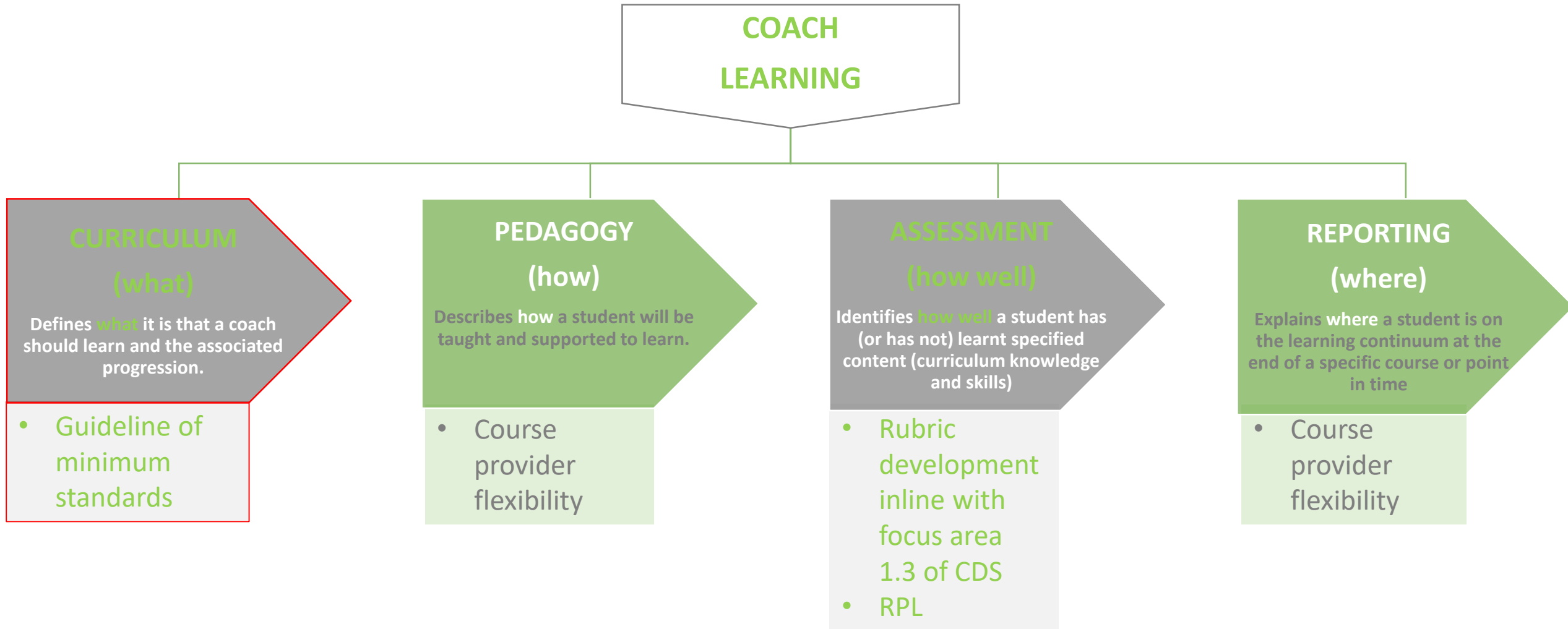
Establish a clearly defined coach education and accreditation framework so that there is recognition, development and maintenance of coaching qualifications

FOCUS AREA 1.1

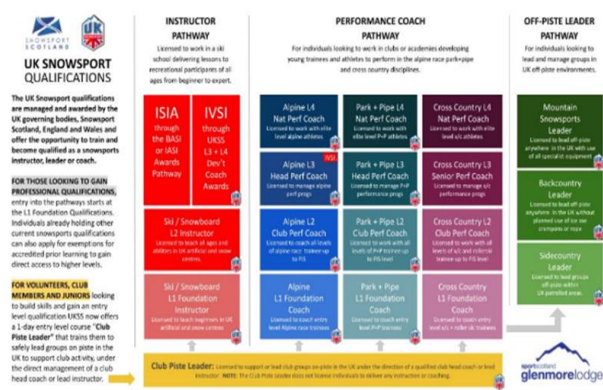
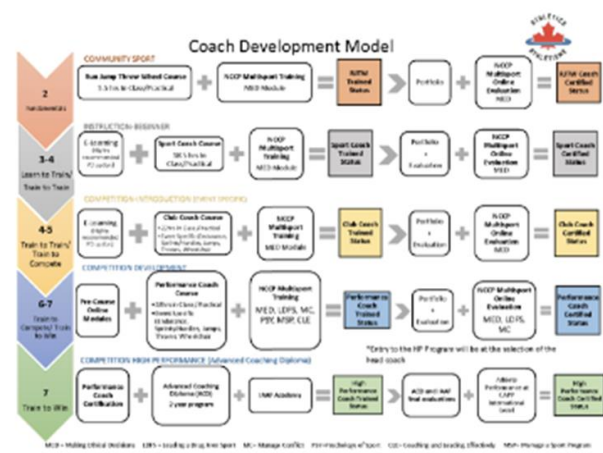
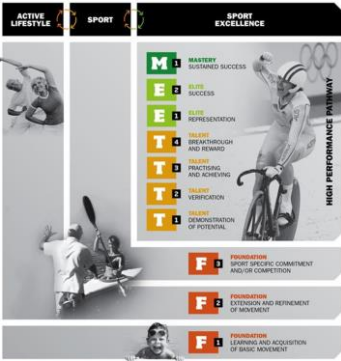


Coaching
Framework and
Curriculum

OUR CONSIDERATIONS



OUR PROCESS



Athlete Development Models

Coach Development Models

Profiles and Prospects

OUR FRAMEWORK

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

OUR LEARNING AREAS

TECHNICAL



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

TACTICAL



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

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.

PHYSICAL 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.

ENVIRONMENT



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

PLAN AND MANAGE



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

COMMUNICATE AND RELATE



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.

SAFEGUARDING



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

1. GRASSROOTS

Able to work with skaters looking to start their sporting journey

20_h

LEARNING TIME

65%

PRACTICAL

0_{nth}

EXPERIENCE



TECHNICAL

- >Understand disciplines
- >Identify features
- >Safety equipment
- >Board set up
- >Teach start up skills
- >Spotting technique



TACTICAL

- >Skate park etiquette
- >Navigating a skate environment



PSYCHOLOGY WELLBEING

- >Behaviours to allow enjoyment and fun
- >Skills to support persistence, resilience and overcoming fear
- >Linking safe progress and trust



PHYSICAL SPORT SCIENCE

- >Appropriate warm ups and cool downs
- >Good hydration and fuel needs relative to session and climate



ENVIRONMENT

- >Strategies to ensure fun, inclusive, challenging, safe and creative environments



PLAN MANAGE

- >Short term plans (1 session-10 weeks)
- >Managing small groups
- >Adapting to changing situations
- >Defining your role



COMMUNICATE RELATE

- >Respectful communication
- >Supportive feedback
- >Aware demographic bio/psych/social
- >Coaching styles



SAFEGUARDING

- >Skate park OHS
- >Child protection
- >First Aid and CPR
- >Code of Conduct

2. PARTICIPATION

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

45_h

LEARNING TIME

55%

PRACTICAL

6_{nth}

EXPERIENCE



TECHNICAL

- >Teach easy common dual discipline skills
- >Advanced board set up
- >Bailing and tumbling
- >Using video as a learning tool



TACTICAL

- >Competition formats
- >Judging criteria
- >Understanding and navigating the core industry



PSYCHOLOGY WELLBEING

- >Explore range of skate pathways
- >Growth mindset
- >Shifting mindset
- >Role of the coach in wellbeing



PHYSICAL SPORT SCIENCE

- >Identify physical qualities and skill link
- >Principals of training
- >Sport science modes
- >Skill acquisition
- >Growth phases
- >Recovery methods



ENVIRONMENT

- >Expand strategies to maintain fun, inclusion, challenge and safety
- >Personality traits and their influence on group dynamics



PLAN MANAGE

- >Medium term plans (12-52 weeks)
- >Goal setting
- >Working in small inter-discipline teams
- >Implement small and short, local skate trip



COMMUNICATE RELATE

- >Styles of communication
- >Types of feedback
- >Emotional awareness
- >Psychological safety
- >Coaching philosophy



SAFEGUARDING

- >Concussion
- >Vulnerable adults
- >Child protection
- >First Aid and CPR
- >Code of Conduct

3. DEVELOPMENT

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

90_h

LEARNING TIME

45%

PRACTICAL

12_{mth}

EXPERIENCE



TECHNICAL

- >Split stream
- >Teach advanced skills
- >Correct skill execution relative to judging code
- >Advanced video analytics



TACTICAL

- >Split stream
- >Performance profiles and WITTW models
- >Linking skaters profiles to FOP and judging criteria to optimise scoring



PSYCHOLOGY WELLBEING

- >Sport psychology
- >Building mental health network
- >Supporting common level transitions
- >Coach and or skater burnout



PHYSICAL SPORT SCIENCE

- >On and off board testing and assessing physical qualities
- >Exercise prescription
- >Biomechanics and skill execution
- >Physiological tools



ENVIRONMENT

- >Proactive team building
- >Evaluating people and environments that could enhance team dynamics



PLAN MANAGE

- >Olympic cycle plans (3-4 years) and IPPs
- >Leadership in multi-discipline teams
- >Program reviews
- >Implement discipline HP training camp, OS



COMMUNICATE RELATE

- >Reflect and review
- >Audience adjust
- >Manage emotions
- >Conflict resolution
- >Listening skills
- >Network building strategies



SAFEGUARDING

- >Anti-doping
- >Data protection
- >Child protection
- >First Aid and CPR
- >Code of Conduct

4. ELITE

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

175_h

LEARNING TIME

35%

PRACTICAL

24_{nth}

EXPERIENCE



TECHNICAL

- >Split stream
- >Teach most advanced skills
- >Supporting and guiding creativity and innovation to push boundaries



TACTICAL

- >Split stream
- >Advanced competition analytics, coding and using data



PSYCHOLOGY WELLBEING

- >Psychology of performing on the biggest stage
- >Late career transitions and quality identification



PHYSICAL SPORT SCIENCE

- >Detailed understanding of “peaking” and aligned planning strategies



ENVIRONMENT

- >Considerations for inclusive performance centre design and development
- >Build local and global multi-discipline teams to support skaters



PLAN MANAGE

- >Dual discipline campaign plans and generation succession
- >Implement whole sport OS HP camp
- >Inspiring and influential leadership



COMMUNICATE RELATE

- >Whole sport and campaign reporting
- >Senior management an stakeholder audience adjustment
- >Developmental coaching



SAFEGUARDING

- >Anti-doping
- >Child protection
- >First Aid and CPR
- >Code of Conduct

MOVING FORWARD

ASSOCIATED CDS PRIORITIES

1.1

- Engage NFs and finalise CEAS curriculum
- Implement means for regular course and community feedback to maintain dialogue and guide curriculum needs or adjustments

1.3

- 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
- Finalise the assessment rubric for course levels

1.3a

- Develop a coaching course and delivery provider endorsement and transition process so that policies and minimum standards are aligned to the CEAS curriculum.
- Invite all interested NFs to submit an EOI for the appraisal and alignment of any new or existing courses toward the CEAS curriculum

1.3b

- Define and publish RPL guidelines
- Implement an RPL application process and begin individual assessments and associated level of accreditation

MASTER DOCUMENT

FORMAT

LEARNING AREA

	LEARNING AREA	KNOWLEDGE AND SKILLS	ELABORATIONS/EXAMPLES
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.	<p>Explore and evaluate considerations for inclusive performance centre design and development</p> <p>Build both local and global multi-disciplinary networks that can service team skaters when training or competing</p>	<p>>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)</p> <p>>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</p>
6.	Planning and Management Organise, supervise and control a focussed activity, process or program across a set time period to accomplish skateboarding objectives.	<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, inter-disciplinary staff across both skateboarding disciplines and multiple stakeholders</p>	<p>>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</p> <p>>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</p> <p>>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</p>

PROGRESSION DOCUMENT

FORMAT

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			

OLYMPIC SKATEBOARDING COACH EDUCATION ACCREDITATION SYSTEM 2024-28



LEARNING CURRICULUM

Defining the minimum standards of what it is that coaches should have the opportunity to learn as a result of any formal Olympic skateboarding coach education, that enables them to progress along a development continuum

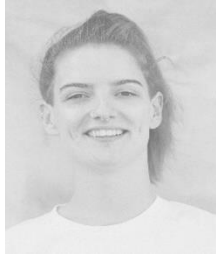
OUR LEVELS

<div><div>1. GRASSROOTS</div><div><i>Able to work with skaters looking to start their sporting journey</i></div><div></div></div>	<div><div>2. PARTICIPATION</div><div><i>Able to work with skaters looking to build their skills and involvement in the sport</i></div><div></div></div>	<div><div>3. DEVELOPMENT</div><div><i>Able to work with skaters that have high competitive aspirations</i></div><div></div></div>	<div><div>4. ELITE PERFORMANCE</div><div><i>Able to work with skaters that are competing at an international (OG or WC) level</i></div><div></div></div>
<div><div>Technical</div><div>Start up skills; equipment set up; skate history</div></div> <div><div>Tactical</div><div>Skate park etiquette; navigating skate environment</div></div> <div><div>Psychology and Wellbeing</div><div>Skills to support fun; building trust and persistence</div></div> <div><div>Physical and Sport Science</div><div>Warm up and cool downs; good hydration and fuel</div></div> <div><div>Environment</div><div>Ensuring inclusion, challenge, safety and creativity</div></div> <div><div>Planning and Management</div><div>Session plans; managing small groups; being adaptable</div></div> <div><div>Communication and Relation</div><div>Respectful communication; aware bio/psych/social</div></div> <div><div>Safeguarding</div><div>OHS; child protection; first aid; code conduct</div></div>	<div><div>Technical</div><div>Easy dual discipline skills; tumbling skills; video</div></div> <div><div>Tactical</div><div>Competition formats; judging criteria; core industry</div></div> <div><div>Psychology and Wellbeing</div><div>Growth and shifting mindset; coach wellbeing role</div></div> <div><div>Physical and Sport Science</div><div>Physical link to skill; growth; recovery; modalities</div></div> <div><div>Environment</div><div>Personality traits; group dynamics; exploring environs</div></div> <div><div>Planning and Management</div><div>Annual plans; goal setting; working in teams; small trip</div></div> <div><div>Communication and Relation</div><div>Types feedback; aware emotions; psych safety</div></div> <div><div>Safeguarding</div><div>Concussion; vulnerable adults</div></div>	<div><div>Technical</div><div>Split stream; advanced skills; code execution</div></div> <div><div>Tactical</div><div>Split stream; profiling; optimising scoring</div></div> <div><div>Psychology and Wellbeing</div><div>Sport psychology, burnout; supporting transitions</div></div> <div><div>Physical and Sport Science</div><div>On/off board testing; biomechanics; physiology</div></div> <div><div>Environment</div><div>Team building; impact of people/places on dynamics</div></div> <div><div>Planning and Management</div><div>OG cycle; leadership, HP camp, program reviews</div></div> <div><div>Communication and Relation</div><div>Managing emotions, conflict; audience adjustment</div></div> <div><div>Safeguarding</div><div>Anti-doping; data protection</div></div>	<div><div>Technical</div><div>Split stream; most advanced skills; pushing boundaries</div></div> <div><div>Tactical</div><div>Split stream; competition coding, analytics and data use</div></div> <div><div>Psychology and Wellbeing</div><div>Performing on biggest stage; late career transitions</div></div> <div><div>Physical and Sport Science</div><div>Peaking, tapering and aligned plan and prescription</div></div> <div><div>Environment</div><div>Performance centre design and development</div></div> <div><div>Planning and Management</div><div>Campaign and succession plans; influence/inspire</div></div> <div><div>Communication and Relation</div><div>Whole sport stakeholder reports; development coaching</div></div> <div><div>Safeguarding</div><div>Maintenance of all previous</div></div>
<div><div>20_h</div><div>65%</div><div>0_{nth}</div><div>TIMEPRACTICALEXP</div></div>	<div><div>45_h</div><div>55%</div><div>6_{nth}</div><div>TIMEPRACTICALEXP</div></div>	<div><div>90_h</div><div>45%</div><div>12_{nth}</div><div>TIMEPRACTICALEXP</div></div>	<div><div>175_h</div><div>35%</div><div>24_{nth}</div><div>TIMEPRACTICALEXP</div></div>

OUR **THANKS**



**Alain
Goikoetxea
(SPN)**



**Amber
Edmondson
(GB)**



**Alex
Wolf
(GB)**



**Chris
Curran
(NZ)**



**Kenny
Reed
(USA)**



**Lea
Schairer
(GER)**



**Cristiano
Mateus
(BRA)**



**Sean
Hayes
(CAN)**



**Sharne
Jacobs
(SA)**

ANY **QUESTIONS**



The full **WS Olympic Skateboarding, Coach Education Accreditation System (CEAS), 2024-28** can be viewed by scanning the QR code

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