

Title: Expanding coach discipline knowledge.

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Abstract [presentation]

Coach education has traditionally focused on sport discipline and pedagogical knowledge as the dominant domains essential for coach preparation. Recently research has alluded to the significance of personal and contextual knowledge in shaping coaching practice. The purpose of this study was to create a broader framework for understanding the multiple knowledge domains that underpin the coaching process. A grounded theory approach was utilised to investigate the point of view of elite development coaches and better understand the specificity and complexity of their coaching environment and development. Twenty elite development coaches working with Australian junior athletes were purposely sampled for gender balance and diversity across team and individual sports. In-depth semi-structured interviews were conducted to examine three aspects of coaching; the development of expertise, application of expertise, and the role of coach education and accreditation. The key theme to emerge from the coaches' responses was that personal and contextual knowledge are as important as sport discipline and pedagogical knowledge in coach development. Implications for coach education are considered, in particular the need to expand current pedagogical approaches and incorporate a developmental approach to knowledge acquisition.

Key words line: Coach expertise, coach behaviour, coach knowledge, knowledge development.