

Coaches' learning pathways: A Canadian perspective

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Gilbert, W. & Trudel, P. (2004). Analysis of coaching science published from 1970-2004. *Research Quarterly for Exercise and Sport*, 75 (4), 388-399.



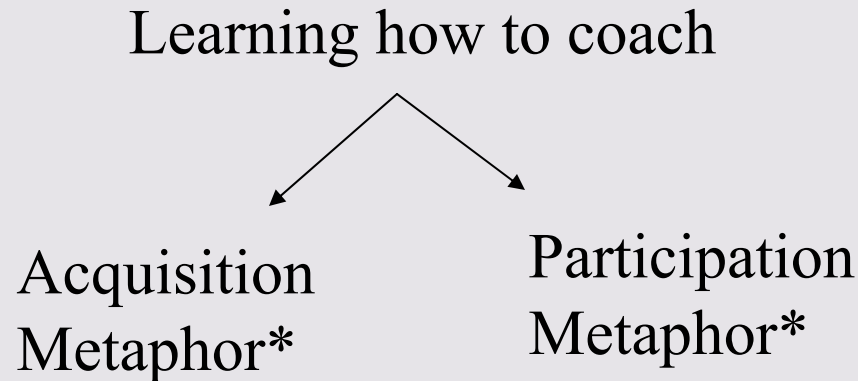
To answer the following questions:

1. How many research studies have been published on coaching science, what is their publication rate, and what journals are used?
2. What coaching focus areas have been studied? Coaching focus was defined as the aspect(s) of coaching examined in the research study, as stated in the article title and purpose statement.
3. What general research methodologies and methods of data collection are used?
4. What types of research participants are included?
5. What sports and sporting contexts are studied?



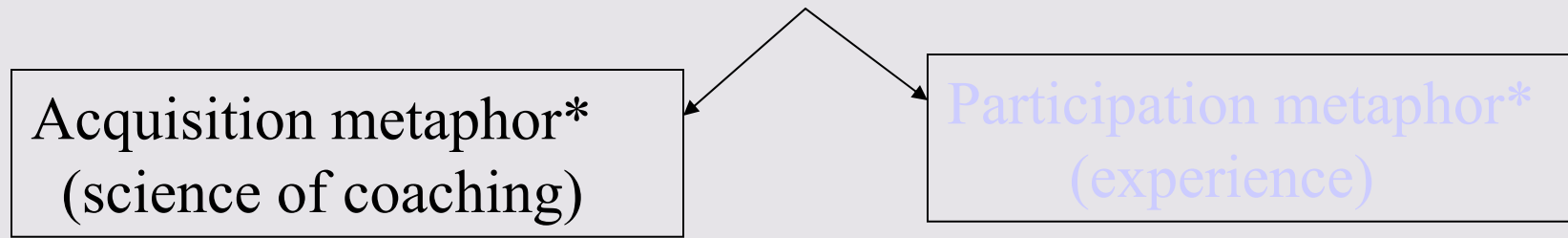


Trudel, P. & Gilbert, W. (2006). Coaching and coach education. In D. Kirk, M. O'Sullivan, & D. McDonald, *Handbook of Physical Education* (pp. 516-539). London: Sage.



* Sfard, A. (1998). On two metaphors for learning and the dangers of choosing just one. *Educational Researcher*, 27, 4-13.

Learning how to coach

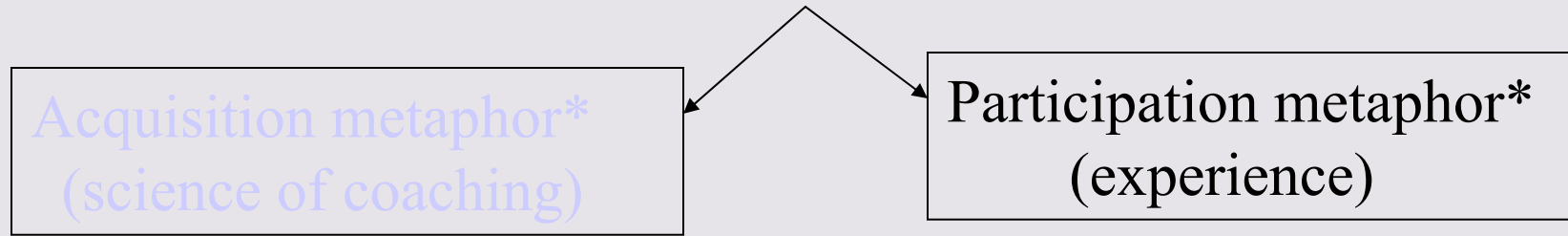


- Coach education programs



- Coach training programs

Learning how to coach



- Coach education programs



- Coach training programs

Learning how to coach

Acquisition metaphor*
(science of coaching)

Participation metaphor*
(experience)

- Coach education programs

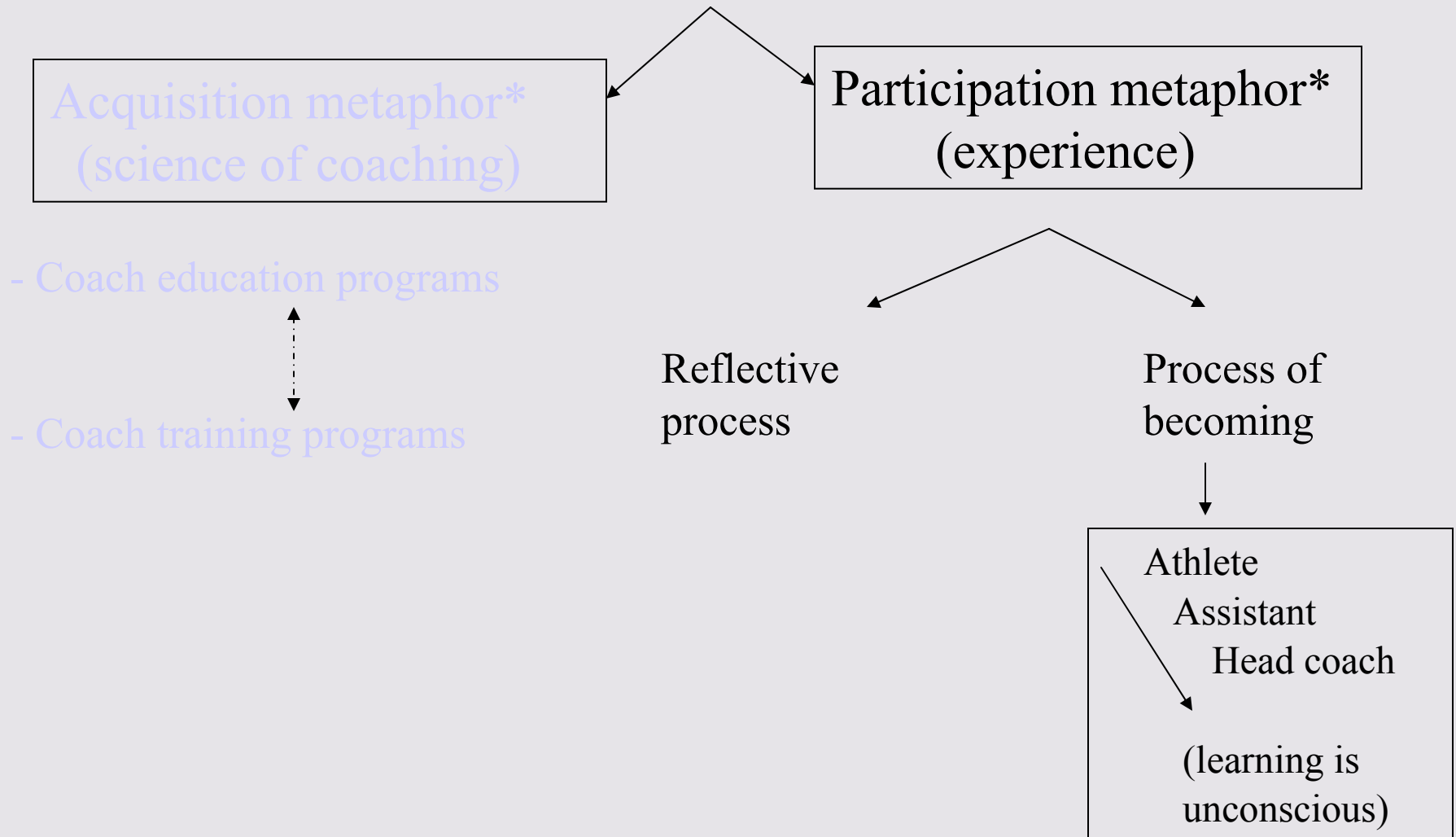


- Coach training programs

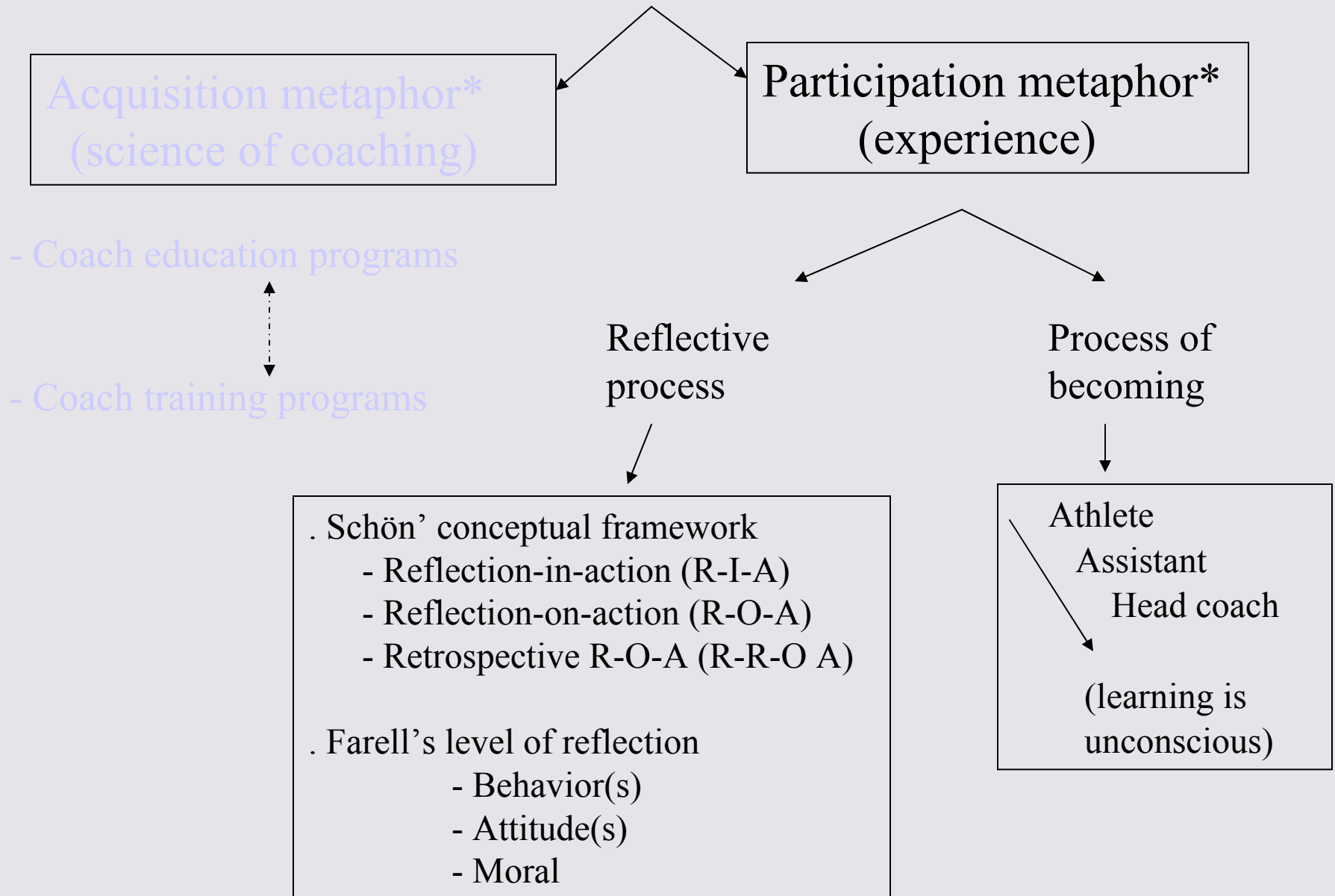
Reflective
process

Process of
becoming

Learning how to coach



Learning how to coach



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- Coach education programs



- Coach training programs

Reflective
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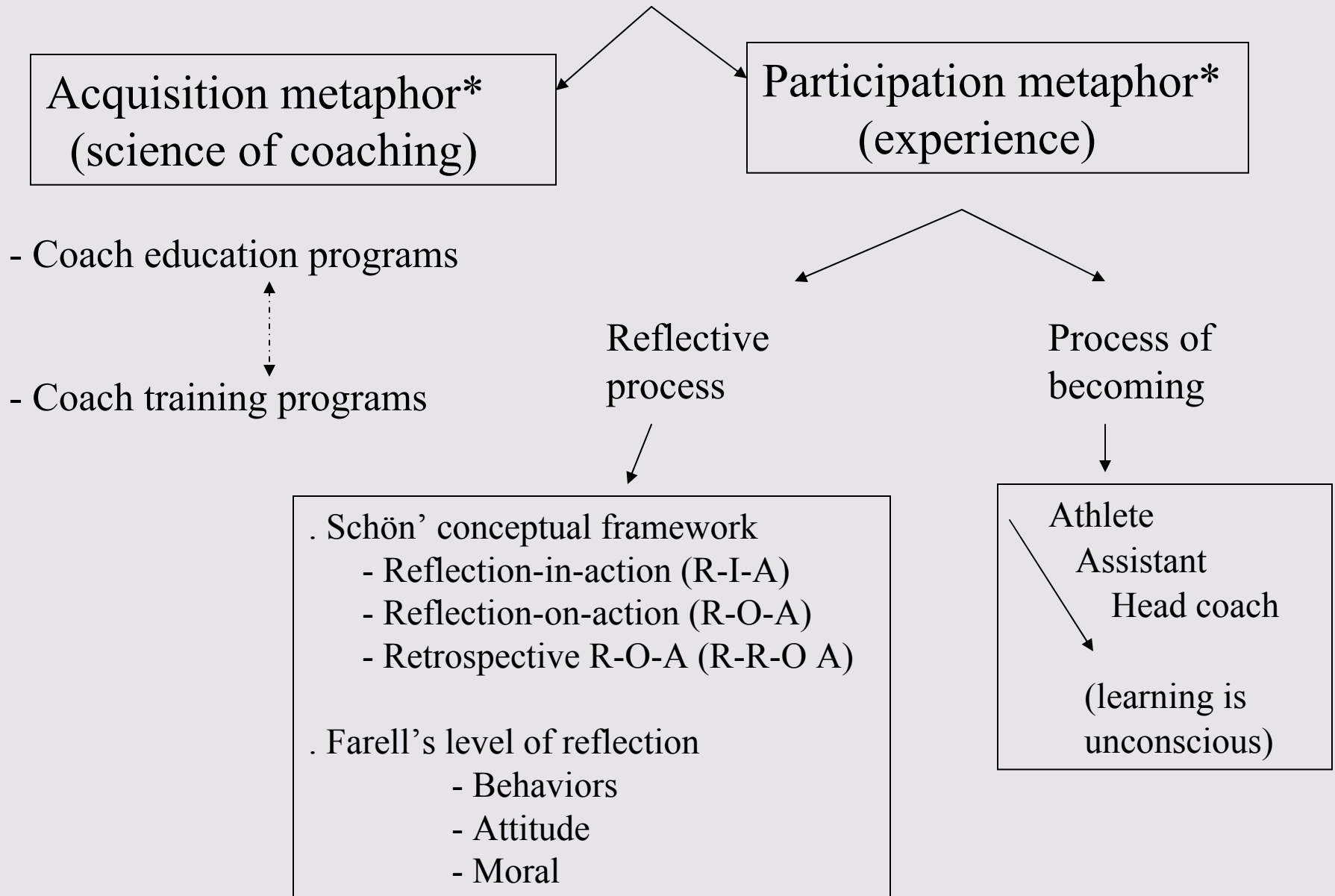
- . Schön' conceptual framework
 - Reflection-in-action (R-I-A)
 - Reflection-on-action (R-O-A)
 - Retrospective R-O-A (R-R-O A)

- . Farrell's level of reflection
 - Behavior(s)
 - Attitude(s)
 - Moral

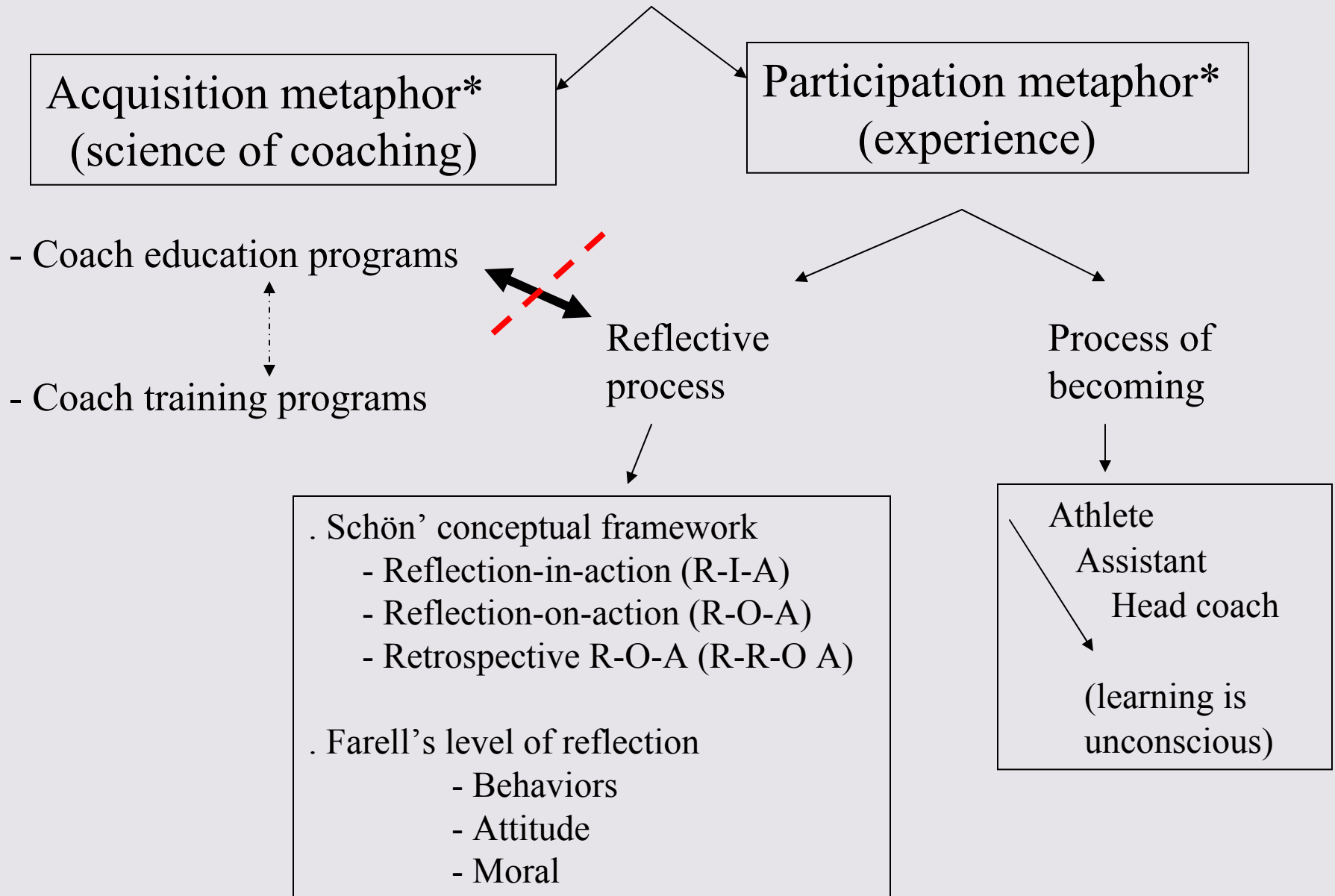
Athlete
Assistant
Head coach

(learning is
unconscious)

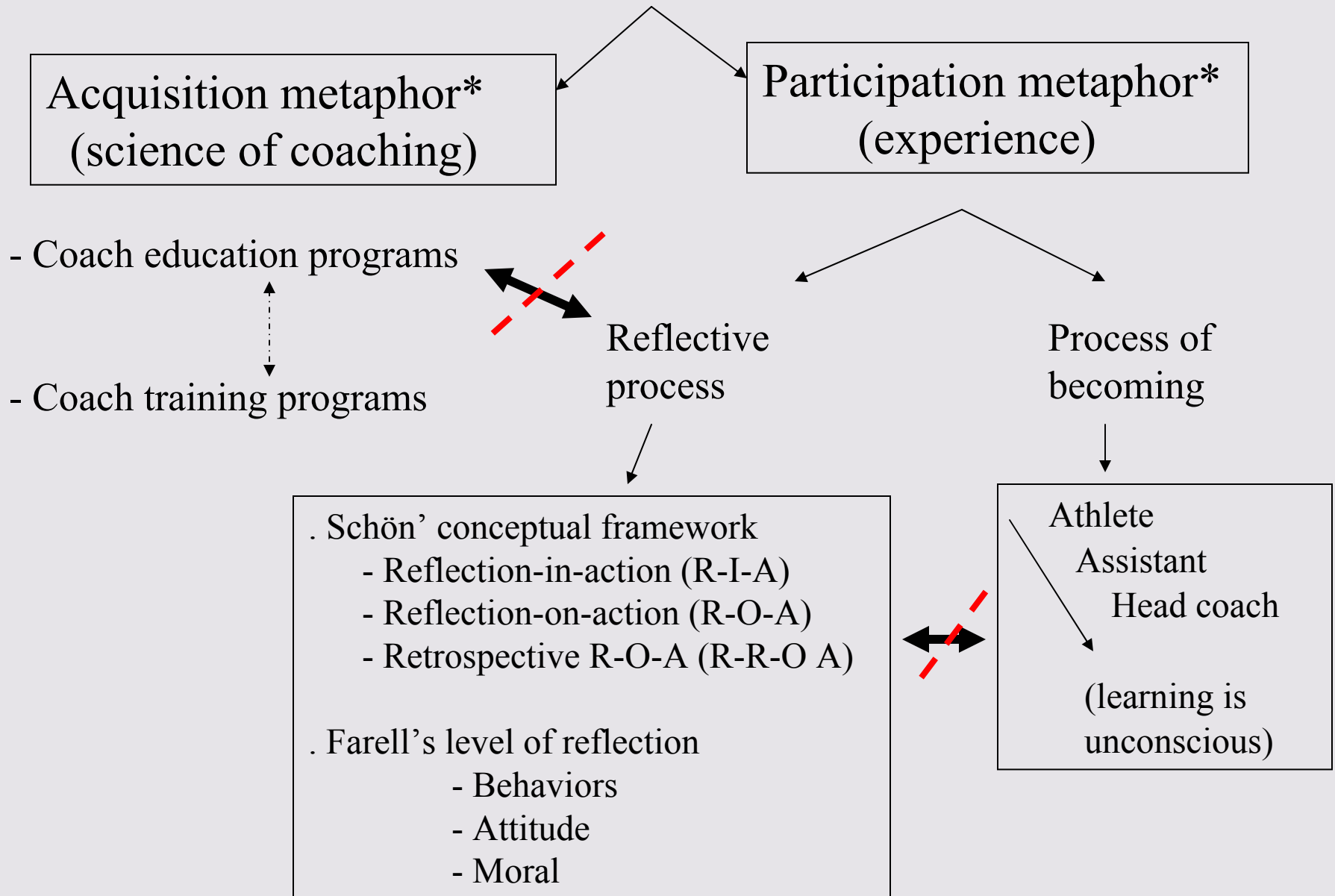
Learning how to coach



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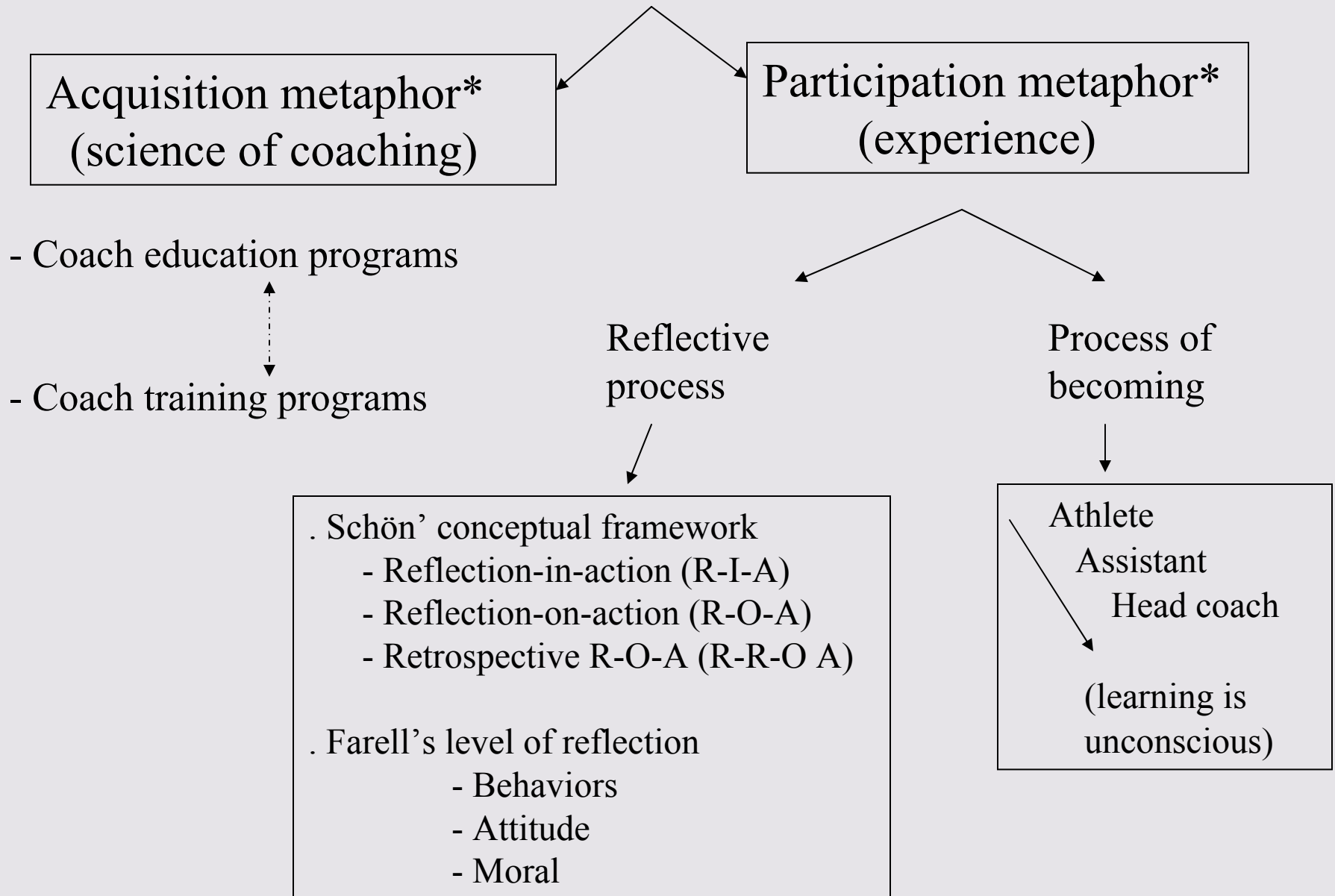


Learning how to coach





Learning how to coach



Canadian coaches' learning pathways





Recent publications by our research group:

How coaches learn:

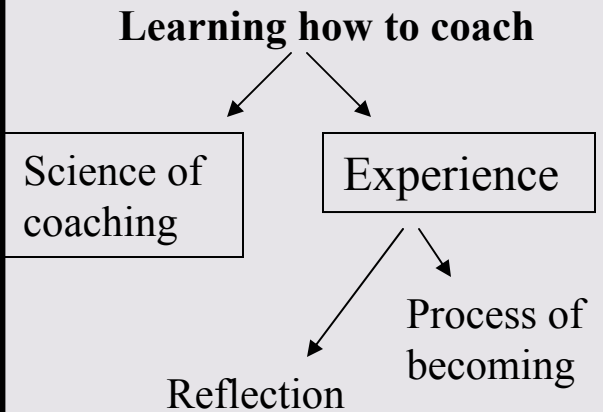
1. Wright, T., Trudel, P., Culver, D. (2007) “Learning how to coach: The different learning situations reported by youth ice hockey coaches”. ‘Physical Education and Sport Pedagogy’, 12(2): 127-144.
2. Lemyre, F., Trudel, P., Durand-Bush, N (2007). “How youth sport coaches learn to coach”. ‘The Sport Psychologist’, 21, 191-209.

Process of becoming (CoP)

3. Culver, D. & Trudel, P. (2006) Cultivating coaches’ communities of practice: Developing the potential for learning through interactions. In R. Jones, ‘*The Sports Coach as Educator: Reconceptualising Sports Coaching*’, (97-113). London: Routledge.
4. Trudel, P., Gilbert, W. (2004). “Communities of practice as an approach to foster ice hockey coach development”. In D.J. Pearsall and A.B. Ashare, (Eds) ‘*Safety in Hockey: Fourth Volume*’ ASTM 11446,(pp. 167-179), Philadelphia, American Society for Testing and Materials.

Reflection

5. Gilbert, W & Trudel, P. (2006) “The coach as a reflective practitioner”. In R. Jones, ‘*The Sports Coach as Educator: Reconceptualising Sports Coaching*’, (113-127). London: Routledge.



Canadian coaches' learning pathways



Acquisition metaphor*
(science of coaching)

- Coach education programs



- Coach training programs



1) The New National Coaching Certification Program

Community sport stream

- . Initiation
- . Ongoing participation

Competition stream

- . Introduction
- . Development
- . High performance

Instruction stream

- . Beginners
- . Intermediate perf.
- . Advanced perf.

-The goal: Coaches who can demonstrate their competence

- NCCP is moving from

What coaches should **know**

to

What coaches should **do**

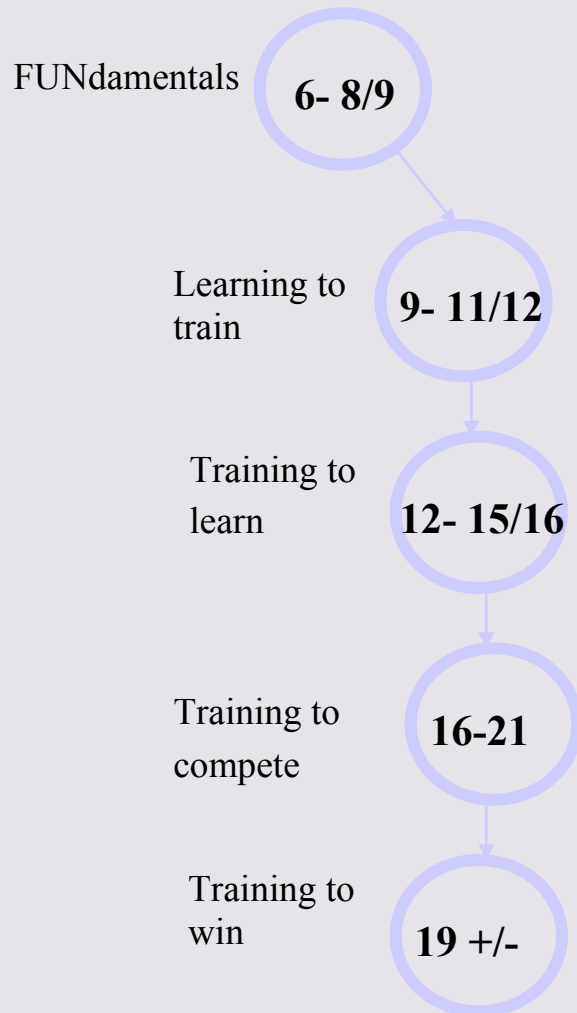
2) Long-Term Athlete development



2) Long-Term Athlete development



Didactics (What & When)





1) The New National Coaching Certification Program

Community sport stream

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Didactics (What & When)

Community sport

. Initiation

FUNDamentals

6- 8/9

Competition

. Introduction

Learning to
train

9- 11/12

. Development

Training to
learn

12- 15/16

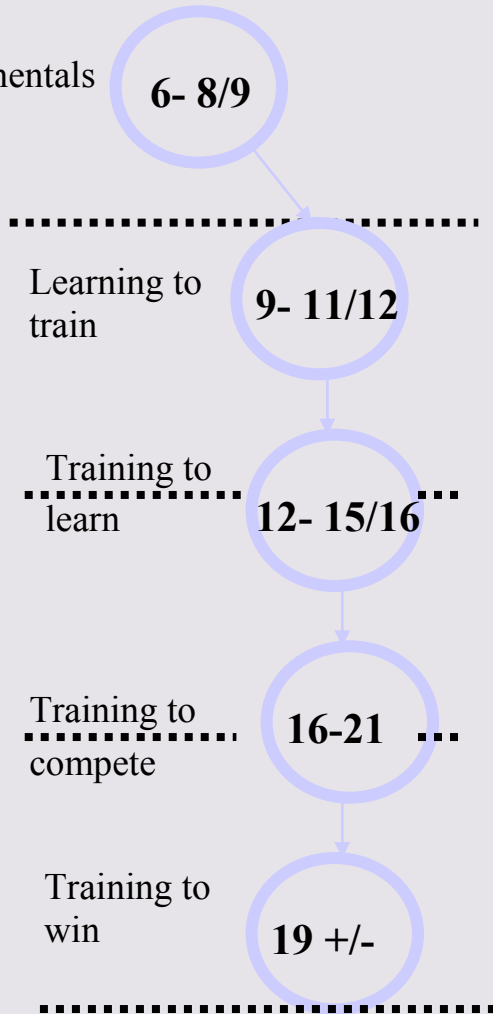
. High
performance

Training to
compete

16-21

Training to
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19 +/-





Didactics (What & When)

Pedagogy (How to..)

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19 +/-

Athletes:

- discipline
- interactions
- relations
-

Organization:

- finance
- assistants
-

Parents



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Science of
coaching



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Learning how to coach

Science of
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Experience

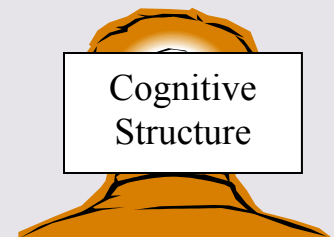
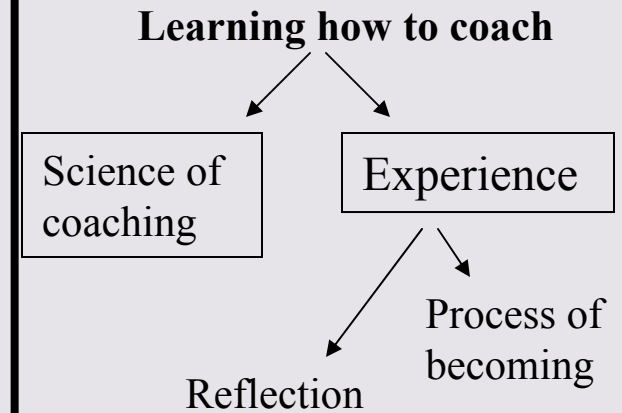
Reflection

Process of
becoming

Avoid the false debate:
Coaching Science
VS
Practice



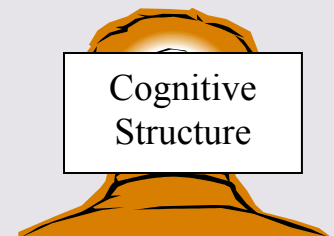
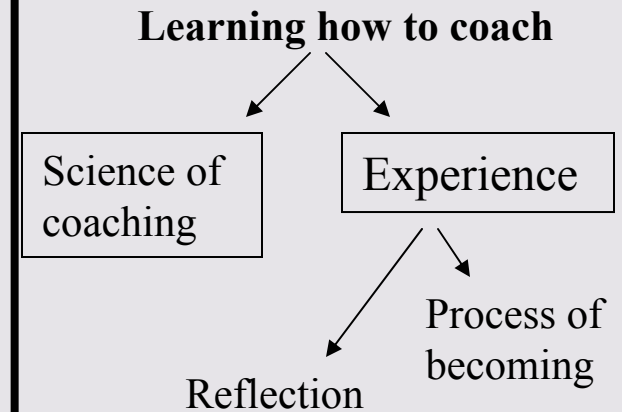
Werthner, P. & Trudel, P. (2006). A new theoretical perspective for understanding how coaches learn to coach. *The Sport Psychologist*, 20, 198-212.





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Cognitive structure: the network of concepts, emotions, knowledge, experiences, beliefs, etc. that guides a person's functioning at a particular time.

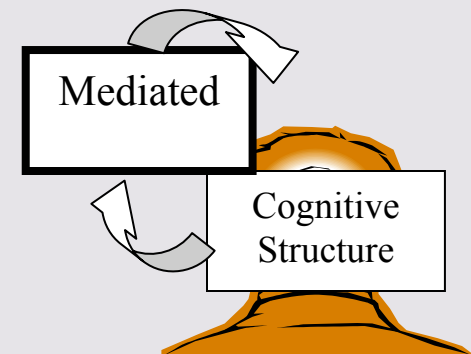
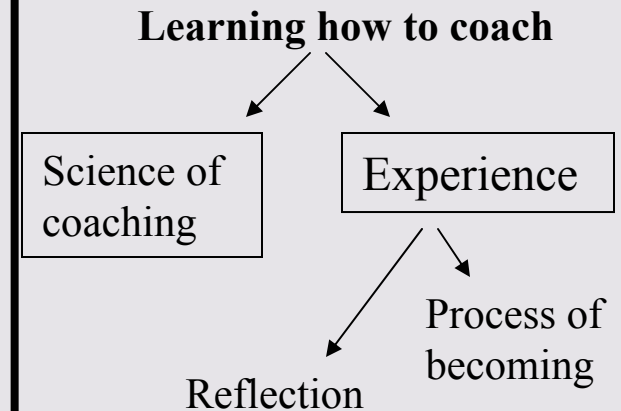




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Mediated learning situation: the learning is directed by another person.



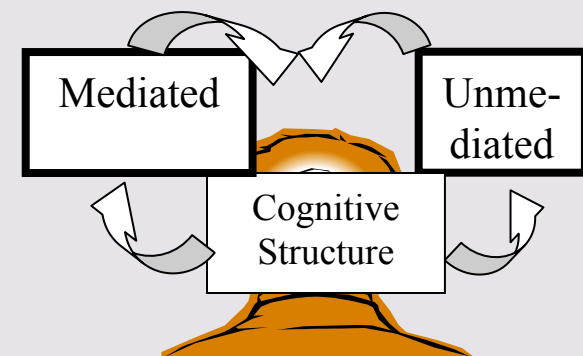
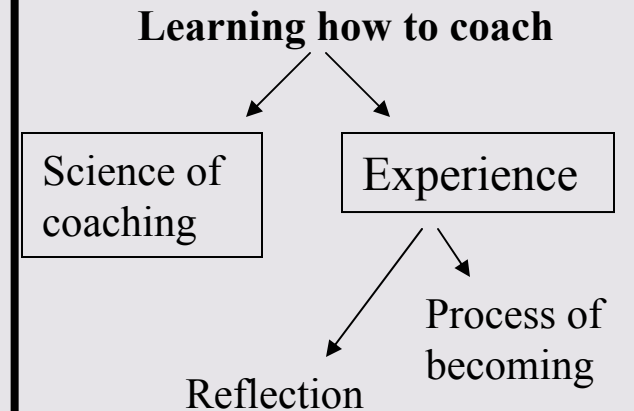


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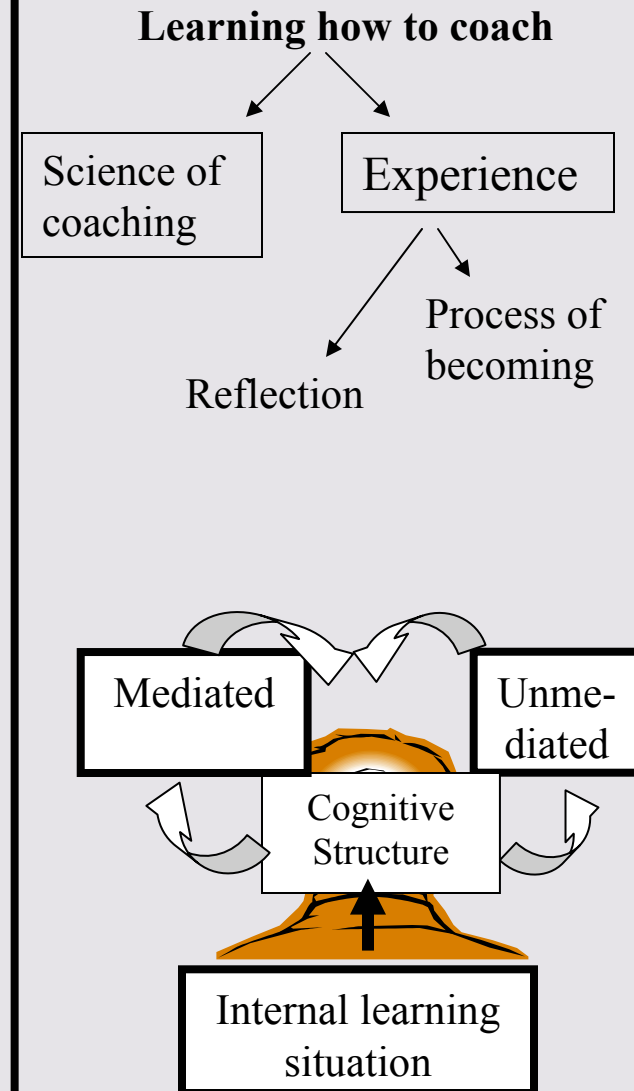
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Internal learning situation: where there is a reconsideration of existing ideas in the coach's cognitive structure. 'cognitive housekeeping'

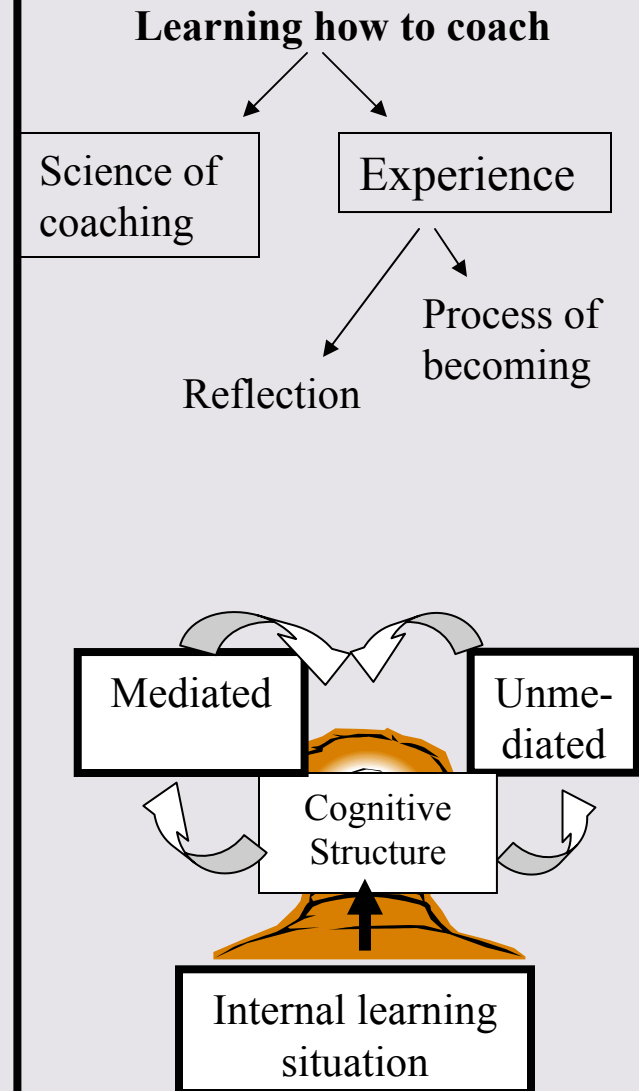


Conclusion



“Holding a conception of knowledge as constructed does not make life easier but, in fact, complicates it because it means that everything is potentially questionable and , as a result, there are more areas of uncomfortable cognitive dissonance to be managed.” (Moon, 2004, p. 43)

“Society is changing so rapidly that many of the traditional educative organizations are not able to keep abreast with the new demands and so individuals are forced to learn outside of the education system.” (Jarvis, 2004, p. 17)

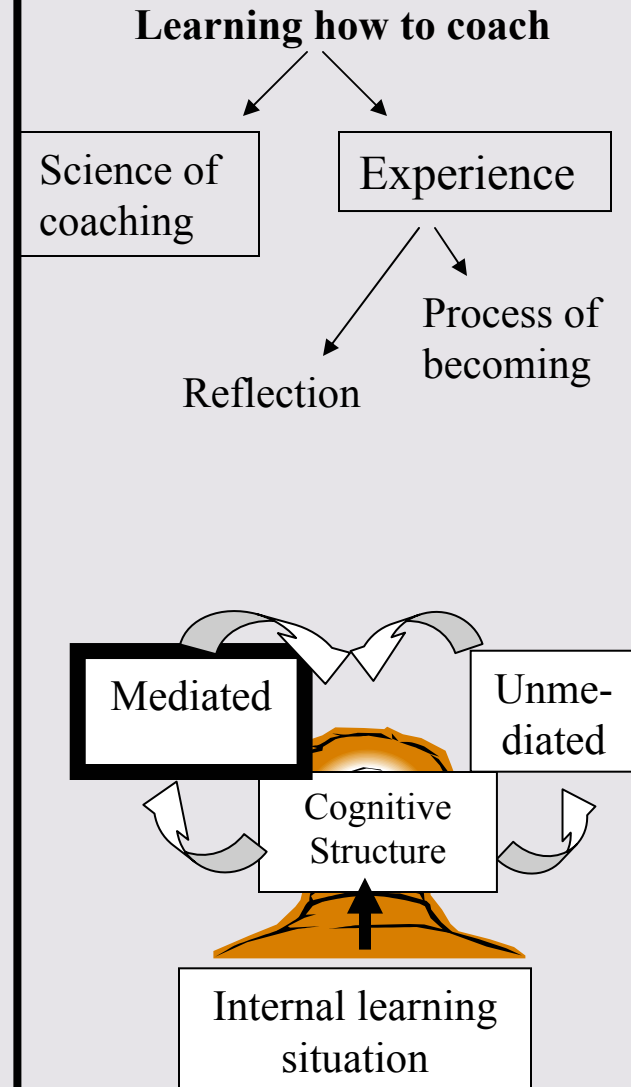


Conclusion



Youth sport coaches:

- Provide them with the minimum they should know
- Encourage them to work together



Conclusion



Learning how to coach

Science of coaching

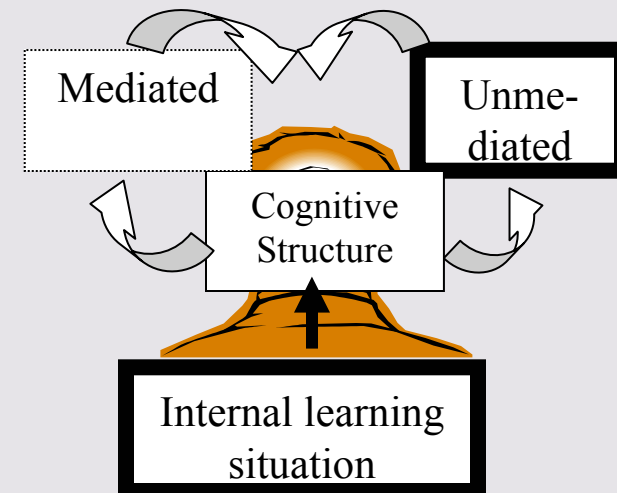
Experience

Reflection

Process of becoming

Elite coaches:

- Help them to develop their network
- Help them to see the power of learning journals



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