



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SISSCGP304A Coach junior sports players**

**Release: 2**

## **SISSCGP304A Coach junior sports players**

### **Modification History**

Not Applicable

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to develop coaching session plans and select and apply coaching methods appropriate to the needs of junior sports players.

### **Application of the Unit**

This unit applies to those conducting coaching activities suited to junior sports players in a variety of sports.

### **Licensing/Regulatory Information**

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

### **Pre-Requisites**

SISSCGP201A Apply legal and ethical coaching practices

### **Employability Skills Information**

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Develop a coaching session plan for junior players.

- 1.1. Assess ***readiness of junior players*** to enable the design of appropriate ***coaching session plans***.
- 1.2. Identify and assess ***constraints*** and ***risks*** associated with delivering the coaching session.
- 1.3. Identify and confirm ***resources*** required for the coaching session and any specific learner support requirements.
- 1.4. Select delivery methods according to group and ***individual learning needs*** and ***junior player characteristics***.
- 1.5. Develop and document session plans according to ***relevant legislation, organisational policies and procedures*** and sport-specific codes of conduct.

2. Deliver coaching sessions.

- 2.1. Apply ***coaching methods*** appropriate to the needs of junior players and the requirements of the skills to be developed.
- 2.2. Present, sequence and pace information according to the needs of junior players and the session timeframes.
- 2.3. Apply communication and presentation skills that are suited to the learning needs of junior players.
- 2.4. Analyse individual and group progress and apply appropriate corrective strategies to address ***performance issues***.
- 2.5. Devise skill development progression and regression activities according to the needs of individuals and groups.

3. Facilitate individual and group learning.

- 3.1. Establish a coaching facilitation relationship with the group using ***appropriate communication*** and ***interpersonal skills***.
- 3.2. Initiate relationships with and between learners to foster a positive learning environment.

| ELEMENT                                                               | PERFORMANCE CRITERIA                                                                                                                                                                 |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                       | 3.3. Facilitate group dynamics to maintain engagement of all participants and ensure individual and group enjoyment.                                                                 |
|                                                                       | 3.4. Apply <b>observation skills</b> to monitor individual and group progress.                                                                                                       |
|                                                                       | 3.5. Recognise and manage <b>inappropriate behaviour</b> to maintain an effective learning environment according to relevant legislation and organisational policies and procedures. |
| 4. Identify and implement strategies to improve the coaching session. | 4.1. Seek <b>feedback</b> from <b>relevant stakeholders</b> on quality of coaching, and areas for improvement.                                                                       |
|                                                                       | 4.2. Evaluate personal experience and feedback from others to identify opportunities for improvement.                                                                                |
|                                                                       | 4.3. Revise coaching sessions to incorporate improvements.                                                                                                                           |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- communication and interpersonal skills to deliver engaging presentations to support coaching
- observation skills to identify learning needs and corrective strategies
- numeracy skills to deliver coaching activities within session timeframes
- problem-solving skills to:
  - identify and manage inappropriate behaviour
  - recognise and accommodate the needs and differences of learners in different age groups and with different ability levels
- literacy skills to document session plans
- self management skills to reflect on personal style and skills to identify opportunities for improvement.

### Required knowledge

- learning principles and delivery methods appropriate to junior learners
- different styles of learning including:
  - auditory
  - visual
  - kinaesthetic
- activity or sport-specific knowledge including rules, technical and tactical fundamentals
- relevant legislation, organisational policies and procedures and sport-specific codes of conduct to enable safe and appropriate conduct of all coaching activities
- physical, psychological and social characteristics of children and related stages or capacity for learning or coaching activities to enable the development of appropriate session plans
- skill development progression and regression activities suited to individuals and groups
- techniques for the recognition and resolution of inappropriate behaviours to enable safe and inclusive conduct of coaching sessions
- characteristics of behaviours and abilities which may indicate learner difficulties
- sport-specific equipment and resource requirements.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies knowledge of junior player development and related learning needs and capacities to select, implement and monitor effective coaching methods that deliver appropriate skills development
- structures sessions to provide appropriate skill progression and regression for individuals and groups and monitors learning progress to provide corrective strategies
- reviews and adapts the teaching of a skill in response to feedback
- delivers coaching according to organisational policies and procedures, OHS and other legal requirements and sport-specific professional codes of conduct.

#### Context of and specific resources for assessment

Assessment must ensure planning, implementing, monitoring and reviewing multiple coaching sessions relevant to the candidate's current or intended role which are of a duration and breadth to allow the demonstration of competency and consistency of performance.

Assessment must also ensure access to:

- a facility where the sport-specific range of coaching activities can be conducted
- junior players
- equipment appropriate for the specific sport and the junior players.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of interacting with junior sports players to foster a positive learning environment
- observation of delivering, monitoring and adjusting effective coaching sessions
- written or oral questioning to assess knowledge of legislative and organisational requirements when working with junior players
- portfolio of session plans and self evaluations.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Industry has determined that this unit must be assessed with the following unit:

- SISSCGP201A Apply legal and ethical coaching practices.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Readiness of junior players*** may include:

- growth rates
- developmental stages
- heat tolerance and hydration
- physical ability
- developmental stages
- social characteristics
- attention spans.

***Coaching session plans*** may include:

- learning outcomes
- resource requirements
- risk management strategies
- duration and focus of the session
- activities or delivery methods.

***Constraints*** may include:

- access to industry experts
- access to sporting facilities and equipment
- access to practice opportunities
- cost of training
- available time
- scheduling
- numbers and groupings of learners.

***Risks*** may include:

- inappropriate facilities or equipment
- inadequate equipment or resources
- inappropriate coaching methods to suit needs and characteristics of learner or learners
- inappropriate activities or instructions.

***Resources*** may include:

- sport-specific facilities or venues
- equipment
- technology.

***Individual learning needs*** may include:

- overall group learning objectives depending on previous experience and developmental stage of the player.

***Junior player characteristics*** may include:

- age
- stage of physical and psychological development and ability
- maturity

***Organisational policies and procedures*** may include:

- preferred learning styles
- level of prior experience.
- occupational health and safety
- access and storage of information
- use and maintenance of equipment
- dispute resolution.

***Relevant legislation*** may include:

- occupational health and safety
- working with children
- duty of care
- mandatory reporting
- negligence
- waivers and exclusion clauses
- privacy.

***Coaching methods*** may include:

- explanation
- demonstration
- drills, games and other activities
- structured practice opportunities
- guided discovery approaches.

***Performance issues*** may include:

- incorrect technique
- lack of motivation
- lack of attention.

***Appropriate communication*** may include:

- tone and level of voice
- clear and concrete presentations
- appropriate terminology and language to suit age group
- effective verbal and body language
- critical listening and questioning skills and techniques
- constructive and supportive feedback.

***Interpersonal skills*** may include:

- establishing trust
- building and maintaining rapport
- engaging and motivating learners
- developing a sense of fun
- demonstrating sensitivity to different levels of ability, diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- providing encouragement and support.

***Observation skills*** may include:

- monitoring individual and group learning progress
- monitoring group and individual interactions
- monitoring conflict or behavioural difficulties

***Inappropriate behaviour*** may include:

- monitoring learner cues about concerns or difficulties in learning
- monitoring learner readiness for each learning activity.
- disruptive behaviour
- violent or inappropriate language
- verbal or physical abuse
- bullying
- insensitive verbal or physical behaviour towards other learners or the coach
- dominant or overbearing behaviour
- non-compliance with safety and other instructions.

***Feedback may include:***

- verbal
- written
- video recording of session
- critical questioning and review of personal performance
- self-reflection or diary.

***Relevant stakeholders may include:***

- players
- peers.

## **Unit Sector(s)**

Sport

## **Competency Field**

Coaching General Principles