



Coach Accreditation Framework

Senior Coach Program



Australian Government
Australian Sports Commission



Judo Australia – Senior Coach Program

Competency level - coaches with experience coaching club and state level Judoka across a range of age groups and abilities.

Target market - This program is designed to provide training for coaches who are working with club and state level judoka, across a range of age groups and abilities, who wish to gain a deeper understanding of the coach's role.

Program details - The Senior Coach program is a 14-hour program. It can be presented in any combination of blocks of hours or modules.

1. GENERAL INFORMATION

1.1 Prerequisites

- 18 years of age minimum
- Held Coach Judo accreditation or equivalent for 12 months
- First Aid Qualification
- Working with Vulnerable People Clearance
- ASADA Level 1 Anti-Doping Online Education
- Completion of Play by the Rules Online Training (Child Protection and Harassment and Discrimination)
- Heads Up Online Course
- Completion of ASC Intermediate Coaching General Principles Course
- Minimum Grade Shodan
- 50 hours practical coaching in past year
- Ability to demonstrate and teach the basic skills of Nage no Kata

1.2 Competency Statements and Assessment

- Design, develop, implement and monitor a season plan for club and state level athletes, incorporating the basic components of periodisation
- Demonstrate the ability to communicate with, plan sessions and effectively manage athletes of a range of abilities, age groups, goals and backgrounds both in individual and group situations
- Describe how an understanding of learning styles can enhance coaching
- Plan, conduct and review training sessions that complement the season plan and are appropriate to the needs of the athlete in a safe, engaging and ethical environment
- Identify preferred teaching methods and coaching styles to develop skills
- Understand how to implement skill progression
- Identify the coaching points relating to a skill and the concept behind fault detection and correction
- Provide appropriate and relevant feedback during practical sessions
- Describe when to use a coachable moment
- Plan, organise, conduct and control a skills session
- Demonstrate an awareness of safety in terms of environment and athletes
- Understand the role of the mentor coach and establish practical strategies to enhance development
- Understand how Nage no Kata can be used as a Judo teaching tool

1.3 Content

The Senior Coach course is a coach training program comprising of mainly practical/hands on coaching activities with some theory. The Senior Coach course content includes:

- Teaching and Learning concepts
- An introduction to basic periodisation and season planning
- Physiology
- Introduction to and communication of basic sports science principles
- Development and correction of skills and fitness
- Risk management

1.4 Course Overview

| Module | Unit Topic | Duration (hours) | Delivery | Discussion groups | Participation | Practical Coaching Task |
|---------------|--|-------------------------|----------------------|--------------------------|----------------------|--------------------------------|
| 1 | Learning Styles and Coaching Implications | 1.5 | Theory and Practical | ✓ | ✓ | |
| 2 | Communication Strategies Feedback process | 1.0 | Theory | ✓ | | |
| 3 | Fault detection and correction | 1.5 | Theory and Practical | ✓ | ✓ | |
| 4 | Inclusive Coaching | 3.0 | Practical | | ✓ | ✓ |
| 5 | Skill progression | 2.0 | Theory and Practical | | ✓ | ✓ |
| 6 | Coaching for Individual differences | 1.5 | Practical | | ✓ | ✓ |
| 7 | Physiology II | 1.0 | Theory | | | |
| 8 | LTAD | 1.0 | Theory | ✓ | | |
| 9 | Periodisation | 1.0 | Theory/Practical | ✓ | ✓ | |
| 10 | Mentor Coaching Self-Improvement | 0.5 | Theory | ✓ | | |

2. MODULE 1: LEARNING STYLES

DURATION: 1.5 hours

COMPETENCIES:

On successful completion of this module the coach will be able to:

- Describe how an understanding of Learning Styles can enhance coaching

2.1 Details and Outcomes

| Learning Outcomes | Content | | | | | | | | | | |
|--|---|----------------------------------|------------------------------|--|--|-------------------------------------|--|--|--|--|--|
| Describe how an understanding of learning styles can enhance coaching | <p>If coaching is to be effective it is important to consider the learning styles of the athletes. There are many different types of learning type models, but a simple model is the VAK (VARK) model.</p> <p>Facilitator manages a discussion on how to take learning styles into account when coaching <i>How do you cater for Learning Styles in your coaching?</i></p> <p>Suggested activity:</p> <table border="1"> <thead> <tr> <th>Learning Style preference</th> <th>Strategy for coaching</th> </tr> </thead> <tbody> <tr> <td>Athlete prefers to receive and store information visually - 'see it'</td> <td></td> </tr> <tr> <td>Athlete prefers to hear information</td> <td></td> </tr> <tr> <td>Athlete would prefer to receive and store information kinaesthetically – 'do it'</td> <td></td> </tr> <tr> <td>You have a new group of Judoka and you are unsure of their learning preference</td> <td></td> </tr> </tbody> </table> | Learning Style preference | Strategy for coaching | Athlete prefers to receive and store information visually - 'see it' | | Athlete prefers to hear information | | Athlete would prefer to receive and store information kinaesthetically – 'do it' | | You have a new group of Judoka and you are unsure of their learning preference | |
| Learning Style preference | Strategy for coaching | | | | | | | | | | |
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| Athlete would prefer to receive and store information kinaesthetically – 'do it' | | | | | | | | | | | |
| You have a new group of Judoka and you are unsure of their learning preference | | | | | | | | | | | |

| | | |
|--|---|--|
| | You are coaching an inattentive athlete who does not respond well to instructions | |
| | Implications for Coaching Demonstrations Coaching Points Practice Feedback Facilitator presents a technique highlighting learning style implications. Participants (in small groups) present one their techniques and get feedback from group | |

3. MODULE 2: COMMUNICATION STRATEGIES AND THE FEEDBACK PROCESS

DURATION: 1.0 hours

COMPETENCIES:

On successful completion of this module the coach will be able to:

- Demonstrate the ability to communicate with, plan sessions and effectively manage athletes of a range of abilities, age groups, goals and backgrounds both in individual and group situations.
- Provide appropriate and relevant feedback during practical sessions

3.1 Details and Outcomes

| Learning Outcomes | Content | | | |
|---|---|--|----------------------------|---|
| Effective coaching communication strategies | Types of Communication – verbal, non-verbal Providing demonstrations Active listening: 4 simple steps to improve active listening; <i>Stop-Look-Listen-Respond</i> Providing feedback: “Sandwich Technique” The ability to provide effective feedback is an important tool for coaches. Effective feedback can result in dramatic improvements in confidence, comprehension, awareness and skill. On method for providing feedback is to the use the sandwich method. Layer the corrective piece of feedback with a positive comment each side <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><i>Positive (what they are doing well)</i></td> </tr> <tr> <td style="text-align: center;"><i>Corrective Feedback</i></td> </tr> <tr> <td style="text-align: center;"><i>Positive (actions for improvement)</i></td> </tr> </table> Effective Feedback should be; - Positive, constructive and corrective - Clear and concise - Delivered as soon as possible after the action * The above content will be further emphasised in modules 3,4,5 and 6 | <i>Positive (what they are doing well)</i> | <i>Corrective Feedback</i> | <i>Positive (actions for improvement)</i> |
| <i>Positive (what they are doing well)</i> | | | | |
| <i>Corrective Feedback</i> | | | | |
| <i>Positive (actions for improvement)</i> | | | | |

4. MODULES 3, 4, 5 and 6: TAKING IT TO THE MAT/COACHING PROCESSES

DURATION: 8 hours (subject to change depending on group)

COMPETENCIES:

On successful completion of these modules the coach will be able to:

- Demonstrate the ability to communicate with, plan sessions and effectively manage athletes of a range of abilities, age groups, goals and backgrounds both in individual and group situations
- Plan, conduct and review training sessions that complement the season plan and are appropriate to the needs of the athlete in a safe, engaging and ethical environment

- Identify preferred teaching methods and coaching styles to develop the skills
- Identify the coaching points relating to a skill and the concept behind fault detection and correction
- Provide appropriate and relevant feedback during practical sessions
- Describe when to use a coachable moment
- Plan, organise, conduct and control a skills session
- Demonstrate an awareness of safety in terms of environment and athletes
- Understand how to implement skill progression

4.1 Details and Outcomes

| Learning Outcomes | Content |
|-------------------|---|
| | In these modules the Facilitator will: <ul style="list-style-type: none"> ▪ Demonstrate a master class of a Judo technique of their choice. ▪ Each Candidate will then be asked to provide a 20 min Master class on their chosen technique. ▪ The Master class show include the key teaching points of the technique and demonstrate Kuzushi, Tsukuri and Kake. ▪ The master class should incorporate demonstrate a counter technique ▪ both a same direction combination (Renzoku waza) and an opposite direction combination (Renraku waza). ▪ Select a coaching scenario and facilitate discussion on how the coaching of the skill would incorporate it. (e.g. athlete is an adult beginner, or young athlete with some vision loss) ▪ Highlight fault detection and correction, feedback and use of a coachable moment ▪ Discuss assessment process (non-threatening, sharing of ideas, feedback) ▪ Organise course participants to assess and provide feedback |

5. MODULE 7: PHYSIOLOGY II

DURATION: 1.0 hours

COMPETENCIES:

On successful completion of this module the coach will be built on the knowledge gained in the Physiology learn in the Coach course:

5.1 Details and Outcomes

| Learning Outcomes | Content |
|---|---|
| An Understanding of strength and conditioning models and how to train different energy systems. | A specialist presenter will describe different physiological systems that are important to athletes and how to train them. Testing and monitoring these systems will be covered and the candidate may be asked to help demonstrate these tests. |

6. MODULE 8: ATHLETE DEVELOPMENT LTAD/FTEM

DURATION: 1.0 hours

COMPETENCIES:

On successful completion of this module the coach will be able to:

- Plan, conduct and review training sessions that complement the season plan and are appropriate to the needs of the athlete based on their age and maturity.

6.1 Details and Outcomes

| Learning Outcomes | Content |
|---|--|
| Plan, conduct and review training sessions that complement the season plan and are appropriate to the needs of the athlete in a safe, engaging and ethical environment. | Facilitator initiates a discussion reviewing LTAD All LTAD levels are covered so that the senior coach can tailor the training to the correct level, depending on the stage of the athlete. |

7. MODULE 9: PERIODISATION

DURATION: 1.0 hours

COMPETENCIES:

On successful completion of this module the coach will be able to:

- Understand how to construct a periodised training plan for an athlete over a period of time

7.1 Details and Outcomes

| Learning Outcomes | Content |
|--|---|
| Understand the theory behind periodisation and how it is applied to developing the potential of Athletes | How to construct a 12-month plan and understand how to manipulate the volume intensity and duration of training sessions over the period to ensure the best result is achieved. The Candidates will be asked to complete their own plans for later submission, covering a 3-month period |

8. MODULE 10: PERSONAL DEVELOPMENT

DURATION: 0.5 hours

COMPETENCIES:

On successful completion of this module the coach will be able to:

- Understand the role of the mentor coach and establish practical strategies to enhance development

8.1 Details and Outcomes

| Learning Outcomes | Content |
|---|---|
| Understand the role of the mentor coach and establish practical strategies to enhance development | Facilitator leads discussion on: Finding a mentor (inside and outside sport) and their role in personal development 'critical friend' for honest feedback/review self-development strategies including self-reflection |

9.0 RESOURCES

- [Tennis Australia – Reflection](#)
- [The Vark Questionnaire](#)
- [Positive Sport Coaching Feedback – Justin Abrams](#)
- [Judo Canada - LTAD u15/u17/u20](#)
- [JA Special Needs Committee Fact Sheet](#)
- [Strength and Conditioning](#)
- [AIS – Strength and Conditioning](#)
- [Judo for children 9-11](#)
- [Judo Canada – Long Term Athlete Development Model](#)