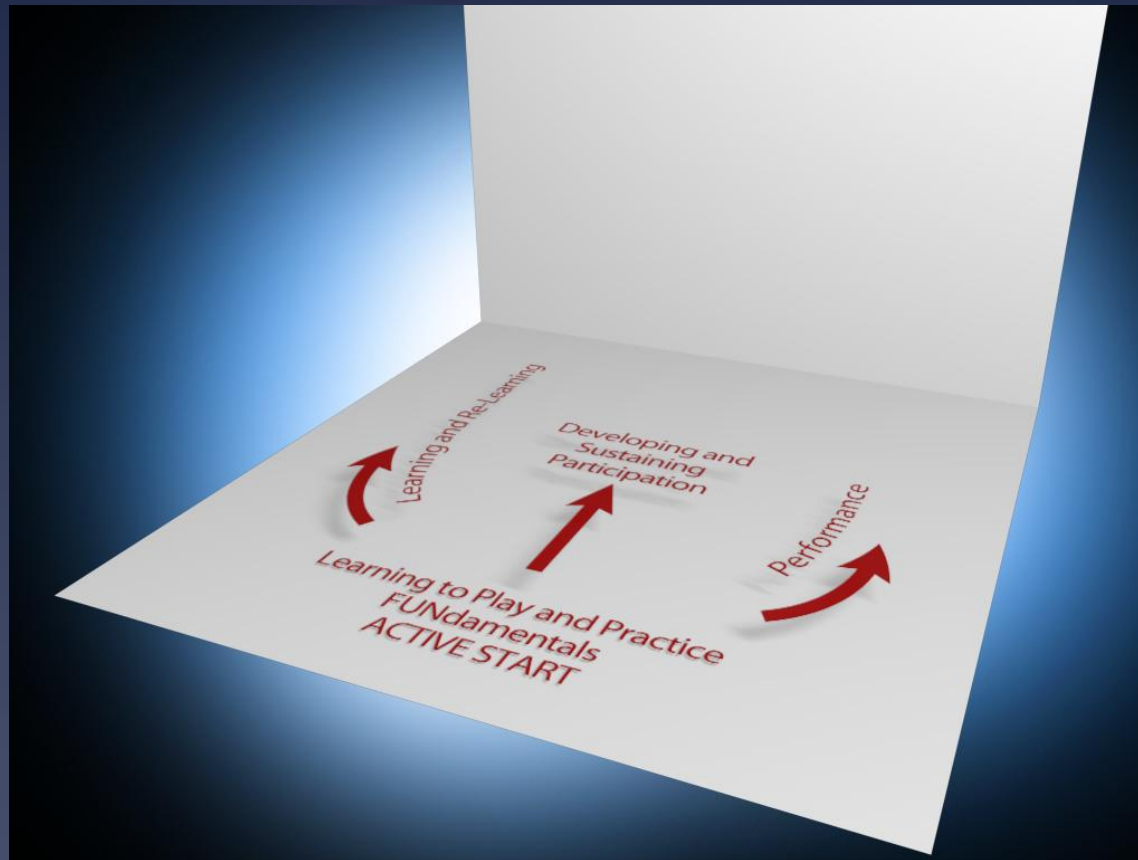


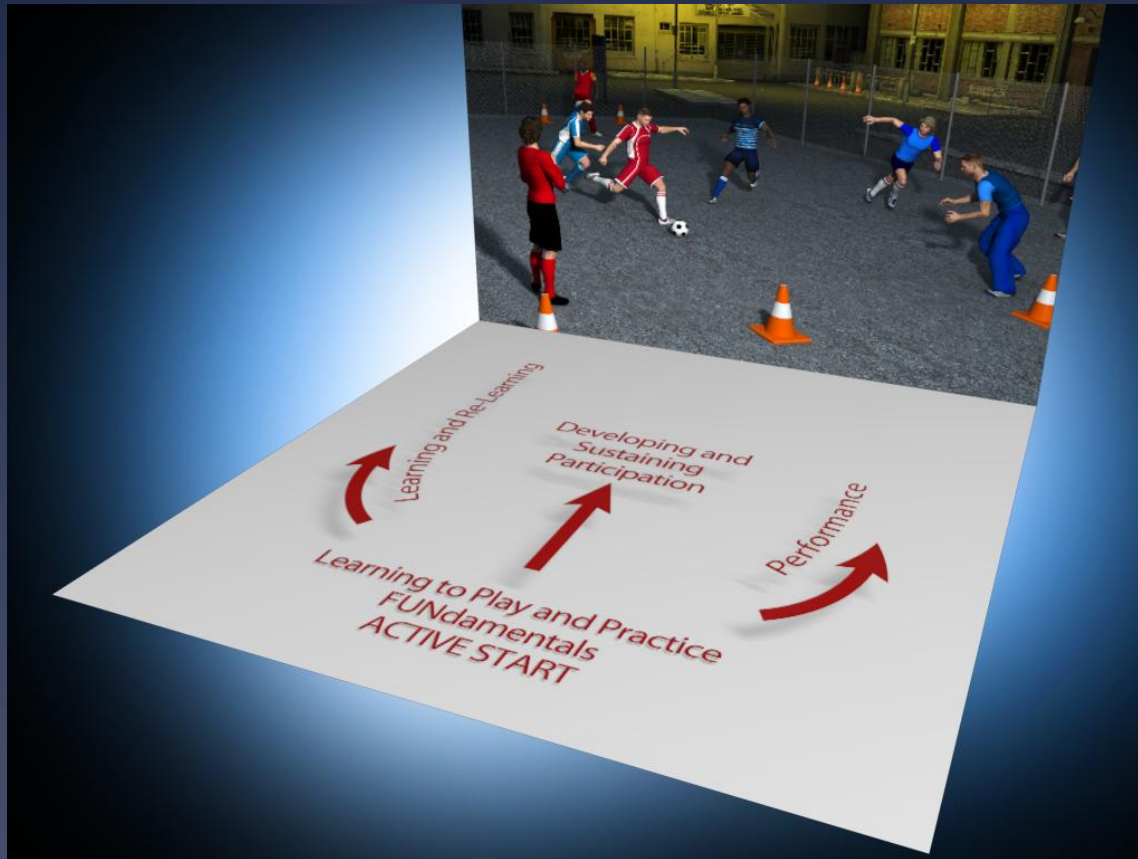
An adapted PDM



The route to performance



The route to participation?





The route to participation

Is it progressive?

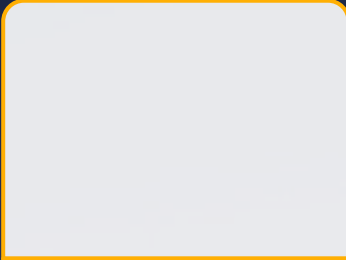
Shouldn't all routes have an element of progression?

How is coach progression defined here?

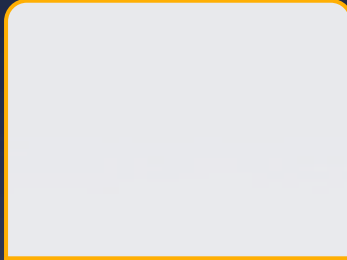

Is coaching the most appropriate central input to this group?

Are there two clear dimensions of coach progression missing?

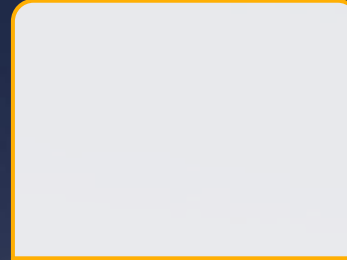

The 'C' system



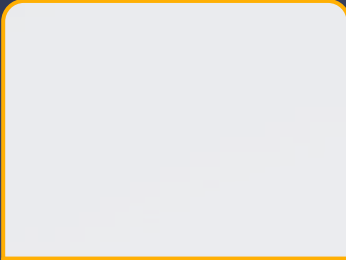

Competence



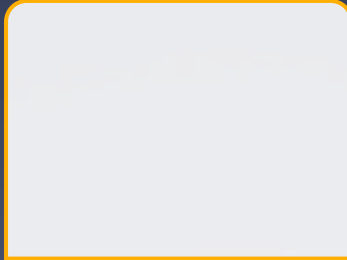

Confidence




Creativity



Connection

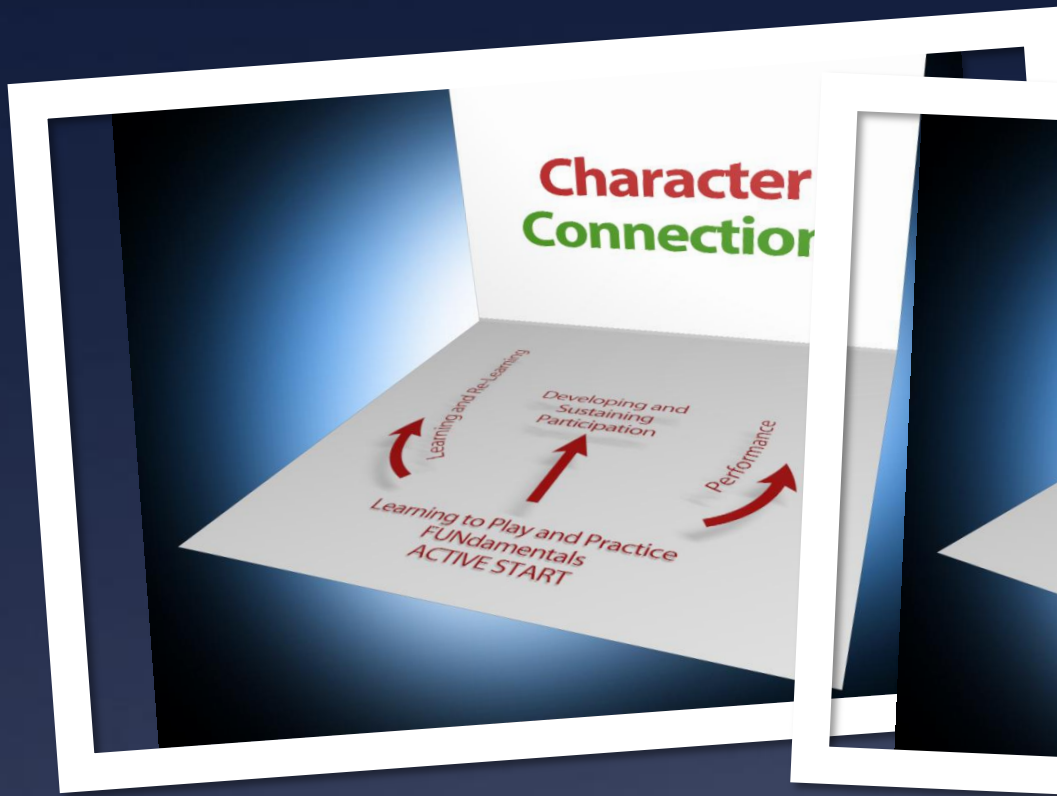


Character and Caring



Contribution





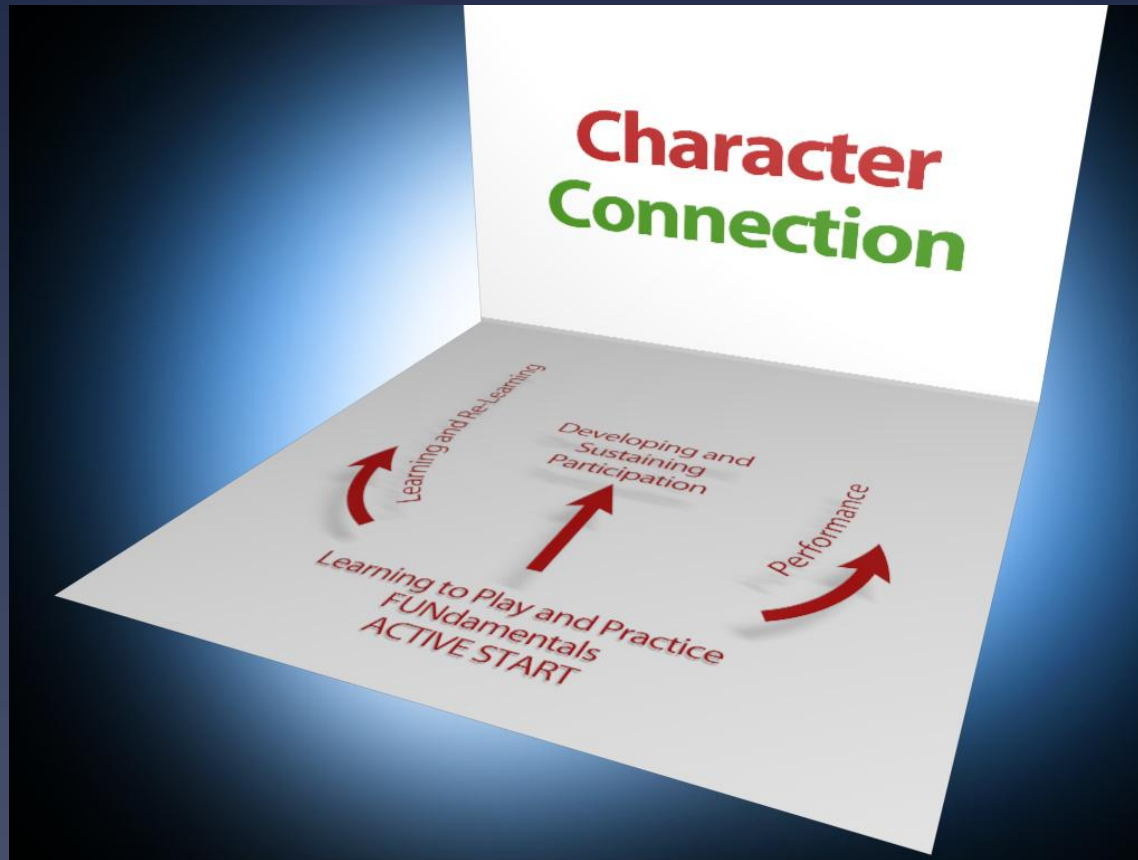
Understanding the components of the 'C' system

The 'C' system is evolving

- * This is adapted from Lerner (2000)
- * The beginnings of a significantly different approach for the coach of children
- * Interaction with the PTTM model.

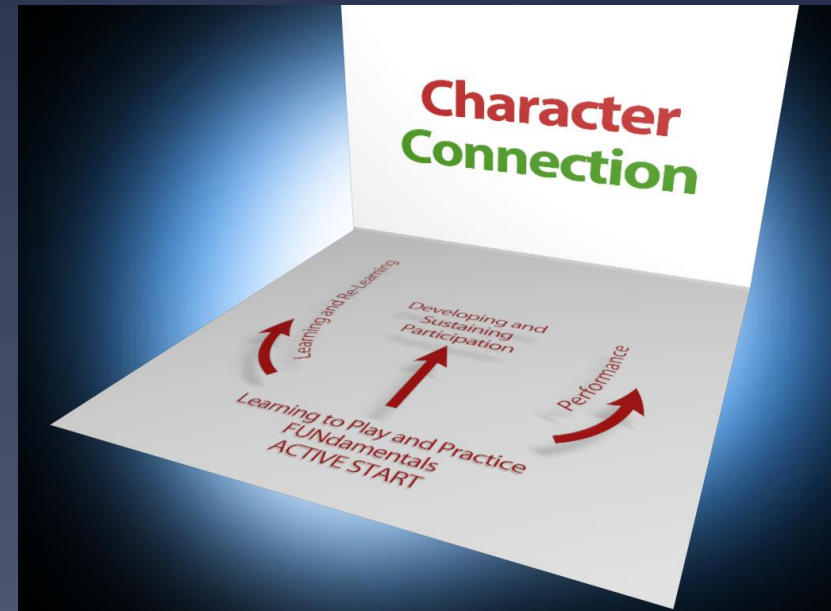


Two more



Are these part of the coach education curriculum?

- * Could connection be a key 'C'?
- * Is it time for the integration of character?



Defining the 'C' system

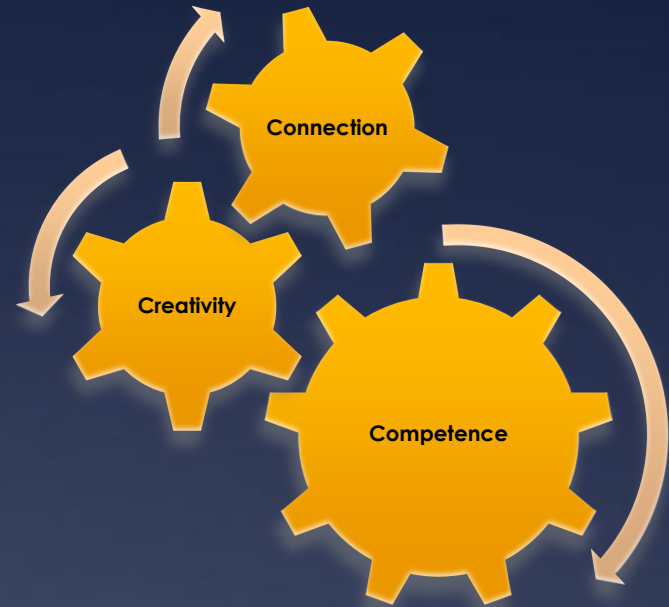
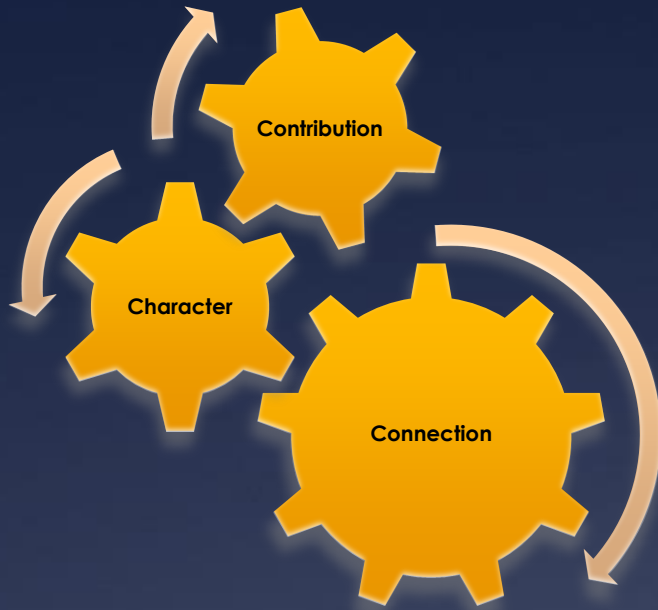
- * **Competence** ...Be in a coaching environment where appropriate techniques and skills are learned in a progressive and enjoyable way
- * **Confidence** ...Enjoy success when practising and get positive and beneficial feedback

The 'C' system

- * **Connection...** Work by themselves and in groups so they enjoy the benefits of team play and working with others.
- * Eventually enjoy the independence of community sport.
- * Understand and state the benefits of exercise and when and where it can be accessed appropriately.

The 'C' system contd.

- * **Character and Caring** ...Practise in an environment that respects players, coaches and officials and the rules of all sports.
- * **Creativity** ...Be encouraged to find their own solutions to problems, so they learn rather than simply copy and repeat.



The 'C' system

Interaction may never be clear

Confidence

Enjoy success when practising and get positive and beneficial feedback

- * Self worth
- * Self efficacy
- * Positive and beneficial feedback

Confidence

Active Start	Developing psychologically in different play environments, by becoming aware of their own ability and being encouraged to feel good about their performance. Showing satisfaction in their achievements and improvement. At least 80% successful through the careful provision of differentiated activities.
FUNdamentals	Developing psychologically in more structured activities, by showing optimistic perceptions of their own physical ability Taking responsibility for their achievements and improvement At least 80% successful through the careful provision of differentiated activities.
Learning to play and practice	Talking with pride about their achievements and improvements Responsive, attentive, and actively engaged in physical activities

Connection

Working in teams and identifying with sport

- * Working with others
- * Cooperating
- * Competing
- * Roles in teams
- * Leading and Coaching

Connection

Active Start	<p>Responding positively to guidance and new experiences by fully participating in a variety of activities that offer opportunities for learning.</p> <p>Beginning to play with and cooperate with others.</p> <p>Going with parents to outside clubs (toddler groups, swim and gym clubs)</p> <p>Beginning to state the benefits of exercise</p>
FUNDamentals	<p>Demonstrating empathy, sensitivity and friendship skills.</p> <p>Regularly engaging in physical play, with different social groups of different sizes (eg simple games of 2v2, 3v3 etc)</p> <p>Choosing independently to join out of school hours clubs</p> <p>Going with parents to outside clubs and beginning to take roles in teams and squads</p> <p>Explaining the benefits of regular exercise and how it can be undertaken safely</p>
Learning to Play and Practise	<p>Enjoying making friends in sporting contexts</p> <p>Regularly and promptly attending organised activities and caring about club, coaches and fellow players</p> <p>Beginning to lead activity with younger children</p> <p>Taking exercise because they fully recognise its benefits</p>



Character?

Character

- * Understanding rules
- * Showing respect for club coaches, fellow players and all those involved in young people's sporting development

Test of Character!!!

- * Work with players to develop a code of conduct for practice?
- * Encourage players to talk with each other and evaluate performance at the end of each session?
- * Encourage players to thank the coaching staff after each session?
- * Expect players to put out and take back equipment?
- * Talk with players about their behaviour before a game?
- * Encourage players to shake hands even after informal games in practice sessions?
- * Have a discipline system for unfair play in practice?
- * Bring in a qualified official for some practice sessions and encourage players to discuss the reasons for decisions after the game?

Character

Active Start	Understanding simple rules for activities and beginning to develop their own rules.
FUNdamentals	Understanding simple rules for specific activities and develop their own criteria for judging performance. Beginning to understand fair play and why cheating harms activity
Learning to play and practice	Showing respect for club, coaches and fellow players. Understanding rules of activities and following them Following codes of conduct

Research is showing that young people immersed in the 5C culture have also found it easier to make a contribution once they are older.

The last C