



Australian
Calisthenic
Federation

COACHING EFFECTIVENESS AUDIT PROCESS

A guideline for Senior/Head Coaches to assess the progress of Level I coaches in their club. It is intended as a checklist that will enable the senior coach to identify strengths and weaknesses of inexperienced coaches and provide positive feedback to assist with their future development.

This resource has been developed by the Australian Calisthenic: Federation Coaching Committee,
January 2004.



COACHING EFFECTIVENESS CHECKLIST

The following checklist has been developed to provide guidelines to assist coaches to reflect on their performance as a coach. It is intended that as a checklist it will also provide a mechanism for coaches to identify their areas of strength and also the areas requiring improvement. Most importantly it will provide feedback to assist with the ongoing development of calisthenic coaching skills. The checklist can be used as follows:

1. Head Coach Assessment

A tool for the Head/Senior coaches to assess the progress of Level One coaches in their club. Assessment should take place in a formal class setting followed by feedback session and discussion. Areas requiring improvement should be accompanied by a plan of action agreed to by both participants and reviewed regularly to ensure the necessary improvements have commenced. The plan of action could include such things as attendance at specified update modules, improved personal presentation or formal presentation of weekly class planning. Likewise, areas identified as particular strengths could also be utilised to assist other coaches who may require assistance or mentoring.

2. Personal Use

As a tool for coaches to independently reflect upon their performance as a coach and identify areas of strength and improvement Self-reflection is a useful technique to use and can be undertaken as regularly as the coach chooses.

3. Video/dvd Self Analysis Level One Update

Level One coaches can use the Checklist as part of a Self Analysis Level One Update as follows:

- Coach purchases the documentation from State Coaching Coordinator.
- Coach makes a video/dvd of her class.
- Coach reviews video/dvd and conducts a Self Analysis of the class using the Checklist.
- Coach makes notes of areas for improvement/strengths and nominates a Mentor (minimum of seven years coaching experience) who reviews the video/dvd and notes and undertakes discussion/develops plan of action with coach.
- Mentor completes sign-off document which coach submits to State Coaching Coordinator.

Note: Coaches who gain Level accreditation from 1st January 2007 are required to complete the Self-Analysis and submit the completed Mentor Agreement with their first re-accreditation documentation. Re-accreditation can not be processed if the Self-Analysis has not been completed.

Note: At January 2004 the documentations fee is set at \$5.00 and is payable by the Level One Coach undertaking the Self Analysis.

The State Coaching Coordinator shall contact the Level One Coach to advise that Update Points have been gained.

Note: At January 2004 a coach shall gain a maximum of 2 points every 2 years for undertaking the Video Self Analysis process.

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AREAS OF COMPETENCY

A number of areas of competency should be developing from the initial Level I course.

- | | |
|---|---------------------------------------|
| 1. Organisation & Planning | 4. Choreography |
| 2. Technical Knowledge - Calisthenic Skills | 5. Music |
| 3. Communication | 6. Professional Behaviour & Standards |

NA = Needs Assistance
 S = Satisfactory
 VG = Very Good
 Ex = Excellent

1. Organisation & Planning

Demonstrates organisation and planning skills through -

• CRITERIA	NA	S	VG	Ex
• Ability to set long and short term goals.				
• Setting appropriate time frames for activities.				
• Pre-planning lessons with sequential learning experiences.				
• Providing variety and interest for team members in classes, by challenging but not over extending.				
• Ability to present new concepts/skills in a variety of ways.				
• Ability to reassess strategies for delivery of information if pupils are not responding appropriately				
COMMENTS				

2. Technical Knowledge

CRITERIA	NA	S	VG	Ex
• Demonstrate good knowledge of calisthenic skills programme, by incorporating relevant components into sets of work.				
• Ability to coach technical skills appropriate to age group.				
• Ability to "break down" movements to enhance uniformity of performance.				
• Extended personal knowledge by attending update seminars on technique/skills.				
COMMENTS				

3. Music

CRITERIA	NA	S	VG	Ex
Appropriate choice for age group.				
Rhythm of music appropriate to the item.				
Suitable choices for each item - enabling good choreography				
Ability to access/produce high quality tapes/CD's, joins and cuts in music				
COMMENTS				

4. Communication

With Team Members - verbal, demonstration, interaction.

CRITERIA	NA	S	VG	Ex
Ability to impart knowledge/develop pupils competency				
Uses appropriate level of language/terminology for age group				
Variety of tone, pitch and speed in voice				
Create a rapport of mutual respect between coach & team members				
Develop relationships with individuals and team				

With Coaches/Cadets -

CRITERIA	NA	S	VG	Ex
Sharing ideas/accumulating personal skills.				
Accepts/seeks advice from more experienced coaches.				
Accepts/seeks advice from adjudicators via crit sheets, discussion etc				
Demonstrates mutual respect for other coaches				

With Parents /Committee-

CRITERIA	NA	S	VG	Ex
Able to communicate effectively re team members' progress.				
Ability to involve parents in club activities.				
Ability to deal with conflict resolution.				
COMMENTS				

5. Choreography

CRITERIA	NA	S	VG	Ex
Demonstrates good knowledge of technical skills.				
Demonstrates good knowledge of apparatus technique				
Ability to analyse sets to obtain maximum value of performance from pupils.				
Demonstrates balanced use of all parts of the body - not all balance work on favoured side of body.				
Sets are choreographed for physical benefit, not just effect.				
Sets contain value, quality and variety of formation appropriate to age group.				
Sets compliment the musical choice or vice versa.				
Aware of individuals' capabilities and weaknesses				
Demonstrates awareness of banned and dangerous movements.				
COMMENTS				

6. Professional Behaviour & Standards

CRITERIA	NA	S	VG	Ex
Appropriate attitudes and behaviour in class.				
Personal presentation - dress, hair etc.				
Speech - appropriate use of correct terminology				
Established safety practices for pupils.				
Ensure basic First Aid kit is always available				
Fulfills responsibilities to- - Club - State Association - Coaching body				
COMMENTS				

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GUIDELINES FOR MENTOR COACHES Level One Self Analysis

The Level One Video Self Analysis aims to enable coaches to self-evaluate their coaching ability. This is a practical and powerful method for coaches to analyse and evaluate their coaching style and technique and make any necessary improvements. It concentrates on the **'how'** of coaching rather than the **'what'**.

Video self analysis involves the following three steps:

- 1 Recording – videoing a class/lesson
- 2 Reflecting – analysis and evaluation of the lesson and a targeted sequence
- 3 Consulting – obtaining feedback from a mentor

Your role as the mentor

Your role is to observe the coach's videoed class/lesson; act as a sounding board for their self-reflection; pose relevant questions and provide constructive feedback and advice. You are not required to assess or judge the coach's ability – but to offer guidance and support through their self-reflection process.

It is up to the coach to identify areas of strength and weakness and to devise strategies for improvement.

What you need to do

The coach will provide you with a copy of their written self-reflection. Sit with the coach and view the video/dvd of their lesson, discuss their self-reflection and coaching strengths and weaknesses

Please provide them with constructive feedback and advice: 'Are they on the right track?' 'What else could they improve on?' Please try to remain focused on the coach's own view of what they need to improve.

Thankyou for your participation and contribution to the development of our coaches.

Please sign and return the agreement to the coach you are mentoring.



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AGREEMENT TO MENTOR Level One Self Analysis

I _____

of _____

Phone: Home (____) _____ Mobile _____

Email: _____

agree to act as mentor for _____

I have read and understood my role and responsibilities in agreeing to become a mentor

Signature: _____ Date: _____

Completion of module

When you have completed your role as mentor please complete the following and return the form to the Level One coach.

<input type="checkbox"/>	I have viewed a copy of the coach's lesson with the coach
<input type="checkbox"/>	I have read their self evaluations and strategies for improvement
<input type="checkbox"/>	I have provided feedback to the coach

Signature: _____ Date: _____

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