



# Gaelic Football

## Level 1 Coaching Course

Gaelic Football & Hurling Association of Australasia (GF&HAA)

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*The Gaelic Football & Hurling Association of Australasia is the governing body for the sports of Gaelic Football and Hurling within Australia and the surrounding region*

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## **Foreword/Introduction**

The Gaelic Football & Hurling Association of Australasia recognised in the late 1990's that to compete with other sports for increased participation there was a need to provide players from underage through to senior International level, suitably qualified coaches.

The development of this Level 1 course started in earnest in 2000 through liaison with the Australian Sports Commission in Canberra.

It became obvious that much work needed to be done to identify the best people in each State who would be able to deliver this course. This was achieved and the Gaelic Football course has been developed to ensure that Coaching Directors in each State have now available to them a course which will allow them to have the highest standard Level 1 coaches competent in all areas, related to Gaelic football.

With the introduction of this course, it is the belief of the GF&HA of Australasia and it's affiliates that there will be an upsurge in the number of underage male and female players as Gaelic football is progressively introduced to primary and secondary schools. Coupled with this will be the expectation that with more qualified coaches, there will be a progressive lift in the high standards already at senior Club level.

## **Acknowledgements**

**Seamus Sullivan** President, Gaelic Football & Hurling Association for his visionary approach towards coaching and underage development

**Warwick Povey** Consultant, Australian Sports Commission for his untiring assistance in the development of the Course

**Pat Daly** Head of Games, Gaelic Athletic Association Ireland for his expertise throughout the long process of the course development

**GAA (Ireland)** Whose financial assistance helped to make this course a reality

**GERARD ROE (SECRETARY)**

# LEVEL 1 COURSE – GAELIC FOOTBALL

## Section 1: General Information

### 1.1 Proponent Details

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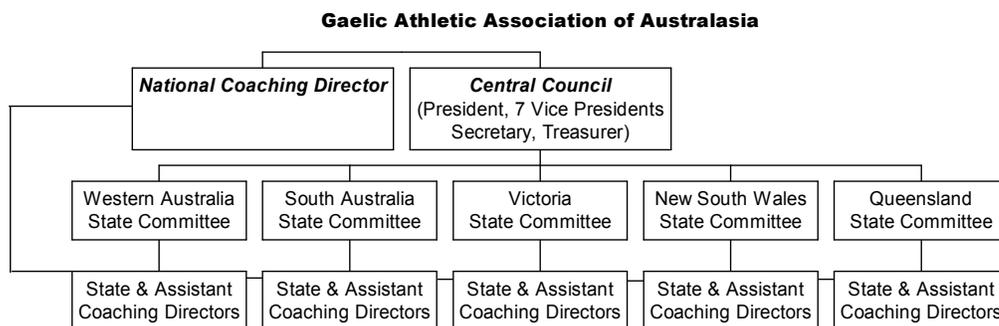
\_\_\_\_\_  
 Australasian President Seamus Sullivan

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 National Coaching Director Gerard Roe

### 1.2 Functions and Organisational Structure

GF&HA of Australasia → State/Territory Affiliates → Members.

The GF&HA of Australasia is a community based incorporated National Sporting Organisation. The primary function of the GAA is to promote and develop the sport of Gaelic Football throughout Australia at all levels of participation. Affiliated State Associations in each Mainland State administer the organisation, control and playing of Gaelic football within their relevant jurisdiction.



Coach Education is as set out in the organisation chart above. State and Assistant State Coaching Directors report to the National Coaching Director and their State Committees. Level One-Coach Education Courses are conducted in each State under the responsibility of the State/Assistant State Coaching Director(s) who are responsible to the National Coaching Director

## 2.

### 1.3 Type of Submission

Level One (1) Integrated course (Submitted for Reaccreditaion)

The process that has resulted in this course commenced with the entry of the GF&HAA into the Australian Sports Commission's (ASC) National Coaching Accreditation Scheme (NCAS). Following this, the National Coaching Director compiled course information from various Australian and international sources and gained experience in the ASC Sports Education Section (SES) coaching course development procedures, policies and operating standards. At this stage a course development reference group was formed consisting of the National Coaching Director, State and Assistant State Coaching Directors and a sport education specialist.

A draft course was produced and circulated to the reference group in October 2001. Modifications and recommendations by the reference group were then incorporated before the course was finalised.

### 1.4 Copyright Information

Copyright exists on this course and it's supporting manuals and resources by the GF&HA of Australasia. Anyone seeking permission to re-produce these materials in part or whole must contact the GF&HA of Australasia.

### 1.5 Provider Arrangements

State/Territory affiliates are endorsed to deliver this course on behalf of the GF&HA of Australasia. No fees apply to this arrangement. Other groups wishing to supply this course must write to the GF&HA of Australasia. A minimum fee of \$750 will be charged to allow providers (other than State/Territory affiliates) to register with the GF&HA of Australasia to deliver this course.

## **Section 2: Training Program Administration**

### **2.1 Name of the Training Program**

Level One (1) Gaelic Football Coaching Course.

### **2.2 Integrated/Separate Coaching Principles**

Integrated. Compulsory units of the SES Level 1 Coaching Principles components are incorporated into this course.

### **2.3 Nominal Duration of Training Program**

**Course component:** 15 hours

**Practical component:** Minimum of 20 hours practical coaching.

### **2.4 Target Market for Training Program**

This course has been designed for the following groups who wish to gain coach accreditation in Gaelic Football under GF&HAA rules and regulations:

- Beginner coaches
- Players wishing to gain coaching qualifications
- Updating Level 1 coaches
- Overseas coaches via the RCC process;
- Overseas coaches recommended by national body (e.g. Other Australasian countries)

This course is required to provide training for the significant numbers of development coaches involved in Gaelic Football.

### **2.5 Payment of Course Training Fees**

All participants must pay the course fee before commencing the course. Fees may vary from provider to provider depending on local costs for course venues and presenters. The course fee includes:

- Compulsory texts
- Necessary equipment
- Entry into course venue and facility hire
- NCAS registration fee
- Certificate of participation
- Level 1 certification on completion of all course requirements

## **2.6 Enrolment Pre-Requisites**

### **2.6.1 Entry Pre-Requisites**

The relevant State Association must nominate course participants. Participants should possess a basic knowledge of Gaelic Football and are required to study the Gaelic Football Rules Book.

### **2.6.2 Physical Screening Check**

Participants should have a personal fitness level that will enable them to physically complete all theory and practical components of this course. Course controllers will reserve the right to request proof of adequate health status from a medical practitioner. Participants unable to meet practical requirements of the course will be given the opportunity to undertake alternative activities during the course.

### **2.6.3 Pre-Course Study/Preparation**

1. Participants are required to read the book (supplied to course participants) of Gaelic Football Rules and complete a Rules Quiz (also supplied) as an assessable task, prior to commencing the course.
2. Ideally participants have completed or are working towards Sports First Aid Course qualification.
3. Participants will be asked to complete a pre-course questionnaire and general information sheet (see Appendix A) which will be sent to all participants to determine current knowledge of Gaelic Football. This questionnaire will not form any part of the assessment general information sheet which includes details of past and current involvement (if any) with Gaelic Football and their expertise in areas related to coaching and officiating.

### **2.6.4 Age of Entry into the Training Program**

Participants must be a minimum of 16 years old.

## **2.7 Awards and Entitlements**

Coach Accreditation with the GF&HAA is linked to the GF&HAA Coach Development Scheme and the National Coaching Accreditation Scheme of the Australian Sports Commission.

Accreditation is recognised by:

Certificate and letter from the GF&HAA

Membership card and letter of congratulations from the State Association

As Level 1 Gaelic Football Coaches will be a member of a Club affiliated to a State Association they will be covered by that State Association for the following types of insurance: Personal accident, Public Liability and Professional Indemnity.

A State Association through the presentation of personal item/s (e.g. key ring, resource folder or bag) will make recognition of Level 1 status.

In addition to GF&HAA specific entitlements, the coach is eligible for recognition by the Australian Sports Commission Sport Education Section and its National Coaches Accreditation Scheme. This includes:

An ID card officially documenting the level of accreditation valid throughout Australia.

Tracksuit badge to give evidence of status and competence.

Complimentary copy of 'Sports Coach' and information about SportScan, coaching resources and other coach services available

An updating logbook.

## 2.8 Presenter/Assessor Requirements

### 2.8.1 Presenter Qualifications

Presenters for the sport specific units of the course must have played Gaelic football, preferably at State level and be able to demonstrate an intimate knowledge of the sport. Initially, presenters in each State must have attended the inaugural GAA Coaching Course. Thereafter they should hold a minimum Level 1 Gaelic Football Coaching accreditation. All course sport specific presenters should possess or be actively working towards Level 2 Gaelic Football coaching accreditation.

Presenters for the coaching principles and other general units must possess appropriate qualifications and demonstrated experience in the area they are presenting.

All presenters must have attended either a course presenters, train the trainer or presentation skills course and be approved by the State Coaching Director.

### 2.8.2 Presenter Training

Presenters must attend a recognised Course Presenters Course. Regular training opportunities as part of the GF&HA Coach Education and Development Program will also be provided to assist presenters improve skills and upgrade their qualifications and presentation skills.

### 2.8.3 Assessor Qualifications

Assessors of Level 1 participants must be accredited as a Level 1 Gaelic football coach, have attained or be working towards Level 2 coach accreditation and be approved by the State Coaching Director as having appropriate assessment skills to assess in accordance with this curriculum.

### 2.8.4 Assessor Training

Assessors will be required to attend an approved Assessor Training Workshop. In addition:

- All assessors will be provided with a copy of the "Gaelic Football Notes on Assessment" to assist them in their role
- All assessors will be provided with opportunities to update and improve their assessor skills

## 2.9 Venue

The following are the minimum requirements for training venues.

### ***Lecture room***

- The classroom should be as close as practicable to the playing/training pitch
- VCR and monitor (suitable for use with a CD-ROM)
- Whiteboard and markers
- Overhead projector and screen

### ***Pitch***

- Minimum length 90 metres, minimum width 80 metres
- Minimum of one football for every three participants
- Cones

## 6.

- Goalposts
- Whistles
- First aid kit
- Video camera (optional)

### 2.10 Recognition of Current Competencies (RCC)

There will be **no honorary accreditation**. All candidates must satisfy the competencies and learning outcomes related to this Level One (1) Gaelic Football Coaching Course. However, some candidates may be able to satisfy some or all of the competencies required for Level One (1) accreditation through the Gaelic Football Recognition of Current Competencies Process which is outlined below.

#### ***Recognition of Current Competencies***

Candidates applying for exemption from sections or all of the course will be required to claim credit for Recognition of Current Competencies (RCC) in writing and provide supporting documentation to the course co-ordinator who will consult with the National Coaching Director on the matter. A decision will be made on the status and extent of the candidates RCC on behalf of the GF&HAA and the candidate will be duly notified. Candidates may be required to further demonstrate their expertise in particular areas by taking part in various assessment activities.

RCC assessment will be conducted using the Gaelic Association RCC form (see Appendix B).

RCC can be granted for the Level 1 Coaching Principles through:

- Completion of State Department, Coaching Centre, Institute/Academy Level 1 Coaching Principles course
- Level 1 coaching principles acquired via an NCAS registered agency (e.g. school, TAFE or university)
- Completion of Physical Education or Coaching Degree courses
- Possession of equivalent overseas qualifications

In each of the above cases, **applicants must supply the course co-ordinator with original documented evidence**, which proves the applicant has completed the Level 1 coaching principles.

RCC can be granted for the Level 1 sport specific component of the course:

- Via candidates demonstrating competencies obtained by previous training (e.g. coaching hurling), work experience and/or life experience which may result in credit being offered, in whole or part for the Level 1 course
- Via candidates possessing evidence of having achieved the following standards:
  - International representation (player or coach) within the last 7 years
  - State team representation for 2 years (player or coach) within the last 7 years;

**In each of the above cases coach candidates must be currently active.**

In this section candidates may only gain credit for course elements that relate to how to perform skills and/or knowledge of basic tactics. **No credit will be given for topics related to how to coach the skills or tactics unless competence in that area can be demonstrated.**

## 2.11 Updating

To retain their Level One (1) status coaches must:

- Complete another Gaelic Football Level One (1) coaching course within four years; **OR**
- Achieve Gaelic Football Level 2 coach accreditation within four years;  
**OR**
- Achieve 30 hours of updating activity over 4-year period.

Candidates may achieve their 30 hours of updating through the following:

- Active practical coaching: 15 hours
- 15 hours of updating activities including
  - Self Education (e.g. higher education or related sports education)
  - Coach education (e.g. lecturing/presenting, coach supervision, coach mentoring, writing or publishing a coaching related article)

**Documented evidence of this activity is to be provided to the GF&HAA National Coaching Director for updating requirements.**

For further detail on updating and possible updating activities, see the GF&HAA Coaches Updating Policy at Appendix C.

## 2.12 Responsible and Ethical Relations

### 2.12.1 Code of Practice

The GF&HAA endorses the NCAS Code of Practice for all of its training providers and coaches. All presenters will receive a copy of the Code of Practice, which is also at Appendix D. In addition, the following policy will apply in relation to refunding of fees:

#### ***Refund Policy***

Refunds of course fees for non-attendance will be made to participants who notify their non-attendance **in writing** prior to the commencement of the course as follows:

- Up to 28 days notice – Full Refund
- 14 – 27 days notice – 50% Refund
- Less than 14 days notice – No Refund

### 2.12.2 Coaches Code of Ethics

The GF&HAA endorses the SES Coaches Code of Ethics and has developed a policy incorporating the NCAS Code of Ethics. Copies of the Code of Ethics Policy are available from State Coaching Directors, State Associations and at Appendix E.

### 2.12.3 Insurance

State affiliates must hold a comprehensive insurance policy. The policy covers public liability of M\$5 and professional indemnity for it's officers of M\$5. Verification of insurance may be gained through each State affiliate.

## 2.13 Quality Control

### 2.13.1 Monitoring the Training Program

The GF&HAA will implement the following quality control procedures:

- Ongoing presenter training as outlined in 2.7
- Assessor training as outlined in 2.7
- Evaluation of presenters by course participants through course evaluation forms (see Appendix F)
- Evaluation of new coaches through lodged diary record and at competitions
- GF&HA of Australasia appointed personnel to attend State/Territory training programs to evaluate course delivery
- Random phone calls to course participants to gain answers to prescribed questions concerning course delivery and course content

### 2.13.2 Training Program Evaluation and Review Process

The following methods will be used to assess and review the course and its effectiveness:

- Evaluate course participants' responses to the evaluation questionnaires. Discuss responses from random phone calls with a view to incorporate any constructive feedback into the course
- Assess the number of coaches who are reaching satisfactory competency levels
- Assess the number of coaches actively engaged in Gaelic Football coaching programs at various levels
- Assess course presenters' feedback centering on course organisation, course materials and delivery methods initiated
- Conduct an interim annual course review where minor course changes can be incorporated
- Conduct a thorough course review each four years. Appropriate amendments/upgrades will be made and the course will be submitted to the SES for re-accreditation

### 2.13.3 Grievances/Appeals Procedures

The GF&HAA seeks to ensure principles of fairness and equity apply. Practical application of these principles for Level 1 candidates includes:

- As part of the course conduct process candidates will be offered all reasonable opportunity to demonstrate competency. Therefore, candidates have the right to undergo a reassessment if reasonable grounds are demonstrated
- Candidates will have the right to appeal if they feel that their assessment has not been fairly conducted
- Candidates have the right to be heard by an independent person, who has technical competence in the standards being assessed, regarding their appeal
- The candidate and the Assessor will both have the chance to 'have their say' regarding the assessment

All grievances and appeals must be forwarded to the course coordinator within 30 days of the completion of the training program or within 30 days of the date of notification of their assessment outcome.

## 9.

The Course coordinator and the National Coaching Director will consider all grievances and appeals on the assessment process or result. The candidate will be informed of the process used to consider their grievance and the outcome of their considerations within 30 days of receiving the grievance/appeal.

The Assessee will know the appeals and reassessment process prior to the assessment taking place as part of the explanation of the overall assessment procedure.

Although it is preferable for the Assessor and the Assessee to try to resolve problems at the time of assessment, it is recognised that there may be occasions when this is not possible.

### **2.13.4 Design and Review Committee**

The following personnel will form the GF&HAA Coach Education Review Committee:

- National Coaching Director
- State/Territory Coaching Directors
- A person with expertise in education including curriculum design, competency based training and (ideally) Gaelic Football

### **2.13.5 Records**

All course providers must keep records of all course attendees and successful participants on a database. Successful participants' names will be forwarded to the GF&HAA national office and maintained on a national database of accredited coaches.

Details will include:

Contact details and

Updating details,

Accreditation levels

GF&HA and other qualifications (including advancements)

Insurance details

Other GF&HA service details

## **Section 3: Competency Statements**

At the completion of this course, coaches will be able to plan, prepare and conduct an appropriate Gaelic Football training session in a safe environment taking into account the following:

### **Plan and Prepare**

- A training session appropriate to the needs of the group
- Organise human and physical resources appropriate to the needs of training and competition

### **Conduct**

- Conduct training sessions appropriate to the needs of the participants
- Facilitate learning of the fundamental skills and tactics of Gaelic football
- Communicate effectively with players and others involved in the training program

### **Monitor/Review**

- Observe and assess players' performance
- Provide appropriate feedback on performance
- Adjust activities to suit the needs of individuals
- Ensure safety of self and others and manage emergency situations

### **Evaluate**

- Achievement of the objectives of the training session/competition
- The effectiveness of their coaching behaviours

### **Adapt**

- Identify and implement appropriate modifications for future sessions/competitions

## Section 4: Training Program Syllabus

### 4.1 Gaelic Football Level 1 Coaching Course Overview

No	Unit	Nominal Duration	Unit Delivery	Assessment
GF1.1	Course outline and Objectives	0.25 hour	in-course	None
GF 1.2	Role of the Coach	0.75 hour	in-course	None
GF 1.3	Coaching Communication	1 hour	in-course	Practical Assessment <ul style="list-style-type: none"> <li>Coaching activity using communication skills</li> </ul> Completion of worksheet
GF 1.4	Coaching Skills and Games Approach for Gaelic Football Skills	2 hours	in-course	Practical assessment <ul style="list-style-type: none"> <li>Coach a basic skill to a group</li> </ul>
GF 1.5	Planning	1 hour	in-course	Written assessment <ul style="list-style-type: none"> <li>Develop satisfactory coaching session and season/year plan</li> </ul>
GF 1.6	Coaching Skills and Games for Team Development	1.5 hours	in-course	Practical assessment <ul style="list-style-type: none"> <li>Coach a basic skill to a group</li> </ul>
GF 1.7	Coaching Children	0.75 hours	in-course	None
GF 1.8	Physical Preparation	1 hour	in-course	Written assessment <ul style="list-style-type: none"> <li>Completion of worksheets</li> </ul> Practical assessment <ul style="list-style-type: none"> <li>Coaching activities with a small group</li> </ul>
GF 1.9	Risk Management and Safety Issues for Gaelic Football	1 hour	pre-course and in-course	Written assessment: <ul style="list-style-type: none"> <li>Rules test</li> <li>Complete risk assessment and safety issues worksheet of typical situations</li> </ul>
GF 1.10	Sport Psychology Factors	0.5 hours	in-course	Completion of worksheet
GF 1.11	Negative Factors Affecting Athlete and Team Performance	0.5 hours	in-course	Discussion of scenarios
GF 1.12	Team Play	1.2 hours	in-course	Practical assessment <ul style="list-style-type: none"> <li>Coach fundamental tactical play to a group</li> </ul>
GF 1.13	Course review and Evaluation	0.5 hours	in-course	Complete evaluation Sign CoE form
GF 1.14	Coaching Practice	Total 20 hours: <ul style="list-style-type: none"> <li>7.5 hours supervised</li> <li>12.5 hours unsupervised</li> </ul>	post course	Practical assessment (in course) <ul style="list-style-type: none"> <li>Conduct a 20 minute coaching session with a group of beginner players</li> </ul> Practical Assessment (post course) <ul style="list-style-type: none"> <li>Assessment by supervisor of coaching session</li> <li>Self evaluation of coaching session</li> </ul>

## 4.2 Example Training Program Schedule

It is recommended that this course be conducted over 2 days. The first 1.5 days is allocated to delivering the course content, the remaining 0.5 day for practical assessment of candidates and course evaluation. An example of the suggested 2-day schedule follows...

### Day 1 (Saturday)

<i>TIME</i>	<i>UNIT</i>	<i>ITEM</i>	<i>PRESENTER</i>	<i>DURATION</i>
08.30		Registration and administration		15 mins
08.45	1	Course Outline and Objectives, Welcome to all		15 mins
09.00	2	Role of the Coach		45 mins
09.45	3	Coaching Communication		60 mins
10.45		<i>MORNING TEA</i>		15 mins
11.00	4	Coaching Skills & Games Approach for Gaelic Football Skills		120 mins
13.00		<i>LUNCH</i>		50 mins
13.50	5	Planning		60 mins
14.50	6	Coaching Skills and Games for Team Development		90 mins
16.20		<i>AFTERNOON TEA</i>		20 mins
16.40	7	Coaching Children		30 mins
17.10		Day 1 Summary and conclusion (task assignment – plan completion)		15 mins

### Day 2 (Sunday)

<i>TIME</i>	<i>UNIT</i>	<i>ITEM</i>	<i>PRESENTER</i>	<i>DURATION</i>
08.30	8	Physical Preparation		60 mins
09.30	9	Risk Management and Safety Issues		60 mins
10.30		<i>MORNING TEA</i>		20 mins
10.50	10	Sport Psychology Factors		30 mins
11.20	11	Negative Factors Affecting Performance		30 mins
11.50	12	Team Play		70 mins
13.00		<i>LUNCH</i>		45 mins
13.45		Practical Assessment of Candidates		180 mins
16.45	13	Course Review, Evaluation and Conclusion		30 mins

### 4.3 Unit Outlines

Note: Each unit listed is a compulsory unit for the course.

#### 4.3.1 Unit 1: Course Outline and Objectives

**Unit code:** GF 1.1

**Nominal duration:** 15 minutes (0.25 hours).

##### Unit purpose

This unit will introduce and familiarise candidates with the course. Course objectives, assessment activities and assessment procedures will be clearly detailed to candidates.

##### Pre-requisites for this unit

None.

##### Relationship to competency standards

N/A

##### Learning outcomes

At the completion of this unit, the coach will be able to:

1. Have a clear understanding of the content, structure and scheduling of the course.
2. Have a clear understanding of the objectives of the course and the activities they will be expected to do to be deemed competent at the conclusion of the course.

##### Assessment tasks

This unit is not assessable.

##### Content

- Course outline of units and key timing of activities.
- Course objectives.
- Types of assessment and assessment activities.

##### Delivery strategies

Presentation.

##### Resource requirements

None.

### 4.3.2 Unit 2: Role of the Coach

**Unit code:** GF 1.2

**Nominal duration:** 45 minutes (0.75 hours)

**Unit purpose**

This unit will:

- Provide coaches with an overview of the role of the coach and the skills that coaches require to be effective at junior/development level.
- Outline the GF&HAA Coach Education Scheme, it's relation to the National Coaching Accreditation Scheme (NCAS) and the development pathways available to coaches in the GF&HAA Coach Education Scheme.

**Pre-requisites for this unit**

None.

**Relationship to competency standards**

N/A.

**Learning outcomes**

At the completion of this unit the coach will be able to:

1. State their role and the skills coaches need to develop their athletes and themselves.
2. Identify the advantages and disadvantages of various coaching styles.
3. State their philosophy of coaching.
4. Outline the ethical responsibilities of coaches.
5. Outline details of the GF&HAA Coach Education Scheme and developmental pathways available to them.

**Assessment tasks**

Completion of worksheet.

**Content**

- What do coaches do? Manage, lead, organise, teach, communicate, plan.
- Coaching styles: authoritarian, business-like, nice guy, intense, easy-going.
- GAA Coaches' Code of Ethics.
- Ethical considerations for coaches.
- GAA Coach Education Scheme.
- NCAS overview.

**Delivery strategies**

- Presentation and video.
- Discussion.
- Group brainstorm.

**Resource requirements**

- Beginning Coaching pages 1-11.
- 3 C's section in The Integrated Guide to Total Playing Performance in Gaelic Football CD.
- The Coach in Action: How to be a Top Coach video and worksheets.
- GF&HAA Coach's Code of Ethics.

### 4.3.3 Unit 3: Coaching Communication

**Unit code:** GF 1.3

**Nominal duration:** 60 minutes (1 hour)

#### Unit purpose

This purpose of this unit is to equip coaches with the knowledge and skills to implement basic communication techniques.

#### Pre-requisites for this unit

None.

#### Relationship to competency standards

CAI 010, CAI 013, CAI 007, CAI 016.

#### Learning outcomes

At the completion of this unit the coach will be able to:

1. Identify the factors that enhance effective communication.
2. Implement communication and active listening techniques.
3. Identify the need for effective communication in the sporting environment.
4. Use effective, positive communication when working with parents and officials.

#### Assessment tasks

- Video analysis of a 5-minute segment of a training session.
- Evaluation of own/peer communication skills in a practical coaching situation.

#### Content

- What is communication?
- Types of communication (verbal and non-verbal).
- Effective communication.
- Attending skills.
- Active listening.
- Barriers to effective communication.
- Working with parents and officials.

#### Delivery strategies

- Presentation.
- Practical coaching activities.
- Group work with videos.
- Discussion.

#### Resource requirements

- Beginning Coaching pages 5-7 and 57-64.
- 3 C's section in The Integrated Guide to Total Playing Performance in Gaelic Football CD.
- Video of a coaching session.

### 4.3.4 Unit 4: Coaching Skills and Games Approach for Gaelic Football Skills

**Unit code:** GF 1.4

**Nominal duration:** 120 minutes (2 hours).

#### Unit purpose

The purpose of this unit is to:

- Enable coaches to teach sport specific skills, develop appropriate games and give effective feedback.
- Provide coaches with the skills to teach basic Gaelic football techniques of catching, kicking, lifting, passing and solo running in a safe environment.

#### Pre-requisites for this unit

GF 1.2: Role of the Coach.

GF 1.3: Coaching Communication.

#### Relationship to competency standards

CAI 009, CAI 020, CAI 021, CAI 023.

#### Learning outcomes

At the completion of this unit the coach will be able to:

1. Identify the stages of learning.
2. Teach simple and complex skills through the use of games and other activities.
3. Move efficiently from one practice activity to another.
4. Customise a practice session appropriate for the training group.
5. Give effective feedback, including questioning techniques.
6. Identify, demonstrate and teach the five basic Gaelic football techniques.
7. Outline strategies to be implemented to ensure a safe training environment.
8. Identify and implement appropriate behaviour management and conflict management measures for the training group.

#### Assessment tasks

- Completion of worksheets.
- Peer evaluation of and appropriate coaching activity.

#### Content

- Stages of learning.
- Teaching skills (simple through to complex).
- Observation, analysis, demonstrating and devising appropriate practices.
- Using a game centered approach:
  - Why use games?
  - Types of games – modified 'big game' and games to achieve outcomes;
  - Devising games and challenges to develop skills.
- Basic gaelic football techniques (left and right sides):
  - Catching (overhead, body.chest, low);

## 17.

- Kicking (punt, hook, drop, overhead);
- Lifting (crouch and roll lift);
- Passing (foot, fist, hand);
- Solo running (hand to toe and bounce);
- Use of effective feedback including questioning techniques.
- Considerations for safe training environments.

### **Delivery strategies**

- Presentation and video.
- Practical work with demonstrations, evaluation and discussions.

### **Resource requirements**

- Game Sense video and workbook.
- Beginning Coaching pages 27-35.
- Technical Proficiency section in The Integrated Guide to Total Playing Performance in Gaelic Football CD.
- The Coach in Action: How to be a Top Coach video and worksheets.
- Fun Games for Warm Ups.
- The Complete Coaching Guide to Hurling and Football pages 29-66.

### 4.3.5 Unit 5: Planning

**Unit code:** GF 1.5

**Nominal duration:** 60 minutes (1 hour)

#### Unit purpose

This unit will:

- Provide coaches with the skills to plan training sessions for athletes under their responsibility.
- Provide coaches with the skills to develop a basic yearly team development plan.

#### Pre-requisites for this unit

GF 1.2: Role of the Coach.

#### Relationship to competency standards

CAI 008.

#### Learning outcomes

At the completion of this unit the coach will be able to:

1. Identify the importance of planning for coaches.
2. Develop a training session plan appropriate for Gaelic football.
3. Construct a season team development plan incorporating a schedule of Gaelic football training and competitive activities.

#### Assessment tasks

- Analysis of a sample session and season plan.
- Formulate an individual training session plan.
- Identify the key features of a season plan.
- Explain how and why the individual training session plan is situated in the season plan.

#### Content

- Why plan?
- Elements of a training session: Session introduction, warm-up, skill development, skill development (through games and activities), conditioning (through games and activities), conclusion (includes warm down).
- The yearly plan.
- Sample session and season plans.

#### Delivery strategies

- Presentation and video.
- Group work.
- Discussion.

#### Resource requirements

- Beginning Coaching pages 13-26.
- 3 C's section in The Integrated Guide to Total Playing Performance in Gaelic Football CD.
- Coaching Children page 20.
- The Coach in Action: How to be a Top Coach video and worksheets.

### 4.3.6 Unit 6: Coaching Skills and Games for Team Development

**Unit code:** GF 1.6

**Nominal duration:** 90 minutes (1.5 hours).

#### Unit purpose

Building on the concepts and content of Unit GF 1.4, the purpose of this unit is to:

- Provide coaches with the skills to teach the Gaelic football techniques of tackling, evasion, free taking and goal keeping in a safe environment.
- Enable coaches to teach sport specific skills using appropriate games and give effective feedback.
- Enable coaches to incorporate basic gaelic football tactics into training sessions.
- Manage groups at training;
- Implement efficient practice activities;
- Maximise athlete performance in a team environment.
- Provide coaches with practical skills to evaluate and improve the quality of their coaching.

#### Pre-requisites for this unit

GF 1.2: Role of the Coach.

GF 1.3: Coaching Communication.

GF 1.4: Coaching Skills and Games Approach for Gaelic Football Skills

GF 1.5: Planning.

#### Relationship to competency standards

CAI 009, CAI 020, CAI 021, CAI 023.

#### Learning outcomes

At the completion of this unit the coach will be able to:

1. Identify, demonstrate and coach the additional Gaelic football techniques of tackling, evasion, shouldering, shadowing, blocking, free taking and goal keeping.
1. Prepare training sessions to cater for individual differences while maintaining team orientation.
2. Customise a practice session appropriate for the training group.
3. Use effective group management skills and techniques.
4. Use skills and expertise to promote team cohesion and spirit.
5. Give effective feedback, including questioning techniques.
6. Assist players develop thinking using challenges and game progressions.
7. Employ self-reflection techniques to evaluate and improve the quality of their managing, teaching and communicating.

#### Assessment tasks

- Completion of worksheets.
- Peer evaluation of an appropriate coaching activity.

#### Content

- Using a game centered approach:
  - identifying tactical elements of gaelic football (e.g. time, space);
  - devising games to develop these aspects.

## 20.

- The coach's role in a games approach:
  - coaching style;
  - using a questioning approach;
  - progressing the game.
- Gaelic football techniques (left and right sides):
  - Tackling (front, side, behind);
  - Shouldering;
  - Shadowing;
  - Blocking;
  - Evasion (side stepping, swerving, roll, changing speed and direction);
  - Specialist techniques (free taking, goal keeping).
- Organising groups and activities.
- Good teaching and training formations: Training grids, small sided and conditioned games.
- Behaviour management strategies.
- Players Code of Conduct.
- Skill chaining and development.
- Developing team cohesion and spirit.
- The self reflection process and methods (coaching diary, mentor coach, video analysis).

### **Delivery strategies**

- Presentation and video.
- Practical work with demonstrations, evaluation and discussion.

### **Resource requirements**

- Game Sense video and workbook.
- Technical Proficiency section in The Integrated Guide to Total Playing Performance in Gaelic Football CD.
- Beginning Coaching pages 36-44 and 113-121.
- The Coach in Action: How to be a Top Coach video and worksheets.
- The Complete Coaching Guide to Hurling and Football pages 50-54 and 67-95.
- Coaching Better video.

### 4.3.7 Unit 7: Coaching Children

**Unit code:** GF 1.7

**Nominal duration:** 45 minutes (0.75 hours).

#### Unit purpose

This unit will provide coaches with skills, attitude and knowledge to conduct coaching sessions which match training and competitive activities with the growth and development stage of the children they coach in a fun environment.

#### Pre-requisites for this unit

GF 1.2: Role of the Coach.

GF 1.4: Coaching Communication.

GF 1.5: Planning.

#### Relationship to competency standards

CAI 007, CAI 009, CAI 013, CAI 016, CAI 020, CAI 021.

#### Learning outcomes

At the completion of this unit the coach will be able to:

1. Identify the specific needs of children participating in sport.
2. Implement appropriate practice sessions that take into account growth and development of children and games and activities.
3. Implement activities that emphasise fun, enjoyment and satisfaction.
4. Demonstrate understanding of the basic structure of the body and its application to Gaelic football.
5. Demonstrate basic understanding of how energy systems meet the training/playing demands of gaelic football in relation to children.
6. Demonstrate understanding of the different growth and development rates of children.

#### Assessment tasks

- None.

#### Content

- Why children participate in sport.
- Are children little adults?
- Coaching for fun and success (planning, behaviour modification, organisation).
- Steps to maximise training session enjoyment.
- Important considerations when coaching children.
- Heat stress, hats and fluids.
- Structure of the body.
- Energy systems.
- Human physical development.

#### Delivery strategies

- Presentation.
- Group work.

**Resource requirements**

- Beginning Coaching pages 135-143 and 213-218.
- 3 C's section in The Integrated Guide to Total Playing Performance in Gaelic Football CD.
- The Complete Coaching Guide to Hurling and Football pages 301-309.

### 4.3.8 Unit 8: Physical Preparation for Gaelic Football

**Unit code:** GF 1.8

**Nominal duration:** 60 minutes (1 hour).

#### Unit purpose

This unit will:

- Prepare coaches to develop activities to improve an athlete's endurance, strength, speed, power and flexibility.
- Provide information for coaches on the use of conditioning to improve the athlete's overall performance.

#### Pre-requisites for this unit

GF 1.5 Planning.

GF 1.7 Coaching Children.

#### Relationship to competency standards

N/A.

#### Learning outcomes

At the completion of this unit the coach will be able to:

1. Describe the five components of physical fitness and implement basic games and activities for the development of these components.
2. Prioritise which components should be emphasised in Gaelic football.
3. Implement conditioning games and activities to improve athlete's performance.
4. Create and implement appropriate training activities for the physical development of their athletes.

#### Assessment tasks

- Complete worksheets.
- Peer evaluation of practical coaching activity involving an appropriate training activity to improve players' physical development.

#### Content

- Components of fitness (strength, power, speed, endurance, flexibility).
- Principles of training (specificity, progression, individuality, variety, overload, reversibility).
- Development of physical abilities in gaelic football (training of endurance, strength, flexibility, speed and power).
- The importance of rest and recovery.

#### Delivery strategies

- Presentation.
- Video.
- Demonstration.
- Group work.

#### Resource requirements

- Beginning Coaching pages 65-84.
- Physical Fitness section in The Integrated Guide to Total Playing Performance in Gaelic Football CD.

## 24.

- Fit for Sport: How to Coach for Fitness video.
- Coaching Children pages 48-52.
- Fun Game for Warm Ups.

### 4.3.9 Unit 9: Risk Management and Safety Issues

**Unit code:** GF 1.9

**Nominal duration:** 60 minutes (1 hours).

#### Unit purpose

This unit will provide coaches with skills and knowledge:

- To conduct coaching sessions leading to players understanding of the rules of gaelic football.
- To assess and minimise risks in their coaching and competitive environments.
- To minimise the risk of injury occurring in coaching sessions.
- To identify and offer direct or indirect prevention and treatment of common injuries in children and those in Gaelic football.

#### Pre-requisites for this unit

Reading the Rules of Gaelic Football book and complete pre course Rules Quiz

#### Relationship to competency standards

RAC 003, RAC 004, RAC 006, RAC 012.

#### Learning outcomes

At the completion of this unit the coach will be able to:

1. Demonstrate basic understanding and application of the rules of Gaelic football.
2. Outline the strategies that can be implemented to minimise the risk of injuries occurring in sport.
3. Assess risks and implement risk minimisation strategies in their coaching and competitive environments.
4. Identify the step-by-step procedures of STOP.
5. Explain the procedure involved with RICER treatment.
6. Explain the Sport Safer program.
7. Identify the legal responsibilities of coaching sport.

#### Assessment tasks

- Rules assessment worksheet.
- Evaluation of responses to scenario situations related to Gaelic football.
- Complete a risk assessment of coach's own coaching environment.

#### Content

- Rules of gaelic football.
- Common injuries for children.
- Common injuries in gaelic football.
- Injury prevention strategies.
- Other assistance and information sources and resources.
- STOP.
- RICER.
- Sport Safer program.
- The legal responsibilities of the coach (negligence, duty of care, insurance, record keeping).

**Delivery strategies**

- Presentation.
- Group work.

**Resource requirements**

- Rules of Gaelic Football.
- Beginning Coaching pages 85-112.

### 4.3.10 Unit 10: Sport Psychology Aspects

**Unit code:** GF 1.10

**Nominal duration:** 30 minutes (0.5 hours).

#### Unit purpose

This unit will equip coaches with the basic skills to assist their athletes in determining goals and strategies to enhance their performance.

#### Pre-requisites for this unit

- GF 1.2 Role of the Coach.
- GF 1.3 Coaching Communication.
- GF 1.4 Coaching Skills and Games Approach for Gaelic Football Skills
- GF 1.5 Planning.
- GF 1.6 Coaching Skills and Games for Team Development
- GF 1.7 Coaching Children.
- GF 1.8 Physical Preparation.

#### Relationship to competency standards

N/A.

#### Learning outcomes

At the completion of this module the coach will be able to:

1. Use basic psychological concepts in the mental preparation of Gaelic football athletes.
2. Coach athletes to distinguish between controllable and uncontrollable factors.
3. Help athletes understand the benefits of goal setting within the athlete's training and competitive environment.
4. Identify the positive and negative aspects of arousal and anxiety in the sporting environment.

#### Assessment tasks

- Complete worksheets
- Discuss scenarios

#### Content

- Introduction to sport psychology:
  - Mental preparation;
  - Arousal and anxiety;
  - Personality traits;
  - Motivation.
- Controllable and uncontrollable factors.
- Goal setting:
  - SMART principle;
  - Process goals versus outcome goals;
  - Short term;
  - Long term.
- Dealing with winning and losing.

**Delivery strategies**

- Presentation.
- Video.
- Group work.

**Resource requirements**

- Beginning Coaching pages 201-211.
- Psychological Focus section in The Integrated Guide to Total Playing Performance in Gaelic Football CD.
- Mental Skills Training for Sport.
- The Complete Coaching Guide to Hurling and Football pages 205-228 and 253-258.

### 4.3.11 Unit 11: Negative Factors Affecting Athlete & Team Performance

**Unit code:** GF 1.11

**Nominal duration:** 30 minutes (0.5 hours).

#### Unit purpose

This unit will provide coaches with useable information on the various factors affecting athlete and team performance.

#### Pre-requisites for this unit

GF 1.2 Role of the Coach.

GF 1.3 Coaching Communication.

GF 1.7 Coaching Children.

GF 1.8 Physical Preparation.

#### Relationship to competency standards

N/A.

#### Learning outcomes

At the completion of this module the coach will be able to:

1. Outline various negative factors effecting athlete and team performance.
2. Identify the coach's role in education and ethical issues associated with drugs in sport and other negative performance factors.
3. Identify & differentiate between deliberate use of performance enhancing drugs & inadvertent drug use.
4. Identify basic signs of other negative performance factors such as insomnia, anorexia nervosa, bulimia, stress and overtraining and know what steps to take in assisting and/or seeking assistance for these.

#### Assessment tasks

- Participation in practical simulation activities.

#### Content

- Introduction to negative factors;
- Drugs in sport (social, performance enhancing);
- Inadvertent doping;
- Ethical implications of drugs in sport;
- Commonly used banned and restricted drugs.
- Australian Sports Drug Agency resources and services.
- Other factors (insomnia, anorexia nervosa, bulimia, stress and overtraining).

#### Delivery strategies

- Presentation.
- Group work.
- Scenarios.

#### Resource requirements

- Beginning Coaching pages 189-199.
- Drugs in Sport: Coach Education Manual.
- GF&HAA of Australasia Anti Doping (Drugs) Policy
- The Complete Coaching Guide to Hurling and Football pages 241-246.

### 4.3.12 Unit 12: Team Play

**Unit code:** GF 1.12

**Nominal duration:** 70 minutes (1.2 hours).

#### Unit purpose

This unit will provide coaches with the skills and knowledge to coach fundamental team play attack and defence tactics in the team environment.

#### Pre-requisites for this unit

- GF 1.2 Role of the Coach
- GF 1.3 Coaching Communication
- GF 1.4 Coaching Skills and Games Approach for Gaelic Football Skills
- GF 1.5 Planning
- GF 1.6 Coaching Skills and Games for Team Development
- GF 1.7 Coaching Children
- GF 1.8 Physical Preparation
- GF 1.10 Sport Psychology Aspects

#### Relationship to competency standards

N/A

#### Learning outcomes

At the completion of this module the coach will be able to:

1. Outline fundamental principles of attack and defence in relation to team and individual players.
2. Incorporate coaching of the fundamental principles of attack and defence in team play and training sessions using games and other activities.

#### Assessment tasks

- Peer evaluation of a tactical coaching activity.

#### Content

- Definition of tactical thinking: 'The ability of a player to weigh up match situations and select/carry out the best available playing option'.
- Basic tactical considerations (task, time, space, movement, reaction, opposition and competition).
- Attack and defense options;

#### Delivery strategies

- Presentation.
- Practical work.

#### Resource requirements

- Team Play and tactical Plays section in The Integrated Guide to Total Playing Performance in Gaelic Football CD.
- The Complete Coaching Guide to Hurling and Football pages 90-95.

### 4.3.13 Unit 13: Course Review and Evaluation

**Unit code:** GF 1.13

**Nominal duration:** 30 minutes (0.5 hours).

#### Unit purpose

This unit will provide coaches with the opportunity to review and formally evaluate the course and to complete GF&HAA Coaches Code of Ethics formalities.

#### Pre-requisites for this unit

All course units.

#### Relationship to competency standards

N/A.

#### Learning outcomes

At the completion of this unit the coach will have:

1. Participated in a review and evaluation of the entire Level 1 Coaching Course.
2. Signed/accepted the GF&HAA Coaches Code of Ethics.

#### Tasks

- Completion of formal course evaluation.
- Signing and acceptance of Coaches Code of Ethics.

#### Content

- Review of course.
- Course evaluation.
- Coaches Code of Ethics.

#### Delivery strategies

- Group discussion.
- Group and individual work.

#### Resource requirements

- The Gaelic Football Course Evaluation Form.
- GF&HAA Coach's Code of Ethics.

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### 4.3.14 Unit 14: Coaching Practice

**Unit code:** GF 1.14

**Duration:** 30 hours minimum.

#### Unit purpose

This unit will enable coaches to practice and implement the competencies outlined in the Gaelic Football Level 1 Coaching Course.

#### Pre-requisites for this unit

Satisfactory completion of Gaelic Football Level 1 Coaching Course.

#### Relationship to competency standards

N/A.

#### Learning outcomes

At the completion of this unit the coach will be able to:

1. Plan and conduct a coaching session for school aged and beginning Gaelic football players in and appropriate and safe manner.
2. Evaluate the strengths and weaknesses of each training session with a view to improving future training sessions.

#### Assessment tasks

Review of a practical coaching session using:

- Assessment sheet completed by coaching supervisor or other nominated observer.
- Self Evaluation sheet.

#### Content

- Refer to course units.

#### Delivery strategies

- This is an 'on the job' delivery by the coach within their own environment with evaluation processes being implemented during the course of the 30 hours practice.

#### Resource requirements

- Gaelic Football Level 1 Practical Assessment form.
- Gaelic Football Level 1 Self-Assessment form.

## **Section 5: Coaching Practice**

### **5.1 Timing of Coaching Practice**

As part of the Level One (1) accreditation process, candidates must complete a minimum of 20 hours of practical coaching within 12 months of completing the course.

The 20 hours will be made up of:

- A minimum of 7.5 hours supervised
- A minimum of 12.5 hours unsupervised

### **5.2 Supervision of Coaching Practice**

An assigned Level 1 or 2 accredited coach will supervise the practical coaching experience.

Supervision will involve:

- At least 7.5 hours contact with the trainee coach, either observing them, or co-coaching with them
- Setting tasks for the trainee coach/official to undertake at their own sessions and report back on
- Assisting the trainee coach to analyse a videotape of their coaching

Assigned supervisors will meet with their respective Level 1 coach candidate during or after the Level 1 course. At this meeting the coach and their supervisor should formulate a satisfactory arrangement to enable them to fulfil the coaching practice requirements.

### **5.3 Supervisor credit**

Supervisors will receive 10 hours of updating credit for the number of hours spent on supervising a Level 1 Coach candidate.

## ***REFERENCES***

### **Manuals, Workbooks & CD-Rom**

- Australian Coaching Council (2000) *Beginning Coaching: Level 1 Coach's Manual*. Canberra: ACC.
- Australian Coaching Council (1996) *Coaching Better: Becoming a More Effective Coach*. Canberra: ACC.
- Australian Coaching Council (1997) *Game Sense: Developing Thinking Players*. Canberra: Australian Sports Commission.
- GAA Coaching and Games Development Committee (1993), Daly, P. (ed) *The Complete Coaching Guide to Hurling and Football*. Dublin: GAA.
- WA Coaching Foundation. (1995) *Fun Games for Warm Ups*. Perth: WA Coaching Foundation.
- The Integrated Guide to Total Playing Performance in Gaelic Football CD-Rom.

### **Videos**

- Australian Coaching Council (1996) *Coaching Better: Becoming a More Effective Coach*. Canberra: ACC.
- Australian Coaching Council (1993) *Fit for Sport: How to Coach for Fitness*. Canberra: ACC.
- Australian Coaching Council (1997) *Game Sense: Developing Thinking Players*. Canberra: Australian Sports Commission.
- Australian Coaching Council (1993) *The Coach in Action: How to Be a Top Coach*. Canberra: ACC.

## APPENDIX A



### Gaelic Football Level 1 Coaching Course Pre course questionnaire

Name:	Date of Birth:	/	/
Address:			
Telephone: (mob)	(h)	(w)	
E-Mail:			

Answer on the rear of the page if space is insufficient.

1. Briefly describe your coaching experience in Gaelic football and any other sports:
2. Have you taken training courses in other sports? Please list these and if so, what did you like or dislike about them?
3. What would need to happen for this course to be a successful experience for you?
4. What would make this course a bad experience for you?
5. How do you like to learn (lectures, small group work, role-play, video, etc.)?
6. What three areas would you hope to cover extensively in this course?
7. What three things would you make sure were included in the first six hours of the course?
8. What other aspects of coaching are you interested in dealing with?





### **GF&HAA Coaches Updating Policy**

#### **Introduction**

To retain their Level One (1) status coaches must:

- Complete another Gaelic Football Level One (1) coaching course within four years; **OR**
- Achieve Gaelic Football Level 2 coach accreditation within four years;  
**OR**
- Achieve 30 hours of updating activity over 4 year period.

Candidates may achieve their 20 hours of updating through the following:

- Active practical coaching –7.5 hours;
- 12.5 hours of updating activities including:
  - Self Education (e.g. higher education or related sports education)
  - Coach education (e.g. lecturing/presenting, coach supervision, coach mentoring, writing or publishing a coaching related article).

**Documented evidence of this activity is to be provided to the GAA National Coaching Director for updating requirements.**

#### **Possible Updating Activities:**

##### ***Practical Coaching***

- 15 of the 30 required updating hours for Level 1 should be completed through practical coaching
- Half of these practical coaching hours (7.5 hours) can be self-monitored through the use of a coaching log book. The other half of the practical coaching hours must be signed off in the log book by an authorised coach within the sport (State or Assistant State Coaching Director or a coach with a higher level of qualification)
- Practical coaching can be undertaken with any level of athlete or team or official and may occur on a regular basis (weekly, fortnightly) or in specific situations such as training camps or clinics

**The remainder of the updating hours can be completed by any combination of the following activities:**

##### ***Coach Education***

- Lecture/present at a coaching course
- Become a mentor for another coach
- Supervise coaching practice hours (NCAS course requirement) for another coach
- Write and/or publish an article related to an aspect of coaching

##### ***Self Education***

- Sport specific coaching seminar
- General coaching seminar (e.g. conducted through a state coaching centre, state institute/academy)
- Strength and conditioning course (ASCA approved)
- Coaching Athletes with Disabilities (CAD) course (general or sports specific)
- Sport specific refereeing/officiating course
- SMA Sports Trainers course
- Recognised First Aid course

## 2.

- Sports massage course
- Sports related tertiary education e.g. Sports Coaching, Human Movement, Phys Ed
- Sports Administration course e.g. ASSA
- Leadership/communication training programs (or related topics)
- Attend a 'related' NCAS course e.g. a triathlon coach attends a Level 1 Swimming course;
- Observe a coaching session of a senior coach
- Become a member of your sport's Coaches Association (**Note:** hours claimed must be equivalent to activities related to this e.g. attending a meeting)
- Other negotiated activities may be included in this category

### **Conditions**

3. There are no maximum or minimum numbers of hours that can be claimed for any of the above.
4. Activities must be verified in the coaching log book by an authorised person e.g. convenor of the course/workshop, state or regional coaching director.
5. The number of hours claimed must be equal to the number of hours spent on that activity.
6. All updating activities cannot be completed in the space of one year. They should ideally be spread over the 4 year period. However, they must be undertaken in at least a 2 year period.

### **Re-entry**

If a coach does not update their registration within the specified 4 year period, the GAA may:

- require the coach to re-do the entire training program

### **OR**

- require the coach to undertake a specified number of activities from the above lists before Level 1 coach accreditation is reinstated.

## **APPENDIX D**

# **GF&HAA Code of Practice for Training Program Providers**



### **Educational Standards**

Training program providers will maintain high professional standards in the marketing and delivery of education and training services that protect the interests and welfare of the participant.

Training program providers will maintain a learning environment that is conducive to the success of participants. They will have the capacity to deliver the nominated training program(s), provide adequate facilities and use appropriate methods and standards.

### **Marketing**

Training program providers will market their training programs with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons will be drawn with any other provider or training program.

### **Trainee Information**

Accurate, relevant and up-to-date information should be provided to participants prior to commencing the training program. This should include:

- Admissions procedures and criteria
- Copy of the refund policy
- Total fees/costs to participants
- Details of the certification to be issued on full or partial completion of the training program
- Competencies to be achieved by trainees
- Assessment procedures
- Grievance/appeal procedures
- RPL arrangements

### **Recruitment**

Recruitment of training program participants will be conducted at all times in an ethical and responsible manner and be consistent with the requirements of the curriculum.

Training program providers should ensure that selection decisions for entry into training programs comply with equal opportunity legislation. These decisions should be made by appropriately qualified staff and be based on the applicant's qualifications and likelihood of achieving the stated competency standards.

### **Refunds**

Training program providers must safeguard fees paid by trainees. Providers must have a refund policy, which is fair and equitable.

### **Trainee Grievances/Appeals**

Training program providers must have a fair and equitable process for dealing with trainee grievances and appeals. In the event that grievances cannot be resolved internally, an external group should be nominated to arbitrate.

### **Sanctions:**

The GF&HAA may withdraw course provider status from proponents who breach this code of practice.

## 2.

### **EEO Principles and Practices:**

Training program providers must be aware of EEO principles and practices as they apply to education and training. They should observe the following points:

- Characters (and their names) used in case studies, exercises and examples must be free from stereotypes and unlikely to cause offence
- Material and presenters must discourage and prevent polarisation of participants
- The training program content, process and/or activities must include all trainees and avoid giving an advantage to any one individual or group over another
- Verbal and non-verbal language must be non-discriminatory
- Humour must be non-discriminatory
- Training program materials such as session plans, videos, handouts, graphics, cartoons, computer screens must be non-discriminatory and unlikely to offend

## APPENDIX E

### GF&HAA Coaches Code of Ethics



1. Respect the rights, dignity and worth of every human being	<ul style="list-style-type: none"><li>• Within the context of the activity, treat everyone equally regardless of sex, disability, ethnic origin or religion</li></ul>
2. Ensure the athlete's time spent with you is a positive experience	<ul style="list-style-type: none"><li>• All athletes are deserving of equal attention and opportunities</li></ul>
3. Treat each athlete as an individual	<ul style="list-style-type: none"><li>• Respect the talent, developmental stage and goals of each athlete</li><li>• Help each athlete reach their full potential</li></ul>
4. Be fair, considerate and honest with athletes	
5. Be professional and accept responsibility for your actions	<ul style="list-style-type: none"><li>• Display high standards in your language, manner, punctuality, preparation and presentation</li><li>• Display control, respect, dignity and professionalism to all involved with the sport - this includes opponents, coaches, officials, administrators, the media, parents and spectators</li><li>• Encourage your athletes to demonstrate the same qualities</li></ul>
6. Make a commitment to providing a quality service to your athletes	<ul style="list-style-type: none"><li>• Maintain or improve your current NCAS accreditation</li><li>• Seek continual improvement through performance appraisal and ongoing coach education</li><li>• Provide a training program which is planned and sequential</li><li>• Maintain appropriate records</li></ul>
7. Operate within the rules and spirit of your sport	<ul style="list-style-type: none"><li>• The guidelines of national and international bodies governing your sport should be followed. Please contact your sport for a copy of its rule book, constitution, by-laws, relevant policies, e.g. anti-doping policy, selection procedures, etc</li><li>• Coaches should educate their athletes on drugs in sport issues in consultation with the Australian Sports Drug Agency (ASDA)</li></ul>
8. Any physical contact with athletes should be: <ul style="list-style-type: none"><li>• Appropriate to the situation</li><li>• Necessary for the athlete's skill development*</li></ul>	
9. Refrain from any form of personal abuse towards your athletes*	<ul style="list-style-type: none"><li>• This includes verbal, physical and emotional abuse</li><li>• Be alert to any forms of abuse directed toward your athletes from other sources while they are in your care</li></ul>
10. Refrain from any form of harassment towards your athletes*	<ul style="list-style-type: none"><li>• This includes sexual and racial harassment, racial vilification and harassment on the grounds of disability</li><li>• You should not only refrain from initiating a relationship with an athlete, but should also discourage any attempt by an athlete to initiate a sexual relationship with you, explaining the ethical basis of your refusal</li></ul>
11. Provide a safe environment for training and competition	<ul style="list-style-type: none"><li>• Ensure equipment and facilities meet safety standards</li><li>• Ensure equipment, rules, training and the environment are appropriate for the age and ability of the athletes</li></ul>
12. Show concern and caution toward sick and injured athletes	<ul style="list-style-type: none"><li>• Provide a modified training program where appropriate</li><li>• Allow further participation in training and competition only when appropriate</li><li>• Encourage athletes to seek medical advice when required</li><li>• Maintain the same interest and support toward sick and injured athletes</li></ul>
13. Be a positive role model for your sport and athletes	

- Please refer to the Harassment-free Sport guidelines from the Australian Sports Commission for more information on harassment issues

#### **GF&HAA Coaches should...**

- ◆ be treated with respect and openness
- ◆ have access to self-improvement opportunities
- ◆ be matched with a level of coaching appropriate to their level of competence

# APPENDIX F



## Gaelic Football Level 1 Course Evaluation Form

Please answer questions by circling a response, and by offering comments if you wish.

1. To what extent did this course meet your expectations?

Not at All            1            2            3            4            5            Completely

2. Was the balance between practical and theoretical material adequate?

Not at All            1            2            3            4            5            Completely

3. Were the sessions well organised?

Not at All            1            2            3            4            5            Completely

What improvements are needed?

4. Comment on the program format. (e.g. Sections to eliminate, time allocation, timetabling)

5. Was the course too long?

Yes / No (please circle)

6. Was the venue suitable for the needs of the course?

Not at All            1            2            3            4            5            Completely

7. Was the accommodation and meals adequate?

Not at All            1            2            3            4            5            Completely

8. Comment on the general abilities of the lecturers/presenters by circling the appropriate number:

	Poor	Fair	Average	Good	Excellent
Knowledge of subject	1	2	3	4	5
Teaching skills	1	2	3	4	5
Planning/preparation	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Time for questions	1	2	3	4	5

2.

9. Are there any further topics that you would like to gain competencies in?

10. Was the pre-course correspondence sufficient? If no, why?

Not at All            1            2            3            4            5            Completely

11. In preparation for the course, were the reading/tasks helpful?

Not at All            1            2            3            4            5            Completely

12. Was the supervision and feedback of officiating/coaching practice adequate?

Not at All            1            2            3            4            5            Completely

13. As a club or school coach/official was the training program useful and relevant?

Not at All            1            2            3            4            5            Completely

14. Do you understand all the procedures involved to gain your qualification?

Not at All            1            2            3            4            5            Completely

15. What aspect(s) of the course was most helpful and why?



## APPENDIX G

## Gaelic Football Coaching Assessment Information and Checklist

### Information for assessors and candidates

Please read the following section to give important information on the assessment and this checklist.

### Assessment task:

Organise and conduct a practical coaching session of 20 minutes emphasising a range of appropriate coaching skills and expertise

### Purpose of assessment:

This assessment task will enable the coach to demonstrate competency in the areas of coaching, group management and communication skills as set out in the performance criteria in the checklist below.

### Assessment conditions:

 The candidate will:

Have access to an appropriate sporting venue to undertake the assessment task. Venue to be provided by the local association.

Have the opportunity to present for assessment 2 times on the day of the assessment if necessary. The candidate can then re-present for assessment 2 further times at a arranged date not more than 21 days but not less than 14 days from the date of original assessment if required.

### Evidence required:

- The candidate is required to demonstrate competency in all of the performance criteria as set out in the checklist below.
- The candidate must demonstrate the performance criteria consistently throughout the session (i.e. more than once during the session)

### Assessment arrangements:

The assessment will take place on     /     /     at     (Venue)     . Sporting and coaching equipment as well as a suitable number of athletes will be present for your session.

**Details**

Candidates name: \_\_\_\_\_ Phone: \_\_\_\_\_ Mob: \_\_\_\_\_

Address: \_\_\_\_\_

Assessor(s) name: \_\_\_\_\_

**Performance criteria**

Criteria	Demonstrates competency	Not yet competent	Comments
Establish and maintain a rapport with the athletes (showing interpersonal skills)			
Clear introduction and outline of the session and each session activity including explanation and demonstrations and outline of safety aspects.			
Demonstrate abilities in skill development of individuals and the team			
Demonstrate ability to provide clear, concise and appropriate analysis, correction and feedback on technical aspects			
Demonstrate communication and management abilities in moving group smoothly and efficiently through activities during the session			
Demonstrate overall ability to organise and conduct an efficient and effective coaching session			

**Result**

*(tick as appropriate)*

Candidate has achieved competency

Candidate is not yet competent

**Reasons for decision**

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**Assessor signature(s):** \_\_\_\_\_

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Candidates signature:** \_\_\_\_\_

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Comments/feedback on assessment process**

*(including problems and recommendations for modification of assessment procedures)*

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