

AFL Level 2 Coach Accreditation



National Framework - Hybrid Course Delivery

As at 1st July 2022

BACKGROUND

The Level 2 Coach Accreditation is a blended learning program that consists of both online and face to face course components. The program has been revised and adapted as a result of the redesign and rollout of the CoachAFL Accreditation Model in 2018 and which will continue to evolve and adapt overtime. Ultimately, CoachAFL will provide coaches with a suite of education, training and resources specific to the age groups and levels they are coaching, using a range of online, face-to-face and self-directed learning modules.

The AFL is responsible for the development of the National Coach Accreditation Framework and CoachAFL platform for accreditation and reaccreditation. The State/Territory Member Organisations are endorsed to deliver the Level 2 Coach Accreditation across metropolitan and regional areas as required. International Affiliates can liaise with the AFL Coaching Team to seek approval and endorsement.

COURSE REGISTRATION

COURSE FEES:

- Participant cost for Level 2 Coach Accreditation is \$250
- State Coaching Managers and International Affiliates to liaise with the national Coaching Team to set up their specific courses in the CoachAFL platform, including the registration and payment portal.

COURSE INFORMATION

TARGET COACHES

- Youth - Coaches who are involved in coaching U13-U18 age groups
- Senior - Coaches who are involved in coaching U18 and over age groups

NB: While States & Territories can conduct separate Level 2 face to face courses for Youth and Senior coaches, they also have the option of conducting a combined course (with Youth and Senior Coaches together). Course sessions can be streamed for each level and run concurrently where relevant and feasible, i.e. practical on-field components and group work discussions based on age groups that the participants are coaching.

PRE-REQUISITES

- CoachAFL membership and Foundation Coach accreditation
- Engaged as a coach in local community football (including local club & school), Talent or State League program or 'Recognition of Current Competency' *

* Elite athletes (State League, AFL) transitioning to coaching are required to complete the online Foundation Coach Accreditation relevant to the age group they will be coaching. However, the AFL provides the opportunity for these athletes to 'fast track' coaching experience pre-requisite by recognising their knowledge and skills in the practical aspects of football.

***Experienced Coaches** transitioning to football from a secondary sport, or with experience of working in an educational environment, are required to complete the online Foundation Coach Accreditation relevant to the age group they will be coaching. However, the AFL provides the opportunity for these coaches to 'fast track' coaching experience pre-requisite by recognising their knowledge and skills in the practical aspects of their sport.

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RECOGNITION OF CURRENT COMPETENCY /RECOGNITION OF PRIOR LEARNING (RPL)

RPL is based on the awareness that people learn and develop competencies in many different ways throughout their lifetime – through work experience and life experience as well as through education and training. RPL considers a person's skills and experiences, no matter where these were learnt, to enable people to gain credit in a training program of study.

Individuals should apply in writing to the relevant State Coaching Manager providing evidence of relevant education, qualifications and experiences.

PRE-COURSE REQUIREMENTS

1. Complete the *Develop your Coaching Philosophy* module on CoachAFL via this link and be prepared to share your coaching philosophy during the course -
https://afl.androgogic.com.au/local/afl_enrol/enrol.php?id=907
2. View the *“Designing Small Sided Games”* videos on CoachAFL in preparation for the practical and/or virtual game sense and constraints-based approach session during the course –
<https://sanfl.com.au/inside-sanfl/resources/youth-senior-designing-small-sided-games/>

FACILITATOR REQUIREMENTS

- AFL Level 2 Coach Accreditation Course Overview
- Computer for PowerPoint Presentation
- Data Projector and screen

COORDINATOR ORGANISATION FOR PRACTICAL COMPONENTS

- Facilitator: Participant ratio of 1:20
- Registration attendance sheets
- Coordination of players (14 years or over) for the practical sessions (encourage course participants to bring their teams/players)
- Access to changing rooms and toilets
- Access to First Aid Kit, ice and phone for emergencies

THEORY ROOM REQUIREMENTS

- The theory area with the required number of chairs and tables should be close to the practical activity area to ensure maximum learning time
- Data projector and screen (extension lead and power board may be required)
- Whiteboard, non-permanent markers and eraser

PRACTICAL SESSION REQUIREMENTS

- Players 14 years & over (where feasible)
- Oval/playing field/indoor venue
- Footballs, bump bags, ball pump, bibs, markers/cones

EACH PARTICIPANT TO RECEIVE

- AFL Level 2 Coach Accreditation Course Overview
- Access to the Level 2 Coach Accreditation course portal on CoachAFL to access resources and assessment tools
- Course Text - *‘Coaching Better Every Season’* by Wade Gilbert

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RECOMMENDED FURTHER READING:

- The Art of Coaching – David Wheadon
- Groundwork: The Winning Edge - Glenn Wilkins and Craig O'Brien
- Groundwork Coaching Resources – Volumes 1-4 (Auskick, Junior, Youth, Senior)
<http://groundworkcoaching.com.au/our-resources/>
- The Coach's Guide to Teaching – Doug Lemov
[The Coach's Guide to Teaching \(coachsguidetoteaching.com\)](http://coachsguidetoteaching.com)

RECOMMENDED FURTHER LEARNING

1. The Community Coaching – Essential Skills Course - [Essential skills course | Sport Australia](#)

The Essential Skills Course helps coaches create fun, safe and inclusive environments for participants. This free online course has been designed so coaches can learn at their own pace and complete 8 modules anytime, anywhere, on any device.

2. Free *Positive Sports Coaching* online course - [An Introduction to Positive Sports Coaching \(thinkific.com\)](#)

Matthew Scholes has designed a Positive Sports Coaching Course with a focus on developing mental fitness and building resilience. Matthew Scholes is a guest lecturer in Melbourne University's new undergraduate Positive Psychology subject Wellbeing, Motivation & Performance.

Free online courses through Deakin University – Future Learn

3. Team Coaching <https://www.futurelearn.com/courses/team-coaching>

Understand how to build a strong team

Coaches play an important role in establishing team culture, determining team goals and supporting team members. On this course, you will:

- learn how to use a range of coaching principles and strategies to create a cohesive and inclusive team environment.
- analyse the role successful coaches play in creating and maintaining a positive and supportive team culture.
- identify some of the big challenges coaches face when working with new and established teams.
- understand the importance of monitoring conflict, change and development in a team.

Topics covered

- frameworks to support working with new teams
- stages of team development
- the change cycle
- the team bank balance – building confidence
- the performance clock
- tracking the changing dynamic of conflict.

4. Player Centred Coaching <https://www.futurelearn.com/courses/player-centred-coaching>

Develop your coaching skills with the player-centred approach

Coaching is a challenging practice which involves applying a range of techniques to get the best out a team.

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On this course, you will:

- get an introduction to coach-centred and player-centred coaching principles and evaluate the differences between them.
- analyse the impact of using coach-centred and player-centred approaches on player development and performance.
- learn to distinguish between the art and science of coaching and apply this to your own context.
- discover how to use player-centred coaching principles in your own practice, to enhance player and team performance.

Topics covered

1. Use of Ken Wilber's Integral Matrix to frame the differences between coach-and player-centred approaches
2. The importance of review and planning
3. Success and failure
4. Impact of different approaches on player development and performance
5. Coaching with the intangible, invisible aspects of a player's game in mind.
 - Toolsets, Skillsets and Mindset
 - The Art of Coaching – Player Centred v Coach Centred
 - Learning Cycle
 - Review Performance
 - Process v Results
 - Learning from Failure
 - Self-Reflection
 - Acknowledge Success
 - Planning Phase
 - Team vs Individual Goals
 - Clash of Interests
 - Performance Based Outcomes
 - Growing People and Performance
 - Understanding Your Own Game
 - Identifying and Overcoming Self Limiting Behaviours

EACH PARTICIPANT SHOULD BRING TO THE COURSE

- Writing material
- Suitable training attire for practical activity sessions
- Suitable footwear for outdoor or indoor training surfaces
- Whistle
- Sun protection, sunscreen and hat (if outdoors), water bottle and adequate refreshments

COMPETENCY STATEMENTS

Competency Themes	Performance Element
Create a vision and philosophy	<ul style="list-style-type: none"> • Appreciate the big picture – understand your coaching context and implications for your coaching programs • Develop and effectively communicate a personal coaching philosophy which articulates your purpose, principles and values
Shape the environment	<ul style="list-style-type: none"> • Engage a mentor to assist with season planning, coaching practise and growth as a coach across the course of a season. • Understand and apply the principles of season planning including reference to the six coaching competency themes • Prepare a safe and effective environment for maximising learning and improvement
Build relationships and guide learning	<ul style="list-style-type: none"> • Establish a positive team culture within and around the team and club incorporating individual and team standards • Build and maintain healthy connections with players, parents, officials club coaching coordinator and committee members • Understand and implement athlete wellbeing principles and practises
Coach at training	<ul style="list-style-type: none"> • Understand and apply skill acquisition principles to teach and develop advanced skills of Football • Incorporate the principles of the demands of the game when programming representative practise design. • Demonstrate effective coaching practise and behaviours utilising game sense and constraints-based approaches at training • Apply the principles of Positive Sports Coaching in coaching practise to improve player optimism and resilience
Coach the game	<ul style="list-style-type: none"> • Apply advanced tactics and strategies of Football in a competitive situation • Observe, analyse and provide feedback – demonstrate effective noticing skills of player and team in practice and competition and offer feedback and instruction. • Understand the principles of games analysis and supporting tools such as video to capture moments of the game and teach principles of play • Apply the rules of Football in skill sessions and game strategy planning
Personal learning and reflection	<ul style="list-style-type: none"> • Self-reflect on coaching practise with the help of a Mentor including a review of the season and actions to progress and improve • Constantly seek opportunities for formal and informal learning to ensure continuous growth • Manage personal development and own health and well being

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COURSE OVERVIEW

Competency	Course Content	Delivery	Assessment
Create a vision and philosophy	<ul style="list-style-type: none"> Coaching Philosophy – understanding your “Why”, preparing and articulating your philosophy and vision Appreciate the big picture - Understanding your coaching context and implications for your coaching program Youth motivators 	<p>Online Module</p> <p>Face-to-face or online workshop</p>	Complete online <i>Develop your Coaching philosophy</i> module
Shape the environment	<ul style="list-style-type: none"> Program planning – Preparing a safe and effective environment to maximise learning & improvement Developing a season plan 	Face-to-face or online workshop	Submit completed Coaching Season Plan - <i>upload to CoachAFL</i>
Build the relationships and guide learning	<ul style="list-style-type: none"> Developing effective team & club culture Healthy connections – with parents, players, officials etc Player Welfare and wellbeing 	Face-to-face or online workshop	<p>Input during groups discussions</p> <p>Action relationship building activities in Season Plan</p>
Coach at Training	<ul style="list-style-type: none"> Skill development & progression, game sense and constraints-based approaches Effective Coaching Practice – autonomy supportive coaching, feedback and questioning Practical sessions – constraints based coaching activities/scenarios in small groups How to teach/train fundamentals using constraints based approach – kicking, groundballs & contested marking etc 	<p>Face to Face Practical Session</p> <p>Or online workshop with a peer observation and reflection of coaching a constraints based activity</p>	<p>Small group coaching tasks</p> <p>Mentor/Peer observation of constraints based training</p> <p>Complete & upload Template and Mentor Guide</p>
Coach the Game	<ul style="list-style-type: none"> Game Day Coaching – understand the demands of the game Game Analysis – apply game strategy & tactics for each phase of the game (incorporating the Principles of Play) Umpiring/Officiating 	<p>Face-to-face or online workshop</p> <p>Video Analysis group activity</p>	<p>Mentor observation of game day coaching (complete & upload template).</p> <p>Complete Mentoring Booklet</p>
Personal learning and reflection	<ul style="list-style-type: none"> Reflective Practice Engaging a Mentor Coach to reflect on coaching practice (training and matchday) Growth mindset – continuous learning 	<p>Face-to-face or online workshop</p> <p>Mentor conversation – review of season</p>	Submit completed Mentoring Booklet – upload to CoachAFL post season

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Full Day Face to Face Course Delivery

Sample course overview and time allocation for the 1-day face to face component

Time	Competency	Performance Element & Content	Duration	Delivery
8.15am	Course registration		15 mins	
8.30am	Introduction	<ul style="list-style-type: none"> Course Overview, Assessments 	15 mins	
8.45am	C1 – Create a vision & philosophy C2 – Shape the environment	<ul style="list-style-type: none"> Understanding your coaching context - Coaching Philosophy Planning & Programming – Season Plan 	1 hour	Workshop – Facilitated learning
9.45am	C3 – Build relationships & guide learning	<ul style="list-style-type: none"> Developing Team Culture Healthy connections – parents, club, officials 	1 hour	Workshop – Facilitated learning
10.45am	MORNING BREAK			
11.00am	C5 – Coach the Game	<ul style="list-style-type: none"> Game Day Coaching – <ul style="list-style-type: none"> Game Plan – strategy, tactics Team address & feedback Game Analysis – Art & science of using numbers vs intuition 	1 hour	Workshop - Facilitated learning Use of vision to analyse
12.00pm	C4 – Coach at Training	<ul style="list-style-type: none"> Good Coaching Practise – delivering effective training sessions Skill development - game sense and constraints-based coaching; Representative practise design – ensuring your training session replicates what happens in the game 	45 mins	Theory - presentation
12.45pm	LUNCH (working in small groups to design a games sense activity)			
1.30pm	C4 – Coach at Training	<ul style="list-style-type: none"> Teaching and Learning techniques – How to set the environment & facilitate the learning in: constraints-based coaching (game sense activities) Teaching fundamentals using games based approaches – kicking, groundballs, contested marking etc 	4 hours	Practical – Coach Centred learning i.e. participants coaching in small groups
5.30pm	C6 – Personal learning and reflection	<ul style="list-style-type: none"> Reflective Practise Engaging a Mentor Coach to reflect on coaching practise (training and matchday) Growth mindset – continuous learning 	30 mins	Workshop - Facilitated learning
6.00pm	FINISH			

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Online Session Course Delivery

Sample course overview for online delivery over a series of virtual group sessions (via WebEx, Teams, etc)

Time	Competency	Performance Element & Content	Duration	Delivery
Session 1: <Insert date>				
7.00pm	Introduction	<ul style="list-style-type: none"> Course Overview, Assessments 	15 mins	
7.15pm – 9.15pm	C1 – Create a vision & philosophy C2 – Shape the environment	<ul style="list-style-type: none"> Understanding your coaching context - Coaching Philosophy Planning & Programming – Season Plan 	1 hour	Workshop – Facilitated learning <i>e.g. Craig Biddescombe</i>
	C3 – Build relationships & guide learning	<ul style="list-style-type: none"> Developing Team Culture Healthy connections – parents, club, officials 	1 hour	
Session 2: <Insert date>				
7.00pm – 8.15pm	C4 – Coach at Training	<ul style="list-style-type: none"> Defining skill within Australian Football & the interplay between technique and decision making A process that coaches can apply for facilitating skill acquisition Differentiating between performance and learning The application of constraints coaching to design drills and create a learning environment. Principles of skill acquisition and how they can be used by coaches Effective use of instructions and feedback. Methods to measure improvement Representative practise design – ensuring your training session replicates what happens in the game 	1 hour & 15 mins	Workshop – Facilitated learning <i>e.g. Tim Buszard</i> <i>NB: Coaches will record a 10min video of themselves coaching a constraints based activity post session to complete a Peer Relection Task</i>
8.15pm-9pm	C4 – Coach at Training	<ul style="list-style-type: none"> Developing a training session Using CoachAFL resources Rookie Me Coach 	45 mins	Workshop – State Coaching Manager

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Time	Competency	Performance Element & Content	Duration	Delivery
Session 3: <Insert date>				
7.00pm-7.30pm	C4 & C5 – Coach at Training – preparing for game day	<ul style="list-style-type: none"> • Previous match review • Planning the training week • Developing Game Day focusses • Working with assistant coaches • Communication strategies – giving feedback 	30 mins	Workshop – Coach/Analyst
7.30pm – 8.50pm	C5 – Coach the Game	<ul style="list-style-type: none"> • Game Day Coaching – • Game Plan – strategy, tactics • Team address, Inside the coaches box & game day feedback • Game Analysis – Art & science of using numbers vs intuition; player review – how much is too much? 	80 mins	Workshop - Facilitated learning <i>e.g. Craig Jennings</i>
8.50pm-9.00pm	C6 – Personal Learning & Reflection	<ul style="list-style-type: none"> • Preparation for final session • Key learnings and application 	10 mins	State Coaching Manager
Session 4: <Insert date>				
7.30pm 9.00pm	C6 – Personal Learning & Reflection	<p>Reflect - Connect all the elements and learning to bring your coaching package together in line with your philosophy and vision</p> <p>Apply the elements – Coach-centred learning</p> <ul style="list-style-type: none"> • Previous match review • Planning the training week • Developing Game Day focusses • Constraints-based coaching (game sense activities) – video activities 	90 minutes	Group presentations Participants to deliver certain elements
9.00pm-9.30pm	C6 – Personal learning and reflection	<ul style="list-style-type: none"> • Reflective Practise • Engaging a Mentor Coach to reflect on coaching practise (training and matchday) • Growth mindset – continuous learning • Requirements to complete your level 2 accreditation <ul style="list-style-type: none"> ○ Coach AFL Portal, Templates, Timelines. ○ Practical coaching opportunities 	30 mins	Workshop - Facilitated learning
FINISH				

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ASSESSMENT TASKS

To successfully satisfy the requirements for Level 2 each candidate will need to complete the following:

Competency 1: Create a vision and philosophy

1. Complete the **Develop your Coaching Philosophy** module on CoachAFL via this link and be prepared to share your coaching philosophy during the course -

https://afl.androgogic.com.au/local/afl_enrol/enrol.php?id=907

Competency 2: Shape the environment

2. Develop and upload a completed **Coaching Season Plan** using the template provided and discussed during the course – upload to CoachAFL.

Competency 3: Build relationships and guide learning

3. Input during group activity during the course and inclusion of an activity to build relationships with a key stakeholder group (players, parents, committee) as part of the Coaching Season Plan.

Competency 4: Coach at training

4. View the **“Designing Small Sided Games”** videos on CoachAFL in preparation for the practical and/or virtual game sense and constraints-based approach session during the course –

<https://sanfl.com.au/inside-sanfl/resources/youth-senior-designing-small-sided-games/>

5. In small groups, design and present a game sense/constraints-based activity progression at the face to face workshop

OR FOR ONLINE COURSE DELIVERY

Create a 10 minute video of you coaching a constraints-based activity with your team. In pairs, undertake a peer reflection exercise during the course using the **Peer Reflection Template – constraints based coaching** provided and upload to CoachAFL.

6. Engage a mentor/coach to observe you conducting a training session which **incorporates a constraints-based / game sense approach** and have them complete and sign the **Mentor Feedback Template – Coach at Training**. Upload to CoachAFL after de-briefing.

Competency 5: Coach the Game

7. Complete a games analysis activity around game day footage and feedback to a team at the face to face workshop

8. Engage a mentor/coach to observe you coaching on matchday and have them complete the **Mentor Feedback Template – Coach on Gameday**. Upload to CoachAFL after de-briefing.

Competency 6: Personal learning and reflection

9. Engage a mentor, meet and document 4 conversations across the season in the Level 2 Mentoring Booklet and submit after the post season review – upload to CoachAFL.

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ASSESSMENT TASKS – Players not currently coaching a team i.e. AFLPA

To successfully satisfy the requirements for Level 2, players transitioning to coaching will need to complete the following:

Competency 1: Create a vision & philosophy

1. Complete the **Develop your Coaching Philosophy** module on CoachAFL via this link and be prepared to share your coaching philosophy during the course -
https://afl.androgogic.com.au/local/afl_enrol/enrol.php?id=907

Competency 2: Shape the environment

2. Input during group activity at the face to face course around the development of a Season Plan.

Competency 3: Build relationships

3. Input during group activity at the face to face workshop around Team Culture and building healthy relationships.

Competency 4: Coach at Training

4. View the **“Designing Small Sided Games”** videos on CoachAFL in preparation for the practical and/or virtual game sense and constraints-based approach session during the course –
<https://sanfl.com.au/inside-sanfl/resources/youth-senior-designing-small-sided-games/>
5. In small groups, design and present a game sense/constraints-based activity progression at the face to face workshop
6. Engage a mentor/coach to observe you conducting a training session which **incorporates a constraints-based / game sense approach** and have them complete and sign the **Mentor Feedback Template – Coach at Training**. Upload to CoachAFL after de-briefing.
7. Observe an elite training session for a sport other than football and complete the **Cross-Sport Observation – Training Session Template**. Signoff by the Coach & upload to CoachAFL.

Competency 5: Coach the Game

8. Complete a games analysis activity around game day footage and feedback to a team at the face to face workshop

Competency 6: Personal learning and reflection

9. Engage a mentor coach, meet and document 2 conversations pre and post training session review in the Level 2 AFLPA Mentoring Booklet and submit after the post session review – upload to CoachAFL.

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Appendix 1: Coaching Season Plan Template

Personal Coaching Philosophy: (to be reflected in the Coaching Plan):

PHASE	COACHING COMPETENCIES Elements	FOCUS/GOAL – What are you going to focus on?	ACTION PLAN - How are you going to achieve it?
OFF-SEASON	Personal learning and reflection Review the season – coaches, committee, players, self, mentor What/How will you progress & improve self and staff education Create a vision & strategy Coaching context & philosophy, develop Season Plan, Game Plan & strategy Shape the environment Coaching staff/roles, facilities, venues etc	e.g. Having the right coaching staff to support my vision & strategy	<ul style="list-style-type: none"> Develop role descriptions Include incentives (PD, training etc) to attract the right skill set to the Club
PRE-SEASON	Build relationships & guide learning Healthy connections – players, parents, coaches, officials, committee Team Culture – values & behaviours Coach at training Training plans & delivery, strength & conditioning, match practise, effective coaching practise, positive sports coaching	e.g. Improve engagement & support from parents by creating a family friendly club	<ul style="list-style-type: none"> Family meet & greet night to connect & outline coach philosophy Communicate regularly via TeamApp to keep parents informed
IN-SEASON	Coach at training Apply principles & demands of the game in training practise Coach the game Apply advanced tactics & strategies, matchday coaching - observe, analyse & provide feedback to counter opposition Personal learning & reflection Game review, feedback to players and structure training to improve & progress	e.g. Games Analysis & matchday review	<ul style="list-style-type: none"> Identify KPI's for Team and individual lines each week Feedback on the KPI's to players/lines via Email/TeamApp/Team Meetings

Appendix 2: Mentor Feedback Template – Coach at Training (Constraints-based training session)

The following report is to be completed by a mentor/instructional coach as they observe you conducting a training session with your team which **incorporates a constraints-based / game sense approach**. This forms the basis of Conversation 2 in the Mentoring Booklet which is then submitted to CoachAFL at the end of the season as an assessment requirement.

Coach:	
Mentor/Observer:	
Club:	
Focus of Training:	
Date:	

Refer to the Prompts on the next page to make notes/comments on the various coaching practises:

<p style="text-align: center;">Pre-Training Focus Areas</p> <p><i>Planning, Connections, Focus Groups, Ownership</i></p>	<p style="text-align: center;">During Training Focus Areas</p> <p><i>Teaching Skills, Questioning, Communication, Consistency, Feedback, Passive Involvement, Reflection, Player Understanding</i></p>
<p style="text-align: center;">Post-Training Focus Areas</p> <p><i>Technology, Evaluation</i></p>	<p style="text-align: center;">Questions/Queries</p> <p><i>List questions or queries from observation</i></p>

Use the following questions as a guide when helping the coach to reflect on their coaching:

1. What was the purpose of the activity/session?
2. What was good about your coaching in this activity/session?
3. I observed the following strengths in your coaching in this activity/session?
4. What didn't work so well in your coaching for this activity/session?
5. I observed the following as areas you could work on in your coaching of this activity/session?

Use the following as a commitment to action for the Coach to work on in their coaching:

<p>From what we have discussed what are the two most important things for you to keep doing, stop doing or start doing?</p> <ol style="list-style-type: none"> 1. 2.

Training Session Observation Prompts

<u>Pre-Training Focus Areas</u>	<u>During Training Focus Areas</u>	<u>Post-Training Focus Areas</u>
<p>Planning</p> <ul style="list-style-type: none"> • Was the training well prepared? • Was the aim of each drill or game explicitly addressed or determinable? <p>Connections</p> <ul style="list-style-type: none"> • Was there a link between the training session and team meetings? • Was this explicitly addressed or determinable? <p>Focus Groups</p> <ul style="list-style-type: none"> • Were there targeted training drills to meet individual needs? • Were coaches assigned to these groups? <p>Ownership</p> <ul style="list-style-type: none"> • Were players given opportunities to work with players? • Did the coach use a constraints-based approach (i.e. game sense) for any of the activities? • What were players involvement in activities? 	<p>Teaching Skills</p> <ul style="list-style-type: none"> • Were the coaches' teaching skills appropriate and well-rounded? • How were coaches catering to different learning styles? <p>Questioning</p> <ul style="list-style-type: none"> • Were coaches probing for understanding or exclusively informing players? • Did the coach use push: pull questioning techniques during the game sense activities? • Were there more questions delivered to a group or individually? <p>Communication</p> <ul style="list-style-type: none"> • Did the coaches cater for all learning styles? • Were the length and depth of the communication appropriate? <p>Consistency</p> <ul style="list-style-type: none"> • Were the coaches delivering a consistent message? • Did some coaches deliver it better than others? How? <p>Feedback</p> <ul style="list-style-type: none"> • Was immediate feedback given to players? • Was feedback well balanced? • Did players give coaches feedback and was it openly received? <p>Passive Involvement</p> <ul style="list-style-type: none"> • What were coaches doing when they weren't involved in training activities? • Were players teaching other players? <p>Reflection</p> <ul style="list-style-type: none"> • How did coaches conclude each training activity? • Were players given feedback about the activities and future improvements? <p>Player Understanding</p> <ul style="list-style-type: none"> • Did all players understand the message and reasoning? • Were players comfortable clarifying information they did not understand? 	<p>Technology</p> <ul style="list-style-type: none"> • Were any parts of the session recorded and what was the purpose? • How was training data recorded? • Did anyone video the coach during training so that they could self-reflect? <p>Evaluation</p> <ul style="list-style-type: none"> • Was the training session analysed or evaluated? • How was this information used?

Appendix 3: Peer Reflection Template – Constraints based coaching (for online course delivery)

The following template is to be used for the Level 2 Peer Reflection activity for online course delivery. Coaches work in pairs and complete the template as they view a 10-minute video of their partner coaching a **constraints-based / game sense training activity** during a training session with their team. They then use this to reflect with the coach during the course. The peer should focus on good questioning to pull the information from the coach to help them self-reflect before providing their feedback.

Coach:	
Peer Observer:	
Club:	
Learning purpose of activity	
Date:	

Refer to the Prompts below and on the next page to make notes/comments on the during training focus areas:

During Training Focus Areas <i>Teaching Skills, Questioning, Communication, Consistency, Feedback, Passive Involvement, Reflection, Player Understanding.</i> Key areas to note when observing the coach in action: <ul style="list-style-type: none">• Was the learning purpose/outcome articulated to the players?• Modification of activity to encourage specific learning outcome• Variability (players solving the problem in different ways)• Reinforcement of coaching points/use of coaching questions that are related to the learning purpose and outcome

Use the following questions as a guide when helping the coach to reflect on their coaching:

<ol style="list-style-type: none">1. What was the purpose of the activity/session?2. What was good about your coaching in this activity/session?3. I observed the following strengths in your coaching in this activity/session?4. What didn't work so well in your coaching for this activity/session?5. I observed the following as areas you could work on in your coaching of this activity/session?

Use the following as a commitment to action for the Coach to work on in their coaching:

From what we have discussed what are the two most important things for you to keep doing, stop doing or start doing? <ol style="list-style-type: none">1.2.

Training Session Observation Prompts

<u>Pre-Training Focus Areas</u>	<u>During Training Focus Areas</u>	<u>Post-Training Focus Areas</u>
<p>Planning</p> <ul style="list-style-type: none"> • Was the training well prepared? • Was the aim of each drill or game explicitly addressed or determinable? <p>Connections</p> <ul style="list-style-type: none"> • Was there a link between the training session and team meetings? • Was this explicitly addressed or determinable? <p>Focus Groups</p> <ul style="list-style-type: none"> • Were there targeted training drills to meet individual needs? • Were coaches assigned to these groups? <p>Ownership</p> <ul style="list-style-type: none"> • Were players given opportunities to work with players? • Did the coach use a constraints-based approach (i.e. game sense) for any of the activities? • What were players involvement in activities? 	<p>Teaching Skills</p> <ul style="list-style-type: none"> • Were the coaches' teaching skills appropriate and well-rounded? • How were coaches catering to different learning styles? <p>Questioning</p> <ul style="list-style-type: none"> • Were coaches probing for understanding or exclusively informing players? • Did the coach use push: pull questioning techniques during the game sense activities? • Were there more questions delivered to a group or individually? <p>Communication</p> <ul style="list-style-type: none"> • Did the coaches cater for all learning styles? • Were the length and depth of the communication appropriate? <p>Consistency</p> <ul style="list-style-type: none"> • Were the coaches delivering a consistent message? • Did some coaches deliver it better than others? How? <p>Feedback</p> <ul style="list-style-type: none"> • Was immediate feedback given to players? • Was feedback well balanced? • Did players give coaches feedback and was it openly received? <p>Passive Involvement</p> <ul style="list-style-type: none"> • What were coaches doing when they weren't involved in training activities? • Were players teaching other players? <p>Reflection</p> <ul style="list-style-type: none"> • How did coaches conclude each training activity? • Were players given feedback about the activities and future improvements? <p>Player Understanding</p> <ul style="list-style-type: none"> • Did all players understand the message and reasoning? • Were players comfortable clarifying information they did not understand? 	<p>Technology</p> <ul style="list-style-type: none"> • Were any parts of the session recorded and what was the purpose? • How was training data recorded? • Did anyone video the coach during training so that they could self-reflect? <p>Evaluation</p> <ul style="list-style-type: none"> • Was the training session analysed or evaluated? • How was this information used?

AFL Level 2 Coach Accreditation



National Framework - Hybrid Course Delivery

As at 1st July 2022

Appendix 4: Cross Sport Observation Template – Elite Training Session

The following template is to be completed by Players completing Level 2. You are to observe and comment on an elite coach from another sport conducting a training session with their team. The Coach signs the form post a debrief with you after the session. Upload to CoachAFL as an assessment requirement.

Team/Sport:	
Coach:	
Club:	
Focus of Training:	
Date:	

Refer to the Prompts on the next page to make notes/comments on the various coaching practices:

<p align="center">Pre-Training Focus Areas <i>Planning, Connections, Focus Groups, Ownership</i></p>	<p align="center">During Training Focus Areas <i>Teaching Skills, Questioning, Communication, Consistency, Feedback, Passive Involvement, Reflection, Player Understanding</i></p>
<p align="center">Post-Training Focus Areas <i>De-brief & reflection with players</i></p>	<p align="center">Questions/Queries <i>List questions or queries from observation</i></p>
<p>1. List 3 key strengths of the coach – what did they do well?</p> <p>2. Outline how you could apply any coaching practices or activities you observed in football and/or your own coaching?</p>	

Training Session Observation Prompts

<u>Pre-Training Focus Areas</u>	<u>During Training Focus Areas</u>	<u>Post-Training Focus Areas</u>
<p>Planning</p> <ul style="list-style-type: none"> • Was the training well prepared? • Was the aim of each drill or game explicitly addressed or determinable? <p>Connections</p> <ul style="list-style-type: none"> • Was there a link between the training session and team meetings? • Was this explicitly addressed or determinable? <p>Focus Groups</p> <ul style="list-style-type: none"> • Were there targeted training drills to meet individual needs? • Were coaches assigned to these groups? <p>Ownership</p> <ul style="list-style-type: none"> • Were players given opportunities to work with players? • Did the coach use a constraints-based approach (i.e. game sense) for any of the activities? • What were players involvement in activities? 	<p>Teaching Skills</p> <ul style="list-style-type: none"> • Were the coaches' teaching skills appropriate and well-rounded? • How were coaches catering to different learning styles? <p>Questioning</p> <ul style="list-style-type: none"> • Were coaches probing for understanding or exclusively informing players? • Did the coach use push: pull questioning techniques during the game sense activities? • Were there more questions delivered to a group or individually? <p>Communication</p> <ul style="list-style-type: none"> • Did the coaches cater for all learning styles? • Were the length and depth of the communication appropriate? <p>Consistency</p> <ul style="list-style-type: none"> • Were the coaches delivering a consistent message? • Did some coaches deliver it better than others? How? <p>Feedback</p> <ul style="list-style-type: none"> • Was immediate feedback given to players? • Was feedback well balanced? • Did players give coaches feedback and was it openly received? <p>Passive Involvement</p> <ul style="list-style-type: none"> • What were coaches doing when they weren't involved in training activities? • Were players teaching other players? <p>Reflection</p> <ul style="list-style-type: none"> • How did coaches conclude each training activity? • Were players given feedback about the activities and future improvements? <p>Player Understanding</p> <ul style="list-style-type: none"> • Did all players understand the message and reasoning? • Were players comfortable clarifying information they did not understand? 	<p>Technology</p> <ul style="list-style-type: none"> • Were any parts of the session recorded and what was the purpose? • How was training data recorded? • Did anyone video the coach during training so that they could self-reflect? <p>Evaluation</p> <ul style="list-style-type: none"> • Was the training session analysed or evaluated? • How was this information used?

Coach Name:

Coach Signature:

Date:

Appendix 5: Mentor Feedback Template – Coach on Gameday

The following report must be completed by a mentor/instructional coach as they observe you coaching on game day. This forms the basis of Conversation 3 in the Mentoring Booklet which is then submitted to CoachAFL at the end of the season as an assessment requirement.

Coach:	
Mentor/Observer:	
Club:	
Match:	
Date:	

Refer to the Prompts on the next page to make notes/comments on the various coaching practises:

<p style="text-align: center;">Pre-Match</p> <p><i>Planning, Connections, Instructions</i></p>	<p style="text-align: center;">During Match Play</p> <p><i>Messaging, Communication, Data, Teaching Approach, Feedback, Ownership</i></p>
<p style="text-align: center;">Post-Match</p> <p><i>Instructions, Evaluation</i></p>	<p style="text-align: center;">Questions/Queries</p> <p><i>List questions or queries from observation</i></p>

Use the following questions as a guide when helping the coach to reflect on their coaching:

1. What was good about your preparation and coaching in this game?
2. I observed the following strengths in your coaching before, during and after the game?
3. What was not so good about your game day coaching today?
4. I observed the following as areas you could work on in your game day coaching?

Use the following as a commitment to action for the Coach to work on in their game day coaching:

<p>From what we have discussed what are the two most important things for you to keep doing, stop doing or start doing?</p> <ol style="list-style-type: none"> 1. 2.

Matchday Observation Prompts

<u>Pre-Match</u>	<u>During Match</u>	<u>Post-Match</u>
<p>Planning</p> <ul style="list-style-type: none"> • <i>What aspects of matchday were prepared and organised prior?</i> • <i>What tools/equipment did coaches use?</i> <p>Connections</p> <ul style="list-style-type: none"> • <i>Was there a link between the pre-game instructions and the messaging during training and team meetings?</i> • <i>What visual aids were displayed in the changerooms?</i> <p>Instructions</p> <ul style="list-style-type: none"> • <i>Were pre-game instructions educational?</i> • <i>Was the amount of content appropriate?</i> • <i>Were players actively engaged and attentive?</i> 	<p>Messaging</p> <ul style="list-style-type: none"> • <i>Were coaches' messages poignant and appropriate?</i> • <i>Was the messaging length appropriate or too long/short?</i> • <i>Were coaches' objective when instructing players and not influenced by emotion?</i> <p>Communication</p> <ul style="list-style-type: none"> • <i>How were different learning styles catered for?</i> • <i>How were visual learners compensated during breaks?</i> <p>Data</p> <ul style="list-style-type: none"> • <i>How was data being transferred and used?</i> • <i>Were statistical categories prioritised or predetermined?</i> <p>Teaching Approach</p> <ul style="list-style-type: none"> • <i>Was the coaching group collaborative in the coach's box, allowing team teaching?</i> • <i>Was the coaching group reinforcing previously taught learnings or new strategies?</i> <p>Feedback</p> <ul style="list-style-type: none"> • <i>How did coaches record and deliver feedback when it wasn't immediate?</i> • <i>Was feedback productive and not influenced by emotion?</i> • <i>What percentage of feedback was positive/negative?</i> <p>Ownership</p> <ul style="list-style-type: none"> • <i>Was communication two-way with players relaying information to coaches during play?</i> • <i>Were players teaching other players at breaks?</i> 	<p>Instructions</p> <ul style="list-style-type: none"> • <i>How did coaches instruct players after the match?</i> • <i>Was the message reflective or something to build on?</i> • <i>Were post-game instructions consistent with previous matches regardless of the result?</i> <p>Evaluation</p> <ul style="list-style-type: none"> • <i>Were coaches being filmed or any data recorded on their performance?</i> • <i>Did coaches reflect on their performance?</i>

Mentor Name:

Mentor Signature:

Date: