



Community and Performance

Coach Development Strategic Plan

2020 – 2028

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Introduction

The silver fern or ponga is indigenous only to New Zealand. Symbols of the fern have been associated with our national sports teams and armed forces since the 1880's giving it great significance to our nation.



The silver fern however is more than a symbol of New Zealand's national identity. According to Māori legend, the silver fern once lived in the sea. It was asked to come and live in the forest to play a significant role in guiding the Māori people. Māori hunters and warriors used the silver underside of the fern leaves to find their way home. When turned over, the fronds would catch the moonlight and illuminate a path through the forest.

Just as the silver fern guided Māori warriors and hunters on their journeys, the Athletics NZ Coach Development Plan is to guide coaches throughout the coaching pathway. Not all coaches will enter the forest (pathway) at the same point and the resources and support offered will need to reflect and acknowledge individual experience and capability.

To Māori the graceful shape of the fronds stands for strength, stubborn resistance, and enduring power. The koru (Māori for "loop or coil") is a spiral shape based on the appearance of a new unfurling silver fern frond. The koru symbolises new life, growth, strength, and peace. It seems fitting therefore that Athletics NZ utilises both legend and symbolism to represent visually¹ and verbally the 2020 - 2028 Coach Development Strategic Plan.

Athletics NZ acknowledges our commitment to upholding the mana of Te Tiriti o Waitangi (Treaty of Waitangi) and the principles of partnership, protection, and participation.



Ehara taku toa I te toa takitahi Engari, he toa takitini

My successes are not mine alone, they are ours – the greatest successes we have are from working together.

¹ Adapted from the Athletics NZ logo the green and silver logo represents the coaching pathways and framework. Participation, performance, and purpose are represented by colour and shape.

Athletics NZ Coach Development Strategic Plan

Our Vision

“A community of coaching excellence that has lifted and elevated the mana of Athletics in New Zealand”.

Our Purpose and Mission

“To Grow the Person, the Passion and the Profession”.

The benefits of being engaged as an athlete in sport is well documented. Improved health and wellbeing, the development of character and the resilience built from the pursuit of individual goals to name a few. The purpose of this strategic plan is to ensure that those benefits and the attributes developed by coaching athletics in New Zealand is as rewarding. Understanding the needs of our coaches to support their personal growth, fuelling their passion through positive experience, and providing a pathway to support their coaching journey underpins the directive of this plan and coaching athletics in New Zealand.

He Tangata, he tangata, he tangata.

It is the people, it is the people, it is the people.

This Athletics NZ Performance and Community Coach Development Strategic Plan provides clear mandate and direction for the strategic and operational planning and delivery of the Athletics NZ Performance and Community Coach Development. The Plan provides a reference point and leadership in the identification, development, and recognition of coaches.

The Plan has been developed to align to a “whole of sport” approach encompassing the organisational strategic priorities of both High Performance (Athletics NZ, 2020) and Community. Alignment has been identified as a primary driver of this Plan to develop an effective and sustainable coach development system. It should be noted that Para Athletics is fully integrated into all that we do and across all operational areas. Additionally, the alignment of coach development to long term athlete development (LTAD) encompassing high-performance athlete development (HPAD) will ensure that this document will evolve to meet present and future needs in both practice and implementation.

Background

There is an estimated 300+ coaches operating across our performance and community coaching pathways. Most of these coaches operate on a voluntary basis within clubs and schools with nearly 60% of those being affiliated members of Athletics NZ.

While the numbers are not sizeable, coaching as a profession has also become a reality (Athletics NZ, 2020). Coaching professionally is an exciting career option however the demands required can be challenging. Entering 2020, Athletics NZ has nine employed (High) Performance and three contracted coaches. The majority of these coaches are aligned to our high-performance targeted events (Athletics NZ, 2020) of Throws, Distance and Pole Vault.

As a volunteer or paid professional, the capabilities required of coaches to meet the needs of the athletes they assist is contextual. While a coach’s core role is to develop athletic capability, they also have a significant role in the development of athletes as people. Promoting Hauora (health and wellbeing) contributes greatly

to our communities and society in general. Coaches therefore have an ongoing responsibility to meet these needs and grow their capability.

Organisationally, Athletics NZ has a responsibility to provide the necessary resource and guidance to enable growth and development to occur and consequently has identified the need to significantly improve the opportunities for our coaching communities to grow both in capacity and capability.

Strategic Development Process

This strategy has been developed by an internal Athletics NZ project team, supported by an Athletics NZ coaching advisory group and consultation with key stakeholders including the Athletics NZ coaching team, High Performance Sport NZ (HPSNZ) and members of our coaching communities.

As part of the consultation and alignment process, there has been reference to and acknowledgement of:

- *Previous Athletics NZ coach development plans*
- *The 2020 Coach survey*
- *A SWOT analysis*
- *The Athletics NZ High Performance Strategic Approach 2021-2024*
- *Sport NZ 2020-2032 Strategic Direction*
- *HPSNZ 2032 HP System Strategy.*

It should be noted that during the development of this strategy we have encountered the national and international effects of COVID-19 and this has influenced long and short-term changes to some of the aforementioned strategies. The impact of those changes on this strategy is not yet known or forecasted.



Strategic priorities summary

The following strategic priorities and critical success factors have been identified to develop an aligned, effective, and sustainable “whole of sport” coach development system.

1) Growing our coaching culture

Why?

Identifying and reinforcing the values and principles of coaching athletics in New Zealand is recognised as a critical component to growing our coaching culture. Through the incorporation of various models, frameworks, and cultural strategies, we aim to bring the NZ coaching culture to life in a way that reflects our collective purpose, practise, and participants.

2) Initiatives support the individual coach to grow personally and professionally

a) Coach Development is accessible and contextual.

Why?

The provision of coach development opportunities and resource needs to be offered in such a way that it does not detract a coach from their craft rather it enhances. Learning environments need to provide a balance between self-directed and formalised, in action application.

b) Coaching is inclusive and values diversity

Why?

“You can’t be what you can’t see”. Marian Wright Edelman

Diversity within an organisation allows the unique characteristics and traits of individuals to be shared, inclusion ensures that all individuals are welcomed. The risk of a homogenous group to developing innovative coaching practice and thinking is substantial, therefore diversity and inclusion is a priority to ensure a variety of voices are heard and represented within the coaching system.

3) Long term sustainable coach development delivery model established

a) The development of a robust and enduring Coach Education Framework that enhances engagement while future proofing coach development demands

Why?

Fostering a continuous learning environment that drives engagement and retention is an integral part of building our coaching culture. Additionally, it is key to a coach’s ability to both remain current and develop the competency to support athletes throughout their age and stage development. A long-term vision combined with an evolving ability to update content and delivery methods is essential.

b) Regional coach development leadership and capacity. Develop Athletics Coach Educator (ACE) Networks.

Why?

A strong coach developer network that can support long term coach development (LTCD) is established. Regional capability to lead and deliver the coach education framework content is key to the success and longevity of coach development.

c) The alignment of long-term coach development (LTCD) and long-term athlete development (LTAD)

Why?

Receiving the right level of coaching at the right time is a key enabler to recruiting, retaining, and

developing athletes. With an athlete centred lens, capability based on roles and responsibilities are identified across the coaching domains and implemented into the coach education framework.

4) Identification, development, and retention of performance/high performance level coaches

- a) Depth and quality of coaches capable of leading high-performance athlete development (HPAD) and medal campaigns.**

Why?

We have identified that HP coaching depth is a weakness and potential risk to our high-performance programme. A specific focus on the retention of our current medal campaign coaches while also identifying and developing future HP coaches is required to ensure long term medal campaign success continues.

- b) Robust recognition of prior learning (RPL) framework established and aligned to required coach roles and responsibilities.**

Why?

Recognising the prior learning and experience of coaches entering the performance/high performance space ensures that future learning and development is based on developing capability rather than being compliant.

5) Athletics NZ has the leadership and capability to resource and grow a thriving coaching community.

- a) Dedicated resource committed to coach development.**

Why?

Developing a robust, sustainable coach development strategy and an enduring coach development education framework is key to the success and longevity of coach development. Implementing both the strategy and education framework will require a dedicated long-term commitment to leading and developing the resources required.

- b) Research and innovation.**

Why?

With coaching contributing significantly to the current and ongoing success of athletics in New Zealand, there is a need to remain contemporary with regards to global coaching development but additionally, dedicating resource to research and innovation will allow us to develop world leading practice and programmes.



What change will this strategy drive?

Current Reality	Future scenario
Communities of practice not aligned	Growth in our coaching culture and collaborative practice.
Lack of capability and understanding of roles and responsibilities around coach development.	An aligned and integrated system that will optimise coach development and drive continuous, sustainable success.
Minimal commitment to diversity and inclusiveness	We are seen to be leading in this space and our landscape reflects this.
Reactive to needs with no structured response to formal and informal coach education.	A sustainable and robust coach development framework also linked to associated learning platforms drives coach curiosity and commitment to learning.
Number of coaches capable of leading medal campaigns is low and therefore a risk.	The depth of performance development coaches capable of leading HPAD increases across the event groups.
Limited coach development leadership at regional level	A regional/national network of Athletics Coach Educators (ACE) established to drive community coach development
Limited resources spread across a wide area without accountability.	Resource targeted towards identified strategic priorities with measurable outcomes.
No structured education framework for coach education.	Structured, long term coach development framework implemented with high level engagement.

What will success look, sound and feel like?

We will have:

- *A coach development system that focuses on the person and their individualised development*
- *A coach development system that ignites and maintains the coaching passion*
- *A coach development system that grows the profession, providing opportunities for continuous growth at all levels*
- *A coaching community that feels valued*
- *A coaching community that is supported throughout their coaching journey and recognises the importance and their contribution to our sporting culture and heritage*
- *A structured long-term coach education framework that will contribute to the future growth and development of our sport*

How will we measure our success?

By continual review and survey:

- *Development initiatives that meet the individualised needs*
- *Satisfaction levels*
- *An evolving coaching culture and spirit*

By hard numbers

- *More registered coaches*
- *More coach development initiatives delivered year on year*
- *More coaches remain coaching (retention)*

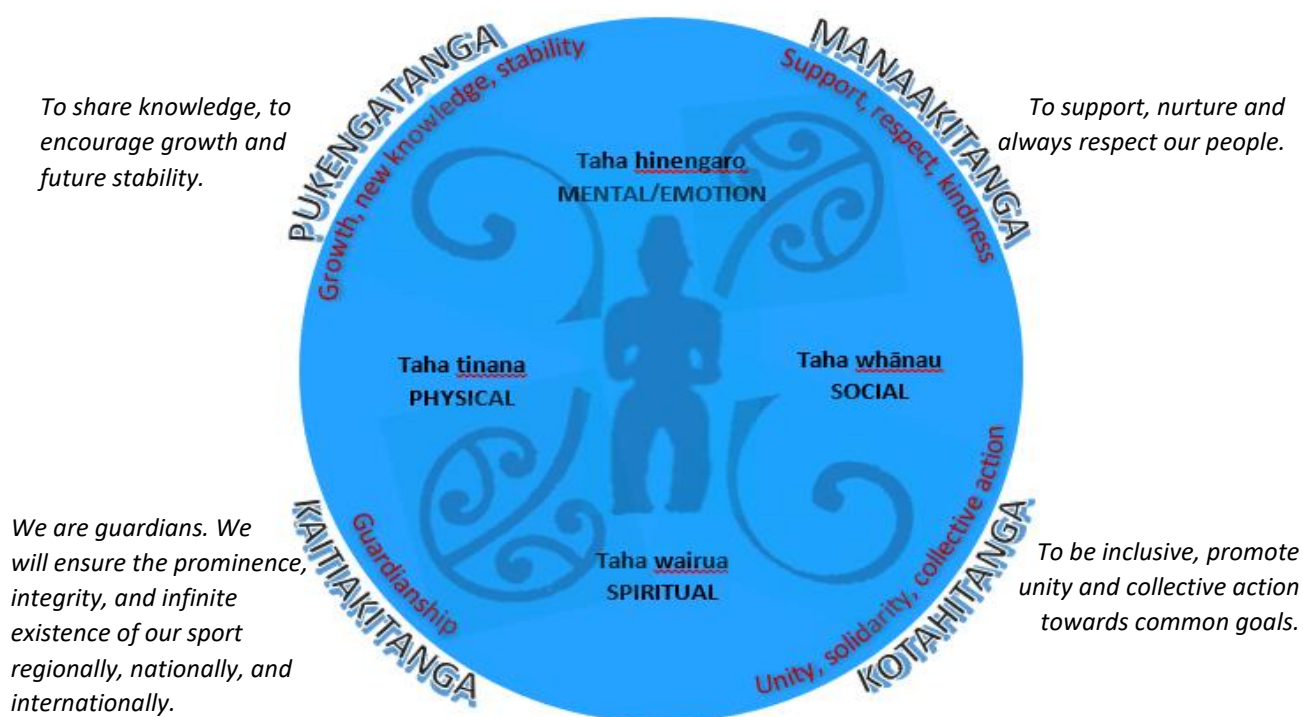
Priority 1: Growing our coaching culture

The **Coaching Model** identifies our purpose, our behaviours, and our practice. Central to the model are our participants with the Māori health model Te Whare Tapa Whā² advocating health and wellbeing. [Hauora](#) (Durie, 1982)

We value our people and their health and wellbeing. Hauora is central to the design, application, and implementation of the Athletics NZ Coach Development Strategic Plan.

**“Poipoia te kakano
Kia puawai”**

Nurture the seed and it will blossom



Characteristics of a coach



Mangopare – depicts the hammerhead shark and symbolises strength, determination, and a relentless spirit.



Koru – Maori for “loop or coil” and symbolises new life, growth, strength, lifelong learning, and peace.

Priority 2: Initiatives support the individual coach to grow personally and professionally.

² Te Whare Tapa Whā was developed by leading Māori health advocate and researcher Professor Sir Mason Durie in 1984, to provide a Māori perspective on health. It provides a useful way for Māori to think about health, as a whare. The whare, known as Te Whare Tapa Whā, has four walls and each wall represents a different dimension of health.

a) *Coach Development is accessible and contextual.*

Effective coach education delivery is one of the key enablers to promoting engagement, enhancing experiences, and enabling learning outcomes to be achieved. As volunteers, more than 90% of our coaches devote hours of their own time and energy to developing athletes. Additional to our volunteer army, there are those paid coaches for whom coaching is a part or fulltime profession. Regardless of the context or domain a coach operates within, coaching roles and the associated competences need to be closely correlated. As with athletes, coaches grow when exposed to learning and development opportunities. Over 80% of our current coach members have transitioned into coaching from being an athlete participant. How coach development resource and education is provided needs to be representative of our coaching community and their prior learning.

What we know:

1. *An enduring coach education framework is key to the success and longevity of coach development.*
2. *Current research indicates that coach's preference into how they access learning and development is a blend between facilitated and self-directed learning (Athletics NZ Coach Survey, 2020).*
3. *Mediums and preferences for learning varied from short facilitator led workshops, online self-directed and seminar/conference scenarios.*
4. *Additionally, research suggests that coaches learn better from practical experience and interaction with other coaches (Carter, 2009).*

What we will do:

1. *Future proof the delivery mechanisms of the coach education framework with long term implementation being a priority outcome (Accessibility)*
2. *The coach education framework will cater for the current and future learning needs of coaches (contextual).*
3. *Create a balance between practical and online learning.*
4. *Create a balance between formal and informal learning.*
5. *Action learning will be embedded into education opportunities.*
6. *Recognise the experience and knowledge of coaches engaged in the coaching pathway.*

b) *We ensure that coaching and our coaching environments are inclusive and value diversity.*

Diversity and inclusion are often referenced together however they are not synonymous terms. Diversity is a fact. Whether we are referencing gender, ethnicity, age groups, socioeconomic, sexual orientation, physical ability, or other individual characteristics. Inclusion is a choice and can be less visible within organisations.



Examples of initiatives/programmes to drive inclusion and diversity:

-

a) ***The development of a robust and enduring Coach Education Framework that will future proof coach development demands.***

The ANZ Coach Education Framework will establish consistency in the structure of the framework while ensuring that best practice methods are continually updated and embedded throughout formal and informal programmes.

1. Provide long term consistency in coach education
2. Provides coaches with a tool for mapping out their coach development journey.
3. Provide a reference point and link to existing coach education opportunities/networks.
4. Provide learning outcomes that align with long term athlete development needs.
5. Provide a framework that will assist in identifying any gaps that will drive future programme enhancement and/or development.

[illegible]

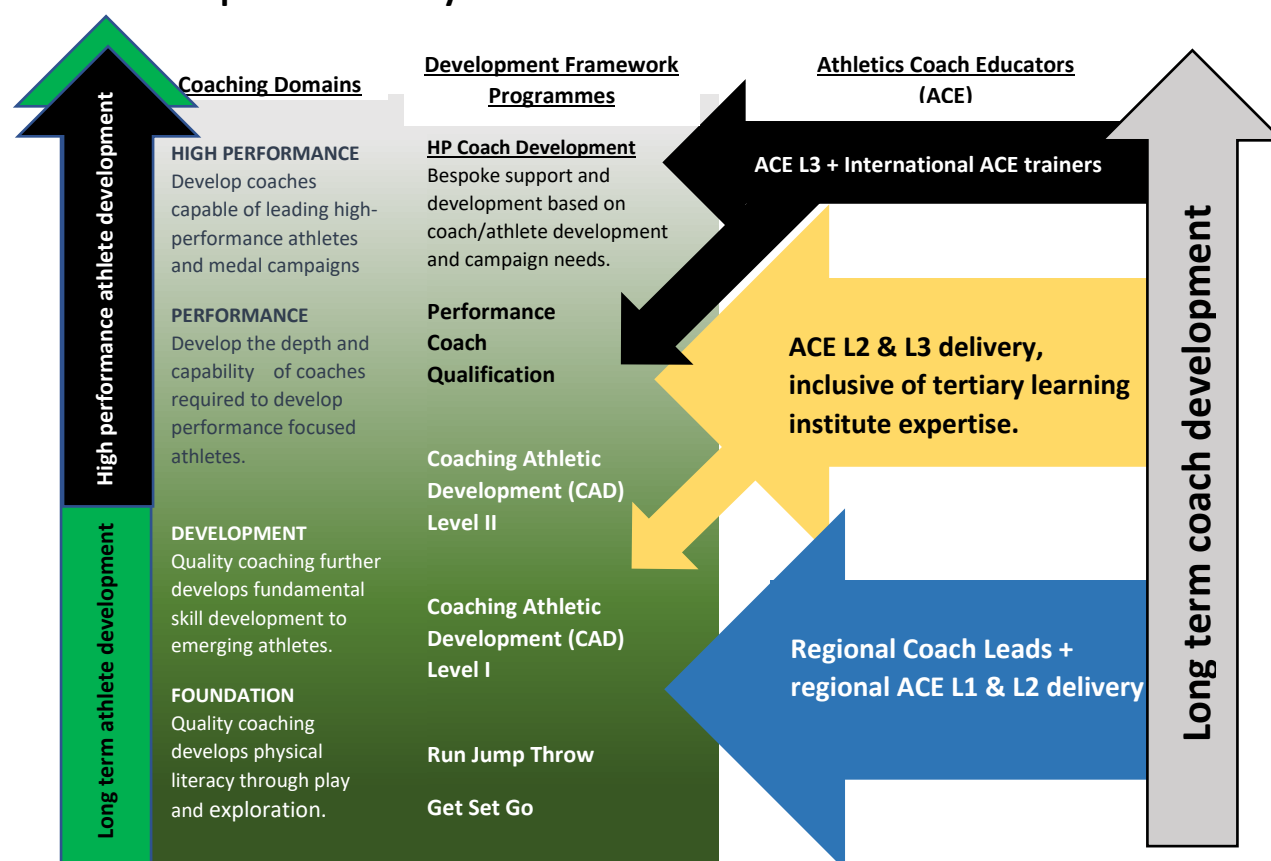
b) *Regional coach development leadership and capacity.*

To enable Athletics NZ to establish a long term, sustainable coach development delivery model the formation of a highly capable coach developer network is required. Regional leadership of coach development and coach developer capacity is an integral component to long term coach development. Leadership and capability will ensure that the community domain of coaching is effectively driven by and for the needs of the region. As previously identified, coaches learn better from practical experience and interaction with other coaches (Carter, 2009), the ability for regions to lead this space provides an affordable and sustainable development model. The primary focus of regional coach development will be within the community coach domain, however where capability exists performance coach development will also be available.

The descriptive for coach developers within this plan is Athletics Coach Educators (ACE).

The Coach Development Delivery Model below identifies the expertise required and the coaching domains that each ACE level can deliver. As previously mentioned however, where capability exists a level 3 or above ACE can be utilised in any coaching domain and additionally for the upskilling of athletic coach educators.

Coach Development Delivery Model



Coach Development Leadership

For clarity, Coach Development may not be led on a Centre (Provincial) bases. While some Centres have this capability already, the reality is that a regional lead servicing the needs of several Centres within a region will offer a more cost-effective model. The prioritisation of coaching by centres and regions alike is necessary for the ACE programme to thrive.

c) The alignment of coach and athlete development

Coaching has evolved from a coach centred prescriptive and directive practice to that of athlete centred, empowering individuals to excel physically and mentally. The importance of aligning LTCD and LTAD has been reinforced consistently and is recognised as a key enabler to both increasing participation and performance across our coaching domains. Coaches need to take responsibility for understanding the setting and ethical practices required in all coaching environments. This reinforces the importance of providing guidance and a structured educational framework aligned to LTAD to ensure that best practice coaching methods are identified and implemented.

Existing programmes such as “Get, Set, Go” and “Run, Jump, Throw” cater for the development of physical literacy at the foundation or grass roots level. The implementation of Coaching Athletic Development (CAD) level one and two will cater for more event specific coach development focusing on skill acquisition and developing all round athletic capability. Regional coach development leadership and ACE capability will primarily drive these age and stage appropriate coaching programmes within the community coaching domain.



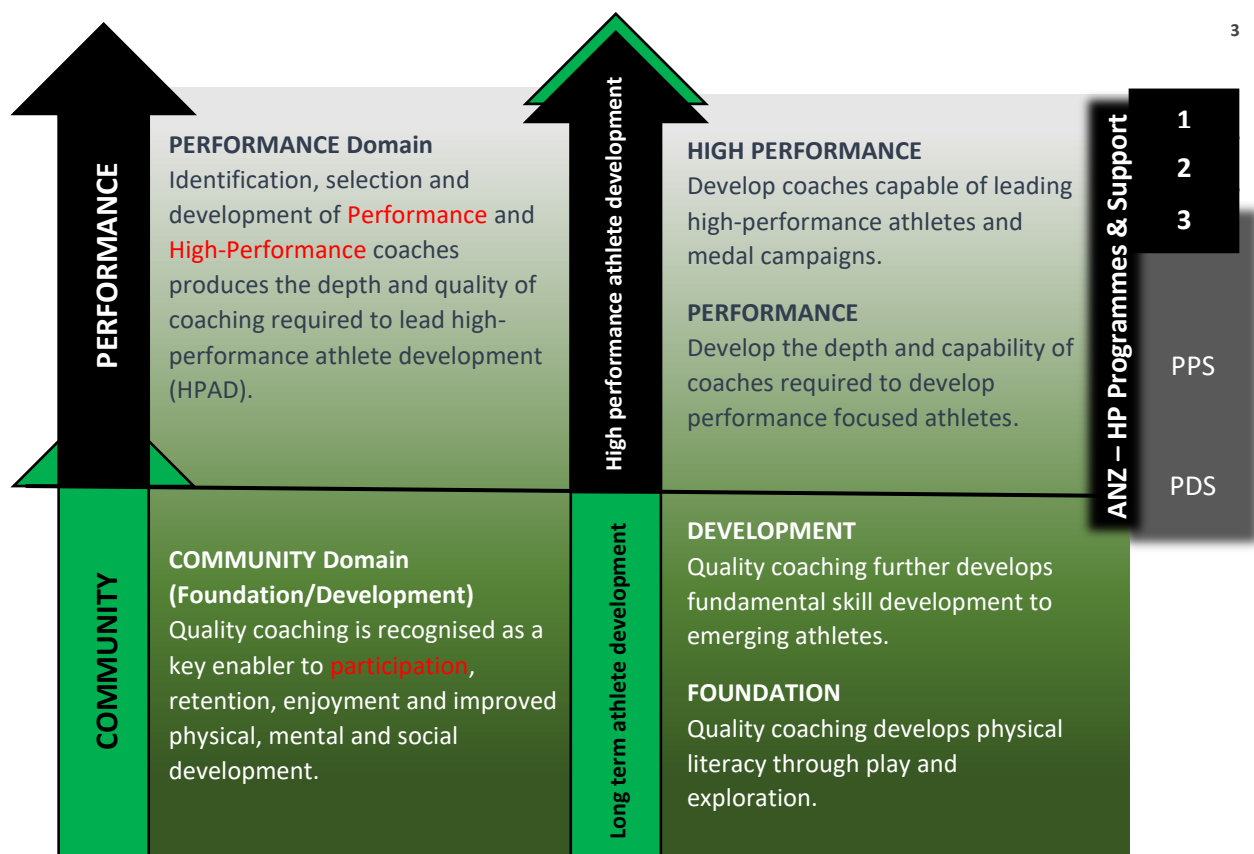
Arguably one of the most challenging areas in coach development are the **transitions** from one coaching domain to another. This challenge is increased due to the variability that exists within our participant/athlete pools. While there is clarity around age and stage best practice, chronological and biological development do not always go hand in hand. Include training age into the equation and coaching no longer has a one size fits all approach.

Alignment table- Appendix 3 can be found [here](#)

Athletics NZ “Whole of Sport” LTAD document can be found [here \(this is being updated/produced\)](#)

“Whole of Sport” Approach - Coaching Domains

The Athletics NZ Coach development strategic plan caters for the needs of two distinct but unified coaching domains. Self-determined outcomes are prioritised in the **community** space, while the development and specialisation of capabilities required for elite level competition is the primary goal in the **performance** domain.



The above graphic identifies the primary coaching domains, the subcategories within each and associated development outcomes. Additionally, the Athletics NZ high performance programmes (Programmes, 2020) and support highlight the alignment of athlete/coach development and support within the high performance athlete development (HPAD) space.

ANZ – HP Programme and Support Overview (key)

1. *High Performance Programme Support*
 - a. *High Performance Sport NZ - Level 1 - Probable*
 - b. *High Performance Sport NZ - Level 2 - Convert*
 - c. *High Performance Sport NZ - Level 3 - Opportunity*
2. *Performance Development Programmes*
 - I. *Performance Potential Squad (PPS)*
 - II. *Performance Development Squad (PDS)*

For a more detailed descriptive of the ANZ-HP programmes click [here](#)

³ To provide the most effective support to athletes with high performance potential, ANZ-HP programmes are made up of a combination of direct ANZ-HP support, Athlete Performance Support (APS) and campaign funding, grants, or scholarships.

Priority 4: Identification, development, and retention of performance/high performance level coaches

a) Depth and quality of coaches inclusive of Para coaches capable of leading high-performance athlete development (HPAD)

Athletics NZ High Performance (ANZ -HP) has identified and strategically increased resources to three targeted event groups⁴. Since 2015, all our top 8 performances at World championship or Olympic Games have come from:

- Throws
- Pole Vault
- Distance (including walks)

Having identified that the depth of HP coaching is a weakness and potential risk to our high-performance programme, identifying and developing the number and capability of coaches working within the performance domain is a priority. In addition, retaining current and future medal campaign coaches by prioritising their welfare, professional development and ensuring that their work and training environments both support and enable them to deliver quality high-performance programmes to their athletes.

How will we do this?

1. Dedicated coaching and coach leadership to ensure we are providing HP athletes with the best coaching available to maximise their potential.
2. Significant investment into HP coaching within our Targeted Event Groups and priority medal campaigns.
3. Investment into providing high performance training environments for coaches and athletes.
4. Health and wellbeing (Hauora) prioritised and recognised as an enabler of HP coaching.
5. Identification and bespoke investment and support of coaches deemed capable of leading future medal campaigns.
6. A coach education framework that guides and develops the skills required of coaches to lead HPAD and medal campaigns.
7. Coach Membership⁵ endorses the integrity of our sport and provides an ability to recognise and reward coaches.

Who will we target?

1. Coaches identified as significantly contributing to Event Group (inclusive of our Para programme) and performance outcomes.
2. Transitioning/retiring elite level athletes – Athlete Coach Transition (ACT)
3. Coaches currently working alongside or being mentored by HP coaches – Apprentice Coach Programme
4. Specialist coaches

⁴ Athletics NZ, N. (2020). *Athletics NZ High Performance Strategic Approach 2021-2024*. Athletics NZ.

⁵Coach membership allows for direct communication, data collation to support coach initiatives as well as provide some level of quality assurance. Coach membership is intertwined with the recognition and reward of coaches in New Zealand.

The performance coach domain consists of two vital groups of coaches leading HPAD.

1. Coaches developing and preparing athletes for high performance
2. Coaches leading high performance athletes and medal campaigns

6

Athletics NZ – High Performance Athlete Development (HPAD)



Community, Curiosity, and Commitment

Targeting our level 1, Performance coaches, the Performance Coach qualification (PCQ) will have a central role in developing communities of practice, igniting curiosity, and affirming a commitment to learning across our event groups.

⁶ Athletics NZ High performance Athlete Development Model (HPAD)

b) Robust recognition of prior learning (RPL) framework established and aligned to required coach roles and responsibilities

The purpose of any coach education framework is to guide and support the development and capability of individuals engaged. Recognising prior learning and experience is the norm in a modern learning environment, RPL will therefore be offered to coaches wishing to engage in the PCQ programme.

Table 2 is a summary of required roles and responsibilities expected of a performance and high-performance level coach. These roles and responsibilities effectively determine the content of the Performance Coach Qualification (PCQ) and guide the recognition of prior learning process.

<i>Required Roles and Responsibility</i>		
	Performance Coach	High Performance Coach
<i>Function</i>	Develop athletes for performance and preparation into HP	Lead high performance athletes and medal campaigns
<i>Vision</i>	Understand the context/big picture	Creates a clear shared vision with attention to detail and timing
<i>Strategy</i>	Develops a strategy that aligns with athlete's capability and continuous improvement.	Identifies and targets what it will take to consistently improve and have a competitive advantage.
<i>Daily Training Environment Relationships</i>	Develop action plans, identify resource required, safely develop sessions and progress markers.	Utilises all possible resource to lead, manage, analyse, and design an elite performance environment that enhances performance.
<i>Knowledge</i>	Establish relationships that lead and influence, promote high standards and personal awareness. Learning continues to develop best practice coaching knowledge to guide DTE and competitive environments.	Lead and influence to maximise the full potential of a confident, collaborative, and aligned high-performance team. Expert coaching and best practice methods utilised to maximise DTE and competitive arenas while developing athlete awareness and responsibility. Understands the HP system and the ethical requirements to coach in this area. Balances intuition and fact.
<i>Reflect & Learn</i>	Evaluation of programme, self-reflection, and commitment to continuous learning.	Reflects "in action" and "on action" in detail. Curiosity and innovation drives self and professional development. Feedback and reflection will provoke learning.

A more comprehensive descriptive of the PCQ qualification can be found here (TBC)

How will RPL process work?

- *RPL will be an assessment process that will assess a coaches relevant prior learning*
- *RPL will be based off learning outcomes from relevant PCQ modules*
- *RPL will recognise that experience does count!*
- *It will recognise relevant skills and knowledge obtained through education, training, or work experience.*
- *Coaches seeking RPL will need to provide all relevant documentation such as certifications where/when required.*

Priority 5: Athletics NZ has the leadership and capability to resource and grow thriving coaching communities.



Mā mua kakite a muri

Mā muri ka ora a mua

Those who lead give sight to those who follow.

Those that follow give life to those who lead

a) **Dedicated resource committed to coach development.**

Developing a robust, sustainable coach development strategy and an enduring coach development education framework is key to the success and longevity of coach development. Implementing both the strategy and education framework will require a dedicated long-term commitment to leading and developing the resources required.

The following table highlights the resource and commitment to coach development of athletics *in* NZ

Resource	Role and Responsibility	Actioned
Coach Development Lead	Strategic and operational development and implementation of Athletics NZ Coach Development Plan. Performance coach domain focus.	✓
Community Coach Co-ordinator	Operational development and implementation of Athletics NZ Coach Development Plan. Community coach domain focus.	✓
Foundation Programme Manager	Delivery and development of regional capability to grow foundation coach numbers – ACE development	✓
Club Development Manager	Supports clubs with information and resource to effectively run a club	✓
HP Coach Manager	Manage and support HP coaches + athlete performance service provision	✓
Programme Lead	PDS, PPS & LTAD, HPAD	✓
HPSNZ Coach Consultants	Dedicated 1v1 support from HPSNZ Coaching Consultants	✓
Event group leads	Lead event group planning and implementation of initiatives to develop athlete and coach capability.	✓
Para Programme Lead	Para Programme strategic priorities integrated into event groups	✓
Throws*		✓
Vertical Jumps*		✓
Distance*	<i>* identifies targeted/priority event groups</i>	✓
Horizontal Jumps		✓
Sprints/Hurdles/Relay		✓
Out of stadia		✓

This strategy identifies the need to develop regional capability to deliver coach education at the community level. Currently there are five personnel either employed or receiving an honorarium to support coach development across our 11 Centres. In identifying and developing ACE across our regions those with the capability and potential to lead coach development/coach developers will become evident. Additional to this strategy will be the development of a business plan to identify the mechanisms of generating income to support coach development regionally.

b) Research and innovation.

With coaching contributing significantly to the current and ongoing success of athletics in New Zealand, there is a need to remain contemporary with regards to global coaching development but additionally, dedicating resource to research and innovation will allow us to develop world leading practice and programmes.

Lead from the bottom of the world:

- *Research and innovation will focus on coach development and our strategic priorities.*
 - *Research is utilised to capture the impact and reach of coach development.*
 - *Innovative mediums of coach development implemented*
- *Research and innovation targeted to producing winning campaign.*
 - *We capitalise on competition intelligence for competitive advantage.*
 - *Identify where we can close any performance gaps through advancing our current practice*
- *We amass and capitalise on our significant IP.*
- *We pioneer means to share learning and innovative practice.*



Strategy Review

The ANZ Coach Development Strategic Plan has deliberately focused on a long-term approach to developing and enhancing coaching Athletics in New Zealand. An action learning cycle utilising multiple feedback avenues will be applied to specific areas of the strategy on a continual basis to ensure that it is capturing and catering for the needs of our participants.

Benchmark reviews will also occur at the following time frames.

Phase 1 piloted coach education framework delivery /implementation	May 2021
PCQ review	Nov 2020-Feb 2021
PCQ revised programme implementation	July/Aug 2021
Phase 2 coach education framework delivery	Dec 2021
Overall strategy	April/May 2023
Performance/HP review	Oct/Nov 2024
Overall strategy	April/May 2026

Acknowledgement

Athletics NZ acknowledges our key partners in coach development – Regional Sports Trusts, High Performance Sport NZ (HPSNZ) and Sport NZ (SNZ). The resources provided to Athletics NZ supports our ability to focus on coach development which we identify as being a key enabler to long term participation and sustained high-performance results on the world stage

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Appendix 1: Te Whare Tapa Wha

Hauora is a Māori philosophy of health unique to New Zealand.

It comprises:

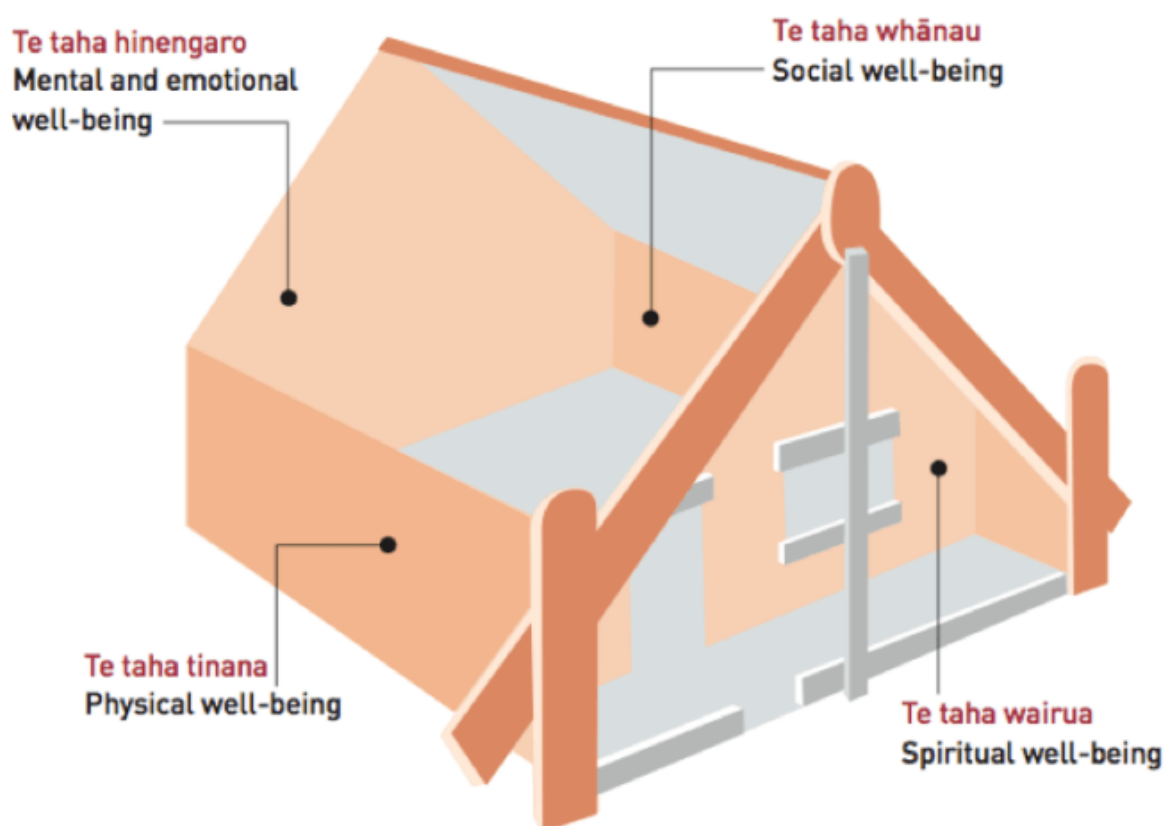
Taha tinana - Physical well-being, the physical body, its growth, development, and ability to move, and ways of caring for it.

Taha hinengaro - Mental and emotional well-being, coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively

Taha whānau - Social well-being, family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support

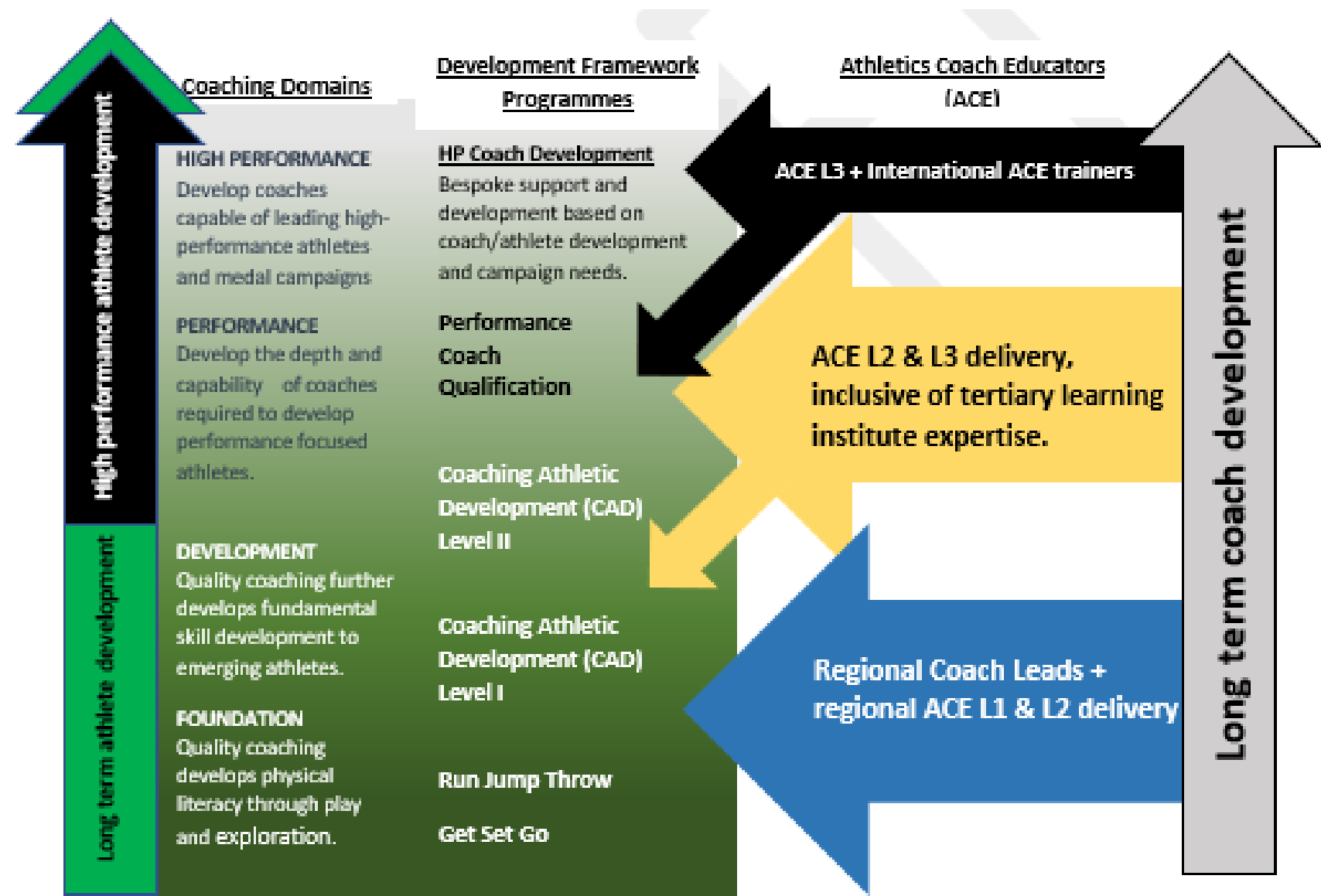
Taha wairua - Spiritual well-being, the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness

Each of these four dimensions of hauora influences and supports the others.



Mason Durie (1994) Te Whare Tapa Whā concept of hauora

Appendix 2: Coach Development Delivery Model



Appendix 3 – SWOT Analysis

Strengths

- We have experienced expert coaches working with our elite athletes
- A growing Para programme
- Targeted event groups prioritised with regards to resourcing and employed staff
- Athletics has a proud and successful history at pinnacle events
- Athletics is a feeder sport to most other codes
- Athletics continues to be a core sport delivered within the education sector
- Passionate, committed people
- There is no barrier to participation - cater for all ages and abilities

Weakness

- No established coach education framework
- Currently no resources or structured delivery model for coach development
- Dissatisfied coaches
- Lack of coaching depth in HP & HPAD
- Lack of coaching depth in Para programme
- Current gaps in Long Term Coach development (LTAD) and alignment to long term athlete development (LTAD)
- Homogenous coaching community
- Lack of investment into regional coach development leadership and capability
- Inconsistent club leadership/administration
- Lack of communication between Athletics NZ and key stakeholders
- Gatekeepers with a resistance to change

SWOT

Opportunities

- Grow the quality and capability of coaches leading HP/HPAD
- Implement an enduring coach education framework that will grow the community, curiosity and commitment of coaches.
- Align LTCD
- Increase the depth and capability of coaches in our Para programme
- Enhance participant experience through quality coaching
- Target transitioning HP athletes as future HPAD coaches
- Targeted initiatives to grow diversity and inclusion
- Develop learning environments to build confidence & capability

Threats

- Ability to resource what is required to support/develop coaching
- Fund coach development and framework development
- Our HP coaching talent being targeted/recruited by other nations
- Main volume of community coaches are aged 50- 70 years
- Health and wellbeing (burnout)
- Continuity of key personnel
- Inability to implement a long term coach development strategy
- Retiring athletes leave a performance gap that could influence funding

Appendix 4 COACHING DOMAINS

Who will I be coaching?

Summary of coaching competency

Athletics NZ Coach Development Programmes

HIGH PERFORMANCE

Develop coaches capable of leading high-performance athletes and medal campaigns

This group represents the smallest percentage of athletes. They will be world-class athletes competing at the highest level.



High Performance Coach Development

Transition

Performance Coach Qualification

Transition

Community Athlete Development Level II

Community Athlete Development Level I

Transition

**Run, Jump Throw
Get, Set, Go**

PERFORMANCE

Develop the depth and capability of coaches required to develop performance focused athletes

Athletes will be training to compete and developing the capabilities to increase performance outcomes. Emerging HP athletes will transition from this group.

COMMUNITY (Rangitahi)

Quality coaching further develops fundamental and skill specific learning to emerging athletes.

This group will be a combination of participation and emerging performance athletes. Specialisation is not endorsed however more event specific coaching will be delivered.



FOUNDATION (Tamarki)

Quality coaching develops physical literacy through play and exploration.

Young children being introduced to a wide range of athletics-based activity and fundamental movement skills. Participation focus.

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Appendix 5: Coach Education Framework

Coaching domains & Purpose		Who	How/Programmes	What	Alignment
High performance athlete	HIGH PERFORMANCE Develop coaches capable of leading high-performance athletes and medal campaigns	<ul style="list-style-type: none"> Identified HP coaches supporting elite level athletes. HPAD specialist coaches Event group leads 	Performance Coach - Alumni Bespoke support and development based on coach/athlete development and campaign needs.	<ul style="list-style-type: none"> HPCC 1v1 support CDL 1v1 support PM Scholarships (group/individual) CAP Leadership programmes ANZ development – event group initiatives/HP hui 	<ul style="list-style-type: none"> 2021-2024 HP Strategic Approach - Strategic priorities 2020 – 2028 ANZ Coach Development Plan HPSNZ/Sport NZ strategic priorities ANZ HPAD strategic priorities Event rules and regulations
	PERFORMANCE Develop the depth and capability of coaches required to develop performance focused athletes.	<ul style="list-style-type: none"> Performance Potential Squad & Performance Development Squad programme coaches Identified developing HPAD specialists Apprentice Coach Athlete Coach Transition programme Accredited ANZ Coaches 	Performance Coach Qualification (PCQ)	<ul style="list-style-type: none"> 18 months duration Cohort based Campaign based action learning programme Developing coach capability to support athletes to perform 	
Long term athlete development	COMMUNITY Quality coaching further develops fundamental skill development to emerging athletes.	<ul style="list-style-type: none"> Community ANZ Coaches Coaches working with emerging athletes Coaches wishing to develop more event specific and conditioning knowledge. 	Coaching Athletic Development Level II	<ul style="list-style-type: none"> Developing LTAD and athletic event fundamentals. Injury prevention and loading best practice methods. 	
	FOUNDATION Quality coaching develops physical literacy through play and exploration.	<ul style="list-style-type: none"> Coaches wishing to develop entry level event specific knowledge to support LTAD 	Coaching Athletic Development Level I	<ul style="list-style-type: none"> Introduction to LTAD and basic athletics event fundamentals. 	
			Run, Jump, Throw	<ul style="list-style-type: none"> Physical literacy Participation 	
			Get, Set, Go.		

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Appendix 6: Athletics NZ – Coach Roles & Responsibilities

Required Roles and Responsibility⁷⁸

	Performance Coach	High Performance Coach
<i>Function</i>	Develop athletes for performance and then transition to HP	Lead high performance athletes and medal campaigns
<i>Vision</i>	Understand the context/big picture Can implement the short/medium term requirements to achieve long term outcomes	Understands the importance of a long-term approach to achieving the “big picture” Can simplify complex planning to allow all key campaign stakeholders to understand their roles and responsibilities Creates a clear shared vision with attention to detail and timing
<i>Strategy</i>	Develops a strategy that aligns with athlete’s capability and continuous improvement. Can identify and target what it will take to improve performance	Long term plans are based on achieving the vision but representative of the agility required in an HP environment. Can clearly articulate how the vision will come to life Capable of mitigating risk Identifies and targets what it will take to consistently improve and have a competitive advantage. Has a clear understanding and ability to deal with both strategic and operational responsibilities.
<i>Leadership</i>	Develops the ability to lead programme/campaigns effectively Empowers others to take responsibility for their own actions Seeks and receives feedback	Leadership is based on mutual respect and acknowledgement of others contribution and achievements. Maximises other’s strengths and expertise Creates responsibility and self-awareness Develops a collaborative and feedback rich environment.
<i>Daily Training Environment (DTE)</i>	Develop action plans Identifies resource required Safely develop sessions and progress markers. Promotes accountability and clarity around roles and responsibilities. Can adapt to daily challenges	Utilises all possible resource to lead, manage, analyse, and design an elite performance environment that enhances performance. Ensures all programme contributors have clear roles and responsibilities Accountability drives performance Expects and demonstrates a high level of ethical and professional standards. Can deal with day to day challenges and uncertainty of HP training environments Experience, information, and intuition support decision making.
<i>Coaching</i>	Developing a coaching philosophy Developing best practice hands on coaching expertise Knows current rules and regulations of sport Learning and performance are training outcomes	Has a clear coaching philosophy Can contextually apply expert “how” and “what” to coach methodology. Knows current rules and regulations of sport Training environments drive learning and performance Competition coaching can be modified, feedback is timely and effective.
<i>Relationships</i>	Establish relationships that lead and influence, promote high standards and personal awareness.	Lead and influence to maximise the full potential of a confident, collaborative, and aligned high-performance team. Can deal with conflict efficiently and constructively.
<i>Knowledge</i>	Learning continues to develop best practice coaching knowledge to guide DTE and competitive environments.	Expert coaching and best practice methods utilised to maximise DTE and competitive arenas while developing athlete awareness and responsibility. Understands the HP system and the ethical requirements to coach in this area. Balances intuition and fact.
<i>Reflect & Learn</i>	Evaluation of programme, self-reflection, and commitment to continuous learning.	Reflects “in action” and “on action” in detail. Curiosity and innovation drives self and professional development. Feedback and reflection will provoke learning.

⁷ HPSNZ High Performance Coach Framework

⁸ International Sport Coaching Framework

Glossary

ANZ	Athletics New Zealand
HPSNZ	High Performance Sport New Zealand
SNZ	Sport New Zealand
HPD	High Performance Director
CDL	Coach Development Lead
CDM	Coach Development Manager
HPCC	High Performance Coaching Consultant
LTCD	Long term coach development
LTAD	Long term athlete development
HPAD	High performance athlete development

Athletics NZ Development Programmes

PPS	Performance Potential Squad
PDS	Performance Development Squad

Coach Education framework

PCQ	Performance Coach Qualification (level I & II)
CAD	Coaching Athletics Development (level I & II)
ACE	Athletic Coach Educators

Coaching Domains

Community	Caters for foundation and developing athletes/participants
Performance	Caters for those developing performance and those producing performance

Miscellaneous

Tamariki	Children (up to 11 years)
Rangitahi	Young adolescent (11-18 years)
Centre	Provincial/Regional Athletics body