



**LACROSSE
AUSTRALIA**

NATIONAL COACHING FRAMEWORK

Updated 2023

Contents

Foreword.....	3
Key Areas and Element of Coaching.....	4
Coaching Pathway & Journey	5
LA Participation Framework & LA Coaching Framework Relationship.....	6
LA Coach Education offerings targeted audience & Level of Competition.....	7
Course Details: Delivery, Duration, Accreditation length.....	7
Minimum Mandatory Coach Accreditation & Coach Selection.....	8
Course Pre-Requisites.....	9
Course Management, Fees & Records.....	9
Refund Policy.....	10
Online Learning Platform.....	10
Networking and Coach Development.....	10
Re-accreditation.....	12
Recognition of Prior Learning.....	13
Dispute Resolution.....	14
Codes of Behaviour.....	14
Insurance.....	14
Foundation Coach Accreditation.....	15
Club Coach Accreditation.....	19
Talent Coach Accreditation.....	23
Elite Coach Accreditation.....	28
Appendix.....	30

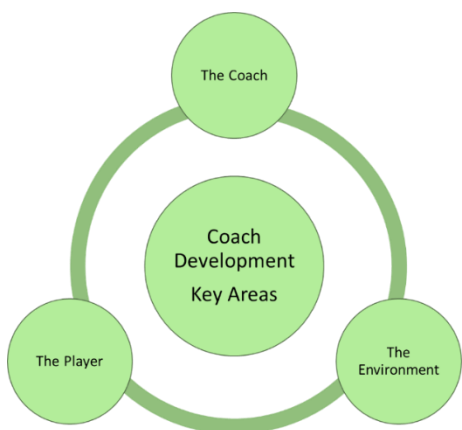
Foreword

Lacrosse Australia (LA) has a strong history within the sporting environment in Australia. Lacrosse is a sport for all, providing many different formats for juniors and seniors of all genders and abilities. As such, our coach education and development offerings must continue to grow the number and quality of coaches to ensure participants, players and athletes receive the best coaching, teaching and experience within lacrosse no matter what level of competition or experience.

This Coaching Framework provides in-depth details regarding the different education opportunities; their purpose, curriculum, assessment requirements, current pathway and how the accreditation level link back to the LA Participation Framework.

The LA Coaching Framework is underpinned and linked directly to the LA Participation Framework. The LA Participation Framework utilises the Foundations, Talent, Elite & Mastery (FTEM) framework which has been endorsed by The Australian Sport Commission and widely adopted by other National Sporting Organisations. Each phase for the FTEM Model is critical to the development and growth of a participant, player or athlete.

LA's coach education courses' competencies, learning outcomes and content, such as: the required knowledge, skills, and traits, have been tailored to the level or phase of the FTEM Framework that the coach is operating in. This approach ensures that coaches are fully prepared and equipped to deliver the required level of coaching for their players/athletes.



LA's coach education courses focus on three major areas of Coaching: The Coach, The Player, The Environment. Under each major area of coaching the LA has outlined key elements to design and program our education offerings. This allows the LA to provide a targeted, thorough, and progressive development process for all coaches. An overview of all three major areas of coaching and their key elements can be viewed on the following page. Furthermore, at the beginning of each coach accreditation levels (Foundation, Club, Talent & Elite Coach) within this document, you will be able to see and read a more detailed explanation of how the education course fits under each major coaching area and the key elements.

It is important to highlight, the LA Coaching Framework can be multi directional, meaning that an accredited coach, as a Club Coach or Talent Coach, could be coaching at the different levels and/or players, within the LA Participation Framework. Coaches should be encouraged to seek out, plan and push the boundaries of their education, development, and coaching positions. Further, education and development for coaches relies on several interlinking factors: the opportunities and delivery methods of education such as formal and informal training, peer to peer learning or mentor networks, coaching experience and practical resources. LA is committed to further enhance our coach development offerings to ensure these four factors (informal/formal training, networking, personal experience and resources) are intertwined into our programs and pathways and continue to expand. (See Appendix 9)

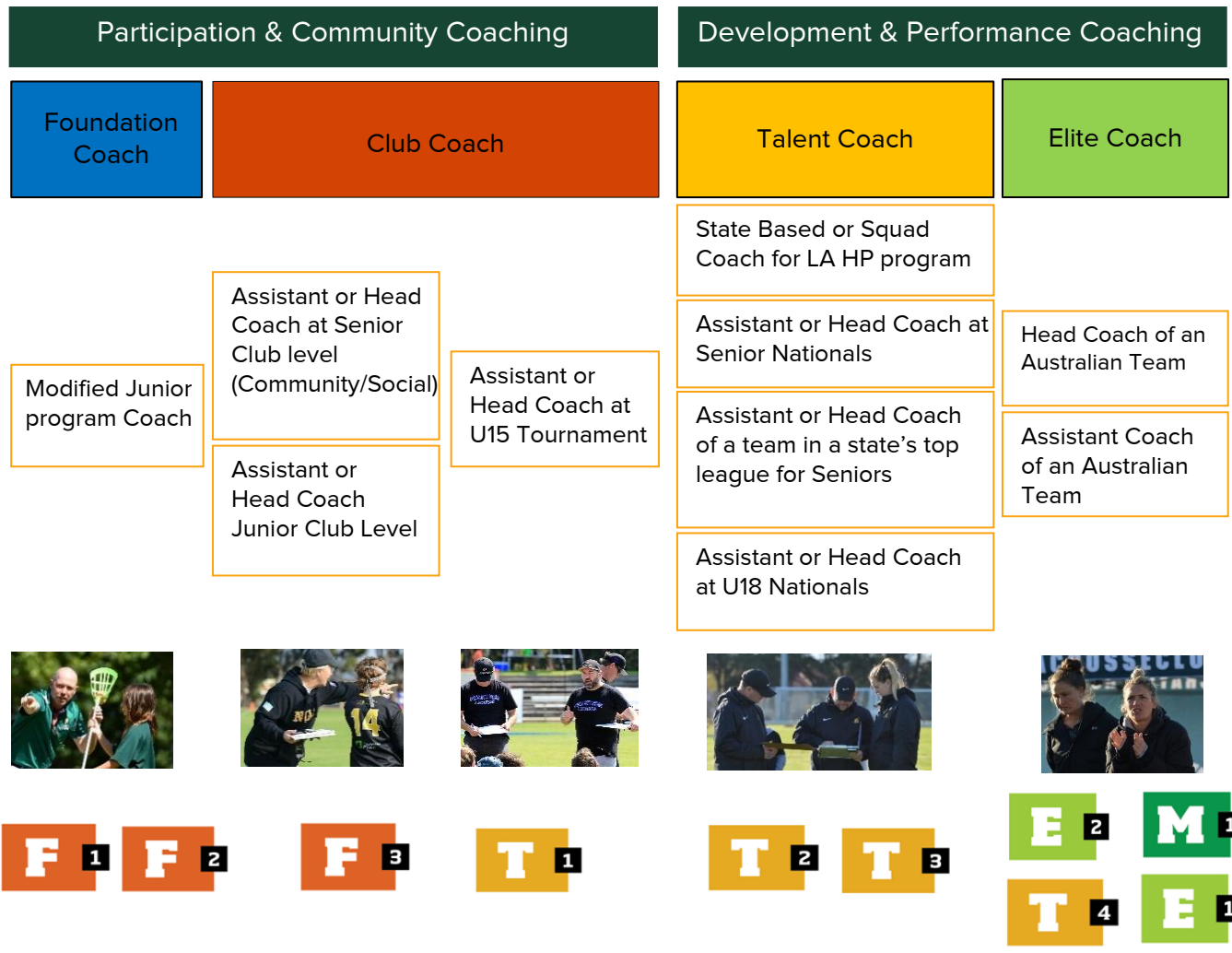
Key Areas and Elements of Coaching Overview

Below is an overview of each major coaching area and their key elements of coaching which have been utilised in designing LA Coach Accreditation.

Key Coaching Area 1	The Coach - Education of coaches focuses on...	
Key coaching Elements	Program Management:	How to plan a quality training session or season plan and how to design and implement a seasonal or team program.
	Self-awareness:	Self-development, self-review, appropriate behaviour and ethics of coaching.
	Coaching Practice:	Coaching strategies and practises to ensure players continue to develop and learn their skill sets required to play or compete at their level of lacrosse.
	Communication:	The different modes and methods of communication to overcome barriers or miscommunication.

Key Coaching Area 2	The Player - Education of coaches focuses on...	
Key coaching Elements	Physical:	How to better develop a player's physical capabilities and to better prepare and recover players for/from competition.
	Technical:	How to better develop a player's technical ability, recognise key teaching points, and develop skills under different levels of pressure.
	Tactical:	How to develop a player's capacity to play in different tactical structures and ability to read cues and make in game decisions.
	Mental:	Recognising motivations of players, goal setting and development of strategies to deal with mental pressure.

Key Coaching Area 3	The Environment - Education of coaches focuses on...	
Key coaching Elements	Lacrosse Environment:	How coaches can provide a planned, targeted and engaging environment at training and game day. The elements, processes and areas to incorporate, address and deliver for a successful training session or on game day. For high level training/competition, how to create a competitive but positive training environment.
	Rapport & Management:	How a coach interacts with players, parents, officials and volunteers to build positive relationships to enhance the lacrosse environment and also the performance and development of players and the team. Also, how coaches can implement steps and strategies to deliver effective and purposeful trainings and how to manage and deal with player behaviour.
	Cultural Environment:	A coach's role to provide a safe, welcoming and suitable environment for all players/members and developing a team culture underpinned by player development on and off the field.



The diagram to the left provides a visual representation of the coaching structures within lacrosse. Two coaching categories, “Participation & Community Coaching” and “Development & Performance Coaching”, encompasses the different coaching levels, positions, and the four relevant coach education courses available.

For many, coach development begins at the club level through coaching modified lacrosse, junior, or social senior teams or programs. This is where individuals are first exposed to coaching and the different types & practises of coaching (which goes a long way shaping themselves as coaches). To better enable clubs to develop and grow coaches, LA provides formal coach education offerings and also toolkits for clubs to establish their own Coach Developers who can provide peer to peer learning or mentorship. A Coach Developer’s role is to develop, support and challenge the coach to continue honing and improving their knowledge and skills to provide positive and effective experiences for the players. This is achieved through facilitation, mentorship, goal setting and constructive feedback for coaches. A key element of this process is the LA Coach Development Plan template. (see Appendix 8)

The next step in a coach’s journey will involve working, either as a head or assistant coach, with talented players, who have been selected into a regional or state team. Coaches at this level will deliver an 8-12 week program leading up to a National Event. At these events LA will conduct formal and informal coach identification. Coaches who demonstrate potential at these events will be provided further encouragement, tools and development opportunities to help prepare them for the next level.

Diverse, experienced and/or identified coaches will be encouraged to apply for State Team or National Coaching positions. This may initially start as a state base national squad coach. These coaches work with national squad based, state based athletes through their preparation leading up to training camps and final selection for national teams. Following the selection of final national squads and teams, Assistant Coaches are be selected, quite often from the panel of state based coaches.

Coaches seeking a Head Coach position for a National team are required to apply for the role and undertake an application and interview process, sharing & presenting their views of the current status and plans for the program with details including philosophy, culture, game style/plans, preparation calendar and training plans.

We acknowledge that some coaches may take different paths on their coaching journey and not all coaches may coach at all levels described on this page. Some coaches may: have transitioned from other sports, be from or based in other countries, or, been introduced to coaching or our sport at a later stage. These types of scenarios provide more diversity and experience in our coaching pool. However, we do encourage all coaches to obtain, maintain and hold the required competencies, skills & knowledge outlined for each coaching level.

Overview of Relationship between: LA Participation Framework and LA Coaching Framework

ACTIVE LIFESTYLE

SPORT

SPORT EXCELLENCE

COACH EDUCATION LEVELS

LA PARTICIPATION PATHWAY

LA COACH ACCREDITATION

The diagram illustrates the LA Participation Pathway, showing progression from Active Lifestyle to Sport Excellence through various stages and programs:

- Active Lifestyle:** Includes images of a young girl with a lacrosse stick and a group of children in Sporting Schools.
- Sport:** Includes the University Lacrosse Australia & New Zealand logo and images of players in action.
- Sport Excellence:** Includes a vertical list of levels:
 - M1 MASTERY SUSTAINED SUCCESS**
 - E2 ELITE SUCCESS**
 - E1 ELITE REPRESENTATION**
 - T4 TALENT BREAKTHROUGH AND REWARD**
 - T3 TALENT PRACTISING AND ACHIEVING**
 - T2 TALENT VERIFICATION**
 - T1 TALENT DEMONSTRATION OF POTENTIAL**
- Foundation Levels:**
 - F3 FOUNDATION SPORT SPECIFIC COMMITMENT AND/OR COMPETITION**
 - F2 FOUNDATION EXTENSION AND REFINEMENT OF MOVEMENT**
 - F1 FOUNDATION LEARNING AND ACQUISITION OF BASIC MOVEMENT**

The diagram illustrates the LA Coach Accreditation levels and descriptions:

- Elite Coach:** At this level, education of coaches will focus around providing & developing a positive culture relating to work ethic, team dynamics and ongoing development. Through strong leadership, coaches will be able to develop, influence and implement long-term development plans for athletes and coaches. Coaches will perform high level analysis to help identify and establish new trends and tactics to remain competitive at the international level. Refine athlete technique & teach complex tactics, game plan concepts within a high stress environment.
- Talent Coach:** At this level, education of coaches will focus around providing athletes/team a structured and highly targeted program. Coaches will understand and incorporate researched coaching practises and all elements of sport science to help develop athletes' performance within skill technique, advanced tactics and reading/eyeballing the competition environment. Coaches will start to prepare athletes for a HP environment particularly how to plan, prepare and perform mentally.
- Club Coach:** At this level, education of coaches will focus around developing effective skills & tools to coach a player or a team throughout a season. Coaches having the ability to identify & provide instruction of fundamental techniques and the ability to correct poor technique. Also, to introduce "game sense" & elements of Sport Science into their training structures.
- Foundation Coach:** At this level, education of coaches will focus around providing a safe & engaging environment to all participants. Coaches will teach the fundamentals of lacrosse via fun activities & modified formats of the sport.

QUICK STIX LACROSSE: Education will focus on how a coach delivers Quick Sticks (QS), uses the resources, how the program works & how to teach the fundamental skills in a school environment. For coaches working in Sporting Schools.

Hover over each of Coach Accreditation levels to read a brief description.

General Information Overview

The following information provides an overview of the different details, requirements and information relating to LA's Coach Education Courses.

LA Coach Education offerings targeted audience & level of competition:

Course Name	Targeted Audience	Level of competition, events, or teams
Quick Stix Coach Sporting Schools	<ul style="list-style-type: none"> Identified and suitable coaches to work in a school environment representing the LA and the sport of lacrosse. 	<ul style="list-style-type: none"> School Clinics delivered through Sporting Schools.
Foundation Coach Course	<ul style="list-style-type: none"> New coaches, inexperienced coaches and Parents. 	<ul style="list-style-type: none"> Modified Lacrosse: Quick Stix club programs, soft lacrosse, modified lacrosse, School competitions
Club Coach Course	<ul style="list-style-type: none"> Head or assistant coaches working with players in U11 to Senior age groups delivering a whole season. Head and assistant coaches who coach at the U15 National Tournament. 	<ul style="list-style-type: none"> U11 – Social Senior club levels U15 National Tournament
Talent Coach Course	<ul style="list-style-type: none"> Head or assistant coaches working at a top tier club level or state team level. State based or squad coaches working within the National High Performance program. 	<ul style="list-style-type: none"> Top Club level (state League) National Championship Event (U18, Seniors, Indoor) Australian Squad Program
Elite Coach Course	<ul style="list-style-type: none"> Experienced coaches working at an international level. 	<ul style="list-style-type: none"> Australian Teams (20, U23 or Senior)

Course details

Course Name	Delivery Method & Duration	Must complete within	Accreditation length
Quick Stix Coach Sporting Schools	<ul style="list-style-type: none"> Online and face to face learning 	<ul style="list-style-type: none"> The delivery session. 	<ul style="list-style-type: none"> No expiry date
Foundation Coach Course	<ul style="list-style-type: none"> 100% online - approx. 1 hour 	<ul style="list-style-type: none"> No restriction. 	<ul style="list-style-type: none"> 4 years from completion
Club Coach Course	<ul style="list-style-type: none"> Online Pre-req - ~3 hours face to face - ~6 hours Practical assessment 	<ul style="list-style-type: none"> 6 months from face to face course. 	<ul style="list-style-type: none"> 4 years from completion
Talent Coach Course	<ul style="list-style-type: none"> Online Pre-req - ~4 hour, Face to face - ~15 hours, Post Course work – at least 6 months. Mentorship throughout course. Practical Assessment 	<ul style="list-style-type: none"> 12 months from face to face course. 	<ul style="list-style-type: none"> 4 years from completion
Elite Coach Course	<ul style="list-style-type: none"> Currently in development 		<ul style="list-style-type: none"> 4 years from completion

Minimum Mandatory Coach Accreditation & Training for National Events

Over the coming years LA will gradually introduce mandatory accreditation levels and training for coaches who coach at an LA National event or HP program. Mandatory accreditation and training will ensure that coaches have the required knowledge, skills, attributes, and other requirements to coach at a National event or HP program. This new approach is to ensure that the next generation of players/athletes, who are being coached, are provided the best environment for their safety, development and experience. This new approach will require a roll out in three phases and over a considered timeframe. The considered timelines outlined below will provide coaches the time and opportunity to attend and complete their required level of coach accreditation or training in the lead up and before the different mandatory accreditation levels are required. Once fully rolled out this will mean that the pathway will exist for coaches to gain accreditation and experience at the higher levels and ensures that coaches will possess the knowledge and skills which matches the needs of their players/teams and the level of lacrosse they are coaching.

Below you can see a table with further details and timelines[^]. Coaches must have completed the required training before the LA Event begins*.

	LA National Event/Program	Timeline	Coaches	Required Mandatory Accreditation level and Training level
Phase 1	U15 National Tournament	2022 & beyond	All coaches (head, assistant, development etc)	Club Coach Accreditation or higher Sport Integrity Australia Education Plan
	U18, Senior & Indoor National Championship	2022		
	LA High Performance Program			
Phase 2	U18, Senior & Indoor National Championship	2023 - 2026 <	All Coaches	LA: <ul style="list-style-type: none"> • Club Coach Accreditation or higher • Complete an LA Coach Development Plan & Sport Integrity Australia: <ul style="list-style-type: none"> • Sport Integrity Australia Education Plan Australian Sport Commission (ASC): <ul style="list-style-type: none"> • Concussion Management Online Training • Community Coach Essential Skills Training Play by the Rules (PBTR): <ul style="list-style-type: none"> • Discrimination & Harassment training. • Child Protection training.
	LA High Performance Program	2025	All Coaches	Talent Coach Accreditation
Phase 3	U18, Senior & Indoor National Championship	2027	All Assistant, Development Coaches	Registered and begun the Talent Coach Accreditation Course.
	All Head Coaches		Talent Coach Accreditation or higher	
	LA High Performance Program		Head & Assistant Coaches	Elite Coach Course [~]

[^] All timelines and required accreditation levels are subject to change.

* The LA will work with each MA on a case by case scenario to ensure that the coaches coaching at National events meet or are working towards meeting these requirements.

[~]Once the Elite Coach course has been developed & implemented all Australian Head & Assistant Coaches will need to have, or begin, or be undergoing this education while in those positions. OR holds another Lacrosse National Governing Body's or other recognised body's equivalent coach accreditation. Coaches will be required to provide LA with certification and course details.

As an extension of the outline course pre-requisite requirements, that is a coach must be registered to obtain a coach accreditation (see next page), the same will apply to the selection and appointment of coaches to attend national events or for national coach positions. This means that coaches must be registered on the National Lacrosse Database for the current season and must be registered as a "coach". Please contact your Member Association (MA) to find out more about your details on the database or to register.

Course Pre-Requisites

An overarching pre-requisite for all coaches seeking to gain accreditation is that a coach must be registered as a “coach” with your club or Member Association on the National Lacrosse Database. In addition, each course has its own pre-requisites which a coach must meet before they can start or attend the course. Please see table below for further details.

Course Name	Pre-Requisite
Quick Stix Coach Sporting Schools	Be identified by LA to partake in the education.
Foundation Coach Course	Registered: To a club or Member Association Number of People to run the course: Nil Recommended Age: Nil Experience: Nil LA Course: Nil Australian Sport Commission (ASC) Course: Nil
Club Coach Course	Registered: To a club or Member Association Number of People: At least 10 people willing to complete the face to face element. Recommended Age: at least 15 years old LA Course: Completed the Foundation Coach Course ASC Course: Community Coach, PBTR: Discrimination & Harassment and Child Protection
Talent Coach Course	Registered: To a club or Member Association Number of People: At least 15 people willing to complete the face to face element. Recommended Age: at least 20 years old Experience: Experienced coach at the Club Coach level and has held a coaching position with a representative team. LA Course: Completed the Club Coach Course ASC: Concussion Management Online Training. Sport Integrity Australia: Education Plan
Elite Coach Course	Currently in development

Course Management, Fees & Records

Program fees need to be kept to a minimum to allow maximum access to accreditation. Fees may vary depending on local costs for program venues and presenters, hence there is a price ranged outlined to cater for these requirements. Course fees will include the costs of compulsory texts, accreditation fee and other program costs such as facility hire, administration, and equipment.

Course Name	Course Management	Fee	Record Management
Quick Stix Coach Sporting Schools	Administration: LA Course review: LA Course update: LA	Accred: Free	Applications: LA Attendance: LA Completion: LA Re/Accreditation: LA
Foundation Coach Course	Administration: LA Course review: LA Course update: LA	Accred: Free Re-Accred: \$10	Applications: LA Payment: LA Attendance: LA Completion: LA Re/Accreditation: LA
Club Coach Course	Administration: Member Associations (MA) Course review: LA Course update: LA	Accred: \$45-55 Re-Accred: \$30	Applications: MA Payment: LA & MA Attendance: MA Completion: MA Re/Accreditation: LA
Talent Coach Course	Administration: LA Course review: LA Course update: LA	Accred: \$200-250 Re-Accred: \$50	Applications: LA Payment: LA Attendance: LA Completion: LA Re/Accreditation: LA
Elite Coach Course	Currently in development		

Refund policy

Fees paid by participants may be refunded in the following circumstances and timeframes. Written notification must be provided to the body who is managing the course.

Course Name	Fee	Refund
Quick Stix Coach Sporting Schools	<ul style="list-style-type: none"> Accred: Free 	<ul style="list-style-type: none"> No refund applies
Foundation Coach Course	<ul style="list-style-type: none"> Accred: Free Re-Accred: \$10 	<ul style="list-style-type: none"> No refund applies No refund.
Club Coach Course	<ul style="list-style-type: none"> Accred: \$45-55 	<ul style="list-style-type: none"> 50% refund provided by Member Association if written notification is provided up to 15 days prior to course (face to face) date. No refund provided if notification is provided 14 days or less prior to course (face to face) date.
	<ul style="list-style-type: none"> Re-Accred: \$30 	<ul style="list-style-type: none"> No refund.
Talent Coach Course	<ul style="list-style-type: none"> Accred: \$200-250 	<ul style="list-style-type: none"> 25% refund provided by LA if written notification is provided up to 30 days prior to course (face to face) date. No refund provided if notification is provided 29 days or less prior to course (face to face) date.
	<ul style="list-style-type: none"> Re-Accred: \$50 	<ul style="list-style-type: none"> No refund
Elite Coach Course	<ul style="list-style-type: none"> Currently in development 	

Online Learning Platform

The LA utilises an online learning platform to administrate and deliver our coach education courses. Coaches will be required to create an account with the platform and enrol in their desired course. It is through this process where coaches may be required to pay an enrolment fee (see above table).

The online platform is an area for coaches to access information relating to the course, a place to submit or complete the required assessment tasks and for coaches to connect with one another.

[The LA Online Learning Platform can be accessed here.](#)

Networking & Ongoing Development

Networking

Through LA courses, coaches will be able to access a coach community depending on which course they are completing through the online learning platform. This community offers an opportunity for coaches to link together to share ideas, experiences and ask questions.

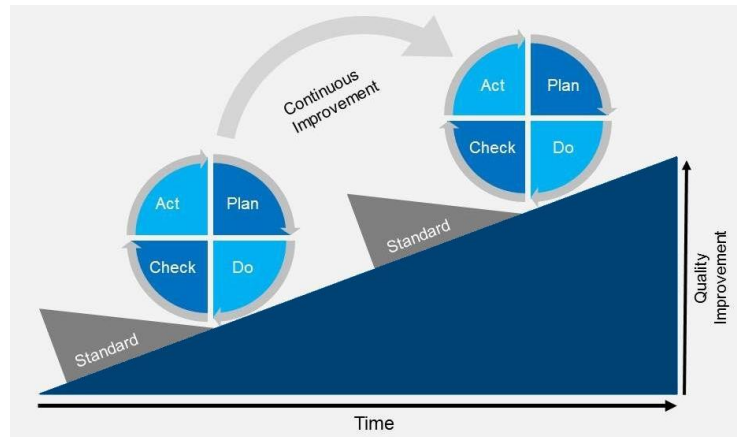
Within the course itself coaches are also able to engage in lesson discussions when working through the online elements of the different courses. Further, through the online process coaches will be asked if they are willing to be a mentor, or a peer, to a coach in their home state or if they would like to be introduced to another coach completing the course or a potential mentor.

These networking opportunities are designed for coaches to work together to develop themselves and also the wider coaching community in Australian Lacrosse.

Ongoing Development

LA Coach Development Plan

Underpinning the growth of coaches, is the ability to conduct self-reviews, set development goals and action plans. LA utilises the [LA Coach Development Plan](#) template. This template outlines a step by step process and guide for the coach to engage in a self-review and self-reflection process relating to their own abilities, goals and plans. The Coach Development Plan, is a key piece for coach development and LA encourages all coaches to use the plan continuously. This means once a coach achieves their goal(s), the coach resets, review, plans and acts again to reach their next goal and therefore continuing to develop. LA recommends that this plan is completed with support and feedback from your mentors, peers and/or player/athletes.



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The LA Coach Development Plans is also a key piece towards a coach's re-accreditation which is discussed in more detail on the following pages.

Coach Developers

The LA already has an established panel of Coach Developers across the country. These individuals operate within their own state arranging formal and informal development sessions or deliver education courses for coaches. While this system will continue to operate and play a vital role, a complimentary approach will be introduced and utilised to enable coaches and clubs to provide on the ground support and resources to begin establishing Club Coach Developers or Club Coach Coordinators.

These Club Coach Developers can help facilitate and enhance "on the job learning" of coaches through facilitation of goal setting, planning, evaluation and acting has a sounding board which ultimately further educates and encourages the coach in their role.

Club Coach Developers will engage with coaches through the following:

- Help coaches define their coaching philosophy
- Observe the coach in action.
- Help the coach complete a self-review and goal setting.
- Provide feedback relating to the coach's goals.
- Provide ongoing support and be a sounding board for the coach.

Potential Coach Developers will be required to hold high level soft skills, be passionate about their role, and, have the time commitment to work with several coaches on the go.

Further details of this program can be found on our website.

Re-accreditation

Coaches who would like to gain re-accreditation can apply and complete the re-accreditation process in the 6 month window before and after their accreditation expires (in total, a 12 month window).

Depending on the level of accreditation, coaches will be required to meet, show and submit evidence regarding their active coaching record during the accreditation period and the further development opportunities they have completed from the “updating activities” listed below for each accreditation level. The “Updating Activities” outlined for re-accreditation cannot all be completed in the space of one year. They should ideally be spread over the four-year accreditation period.

Below and on the following page is an overview of what is required for re-accreditation for each coaching level and a list of the updating activities.

Re-accreditation Overview

Course Name	Active Coaching Requirements	Updating activities (Further Development)
Foundation Coach Course	<ul style="list-style-type: none"> • Submit original Foundation Coach certificate. • submit signed declaration from coach and club - see Appendix 1.1 confirming the coach has been coaching 2 of the 4 years at the Foundation level (or higher) of the LA Participation Framework. 	<ul style="list-style-type: none"> • Completed two of the further development opportunities under the heading “Updating Activities”. (submission of evidence is required – see Appendix 1.2)
Club Coach Course	<ul style="list-style-type: none"> • Submit original Club Coach certificate. • submit sign declaration from coach and club – see Appendix 3.1 confirming the coach has been actively coaching for 2 of the 4 years at the Sport Specific Phase F3 (or higher) of the LA Participation Framework. • Submit LA Coach Development Plan – see Appendix 7 completed from the period of accreditation. 	<ul style="list-style-type: none"> • Completed two of the further development opportunities under the heading “Updating Activities”. (submission of evidence is required – see Appendix 3.2)
Talent Coach Course	<ul style="list-style-type: none"> • Submit original Talent Coach certificate. • Submit sign declaration from Club and Member Association or LA– see Appendix 6.1 confirming the coach has been actively coaching for 2 of the 4 years within the Talent Phase of the LA Participation Framework. • Submit two (2) LA Coach Development Plan – see Appendix 7 completed from the period of accreditation. 	<ul style="list-style-type: none"> • Completed three of the further development opportunities under the heading “Updating Activities”. (submission of evidence is required - see Appendix 6.2)
Elite Coach Course	<ul style="list-style-type: none"> • Currently in development 	

Updating Activities (further development opportunities)

Below are the further development opportunities coaches may be interested in or can complete to further enhance their coaching or to be eligible for re-accreditation. The “Updating Activities” for re-accreditation cannot all be completed in the space of one year. They should ideally be spread over the 4-year accreditation period.

Course Name	Updating Activities (Further Development opportunities to meet reaccreditation)
Foundation Coach Course	<ul style="list-style-type: none"> • Complete Play by the Rules Training – Child Protection. • Complete Play by the Rules Training – Discrimination and Harassment. • Complete ASC Training - Community Coaching Essential Skills Course • Leadership/communication training programs (or related topics). • Attend a ‘related’ Sports course eg. a basketball, netball, hockey or soccer workshop/course. • Complete the LA Level 1 Officiating Test. • Complete an LA Coach Development Plan. • Or any of the other Club or Talent coach updating activities.
Club Coach Course	<ul style="list-style-type: none"> • Sport Integrity Australia – Education Plan courses • ASC Concussion Management Training • Engaged with a mentor (been a mentee) (shown through Coach Development Plans) • Attend general coaching/officiating seminar (eg. conducted through a state coaching centre, state institute/academy) • Strength & Conditioning course (ASCA approved) • Disability Education Program modules • Sports Medicine Australia Sports Trainers course • Recognised First Aid course • Complete the LA Level 1 Officiating Test • ASC Training – Community officiating General Principles • Or any of the below updating activities for other higher accreditation levels
Talent Coach Course	<ul style="list-style-type: none"> • Attend formal Leadership/Communication training programs (or related topics). • Attend a ‘related’ and ‘similar level’ Sports course eg. a basketball, netball, hockey or soccer workshop/course. • Have become a Club Coach Developer. • Have become a State Coach Developer. • Have been mentoring another coach. (Been a mentor) • Sport Integrity Australia Anti- Doping Course Level 2 annual updates. • National Integrity of Sport Unit – Match fixing Course. • Complete the LA Level 2 Officiating Test.
Elite Coach Course	<ul style="list-style-type: none"> • Currently in development

Recognition of Prior Learning (RPL)

LA offers RPL for some of our Coach Accreditation Levels. RPL is based on an understanding that people learn and develop competencies in many ways throughout their lifetime – through work and life experience as well as through education and training. RPL takes into account a person’s learning of skills and experiences from all aspects of life, to enable people to gain credits in a training program. A person can apply for RPL if they can provide evidence to show that they are competent in the learning outcomes and competencies of the relevant training program.

Member Associations are responsible for assessing applications for RPL for Club Coach Accreditation.

LA will be responsible for all other RPL applications, for all other LA Coach Levels. Individuals should apply in writing to the relevant Member Association or contact LA to apply for RPL. These requests will be managed as a case by case scenario.

Dispute Resolution

LA will have a fair and equitable process for dealing with grievances / appeals. In the event that grievances cannot be resolved internally, providers will advise members of the appropriate legal body where they can seek further assistance.

In general, if a coach has a grievance about the conduct of their training or an assessment decision, the first approach should be to the course presenter / assessor to discuss the issue. If a satisfactory resolution cannot be achieved, the presenter will advise the coach to submit their grievance / appeal in writing to Lacrosse Australia Director of Coaching (or equivalent) within 30 days of the completion of the training program or on receiving notification of their assessment outcome.

All grievances and appeals will be considered by the Lacrosse Australia Director of Coaching (or equivalent). They will inform the coach of the process they use to consider the grievance and the outcome of the deliberations within 30 days of receiving the grievance/appeal.

Codes of Behaviour

LA holds a series of codes of behaviour published within our [Member Protection Policy](#). The Member Protection Policy applies to Member Associations (state bodies), Affiliates and Members (including athletes, coaches, referees, employees, volunteers and support personnel).

Through the process of registration via the National Lacrosse Database (a pre-requisite to gain accreditation) and through the online learning platform, coaches will have access to the LA Coach Code of Behaviours and will be required to agree to them.

Any breach of the Member Protection Policy or Codes of Behaviour may lead to and result in an investigation and/or disciplinary action.

Insurance

All approved LA coach courses, educational and training programs held in ACT, NSW, QLD, TAS, VIC, WA are covered by the LA Insurance policy. For further details please visit our website.

Approved coach courses and other educational and training programs in SA are covered by LSA Insurance policy.

Foundation Coach

Key Areas and Elements of Coaching Overview

LA Participation Framework



Basic Movement Foundations



The Athlete is:

Learning the fundamentals of object & body control, such as hand-eye coordination, running, lunging, jumping



Extension & Refinement of Movement Foundations



Participating in organised age modified formats of lacrosse; including modified rules, equipment & fields. Or/and participating in unorganised lacrosse with family or friends in a park or backyard

THE FOUNDATION COACH:

Major Coaching Areas &

	Physical	Technical	Tactical	Mental
The Player	The coach identifies, creates & sets up activities to allow participants to mimic the action of throwing & catching in lacrosse & develop the required strength & coordination to run, bend, catch and throw.	The coach can teach, via the creation and setup up of activities, to throw, catch and scoop the ball.	The coach is able to develop participants awareness of their options in offence (pass or carry) and defence (mark opponent or place defensive pressure).	The coach is able to connect with the participant to understand their motivations, create a fun and positive learning & participating environment for the participant. Coach encourages fair play, teamwork and sportsmanship.
The Coach	Program Management	Self-awareness	Coaching Practice	Communication
	The coach is able to clearly organise a safe training session. Implement fun and engaging activities into the key areas of training.	The coach presents themselves well, is prepared and acts as a positive role model for the participants.	The coach aims to have all participants playing as soon as possible for as much of the session as possible. Coach may demonstrate skills, encourages all participants & keeps them active & engaged throughout the entire session.	The coach uses clear verbal communication during sessions. Keeps messaging simple & concise.
The Environment	Lacrosse Environment	Rapport & Management	Cultural Environment	
	The coach sets up a safe, engaging, & active environment for all participants. Coaches ensures all participants have equal/fair opportunity to participate & succeed at training and in competition.	The coach is organised, prepared and is able to implement strategies to help keep participants active and focussed. The coach takes time to learn more about each player and engages with parents and family.	The coach is welcoming and respectful to all participants. Ensures that participants all know each other's names, that they feel safe and are a part of the team/cub.	

Quick Stix Coach (for Sporting Schools Program)

Overview

The Quick Stix Coach accreditation & training is offered to coaches identified as future Quick Stix coaches and who are being onboarded to become a coach for the Sporting Schools Program. The training and education links to the Foundation level (1 and 2) of the LA Participation Pathway. Training is delivered through a 1 ½ hour session with The LA Growth Coordinator and can be delivered online via Zoom or face-to-face.

Competencies

- Teach and develop basic fundamental skills of lacrosse and the Quick Stix Program.
- Demonstrate a range of coaching methods and communication techniques.
- Understand basic physical movements required to perform basic skills.
- Manage a classroom size group successfully.
- Deliver a structured progressive program.
- Competently deliver the Quick Stix lacrosse program.

Content

As specific training for coaches working in the Sporting Schools Program the education of coaches will focus on the following topics:

- Lesson Area 1 – The Sporting Schools Program
 - Funding Model
 - Application Process
- Lesson Area 2 – The Quick Stix Program
 - Equipment
 - Rules
 - Week 1 Activities
 - Week 2 Activities
 - Week 3 Activities
 - Week 4 Activities
 - Week 5 – Gala Day
 - Pay/Invoicing/MOU
- Lesson Area 3 – Group Management
 - Group Positioning
 - Effective Communication Techniques
 - Body Language

Assessment

Coaches are required to complete a short quiz around the basic skills of lacrosse and the rules of the Quick Stix program. Coaches are required to achieve an 80% pass rate to complete the training.

Re-accreditation

There is no expiry of the accreditation. Coaches will have ongoing access to program. If coaches require re-education, it is on their own time and does not require reaccreditation.

Foundation Coach

Overview

The Foundation Coach Accreditation is targeted towards new coaches who coach players or participants within the Foundation level (1 and 2) of the LA Participation Framework. The Foundation Coach course is an online delivered course.

The Foundation Coach Accreditation is a 4 year accreditation.

Competencies

- Demonstrate knowledge of the key teaching points of the fundamental skills, techniques and concepts of lacrosse at the foundation level.
- Demonstrate an understanding of and can apply the Coaching Practice TREE.
- Demonstrate an understanding of basic communication strategies.
- Demonstrate an understanding of the process to plan a training session and its key elements.
- Demonstrate an awareness of the correct behaviour and ethics of a coach at the foundation level.

Content

Education of coaches will be centred around 3 major areas of coaching (lessons) with relating topics delivered:

Lesson Areas	Topics
The Players.	<ul style="list-style-type: none"> • Player motivation for playing lacrosse • The Fundamental skills and techniques of lacrosse • Teaching Game Play
The Coach.	<ul style="list-style-type: none"> • Communication strategies • Group Management • Planning for a session • Coaching practice (TREE)
The Environment.	<ul style="list-style-type: none"> • Creating a Positive learning Environment • Creating a Safe Sporting Environment

Assessment

After each lesson coaches will be required to complete self-review questions with a 100% pass rate. There are 3 assessed quizzes in total.

Re-accreditation

Coaches who would like to gain re-accreditation can apply to complete the re-accreditation process in the 6month window before and after their accreditation expires (a total window of 12 months).

To successfully gain re-accreditation coaches will need to:

- 1) Register for re-accreditation through LA Education Portal.
- 2) Submit their original Foundation Coach Accreditation certificate.
- 3) Submit signed declaration from coach and club ([see Appendix 1.1](#)) confirming the coach has been coaching 2 of the 4 years at the Foundation level (or higher) of the LA Participation Framework.
- 4) Complete two of the further development/updating activities opportunities listed below. (submission of evidence is required – [see Appendix 1.2](#))

Further Development & Updating Activities

Below are further development opportunities coaches may be interested in or could complete to further enhance their coaching or to be eligible for re-accreditation.

The “Updating activities” for re-accreditation purposes, cannot all be completed in the space of 1 year. They should ideally be spread over the 4-year accreditation period.

Updating Activities (For Re-accreditation) ([refer to Appendix 1.2](#))

- Complete Play by the Rules Training – Child Protection.
- Complete Play by the Rules Training – Discrimination and Harassment.
- Complete ASC Training - Community Coaching Essential Skills Course.
- Leadership/communication training programs (or related topics).
- Attend a ‘related’ Sports course eg. a basketball, netball, hockey or soccer workshop/course.
- Complete the LA Level 1 Officiating Test.
- Complete an LA Coach Development Plan.
- Or any of the other Club or Talent coach updating activities.

LA Coach Education

The LA offers additional coach education opportunities for coaches to continue to grow and develop their coaching knowledge, skills and application.

- Club Coach Course
- Talent Coach Course

Additional information regarding these courses can be found on the LA website. www.lacrosse.com.au

Re-entry

If a coach does not update their accreditation within the specified re-accreditation period, the LA may:

- require the coach to re-do the entire training program
or
- require the coach to undertake and complete a specified number of activities listed within the Foundation Coach Accreditation framework.

Club Coach

Key Areas and Elements of Coaching Overview

LA Participation Framework



Sport-specific Commitment



Participating in weekly club training, game/activity or graded competition.



Demonstration of Potential



Talent spotted during formal competition OR nominated by local club to try out for a Regional/State

The Athlete is:

THE **CLUB COACH:**

Major Coaching Areas & Elements:

The Player

Physical

The coach designs training for the particular needs of players to play the sport as well as developing beneficial long-life routines. The coach Understands the key principles of rest, recovery, overtraining and healthy sport-life balance.

Technical

The coach can provide instruction of fundamental techniques and the ability to identify and correct, via the creation and setup up of activities, basic skill faults for both on field and goalkeeper players.

Tactical

The coach develops players' ability to read, analyse and adapt appropriately to game situations; Use of time and space, passing & carrying to move the defence, placing defensive pressure & marking.

Mental

The coach will be able to identify players' motivations, help set goals & apply strategies to manage workloads. Coaches have a positive effect in developing players' coach-ability, commitment & overall character.

The Coach

Program Management

The coach can plan short term, linking training sessions objectives to the progression of skills & game concepts. Adds multiple elements of development into training (physical, technical, tactical, mental).

Self-awareness

The coach can identify and explain their coaching philosophy. Coach also understands the importance of, and applies, "review & reflection strategies" at the end of a session, match and season. Identifies their personal strengths and weakness & set goals for self-development.

Coaching Practice

The coach implements "smart practise" (random practise, game situation, problem solving) which will improve players' long term performance. Coach introduces players to basic video review to refine improvement & manipulates training to achieve goals.

Communication

The coach has planned messages & uses multiple techniques to deliver them. Can detect & interpret players' verbal & non verbal communication. Coach applies positive transfer, provides individual feedback & ask questions to allow players to problem solve.

The Environment

Lacrosse Environment

The coach conducts a structured, organised session. Coach utilises full environment & space to ensure maximum engagement & safety. Coach can manage game day requirements: team addresses, bench management, review plans and rapport with officials.

Rapport & Management

The coach utilises small group activities as a coaching tool to increase player engagement. Coaches begin to explore & understand each players' motivations & goals within lacrosse & the other commitments outside of lacrosse.

Cultural Environment

The coach places emphasis on development and learning. Encourages players to develop via practising and implementing new learnings without the fear or failure. Players are aware of their responsibility to their team and teammates. Coaches may start to develop a healthy competitive environment.

Club Coach

Overview

The Club Coach accreditation is targeted towards coaches who coach players or participants within the Foundation level phase 3 and Talent Level phase 1 of the LA Participation Framework. The Club Coach course is a blended learning course with online and face to face elements.

The Club Coach Accreditation is a 4 year accreditation.

Competencies

- Identify the role and ethical responsibilities of a club coach.
- Select, plan and organise safe activities and review their implementation.
- Identify the coach's duty of care.
- Identify basic risks and implement appropriate prevention and management strategies.
- Select and conduct activities appropriate to the level of players.
- Foster an engaging and supportive approach to play that optimises participation for all levels of ability.
- Conduct a coaching session to teach basic Lacrosse skills and tactics.
- Communicate with relevant groups.

Content

Education of coaches will be centred around 3 major areas of coaching (lessons) with relating topics delivered.

Lesson Areas	Topics
The Players.	<ul style="list-style-type: none"> • The Fundamental skills of lacrosse: basic techniques and Providing key coaching points. • Group management strategies, Inclusion activities • Providing encouragement and positive feedback
The Coach.	<ul style="list-style-type: none"> • Identify the role and ethical responsibilities of a club coach • Select, plan and organise safe activities and review their implementation • Identify the coach's duty of care • Communication strategies
The Environment.	<ul style="list-style-type: none"> • Identify basic risks in Lacrosse and implement appropriate prevention and management strategies • Providing a safe environment

Assessment

Coaches are required to attend the entire face to face element of the course, engage in group discussion, complete all worksheets and be observed in a practical environment.

- Coaches must submit all additional pre-requisite learning and education certificates.
 - [ASC Community Coach Essential Skills training](#), PBTR - [Discrimination & Harassment](#) and [Child Protection](#)
- Coaches must attend the face to face course.
- Coaches must complete and submit all four worksheets. (see [Appendix 2.1](#), [2.2](#), [2.3](#), [2.4](#))
- Coaches are observed in a practical environment delivering a coaching session and signed as competent. (see [Appendix 2.5](#))

Re-accreditation

Coaches who would like to gain re-accreditation can apply to complete the re-accreditation process in the 6 month window before and after their accreditation expires (a total window of 12 months).

To successfully gain re-accreditation coaches will need to:

- 1) Register for re-accreditation through LA Education Portal.
- 2) Submit original Club Coach certificate.
- 3) Submit sign declaration from coach and club – [see Appendix 3.1](#) confirming the coach has been actively coaching for 2 of the 4 years at the Sport Specific Phase F3 (or higher) of the LA Participation Framework.
- 4) Submit their (one) LA Coach Development Plan. ([see Appendix 8](#))
- 5) Complete two of the further development opportunities/updating activities listed below. (submission of documents is required – [see Appendix 3.2](#)).

Further Development & Updating Activities

Below are further development opportunities coaches may be interested in or could complete to further enhance their coaching or to be eligible for re-accreditation.

The “Updating Activities” for re-accreditation purposes, cannot all be completed in the space of 1 year. They should ideally be spread over the 4-year accreditation period.

Updating Activities (For Re-accreditation) ([refer to Appendix 3.2](#))

- Sport Integrity Australia Anti-Doping Course Level 1 & Level 2
- ASC Concussion Management Training for coaches.
- Engaged with a mentor (been a mentee)
- Attend a general coaching/officiating seminar (eg. conducted through a state coaching centre, state institute/academy)
- Attend a ‘related’ Sports course eg. a basketball, netball, hockey or soccer workshop/course.
- Strength & Conditioning course (ASCA approved)
- Disability Education Program modules
- Sports Medicine Australia Sports Trainers course
- Recognised First Aid course
- Complete the LA Level 1 Officiating Test
- Complete ASC Training - Community Officiating General Principles.
- Or any activities outlined in the Talent Coach section

LA Coach Education

The LA offers additional coach education opportunities for coaches to continue to grow and develop their coaching knowledge, skill and application.

- Foundation Coach Course
- Talent Coach Course

Additional information regarding these courses can be found on the LA website.

www.lacrosse.com.au

Re-entry

If a coach does not update their accreditation within the specified re-accreditation period, the Lacrosse Australia may:

- require the coach to re-do the entire training program
or
- require the coach to undertake and complete a specified number of activities listed within the Club Coach Accreditation framework.

Recognition of Prior Learning (RPL)

Coaches seeking RPL are required to provide supporting evidence regarding their current knowledge, skills, traits and application against each of the competencies which makes a Club Coach. Coaches will still be required to apply and make payment as per the normal process for the Club Coach accreditation however coaches will need to contact their Member Association (state Body) via email.

The evidence which can be submitted may be in 6 different formats. Further on in this document coaches can see the kind of evidence that can be used and submitted for each competency ([see Appendix 4.1](#)). Coaches are required to provide two pieces of evidence for each competency.

Formats of Evidence

1	Observation	An outlined/approved person conducts the observation using the Club Coach RPL observation checklist. (see Appendix 4.2)
2	Written Example	Coach provides a written example showing competency. Examples are: Incident Reports, Risk Management Plans, Goals Setting, STAR examples.
3	Letter of Support	A Parent of a child who the coach has coached, a player, or a club President provides letter of support explaining why and how the coach meets the competency.
4	Session Plans	Coach provides sessions plans and an outline explaining how the session plan provides evidence showing competency.
5	Self Review Diary	Coach provides their coaching diary and an outline explaining how the coaching diary/self reflections provides evidence showing competency.
6	Certificates of other training/education	ASC or another National/international Sport's equivalent with course/module details and overview of how it provides evidence of the Club Coach Competencies.

Club Coach Competencies

1	Identify the role and ethical responsibilities of a community coach.
2	Select, plan and organise safe activities and review their implementation.
3	Identify the coach's duty of care.
4	Identify basic risks and implement appropriate prevention and management strategies.
5	Select and conduct activities appropriate to the level of players.
6	Foster an engaging and supportive approach to play that optimises participation for all levels of ability.
7	Conduct a coaching session to teach basic Lacrosse skills, techniques and tactics.
8	Communicate with relevant groups.

Talent Coach

Key Areas and Elements of Coaching Overview

LA Participation Framework

The Athlete is:



Demonstration of Potential



Talent spotted during formal competition OR nominated by local club to try out for a Regional/State squad/team.



Talent Verification



Representing State at multiple National Championships or Confirmed as having HP potential.



Practicing &



Competing and gaining success at LA U18 or Senior National Championship. Or committed to formal daily training within LA's HP team Squad program.



Breakthrough & Reward



Selected as member of; U20, U23 Aus. Team or Senior Aus. Or gained scholarship to college or university

THE TALENT COACH:

Major Coaching Areas & Elements:

Physical

Technical

Tactical

Mental

The Player

The coach designs a training program for the particular goals of athletes'. Specific strength and conditioning programs are designed for individuals' and are monitored with the athlete. Basic nutrition principles are applied in preparing and performing at training and competition.

The coach focuses on fine alterations of athletes' technique to allow athlete to perform at the higher levels. Athletes have the ability to perform skills under high pressure and in open environments.

The coach educates athletes' on team offensive and defensive principles structures and game plan. Coach develops athletes' ability to read and analyse opponents and to reflect on own personal strengths and abilities before & during competition to help performance and gain success.

The coach acts as a mentor and will introduce and apply basic psychology into their program to help athletes recognise strategies to help with their performance, recovery from set backs and remain focused on goals to follow the High Performance pathway.

The Coach

Program Management

Self-awareness

Coaching Practice

Communication

The coach involves athletes' in the planning process. Plans for long term development: whole season plans & long term goals. Coach tailors session plans for individuals & provides clear individual goals throughout the plan. Coach is also capable of identifying & recruiting support personnel, after self review process, that contrasts & complements their own skill sets.

The coach understands their strengths and weakness and has the ability to identify and/or recruit support to deliver their coaching program and goals. Coach can also identify where to go to further educate themselves and engages with a mentor for further develop.

The coach delivers a high intensity squad training while providing teachings of team play & feedback to individuals relating to athletes' goals & needs. Coach enhances development via breaking down teaching (concept or skill) into logical or sequential segments. Coach challenges athletes within training via modification, real life scenarios & questioning to develop performance.

The coach effectively communicates to entire network within the program via appropriate and various methods, including electronic means (email, apps, social media). Coach employs open two way communication and either asks, prompts or encourages input from athletes and network.

The Environment

Lacrosse Environment

Rapport & Management

Cultural Environment

The coach utilises Athlete Centre approach. Provides a high intensity, competitive environment & obtains the ability to modify and adapt environment with athlete input. Training purpose is very clear and documented. Coaches also manage the game day environment via opposition review, analysis, adjusting plans & delivering clear communication during competition.

The coach utilises small groups to achieve specific goals and to create and develop synergy within strings/units. Coach may also use small groups or partners as a tool to establish role modelling or mentor relationships between athletes to help further develop athletes along their career.

The coach establishes team culture surrounding the processes of commitment and preparation to perform and develop. Coach must empower athletes to be committed & focussed on team and individual goals. Coaches will work with athletes to balance competing workloads to achieve goals.

Talent Coach

Overview

The Talent Coach Accreditation is targeted towards experienced coaches who coach athletes within the Talent Level, Phase 1, 2, 3 and 4, of the LA Participation Pathway. The Talent Coach course is an extensive learning journey which requires the coach to commit to the course for an extended period of time (a year or a whole season) and requires working with a mentor and completing all assessment tasks.

The Talent Coach Accreditation is a 4 year accreditation.

Competencies

- Display behaviours and standards expected of a Talent Coach and self-evaluate to improve their coaching.
- Demonstrate a range of coaching methods and communication techniques.
- Teach and develop the advanced skills of lacrosse.
- Assist athletes develop and improve in the individual skills of lacrosse.
- Develop activities to improve an athlete's physical abilities.
- Provide nutritional information & basic nutritional strategies to athletes.
- Utilise basic principle of sports psychology skills to improve performance.
- Understand the importance of a balanced life for the athletes.
- Understand how to integrate a Style of play, Tactics and Game plan into a competitive lacrosse environment.
- Identify an opponent's style of play.
- Identify and develop the key tactical components of men's and women's lacrosse.
- Plan and outline their Coaching Program.
- Develop and review a coaching plan for a season.

Content

Education of coaches will be centred around three major areas of coaching (lessons) with relating topics delivered.

Lesson Areas	Topics
The Players.	<ul style="list-style-type: none"> • Skill Acquisition in Lacrosse • Physical Fitness & Preparation for Lacrosse • Mental Skills for improved performance • Structure, Principles and Systems of Play
The Coach.	<ul style="list-style-type: none"> • Essence of Coaching • Effective Communication and Coaching Practice • Developing a Style of Play, Game plan and tactics • Skill Acquisition and Development
The Environment.	<ul style="list-style-type: none"> • Planning & Establishing a Coach Program

Assessment

Coaches are required to complete a wide variety of assessment tasks through theory and practical activities.

The Assessment Tasks have been broken down into different phases of the coach's journey in the course: "Pre Course", "In Course" and "Post Course" work.

Below are the outline assessment tasks within each phase:

PART A - Pre Course Work (before the face to face course) – [see Appendix 5.1](#)

1. Identify a coaching mentor or coaching peer who can help you complete the self-review and self-reflection tasks.
2. Complete the LA Coach Development Plan (self-review and self-reflection tasks)
3. Complete the "ASC Community Coach" and "High Performance Mental Skills" online training and submit the course certificate on this platform.

PART B - In Course Work

4. Complete all questions and activities in Part B of the "Talent Coach Workbook" and actively participate (physically and in discussions) in all the face to face sessions.

PART C - Post Course Work

5. Complete Part C – Post Course Work outlined in the "Talent Coach Workbook".
 - I. Submit your Coaching Program Outline and the process you took to design it.
 - II. Submit your Seasonal Planner.
 - III. Submit two session plans which correspond to the preparation phase of your seasonal plan.
 - IV. Be observed coaching during a training session & during a game and submit the observation check lists and the self-reflection summary regarding your feedback, learnings & experiences through the observation. – [see Appendix 5.2](#)
 - V. Have your mentor complete the "Mentor Assessment Task Sign off Sheet" and submit it through this platform. – [see Appendix 5.3](#)

Re-accreditation

Coaches who would like to gain re-accreditation can apply and complete the re-accreditation process in the 6 month window before or after their accreditation expires (a total window of 12 months).

To successfully gain re-accreditation coaches will need to:

- 1) Register for re-accreditation through LA Education Portal.
- 2) Submit your original Talent Coach accreditation certificate.
- 3) Submit sign declaration from Club and Member Association or LA– [see Appendix 6.1](#) confirming the coach has been actively coaching for 2 of the 4 years within the Talent Phase of the LA Participation Framework.
- 4) Submit two (2) of you LA Coach Development Plans. - [see Appendix 8](#)
- 5) Completed three (3) of the further development/updating activities opportunities under the heading "Updating Activities" listed below. (submission of documents is required) - [see Appendix 6.2](#)
- 6) Be observed by a coach developer while coaching a game and training session and engage in a self-reflection task. – [see Appendix 6.3](#)

Further Development & Updating Activities

Below are further development opportunities coaches may be interested in or could complete to further enhance their coaching or to be eligible for re-accreditation.

The “Updating Activities” for re-accreditation cannot all be completed in the space of one year. They should ideally be spread over the 4-year period.

Updating Activities (for Reaccreditation) (see [Appendix 6.2](#))

- Attend formal Leadership/communication training programs (or related topics).
- Attend a ‘related’ and ‘similar level’ Sports course eg. a basketball, netball, hockey or soccer workshop/course.
- Have become an active Club Coach Developer.
- Have become an accredited Coach Developer for their state.
- Have been mentoring another coach. (Been a mentor)
- Sport Integrity Australia Course level 2 annual updates (for each year of the 4 year accreditation).
- Complete the LA Level 2 Officiating Test.

LA Coach Education

The LA offers additional coach education opportunities for coaches to continue to grow and develop their coaching knowledge, skill and application.

- Foundation Coach Course
- Club Coach Course

The LA is committed to continue to refine and extend our coach education opportunities. The LA will be working to form, design and offer a final “Elite Coach Course” for coaches who have completed the Talent Coach Course and work in the Talent phase 4, Elite 1 and 2 and Mastery levels of the LA Participation Framework.

Additional information regarding these courses can be found on the LA website.

www.lacrosse.com.au

Re-entry

If a coach does not update their accreditation within the specified re-accreditation period, the Lacrosse Australia may:

- require the coach to re-do the entire training program
or
- require the coach to undertake and complete a specified number of activities listed within the Club Coach Accreditation framework.

Recognition of Prior Learning (RPL)

Coaches seeking RPL are required to provide supporting evidence regarding their current knowledge, skills, traits and application against each of the competencies which makes a Talent Coach. Coaches will still be required to apply and make payment as per the normal process for the Talent Coach Accreditation course however coaches should also email the [LA](#) indicating they would like to go through the process of RPL for accreditation.

The evidence which can be submitted may be in six different formats. Further on in this document coaches can see what kind of evidence can be used and submitted for each competency ([see Appendix 7.1](#)). Coaches are required to provide two pieces of evidence for each competency.

Formats of Evidence

1	Observation	An outlined/approved person conducts the observation using the RPL observation checklist. (see Appendix 7.2)
2	Written Example	Coach provides a written example showing competency. Examples are: Incident Reports, Risk Management Plans, Goals Setting, STAR examples.
3	Letter of Support	A Parent of a child who the coach has coached, or a club President provides letter of support explaining why and how the coach meets the competency.
4	Session Plans	Coach provides sessions plans and an outline explaining how the session plan provides evidence showing competency.
5	Self Review Diary	Coach provides their coaching diary and an outline explaining how the coaching diary/self reflections provides evidence showing competency.
6	Certificates of other training/education	ASC or another National/international Sport's equivalent with course/module details and overview of how it provides evidence of the Club Coach Competencies.

Talent Coach Competencies

1	Display behaviours and standards expected of a Talent coach and self-evaluate to improve their coaching.
2	Demonstrate a range of coaching methods and communication techniques.
3	Teach and develop the advanced skills of lacrosse.
4	Assist athletes develop and improve in the individual skills of lacrosse.
5	Develop activities to improve an athlete's physical abilities.
6	Provide nutritional information & basic nutritional strategies to athletes.
7	Utilise basic principle of sports psychology skills to improve performance.
8	Understand the importance of a balanced life for the athletes.
9	Understand how to integrate a Style of play, Tactics and Game plan into a competitive lacrosse environment.
10	Identify an opponent's style of play.
11	Identify and develop the key tactical components of men's and women's lacrosse.
12	Plan and outline their Coaching Program.
13	Develop and review a coaching plan for a season.

Elite Coach

Key Areas and Elements of Coaching

LA Participation Framework

The Athlete is:



Breakthrough & Reward



Selected as member of; U20, U23 Aus. Team or Senior Aus. Or gained scholarship to college or university



Senior National Representation



Member of a senior Australian side competing at recognised international events



Podium Success



A winner (Gold, Silver or Bronze) at the World Championships or at The World Games



Sustained Success



medallist over multiple cycles at the World Championship or at the World Games

THE ELITE COACH:

Major Coaching Areas & Elements:

Physical

Technical

Tactical

Mental

The Player

The coach can read & understand the athlete's program & can coordinate & discuss action plans with support staff. Coach is capable & embraces support staff advice & modify programs & plans to meet & maintain athlete's physical needs.

The coach can identify an athlete's skill set & utilise their skill set to benefit the team. The coach also places athletes in a wide range of competitive & high pressure environments to allow athletes to apply, adapt & enhance their skill sets.

The coach creates a high pressure & fatiguing training environment to the level of international competition. Within these training environments the coach educates athletes to analyse & read game situations to implement & evolve tactical skill sets (individual & team).

The coach provides opportunity for athletes to develop & implement their self-regulation strategies in different situations (game situational & internal or external pressures) so athletes can perform confidently & execute skills when required.

The Coach

Program Management

The coach manages the coaching staff & implements the program strategy. The coach can plan for a macro cycle leading to a world event while also incorporating multiple micro cycles with the aim to meet the targets of the macro cycle. The coach can communicate & present the program plan & progression towards targets to key stakeholders.

Self-awareness

The coach, within their own program, acts as a mentor & educator to athletes, support staff & coaches. Coach regularly seeks feedback from network & is prepared to continuously improve through networking, personal development & education opportunities in & outside of lacrosse.

Coaching Practice

The coach provides opportunities for athletes to further develop their skills & concepts through modification & real life scenarios at trainings which are designed to incorporate high intensity & multidirectional pressures to simulate international competition.

Communication

The coach is capable of developing a charter, with input from key stakeholders, & able to communicate & implement the charter across the team/squad network.

The Environment

Lacrosse Environment

The coach creates a training environment that simulates the intensity & pressure of international competition with a focus on excellence which is driven and upheld by coaches & Athletes. Coach embraces, encourages, & utilises athlete's innovation and improvisation. On game day the coach welcomes, encourages & is open to athlete input & feedback regarding game day preparations, team (& opposition) performance, tactic decisions, set plays. Coach can control personal & team emotions when under pressure.

Rapport & Management

The coach utilises small groups to achieve specific goals & to create & develop synergy within strings /units. Coaches may also use small groups or partners as a tool to establish role modelling or mentor relationships between players to help further develop athletes along their career. Coaches need to be able to establish a deep and meaningful rapport with players based on trust honesty and empathy. Through this rapport coach will be able to set/review personal goals, assist players during difficult periods discuss players performance and ability to meet expectations.

Cultural Environment

The coach establishes team culture focussing on values, ethics and excellence. Coach enables players to set standards, so players are fully committed & responsible for their preparation to perform & develop at the elite level. Coaches will work with players to balance workloads to achieve team goals.

Elite Coach

The course curriculum is currently in development.

The LA is committed to continue to refine and extend our coach education opportunities. The LA will be working to research, design and offer a final Elite Coach Course for coaches who have completed the Talent Coach Course.

Appendix

The following Appendix have been supplied to provide the coach with more knowledge, information and explanation relating to the following key areas for each course: Accreditation, Re-accreditation and Recognition of Prior Learning.

The information is collated and presented under each of the courses:

- Foundation Coach
- Club Coach
- Talent Coach

Within each Course Appendix, you will be able to access and view information, templates and examples relating to:

- Accreditation Tasks
- Re-accreditation Tasks
- Recognition of Prior Learning

For example: towards the start of the Appendix you will find the Foundation Coach Accreditation Tasks information, Foundation Re-accreditation information and so on.

Appendix 8, The LA Coach Develop Plan Template, is a universal resource which is utilised through our LA Coach Education courses and is a key part of a coach's development journey.

Appendix 8 – LA Coach Development Plan

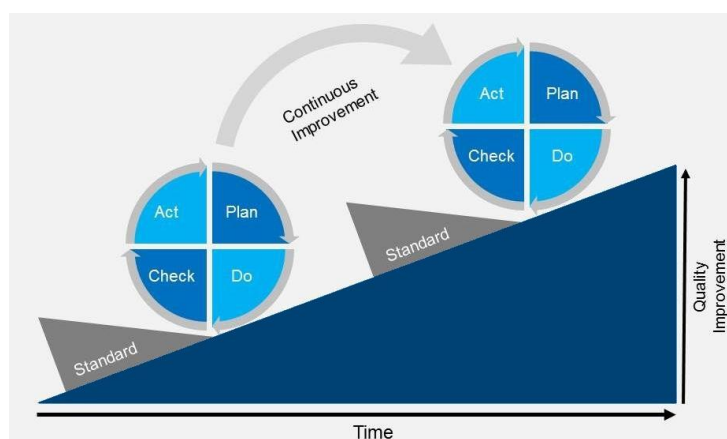
Access the [LA Coach Development Plan here](#).

This template utilised in all facets of LA education and coach development and is a requirement for re-accreditation for each course.

Underpinning the growth of coaches, is the ability to conduct self-reviews, set development goals and

action plans. LA utilises the LA Coach Development Plan template. This template outlines a step by step process and guide, for the coach to engage in a self-review and self-reflection process relating to their own abilities, goals and plans. The LA Coach Development Plan, is a key piece for coach development and LA encourages all coaches to use the plan continuously. This means once a coach achieves their goal(s), the coach resets, review, plans and acts again to reach their next goal and therefore continuing to develop. LA recommends that this plan is completed with support and feedback from your mentors, peers and/or player/athletes.

The LA Coach Development Plans is also a key piece towards a coach's re-accreditation which is discussed in more detail on the following pages.



Foundation Coach

Club Coach

Talent Coach

Elite Coach

Coaching Framework – Appendix

Appendix 9 – LA Coach Development Road Map

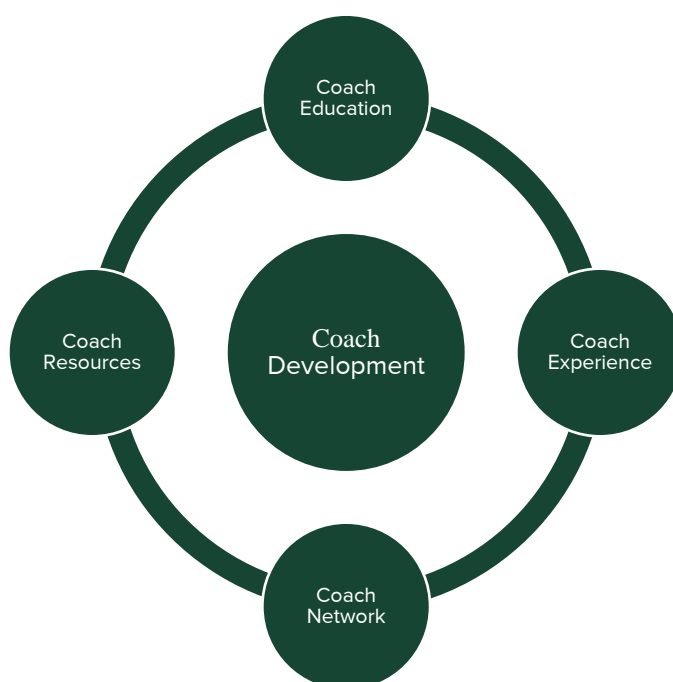
Education and development for coaches relies on several interlinking factors:

- 1) Education:-the opportunities and delivery methods of education such as formal and informal training
- 2) Peer to peer learning or mentor networks
- 3) Coaching experience
- 4) Practical resources.

To further enhance our coach development offerings and processes the LA we work towards ensuring these four factors (informal/formal training, networking, personal experience and resources) are intertwined into our programs and pathways and continue to expand.

Please see our Coach Development Road Map on how we plan to address and deliver under each 4 key factors:

[Coach Development Road Map.](#)



Appendix 1 – Foundation Coach Re-accreditation Tasks

1.1 – Foundation Coach Signed Declaration from Club

Coaches seeking to re-accredit must have a signed declaration from their club acknowledging that:

- 1) The coach has been actively coaching for 2 out of the past 4 years. (*coached modified lacrosse & traditional lacrosse within a school or club environment or coached a club team or a higher level (regional, state)*).
- 2) The coach meets the minimum required Demonstrated Abilities. (see below)

The coach who would like to be re-accredit must firstly fill out the first section and then pass on the form to either their club’s President or Coach developer/Director to complete Section 2.

Section 1 – To be completed by Coach.	
Date:	
Name:	
Surname:	
Club:	
Active coaching years:	
Teams you’ve coached over the last 4 years:	

Please tick yes or no for the following: Yes | No

• Your child protection/Working With Children Check is current & valid:	<input type="checkbox"/>	<input type="checkbox"/>
• You agree to abide by Lacrosse Australia’s Coaches Code of Behaviour :	<input type="checkbox"/>	<input type="checkbox"/>
• All of the above details that you’ve provided are accurate and true:	<input type="checkbox"/>	<input type="checkbox"/>

Coach Signature:	Date:
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Section 2 – To be completed by the Club (Club President or Coaching Coordinator)		
Date:		
Name:		
Surname:		
Club:		
Position:	President:	Coach develop/director:
The coach has been actively coaching for at least two (2) of the past four (4) years:		

Below are minimum required Demonstrated Abilities. Please tick if you feel the coach applying for re-accreditation possesses and demonstrates these skills, knowledge, and attributes within their coaching.

Minimum Demonstrated Abilities	Yes
Places the welfare and safety of players first.	<input type="checkbox"/>
Treats all players, coaches, officials, staff and members with respect.	<input type="checkbox"/>
Demonstrates they have the required knowledge of lacrosse for the level they are coaching.	<input type="checkbox"/>
Is organised, presentable and plans for each session as coach.	<input type="checkbox"/>
Coach ensures all players are active, engaged and challenged in a session through the design and modification of activities to suit players’ needs.	<input type="checkbox"/>
Through their coaching, the coach provides an inclusive, welcoming and positive environment.	<input type="checkbox"/>
The coach’s child protection/Working With Children Check is current & valid.	<input type="checkbox"/>

Club Rep Signature:	Date:
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1.2 Foundation Coach Re-accreditation - Updating Activities Submission x two

As part of the re-accreditation process coaches are required to engage in personal development (PD) through certain updating activities. This could be through (for example) additional formal training, informal webinars, conferences or via setting out and working through a development plan. These PD activities can either be related directly to coaching lacrosse, coaching in general or to broaden your lacrosse knowledge.

LA has set the requirement that coaches must complete two updating activities while coaches still hold a Foundation Coach Accreditation. Below is a list of the updating activities which have been prescribed for re-accreditation purposes plus what evidence, with examples, you will need to submit through the re-accreditation process.

Updating Activity	Type of evidence to submit
<ul style="list-style-type: none"> • Complete Play by the Rules Training – Child Protection. 	<ul style="list-style-type: none"> • Submit certificate of completion.
<ul style="list-style-type: none"> • Complete Play by the Rules Training – Discrimination and Harassment. 	<ul style="list-style-type: none"> • Submit certificate of completion.
<ul style="list-style-type: none"> • Complete ASC Training - Community Coaching Essential Skills Course 	<ul style="list-style-type: none"> • Submit certificate of completion.
<ul style="list-style-type: none"> • Leadership/communication training programs (or related topics). 	<ul style="list-style-type: none"> • Submit a letter from organisations or certificate of completion.
<ul style="list-style-type: none"> • Attend a ‘related’ Sports course eg. a basketball, netball, hockey or soccer workshop/course. 	<ul style="list-style-type: none"> • Submit certificate outlining course completion and documentation which provides an overview of each course module and learning outcomes
<ul style="list-style-type: none"> • Complete the LA Level 1 Officiating Test. 	<ul style="list-style-type: none"> • Certificate outlining course completion
<ul style="list-style-type: none"> • Complete an LA Coach Development Plan. 	<ul style="list-style-type: none"> • Submit your LA Coach Development Plan recording self-review, goals, actions and outcome from actions.

Coaches are also able to complete any of the updating activities listed for the Club Coach Course or Talent Coach Course (see [Appendix 3.2](#) and [6.2](#) respectively within the LA Coaching Framework)

Appendix 2 – Club Coach Course Assessment Tasks

2.1 - Club Coach Course Worksheet 1

Club Coach Worksheet 1

Discuss and identify one potential risk for each area and develop a strategy for each.

Risk (what might happen)	Strategies to minimise risk (what can you do to prevent it?)	Responsibility (what can you do or who else needs to be involved?)
People		
Environment		
Equipment		

2.2 - Club Coach Course Worksheet 2

1. List 3 main coaching points for each of the following skills:

A. Cradling

1.
.....
2.
.....
3.
.....

B. Catching

1.
.....
2.
.....
3.
.....

C. Ground Balls

1.
.....
2.
.....
3.
.....

2. List 2 strategies for helping make a training session flow and keep all players active.

-
.....
.....
.....
.....
.....

2.4 - Club Coach Course Worksheet 4

Self Reflection

Reflect on a coaching session by completing the table below.

Your Coaching Session	Your Reflections
Describe the coaching session by giving an overview of what happened.	
What aspects of your session worked well & how did you know?	
Identify the communication methods you used during your session.	
What aspects of the session would you like to improve?	
What do you need to do to improve the next session based on your answers above?	

2.5 - Club Coach Course Practical Assessment Checklist

Name of participant:	
Club:	State:
Email Address:	Phone No:
Assessor(s) name:	
Venue:	Date:

Performance Criteria	Comments	Demonstrates competency	Not yet competent
Manage Self			
Identify the role and ethical responsibilities of a community coach			
Role Model Slip, Slop, Slap, Slurp			
Select plan and organise safe activities and review their implementation			
Manage Environment			
Identify the coach's duty of care			
Identify basic risks and implement appropriate prevention and management strategies			
Manage Others			
Conduct an engaging and supportive approach to play that optimises participation for all levels of ability			
Conduct a coaching session to teach basic Lacrosse skills and tactics			
Communicate with relevant groups (officials, administration, opposition, spectators, parents, players)			

Result (circle one):

Participant has achieved competency

Participant is not yet competent

Reasons for decision

.....

.....

.....

.....

.....

.....

Appendix 3 – Club Coach Re-accreditation Tasks

3.1 - Club Coach Re-accreditation Signed Declaration from Club

Coaches seeking to re-accredit must have a signed declaration from their club acknowledging that:

- 1) The coach has been actively coaching for 2 out of the past 4 years. *(coached a team within club environment for a season or coached at a higher level (regional, state)).*
- 2) The coach meets the minimum required Demonstrated Abilities. (see below)

The coach who would like to be re-accredit must firstly fill out the first section and then pass on the form to either their club's President or Coach Developer/Director to complete Section 2.

Section 1 – To be completed by Coach.	
Date:	
Name:	
Surname:	
Club:	
Active coaching years:	
Teams you've coached over the last 4 years:	

Please tick yes or no for the following: Yes | No

• Your child protection/Working With Children Check is current & valid:		
• You agree to abide by Lacrosse Australia's Coaches Code of Behaviour :		
• All of the above details that you've provided are accurate and true:		

<u>Coach Signature:</u>	Date:
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Section 2 – To be completed by the Club		
Date:		
Name:		
Surname:		
Club:		
Position:	President:	Coach develop/director:
The coach has been actively coaching for at least two (2) of the past four (4) years:		

Below are minimum required Demonstrated Abilities. Please mark if you feel the coach applying for re-accreditation possesses and demonstrates these skills, knowledge, and attributes within their coaching.

Minimum required Demonstrated Abilities	Yes
Places the welfare and safety of players first.	
Treats all players, coaches, officials, staff and members with respect.	
Demonstrates they have the required knowledge of lacrosse for the level they are coaching.	
Is organised, presentable and plans for each session as coach.	
Coach ensures all players are active, engaged and challenged in a session through the design and modification of activities to suit players' needs.	
Through their coaching, the coach provides an inclusive, welcoming and positive environment.	
The coach's child protection/Working With Children Check is current & valid.	

<u>Club Rep Signature:</u>	Date:
----------------------------	-------

3.2 – Club Coach Re-accreditation - Updating Activities Submission x two

As part of the re-accreditation process coaches are required to engage in personal development (PD) through certain updating activities. This could be through additional formal training, informal webinars, conferences or via setting out and working through a development plan. These PD activities can either be related directly to coaching lacrosse, coaching in general or to broaden your lacrosse knowledge.

LA has set out that coaches must complete two updating activities while coaches still hold a Club Coach Accreditation. Below is a list of the updating activities which have been prescribed for re-accreditation purposes plus what evidence, with examples, you will need to submit through the re-accreditation process.

Updating Activity	Type of evidence to submit
<ul style="list-style-type: none"> • <u>Sport Integrity Australia Anti-Doping Course Level 1 & Level 2</u> 	<ul style="list-style-type: none"> • Certificate outlining course completion
<ul style="list-style-type: none"> • <u>ASC Concussion Management Training for coaches.</u> 	<ul style="list-style-type: none"> • Submit a photo or screen shot showing completion of the <u>ASC Concussion Management training</u>
<ul style="list-style-type: none"> • Engaged with a mentor (been a mentee). 	<ul style="list-style-type: none"> • Submit a letter from your mentor describing the relationship, goals and achievements you have made through this relationship.
<ul style="list-style-type: none"> • General coaching/officiating seminar (eg. conducted through a state coaching centre, state institute/academy) 	<ul style="list-style-type: none"> • Submit a letter from organisations or certificate of completion.
<ul style="list-style-type: none"> • Attend a 'related' Sports course eg. a basketball, netball, hockey or soccer workshop/course. 	<ul style="list-style-type: none"> • Submit certificate outlining course completion and documentation which provides an overview of each course module and learning outcomes
<ul style="list-style-type: none"> • Strength and conditioning course (<u>ASCA approved</u>) 	<ul style="list-style-type: none"> • Certificate outlining course completion
<ul style="list-style-type: none"> • Disability Education Program modules 	<ul style="list-style-type: none"> • Submit a letter from organisations or certificate of completion.
<ul style="list-style-type: none"> • <u>Sports Medicine Australia Sports Trainers course</u> 	<ul style="list-style-type: none"> • Certificate outlining course completion
<ul style="list-style-type: none"> • Recognised First Aid course 	<ul style="list-style-type: none"> • Certificate outlining course completion
<ul style="list-style-type: none"> • <u>Complete the LA Level 1 Officiating Test</u> 	<ul style="list-style-type: none"> • Submit photo/screen shot of completion page or certificate of completion
<ul style="list-style-type: none"> • Complete <u>ASC Training - Community Officiating General Principles.</u> 	<ul style="list-style-type: none"> • Certificate outlining course completion

Coaches are also able to complete any of the updating activities listed for the Talent Coach Course ([see Appendix 6.2](#) within the LA Coaching Framework)

Appendix 4 – Recognition of Prior Learning (RPL)

4.1 - Type of Evidence that can be submitted for each Competency

- A coach is required to submit two formats of evidence for each competency for RPL.
- With each submission you **MUST** include an explanation of how the submitted evidence demonstrates competency.

	Competencies	Format of Evidence
1	Identify the role & ethical responsibilities of a community coach.	Observation - by an accredited Club Coach or higher or an approved Club Coach Developer. Written Example - Incident Report submission or letter pointing out unfair, incorrect, inappropriate behaviour, treatment or processes etc. Character reference/letter of support – From a parent (of child who has been coached) or a Club President outlining how the coach understands and demonstrates roles and ethical responsibilities as a club coach. Certificates of other training/education
2	Select, plan & organise safe activities & review their implementation.	Observation - by an accredited Club Coach or higher or an approved Club Coach Developer. Session plans – Submit session plans outlining all goals, focuses, activities, key teaching points Self review diary – Submit self review diary with reflection of a session with identified areas of improvement and steps to implement to achieve improvements.
3	Identify the coach's duty of care.	Observation - by an accredited Club Coach or higher or an approved Club Coach Developer. Certificates of other training/education - ASC Training: ASC Community Coach essential skills course, Course and Play by the Rules (PBTR) – Child Protection, and PBTR Discrimination and Harassment Certificates. Session Plans – highlighting how your planning protects the safety and well-being of players, coaches and members. Self review diary - highlighting how your review process lead to changes to ensure the safety and well-being of players, coaches and members. Written Example - Incident Report highlighting coach's ability to manage and record incidents and provide prevention strategies to ensure the safety and well-being of players, coaches and members.
4	Identify basic risks & implement appropriate prevention and management strategies.	Observation - by an accredited Club Coach or higher or an approved Club Coach Developer. Written Example – Risk management plan outlining the risks involved with coaching lacrosse and control measures to ensure the safety of players, coaches, and members. Session Plan – containing measures to ensure and or to enhance safety. Self review diary – highlights area of concern or improvements of the session in regarding to risk management and process to address risks. Certificates of other training/education
5	Select & conduct activities appropriate to the level of players.	Session Plans – Highlighting the level of the group you are coaching and clearly outlining the activities' design and purpose. Coach should also include details describing why and how activities are appropriate to the level of players. Written Example - Player Goal Setting Plans showing a player's goals and the actions and/or activities for the player to complete or work on to achieve their goal. Observation - by an accredited Club Coach or higher or an approved Club Coach Developer. Certificates of other training/education
6	Foster an engaging & supportive approach to play that optimises participation for all levels of ability.	Observation – by an accredited Club Coach or higher or an approved Club Coach Developer. Character reference/letter of support - From a parent (of child who has been coached) or a Club President regarding the coach's ability to & how the coach fosters the approach that optimises participation for all levels of ability. Written Example– Coach provides example of how they foster an engaging and supportive approach to play that optimises participation for all levels of ability.
7	Conduct a coaching session to teach basic Lacrosse skills & tactics.	Observation – by an accredited Club Coach or higher or an approved Club Coach Developer. Character reference/letter of support - From a parent (of child who has been coached) or a Club President regarding the coach's ability to conduct a coaching session to teach basic Lacrosse skills & tactics. Written Example – Using the STAR examples please indicate how you conducted a training session to achieve the session focus or goal.
8	Communicate with relevant groups.	Observation – by an accredited Club Coach or higher or an approved Club Coach Developer. Character reference/letter of support - From a parent (of child who has been coached), Club President, coach or official regarding the coach's communication skills and strategies. Written Example – Using the STAR examples please indicate how you communicate effectively with relevant groups (players, coaches, club officials, refs/umps).

4.2 - RPL Observation Checklist

- Appropriate observers are to use the below check list to conduct a RPL observation.
- Observers are to refer to the “Type of Evidence” column & tick if the coach has shown the evidence under each competency.
- The observer should also make notes & comments next to each competency including if they (the observer) have nor have not seen evidence of competency plus any additional feedback.
- Upon completion of the observation, the observer will need to review the evidence seen and feedback/comments made, to determine if the coach is competent. If the observer feels the coach is competent, they must tick the box under each competency number.
- The observer can use some discretion if not all evidence is demonstrated, however the observer must provide ample feedback and actions required to the coach so the coach can become competent or can address the key areas not observed.
- Afterwards the observer must fill out and sign the section at the bottom and provide a copy to the coach being observed.

<input checked="" type="checkbox"/>	Competencies	Type of Evidence	<input checked="" type="checkbox"/>	Notes Examples Comments
1 <input type="checkbox"/>	Identify the role and ethical responsibilities of a community coach.	-The coach acts as a positive role model to players. -The coach managers, and if required records, any incidents appropriately. -The coach shows appropriate behaviour at all times – appearance, language, role modelling etc.		
2 <input type="checkbox"/>	Select, plan and organise safe activities and review their implementation.	-The coach has prepared and uses a session plan. -Coach selects appropriate activities for participants based on their ability & developmental levels. -The coach evaluates the session and identify possible modifications during and post training.		
3 <input type="checkbox"/>	Identify the coach's duty of care.	-The coach is aware of their role to ensure and maintain player safety and well-being. -The coach implements strategies to ensure players' welfare: Checks facilities before leaving, ensure equipment is safe, knows or implements safety policies		
4 <input type="checkbox"/>	Identify basic risks and implement appropriate prevention and management strategies.	-The coach includes a warm up and cool down to prevent injuries. -The coach uses safety checklists. -The coach checks facilities for danger and acts according ie check fields for debris or potholes -The coach checks and informs players or adjusts player's equipment. -The coach modifies activity or session due to risks. -The coach records any risk or incident.		
5 <input type="checkbox"/>	Select and conduct activities appropriate to the level of players.	-The coach ensures activities meet the needs of players of all levels and abilities. -The coach utilises CHANGE IT or TREE to modify the activity if needed. -The coach sets individual goals during the session		

<input checked="" type="checkbox"/>	Competencies	Type of Evidence	<input checked="" type="checkbox"/>	Notes Examples Comments
6 <input type="checkbox"/>	Foster an engaging and supportive approach to play that optimises participation for all levels of ability.	-The coach ensures activities start quickly and transitions are less than 2 mins.	<input type="checkbox"/>	
		-The coach provides ongoing support & positive feedback.	<input type="checkbox"/>	
		-The coach ensures all players are active in the session.	<input type="checkbox"/>	
		-The coach avoids long wait periods or line drills.	<input type="checkbox"/>	
7 <input type="checkbox"/>	Conduct a coaching session to teach basic Lacrosse skills and tactics.	-The coach can provide an effective demonstration of the drill (personally or uses player or video instead).	<input type="checkbox"/>	
		-The coach provides the correct key teaching points of the basic lacrosse skills.	<input type="checkbox"/>	
		- Coach can identify technique faults & provide feedback.	<input type="checkbox"/>	
		-The coach sets up and chooses the correct environment to teach the skill for the player. (level of ability, with/out pressure, timing of feedback).	<input type="checkbox"/>	
8 <input type="checkbox"/>	Communicate with relevant groups.	-The coach communicates fairly, respectfully, and positively all the time with players, coaches, and officials.	<input type="checkbox"/>	

Coach being observed:

Name:

Sign:

Date:

Observer:

Name:

Sign:

Club Coach (or higher) OR Coach Developer

Date:

Appendix 5 – Talent Coach Course Assessment Tasks

5.1 – Talent Coach - Part A Pre Course Work (before face to face course)

This work can be completed before the course any time by anyone. These steps will help you identify your goals, areas of development and will lead you to useful resources for you and your athletes.

Engage with a Mentor or Supporter

To ensure you can effectively conduct self-review and self-reflection activities throughout your journey during this course you will need to engage with a mentor.

A mentor could be:

- a) Another individual who has expressed interest to complete the same course.
- b) A coaching peer who has coached at a similar level to you
- c) A coaching peer who has coached at a higher level.

The mentor you engage with will help you complete the LA Coach Development Planning task in “PART A – PRE Course Work (see below) and can be utilised for tasks in “PART C – Post Course work” (which will be completed after the face to face workshop). While working through “PART C – Post Course work” Assessment Tasks we ask that you engage with your mentor for advice and support. Your mentor will need to also see and review all Assessment tasks before you (the coach) submit your work online. Your mentor will also be required to complete and sign the “Mentor Assessment Sign Off Sheet”.

Australian Sport Commission (ASC) Online Courses

ASC provide education for players, coaches and officials. To ensure you have a grasp and sound knowledge of key areas before attending the face to face course you will be required to complete the ASC;s Community Coaching Essential Skills Course. You can access the course through the below link and either create a new account or log into your existing account.

<https://learning.ausport.gov.au/>



COACHES

ESSENTIAL SKILLS

Once you have completed the courses you are required to submit the certificates through the LA Online Education Platform. (details regarding this platform are below).

LA Education Platform

If you haven't already you will need to sign up and enrol in the Talent Coach Course through LA Education Platform.

To access the platform please visit our website and either click on the sign up button or navigate to the Talent Coach Course which is located at the bottom of the home page under “Course Categories”.

LA Education Platform: <https://laxaused.thinkific.com/>

Appendix 5.2 – Talent Coach – Part C - Observation Checklist & Self Review

Talent Coach – Observation Criteria

Coaches must be observed at one training session and one game for a duration of 60min for each. The person observing the coach is to place AI (Area of Improvement) or C (Competent) in each criteria box below. If criteria is not observed place a X in box or the observer can also hold discussions and ask questions with the coach after the training/game for a greater understanding of performance compared to criteria, if the criteria was not observed, or needs further clarification.

Fill out details below and circle which session you are observing/delivering (training or game). You will be required to submit two of these sheets.

Coach Name:	Team:	Training	Game
Observer Name:	Event:	Date:	

Preparation	C/AI	Behaviours	C/AI
Coach is adequately planned for session & game day to meet team goals/targets & style of play.		Adapts behaviour to cater for individual differences.	
Coach utilises support staff appropriately.		Treats all players, coaches & officials with respect.	
Coach is aware of oppositions strengths & weaknesses or style.		Displays self-control & composure under pressure.	
Coaching Practise		Communication	
Provides effective & correct demonstrations		Goals and purpose of the session is clearly stated and understood.	
Breaks skill and/or concepts into logical or sequential segments.		Provides clear direction to players & staff	
Coach caters for or challenges athletes within training via modification and mimicking real life scenarios.		Listens to & responds to player and staff input.	
Coach utilise questioning technique to promote problem solving & confirm understanding.		Provides coaching information to team during games which is relevant.	
Utilises game sense in training.		Keeps pre/half time/post match points concise, clear.	
Provides feedback in a variety of styles (visual, tactile, verbal).		Provides clear feedback and positive transfer at appropriate time to individuals.	
Technical Skills (in training only)		Tactical	
Can correctly analyse a skill performance and identify technique flaws.		Applies understanding of own players' strengths & weaknesses in establishing their roles & responsibilities.	
Provides correct technical information focusing on the outcome of the skill.		Makes tactical decisions in the game and engages players to implement adjustments.	
Gradually introduces game pressure to help develop skill execution.		Demonstrates an understanding of opposition tactics.	
Creates a suitable learning environment for athletes.		Shows tactical knowledge relating to all specialist positions.	
Uses different methods to analyse an athlete's performance.			

Comments/Summary – Explanation of AI (Area of Improvement)

Self Reflection

(To be completed by the coach AFTER the Observation and meeting with the observer)

- 1) Before you sat down with the Observer what areas of your coaching did you think you were effective in during the training session/game?

- 2) Before you sat down with the Observer what areas of your coaching did you think you were not effective in during the training session/game?

- 3) Please describe the areas of your coaching that the observer provided positive feedback /praise and why?

- 4) What areas of your coaching did the observer provide feedback on for improvement/different approach and why?

- 5) Based on the discussion with the observer and the feedback listed above how might you change your coaching approach, your planning or your behaviour in the future? Also indicate what learnings from the discussion you might keep, reuse and why.

5.3 – Talent Coach – Part C Mentor Assessment Task Sign off Sheet

Mentor Assessment Task Sign Off Sheet

This form is to be fill out and signed off by the coach’s mentor. The coach should engage with the mentor throughout the process of completing all Assessment Task in “PART C – Post Course work”, seeking advice, input and support.

As the mentor, please tick next to each Assessment Task that you have be involved in, seen and provided input and support to the coach while they completed their Assessment Tasks.

Once signed, please provide to your coach for final submission, to complete the LA Talent Coach Course.

1) Coaching Program Outline

2) Seasonal Plan

3) 2 x session plans from the preparation phase link to the Seasonal Plan

4) Observation at a Training Session

5) Observation at a Game

Please provide a summary regarding the coach’s development, key areas of improvement and, the engagement and relationship you had with the coach throughout this process.

Mentor Name:

Mentor Email:

Signature:

Date:

Appendix 6 – Talent Coach Course Re-Accreditation Tasks
6.1 – Talent Coach Course - Signed Declaration

Talent Coach Re-accreditation

Coaches seeking to re-accredit must have a signed declaration from their Club and State Association or LA acknowledging that the coach applying for re-accreditation has been:

- 1) Actively coaching (coaching a team or coaching coaches) for 2 of the 4 years at club. (sign declaration by Club)
- 2) Actively coaching within the Talent Phase for 2 years. (sign declaration by State Association or LA). *(at a State Association top tier competition (ie State league), state Team (U15-Seniors) or within LA High Performance Program)* and that the coach meets the minimum required Demonstrated Abilities. (see below)

The coach who would like to be re-accredit must firstly fill out the section 1, then secondly, pass on the form to their Club (section 2) and then on to either their State Association or to LA (section 3) to be signed by either: Approved Coach Developer, Director of Coaching or Director of High Performance.

Section 1 – To be completed by Coach.	
Date:	
Name:	
Surname:	
Club:	
Active coaching years:	
Teams you've coached over the last 4 years:	

Please tick yes or no for the following: Yes | No

• Your child protection/Working With Children check is current & valid:	<input type="checkbox"/>	<input type="checkbox"/>
• You agree to abide by Lacrosse Australia's Coaches Code of Behaviour :	<input type="checkbox"/>	<input type="checkbox"/>
• All of the above details that you've provided are accurate and true:	<input type="checkbox"/>	<input type="checkbox"/>

Coach Signature:	Date:
------------------	-------

Section 2 – To be completed by the Club (Club President or Coaching Coordinator)	
Date:	
Name:	
Surname:	
Club:	
Position:	
The coach has been actively coaching (a team or coaching coaches) for at least two (2) of the past four (4) years:	

Below are minimum required Demonstrated Abilities. Please mark if you feel the coach applying for re-accreditation possesses and demonstrates these skills, knowledge, and attributes within their coaching.

Minimum required Demonstrated Abilities	YES
Display behaviours and standards expected of a Talent Coach and self-evaluates to improve their coaching.	<input type="checkbox"/>
Understand the importance of a balanced life for the athletes and shows empathy to all athletes.	<input type="checkbox"/>
Plans, review and outlines their Coaching Program to athletes, team and extend team personnel.	<input type="checkbox"/>
The Coach has an Athlete centre approach – that is the athlete is at the front of all decision making and involved in the process.	<input type="checkbox"/>
Utilises a game sense approach and uses questioning technique to facilitate athlete problem solving and learning.	<input type="checkbox"/>
The coach's child protection/Working With Children Check is current & valid.	<input type="checkbox"/>

Club Rep Signature:	Date:
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**Section 3 – To be completed by the State Association or LA
(Approved Coach Developer, Director of Coaching or Director of High Performance)**

Date:	
Name:	
Surname:	
Association:	Position:
The coach has been actively coaching for at least two (2) of the past four (4) years:	

Below are minimum required Demonstrated Abilities. Please mark if you feel the coach applying for re-accreditation possesses and demonstrates these skills, knowledge, and attributes within their coaching.

Minimum required Demonstrated Abilities	YES
Display behaviours and standards expected of a Talent Coach and self-evaluates to improve their coaching.	
Understand the importance of a balanced life for the athletes and shows empathy to all athletes.	
Plans, review and outlines their Coaching Program to athletes, team and extend team personnel.	
The Coach has an Athlete centre approach – that is the athlete is at the front of all decision making and involved in the process.	
Utilises a game sense approach and uses questioning technique to facilitate athlete problem solving and learning.	
The coach's child protection/Working With Children Check is current & valid.	

<u>State Association or LA Rep Signature:</u>	Date:
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6.2 – Talent Coach Re-accreditation - Updating activities Submission x three

As part of the re-accreditation process coaches are required to engage in personal development (PD) through certain updating activities. This could be through additional formal training, through informal webinars, conferences or via setting out and working through a development plan. These PD activities can either be related directly to coaching lacrosse, coaching in general or broaden your lacrosse knowledge.

The LA has set out that coaches must complete three updating activities while coaches still hold a Talent Coach Accreditation. Below is a list of the updating activities which have been prescribed for re-accreditation purposes plus what evidence, with examples, you will need to submit through the re-accreditation process.

Updating Activity	Type of evidence to submit
<ul style="list-style-type: none"> Attend formal Leadership/communication training programs (or related topics). 	<ul style="list-style-type: none"> Submit Certificate outlining course completion
<ul style="list-style-type: none"> Attend a 'related' and 'similar level' Sports course eg. a basketball, netball, hockey or soccer workshop/course. 	<ul style="list-style-type: none"> Submit Certificate outlining course completion and documentation, which provides an overview of each course module and learning outcomes.
<ul style="list-style-type: none"> Have become an active Club Coach Developer. 	<ul style="list-style-type: none"> Submit a letter from your Club president or Coach Coordinator, confirming you have been an active Coach Developer for your Club.
<ul style="list-style-type: none"> Have become an accredited State Coach Developer for their state. 	<ul style="list-style-type: none"> Submit Certificate outlining course completion
<ul style="list-style-type: none"> Have been mentoring another coach. (Been a mentor) 	<ul style="list-style-type: none"> Submit letter from the coach you have been mentoring as well as the coaches LA Coach Development Plan
<ul style="list-style-type: none"> Sport Integrity Australia Anti - Doping Course Level 2 annual updates (for each year of the 4 year accreditation). 	<ul style="list-style-type: none"> Submit the four certificates outlining course completion each year of your accreditation.
<ul style="list-style-type: none"> Complete the LA Level 2 Officiating Test. 	<ul style="list-style-type: none"> Submit Certificate outlining course completion

6.3 – Talent Coach Re-accreditation – Observation Checklist

Talent Coach – Re-accreditation Observation Criteria

Coaches must be observed at one training session and one game for a duration of 60min for each. The person observing the coach is to place AI (Area of Improvement) or C (Competent) in each criteria box below. If criteria is not observed place a X in box or the observer can also hold discussions and ask questions with the coach after the training/game for a greater understanding of performance compared to criteria if the criteria was not observed or needs further clarification.

Fill out details below and circle which session you are observing/delivering (training or game). You will be required to submit two of these sheets.

An observer guide is also available from the LA.

Coach Name:	Team:	Training		Game
Assessor Name:	Event:	Date:		

Preparation	C/AI	Behaviours	C/AI
Coach is adequately planned for session & game day to meet team goals/targets & style of play.		Adapts behaviour to cater for individual differences.	
Coach utilises support staff appropriately.		Treats all players, coaches & officials with respect.	
Coach is aware of oppositions strengths & weaknesses or style.		Displays self-control & composure under pressure.	
Coaching Practise		Communication	
Provides effective & correct demonstrations		Goals and purpose of the session is clearly stated and understood.	
Breaks skill and/or concepts into logical or sequential segments.		Provides clear direction to players & staff	
Coach caters for or challenges athletes within training via modification and mimicking real life scenarios.		Listens to & responds to player and staff input.	
Coach utilise questioning technique to promote problem solving & confirm understanding.		Provides coaching information to team during games which is relevant.	
Utilises game sense in training.		Keeps pre/half time/post match points concise, clear.	
Provides feedback in a variety of styles (visual, tactile, verbal).		Provides clear feedback and positive transfer at appropriate time to individuals.	
Technical Skills (in training only)		Tactical	
Can correctly analyse a skill performance and identify technique flaws.		Applies understanding of own players' strengths & weaknesses in establishing their roles & responsibilities.	
Provides correct technical information focusing on the outcome of the skill.		Makes tactical decisions in the game and engages players to implement adjustments.	
Gradually introduces game pressure to help develop skill execution.		Demonstrates an understanding of opposition tactics.	
Creates a suitable learning environment for athletes.		Shows tactical knowledge relating to all specialist positions.	
Uses different methods to analyse an athlete's performance.			

Comments/Summary – Explanation of AI (Area of Improvement)

Self Reflection

(To be completed by the coach AFTER the Observation and meeting with the observer)

- 1) Before you sat down with the Observer what areas of your coaching did you think you were effective in during the training session/game?

- 2) Before you sat down with the Observer what areas of your coaching did you think you were not effective in during the training session/game?

- 3) Please describe the areas of your coaching that the observer provided positive feedback/praise and why?

- 4) What areas of your coaching did the observer provide feedback on for improvement/different approach and why?

- 5) Based on the discussion with the observer and the feedback listed above how might you change your coaching approach, your planning or your behaviour in the future? Also indicate what learnings from the discussion you might keep, reuse and why.

Appendix 7 – Talent Coach Recognition of Prior Learning (RPL)

7.1 - Type of Evidence that can be submitted for each Competency

- A coach is required to submit two formats of evidence for each competency for RPL.
- With each submission you MUST include an explanation of how the submitted evidence demonstrates competency.

Competencies	Format of Evidence
1 Display behaviours and standards expected of a Talent coach and self-evaluate to improve their coaching.	<p>Observation - by an accredited Talent Coach or higher, or an approved State Coach Developer - see Appendix 7.2</p> <p>Written Example – Submit a Coach Development Plan you (the coach) have completed indicating your self-review and planning for development or submit a self-review diary from a previous season or position.</p> <p>Character reference/letter of support – from your Club President or MA outlining your character, behaviour & ethical responsibilities as a coach at the State top tier competition or as a state coach. Elements that must be reference is the coach’s understanding & application of their roles & ethical responsibilities as a coach.</p> <p>Certificates of other training/education – submit education certificate of another course which indicates competency at an equivalent level.</p>
2 Demonstrate a range of coaching methods and communication techniques.	<p>Observation - by an accredited Talent Coach or higher, or an approved State Coach Developer.</p> <p>Written Example – Submit examples of how you utilise different communication techniques, methods and strategies for multiple and wide range of scenarios: Examples: selection decisions, behavioural issues, sensitive issues, communicating with different players/personalities, coach staff, parents. Communication methods: Method of delivery, environment, active listening strategies.</p> <p>Self review diary – Submit self review diary with reflection regarding your delivery across multiple sessions and how you went about improving your coaching methods.</p> <p>Certificates of other training/education - submit education certificate of another course which indicates competency at an equivalent level.</p>
3 Teach and develop the advanced skills of lacrosse.	<p>Observation - by an accredited Talent Coach or higher, or an approved State Coach Developer.</p> <p>Session Plans – highlighting how you have prepared a coaching session to teach advanced skills including key coaching points for players to be successful in a wide range of game scenarios/context.</p> <p>Written Example – Communication, feedback, analysis, action plans provided to a player, within the Talent phase, regarding developing advanced skills including performance tracking & end result from your coaching.</p> <p>Letter of Support: From a player, within the Talent Phase, acknowledging the process you put in place as well as the methods, plans and approach to develop their advanced skills.</p>
4 Assist athletes develop and improve in the individual skills of lacrosse.	<p>Observation - by an accredited Talent Coach or higher, or an approved State Coach Developer.</p> <p>Written Example – Player’s goal setting plans which outline the required actions to achieve goals with end result recorded.</p> <p>Letter of Support: From a player, within the Talent Phase, acknowledging the process you put in place as well as the methods, plans and approach to develop their advanced skills.</p> <p>Self review diary – Submit your coaching diary which highlights your reflection, planning and delivery to improve an individual player’s skills.</p>
5 Develop activities to improve an athlete’s physical abilities.	<p>Session Plans – Highlighting your planning of multiple connected sessions over multiple weeks to develop your players’ physical abilities to perform.</p> <p>Written Example – Activities that you have created, expanded & used to develop your players’ physical abilities.</p> <p>Letter of support – From a qualified expert confirming that they have seen or know that you have the required knowledge and ability to develop activities to improve players’ physical abilities.</p> <p>Certificates of other training/education – Certificate of Education in Strength & Conditioning or a Degree in Exercise Science.</p>
6 Provide nutritional information & basic nutritional strategies to athletes.	<p>Observation - by an accredited Talent Coach or higher, or an approved State Coach Developer.</p> <p>Written Example (can submit 2 different examples) – Submit documentation that you have used or circulated to your athletes in the past and show understanding of why and how the nutritional information can improve performance.</p> <p>Letter of support – From a qualified expert confirming that they have seen or know that you have the required knowledge and ability to provide nutritional information & basic nutritional strategies to athletes.</p> <p>Certificates of other training/education – Certificate of Education or Degree relating to nutrition.</p>

7	Utilise basic principle of sports psychology skills to improve performance.	<p>Observation - by an accredited Talent Coach or higher, or an approved State Coach Developer. letter of support - From a qualified expert confirming that they have seen or know that you have the required knowledge and ability to Utilise basic principle of sports psychology skills to improve performance.</p> <p>Written Example (can submit 2 different examples) – Using STAR examples please indicate how you have utilised basic principle of sports psychology skills to improve performance and show understanding of why and how these skills help improve performance.</p> <p>Certificates of other training/education – Certificate of Education or Degree relating to psychology.</p>
8	Understand the importance of a balanced life for the athletes.	<p>letter of support - From a parent (of player who has been coached), Senior Player, or Club President, providing support and examples of how you have approached, managed and dealt with players' lacrosse and outside of lacrosse commitments.</p> <p>Written Example – Using STAR examples please indicate how you have approached, managed and dealt with players' lacrosse and outside of lacrosse commitments.</p> <p>Self Review Diary – Submit diary highlighting your reflection following a discussion with a player regarding their life and sport balance, indicate items discussed, scenario and agreed actions and outcome.</p>
9	Understand how to integrate a Style of play, Tactics and Game plan into a competitive lacrosse environment.	<p>Written Example – Submitted the team's playbook or documents outlining how you would like you team to play and WHY. Plus outline the process to form style of play, tactics and game plan.</p> <p>Self Review Diary – Example of how you reflected on your team's style, people you held discussions with and actions plus outcomes from self-reflection.</p> <p>Session Plans – Outline how you designed your session to build on and towards your style, tactics and game plan with explanations of WHY you designed your session plans in that format.</p>
10	Identify an opponent's style of play.	<p>Observation: by an accredited Talent Coach or higher, or an approved State Coach Developer</p> <p>Written Example – Documentation showing your analysis of an opponent and style of play including how you might use this information to increase or help your team's performance.</p> <p>letter of support – from a player, within the Talent Phase, outlining how you go about identifying an opponent's style of play, and how you have used that information to increase your team's performance.</p>
11	Identify and develop the key tactical components of men's and women's lacrosse.	<p>Observation: by an accredited Talent Coach or higher, or an approved State Coach Developer</p> <p>Session Plans: Multiple Session plans indicating how you programmed to developed key tactical components of your players and team, with brief explanation regarding each session plan and how they link together.</p> <p>Self Review Diary – Reflection of team's performance following a series of matches or a season and identify key tactical elements (including reasons why) which needs to be learnt and improved. Including actions you took to develop with the team or individual players.</p>
12	Plan and outline their Coaching Program.	<p>Written Example – Submit your Coaching Program including how you developed it.</p> <p>letter of support – from a senior player, within the Talent Phase, outlining how you developed your coaching program plan and their involvement in the process, plus how it was implemented.</p> <p>Self Review Diary: outlining your plan to develop a coaching program including actions, key stakeholders, timelines, key discussions and topic points and responsibilities allocated to develop the program.</p>
13	Develop and review a coaching plan for a season.	<p>Written Example – Submit your team's seasonal plan with highlighted changes. Please also indicate the process you used to make changes and examples of why you made changes.</p> <p>letter of support – from a player, within the Talent Phase, outlining how you developed you seasonal plan, how it was used, how it was presented to the players and how it was referred to throughout the season.</p> <p>Self Review Diary – Reflection regarding your team performance or circumstance and tracking or effect on your original seasonal plan.</p>

7.2 - RPL Observation Checklist

- Appropriate observers are to use the below check list to conduct an RPL observation.
- Observers are to refer to the “Type of Evidence” column & tick if the coach has shown the evidence under each competency.
- The observer should also make notes & comments next to each competency including, if they have or have not seen evidence of competency plus any additional feedback.
- Upon completion of the observation, the observer will need to review the evidence seen and feedback/comments made, to determine if the coach is competent. If the observer feels the coach is competent, they must tick the box under each competency number.
- The observer can use some discretion if not all evidence is demonstrated, however the observer must provide ample feedback and actions to the coach, so the coach can become competent or can address the key areas not observed.
- Afterwards, the observer must fill out and sign the section at the bottom and provide a copy to the coach being observed.

<input checked="" type="checkbox"/>	Competencies	Type of Evidence	<input checked="" type="checkbox"/>	Notes Examples Comments
1 <input type="checkbox"/>	Display behaviours and standards expected of a Talent coach and self-evaluate to improve their coaching.	-The coach acts as a role model with ethical and appropriate behaviour.	<input type="checkbox"/>	
		- Coach has clear expectations for team and refers to them.	<input type="checkbox"/>	
		-Treats all fairly and as individuals and maintains respect with all.	<input type="checkbox"/>	
		-Engages with all players, officials and staff positively and with open communication.	<input type="checkbox"/>	
		- Is well prepared with outlined goals and a plan to achieve set goals.	<input type="checkbox"/>	
		-Can deal with conflict and/or difficult situations appropriately.	<input type="checkbox"/>	
		-Holds a self-review process regarding own performance, training session or game performance.	<input type="checkbox"/>	
		-Completes a Coach Development Plan.	<input type="checkbox"/>	
		-Identify areas where extra resources and expertise is required.	<input type="checkbox"/>	
2 <input type="checkbox"/>	Demonstrate a range of coaching methods and communication techniques.	-Coach demonstrates communication techniques in presenting information, listening skills and Non-verbal communication.	<input type="checkbox"/>	
		-Uses visual aids & technology to enhance communication.	<input type="checkbox"/>	
		-Uses questioning techniques as a tool for coaching.	<input type="checkbox"/>	
		-Within training structures & plans the coach uses Facilitation, Games base sense & Problem solving approach.	<input type="checkbox"/>	
		-Encourages players to try new things and make mistakes.	<input type="checkbox"/>	
		-Provides feedback and positive transfer, after allowing players the chance to self-review, assess and learn through experience.	<input type="checkbox"/>	

<input checked="" type="checkbox"/>	Competencies	Type of Evidence	<input checked="" type="checkbox"/>	Notes Examples Comments
3	Teach and develop the advanced skills of lacrosse.	- Designs activities for skill development and skill progression taking into consideration: Block vs. Random, Practice volume, Implementing Games Sense training.		
<input type="checkbox"/>		- Sets long term goals and programs session plans to develop and progress towards set goals.		
		- Sets players individual goals and helps set steps and actions plus provides appropriate and correct feedback on their development.		
		- Holds the understanding of correct and appropriate key lacrosse technique elements.		
4	Assist athletes develop and improve in the individual skills of lacrosse.	- Set players individual goals and helps set steps and actions plus provides appropriate and correct feedback on their development.		
<input type="checkbox"/>		- Holds the understanding of correct and appropriate key lacrosse technique elements.		
6	Provide nutritional information & basic nutritional strategies to athletes.	- The coach provides written/material information to players and speaks to the information explaining the information and how the information benefits players performance.		
<input type="checkbox"/>		- The coach uses and implements strategies and techniques for players to make the most of nutritional strategies to increase their performance.		
7	Utilise basic principle of sports psychology skills to improve performance.	The coach utilises a sports psychology principle or strategy to help prepare or improve their team's performance.		
<input type="checkbox"/>		Coach incorporates the development of psychological skill/strategies into their training.		
10	Identify an opponent's style of play.	- Conducts an analysis of opposition tendencies prior to game to help increase team's performance.		
<input type="checkbox"/>		- Makes In-Match adjustments to opposition style.		
		- Uses Statistical analysis and or Key performance indicators to help make decisions regarding tactics, style of play.		
11	Identify and develop the key tactical components of men's and women's lacrosse.	- Within coaching utilises and Identifies the phases of play: <ul style="list-style-type: none"> • We have the ball • They have the ball • The ball is in contest 		
<input type="checkbox"/>		- Addresses the key aspects of a variety of playing styles for each situation.		
		- Identify the strength and weaknesses of various systems of play.		
		- Develop systems of play suitable to and within the team environment.		

Coach being observed:

Name:

Observer:

Name:

Talent Coach OR Approved person

Sign:

Date:

Sign:

Date: