



KORFBALL LEVEL1 COACHES COURSE

Participants Manual

Edition 2 May 2016

Key features:-

The course is for korfball players with a desire to be involved in training or coaching.

Part of the course can be done on line in your own time.

A practical component involving preparing for and coaching is required with a Korfball Australia approved Assessor/ Course Director.

This is an official course of Korfball Australia and follows the guidelines for courses as prescribed in the *Korfball Coach Accreditation Framework* at this level which follows the guidelines of the National Coaching Accreditation Scheme of the Australian Sports Commission and the International Korfball Federation.

Flexible suggestions for conducting the Course are available.

For further information contact NationalTechnicalCoordinator@korfball.org.au

COMPONENTS AND THEIR ASSESSMENT

Section	Learning	Competencies to be assessed	Assessment Format
A: Coach Basic Principles Course (Approximately 5 hours through workbook exercises on line)	A1 Role of the Coach	C1.1, C1.2, C1.10, C1.11	Completion of <i>Korfball Coaches Basic Principles Course Workbook</i> individually or in groups under supervision of Course Director.
	A2 Planning and Reviewing		
	A3 Risk management	C1.5, C1.6, C1.7, C1.8, C1.9, C1.19	
	A4 The Coach in Action		
	A5 Player development		
B: Rules and Signals (Lecture/discussion of rules and signals approx. 2 hours with a referee)	B1 Review the role of the coach with the referee. B2 Rules interpretation B3 Knowledge of the signals	C1.16	Workshop Discussion as a group preferably with the inclusion of a referee and/ or Assessor.
C: Basic Playing Concepts 2 hours + dependent on technical needs (e.g. shooting technique)	C1 Teaching techniques of passing, catching shooting C2 Attack and Defence – with and without the ball with basic coaches tips	C1.8, C1.12, C1.13, C1.14, C1.15, C1.17	Workshop Active demonstration with the group conducted by nominated coach Level 1 or 2 from within the club. Duration dependent on experience of participants.
D: Youth Development 1 hour	D1 Basic physical difference in age groups D2 Basic social and psychological difference in age groups with implications for coach	C1.3, C1.4	Workshop Discussion using <i>Korfball Youth Development</i> booklet with focus on implications for coaches with Course Director or club nominee.
E: Practice 2 hours	E1 Planning and demonstrating playing concepts and include, warm up and cool down with a “game sense” approach. E2 Concluding assessment will be using points in the <i>Coach Level 1 Practical Assessment Form Part 1</i>	C1.9, C1.10, C1.12, C1.13, C1.17	E1 Developing an appropriate plan for a session (as per Basic Principles Workbook example) and is assessed in form below . E2 Be assessed for practical coaching task on <i>Form Part 1</i> (see Column 2) Both E1 and E2 may be developed slowly and in small sections over a period of time to gain skills and confidence
F: Observation 1 hour by an established coach/assessor	Coaching a team for a game with points according to <i>COACH LEVEL 1 Practical Assessment Form part 2</i>	C1.5, 1.8 C1.18	At team or club level using Assessor or nominated level 1/2 coach using <i>Coach Checklists</i>

1. COURSE OUTLINE

Modules A,B and D may have been completed as part of the *Korfball Youth Leader Award* and do not need to be reassessed but need to be referred to in all other modules since they are fundamental to all coaching activities at whatever level. Modules A,B and D will also be referred to and revised while doing the practical activities in Modules C, E and F.

There is no single recommended approach to conducting the course since many factors may suggest different approaches. However the following is essential;

- All modules learning is covered with at least minimum time recommended and all competencies achieved using recommended assessment resources and with a KA approved course Assessor.

2. Presenter/Assessor for the Course

The course must have a qualified Assessor to conduct the course See Appendix 1 for details.

3. Course Fees

The course must be registered with Korfball Australia and on successful completion participants must pay the Accreditation Fee to KA of \$20 (2015 fee which may change when reviewed by KA on an annual basis).

An additional fee may be charged by the conductors of the course to cover their expenses (e.g. hall and equipment hire, lecturer/tutor fees if applicable).

These additional fees which are usually paid prior to the course may be refunded in the following circumstances

Notification of withdrawal in writing up to 30 days prior to commencement of the course	Full refund
Notification of withdrawal in writing up to 14 days prior to commencement of the course	50% refund
Notification of withdrawal in writing less than 14 days prior to commencement of the course	No refund

4. Recognition of Prior Learning (RPL)

RPL is based on the awareness that you may have skills/competencies or credits that suggest you do not need to do certain parts of this course (e.g. The Basic principles modules were covered in the Korfball Youth Leader Award or you completed an Australian Sports Commission Basic Principles Course). **For further details see Appendix 2**

5. Venue for Course

The following are the desired minimum requirements for venues where components of courses take place.

Activity Area

- A korfbal court with sufficient space to conduct the practical components of the course.
- at least one set of regulation size korfbal posts
- At least 1 ball between 2 players, bibs, markers as appropriate.

Classroom

- A classroom space is required as close as possible to the activity area to ensure maximum learning time.
- VCR/DVD and monitor.
- Overhead or data projector and screen.
- Whiteboard and marker pens.

6. Insurance

The *Korfball Australia Risk Protection Program* provides Public Liability (\$10,000,000) and Professional Indemnity (\$10,000,000) insurance. Any State/Territory Member Organisation that is not part of the National Risk Protection Program will be required to provide the same level of Public Liability and Professional Indemnity insurance.

All course participants must be registered members of their local State/Territory Korfball Association prior to accreditation being granted, to ensure adequate insurance cover. This membership must be maintained annually, whilst the participant is still actively coaching.

Courses in schools may be conducted within the institutions insurance schemes.

7. Records

Korfball Australia and all State/Territory Member Organisations are required to keep an Professional Development list of the coach's name, address, phone number, email address, level of accreditation and expiry date. These records will be provided to the ASC to be kept on their database for accreditation and Professional Development purposes. For Level 4 records will also be kept by the International Korfball Federation.

8. Completion

Participants must complete all assessment tasks related to the course within the time limits outlined below, otherwise NO accreditation will be granted.

Course Completion Time

Level	Time from commencement date
0	6 months
1	12 months
2	12 months
3	12 months
4	2 years

If participants do not complete the tasks within the required time frame and wish to attain accreditation, the entire course will have to be completed again. This will result in additional course fees to be paid by the participant.

9. Professional Development

Professional Development is the process of professional development that is expected in all professions and all sports. It is for the purpose of maintaining standards and even improving on these. In korfbal it means maintaining our knowledge and skills, recognising changes in our sport and making appropriate adaptations in our coaching activities.

Course Professional Development Requirements after completing Coach Level 1

Level	Professional Development
1	<ul style="list-style-type: none"> • Complete another Level 1 Coaching Course within three years or • Complete the Level 2 Coaching Course within three years Or • Achieve 20 hours of Professional Development activity over a three-year period.

(a) Professional Development Activities

- 50% of the required Professional Development hours for each level should be completed through practical coaching.
- Practical coaching can be undertaken with any level of player or team or official and may occur on a regular basis (weekly, fortnightly) or in specific situations such as camps, clinics.
- **See Appendix 3 for Professional Development Activities and Log Book suggestion**

10. Level 1 Course Competencies and Assessment

In the course you are assessed on your ability to meet certain levels of competency. These relate to knowledge and skills required of a coach at Level 1. As you can see in the table outlining the course, these competencies are assessed over a range of activities.

Competencies

- C1.1 Identify the roles and responsibilities of the coach
- C1.2 Understand the coaching implications of the Korfball Australia Codes of Behaviour /Policy statements
- C1.3 Understand the social development considerations for why children and other age groups play sport
- C1.4 Understand the implications for coaches of players at different stages of development.
- C1.5 Identify and implement good coaching practices to reduce risk
- C1.6 Implement minor incident-management procedures
- C1.7 Keep accurate records regarding medical history and injury reporting
- C1.8 Understand the benefits of using a 'game sense' approach to teach game concepts and develop long term learning
- C1.9 Understand the importance of and demonstrate effective group management skills to maximise opportunities for successful participation by both genders
- C1.10 Identify and demonstrate the elements of a training session
- C1.11 Understand the planning and review process and demonstrate this.
- C1.12 Utilise effective communication techniques to develop player understanding of the basic skills of korfball
- C1.13 Understand how to safely teach the basic skills of korfball
- C1.14 Identify skill faults and correct technique for the basic skills of korfball and be able to teach these
- C1.15 Understand and be able to teach basic tactics of attack and defence and the roles of players
- C1.16 Have knowledge of the Rules of Korfball and Signals and coaching implications.
- C1.17 Apply the steps of skill progression within a practical environment/activity

C1.18 Utilise an appropriate self-reflection method to evaluate and improve the quality of coaching management, teaching and communication

C1.19 Understand coach education pathways and Professional Development requirements and opportunities

Assessment

All participants are required to actively participate in workshop and discussion groups, complete worksheets and undertake practical tasks/demonstrations as per the course outline.

Teachers with PE/Human Movement credentials or community workers with credentials for working with children/youth at a state level are encouraged to apply for RPL for aspects of the course.

(a) Worksheets

Worksheets/workbooks provide a documented summary of theoretical knowledge and are aimed at assessing the participant's underpinning knowledge of the general principles units. An answer guide is available to presenters/assessors. All questions must be answered to the standard outlined in the answer guide to successfully complete this aspect of the course.

- Participants are permitted to access all course materials and may consult with others when completing the worksheets

(b) Session Plan

The development of a session plan is aimed at assessing the participant's ability to plan for a coaching session. The session plan is used as both a learning and assessment tool. An assessment checklist is available to presenters/assessors.

- Participants are permitted to access all course materials and may consult with others when completing the session plan
- Participants may submit the session plan as many times as necessary to meet the requirements of the assessment task

(c) Practical Coaching Task

The practical coaching tasks are aimed at assessing the participant's practical coaching ability. The coaching task requires a practical demonstration of a korfbal specific coaching skill to a group of athletes. The coaching task is used as both a learning and assessment tool.

- The coaching task for the Level 1 Course should be 20 – 30 minutes duration and is developed as part of Section E Practice - Planning.

- The Practical Assessment Form is provided on which assessors should check the skills/competencies that the coach must demonstrate. To successfully attain the Level 1 Course Accreditation the participant must be rated competent on all aspects of the performance criteria outlined in the Assessment Form.
- Any level of player may be involved in the practical coaching task. Through necessity this may include course participants as players.
- Participants may submit the session plan and present the practical coaching task as many times as necessary to meet the requirements of the assessment task.

(d) Assessment Arrangements

The assessment activity will take place as part of the Level 1 Course. All equipment will be provided as part of the course. Participants may be required to provide players for the assessment task.

It is recognised that the focus of conducting a Level 1 Course may vary greatly from established players with little theoretical knowledge to PE teachers with little experience of playing korfbal but with competency in the theory understanding in the course. Flexibility is needed in the forms of assessing competency and close recognition of RPL.

See Appendix 4 Assessment Forms

11. Coaching Practices

Mentoring/Supervision of Coaching Practice

(a) It is recommended that prospective coaches seek the assistance of a mentor coach in improving their coaching skills prior to/post the relevant accreditation course.

Mentoring/Supervisor Credit

(a) Mentors will receive credit towards their Professional Development requirements.

(b) Mentoring will contribute six (6) points in any one year towards Professional Development requirements.

12. Quality Control

Monitoring Training Program Quality

(a) The following procedures will be put in place to ensure quality control of courses:

- Ongoing presenter and assessor training as outlined in 1.5 of *Korfball Accreditation Framework*.
- Evaluation of presenters by course participants using course evaluation forms

See Appendix 5 Participant Course Evaluation Form

APPENDIX 1 Courses Presenter/Assessors

1.5. Presenter/Assessor Qualifications

Course	Minimum Qualifications on entry
Level 0	<ul style="list-style-type: none"> • Have at least Korfball Australia Level 1 accreditation. • Preferably at least 2 years korfball playing or teaching experience. • Preferably have satisfactorily completed a Korfball Australia Course Presenters accreditation.
Level 1	<ul style="list-style-type: none"> • Have at least Korfball Australia Level 2 accreditation. • Have at least 2 years korfball coaching experience at a level equivalent to State League B grade. • Have satisfactorily completed a Korfball Australia Course Presenters accreditation.
Level 2	<ul style="list-style-type: none"> • Have at least Korfball Australia Level 3 accreditation. • Have at least 2 years korfball coaching experience at a level equivalent to State League A grade and/or elite squad assistant coach experience. • Have satisfactorily completed a Korfball Australia Course Presenters accreditation.
Level 3	<ul style="list-style-type: none"> • Have at least Korfball Australia Level 3 accreditation for 2 years. • Have at least 2 years korfball coaching experience at a level equivalent to State League A grade and/or elite squad coaching. • Have satisfactorily completed a Korfball Australia Course Presenters accreditation.
Level 4	This will be conducted by an IKF appointed Presenter.

Course Presenters shall:

- Undergo a 3 yearly review of performance by a designated Korfball Australia reviewer and to pass the review satisfactorily in order to have endorsement continued.
- Have access to a range of resources (technical and educational) as may be deemed necessary.
- be supervised by an appropriately qualified presenter during period of training.

1.6. Presenter/Assessor Training

Each State/Territory Member Organisation will be provided with presenter/training as required. State and Territories will then be responsible for the continued education of their presenters and assessors using the Korfball Australia Presenters and Assessors course. Participants of these courses will then become accredited, placed on the National database and receive certification.

Presenters/Assessors will also be encouraged to attend a generic Presenter & Assessor Training Course available through State/Territory Sport Education Centres.

APPENDIX 2 Recognition of Prior Learning

a) What is RPL?

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

(b) RPL Principles

The process of RPL must be quality controlled and delivered by personnel with experience in coach education. These personnel are responsible for ensuring that:

- Procedures are fair and equitable
- Measures are valid and reliable

(c) How can learning be recognised?

Each training program contains a set of learning outcomes and associated performance criteria that must be achieved before a participant will be deemed competent. In broad terms, the process of RPL involves matching what participants already know and can currently do with the learning outcomes of the module/unit.

In this way, RPL enables participants to focus on developing skills and knowledge in new areas, rather than re-learning what they already know and can do.

(d) Who can apply?

A person can apply for RPL if they think their prior learning and experience mean they can provide evidence to show that they are already competent in the learning outcomes of the relevant training program.

(e) How do you show evidence of competencies gained via prior learning?

There are many ways that a person can show evidence of their current competencies. RPL can only be granted on current evidence, that is, work that has been completed within the last three years and competencies that they are currently able to demonstrate. Following are a few examples of the ways evidence can be provided. The person will need to include a variety of these in their application form.

(f) Education and Training

- Formal, accredited and informal training
- Copies of certificates, qualifications achieved from other training programs, school

or tertiary results.

- Statements outlining training programs and/or study that they have undertaken and the learning outcomes/competencies achieved from these.

(g Coaching Related Experience

- Resume of coaching experience and positions held, which may include reports from people within the sport.
- Copies of any statements, references or articles about the coach's employment or community involvement.
- Relevant coaching samples, e.g., copies of training programs, videos of coaching tools, which the coach has developed and implemented.
- Reports on opportunities undertaken, which could include evaluations from training programs conducted.

(h) Life Experience

- Overview of sport and recreation involvement.
- Relevant work or other experiences.
- Evidence of home/self-directed study which may include a list of recent readings, synopsis of seminars attended and reports of research or analysis undertaken.

The above are only examples. The person should provide all the documentation that they can which clearly shows evidence of the competencies they hold. They may also be required to demonstrate their expertise by written or practical demonstration.

(i) RPL Assessment

- The National Technical Coordinator will act as the RPL assessor for all Korfball Australia courses.
- The RPL assessment can only be carried out when the applicant provides evidence of the relevant competencies that they believe they hold. This is achieved through completing the RPL application form and forwarding this with the required fees to the National Technical Coordinator or designated receiver.
- The following sequential process has been established as the procedure to be followed when a person wishes to obtain credit for prior learning or current competencies.

Step 1 – Request

Applicants who consider applying for RPL will contact the National Technical Coordinator who will provide a brief explanation about the RPL process and advice to the applicant. An RPL application form will then be forwarded to the applicant.

Step 2 –Application

- Applicants will utilise the information contained within the RPL application form to conduct a self-assessment against the training program learning outcomes.
- Applicants will need to consider if and how they have achieved each learning outcome and if they can satisfy the performance criteria by submitting valid, sufficient, authentic and current evidence.
- Applicants will need to gather all relevant supporting documentation and complete the RPL application form with honest, clear, complete and concise information.
- The completed application form with supporting documentation will then be forwarded the National Technical Coordinator

Step 3 – Assessment

- On receipt of an application, the National Technical Coordinator will review the application to determine the completeness and relevance of the documentation

and then advise the applicant of any deficiencies that must be rectified or addressed before the application can proceed.

- A judgment must be made about whether the applicant wholly or partially meets the requirements.
- The National Technical Coordinator will check that the evidence submitted conforms to the following RPL principles:

Validity (is the evidence relevant?)

Sufficiency (is there enough evidence?)

Authenticity (is the evidence a true reflection of the candidate?)

Currency (is the evidence recent; was a qualification obtained within the last three years? Can the person demonstrate the required competencies now?)

- In the event of partial completion of the learning outcomes, the National Technical Coordinator will outline which performance criteria still need to be achieved, and preferably what evidence is still required.

- Options Include:

Supply further supporting documentation.

Complete certain assessment activities.

Complete parts of a training program.

Work with a mentor to obtain the required competencies.

- The National Technical Coordinator will complete and return assessors' report with recommendations.
- The National Technical Coordinator may need to meet to discuss issues with the applicant during the assessment process. The meeting could take the form of a teleconference.
- The National Technical Coordinator will keep records of all RPL applications for seven years.

Step 4 – Notification

- The National Technical Coordinator will notify the applicant of the decision within two months of receiving the application.
- Successful applicants for RPL will receive confirmation documentation.

Step 5 – Appeal

- The applicant has the right to appeal the National Technical Coordinator's decision, if they believe the decision is unfair, unjust or the information has been misinterpreted the evidence.
- In the case of an appeal, an assessment panel will be established that will consist of the following personnel:

National Technical Coordinator (or original RPL assessor)

An independent qualified assessor.

- This assessment panel will review all material available and make a decision to either:

Grant recognition; or

Deny recognition.

- The RPL review assessment panel will notify the applicant of the decision within two months of receiving the appeal.
- The decision of the RPL review assessment panel will be final.

Units eligible for RPL

- Participants are able to apply for Recognition of Prior Learning (RPL). RPL will be granted when all the stated learning outcomes and performance criteria have been met.
- Participants who are seeking RPL must supply, in writing, evidence of completed tertiary studies (including transcripts of units), and/or evidence of coaching/playing experience, according to the competencies of the units for which they are seeking RPL.

- The participant may also be required to demonstrate their expertise in a particular area by written or practical demonstration. No credit will be given unless competence in that area can be demonstrated.
- If coaches have completed the *KA Korfball Beginning Coaching General Principles Course*, or if they hold a degree in Human Movement, Sports Coaching or Physical Education (secondary), or they hold a Certificate IV in Sports Coaching, they may be granted exemption from some units.
- All remaining units will be required to be successfully completed before accreditation can be granted

See Appendix for appropriate forms.

2.9 Fast Tracking Candidates

Korfball Australia supports the opportunity to “fast track” components of Korfball National Coach Accreditation by members of national/elite squads by recognising their knowledge and skills in the practical aspects of korfball and aspects covered in their national/elite squads programs. This will be negotiated between the national/elite squad coaches and the National Technical Coordinator on similar lines to RPL procedure.

APPENDIX 3 Professional Development

Professional Development is the process of professional development that is expected in all professions and all sports. It is for the purpose of maintaining standards and even improving on these. In korfball it means maintaining our knowledge and skills, recognising changes in our sport and making appropriate adaptations in our coaching activities.

KA COACH LEVEL 1 PROFESSIONAL DEVELOPMENT CRITERIA

Korfball Australia Coaching Accreditation is valid for three (3) years. The period starts when a Korfball Australia Certificate of Accreditation is issued.

Points to be completed: 40 (Minimum practical component: 20 hours) 1 point = 1 hour

Activity Shaded area activities are considered as practical activities	Time Commitment/Maximum Points to claim for each activity
Practical coaching	30
Attend an accredited First Aid Course	10
State/Regional association approved coaching workshop	5
State/Regional association approved referee workshop	5
Observed State/National Squad training sessions	2
Attained KA Level 2 Coaching Accreditation	Can meet total points
Coach related course / workshop / seminar conducted by recognised body (eg, State Department Sport & Recreation)	5
Physical Observation of an IKF International Event	5

- Practical coaching can be undertaken with any level of player or team or official and may occur on a regular basis (weekly, fortnightly) or in specific situations such as camps, clinics.
- Special consideration may be granted by the Coaching Director within each State/Territory and/or National Technical Coordinator for coaches who are not coaching a team, but who are involved heavily within coach education, in order for them to fulfil Professional Development requirements. In these cases a detailed letter outlining their current involvement within coach education should be submitted to the relevant State/Territory Member Organisation.

Coach Log Book

The Korfball Coach's Log Book is a means of recording your Professional Development requirements - a means of keeping a record of the activities that contribute to maintaining and improving your coaching. It is available on the Korfball Australia website as a Word document so you can download it and modify it to meet your requirements.

Appendix 4 Assessment Forms

PRACTICAL ASSESSMENT FORMS

Coach Level 1 Session Plan Assessment Form .

The Session Planner below shows you what is required to be considered for your practical Session. This will need to be completed and made available to the Assessor prior to doing your Coaching Session. The Plan is assessed as part of the *Coach Level 1 Practical Assessment Form part 1*

Korfball Session Planner		
Date	Attendance <i>e.g. name of training group</i>	Equipment needed <i>e.g. posts, balls, bibs</i>
Venue		
Duration		
Introduction <i>reminders of what we did before, what we want to do today- challenges and why</i>		
Warm Up Activities <i>To get the body and mind ready for the drills and games</i>	Drills and Games <i>Build up to new skills and games based on previous experiences</i>	Warm Down Activities <i>To bring body especially back down to normal activity</i>
Tips/questions/challenges <i>e.g. a skill or social / mental focus</i>		Management etc <i>e.g. safety aspects, first aid box, timing</i>
Review/evaluation <i>(e.g. what worked. What didn't work)</i>		

See examples of planned korfbal activities at <http://au.korfbal.org.au/wp-content/uploads/2012/09/KorfbalGamesSkills1Youth.pdf>

While the above are now out of date - with some changes of rules and approach to teaching, they nevertheless can be a useful source to help in organising your own session plan.

See also *1001 Korfbal Exercises (published by IKF)* available on Korfbal Australia website and the website of KorfbalCoach <http://www.coachkorfbal.com/>

And from IKF <http://www.ikf.org/ikf/coachingkorfbal/>



Korfball Australia Coaching Accreditation Framework

COACH LEVEL 1 Practical Assessment Form Part 1

A practical demonstration of coaching skills is required, by teaching a skill to a group of players. The coaching task should be of least 15 minutes duration. Any level of player may be involved, and course participants should preferably not be used as the players.

Name of Coach

Skill(s):

Performance Criteria	Comment	Competent	Not competent yet
Group Management			
• Demonstrate awareness of safety in terms of equipment, use of space and player movement.			
• demonstrate effective group management skills to maximise opportunities for successful participation			
• Elements of a training session (e.g. warm-up, introduction, skill practise etc) are used			
Teaching			
• Purpose of the activity is stated and players questioned for understanding of the required task			
• Identify and demonstrate the elements of a training session			
• Demonstrate safe teaching of the basic skills of korfbal			
• Demonstrate skills relevant to basic tactics of attack and defence and the roles of players			
• Show the benefits of using a game sense approach in teaching the skills and tactics			
• Show the steps of skill progression within a practical environment/activity			
• Identify skill faults and correct technique for the basic skills of korfbal and be able to demonstrate these			
• Recognise the 'coachable moment' and use it appropriately when the skill is correctly or incorrectly performed.			
Communication			
• Feedback is correct and specific to players' performance (positive and corrective).			
• Provide a variety of feedback styles: using visual, tactile and verbal feedback.			
Review /Evaluation			
• Seek feedback from players and others and use self-reflection techniques to evaluate the practical coaching session and suggestions for follow-up activity			

ASSESSMENT DECISION: COMPETENT NOT YET COMPETENT

ASSESSOR COMMENTS:

ASSESSOR:

DATE



Korfball Australia Coaching Accreditation Framework

COACH LEVEL 1 Practical Assessment Form Part 2

A practical demonstration of coaching skills is required, by preparing and coaching a team for a game. The team can be at any level as long as there is a competitive element to it.

Name of Coach

Skill(s):

Performance Criteria	Comment	Competent	Not competent yet
Group Management			
• Demonstrate awareness of safety in terms of player health and fitness for a game.			
• Deals with administrative requirements			
Coaching pre game			
• Team is made aware of korfball skills and tactics they need to focus on for the particular game			
• An appropriate positive approach is utilised			
Coaching during game			
• Communication is analytical in a positive manner			
• Individual communication is done as privately as possible where correction is required			
Coaching at half-time			
• This is analytical of first half performance with indications for improvement in second half.			
• positive communication to motivate players for second half			
• Opportunity for individual comments from players is made and responded to appropriately.			
• Feedback is correct and specific to players' performance (positive and corrective).			
At the end of Game			
• Have some positive reflections on the game as well as some suggestions for improvement through later training.			
• Seek feedback from players and respond to this			

ASSESSMENT DECISION: COMPETENT NOT YET COMPETENT


ASSESSOR COMMENTS:

ASSESSOR:

DATE

Appendix 5 PARTICIPANT EVALUATION FORMS

PARTICIPANT EVALUATION FORM

 Korfball Australia Level 1 Coach Course Participants EVALUATION FORM			
Course Date;		Association/venue;	
Please rate by a tick in the right hand columns.			
Content	Very usefull	usefull	Not very usefull
A1 Role of the Coach			
A2 Planning and Reviewing			
A3 Risk management			
A4 The Coach in Action			
A5 Player Development			
B Rules and Signals			
C Basic Playing Concepts and Skills			
D Youth Development			
E Practical Training			
Resources	Very usefull	usefull	Not very usefull
KA Coach Level 1 Manual			
KA Basic Principles Workbook			
Presenter	Above average	average	Below average
Well prepared and organised for the course.			
Engaged the participants' interest and took into account individual needs.			
Facilitated group discussion and use questioning techniques.			
Manage practical activities to allow for maximum participation and ensure safety.			
Provided clear demonstrations and explanation of practical activities.			
Used a range of presentation methods to deliver training			
Provided specific feedback regarding coaching techniques and assessment task.			
General Feedback			

Appendix 6 POLICIES AND GENERAL CODE OF BEHAVIOUR



KORFBALL AUSTRALIA

POLICY FOR COACHES

Korfball Australia (KA) recognises the valuable contribution of coaches in the development of players and in maintaining and improving the level of korfball activities.

KA will support the development of coaches through setting standards, supporting the preparation to meet these and maintaining them when they are met nationally or through regional associations where appropriate.

As a coach appointed by Korfball Australia (KA) or a member organisation you are expected to meet the following requirements in regard to your conduct at all times. (*italic number at the end of each point lets you know which item in the KA General Policy it relates to*)

1. Comply and encourage compliance with KA standards, Constitution, By-Laws (including but not limited to the Anti-Doping and Member Protection By Laws) and policies. (1)
2. Encourage in your players and adhere to the rule and spirit of the sport of korfball as described in
 - the *IKF Code of Conduct*
 - national and international guidelines, regulations and rules that govern KA and the game of korfball and the particular competition in which you are participating. (2)
3. Make a commitment to providing high quality coaching to players and the game of korfball, where appropriate to your service, by
 - Maintaining and/or improving your current level of coach accreditation
 - Seeking continual improvement in your coaching through performance appraisal and education
 - Providing appropriate programs relevant to your coaching duties
 - Maintaining relevant records for your activities and for your 3 year cycle of renewal. (3)
4. Be fair, considerate and honest
 - with everyone including players, officials and team/group members
 - Ensure you contribute to a positive experience for all involved in korfball with you by being courteous, respectful and having proper regard for their rights and obligations
 - do not denigrate and/or intimidate players, officials, spectators or event organisers. (4)
5. Refrain from any form of abuse, harassment or discrimination, or any conduct that might be reasonably regarded as any of these. Be alert to any conduct which may be reasonably regarded as any of the above especially if you are in a duty of care situation. (5)
The following points are specific to your coaching duties with players
6. Treat all players with respect at all times.
 - Be honest and consistent with them
 - Honour all promises and commitments, both verbal and written. (4)

7. Promote a climate of mutual support among your players
 - Encourage players to respect one another and to expect respect for their worth as individuals regardless of their level of play or gender. (4)
8. **Encourage and facilitate players' independence and responsibility for their own**
 - Behaviour
 - Performance
 - Decisions
 - Actions. (4)
9. Involve the players in decisions that affect them relevant to
 - their own development as players
 - team/group decisions (4)
10. Determine, in consultation with players, what information is confidential and respect that confidentiality. (4)
11. Provide feedback to players in a caring sensitive manner to their needs. Avoid overly negative feedback.
12. Refrain from any form of personal abuse towards your players.
 - Including verbal, physical and emotional abuse
 - Be alert to any forms of abuse directed towards your players from other sources while they are in your care. (5)
13. Refrain from any form of harassment towards your players and be alert to any conduct which might be reasonably regarded as such especially if in a duty of care situation. (5)
14. Be acutely aware of the power that you as a coach develop with your players in the coaching relationship especially with under age players and note particularly to
 - Ensure that any physical contact is appropriate for the korfbal situation
 - Refrain from any conduct that could be considered a breach of criminal law (8)
15. Avoid situations with your players that could be construed as compromising. (7)
16. At all times use appropriate training methods which will benefit the players and avoid those which could be harmful
 - Be especially aware of the physical and social development of different age groups and the implications for coaching specific age groups
 - Be aware of the different learning styles and their pros and cons relevant to the needs of your players
 - In preparation for coaching consider
 - Most effective group organisation
 - Management of group behaviour
 - Requirement for teaching skills and tactics
 - Your communication strategies
 - **The 'game sense' approach**
 - Ensure that the task, training, equipment and facilities are safe and suitable for the age, experience, ability and physical and psychological conditions of the players. (10)
 - Be aware of risk management procedures related to safety and health
 - Be aware of and prepared to manage injuries (14)
 - Show concern and caution towards sick, injured or disabled players. (13)
17. Be responsible in your consumption of alcoholic products at korfbal activities
 - Be aware that in a duty of care situation you are responsible to ensure under the legal age do not consume alcoholic products. (9)

18. Be aware of the ethical and health issues regarding the use of drugs in sport
 - Do not condone the use of non-prescriptive drugs
 - Do not condone the use of performance enhancing drugs (10)
19. Respect the customs of other cultural groups
 - Especially where issues that may arise when coaching or playing
 - When visiting foreign countries or playing against teams from other cultures (11)
20. Be aware of your important position in the korfbal community and do not engage in any activity that could bring you, your squad, or any korfbal organisation into disrepute. (12)
21. Support the activities that lead towards gender equality and equity in coaching (16)

Australian Sports Commission Code of behaviour

This code of behaviour is intended to be the minimum standard for anyone involved in sport.

- operate within the rules and spirit of your sport, promoting fair play over winning at any cost
- encourage and support opportunities for people to learn appropriate behaviours and skills
- support opportunities for participation in all aspects of the sport
- treat each person as an individual
- display control and courtesy to all involved with the sport
- respect the rights and worth of every person regardless of their gender, ability, cultural background or religion
- respect the decisions of officials, coaches and administrators in the conduct of the sport
- wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years
- adopt appropriate and responsible behaviour in all interactions
- adopt responsible behaviour in relation to alcohol and other drugs
- act with integrity and objectivity, and accept responsibility for your decisions and actions
- ensure your decisions and actions contribute to a safe environment
- ensure your decisions and actions contribute to a harassment free environment
- do not tolerate harmful or abusive behaviours Athletes

Players

- give your best at all times
- participate for your own enjoyment and benefit

Coaches

- place the safety and welfare of the athletes above all else
- help each person (athlete, official etc) reach their potential - respect the talent, developmental stage and goals of each person and compliment and encourage with positive and supportive feedback
- any physical contact with a person should be appropriate to the situation and necessary for the person's skill development
- be honest and do not allow your qualifications to be misrepresented

Officials

- place the safety and welfare of the athletes above all else•
- be consistent and impartial when making decisions
- address unsporting behaviour and promote respect for all people

Administrators

- act honestly, in good faith and in the best interests of the sport as a whole
- ensure that any information acquired or advantage gained from the position is not used improperly
- conduct your responsibilities with due care, competence and diligence
- do not allow prejudice, conflict of interest or bias to affect your objectivity

Parents

- encourage children to participate and have fun •
- focus on the child's effort and performance rather than winning or losing •
- never ridicule or yell at a child for making a mistake or losing a competition

Spectators

- respect the performances and efforts of all people •
- reject the use of violence in any form, whether it is by spectators, coaches, officials or athletes

APPENDIX 7 APPLICATION FOR RECOGNITION



KORFBALL LEVEL1 COACH APPLICATION FOR RECOGNITION

This is an application to be awarded a Level1 Certificate. If completing for more than one applicant, and verification is identical, please complete the list in the table at the end of this form and add rows as required.

Name Date of this Application

Mobile/phone No. email

Address

Korfball contact (e.g. club/affiliation)

Course Name/Venue/Date

Names of Course Assessor and others involved in Verification, their status and contact details

Names	Status (e.g. KALv1Referee)	Contact (email/mobile)

1. Complete the ***Korfball Coach Verification Section*** below.
2. Forward this Application to NationalTechnicalCoordinator@korfball.org.au
3. Forward the **Administration Fee** of \$20 (2015 applicable fee; please contact if post 2015) to be made payable to **Korfball Australia BSB 035-048 Ac.163474**
4. Email National Technical Coordinator when you have done this or acknowledge here the date paid.
5. When this Application has been received, the National Technical Coordinator has to check that the verification process was sound. If so, and the Administration fee has been paid, a recommendation will go to award the certificate to the Korfball Australia Board. Then the certificate will be sent by email or in hard copy for an appropriate presentation, and the KA Database for coaches will be amended to include the applicant.

Korfball Coach Verification for Final Recognition

Section	Learning	Completion criteria	Verified ready date	Name of person verifying
A: Coach General Principles Course <i>(Approximately 5 hours through workbook exercises)</i>	A1 Role of the Coach A2 Planning and Reviewing A3 Risk management A4 The Coach in Action A5 Player development	Completed the Workbook for the Coach General Principles Course including answering all questions appropriately. <i>Note: For some groups this may require lecturer input explaining and discussing the workbook topics.</i> <i>For the current version of the Coach Basic Principles Workbook contact</i> NationalTechnicalCoordinator@korfball.org.au		
B: Rules and Signals <i>(Lecture/discussion of rules and signals approx.. 2 hours with a referee)</i>	B1 Review the role of the coach with the referee. B2 Rules interpretation B3 Knowledge of the signals	Has completed the equivalent of a minimum 2 hours discussion of the rules and their interpretation including the referee signals with an appropriately qualified coach and/or referee.		
C: Basic Playing Concepts <i>2hours+ dependent on technical needs (e.g. shooting technique)</i>	C1 Teaching techniques of passing, catching shooting C2 Teaching techniques for Attack and Defence – with and without the ball with basic coaches tips	C1 has knowledge of techniques for passing, catching, shooting, is able to demonstrate these and teach them using a range of appropriate activities and “game sense” approach. C2 has understanding of attack and defence strategies and ways of teaching these using a “game sense” approach.		
D: Youth Development <i>1 hour</i>	D1 Basic physical difference in age groups D2 Basic social and psychological difference in age groups with implications for coach	Has studied and discussed the basic changes in physical, psychological and social development as outlined in <i>the Korfball Youth Development</i> booklet with emphasis on “implications for coaches” . This with an appropriately qualified coach over a period of at least 1 hour.		
E: Practice <i>2 hours minimum This may be managed over a number of periods of time, e.g. planning part of a lesson then building on this to full lesson.</i>	E Planning and demonstrating playing concepts, warm up and cool down with a “game sense” approach Concluding assessment will be using points in the <i>Coach Level 1 Practical Assessment Form Part 1</i>	Relating back to A2 in Module A above, has shown ability to plan a lesson/full training session with emphasis on a “game sense” approach. Has demonstrated that with a full lesson/ training session and using points in the <i>Coach Level 1 Practical Assessment Form Part 1</i> . The above assessed by appropriately qualified coach/Assessor.		
F: Observation <i>2 hours minimum of full sessions equivalent by an established qualified coach</i>	Coaching a team for a game with points according to <i>COACH LEVEL 1 Practical Assessment From part 2</i>	Observed and assessed by an established qualified coach using <i>COACH LEVEL 1 Practical Assessment From part 2</i> with discussions after each observation. At least one observation and analysis of the trainee coach coaching a team for the equivalent of at least one competitive game.		

List of Successful Applicants for Course: -....

Name	Phone/mobile	email	Address	Club contact

Add lines as required

APPENDIX 8 A COURSE PROCESS

The process used will depend on the background of the participants on the course. For example, some may require more instruction on how to teach the basic skills and how to recognise and correct technique while others may need more time on how to teach tactics. Teachers will not require much input on how to teach while non-teachers may require more emphasis on organisation and recognising the “teaching moment”.

A Level 1 course may be organised as a one day course but the example here is where part of the course is done in a workshop situation and the practical in a club and league environment with an Assessor to do the practical assessments.

Activity Prior to Workshop	Resources
1. Participant must have completed the <i>Korfball General Principles Course/Workbook</i> and passed this or have done the <i>ASC General Principles Course</i> on line producing certificate for this.	As on left KGPC workbook available from NTC NationalTechnicalCoordinator@korfball.org.au
2. Introduction to Course – <ul style="list-style-type: none"> • Registration details required by KA may start to fill our <i>Application for Recognition</i> • Format of course – workshop then practicals and assessment in club/league environment • Australian requirement for coaches in all sports hence following ASC standards + IKF • Connection with the General Principles Course –knowledge now into practice • Go through Sections 1-8 and 10 of Participants Manual (briefly) 	Appendix 7 <i>Coach Level1</i> <i>Participant’s Manual</i>
3. Parts B,C,D of the course. These may be done in the workshop, separately or combined	
Conclusion to Workshop Ensure plans for practical assessment aspects are organised and Assessor requirements. Look at Section 9 Professional Development and Appendix 3	<i>Coach Level1</i> <i>Participant’s Manual</i>

Other suggested approaches to the course are available from

NationalTechnicalCoordinator@korfball.org.au