

Coach Development Framework - Coach Guide



Coach Development Framework - Coaches Guide

This guide has been designed to help coaches navigate the Coach Development Framework.

Sections that are most relevant to coaches have been highlighted and some additional tools added to help determine your current and future goals and to create your personalised development plan so that you can work towards achieving these.

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Other Resources Referenced

[Gymnastics NZ Coach Development Framework](#)

[Gymnastics NZ Coach Personal Development Plan \(PDP\)](#)

What is the Coach Development Framework


Coaching and coach development are a core part of delivering the Gymnastics NZ strategic plan. Gymnastics NZ is committed to developing coaches who can meet the needs of the gymnastics community—the Gymnastics NZ Coach Development Framework is a core part of this work.

The framework considers all aspects of coaching and aligns the formal education pathways alongside wider development opportunities. The framework also helps coaches and their clubs to better understand the needs of their gymnasts through the use of 'gymnast stages' that reflect their level and development. The corresponding coaching communities allow coaches to have a better understanding of the skills they need to be developing to best meet the needs of the participants in each stage.

This framework applies an athlete-centred approach to coaching with the gymnast seen as a person first, athlete second. It requires coaches to consider each gymnast as an individual, coaching the physical skills they need for their stage as well as understanding and considering their wider needs and motivations and health and wellbeing. These skills are broken into four learning pillars.

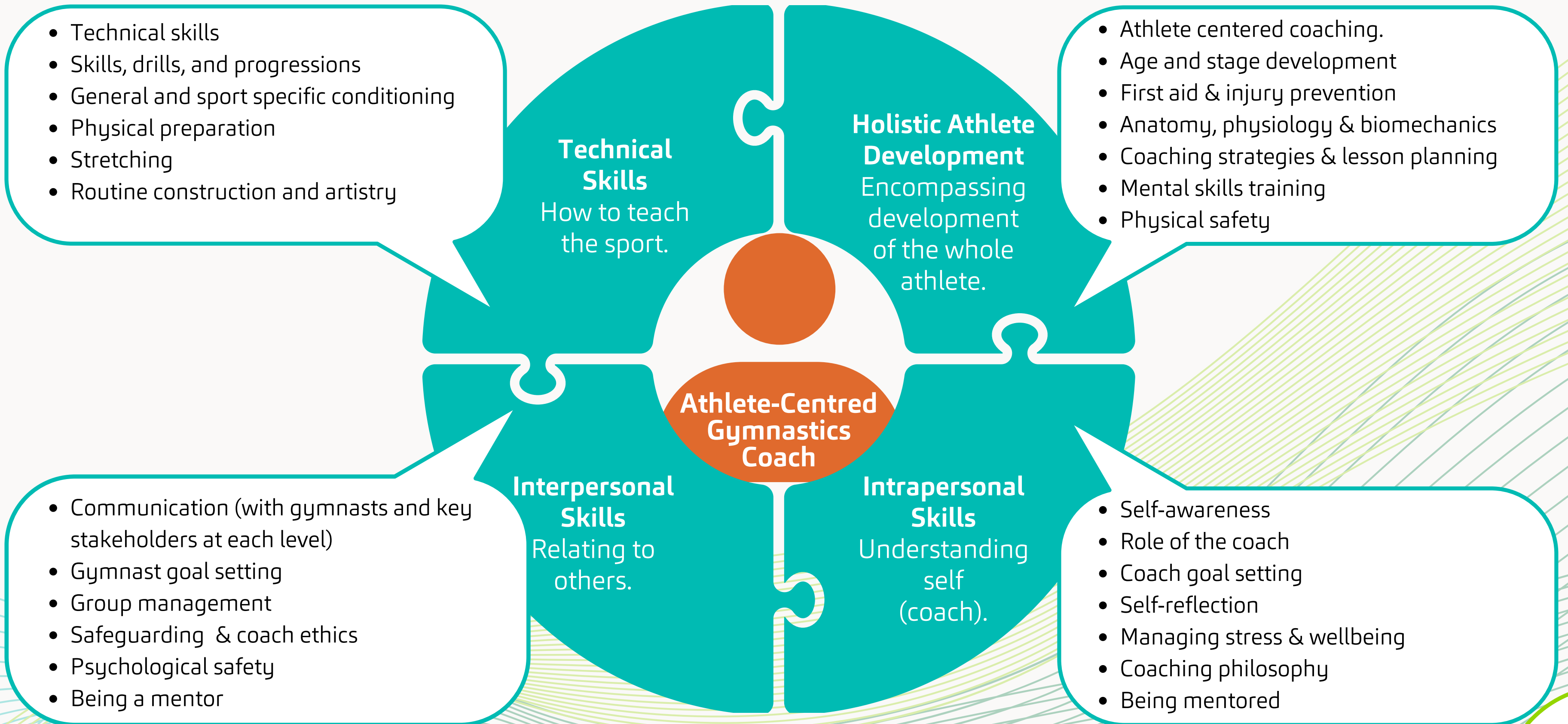
Four pillars of learning provide the foundation of the framework and the creation of a high-quality athlete-centered gymnastics coach. These four pillars are:

- Technical Skills - how to teach the sport.
- Holistic Athlete Development - encompassing whole athlete development.
- Interpersonal Skills - relating to others.
- Intrapersonal Skills - understanding self (coach).

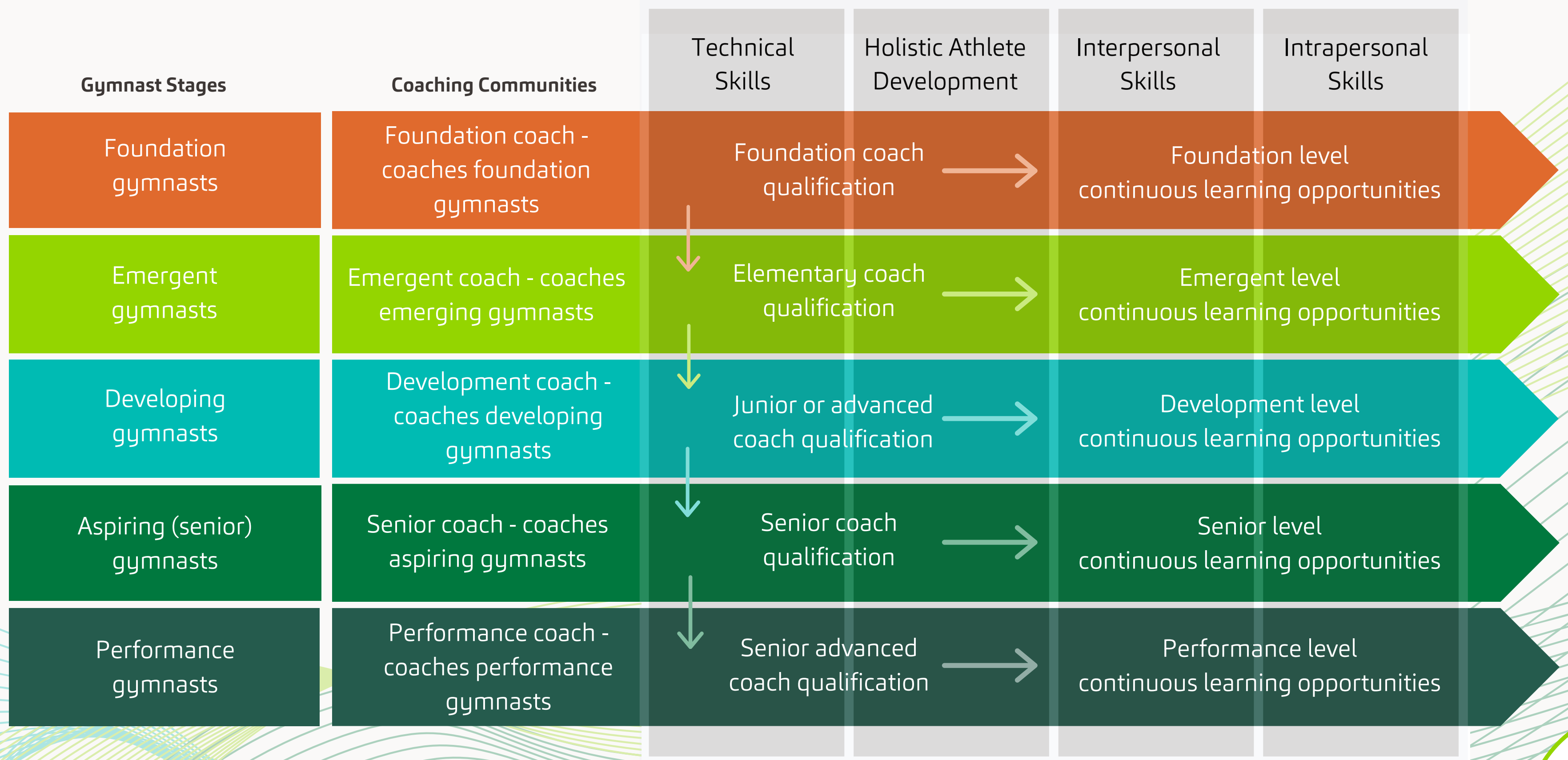


An effective athlete-centred coach has a range of different skills and the Coach Development Framework helps you to identify what these are and where you might want to grow and develop .

Four Pillars of Learning



Coach Development Framework at a Glance



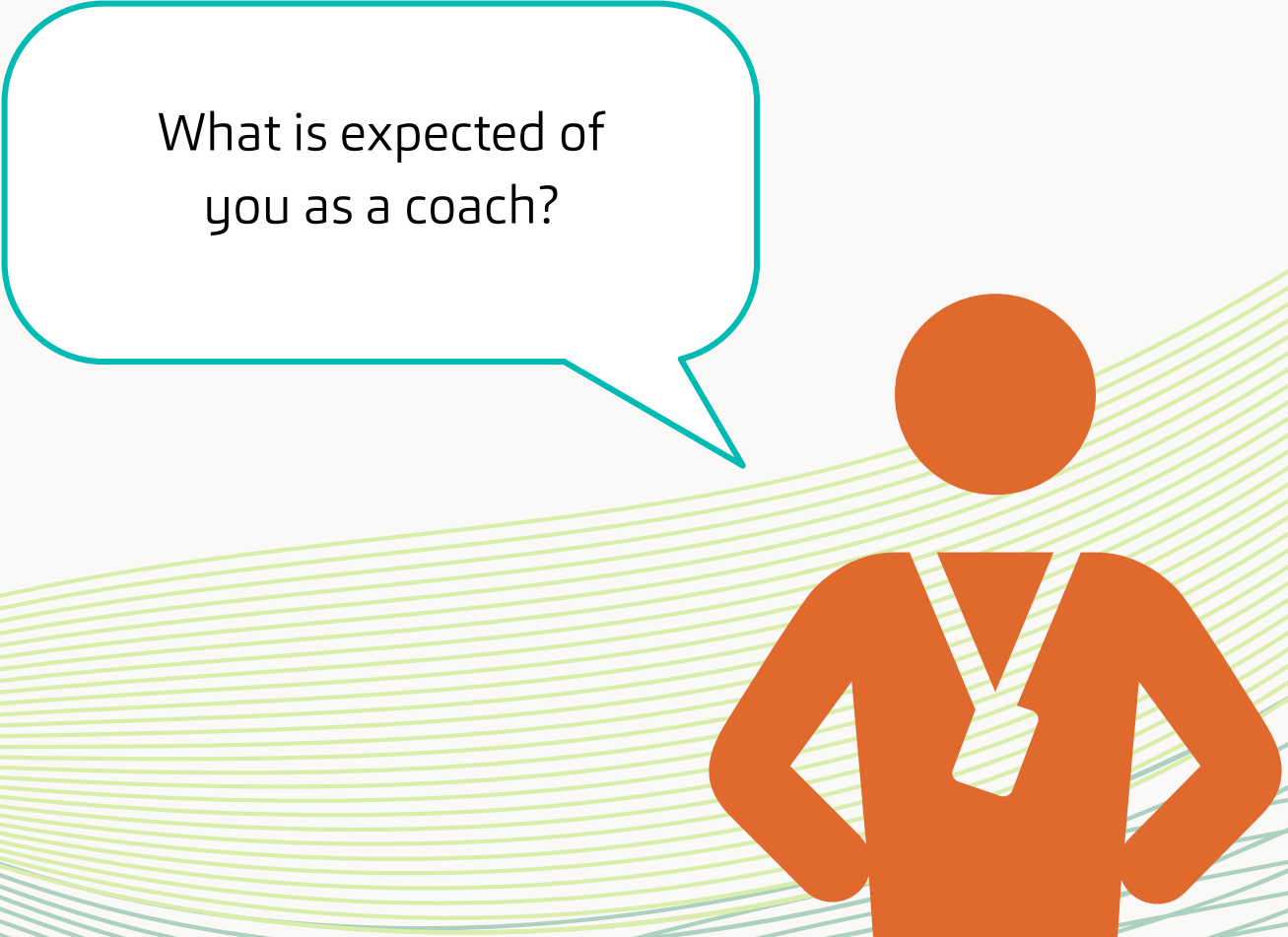
Coach Expectations

Being a good coach is more than being technically proficient. It involves considering the wider needs of the gymnast and the coaches own needs, goals, motivations, skills, and gaps. We look at this in more detail soon.

Gymnastics NZ expects that coaches will commit to ongoing learning and development to keep up to date with new information and develop new knowledge in areas where there are gaps or personalised interests.

The Coach Development Framework provides a structure for coaches and clubs to identify areas for development across each of the four pillars within the coaching communities required.

The Framework alongside your Personalised Development plan can act as a tool for you to see what your next learning steps could be.




What is expected of
you as a coach?

What is a Personalised Development Plan (PDP)?

A PDP is your plan for continuous learning, it encourages you to consider where you are currently and who you are coaching, where you would like to get to and the steps you need to take to achieve this.

A PDP can be as detailed as you want it to be – we recommend that each coach identifies and commits to least one learning objective over a year – this could be something small such as improving my understanding of behaviour management techniques and putting some new ideas into practice OR it could be more qualification focused depending on what your needs as a coach are, the needs of your gymnast or club and what you as a coach are interested in.

Your club's needs and goals also need to be considered and your club should help you to complete your PDP and provide support to enable you to achieve your objectives.



Whether you intend to remain at your current level or aspire to coach gymnasts at higher levels, there is always more to learn and we encourage you to engage in further development.

An Overview of the PDP Process.

1. Who am I currently coaching? What are their needs?

2. Do I currently meet the minimum qualification requirements for the level(s)?
What are my next steps for gaining the minimum qualifications?

3. What are my needs?
What needs do my gymnasts/club have?
What are some areas I could explore - my strengths, gaps, passions?

4. Progression - where do I want to take my coaching in the future (short/long term)?

5. Create your personal development plan - this can be as simple or detailed as you like.

[Find a PDP master here.](#)

The rest of this document is designed to help you create a PDP step by step!



Step 1: Who are you Currently Coaching?

Who are you currently coaching?
What are their needs?

Use the participant stage table to see what gymnast stage they are in.

Understanding the characteristics of each gymnast stage, their needs, and the skills you require helps you as a coach to support your gymnasts as individuals.

Stage	What is this stage?	Who are these gymnasts?	Needs of these gymnasts.
Foundation gymnasts	<ul style="list-style-type: none"> • First gymnastics experience in structured and unstructured environments. • Gymnasts explore and learn the fundamental basics. • Focus is inclusive and developmentally appropriate activities. • Becomes the basis for all sport. 	<ul style="list-style-type: none"> • Gymnasts in non-codespecific general gymnastics class e.g., PlayGym, GymFun, adults. • Partake in participation programmes e.g. Holiday programmes, school programmes, birthday parties. 	<ul style="list-style-type: none"> • Develop fundamental movement patterns and basic shapes, gross motor skillset. • Learn best by doing (often through play). • Develop spatial awareness. • Beginning to learn gymnastics terminology. • Need and seek approval and like things to be fair. • High energy levels. Tire easily but recover quickly. • Motivation to participate is to have fun.
Emerging gymnasts	<ul style="list-style-type: none"> • Gymnasts learn code specific skills in one (or more gymnastics codes). • For some, it may be first experience of the sport. • Structured programmes in Gym for All (GfA) or lower level competitive programmes. • Gymnasts often do other sports. • Gymnasts start competitions at local and regional level. 	<ul style="list-style-type: none"> • Code specific GfA gymnasts (lower levels). • Code specific recreational classes or programmes e.g. TRA/RG/AER/ART, lower level GfA competitive or recreational competitions/testing or elementary competitive gymnasts (lower levels). • Code specific lower-level pre-competitive classes, competition classes, programmes, and competitions at regional level. 	<ul style="list-style-type: none"> • Beginning to complete code specific skills. • Need more structured and skill-based fitness and conditioning programmes. • Often a large variation in skill and cognition. • May become more goal driven and have high aspirations. • Similar physical abilities between male and females. • May see fast periods of growth and often early puberty (females) which can lead to injury or lack of flexibility. • Gymnasts participate for enjoyment, friendship, challenge, skill acquisition, and competition.

Stage	What is this stage?	Who are these gymnasts?	Needs of these gymnasts.
Developing gymnasts	<ul style="list-style-type: none"> • Intermediate gymnastics programmes. • Gymnastics is becoming the priority sport (could still do other sports). • Gymnasts can compete at local, regional and commence competing at national level. 	<p>Code specific recreation</p> <ul style="list-style-type: none"> • Typically, aged 10+ in higher level GfA code specific programmes, attend GfA events e.g. GymClub Challenge <p>Junior competitive</p> <ul style="list-style-type: none"> • Typically, aged 10+, participate in national levels streams, attend endorsed events and on the pathway to the the NZ Gymnastics Championships. 	<ul style="list-style-type: none"> • Developing relevant technical skills for the specific code. • Structured and skill-based fitness and conditioning programmes. • Beginning to developmental and personal skills and may develop blocks. • Starting to go through puberty/fast growth - requirements management including social and emotional interactions. • More outside influences and costs come into play. • Participate for challenge and to better self - change from extrinsic to intrinsic motivation. Fun and competition are also key drivers.
Aspiring (Senior) gymnasts	<ul style="list-style-type: none"> • Senior competitive programmes. • Gymnastics is the priority sport (may still do other sports). • Enjoyment, aspiration and competition are key drivers alongside performance, challenge, and improvement. • Developing to perform. 	<p>Senior competitive</p> <ul style="list-style-type: none"> • Typically, aged 12+, participate in higher national levels, endorsed events and NZ Gymnastics Championships • Transition to performance and high-performance. • Beginning international athletes. 	<ul style="list-style-type: none"> • Structured programs with skill specific preparation required to master more complex skills. • Developing mental and personal skills (fueling, sleep, pressure) to cope with a more competitive environment and life changes. • Strive for more independence – to be treated as an adult. • Going through or coming out of puberty - an understanding of how this impacts training. Transition through high school. • High intrinsic motivation due to high time invested in the sport.
Performance gymnasts	<ul style="list-style-type: none"> • Gymnastics is the priority sport. • Training to perform at a high level and develop capabilities for increased performance outcomes. 	<p>Performance</p> <ul style="list-style-type: none"> • Competing in the international stream within NZ, representing NZ or club at international events, could be on the pathway to high performance. <p>High performance</p> <ul style="list-style-type: none"> • Often funded (or part funded) by HPSNZ, represents NZ at performance and pinnacle events and competes at world-class level. 	<ul style="list-style-type: none"> • Refinement of technical and tactical skills, maintaining mental and physical skills to compete at a high level. • Training and support in athlete lifestyle (mental skills, strength development, organisation, fueling, dealing with pressure) - a larger 'team.' • Long term and annual performance specific planning with athlete input. • Large cost (financial/time) is often associated leading to greater external pressure. • Transition to university through to work environments – more independent from family.

Where do you Fit in the Framework?

What coaching community fits you best?

What technical, holistic, interpersonal skills do you need to consider for your gymnasts needs/stage?

Do you coach across more than one community?

What areas are most important to you?

I have just finished my Foundation Coach and am now coaching some GfA Trampoline - I really feel like I need to do my next qualification to learn the skills safely.

I coach competitive MAG, but have picked up a pre-school class, I have been coaching MAG for a while and have all the correct qualifications, however it is so much harder coaching 3 year olds - I feel I need some help here.

I am a WAG coach, but I have taken on some tumbling - the skills are fine, but how I teach them differs a little, I also have more boys in my class and I need some help on how best to coach them.

My RG squad are moving up to Level 5 this year and I really want to foster a positive competition mentality - it would be great to learn more in this area.

Use this page to help you determine the communities you coach in - Coaches will start at the foundation coach level and build on their knowledge both alongside the gymnast stage, and within each coaching community.



Coaching Communities

Coaching communities group coaches by the level(s) of gymnast they are coaching, level of qualification that the coach holds and experience.

Coaching communities enable coaches to:

- Understand the levels of support and guidance that suit gymnasts at different stages.
- Be aware of minimum formal education requirements to meet the gymnast's needs.
- Find personal development opportunities within their community and what is required to move into a different community.

Regardless of age or stage of the gymnast, the priority for all coaches is to create a safe and positive environment for gymnasts to develop and thrive.

Coaching Community	What is the Community?
Foundation coaches	First typical experience as a coach learning the basics of coaching whilst assisting other coaches in general gymnastics programmes, school programmes, pre-school and participation programmes. Receives mentoring and supervision to help direct learning until the coach has gained relevant experience. * Coaches start the pathway as a foundation coach or XTND coach.
Emergent coaches	Begin to specialise in a specific gymnastics' code/s, developing a coaching philosophy while learning skills and techniques relevant to their gymnastics code at the emergent level. Start to build a personalised development plan, whilst still being actively mentored.
Development coaches	Continue to build on technical knowledge in specific code/s of gymnasts at a development (intermediate) level as well as wider skills around gymnast development. Understand gymnasts changing motivations, start to develop a wider coaching network and start to drive their own personalised development plan.
Senior coaches	Very good level of technical skill at a senior level and further growing wider gymnast development skills. Understand the links between training hours, conditioning, and the need for injury prevention. Utilise a wider coaching network and actively seek learning opportunities to fill gaps in knowledge and areas of interest within their personalised development plan.
Performance coaches	High level of technical skills with gymnasts at a performance level. They have a good understanding of how all four pillars of learning create a balanced gymnast and coach, and actively seek out a wider coaching community and options for learning within their personalised development plan.

Step 2: What Qualifications do I Need to Have?

What is your next qualification?

Do they meet the minimum requirements for my coaching community?

What are your current qualifications?

	GfA Streams	Competitive Streams	Coach Community	Minimum Coaching Qualification
Foundation Gymnasts	Pre-school, PlayGym, GymFun, Holiday Programmes	Not Applicable	Foundation Coaches	Foundation Coach or XTND Coach, PlayGym.
Emerging Gymnasts	GfA Apparatus L 1-3, TUM/TRA/DMT L 1-8, NZ RG GfA, AER L 1-4, PK P 1-2, TGM Open Novice, Junior, IA 1-4, Adult Gym	WAG STEPS 1-3, MAG Levels 1-3, RG Levels 1-4, Stages 1-2, Grades 1-2, TRA/DMT/TUM – skills taught at Elementary Coach, PK P3 (8-9 years), TMG	Emergent Coaches	Elementary Coach (Code Specific)
Developing Gymnasts	GfA Apparatus L 4-6, open, NZ RG GfA, AER L5, TUM/TRA/DMT L 9-10, PK P3, TMG Intermediate, Advanced, IA 5-7, Adult Gym	WAG STEPS 4-7, MAG Levels 4-7, U17, RG Levels 5-8, Stages 3-4, Grades 5-7, AER L 6-7, TRA/DMT/TUM – skills taught at Junior/Advanced Coach, PK P3 10+, P4	Development Coaches	Junior Coach / Advanced Coach
Aspiring (Senior) Gymnasts	TMG Open Senior, Other codes to be developed	WAG STEPS 8-10, J/S Int MAG Levels 8 - open, U18, RG Levels 9-10, J Int, AER L 8-9, J/AG Int, TRA/DMT/TUM – skills taught at Senior Coach, PK J/S Int	Senior Coaches	Senior Coach (FIG Level 2)
Performance Gymnasts	Not applicable	WAG S Int 18+, MAG Senior, RG S Int, AER S Int, TRA/DMT/TUM FIG 17+ years, PK S Int	Performance Coaches	Senior Advanced Coach (FIG Level 3)



What Else Could I Learn?



Thinking back to the needs of your gymnasts or your club, your interests, passions and the four learning pillars.

What would you like to learn more about for the next year?

Holistic Athlete Development Encompassing whole athlete development.	Interpersonal Skills Relating to others.	Intrapersonal Skills Understanding self (coach).
<ul style="list-style-type: none"> • How to coach from an athlete-centered coach perspective. • Empower gymnasts and understand their personal motivations. • Understand how the typical age and stage of gymnasts' needs impacts on the coaching (physical and mental) • Understand and apply different coaching strategies. 	<ul style="list-style-type: none"> • Understand the requirements of coaching ethics and how to apply to each gymnast stage. • Understand creating positive relationships that create safe physical and mental environments. • Positive and effective group management • Quality feedback utilising questioning for gymnast growth. • Strong communication skills with other coaches, gymnasts, parents, club officials. • Keen to learn and collaborate with other coaches/support network. 	<ul style="list-style-type: none"> • Self-reflection – how you as a coach learn and teach. • Personal stress management and wellbeing • Understand importance of continuous learning.

Specific Coaching Skills Relevant to Each Coach Community

These skills build upon those in the above table, they are more specific to the coaching community you may be working in and can help you to create a more focused goal.

Community	Technical Skills	Holistic Athlete Development	Interpersonal Skills	Intrapersonal Skills
Foundation Coach (Foundation Coach or XTND Coach Qualification) PlayGym	<ul style="list-style-type: none"> Understand and apply fundamental movement patterns (FMPs) as the building blocks of gymnastic skills, motor co-ordination and development. Beginner movement analysis. 	<ul style="list-style-type: none"> Simple biomechanics of fundamental movement patterns. Understand structure of lessons 	<ul style="list-style-type: none"> Understand why gymnasts choose the sport and support them to enjoy their first experiences in a supportive and inclusive environment. 	<ul style="list-style-type: none"> Understand the role of the coach and start to develop a coaching philosophy and personal coach goals. Work with a mentor for coach development and guidance.
Emergent Coach (Elementary Coach Qualification)	<ul style="list-style-type: none"> Understand and apply principles of FMPs to code specific skills. Physical preparation, skills, drills, and progressions for emergent level gymnasts. Introduction to general and sport specific conditioning and stretching. Skill analysis - understanding and teaching skills. Emergent level routine construction and artistry. 	<ul style="list-style-type: none"> Simple biomechanics of emergent level skills and introductory anatomy and physiology. How to create lessons that focus on fun, participation, and skill development, while introducing mental skills. 	<ul style="list-style-type: none"> Understand gymnasts changing motivations and use these to guide goal setting. Understand and communicate to wider stakeholder goals including managing expectations (gymnasts/parents/clubs) Development of mentor and supervision skills. 	<ul style="list-style-type: none"> Development of coaching philosophy. Personal goal setting to drive learning and development. Uptake of professional development opportunities inside the sport. Work with a mentor or mentor a foundation coach for further development.

cont... Specific Coaching Skills Relevant to Each Coach Community

Community	Technical Skills	Holistic Athlete Development	Interpersonal Skills	Intrapersonal Skills
<p>Development Coach (Junior or Advanced Coach Qualification)</p>	<ul style="list-style-type: none"> Physical preparation, skills, drills, and progressions for developing level gymnasts. General and sport specific conditioning and stretching that varies through the season. Skill acquisition and progression. Development level routine construction and artistry. 	<ul style="list-style-type: none"> Understanding the impact of puberty. Understand and apply the biomechanics of development level skills and link to appropriate anatomy and physiology. Understand the links between increased training hours, conditioning, and the need for injury prevention. How to create lessons and more individualised training plans across the season that focus on skill acquisition and progression within a fun and positive environment. Utilise different methods to teach mental and life skills including the importance of adequate fuelling. 	<ul style="list-style-type: none"> Understand gymnasts changing motivations and which will guide goal setting and life balance. Understand and communicate to wider stakeholder goals including managing expectations especially through fast growth periods (gymnasts/parents/clubs) Mentor skills 	<ul style="list-style-type: none"> Good understanding of coaching philosophy Personal goal setting to drive learning and development. Uptake of professional development opportunities inside and outside of the sport.
<p>Senior Coach (Senior Coach Qualification)</p>	<ul style="list-style-type: none"> Understanding and application of how to teach advanced level code specific skills. Physical preparation, skills, drills, and progressions for advancing level gymnasts. Sport specific and maintenance conditioning and stretching that varies through the season. Skill acquisition and progression. Advanced level routine construction and artistry. 	<ul style="list-style-type: none"> Understand the impact of puberty and other common transition periods. Understand and apply the biomechanics of advanced level skills and link to appropriate anatomy and physiology. Understand the links between increased training hours, conditioning, and the need for injury prevention. How to create lessons and more individualised training plans throughout the year that focus on skill acquisition and progression within a fun and positive environment. Utilise different methods to teach mental and life skills including the importance of adequate nutritional fuelling. 	<ul style="list-style-type: none"> Understand gymnasts' motivations and use these to guide goal setting and life balance. Understand and communicate to wider stakeholder goals including managing expectations especially through transition periods (gymnasts/parents/clubs) Work collaboratively with other coaches and support as part of a larger team. 	<ul style="list-style-type: none"> Clear understanding of coaching philosophy Personal goal setting to drive learning and development. Uptake of professional development opportunities inside and outside of the sport.

cont... Appendix 2: Specific Coaching Skills Relevant to Each Coach Community

Community	Technical Skills	Holistic Athlete Development	Interpersonal Skills	Intrapersonal Skills
<p>Performance Coach (Senior Advanced Coach Qualification)</p>	<ul style="list-style-type: none"> • Understanding and application of how to teach performance level code specific skills. • Physical preparation, skills, drills, and progressions for performance level gymnasts. • Sport specific and maintenance conditioning and stretching that varies through the season. • Skill acquisition and progression. • Performance level routine construction and artistry. 	<ul style="list-style-type: none"> • Understand the impact of common transition periods. • Understand and apply the biomechanics of performance level skills and link to appropriate anatomy and physiology. • Understand the links between increased training hours, conditioning, and the need for injury prevention. • How to create individualised training plans across several years that focus on skill acquisition and progression within a fun and positive environment. • Utilise different methods to teach mental and life skills including the importance of adequate nutritional fueling. 	<ul style="list-style-type: none"> • Understand gymnasts' motivations and use these to guide goal setting and life balance. • Understand and communicate to wider stakeholder goals including managing expectations especially through transition periods (gymnasts/parents/clubs/country) • Work collaboratively with other coaches and support as part of a larger performance team. 	<ul style="list-style-type: none"> • Clear understanding of coaching philosophy • Personal goal setting to drive learning and development. • Uptake of professional development opportunities inside and outside of the sport • Look for opportunities for collaboration in a performance environment.

Where do You Find the PDP?

Congratulations you will now be able to complete your own PDP - this can be as detailed as you like, but needs to reflect your needs as a coach.

PDP plans involve you thinking about your coach education goals, your progressions within coaching and where you aim to go within the sport.

There are some example PDP plans at the end of this document.

[You can find a Personal Development Plan here on club portal.](#)

Tips and Tricks

Here are some tips and tricks to help you with your PDP



When setting goals it is important to think about the following:

- S** - specific - be specific about your end point or the process you are on
- M** - measureable - how will you know when your have achieved your goal
- A** - achievable - is this something that you can achieve in your time frame?
- R** - realistic - is the goal realistic for you as a coach (think about the time commitment you will need to make)
- T** - timely - when do you want to complete the goal by?

Below are some examples of where you can go to find more information about learning opportunities.

In Club Opportunities	Gymnastics NZ Opportunities	External Events and Opportunities	Self-directed Exploration
<ul style="list-style-type: none"> • Learning from other coaches within the club, mentoring, guest speakers • Connecting with coaches from other clubs • Coach the coaches (internal sessions) 	<ul style="list-style-type: none"> • Coach Connect conferences, workshops, and other coach development opportunities • newsletters and social media • Gymnastics NZ coach developer training and networks. 	<ul style="list-style-type: none"> • regional sports trusts – e.g. conferences, courses, or coaching groups. • Sport New Zealand – e.g. conferences, courses, coaching groups, online resources, and modules. 	<ul style="list-style-type: none"> • podcasts, websites or training programmes available online

Example Personal Development Plans

Foundation Coach

4 hours per week, GfA Tumble classes (5-10 year olds)
XNTD Coach Complete

This coach has been coaching for the past three years alongside her mentor and has completed her XTND coaching during this time. She loves coaching and gymnastics and likes to share this with her gymnasts.

Use these example PDPs to help with your own learning - the plan is for you make it as detailed as you like!



GNZ Pillars of Learning	Skills and Qualities	Rating out of 10	Importance out of 10
Technical Skills – how to teach the sport	Keen to learn more about spotting harder tumble skills such as handsprings/flips. Keen to learn more about drills for use in side stations	7	10
Holistic Athlete Development - encompassing whole athlete development	Would like to improve my knowledge of the science behind skills and how I can explain them to gymnasts.	7	9
Interpersonal Skills – relating to others	Would like to learn more behaviour management strategies for working with smaller groups of younger gymnasts.	8	10
Intrapersonal skills – understanding Self	This is an easy area for me as I only coach 4 hours per week	10	4

Learning Goals	Why this goal?	How (actions to achieve your goal)?	With who?	By When?	How will you measure your progress?
<p>Technical – Spotting – I want to learn how to spot harder skills (e.g. BHS)</p>	<p>My gymnasts are at this stage of learning and I feel that my confidence in this area is low</p>	<ul style="list-style-type: none"> • tumbling course • practicing on gymnasts that can do BHS • in house spotting and team spotting to build confidence 	<ul style="list-style-type: none"> • course facilitator • mentor • more skilled athletes 	<p>June 2024</p>	<ul style="list-style-type: none"> • feel confident in spotting a BHS • can come up with drills for gymnasts to do when I am unable to spot
<p>Interpersonal – Behaviour Management of 5 year olds when I have a group of 7 of them</p>	<p>When we split our class into two groups, I find it difficult to manage the behaviour of the five year olds, which means we don't achieve what I need to achieve and I find it frustrating.</p>	<ul style="list-style-type: none"> • Practice being firm but fair • Using methods that they are familiar with in class to gain attention (e.g. clap sequence) • Observing other coaches with this age group • Offering to help in a Year 1 class at a local school 	<ul style="list-style-type: none"> • Myself • Teacher if possible 	<p>Ongoing 2024</p>	<ul style="list-style-type: none"> • Feel more confident in managing behaviour • Achieving goals/lesson plan objectives

Emergent Coach

7-12 hours per week, WAG STEP 1-2, Birthday Parties
Elementary Coach (WAG) Complete

A WAG coach working with STEP 1-2. She has been a gymnast for 9 years and is still competing. Feels privileged to be coaching a group of gymnast from their journey from pre-comp to WAG STEP 1, she has always loved coaching. By starting coaching these gymnasts when they were so young was beneficial and continues to make my coaching interesting daily, as my gymnasts learn new things and understand how to squeeze parts of their body, point their toes.

GNZ Pillars of Learning	Skills and Qualities	Rating out of 10	Importance out of 10
Technical Skills – how to teach the sport	<ul style="list-style-type: none"> • Ensuring the basics are perfect for their development. • A focus on tension with repetition • Working on strength, conditioning and flexibility to give them a good base for future skills - making these drills fun or a game works well. 	7	8
Holistic Athlete Development - encompassing whole athlete development	<ul style="list-style-type: none"> • Worked hard on creating and building relationships with my gymnasts - including how they learnt and like to take advice. • Learning that as a coach I don't need to rush gymnasts until the base skills are consistent. • Starting to use mental training and rehearsal leading up to competitions and encouraging them to do this at home 	7	8
Interpersonal Skills – relating to others	I believe I handle interpersonal skills very well, the way I do this is by always creating a positive, healthy environment where gymnasts feel safe to come to training, and especially because all of the athletes I coach are young, ensuring they feel comfortable to talk to myself about their nerves or just anything in general.	8	9

<p>Intrapersonal skills – understanding Self</p>	<p>I understand myself very well and the goals I want to achieve for my gymnasts. I always try to reflect back on what went well/ what didn't go well in training sessions to constantly improve. The biggest thing I think I could improve on with this is not getting frustrated when athletes don't listen or do what I have asked them to. I believe this would allow myself to be more calm for my gymnasts, and my own well being.</p>	<p>6</p>	<p>8</p>
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<p>Learning Goal (What – Be specific)</p>	<p>Why this goal?</p>	<p>How (actions to achieve your goal)?</p>	<p>With who?</p>	<p>By When?</p>	<p>How will you measure your progress?</p>
<p>Create more interesting trainings and change it up so athletes don't get bored</p>	<p>I find that often my gymnasts get bored and unmotivated if we repeat the same drills or conditioning sets each week and they start to not do things properly. If I bring in different things, improvement will be easier for the athletes and I won't get as angry with them being unmotivated to do it properly</p>	<p>Find new drills and conditioning sets and integrate them into training plans. Try not to overload everything new in one session, spread them out</p>	<p>Speak to other coaches around myself and my mentor. Also using Instagram to find new drills.</p>	<p>Try to integrate something new every two/three weeks.</p>	<p>Self measure by seeing if athletes are becoming more motivated each training session and enjoying it more.</p>
<p>Develop understanding of deductions & what judges are specifically looking for on each skill my athletes compete</p>	<p>I believe by developing my understanding of what judges are looking for, it will allow me to apply it more into my coaching and help my athletes make changes based on what the judges are looking for.</p>	<p>Start a judging course, I have already completed my foundation course and judge excel but start a competitive course for step 1-4 specifically.</p>		<p>Start it before competition season.</p>	<p>Monitoring if gymnasts scored are improving as my knowledge expands, and if the athletes skills are looking better at trainings.</p>

Development Coach

20 hours per week, Pre comp, National and International Trampoline, Pre comp and National Tumbling
Advanced Coach (TRA) Complete

A trampoline coach working with a wide range of gymnast, she has been keen to grow her technical knowledge and grow the sport within her club and region.

GNZ Pillars of Learning	Skills and Qualities	Rating out of 10	Importance out of 10
Technical Skills – how to teach the sport	Consider: -skills, drills or progressions -physical preparation and sport specific conditioning -stretching -routine construction/artistry	6	9
Holistic Athlete Development - encompassing whole athlete development	Consider: -athlete centered coaching -age and stage development -first aid or injury prevention -anatomy, physiology, and biomechanics -lesson planning -mental skills training -coaching strategies -physical safety	7.5	10

<p>Intrapersonal skills – understanding Self</p>		<p>Consider:</p> <ul style="list-style-type: none"> -communication skills -gymnast goal setting -group management -safeguarding -coach ethics -psychological safety -building positive coach-athlete relationships -being a mentor 	<p>7</p>	<p>8</p>
<p>Intrapersonal skills – understanding Self</p>		<p>Consider:</p> <ul style="list-style-type: none"> -self-awareness -role of the coach -coach goal setting -self-reflection -manage stress -personal wellbeing -coaching philosophy -being mentored 	<p>6</p>	<p>10</p>

Learning Goal (What – Be specific)	Why this goal?	How (actions to achieve your goal)?	With who?	By When?	How will you measure your progress?
<p>Increase membership in the trampoline programme (recreation, pre comp and competitive).</p>	<ul style="list-style-type: none"> • Make trampoline a bigger program at MIGS. • Have more athletes move into the international stream. 	<ul style="list-style-type: none"> • Get feedback from current members and find which areas need to be improved. 	<p>Junior coaches in the recreation trampoline space.</p>	<p>Currently there are 12 spaces available in pre comp and competitive trampoline. My goal would be to increase competitive numbers by 3-4 each year, and continue building a strong pre comp program.</p>	<p>Track membership in all trampoline programmes each term.</p>
<p>Create specific conditioning programs for needs of competitive athletes.</p>	<ul style="list-style-type: none"> ·Improve performance and athletes well being. ·Injury prevention ·Longevity in sport 	<ul style="list-style-type: none"> • Goal setting and planning with athletes • Conduct an assessment/pre test to find current level, ability and any imbalances. 		<p>Have the plans confirmed for next off season to prep for the next comp season.</p>	<p>Regularly review and evaluate the effectiveness of conditioning programs for each athlete. Track weight and reps for each athlete.</p>

Senior Coach

26 hours per week, Recreation, Disabilities, Men's Competitive
FIG Level 2 Academy (MAG)

As the Senior MAG Coach for the region and lead for Coach Development in his club, this coach has some great insight into how he needs his focus to be not only on the gymnasts he coaches but his own personal wellbeing too.

GNZ Pillars of Learning	Skills and Qualities	Rating out of 10	Importance out of 10
Technical Skills – how to teach the sport	Consider: -skills, drills or progressions -physical preparation and sport specific conditioning -stretching -routine construction/artistry	6	10
Holistic Athlete Development - encompassing whole athlete development	Consider: -athlete centered coaching -age and stage development -first aid or injury prevention -anatomy, physiology, and biomechanics -lesson planning -mental skills training -coaching strategies -physical safety	7	8

<p>Intrapersonal skills – understanding Self</p>	<p>Consider:</p> <ul style="list-style-type: none"> -communication skills -gymnast goal setting -group management -safeguarding -coach ethics -psychological safety -building positive coach-athlete relationships -being a mentor 	<p>8</p>	<p>8</p>
<p>Intrapersonal skills – understanding Self</p>	<p>Consider:</p> <ul style="list-style-type: none"> -self-awareness -role of the coach -coach goal setting -self-reflection -manage stress -personal wellbeing -coaching philosophy -being mentored 	<p>5</p>	<p>10</p>

Learning Goal (What – Be specific)	Why this goal?	How (actions to achieve your goal)?	With who?	By When?	How will you measure your progress?
<p>Increase my understanding of the technical requirements of MAG skills typically competed at level 9 and Under 18.</p>	<p>As the sole Senior MAG coach in the region, I need to build a bank of skills that I can pass on to others as well as ensure my own athletes' growth. Each year my athletes move up a level I have to follow them and as such need a continual cycle of upskilling. Having one of these athletes in MAG 360 adds another level of importance to the matters as it means I can't let him fall behind on any matters of skill development</p>	<p>Personal research through online tools (such as SHIFT etc.) Working alongside Wellington Head Coaches Attendance at all 360 clinics available Attendance at GNZ related courses and clinics. Completion of MAG Senior Judge</p>	<p>Working closely with Scott at Capital and in a larger sense using community members such as David, Mike and Cam where applicable.</p>	<p>Continued Journey. Benchmarks however will be ensuring a thorough understanding of the skills each of my athletes will be competing, before the end of off season each year</p>	<p>Competition and MAG 360 performance Self perception of understanding</p>
<p>Learn, and enact, better stress management tactics.</p>	<p>As the number of things I'm trying to juggle increases, so too are people's expectations of the MGI MAG Program. As such, dealing with stress and pressure is becoming a larger part of the job, something I've been alerted to isn't one of my strong points. Keeping calm is important as it has a flow on effect to the athletes and staff I'm working with.</p>	<p>Self research into stress Management tactics. Creation of good routines and habits that help manage stress. Verbalise and work through stressors before they become out of control.</p>	<p>I need to find someone outside of the immediate world of gym who I can talk through issues and gain objective advice.</p>	<p>Progress needs to be made before comp season, as this is when stressors begin to add up</p>	<p>Self reflection and talking through with management who have identified stress as being an issue</p>

Learning Goal (What – Be specific)	Why this goal?	How (actions to achieve your goal)?	With who?	By When?	How will you measure your progress?
Improve my coach mentoring ability	With the MGI MAG program growing we are having to continually source new coaches. Due to there being a shortage across the country, the way to do this is to produce our own. This will mean upskilling rec coaches or coaches from other codes in how to coach MAG. Traditionally this has been an area I am weaker in as time goes off, tending to do better with shorter forms of coach development.	Continue to be mentored myself by strong coach developers. Work with the Sport Manawatu Coach developer group to develop resources and learn development techniques. Continue to put myself in mentoring roles in order to gain experience.	Fletch from Sport Manawatu and Garrett from Sport NZ as a coach developer mentor. The Sport Manawatu Coach Developer network. Michaela, our MGI coach developer. Amy, Chloe and Christine from GNZ	We need two, potentially three new Elementary MAG coaches by October 2024. With one coach already identified to begin working with.	Developing a strong pipeline of emerging coaches. Having 2 coaches ready to be mentored by May 2024. Have one self-sufficient MAG coach by October 2024, and the other by February 2025.
Gain a better understanding of physiological and psychological changes happening to my athletes during puberty.	As the bulk of my athletes are now entering into puberty we are having an increasing number of growth related issues. These issues range from sore joints to a lack of motivation. Gaining a better understanding of how to manage these issues through the coming years is crucial for the wellbeing of my athletes.	Working with experienced coaches who have successfully navigated this path before. Self research of issues and using experts in the field, that we have as part of the MGI community to fact check. Working with athlete parents to gain a holistic picture of the athletes inside and outside of the sport - keeping them inform	Physio Committee members, Senior Head coaches at MGI. Athlete parents.	As soon as possible. I need to have physical preparation plans made for each athlete by June to help guide them through comp season.	Keeping track of number of ongoing injuries, severity and overall motivation through athlete self reflections.

Learning Goal (What – Be specific)	Why this goal?	How (actions to achieve your goal)?	With who?	By When?	How will you measure your progress?
Get better at having a work life balance.	Starting out with Coaching as a hobby, I started at Manawatu Gymsports helping out the on the verge of shutting down MAG program. Over the years this program has been turned around and seen a dramatic increase in numbers at both a competitive and recreational level. This growth has seen me step into a Head Coach role, which has become my full time job. Whilst my job being my hobby has been great, the growth in workload has meant that 90% of my time is now spent on work - which isn't ideal	Developing processes to aid with work duties. Creation of succession plan. Learning how to say no. Building a network of capable staff. Creating a cycle of coaches.	Centre Manager Kim. Current Coaches GNZ Coach development and education staff Youth leaders Committee	Full cyclic coaching systems established by 2028. Succession plan sorted by 2026. Processes Completed by Dec 2024 New hobby found by Aug 2024	Overall time spent in gym vs out of gym

Senior Coach

26 hours per week, Predominantly Level 5-10 and Stage 3 – Junior International Rhythmic Gymnastics
Senior Advanced Coach (RG) Complete

A Senior RG coach, who has attained her Senior Coach qualification, she is currently working through the Core Knowledge course with High Performance Sport NZ. She coaches across a range of coach communities from Emergent gymnasts up to Aspiring.

GNZ Pillars of Learning	Skills and Qualities	Rating out of 10	Importance out of 10
<p>Technical Skills – how to teach the sport</p>	<p>I think my choreography has developed consistently and significantly over my time as a coach. I intend to continue reflecting and refining my work in this area.</p> <p>In terms of technical skills, I think I generally run good training sessions that prepare the gymnasts well to learn skills at their level. My challenge in this area is that the large range of abilities we have in each training session at our club, and the fact that we don't train in squads with consistent training days makes it hard to apply a truly scientific approach to strength and conditioning work. (Both in terms of individualising programmes and in terms of specifically managing training intensity for each gymnast across the week for example.)</p> <p>I think my "eye" for teaching and correcting skills has improved dramatically over my time as a coach and I can almost always identify what the issue is if a skill isn't working for a gymnast.</p> <p>I find it hard to always teach gymnasts new skills in a logical structured way due to the composition of our classes and I would like to do better in this area.</p>	<p>8</p>	<p>5</p>

<p>Holistic Athlete Development - encompassing whole athlete development</p>	<p>I think this is the biggest area for development for me. My international gymnasts definitely struggle to replicate their best routines under stressful conditions like at competition so there is a great scope for improvement in how I support the gymnasts with mental skills training.</p> <p>I think I am a very athlete-centred coach. I endeavour to understand each gymnast’s motivations, abilities and goals and offer them pathways that they can choose to pursue with my support and guidance. I have a good understanding of how children develop over time and how this may affect their skill and engagement with RG. I believe in prioritising gymnasts’ well-being as the utmost importance and I think my actions are aligned with my beliefs.</p>	<p>7</p>	<p>10</p>
<p>Interpersonal Skills – relating to others</p>	<p>I think I’m fairly strong in most areas of interpersonal skills. My training environment is positive and supportive and designed to be athlete-centred. I have positive relationships with my athletes and I think I hold myself to high ethical standards. The main area I think I could improve in is helping gymnasts with goal setting effectively. I’m not a very good mentor because I find it boring and I get frustrated with junior coaches who don’t apply things they’ve been taught.</p>	<p>8</p>	<p>5</p>
<p>Intrapersonal skills – understanding Self</p>	<p>I think I understand myself pretty well as I’m a very reflective person who is constantly striving to learn more and do better. I’d say the main area I need to focus on is managing stress as it would be better for my personal well being and also would allow me to be a calmer coach under pressure for my gymnasts.</p>	<p>9</p>	<p>7</p>

Learning Goal (What – Be specific)	Why this goal?	How (actions to achieve your goal)?	With who?	By When?	How will you measure your progress?
<p>To improve performance of international stream gymnasts through a targeted mental skills programme</p>	<p>Because my international stream gymnasts underperform in comparison to their ability and in comparison with the consistency of performance of the national stream athletes.</p>	<p>Create a mental skills programme for delivery throughout the 2024 season Implement the plan Embed and reinforce the key concepts through the competition season</p>	<p>?</p>	<p>Creation/design of programme by 1st April Delivery of programme through April – October</p>	<p>Reflection now on athletes performance at 2023 Nationals (and record notes) Reflection on athletes performance at competition in relation to ability in training after each competition “Final” reflection after Nationals *Same process to be done by the athletes as part of their mental skills programme</p>
<p>To manage my stress more effectively</p>	<p>Personal well being and also because it could allow me to be a calmer coach under pressure</p>	<p>Research and find 3 stress management strategies to try Implement the 3 strategies</p>	<p>No one</p>	<p>Research complete by 1st April Implement strategies 1 new one each fortnight</p>	<p>Daily reflection on stressful moments and how I’ve managed them – do in car while driving home from training each day</p>

