



National
Coaching
Certification
Program



GYMnastics
nastique

CANADA

NCCP Operations Manual

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PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



The programs of this organization are funded in part by the Government of Canada.



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The Collection, Use, and Disclosure of Personal Information

The Coaching Association of Canada and Gymnastics Canada collect coaches' NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP coaches are providing consent for their information to be gathered and shared as detailed in the privacy policy. If a coach has any questions or would like to abstain from participating in the NCCP please contact coach@coach.ca.

Introduction

Purpose of this Document

The National Coaching Certification Program (NCCP), launched in 1974 and delivered in partnership with the government of Canada, provincial/territorial governments, national sports organizations and provincial/territorial sport organizations, gives coaches the confidence to succeed.

The CAC works with over 65 different National Sport Organizations across the country, including Gymnastics Canada, in the development of sport-specific NCCP training. Currently, there are over 850 workshops available at every level of sport – from 3-hour online introductory workshops for beginner coaches, to weekend workshops for intermediate coaches, to intensive two-year training programs for advanced coaches.

Gymnastics NCCP training is currently offered in Active Start Gymnastics, Aerobic Gymnastics, Gymnastics for All (Recreational Gymnastics), Men's Artistic Gymnastics, Rhythmic Gymnastics, Trampoline Gymnastics, and Women's Artistic Gymnastics. NCCP training for Acrobatic Gymnastics is currently in development.

This *Gymnastics Canada NCCP Operations Manual* contains guidelines and procedures for successful implementation of the NCCP. It is not intended to replace CAC's *NCCP Policies and Implementation Standards*, nor does it serve as development guidelines.

Version Control

The following outlines the version history of this document, and identifies any notable changes.

Revision Date	Revisions
2016/06/30	Draft document distributed.
2017/06/15	Original document publication for review.
2017/12/01	Original document publication.
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1 GYMNASTICS CANADA AND THE NCCP

1.1 Mission, Vision, and Values

Mission: Build the foundation. Create champions. Inspire the nation.

Vision: Be THE foundation sport in Canada. Consistently achieve international success.

Values:

- Collaboration
- Dedication
- Excellence
- Innovation
- Integrity

1.2 Partners in Coach Education

The CAC, the provincial/territorial (P/T) NCCP delivery agencies, the National Sport Organizations (NSOs), and the federal-provincial/territorial (F/P/T) governments are individually and collectively responsible to:

- Ensure that the NCCP and other coaching and sport leader development programs contribute to a safe and ethical sport experience in all contexts of participation;
- Ensure that the programs integrate into the Canadian Sport For Life framework and follow the principles of Long-Term Athlete Development (LTAD);
- Ensure that coaching and sport leader development programs are available in both French and English;
- Use best efforts to make the program accessible to all, including traditionally underrepresented and/or marginalized populations as referenced in the Canadian Sport Policy and the F/P/T Priorities for Collaborative Action;
- Endorse the value of competent coaches and support, along with other stakeholders, higher standards of coaching competencies and working conditions/environments for coaches;
- Actively participate in the resolution of any differences that put the integrity and continuity of the NCCP at risk.

1.2.1 Coaching Association of Canada (CAC)

The Coaching Association of Canada unites stakeholders and partners in its commitment to raising the skills and stature of coaches, and ultimately expanding their reach and influence. Through its programs, the CAC empowers coaches with knowledge and skills, promotes ethics, fosters positive attitudes, builds competence, and increases the credibility and recognition of coaches.

1.2.2 Provincial/Territorial Coaching Representatives (PTCRs)

The PTCRs provide leadership, development, and support in delivering the NCCP.

- Alberta: Alberta Sport Connection
- British Columbia: ViaSport BC
- Manitoba: Coaching Manitoba

- New Brunswick: Coach NB
- Newfoundland and Labrador: Sport Newfoundland and Labrador
- Northwest Territories: Sport North Federation
- Nova Scotia: Department of Health and Wellness, Active Living Branch
- Nunavut: Sport and Recreation Division
- Ontario: Coaches Association of Ontario
- Prince Edward Island: Sport PEI
- Quebec: Sports-Québec
- Saskatchewan: Coaches Association of Saskatchewan
- Yukon: Sport and Recreation, Department of Community Services, Government of Yukon

1.2.3 Gymnastic Canada (GCG)

Working with CAC and the PT Sport Organizations, GCG works to develop, implement, and deliver effective and economical educational training and certification programs that conform to LTAD principles.

1.2.4 Provincial/Territorial Sport Organizations (P/TSOs)

The Provincial/Territorial Sport Organizations provide leadership and support in developing and delivering GCG's NCCP.

- Alberta: AB Gymnastics Federation and Rhythmic Gymnastics AB
- British Columbia: Gymnastics BC and BC Rhythmic Sportive Gymnastics Federation
- Manitoba: MB Gymnastics Association and Rhythmic Gymnastics MB
- New Brunswick: NB Gymnastics Association and NB Rhythmic Sportive Gymnastics Association
- Newfoundland and Labrador: Gymnastics NL
- Northwest Territories: NT Gymnastics Association
- Nova Scotia: Gymnastics NS and NS Rhythmic Sportive Gymnastics
- Ontario: Gymnastics ON
- Prince Edward Island: Gymnastics PEI Inc.
- Quebec: Fédération de gymnastique du Québec
- Saskatchewan: Gymnastics SK
- Yukon: YK Gymnastics Association

1.3 Participant Development Model (PDM)

1.3.1 The Participant Development Model (PDM)

The PDM describes the structure of gymnastics in Canada. It helps us understand the types of participants and their particular reasons for being involved in gymnastics. The PDM describes how participants can progress according to their age, ability and level of interest. In the PDM chart on the next page:

- There are 6 different gymnastics disciplines; they are listed in alphabetical order:
 - Acro: Acrobatic Gymnastics RG: Rhythmic Gymnastics
 - Aero: Aerobic Gymnastics TG: Trampoline Gymnastics
 - MAG: Men's Artistic Gymnastics WAG: Women's Artistic Gymnastics
- There are two streams of participation in gymnastics:
 - Community sport stream
 - Competition stream
- Within each stream are several contexts, which can be defined by level of performance, age group or other special considerations.
- Dotted lines indicate potential for entry to or mobility between streams.
- Arrows indicate entry opportunities into a stream.
- Ages reflect the "average" entry age for participants in a stream.

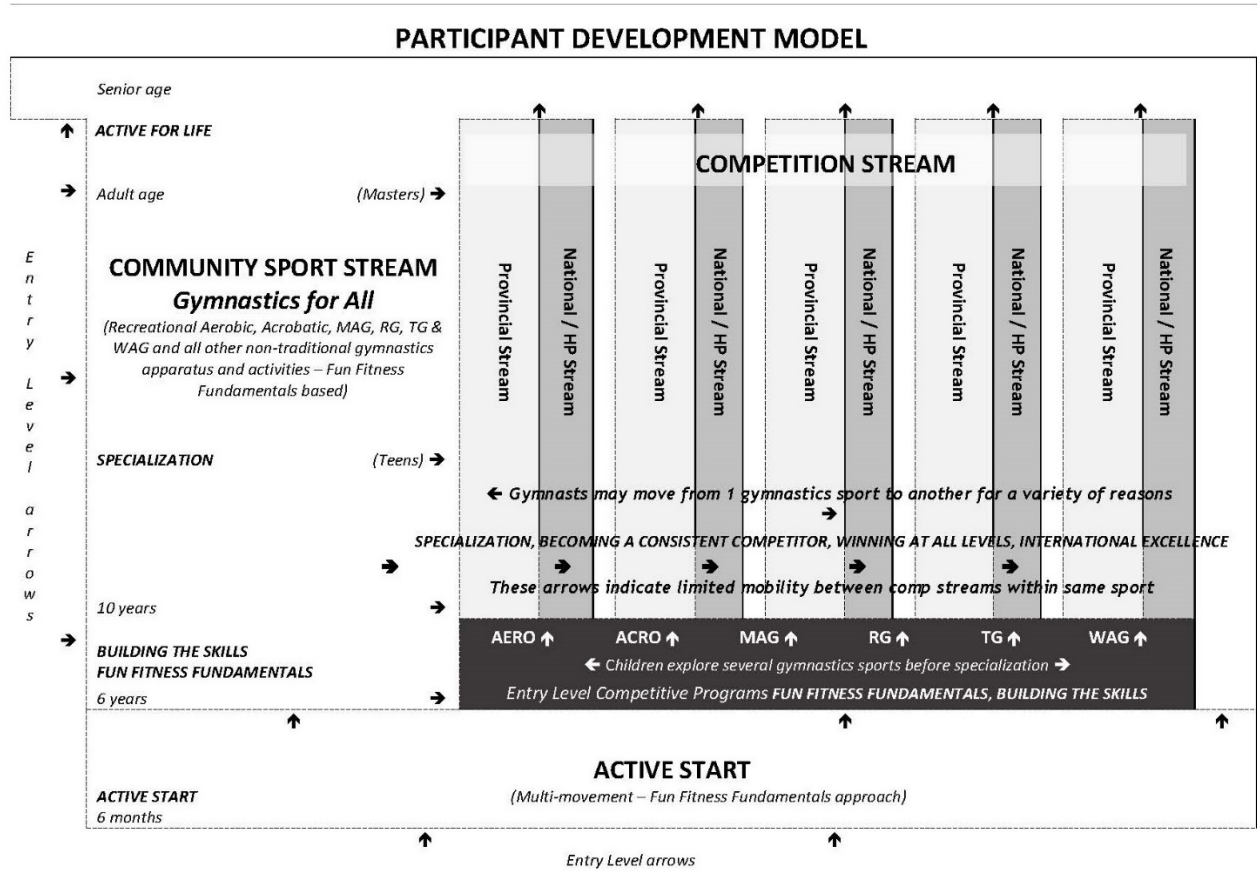
Community Sport Stream:

- Virtually all participants enter gymnastics through a community sport or club Gymnastics for All (recreational) program.
- There is no upper or lower age limit to Gymnastics for All.
- This stream includes Active Start (6 weeks to 5), child (6 to 12), teen (13 to 19), adult, and senior gymnastics, and gymnastics for participants with a disability.
- **Active Start** is considered a subset of Gymnastics for All and is an important entry point for many participants. Active Start gymnasts have unique age-group characteristics and are shown as a separate participant grouping in the model.
- This stream has a large and varied population engaged in many types of activities based on traditional recreational multi-discipline programs and many other non-traditional gymnastics apparatus.
- These activities are not merely feeder systems for competitive gymnastics programs. Rather they are important and justifiable ends in themselves and part of a lifelong active lifestyle.

Gymnastics Competitive Stream:

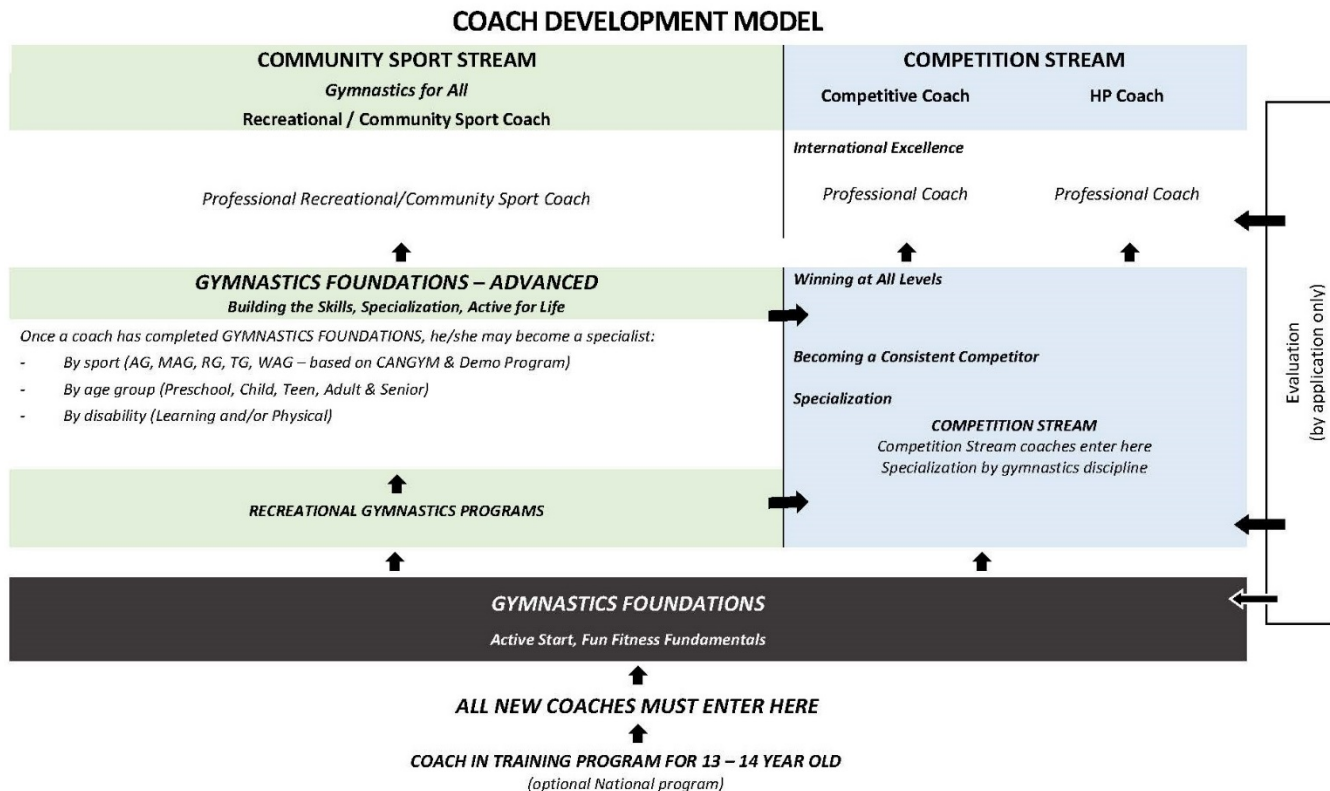
- This stream includes the Provincial Competitive Stream and the National/High Performance Competitive Stream categories, in each gymnastics sport.
- Younger competitive gymnasts may move from one gymnastics sport to another (e.g. from WAG to TG, from RG to Acro) for a variety of reasons (growth, interest, ability, friends, etc.).
- By the age of 10 to 16 (depending on the sport), competitive gymnasts are normally identified as either provincial, national or high performance competitive stream and there is less mobility between competitive streams or gymnastics sports until retirement from competitive gymnastics.

GYMNASTICS PDM CHART



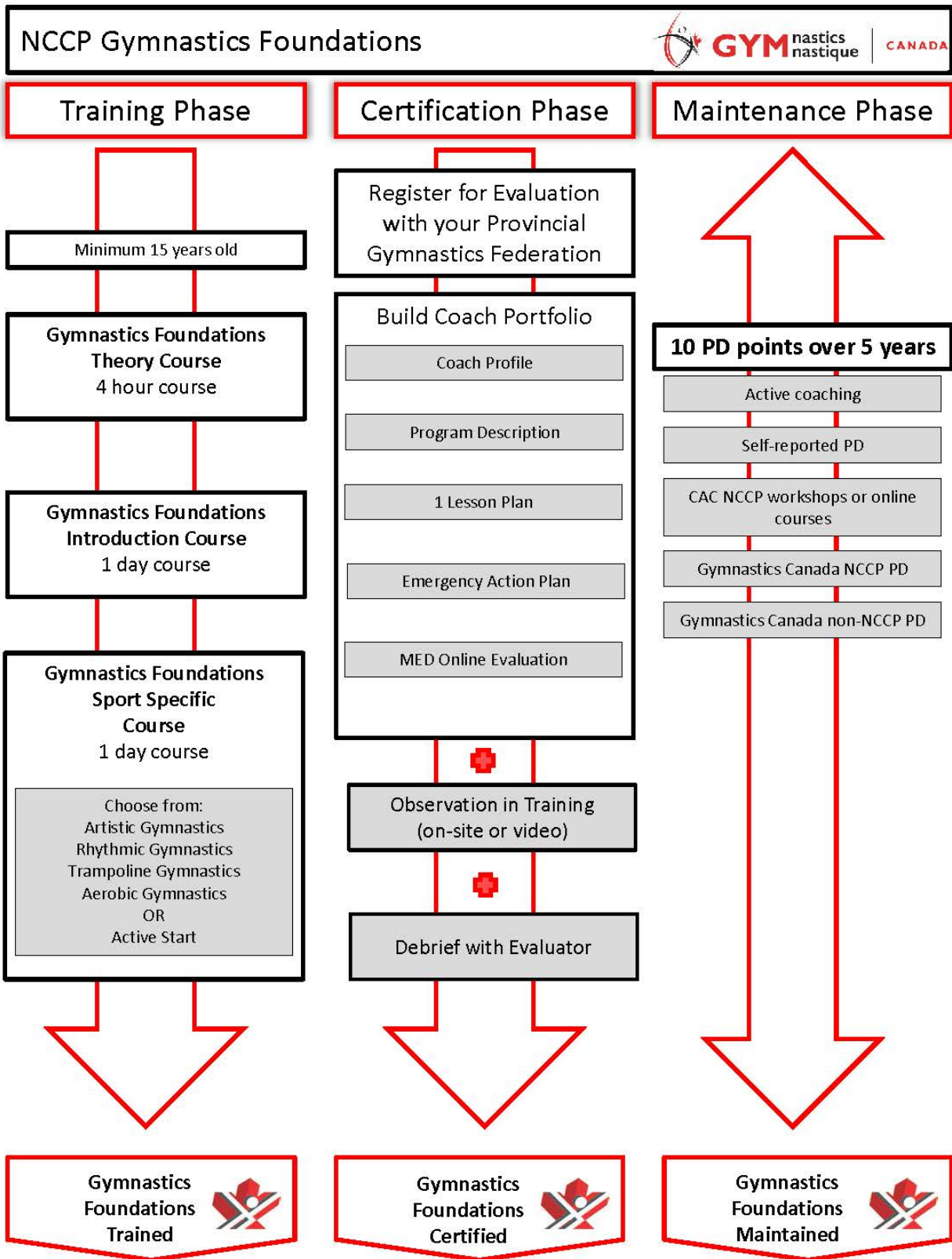
1.4 Coach Development Model (CDM)

1.4.1 The Coach Development Model (CDM)

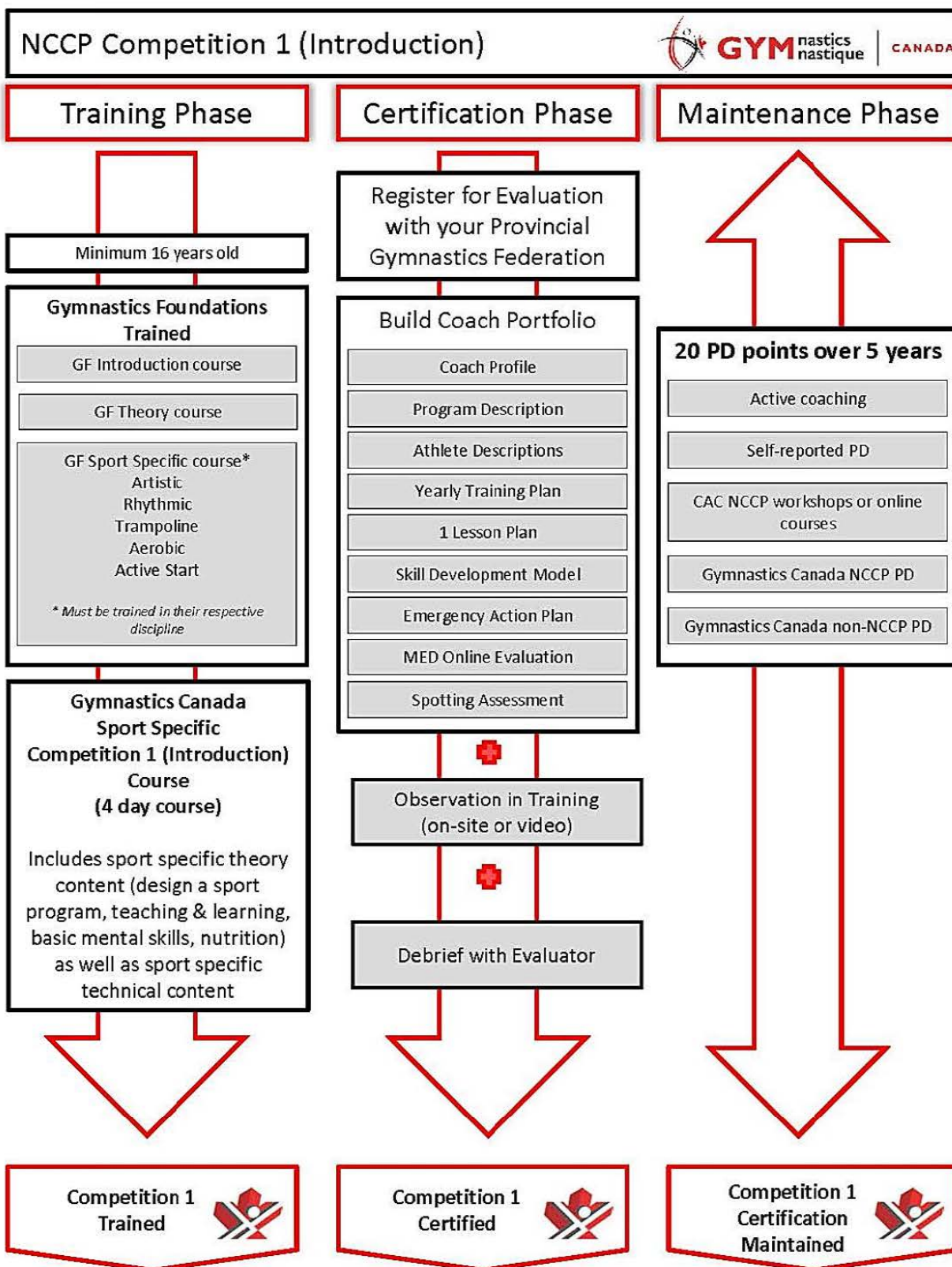


The GCG CDM is inclusive, intended to meet the needs of all participants in our sport. http://www.coach.ca/files/Coaching_Athletes_Disability_update2016.pdf

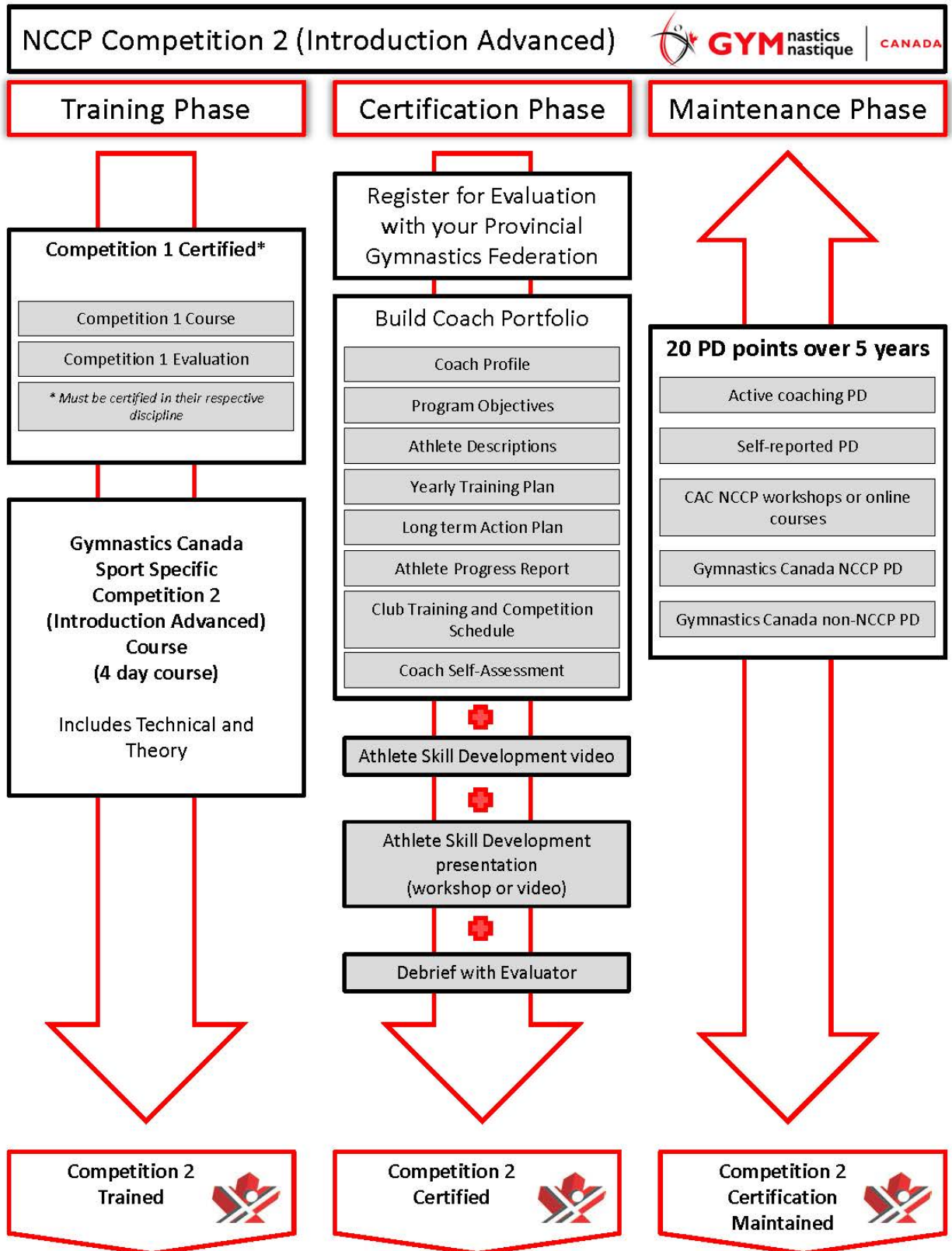
1.4.2 The Community Coach Pathway



1.4.3 The Competition Introduction Coach Pathway



1.4.4 The Competition Introduction Advanced Coach Pathway



1.4.5 The Competition Introduction Overview

At a Glance Table for Gymnastics Competition 1 – Introduction

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability	Evaluation Methodologies
NCCP Outcome: Make Ethical Decisions			
Apply a 6 step ethical decision-making process	T E	Gymnastics Foundations Theory	<input type="checkbox"/> Successful completion of the Make Ethical Decisions online evaluation for the Competition – Introduction context
NCCP Outcome: Provide Support to Athletes in Training			
Ensure that the practice environment is safe	T E	Gymnastics Foundations workshop	<input type="checkbox"/> Formal observation of coach working with appropriate level of athlete(s) during training OR Video/DVD submission of coach working with appropriate level of athlete(s) during training
Implement an appropriately structured and organized practice	T E	And	
Make interventions that promote learning	T E	Competition 1 Introduction Course	
NCCP Outcome: Plan a Practice			
Identify appropriate logistics for practice	T E	Gymnastics Foundations Theory	<input type="checkbox"/> Evaluation of one practice plan <input type="checkbox"/> Evaluation of an emergency action plan
Identify appropriate activities in each part of the practice	T E		
Design an emergency action plan	T E		
NCCP Outcome: Analyze Performance			
Detect performance	T E	Competition 1 Introduction Course	<input type="checkbox"/> Formal observation of coach working with appropriate level of athlete(s) OR Video/DVD submission of coach working with appropriate level of athlete(s)
Correct performance	T E		

NCCP Outcome: Support the Competitive Experience			
Help athletes to be mentally prepared for competition	TE	Competition 1 Introduction Course	<input type="checkbox"/> Formal observation of coach coaching in the competitive environment with appropriate level of athlete(s) OR Video/DVD submission of coach coaching in the competitive environment with the appropriate level of athlete(s)
Give basic nutritional advice	T	Competition 1 Introduction Course	n/a
NCCP Outcome: Design a Sport Program			
Outline program structure based on available training and competition opportunities	TE	Competition 1 Introduction Course	<input type="checkbox"/> Comp 1 Yearly Training Plan
Identify program measures to promote athlete development	TE	Comp 2 Introduction Advanced Course	<input type="checkbox"/> Comp 2 Yearly Training Plan
Develop practice plans that integrate seasonal training priorities	TE		

1.4.6 The Competition Introduction Advanced Overview

At a Glance Table for Gymnastics Competition 2 – Introduction Advanced

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability	Evaluation Methodologies
NCCP Outcome: Core Comp Int, Make Ethical Decisions			
Apply a 6 step ethical decision-making process	TE	Gymnastics Foundations Theory	<input type="checkbox"/> Successful completion of the Make Ethical Decisions online evaluation for the Competition – Introduction context
NCCP Outcome: Core Comp Int, Provide Support to Athletes in Training			
Ensure that the practice environment is safe	TE	Gymnastics Foundations Theory	<input type="checkbox"/> Formal observation of coach working with appropriate level of athlete(s) during training OR Video/DVD submission of coach working with appropriate level of athlete(s) during training
Implement an appropriately structured and organized practice	TE	And	
Make interventions that promote learning	TE	Competition 1 Introduction Course	

Criteria	NSO Training (T) / Evaluation (E) Requirements	Training Availability	Evaluation Methodologies
NCCP Outcome: Core Comp Int, Plan a Practice			
Identify appropriate logistics for practice	T E	Gymnastics Foundations Theory	<input type="checkbox"/> Evaluation of one practice plan <input type="checkbox"/> Evaluation of an emergency action plan
Identify appropriate activities in each part of the practice	T E		
Design an emergency action plan	T E		
NCCP Outcome: Core Comp Int, Analyze Performance			
Detect performance	T E	Competition 1 Introduction Course And Competition 2 Introduction Advanced Course	<input type="checkbox"/> Formal observation of coach working with appropriate level of athlete(s) OR Video/DVD submission of coach working with appropriate level of athlete(s)
Correct performance	T E		
NCCP Outcome: Comp Int Advanced, Analyze Performance			
Evaluate if the athlete's sport-specific fitness is adequate for performance and for continued progression	T E	Competition 2 Introduction Advanced Course	<input type="checkbox"/> Formal observation of coach working with appropriate level of athlete(s) OR Video/DVD submission of coach working with appropriate level of athlete(s)
NCCP Outcome: Core Comp Int, Support the Competitive Experience			
Help athletes to be mentally prepared for competition	TE	Competition 1 Introduction Course	<input type="checkbox"/> Formal observation of coach coaching in the competitive environment with appropriate level of athlete(s) OR Video/DVD submission of coach coaching in the competitive environment with the appropriate level of athlete(s)
Give basic nutritional advice	T	Competition 1 Introduction Course	

NCCP Outcome: Core Comp Int, Design a Sport Program			
Outline program structure based on available training and competition opportunities	T E	Competition 1 Introduction Course and more detailed planning in Competition 2 Introduction Advanced Course	<input type="checkbox"/> Yearly Training Plan
Identify program measures to promote athlete development	T E		
Develop practice plans that integrate seasonal training priorities	T E		
NCCP Outcome: Comp Int Advanced, Design a Sport Program			
Yearly training plan that outlines training and competition schedules	T E	Competition 2 Introduction Advanced Course	<input type="checkbox"/> Yearly Training Plan
NCCP Outcome: Manage a Sport Program			
Manage administrative aspects of the program and oversee logistics	T E	Competition 2 Introduction Advanced Course OR Manage a Sport Program	<input type="checkbox"/> Portfolio submissions: communication tools, schedules (i.e. athlete handbook)
Report on athlete progress throughout the program	T E	multi-sport module	<input type="checkbox"/> Submit 2 athlete progress reports

1.5 Long-Term Athlete Development

http://www.gymcan.org/uploads/gcg_ltad_en.pdf

2 THE NCCP MODEL



National Coaching Certification Program The Goal: Coaches who can demonstrate their competence



*Certification is valid for no longer than 5 years and professional development is required to maintain certification.

COACH CERTIFICATION

The National Coaching Certification Program certifies coaches who have demonstrated their ability to apply critically important competencies to coaching situations relevant to the stage of athletes they coach. This means that coaches must not only know about coaching but be able to demonstrate their ability to apply this knowledge in the coaching situation.

Coaches can be trained in any of the following eight coaching contexts, which are specific to the type of athlete they are working with, and can progress through to a "Master Coach" level in any context.

COMMUNITY SPORT

The **Community Sport – Initiation** context focuses on participants who are being introduced to a sport. In many sports this is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the "FUNdamentals" stage skills and abilities for participants.

The **Community Sport – Ongoing participation** context is typically for either youth participating in a recreational environment, or masters participants participating for recreation, fitness, and socialization reasons. The participants are in the Active for Life stage of long-term athlete development. The role of the coach is to encourage participants to continue their involvement in the sport.

COMPETITION

The **Competition – Introduction** context is designed for coaches of athletes moving from the FUNdamentals to the Learn to Train and Train to Train stages of long-term athlete development.

The **Competition – Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.

The **Competition – High performance** context is typically reserved for coaches of athletes in the Train to Win stage of long-term athlete development although there is the possibility of some phasing in of a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term athlete development. Coaches in this context require specific skills and abilities in order to meet the needs of their athletes.

INSTRUCTION

Instructors in the **Instruction – Beginners** context are usually working with participants who are experiencing the sport for the first time through a series of lessons. Typically there's no formalized competition at this level — it's strictly about skill development and there is a short timeframe of interaction between the instructor and the participant.

Instructors in the **Instruction – Intermediate performers** and **Instruction – Advanced performers** contexts are very specialized and are specifically there to assist athletes crossing over from competitive sport to gain enhanced skills, and in some cases, tactical development specific to their sport.

2.1 Training vs. Certification

The NCCP model distinguishes between training and certification. Coaches can participate in training opportunities to acquire or refine the skills and knowledge required for a particular coaching context (i.e. Competition – Introduction) as defined by a sport (i.e. Gymnastics Canada) and be considered “trained”.

To become “certified” in a coaching context, coaches must be evaluated on their demonstrated ability to perform within that context in areas such as program design, practice planning, performance analysis, program management, ethical coaching, support to participants during training, and support to participants in competition.

Certified coaches enjoy the credibility of the sporting community and of the athletes they coach because they have been observed and evaluated “doing” what is required of them as a competent coach in their sport. They are recognized as meeting or exceeding the high standards embraced by more than 65 national sport organizations in Canada. Fostering confidence at all levels of sport, certification is a benefit shared by parents, athletes, sport organizations, and our communities.

NCCP coaches are described as follows:

- ❑ **In Training** – when they have completed some of the required training for a context;
- ❑ **Trained** – when they have completed all required training for a context;
- ❑ **Certified** – when they have completed all evaluation requirements for a context.

For more information please visit: <http://www.coach.ca/trained-vs-certified-s16468>.

2.2 Contexts



2.2.1 Community Sport

There are two levels of workshops for community sport coaches: Initiation (or introduction) and Ongoing participation.

- ❑ The **Community Sport – Initiation** context focuses on participants who are being introduced to a sport. In many sports this is very young children participating in the sport for the first time. In a few sports, initiation into the sport can occur with youth or adults. Participants get involved to meet new friends, have fun, and to learn a new activity. The role of the coach is to ensure a fun and safe environment and to teach the development of some of the “FUNdamentals” stage skills and abilities for participants. GCG’s Gymnastics Foundations NCCP fits in this context.
- ❑ The **Community Sport – Ongoing participation** context is typically for either youth participating in a recreational environment, or masters participants participating for recreation, fitness, and socialization reasons. The participants are in the Active for Life stage of long-term athlete development. The role of the coach is to encourage participants to continue their involvement in the sport. GCG plans to develop this context once the Competition contexts have been developed for all the gymnastics disciplines.

For more information please visit: <http://www.coach.ca/community-coaches-s15434>.

2.2.2 Competition

Coaches in the Competition stream usually have previous coaching experience or are former athletes in the sport. They tend to work with athletes over the long term to improve performance, often in preparation for provincial, national, and international competitions.

There are three levels of workshops for competition coaches that reflect the stages of athlete development: Introduction, Development, and High performance.

- ❑ The **Competition – Introduction** context is designed for coaches of athletes moving from the FUNdamentals to the Learn to Train and Train to Train stages of long-term athlete development.
- ❑ The **Competition – Development** context is designed for coaches of athletes ranging from the Train to Train to the Train to Compete stages of long-term athlete development.
- ❑ The **Competition – High performance** context is typically reserved for coaches of athletes in the Train to Win stage of long-term athlete development although there is the possibility of some phasing in of a Train to Compete athlete into the High Performance level because of the fluidity of the stages of long-term athlete development. Coaches in this stream require specific skills and abilities in order to meet the needs of their athletes.

For more information please visit: <http://www.coach.ca/competitive-coaches-s15435>.

2.3 Workshops and Modules

2.3.1 Sport-specific Training

The CAC works with over 65 different National Sport Organizations across Canada in the development of sport-specific NCCP training. Currently, there are over 850 workshops available at every level of sport – from 3-hour online introductory workshops for beginner coaches, to weekend workshops for intermediate coaches, to intensive two-year training programs for advanced coaches.

For more information please visit <http://www.coach.ca/sport-specific-training-s16547>.

NCCP gymnastics sport-specific training is currently available in the following contexts as follows:

Community sport – initiation context: Gymnastics Foundations (GF)

Become an NCCP trained coach through the following series of courses which are designed to be delivered over a 2-½ day period:

1. **GF Introduction course:** Coaches will learn the components of Gymnastics Canada's 3F philosophy (Fun, Fitness, and Fundamentals), as well as common safety tips and fundamental movement patterns in this 8-hour course that covers common topics for all gymnastics sports.
2. **GF Theory course:** During this 4-hour theory course, coaches will learn how to apply an ethical decision making process to coaching and how to effectively plan a lesson.

3. GF Discipline specific course:

Active Start: Designed for coaches that work with preschool aged children, this 8-hour in-gym course is an introduction to the Active Start (AS) approach, the AS child, the AS lesson, and the AS program.

Artistic, Rhythmic, Trampoline, or Aerobic: These 8-hour in-gym courses are designed specifically for each discipline in gymnastics. Coaches learn fundamental movement patterns and basic skills that are specific to each discipline and learn how to teach young participants in a fun and exciting environment.

2.3.2 Multi-sport Training

Many of these modules have been integrated by Gymnastics Canada into our sport-specific workshops. There are some modules that coaches are required to take separately through the network of PTCRs.

All of these multi-sport modules can also be counted towards Maintenance of Certification.

For more information please visit <http://www.coach.ca/multi-sport-training-s15501>.

ABORIGINAL COACHING MODULES



This interactive workshop is available to both Aboriginal and mainstream organizations who have Aboriginal youth in their sport, social, or employment programs. Aboriginal Sport Circle's trained instructors will facilitate discussions which include role playing and group activities to engage all participants. This type of interactive setting has provided a fun, fulfilling, and positive learning experience for both participants and facilitators alike.

The workshop includes unique methods and perspectives not found in mainstream coaching certification programs. It is holistic in its approach and includes teachings of the Medicine Wheel, the four gifts, as well as the values within the four pillars and many other issues that are unique to Aboriginal culture.

The Aboriginal Coaching Modules were designed to provide culturally relevant courses for coaches and people working with Aboriginal youth and athletes.

EMPOWER +



An incredible addition to our NCCP workshop lineup, Empower + is an intense and thought provoking 4-hour workshop that teaches coaches how to enhance the well-being of the athletes in their care and be a positive role model in the world of sport. In an interactive and dynamic learning environment, facilitators guide coaches about how to enhance athlete welfare by:

- Recognizing the potential for, and presence of maltreatment in sport;
- Learning when and how to intervene when maltreatment is observed/suspected.

Coaches will learn how to:

- Implement the NCCP's renowned six-step decision-making model;

- Master the art of the difficult conversation; and
- Create a list of key positive athlete development strategies they can implement in their coaching right away.

FUNDAMENTAL MOVEMENT SKILLS (FMS)



The Fundamental Movement Skills (FMS) of throwing, catching, jumping, striking, running, kicking, agility, and balance and coordination, form the basis for future sport skill development and for the life-long enjoyment of physical activity. Coaches learn how to OBSERVE and IMPROVE the fundamental movement skills through the format listed below which is best suited to them and their line of work.

The FMS module gives participants the skills to:

- analyze and identify the various stages of development for the FMS;
- apply a six-step process to teaching the FMS;
- create safe games where children can practise FMS.

MAKE ETHICAL DECISIONS (MED)



By successfully completing the Make Ethical Decisions workshop coaches will be fully equipped to handle virtually any ethical situation with confidence and surety. MED is one of the NCCP's cornerstone workshops, and leaves coaches with no doubt as to what to do when the going gets tough.

Upon completing the MED module coaches will be able to:

- analyze a challenging situation and determine if it has moral, legal or ethical implications;
- apply the NCCP Ethical Decision-Making Model to properly respond to each situation in a way that is consistent with the NCCP Code of Ethics.

PLANNING A PRACTICE



The Planning a Practice module gives coaches the skills to:

- organize a well-structured practice plan with safe, age-appropriate activities you've designed to match the proficiency level of participants;
- identify potential risk factors that could impact the sport and practice activities;
- create an emergency action plan;
- identify practice goals and design activities that offer the best training benefits for the athletic skills required in your sport.

This module and the MED module have been integrated into GCG's Gymnastics Foundations Theory course.

NUTRITION

After taking the Nutrition module coaches will be able to:

- determine if foods and beverages consumed by your athletes before, during and after training are adequate;
- offer suggestions for more suitable food and beverage alternatives when necessary;
- gain a better understanding of the best way to promote healthy food choices that are consistent with basic sport nutrition principles to both athletes and their parents.

This module has been integrated into GCG's Comp 1 (Introduction) course.

RESISTANCE TRAINING

A must-have for competitive coaches, this 4-hour dynamic and interactive introductory workshop teaches coaches how to prevent injuries and increase athlete performance through proven resistance training tools. They can become better coaches by augmenting their plan with elements such as:

- Basic lifts
- Stability training
- Core training

TEACHING AND LEARNING

Upon completing the Teaching and Learning module coaches will be able to:

- assess their own beliefs regarding effective teaching;
- analyze certain coaching situations to determine if they promote learning;
- create conditions that promote learning and self-esteem;
- use teaching assessment grids to gather objective information on teaching effectiveness, and use this data to develop an action plan to enhance your own effectiveness as a teacher and coach.

This module has been integrated into GCG's Comp 1 (Introduction course).

DESIGN A BASIC SPORT PROGRAM

Design a Basic Sport Program teaches coaches how to:

- create a sound outline for their sport program that includes competition and training events;
- compare their program to those outlined by the NCCP in terms of long-term athlete development;

- assess the athletic development opportunities their program offers, and identify ways to remedy any weaknesses;
- interpret the information in a sample program, identifying training priorities and objectives at certain periods;
- establish a link between their program's training objectives and the content of practice sessions.

This module has been integrated into GCG's Comp 1 (Introduction) course.

BASIC MENTAL SKILLS



The Basic Mental Skills module gives coaches the ability to:

- recognize signs indicating that an athlete may need to improve his/her goal setting, focus, and anxiety control skills; and develop tools to help the athlete to make improvements in these areas;
- run simple guided activities that help athletes improve basic mental skills.

This module has been integrated into GCG's Comp 1 (Introduction) course.

COACHING AND LEADING EFFECTIVELY



The Coaching and Leading Effectively module gives coaches the skills needed to:

- promote a positive image of sport, and model it to athletes and those supporting their performance;
- deliver clear messages and explanations when communicating with athletes and their supporters;
- identify opportunities to interact with all athletes and use feedback to improve and correct performance and behaviour.

This module will be required for the Competition Development context.

MANAGING CONFLICT



The Managing Conflict module will allow coaches to:

- identify common sources of conflict in sport;
- determine which individuals or groups are most likely to find themselves in situations involving conflict;
- learn important skills that will help you prevent and solve conflict resulting from misinformation, miscommunication or misunderstanding;
- develop skills that will empower you to listen and speak effectively in conflict situations while maintaining positive relationships with athletes, parents, officials and other coaches.

This module will be required for the Competition Development context.

LEADING DRUG-FREE SPORT

After taking Leading Drug-free Sport coaches will be able to:

- understand and explain the consequences of using banned substances in sport;
- educate athletes about drug-testing protocols at major competitions;
- encourage athletes to safeguard their sport values and take greater responsibility for their personal actions;
- apply the NCCP Ethical Decision-Making Model to their coaching as it relates to keeping their sport and athletes drug-free.

This module may be required for the Competition Development context.

DEVELOPING ATHLETIC ABILITIES

After completing the Developing Athletic Abilities module, coaches will:

- be able to implement general and sport-specific training protocols and methods to effectively develop or maintain the athletic abilities necessary for their sport;
- know how to apply training principles and variables to training methods that build fitness, endurance, strength, speed and sport-specific conditioning;
- be able to select and adapt testing and training protocols.

INCLUDES: 2 hour online pre-workshop session

This module will be required for the Competition Development context.

PREVENTION AND RECOVERY

After taking Prevention and Recovery coaches will have the knowledge needed to:

- identify common injuries in your sport and develop appropriate prevention and recovery strategies to keep your athletes injury-free during training and competition;
- offer valuable information and guidance on hydration, nutrition and sleep as they relate to injury prevention;
- choose skills and drills that help athletes perform appropriate warm-ups and cool-downs;
- develop functional evaluations for an athlete's return to play;
- implement recovery and regeneration techniques to help an athlete maintain or return to optimal performance post injury.

This module will be required for the Competition Development context.

PSYCHOLOGY OF PERFORMANCE

Completing Psychology of Performance will allow coaches to:

- help athletes learn to manage distractions and use visualization techniques to prepare themselves technically and tactically for training and competition;
- learn how to work with athletes or teams to identify performance and process goals related to their ability to focus on performance;
- learn debriefing skills that can be used to help athletes assess their performance in both training and competition.

This module will be required for the Competition Development context.

3 EVALUATION AND CERTIFICATION

3.1 Objectives

Evaluation in the NCCP is the process used to determine whether coaches meet NCCP coaching standards for certification. This process applies to all coaching contexts in the NCCP. Evaluation for certification is not included in all sports in the Community Sport stream, however, for safety reasons, it is included in Gymnastics.

3.2 Principles of Evaluation in the NCCP

- Outcomes are the foundation of the NCCP approach to evaluating and certifying coaches.
- Evaluation in the NCCP reflects the ethical coaching practices promoted in the Canadian sport system.
- Evaluation in the NCCP reflects the diversity among sports in a given context.
- Evaluation recognizes and respects individual coaching styles.
- Evaluation in the NCCP is evidence-based.
- The evidence in NCCP evaluations consists of observable coaching behaviour that is used to determine whether a coach meets a given criterion.
- The evidence in NCCP evaluations may come from several sources.
- Evidence demonstrated during an evaluation may not reflect all of the elements or objectives identified in training activities.
- Coaches are advised of the evidence that will be used to determine whether they meet a given criterion. This helps them achieve certification.
- Coaches seeking certification are evaluated by NCCP-trained and NCCP-accredited Coach Evaluators.

Additional Points

- Evaluation requirements, procedures, and methods are (1) administratively feasible, (2) professionally acceptable, (3) publicly credible, (4) legally defensible, (5) economically affordable, and (6) reasonably accessible.
- Evaluation is preceded by NCCP training or relevant experience.
- NCCP training activities prepare coaches to meet certification standards.

3.3 Outcomes, Criteria, and Evidence

Evaluation in the NCCP is based on a systematic approach to determining whether coaches meet NCCP standards. This approach has three key components:

- Outcomes
- Criteria
- Evidence

CRITERIA: These are the components of an outcome that will be evaluated

Every outcome is associated with one or more criteria.

Criteria depend on the coaching context. For example, in the Community Sport – Initiation context, the outcome Provide Support to Athletes in Training has one criterion, but in the Competition – Introduction context, it has three criteria.

Criteria *may* be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

EXAMPLE – Provide Support to Athletes in Training Criteria:

- *Community Sport – Initiation context: Lead participants in appropriate activities*
- *Competition – Introduction context: Implement an appropriately structured and organized practice*

EVIDENCE: This is what the Coach Evaluator must observe and measure to confirm that the candidate meets the NCCP standard for each criterion

All criteria are associated with one or more pieces of evidence. Evidence is what the coach actually does. It is *observable and measurable*.

The more evidence the Coach Evaluator must observe and measure, the more demanding the evaluation will be.

Evidence *may* be sport-specific. The quantity and quality of criteria associated with a particular outcome contribute to the NCCP minimum standard for evaluation.

Together with the outcomes and criteria, the evidence is used to determine the NCCP minimum standard for evaluation.

EXAMPLE – Competition – Introduction Criterion and Evidence for the Provide Support to Athletes in Training Outcome

- *Criterion: Implement an appropriately structured and organized practice*
- *Evidence: Deliver a practice that matches the goals identified in the practice plan; activities contribute to development of skills, tactics, or athletic abilities; equipment is available and ready to use*

OUTCOMES: These are the overall tasks coaches must be able to perform

There are seven overall tasks that capture what coaches in the NCCP need to be able to do. These are called *NCCP outcomes*, and they are:

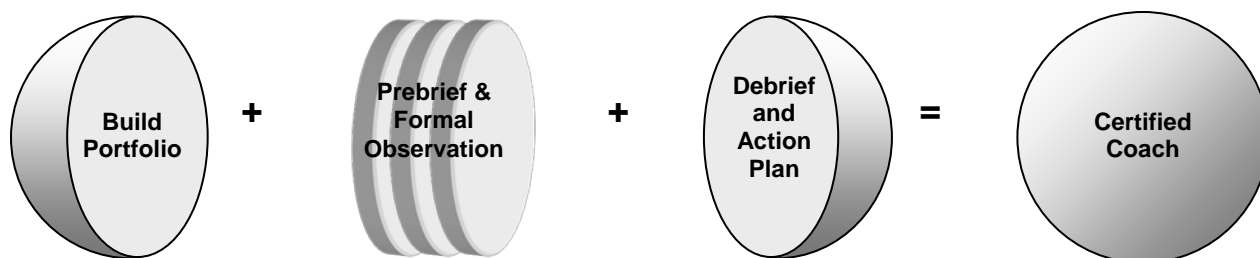
- Provide Support to Athletes in Training
- Make Ethical Decisions
- Plan a Practice
- Analyze Performance
- Support the Competitive Experience
- Design a Sport Program
- Manage a Program

The outcomes that apply in a specific coaching situation depend on the coaching context. National Sport Organizations (NSOs) have the flexibility to add unique outcome(s) should the NCCP outcomes not fully capture coaching tasks in their sport. The quantity of outcomes being evaluated contributes to the NCCP minimum standard for evaluation.

3.4 Evaluating Coaches in the NCCP

Evaluating coaches in the NCCP evaluation process involves:

- Portfolio evaluation
- Prebrief
- Formal observation
- Debrief
- Action planning
- Reporting/Administration



3.4.1 Portfolio Evaluation

- The portfolio evaluation enables the Coach Evaluator to determine the readiness of the coach candidate for the formal observation.
- The coach must register with the appropriate sport body and submit all required portfolio pieces in advance of a formal observation being scheduled.
- The Coach Evaluator must review the portfolio using the appropriate evaluation tool(s) and then communicate the feedback to the coach in a timely manner.
- Successful completion of the required portfolio pieces will determine readiness for the formal observation.
- Once it is established that the candidate is ready for the formal observation, the Coach Evaluator should notify the appropriate sport body to schedule the formal observation.
- When the formal observation is scheduled, the Coach Evaluator begins the prebrief process.

3.5 Certification Standard

Certification standard refers to the degree to which coaches meet a given criterion. An achievement scale is used to determine whether or not a coach meets or exceeds the minimum standards. For example, a five-point achievement scale might be:

- 5 Expert
- 4 Advanced
- 3 NCCP Minimum Standard – includes the evidence that describes the minimum standard for what a coach does
- 2 Near Standard
- 1 Well Below Standard

While the achievement scale may differ, *all* must include the NCCP Minimum Standard.

Coaches seeking certification for a given context must be evaluated and must achieve at least NCCP Minimum Standard in all the relevant criteria required for that context in their evaluation.

3.6 NCCP Database (the Locker)

The NCCP Database tracks the outcomes and criteria with a (T) for the criteria that have been trained, and with an (E) for the criteria that have been evaluated. The Database does *not* track evidence.

3.7 Administration and Logistics of Evaluation

The following administrative aspects were considered when designing the evaluation protocols.

3.7.1 Payment and Honoraria of Evaluations

If one Evaluator is responsible for facilitating the evaluation process:

- Upon registering for the evaluation, the coach pays the fee to the appropriate sport governing body (usually the P/TSO).
- The Evaluator receives one payment from the appropriate sport governing body upon submission of the evaluation documentation and action plan copy.

If more than one Evaluator is involved in the evaluation process:

- Then GCG will identify appropriate payment schedules for specific contributions towards a coach candidate's evaluation. This may involve specific requirements for the evaluation of certain NCCP outcomes.

3.7.2 Appeals and Audits of Evaluations

To be developed.

3.8 Recognition of Coaching Competence

The NCCP is a competency-based program based on coaching abilities, meaning the NCCP is a program that certifies coaches based on proven abilities to “DO” certain things deemed important to meet the needs of the participants they coach. The NCCP is competency based, and as a result certification is based upon what a coach is able to demonstrate, not the training they may or may not have undergone.

Coaches must go through the evaluation process for the context in which they are coaching. Evaluation must include the entire evaluation process for the context in which the coach is being certified (including online multi-sport evaluations). This ensures the coach is able to demonstrate the required competencies for the context, and removes the need for the NSO or other partners to “judge” the relevance or rigor of the many different international programs that exist.

Coaches do not receive credit for “training” modules that they do not complete, but will be able to achieve “certified” status upon a successful evaluation. This only applies in contexts where certified status is available to coaches. The achievement of an “equivalency” is no longer a possibility.

This respects and recognizes current coaching competence, which includes Canadian coaches with significant coaching experience or related background, and foreign coaches with approved training and certification.

To pursue recognition of coaching competence through Gymnastics Canada, coaches must successfully complete the evaluation process for the context in which they are coaching. An application for such an evaluation must be submitted to GCG for approval. The fees are as follows:

GF: \$300.00 Comp 1: \$325.00 Comp 2: \$350.00 Comp 3: \$400.00

4 COACH DEVELOPERS

Who coaches the coaches? NCCP Coach Developers do!

According to the International Council for Coaching Excellence (ICCE), Coach Developers “are not simply experienced coaches or transmitters of coaching knowledge – they are trained to develop, support, and challenge coaches to go on honing and improving their knowledge and skills in order to provide positive and effective sport experiences for all participants.” In short, Coach Developers need to be experts in learning, as well as experts in coaching.

GCG NCCP Coach Developers include Learning Facilitators, Coach Evaluators and Master Coach Developers.

The typical pathway for someone who wants to be a Coach Developer involves the following steps:



Training: Coach Developer candidates must complete rigorous training, and this training is now being made consistent across Canada. The following training is required by all Coach Developers:

- Core Training:** Provides Coach Developers with the skills to perform their role.
- Content-specific Training (sport or multi-sport):** This includes micro-facilitation which gives Coach Developers an opportunity to practise delivery with their peers.
- Co-delivery:** This is a chance for the new Coach Developer to practise with real coaches alongside an experienced Coach Developer.

Once a Coach Developer has all of the above training pieces they are considered “TRAINED”.

Evaluation: Evaluation confirms that the Coach Developer is capable of certain abilities which are deemed important in the training of coaches.

Once a Coach Developer has been evaluated they are considered: “CERTIFIED”.

For more information please visit: <http://www.coach.ca/coach-developer-training-s16933>.

4.1 Identification and Selection of Coach Developers

There are two ways to become a Coach Developer candidate:

- ❑ Master Coach Developers (MCDs), Provincial/Territorial Sport Organizations (P/TSOs), and National Sport Organizations (NSOs) can identify Coach Developer candidates.
- ❑ Individuals can nominate themselves.

When establishing a pool of candidates, GCG will try to balance the regional training requirements for the sport with the need to have appropriate representation of all regions in Canada. Many candidates are coaches who are already involved in the NCCP or individuals with backgrounds in physical education, kinesiology, or similar areas of study. The competencies of the Coach Developers are clearly indicated in the Evaluation Tools.

Individuals who nominate themselves are sent the template for the Letter of Self-nomination and are asked to fill in this letter and submit it to their Provincial/Territorial Sport Organization (P/TSO) or Provincial/Territorial Coaching Representative (P/TCR), along with their resume and NCCP Certification Transcript, if applicable.

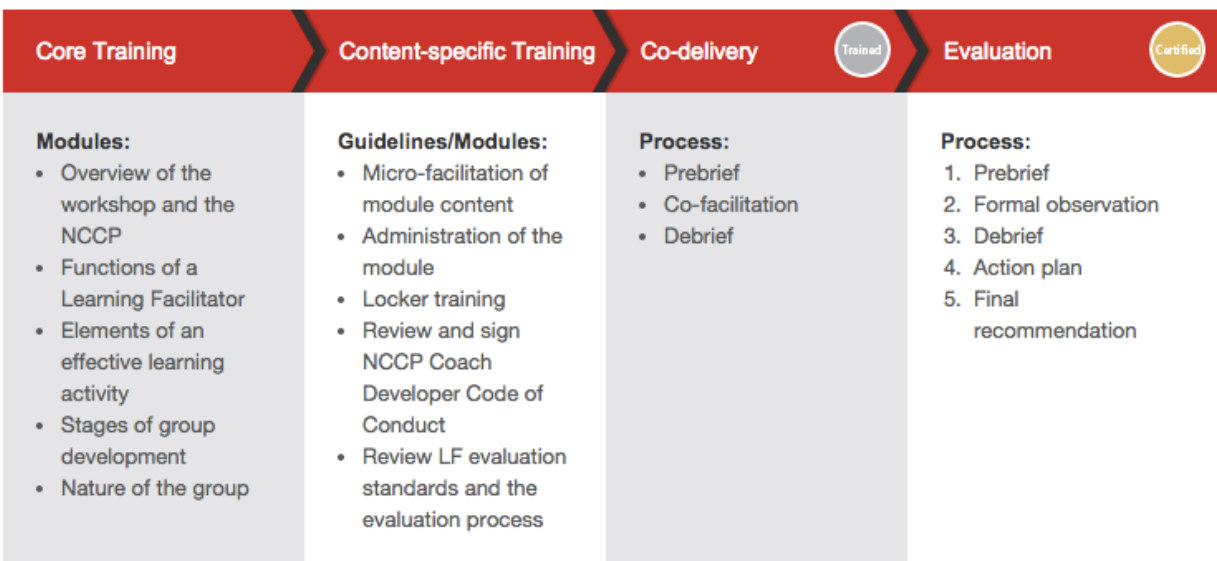
4.2 Learning Facilitator

Every NCCP workshop is led by a trained Learning Facilitator (LF) who has undergone a standardized training process. LFs are crucial to the development of skilled, knowledgeable coaches who are then able to develop safer, happier athletes/participants.

The goal of an LF is to effectively facilitate sessions that result in the development of coaches who are able to demonstrate their abilities and meet the standards established for certification. An LF should have the appropriate knowledge, skills, and attitudes to facilitate workshops using the competency-based approach. In addition, they serve as contributing members of the community and ambassadors for the NCCP.

4.2.1 How to Become a Learning Facilitator

All Learning Facilitators complete the following steps:



For more information please visit: <http://www.coach.ca/learning-facilitator-p156718>.

4.2.2 Selecting Learning Facilitators

The success of NCCP training rests to a large degree on the quality of the individuals selected as Learning Facilitators.

It is recommended that Learning Facilitators are:

- Certified in the context they are delivering in;
- Good communicators: have the ability to speak clearly and communicate professionally;
- Good presenters: are comfortable presenting in front of a group, are well spoken, are able to keep presentations to time limits, and able to adapt to questions and changes;
- Good facilitators: are able to facilitate discussions, actively listen, evoke participation, and move discussions along when need be;
- Good organizers: are well prepared, organized, and professional;
- Also: approachable, ethical, responsible, and self-confident.

It is recommended that Learning Facilitators also are:

- Trained in the context above the one they are delivering in;
- Registered member in good standing of their provincial/territorial (P/T) gymnastics federation
- A minimum of 21 years of age
- Actively coaching gymnastics, with a minimum of five (5) years' experience in coaching gymnastics
- A great ambassador for GCG, for their P/T gymnastics federation, CAC and the NCCP
- Willing to devote time to delivering NCCP courses throughout the P/T

4.2.3 Core Training

Core Training for Learning Facilitators is a mandatory component of training for Learning Facilitators. It is recommended that Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

4.2.4 Content-specific Training

Content-specific Training is a mandatory component of training for Learning Facilitators. Content-specific Training will include a micro-facilitation component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

4.2.5 Co-delivery

All Learning Facilitators must co-facilitate a workshop with an experienced Coach Developer prior to facilitating a workshop on their own.

- Co-facilitation should occur within 3 months of Content-specific Training.
- Co-facilitation may be considered part of training and therefore the person being trained will not necessarily be paid.
- A Learning Facilitator candidate may be required to co-facilitate a workshop a number of times until they are ready to facilitate a workshop on their own.

4.2.6 Evaluation

All Learning Facilitators must be evaluated to become certified Learning Facilitators.

- Learning Facilitators should be evaluated after co-facilitation, and when they feel ready to deliver the course on their own.
- Learning Facilitators will be evaluated in person.
- Learning Facilitators will be evaluated against the CAC Learning Facilitator Outcomes, Criteria, and Evidence.
- All Learning Facilitators must complete the Make Ethical Decisions online evaluation.

4.2.7 Maintenance of Certification

All Learning Facilitators are required to attain 20 PD points over 5 years to maintain their certification.

4.2.8 Honorarium

- Based on P/T averages, GCG recommends the following:

Level	Suggested Hourly Wage	Number of Hours
Gymnastics Foundations	\$28.00	Intro 8 Theory 4 Sport Specific 8
Comp 1 (Intro)	\$32.00	24
Comp 2 (Intro Advanced)	\$35.00	24

4.2.9 Appeals Process

- To be developed.

4.3 Master Coach Developer

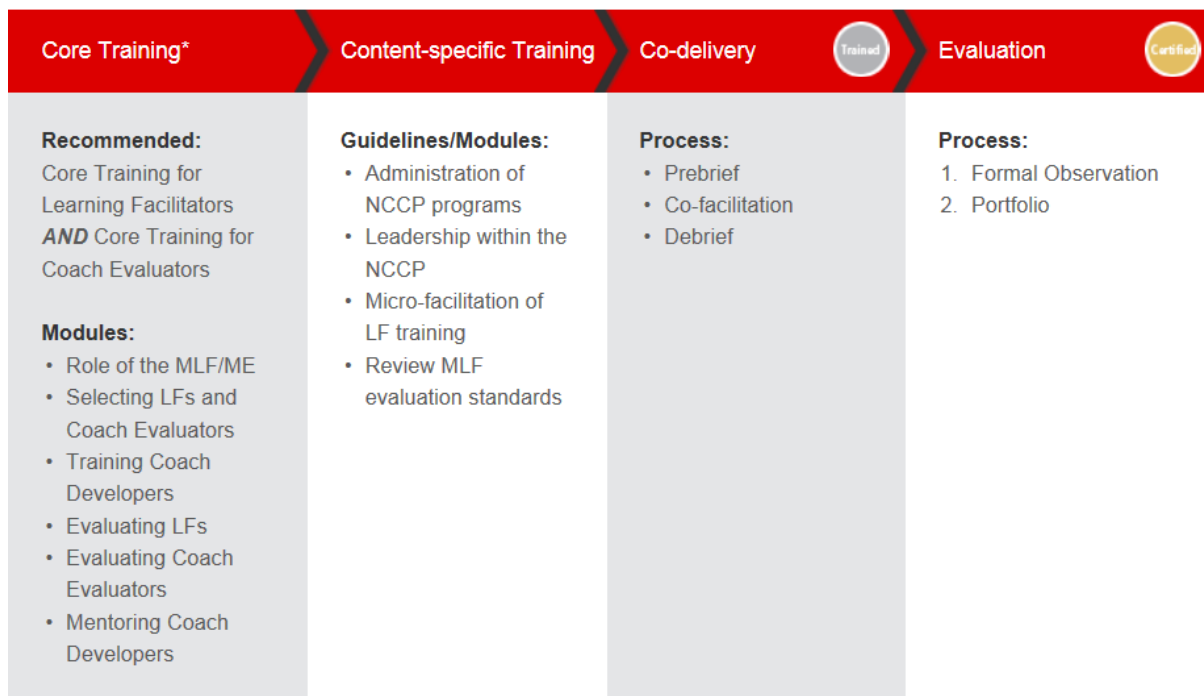
The role of the Master Coach Developer (MCD) is to train, to evaluate, to support, and to mentor Learning Facilitators (LFs) and Coach Evaluators (CEs). In addition, MCDs play a key role in promoting the NCCP.

MCDs must possess adequate knowledge and expertise in facilitation to assist in training coach developers and to lead workshops and professional development experiences.

It is expected that MCDs will have more responsibility in a supportive role with coach developers during workshops and in development. MCDs should be willing and able to lend support to coach developers, program administrators, and delivery host agencies.

4.3.1 How to Become a Master Coach Developer

All Master Coach Developers complete the following steps and have achieved Certified status as Learning Facilitators and/or Coach Evaluators:



For more information please visit: <http://www.coach.ca/master-learning-facilitator-p156720>.

4.3.2 Selecting Master Coach Developers

Gymnastics Canada will assign Master Coach Developer status to Certified Coach Developers. Master Coach Developers:

- Have five years of experience as coach developers;
- Are Certified coach developers;
- Are trained or educated in an area related to coaching or coach education,

The duties of an MCD include:

- Helping with selection of the coach developers
- Training of the coach developers
- Evaluation of the coach developers
- Mentoring of the coach developers

4.3.3 Core Training

Core Training for Master Coach Developers is a mandatory component of training for Master Coach Developers. Master Coach Developers also take Core Training for Learning Facilitators and Core Training for Coach Evaluators.

It is recommended that all Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

4.3.4 Content-specific Training

Content-specific Training is a mandatory component of training for Master Coach Developers. Content-specific Training will include a micro-facilitation component of the content that will be delivered.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

4.3.5 Co-delivery

All Master Coach Developers must co-facilitate coach developer training with an experienced Coach Developer prior to facilitating training on their own.

- Co-facilitation should occur within 3 months of Content-specific Training.
- A Master Coach Developers candidate may be required to co-facilitate training a number of times before facilitating training on their own.

4.3.6 Evaluation

All Master Coach Developers must be evaluated to become certified Master Coach Developers.

- Master Coach Developers should be evaluated as soon as possible.
- Master Coach Developers will be evaluated by submitting a portfolio.
- All Master Coach Developers must complete the Make Ethical Decisions online evaluation.

4.3.7 Maintenance of Certification

All Master Coach Developers are required to attain 20 PD points over 5 years to maintain their certification.

4.3.8 Honorarium

- GCG recommends the following:

Level	Suggested Wage
Gymnastics Foundations	\$50.00
Comp 1 (Intro)	\$60.00
Comp 2 (Intro Advanced)	\$65.00

4.3.9 Appeals Process

- To be developed.

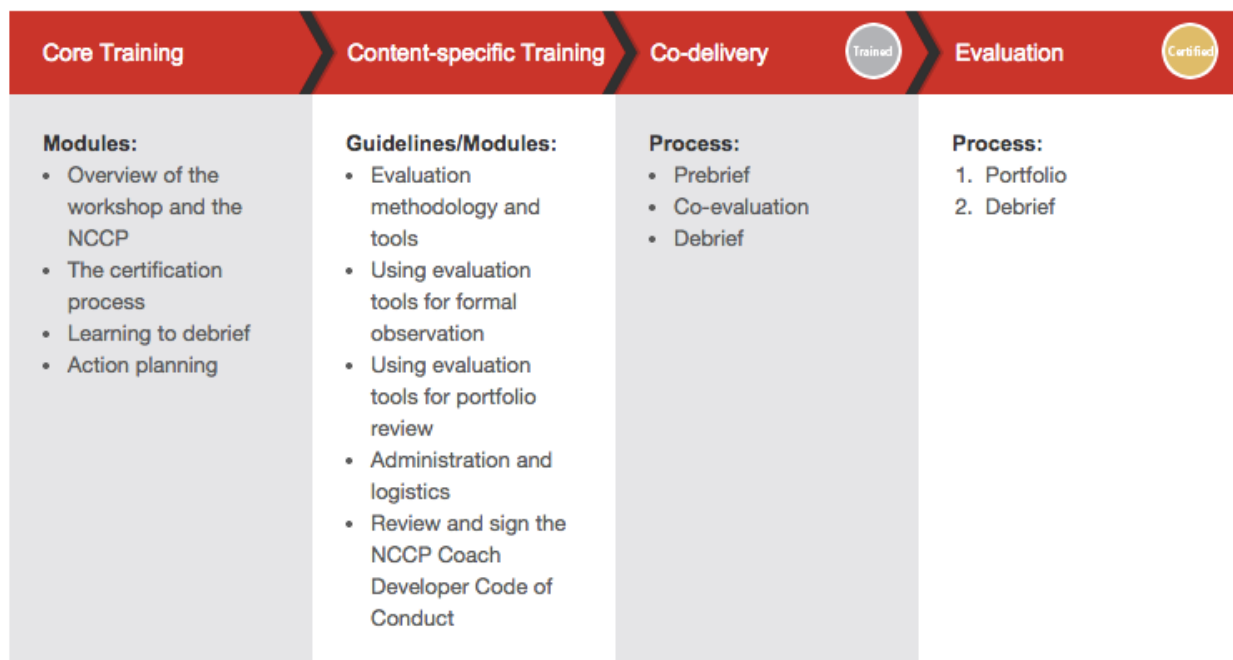
4.4 Coach Evaluator

A Coach Evaluator's role is to contribute to the development of coaches after they have acquired their NCCP training. This includes assessment, evaluation, debriefing, and follow-up with coaches trying to achieve Certified status. Coach Evaluators are experts in the observation process and have in-depth knowledge of the outcomes, criteria, and evidence that comprise the evaluation tools that establish NCCP standards for coaches of a particular sport context.

Coach Evaluators act as ambassadors of the NCCP and as a resource to coaches seeking to augment and validate their coaching abilities.

4.4.1 How to Become a Coach Evaluator

All Coach Evaluators complete the following steps:



For more information please visit: <http://www.coach.ca/coach-evaluator-p156721>.

4.4.2 Selecting Coach Evaluators

The success of any evaluation program rests to a large degree on the quality of the individuals selected as Coach Evaluators. Clearly, it is critical that quality control be exerted when appointing someone as a Coach Evaluator, as not everyone possesses the experience, skills, or attitudes to be effective in this position.

It is recommended that Coach Evaluators have:

- a minimum of 3 years of coaching experience in the context in which evaluation takes place;
- successfully completed the NCCP Make Ethical Decisions training and/or evaluation requirements;
- credibility with their peers;

- high ethical standards and leadership skills;
- a desire to see the coach certification system as well as the sport grow;
- time and energy to commit to the evaluation process;
- proven guiding and facilitation skills;
- the ability to be critically reflective and ask questions; and
- the ability to listen actively to the candidate.

Although desirable, it is not critical that the Coach Evaluator have a higher position and significantly greater coaching experience than the candidate.

4.4.3 Core Training

Core Training for Coach Evaluators is a mandatory component of training for Coach Evaluators. It is recommended that Core Training is completed prior to coming to Content-specific Training.

Core Training can be accessed through the P/TCR in each province or territory.

4.4.4 Content-specific Training

Content-specific Training is a mandatory component of training for Coach Evaluators.

Content-specific Training will include:

- a 2 hour in person or online training session to prepare Coach Evaluators for using the tools they will use in evaluation.

All Coach Developers must sign the *NCCP Coach Developer Code of Conduct* during Content-specific Training.

4.4.5 Co-delivery

It is recommended that Coach Evaluators co-evaluate with an experienced Coach Developer prior to performing an evaluation on their own.

- Co-evaluation should occur within 3 months of Content-specific Training.
- Co-evaluation is part of training and therefore the person being trained may not be paid.
- A Coach Evaluator candidate may want to perform co-evaluation a number of times before performing an evaluation on their own.

4.4.6 Evaluation

All Coach Evaluators must be evaluated to become a certified Coach Evaluator.

- Coach Evaluators should be evaluated when they feel comfortable with their evaluation process.
- Coach Evaluators will be evaluated by submitting a portfolio.
- All Coach Evaluators must complete the Make Ethical Decisions online evaluation.

4.4.7 Maintenance of Certification

All Coach Evaluators are required to attain 20 PD points over 5 years to maintain their certification.

4.4.8 Honorarium

- GCG recommends the following:

Level	Suggested Wage
Gymnastics Foundations	\$80.00 per evaluation
Comp 1 (Intro)	\$100.00 per evaluation
Comp 2 (Intro Advanced)	\$120.00 per evaluation

4.4.9 Appeals Process

- To be developed

4.5 Master Evaluator

The role of the Master Evaluator has been replaced by the Master Coach Developer.

5 BUSINESS MODEL

5.1 Communication

5.1.1 Inclusivity, Accessibility, and Official Languages

All components of the NCCP should be accessible to and inclusive of: any gender, visible minorities, the aboriginal community, and of persons with a disability. The language and content should be appropriate for the varied target groups. In addition, all materials for each context must be launched simultaneously in both official languages, following final approval.

5.1.2 Copyright

The CAC must hold co-copyright with GCG on all materials produced by GCG with CAC financial support. The principles of this agreement are as follows:

- GCG must ensure to provide all copyright warnings for the user;
- GCG must include and use the approved NCCP recognition guidelines. The CAC will provide GCG with the materials in electronic format (or camera-ready artwork) in both official languages, for incorporation into GCG final materials;
- World co-copyright is held jointly by the respective GCG and the CAC with a corresponding credit line to the GCG;
- GCG may distribute and sell non-integrated materials as it sees fit and will retain 100% of any income it receives from its own sale of materials. The sale of integrated materials will be governed by stipulations in the memorandum of agreement signed by the CAC and GCG;
- The CAC may, at its discretion, use the materials in composite products related to coach education.

5.1.3 Identification and Credit

All NCCP materials produced require the following:

- Use of the coach.ca and NCCP logos on the title page or screen of all NCCP materials;
- Proper credit given to the Government of Canada;
- Clear acknowledgment of GCG and CAC co-copyright for materials developed with CAC financial support, and sole GCG copyright for materials developed without CAC financial support;
- Use of the phrase “Printed in Canada” on all printed materials;
- Materials from other sources be properly credited;
- Version number and production date.

The following statement must appear in the credits:

“The National Coaching Certification Program is a collaborative program of the Government of Canada, the P/T governments, the national/provincial/territorial sport organizations, and the Coaching Association of Canada.”

The following statement must appear in the Coach Resources (workbooks):

The Collection, Use, and Disclosure of Personal Information

“The Coaching Association of Canada collects your NCCP qualifications and personal information and shares it with all NCCP partners according to the privacy policy detailed at www.coach.ca. By participating in the NCCP you are providing consent for your information to be gathered and shared as detailed in the privacy policy. If you have any questions or would like to abstain from participating in the NCCP please contact coach@coach.ca.”

CAC permissions must be obtained for re-printed materials including content, photos, and illustrations.

5.2 Responsibilities and Planning

5.2.1 National Sport Organization (NSO)

To be developed.

5.2.2 Provincial/Territorial Sport Organizations (P/TSOs)

To be developed.

5.2.3 The Locker (the NCCP Database)

- Provincial/Territorial Gymnastics Associations enter Events into the Locker to be approved by GCG. Upon approval by GCG, CAC will approve the Events.
- PTSO can determine which staff members they would like GCG to assign the Locker access to. Those individuals must complete CAC’s training for “the Locker” in order to have access to the Locker. Email coach@coach.ca with “The Locker training” in the subject line and CAC will contact you with the Locker training information.
- Inform GCG when the Locker training is complete and GCG will grant access to the Locker.

5.2.4 Succession Planning

- Each PTSO will ensure there are enough Learning Facilitators, Coach Evaluators and Master Coach Developers for their province.
- Each PTSO will work with GCG to ensure additional training takes place as required. A formal annual review will be conducted each summer.

5.2.5 Recruitment, Retention, and Recognition

Recruitment:

- Each PTSO will recruit Learning Facilitators, Coach Evaluators and Master Coach Developers for their province as required.

Retention:

- GCG will work with the PTSOs to develop a retention plan.

Recognition:

- GCG will work with the PTSOs to develop a recognition plan.

5.3 Fee Structure, Payment, and Honorarium

5.3.1 Workshop Registration Fees

- Based on P/T averages, GCG recommends the following:

Course	Cost of Course
GF Intro	\$150.00
GF Theory	\$80.00
GF Sport Specific	\$85.00
Competition 1	\$280.00
Competition 2	\$300.00
Competition 3	\$320.00

5.3.2 Coach Developer Honorarium

Suggested Hourly Wage:

Level	Learning Facilitator	Coach Evaluator	Master Coach Developer
Gymnastics Foundations	\$28.00	\$40.00	\$50.00
Comp 1 (Intro)	\$32.00	\$50.00	\$60.00
Comp 2 (Intro Advanced)	\$35.00	\$60.00	\$65.00
Comp 3 (Development)	\$40.00	\$70.00	\$75.00

5.4 Maintenance of Certification and Professional Development

The Coaching Association of Canada and its partners recognize the value of having certified NCCP coaches that are engaged in Professional Development programs which reinforce the values of lifelong learning and sharing amongst the coaching community.

In order for NCCP coaches to maintain their certified status, they will be required to obtain Professional Development (PD) points. PD points can be earned through a multitude of activities that coaches already participate in, including: national and provincial sport organization conferences and workshops, eLearning modules, NCCP workshops, coach mentorship programs, and active coaching. In most cases coaches are already earning their required PD points – Maintenance of Certification Status is simply the introduction of tracking these points and recognizing coaches for their efforts.

Maintenance of certification is essential to:

- Ensuring coaches stay current with new coaching practices and knowledge;
- Maintaining the integrity of the NCCP;
- Maintaining consistency with the standards of other professions;
- Reinforcing the values of lifelong learning and continuous improvement.

Certification within the NCCP shall be valid for a maximum period. The concept of “life-span of NCCP certification” shall apply to coaches who:

- Are already certified according to the standards of the Levels-NCCP.

- Are certified according to the standards of the Levels-NCCP while it is still in effect.
- Are certified according to the standards of an NCCP context's core certification and gradations.

Maintenance of certification must be based on active coaching and professional development.

CONTEXT	Period for renewal	PD points required
Gymnastics Foundations	5 years	10 points
Competition 1 (Introduction) Competition 2 (Intro Advanced)	5 years	20 points
Competition 3 (Development) Competition 4 (Dev Advanced)	5 years	30 points

Professional development opportunities and points allocated are as follows:

	Active Category	Points	Limitations
Sport Specific	Active Coaching	1 point/year for every season coached and 1 point/year for Learning Facilitator or Evaluator activity	To a maximum number of points equal to the number of years of the certification renewal period, e.g. 3 points, if certification period is 3 years
	NCCP Activity	5 points/training module or evaluation event	No maximum or minimum
	Non-NCCP Activity	1 point/hour of activity up to 3 hours maximum	No minimum or maximum
	Coach self-directed activity	3 points for the valid certification period	Maximum of 3 points for certification renewal period
	Re-evaluation in context	100% of the points required for PD credit in the context	No other PD is required if coach chooses re-evaluation
Multi-sport	NCCP activity	5 points/training module or evaluation event	No maximum or minimum
	Non-NCCP activity	1 point/ hour of activity up to 3 points maximum	To a maximum of 50% of the required PD credit for the context in a certification renewal period

For more information please visit: <http://www.coach.ca/maintenance-of-certification-s16745>.

5.5 Quality Control

5.5.1 Course Evaluation

- For each course given, coaches may be asked to complete an evaluation/feedback form (a sample form can be found in Section 6 of this document).
- GCG will communicate regularly with the PTSOs to receive course feedback.

5.5.2 Program Monitoring and Evaluation

- GCG will use CAC's VIP reports to determine how often the program is being delivered.
- Every 2 years, GCG will meet with Master Coach Developers to receive feedback.

5.5.3 Revision and Update Cycle

- Based on all feedback received, GCG will revise course content and materials every four years.
- Specific years for updates:
 - Gymnastics Foundations 2020
 - Competition Introduction 2021
 - Competition Introduction Advanced 2022
 - Competition Development 2022
 - Competition Development Advanced 2018

5.6 Minimum Age Restrictions

- Coaches must be 15 years old to take Gymnastics Foundations courses.
- Coaches must be 16 years old to take Competition Stream courses.

5.7 Recommended Minimum Standards for Coaching

Level of Athlete	Recommended Level of Coach Training / Certification
Active Start	Gymnastics Foundations – Active Start Trained or Certified
Recreational	Gymnastics Foundations Trained in discipline being coached
Recreational Leader	Gymnastics Foundations Certified in more than 1 discipline
Developmental	Comp 1 Trained
Pre-Competitive	Comp 1 Trained
Provincial Level (beginner)	Comp 1 Trained or Certified, depending on athlete level
Provincial Level (advanced)	Comp 2 Trained or Certified, depending on athlete level
National Level	Comp 2 Certified, depending on athlete level
National Level	Comp 3 Trained or Certified, depending on athlete level
High Performance Level	Comp 4 Trained or Certified

<http://www.gymcan.org/coaching/coaching-requirements>

6 TOOLS

6.1 NCCP Code of Ethics



NCCP Code of Ethics



What is a Code of Ethics?

A code of ethics defines what is considered good and right behaviour. It reflects the values held by a group. These values are usually organized into a series of core principles that contain standards of behaviour expected of members while they perform their duties. It can also be used as a benchmark to assess whether certain behaviours are acceptable.

Why a Code of Ethics in Coaching?

Core coaching values have been formalized and expressed as a series of principles in the *NCCP Code of Ethics*. These principles can be thought of as a set of behavioural expectations regarding participation in sport, coaching athletes or teams, and administering sports.

The *NCCP Code of Ethics* can help coaches to evaluate issues arising within sport because it represents a reference for what constitutes both "the good and right thing to do". For example, the code of ethics helps coaches make balanced decisions about achieving personal or team goals and the means by which these goals are attained.

Values Underpinning the *NCCP Code of Ethics*

The *NCCP Code of Ethics* is a simplified version of the *Code of Ethics of Coaches of Canada* (formerly the Canadian Professional Coaches Association). However, both codes deal with the same fundamental values of safety, responsible coaching, engaging in relations with integrity, respecting athletes, and honouring sport. These values are expressed as 5 core ethical principles.

1. Physical safety and health of athletes
2. Coaching responsibly
3. Integrity in relations with others
4. Respect of athletes
5. Honouring sport

The following chart provides a description of each principle and outlines some implications for coaches.



NCCP Code of Ethics



Ethical Principles and Their Corresponding Behaviours/Expectations

Principle	Standards of Behaviour Expected of Coaches
Physical safety and health of athletes	Ensure that training or competition site is safe at all times
	Be prepared to act quickly and appropriately in case of emergency
	Avoid placing athletes in situations presenting unnecessary risk or that are beyond their level
	Strive to preserve the present and future health and well-being of athletes
Coaching responsibly	Make wise use of the authority of the position and make decisions in the interest of athletes
	Foster self-esteem among athletes
	Avoid deriving personal advantage for a situation or decision
	Know one's limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
	Honour commitments, word given, and agreed objectives
Integrity in relations with others	Maintain confidentiality and privacy of personal information and use it appropriately
	Avoid situations that may affect objectivity or impartiality of coaching duties
Respect	Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
	Always ensure decisions are taken equitably
	Ensure that everyone is treated equally, regardless of athletic potential, race, ancestry, place of origin, colour, ethnic origin, citizenship, language, creed, religion, sex, sexual orientation, age, marital status, family status or disability
Honouring sport	Preserve the dignity of each person in interacting with others
	Respect the principles, rules, and policies in force
	Strictly observe and ensure observance of all regulations
	Aim to compete fairly
Honouring sport	Maintain dignity in all circumstances and exercise self-control
	Respect officials and accept their decisions without questioning their integrity

6.2 NCCP Coach Developer Code of Conduct

It is expected that every Coach Developer will read, understand, and sign this Code of Conduct.

Preamble

In my role as a Coach Developer in the National Coaching Certification Program (NCCP) for Gymnastics Canada, I, _____ (Name and NCCP#), expressly agree to conduct myself in a manner consistent with this Code of Conduct.

I understand that my failure to abide by this Code of Conduct can result in sanctions being imposed, including the revocation of my Coach Developer certification status.

Code of Conduct

I shall:

- Participate in all required training and evaluation components of the Coach Developer pathway.
- Support the common goals and objectives of Gymnastics Canada as it services the membership at large.
- Avoid discrediting specific sponsors, suppliers, employers, or other partners.
- Support key personnel and systems of the NCCP and partner organizations (Coaching Association of Canada, Sport Canada, Provincial/Territorial Delivery Agencies, National Sport Organizations).
- Demonstrate ethical behaviour at all times and commit to the *NCCP Code of Ethics*.
- Attend all professional development required for my growth as a Coach Developer and continuously seek to improve my personal abilities and performance.
- Exhibit exemplary professional behaviour at workshops or evaluation sites.
- Approach technical and non-technical problems and issues in a professional and respectful manner, seeking solutions that support due process.
- Place the best interest of those taking part in the workshops/evaluation events ahead of my personal interests.
- Refrain from all forms of harassment: physical, emotional, mental, or sexual. For the purposes of this Code of Conduct, sexual harassment includes any of the following:
 - Using power or authority in an attempt to coerce another person to engage in or tolerate sexual activity. Such uses of power include explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance.
 - Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures, or touching that are offensive and unwelcome or create an offensive, hostile, or intimidating environment and can reasonably be expected to be harmful to the recipient or teammates.

Responsibility

If there is disagreement or misalignment on issues, it is the responsibility of the Coach Developer to seek alignment with the objectives, goals, and directives of Gymnastics Canada.

Please be advised that the Board of Directors of Gymnastics Canada will take the necessary disciplinary action should any material breach of the Code of Conduct occur.

I hereby declare that I have read the above and understand and accept the terms and conditions outlined.

Name (please print)

Signature

Date

6.3 Template for Coach Developer Self-Nomination Letter

Date _____

Location _____

Name _____

NCCP# _____

Dear _____, (P/TSO, P/TCR)

Please be advised of my interest in becoming a Coach Developer, in the following role

- Learning Facilitator
- Advanced Learning Facilitator
- Master Learning Facilitator
- Coach Evaluator
- Advanced Evaluator
- Master Evaluator

for the following contexts and/or workshops

-

With this letter, I have enclosed an application form that demonstrates my experience in and commitments to sport and particularly to _____(gymnastics discipline).

I am ready to begin the Coach Developer training and evaluation process in the hope of receiving my Coach Developer certification.

I would be pleased if you would forward my name as a Coach Developer candidate. Please contact me if you require further information or have any questions about my application.

Signed

Dated

Email address

Primary phone number

Encl.: Résumé
Letter(s) of Support

6.4 Template for Coach Developer Application Form

Date _____

Location _____

Name _____

NCCP# _____

Sport _____

Languages _____

Application Checklist:

- ___ Cover letter
- ___ Completed Coach Developer Application Form
- ___ Completed Letter/Preliminary Coach Developer Worksheet
- ___ Completed Make Ethical Decisions online evaluation – 90% or more
- ___ Résumé of your coaching experience, education and achievements
- ___ Names and phone numbers for 2 references

Declaration

I hereby certify that the information I have provided with this application is true and complete.

Signed

Dated

Email address

Primary phone number

6.5 Template for Coach Developer Letter/Preliminary Worksheet

Date _____

Name _____ NCCP# _____

Dear Coach Developer Candidate,

We are delighted that you expressed an interest in becoming a Coach Developer. The purpose of the Coach Developer Preliminary Worksheet included in this letter is twofold:

1. To learn more about you
2. To give you an opportunity to learn more about the NCCP

Please submit the answers to the questions below with the rest of the documents when you submit your application package.

1. Describe what you perceive to be the role of a Coach Developer.
2. Describe the skills, abilities, and characteristics of an effective Coach Developer.
3. What experience do you have working in adult education?
4. What strengths do you bring to the position of Coach Developer?
5. What skills and abilities do you think you need to develop to become an effective Coach Developer?
6. In your own words, describe the structure of the NCCP.
7. What are the five core competencies outlined in the NCCP?
8. In your own words, what is the role of the Coach Developer in developing these competencies?
9. Define:
 - Outcome:
 - Criteria:
 - Evidence:

In your own words, outline the purpose of Coach Developer training.

6.6 Template for Feedback Form

It is important to get feedback from participants to help Gymnastics Canada to improve our NCCP programs and quality of our coaches. The course you have just completed has been designed to provide you with skills and knowledge to become a more effective coach. Your feedback on the content presented and the ability of the course host to deliver this course will assist us in ensuring that the level of coach education is maintained at the highest level. Please take a moment to complete this short evaluation. All commentary will be held confidential.

Coach Developer: _____

Date: _____

Course Name: _____

Location: _____

- 1 Did not meet expectations
- 2 Below Expectations
- 3 Met Expectations
- 4 Above Expectations
- 5 Exceeded Expectations

Technical

___ The registration process was simple and easy to complete

___ The technology used was easy to follow and effective

___ The price of the course was fair and reflected the quality of service provided

Additional Comments

Course Content and Materials

___ The course materials were easy to follow

___ The course content reflected the course description and goals

___ The course content provided the information necessary to be a better coach

Additional Comments

Coach Developer

- The facilitator was available for questions
- My workbook was marked in a timely manner
- The facilitator was knowledgeable on the course material
- The facilitator enabled me to reflect on ways that I might improve as a coach

Additional Comments

Overall Impression

- I enjoyed taking the course
- This course provided me with valuable tools and resources that I can use in my coaching endeavours
- I would recommend this course to other coaches

Please list 3 positive aspects related to any area of the course

Is there anything you would recommend changing, adding or omitting from this course?

Additional Comments

How to be a better coach



Learn to listen, especially to the athletes – they are excellent teachers.

Help each athlete develop all of their capacities: physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge
attend coaching courses, get certified, stay up to date.

Brought to you by

the Coaching Association of Canada www.coach.ca

