

Sacred Heart College



Coaches & Managers Handbook

"Your true measure as a coach is not how many trophies you win, but how many of your players are able to grow towards reaching their potential".

April 2020
Claire Anderson
Sport Director

IT'S TIME TO CHANGE OUR APPROACH TO YOUTH SPORT

Sport plays an important role in our society, contributing to national identity and wellbeing, but our country is facing a problem - too many young people are walking away, especially in their teenage years.

This is harming the health of young New Zealanders. It's also stopping many realising their full potential.

That's why we've joined together to take a stand. Our six organisations are committed to bringing the fun and development focus back into sport. We're determined to lead a change and to create a positive experience for all young people playing sport.

We're asking all those involved in the delivery of youth sport to remember this: young people play sport to have fun with their friends. If they stop having fun, they stop playing sport. Focusing too early on just one sport, putting winning before skills development and making young people train like professionals – these are the problems, not the solutions. Success should be defined by enjoyment, effort and improvement. There should be opportunities for all young people to be involved, not just those perceived to be most talented.

Individually and collectively we commit to:

- Ensuring all young people who play our sports receive a quality experience, irrespective of the level at which they compete.
- Leading attitudinal and behavioural change among the sport leaders, coaches, administrators, parents and caregivers involved in youth sport.
- Providing leadership to our sports in support of changes to competition structures and player development opportunities.
- Working with our sports and schools to keep minds open while identifying talent throughout the teen years, including reviewing the role and nature of national and regional representative tournaments to ensure that skill development opportunities are offered to more young people.
- Supporting young people to play multiple sports.
- Raising awareness of the risks of overtraining and overloading.

To maximise success, we are committed to working collaboratively with like-minded sports, schools, iwi and other organisations to encourage the widest possible change.

Let's ensure our young people develop a life-long love of sport and physical activity. Through commitment and teamwork, we can make a change.

LET'S KEEP UP WITH THE PLAY. LET'S KEEP YOUNG PEOPLE IN SPORT.

sportnz.org.nz/keepup

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Welcome

Thank you for volunteering for Sacred Heart College, this handbook will guide you through our school Sporting and Cultural values and will help you get the best out of yourself and your team.

You may have noticed a recent change where Sport New Zealand, together with 5 Sporting codes, are trying to address the high drop-out rate from sport by school children. It has been recognised that the role of the coach is a key factor in addressing this issue.

This handbook shares some good practice principles from Sport New Zealand and identifies the qualities that make a good coach. We hope you find the following pages helpful.

School Mission Statement

“Sacred Heart College inspires each student to reach her full potential through an education built on Gospel values, while providing opportunities for leadership and continuing excellence in her chosen pursuits”

Sports Department Mission Statement

At Sacred Heart College we embrace the values shared by Sport New Zealand and abide by College Sport Wellington’s code of conduct for coaches, players, officials and spectators. We encourage all students to play sport for life at a variety of levels, from participation to premier, by offering the opportunity to compete for and represent their school.

Our Objectives are:

1. To maximise participation in school sport.
2. To provide a safe and fun environment.
3. To provide opportunities to participate in a variety of sports.
4. To provide a platform for students to fall and stay in love with their chosen sport.

Our Commitment to our Coaches and Managers

1. We will actively share advice and resources for experienced and developing coaches.
2. We will provide you with resources to help you get the best out of your team.
3. We will support your personal development as a coach by assisting you to attend courses which may benefit both you and the school.

Our Commitment to our Students

1. To ensure all young people who play school sport receive a quality experience, irrespective of the level at which they compete.
2. Accommodate individual differences and abilities by offering a broad range of activities and competition structures.
3. Ensure that sport is provided in a fun and safe environment.
4. Encourage and support students to play multiple sports.
5. Promote attitudinal and behavioural change among coaches, managers, parents and caregivers involved in school sport.

Coaching

What is Coaching?

An ongoing relationship which focuses on the player/athlete, taking action towards the realisation of their vision, goals or desires. Coaching uses a process of inquiry and personal discovery to build the player/athlete's level of awareness and responsibility, and provides the player/athlete with structure, support and feedback.

Professional and Personal Coaches Association

The Role and Influence of Coaches

Sport New Zealand have identified that coaches can inspire young people to continue participating in sport, or they can be the reason that young people drop out. As a coach you should be aware of the potential impact you can have on the experiences of young people in sport and maximise your positive impact. Good coaching is one of the key factors in retaining people in sport. To be effective, coaches must focus first and foremost on the needs of the player.

The word "Coach" can sometimes be a daunting one. There is an implication of knowledge that comes with it. Coaches come with many different levels of experience. You may be new to the game or have limited experience and knowledge. You may have come from a different sporting environment or may be involved because your daughter participates in the team. Alternatively, you may have played or coached extensively in the past and have a good knowledge of the game. Whatever your level, we encourage you to continue your coaching journey. You may choose to connect with your Regional Sports Organisation (RSO) and either enrol on coaching courses or develop your knowledge via online tutorials.

Sport at Sacred Heart should be fun, challenging, enjoyable and provide an inclusive environment. It is important that all coaches have a good understanding of their player's motives for playing sport and their capabilities, so the needs of the player can be met. This can be done by asking some simple questions:

- How long have you been playing for?
- What team(s) were you in last year?
- How old are you?
- What are your motives for playing?

With this knowledge the coach can recognise those who may be more advanced, those who need more support, and those who are physically less mature, and will also gain a more detailed understanding of what the player wishes to gain from playing.

Good Practice Principles

This table has been taken from the Sport New Zealand “Good Practice Principles for Children and Young People in Sport and Recreation”.

	Principle	Focused On	In Practice
1	Create a safe social and physical environment	Quality experiences	Minimise Risks. Ensure students treat each other with respect. Ensure students wear appropriate protective gear. Inform the Sport Director of any health and safety issues.
2	Treat young people with dignity and respect	Participant-centred approach	Create an environment where all participants are equal and accepted. Give team members the chance to contribute ideas. Be sensitive to stresses, demands and challenges of adolescence. Do not mock or demean students and avoid stereotyping.
3	Model good behaviour and values	Role modelling/Values Learning and development Leadership development	Set and model expectations of behaviour for students, parents and supporters. Always act with integrity. Understand young people value fairness. Remember student sport is about their interests and aspirations, not those of the parents or coaches.
4	Be consistent	Quality experiences Cooperation between providers	Develop connections with other providers. Consider sharing resources with other coaches or clubs.
5	Become familiar with developmental ages and stages	Participant-centred Player development pathways	Emphasis on the development and mastery of skills, both individual and team. Become familiar with your sport’s player development pathway and the learning required at each stage. Asses the physical, technical and cognitive capability of your team and use that for your basis of your development plan.
6	Ensure there is full participation and inclusion	Equity Fun and enjoyment Leadership development	Ensure all team members are valued. Ensure training and games are fun and enjoyable. Provide leadership opportunities.
7	Modify or adapt activities to suit the ability of participants	Learning Fun and enjoyment	Modify the activity to match the developmental stages and skills of the participants. Reduce the likelihood of domination by physically stronger or early maturing players.
8	Provide an appropriate amount of activity.	Fun and enjoyment Early specialisation can lead to burn-out and stress, and result in a young person dropping out of sport. Young people should play a variety of sports for as long as possible	Training should be limited to once or twice per week, to enable students to play multiple sports, and still undertake their schoolwork and other interests.
9	Prepare young people to compete successfully	Participant-centred Fun and enjoyment Winning vs. success	Focus on developing a wide range of basic sports skills that lead to increased mastery, self-confidence and competence. Praise effort, hard-work, improvement and fair play. Do not label students as good or bad at their sport – they will flourish if they are praised for their effort.

			Implement the New Zealand Coach Approach philosophy through coaching and development programmes. The NZ Coach Approach emphasises the philosophy of participants as learners, and coaches as facilitators of participant’s learning and development.
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Coaching Leadership Styles

At Sacred Heart we encourage you to use an athlete-centred coaching style. Look at the table below and see what coaching style you use.

Coach-centred coach	Athlete-centred coach
Instructs - tells athletes what to do	Asks questions and helps athletes to find their own solutions
Determines the direction and goals for the team	Facilitates athletes and team to set their own goals
Focuses on winning and the achievement of results	Focuses on development and the achievement of athlete and team goals
Expects athletes to comply with their instructions during games	Develops athletes that are self-aware, capable of making decisions and able to correct themselves
Has a 'win at all costs' attitude	Tries to develop the whole athlete: technically, physically, mentally and socially
Views athletes as a collective with the same needs	Views athletes as a collection of individuals with individual needs

Which type of Coach are you?

The style that you use will influence the objectives you set, the coaching methods you use, how much freedom and responsibility you allow your players and the sort of environment that you create.

Coaches should aim to develop “independent” athletes. This means that your athletes are able to critique their own performance, make decisions and correct their mistakes, without relying on you to do it for them. After all, in the midst of competition, there is often little that the coach can do. The athletes are the ones playing the sport; your role is to prepare your athletes so that they can perform independently.

Many people view a successful coach as a winning coach. *While competition success is an important factor for many coaches, truly successful coaches are those that help their players to achieve the goals that they set.* How you coach will be shaped by how you define success.

Defining success

How do you define success? An athlete-centred coach does not rely solely on results to determine their – or their athletes' – level of success. You should measure your success as a coach by how well you are fulfilling the purpose of your role: assisting your athletes to learn and grow. Your true measure as a coach is not how many trophies you win, but how many of your players are able to grow towards reaching their potential. And when are athletes successful? When they are achieving their goals and those of the team.

Why use an athlete-centred coaching style?

Sport is about the people that participate in it: the athletes. An athlete-centred approach focuses on the achievement of the athletes' goals. It creates a positive learning environment and caters to the needs of all athletes. It prioritises the holistic development of the players and is necessary if you are to develop independent athletes.

By contrast, a coach-centred approach does not address the needs of the players. It will often result in a negative environment and does not focus on learning. Player development will take a back seat to results, preventing many players from reaching their potential. To provide the best possible environment for their players, coaches should adopt an athlete-centred coaching style.

Tools of the athlete-centred coach and athlete observing footage

There are a number of tools and approaches you can use to develop independent athletes. The starting point is a structured environment based on a shared goal. You need to understand the needs of your athletes and work to meet those needs. You can help your players to develop skills and make decisions by using a range of training games, rather than spending most of your time “drilling” your athletes. You should also allow your athletes to have input into the direction of the team. The development of your players' game understanding and the use of questioning are two important tools for an athlete-centred coach.

Game understanding

It is important that your athletes understand how to play the game and can make decisions based on their understanding. You need to help your players to learn about their sport and to learn about themselves. Effective learning doesn't come from being told what to do; it comes from trying things out and seeing what works. If your players are scared of making mistakes, they will stay within their comfort zone and avoid trying something new. Players need to know that making mistakes is fine; the key is that they must learn from their mistakes.

Questioning

Ask your players questions to help them to learn from their experiences – both successes and mistakes. Focus on open questions which require your players to think and make decisions. Some useful questions for helping players to learn from their experiences include:

- What did you notice as you...?
- How did it feel as you...?
- What have you learnt from this?
- Where were your feet during...?
- What were some other options available to you?

Resist the temptation to tell your players what to do; instead, pose questions and set problems for your players to try and solve. Your role as coach is to question your players and to help them to draw out their learning from each experience, and to guide them to understanding what else they could have done. For example, rather than telling them how to beat a player in a 2v1 situation, put them in an activity where they score points by beating a player 2v1. Instead of instructing them on what to do, ask them questions that help them to find a solution that works for them. Taking this approach is more enjoyable for the players and

requires them to take ownership for their learning. If they come up with their own solution in training, they are more likely to use it in competition. You want your players to just react during competition; if they must first remember what you have told them to do, their performance will be much less flowing. And that is if they remember what you said at all!

Want to read out more about Athlete Centred Coaching?

Visit: <https://coachgrowth.wordpress.com/2013/11/29/athlete-centred-coaching/>

Ages and Stages

The timing and tempo of maturation vary greatly between individuals during puberty. Individual differences in development age will emerge within the same chronological age group. Players with the same chronological age can differ by two to four years in their development age. Due to this, player development is dynamic and non-linear and there are multiple pathways that young players can take. It is therefore essential that each sport offers flexibility and return routes within the pathway in order to provide for every individual.

Coaches and selectors should be aware of these individual differences throughout the player development and identification process. Late developers should be given as much attention as early developers, so that all players have the chance to reach their development potential. This may reduce the gap between community and talented players, as well as retain more players in the game for longer.

Player Development – Age 13 to 15 (Year 9 and 10 Students)

What's happening?

During this period, players enter puberty and associated growth spurts. Growth and maturation, as well as interest in the sport, does not develop at the same rate for all individuals. The majority of players will orientate themselves towards recreational and participation activities. Players are looking to progress and develop, as well as satisfy other needs such as social contact and health and fitness benefits. This is the transition stage from junior to youth sport and is a time where research shows many players drop out of sport altogether.

What does a 13 to 15-year-old player need?

First and foremost, a young teenage player needs to have an enjoyable and challenging environment in order to keep them engaged in the sport. It is important that we introduce players to the sport in a fun environment. Coaches can do this by preparing sessions that provide a lot of sport specific activity. Coaches will benefit from providing a high-quality environment in which players of all ability levels will enjoy.

Several different opportunities and pathways should be offered in order to meet all players' needs. It is also important to keep the door open between the different pathways, so players can move from one to another. For example, a student may trial for a Senior or First Team and may play representative or club sport in addition to school sport, this is OK. In addition, we must welcome back students who may be coming from club sport and not mind if they switch between the two.

Characteristics of 13 to 15 Year Olds (Year 9 and 10)	
Technical	
<i>Characteristics</i>	<i>Meeting Needs</i>
1. Lack of coordination due to accelerated growth may lead to inconsistency of performance.	1. Be patient with your players making mistakes. 2. More focus on practices that incorporate Player Development. 3. Provide context to technical actions by asking players to perform them in game related exercises.

2. Have acquired a good level of technical competence during the skill acquisition phase.	
3. Accelerated intellectual development.	
Tactical	
<i>Characteristics</i>	<i>Meeting Needs</i>
<ol style="list-style-type: none"> 1. Accelerated intellectual development. 2. Good recognition of space and others. 3. Maturation timeline is different for different players. 	<ol style="list-style-type: none"> 1. Can increase exposure to tactical elements to increase understanding across the 4 main moments of the game (own team in possession, losing possession, opponents in possession and regaining possession). 2. Reinforce the principles of attack and defence within the context of the whole game. 3. Give players opportunities to play across multiple positions to increase their skill set and tactical understanding.
Physical	
<i>Characteristics</i>	<i>Meeting Needs</i>
<ol style="list-style-type: none"> 1. Health and fitness become a key driver to playing sport. 2. Loss of coordination due to increased growth. 3. Higher risk of injury due to increased growth. 4. Varying energy levels. 5. Large variance in physical development. 	<ol style="list-style-type: none"> 1. Provide an active environment with few stoppages of play. 2. Continue to incorporate some general movement and agility exercises into training. 3. Include a focus on flexibility and core strength. 4. Regulate a balanced training to game ratio to avoid overload. 5. Focus on personal development and not physical capability.
Mental	
<i>Characteristics</i>	<i>Meeting Needs</i>
<ol style="list-style-type: none"> 1. Accelerated intellectual development. 2. Increased concentration span. 3. Impulsiveness (acting before thinking). Have a greater understanding of the consequences of mistakes. 4. Large variance in mental development. 5. Increased aptitude for mental development. 	<ol style="list-style-type: none"> 1. Include problem solving within training environment. 2. Use of visual aides to assist learning. 3. Create an environment where mistakes are seen as an important part of the learning process. 4. Focus training on developing the individual player while maintaining the group dynamic. 5. Develop traits such as self-determination and competitiveness.

Player Development – Age 16-19 Years (Year 11 to 13 Students)

What's happening?

Players at this age have typically identified which pathway they would like to participate in, with the majority orientating themselves towards social participation.

Players will often be very busy with many commitments including school, study, music, friends and other extracurricular activities. Players will continue to play at their desired level, and therefore for some players

their chosen sport will become just one of these many commitments. Others will decide to immerse themselves more seriously towards higher achievement in the sport.

Players are at the tail end of the growth spurt and become physically more stable. Late developers can catch up physically and mentally with others, this can result in some players moving up the pathway continuum into talented or representative sport.

What does a 16-19-year-old player need?

Players will want to continue to be challenged in an environment that best suits their needs. It is crucial to understand what is important to the player in order to provide a high-quality experience that meets their individual needs. A number of different playing choices and pathways should be available for players to have suitable options to choose from.

Characteristics of 16 to 19 Year olds (Year 11 to 13)	
Technical	
Characteristics	Meeting Needs
<ol style="list-style-type: none"> 1. Varying levels of technical ability. 2. Coordination returns after the growth spurt. 3. Start to focus on playing one or a small combination of positions. 	<ol style="list-style-type: none"> 1. Continue to develop the core skills within training through Personal Development games. 2. Can focus on developing high level specific techniques both in isolated and pressurised situations. 3. Increase position specific techniques.
Tactical	
Characteristics	Meeting Needs
<ol style="list-style-type: none"> 1. Accelerated intellectual development. 2. Very good recognition of others. 3. Can better relate what happens in training to the game environment. 	<ol style="list-style-type: none"> 1. Can increase exposure to tactical elements to increase understanding across the four main moments of the game. (own team in possession, losing possession, opponents in possession and regaining possession). 2. Increase group tactics. 3. Closely align training objectives to competition/match day outcomes.
Physical	
Characteristics	Meeting Needs
<ol style="list-style-type: none"> 1. Health and fitness is a key driver to play sport. 2. Become more physically stable after the growth spurt. 3. Risk of injury due to increased activity. 	<ol style="list-style-type: none"> 1. Provide an active environment with lots of playing. 2. Plan training in a periodised manner and have a balanced training to game ratio to avoid player overload. 3. Continued focus on injury prevention through the sport smart programme. Encourage coaches and players to keep a training / activity log.
Mental	
Characteristics	Meeting Needs
<ol style="list-style-type: none"> 1. Accelerated intellectual development. 2. Increased concentration span. 3. Effected by external influences. 4. Increased aptitude for mental development. 	<ol style="list-style-type: none"> 1. Include problem-solving within training environment. 2. Use of more complex tools such as tactics boards, video analysis etc in order to accelerate learning. Can work on activities for longer periods of time. 3. Be mindful of what is important to the players. 4. Further develop traits such as self-determination, competitiveness and leadership.

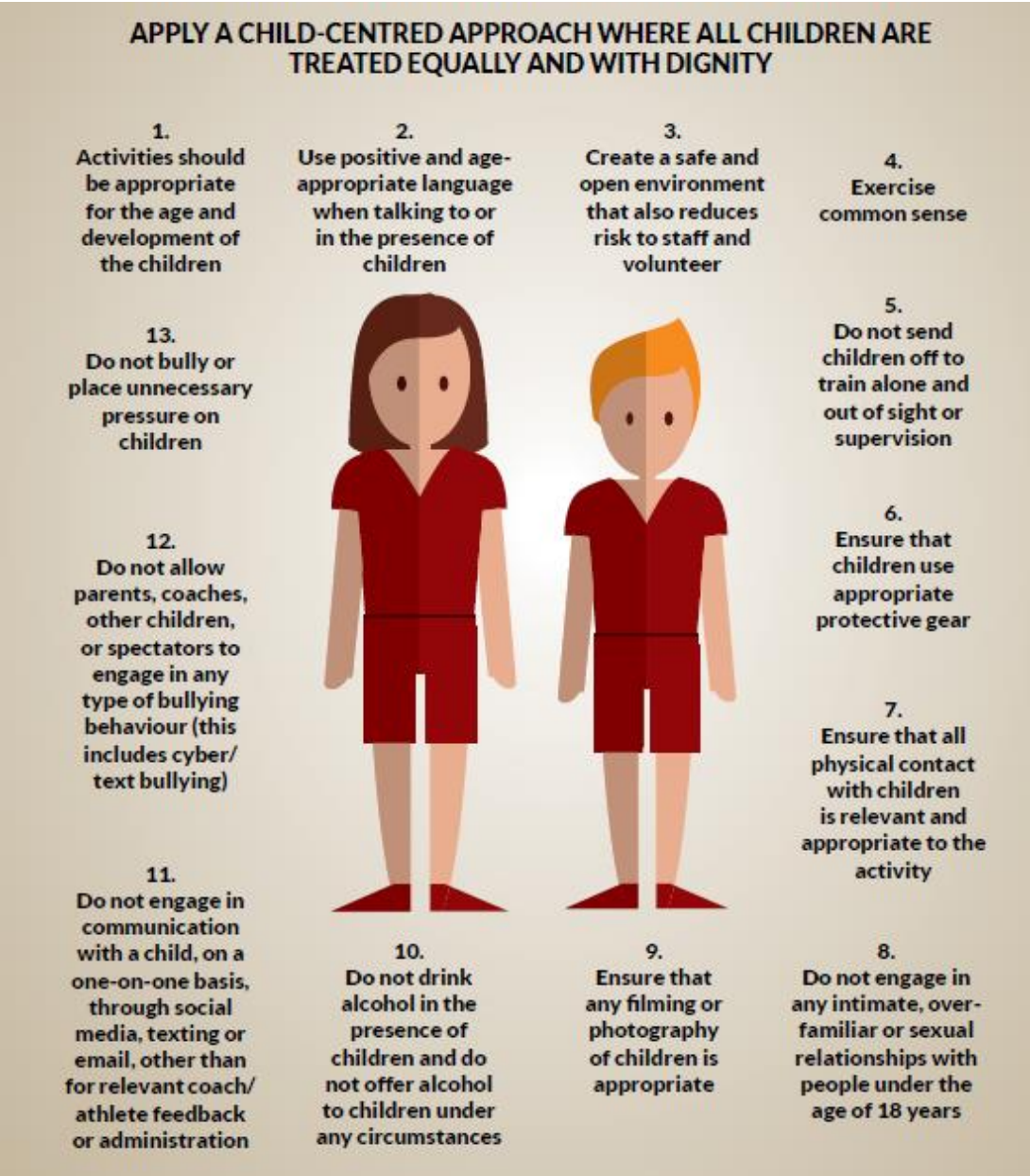
Guidelines for Working with Children

New Zealand Football have produced a set of guidelines for working with Children and Young People. We have used 2 images from their document which gives a simple and easy to follow approach to coaching.

The image below will help you to establish boundaries in a range of situations. The intention of these practices is to reduce the likelihood of harm to a child, as well as minimising the risk of an allegation or complaint being made.

Good Practices for Keeping Young People Safe

APPLY A CHILD-CENTRED APPROACH WHERE ALL CHILDREN ARE TREATED EQUALLY AND WITH DIGNITY




The infographic features 13 numbered guidelines arranged around two stylized human figures. The figures are a girl with brown hair and a boy with blonde hair, both wearing red short-sleeved shirts and shorts. The guidelines are as follows:

1. Activities should be appropriate for the age and development of the children
2. Use positive and age-appropriate language when talking to or in the presence of children
3. Create a safe and open environment that also reduces risk to staff and volunteer
4. Exercise common sense
5. Do not send children off to train alone and out of sight or supervision
6. Ensure that children use appropriate protective gear
7. Ensure that all physical contact with children is relevant and appropriate to the activity
8. Do not engage in any intimate, over-familiar or sexual relationships with people under the age of 18 years
9. Ensure that any filming or photography of children is appropriate
10. Do not drink alcohol in the presence of children and do not offer alcohol to children under any circumstances
11. Do not engage in communication with a child, on a one-on-one basis, through social media, texting or email, other than for relevant coach/athlete feedback or administration
12. Do not allow parents, coaches, other children, or spectators to engage in any type of bullying behaviour (this includes cyber/text bullying)
13. Do not bully or place unnecessary pressure on children

Situations to Avoid

AVOIDING SITUATIONS WHERE YOU ARE ALONE WITH A CHILD



The illustration shows a tall adult man with a beard and brown hair, wearing a purple t-shirt and brown trousers. Next to him is a shorter child with blonde hair, wearing a red t-shirt and red shorts. They are standing on a light-colored floor against a light beige background.

- 1.**
Avoid private or unobserved situations, including being alone with a child in the changing rooms. Have another adult present or at least another player
- 2.**
When entering changing rooms, ensure that you knock and announce yourself and try to have at least one other adult with you
- 3.**
Avoid driving a child unaccompanied. If this is not practical, have them sit in the back seat
- 4.**
Do not invite or encourage children to your home
- 5.**
Always have another adult present when staying overnight anywhere with children
- 6.**
Travelling creates higher-risk environments. Take extra care to ensure players and volunteers are not exposed to undue risk

What is safe sport for children?

According to NZ Basketball, safe sport for children balances what children want to get from their sports experience, while also ensuring they are not subject to harm caused by an adverse social/or physical environment. Children want to be in an environment that is safe and supportive, where they are encouraged to be the best they can be while also enjoying what they are doing. We know from research that children do not enjoy experiences where:

- there is an over-emphasis on winning by parents or coaches
- some players miss out while only the best players participate consistently
- some participants are favoured over others
- they feel they're not on good terms with the person in charge
- they cannot participate with their friends
- they fear being hurt
- they don't feel safe
 - there's no emphasis on fun
- they don't feel that they are improving or developing their skills.

Police Vetting

All Volunteers for Sacred Heart College are required to be police vetted every 3 Years. As a new coach you will be required to undertake a Police Vet. This involved you coming to school in person and presenting 2 types of Photo ID. Full details are listed in Appendix Six

Coaches' Code of Conduct

Whilst we recognise that coaches are volunteers and come from many different backgrounds and with different experiences, we expect that you, as a coach and representative of Sacred Heart:

Be a positive role model for the School

- Display high standards in your language, manner, punctuality and preparation.
- Treat all players including the opposition, officials, parents and spectators, with dignity and respect.
- Encourage your team members to demonstrate the same qualities.
- Understand all students are deserving of equal attention and opportunities to play.
- Ensure there is full participation and inclusion.
- Be professional and accept responsibility for your actions.
- Assume responsibility for players' behaviour on and off the field.
- Instil a sense of pride and respect in players' performance.

Maintain high standards of integrity

- Operate within the rules of the sport and in the spirit of fair play.
- Play all members of the team in every game.
- Always demonstrate positive examples of sportsmanship.
- Respect and accept the judgement and decisions of officials without objection and encourage players to do the same.

Provide a safe environment for training and competition

- Refrain from any form of verbal, physical or emotional abuse towards students.
- Ensure training is appropriate for the age, experience and ability of the girls. Sacred Heart believes that we should promote quality not quantity.
 - Junior and Social Teams – should train once a week
 - Premier Teams - should train twice per week (note 1 session may be a fitness session).
- To use the ACC Sport Smart Warm up routine.
- Show concern for sick or injured players and encourage them to seek medical advice if required.
- Contact parents/caregivers in the event of any accident or injury and report any injuries or hospital admissions to the Sports Office.
- Report any Health and Safety concerns to the Sport Director.

Respect the School Values

- Only play registered team members who have paid to play the sport.
- Ensure all team members wear the approved uniform and represent the school with pride.
- Encourage students to play multiple sports for school.
- Do not design, produce or purchase alternative sports team wear or permit their team to do so.
- Look after the equipment issued to you and return it at the end of the season
- Recognise that students have an increase in commitment to their schooling as well as a number of extracurricular activities as they get older.
- To provide a high-quality experience for all in order to allow players to fall and stay in love with the sport of their choice.

Administration

Booking Training Facilities

The school operates a booking calendar for its training facilities. Please talk to either the Sports Co-ordinator or Sports Director and find out what time slots are available.

The School Gym

Preference is given to Badminton, Basketball, Volleyball and Senior A Netball (who play indoors).

Netball Courts

We have 2 courts, due to the high demand teams will be allocated 1 hour court time and are expected to warm up and cool down off the court. The following times are available:

- Court 1 (with Lights) 3.30 to 4.30 / 4.30 to 5.30 / 5.30 to 6.30 / 6.30 to 7.30 / 7.30 to 8.30
- Court 2 (no lights) 3.30 to 4.30 only.

Sports Fields

Cricket / Football / Touch / Rugby

For these sports we are training on the Hutt Recreation ground opposite school. Please notify the Sports Office of your regular training times, and also any weekly alterations, so we can keep the groundsman informed.

Booking the School Van

We have a 12-seater automatic mini-van available for school sports teams to use. This seats 11 passengers plus the Driver. The sports department is charged 50c per km when the team uses it, this fee is taken from the sports fees for that code. To book the van please contact the Sports Office on 027 5661091 or email sport@sacredheartcollege.school.nz

Competitions

Weekly Competition - College Sport Wellington

All weekly school competitions are run by College Sport Wellington. We suggest you download the FREE CSW App so you can stay up to date with draws, alterations and cancellations. If you would like to see the draw for the whole term visit <https://collegesport.org.nz/draws-results/>

The team manager must text or email the results to the Sports Office each week. 027 566 1091 or sport@sacredheartcollege.school.nz

Local Tournaments

College Sport Wellington Hosts a variety of 1-day tournaments throughout the season. The Sport Director will keep you informed of any tournaments that you should be attending.

NZSS Tournament Week (Summer and Winter Tournaments)

The New Zealand Secondary School Sports Council facilitates both a Summer and Winter Tournament Week. We encourage our first teams and their coaches to attend these tournaments as it is usually the highlight of the sporting year. Traditionally the following teams attend: Basketball, Football, Hockey, Netball and Volleyball.

- Summer Tournament Week is at the End of March / Beginning of April (Monday to Friday).
- Winter Tournament Week is held during the first Week in September, most codes from Monday to Friday, but Basketball runs from Wednesday to Saturday.

Fundraising for Tournaments

Sports Teams often organise fundraising events to help students with the cost of attending Summer or Winter Tournament Week. The School's Fundraising Guidelines are detailed in Appendix Three of this document.

Coaching Courses and Resources-online links

Winter Sports Codes

Badminton:

Subscribe to lesson plans online: <https://shuttletime.bwfbadminton.com/teachers-registration>

Basketball:

Course Finder - <https://nz.basketball/get-involved/course-finder/capital-zone-courses/>

Football:

Football session plans (see session Library from Page 38)

<https://www.sporty.co.nz/asset/downloadasset?id=3ff53261-0d3b-451b-9ecb-247f004c25fd>

Find local courses: <https://www.nzfootball.co.nz/coaches>

Hockey:

Find skills and drills online: <http://hockeynz.co.nz/get-involved/coach-hockey/coachresources/>

Netball

Complete the Community Coaching module online:

<https://www.netballnz.co.nz/get-involved/learning-and-development-portal>

Rugby

Find Coaching courses: <http://www.communityrugby.co.nz/courses/coaching-courses>

Coaching toolbox: <https://www.rugbytoolbox.co.nz/>

Summer Sports Codes

Cricket

Coaching Courses: <https://www.nzc.nz/community/coaches-corner/coaching-courses>

Session Plans: <https://www.southcanterburycricket.co.nz/coaching-a-cricket-team-coaching-manuals/>

Futsal

Capital Football Courses: <http://www.capitalfootball.org.nz/COACHES-1/Coaching-Courses-1>

Touch

Coaching Courses Online: <http://www.touchcoachconnect.co.nz/>

Volleyball

Coaching Courses and Resources and Videos: <https://www.volleyballnz.org.nz/resources/coaching>

References

Ages and Stages - NZ Football Youth Framework:

<https://www.nzfootball.co.nz/asset/downloadasset?id=32ddea4a-674c-4f55-8f90-78037105caab>

Athlete Centred Coaching:

<https://coachgrowth.wordpress.com/2013/11/29/athlete-centred-coaching/>

College Sport Wellington

<https://collegesport.org.nz/>

Good Practice Principals, Children and Young People in Sport and Recreation.

<https://sportnz.org.nz/assets/Uploads/attachments/managing-sport/young-people/Good-Practice-Principles-for-the-Provision-of-Sport-and-Recreation-for-Young-People.pdf>

Guidelines for Working with Children

<https://www.nzfootball.co.nz/asset/downloadasset?id=9df0a28b-7f6c-41ed-b8ab-984bafa01629>

<https://nz.basketball/wp-content/uploads/2019/06/BBNZ-Child-Protection-Policy.pdf>

Police Vetting

<https://www.police.govt.nz/advice-services/businesses-and-organisations/vetting/forms-and-guides>

What Makes A Good Coach

<https://www.competitivedge.com/special-what-makes-good-coach>

Appendix One- Coaches Code of Conduct Agreement Form

Name: _____

Sports Code: _____

Team Name: _____

I understand that I am a volunteer acting on behalf of Sacred Heart College (Lower Hutt) and need to abide by the School's code of conduct while representing Sacred Heart.

Signed: _____ Date: _____

Coaches Details:

Please List any Relevant Coaching Qualifications you may have

Do you have a current up to date First aid Certificate? Yes / No If Yes when does it expire: _____

Are you also able to Umpire / Referee? If Yes what level? _____

Please list any umpire / referee courses you have attended or qualifications you have: _____

Appendix Two- School Van – Driver Registration Form

Any person driving a school van must be over the age of 20 years and must have held a full driver's license for at least two years. The College must sight your driver's license before the van keys are released to you.

A driver must disclose to the College details of any driving offences of which they have been convicted within the last five years or any charges they may currently be facing. It will be at the Principal's discretion as to whether such a person can drive the College van.

Name: _____

Address: _____

Phone Number: _____ Mobile: _____ Home: _____

1. You must provide a contact phone number where you can be reached while you are out in the van.
2. The van is only to be used to get to and from the destination of the school activity.
3. You must comply with all the current laws and regulations relating to driving a vehicle.
4. Any infringement tickets incurred while you are driving the van will be your responsibility, and your details may be disclosed to any law enforcement authority to assist in the collection of fines or investigation of any driving offence.
5. By signing this form, you are agreeing that you have read and accepted the terms and conditions set out above.

Signed : _____ Date: _____

Office Use Only

Driver Licence Number: _____

Is this a Full Licence?: Yes / No

Full Driver's License sighted by the College: Yes / No

Photocopy Taken: Yes / No

Name : _____ Date: _____



Appendix Three- Sports Team Fundraising Guidelines

1. The Sports Director must be notified of any fundraising activity before it takes place.
2. Money fundraised under the name of Sacred Heart College belongs to the school and is put aside for the group that fundraised for it.
3. It needs to be used for the purpose it was raised for, and the group it was raised under.
4. Fundraisers are volunteers that are raising money for the group/activity advertised.
5. The group's leadership determines how the funds raised are distributed amongst the students in the group.
6. It is ideal that an adult oversees each fundraising event, and that the money raised is counted by two people together.
7. All funds raised at an event need to be banked with the school as soon as practicable. Money can be brought straight into the school or banked straight into our bank account. (No other bank account can be used to receive school money). All monies need to be received by the school within seven days
8. A list of how the funds are to be distributed amongst the students and how they were raised should accompany the money. A confirmation email will be sent to the group leader and updated statements will be emailed to each family showing the funds received.
9. Any items that are to be ordered with sponsored funds (shirts/drink bottles etc) are only to be ordered once the event is viable.

If a student does not participate in the event

1. Fundraised money assigned to them gets redistributed amongst current group members or transferred to a new member. This is up to the group to decide.
2. Any deposits a student's family has paid themselves gets fully refunded.
3. The exception is where non-refundable costs have been incurred such as airfares, or where the costing is dependent on the number of students i.e. bus bookings. For this reason deposits are often declared as non-refundable.

If the event does not take place

1. Any grants received will have to be returned to the Trust.
2. Student deposits are refunded either directly to the parents, or to the student's school account. Parents will have the option to choose which.
3. Fundraising, less any deposits paid, remains in the school to be used for that group for a similar activity in the future. If this is not likely, then the fundraised money is available for general expenditure for the group. If the group dissolves, then the funds are retained by the school and the Board of Trustees will determine their use.
4. Any sponsorship is given back. This may mean that students may need to purchase previously sponsored items to enable the money to be repaid. This is up to the sponsor's discretion.

Summary

The basic principle is that funds raised for activities by school groups under the College name are not refundable. If you have any questions, please contact Chris Holden, Business Manager.

Appendix Four- Fundraising Payment Form

Team Name: _____

Name of Fundraising Event: _____

Total Amount Raised: \$_____:_____ Less Expenses: \$_____:_____

TOTAL Profit \$_____:_____

Expenses	Cost \$	Receipt Attached (Y/N)
TOTAL	\$	

Income: Please specify how the income will be split. Only students who helped with the event or were sponsored, or the whole team.

	Student Name	Amount	Notes
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			

Please return this form together with payment to Emma Gendall, Finance Officer

Email: shaccounts@sacredheartcollege.school.nz

Appendix Five – Further Reading- What makes a Good Coach?

The following information is taken from Competitive Edge.com and outlines 20 qualities of a great coach.

1. Enable athletes to believe in themselves
2. Do not use embarrassment & humiliation as “teaching tools”
3. Great coaches are great life teachers
4. Keep the game in perspective
5. Do not let their egos and self-worth get tied up in the outcome
6. Understand individual differences in their athletes
7. Coach the person, not just the athlete
8. The best coaches are flexible
9. The great coaches are great communicators
10. Take the time to listen to and educate their athletes’ parents.
11. “Walk the talk” with their athletes and parents
12. Keep the learning environment emotionally safe
13. Challenge their athletes to do better and push their limits
14. The best coaches continually challenge themselves
15. Passionate about what they do
16. Empathetic and tuned into the feelings of their players and conduct themselves with integrity
17. Good coaches are honest and conduct themselves with integrity
18. Make the sport fun for their athletes
19. Good coaches are not defensive in their interactions with their players or parents
20. Use their athletes’ mistakes and failures as valuable teaching opportunities

1. **The very best coaches GET THEIR ATHLETES TO BELIEVE IN THEMSELVES** - good coaches inspire their players to do more than they think they can. In fact, all good teachers do this. They get their students to entertain possibilities that stretch the limits of their beliefs. Part of this involves building the athlete up rather than knocking him down. Good coaches always build self-esteem rather than undermine it. This self-esteem building is not a gimmick nor is it done artificially. In other words, the coach doesn’t praise a mediocre effort. He/she simply makes it a practice to catch his/her athletes doing things RIGHT. The good coach doesn’t get caught up in playing head games that leave the athlete questioning his/her abilities.
2. **The really effective coaches DO NOT USE EMBARRASSMENT & HUMILIATION AS “TEACHING TOOLS”** – they understand that embarrassing or humiliating a young athlete for a mistake, failure or short-coming is an aggressive assault on that athlete that doesn't build mental toughness or enhance performance! There is NOTHING educational or constructive about it. It tears down that athlete and grossly undermines his/her self-esteem and creates performance problems.

3. **Great coaches are GREAT LIFE TEACHERS** – a good coach understands that what he/she is teaching goes far beyond the X's & O's. This kind of coach does not just teach the skills, technique and strategy within the narrow confines of the sport. Instead he/she looks for opportunities where the more important life lessons can be taught such as mastering hardship, handling and rebounding from failures and setbacks, trusting your teammates, sacrificing individual needs for the benefit of the group, emotionally dealing with winning and losing, good sportsmanship, fair play, honesty, integrity, etc.
4. **The best coaches KEEP THE GAME IN PERSPECTIVE** – they do not get distracted by how big any one game is in relation to their job as a teacher. Similarly, they understand that sports are just games and are merely a vehicle to teach their charges other, more important, life lessons. They understand that what they teach and how they teach it will have an impact on the student that goes far beyond the sport.
5. **Great coaches DO NOT LET THEIR EGOS AND SELF-WORTH GET TIED UP IN THE OUTCOME** - the best coaches are mentally healthy enough to know that they are NOT judged on their performances, regardless of what others around them may say. They do not feel diminished as an individual when their teams fail, nor do they feel that much better about themselves when their squads succeed. These individuals understand that coaching is only one thing of many that they do and therefore they do not let this one thing solely define themselves as a person. Coaches who get into trouble with their athletes do so because they are emotionally more vulnerable and tend to feel threatened by a loss or failure. Their egos are on the line whenever these individuals compete, and therefore they feel like they have much more to lose. Many blatant coaching mistakes come directly from the coach's overemphasis on the game's outcome, because that individual's self-esteem is too caught up with this outcome.
6. **Great coaches UNDERSTAND INDIVIDUAL DIFFERENCES IN THEIR ATHLETES** – the best coaches have a basic understanding that each athlete on their team is different in attitude, personality, response-ability, sensitivity and how they handle criticism and adversity. These coaches take the time to get to know each athlete's individual differences and styles. They then hand-tailor what they say to, and how they treat this athlete to achieve maximum coaching effectiveness. They know that while one athlete may respond well to a hard edge and raised voice, this approach may totally shut another one down.
7. **The best coaches COACH THE PERSON, NOT JUST THE ATHLETE** – effective coaches take the time to get to know the athlete as a person. They take an interest in the athlete's life off the field, court or track. They don't see personal, academic or social problems as a distraction to the job of coaching. They view "outside problems" as an opportunity to further build a relationship with the athlete. This kind of caring is never lost on the athlete. Coaches who take an interest in the athlete's total life are more trusted and respected than those who don't. As a result, coaches who really care about the athlete as a person find that their athletes are more motivated and work harder. You can't ever separate the athlete as a performer from who he/she is as a person.
8. **The best coaches are FLEXIBLE** –they approach their teaching by continuously looking for a better way to reach each athlete. When an athlete struggles to learn something, the better coaches do not look at this as a "learning disability" and blame the athlete for their incompetence. Instead they approach it as a "teaching opportunity" and therefore change how they are presenting the material to that athlete. If

one approach doesn't work, then they try another until they figure out the best way to reach that athlete. Just because that athlete may not be responding to your coaching does not mean that he/she has an attitude or commitment problem. Coaches who are rigid, who continually adopt the attitude that "it's my way or the highway", are far less effective than those coaches who have mastered the fine art of being flexible. Understand here that flexibility does NOT mean being wishy-washy. You can be flexible and strong at the same time.

9. **The great coaches are GREAT COMMUNICATORS** - they understand that communication is a two-way street and involves a back and forth between coach and athlete. Bad coaches think that communication is a one-way street. You talk and the athletes listen. Instead, effective communication entails that you as a coach carefully listen to what your athletes are saying. When your athletes talk you must BE QUIET INSIDE SO THAT YOU CAN LISTEN. Unless you carefully listen to them when they talk, then you won't have a clue as to what your athletes are really saying, or how to best help them. Far too many coaches are too busy countering in their head what their athletes are saying to actually hear them. If you can't learn how to listen, then you will never truly be effective in reaching your players.
10. **Good coaches TAKE THE TIME TO LISTEN TO AND EDUCATE THEIR ATHLETES' PARENTS** – they make it a regular practice to communicate with the parents and educate them about the sport and the role that they need to play on the team. Your success as a coach often depends upon getting parents to work with you, not against you. The only way to make this happen is if you take the time to talk to and train your parents. This means that you must learn to listen to their concerns and questions. Take a proactive role with them. Do NOT wait for a problem or crisis before you decide that it's time to actually approach your parents. Do so right from the beginning of the season and do it often. Let them know about their support role on the team. Help them understand that their job is NOT to motivate or coach their child. Teach them what are appropriate and inappropriate behaviours at games and on the sidelines. Educate them about the sport and what it takes to excel. Explain your philosophy about competition and playing time. Be open to feedback in a non-defensive manner.
11. **GOOD COACHES "WALK THE TALK" WITH THEIR ATHLETES AND PARENTS** - good coaches know that what you say and how you act are congruent. YOUR MOST POWERFUL TEACHING TOOL IS MODELLING. They operate on the principle that their actions and how they conduct themselves will always speak much louder than your words, therefore they actively model the behaviours and attitude that they want their players to adopt.
12. **Good coaches KEEP THE LEARNING ENVIRONMENT EMOTIONALLY SAFE** – they understand that the emotional climate on the team dramatically affects how players practice and perform. They make it their job to directly and immediately deal with scapegoating, bullying, ostracism and petty jealousies that sometimes arise between players. They give a very clear message that cruelty and mistreatment of others will not be tolerated and are counter to the mission of the team. Consequently, this kind of coach creates an atmosphere of safety on the team that is absolutely crucial for optimal learning and peak performance.
13. **Great coaches CONTINUALLY CHALLENGE THEIR ATHLETES TO DO BETTER AND PUSH THEIR LIMITS** – they inspire their athletes to believe in themselves by continually putting them in situations which challenge their limiting beliefs. They don't allow their players to just get by with the status quo. They do this by pushing their athletes outside of their comfort zone physically, mentally and emotionally, and then helping them discover that, in fact, they can do better than they first believed they could. They

teach the “GET COMFORTABLE BEING UNCOMFORTABLE principle,” which states that the only way to grow physically and emotionally is to constantly challenge yourself to do things that aren’t easy. In this way they refuse to tolerate mediocrity in effort, attitude, technique, training or performance.

14. **The best coaches CONTINUALLY CHALLENGE THEMSELVES** – they continually model the attitudes and behaviours that they want their players to adopt. They maintain a “beginner’s mind” when it comes to their professional development. They understand that regardless of how much success they may have had in the past doing things their own way, they can always learn new and better ways. In this way these coaches continually step out of their comfort zone as “experts” and put themselves in the more uncomfortable position as “beginner and learner.” Because these coaches “walk the talk” and demand from their athletes exactly what they demand from themselves, their athletes are far more motivated to meet the coach’s higher expectations.
15. **The very best coaches are PASSIONATE ABOUT WHAT THEY DO** – these coaches know that passion (love) is a high-test fuel that will power you over obstacles, beyond setbacks and through frustration until you achieve success. Their passion is infectious, motivational and inspiring.
16. **Good coaches are EMPATHETIC AND TUNED INTO THE FEELINGS OF THEIR PLAYERS** - they have the ability to communicate to their athletes that they truly understand them. When you are empathetic you leave your athlete feeling that you as his/her coach deeply understands. This goes a long way in building athlete loyalty, self-esteem and motivation. Keep in mind that being empathetic doesn’t necessarily mean that you are an emotional pushover. You can have the ability to understand where your players are coming from and still make the coaching decisions that you feel are necessary. Coaches who lack the ability or don’t take the time to tune into the emotions of their athletes, because they mistakenly believe that “all this emotional crap” is a total waste of time, end up inadvertently undermining their best coaching efforts.
17. **Good coaches are HONEST AND CONDUCT THEMSELVES WITH INTEGRITY** - they know that their most powerful teaching tool as a coach is modelling. They also know that how they conduct themselves in relation to their athletes, the parents, opponents, the referees, the fans and the media is never lost on their players. They are honest and demonstrate character and class in everything they do.
18. **The best coaches MAKE THE SPORT FUN FOR THEIR ATHLETES** – they realise that sports are just games, and games are meant to be fun. They find creative ways to integrate this fun into what they do over the course of the season, on a daily basis in practice, and during competitions. When an athlete is enjoying him/herself, that athlete is loose and relaxed. Since loose and relaxed are two of the most crucial ingredients to peak performance, it is in your best interests as a coach to find innovative ways to keep your athletes smiling.
19. **Good coaches are NOT DEFENSIVE IN THEIR INTERACTIONS WITH THEIR PLAYERS OR PARENTS** – they understand that part of being a good communicator is that you have to be open to negative feedback and criticism, because within this feedback are the seeds to becoming a better, more successful coach.
20. **Great coaches USE THEIR ATHLETES’ MISTAKES AND FAILURES AS VALUABLE TEACHING OPPORTUNITIES** - they know that their athletes need to be relaxed and loose in order to play to their potential and that a fear of making mistakes will always undermine this relaxed state. To this end, the good coaches give their athletes permission to fail and make mistakes. They instil in their players the

understanding that mistakes and failures are nothing more than feedback, feedback about what you did wrong and specifically about what you need to do differently next time. One of the bigger teaching mistakes that coaches make is to get angry and impatient with their athletes when they mess-up or fail. This response to your athletes' mistakes will ensure that they will make plenty more of them. Knowing that your coach gets impatient and angry when you make mistakes will cause you to worry about this while you are performing. The best coaches teach that failure is feedback, and feedback is the BREAKFAST OF CHAMPIONS!

Appendix Six – Police Vetting Guide

As a sports volunteer working with young people you are required to complete a Police Vet every 3 years. Please come to school and complete the form, you will need to bring 2 forms of ID with you. We understand it may be hard for you to come to school during work hours, so we are happy to meet you before or after school. Please let the Sports Co-ordinator know when would be a suitable time for you to bring your documents in.

Evidence of Identity:

We need to confirm the identity of the applicant to ensure the correct person is being vetted to a standard accepted by New Zealand Police for vetting purposes. **Two forms of ID must be sighted, one primary and one secondary, one of which must be photographic.**

Primary IDs include:

- Passport (NZ or Overseas)
- NZ Firearms Licence
- NZ Full Birth Certificate (issued on or after 1981)
- NZ Citizenship Certificate
- NZ Refugee Travel Document
- NZ Emergency Travel Document
- NZ Certificate of Identity

Secondary IDs include:

- NZ Driver Licence
- 18+ card
- NZ Full Birth Certificate (issued before 1998)
- Community Services card
- Super Gold Card
- NZ Employee Photo Identification Card
- NZ Student Photo Identification Card
- Inland Revenue Number
- NZ issued utility bill (issued not more than six months earlier)
- NZ Teachers Registration certificate
- NZ Electoral Roll Record
- International Driving Permit
- Steps to Freedom Form

Current identity documents are preferred, but documents that have expired within the past five years may be accepted.

Evidence of a name change

If the two identity documents have different names (e.g. a birth certificate contains the applicant's maiden name and a driver licence contains their married name) evidence of a name change must be sighted such as a marriage certificate or statutory declaration.