DEVELOPING LEARNER CENTRED COACHES WITH A LEARNER CENTRED METHODOLOGY

David Phillips

Developing Learner Centred Instructors with a Learner Centred Methodology
(Employing Actions Method as an example of a Problem-Solving Approach)

Curriculum Development Process

1. Determine categories of competencies (e.g., organise practice and play). See Graphic Representations from other documents.

2. Identify specific competencies within each category (from the existing modules and from the evaluation sheet). See Figure 2.

3. Identify stages of competency (i.e., unconscious incompetent → unconscious competent) by defining the starting point (i.e., the most "basic" element) and plotting through an evolution/transformation (i.e., along a trajectory). See Figure 2.

4. Determine the order of content presentation (which also determines the physical and intellectual environment the course conductor must create and respond). See Figure 1.

5. Create a standard module structure that provides an Actions Method framework for unfolding the learning environment. See Figure 3.

Course Overview
Figure 1

The environment the Course Conductor must create and reinforce					The Candidate's Skill Trajectories and Growth in Self-Esteem and Confidence		
Simulate and Stimulate	Feedback	Organise Practice and Play	Module Content (in order)	Competencies **I**ntroduce **M**aintain **P**rogress **I**ntegrate	Simulate and Stimulate	Feedback	Organise Practice and Play
			Administration				
			Taking Inventory				
			Icebreakers				
			Non-specific Games				
			Demonstration Test				
			General Warm-up				
			Tennis Specific Warm-up				

Figure 2

Global/Holistic Approach	Course Candidate General Competencies	Listing of All Course Competencies	Optimal Delivery Mode for Course Conductor
Psychological	Communication, Leadership, Professionalism, and Ethical Decision maker		
Technical	Ability to observe and correct		
Physical	Personal ability to demonstrate conformity and effectiveness		
Tactical	Organise practise and play		

Module Format
Figure 3

Global/Holistic Approach	Module One	Module Two
Psychological		
Physical		
Technical		
Tactical		