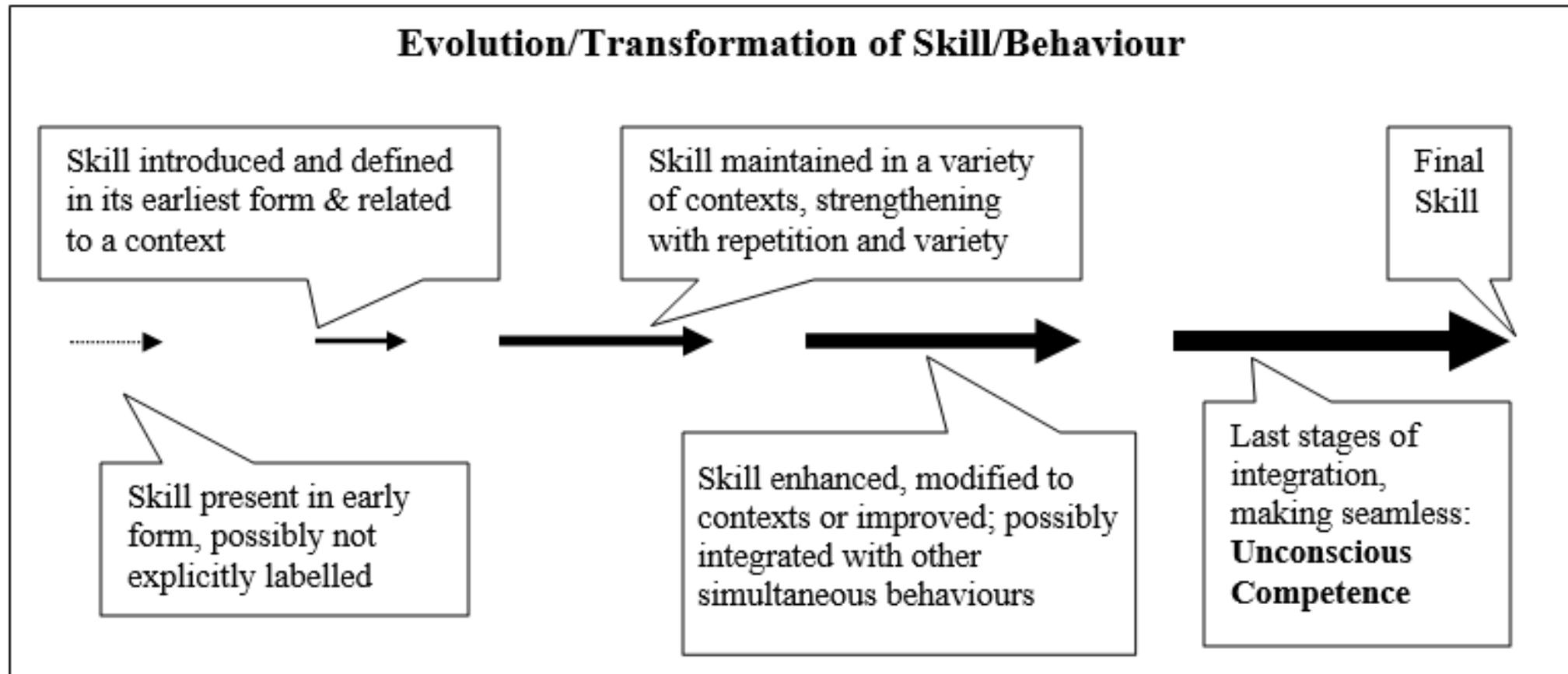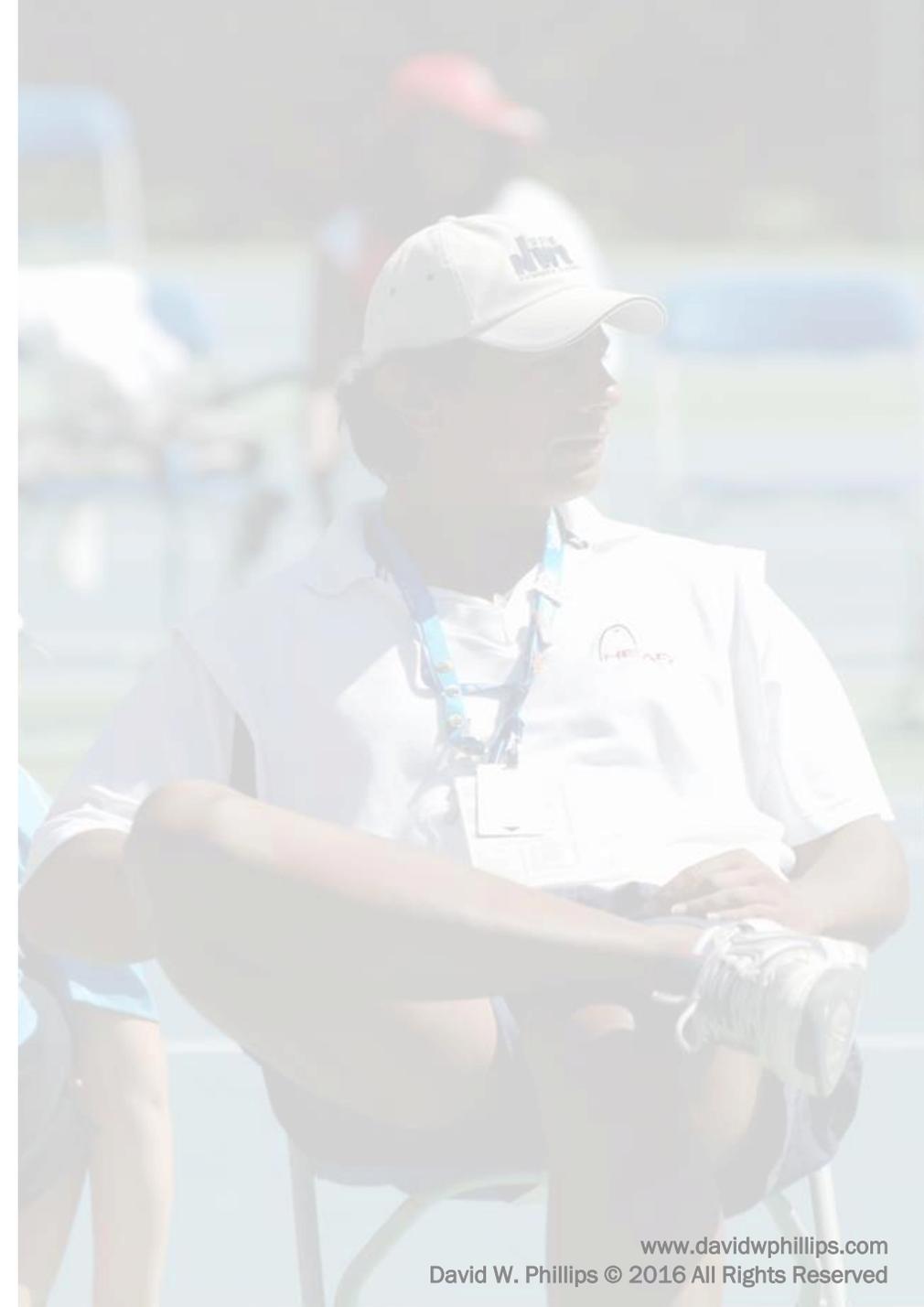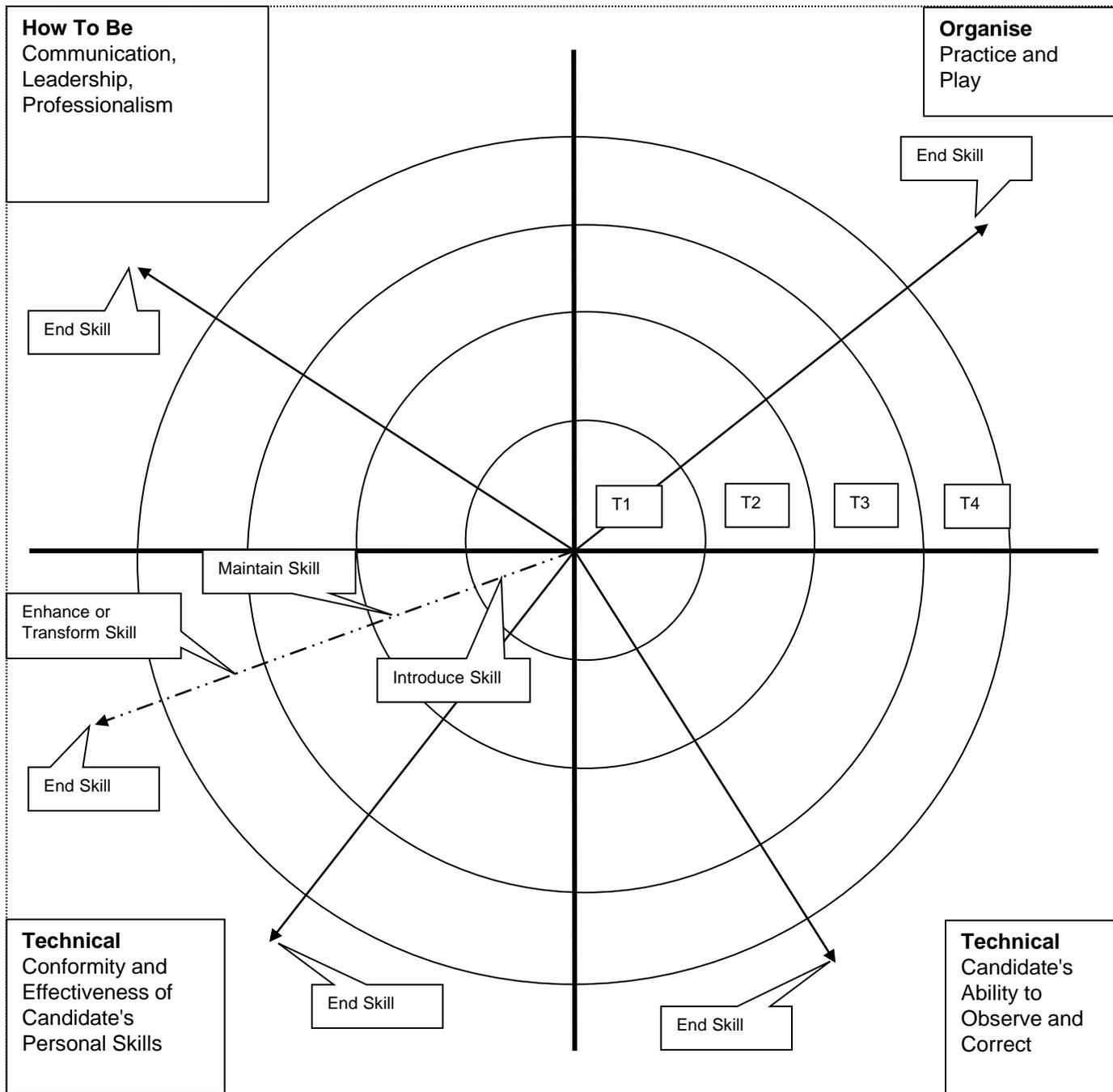# PRACTICING (LITERALLY) WHAT WE PREACH

Develop Learner Centred Instructors with a Learner Centred Facilitator Methodology

Unpacking course candidate skill evolution

Evolution/Transformation of Skill/Behaviour

Skill introduced and defined in its earliest form & related to a context

Skill maintained in a variety of contexts, strengthening with repetition and variety

Final Skill

Skill present in early form, possibly not explicitly labelled

Skill enhanced, modified to contexts or improved; possibly integrated with other simultaneous behaviours

Last stages of integration, making seamless: **Unconscious Competence**

How To Be
Communication,
Leadership,
Professionalism

Organise
Practice and
Play

End Skill

End Skill

T1 T2 T3 T4

Maintain Skill

Enhance or
Transform Skill

Introduce Skill

End Skill

Technical
Conformity and
Effectiveness of
Candidate's
Personal Skills

End Skill

End Skill

Technical
Candidate's
Ability to
Observe and
Correct

Model professionalism, communication and motivation

Model effective demonstration and explanation skills (e.g., word and image together)

LF Pedagogy

Model observation and feedback

Utilize common playing activities to learn course concepts

Facilitator Methodology = Candidate Methodology 1= Not at all 2 = Developing 3 = Consistent/Satisfactory 4 = Quality 5= Outstanding	1	2	3	4	5
Present the Topic & Emphasize the Skill Sells each new topic by connecting it to a particular competency or the overall unfolding of the course					
Executes technical elements of the demonstration correctly					
Maintains eye contact with participants during the demonstration					
Directs the attention of the athletes to a particular focus (e.g., technique, tactic, process, outcome)					
Demonstrates what not to do (i.e., provides a negative example)					
Checks participants for understanding and agreement					
Amount of information provided by the coach was appropriate (e.g., clear, short, accurate)					
Set-up & Run the Learning Activity Uses a representative grouping to explain, demonstrate and begin to form the learning activity					
Organizes activities (i.e., forms the group) in a manner which maximizes activity and participation					
Ensures that participants use all the appropriate materials and teaching aids					
Encourages participation through questions and discussions from the group by using non-directive approach					
Feedback & Skill Transformation Uses names when a question is asked and repeats the question before responding					
Circulates while providing feedback (i.e., scans the entire group constantly and intervenes when necessary)					
Is able to transition between group and 1-on-1 discussion					
Praises the skill when being performed correctly					
Provides a correction in an encouraging manner when the skill is not being performed correctly					
Provides frequent feedback in a manner that is constructive and clearly defines the transformation necessary					
Provides frequent feedback in a manner that is consistent with what is expected of the participants					
Corrections or reinforcement are brief and participants return quickly to activity					
Seal the Skill Uses reflective exercises to wrap-up the module before presenting the next topic					
Learning activities flow logically, respecting proper progression of the material					
Connects each topic to the overall story of the course					
Comments					

Adapted from Coaching Association of Canada

Courtesy of Tennis Canada Learning Facilitator Development Process

Developing HOW we behave alongside WHAT we do

Create learning environments that build each candidate's confidence and self-esteem in relationship to both their ability to "teach" and their ability to "do".

As the course progresses, a reflection of the LF success in achieving this task can be noticed in the increasing level of engagement from candidates with the material and the diminishing energy (e.g., motivational, physical, disciplinary) that is required on the part of the LF to manage the activities and learning moments.

One approach to LF manual development

- Determine categories of competencies

- Identify specific competencies within each category

- 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).

- Link competencies to the "unfolding" of the course.

- Determine the order of content presentation (which also determines the physical and intellectual environment the LF must create and respond).

- Setting the stage, the physical environment
- Specific skill trajectories
- Forming
- Feedback
- Retention: "sealing" the skill
- Enjoyment and improvement: course candidate

Determine skills that permeate each module

- Create a desire to learn, sell a topic AND word and image together WHICH BECOME simulate and stimulate

- Modeling proper conformity in tennis and non-tennis tasks

- Scanning an activity AND observing a skill

- Communication AND leadership AND organisation

- Walking your talk AND professionalism
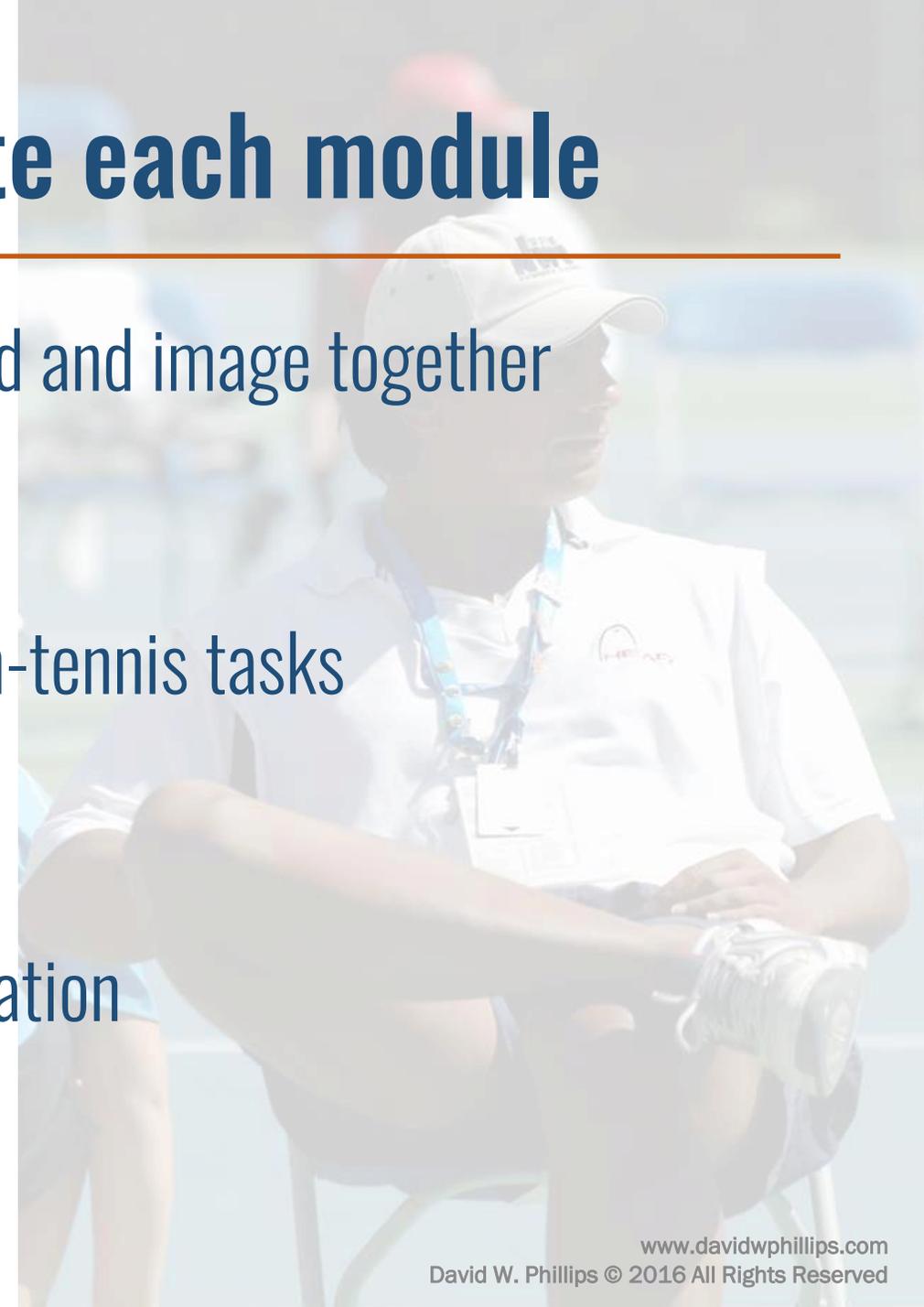
Guiding principles (1)

To be in a fun environment (non-tennis specific) which explores teaching styles (i.e., pedagogy) as well as learning styles (i.e., both their own and their fellow candidates) while building relationships (i.e., a sense of community) with each other (names, laughing, ability to be "silly", ability to be "vulnerable", ability to take risks).

Guiding principles (2)

To explore FUNdamentals in games where they begin to get a sense of how to manage groups, create a desire to learn, organise play and challenge/progress. Emphasizing the concept of FUNdamentals shows candidates how to develop athletic and tennis-specific skills through non-specific games which maintain the interest and enthusiasm of the students (enjoyment and improvement). This is super important since success is linked to repetition of simple skills (fundamentals) which become "boring" quite quickly in the learning cycle.

Guiding principles (3)

To understand conformity and effectiveness by first relating these concepts to their personal skills (both for purposes of demonstration teaching skills and for their demonstration evaluation) and then expanding this notion to include observation and correction skills.

The learning facilitator ought to (1)

Respect topic in terms of:

- What skill is being introduced?
- What skills/behaviours are being maintained?
- What skills/behaviours are being transformed?
- "Park" comments and, in particular, YOUR observations, and use your praise and feedback (i.e., both the manner in which you provide them with and in terms of specifically what you say) to reinforce and strengthen your MAIN points of focus.

The learning facilitator ought to (2)

Facilitate the candidate's skill evolution in the same manner that you would challenge a drill.

In other words, you must evolve step by step the complexity of the context you present (i.e., the environment) for skill execution, observation and correction of the end skill.