COACHING PRACTICE – TURNING THE CAMERA ON YOURSELF

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Coaches strive to create an effective learning environment for their athletes and have embraced video technology to provide objective information regarding the performance of their athletes and their opponents. Video analysis has been used to assist with the planning of future practice sessions, provide feedback to players and enhance learning and performance. However video analysis is rarely used to improve coach learning and performance.

Systematic observation instruments have been used in previous research to identify the behaviours that expert coaches demonstrate in their coaching practice. This enabled us to gain a better understanding of 'what' expert coaches do. More recently research is examining 'why' coaches exhibit these behaviours and the impact it has on athlete development, performance and enjoyment. It has been reported that expert coaches are not only knowledgeable in the techniques and tactics of their sport but they also know how to interact with their athletes, plan effectively, have good teaching skills and self-monitor their own performance. Video analysis of the coach during practice sessions is one method to assist with self monitoring and highlight a coach's strengths and areas for improvement.

This presentation has two parts. Firstly it will examine the coaching behaviours of expert coaches and secondly I would also like to discuss the use of a web based video teaching and learning system that is used for coach development. This system allows coaches to observe, analyse and annotate videos of national coaches conducting practice sessions or they can upload video of their own coaching or team meetings. They can log-in from anywhere in the word and insert their observations and self-analysis into the comment box. Coaches can also respond to time-coded annotations made by other coaches. The application of this technology has many benefits and supports the reflective practitioner approach. I will demonstrate several different examples, the annotations made by coaches and their feedback on the use of this system as a learning tool.