# PARASPORT COACH DEVELOPMENT

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**Coach Development Research Group, CDRG**
**DUARTE, T., KRAFT, E.**

## Theoretical Framework

▪ Use of Social learning theory including the concepts of Communities of Practice and Landscapes of Practice. (Wenger, 1999; Wenger-Trayner et al., 2015).
▪ Constructivists theories of leaning (Jarvis, 2005; Moon, 1999).

## Purpose

▪ Understand social learning spaces to promote the collaboration/interaction between the different levels and groups involved in disability sports.
▪ Understand the different approaches of coach education targeted at disability sport.

## Methodology

**Action Research Approach**
▪ Holistic approach to problem-solving that considers both researchers and participants' interests.
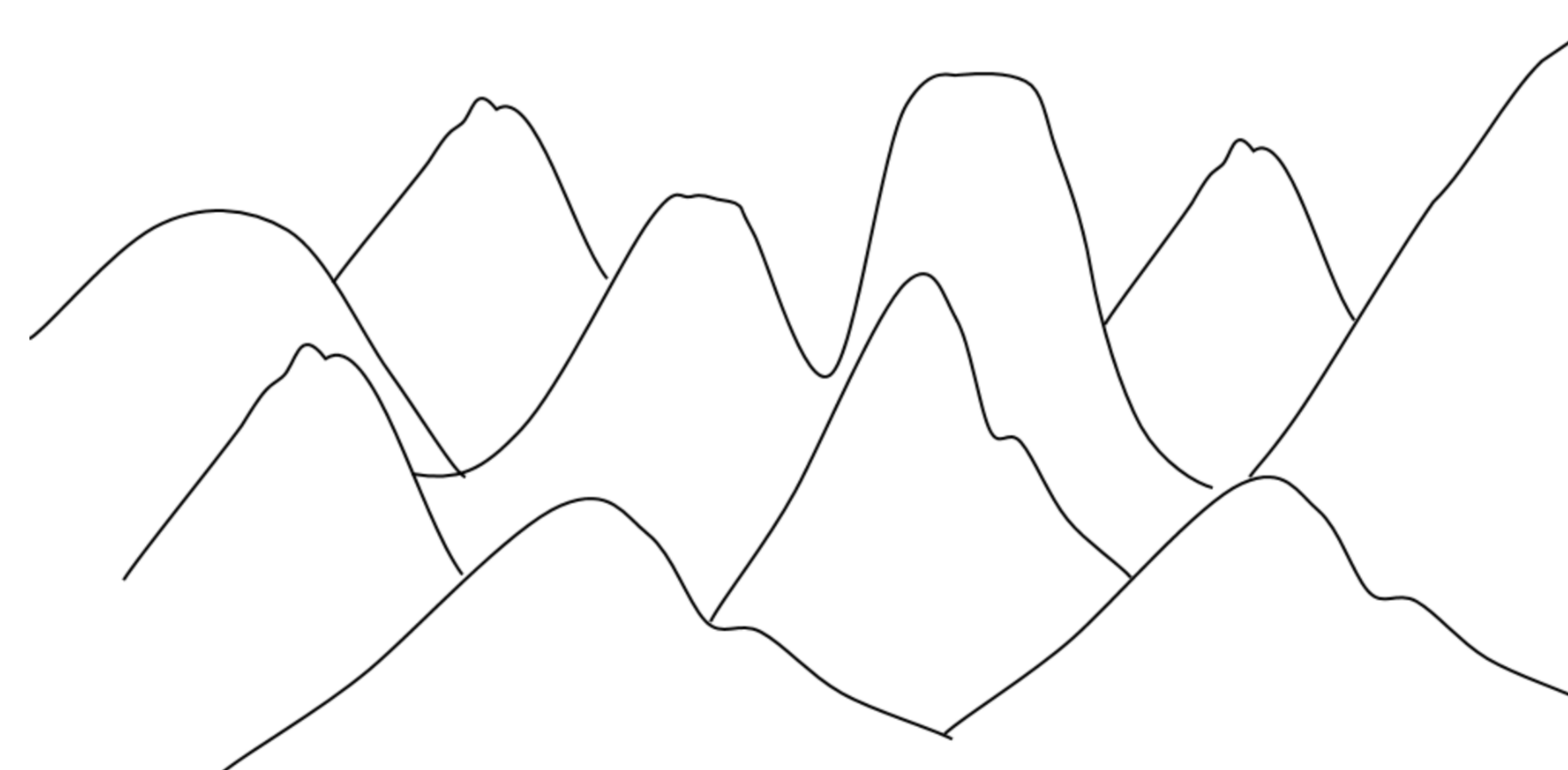
## Participants

▪ High performance directors, head coaches of the national team programs, lead para performance managers, lead of the sport science, regional and provincial coaches.
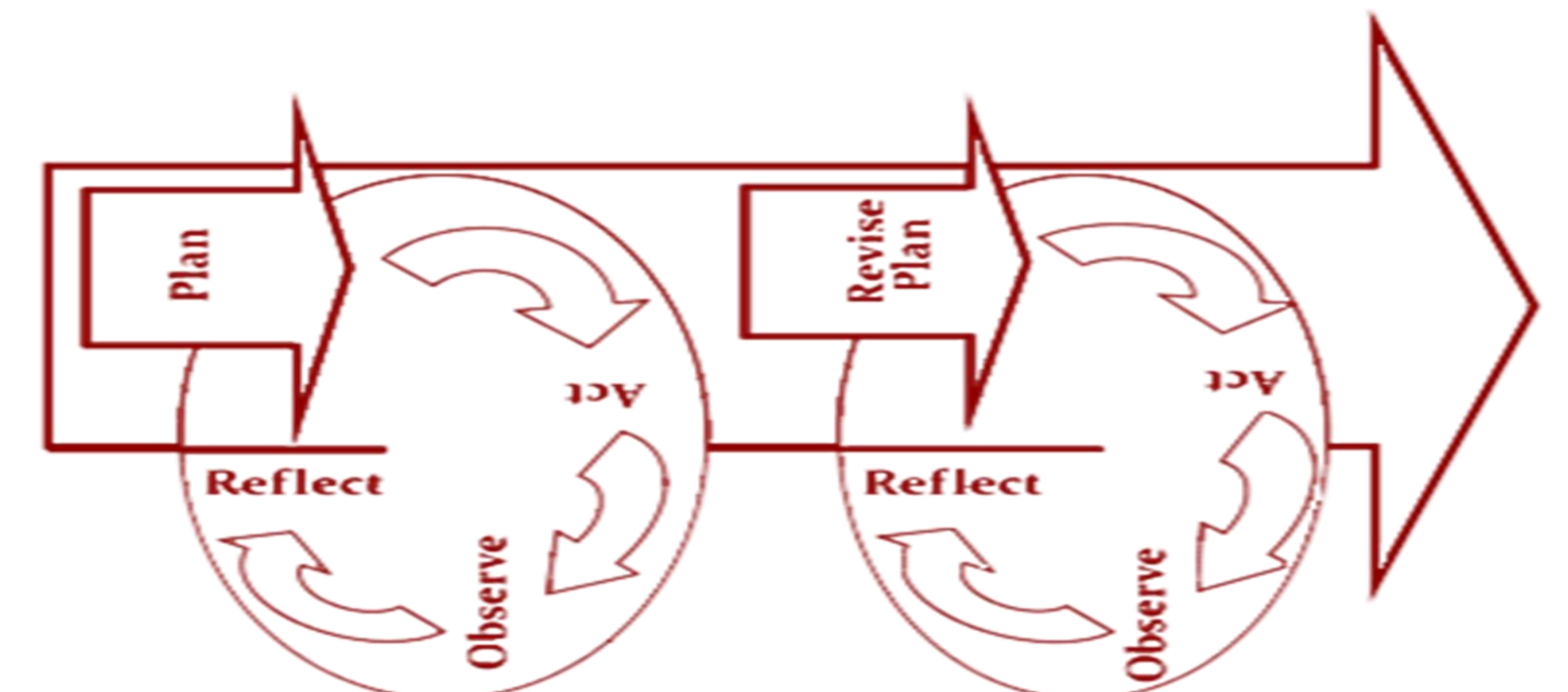
## Social Learning Spaces

**Systems Conveners**

## Design Phases

▪ Phase 1 – Cultivate relationships with potential participants.
▪ Phase 2 – Nurture Communities of Practice and considering their landscapes.
▪ Phase 3 – Facilitate interactions among stakeholders at different levels of the landscape.

## Data Generation & Analysis

▪ Data generation involved different learning activities: face-to-face group meetings, webinars, in-depth interviews, focus group interviews, among others.
▪ Cycles of action, interaction, reflection and planning new action will be used to further advance the analysis.
▪ Thematic analysis is on-going, with subsequent activities shaped by the analysis of the previous activities.

| | Participants | Implemented |
|---|---|---|
| CURLING CANADA | 16 Coaches, 4 technical leaders, 2 SSSM providers | Phase 3 |
| ATHLETICS ATHLÉTISME | 11 Coaches, 2 technical leaders | Phase 2 |
| (cycling) | 4 Coaches, 1 technical leaders | Phase 1 |

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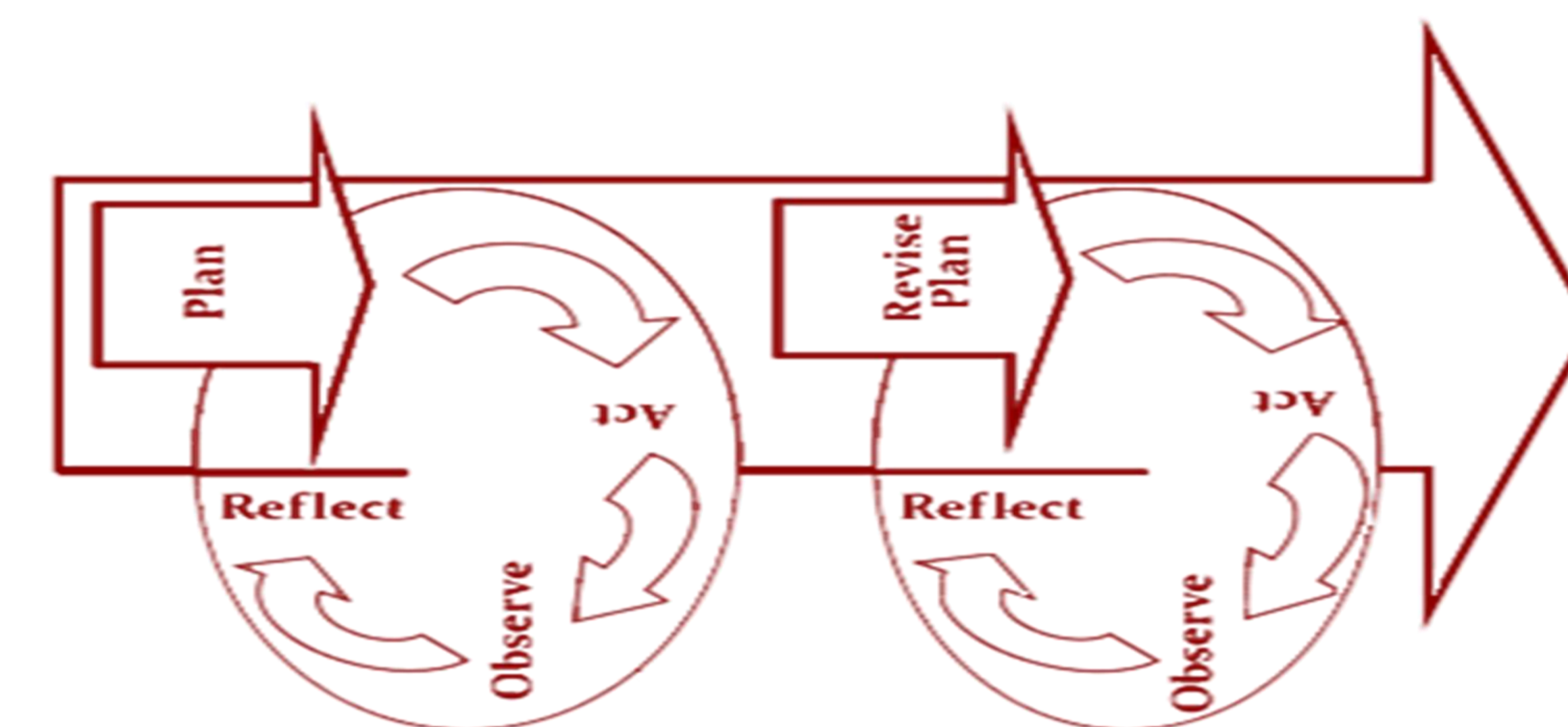
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## Social Learning Spaces

| | Participants | Design Phase Implemented | Challenges | Achievements |
|---|---|---|---|---|
| CURLING CANADA | 16 Coaches, 4 technical leaders, 2 SSSM providers | Phase 3 | The expectations of certain coaches were unrealistic which demanded the systems convener work to mitigate these participants' frustration. | The initiative increased the learning capability of developmental and high performance coaches. This improved the strategic alignment with key players across the landscape including the OTP & CPC. |
| ATHLETICS ATHLÉTISME | 11 Coaches, 2 technical leaders | Phase 2 | We had not anticipated the variety of needs across the athletics landscape (from throw coaches to speed coaches who work with athletes from 10 different classifications). | We were able to establish buy-in and value; and we recognized the need to move from a CoP to a landscape approach. |
| | 4 Coaches, 1 technical leaders | Phase 1 | The turn over of coaching staff and the failure to include more disability sport coaches prevented the project advancing. | We have a better understanding of the importance of the sport organization and members' buy-in to nurture a healthy community. |

# PROMOTING AND ASSESSING SOCIAL LEARNING IN PARASPORT LANDSCAPES

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**Coach Development Research Group, CDRG**

## Literature Review

▪ Social learning theory, specifically the concept of Communities of Practice (CoP) has been scaled up to include the concept of Landscapes of Practice. These landscapes consist of different social learning spaces, such as CoPs and the networks connecting these, within a broader landscape (Wenger-Trayner et al., 2015).

## Purpose

▪ Create social learning spaces to augment the collaboration/interaction between the different levels and groups involved in disability sports (coaches; and administrators in clubs at the regional, national, and international levels).
▪ This poster presents the Systems convener perspective on the challenges and achievement of each unique case.

## Methodology

**Action Research Approach**
▪ Holistic approach to problem-solving that considers both researchers and participants' interests.

## Participants

▪ Around 30 participants including: High performance directors, head coaches of the national team programs, lead para performance managers, lead of the sport science, regional and provincial coaches.
▪ People involved in disability sport from Curling Canada, Athletics Canada, Cycling Canada, Own the Podium, and Canadian Paralympic Committee.

## Data Generation & Analysis

▪ Data generation involves different learning activities driven by the needs of the group.
▪ The learning activities include: face-to-face group meetings, webinars, individual interviews (mapping their needs, understand their biographies, assess the value created, etc.), focus group interviews, among others.
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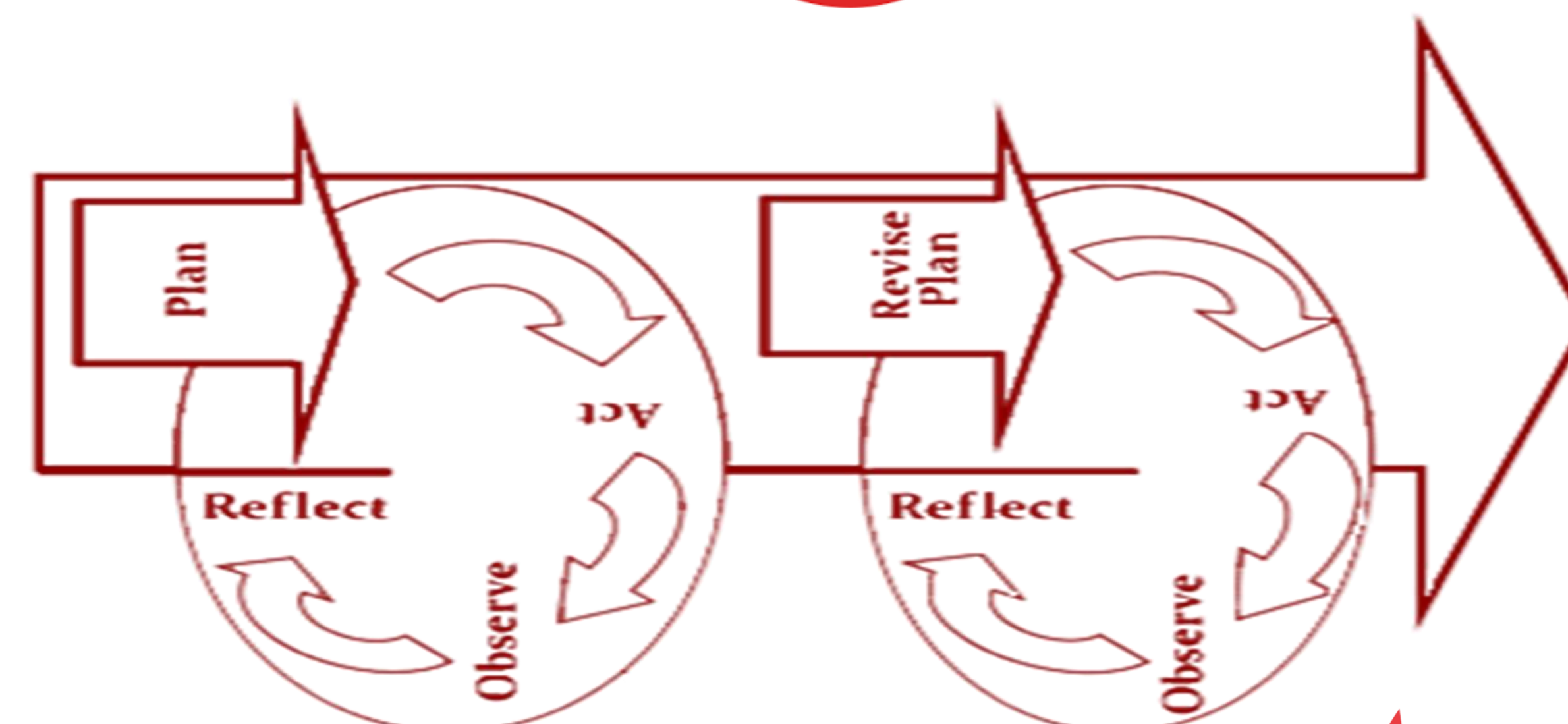
## Design Phases

▪ Phase 1 – Cultivate relationships with potential participants.
▪ Phase 2 – Nurture Communities of Practice and considering their landscapes.
▪ Phase 3 – Facilitate interactions among stakeholders at different levels of the landscape.

## Social Learning Spaces



**Systems Conveners**

## Social Learning Spaces Challenges

▪ Phase 1 – The turn over of coaching staff plus failure to include more disability sport coaches prevented the project to advance.
▪ Phase 2 – A single CoP approach was not suited to a sport like athletics in which many CoPs are part of the landscape.
▪ Phase 3 – The expectations of certain coaches were unrealistic which demanded the systems convener to work with these participants' frustration.

Phase 1
Phase 2
Phase 3

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## Purpose

▪ Create social learning spaces to augment the collaboration/interaction between the different levels and groups involved in disability sports (coaches; and administrators in clubs at the regional, national, and international levels).

## Methodology

**Action Research Approach**
▪ Action research is a holistic approach to problem-solving, rather than a single method for collecting or analysing data. It takes into consideration both researcher and participants' interests.
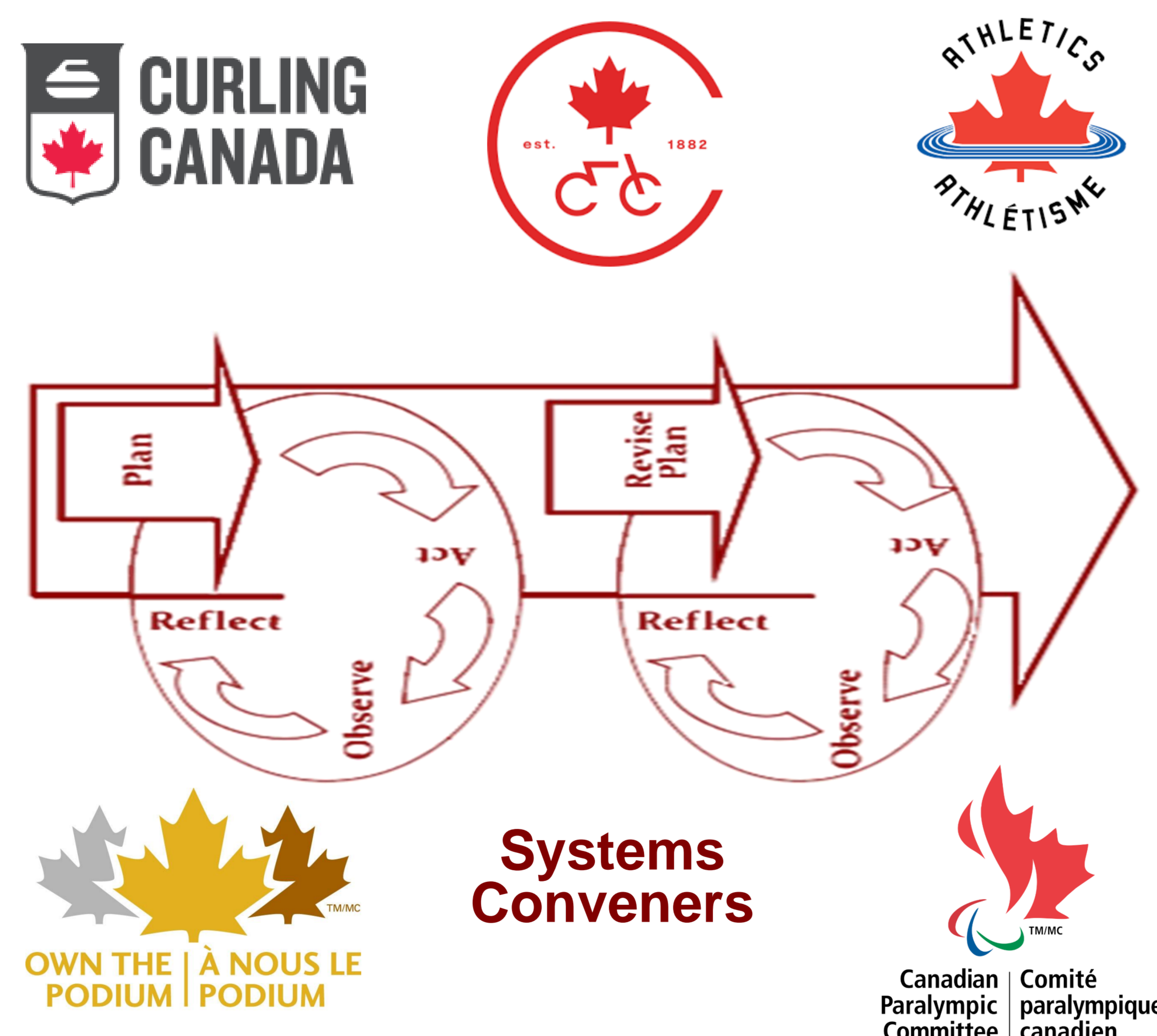
**Research Question**
▪ How the systems convener
▪ What is the impact on stakeholders' goals of leveraging coaches' communities of practice with a perspective that considers the broader landscape of practice?

## Participants

▪ People involved in disability sport from Curling Canada, Athletics Canada, Cycling Canada, Own the Podium, and Canadian Paralympic Committee.
▪ At the moment around 30 participants are taking part in this initiative, including: High performance directors, head coaches of the national team programs, lead para performance managers, lead of the sport science, regional and provincial coaches.

## Social Learning Spaces

**Systems Conveners**

## Design Phases

▪ Phase 1 – Cultivate relationships with potential participants.
▪ Phase 2 – Nurture Communities of Practice in each sport.
▪ Phase 3 – Facilitate interactions among stakeholders at different levels of the landscape.

## Data Generation & Analysis

▪ Data generation involves different learning activities driven by the needs of the group.
▪ The learning activities include: face-to-face group meetings, webinars, individual interviews (mapping their needs, understand their biographies, assess the value created, etc.), focus group interviews, among others.

▪ Cycles of action, interaction, reflection and planning new action will be used to further advance the analysis.
▪ Thematic analysis is on-going, with subsequent activities shaped by the analysis of the previous activities.

# PROMOTING AND ASSESSING SOCIAL LEARNING IN PARASPORT COACHES AND ORGANISATIONS

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Canada's university

## Literature Review

▪ In a continuation of our research on coach development over the last few decades, and based on the social learning theory of Wenger (1991, 1998) and Wenger-Trayner et al., (2015), this research is using communities of practice and networks to build the social learning capability of the broader landscape of practice.

## Purpose

▪ Create social learning spaces to augment the collaboration/interaction between the different levels and groups involved in sport (coaches; and administrators in clubs at the regional, national, and international levels).

## Methodology

### Action Research Approach
▪ Action research is a holistic approach to problem-solving, rather than a single method for collecting or analysing data. It takes into consideration both researcher and participants interests.
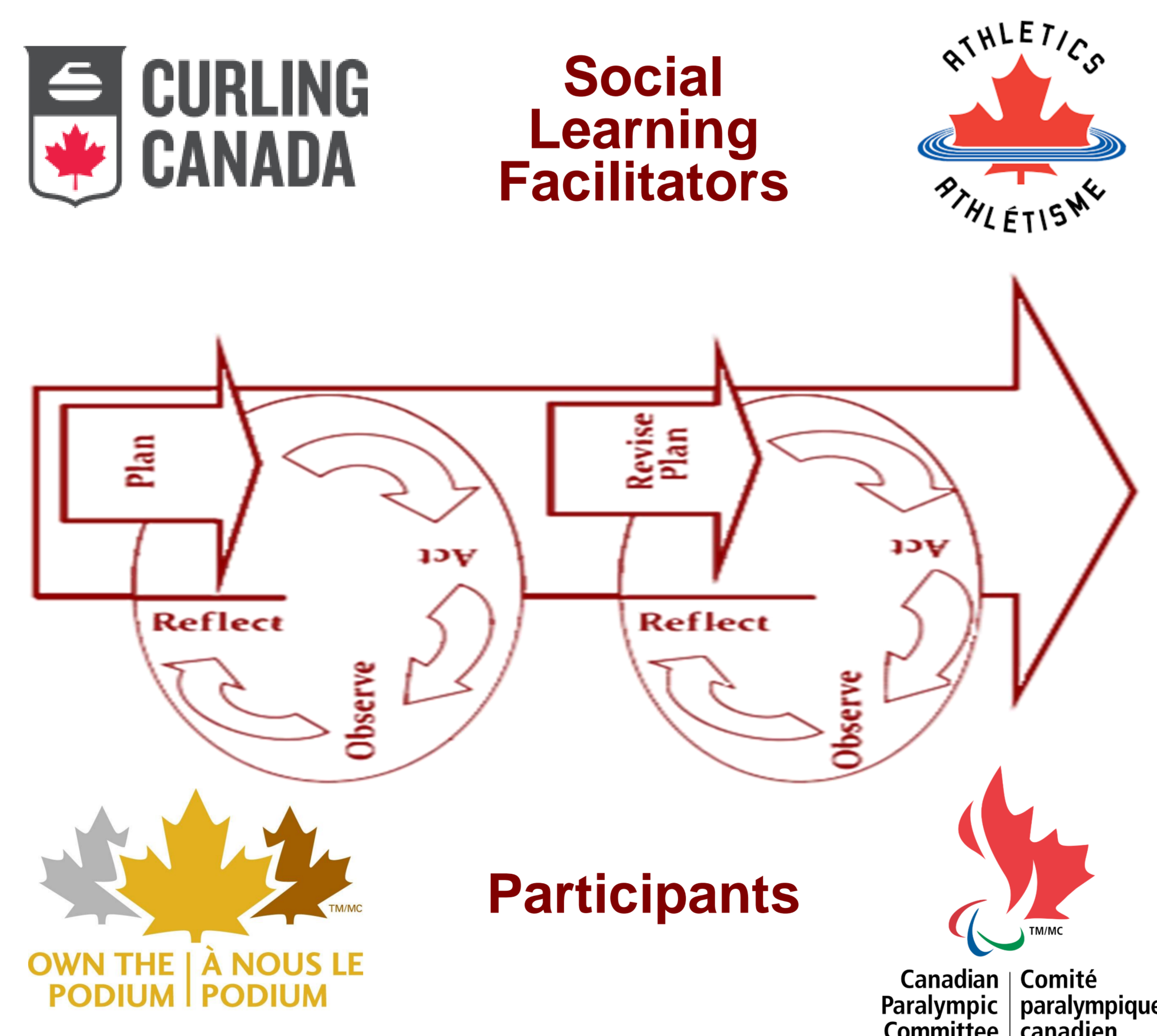
### Research Question
▪ How has the participation in the community influenced the achievement of their learning goals and changed their practice?
▪ What is the impact on stakeholders' goals of leveraging coaches' communities of practice with a perspective that considers the broader landscape of practice?

## Participants

▪ People involved in disability sport from Curling Canada, Athletics Canada, Own the Podium, and Canadian Paralympic Committee.
▪ At the moment around 30 participants are taking part in this initiative, including: High performance directors, head coaches of the national team programs, lead para performance managers, lead of the sport science, regional and provincial coaches.

## Virtual Learning Space

CURLING CANADA

**Social Learning Facilitators**

ATHLETICS ATHLÉTISME

Plan — Act — Observe — Reflect — Revise Plan — Act — Observe — Reflect

OWN THE PODIUM | À NOUS LE PODIUM

**Participants**

Canadian Paralympic Committee | Comité paralympique canadien

## Activities Timeline

▪ Step 1 – Cultivate relationships with potential participants.
▪ Step 2 – Nurture Communities of Practice in each sport.
▪ Step 3 – Facilitate interactions among stakeholders at different levels of the landscape.

## Data Generation & Analysis

▪ Data generation involves different learning activities driven by the needs of the group.
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## Literature Review

- Landscape of Practice: The body of knowledge of a profession is best understood as a 'landscape of practice'… a complex system of communities of practice and the boundaries between them."

- Wenger and colleagues' (2011) recent work provides the tools to establish and measure the learning value created in social learning systems.

## Purpose

- Use an action research approach to intervene with coaches and their organisations (club, regional, national, international) to promote and assess the social learning capability of the parasport landscape, within and across the networks and communities of coaching practice.

## Methodology

**Collaborative Inquiry Approach**
- Taking into consideration both researcher and participants interests.

**Research Question:**
- How has the coaches' participation in the community influenced the achievement of their learning goals and their coaching practice?
- What is the impact on stakeholders' goals of leveraging coaches' communities of practice with a perspective that considers the broader landscape of practice?

## Data Collection & Analysis

- The data collection involves different learning activities (see timeline) driven by the needs of the group.
- Thematic analysis is on-going, with subsequent activities shaped by the analysis of the previous activities.

**Social Learning Facilitators**

OWN THE | À NOUS LE PODIUM | PODIUM

**Coaches**

CyclingCANADACyclisme

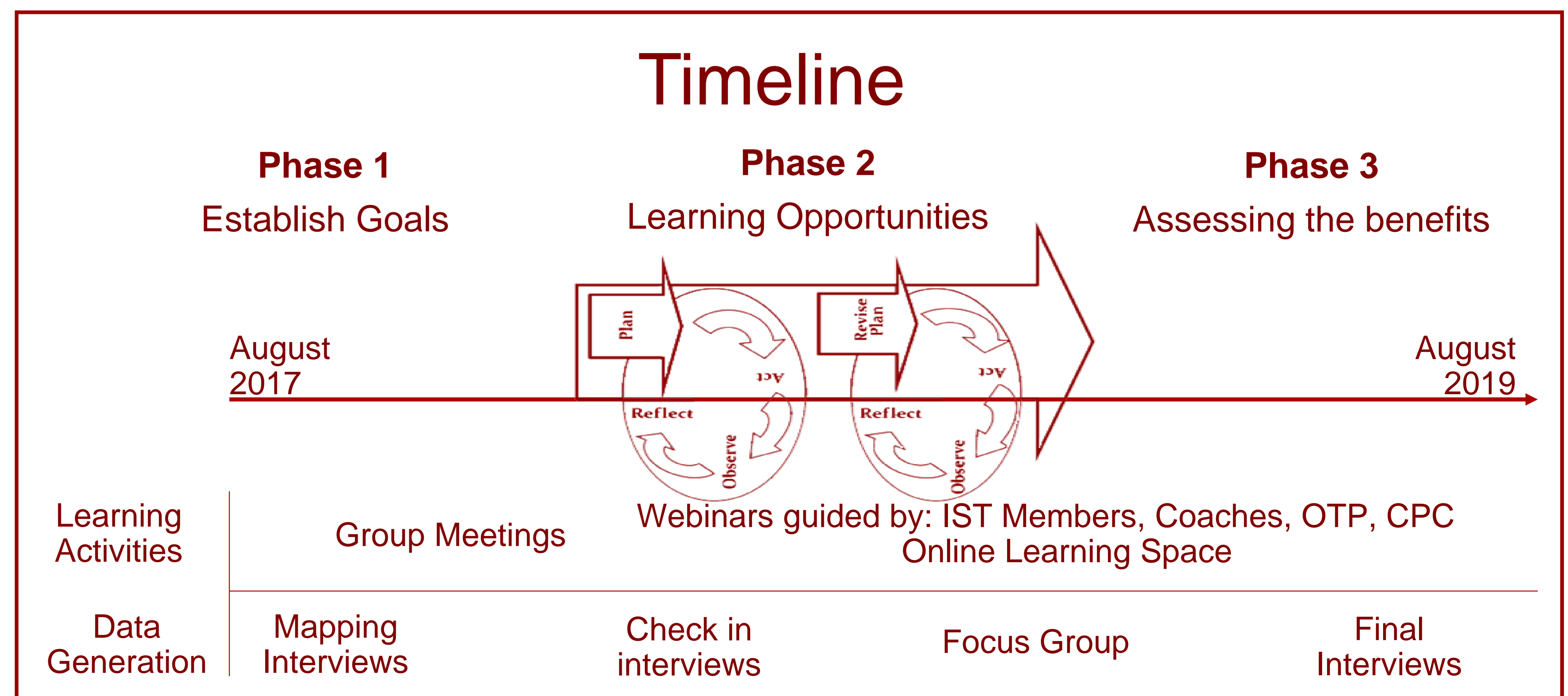CURLING CANADA

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## Participants:

- Disability sport coaches from 3 NSOs

## Timeline

| | Phase 1 | Phase 2 | Phase 3 |
|---|---|---|---|
| | Establish Goals | Learning Opportunities | Assessing the benefits |
| | August 2017 | Plan · Act · Reflect · Observe / Revise Plan · Act · Reflect · Observe | August 2019 |
| Learning Activities | Group Meetings | Webinars guided by: IST Members, Coaches, OTP, CPC Online Learning Space | |
| Data Generation | Mapping Interviews | Check in interviews | Focus Group | Final Interviews |

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**Social Learning Facilitators**

**Coaches**

OWN THE | À NOUS LE PODIUM | PODIUM

CyclingCANADACyclisme
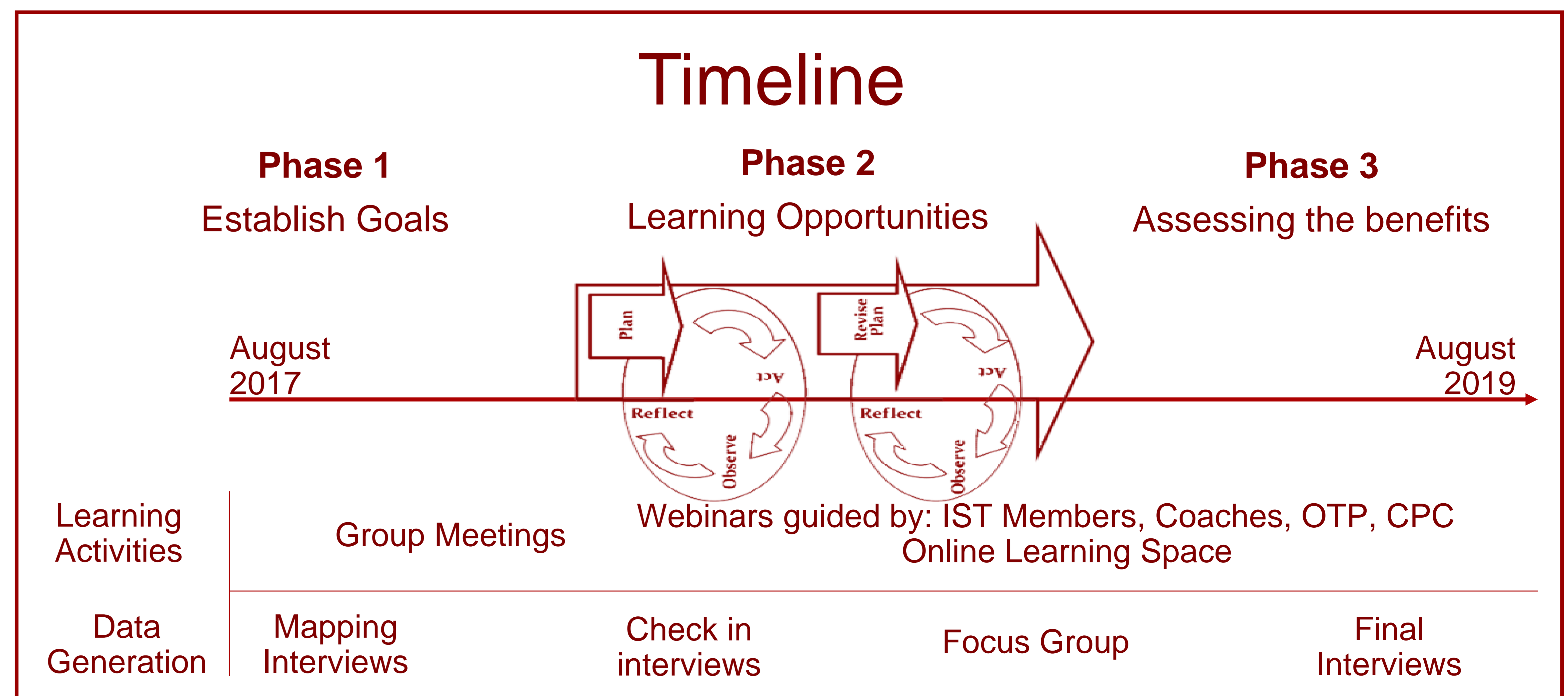
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## Timeline



| | **Phase 1** | **Phase 2** | **Phase 3** |
|---|---|---|---|
| | Establish Goals | Learning Opportunities | Assessing the benefits |
| | August 2017 | | August 2019 |
| **Learning Activities** | Group Meetings | Webinars guided by: IST Members, Coaches, OTP, CPC — Online Learning Space | |
| **Data Generation** | Mapping Interviews | Check in interviews — Focus Group | Final Interviews |

# SOCIAL LEARNING IN DISABILITY SPORT

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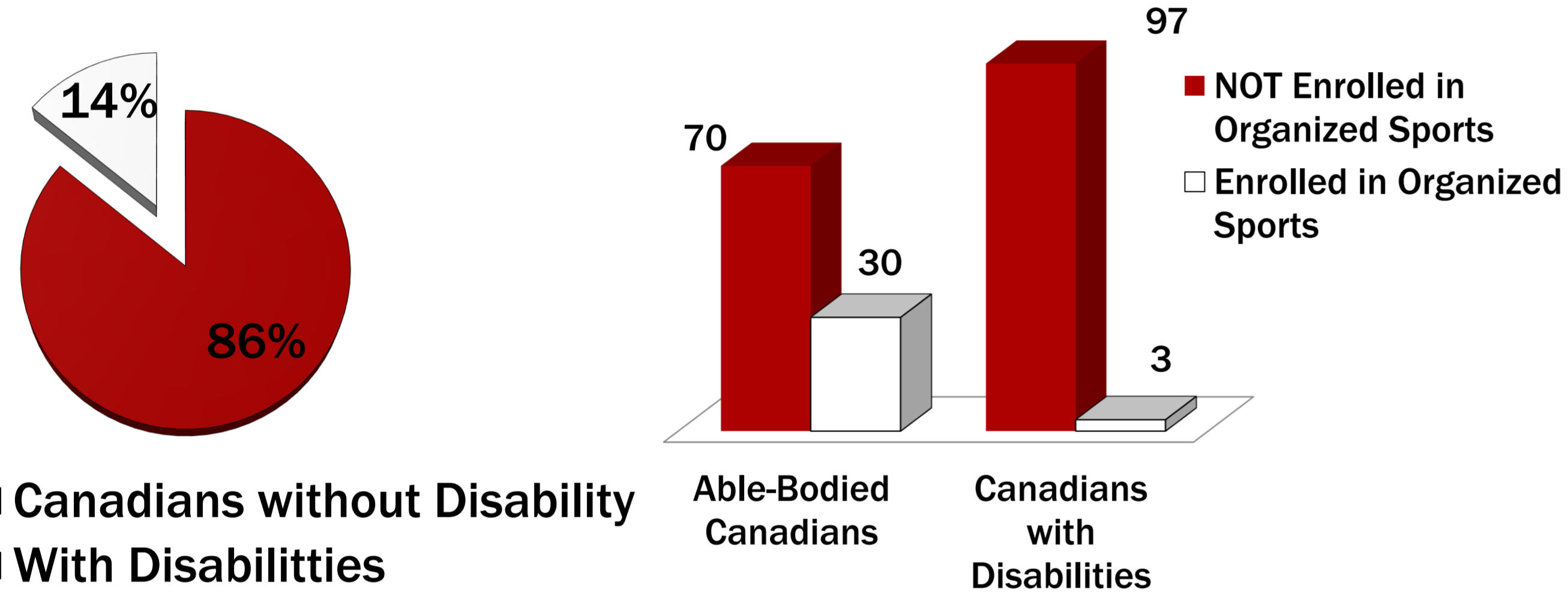Coach Development Research Group, CDRG,

**uOttawa**

L'Université canadienne
Canada's university

## Background

**1980's:**
- Pioneer on equality laws in its Charter of Rights and Freedoms.

**2006:**



- NOT Enrolled in Organized Sports
- Enrolled in Organized Sports

14%
86%

- Canadians without Disability
- With Disabilities

70  30  97  3

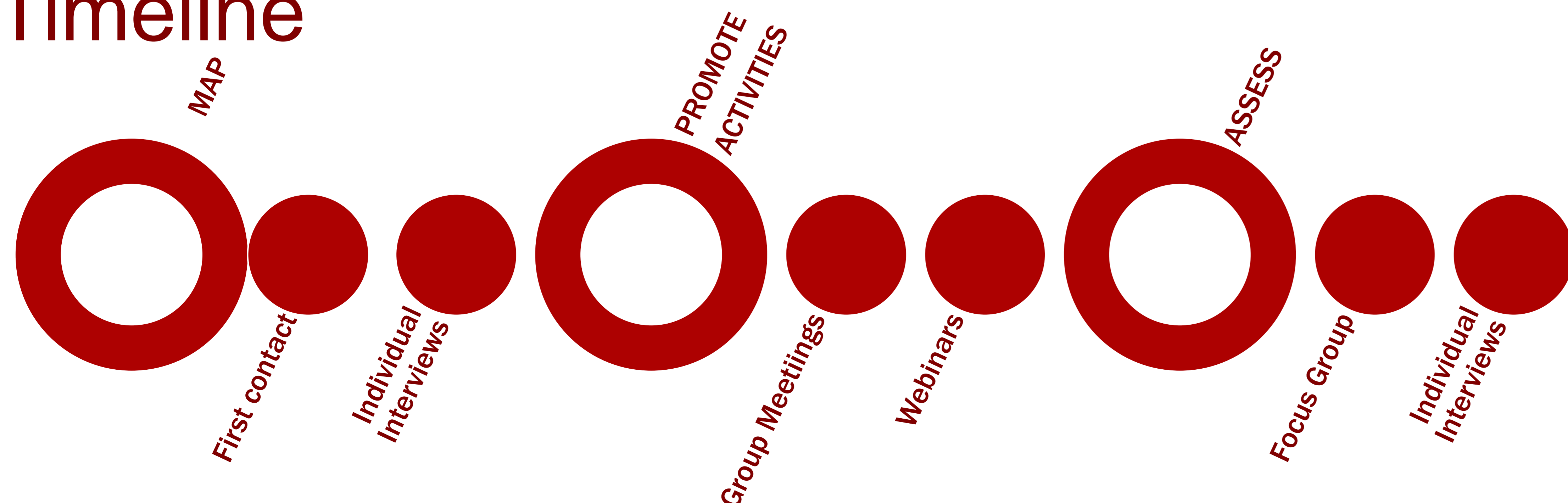Able-Bodied Canadians | Canadians with Disabilities

**2012:**
- The Canadian Sport Policy recognized the necessity to design barrier-free sport programming.
- Knowledgeable coaches are an important factor for enabling inclusive sport participation.

## Purpose

1. To **Map** coaches' needs from different levels of the same disability sport;
2. To **Promote** activities based on the needs identified;
3. To **Assess** the learning created within a Peer Learning Group (PLG).

## Timeline



MAP | PROMOTE ACTIVITIES | ASSESS

First contact | Individual Interviews | Group Meetings | Webinars | Focus Group | Individual Interviews

## Methodology

**Collaborative Inquiry Approach**
- Taking into consideration both researcher and participants interests.

**Research Question:**
- How can the social learning capability of disability sport organizations be leveraged through the promotion of learning networks and communities?



## Participants:

- 16 wheelchair sport coaches
- 14 - Provincial level
- 2 - National Team Program

## Data Collection & Analysis

- The data collection involves different learning activities (e.g., in person meetings, virtual meetings, webinars) driven by the needs of the group.
- Thematic analysis is on-going, with subsequent activities shaped by the analysis of the previous activities.



## Findings (preliminary)

- Coaches are gaining value:
- **Enabling**: Professional Development credits to attendees of activities.
- **Strategic**: The support of National Sport Organization on adds credibility to the project.
- **Immediate**: The PLG provides a place to ask questions and share thoughts.
- **Potential**: Exposure to new tools and resources.
- **Applied**: Informed decisions about buying equipment and planning practices.
- **Realized**: Improved communication
- **Transformative**: A new belief regarding practice structure.