

# Coach Development Framework

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Recruiting, training, supporting and retaining the world's best coaching workforce of athletes with an intellectual disability



Official Insurance Partner of Special Olympics Australia  
Sport and Coaching

**Special  
Olympics**  
Australia



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# Introduction

The Special Olympics Australia Coach Development Framework (CDF) aims to deliver a coaching system for people with an intellectual disability, which delivers the right type of coaching, by the right coach, in the right environment, at the right time. This will greatly enhance the achievement of our vision – i.e. “Everyone with an intellectual disability has the opportunity to participate in physical activity and sport”.

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The creation and long term support of a world leading sport coaching community for people with an intellectual disability in Australia, demands a world leading coaching system. The members of this quality coaching community (teachers, coaches, schools, clubs, disability service providers, national, state and local sporting organisations, Special Olympics Australia state / territory program coordinators, state committees and staff) have a huge impact on their local communities. Importantly, they not only develop good athletes, they develop good people!

If our grass roots and recreational sporting participants are to be truly enriched by their Special Olympics experience and if our national teams are to achieve international success, they need the support of a world leading coaching environment and workforce for people with an intellectual disability.

The CDF is designed to help create this environment and will deliver key coaching benefits to participants in all Special Olympics Australia programs, regardless of age, gender, disability, stage of development, sport of choice, or location. It also represents a genuine commitment to ensuring the Special Olympics Australia coaching community collaborate for the benefit of all participants and complement the efforts of the many committed coaches of people with an intellectual disability operating throughout Australia.

The CDF has been developed nationally and will be delivered locally. It has been developed for Special Olympics Australia coaches operating in all environments, to meet the needs of all participants and will help deliver a co-ordinated coaching approach at a local, regional, state / territory and national level. The CDF has been designed to support Special Olympics Australia coaches **who want to be the best they can be in the environments they want to be in.**

The CDF’s outcomes will meet the needs of the participants and will be delivered through the passion, inspiration and enthusiasm of the Special Olympics Australia coaching community. This commitment demonstrates a significant shift in the way Special Olympics Australia and our partners recruit, train, support and retain our coaching community.

Special Olympics Australia are proud to lead the development of this Framework and we are grateful to the entire Special Olympics community and our key partners for their contributions and commitment to its implementation.

## Our Thinking – It's All About...

- ✓ The participants.
- ✓ 'How to coach' the 'what to coach'.
- ✓ Allowing coaches to coach.
- ✓ Learning, not telling.
- ✓ All aspects of coach development, not only accreditation.
- ✓ Coaches following the participants' lead.
- ✓ Creating awareness, developing responsibility and self-belief and giving ownership to participants.
- ✓ Recognising the importance and achievements of coaches at all levels and in all environments.



## To Make This Work, We Will...

- ✓ Encourage the Special Olympics Australia coaching community to have an inherent thirst for knowledge.
- ✓ Encourage the Special Olympics Australia coaching community to have ownership of their own development.
- ✓ Promote every coaching situation as a learning opportunity.
- ✓ Keep the CDF and its outcomes simple and easy to administer and maintain.
- ✓ Focus on including all segments of the Special Olympics Australia coaching community. This inclusive approach will best support the coach recruitment, training, support and retention systems needed by our current and future coaching community.
- ✓ Work with key partners to ensure they understand the importance of their role in achieving the objectives of the CDF.
- ✓ Accept responsibility for owning, creating, maintaining and improving the environment in which Special Olympics Australia coaches work.





# Our CDF Priority Areas

We have identified 4 key objectives to create a coaching system that delivers the right type of coaching, by the right coach, in the right environment, at the right time. The Special Olympics Australia CDF will drive the achievement of the following:



## 1. Recruit

Recruit the appropriate number and type of coaches into Special Olympics Australia's delivery system by:

- ✓ Raising the profile of coaching people with an intellectual disability.
- ✓ Identifying how many Special Olympics Australia coaches are currently operating in which environments throughout Australia and what our future needs are.
- ✓ Ensuring the Special Olympics Australia coaching community is able to identify the appropriate environment in which they can best use their skills.
- ✓ Attracting coaches from new and non-traditional environments.



## 2. Train

Train and accredit the appropriate number and level of Special Olympics Australia coaches required by:

- ✓ Continually improving Special Olympics Australia coach training programs, across all areas of our coaching community, to meet the needs of our current and future participants.
- ✓ Encouraging and promoting on-the-job learning, application and assessment.
- ✓ Develop a Special Olympics Australia Coach Developer community with the appropriate skills and knowledge to effectively deliver Special Olympics Australia coaching development initiatives.
- ✓ Ensuring the Special Olympics Australia Coach Accreditation system continues to meet the needs of coaches operating in all segments of the Special Olympics Australia Participant Development Pathway.
- ✓ Ensuring Special Olympics Australia learning management systems provide simple access to education to support all coaches throughout their development journey.



## 3. Support

Provide appropriate levels of support to the Special Olympics Australia coaching community to allow them to achieve their potential in their chosen environments by:

- ✓ Emphasising the importance of ongoing coach development, not just coach accreditation.
- ✓ Providing a system that effectively supports our coaching community in their chosen environments.
- ✓ Providing a system that effectively supports key partners to positively contribute to the success of our coaching community.
- ✓ Identifying and developing the tools and resources required to support coaches in their chosen environments.



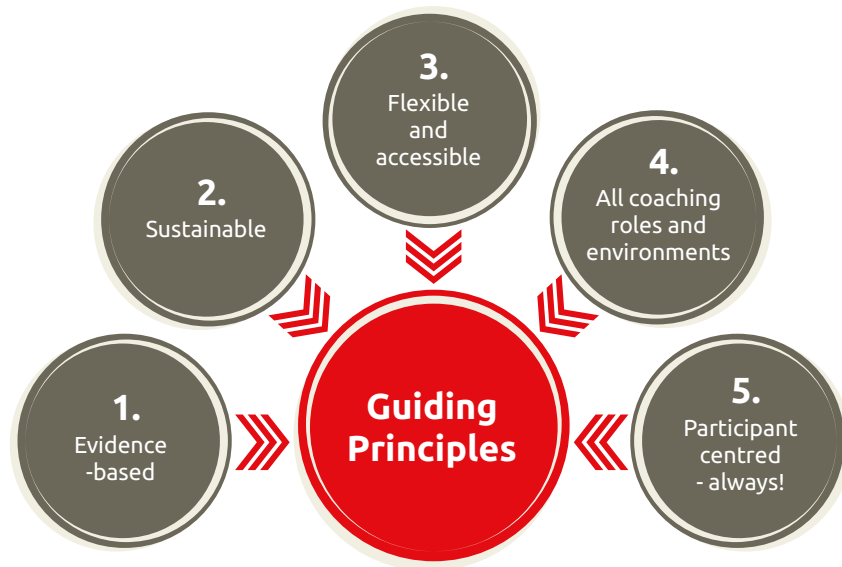
## 4. Retain

Provide systems of recognition and reward in order to retain the Special Olympics Australia coaching community by:

- ✓ Raising the profile of coaches of people with an intellectual disability.
- ✓ Providing recognition to the Special Olympics Australia coaching community operating in all environments at a local, state, national and international level.
- ✓ Providing a variety of workplace roles to meet the changing needs of our coaching community.

# CDF Guiding Principles

The Special Olympics Australia CDF and its associated componentry has been built on the following **5 guiding principles:**



## The Special Olympics Australia Coach Development Model

In line with Sport Australia best practice guidelines, the Special Olympics Australia Coach Development Model incorporates **2 key elements:**



## 2. Coach Training Programs

The broad design process used by Special Olympics Australia in the development of its various Coach Training Programs (i.e. all of which align with a specific element of this CDF) is outlined below.

### STEP 1

**What is the Purpose of the Training Program?**



### STEP 2

**What do the coaches need to be able to do?**  
(i.e. competency statements for the Training Program)



### STEP 3

**What is the Training Program's Delivery Model and what is needed to make this model work?**



### STEP 4

**Which modules / courses will the Training Program include and what are the key content areas within each?**



### STEP 5

**Measuring the Impact of the Training Program** (i.e. how Special Olympics Australia plans to measure if the purpose of the Training Program is being achieved?)



### STEP 6

**Quality Assurance Mechanisms** (i.e. how Special Olympics Australia plans to assure the quality implementation of the Training Program?)



# Special Olympics Australia Coach Approach

The **Special Olympics Australia Coach Approach** is a philosophical approach to coaching and coach development, promoting participant learning and ownership of that learning through creating awareness, responsibility and self-belief. Many of the ideas embedded in the **Special Olympics Australia Coach Approach** are not new, but simply a reinforcement of contemporary best practice in coaching and how participants learn most effectively. Our approach aims to create resilient and competent participants, motivated to enjoy their participation in sport and be able to positively influence their own development, regardless of their level of participation, or their level of intellectual impairment.



## Why have we developed the Special Olympics Australia Coach Approach?

Special Olympics Australia and our partners want to ensure that we support our coaches to be the best they can be, in the coaching environments they wish to operate in. Before continual improvements can be made to our coach development programs, products and/or resources, we need to be very clear about our philosophy of coaching (i.e. how we would like our coaches to operate). The **Special Olympics Australia Coach Approach** gives us this clarity.

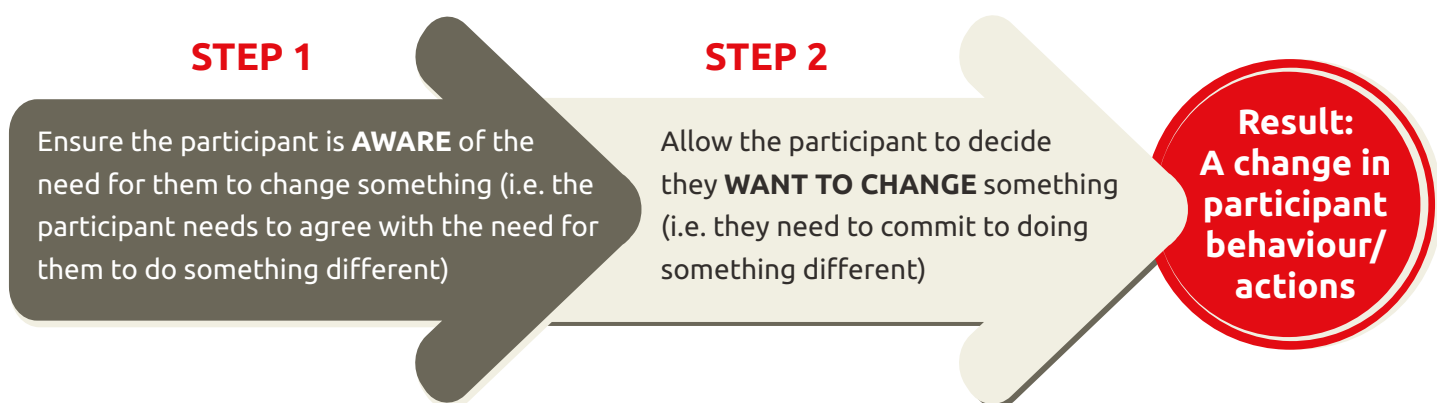
A coach-centred approach, which until recently was seen in Australia and throughout many countries, as the best approach to coaching, is limited to the imagination / knowledge and delivery skills of the coach. This approach also places the coach at the centre of the participant development process, when the participant themselves should be the central focus.



Today, if you ask a group of accredited coaches (coaches of athletes with an intellectual disability, or any athletes) if they've heard of and subscribe to the "**participant-centred**" or "**athlete-centred**" coaching approach, the vast majority will say yes. However, you ask them "why" they support this coaching approach, they often struggle to respond.

For coaches who work really hard in this space, a common response will be, "because it is the participant / athlete who decides what happens next, not me, as their coach". The **Participant-Centred Approach to Coaching** animation describes this well.

Special Olympics Australia coaches don't control what the participants they coach think, feel, believe in, or concentrate on. If a coach wants to change something in their participants (e.g. develop a physical capacity, improve a skill, improve their tactical awareness, change their attitude to training, etc.), they need 2 things:  
**Awareness + Intent = Change**



A VERY common (**and mostly incorrect**) assumption coaches make is outlined below.



At the centre of the Special Olympics Australia Coach Approach, is that coaches constantly **provide direction and support** to participants, but they **do not control** their thoughts, feelings, behaviours, or performances.  
***This coaching approach has coaches ASKING more and telling less!***

The **Special Olympics Australia Coach Approach** encourages a far greater use of **participant-centred learning**.

**Some key reasons for this shift include:**

- Individuals and groups have different needs.
- Research shows that participant enjoyment, development and performances increase when coaches tell less and ask more.
- Participants learn best when they have input into what they do in training and during competition; and therefore have ownership of the learning process.
- A participant-centred approach develops players' awareness, ownership and self-belief.

## Be able to coach whoever is in front of you!

**Note** – Although the Special Olympics Australia Coach Approach is participant centred – always, the key skill set we want our coaches to have, is to be able to effectively coach “whoever is in front of them”. The coaching style and strategies used by Special Olympics Australia coaches will vary depending on the physical literacy capabilities (physical, psychological, social and cognitive) of the participants they are working with as well as their interests, goals and personalities. Sometimes, this will mean coaches use a questioning-based approach, whilst in other circumstances, they will use an instructional approach. The key is, they will have the skills needed to *effectively coach whoever is in front of them!*



## Raising Coach & Participant Self-Awareness, Responsibility and Self-Belief

In order for **coaches** to also change their behaviour, they need to be AWARE of the need to change, and have the INTENT to make that change.

A key to coaches developing their self-awareness and then their intent to get better at what they do every day, is **self-belief**. If a coach doesn't believe that they have the ability to continually improve, the likelihood of them doing so is very low.

A key focus of the **Special Olympics Australia Coach Approach** is helping our coaches become more aware of what they are really capable of, what they want to achieve and how THEY might be able to do so. The **Special Olympics Australia Coach Approach** is about coaches having the confidence to try new things and to strive for continual improvement. Special Olympics Australia doesn't want coaches to let a fear of making a mistake, or not achieving their goals, stop them from trying! Sometimes, *“experience is what we get when we don't get the result we want!”*

*The only coach you need to be better than, is the coach you were yesterday.*



# Some core objectives of the Special Olympics Australia Coach Approach:



Coaches and participants  
defining their own  
meaning of  
success



Coaches and participants  
being more aware  
of who they are



Coaches and participants  
taking charge of their  
development



Coaches and participants  
being more aware of  
what they are  
capable of





# Participant Development Pathway

## Intended outcomes

A unified Special Olympics Australia participation pathway that provides maximum opportunity to increase the number of Australians with an intellectual disability participating in physical activity and sport.

A verifiably sound framework to guide critical decision-making, planning and the allocation of resources across all elements of the pathway and the delivery network.

Club, participant, coach and official development programs and competition frameworks that are considered excellent practice and not merely the outcome of accumulated tradition.

Cohesion within the Special Olympics Australia community, in relation to how to support participant engagement and development and the growth of our sport across all elements of the pathway.





## Multiple Pathways

While most traditional participant pathway frameworks have been concerned primarily with the development of high performance athletes, the Special Olympics Australia model is designed to cater for participants of all levels of ability and inclination.

## A Common Foundation


All participants with an intellectual disability will engage with physical activity and sport via the same foundational stages (i.e. EXPLORE and PARTICIPATE). Progress into the development stage of the pathway occurs over time, according to the motivations and aptitude of each participant.

## Permeable borders

At any age, it is critical that the opportunity exists for a participant to move up, or down within the pathway. There is always a place for everyone in Special Olympics Australia.

## Graduated Progression

Participants have the opportunity over time, to move through a series of logical steps, each of which is an increasingly closer representation of their preferred level of involvement.



### Participant Development Pathway (PDP) Characteristics

## Inclusion

Any Special Olympics Australia participation initiative or competition can be positioned in the PDP in a way which clarifies its status and primary function. This assists with the planning of new initiatives and the assessment of existing ones, but also allows an individual to accurately identify and choose the nature of his or her current, or preferred Special Olympics Australia engagement experiences.

## Defined Transitions

The achievement of milestones at each stage of development is clear. Movement throughout the pathway is not defined by age, rather it is defined by demonstrated skills, capacities and participation motivations.



## What we Believe

### ✔ PARTICIPANT'S NEEDS COME FIRST

All decisions about a Special Olympics Australia participant's development are informed by an understanding of their physical literacy (physical, psychological, social, cognitive) and sport specific skill development needs, both in the short term and the long term.

### ✔ WORKING TOGETHER FOR COLLECTIVE IMPACT

All partners (including parents and carers) put their own interests aside, align policies and practices and collaborate in the best interests of the participant.

### ✔ EFFECTIVE PATHWAYS

Special Olympics Australia pathways are simple, clear, accessible and underpinned by evidence.

### ✔ CONTINUOUS LEARNING

Continuous learning and a growth mindset underpin success for the participant, for the people who support them and for the organisations that enable them.

### ✔ QUALITY COACHING

High quality coaching is critical to long-term participant involvement and success of the Special Olympics Australia movement.



## Dispelling the Myths

### ✘ EARLY SPECIALISATION IS GOOD

Conventional wisdom often suggests that the earlier athletes choose their sport and focus on it, the better. And there are some examples that convince us that this is true. In fact, earlier is not necessarily better. Burn-out, over-use injuries and declining motivation: these are the more likely outcomes of early specialisation. What we now know is that when young people, be those with intellectual disabilities or otherwise, have diverse sporting experiences, they develop transferable skills, greater creativity and better decision-making capabilities.

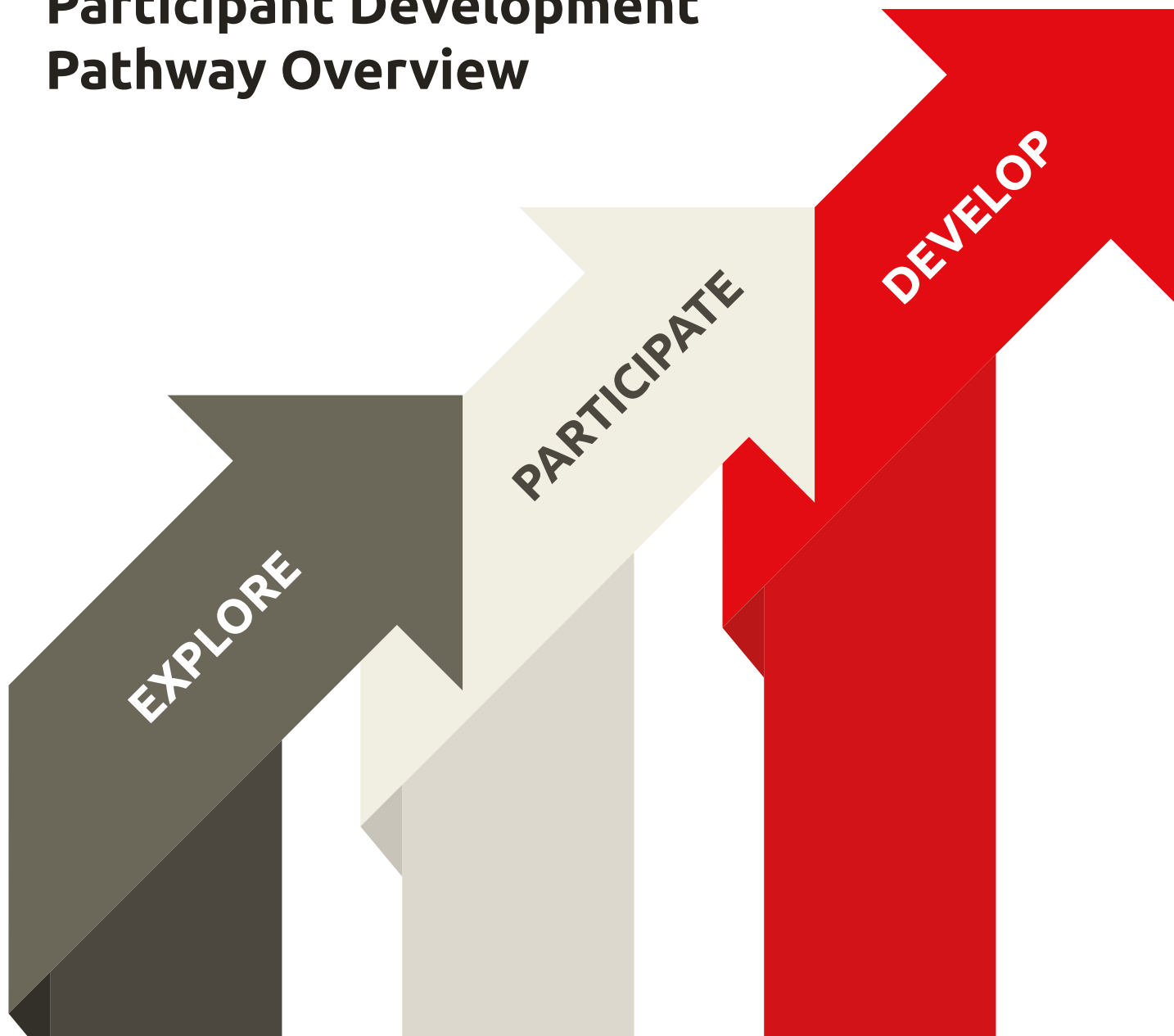
### ✘ CHILDHOOD SUCCESS LEADS TO ADULT SUCCESS

Conventional wisdom is that talent can be identified early. Again, it's not necessarily so. It's true that some athletes' gifts are obvious from childhood, but every athlete is different and progress is non-linear. Some only develop and emerge much later. What we now know is that how someone performs at a young age is not a reliable predictor of their future potential.

### ✘ SUCCESSFUL ATHLETES FOCUS ON WINNING

Conventional wisdom often suggests that you get what you think about, so think about winning. In fact, the most successful athletes, teams, coaches and administrators don't focus on winning at all. Instead, they focus on their development: what they need to do to perform when it counts. And they regard winning as an outcome of being the best they can be, every day.

# Special Olympics Australia Participant Development Pathway Overview





# Explore Phase

(Extension and refinement of FUNdamental movement skills in suitable learning environments)

- ✓ The characteristics of the **Explore** phase of development relate to advancing and refining movement experiences of participants with an intellectual disability, through continued broad exposure to formal and informal play and practice, in safe and suitable environments.
- ✓ In this phase, the participant is exposed to progressively more complex movement challenges. Whilst parents, carers, friends and other family members have an ongoing role in development, this is usually supported by involving more professional levels of instruction and feedback, such as experiences delivered by coaches, teachers or other specialists.
- ✓ Those participants electing not to progress to competitive Special Olympics Australia sports pursuits are able to translate their movement foundations into other active lifestyle activities. However, if the participant's goal is to move beyond Explore within the Special Olympics Australia PDP, attaining proficiency in these movement foundations is very important.



## Key Motivators

Participation for wellbeing, fun, fitness and challenge.

## Key Drivers

Parents / carers, coaches, teachers, friends.

## Special Olympics Australia Programs

Young Athletes Program; Community Sports Program.

## Special Olympics Australia Events

Sports events hosted in partnership with national or state sporting organisations: e.g. Come and Try events.



## Australian Physical Literacy Framework Alignment:

**Stage 0 – Pre-Foundational** and/or  
**Stage 1 - Foundation and Exploration**

(at this stage a person is experiencing, playing or exploring limited forms of movement and/or learning and exploring their capabilities for movement).



# Participate Phase

## Increased commitment to Special Olympics Australia training, movement & skills

- ✓ The **Participate** phase is characterised by participation in Special Olympics Australia club delivered programs, school-based sporting programs, sport specific training and formal engagement in local competition.
- ✓ In all cases, foundational skills developed in the Explore phase are now applied within the constraints or conventions set by Special Olympics Australia competition rules and regulations and the movement skills become more specialised to the individual sports disciplines.
- ✓ Participants may remain in the Participate phase for a life time (through choice or ability), or move quickly beyond this phase into the Develop phase



### Key Motivators

Participation for wellbeing, fun, fitness and challenge - sports specific skills and competition experiences.

### Key Drivers

Clubs, coaches, fellow competitors, self, parents / carers.

### Special Olympics Australia Programs

Special Olympics Australia club training, school programs

### Special Olympics Australia Events

Local - intra / interclub single, or multi-sports events hosted by Special Olympics Australia clubs, or in partnership with State and National Sporting Organisations.



### Australian Physical Literacy Framework Alignment:

**Stage 1 - Foundation and Exploration**  
and/or

**Stage 2 – Acquisition and Accumulation**

(at this stage a person is either learning and exploring their capabilities for movement and/or frequently practicing and refining their capabilities for movement).

# Develop Phase

Commitment to sport specific training and competitions.

- ✓ The Develop phase is characterised by an increase in participant commitment to Special Olympics Australia sports training, sport specific skill development and formal engagement in local and state competitions.
- ✓ Athletes in this phase of development aim to improve their performance and work towards participation in national and international competitions.
- ✓ In all cases, foundational skills developed in the Explore and Participate phases are now applied within the constraints or conventions set by Special Olympics Australia competition rules and regulations and the movement skills become more specialised to the individual sporting disciplines.
- ✓ Participants may remain in the Develop phase for a life time as they continually strive to achieve their personal best.
- ✓ The quality of the athlete support environment is critical in this phase of development in order to reduce dropout and underachievement. Given the lack of suitable support often provided to athletes at this stage of development, it represents a fertile area for future investment.



## Key Motivators

Participation for wellbeing, fun, fitness and challenge - fundamental movement and sport specific skills and competition experiences.

## Key Drivers

Clubs, coaches, fellow competitors, self, parents / carers, Special Olympics Australia state and territory committees

## Special Olympics Australia Programs

Special Olympics Australia club training

## Special Olympics Australia Events

State Games, Junior National Games, National Games, Invitational Games and International competitions (e.g. Asia Pacific Games and World Games).



## Australian Physical Literacy Framework Alignment:

**Stage 2 – Acquisition and Accumulation**  
and/or

**Stage 3 – Consolidation and Mastery**

(at this stage a person is frequently practicing and refining their capabilities for movement and/or able to perform and analyses their capabilities for movement)

# Physical Literacy

## What is Physical Literacy?

Physical literacy is about building the skills, knowledge, and behaviours that give us the confidence and motivation to lead active and healthy lives. It involves holistic lifelong learning through sport and physical activity and delivers health and wellbeing benefits across four domains: physical, psychological, social, and cognitive.

The [Australian Physical Literacy Framework](#) identifies 30 elements across the four domains, and helps coaches understand the progression through each element using a simple, staged approach.

## Why is developing Physical Literacy important?

Focusing on the development of physical literacy for athletes can have significant benefits. These benefits not only include building the skills and physical fitness required to participate in sport and physical activity, but also developing elements such as confidence, self-regulation, social skills and an understanding of how to be active and follow rules. These all contribute to athletes generally being able to live healthier and more active lives.

## A Physical Literacy Approach to Coaching

As a coach, you can use the Australian Physical Literacy Framework to assess what stage of development your athletes are at within each domain, and therefore identify which elements they need to further develop. It is important to remember that everyone learns differently, and at different rates across different skill sets. Progression within each element may occur independently and may or may not be closely connected to progression in another element.

# The Domains



## Physical Domain

The Physical domain includes the coordination and application of the physical skills to perform the movements required in different situations and environments, such as land, water, ice or snow. The Physical domain is about being able to:

- ✓ Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments.
- ✓ Apply the movement strategies that a situation or environment require.
- ✓ Manipulate and control different objects across a variety of movements and physical activities.
- ✓ Build to a level of fitness to successfully participate in sport and physical activity.



## Psychological Domain

The Psychological domain includes developing self-esteem, confidence, motivation and understanding the emotional responses linked to movement and physical activity. The Psychological domain is about being able to:

- ✓ Identify and draw satisfaction, self-esteem, confidence, motivation and enjoyment from different movement experiences.
- ✓ Understand, demonstrate and manage emotional responses, such as empathy and sensitivity, during movement and physical activities.
- ✓ Understand and manage physical responses, such as fatigue or pain, during movement and physical activities.

Persist with movement regardless of difficulty, challenges or failure, in the belief that improvement will come with learning and effort.





## Social Domain

The Social domain includes the development of social skills such as collaboration, fair play, leadership and communication, that help us enjoy participating and interacting effectively with others. The Social domain is about being able to:

- ✓ Build and maintain respectful relationships that enable a person to interact effectively with others.
- ✓ Lead others in collaborative, ethical and inclusive behaviours in physical activity, including understanding when to be a team member or a leader.
- ✓ Develop a sense of understanding and openness when participating in physical activities, which can include a willingness to share and learn from experiences from your own and other cultures.
- ✓ Exhibit fair play and ethical behaviour in a variety of physical activities and environments.



## Cognitive Domain

The Cognitive domain includes developing a person's understanding of how, when and why to move in particular ways, as well as the knowledge and awareness of the benefits of movement and physical activity. The Cognitive domain is about being able to:

- ✓ Think, understand and make decisions, and knowing how and when to perform movement skills.
- ✓ Understand and follow rules and apply tactics or strategies within a game.
- ✓ Know ways of moving with and around other people and the environment to solve movement challenges.
- ✓ Know and understand the short and long-term benefits of participating in movement and physical activity.

## Using the Australian Physical Literacy Framework

[Click here](#) to see specific examples of some skills, knowledge and behaviours athletes may display across the 4 domains at the Explore, Participate and Develop phases.

To better understand which elements to focus on in a session, coaches can utilise Sport Australia's [Program Alignment Guidelines](#). This resource provides a step-by-step process to map programs to the Australian Physical Literacy Framework.

# Implementation and Review

## Special Olympics Australia Coach Development Framework Action Plan (2020-2022)

In order for the Special Olympics Australia Coach Development Framework and its associated offerings to be effectively delivered and its objectives achieved, Special Olympics Australia will implement a three-year action plan designed to operationalise all necessary activities. Key activities within the action plan include, but are not limited to:

- ✓ Promotion of the Special Olympics Australia CDF through all appropriate communications channels via the implementation of a bespoke CDF Marketing and Engagement Strategy.
- ✓ Development of new Special Olympics Australia Coach and Coach Developer on-line learning resources.
- ✓ Training and deployment of Special Olympics Australia Coach Developers.
- ✓ Formation of key partnerships designed to assist Special Olympics Australia to resource the implementation of the action plan.

## Measuring the Impact of Special Olympics Australia Coach Training Programs

To measure how the Coach Development Framework and Coach Training Programs are being achieved over time, we will implement the following strategies:

- ✓ Annual quantitative coach accreditation data collected per state / territory and nationally.
- ✓ Post training program participant e-surveys to identify the impact the training program has on participant coaching activity levels and behaviours.
- ✓ Coach Developer feedback on the in-situ skills of coaches following their training.

## Quality Assurance Mechanisms

Mechanisms (e.g. policies, procedures, systems and resources) implemented by Special Olympics Australia ensure the ongoing quality of the Special Olympics Australia Coach Training Programs include (but may not be limited to):

- ✓ Equity and Access Policy
- ✓ Complaints Handling Procedure
- ✓ Coach Developer Training
- ✓ Contemporary, flexible learning resources
- ✓ Training program impact measurement strategies
- ✓ The use of competency-based training procedures
- ✓ Recognition of current competency procedures
- ✓ Special Olympics Australia Coach Training Program Review: 4 year Policy and Procedure

# Special Olympics Australia Coach Development Program Overview





Before beginning a role with Special Olympics, volunteers and coaches must complete the **Play By The Rules Child Protection Online Course**.

Please note, if coaches or volunteers have completed an industry equivalent course from a different training provider, they can be exempt from completing this course. Proof of training must be provided to Special Olympics Australia.

Coaches are also strongly encouraged to complete the **Play By The Rules Harassment and Discrimination Online Course**





Special Olympics Australia Coach Accreditation Level	Broad Descriptor	SOA PDP Phase	Special Olympics Australia Coach Accreditation Requirements	Recommended
 <p>Explore Coach</p>	<p>Coaches of entry level participants and those engaged in the Special Olympics Australia Young Athletes and Community Sports Programs.</p>	<p>EXPLORE</p>	<p><b>Young Athletes Coaches</b></p> <ul style="list-style-type: none"> <li>• Young Athletes Coach Accreditation Course (online).</li> <li>• Developing Physical Literacy for Athletes with an Intellectual Disability (online)</li> </ul> <p><b>Community Sports Coaches</b></p> <ul style="list-style-type: none"> <li>• Improving Sport for People with an Intellectual Disability Course (online)</li> <li>• Developing Physical Literacy for Athletes with an Intellectual Disability Course (online)</li> </ul>	<p>Special Olympics Australia Introduction to Autism Spectrum Disorder Course (online).</p> <hr/> <p>Practical workshop</p>
 <p>Participation Coach</p>	<p>Coaches of entry level participants actively participating in Special Olympics Australia club or school environments (recreationally or competitively).</p>	<p>PARTICIPATE</p>	<ul style="list-style-type: none"> <li>• Improving Sport for People with an Intellectual Disability Course (online)</li> <li>• Developing Physical Literacy for Athletes with an Intellectual Disability Course (online)</li> </ul>	<p>Special Olympics Australia Introduction to Autism Spectrum Disorder Course (online).</p> <hr/> <p>Practical workshop</p>
 <p>Development Coach</p>	<p>A coach who has chosen a specific sporting discipline/s to coach participants, who are actively competing in a club / state and national Special Olympics Australia events.</p>	<p>DEVELOP</p>	<ul style="list-style-type: none"> <li>• Improving Sport for People with an Intellectual Disability Course (online)</li> <li>• Developing Physical Literacy for Athletes with an Intellectual Disability Course (online)</li> <li>• Current entry level Sport Specific Coach Accreditation in the sports being coached.</li> <li>• For coaches attending international events: Special Olympics World Games Preparation Training Program (online)</li> </ul>	<p>Special Olympics Australia Introduction to Autism Spectrum Disorder Course (online).</p> <hr/> <p>Practical workshop</p>
 <p>Coach Developer</p>	<p>A practical workshop facilitator and coach mentor supporting coaches with their delivery.</p>	<p>ALL</p>	<p>Special Olympics Australia Coach Developer Training Program (on-line + practical workshop).</p>	

## Additional Learning Opportunities

For optional further learning you can visit the following sites:

### Special Olympics Australia Online Learning Platform

We will continue to develop new learning materials including courses, webinars and coaching resources to assist coaches across Australia to deliver quality sporting programs for people with intellectual disability and autism. [SOA Learn | Special Olympics Australia.](#)

### Sport Australia Learning Portal

Sport Australia have a range of courses and resources available to all coaches that promote and explain best practice inclusive coaching principles. [Training for Coaches | Sport Australia.](#)

### Play by the Rules

Play by the Rules provides many free online resources to assist coaches and clubs to create an environment for participants that is safe, fair and inclusive. [Home - Play by the Rules - Making Sport inclusive, safe and fair.](#)

### Special Olympics (International)

Special Olympics Inc. provides a variety coaching courses, both sport specific and generic, on their online learning portal. [Coaching Courses – Human Kinetics Coach Education.](#)

They also have a resources page that includes a range of resources to support coaches and volunteers with all aspects of Special Olympics training and competition. [Special Olympics Resources](#)

### Important Note

The Special Olympics Australia Coach Development Program has been designed with multiple entry points, allowing candidates to undertake the Coach Training Program of their choice, when they choose. I.e. there are no pre-requisite entry requirements attached to any Special Olympics Australia Coach Training Program.

However, if a candidate successfully completes the requirements of a training program, which are also requirements of another training program, they are not required to complete these again. E.g. if a candidate achieves Special Olympics Australia Explore Coach Accreditation and then enrolls into the Special Olympics Australia Development Coach Training Program, they are not required to complete the Play by the Rules Child Protection, or Anti-Harassment on-line courses.



# Special Olympics Australia Coach Development Delivery Strategy



## SPECIAL OLYMPICS AUSTRALIA EXPLORE Coach Training Program

### PREREQUISITE LEARNING:

Play By The Rules Child Protection Online Course (or equivalent child safety training)

### YOUNG ATHLETES COACHES:

- Special Olympics Australia Young Athletes Coach Accreditation Course (online)

### COMMUNITY SPORTS COACHES:

- Special Olympics Australia Improving Sport for People with an Intellectual Disability Course (online)

### Developing Physical Literacy for Athletes with an Intellectual Disability Course (online)

#### OPTIONAL:

Special Olympics Australia  
Introduction to Autism Spectrum  
Disorder Course (online).

#### OPTIONAL:

Practical Workshop



**EXPLORE Coach Accreditation**

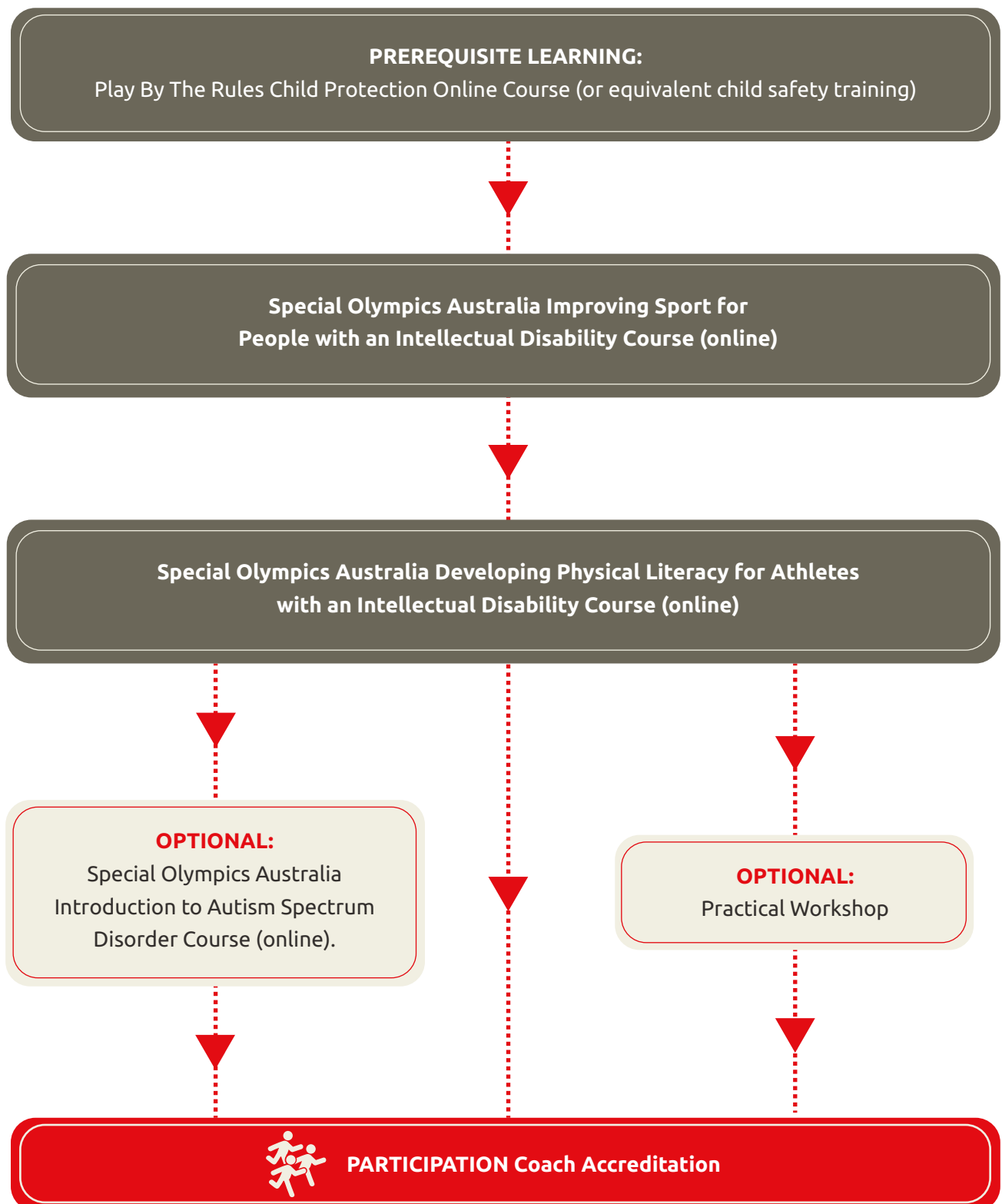
### NOTE:

If working with children, coaches require relevant state / territory working with children clearance.





# SPECIAL OLYMPICS AUSTRALIA PARTICIPATION Coach Training Program



**NOTE:**

If working with children, coaches require relevant state / territory working with children clearance.



# SPECIAL OLYMPICS AUSTRALIA DEVELOPMENT Coach Training Program

## PREREQUISITE LEARNING:

Play By The Rules Child Protection Online Course (or equivalent child safety training)

Special Olympics Australia Improving Sport for People with a Disability Training Program (online).

Special Olympics Australia Developing Physical Literacy for Athletes  
with an Intellectual Disability Course (online)

Current ENTRY LEVEL Sport Specific Coach Accreditation in the sports being coached.

## FOR COACHES ATTENDING INTERNATIONAL EVENTS:

Special Olympics World Games Preparation Training Program (on-line)

### OPTIONAL:

Special Olympics Australia  
Introduction to Autism  
Spectrum Disorder Course  
(online).

### OPTIONAL:

Practical Workshop



**DEVELOPMENT Coach Accreditation**

## NOTE:

If working with children, coaches require relevant state / territory working with children clearance.



# SPECIAL OLYMPICS AUSTRALIA COACH DEVELOPER Training Program

Special Olympics Australia Coach Accreditation



Special Olympics Australia Coach Developer online course



Practical Workshop



**DEVELOPMENT** Coach Accreditation

## NOTE:

Coach Developers are only accredited to deliver practical workshops and provide mentoring to coaches undertaking a Special Olympics Australia Coach Training Program for which the Coach Developer is accredited. E.g. If an accredited Special Olympics Australia Participation Coach becomes accredited as a Coach Developer, they can support the development of Participation Coaches.





# Maintaining Special Olympics Australia Coach Accreditation

To maintain Special Olympics Australia Coach, or Coach Developer accreditation, candidates must meet the following requirements annually:

- ✔ Actively coach participants with an intellectual disability who are participating / competing at the relevant level based on the coach's level of accreditation.
- ✔ Complete or attend an additional Special Olympics Australia Coach Training Program and/or Special Olympics Australia coach conference or undertake other relevant coach development.

After a period of 4 years, to maintain accreditation coaches must fulfil one of the following requirements:

- ✔ Complete a statutory declaration, signed by their club, outlining coaching experience and training undertaken, or attend a refresher workshop (delivered by Special Olympics Australia Coach Developer)

