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February 2015

Code for Coaches

British Canoeing's magazine for coaches

this issue

Are you **maximising** the **effectiveness** of your coaching sessions?

BRITISH CANOEING

Welcome TO CODE 179

Yet another year has passed us by and we can look forward to yet another busy year of paddling and coaching. The year looks set to be an exciting one with a great range of Coaching Matters events already planned (see page 2) and with yet another mile stone event for our sport, the World Slalom Championships in September.

While the wintry weather will be no deterrent to Many, should you find yourself 'battening down the hatches' at any stage and taking the opportunity to wallow in the warmth of your living room fire, why not take the opportunity to 'Maximise your Coaching' by reading the most recent article on that subject (Page 3) and maybe even re-visit the whole series of 'Maximising your Coaching' articles, it's been an informative and useful series of articles over the last year.

If, on the other hand, you are getting out there, take extra care in making sure you paddle safe. See you next time.

Coaching Matters Events 2015

NORTH

Yorkshire - Manvers Waterfront Boat Club
9th & 10th May
Details available from Adam-Peter Gair
coaching.yorkshire@britishcanoeing.org.uk

North West - Venue TBC
1st March
Details available from Ian Bell
coaching.northwest@canoe-england.org.uk

North West - Venue TBC
26th September
Details available from Ian Bell
coaching.northwest@canoe-england.org.uk

Cumbria - Sedbergh
28th February
Details available from Mike Sunderland
coaching.cumbria@canoe-england.org.uk

CENTRAL

Eastern - Eaton Vale Scout Centre, Norfolk
19th April
Details available from Cheryl Jenkins
coaching.norfolk@britishcanoeing.org.uk

Eastern - Leighton Buzzard, Bedfordshire
June (TBC)
Details available from Gary Denton
coaching.eastern@britishcanoeing.org.uk

Eastern - Lee Valley
4th October
Details available from Gary Denton
coaching.eastern@britishcanoeing.org.uk

East Midlands - The Mill Adventure Base
6th March
Details available from Andrew Cartwright
coaching.northnottingham@britishcanoeing.org.uk

East Midlands - Nene White Water Centre
25th October
Details available from Jim McCarthy
jim.mccarthy@dsl.pipex.com

West Midlands - Worcestershire
28th March
Details available from Dave Bateman
dave.bateman@ackers-adventure.co.uk

West Midlands - Shropshire
13th September
Details available from Charlie Miller
cswm@freenetname.co.uk

West Midlands - Leamington
15th November
Details available from Charlie Miller
cswm@freenetname.co.uk

SOUTH

South East - Adur Centre
7th March
Details available from Andy Hall
coaching.southeast@britishcanoeing.org.uk

South East - Cobnor Activity Centre
October (TBC)
Details available from Andy Hall
coaching.southeast@canoe-england.org.uk

Southern - Longridge Activity Centre, Marlow
18th April
Details available from Paul Sutton
coaching.buckinghamshire@britishcanoeing.org.uk

Southern - Woodmill Outdoor Centre
17th October
Details available from Stephen Moore
coaching.hampshire@canoe-england.org.uk

South West Wessex - Bristol
Date TBC
Details available from Mark-Jan Dielemans
coaching.bristol@canoe-england.org.uk

South West Wessex - Gloucestershire & Wiltshire
26th July
Details available from Gavin Lewis
coaching.wessex@canoe-england.org.uk

South West Wessex - Somerset
18th October
Details available from Darren Sherwood
coaching.somerset@canoe-england.org.uk

South West Devon & Cornwall - West Cornwall
12th April
Details available from Richaren Uren
coaching.westcornwall@canoe-england.org.uk

Jersey - TBC
7th February
Details available from Derek Hairon
coaching.jersey@canoe-england.org.uk

Guernsey - TBC
8th February
Details available from Ruth Briggs
coaching.guernsey@canoe-england.org.uk

For more information on available courses visit www.canoe-england.org.uk/coaching/course-dates

4 Are you **maximising the effectiveness** of your coaching sessions?

Part 4 – Fluid dynamics, weather systems and coaching paddlesports

Those of you who are paying attention will have noticed that this article is a departure from the advertised order of the series. The next one will be about feedback but first I want to take a sideways step and spend some time exploring the theories and paradigms that are used for explaining and researching movement, coaching and skill acquisition.

What do we mean by a constraints-led approach?

The first 3 articles have used a 'motor programming/ information processing' theoretical paradigm to provide a framework, structure and context to each topic; my reasoning for that is that the language and concepts are more familiar to most coaches, and hopefully therefore more accessible to understand. However, there are other ways of viewing the world, including that of skill acquisition and movement and some would argue that the 'motor programming/ information processing' paradigm is too simplistic and outdated and not the most useful for understanding complex skills in complex open environments. So, if a motor programming paradigm is not the only, or most useful way of looking at skill acquisition in adventure sports, what are the alternatives? And what does a 'motor programming/ information processing' paradigm mean anyway?

This article has been written to be an introduction to the concepts and theories behind a 'constraints led' approach to coaching and learning. For those of you who are familiar with it and with such things as dynamical systems theory and ecological psychology, I hope it will be thought provoking and serve as a useful recap. You are all familiar with this approach already. You will intuitively recognise and understand it, but you may not have described and labeled it, or used it to understand skill acquisition and learning. There is some good literature out there that looks at the application to coaching in more detail so this article will just focus on the basic principles and some simple examples. Please see the recommended reading list at the end for more applied reading.

Learning a new language

I remember being introduced to dynamical systems theory in my undergraduate motor learning lectures many years ago and thinking that someone had just switched a light on for the first time. The concepts made so much sense; they were fascinating, exciting, intuitively simple, and reflected everything I saw in the natural world around me. However, as I started trying to conduct my research in motor learning I found myself entangled in a hugely complex theoretical and mathematical web with a whole new language and few tracks to follow. Whilst there was lots of research looking at how we physically moved (explanations of things like self-organisation and coordinative structures), and how we perceived our environment (direct perception and 'tau' from the field of ecological psychology), most researchers were still using a motor programming/ information process motor programming approach (generalised motor programmes and schema theory) to attempt to understand skill acquisition and how we learnt new movements. Begrudgingly I did my research within a motor programming paradigm. Thankfully much has changed in the last twenty years including the understanding and application of dynamical systems theory.

So, what do we mean by 'dynamical systems theory', 'ecological psychology', 'motor programming/ information processing theory', and a 'constraints-led approach'? And does it matter what theory we use to look at the world? As practitioners and coaches, do we really need to know this stuff? Let's explore the concepts and theories first and then come back to that question at the end.

So what is motor programming theory'?

In very simplistic terms motor programming theory attempts to understand how we move and how we learn by using computer programming

analogies. There is usually an input, various programmes (usually shown as boxes), and an output. The more complex the movement, the more boxes. The programmes organise, initiate and carry out intended actions; for example: Input - Stimulus Identification - Response Selection - Response Programming - etc.). Whilst this approach is appealingly simple it does have a number of problems such as limited storage space, slow reaction times, top down control, no account of movement variability, the degrees of freedom problem, and issues with how the programmes were programmed in the first place. If we assume that we all agree that God didn't write the programmes and we don't have Numskulls living in our heads (for those old enough to remember them from the Beano), then we have a problem. This is known as the problem of infinite regress, or, if the Numskulls are controlling Edd's head who's controlling the Numskulls?

Another potential problem is that the variables are usually depicted as having sequential, linear relationships making it easy to design simple experiments to test them (i.e. variable A: causes, moderates or mediates variable B:). The research and experiments are also usually conducted in laboratory settings using very simple movements. The guiding assumption is that to truly understand a relationship you need to strip away everything else that could possibly influence it and test it in isolation. Then you need to assume that when it is put it back in the whole (a complex movement in an open dynamic and complex environment), the relationship between the variables stays the same.

This is a bit like viewing the world and how we move and interact with it as though it were a mechanical clock. If you dismantle it and look at the various components in isolation, they still behave in exactly the same way as they did when it was whole clock.

Where do fluid dynamics and weather systems come in to all of this?

As paddlers, you will already have a very good understanding and practical appreciation of 'dynamical systems' theory, even if you have never applied those words to it. This paradigm emerged in the 1970's from the work of brilliant scientists like Edward Lorenz researching in the fields of long-term weather forecasting and fluid dynamics. Weather and our waters do not behave like mechanical clocks; there is disorder in the atmosphere, in the turbulent sea and raging rivers. Knowing what the relationship between various components is in isolation doesn't necessarily predict how the system will behave as a whole. Tiny differences in initial conditions could dramatically change the behaviour of the whole system over time. This is where the term 'the butterfly effect' came from and the whole concept of 'chaos'. It doesn't take a great leap of imagination to understand why many skill acquisition researchers, well, just don't do research in it.

Dynamical systems are not sequential or linear. And they don't require 'programmes'. But there is order in the disorder, there are patterns and predictability in the chaos and we can use these to help us understand coaching and learning.

Properties of dynamical systems

Two of the key properties of a dynamical system are non-linear dynamics and self-organisation. To understand the basic concepts of these, let's look at a river. When it rains heavily and your favourite river starts to rise, does it just become a proportionally faster and bigger version of what is was in low water? Of course not! Features appear, fluctuate, mutate, and disappear again, but there are patterns and predictability. The features on the Tryweryn will be recognisable at a specific cumec release (all other variables being equal), and high tide hole on the Menai Strait will form during predicable tidal heights and directions. There is no programme to specify when and how the features change, when a riffle becomes an eddy, or a wave, or a hole; they 'self-organise' within the constraints of the environment. The features that form emerge spontaneously due to the properties of the water molecules, the shape of the river bed, obstacles, water volume, and any other contributing factor or constraint. A stable feature is also known as an 'attractor state'. As the constraints change, for example water volume, they will become unstable before settling into a new attractor state.

There is no programme to specify when and how the features change, when a riffle becomes an eddy, or a wave, or a hole; they 'self-organise' within the constraints of the environment.

How can we compare the behaviour of a river to human movement?

A simple example to illustrate this is changes in gait. When a child walks faster a point is reached when the walking gait becomes less efficient and unstable and the child will spontaneously start to run. A horse with no rider to influence it will not simply walk faster and faster as it increases speed. A point will be reached within each gait when it becomes unstable and inefficient and the horse will 'break' into a different gait. Just like the river there is a non-linear relationship between speed and movement pattern that is the result of the constraints of the system (properties of things like the bones, joints, tendons, muscles, and the supporting biological and neural systems) and effort is therefore required to override the spontaneous self-organisation of gaits.

Another good example you will all be familiar with is the 'catastrophe curve' theory of the stress and performance relationship. Performance will increase with increases in arousal levels (stress) up to a point, and then it will start to drop. However at some point it starts to become unstable and will drop off completely and you have to significantly reduce arousal levels to get back onto the performance curve again. There are many paddlers who have tipped over this point, and some never get back on. As a coach, it is worth thinking about the implications of learning being non-linear and of 'attractor states' and 'instability' existing in skill acquisition and performance. We will revisit this in the practical example at the end.

The problem with coaching humans; perception, intention and free will

The concept of direct perception was proposed by James Gibson in the 1960's. He suggested that it didn't make sense for us to have a 'programme' to translate perceptual stimuli like that received by the optic nerves in our eyes. Instead he proposed that we have evolved over time to directly perceive the meaningful information in our environment. We have evolved to detect the information that matters to our survival whether that is

finding food, avoiding danger, finding shelter, comfort or a mate. This is why we don't see the same information in the environment as a bat or a shark. We don't hear the same range of sounds as a mouse or an elephant. We are, as a species, attuned to the information in the environment that is meaningful to us and that affords movement and survival. This concept of direct perception and affordance means that we have perceptual-movement coupling.

We are, as a species, attuned to the information in the environment that is meaningful to us and that affords movement and survival.

This perceptual-movement coupling is strengthened through learning and becoming more attuned to relevant information. A complete beginner looking at a section of a river will visually be looking at the same piece of water as an experienced paddler, but the experienced paddler will be seeing patterns and affordances in the water features that mean something in terms of movement. The beginner will probably be seeing a seething mass of random 'noise' that is complex, meaningless and even frightening. The same principle applies to an experienced climber, skier or any other adventure sports participant.

This suggests that skills that will be executed within a specific environment and linked to perceptual information would be best learnt and practised in that context, and that doing research in a laboratory may not be the best way to understand skill acquisition.

As humans our behavior is obviously not just shaped by our environment and our genetic evolution. We have free will, we think, we choose to do things. We have past experiences and pre-conceptions, motivation, inspiration or lack of interest. These psychological and cognitive factors whilst being highly annoying for many researchers of motor learning form some of the individual (organismic) constraints in skill acquisition. It is worth noting that a constraints-led approach does not have a clear and testable explanation of cognition and emotion either. Whilst it does not allow us to explore and research such things as motivation and cognition, it does allow us to get rid of some of the black boxes. Others individual constraints include things that are easier to measure, like fitness, body size and shape, right or left handedness, injuries, and technical abilities.

What is a constraints-led approach to skill acquisition?

This approach views movement and skill acquisition as a non-linear phenomenon that is the emergent property of appropriate perception-action coupling and self-organisation within three distinct categories of constraints. These are environmental, task and individual constraints. Environmental constrains include physical constraints (like temperature, weather conditions and light) and socio-cultural constraints (like peer pressure and cultural expectations). Task constraints include things like the equipment, boundaries, rules, and goals of the task, and individual constraints are listed in the paragraph above.

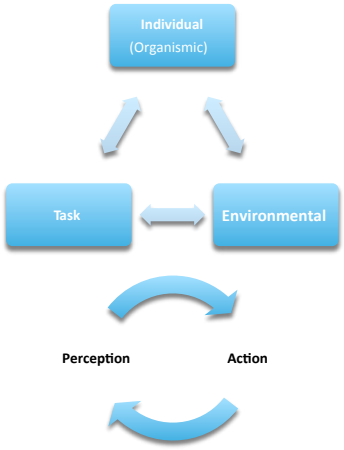


Figure 1: Three classes of constraints – individual (organismic), environmental, and task – provide a coherent framework for understanding how coordination patterns emerge during goal-directed behavior.
From Davids, Button & Bennett 2008

How would a constraints-led coaching session look in practise?

(This is an illustrative example and therefore not detailed or complete).

LEARNING OUTCOMES:
If you were going to take a group for their first experience of being on moving water, how would you approach this? Let's look at some possible learning outcomes first, then at the key constraints. Desired learning outcomes might include all of the students being able to complete a journey on an appropriate section of a river. To do this they may need to be able to break into a gentle flow with confidence and positional accuracy, to read the water, understand the effect it is having on their boat and position themselves appropriately. From the beginning, you are facilitating them developing functional perception-action coupling by perceiving relevant information and producing a relevant action in response.

CONSTRAINTS:
So what are the constraints? The individual constraints are a good place to start. Each person will come with unique body morphology, fitness level, experience, technical ability, motivation, confidence, and expectations (non of these are exhaustive lists by the way). Energy, focus and effort are very critical individual constraints and arguably have the most influence over how much energy is invested. Each person will need equipment and kit that fits, both in terms of physical dimensions and functionality. An obvious example would be for a less experienced and more nervous paddler could be given a more forgiving boat if that allows them to relax and be successful. It is just as important, however, to make sure that learners have access to boats that respond to their efforts and movements, that are not too sluggish or unresponsive but reward and inspire them. Ill-fitting boats and paddles are a huge negative constraint for a learner and as well as being demotivating they are likely to engender the development of inappropriate movement patterns.

The environmental constraints include the water properties, flow, features, perceived threat, temperature, etc., and the group dynamics including the influence of the coach and the learning environment they create. The task constraints are entirely up to the students and coach to manipulate and are likely to be different for each individual. They are limited only by your imagination but should reflect the needs of the long-term performance goals. In other words the tasks should be simplified versions of the final outcome tasks, not dismantled elements or out of context. Task constraints may start with exercises that allow the student to feel what effect the water has on them and their boat and build in complexity to develop the student's ability to accurately break out into the flow with a successful outcome. A successful outcome may mean in the

middle of the flow and upright for one student or hitting a specific feature at a specific angle and speed for another.

OBSERVATION AND ANALYSIS:
In terms of observation and analysis the coach needs to understand that the ideal form or technique for each student is unique. That they should not be trying to mimic 'perfect form' or focusing on what their body parts are doing but should be focused externally on the perceptual information they are receiving and achieving a successful performance outcome. During practise and journeying well structured task constraints will result in variability in performance even during repetition of skills as the learner becomes attuned to the key perceptual affordances and develops a repertoire of movement solutions. Variability and adaptive movement patterns should be evident and not corrected, as they are essential for a performer to be successful in dynamic environments. Too much stability or too little stability in performance or outcome may mean that the task constraints need to be adjusted.

Remember that instability is not always bad; it is a sign of change.

A beginner whose performance is erratic (unstable) may need the task constraints simplifying until they are demonstrating a reliable and repeatable performance (attractor state). Weak attractor states are particularly sensitive to change (remember the butterfly effect?) and strong attractor states can be very hard to move away from. A good example of this is the effects of failing to roll and having a swim on moving water for a very novice and inexperienced (weak attractor state white water roll), compared to a very competent and experienced (strong roll) paddler. The inexperienced paddler is likely to 'lose' their ability to white water roll and the experienced paddler will get back in their boat and carry on, the incident having very little influence on their long-term ability to roll reliably. One may be traumatised for life, their paddling ability greatly affected; the other will just have a bruised ego and be anticipating much ribbing even though their experience is likely to have had more serious consequences. Remember that instability is not always bad; it is a sign of change. This is where you get step-changes in performance, non-linear increases, self-organisation into new movement patterns, and eureka moments. Experience and attentiveness will inform you of when to push though the instability to find new levels of performance, and when to ease off to avoid a catastrophe curve plummet.

Does any of this really matter?

The goal of this article is to introduce the concepts and I am sure that this basic coaching session looks familiar to most of you with perhaps a few exceptions. Hopefully you have noticed that this perspective does not contradict the previous articles in terms of practical application. The reasoning and explanations have changed dramatically though. So, let's revisit our earlier question. "Does it matter what theory we use to look at the world? As practitioners and coaches, do we really need to know this stuff?" Well, you already know this intuitively, and understanding the basic concepts may help your observation and analysis, allow you to spring clean your coaching tool box and help you find novel coaching solutions. This does not mean that you shouldn't use an information processing approach too; they are extremes of a continuum and both useful. Those of you who teach observation and analysis skills will be aware that how you look at something, and what you focus on, has an influence on what you actually see. Being able to view something from a variety of perspectives may help you see more clearly, pick up patterns and avoid assumptions that do not fit the overall philosophy of how we move and learn. Check out the basketball passes/ moonwalking bear clip on YouTube if you are not familiar with it to see how we are so easily influenced by what we expect to see or focus on.

Let's finish by summarising the concepts:

LEARNING IS NON-LINEAR

- Leaning does not result in a simple, predicable, small incremental increases in performance. If you are on a learning curve like this and don't want to be, do something different.
- Focus on the stability of performance; you can then adjust your task constraints to manipulate stability.
- To overcome engrained habits and performance plateaus (create a new attractor state), something needs to change.
- Energy needs to be put into a system to maintain or change it.
- Learning results in stable attractor states.
- Some skills need to be engrained, stable, robust and reliable (like a moving water roll). Practice to create stable attractor states for these.

MOVEMENTS ARE LINKED TO PERCEPTUAL INFORMATION

- If you think back to the second article about conveying information you will remember that the key points were about linking performance to outcome and not form.
- Verbal cues and demonstrations should help the learner identify and utilise relevant perceptual information.
- Learning is a problem solving process. Use demonstrations that allow problem solving (peers) and an approximation of the movement form.
- Increasing complexity does not have to be dismantling then restructuring a skill out of context, ideally go from a simple to more complex version in real performance environments.
- If you remember the article on structuring practice you will have recognised that this fits the concept of variability. Adaptive movement outcome is important and variability in solutions key to developing it.

LEARNING IS A PROCESS OF SELF-ORGANISATION WITHIN THE INFLUENTIAL CONSTRAINTS

- All influential constraints are important. Becoming a good coach involves being able to identify, and if necessary, manipulate the constraints that are shaping performance.

The next article will explore giving feedback so please let me have any feedback that you have on the series so far and future subjects that you would like covered. I have been asked about looking at motivation in another series.

Marianne Davies
Coaching Workforce Manager,
Canoe Wales.

I would like to thank Sid Sinfield and Greg Spencer for proof reading this article and feeding back their comments and suggestions.

Recommended reading list

Dynamics of Skill Acquisition; A Constraints-led Approach. Davids, Button & Bennett. Human Kinetics 2008. ISBN-13: 978-0-7360-3686-3

An introduction to the constraints-led approach to learning in outdoor education, Brymer, E. & Renshaw, I. (2010). Austrailian Journal of Outdoor Education, 14(2), pp 33-41.

British Canoeing Coaching Conference

22nd -23rd November 2014
Wyboston Lakes | Bedfordshire

Team Central hosted the 2014 Coach Conference at Wyboston Lakes, Bedfordshire, on the 22nd and 23rd November and explored the theme 'Dynamic Coaching - An Expanding Skill Set'.

Thank you to all the coaches who attended the 2014 Coach Conference, we hope you all had a great weekend and learnt a new skill set to improve your coaching. We would also like to thank all of our workshop leaders for volunteering their time and providing some engaging and insightful workshops.

The weekend started with an inspiring keynote from Lowri Davies, former European Freestyle Champion, who shared her experiences from within paddlesport and how the smallest thing can spark the biggest change in **'Small Interactions - Big Impact'**. Our second keynote, author and adventurer Dave Cornthwaite talked us through **'Say 'Yes' More - How to Raise the Bar'**. Dave shared stories of his adventures from paddleboarding the Mississippi to kayaking 1000.5 miles between Oslo and Helsinki in 48 days.

The conference theme was also explored through over 20 workshops, where delegates had the opportunity to attend three workshops on Saturday and a half or full day workshop on Sunday. One delegate commented *'All the topics were of interest and I could attend them all'*. The workshops ranged from **'Managing Challenging Behaviour in a Paddlesport Environment'** to **'From Novice to Expert'** and **'Expanding your toolbox - resources to help'**. Our workshop leaders enabled a phenomenally varied programme with the comments opposite.

The **2015 COACH CONFERENCE** is planned for the **21ST AND 22ND NOVEMBER** and will be hosted by Team North, so save the date as we would love to see you there!

It's the first conference I've been to and I've come away full of ideas and questions which are going to improve my coaching... so mission accomplished! Looking forward to going North next year!

'Just answered all my questions'

Delegate, 'Level 2 Support Clinic', led by Andy Oughton

Just the best... I got so much from this. Suited my learning style the most too!

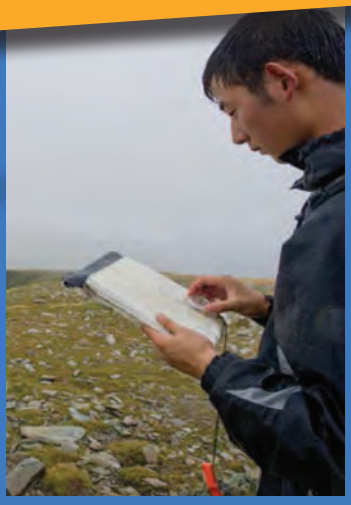
Delegate, 'Games with a Purpose', led by Gillian Mara

Lots of facts, knowledge and theory that linked to how we learn... well presented with energy and an obvious passion for his subject.

Delegate, 'What is a performance learning environment?, led by Kurt Lindley

Who to call in an emergency in the UK

REGISTER NOW
DON'T WAIT FOR AN EMERGENCY



POOR SIGNAL

If you cannot make voice calls, you can now **contact the 999 Emergency Services by SMS** text from your mobile phone. Emergency SMS is part of the standard 999 service.

HOW DO I USE EMERGENCY SMS?

Register - You will only be able to use this service if you have registered with emergency SMS first.

To register, text 'register' to 999.

You will get a reply (normally within a few hours), once received, follow the instructions you are sent.

IN AN EMERGENCY

Text 999

They need to know:

- **Who is Calling?**
- **What?** Briefly, what is the problem, including the state of casualty.
- **What?** Is required.
- **Where?** Give location as precise as possible, use GPS, Grid Reference or nearby landmark.
- **Now wait where you are for a reply call or text.**

EMERGENCY SMS?

WHAT HAPPENS NEXT?

- The Emergency Service will either ask for more information or will tell you that help is on the way.
- Don't assume that your message has been received until the Emergency Service sends a message back.
- It will usually take about two minutes before you get a reply.
- If you don't get a reply within three minutes, try again or find other ways of getting help.

THINGS TO CONSIDER

In addition to the other considerations for your day (such as clothing, equipment, route, abilities, food, first aid, etc.) you should consider:

- Saving power on your phone
  - if you have more than one phone in the group, think about turning one off to save power.
- Ensure someone knows where you are going, your route and your return time.
- Did I register for the Emergency SMS?

For more information, visit:

RESCUE SERVICES
www.emergencysms.org.uk
www.mountain.rescue.org.uk
www.mountainrescuescotland.org
www.caverescue.org.uk
www.dft.gov.uk/mca
www.mountainrescue.ie
www.rnli.org
www.lowlandrescue.org

USERS
www.thebmc.co.uk
www.mcofs.org.uk
www.metoffice.gov.uk
www.ramblers.org.uk
www.bcu.org.uk
www.bsac.com
www.theyet.org

At Sea

Channel 16 VHF Marine Radio

On the Coast

Dial 999 / 112 and ask for the Coastguard

When Caving

Dial 999 / 112 and ask for the Police and then Cave Rescue

In the Mountains/ Rivers/Lakes

Dial 999 / 112 and ask for the Police and then Mountain Rescue

No matter what form of transport. If you are away from the road side then dial 999 / 112 and ask for the Police and then Mountain Rescue explaining your circumstances.

Provider Training Programme 2015

The English Coaching Department is pleased to announce the **2015 Provider Training Programme**, offering events for both aspirant and existing providers. Course Fees are typically £60 per day unless otherwise specified. For more information or to book your place on any of the following, email **Karen.bagshaw@britishcanoeing.org.uk** or download a Booking Form.

ASPIRANT PROVIDERS

The first step towards becoming a Provider of Foundation Safety and Rescue Training, White Water Safety and Rescue Training or Four Star Leader Awards is to obtain the relevant Provider Logbook. We are also inviting applications for Foundation and Intermediate Module Tutors. Please click here to view eligibility criteria for each of these roles.

Logbook holders and successful applicants are invited to attend the following Orientation events.

FOUNDATION SAFETY AND RESCUE PROVIDER ORIENTATION:

10 May 2015
Manvers Waterfront Boat Club, South Yorkshire

19 Sept 2015
Leicester Outdoor Pursuits Centre, Leicestershire

17 Oct 2015
Exeter Canoe Club, Devon

FOUR STAR PROVIDER ORIENTATION (DISCIPLINE SPECIFIC):

26 Apr-2015
Boreatton Park, Shropshire

1 Nov 2015
South Brent, Devon

Note: To attend a Discipline Specific Orientation, coaches must first attend an Assessor Training event

FOUNDATION MODULE PROVIDER ORIENTATION:

16 & 17 May 2015
Burton Canoe Club, Staffordshire

INTERMEDIATE MODULE PROVIDER ORIENTATION:

18 Apr 2015
National Water Sports Centre, Nottinghamshire
(Optimising Fitness)

19 Apr 2015
National Water Sports Centre, Nottinghamshire
(Coaching the Mind)

EXISTING PROVIDERS

Moderation events are aimed at existing Providers and serve as an opportunity to share practice as well as a standardisation exercise to ensure consistent delivery standards across the country.

FOUNDATION SAFETY AND RESCUE PROVIDER MODERATION:

FSRT Moderations run across the country throughout the year, a full list of events is available here and below are the next available events;

1 Mar 2015
Barking and Dagenham Canoe Club, Greater London

13 Mar 2015
Bude Parkhouse, Cornwall

22 Mar 2015
Leicester Outdoor Pursuits Centre, Leicestershire

UKCC MODERATION

Moderation for British Canoeing UKCC Tutors and Directors will take place on the following dates, and is free to licensed Coach Educators.

24 Jun 2015
Provisionally Adventure Dolphin, Berkshire

26 Sept 2015
Manvers Waterfront Boat House, South Yorkshire

ASSESSOR TRAINING - NEW FOR 2015

British Canoeing has recently launched a programme of Assessor Training days aimed at supporting 3, 4 and 5 Star providers as well as those aspiring to any of these roles. The next training days are:

25 Apr 2015
Boreatton Park, Shropshire

31 Oct 2015
South Brent, Devon

British Canoeing Out of Hours Service

As we continually strive to improve the services available to our coach members we will shortly be trialling an Out of Hours service. From the **31st January to the 28th February** the English Coaching Team will be operating an out of hours service, **Saturday mornings between 08.00 and 13.00**.

During this period members will have access to coaching advice and services by phone on

079 8943 6098

News round-up

COACHING REPRESENTATIVE ELECTIONS and VACANCIES

Regional Coaching Representative Elections & Vacancies

The following RCR positions are up for election and we invite nominations:

North East **Devon & Cornwall** **Channel Islands**

Congratulations to Tony Laws who has been elected as the **East Midlands RCR**.

Area Coaching Representative Elections & Vacancies

The following ACR roles are currently up for election and we invite nominations:

Team North:
Durham
North Yorkshire
South West Cumbria

Team South:
East London
Central London
Oxfordshire
Dorset
Isle of Wight

Team Central:
Bedfordshire & Luton
Suffolk
Lincolnshire
North Derbyshire

Congratulations to the following newly elected Coaching Reps - Clive Pearson, **Worcestershire ACR**, Tom Mellor, **Gloucestershire ACR** and Billy Lo, **Lancashire ACR**.

Our congratulations and thanks go to the following ACRs who will be continuing in their roles, Dave Barker, **Kent ACR**, Grahame Moss, **West Sussex ACR**, and Ian Cave and David Savage, **Cambridgeshire & Peterborough ACR**.

The **Hertfordshire ACR** and **Northamptonshire ACR** roles are up for election and we invite alternative nominations.

All applicants must submit a profile (not more than 200 words) and must be proposed by two current RCRs/ACRs or by five other coaches. These coaches must meet the British Canoeing Coach Update Scheme requirements and live, work or be a member of a canoe club in the respective area. These all need to be received by Natasha Devonshire in the British Canoeing Office by 4:00pm on 6th March 2015 – so please don't hesitate to get in touch if you are keen.

Note - before nominating anyone, please ensure you have discussed this with them and that they are willing to stand.

Please get in touch! If you (or someone you know) are interested in taking on one of these roles please contact Natasha Devonshire (natasha.devonshire@britishcanoeing.org.uk) who can help answer your questions.

Note - before nominating anyone, please ensure you have discussed this with them and that they are willing to stand.

PADDLE-ABILITY SYMPOSIUM PADDLE-ABILITY SYMPOSIUM

Paddle-Ability Symposium

Saturday 21st March at The British Canoeing Head Office, National Water Sports Centre, Nottingham

We are pleased to announce the date for the second **Paddle-Ability Symposium**, **Saturday 21st March**, which will be held at the British Canoeing Head Office at the National Water Sports Centre in Nottingham.

The symposium is aimed at developing clubs, centres, coaches and volunteers and will focus on a theme of Communication.

This will include opportunities to access the **Foundation Paddle-Ability Module** as well as workshops about working with people with learning disabilities, coaching people with hearing impairments and on a number of other themes.

Coaches and Volunteers from Paddle-Ability Clubs and Centres, as well as Centres who sign up for the new Paddle-Ability Centre Approval by **15th February 2015** will be offered the **reduced fee of £20**.

MORE INFORMATION AND PRE REGISTRATION FORMS
Can be found at http://www.canoe-england.org.uk/our-sport/paddleability/paddleability-symposium/

PADDLE-ABILITY SYMPOSIUM PADDLE-ABILITY SYMPOSIUM

Intermediate Paddle-Ability Modules

TO BOOK onto any of the following modules, please contact **Natasha Devonshire** (natasha.devonshire@canoe-england.org.uk).

Date	Venue
22nd March 2015	National Water Sports Centre, Nottinghamshire, NG12 2LU
9th May 2015	Frome Canoe Club, Somerset, BA11 2YH

UKCC Level 3

British Canoeing are running a regional programme of ***UKCC Level 3 Courses.***

To attend the following courses, please contact **Natasha Devonshire** (natasha.devonshire@britishcanoeing.org.uk) or for the courses running at Plas Y Brenin, please contact info@pyb.co.uk .

UKCC LEVEL 3 CORE TRAINING

Core Training	16th-18th February 2015	- South Cerney Outdoor, Gloucestershire
Core Training	16th-18th March 2015	- Plas Y Brenin
Core Training	15th-17th May 2015	- National Water Sports Centre, Nottinghamshire
Core Training	26th-28th June 2015	- Plas Y Brenin
Core Training	11th-13th September 2015	- Plas Y Brenin
Core Training	16th-18th October 2015	- Team North. Venue TBC

UKCC LEVEL 3 DISCIPLINE SPECIFIC TRAINING

Canoe Slalom	28th February - 1st March 2015	- National Water Sports Centre, Nottinghamshire
Open Canoe	20th-21st February 2015	- North. Venue TBC
Open Canoe	14th-15th February 2015	- Plas Y Brenin
Open Canoe	17th-18th March 2015	- National Water Sports Centre, Nottinghamshire
Open Canoe	4th-5th May 2015	- Plas Y Brenin
Open Canoe	8th-9th August 2015	- Plas Y Brenin
Open Canoe	28th-29th September 2015	- Hexham Canoe Club, Northumberland
Sea Kayak	23rd-24th February 2015	- Adventure Sunderland
Sea Kayak	27th-28th April 2015	- Adventure Sunderland
Sea Kayak	11th-12th May 2015	- Salcombe, Devon
Sea Kayak	22nd-23rd August 2015	- Plas Y Brenin
Sea Kayak	28th-29th September 2015	- Plas Y Brenin
Sea Kayak	7th-8th November 2015	- Salcombe, Devon
White Water Kayak	17th-18th January 2015	- Plas Y Brenin
White Water Kayak	7th-8th March 2015	- River Dart Country Park, Devon
White Water Kayak	19th-20th March 2015	- Plas Y Brenin
White Water Kayak	7th-8th May 2015	- Plas Y Brenin
White Water Kayak	13th-14th June 2015	- Plas Y Brenin
White Water Kayak	1st-2nd October 2015	- Hexham Canoe Club, Northumberland

UKCC LEVEL 3 ASSESSMENT

Open Canoe	25th January 2015	- Plas Y Brenin
Open Canoe	3rd February 2015	- North
Open Canoe	5th February 2015	- North
Open Canoe	8th May 2015	- Plas Y Brenin
Open Canoe	16th May 2015	- Plas Y Brenin
Sea Kayak	9th May 2015	- Plas Y Brenin
Sea Kayak	15th May 2015	- Plas Y Brenin
Sea Kayak	20th June 2015	- Plas Y Brenin
White Water Kayak	24th January 2015	- Plas Y Brenin
White Water Kayak	28th February 2015	- Plas Y Brenin
White Water Kayak	19th February 2015	- South
White Water Kayak	20th April 2015	- North
White Water Kayak	21st April 2015	- North
White Water Kayak	7th May 2015	- Plas Y Brenin
White Water Kayak	26th October 2015	- Plas Y Brenin
White Water Kayak	7th November 2015	- Plas Y Brenin