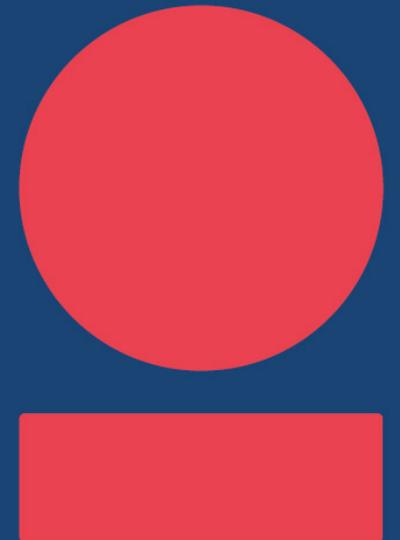


Value Creation Across the Coach Developer Landscape

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Our work with LoPs and the VCF



The FA

- Professional Learning in Landscapes of Practice (PLLP)

UK Sport

- Coach Leader Programme



UK Coaching

- Aspire
- Strive

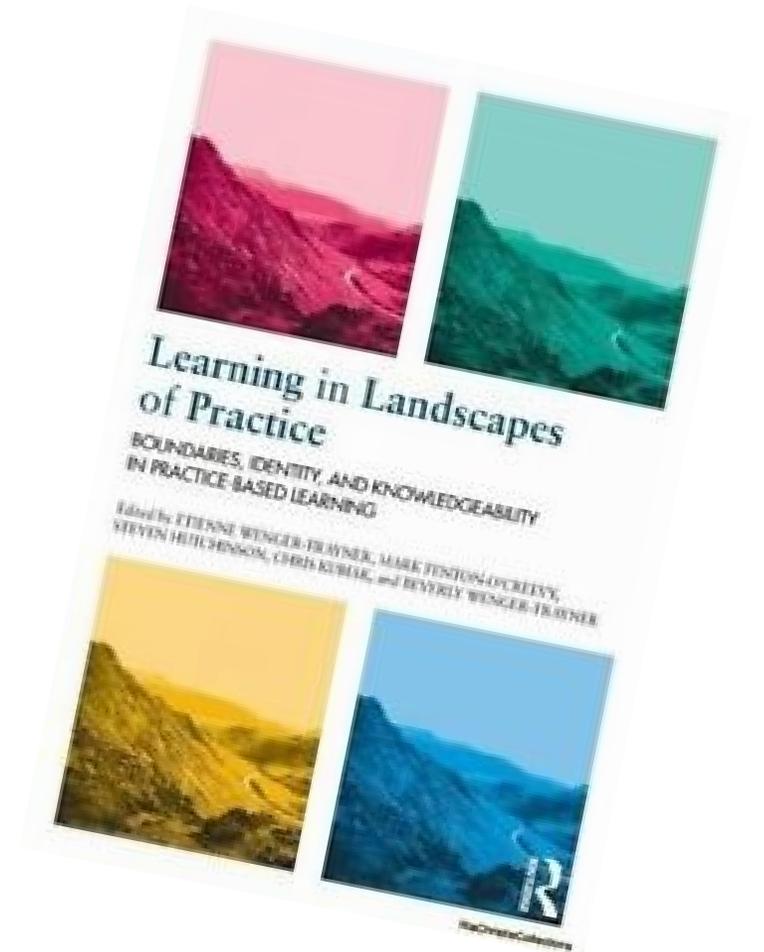
Coach Learning

British Rowing

- Coach Learning and Knowledgeability



Our work with LoPs and the VCF



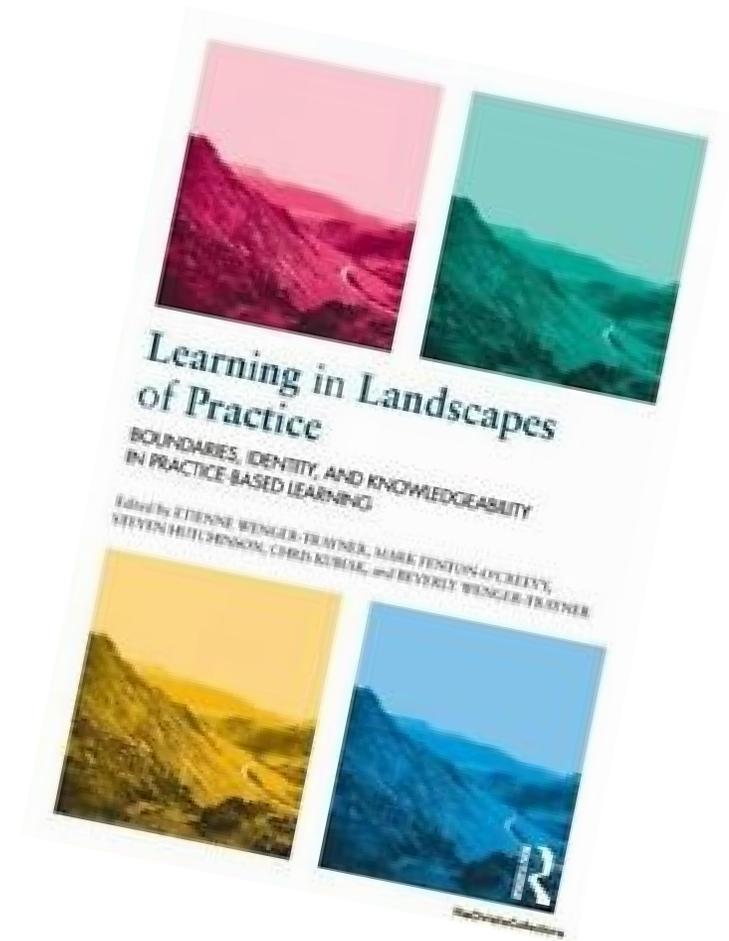
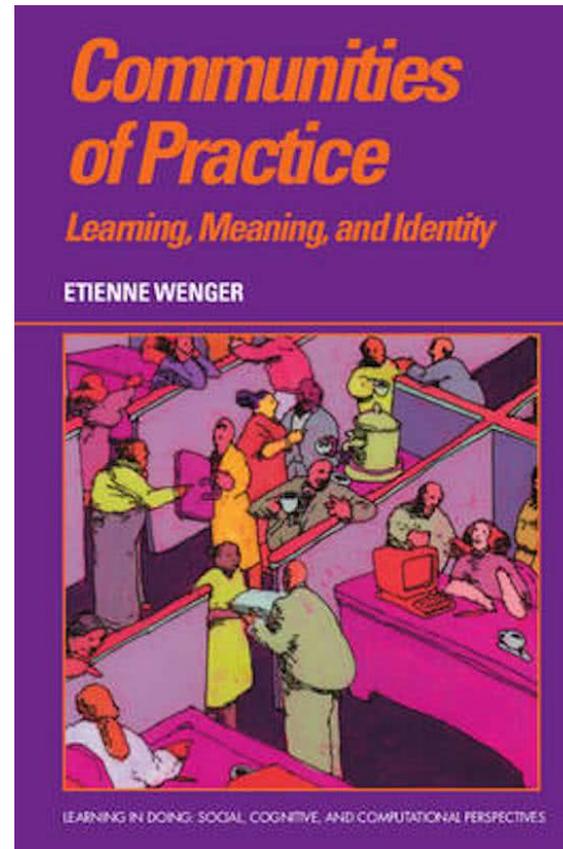
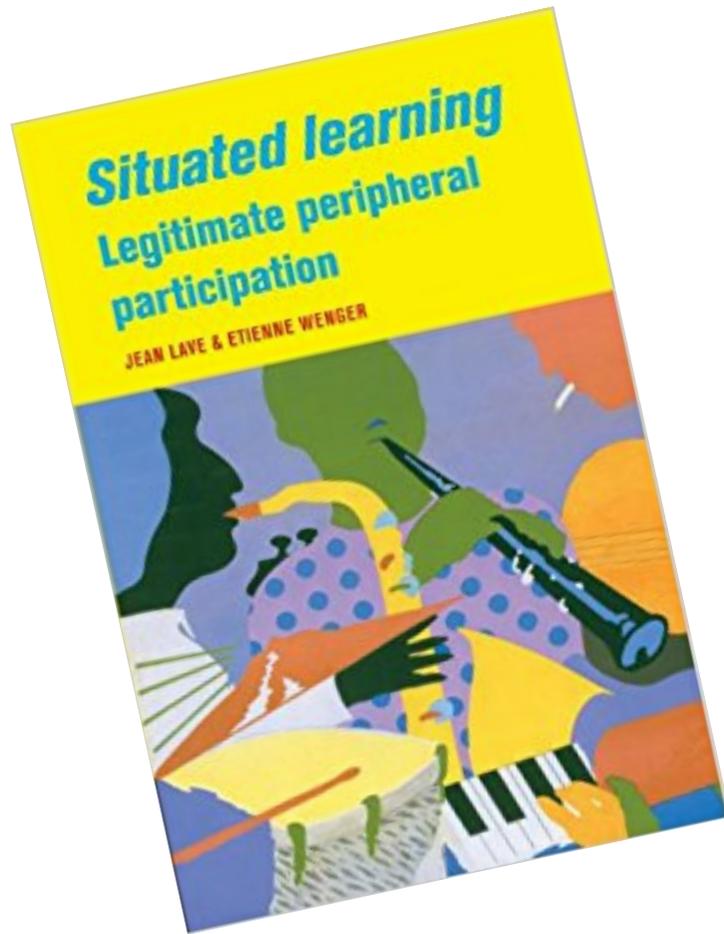
The plan for today's session...

- Explain how we are using the Value Creation Framework (VCF), Landscapes of Practice (LoP) and boundary interactions to better understand coach and Coach Developer learning
- Report the findings from the exploration into two non-formal professional learning programmes
- Make recommendations for curriculum/programme designers charged with helping coaches and/or Coach Developers to learn

A social theory of learning: Some key concepts



Three phases of Wenger-ian theory

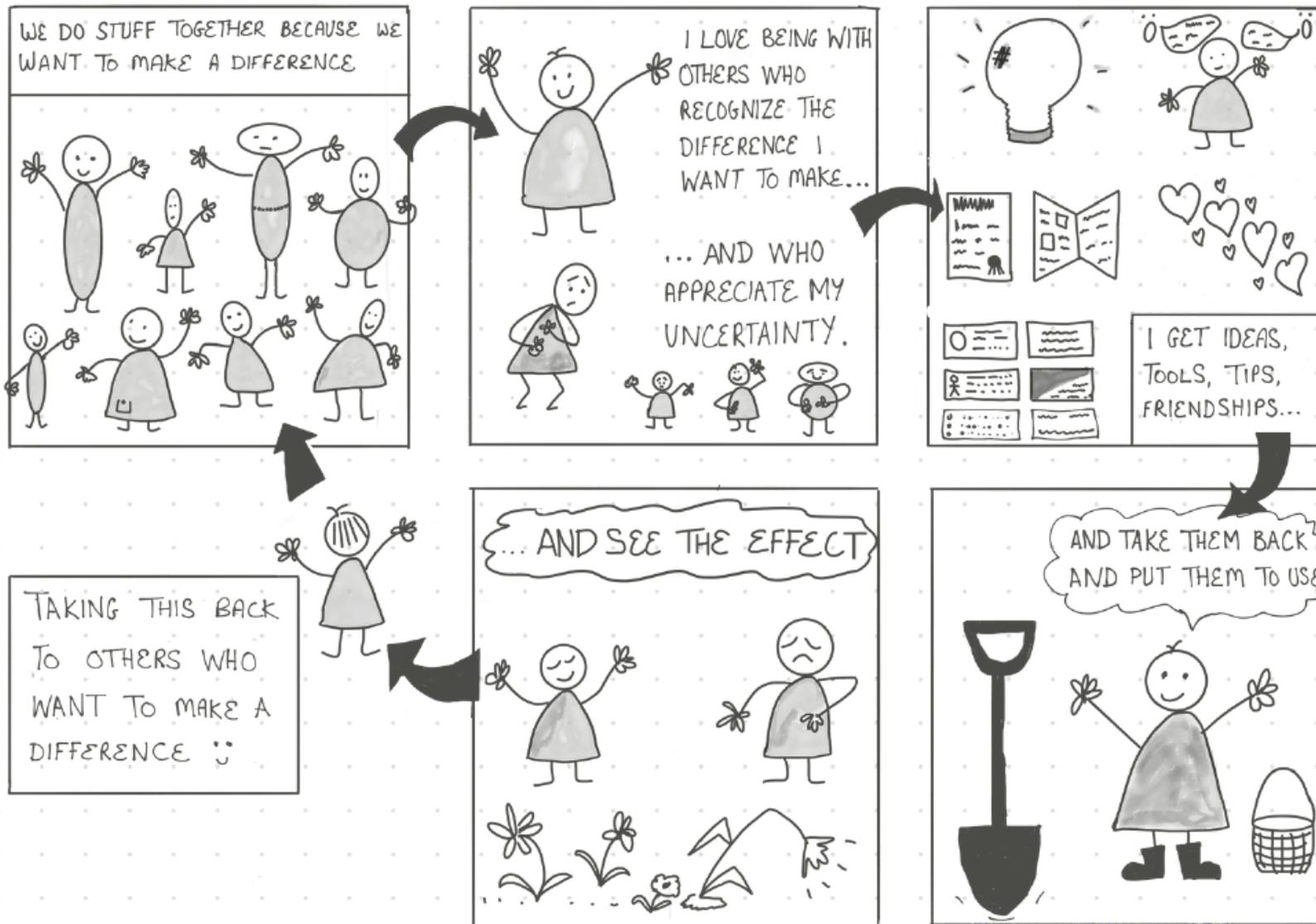


Communities of Practice (CoPs)

- “A group of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis”

(Wenger et al. 2002: 4)
- Considerable support in the literature as a useful concept
(e.g. Bertram & Gilbert, 2011; Culver and Trudel 2006, 2008; Garner and Hill, 2017; Stoszkowski and Collins, 2014)
- Some policy-level prominence
 - *Coaching in an Active Nation: The Coaching Plan for England 2017-2021*
(Sport England, 2016)
 - *International Sport Coaching Framework*
(International Council for Coaching Excellence, 2012)

WHAT IS A COMMUNITY OF PRACTICE?



A social theory of learning

- Learning cannot be designed...
- ...“one can attempt to institutionalise a CoP, but the CoP will slip through the cracks and remain distinct from the institution”

(Wenger, 1999: 225)

Criticism of the CoP concept

- Rigour of the underpinning theory

(Mallett, 2010)

- Fails to deal with power relations relating to the internal operations of the groups

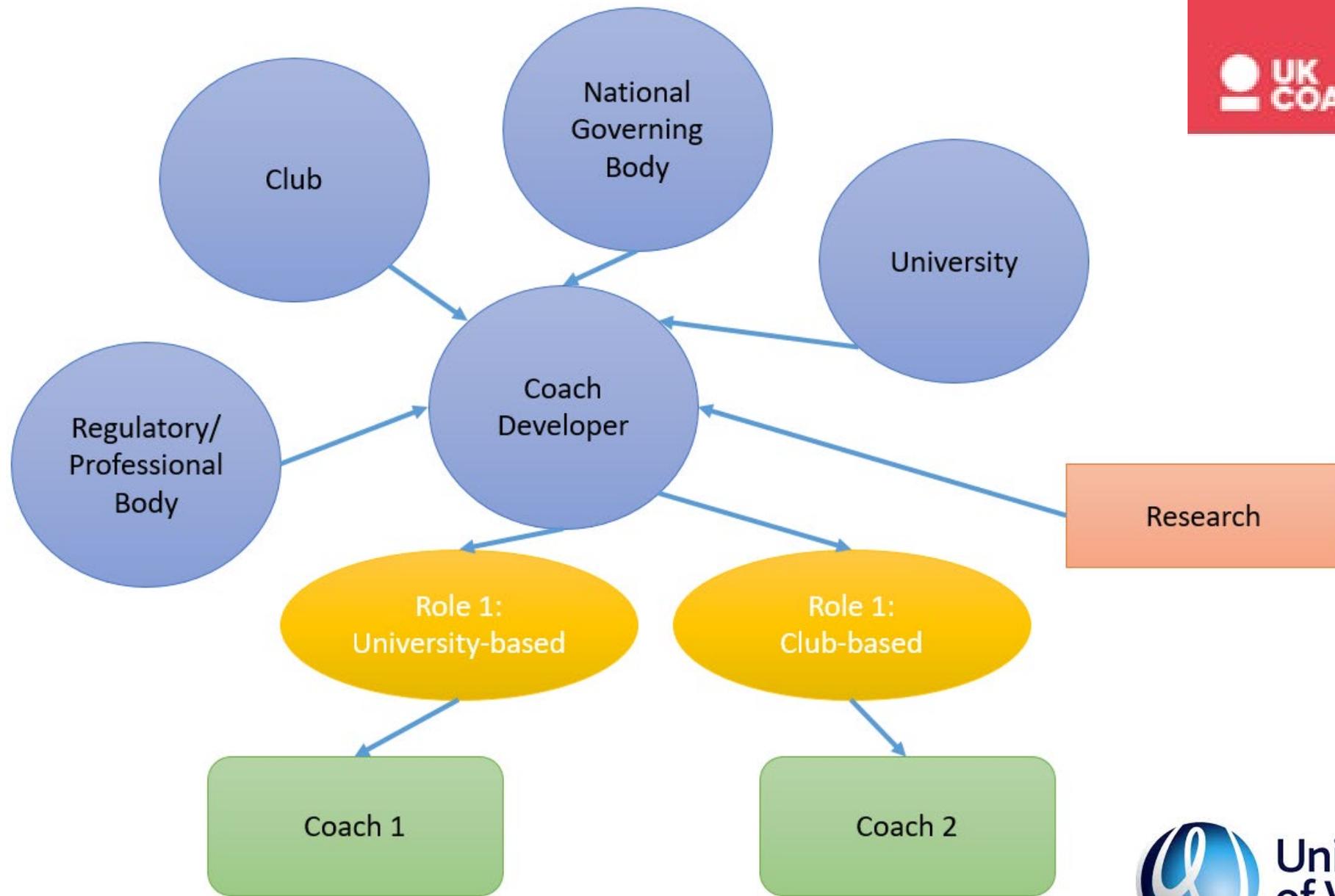
(Fuller et al., 2005)

- Insufficient consideration of the individual

(Mallett, 2010)

- Yet to address why social, cultural, material and institutional resources are developed

(Bertram, Culver and Gilbert, 2017)



A illustration of a Landscape of Practice for a Coach Developer

Landscapes of Practice (LoPs)

- Learning is not merely acquisition of knowledge
- Knowledgeability constitutes the becoming of a professional who inhabits their LoP
- The professional's identity is a dynamic construction illustrative of the contested journey through their unique LoP

KNOWLEDGEABILITY

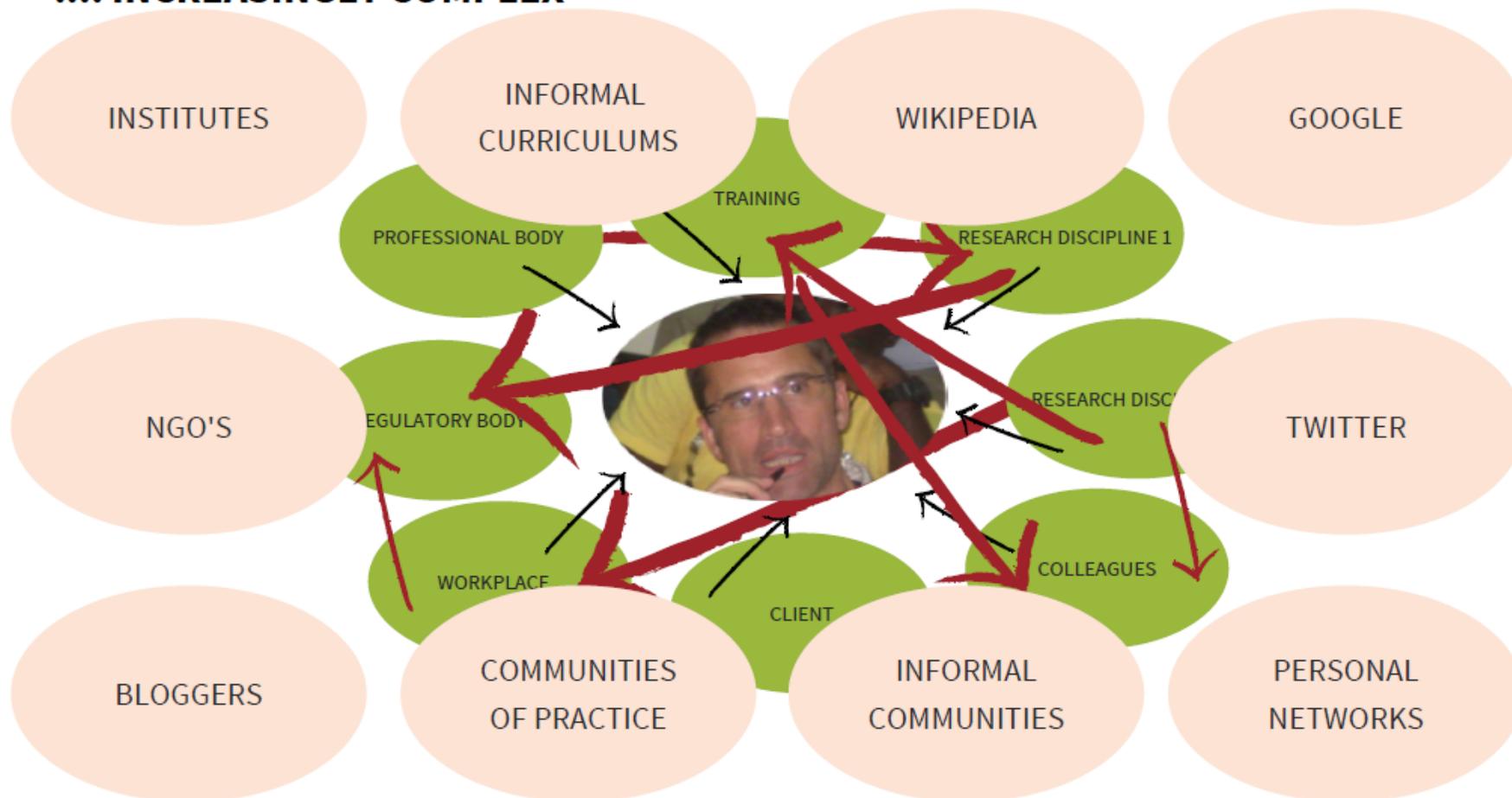
NEGOTIATING KNOWING IN A COMPLEX LANDSCAPE



NEGOTIATING IDENTITY...



.... INCREASINGLY COMPLEX



Boundaries

- Crucial aspects of living in a LoP
 - Boundary crossing
 - Boundary encounters
- Boundaries as learning assets
 - Boundary encounters to generate new insights
 - Rejection of the assumption of unproblematic application of knowledge

Boundary encounters as dialogical learning mechanisms

1) Identification

- Previous conceptions of distinction being called into question before being renegotiated
 - Characteristic processes: Othering, legitimating coexistence

2) Coordination

- Practices within two or more sites remaining distinct but where attempts are made to harmonise efforts for mutual benefit
 - Characteristic processes: Communicative connection, efforts of translation, increasing boundary permeability, routinisation

3) Reflection

- The generation of something new by considering alternative perspectives;
 - Characteristic processes: Perspective making, perspective taking

4) Transformation

- Meaningful changes in practice through proactive work, usually between multiple practitioners.
 - Characteristic processes: Confrontation, recognising shared problem space, hybridisation, crystallisation, maintaining uniqueness of intersecting practices, continuous joint work at the boundary

(Akkerman and Bakker, 2011)



SOCIAL LEARNING SPACE

CARING TO MAKE A DIFFERENCE



ENGAGING UNCERTAINTY



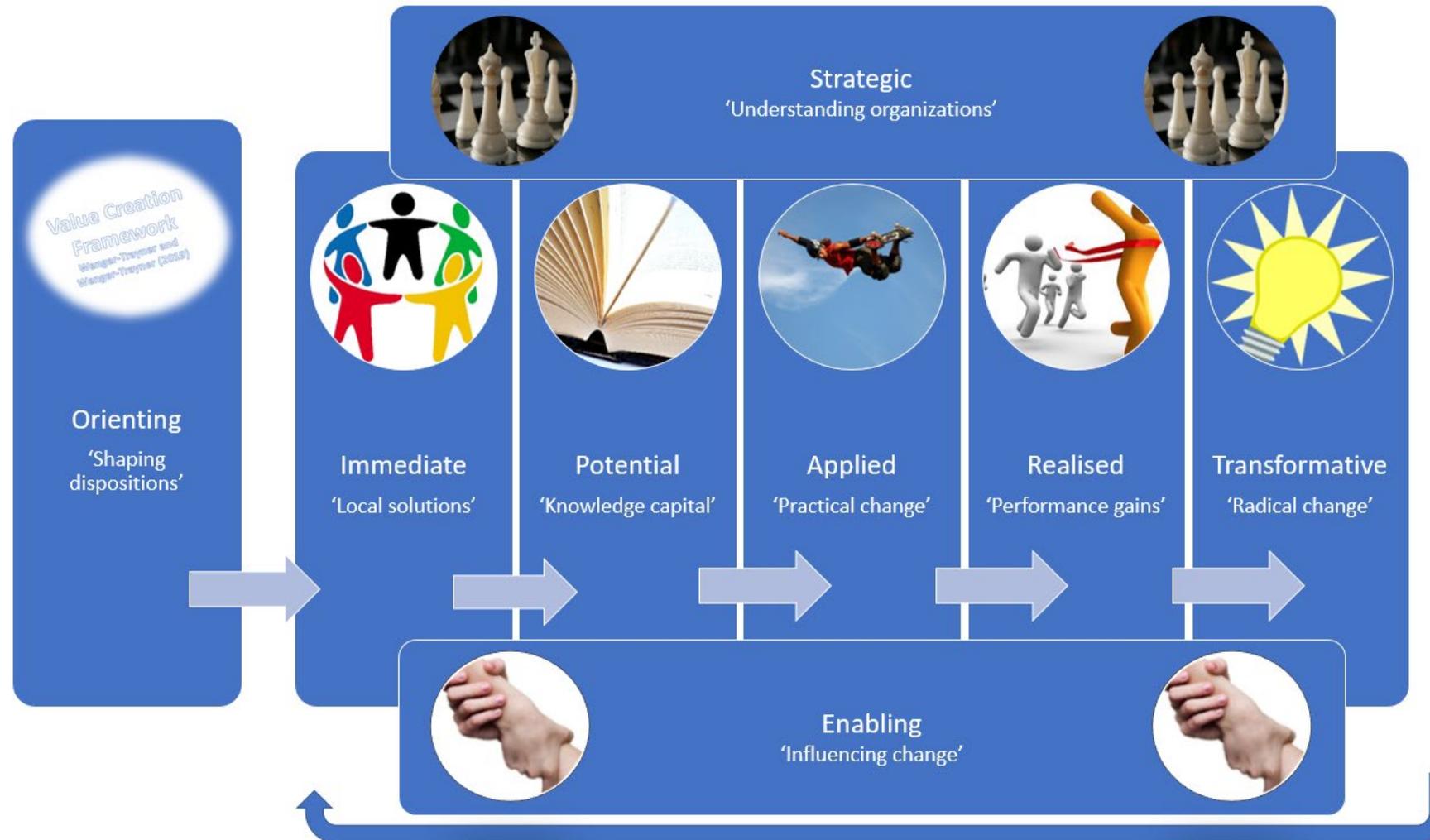
PAYING ATTENTION



MAKING A DIFFERENCE

The Value Creation Framework

(Wenger-Trayner and Wenger-Trayner, 2019)



The programmes

Feature	Programme 1	Programme 2
Cohort	9 (3 females, 6 males) 'Early stage' Coach Developers (8 sports)	20 (7 female, 13 male) High-level talent development coaches (13 sports)
Funding, programme design and delivery	Centrally-funded; Non-governmental organization	
Recruitment/selection	NGB support/nomination + interview	
Duration	9 months	18 months
Format	1 or 2-day workshops	2-day workshops
Further support	Senior Coach Developer	Mentor

Methods

- Individual interviews
 - 35-122 minutes
- Programme 1
 - 9 Coach Developers
- Programme 2
 - 14 Coaches
- Five-stage thematic coding analysis
 - (Robson and McCartan, 2016)

Results (for today)

- Programme 1
 - 1 mini case study to illustrate VCF
- Programme 2
 - Four major categories
 - Confidence, openness and authenticity
 - Sense making
 - Reflection and mentoring
 - Reconceptualizing and reframing



Immediate

“Antony had put me in touch with Jemma and said, “You guys, I’ve spoken to both of you independently. You sound like you’ve got similar challenges in your environments. It might be worth you having a monthly catch up,” and we have done that, and we will continue to do that, but had he had not recognised the similarities and bridged that gap, we probably wouldn’t have- well, we wouldn’t have reached out to each other.”

Emma’s value story

Confidence, openness and authenticity

“You've got to be open to... the coach... and like to go on [the programme], but... ready... they don't yet have their own coach... personality... all trying to be like everyone else. If you've only been... three years, then you're... for it. You've... day to be really deeply cha... to articulate... If you're working from the a... a very good and proficient coach, but all the time... mach is churning because you've seen other coach... it, don't... yet because you'll get found... me, you get stripped do... it”

“I've been stripped-down [destabilised] and rebuilt”

Identification:
Othering

1. The degree of openness
2. Moving beyond replication of 'Gold Standard'

To what extent do we understand the readiness of learners to engage with our programmes?

...en, archery coach)

Sense making

“One of the things that I find with knowledge is that you take pieces of knowledge and integrate and make sense of it. Through this process I was able to take knowledge and put it into practice to implement it. In the end I created a pyramid of knowledge with lots of pieces of knowledge but integrated them in a way that made sense for the players and the coaches. The philosophy with that underpinned what I did with my programme was that I didn't have been able to have that foundation of knowledge to bring a lot of knowledge to the foundation and that's actually been huge”

1. Making sense of boundary interactions to influence 'home' context

To what extent do we allow the learners on our programmes to negotiate the bespoke meaning of their interactions?

Coordination: Efforts of translation

(a, hockey coach)

Reflection and mentoring

“What Jane [mentor] did for me and the other individuals are exactly what I need. I can’t separate those. They are my advantage as an athlete. Don’t shelve them, don’t ignore them and use them. That’s just impactful from the perspective of someone who understands what a person is probably brought to you so start embracing who you are as a person and approaches. She identified some of the things that’s why I brought up so much around the programme the presentation last day of the programme is that I was aware of things that I didn’t want to say about my coaching just smashed that wall down. Reluctant

Do I want to open myself up to this?

1. Deeply personal learning support
2. Tackling ‘fearful’ topics / vulnerability

Reflection: Perspective taking and perspective making

To what extent do we genuinely care about our learners to offer this level of in-depth, personal, support?

(cancer, golf coach)

Reconceptualising and reframing

“We [with Silas] both went off and completed our own peer-
academies round on the basis of it. We were both into peer-
learning, we were both into peer learning, we were both into peer-
up and we got really excited about it. It was a really exciting time
worked with other sports, and I really would like to do that for myself
to find a way to make that happen for myself

Transformation:
Recognising a shared problem space

1. Value of cross-sport learning

Do we sufficiently extend our learners' professional networks?

(... , archery coach)

Conclusions

Theoretical considerations:

- The LoP framework addresses some of the previous criticisms of the CoP concept (individual learning journeys and recognition of highly politicised environments)
- The VCF helps us to understand the range of value learner's perceive from their programme
- Appreciating the different dialogical learning mechanisms helps us to understand more profoundly each individual's unique negotiation of competence

Conclusions

Programme-related thoughts:

- Coaches and Coach Developers perceived value across most cycles of the VCF
 - Immediate, potential and applied most evident
- Both cross-sport and intra-sport learning support was shown to be valuable
- Invested mentoring/support/brokering – through the perspective of individual's LoP was highly effective
- Strong interpersonal relationships, openness and trust remain important

Recommendations

- Programmes should look to expand their reach to enable learners to access a broader range of stakeholders in their landscape
- Support functions such as mentors and Senior Coach Developers should overtly help coaches to build their professional networks (strategic and enabling value)
- Longer-term evaluation is required to better understand how such programmes influence the learning of practitioners
- Greater consideration should be given as to how to evidence realised value (both programme design and evaluation)
- Programmes should focus less on the content of workshops and more on aiding the learner's negotiation of meaning

Thank you!

Any questions?

