

LEARNING DESIGN

CHALLENGING OUR THINKING ON DEVELOPING SKILL IN ROWING



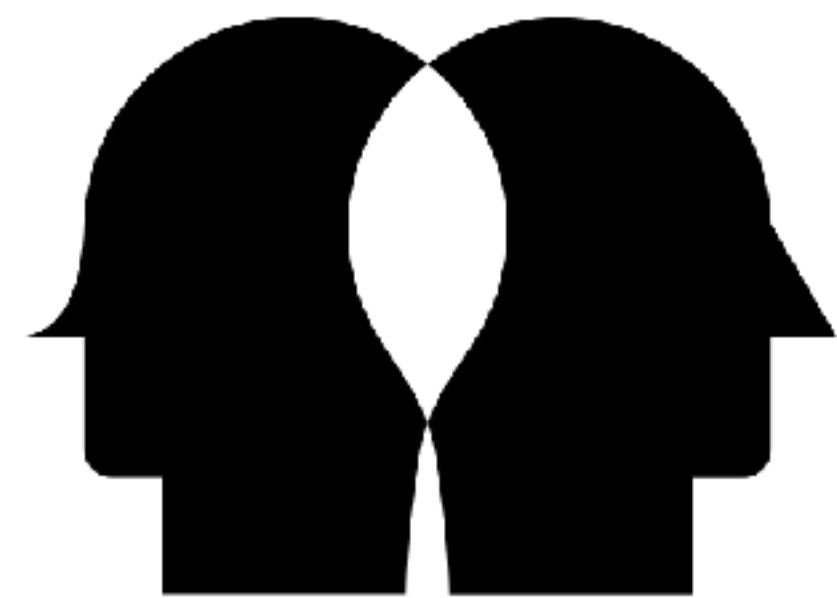
**ENHANCING SKILLED
PERFORMANCE IN COMPETITION
BY DESIGNING PRACTICE TASKS
AND ENVIRONMENTS THAT ARE
INTENTIONAL, INDIVIDUALISED,
IMAGINATIVE AND INFORMED BY
EVIDENCE**



**QUALITY LEARNING DESIGN IS ATTENTION TO
DETAIL...ENSURING WE'RE SOLVING THE RIGHT
PROBLEM, AND PUTTING TIME INTO THE DESIGN OF
PRACTICE TASKS AND ENVIRONMENTS THAT
PROGRESSIVELY REFLECT PERFORMANCE DEMANDS**

***"SOMETIMES THEIR BIGGEST GAINS
COME NOT FROM WORKING
HARDER, BUT FROM LEARNING TO
MOVE AND THINK BETTER."***

CHRISTINE MACLAREN | PARA ROWING LEAD COACH, ROWING AUSTRALIA



“SKILL ACQUISITION CHALLENGES ATHLETES TO THINK ABOUT MOVEMENT AND TECHNIQUE IN A VERY DIFFERENT WAY. RATHER THAN SIMPLY REPEATING A MOVEMENT PATTERN OR BEING TOLD WHAT TO CHANGE, ATHLETES ARE CHALLENGED TO EXPLORE, PROBLEM-SOLVE AND TAKE OWNERSHIP OF THEIR MOVEMENT.”

CHRISTINE MACLAREN - PARA ROWING LEAD COACH, ROWING AUSTRALIA

Laugh

Talk

Feel

Experiment

Challenge

Move freely in different ways

Discuss (sometimes heatedly!)

Be curious

Fail

***“WE WERE GEOGRAPHICALLY FORTUNATE
[AWAY FROM A CENTRALISED PROGRAM]
THAT WE COULD CREATE A REALLY
GREAT DAILY TRAINING ENVIRONMENT
[FOR SKILL DEVELOPMENT]”***

WORLD & PARALYMPIC CHAMPION

“I DO SINGLE ARM DRILL BUT I’M JUST NOT CONVINCED... IT JUST SEEMS AWKWARD TO ME, ALWAYS HAS DONE... I’M JUST NOT SURE WITH THE SINGLE ARM WHETHER IN THE LONG RUN IT ACTUALLY CORRELATES...”

PAIR & SHARE...

WHAT ARE YOU CURRENTLY COMMITTED TO DISRUPTING AND EXPLORING RELATED TO TECHNICAL DEVELOPMENT?

OR

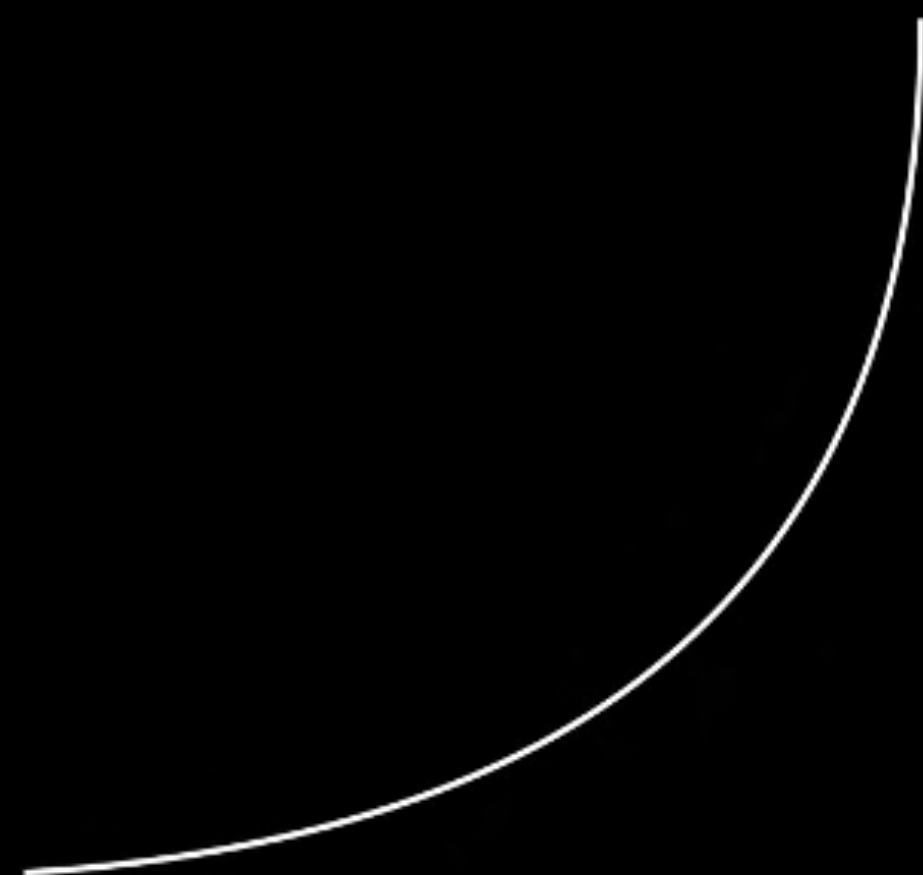
WHAT MIGHT YOU NEED TO BE WILLING TO COMMIT TO DISRUPT AND EXPLORE TO FURTHER DEVELOP YOUR COACHING IN THIS AREA?

**1 DISRUPTING OUR THINKING AND
(RE)DEFINING LEARNING AND SKILL IN
YOUR CONTEXT**

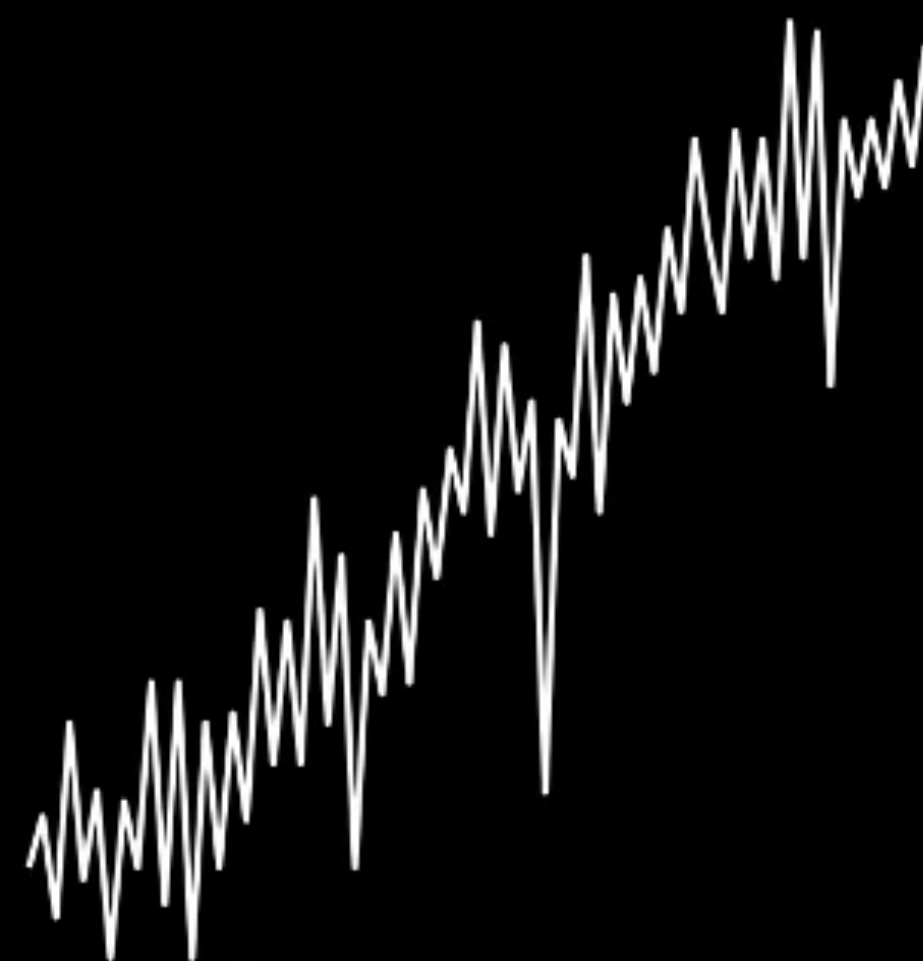
**2 EXPLORING HOW WE MIGHT ENHANCE
LEARNING THROUGH INTENTIONAL
PHASING AND EXPLORATION**

**3 SHARING OUR IDEAS ON HOW
INDIVIDUALISED CONSTRAINTS MIGHT
SHAPE MOVEMENT AND SKILL
DEVELOPMENT**





THEORY



PRACTICE

Designing for learning and transfer

Focus on long term **change** in behaviour

Progressions in capabilities to perform a skill under pressure

Sessions allow + promote athlete to **make errors**

Within-session variability - Better **retention** + **transfer**

Simplifies performance demands and samples key information

↑ opportunities for **reflection** + **self-directed feedback**

Planned and prioritised

Individualised, co-designed cues and analogies

Observable behaviour (under **specific conditions**)

Immediate ↑ in performance that is **not maintained** under pressure

Reduction in error based on trial to trial feedback

Within-session ↑ and consistency but ↓ **retention** + transfer

Decomposed drills that reduce functionality

Prioritise time on task (**i.e. volume**) and external feedback

Reactive and too many focus points

Generic or (overly) rigid

SMALL GROUP DISCUSSION...

**WHICH ASPECTS OF OUR ENVIRONMENT AND MY COACHING POSITIVELY IMPACT
ATHLETE LEARNING (I.E. LONGER TERM RETENTION AND TRANSFER)?**

AND

**WHICH ASPECT MIGHT ACTUALLY BE RESTRICTING LEARNING AND COULD BE
OPPORTUNITIES FOR ENHANCING SESSIONS?**

THE DEGREE TO WHICH TRAINING TRANSFERS TO PERFORMANCE DEPENDS ON THE EXTENT TO WHICH IT REPLICATES KEY ASPECTS OF THAT PERFORMANCE ENVIRONMENT

Physiological | Technical | Informational | Emotional | Conceptual



Skill

FIRM BUT FLEXIBLE BELIEFS...

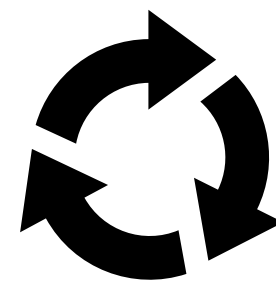
THE PLAYER IS THE CENTRE OF THE TRAINING BUT
THE **COACH CALLS THE SHOTS**

SUCCESS IN DRILLS IS KEY - THE MORE BALLS
ON THE TABLE DURING THE SESSION THE BETTER

TECHNIQUE OF INDIVIDUAL STROKES IS KING

DRAW UP DRILLS FOR THE SESSION AND ALL
PLAYERS TO **STICK WITH DRILLS IN TIME/ ORDER**

PROGRESS YOUR SESSION FROM SIMPLE TO
DIFFICULT WITH **DRILLS FROM CLOSED TO OPEN**



THE INDIVIDUAL: FOCUS ON THE INDIVIDUAL; PLAYER
DRIVES THE PROCESS

END IN MIND/ COMPETITION FOCUS: USE OF A
PLAYER'S MATCH PERFORMANCE TO GUIDE THEIR
TRAINING DESIGN

ADAPTABLE TECHNIQUE(S): USE OF VARIABILITY FOR
TECHNICAL DEVELOPMENT

PROGRESS IS BASED ON PROGRESS NOT ON TIME:
THE USE OF EVOLVING BASE(S) AND PROGRESSIONS

CONSTANT DECISION-MAKING: THE USE OF CONTEXT;
BALL 'IN AND OUT'

**“...UGLY...UNCOMFORTABLE AND
TIRING...”**

**“...IT JUST MAKES SENSE NOW. THE
DIFFERENT WAY OF ADDING **PRESSURE
AND CHALLENGE MAKES IT FUN**, AND
THE IMPROVEMENT SEEMS TO COME
QUICKER”**

**“...IF YOU WERE TO HAVE ASKED ME 12
MONTHS AGO - **WOULD I EVER
CONSIDER DOING WHAT I DO NOW?**
THERE WOULD HAVE BEEN **NO CHANCE.**
WHATSOEVER”**

PARALYMPIC & WORLD CHAMPIONSHIP MEDALLIST



“THE HARD PART WAS THE ATHLETES CHANGING THEIR MINDSET. IT DIDN’T JUST HAPPEN. IT TOOK A LOT OF CONVERSATIONS, BUILDING A SAFE SPACE, FRUSTRATION AND ULTIMATELY CHANGE... THESE SESSIONS ENCOURAGE ATHLETES TO QUESTION WHAT THEY FEEL, CHALLENGE WHAT THEY THINK THEY KNOW AND EXPERIMENT WITH DIFFERENT WAYS OF MOVING.”

CHRISTINE MACLAREN | PARA ROWING LEAD COACH, ROWING AUSTRALIA

LEARNING AS PHASES...

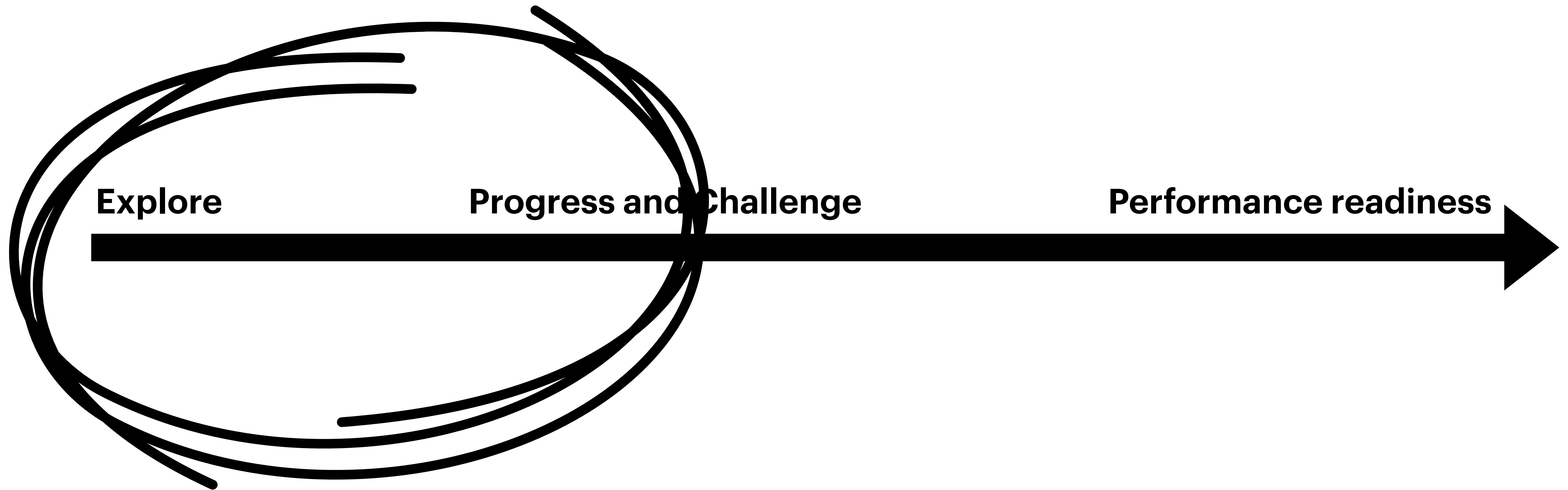
Explore

Progress and Challenge

Performance readiness



LEARNING AS PHASES...



LEARNING AS PHASES...

Explore

Progress and Challenge

Performance readiness

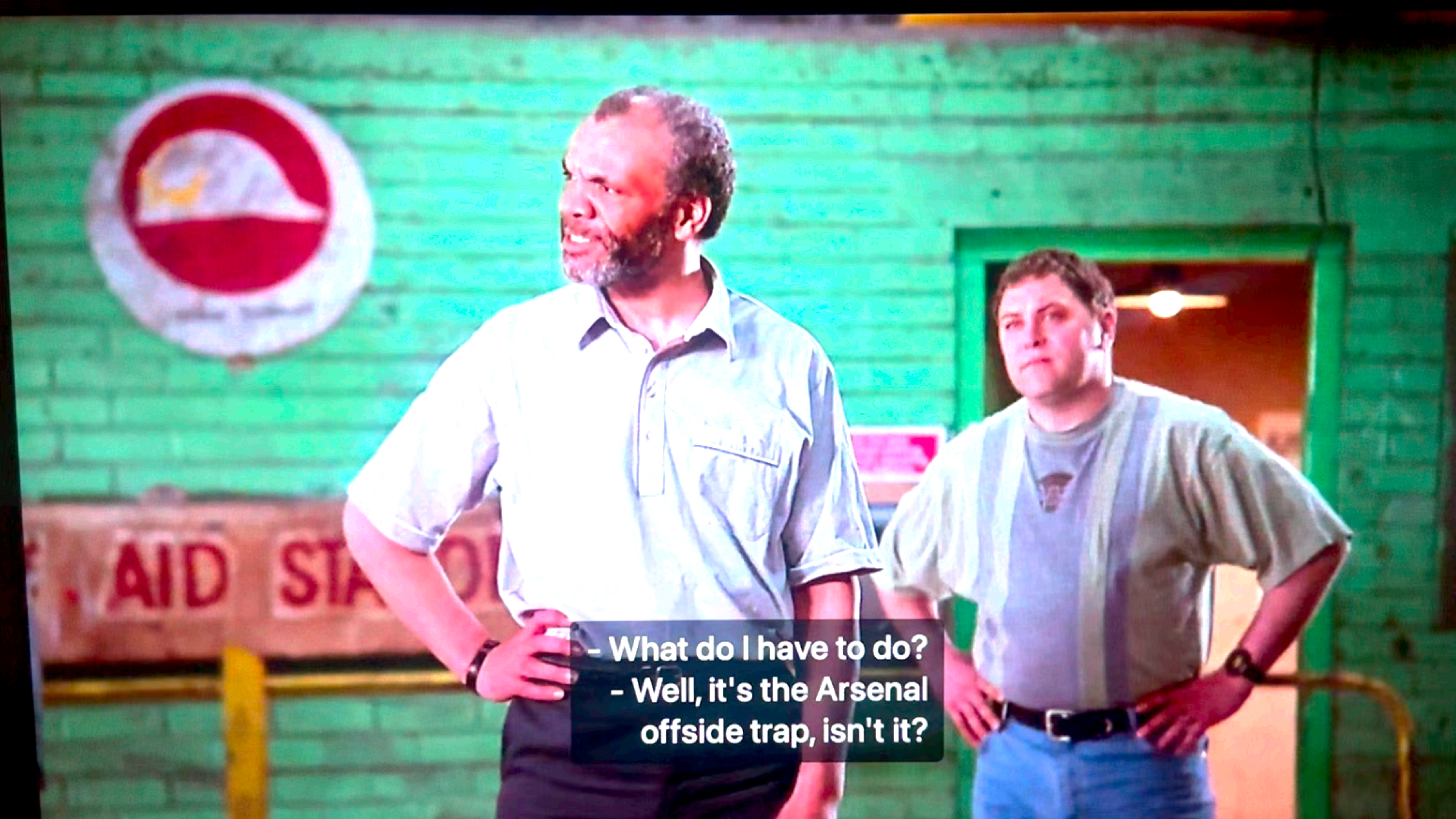


- Focussed on clarity of 'explore' intention
 - Exploring, (re)defining and 'shape behaviour'
 - Often physical or task constraints
 - Amplify or dampen information
- ✓ 1-2 things to work on
 - ✓ Position favourably in sessions
 - ✓ Reduce feedback. Help sense-make
 - ✓ Reduce focus on outcomes

“THIS CREATED OPPORTUNITIES TO CHALLENGE OLD HABITS AND DEVELOP NEW MOVEMENT SOLUTIONS THROUGH A MENTAL CHALLENGE, NOT SIMPLY A PHYSICAL ONE. AS THE COACH, THESE SESSIONS PROVIDED INSIGHT INTO HOW THE ATHLETE THINKS AND LEARNS.

ART OF COACHING MEETS THE SCIENCE OF LEARNING.”

CHRISTINE MACLAREN | PARA ROWING LEAD COACH, ROWING AUSTRALIA



- What do I have to do?
- Well, it's the Arsenal
offside trap, isn't it?

TABLE DISCUSSION...

WHAT ARE SOME OF YOUR CURRENT OR COMMON TECHNICAL CHALLENGES?

HOW MIGHT WE BE ABLE TO USE EXPLORATION SESSIONS AND CONSTRAINTS TO SHAPE BEHAVIOUR AND ALLOW ATHLETES TO DISCOVER NEW MOVEMENT SOLUTIONS?

LEARNING AS PHASES...



- Building capacity (technique vs skill)
- Variability and challenge levels/ dials
- Progressions and regressions
- Manage expectations

- ✓ Keep focus - 1-2 aspects
- ✓ Avoid the 'and' trap
- ✓ Use session structure as a variable
- ✓ Don't jump ahead
- ✓ Realistic frustration and success

PERSONAL REFLECTION...

WHAT 1-2 THINGS I AM GOING TO TAKE BACK INTO MY ENVIRONMENT?

WHERE ARE THE WINDOWS OR OPPORTUNITIES FOR SOME MORE INTENTIONAL FOCUS ON HOW I DESIGN FOR SKILL DEVELOPMENT?

- WARM UPS?
- ATHLETE-LED EXPLORATION BLOCK?
- CARVING OUT 10 MINUTES OF DEDICATED REFLECTION OR PLANNING?
- FINDING A WAY TO BRING IN NEW IDEAS OR PERSPECTIVES TO MY ENVIRONMENT?

