

## THE COACH'S JOURNEY

COACHING SPACES

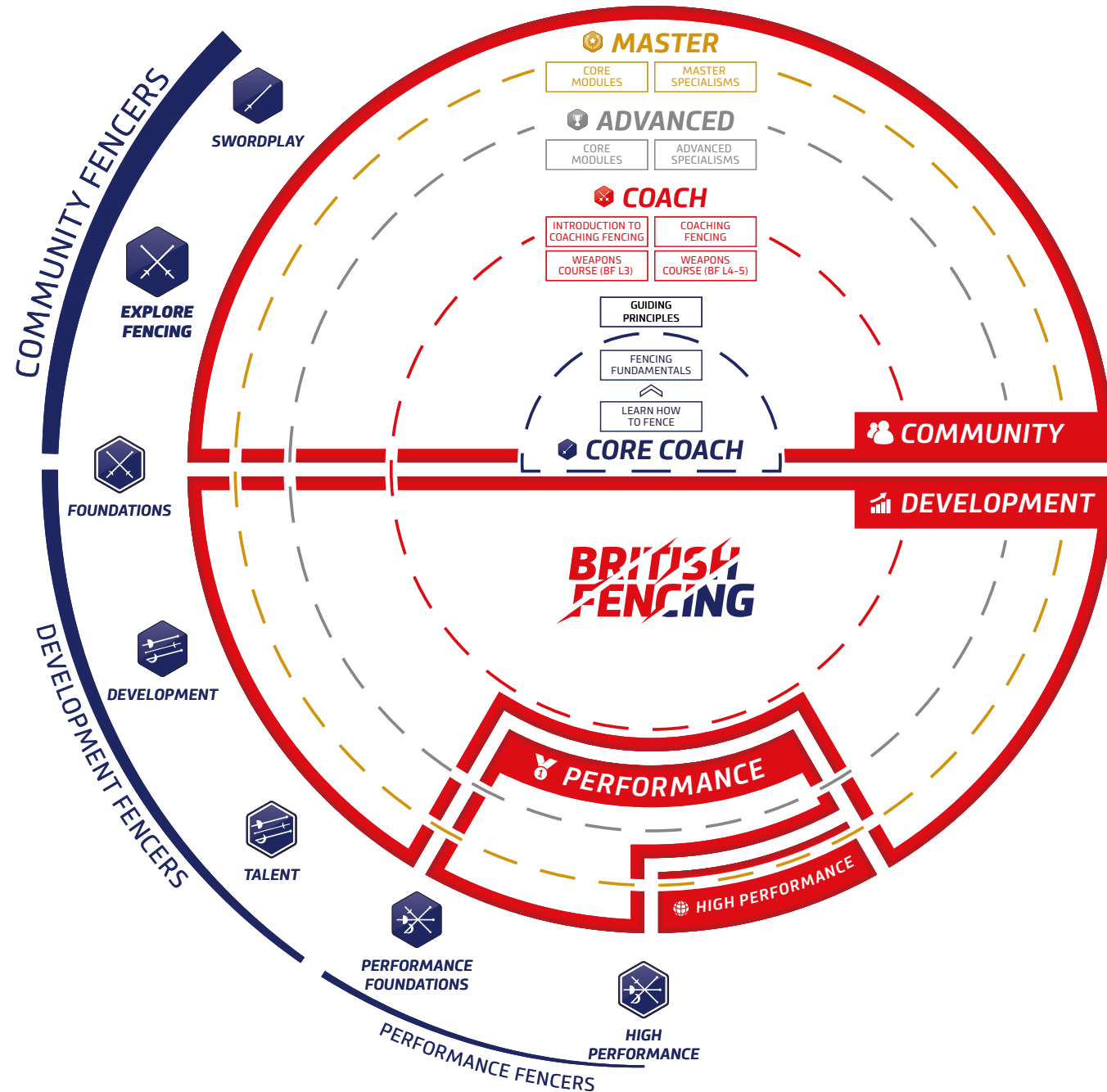
FENCER PROGRESSION

BECOMING A COACH

COACHING QUALIFICATIONS

COACHING QUALIFICATIONS

FLOWCHART



## COACHING SPACES

### COMMUNITY

This space includes activity centres, leisure centres, targeted groups, clubs, schools and universities.

It is characterised by group coaching, and modified versions of fencing, with specific fencing actions.

Those taking part are typically focused on their time, their motivations, taking part in socially based experiences and engaging with fencing for the first time.

### DEVELOPMENT

This space includes clubs, schools and universities.

It is characterised by specific weapons, group coaching and individual lessons.

Those taking part are all age ranges and focused on enjoying club fencing, improving their skills and taking part in competition.

### PERFORMANCE

This space includes, clubs, schools, universities and talent centres.

It is characterised by group coaching, lessons, sparring, with specific programmes around competing.

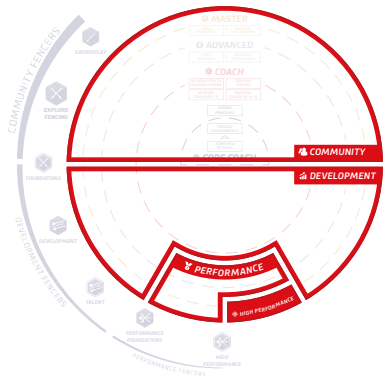
Those taking part are in regional and national squads. Fencers take part in a variety of competitions aligned to ranking schemes. Some will represent their Home Countries and GBR.

### HIGH PERFORMANCE

This space is fencer specific.

It is characterised by small numbers of fencers, with specific training and competition programmes, these supported by performance analysis, medical and sport science teams.

Those taking part are selected for specific international competitions, with ambitions to achieve senior international medals.



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#### KEYSTONE PRINCIPLES

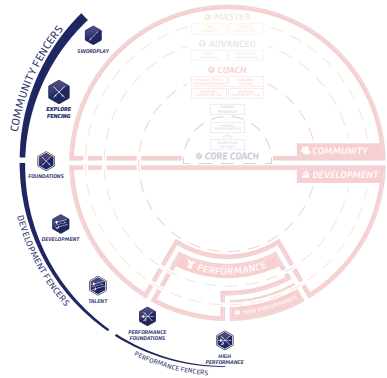
#### VALUING COACHES

The whole fencing community recognise and value everyone on the coaching pathway, regardless of where and who they coach.



# FENCER PROGRESSION

Approximate numbers  
in UK



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COMMUNITY FENCERS



DEVELOPMENT FENCERS



PERFORMANCE FENCERS



## SWORDPLAY

Swordplay experiences: Sabre-lite, Stage Combat, and Historical Swordplay (HEMA)

People who have connected with swordplay activities for reasons such as the history, the artistry of the movements, and the individuality of the experience factors. These include “in my time” factors, when and where.

8k



## EXPLORE FENCING

The first experience of fencing via beginner/ taster sessions in Activity Centres, Schools, Clubs and targeted groups (Scouts & University students)

The beginning of secondary school (age 11) and university (age 18) are key points for attracting young fencers. Typically these are people exploring their individuality, attracted by strategic gameplay and creativity elements of fencing.

250k



## FOUNDATIONS

Learning and acquisition of fencing actions, moving to regular participation and competition

Explore Fencers who have decided to continue and after a period of regular fencing will start to compete within the club moving to local competition.

6.5k



## DEVELOPMENT

Regular commitment to fencing; some fencers will progress into age group programmes

Fencers enjoy club fencing, and take part in national competition. Some move to representative fencing — all age levels.

10k



## TALENT

Competitive fencers identified to be part of National/International age group programmes

Fencers selected for international squads — cadet, junior or veteran.

120



## PERFORMANCE FOUNDATIONS

Fencers who display the skill and attributes needed to meet the increased demands of the high performance environment

With specific support, fencers at this level have the potential to succeed internationally.

72



## HIGH PERFORMANCE

Fencers who have the skills and attributes to produce consistent results in high-level competition.

Fencers with international medal potential.

24

### KEYSTONE PRINCIPLES

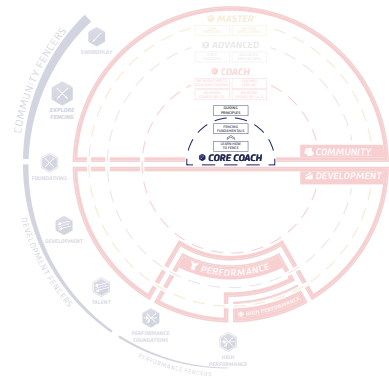
#### CONTINUOUS IMPROVEMENT

The best coaches are reflective practitioners and look for every opportunity to learn and refine skills.

# BECOMING A COACH

## DO I WANT TO COACH?

Establishing your foundation



### THE COACH'S JOURNEY

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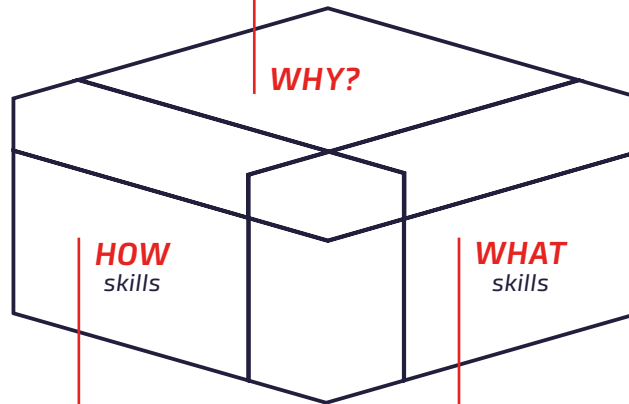
#### FENCER PROGRESSION

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Your life & fencing experiences, your values and motivations shape who you are. Understanding yourself will influence where you want to coach (community, development, performance).



**HOW skills**  
These include coaching pedagogy, interpersonal skills, and understanding and adapting to needs of the fencers.

**WHAT skills**  
These include specific and relevant knowledge – e.g. technical, tactical, physiology, and psychology.

Using **WHY** will help define where the coach wants to go, and where it is good to go for their development.

Knowing your **HOW** and **WHAT** skills will highlight the areas of strength and areas of development.

All these together will help the coach plan what they need to do, to get to where they want to go.

## COACHING SPACES



### COMMUNITY COACH

The community coach, the one who provides those first experiences, igniting the passion for fencing in the aspirant fencer.

A key role to generate the life-blood of fencing and find future champions.



### DEVELOPMENT COACH

The development coach, the one who helps develop confidence and competence in fencers, sustaining fencing opportunities in clubs, etc.

The beating heart of clubs, building the foundations in the fencer to be the best they can be.



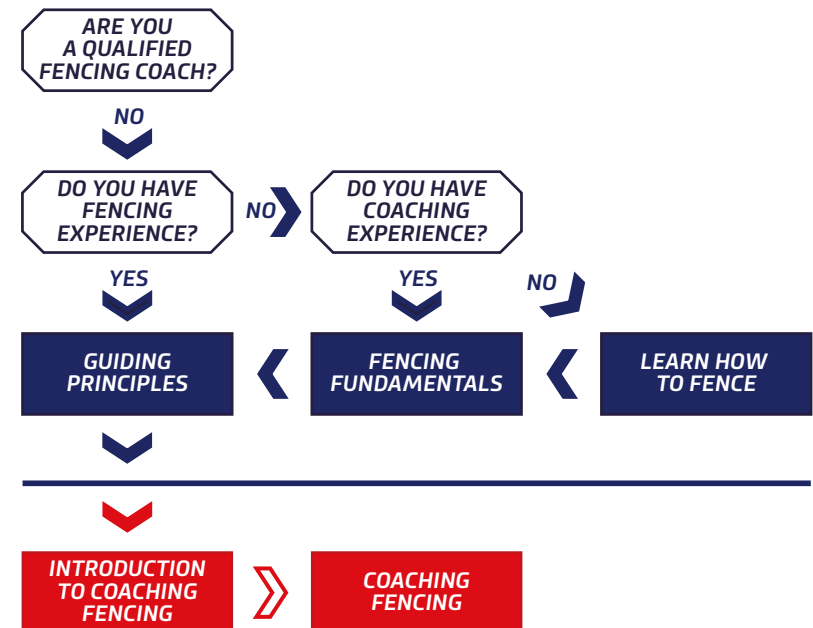
### PERFORMANCE COACH

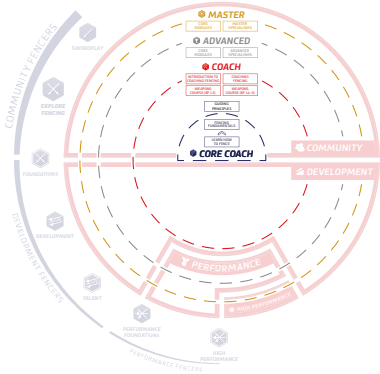
The performance coach, the one that supports the fencer, creating an environment to ensure the fencer's potential becomes a reality.



## HOW DO I BECOME A COACH?

Getting qualified





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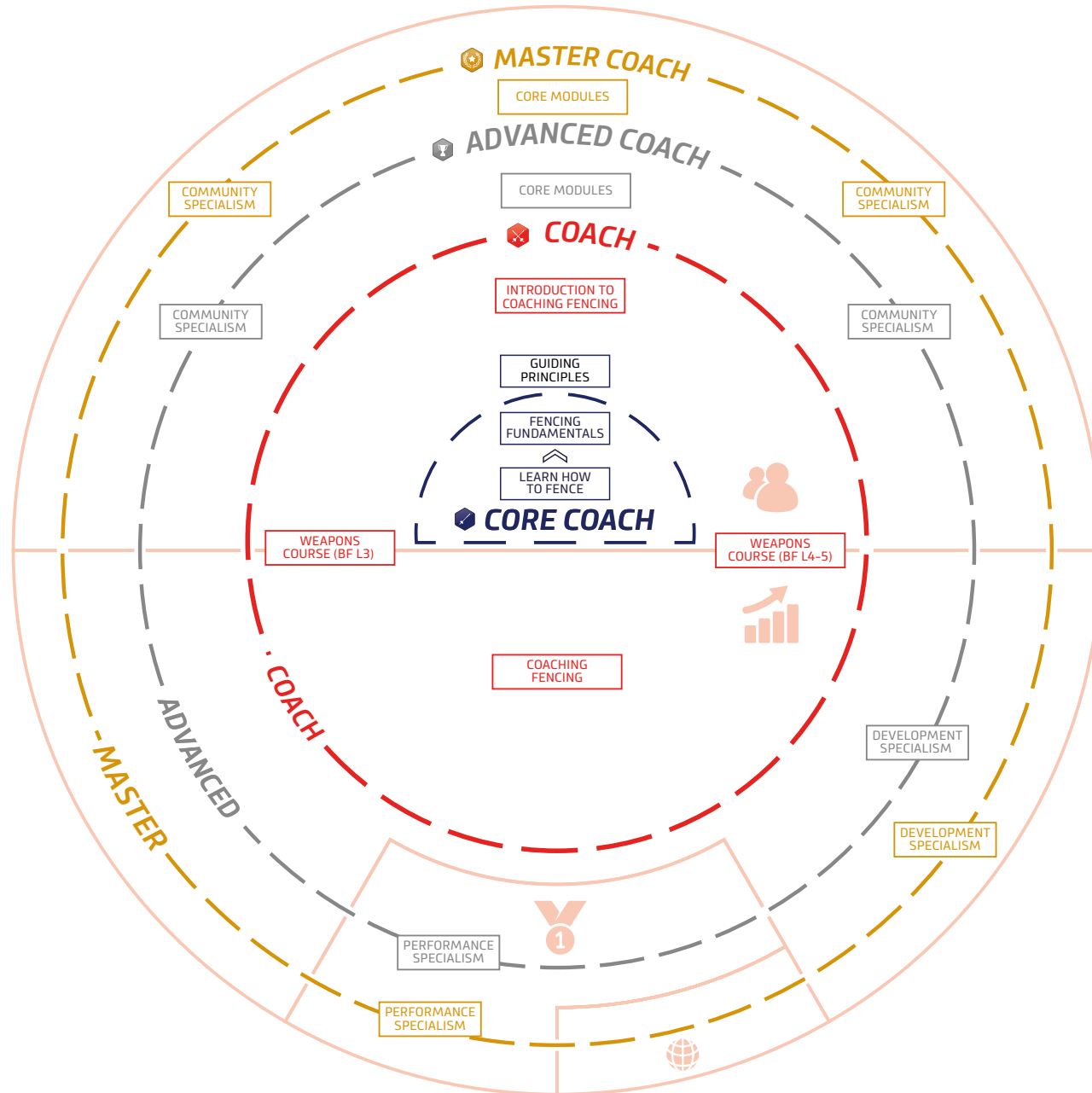
**COACHING QUALIFICATIONS**

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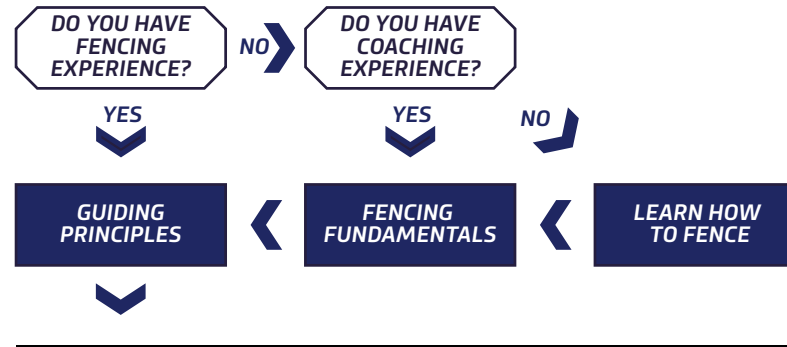
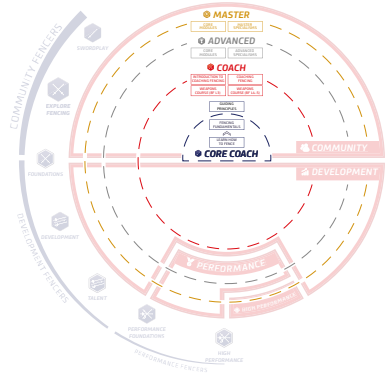
**KEYSTONE PRINCIPLES**

**FLEXIBLE LEARNING**

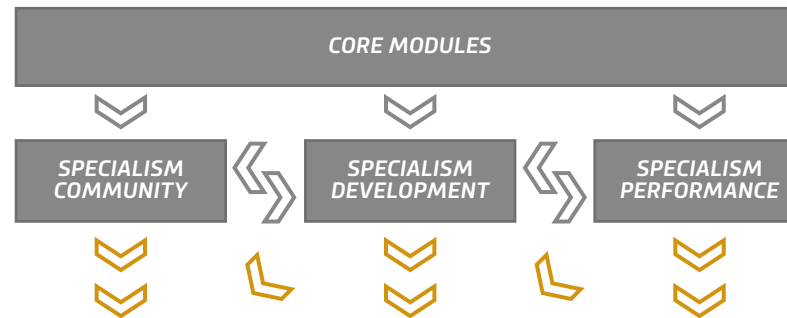
The fencing community recognise that all fencing situations provide opportunities to learn how to coach however, specific areas of coach education should be accessible in a variety of ways to meet the needs of the learner.



# COACHING QUALIFICATIONS FLOWCHART



» indicates Continual Development: coaching, workshops, observations, research, reading, practice, reflection



**COMMUNITY SPECIALISMS**  
Design, implement and evaluate the process and outcome of fencing programmes across wider social contexts

**DEVELOPMENT SPECIALISMS**  
Plan and run a scheme of work for a group of fencers, with specificity to each fencer



**PERFORMANCE SPECIALISMS**  
Advise colleagues, players, and parents on a wide range of subjects related to talent programmes

**KEYSTONE PRINCIPLES**

**CULTURE OF LEARNING**

The coaching community owes it to its fencers to continually improve its knowledge, competence and performance. This as a conscious, collaborative act to raise the standards of fencing coaching.