

## *Tennis coaches – the driving force in growing the game!*

Tennis coaches are the driving force for the sport in the clubs, centres and schools across Australia. The coach is often, not only the first point of contact for players wanting to play the game, but also the person who provides the first experience of the sport. Hence the importance of quality coaches for the growth of the sport cannot be underestimated.

Coaches play a number of key roles in growing the sport of tennis. These include:

- Engaging players through the delivery of enjoyable tennis activities which allow players to achieve success on-court and develop a love of the game
- Maximising skill development
- Transitioning players quickly into playing the game
- Supporting club/centre committees in managing facilities
- Being an inspirational positive role model.

Tennis coaches face unique challenges as they work both on and off the court with specific skill sets required for each role. Tennis coaches often work across a number of levels – from delivering ANZ Tennis Hot Shots to eager 6-year-olds on a red court to training talented 14-year-olds in a squad setting to delivering a Cardio Tennis session to players who are returning to the game after a break to providing a tennis experience to older adults.

Head Coaches at clubs/centres have tennis-specific knowledge and skills but also are required to have the necessary knowledge and skills in the business domain to successfully run their own coaching businesses. As the number of volunteers in clubs and centres declines, so the tennis coach may be required to take on a larger role in the management of the club/centre to ensure the sport of tennis thrives. High Performance and Talent Development coaches are able to guide a player on a long-term athlete development pathway and manage relationships among the key stakeholders along the way. Coaches delivering Tennis Hot Shots are able to engage with young players and provide opportunities for these players to “play the game” regularly. Whatever the level of player, quality tennis coaches are essential to not only **create champions** but also to facilitate **more people playing tennis more often**.

### *Quality standards*

The Quality Standards for Tennis Coaches have been developed to provide a benchmark for quality tennis coaching in Australia. The standards will provide a framework for coaches to self-appraise against specific criteria and to guide their own continuing professional development.

The standards will also serve to promote excellence in coaching and provide a consistent basis for recognising quality coaching across the country. Ideally coaches will subscribe to the philosophy of lifelong learning and will engage in professional development to continue to develop skills and knowledge in an ever changing world to ensure the sport of tennis is leading the way with a committed team of quality coaches at the coalface of our sport.



## A Tennis Australia ANZ Tennis Hot Shots Coach will:

| Standard  | Performance criteria  | D* | P* | E* |
|---|---|----|----|----|
| 1. Provide a ANZ Tennis Hot Shots program                       | 1.1 Adopt the “Learning through play” philosophy** and include it in program literature <ul style="list-style-type: none"> <li>“Learning through play” philosophy underpins the ANZTHS program and is demonstrated in all sessions</li> <li>Philosophy is shared with key stakeholders</li> </ul>   |    |    |    |
|   | 1.2 Provide a pathway from Fundamental Perceptual Motor Skills (FPMS) to Red Stage to Orange Stage to Green Stage   |    |    |    |
|   | 1.3 Provide opportunities for players to play more than once a week <ul style="list-style-type: none"> <li>Provide intra-club ANZTHS competition opportunities for players to play more than once per week (e.g., Community Play, Hot Shots Tournaments)</li> <li>Link players with club (e.g., promoting club membership, participation in competition, etc)</li> <li>Encourage players to join the club and become a registered player</li> </ul>   |    |    |    |
|   | 1.4 Provide an annual program including school holiday programs (e.g. clinics, tournaments and competitions)  |    |    |    |
|   | 1.5 Provide opportunities for talent development <ul style="list-style-type: none"> <li>Provide opportunities for talented players to play together (e.g., red or orange or green performance squads)</li> <li>Link talented players to Talent Development and competition opportunities</li> <li>Provide competition and tournament advice</li> </ul>  |    |    |    |
|   |   |    |    |    |
| 2. Plan and implement an effective ANZ Tennis Hot Shots program | 2.1 Develop annual, term and session plans for each stage – FPMS, Red, Orange, Green – based on the Tennis Australia competencies for each stage <ul style="list-style-type: none"> <li>Know the player competencies for each stage and plan for players to achieve these competencies</li> <li>Coach has a session plan for each lesson</li> </ul>   |    |    |    |
|   | 2.2 Use low compression balls, scaled marked courts, smaller racquets appropriate for each stage - Red, Orange and Green <ul style="list-style-type: none"> <li>Use a variety of coaching aids to enhance learning appropriate to age and ability of group, including small nets, small racquets, scaled courts with drop down markers, targets, etc</li> <li>Ensure size of the racquet is appropriate to age and size of player (e.g., 19” or 21” for 5-6 year olds, 23” for 7-8 year olds, 25” for 9-10 year olds, 27” for 11-12 year olds)</li> </ul> |    |    |    |

### \*Developing

Does not meet/partially meets standard

### \*Proficient

Consistently meets standard

### \*Exemplary

Consistently exceeds standard

\*\* Definition of “Learning through play” philosophy on p6.



| Standard   | Performance criteria  | D* | P* | E* |
|--|---|----|----|----|
| <b>2. Plan and implement an effective ANZ Tennis Hot Shots program (cont.)</b> | <b>2.3 Communicate in an engaging, effective manner</b>   |    |    |    |
|  | <ul style="list-style-type: none"> <li>Have a strong presence on court with high energy</li> <li>Use players' and parents' names</li> <li>Use age appropriate vocabulary</li> <li>Speak clearly and are audible to all players</li> <li>Use non-discriminatory, non-sexist and inclusive language</li> <li>Listen actively</li> <li>Communicate in a caring manner, with positive body language</li> <li>Use, recognise and respond to non-verbal communication</li> <li>Make eye contact and be approachable</li> <li>Ask open question and draw on prior experiences of the group</li> <li>Manage conflict in a calm, productive manner</li> </ul>  |    |    |    |
|  | <b>2.4 Deliver challenging coaching sessions which integrate tactical, technical, physical, psychological and social components</b>   |    |    |    |
|  | <ul style="list-style-type: none"> <li>Match activities to developmental readiness of each player (e.g., activities are appropriate to age/ability/stage of learning of players)</li> <li>Differentiate activities to allow for individual differences in players (i.e., different "challenge points" for players in same group if required)</li> <li>Ensure players are actively engaged, excited and motivated to participate</li> <li>Activities should allow players to think and make decisions about meaningful tennis situations</li> <li>Ensure players have plenty of opportunities to improve their tennis skills (i.e., sufficient repetitions)</li> <li>Build players social skills through partner work, cooperative activities and game play</li> <li>Keep explanations short and use demonstration as a key tool</li> <li>Focus on developing the player competencies at the FPMS, red, orange and green stages</li> </ul> |    |    |    |
|  | <b>2.5 Manage groups to deliver coaching to maximise learning and participation</b>   |    |    |    |
|  | <ul style="list-style-type: none"> <li>Maintain an ideal coach: participant ratio of 1:4-1:8 for Red court; 1:6 for orange; and, 1:4 for green generally achieved. (Note: these ratios may change based on coach's skill level and experience)</li> <li>Maximise participation on-court so all children are active and engaged</li> <li>Cater for individual learning styles when providing instructions, demonstrations and feedback</li> <li>Transition smoothly between activities</li> </ul>  |    |    |    |
|  | <b>2.6 Provide feedback to players and parents about progress</b>   |    |    |    |
|  | <ul style="list-style-type: none"> <li>Monitor player improvement over the course of the term (e.g., provide player report, provide verbal feedback to parents)</li> <li>Provide specific feedback to group and individual players in an encouraging manner</li> <li>Provide feedback to players and parents about player progress and next step in pathway</li> <li>Provide information about the program to parents (e.g., flyer, e-update, face-to-face)</li> </ul>  |    |    |    |

| Standard   | Performance criteria   | D* | P* | E* |
|--|--|----|----|----|
| <b>3. Build positive relationships with parents, club/centre personnel, schools and wider tennis community</b> | <b>3.1 Show strong consistent interpersonal skills in interactions with parents and key individuals</b> <ul style="list-style-type: none"> <li>Establish and maintain strong respectful relationships with key individuals (e.g., parent, Club Committee, schools, Tennis Australia/Member Association staff)</li> <li>Manage conflict and solve problems as needed in a professional manner</li> </ul>  |    |    |    |
|  | <b>3.2 Establish and maintain links with local schools</b> <ul style="list-style-type: none"> <li>Contact local schools and build relationships with relevant staff members</li> <li>Provide links between local schools and ANZTHS program delivered at the Club/Centre</li> </ul>  |    |    |    |
| <b>4. Provide a professional service to customers</b>  | <b>4.1 Present in a professional manner</b> <ul style="list-style-type: none"> <li>Present in a professional manner (including clothing, equipment, personal hygiene)</li> <li>Behave in an ethical and professional manner</li> <li>Demonstrate good time management and organisational skills</li> </ul>   |    |    |    |
|  | <b>4.2 Hold a Tennis Australia recognised coaching qualification</b> <ul style="list-style-type: none"> <li>Head coach is a Junior Development Coach, Club Professional or High Performance Coach</li> </ul>   |    |    |    |
|  | <b>4.3 Maintain ANZTHS Deliverer status</b> <ul style="list-style-type: none"> <li>Annually register to deliver ANZTHS through Tennis Australia coach membership</li> <li>Comply with ANZTHS Terms and Conditions</li> </ul>   |    |    |    |
|  | <b>4.4 Undertake ongoing professional development</b> <ul style="list-style-type: none"> <li>Formulate an individual professional development plan with short-, medium- and long-terms goals for up skilling</li> <li>Attend at least one ANZTHS professional development workshop annually</li> <li>Visit the ANZTHS website and review other relevant resources on a regular basis (e.g., once per term)</li> </ul>  |    |    |    |
|  | <b>4.5 Build and maintain a team of professional coaching staff (if applicable)</b> <ul style="list-style-type: none"> <li>Assistant coach has completed the Intro to ANZTHS or Trainee Course or is under direct supervision of Head Coach</li> <li>Communicate regularly with coaching staff both face-to-face and electronically about the program</li> <li>Provide relevant resources and training to coaching staff about ANZTHS</li> </ul>                         |    |    |    |
|  | <b>4.6 Use the Tennis Australia official marketing collateral to promote and market the program</b> <ul style="list-style-type: none"> <li>Ensure the Tennis Australia marketing and communication collateral is up-to-date</li> </ul>   |    |    |    |
|  | <b>4.7 Provide information for players joining the program including welcome letter and customer service policies</b> <ul style="list-style-type: none"> <li>Document and make readily available customer service policies (e.g., fee payment, wet weather, missed lesson, etc)</li> <li>Provide a welcome letter which includes information about the program</li> <li>Register players with Tennis Australia (as per ANZTHS Deliverer terms and conditions)</li> </ul> |    |    |    |

| Standard  | Performance criteria  | D* | P* | E* |
|---|---|----|----|----|
| <b>4. Provide a professional service to customers (cont.)</b> | <b>4.8 Provide regular and consistent communications</b>  |    |    |    |
|   | <ul style="list-style-type: none"> <li>Provide information about the program to players, parents, club/centre personnel and schools on a regular basis (e.g., parent information night, e-updates once per term)</li> </ul>   |    |    |    |
|   | <b>4.9 Provide a safe environment</b>   |    |    |    |
|   | <ul style="list-style-type: none"> <li>Manage risks within the venue both on and off-court</li> <li>Ensure coaching staff comply with State/Territory legislation in regard to Working with Children</li> <li>Maintain relevant insurance cover</li> <li>Comply with relevant Occupational Health &amp; Safety regulations</li> </ul>           |    |    |    |
|   | <b>4.10 Seek regular feedback from customers and adapt program if required to increase retention rates and customer satisfaction</b>  |    |    |    |
|   | <ul style="list-style-type: none"> <li>Collect data to measure retention rates across programs/services</li> <li>Seek feedback from customers in each program/service to identify customer needs and drivers and barriers to continued participation</li> <li>Adapt programs/services based on retention rates and customer feedback</li> </ul> |    |    |    |

General comments:

**Short-term goal** (something I can achieve in the next few weeks)

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**Action:**

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**Medium-term goal** (something I can achieve in the next few months)

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**Action:**

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**Long-term goal** (something I can achieve in the next year)

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**Action:**

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**Signed:**

**Date:**



## Definition of “Learning through play” philosophy

At the core of ANZ Tennis Hot Shots is an innovative, practical philosophy called ‘Learning through play’. This means that playing the game of tennis, or modified versions of the game, is the central feature of ANZ Tennis Hot Shots sessions.

During ANZ Tennis Hot Shots sessions activities cater for the **developmental readiness** of each player.

- ✓ Players are **actively engaged**, excited and motivated to participate;
- ✓ Players think and **make decisions** about meaningful tennis situations;
- ✓ Players have **plenty of opportunities to improve their tennis skills**;
- ✓ Players **build social skills** such as working cooperatively with a partner, building friendships, encouraging team mates and showing sportsmanship during game play.

Players are encouraged to serve, rally, and score while refining their tennis skills in meaningful situations that relate to the game of tennis. Activities that will promote these outcomes may require modification. These modifications commonly involve adapting equipment (e.g., smaller racquets, low compression balls), court size (e.g., scaled courts) and tennis skills (e.g., substituting a drop and hit for an over arm serve) to promote greater success.

