

Welcome to



Pulteney Coaches Development Manual

**This manual is designed to support and assist you in
your coaching journey at Pulteney Grammar.**



The Story of Pulteney

*Ngadlu Kurna miyurna tampinhi, Parnaku tapa purruna kuma,
Ngadlu purrutyi kumangka padnitya.*

Independent education in Australia has its origins with colonial settlement and flourished throughout Adelaide prior to universal education in 1875. While most independent schools originated through endowment by a church body or the philanthropic ideals of a wealthy benefactor, the story of Pulteney Grammar School is quite different.

The School was founded in 1847 to 'offer the elements of a plain, useful education to all such that are placed in circumstances that render economy indispensable'. The school was founded for the mercantile and working classes. This ideal was reflected in the School's name. Where many schools have sought to take names in deference to the feats of saints or in ode to the stature of monarchs, the Pulteney Street School drew its name from its modest location and was named in honour of the work and toil of a person: Sir Admiral Pulteney Malcolm.

The South Australian in December 1848 reported on the fledgling school's inaugural Speech Day: 'at 10 o'clock, the procession left the school led by banners on two poles. The first was blue and had the words "Pulteney Street Schools" and was followed by 180 boys walking in pairs. The second white banner was followed by 80 girls.' The school was co-educational from its commencement and in fact it was reported that

in 1851, twelve full scholarships – six to boys and six to girls – were granted to 'children whose parents could not afford the fees'; egalitarian and philanthropic from the outset.

Pulteney has moved site on two occasions since its foundation, laying its current roots on South Terrace in 1921. Since then the School has grown by acquisition and amalgamation of adjacent properties rather than endowment and expansion. The School is a microcosm of the city in which it resides, an expression of sustainable, urban renewal with a combination of colonial Victorian era grandeur, the scholastic gothic, a converted warehouse, an old pub, a mechanic's institute, a long forged partnership with the city of Adelaide and our beloved parklands, and contemporary purpose-designed educational buildings. All the while aware and respectful that we gather daily on Kurna land.

The School's birth was humble but purposeful. Pulteney's origins lie not in the desire to perpetuate privilege but to build and contribute to the growth of society; it is a story of inclusion rather than exclusion. It is an origin of altruism and opportunity; of pragmatic and egalitarian ideals. It is an origin that past Headmaster Rev Alexander Kerr captured in 1898 when he granted the School its emblem and its motto: ***O prosper thou our handiwork.***



Mission

To provide a meaningful and useful educational experience for each and every student that enables them to be their best self.

Vision

To prosper.

Strategic Intent

The strategic intention of Pulteney Grammar School is:

To provide a personalised educational experience defined by authentic relationships. This will be achieved through shared systems of teaching and learning that empower students to prosper.



The Pulteney DNA

Our lived values

Guiding our strategic direction is a unified sense of purpose and ambition crafted through our history. Pulteney's DNA captures its lived values: the aspects of culture that define the current School and which resonate as aspirations for the future. The DNA influences and informs our decision making and our actions; it establishes that to which the School holds fast.

Authentic

Honesty,
truth,
integrity.

Purposeful

Intentional,
resolute and
reflective.

Boundless

Limitless opportunities
sought through
passionate thought
and deed.

Enduring

Legacy etched through
a community's
tradition, innovation,
service and faith.

Personalised

Curated and
distinctive
experiences.

Relationships

Respect and empathy
fostered through
collaboration
and care.



Vision of Pulteney Sport

At Pulteney it is important that every student can engage in positive experiences when participating in sport. This helps to ensure that students can continue to engage in physical activity and sport, using this as a long-life engagement tool.

It is the sport coaches, teachers and other education support staffs' responsibility to build an environment by which students feel like they belong, continue to grow, and develop both psychologically and tactically, despite their skill set.

“Sport at Pulteney creates an opportunity for students to come together, build confidence, empower, develop leadership, acceptance and provide a sense of belonging, whilst engaging in something bigger than ones themselves.”

Why is this so important?

- It is our vision that all students engage in sport despite their level of experience or talent.
- Pulteney Sport will be the vehicle by which students will practically learn life skills that they can carry with them long after their days at Pulteney.
- These skills involve, but are not limited to; organisation, teamwork, overcoming adversity, success is a result of the process, working outside someone's comfort zone and the importance of mateship.
- School Sport provides students with the ability to build a variety of relationships outside the academic classroom, increasing their support network.
- Pulteney Sport will work towards assisting students to understand the importance of sport and physical activity on their Wellbeing Management.
- Playing sport at Pulteney gives students the opportunity not only to play, but also develop and explore a variety of pathways, such as coaching, umpiring and game management. This ensures all students can prosper their passions in the sport community.



Pulteney Coaching Methodology

SOUND MINDS:

- FLEXIBLE THINKING
- WINNING MENTALITY
- FOCUS & ATTENTION TO DETAIL
- PERSEVERANCE OVER ADVERSITY
- SELF ASSURANCE
- DISCIPLINE
- COMPOSURE

SOUND BODIES:

- NUTRITION
- CROSS THINKING
- MOTOR DEVELOPMENT
- SCHOOL WARM UP AND RECOVERY
- HEALTHY DECISIONS
- SITUATIONAL
- UNDERSTANDING

SOUND SKILLS:

- PROBLEM SOLVING
- DECISION MAKING
- FIELD / COURT AWARENESS
- EFFICIENT AND EFFECTIVE BUILDING OF MOVEMENT AND SPORT SPECIFIC SKILL SET (AGE SPECIFIC)

What we believe:

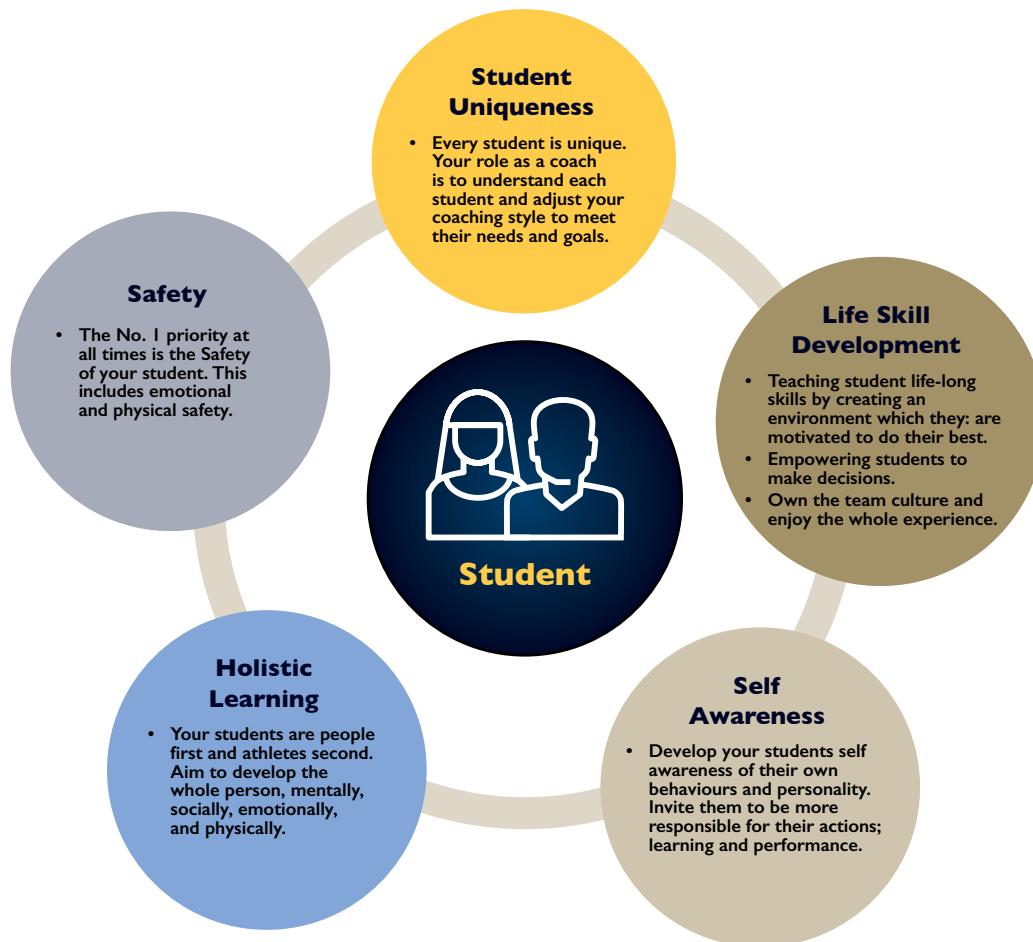
To develop well-rounded athletes by focusing on: Sound Minds, Sound Bodies, and Sound Skills. We will always stress holistic individual development; we must succeed as a player and a person. We will develop a winning mindset in our players and whilst promoting fun, engagement and a sense of belonging. We will not sacrifice individual player development for the sake of winning but look believe winning is the result of our purpose and strategies.

How we coach:

Our coaches are trained to function as sport educators borrowing from the basic principles of sport, they will refrain from over coaching and will instead develop problem solving and critical thinking skills in their players and teams. We will cultivate a player centered approach where-by our students are encouraged to take risks and are taught the concepts of responsibility, humility and accountability.



Our Coach Approach – Player Centered Coaching



The key to Player Centred Coaching is you, this is the key to success.

The Core of the Coach Approach is that coaches:

- Guide and support our players, demonstrating behaviours that are aligned to our School's DNA and our Vision
 - > Build strong, trusting relationships within your expertise, seeking external support when required
- Be purposeful in our Coach Approach:

The Why's, The How's and The What's!

- > **Why - Purpose** of learning
- > **How - Coaching** of Skill
- > **What - Outcome** of Learning

- Understand your players and their individual personalities; consistently aligning all behaviours to our DNA and Vision
- Understand yourself and your coaching style;
- Be more aware of what you are capable of: Be open to continuous learning
- Be passionate about the benefits that Sport and Physical activity has in someone's life
- Create an environment that inspires people to be a part of!

Pulteney Coaching Framework

01

COACHES LEAD THE WAY

Our coaches are trained to function more as sports educators. Borrowing from basic principles of sport, they take players on a “guided discovery” instead of “over coaching.”

As educators, their goal is to help the players develop basic technical and tactical skills, using critical thinking to solve puzzles they encounter in game play instead of constantly being provided the answers.

These tactical skills, combined with a player’s natural athletic talent, contributing to valuable coping and problem-solving skills players apply in sport - at home, school, and in society. Paramount to this is our students having fun and building connections within our community.

02

TRAININGS – FOLLOWING A WELL LIT PATH

Our training follow a “whole, part, whole” structure which begins with game-like activities designed to encourage a specific issue to occur.

The coach sets up the situation, then observes and listens as the players encounter the issue naturally. Coaches then isolate the issue, breaking it’s parts into technical and tactical exercises with lots of repetition teaching the principle within the game situation. Finally, the session moves into small-sided exercises and full-sided games, pulling out those new skills and applying them in game-like scenarios. Whole/part/whole is related to opening the children’s pathway, to take information in, then deliver it well so you maximize potential growth.

03

PARENTS – FAMILIES ROLE IN THE COACHING PROCESS

Our families are encouraged to apply these same concepts also:

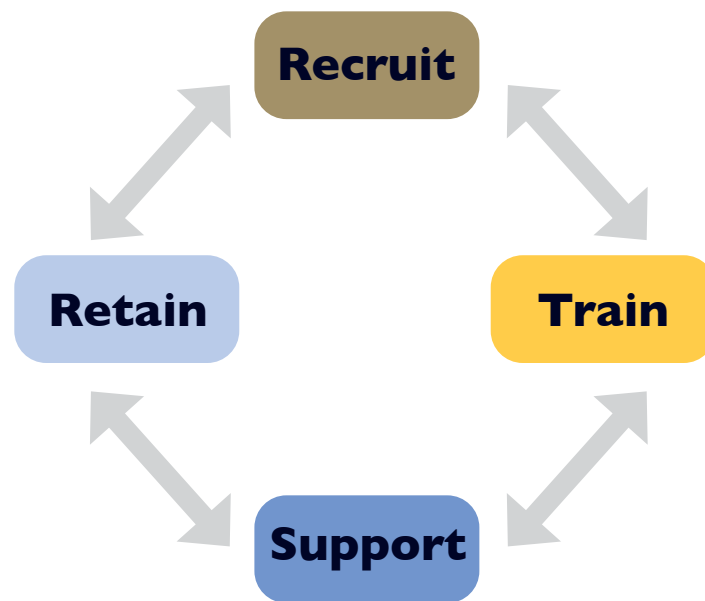
- Parents can help by asking probing questions that allow players to discover answers on their own.

- Listen to students verbally identifying and solving issues amongst themselves during a match and praising players for trying out a new skill.

- The result is a school culture that promotes development of our players and educators as independent, creative leaders, giving them the tools and opportunity to practice creative problem-solving in all areas.



Coach Development Framework



Recruit:

Recruit the appropriate number of coaches into system by:

- Raising the profile of coaching at Pulteney
- Valuing and acknowledging the contributions that coaches make to our students and our teams
- Identifying current skill sets
- Evaluating future needs
- Attracting coaches from a wider variety of environments and sources
- Working collaboratively with external stakeholder

Train:

Qualify the appropriate number and level of coaches required by:

Coach Education

- Continually reviewing and improving training programs, across all areas of the coaching community, to meet the needs of the students and the School
- Coach Development Plans (CDP) to enhance growth and development

Curriculum

- Implementation of an age specific /sport specific skills curriculum aligned to the School's Wellbeing Curriculum to assist and support our coaching experience and delivery

Mentoring

- Supporting genuine, authentic relationships that and drive coach development and performance

Feedback

- Feedback platforms that are interactive, collaborative and are designed to support coach driven 'Focus Goals'

Support:

Provide appropriate levels of support to the coaching community to allow them to achieve their potential in their chosen environments by:

- Emphasising the importance of ongoing coach development, not just coach accreditation
- Providing a system that effectively supports Directors and coaches to positively contribute to the success of players and the School
- Providing a system that supports the logistics and processes that support player management, player selections and wellbeing
- Identifying and developing the tools and resources required to support coaches in their chosen environment

Retain:

Provide systems of recognition and reward in order to retain the coaching community by:

- Increasing the profile of coaching and their individual pathways
- Continue to review current coaching pay trends that recognise and reward continual learning and development
- Providing recognition to the coaching community, school and stakeholders operating in all environments at a local, regional and national level
- Identify drivers to increase retention, engagement and productivity. Minimising the drop-out rates within the coaching community

