



Principles of Adult Education and Learner-Centred Delivery

To create a learning environment that works for adult learners, you need to understand the characteristics of coaches as adult learners and your coaches' life realities. You then need to know and apply the principles of adult education in your workshops.

Coaches as Adult Learners

- Coaches bring their life experiences to the workshop; they have opinions and stories to share.
- Coaches are volunteer learners; their commitment and motivation to learn is therefore strong.
- Coaches are likely to be busy and involved people for whom time is important. They have high expectations for a practical, relevant, learning experience.

Coaches Life Realities

- Coaches have their own, unique life realities -- fatigue, stress, and personal preoccupations may affect their learning.
- As a result of their athletic experiences, coaches may have developed attitudes and knowledge that will require modification to ensure that they apply workshop content and your organization's philosophy appropriately.
- Coaches enjoy performing skills as opposed to hearing about them from you. Keep them active through a variety of solo, paired, and group tasks.

Principles of Adult Education

- Learning is enhanced when the learning environment is warm, inviting, and non-threatening.
- Learning occurs faster and more efficiently when learners participate rather than observe.
- Learning is enhanced when problem-solving skills are used and challenged.
- Learning is enhanced when it deals with aspects that are real and relevant for the learner.
- Learning is enhanced when it builds on learners' experiences and knowledge.
- Interest and involvement is increased when effort results in a tangible product.
- Learning is enhanced when the learner is given time to reflect on, and recognize personal growth.



Learning Facilitator Tips and Tools

Facilitator Success Factors

- Liaise with your organization's office or host to check on the number of participants and the delivery of manuals and materials (e.g. certificates of completion and workshop evaluation forms).
- Use the *Learning Facilitator Guide* to prepare for the workshop and based on the start and finish times, use the times suggested in the section on delivering the workshop to create the workshop's timeline.
- Do **not** alter module content.
- There is a lot of content and never enough time in which to deliver it. Keep the pace brisk, and limit activities/discussions that can turn into time-consuming philosophical debates!

Administrative Tips

- Liaise with the host site about the room's set-up and the availability of any equipment you need. This includes a laptop and projector for the PowerPoint presentation and access to the Internet if you wish to show any live websites such as coach.ca.
- Follow up with the office/host agency the day before for:
 - The final list of participants;
 - The specific workshop timeline and instructions;
 - Directions to the site and parking information.

Checklist for the Day of the Workshop

Workshop materials to take to the site:

- *Learning Facilitator Guide*
- Laptop and speakers if not supplied by the host
- Projector if not supplied by the host
- Direction Signs
- Flipchart paper, markers, tape, etc., if not supplied by the host



Checklist for the Day of the Workshop (cont'd)

Set up the room:

- Arrive 30 minutes before the workshop begins.
- Change table configurations so participants can easily move around the room and work in groups with one another. Round tables are ideal.
- Write or post the words “Welcome”, the name of the workshop, the coach.ca logo, the NCCP logo, and your name on the board so that they see them as they enter the room.
- Post directional signs to your room.
- Test all equipment.
- Set-up refreshments if you're providing them.
- Find the washrooms, phones, etc., so you can communicate their locations to participants.

Look the part:

- Dress with the appropriate attire that reflects professionalism, and represents the appropriate organization sponsoring the delivery and management of the coach education session.
- Engage in activities and use language that is professional and reflects the highest standard of respect for sponsoring organizations and the participants' personal values and beliefs.

Plan your opening activities:

- Meet and greet participants individually and encourage them to do the same.
- Distribute name tags, or 'tent cards', or both.
- Thank the host.
- Distribute *Coach Workbooks* and *Reference Material* if necessary and suggest participants write their name in them.
- Discuss the suggested timeline for the day.
- Connect the icebreaker right to the content of the workshop to get participants thinking about the topic to be discussed.
- Survey participants during the introduction, and be prepared for many levels of questions reflecting their experience and needs.



Checklist for the Day of the Workshop (cont'd)

Complete workshop administrative tasks:

- Collect the evaluation forms or direct participants to use the QR code if provided on the manual.
- Present certificates of completion if available by your host.
- Say a few parting words (thanks for your attention and input, enjoy your coaching, etc.).
- Package materials to be sent back to the office (extra manuals, workshop evaluation forms).
- Invoice office/host for honorarium and expenses.
- Complete Course Registration Form and send electronically to office/host or enter participants directly into the Locker.

Dealing with Conflict

- Provide opportunities for issues to be dealt with privately and concerns to be voiced in a controlled setting that has boundaries for resolution and acknowledgement.
- Set out strategies and have participants agree with them regarding use of language, appropriate sharing of information, and respect for others.
- Acknowledge different opinions and perspectives in the class and respect the right for all participants to voice opinions.