

# Table Tennis England Coach Development Framework



---

**December 2025**



# Table of Contents

Click on title to jump to page

|  |    |
|--|----|
| Introduction.....  | 3  |
| What is our vision and mission for coaching?.....                | 4  |
| Player Development Framework .....                               | 5  |
| Purpose of the framework .....                                   | 7  |
| Guiding principles.....  | 10 |
| Coaching standards.....  | 13 |
| Coaching behaviours .....  | 15 |
| Integrating Bloom’s Taxonomy into coach development.....         | 17 |
| Key principles for coaches as adult learners.....                | 19 |
| Coaching environments – supporting coaches where they work.....  | 21 |
| Coach mentoring – guided growth with lasting impact.....         | 25 |
| Developing coaching expertise .....                              | 27 |
| Coaching Assistant role .....                                    | 29 |
| Coach role .....   | 33 |
| Head Coach role .....  | 39 |
| Coach Mentor and Assessor role.....                              | 43 |
| Coach Mentor and Assessor Programme .....                        | 44 |
| What does implementation look like? .....                        | 45 |
| Embedding coaching development framework at the local level..... | 48 |
| Conclusion.....  | 50 |

# Introduction

**Coaching in table tennis is more than teaching technical skills—it's about inspiring players, helping every player reach their full potential, and fostering a lifelong love for the game.**

As the sport evolves, so too must the way we support and develop our coaches. Coaches are mentors, motivators, and role models who play a vital role in shaping the experience of everyone involved in the sport. Whether working with beginners or performance athletes, coaches are the heartbeat of table tennis communities across England.

As table tennis continues to evolve in England and globally, we must also develop, support, and empower our coaching workforce. This framework is grounded in adult learning principles, player-centred learning, and the realities of coaching in today's sporting landscape.

**Across England, table tennis coaches contribute in a variety of contexts. Their roles are shaped by the settings in which they work and the players they support. These include:**

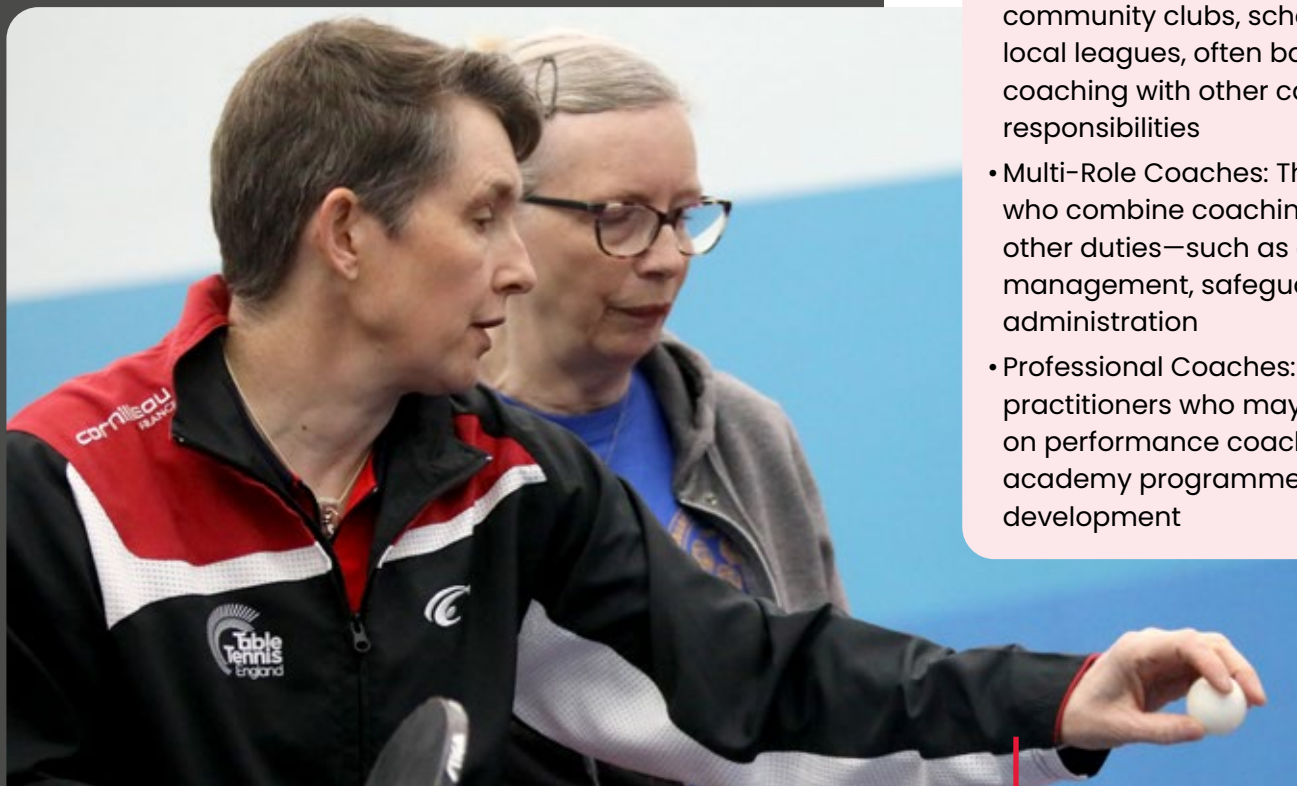
- **Voluntary Coaches:** Individuals who contribute their time to community clubs, schools, and local leagues, often balancing coaching with other careers or responsibilities
- **Multi-Role Coaches:** Those who combine coaching with other duties—such as club management, safeguarding, or administration
- **Professional Coaches:** Full-time practitioners who may focus on performance coaching academy programmes, or talent development

The Framework acknowledges and values the diversity of roles across the Table Tennis Coaching Spectrum. Each coach plays a vital role in building strong, inclusive, and sustainable table tennis communities. The framework is set out to recognise that coaching is a professional journey of continuous growth and learning.

Coaches' expertise is developed over time through experiences, self-reflections, and ongoing support both from and individual perspective and from a wider coaching community perspective. The framework promotes a culture of lifelong learning where coaches feel encouraged to deepen their knowledge, adapt to their environments and meet the ever-evolving needs of players.

Through mentoring, targeted CPD, community of coaches and a specialism pathway, coaches will feel empowered to take ownership of their coaching development.

Through recognition and rewarding this commitment from coaches, the framework helps to establish coaching as a respected profession where learning never stops, and impact grows with coaches experiences.





# What is our vision and mission for coaching?

A thriving coaching culture is the foundation of a successful and inclusive table tennis system. Coaches shape the experience of every player; from the first time they pick up a bat to the moment they compete on the world stage. That's why it is essential to have a clear and unified vision and mission that guides the development of coaches across all roles and environments.

Our vision and mission articulate what we stand for, what we are working towards, and how we will support coaches to become the best they can be. They reflect our belief that great coaching is not only about producing results—it's about empowering people, building communities, and inspiring lifelong involvement in the sport.

## Our vision:

*Through a coach-centred and learner-driven approach, we are committed to supporting the continuous growth of coaches by providing personalised, flexible, and placed-based development experiences. By recognising each coach's unique journey, environment, and goals, we aim to foster a culture of lifelong learning, reflective practice, and empowered coaching across all levels of the sport.*

## Our mission

*For GB Table Tennis to win our first ever Olympic Medal by building a coaching system that nurtures excellence and diversity in every environment.*

Our mission is bold and measurable: to help GB Table Tennis achieve historic success on the Olympic stage. To do this, we must build a coaching system that is robust, inclusive, and future-focused—capable of developing coaches who can meet the demands of high performance while also growing the game at grassroots level. This means investing in people, embedding high standards, and ensuring that every coaching environment—from community sessions to national training centres—contributes to a connected, high-performing system, but also contributes to growing the sport as a whole.



# Player Development Framework

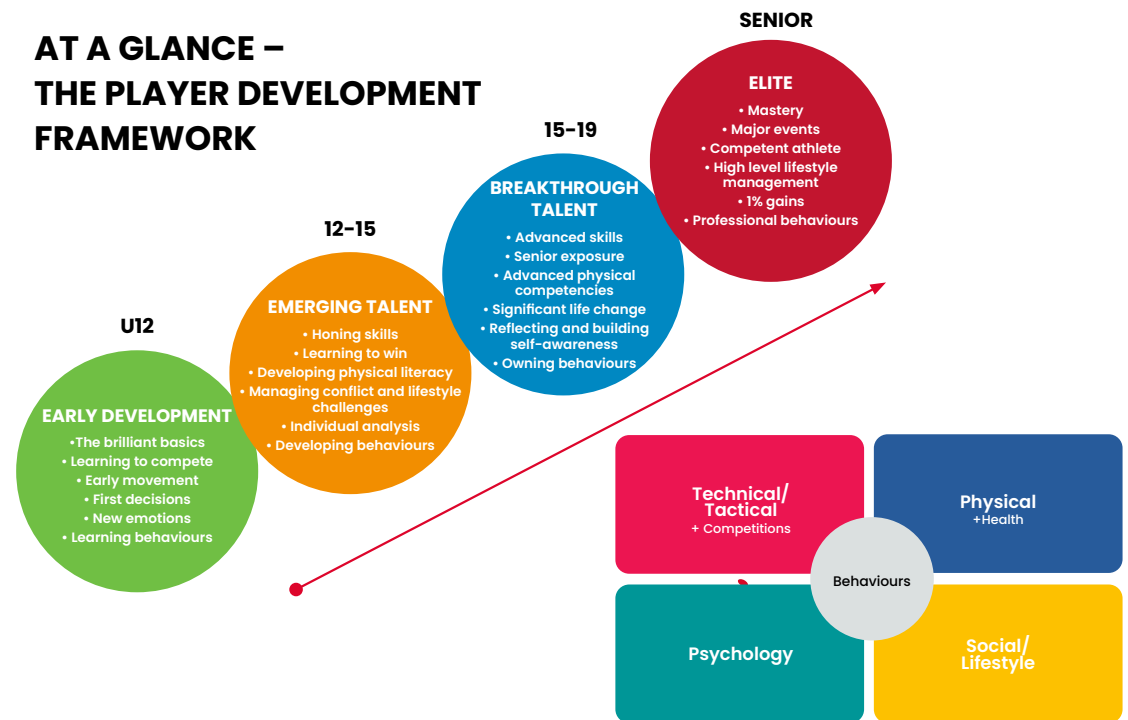
The player development framework (PDF) is the central pillar of our coaching philosophy. It is the DNA of our coaching system.

The player development Framework is the blueprint for every aspect of player growth and coach development within Table Tennis England.

It defines who we are, how we coach and aspire to shape and develop the next generation of athletes. It represents a holistic, long-term vision of player progression, from early development through to elite performance. By clearly outlining the technical, tactical, physical, psychological, and behavioural expectations at each stage, the framework offers a roadmap for both players and those who coach them.

For Table Tennis England, great coaching begins with a deep understanding of how players grow—not just as athletes, but as people. That's why this framework is not only a resource for player planning, but also the foundation of all coach education, development, and support. It informs what coaches should know, what they need to do, and how they can best guide athletes at each stage of their journey.

## AT A GLANCE – THE PLAYER DEVELOPMENT FRAMEWORK



## Why the player development framework matters for coaches

The pathway for players, from initiation to international success in table tennis is long complex and highly individual. Coaches play a critical role in this process and the PDF helps to ensure they are prepared to:

- Align coaching with development needs across the 5 key player stages – Early Development, Emerging Talent, Breakthrough talent, Elite and Mastery
- Understand the key focus areas at each stage, such as learning “brilliant basics” in early development or refining games identity and managing performance pressure at senior levels
- Create appropriate environments for physical, technical, and psychological growth
- Integrate technical benchmarks and behavioural expectations into meaningful player centred coaching plans
- Track and support individual progress using insights from the PDF to adapt methods, set goals and sustain motivation

## The interconnection between player development and coach development

The player development framework and the coach development framework are not parallel lines that run separately – they are woven together. Each stage of the player's journey creates new demands, challenges and opportunities and each stage of a coach's development equips them to meet their needs.

### Why does this link matter?

By explicitly connecting player and coach pathways, Table Tennis England creates a coherent ecosystem where the growth of one fuels the growth of the other. As players progress, coaches are supported to progress with them—ensuring that every stage of development is underpinned by knowledgeable, skilled, and reflective practitioners.

This alignment guarantees that:

- No player outgrows the expertise of their coach
- No coach develops in isolation from the needs of the players they serve
- Both journeys remain sustainable, inspiring, and world-class

In essence, the PDF gives direction to player journeys,

while the CDF empowers coaches to guide those journeys. Together, they form the backbone of a system designed not just to produce successful athletes, but to develop great people, great coaches, and a lasting legacy for table tennis in England.

## How does the player development framework shape coach development and learning?

The PDF is fully embedded across all aspects of the coaching pathway and is utilised as a working tool not just a checklist. The PDF is a living framework that guides planning, delivery, reflection, and collaboration. It shapes stronger content on how the content shapes learning.

- **Course content:** Coach education programmes and CPD opportunities are structured around the competencies and needs identified at each player stage.
- **Role clarity:** The framework helps coaches understand how their role (as Coaching Assistant and coach) aligns with player needs—from early-stage confidence building to supporting elite-level self-management.
- **Learning design:** Practical tools, scenarios, and case studies used in coach development reflect real-life situations grounded in the player stages.
- **Shared language:** The framework provides coaches, players, parents, and support staff with a common understanding of the journey, enabling better communication and collaboration.

## A coaching system built around player progression

By centring coach development around player needs, we ensure a system that is flexible, responsive, and aligned with best practice. As players move through the stages—each with their own demands and benchmarks—coaches must be empowered to adapt, lead, and learn alongside them. We believe that coaches grow as players grow. The better we support coaches in understanding player development, the more effective they become in shaping positive, high-performing environments. Ultimately, this alignment is what transforms coaching from instruction to impact—and lays the foundation for a sustainable, world-class table tennis system.

# Purpose of the framework

The primary focus of the Coach Development Framework is to provide a clear structured and supportive approach to Coach Education and Development.

The Table Tennis England Coaching Framework provides a clear, inclusive, and progressive structure that supports coaches at every stage of their journey. Rooted in modern coaching principles and real-world practice, the framework recognises the diversity of coaching environments across the country.



It offers a flexible, role-based development pathway, built around two core coaching roles. Each role reflects increasing levels of responsibility, impact, and expertise, while remaining adaptable to the unique context in which a coach operates:

- **Coaching Assistant (Support-focused)** : Support a coach in delivery of their coaching activities, assisting in preparation, delivery, and evaluation of sessions to improve performance. This role will have the opportunity for an additional delivery and evaluation module to support in independent delivery
- **Coach** : Deliver independently a series of coaching sessions, evaluate and review for short-term improvement of performance
- **Head Coach**: Lead in the planning, preparation, delivery, and evaluation of an annual/session of coaching sessions to improve Long-term performance and supporting in the wider coaching team developing within the environment
- **Coach Mentor**: Support the development of coaches by providing mentoring, guidance, and structured learning opportunities. Head coach education programmes, deliver workshops, observe, and provide feedback, and share best practices to enhance coaching standards and capability across the coaching workforce

## The framework is designed to:

- Identify the core skills, knowledge, behaviours, roles, and responsibilities associated with the different coaching contexts – ensuring clarity and consistency across the coaching community
- Define clear expectations and standards of practice to help coaches understand what great coaching looks like at each stage of their journey.
- Provide accessible and clear development pathways for all coaches
- Created shared language and culture around coaching in table tennis that values inclusivity, continual learning, and long-term impact of the sport



## How the framework works:

Each coaching role within the Table Tennis England Coach Development Framework is defined across four interconnected dimensions, providing clear expectations for practice, a focus for ongoing development, and a shared sense of professional identity.

At the heart of this framework are clearly articulated reference standards. These standards specify the level of skills, knowledge, behaviours, and values expected of coaches at each stage of their journey, creating a common language for what excellence in coaching looks like. They serve as both the development guide and a benchmark against which coaches can be supported, recognised, celebrated, and held accountable across the coaching landscape.

Critically the framework is designed to be fully aligned with and to reinforce the Table Tennis England code of conduct. Together they create an integrated system of standards and responsibilities, ensuring that all coaches:

- Demonstrate the highest levels of professional and ethical conduct, both on and off the table
- Act with respect, fairness, and inclusivity, promoting a safe and positive environment for all participants
- Commit to continuous learning and reflections, recognising that coaching excellence is an evolving practice
- Prioritise the wellbeing, safeguarding, and holistic development of every player regardless of level and background
- Accept accountability for their actions and decisions, upholding the trust placed in them by players, parents, colleagues, and the sport as a whole

In this way, the framework does more than describe coaching roles; it sets the professional standard for coaching in England. By linking development pathways directly to reference standards and the Code of Conduct, it ensures that coaching is not only effective and impactful but also values-driven, responsible, and future-focused.



## Role:

Defines the purpose, scope, and positioning of the coaching role within the player development pathway. It outlines:

- Who the coach works with
- The core intent of their coaching
- Their contribution to the overall coaching ecosystem

## Responsibilities:

Describes the key duties and accountabilities of the coaching assistant and coach including:

- Session planning (or supporting with) and delivery aligned to player needs and development stages
- Ensuring player safety, safeguarding, and welfare
- Supporting or leading within coaching teams depending on the coaching role

## Skills:

Outlines the practical, technical, and interpersonal capabilities a coach needs to be effective, such as:

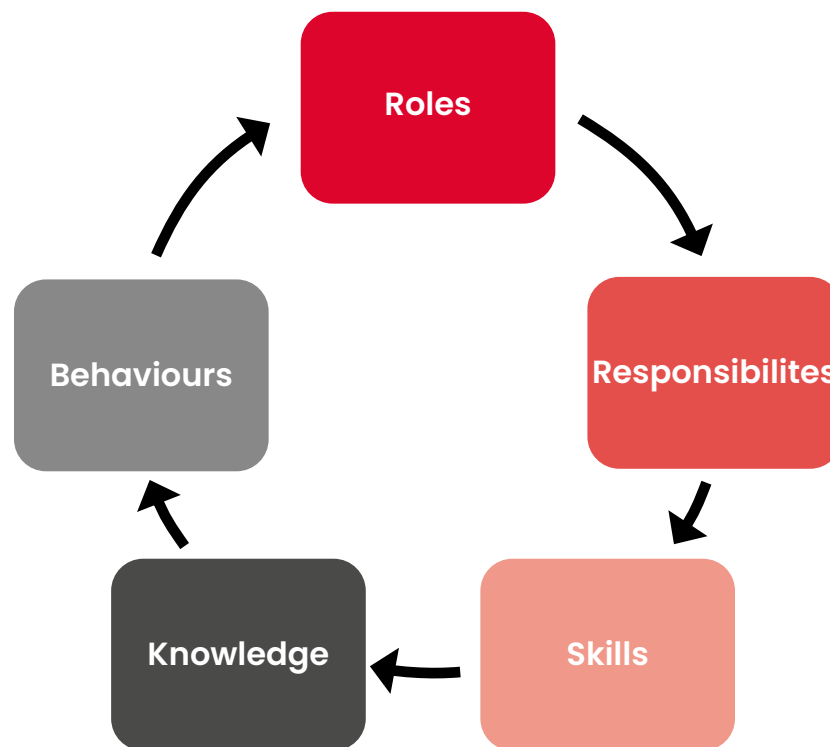
- Understanding and application of technical and tactical elements of table tennis.
- Communication tailored to age and ability
- Observation, analysis, and feedback skills
- Organisation, adaptability, and use of reflective practice

## Behaviour:

Articulates the values, mindset, and conduct expected of coaches, including:

- Acting with integrity, professionalism, and respect
- Embracing a growth mindset and commitment to continuous learning
- Demonstrating player-centred behaviours that prioritise athlete well-being and development
- Collaborating effectively with others and modelling a positive coaching culture

By articulating the coaching standards and developmental needs of coaches in various roles, this framework supports the wider goal of creating positive, player-centred environments across the sport. It is a foundation for aligning coach education, support structures, and recognition across the country— ensuring every coach feels valued, equipped, and empowered to make a difference.



# Guiding principles

**Great coaches are the foundation of thriving table tennis environments. They shape the culture, values, and experiences that directly impact player enjoyment, development, retention, and long-term success. High-quality coaching doesn't just produce better athletes—it builds stronger, more connected communities within the sport.**

As we look to elevate coaching across all environments of Table Tennis in England, we are guided by a set of principles that underpin how we support, develop, and invest in our coaches. These principles reflect modern, inclusive, and forward-thinking approaches to coach development.

## Coaching is contextual: place-based learning is powerful

Coaches work in a diverse and dynamic environment and to be truly impactful, learning must be rooted in the coach's real-world environment. We believe in place-based development where learning is tailored to the challenges and opportunities within each coaches' specific environment. Development should reflect the context in which coaches work—whether in schools, clubs, community halls, or high-performance centres—to ensure relevance, immediacy, and impact. Coaches will be supported to:

- Apply learning in relevant, real-life coaching contexts
- Tailor their development to the players and environments they serve
- Build confidence through guided practice, mentoring, and collaboration
- Gain practical experience that reflects the challenges and opportunities of their specific setting
- This approach ensures coaching development is practical, meaningful, and immediately impactful



## Coaching development is a lifelong journey

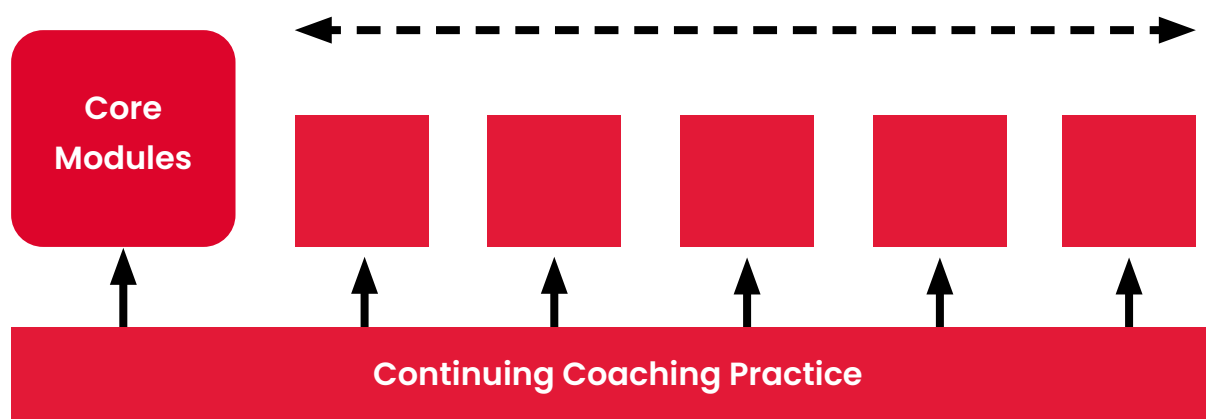
Great coaches never stop learning and developing. They remain open, curious, and responsive throughout their coaching careers. We embrace a view that coach development is an ongoing, evolving process – not a fixed destination. Lifelong learning involves continuous reflection, regular feedback, and the confidence to adapt. Coaching is not a static qualification—it is a dynamic, lifelong journey of learning, reflection, and evolution.

The Table Tennis England Coach Development Framework is designed to cultivate a culture of continuous improvement, where coaches are empowered to grow at every stage of their career. Recognising that effective coaching requires ongoing development, the framework provides a range of opportunities tailored to individual needs and coaching environments.

- Environment-specific CPD, aligned to the contexts they coach in—whether in performance, participation, school, or community settings
- Mentoring and peer learning, creating a collaborative network to share best practices, gain insights, and build confidence
- Role progression, with clear pathways that combine structured education, practical experience, and reflective learning
- Access to diverse learning formats, including workshops, webinars, and digital tools that support continual skill development
- Reflection and self-assessment, encouraging coaches to take ownership of their growth, evaluate their impact, and continually enhance coaching quality

By embedding professional development into everyday practice, the framework ensures that coaching remains current, effective, and rewarding—both for the coach and for the players they support.

### Specialisms are built into the learning modules for coach practice





## Learning happens everywhere

Development takes place in many forms, not just in formal courses and qualifications. Learning happens on the table, in conversations, through observations, collaboration, experimentation and reflections and individual lived experiences.

We recognise the value of formal and experiential learning and believe it should be encouraged, validated, and celebrated alongside more structured development opportunities.

## Development must be inclusive, collaborative and sustainable

A successful coaching system must reflect the diversity of the communities it serves. It embraces diversity of background, thought, and experience. Inclusion is not an optional extra, it is fundamental to ensuring every coach feels welcome, supported, and valued.

By fostering collaboration between, coaches, clubs, mentors, and governing bodies, we can create a culture of shared knowledge, mutual support, and collaborative improvement. Development structures must also be sustainable – accessible in cost, time, design, so that learning is not a one-off event but part of an ongoing supported journey.

## Expertise is a behaviour, not just a badge

True coaching expertise is demonstrated through behaviours – how a coach communicates, listens, reflects, supports, and challenges. It is not defined solely by qualifications, results, or years in the role but by consistent thoughtful actions that create positive learning environments and meaningful relationships. We believe expertise is observable in daily practice not just in credentials or outcomes.

## Our commitment

These guiding principles are the foundation of our coaching framework. They shape how we design development opportunities, support coaches in their journey and evaluate impact. By embedding these principles into our coaching culture, we aim to:

- Raise the standard of coaching practice
- Empower coaches to grow in confidence and capability
- Foster environments where players and coaches can thrive together
- Build a sustainable and inclusive coaching workforce for the future of the sport

Together, these principles reflect our ambition to make coaching in table tennis not only effective—but transformational.



# Coaching standards

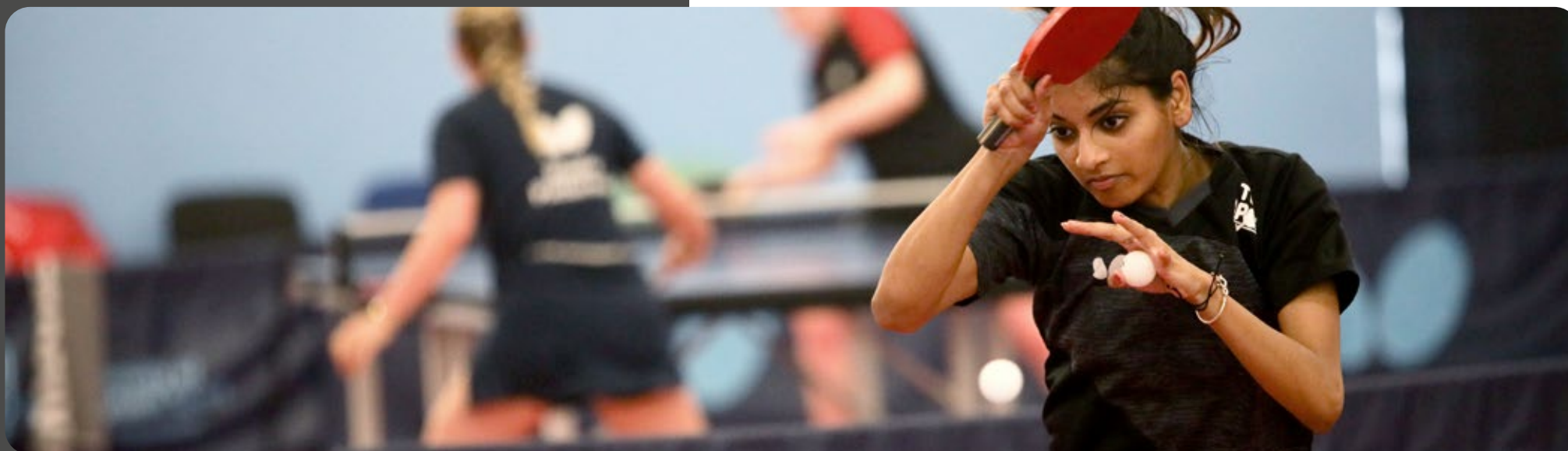
**Coaching lies at the heart of growing and sustaining table tennis in England. It not only shapes the development and progression of players but also defines the values, culture, and future direction of the sport.**

To ensure that every player—regardless of age, background, or playing ability—receives the right support at the right time, we must establish and uphold clear, consistent, and high-quality standards of coaching practice.

The Table Tennis England Coaching Standards provide this clarity. They define what effective coaching looks like across all environments, aligning both with the needs of players and the long-term ambitions of the sport. At their core, these standards act as a benchmark for:

- Quality coaching practice that is safe, inclusive and player centred
- Professional development for coaches at every stage of the journey
- Consistency and integrity in how coaching is delivered, supported and assessed across England

By setting shared expectations, the Coaching Standards enable coaches, clubs, and the national governing body to work together towards a common purpose: creating a positive, high-performing, and sustainable coaching culture that inspires lifelong participation, nurtures talent, and drives success at every level of the sport.



## The role of coaching standards in the framework

The coaching standards are the foundation of the framework underpinning every aspect of:

- **Coach education and learning design:** ensuring content is aligned to the standards and responsive to the coach needs
- **Quality assurance and evaluation of practice** – providing criteria to review, observe and recognise good practice
- **Monitoring, reviewing and reflective practice conversations** – guiding discussions that support coach learning and accountability
- **Club-level support and assessment of coaching practice** – offering a clear reference point for clubs in supporting and recognising coaches
- **Table Tennis England design of CPD offers and progression pathways** – shaping opportunities for coaches to grow and move through the pathway with confidence

In this way, the standards define what good coaching looks like at each role (Coaching Assistant, Coach, Head Coach), acting as a consistent reference point for coaches, environments, and the wider table tennis community.

They ensure all coaching practice contributes to:

- A safe inclusive player centred environment
- The appropriate Technical, tactical, physical, and holistic development of players
- A clear pathway for participation, talent, and performance development
- The ongoing professionalism and integrity of the coaching workforce

## Alignment to national standards

Table Tennis England Coaching standards are fully aligned with the wider professional landscape of coaching in the UK, ensuring credibility, consistency and recognition across sport and physical activity.

- **CIMSPA Professional Standards** – the framework reflects the nationally recognised professional standards set by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). This ensures that table tennis coaching aligns with the broader professional expectations for knowledge, skills, and behaviours across the sector
- **UK Coaching's Coaching Standards** – the framework embeds the principles outlined by UK Coaching, ensuring practice is underpinned by values of safety, inclusivity, player-centred development, and ongoing learning

By anchoring our approach in these established benchmarks, the Table Tennis England Coaching Standards provide assurance that coaching within the sport is:

- **Consistent** with national professional expectations.
- **Transferable** across the wider sporting sector.
- **Future-focused**, ensuring coaches are recognised as professionals contributing to the growth of sport and physical activity in society

By upholding these standards coaches across the roles contribute to a coaching culture in England that is:

- **Positive** – centred on wellbeing, enjoyment, and safe participation
- **Purposeful** – focus on development, progression and long
- **Professional** – grounded in integrity, accountability, and a commitment to excellence

In doing so, coaches not only support players on their journey but also strengthen the reputation, sustainability, supports lifelong participation, talent development and success of table tennis nationally.



# Coaching behaviours

**At the core of effective coaching, it is not just what coaches do but also how and why they do it. Coaching standards are the foundations of positive and consistent coaching culture.**

They guide behaviours, shape decisions, and influence the environment created for player, parents, and fellow coaches. Excellent coaching has the power to make a real difference to wider coaches clubs and players. To deliver high-quality sessions, it is important that coaches feel both capable and confident. It is important that coaches have the right knowledge and qualifications is key, not just for meeting the safety and quality standards but for also helping coaches with assurance and impact.

In table tennis, where coaches operate in a wide range of settings, shared values provide alignment and clarity across the coaching pathway. Regardless of the role, experience and context, these values help ensure all players experience coaching that is positive, respectful, inclusive, and developmental. These values apply across all coaching roles, coaching assistant, coach and are expressed through behaviours appropriate to each level of responsibility. As coaches progress their influence on others and their role in modelling and embedding these values become more significant.

| Behaviours         | Description  | Application Across Coaching Roles   |
|--------------------|--|---|
| Respect            | Value each individual—players, peers, officials, and parents—and create inclusive, supportive environments | <ul style="list-style-type: none"> <li>• All coaches role-model respectful behaviour and promote a positive atmosphere.</li> <li>• Coaches actively shape culture and set standards.</li> </ul>   |
| Integrity          | Demonstrate honesty, fairness, and ethical decision-making in all aspects of coaching.                     | <ul style="list-style-type: none"> <li>• Coaching Assistants uphold integrity in interactions.</li> <li>• Coaches promote a culture of accountability and fairness.</li> </ul>  |
| Player-Centredness | Prioritise the needs, motivations, and wellbeing of the player above all else                              | <ul style="list-style-type: none"> <li>• Coaching Assistant support individual needs during sessions.</li> <li>• Coaches plan with players in mind and embed long-term player-centred strategies.</li> </ul>                                |
| Growth Mindset     | Embrace learning and improvement—for both players and self   | <ul style="list-style-type: none"> <li>• All coaches model a willingness to learn.</li> <li>• Coaches foster a culture of continual development and reflective practice.</li> </ul>   |
| Collaboration      | Work constructively with others to enhance player experiences and coach development                        | <ul style="list-style-type: none"> <li>• Coaching Assistant support team delivery.</li> <li>• Coaches coordinate with others, mentor, and lead collaborative planning.</li> </ul>   |
| Responsibility     | Take ownership for preparation, safety, and personal conduct   | <p>Increasing levels of responsibility:</p> <ul style="list-style-type: none"> <li>• Coaching Assistant help with setup and support</li> <li>• Coaches manage sessions and are responsible for programme quality and development</li> </ul> |
| Enjoyment          | Promote a love for the game and create enjoyable learning experiences                                      | <ul style="list-style-type: none"> <li>• All coaches make sessions engaging and positive; Coaches shape environments where enjoyment and development go hand-in-hand</li> </ul>   |

## How do these behaviours connect across the roles?

While the core values remain the same, the depth of the application and leadership expectations increase across the roles:

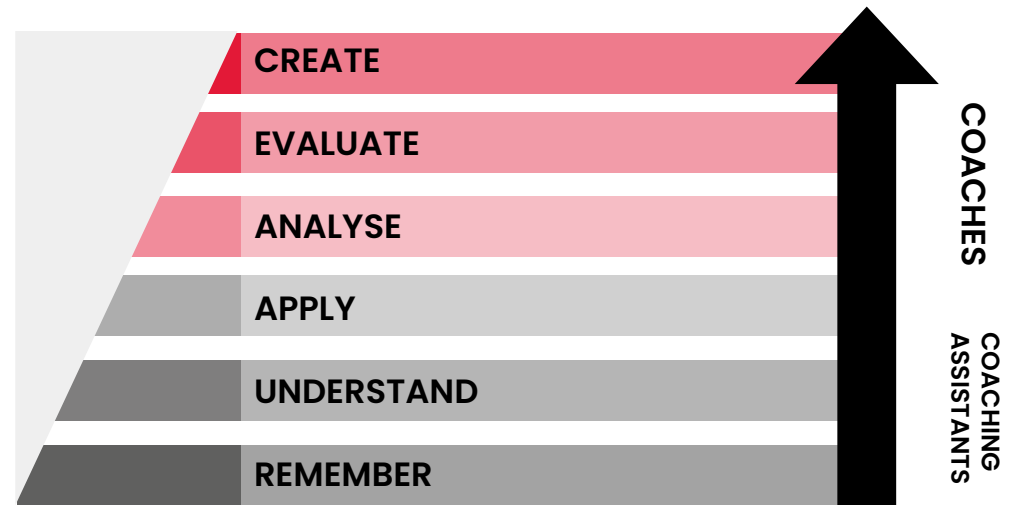
- **Coaching Assistant:** Demonstrates standards through support, enthusiasm, and consistent behaviour in-session
  - **Coach:** Applies standards and values in session planning and delivery, supporting a positive and purposeful learning environment
  - **Head Coach:** They also embed values in long-term planning, coach mentoring, culture-setting, and safeguarding high standards
  - **Coach Developer:** Demonstrates and promotes coaching standards and values across the coaching workforce. They lead by example in coach education, mentoring, and observation, embedding values in the development of others, fostering a culture of continuous improvement, and influencing high standards across the environment
- 



# Integrating Bloom's Taxonomy into coach development

Understanding how coaches learn and develop is key to building a progressive, effective, and sustainable coach development framework.

In order for us to develop effective table tennis coaches, this goes beyond just the technical knowledge – it also involves supporting and nurturing their ability to think critically, make informed decision and respond effectively and creatively to the needs of the player. By using Bloom's taxonomy (Anderson & Krathwohl, 2001), the framework will provide a clear and structured way to support coaches on this development journey. By Aligning coaching responsibilities with progressive thinking skills, we can also create a coherent pathway of development for coaches.



Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*

## Coaching Assistant:

Within the coaching assistant role, the focus is on building a strong foundation of remembering and understanding. This involves learning the rules of the game, mastering basic techniques, understanding coaching terminology, and beginning to grasp why certain skills or tactics are used.

Coaching assistants are typically involved in supporting head coaches, running basic drills, reinforcing correct technique, and developing confidence in delivering simple coaching instructions. As they gain experience, coaching assistants progress to applying their knowledge practically in training settings. This application stage sees them beginning to take ownership of parts of a session, adapting practices to suit different players, and ensuring that what they know is effectively transferred into action.

## Coach:

Within this role, the development shifts from towards the higher order thinking skills, planning, analysing, evaluating, and creating. Coaches must be able



to assess player performance, identify areas for improvement and adapt sessions in real-time. They are also expected to evaluate the effectiveness of their coaching methods, make evidence-informed decisions, and adjust plans based on athlete feedback and progress. Coaches may also be responsible for evaluating the effectiveness of other coaches' methods and support with their own coaching plans.

Coaches also begin to explore ways to engage in creative problem solving—designing and tailoring training programmes, adapting activities for mixed ability groups and contributing ideas to potential wider coaching teams. This creative capacity allows coaches to meet the diverse needs of the players and respond to the dynamic nature of training, competition, and long-term athlete development.

By using Bloom's Taxonomy to structure coach development, we can ensure that coaching assistants are supported in building foundational knowledge and confidence, while coaches are equipped with the analytical and reflective tools needed for more independent, adaptive and athlete-centred coaching. This progression not only enhances the quality of coaching across the landscape, but it also lays the groundwork for future coach developers and leaders in the sport.

## Adult learning theory

The coaching framework is designed to develop, support, and retain high-quality table tennis coaches across England, fostering an environment where coaches can thrive both professionally and personally. At its core, the framework recognises coaches as lifelong learners, integrating principles from adult learning theory (Knowles, Holton & Swanson, 2015) to ensure development is practical, relevant, and empowering.

This approach acknowledges that coaching is not only about delivering technical instruction but also about building relationships, leading players, and contributing to a sustainable talent pathway. By providing structured learning pathways, mentoring opportunities, and applied practice environments, the framework enables coaches to progressively develop their skills, confidence, and professional identity.

The framework also recognises the diversity of coaching contexts—from community and coach development clubs to performance-focused settings—and ensures that learning is meaningful and transferable across these environments. Ultimately, the framework seeks to create a national network of skilled, reflective, and motivated coaches, equipped to inspire players, influence peers, and grow the sport at every level.



# Key principles for coaches as adult learners



## Self-directed learning

- Coaches are supported to take ownership of their development, choosing learning experiences aligned with their role, environment, and career goals
- The framework promotes autonomy through personalised development plans and reflective practice tools

## Valuing prior experience

- Every coach brings existing knowledge, perspectives, and skills. These are recognised, leveraged, and integrated into new learning
- Mentoring and peer learning opportunities allow coaches to share experience, problem-solving collaboratively and contextualise new concepts with familiar scenarios

## Relevance to real world coaching

- Learning activities, CPD modules and mentoring are designed around actual coaching challenges faced within the context of where coaches are working
- Coaches practise techniques and approaches in context, ensuring skills can be applied to session delivery, player development and programme management

## Problem centred and goal-oriented

- Adult learners are motivated by solutions that help them achieve tangible outcomes. This framework encourages coaches to focus on player progress, session effectiveness and programme impact
- Coaches are supported to set clear goals for themselves and their players aligning learning and measurable improvements

## Active collaborative learning

- Learning is enhanced through discussion, observation, co-coaching, reflection, and structured feedback
- Mentoring sessions, peer reviews, and collaborative workshops create opportunities for social learning, strengthening both technical and interpersonal competencies



## Embedding adult learning principles across the framework

### Learning pathways

- Coaches progress through coaching assistant, coach, and head coach roles, developing skills and responsibilities in the context of their environments (coach development or performance clubs)
- Each stage combines applied practice, structured reflection, mentoring, and assessment to ensure learning is contextualised and cumulative

### Mentoring and support

- Head coaches and coach mentors provide targeted guidance, helping coaches interpret experiences, address challenges, and integrate new approaches
- Mentors model best practice, provide formative feedback, and create safe spaces for experimentation and growth

### Applied learning and assessment

- CPD, role-specific qualifications (coaching assistant pass, coach pass), and in-club assessments are designed to embed learning within real coaching scenarios, reinforcing the link between theory and practice
- Coaches are encouraged to test new

strategies, reflect on outcomes, and adjust their approach, fostering continuous improvement

### Reflective practice

- Structured tools, self-evaluation templates, and guided discussions promote critical reflection
- Coaches regularly consider how their decisions, communication, and session design influence player outcomes and programme objectives

### Identity, confidence and purpose

- By recognising coaches as active participants in their own learning, the framework builds coaching identity, self-confidence, and a sense of professional purpose
- This, in turn, strengthens retention, supports the development of a national coaching network, and ensures that coaches are empowered to lead both players and peers

These principles are embedded in the structure of CPD, mentoring and role specific learning pathways for coaches. Coaches are encouraged to reflect on their practice, engage in applied learning and pursue development opportunities that aligns with their environment. This in turn supports skill development but also fosters deeper coaching identity, confidence, and purpose.



# Coaching environments – supporting coaches where they work

The Table Tennis England Coach Development Framework is built on the understanding that coaching is fundamentally shaped by the environment in which it takes place.

From guiding beginners in a community hall to preparing elite athletes for international competition, the role, challenges, and developmental focus of a coach vary significantly depending on their setting.

Coaching in table tennis is diverse. Coaches operate across a range of environments—each with different player needs, organisational structures, and performance goals. The effectiveness of a coach is closely linked to the context in which they work: the type of players they support, the stage of development those players are at, and the aims of the setting—be that

participation, development, or high performance. To address this, the framework provides environment-specific guidance, skills development, and professional learning opportunities. It is designed to ensure that all coaches—regardless of where they coach—are equipped to deliver meaningful, high-quality coaching that aligns with the real-world context of their work. By doing so, the framework promotes a coaching culture that is not only consistent in quality, but also flexible, relevant, and impactful across the full spectrum of the sport.



## School environment

Schools offer a unique platform to introduce young people to table tennis in a structured and safe environment. Coaching in this space is about inspiring curiosity, developing physical literacy, and supporting educational outcomes. Whether in curriculum-based PE, after-school clubs, or enrichment programmes, school coaches must be able to adapt their delivery to suit large groups, limited time slots, and varying ability levels. This environment is a crucial gateway into lifelong participation or talent pathways, and coaches have the opportunity to ignite a lifelong love for the sport through positive early experiences.

### Coaching focuses could include:

- Delivering age-appropriate, engaging activities that support physical literacy
- Promoting enjoyment, skill acquisition, and teamwork
- Supporting transitions from school to community or club participation
- Working within the education system, aligning with curriculum or enrichment goals

### Coaches support needs:

- Training on school-based delivery models and safeguarding
- Resources for engaging large groups in limited spaces or timeframes
- Strategies for building school-club pathways and increasing visibility of table tennis in education

### Support structures:

- School coaching toolkits and schemes of work
- Training and school sport partnerships
- Engagement with School Games & Youth Sport Trust Programmes
- Primary PE and sport premium guidance

## Community environment

Community settings are often the first touchpoint people have with the sport. These environments range from grassroots clubs and youth centres and outreach initiatives. Coaches working here play a vital role in breaking down barriers to entry, making the game accessible to everyone regardless of age, background, or ability. The focus is not on competition but on creating positive, fun, and welcoming experiences that foster social connection, physical health, and confidence. Community coaches are key to growing the game at a local level and inspiring players to return week after week.

### Coaching focuses could include:

- Creating welcoming, safe, and engaging sessions for all ages and abilities
- Supporting physical activity, health, and well-being through table tennis
- Adapting content for diverse participants, including those with disabilities or from underrepresented groups
- Fostering fun, a sense of belonging and life skills through table tennis

### Coaches support needs:

- Inclusive coaching practice and adapting to different needs
- Session planning that balances skill development with enjoyment
- Techniques for retaining participants and growing club membership
- Tools for session variety and creativity
- Partnerships with local authorities, youth services, and wellbeing organisations

### Support structures:

- Community coaching networks
- Inclusion focused CPD modules
- Toolkits for running open sessions and specific focus sessions
- Support from area managers



## Player pathway environment (club & talent development space)

This includes structured club environments and the talent pathway, where players transition from recreational play to competitive and development-focused programmes such as pathway development centres (PDC).

Coaches play a central role in shaping a player's early habits, mindset, and technical foundation. This environment is dynamic and developmental, with an emphasis on building long-term potential, not just short-term results. Coaches need to create structured, challenging, and supportive environments that keep young talent engaged and progressing.

### Coaching focuses could include:

- Delivering the player development framework (PDF)
- Talent identification and evaluating performances and more individual progression planning for players.
- Creating purposeful and challenging training environments for players
- Developing self-awareness, independence and coachability
- Bridging grassroots enthusiasm with performance potential

### Coaches support needs:

- Understanding of the England talent and performance pathway and the importance of the player development framework (age and stages of the players journey)
- Support in planning progressive sessions aligned with the PDF
- Practical tools for performance tracking and player reviews

## High performance environment

The high-performance environment represents the pinnacle of competitive table tennis where the primary objective is to develop and support athletes competing at national and international levels. Coaches in this space are not only responsible for technical and tactical excellence but must also integrate with wider performance teams to manage everything from psychological readiness to injury prevention.

High-performance coaching requires advanced decision-making, critical analysis, and the ability to lead players through high-stakes environments where small margins make a big difference. To support and prepare elite athletes for success at national and international levels. Coaching in this space is centred around maximising performance, managing pressure, and refining the smallest details to achieve excellence.

### Coaching focuses should include:

- Technical and tactical refinement under performance pressure.
- Periodised planning for training and competition cycles (allowing players to peak at key events)
- Data-informed decision-making and performance analysis
- Psychological readiness and resilience building
- Integration with interdisciplinary support teams (for example, s+c, psychology, lifestyle support)

### Coaching support needs:

- Access to up-to-date research and international best practices
- CPD in performance elements (including coaching science, data research and performance support)
- Exposure to international events and benchmarking standards.
- Mentoring from High-Performance coaches
- Understanding of the TTE Talent Development strategy, PDF, and the performance landscape.
- Access to domestic and international performance camps within the pathway





## Leader environment

Coaches operating in a leader environment play a pivotal role in influencing not just players but the overall coaching and development landscape around them. These coaches are typically responsible for designing, leading, and evaluating coaching programmes across the environments (including clubs, PDC and talent and performance pathways). They create the conditions in which players and coaches can thrive.

Leaders in this environment go beyond the individual session delivery. They are strategic thinkers and capable of aligning their programmes with player development framework, club and governing body goals for broader participation and performance outcomes. They may also often oversee the coaches, mentors coaches and coordinates development opportunities and pathways for players with varying abilities.

### **Their impact would be visible through:**

- The quality and structure of the coaching environment they lead
- Their ability to build and retain a team of skilled and developed coaches
- Their influence on player progression, well-being, and long-term engagement
- Their contribution to coach education, CPD and mentoring at club level or higher

This environment requires strong skills in leadership, communication. Collaboration and planning as well as a strong expertise in both technical coaching and people development. Coaches in a leadership environment must balance on table excellence with the off-table responsibilities that includes resource management, coach development, safeguarding oversight, and cultural leadership.

## Coach mentoring, continuous professional development and building specialisms and expertise

Effective and meaningful coaching is never static. Coaching evolves with experience, reflection, and professional growth. The Coach development framework champions a coaching system that combines and promotes targeted continual professional development, embeds mentoring and role specific specialisms to support coaches at every stage of their journey and develop expert coaching in different elements of the coaching roles. This in turn ensures that coaching is always responsive to the evolving demands of the players, environments, and the progression pathway of players.





# Coach mentoring – guided growth with lasting impact

Mentoring plays a vital role in bridging the gap between knowledge and application. Through both formal and informal relationships, mentors can support coaches to:

- Reflect on their coaching practices in a safe constructive and supportive space.
- Apply learning in the context of the role and environment that they are working in – the provides real-time and real-world feedback for coaches.
- Manage challenges and conflicts,
- Grow in confidence and develop their own coaching identity and philosophy.
- Reinforces the player development framework ensuring what's being coaches reflects the age and stage of the player



## What makes mentoring effective?

Effective mentoring is grounded in a coach-centred approach where support is tailored to the individuals goals, role, and coaching environment.

At its core effective mentoring is:

- **Relationship-driven:** built on trust, listening, and mutual learning
- **Goal-oriented:** focused on clear outcomes with regular review points
- **Reflective:** encourages the coach to think critically and take ownership of learning
- **Progressive:** evolves over time as the coach's role and confidence grows

## Mentoring as a professional development pathway

Mentoring can also be a meaningful progression for coaches within the coaching pathway. Coaches who are looking to evolve into mentors have the opportunity to take on a broader role in shaping the coaching community, contributing to the development of other coaches, and helping to raise the overall standards for coaching across table tennis. For expert coaches becoming mentors could be the next step in their development. This would allow for coaches to:

- Share their expertise and lived experiences in a constructive way.
- Give back to table tennis by helping other grow in confidence, discover their own coaching identity.
- Develop advanced skills in communication, observation, and adult learning.
- Take on leadership responsibilities within clubs, pdcs or regional coaching networks.
- Play a key role in embedding values, culture, and consistency across the coaching workforce in table tennis

## Mentoring and the wider coaching system

Mentors play a crucial role in:

- Supporting coach progression between the coaching roles
- Embedding alignment with the player development framework, ensuring consistency of practice, and understanding of the ages and stages of player growth
- Strengthening the club infrastructure by developing and enhancing mentoring and support cultures internally to support the upskilling of coaches



## Coaching specialisms

As coaches progress on their journey, their development and growth as a coach is not only measured by their experience over the years but also their depth of knowledge, clarity of their focus within the coaching context and their ability to adapt to different needs of the players and the environment they are working in.

The framework recognises the importance of developing coaches expertise that reflects the individual coach's strengths, interests, and coaching context. Through the use of specialisms, the framework can support coaches to add value in targeted ways, deepen their impact and contribute uniquely to the wider coaching system across the country. At a more individual level specialisms can enhance a coaches confidence, capability, and identity. At a system level, they can create a more diverse flexible and expert driven coaching workforce.

Specialisms offer a number of key benefits to coaches, including:

- Providing bespoke development for coaches. This allows coaches to tailor and design their own learning journey specific to the coaching environment they are working in
- It has a greater impact, not only on players but the coaching community as a whole. Specialised expertise leads to more effective coaching interventions and deeper targeted support for players at crucial development stages
- It provides a sustainable career progression for coaches. Coaches are able to develop within the roles that are specific to them and can become experts. The learning journey is horizontal and progressive. Specialisms also create routes towards advanced roles (including coach mentoring)
- It adds strength to the wider coaching system. A range of specialisms across the workforce can ensure there is a more robust connected, collaborative, and sustainable development system not only for players but for coaches too

# Developing coaching expertise

Coaching expertise in table tennis refers to the ability to effectively guide athletes' technical, tactical, physical, and psychological development through deep knowledge of the sport, skilled observation, critical decision-making, and effective communication.



It involves adapting coaching strategies to individual needs, creating supportive learning environments, and fostering long-term athlete development. Developing such expertise requires a combination of formal education, reflective practice, mentorship, and extensive hands-on experience in specific environments. In table tennis, this includes understanding stroke mechanics, footwork, spin variation, game strategies, and opponent analysis—supported by video analysis, deliberate practice planning, and regular engagement with evolving sports performance science and athlete feedback. To develop expertise will take time and application in a place-based learning environment.

Building coaching expertise at club level involves understanding key table tennis techniques, tactics, and physical demands. Coaches must be able to identify player needs, explain concepts clearly, and adapt their approach to suit each individual. This expertise develops through formal training, learning from other coaches, reflecting on coaching sessions, and gaining experience. Good club coaches

stay up to date with the game, use tools like video analysis or simple drills to help players improve, and create a positive, supportive environment for learning and growth.

Developing coaching expertise is a continuous, intentional process that blends practical experiences, reflective practice, and ongoing learning. It ensures coaches progress within the roles and environments they are working within while maintaining the values of inclusion, well-being, and player-centred development (aligned with the player development framework).

This pathway supports coaches working within all the roles identified: coaching assistant, coach and head coach through structured learning, mentoring as assessment opportunities embedded within the coach development clubs. By combining from qualifications, guided practice and feedback from experienced coach mentors, coaches are empowered to refine their technical, tactical, and interpersonal skills over time.



## Key elements of developing coaching expertise

- **Progressive learning pathway:** coaches develop within the roles of coaching assistant, coach and head coach, building their skills and responsibilities in the context of the environments they work in
- **Mentor support:** experience coach mentors and head coaches provide observation, feedback, and guidance, supporting skill development and confidence building
- **Practical assessment:** coaches can achieve their coaching assistant, coach within the clubs with performance assessed by qualified mentors in real coaching situations
- **Reflective practice:** regular self-evaluation, goal setting and use of feedback tools to identify strengths and areas of improvement
- **Peer learning:** opportunities to observe, shadow and collaborate with other coaches to share best practice and new approaches
- **Applied learning:** integration of new skills directly into session delivery, with the chance to trial, adapt, and review methods with mentor input
- **Professional development planning:** clear, individualised plans that align personal coaching ambitions with the club and national development framework
- **Access to resources:** ongoing access to workshops, digital learning materials, and NGB-led CPD events

## Aims of developing coaching expertise

- Create confident, adaptable coaches who can deliver safe, inclusive, and engaging sessions
- Support the retention of coaches through clear progression opportunities and recognition of achievement
- Build a national network of skilled coaches capable of driving performance and participation growth
- Foster a culture of shared learning, reflective practice, and continuous improvement across the coaching community





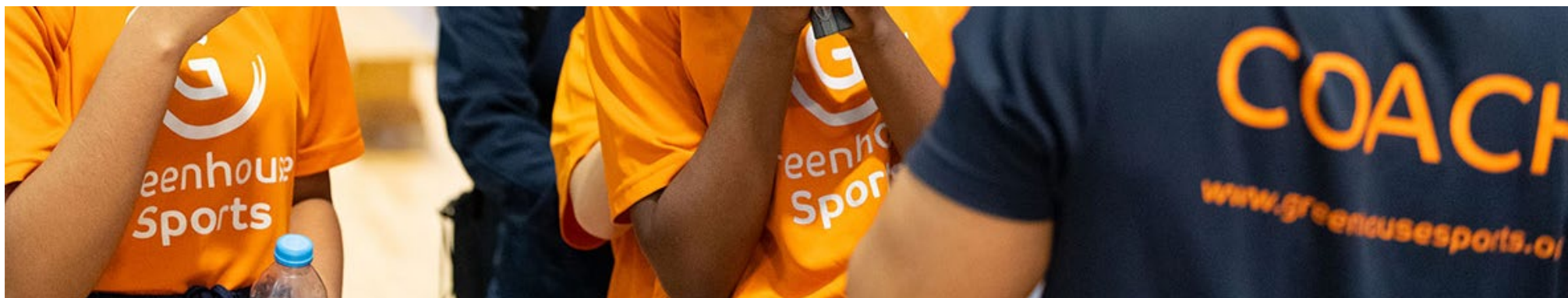
# Coaching Assistant role

The coaching assistant is a developing entry level role who supports coaches and head coaches in delivering safe, inclusive, and enjoyable table tennis sessions. They play a vital role in creating a welcoming environment where players feel confident, motivated, and supported in their development. Under guidance, coaching assistants help manage equipment, deliver simple activities, observe players, and ensure sessions run smoothly. While their role is primarily supportive, it is crucial to the success of the session and the overall player experience. Additionally, coaching assistants have the opportunity to complete a dedicated module, equipping them with the skills and confidence to independently plan and deliver sessions.

**What does a coaching assistant look like in the coaching environments:**

| Environment   | Outline   | Environment      | Outline   |
|---------------|---|------------------|---|
| <b>School</b> | <p><b>Primary Focus:</b> Engagement, inclusion, and basic skill introduction</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"><li>• Help set up and pack down equipment quickly (tables, nets, balls)</li><li>• Support large group management and transitions between drills</li><li>• Deliver simple activities/warm-ups under supervision</li><li>• Encourage participation, especially from less confident or inactive pupils</li></ul> <p><b>Key Value:</b> Create a fun, safe, inclusive first experience of the sport</p> | <b>Community</b> | <p><b>Primary Focus:</b> Accessibility, fun, retention</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"><li>• Assist with running welcoming sessions for diverse groups (all ages/abilities)</li><li>• Support social engagement and ensure activities are inclusive</li><li>• Provide encouragement to build confidence in casual/recreational players</li><li>• Help coaches maintain structure while keeping sessions relaxed</li></ul> <p><b>Key Value:</b> Build a sense of belonging and positive social environment</p> |

| Environment                  | Outline   | Environment             | Outline  |
|------------------------------|---|-------------------------|--|
| <b>Club and talent space</b> | <p><b>Primary Focus:</b> Skill development, delivery of the player development framework, progression pathway</p> <p><b>Key responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Assist with feeding drills, multi-ball, and technical exercises under supervision.</li> <li>• Support small groups or individuals needing extra repetition.</li> <li>• Observe and report back on players' engagement, effort, or struggles.</li> <li>• Reinforce discipline, respect, and safe training habits</li> </ul> <p><b>Key Value:</b> Support player growth while respecting coaching boundaries</p> | <b>High performance</b> | <p><b>Primary Focus:</b> Precision, consistency, and elite training standards</p> <p><b>Key responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Ensure training areas and equipment are set up to exact requirements.</li> <li>• Provide consistent, accurate support within the elite drills.</li> <li>• Monitor player readiness and provide feedback to coaches.</li> <li>• Uphold high standards of discipline, punctuality, and professionalism</li> </ul> <p><b>Key Value:</b> Support player growth while respecting coaching boundaries</p> |



|                         | Details   | Emerging  | Excellent   | Expert  |
|-------------------------|---|---|---|---|
| <b>Responsibilities</b> | <ul style="list-style-type: none"> <li>• Support coach in planning, delivery, and review of sessions</li> <li>• Create positive experiences for participants</li> <li>• Assist with equipment and facility preparation</li> <li>• Ensure participant welfare and safeguarding</li> <li>• Work within scope of practice and organisational policies</li> <li>• Maintain professional standards</li> <li>• Represent organisation positively</li> <li>• Contribute to feedback and improvement processes</li> </ul>   | Understands responsibilities but needs direction to fulfil them | Carries out responsibilities effectively under supervision            | Takes responsibility confidently, anticipates needs, and adds value to sessions   |
| <b>Skills</b>           | <ul style="list-style-type: none"> <li>• Build rapport and manage behaviours</li> <li>• Communicate inclusively (verbal, non-verbal, written)</li> <li>• Builds rapport with players through friendly, respectful interactions and active listening. Adjusts tone and communication style based on player age</li> <li>• Apply behaviour management and safety checks</li> <li>• Assist in planning, delivering, and adapting sessions</li> <li>• Work collaboratively with coaches, colleagues, parents, volunteers</li> <li>• Solve problems, manage time, follow instructions</li> <li>• Apply safeguarding, ethics, and duty of care</li> <li>• Collect feedback and reflect for improvement</li> <li>• Technical support under supervision. Can recognise when players are struggling and knows how to alert or voice this to the coach</li> <li>• Teamwork</li> </ul> | Can demonstrate basic skills with prompting and supervision     | Consistently applies skills in practice under appropriate supervision | Demonstrates strong skills, adapts independently within scope, and supports peers |

|                   | Details  | Emerging   | Excellent  | Expert   |
|-------------------|--|--|--|--|
| <b>Knowledge</b>  | <ul style="list-style-type: none"> <li>• Safe setup and use of equipment/facilities</li> <li>• Participant engagement – communication and support</li> <li>• Player centred development and inclusion principles</li> <li>• Basic technical knowledge</li> <li>• Understanding of the rules of table tennis and the scoring systems that also come with this</li> <li>• Understanding of the safety procedures and emergency protocols</li> <li>• Duty of care, equality, welfare and safeguarding</li> <li>• Role of assistant within supervision and the coaching team</li> </ul> <p>Preparing, delivering, and reviewing activities</p> | Demonstrates awareness of key concepts but requires close guidance | Understands and can apply knowledge with minimal supervision | Applies knowledge confidently and supports others in understanding           |
| <b>Behaviours</b> | <ul style="list-style-type: none"> <li>• Professional</li> <li>• Approachable and reliable</li> <li>• Acts with integrity, honesty, and discretion</li> <li>• Inclusive</li> <li>• Respectful</li> <li>• Enthusiastic, passionate, and committed</li> <li>• Is a role model</li> <li>• Open to learning and taking on feedback to develop</li> </ul>   | Displays behaviours inconsistently; requires reminders             | Demonstrates expected behaviours reliably in most contexts   | Consistently models behaviours; positively influences participants and peers |



# Coach role

The coach is a qualified practitioner responsible for designing and managing a coherent, progressive coaching programme that supports long-term player development in table tennis. They ensure training is structured, age- and stage-appropriate, and aligned with the recognised player pathway. Coaches not only deliver high-quality sessions but also create an environment where players feel confident, motivated, and supported in achieving their goals.

Through carefully planned and progressive activities, coaches develop players' technical and tactical skills while fostering important values such as respect, resilience, and sportsmanship. They play a central role in embedding a positive culture that balances excellence with wellbeing and inclusion, ensuring that every player can thrive regardless of their level or ambition.

Beyond direct player work, coaches provide guidance and supervision to coaching assistants, maintaining consistency and quality across the programme. They also liaise effectively with parents, colleagues, and stakeholders to monitor progress and ensure the wider support network contributes positively to player development.

## What does a coaching role look like in the coaching environments:

| Environment | Outline  |
|-------------|--|
| School      | <p><b>Primary Focus:</b> Introduction, engagement, physical literacy</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"><li>• Delivery age-appropriate, fun, and inclusive sessions that link to the PE curriculum or after-school/enrichment activities</li><li>• Teach fundamental movement skills and simple techniques (grip, stance)</li><li>• Manage large group efficiently ensuring fair-play and safety</li><li>• Foster enjoyment to engage and encourage long term participation</li></ul> <p><b>Coach identity:</b> Motivator, educator, and a gateway to sport</p> |



| Environment             | Outline   | Environment                    | Outline   |
|-------------------------|---|--------------------------------|---|
| <b>Community</b>        | <p><b>Primary Focus:</b> Retention, enjoyment, and accessibility</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Create a welcoming, social atmosphere to encourage people of all ages and abilities</li> <li>• Deliver flexible, engaging sessions that meet community needs (e.g., family play, adult beginners, disability inclusion)</li> <li>• Support player confidence, wellbeing, and lifestyle benefits (health, social connection)</li> <li>• Develop volunteers or assistants to help grow provision</li> </ul> <p><b>Coach identity:</b> A facilitator of fun, belonging, and lifelong activity</p>  | <b>Club &amp; talent space</b> | <p><b>Primary Focus:</b> Player Development, progression, and pathway</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Plan and deliver structured training programmes to develop technical, tactical, physical, and psychological skills – aligned with the player development framework.</li> <li>• Identify and nurture talented players, supporting their movement through pathway stages.</li> <li>• Provide constructive feedback and track progress.</li> <li>• Liaise with parents, schools, and performance centres to coordinate development.</li> <li>• Model discipline respect and high training standards</li> </ul> <p><b>Coach identity:</b> A teacher, mentor, and pathway guide</p> |
| Environment             | Outline   |                                |   |
| <b>High performance</b> | <p><b>Primary Focus:</b> Excellence, delivering performance outcomes, elite preparation</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Deliver high intensity, detail driven session to elite athletes</li> <li>• Use High performance analysis, data, and advanced training methods to refine training and competition readiness</li> <li>• Manage training periodisation, competition preparation, recovery cycles aligned with the player's needs</li> <li>• Collaborate with wider support teams to ensure the athletes holistic well-being is in place</li> </ul> <p><b>Coach identity:</b> A facilitator of fun, belonging, and lifelong activity</p> |                                |   |

|                         | Details   | Emerging  | Excellent  | Expert  |
|-------------------------|---|---|--|---|
| <b>Responsibilities</b> | <ul style="list-style-type: none"> <li>• Design and oversee an annual or seasonal coaching programme aligned to player development goals and long-term athlete development principles.</li> <li>• Deliver high-quality coaching sessions that are purposeful, progressive, and developmentally appropriate.</li> <li>• Incorporate multi-ball, physical conditioning, tactical scenarios, and competitive simulation.</li> <li>• Provide structured feedback and encourage shared learning and collaboration across the coaching team.</li> <li>• Ensure safe, inclusive environments (correct spacing, suitable equipment, emergency procedures)</li> <li>• Supervise and mentor coaching assistants</li> <li>• Record player progress and support competition readiness (periodisation plans)</li> <li>• Communicate effectively with parents, players, and officials.</li> <li>• Maintain compliance with safeguarding, equality, and health &amp; safety standards.-</li> <li>• Represent the club positively at competitions, leagues, and community events.</li> <li>• Regularly assess the impact of coaching and adjust delivery and planning accordingly.</li> <li>• Use video, data, or assessment frameworks to track progress and inform reviews</li> </ul> | Delivers sessions but requires support with session flow and player management. | Takes responsibility for session delivery, assistant supervision, and player progression | Anticipates needs, develops coaching pathways, and contributes to long-term club/player development |

|                  | Details   | Emerging   | Excellent  | Expert  |
|------------------|---|--|--|---|
| <b>Skills</b>    | <ul style="list-style-type: none"> <li>• Advanced technical training</li> <li>• Periodisation planning (both short and long term)</li> <li>• Session planning</li> <li>• Communication to players, parents, officials</li> <li>• Organisational skills</li> <li>• Talent identification and development</li> <li>• Holistic player development and motivational strategies</li> <li>• Commitment to personal development</li> <li>• Self-evaluation and reflection</li> <li>• Adaptability (of sessions)</li> <li>• Understanding the player coach relationship</li> <li>• Duty of care and welfare awareness</li> <li>• Guided discovery</li> <li>• Supervise coaching assistants during warm-ups, feeding drills or group management</li> </ul> | Delivers simple table tennis drills; relies on templates and support from head coach             | Confidently delivers sessions with appropriate technical/ tactical progressions; manages group dynamics well   | Delivers creative and varied sessions; analyses and adapts to players' unique styles and competitive needs                    |
| <b>Knowledge</b> | <ul style="list-style-type: none"> <li>• Principles of the long-term athlete development, growth, and maturation stages</li> <li>• Understanding of player progression through grassroots, talent, and performance pathways.</li> <li>• Knowledge of the organisation's player development framework (PDF) and how to apply it in practice</li> <li>• Safe and inclusive practice in the different environments</li> <li>• Risk assessment for hall environments</li> <li>• Principles of motivation, learning theory, and feedback in a fast-paced sport</li> <li>• Organisational policies that link with the environment the coach is working in</li> </ul>  | Understands basic table tennis rules, skills, and organisation; needs support to design sessions | Plans and delivers progressive sessions covering technical and tactical areas; applies knowledge independently | Integrates advanced technical/ tactical coaching, adapts to individual player styles, mentors others in knowledge application |



## Knowledge

- Ability to align coaching content, progression benchmarks, and review processes with the PDF
- Awareness of transition challenges (e.g., foundation > talent > performance > elite) and strategies to support players at each stage
- Learning styles (visual, auditory, kinaesthetic) and how to adapt coaching accordingly
- Coaching methodologies: directive coaching, guided discovery, game-based learning, and constraints-led approaches
- Session design principles that balance skill acquisition, challenge, and enjoyment
- Application of the PDF principles to ensure training sessions reflect age - and stage-appropriate developmental goals
- Effective use of feedback and questioning aligned with the framework's learning outcomes
- Application of scenario-based training to replicate competition demands while supporting long-term development
- Use of video analysis, statistics, and performance tracking tools to measure progress



|                   | Details   | Emerging  | Excellent  | Expert   |
|-------------------|---|---|--|--|
| <b>Behaviours</b> | <ul style="list-style-type: none"> <li>• Positive role model – displays professionalism and respect at all times.</li> <li>• Player centred – prioritises individual needs, goals, and wellbeing.</li> <li>• Collaborative – works effectively with colleagues, parents, and stakeholders.</li> <li>• Inclusive – creates a respectful, welcoming environment for all players.</li> <li>• Reflective – seeks feedback and commits to continuous improvement.</li> <li>• Professional – demonstrates integrity, preparation, and safeguarding awareness.</li> <li>• Resilient – remains composed and adaptable under pressure.</li> <li>• Empathetic – builds trust and supports players holistically.</li> <li>• Consistent – provides stable expectations and feedback.</li> <li>• Motivational – inspires through encouragement, challenge, and enthusiasm.</li> <li>• Adaptable – adjusts approach to player needs and contexts.</li> <li>• Organised – manages time, plans, and resources effectively.</li> <li>• Supportive mentor – guides less experienced coaches with patience.</li> <li>• Curious – open to innovation and new coaching methods.</li> </ul> | Sometimes inconsistent in role modelling or managing player frustration | Consistently demonstrates professionalism, inclusion, and positivity in training and competition | Inspires others, models high performance behaviours, and fosters a culture of respect and excellence |

# Head Coach role

The head coach leads the overall coaching program and is accountable for planning, implementing, and monitoring training sessions and athlete development pathways. They set the vision and direction for the team or club, coordinate coaching staff, and ensure coaching practices align with organizational and performance objectives. The head coach plays a pivotal role in developing athletes' technical, tactical, physical, and psychological skills while fostering a positive, inclusive, and performance-driven environment.

**What does the head coach role look like in the coaching environments:**

| Environment   | Outline   | Environment      | Outline  |
|---------------|---|------------------|--|
| <b>School</b> | <p><b>Primary Focus:</b> Participation, inclusion, early talent identification. Supporting personal and educational development through sport</p> <p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Deliver age-appropriate, curriculum-aligned coaching sessions</li> <li>• Safeguard and support pupils' wellbeing and enjoyment</li> <li>• Build positive relationships with teachers, parents, and pupils</li> <li>• Identify and nurture emerging talent</li> <li>• Support PE staff and trainee coaches through modelling and feedback</li> </ul> <p><b>Key values:</b></p> <ul style="list-style-type: none"> <li>• Inclusive and child-centred</li> <li>• Supportive role model for behaviour and learning</li> <li>• Willingness to share expertise with less experienced coaches/teachers</li> </ul> | <b>Community</b> | <p><b>Primary Focus:</b> Engagement, enjoyment, long-term participation in sport. Creating accessible opportunities for all backgrounds and abilities</p> <p><b>Key focus:</b></p> <ul style="list-style-type: none"> <li>• Provide safe, welcoming, and inclusive environments</li> <li>• Design fun, social, and developmental sessions</li> <li>• Recruit, coordinate, and mentor volunteers/assistant coaches</li> <li>• Connect participants into broader pathways (clubs, leagues, talent ID)</li> <li>• Develop community coaching capacity by training and guiding volunteers</li> </ul> <p><b>Key values:</b></p> <ul style="list-style-type: none"> <li>• Community-driven and approachable</li> <li>• Commitment to equality, diversity, and inclusion</li> <li>• Patience and encouragement in supporting new/volunteer coaches</li> </ul> |

| Environment                  | Outline   | Environment             | Outline  |
|------------------------------|---|-------------------------|--|
| <b>Club and Talent Space</b> | <p><b>Primary Focus:</b> Athlete Development (aligned with the player development framework) and retention in the talent and performance pathway)</p> <p><b>Key focus:</b></p> <ul style="list-style-type: none"> <li>• Lead structured talent development programmes</li> <li>• Oversee athlete progression (technical, tactical, psychosocial)</li> <li>• Mentor and develop assistant coaches within the club</li> <li>• Collaborate with parents, schools, and governing bodies</li> <li>• Formal responsibility for mentoring and developing coaches in the talent pathway</li> </ul> <p><b>Key values:</b></p> <ul style="list-style-type: none"> <li>• Development-oriented and aspirational</li> <li>• Athlete-centred with long-term progression in mind</li> <li>• Committed to building coaching capacity to strengthen the pathway</li> </ul> | <b>High Performance</b> | <p><b>Primary Focus:</b> Preparing athletes for elite competition and podium performance, driving a sustainable high-performing culture</p> <p><b>Key focus:</b></p> <ul style="list-style-type: none"> <li>• Design and oversee long-term performance curriculum (micro/meso/macro cycles)</li> <li>• Integrate multidisciplinary support (sport science, psychology, medicine, analysis)</li> <li>• Lead, mentor, and appraise coaching and support staff</li> <li>• Represent programme to NGBs, funders, and media</li> <li>• Shape the future coaching workforce by mentoring, developing, and evaluating coaches nationally/internationally</li> </ul> <p><b>Key values:</b></p> <ul style="list-style-type: none"> <li>• Excellence, accountability and professionalism</li> <li>• Evidence-informed and innovative in approach</li> <li>• Inspiring leader who develops people as well as performance</li> <li>• Commitment to athlete and coach welfare alongside performance outcomes</li> </ul> |

In every environment, the Head coach is not just developing athletes but also supporting and developing other coaches, this could be from guiding coaching assistants within the different environments to mentoring emerging coaches too.



|                         | Details  | Emerging  | Excellent  | Expert   |
|-------------------------|--|---|--|--|
| <b>Responsibilities</b> | <ul style="list-style-type: none"> <li>• Establish and maintain performance culture and vision</li> <li>• Ensure alignment with TTE mission and vision</li> <li>• Drive and promote the player development framework to drive athlete development and transitions</li> <li>• integrate sport science and performance support, holistic athlete development into programmes</li> <li>• Safeguard athlete welfare alongside performance outcomes</li> <li>• Define and oversee the athlete curriculum</li> <li>• Lead staff mentoring, appraisal and professional growth</li> <li>• Represent programme externally to stakeholders</li> <li>• Ensure continuous improvement and development in planning, delivery, and reflection</li> </ul> | Leads elements of programme delivery but requires oversight for strategic tasks | Takes responsibility for programme success, staff performance, and player development pathways                       | Shapes organisational strategy, influences wider sport development, and contributes to sector standards  |
| <b>Skills</b>           | <ul style="list-style-type: none"> <li>• Plan, deliver and adapt sessions/programmes</li> <li>• Observe, analyse, and support athlete development</li> <li>• Apply pedagogy and skill acquisition tools</li> <li>• Create inclusive and positive learning environments</li> <li>• Communicate effectively across diverse groups</li> <li>• Use technology and performance analysis appropriately</li> <li>• Mentor assistant and pathway coaches</li> <li>• Reflect critically on own practice</li> <li>• Collaborate with multidisciplinary teams</li> <li>• Strong technical and tactical understanding and delivery</li> </ul>  | Leads sessions and begins managing programmes, developing mentoring skills      | Confidently designs and manages full coaching programmes; supervises staff effectively; applies varied methodologies | Leads across multiple programmes or levels; adapts training for national/ international performance; recognised as a mentor/ educator of coaches |

|                   | Details   | Emerging   | Excellent  | Expert   |
|-------------------|---|--|--|--|
| <b>Knowledge</b>  | <ul style="list-style-type: none"> <li>• Principles of the long-term athlete development, growth, and maturation stages</li> <li>• Understanding of player progression through grassroots, talent, and performance pathways</li> <li>• Knowledge of the organisation's Player Development Framework (PDF) and how to apply it in practice</li> <li>• Safe and inclusive practice in the different environments</li> <li>• Coaching philosophy and organisational values</li> <li>• Athlete development stages (biopsychosocial)</li> <li>• Pedagogy, skill acquisition, and learning strategies</li> <li>• Technical, tactical, and psycho-motor principles of their sport</li> <li>• Planning cycles (micro/meso/macro) and periodisation aligned with the domestic and international competition calendars</li> <li>• Self-awareness, reflection, and bias management</li> <li>• Contemporary issues in high-performance sport</li> <li>• Duty of care, safeguarding, wellbeing</li> <li>• Expert understanding of the environment the coach is working in</li> <li>• Understanding of coach development</li> </ul> | Understands pathways and PDF principles but applies them inconsistently; relies on external guidance | Applies knowledge to design age/stage-appropriate programmes; integrates PDF into coaching team practice; ensures safeguarding and policies are followed | Shapes player pathways and development frameworks at programme or club level; mentors staff in advanced application; integrates research and best practice |
| <b>Behaviours</b> | <ul style="list-style-type: none"> <li>• Values-driven and ethical</li> <li>• Athlete-centred and inclusive</li> <li>• Adaptive and resilient in high-pressure environments</li> <li>• Collaborative with staff, athletes, and stakeholders</li> <li>• Reflective and self-aware</li> <li>• Role model of professionalism and wellbeing</li> <li>• Inspires and empowers athletes and staff</li> <li>• Open to learning and innovation</li> <li>• Consistent in behaviours that build trust and respect</li> </ul>  | Demonstrates professional behaviours but may focus more on delivery than leadership                  | Consistently models expected behaviours; builds positive culture across staff and players  | Inspires staff and athletes; sets cultural standards for the club or organisation; recognised as a role model in the sport                                 |

# Coach Mentor and Assessor role

A coach developer is responsible for supporting, mentoring, and educating coaches to ensure high-quality coaching across all levels. They design and deliver coach education programs, provide feedback, and share best practices to enhance coaching standards. Their role is crucial in fostering a culture of continuous improvement, developing coaching talent, and ensuring that coaches are equipped with the knowledge, skills, and confidence to positively impact athletes' performance and development.

Progression model for the head coach as a coach developer within the different environments identified:

| Environment              | Emerging   | Excellent  | Expert  |
|--------------------------|--|--|---|
| <b>School</b>            | <ul style="list-style-type: none"> <li>• Shares good practice informally with PE staff and coaches</li> <li>• Models basic session delivery for others to observe</li> </ul>                     | <ul style="list-style-type: none"> <li>• Actively mentors trainee teachers, student coaches and assistants</li> <li>• Provides constructive feedback linked to pedagogy and safeguarding</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Leads coach education programmes in school settings.</li> <li>• Shapes the culture of learning for staff and students through sport</li> </ul>                                       |
| <b>Community</b>         | <ul style="list-style-type: none"> <li>• Supports volunteers by providing session plans and guidance</li> <li>• Encourages others to "have a go" at coaching</li> </ul>                          | <ul style="list-style-type: none"> <li>• Provides structured mentoring for community coaches and volunteers.</li> <li>• Delivers workshops on inclusive practice and engaging diverse groups</li> </ul>                              | <ul style="list-style-type: none"> <li>• Leads community-wide coach development initiatives.</li> <li>• Builds sustainable networks of volunteer and grassroots coaches that impact participation and retention</li> </ul>    |
| <b>Club/Talent Space</b> | <ul style="list-style-type: none"> <li>• Shares session ideas and practices with assistant coaches.</li> <li>• Encourages peer-to-peer observation and discussion</li> </ul>                     | <ul style="list-style-type: none"> <li>• Provides individualised mentoring to coaches in the club/talent pathway</li> <li>• Embeds long-term athlete development principles into coaching practice</li> </ul>                        | <ul style="list-style-type: none"> <li>• Leads the creation of a club/talent coach development programme.</li> <li>• Shapes the coaching culture to align with performance and talent development goals</li> </ul>            |
| <b>High Performance</b>  | <ul style="list-style-type: none"> <li>• Supports developing performance coaches by sharing training plans and reflections</li> <li>• Acts as a role model in applying high standards</li> </ul> | <ul style="list-style-type: none"> <li>• Provides detailed technical and tactical mentoring for performance coaches</li> <li>• Facilitates case-study learning and reflective practice within the performance environment</li> </ul> | <ul style="list-style-type: none"> <li>• Shapes and drives high-performance coaching philosophy</li> <li>• Leads coach development strategy across talent and performance pathways, influencing national standards</li> </ul> |

# Coach Mentor and Assessor Programme

**Coaches are at the heart of table tennis in England. They inspire participation, nurture player development, and create the environments where enjoyment, performance, and lifelong engagement in the sport can thrive. Supporting coaches effectively is therefore essential to the long-term success of the game.**

To achieve this, Table Tennis England is developing a national network of coach mentors –experienced coaches who will provide ongoing, personalised support to their coaching peers. Unlike traditional one-off training courses, mentoring offers a continuous relationship that adapts to the individual needs of each coach, helping them to grow in confidence, improve their practice, and feel part of a supportive community.

Our long-term ambition is clear: every coach in England and across the UK – regardless of experience, background, or location – should have access to a mentor who can guide challenge and inspire them.

## Benefits to table tennis:

- **Raising coaching standards:** Mentoring directly improves the quality and consistency of coaching across all levels
- **Workforce sustainability:** Supported coaches who feel supported are more likely to remain in the game and pursue further qualifications
- **Player impact:** Better coaching leads to better player experiences, stronger retention, and more effective talent development
- **Equity and Reach:** A coordinated national approach ensures that coaches in every region benefit from the same opportunities
- **Alignment with player development:** This programme supports the delivery of a holistic Player Development Framework delivering priorities of the sport for growth, inclusion, excellence, and elite performance

## Benefits for the coach:

- Coaches gain confidence, fresh ideas, and a sense of belonging
- Clubs benefit from motivated, skilled coaches delivering high-quality sessions
- Players enjoy richer, more engaging experiences that keep them in the sport

By embedding mentoring at the core of our coach development and learning strategy, we will create a culture of continual learning, collaboration, and inspiration. This investment is not just about improving coaching – it is about building the foundations for sustainable growth and success in Table Tennis across England and the UK, from grassroots participation to elite performance.



# What does implementation look like?

**To ensure the Coach Development Framework is embedded effectively, the rollout will begin with an initial implementation phase that focuses on pilot studies, club-level enhancement, and structured support. This approach ensures learning is tested, refined, and grounded in the realities of coaching and club environments.**

The critical components to the coaching framework are the coaching standards, coaching behaviours and the verification and validation of coaches meeting these standards. We believe that the most appropriate way to develop coaching expertise is through place-based learning that is support by peer learning and mentoring. The coach must own their learning journey which must be relevant to where they coach, club, school, performance or community and school environment. Decentralisation will be central to how we implement the coaching framework.

Coaching will only be developed if it is effectively managed, supported, nurtured in situ, and aligned to coaching standards for coaching roles rather than pure qualification.

## Implementation of a Coaching Development Framework utilising mentoring

The continuous development of coaching talent is paramount to fostering success through growth in participation and success on the world stage. Our proposed coaching development programme will integrate mentoring as a cornerstone of coaching growth, and is designed to cultivate a community of skilled, reflective, and adaptable coaches with development that is place-based.

We recognise it as a vital catalyst for long-term coaching growth. This section outlines how the programme will operate in practice, detailing the structures, processes, and interactions that will guide meaningful engagement between coaches and mentors.

## Programme initiation and structure

The programme will commence with a thorough orientation session for both coaches and mentors. This session will outline the programme's objectives, expectations, and the roles each participant will play. Coaches will be introduced to the key coaching role standard they are expected to develop, such as communication, tactical awareness, and leadership. Mentors, experienced coaches, and lead club coaches in the field, will receive training and support on effective mentoring practices, emphasising active listening, constructive feedback, the importance of fostering a growth mindset and building the coaches ownership for their own development.

Following the orientation, each coach will be paired with a mentor based on a detailed matching process. This process considers factors such as coaching style, areas of expertise, and personal connection and logistics. By ensuring compatibility, we aim to create a strong foundation for the mentoring relationship.

## Goal setting and action plans

Once paired, mentors and coaches will engage in collaborative goal-setting sessions. Utilising the coaching standards identified in the orientation, they will develop personalised Individual Development Plans (action plans) that outline specific short-term and long-term goals linked to coaching standards. For instance, a coach may set a goal to enhance their communication skills by implementing new strategies in practice sessions over the next month. This structured approach will provide a clear roadmap for development, ensuring that both parties are aligned in their expectations.

## Regular meetings and feedback loops

To facilitate continuous growth, mentors and coaches will meet regularly, (number to be determined) but ideally on a bi-monthly basis. During these meetings, they will review progress on goals, discuss challenges encountered in practice, and share insights gained from their experiences. Mentors will observe coaches in action, providing real-time feedback during training sessions and competitions. This observational component is crucial, as it allows mentors to offer specific, actionable advice that coaches can implement immediately.

In addition to mentor feedback, the program will incorporate 360-degree feedback mechanisms, which involve gathering input from players, fellow coaches, and other stakeholders. This holistic approach ensures that coaches receive diverse perspectives on their performance, enhancing their self-awareness and informing their development.



## Reflection and adaptation

Central to the coaching development process is the practice of reflection. Coaches will be encouraged to maintain reflective journals, documenting their experiences, insights, and areas for improvement. This practice not only develops self-awareness but also promotes a culture of lifelong learning. Mentors will guide coaches in analysing their reflections, helping them identify areas for development and adapt their coaching strategies accordingly.

At designated intervals—such as at the end of each phase of the season—mentors and coaches will conduct formal evaluations to assess progress against the established goals. This reflective practice ensures that the coaching journey is realistic and dealing with the coaches current context and specific problems, allowing for adjustments that align with these evolving needs and challenges.

## Celebrating Achievements and Programme Evaluation

Throughout the program, we will prioritise recognising and celebrating milestones. Coaches will have opportunities to showcase their progress, whether through presentations, sharing success stories, or acknowledging improvements in team performance growth of participation in clubs and ultimately player experiences. Celebrating these achievements will support motivation and reinforces the positive impacts of personal development as a coach.

At the conclusion of the programme, both mentors and coaches will participate in a feedback session to evaluate the effectiveness of the programme and mentoring. This evaluation will cover aspects such as the quality of the mentoring experience, the relevance of the goals set, and the overall impact on the coach's development and the verification of meeting new coaching standards that move the coach toward expert status in their domain.

Insights gathered will inform future iterations of the program, ensuring that it remains relevant and effective.



## Conclusion

In practice, the coaching development programme will create a robust framework for growth through mentoring and place-based learning, developing a collaborative environment where coaches can thrive.

By combining coaching role standards, structured goal setting, regular feedback, reflective practices, and recognition of achievements, we aim to develop not only competent coaches but also resilient mentors and players capable of navigating the complexities of the table tennis environment at club and performance level world.

Through this strategic approach, to coaching learning and development we anticipate cultivating a culture of excellence and learning that extends beyond the individual coach, positively influencing players, clubs, and the broader table tennis community.





# Embedding Coaching Development Framework at the local level

To ensure the sustainable success of the coaching development framework, it is essential to embed its principles and practices within local clubs and their respective coaching staff.

This local integration not only develops a sense of ownership among coaches but also tailors the programme to meet the specific needs of the club and its coaches and players.

This will be a challenge and needs to acknowledge that the coaching environment is voluntary. Below are key strategies to facilitate this embedding process.

## Establish local coaching development clubs/hubs and communities of coaches

Creating local coaching development clubs/hubs can serve as the foundation for embedding the coaching development program within clubs. These clubs/hubs would consist of regional coordinators/coach mentors who are responsible for overseeing the implementation of the programme at the local level. They will act as liaisons between the central team of coach developers and the clubs, ensuring that resources, learning programmes, and mentoring connections are readily available.

## Tailored coaching development workshops

To address the unique needs of local clubs, tailored development workshops can be organised. These workshops would focus on the specific challenges and contexts of the local environment, allowing coaches to engage in practical, hands-on learning experiences that are place-based.

By aligning the coaching development programme with local realities, coaches are more likely to see the relevance and applicability of the training and the link to coaching standards.

## Local coaching mentor networks (communities of practice)

Developing a network of local mentors who can provide guidance and support to coaches is crucial. These mentors can be expert coaches from within the local/regional coaching community or surrounding areas who understand the local coaching culture.

This local coach mentor network can be facilitated through regular meetups, where mentors and coaches can share experiences, challenges, and strategies tailored to the local context. These will be supported and facilitated by the national coach developers.



## Integration into club and pathway culture, policies and practices

For the coaching development framework to be firmly rooted within local clubs and the player pathway, it should be integrated into the club's and TTE policies and operational practices. Clubs can adopt the coaching framework as part of their coaching philosophy and development strategy. This may include embedding mentoring opportunities into the club's annual plan, allocating specific time for reflection and feedback, and establishing performance review processes that align with the program's goals.

## Coaching community engagement and support

Engaging the coaching community is vital for the success of the coaching development framework. Coach Developers will support local clubs and areas to organise community coaching events/workshop to raise awareness about the coaching framework and standards, inviting parents, athletes, and local stakeholders to participate. By fostering a community-centric approach, clubs can create a supportive coaching environment that values coaching development and encourages broader participation.

## Resource accessibility and technology integration

To ensure that all coaches have access to necessary resources, the Table Tennis England will seek to leverage technology through the development of a Learning Management System. A LMS Online platform will be created to house learning materials, videos, and discussion forums where coaches can share resources and insights. The LMS will be able to facilitate virtual mentor sessions, making it easier for coaches to connect with experienced mentors regardless of geographical constraints.

## Feedback mechanisms and continuous improvement

Establishing feedback mechanisms is essential for evaluating the coaching frameworks effectiveness at the local level. Coaches and mentors should have opportunities to provide input on the coach development programme's strengths and areas for improvement. Regular surveys, focus groups, and community meetings can be conducted to gather insights and make necessary adjustments to the program to better serve local needs.

## Recognition and incentives

To motivate coaches and clubs to actively participate in the coaching development framework, recognition and incentive systems will be established. This could involve awards for clubs that demonstrate commitment to developing their coaches, or recognition for individual coaches who achieve specific milestones. Such incentives can encourage ongoing engagement and celebrate achievements at the local level. Table Tennis England will seek to build a coaching club that supports the development of coaches and provides benefits back to the members.

## Assessment against coaching standards

The coaching framework sets out standard of knowledge, skills and behaviours required for 3 core coaching roles. Coaches will be able to verify that they meet coaching standards for the role that they perform and will be supported to develop their expertise within each role. Through on-going learning and development coaching will be able to seek recognition for their coaching expertise verifying themselves against the coaching standards. The coach mentor will be central to this process and will guide the coach through and along their earning journey based upon the coach's aspirations.

# Conclusion

By implementing this approach, the coaching development framework can be effectively embedded at the local level, allowing clubs and coaches to take ownership of their growth and development. This devolved approach not only enhances the capacity of local coaches but also builds a stronger, more interconnected learning community of coaches dedicated to developing expertise in coaching.

Ultimately, the success of the coaching framework hinges on the active participation and commitment of coaches, mentors, local clubs, and other stakeholders (areas), and ensuring that coaching development becomes a shared goal and the number one priority.



©Table Tennis England

For more information visit [tabletennisengland.co.uk/coaching/](https://tabletennisengland.co.uk/coaching/)

