

Yes

Yeah so, I guess my name is Sarah Green and currently I am the performance pathway coach developer in England Netball. But my coaching journey's primarily been just football based. So, um, I joined England Netball about 18 months ago, um, prior to that I'd spent 11 years at the football association doing like various different jobs so primarily went into the FA to work with Premier League football clubs to help them and support them in their PE

of helping with

Yes, so I am
just outside the
are paid and

Yes so I've got
like, rugby and

Like I said I thought I could
thought I could
thought that
that maybe the

so I just kind of was helping at a local primary school and then me and my brother used to do like football camps in the summer holidays. I kind of, um, I think it was one summer where I was like the oldest one, so then I just got helping out, and then I kind of did my work experience was at Notts County football club, helped out there, and I think I just kind of, I don't ever really remember having like 'ohh this would be a good idea', I kind of feel like I just fell into it and then I would think I was pretty good, I've always been pretty proactive at volunteering and like being in and around places, so I did quite a lot of stuff for like, when sport development units were really big, I did a lot of stuff for them like helping in festivals, helping run activities. Just some of it was generally about getting pocket money as a student and just, you know, doing that. Some of that was some of my motivation, and some of it was about giving myself like a wide variety of experience and stuff, but always kind of tend to follow the path of like working with young people. Never really thought I would end up coaching seniors to be honest, which is obviously where I am now. I always thought it would be like younger, younger people.

04:18 Yes, so I played in the equivalent of the league I am coaching now actually. It was called the Women's premier league at the time, so I played football to a decent level and I've had lots of conversations whilst at the FA about whether that contributed to some confidence in delivering, but possibly, but I love coaching all sports and hence me kind of going into netball now. I'm just really passionate about coaching and teaching and helping people get better and just learning like, I'm just a bit of a massive geek to be honest, like I'm really interested in what, you know, how people learn, how, you know, helping people grow and get better so any environment that facilitates me being able to do that I just, I love, so...

05:20 Yeah, I guess, so I did actually take a bit of time out of coaching at the start of this

curious about how the game evolves and peoples understanding of that, and so I'm just really like enthused by, you know, the games and learning and how people kind of, you know, the facilitation of it, I guess.

06:46 Well, I know it because when I did my A license we had to state what it was but to be honest it wasn't a very easy process, so I think thinking about it and trying to describe it, I think there's lots of people that would be "Oh my philosophy is this" And I've kind of had like 3 sentences, but if I'm being honest it was really hard because up until that point I didn't really know like and I passed my A license about two years ago, yeah two years ago now, and up until that point I don't think I really knew, like what type of coach I was. I've been coaching now for about, well up until that point I've been coaching for like 20 years, so 20 years of all of those experiences now thinking I don't know really what my philosophy is. But when I was forced to think about it and be open and honest about the journey I've been on as a coach, so some of that was about experiences of me being forced to be a coach that I didn't feel like I could be so, you know, some of that was that like "Oh you need to be louder, you need to be like this" and I know well that's just not who I am. It was about me growing up, maturing, having different experiences, a lot of those experiences being like "That is not the kind of coach I want to be.", so I think it kind of evolved, so definitely, you know, a part of my philosophy is about being a student of the game myself so being a good learner, because I am, you know, I am passionate about learning and getting better, so I always want to be a good student of the game. I want to help the players get better, and some of that is about them growing as people, not necessarily just about the game so I want to help them, like, be better. And then the second, the last thing, the third thing for me, what I constantly think about is making myself redundant so I want them to be able to make good decisio

constantly she'll send me a message and I'll ring her and be like "What do you actually mean?" I

answers at times so, and that's not something that I'm prepared to do to get success. If we just said to them "Do this, do that." and moved th

based on the opposition and then one of their players hasn't played or something so you're like "Oh well that was pointless.". So that's a challenge and yeah, but fun for me, but you know, being explicit about maybe what we want, but also being prepared to, to kind of, almost, kind of not be explicit and just let thing

Yeah, and I think that that's just a really, really good question because I think I can say to you "I know what I want" but I couldn't sit here and say to you "This is actually happening in my coaching sessions at the moment" because I don't think... We've got so many players at so many different points, you know, we've got players who are like 19-20, I've got some players in, you know, 30, early 30s. They've had such a various different experience of coaching. I don't think we ever set out very clearly "This is what learning is with us" it's just like training, "This is what training is.", so we've got a lot of bystanders in this learning process that believe that we are making learning happen to them by osmosis or something weird like that. That they just think that whatever comes out of my mouth is going into them and that's just going to happen, and it's clearly not. So I wish, I wish that we were, you know, if I was going into a new situation or what I try to establish now with at netball because I have much more greater control over it and the coach development program that I've been running is to kind of be in a situation where I'm not a resource to them, I'm a person that is part of this learning path, this learning connection. It's not like "If you don't know what to do, come to me" that's not the method that I've used in netball as "If you don't know what to do, what could you do, like what are your options, how can we work this out, or what happens if you get it wrong, like what's the worst that could happen, how can we resolve this, what did you learn from that?" We haven't really got that at coaching and I think to i r 8net23 e)10 nh

me context is everything so I think it's a really interesting thing now to kind of observe coaches and try to work out what their philosophy is and like you say if you were to come to watch me what would people, or even from this conversation like, what are people going to pick up on the type of coach that I am because to me context is really important. So you can go and observe a coach in one session, so for example I passed my A license, the week after I did a session and I quite frankly if I was a tutor I wouldn't even passed me on the level 1 to be honest, it was terrible. But the context is so important and I really learned that on my A-license because one of the tutors, I had 2 tutors, one of the tutors said to me "Oh Sarah you didn't play that ball in behind the fullbacks head, so we never really got to see how you would deal with that situation". And I was really confident in being able to say "but that that wasn't the scenario that we were dealing with". We were talking, in the session we were talking about a ball being delivered centrally and dealing with it in a central area with the 5 and the 6 and the 4, that's the scenario in the situation so I'm not really bothered about the number 2 and he was like "Okay great" and so you could watch someone and our interpretation of them might be, "Oh, you know, this is how they are behaving or they missed that opportunity" or "She's really, like dictatorial." or "She hasn't got a lot to say she's obviously not coaching.", but context and understanding is so important for me about understanding like what's led that coach to deliver the session that they were delivering that day "Why is their behavior like that today?" you know is it because the players need more, is it because the players need less so I've learned that, I wish I'd learned it earlier, but then I probably wasn't in a position to have learnt it earlier so I'm kind of just happy that I've got to that point now to be honest.