

Junior Athlete Education programme

Mentor resource pack

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Junior Athlete Education programme

Background

The Junior Athlete Education (JAE) programme is part of the Youth Sport Trust's work to support gifted and talented (G&T) young sports people.

It aims to help young sports people, and those who influence them, to plan ahead to ensure that their sport, schoolwork, social and family lives remain in balance.

The programme is comprised of:

- a series of workshops for young athletes and their parents (and coaches)
- the Young Athlete's Handbook that supports the workshops
- the support of a JAE mentor, who might work with individuals or groups of young athletes
- development work with schools that wish to be part of the programme, usually with their G&T co-ordinator
- development work with national governing bodies of sport (NGBs)
- training and ongoing support for JAE mentors who may be teachers, adults other than teachers (AOTTs), coaches, talent identification coaches, etc.

The programme is very closely linked to the Department for Education and Skills (DfES) support of G&T pupils in schools, please see the website www.nc.uk.net/gt.

Relevant information on JAE can be found on the website www.talentradder.org.uk

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The big picture – schools

Gifted and talented programmes in schools

Gifted and talented (G&T) provision for young sports people in schools is all about building on good general school provision – not doing anything differently (D Eyre 2001).

Therefore, schools are encouraged to examine their provision and programming in terms of curriculum teaching and learning aspects around enrichment, extension and acceleration opportunities to develop the potential of talented young sports people.

Further, as sport is often different from other talented areas in terms of the nature of its involvement, e.g. training, competitions, etc.

Schools are also encouraged to adopt a co-ordinated support framework in schools to manage the academic and sporting demands to help G&T young sports people maximise their achievement in both areas.

More information on G&T provision for young sports people can be found on the website www.talentradder.org.uk

On the website you will find links to the Junior Athlete Education (JAE) programme, and advice for various groups, e.g. schools, parents, who work with young sports people in a variety of ways.

In addition, guidance for the curriculum in physical education (PE), in terms of G&T young sports people, can be found on the National Curriculum website at www.nc.uk.net/gt/pe/index.htm.

What every school must do

All schools should endeavour to produce a whole school G&T policy.

Faculty heads are encouraged to produce individual G&T policies for each subject area, including PE, so that all teaching staff may understand how their day-to-day teaching and liaisons with other staff and parents contribute to support these policies, and to the wider whole school policy.

For guidance on writing whole school G&T policies and PE policies for G&T young sports people, please refer to the National Curriculum website at www.nc.uk.net/gt/general/02_wholeschool.htm or www.talentradder.org.uk.

Some case studies of how schools are meeting their responsibilities for G&T young sports people can be found on the website www.talentradder.org.uk, or you can read about good practice on the Excellence in Cities (EiC) website at www.standards.dfes.gov.uk/excellence and following the link for 'Gifted and Talented'.

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The big picture – schools (continued)

Who are the G&T young sports people – how do schools identify them?

Identification of G&T young sports people pose problems for schools.

Logistically, schools are neither equipped nor expected to apply physical tests to determine who these pupils might be in PE and sport.

Further, identification of such pupils are often compounded by the disparate nature of PE, physical activity and sport participation, and the differing levels of talent in each.

These differing levels of talent then indicate a different level of need depending on the nature of the pupil's involvement, whether it be within school or externally, participating to improve or already competing at a high level.

When schools are identifying G&T young sports people, they are advised to ask themselves the following questions:

- why are we identifying these young sports people?
- are we identifying them to develop their potential, or to support them with flexibility and mentoring due to their high achievements outside school?

It is obvious that the two groups mentioned have differing needs and cannot be treated or supported in the same way.

Usually schools are advised to identify G&T young sports people for inclusion on their register on two fronts:

- based on the attributes or qualities that G&T young sports people possess
- to identify them based upon their achievement/levels of competitive involvement in their main sport.

Advice and guidance for the identification of talented (or potentially talented) young sports people within PE and sport can be found on the websites www.nc.uk.net/gt/pe/index.htm and www.talentradder.org.uk.

A good source of guidance for identification can also be found on the EiC website at www.standards.dfes.gov.uk/excellence (on the left half of the page, click on the link under 'Gifted and Talented' and follow the appropriate links to various relevant pieces of information).

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The big picture – sport

Long term athlete development

A recent article about long term athlete development (LTAD) by Istvan Balyi can be downloaded from the website www.talentladder.org.uk (follow the link 'Advice for Coaches').

How does the world of sport support G&T young sports people?

Each national governing body of sport (NGB) will support their G&T young sports people slightly differently from one another.

However, LTAD principles will certainly feature highly in the larger and more established NGBs like the Lawn Tennis Association, Rugby Union, etc.

For more specific information on the approaches of NGBs, mentors are encouraged to contact the various NGBs direct for more information.

For those lottery-funded NGBs with World Class programmes, the best people to contact are the performance directors or world class start/potential managers.

For those who are not lottery-funded, mentors are advised to contact the corresponding junior team managers or head coaches through the respective NGBs.

The JAE programme – bringing the two worlds together

What is the JAE programme?

For more information about the JAE programme please visit the website www.talentladder.org.uk

Case studies

For models of how some schools have used the JAE programme please visit the website www.talentladder.org.uk and click on the link 'Case Studies'.

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The mentor in action

Identification

Identifying G&T young sports people in schools, who require mentoring to maximise sporting and academic achievement, is usually done by several means:

- The primary route for schools is to identify the young people that have been picked up by external agencies, e.g. NGB World Class programmes, professional sports clubs, academy programmes, etc.

In addition to contacting the NGBs this can also be accomplished by asking all pupils and their parents to complete a questionnaire on their involvement or by simply asking the pupil (if the pupil is trustworthy and mature enough to see the significance).

Schools are also advised to get verification from a representative of that external agency, usually the coach or team manager.

- The second method of identification is by assessment (formal or general) by the PE staff in schools.

This will usually occur in PE lessons. Guidance for PE staff on the attributes to look out for are found on the website www.nc.uk.net/gt/pe/index.htm or on the EiC website www.standards.dfes.gov.uk/excellence (follow the appropriate links from the link 'Gifted and Talented' on the left menu).

Gathering essential information

Talented Individual Needs Assessment (TINA) forms

Once the cohort of G&T young sports people is identified, it is important that mentors and/or the JAE co-ordinator gathers sufficient information about the young athletes to ensure that appropriate decisions can be made to help them in planning for their academic and sporting commitments.

It must be remembered that this is an ongoing process and the register should be updated once a term.

One method to achieve more information on young sports people's involvement is to ask each of them to complete a talented individual needs assessment (TINA) form.

The pupil may complete up to three of these if the school wants to be thorough:

- one with their parents (a 'Home TINA')
- one with their coach (a 'Sport TINA')
- one with their teacher (a 'School TINA').

Each asks a series of questions about their level of involvement, their time commitments, targets or objectives, as well as the usual contact details, etc. all of which can be used by the mentor to build up a very clear picture of what the demands on the pupil are.

This information can then be used as part of the planning process for the pupil.

At the end of this document there are examples of three different types of TINA forms used in the sport of swimming. Please adapt it and modify it to suit your purposes to gain a greater understanding of the needs of the young sports people you are supporting.

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The mentor in action (continued)

Determining what support the young person needs – range of options

There will be as many options in the type and nature of support required by G&T young sports people, as there are pupils in the school!

This is not as flippant a comment as it first appears when we remember that we are trying to provide a support programme that is “pupil-centred” and individualised.

- Minimal support may take the form of an encouraging word whilst passing in a corridor.
- Maximum support might involve a “case study” type meeting bringing together pupil, parents, teachers and coaches/governing body representatives.

As a general rule, mentors will usually be asked to mentor a small group of G&T young sports people and meet them once a week as a group to discuss their progress and share ideas.

On particular occasions a small number of G&T young sports people may require individualised support. When this happens mentors can usually be expected to spend a short period of concentrated time working with that young sports person until he/she is ready to be part of the group system once more.

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The first meeting

Use this checklist to help you to plan for your first meeting with an athlete:

- Introduction – your role as a JAE mentor.
- How a JAE mentor can help, as part of a team.
- Options – other mentors working in the programme.
- Limitations
 - what a mentor can't do
 - time limitations – frequency of meetings.
- Ground rules – two way, confidentiality, code of conduct.
- Gather initial information about the athlete.
- Identify any issues that need attention.
- Agree actions.
- Agree next meeting.

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JAE contact form

Notes of a meeting with _____

On (date) _____ Time: _____

Reason for meeting _____

Requested by _____

Main points discussed

Agreed Action

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

6. _____

6. _____

Next meeting scheduled for _____

Any additional actions?

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The mentor in action (continued)

Working with *Team You* – who, how to contact

Contacts for staff or personnel who work in sport can be found on Sport England's website at www.sportengland.org/gateway/gateway_1.htm.

In particular, a selected list of NGB websites can be found on the Youth Sport Trust website at www.youthsporttrust.org/yst_info_links_ngb.html.

A more comprehensive list of NGB websites can be found on the Sport England website at www.sportengland.org/gateway/gblinks.htm.

More importantly, through the young athlete's completed TINA form, mentors will have information on who and how to contact members of *Team You*.

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The mentor's mentor

Gifted and talented system in school – who provides support?

Most queries and/or issues in school relating to support for G&T young sports people should be referred to your school's G&T co-ordinator. He/she is in the best position to be able to help you.

If you are a school in an EiC authority, then the cluster G&T co-ordinator or the G&T strand co-ordinator for the local education authority (LEA) should also be available as points of contact and assistance.

In addition, the national mentoring network is also a source of information and assistance for all things related to mentoring in schools.

Their contact details are:

Mail	First Floor Charles House Albert Street Eccles M30 0PD
Telephone	0161 787 8600
Fax	0161 787 8100
E-mail	enquiries@nmn.org.uk
Website	www.nmn.org.uk

Mentors are strongly advised to browse the website as they frequently:

- have good updates of information on mentoring
- have great resources and publications
- run courses to benefit the mentoring work in organisations and schools.

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Professional development

Mentoring skill	Areas for development	Action
Building a relationship <ul style="list-style-type: none"> • Ground rules. • Gathering essential information. • Building an overall picture of the athlete and <i>Team You</i>. • Assessing need for support. • Working towards independence. 		
Active listening <ul style="list-style-type: none"> • Positive body language. • Focus. • Prompting. • Checking/testing. • Summarising. • Paraphrasing. • Reflection. • Silence. 		
Questioning <ul style="list-style-type: none"> • Open questioning. • Probing. • Funnelling. • Reflective. 		
Analysing <ul style="list-style-type: none"> • Sifting. • Sorting. • Being objective. • Prioritising. 		
Negotiating and brokering <ul style="list-style-type: none"> • Analysing. • Active listening. • Questioning. • Facilitating. 		

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Talented Individual Needs Assessment (TINA)

HOME TINA

Athlete's name

During the period

What is your current weekly training schedule? Please detail days and times.

_____	_____
_____	_____
_____	_____
_____	_____

What other sports training are you doing apart from your main sport?

Do you have access to, or use other training facilities, e.g. gymnasium, pool?
If so, please give details.

How long does it take to travel to (each of) your training venue(s)?
Give name and time of venue and travel time in minutes.

_____	_____
_____	_____
_____	_____
_____	_____

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Talented Individual Needs Assessment (TINA)

How do you get to and from the training venue?

How long does it take to travel to school?

How do you travel to school?

Does the time taken to get to school alter if you go to morning training?
Please give details.

Which is the closest training venue to your home?

Which is the closest training venue to your school?

What costs are involved in training/membership fees?

Equipment	_____	Session fees	_____
Travel to training	_____	Special diet	_____
Membership fees	_____	Other	_____

Over a 12 month period, how often do you compete?

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Talented Individual Needs Assessment (TINA)

What are the cost/time implications for such competitions?

What family commitments do you have over the next six months, e.g. holidays, parties etc?

What other regular activities do you take part in outside of school, e.g. music?

How difficult do you find it to fit everything in?

Not difficult

Very difficult

1

2

3

4

5

Comments.

What are your ambitions in your sport?

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Talented Individual Needs Assessment (TINA)

CLUB/SQUAD TINA

Athlete's name

Club/squad coach

During the period

With your programme, what is the maximum number of training sessions the athlete can attend per week?

What training sessions do you expect the athlete to attend?
Please detail number, day, time, venue and type of session.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

What competitions do you expect the athlete to compete in?

Where could there be flexibility with these competitions?

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Talented Individual Needs Assessment (TINA)

What open/age group competitions do you expect the athlete to compete in?

What are the key dates for this athlete over the next six months?

Do you have any concerns regarding this athlete fitting in training and competitions with other commitments?

Do you encourage or allow your athlete to take part in other sports?

If yes, are there any sports you would not wish your athlete to participate in?

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Talented Individual Needs Assessment (TINA)

SCHOOL TINA

Athlete's name

School contact name

During the period

Please attach a copy of the athlete's timetable including registration times, form periods and assemblies, and homework timetable.

What are the main sports covered in the athlete's PE lesson?

Are there any important exam/coursework dates?

What extra curricular activities is the athlete involved in?

When do these take place, and to what level is the athlete participating?

Are there any extra curricular activities the athlete will be expected to compete in?

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Talented Individual Needs Assessment (TINA)

Are there any school trips/sports days/concerts that the athlete will be involved with?

What does the athlete normally have for school lunch?

In which areas of the timetable could there be flexibility?

Arriving at school late

Leaving school early

Use of PE lesson for specific training

Use of PE lesson to catch up on homework

Access to quiet facilities at lunchtime

Access to sports facilities at lunchtime

Other flexible learning opportunities

Which areas of the timetable have no room for flexibility?

With which extra curricular activities can there be flexibility?

Do you offer any special arrangements for gifted and talented athletes, e.g. tutorials, private tuition, funding?
