



ENGLISH COACHING PROGRAM

## COACH 1 - MENTOR CONTRACT

Dear Mentor:

Your name has been submitted as a Mentor for: \_\_\_\_\_ for the English Coach 1 certificate.  
(candidate's name)

Please take the time to thoroughly read this form through.

Your role as a mentor in the certification process is crucial to this candidate's success. The mentoring concept was brought into the English Coaching Program several years ago and in fact has been put forward as a desirable concept by the Coaching Association of Canada for all sports.

The word 'mentor' is generally defined as a wise, loyal advisor, a teacher, and a coach. Mentors have the power to shape character and mould lives; not only of their own students, but also of others who also teach. It is not an easy task for those who decide to live up to the name of mentor. The CAC mentorship program states: "the role of a mentor is to provide experiences and reflection opportunities that complement coaching training and certification". Therefore, your role is to prepare this candidate by acting as his/her role model and advising him/her in all areas of knowledge and conduct so he/she may become a role model for our sport. As a mentor, you will allow the candidate to observe your lessons, promote discussion and obtain feedback from the candidate. The candidate will also complete lesson plans and in turn, teach in your presence so you may provide critiques and suggestions for his/her improvement.

By signing your name to this document, you are declaring that you have mentored and guided the candidate and that he/she is now prepared to successfully complete the evaluation and examination. We recognize the responsibility you have undertaken and commend you.

**"It is my opinion that \_\_\_\_\_ has performed these teaching  
(candidate's name)  
tasks and has either met or exceeded the standard required to successfully undertake the practical teaching assessment."**

Mentor Name: \_\_\_\_\_ EC #: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## COACH 1 - MENTOR TASK SHEET

**Mentors must be an Active/Current English Coach 2 or higher and be approved by the Provincial Equestrian office.**

Dear Mentor,

Thank you for further supporting the Coaching System by guiding the development of

\_\_\_\_\_  
(candidate's name)

We ask that you fill in the following checklist upon completion of their skill development with you. **By signing your name to this document, you are declaring that you have mentored and guided this candidate and that in your opinion, he/she is now prepared to successfully complete the Practical Assessment.** Please keep in mind that the Mentored hours is a minimum guideline. Depending on experience, some candidates may require further mentoring in order to be able to coach to the required standard.

Please initial areas that you have covered with candidate:

\_\_\_\_\_ 10 HOURS AUDITING LESSONS

\_\_\_\_\_ 10 HOURS PRACTICE TEACHING

\_\_\_\_\_ SAFETY (awareness, managing training environment, ability to multi-task, ability to be multi visionary, ensuring the suitability of tasks)

\_\_\_\_\_ COMMUNICATION (rapport with students, listening skills, clear communication of thoughts for ages and abilities, voice projection, motivation and enthusiasm, questioning skills)

\_\_\_\_\_ PROFESSIONALISM (displays appropriate coaching behaviours and attitudes, empathy, respect, sincerity, etc.)

\_\_\_\_\_ ORGANIZATION (time management and punctuality, lesson planning, delivery and reflection, sequential skill development)

\_\_\_\_\_ KNOWLEDGE (technical knowledge - aids, etc., identifying goals-small and large, flexibility to meet individual needs)

\_\_\_\_\_ STABLE MANAGEMENT (conformation & unsoundness, feeding, safety (barn & stable), stable construction, shoeing, tack, equipment & fitting, etc.)

\_\_\_\_\_ BANDAGING (stable, shipping, tail, first-aid)

\_\_\_\_\_ LUNGING (exercise for horse)

\_\_\_\_\_ LUNGING (with a rider for coaching purposes and positional corrections)

Mentor Name: \_\_\_\_\_ EC #: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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## COACHING BEHAVIOUR PROFILE

Rating: 1 - need improvement

2 - good

3 - very good

|  |  |
|--|--|
| <p><b>SAFETY</b></p> <p>1      2      3</p>          | <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Manages training environment</li> <li>• Ability to multi-task</li> <li>• Ability to be multi-visionary</li> <li>• Suitability of tasks</li> </ul>  |
| <p><b>COMMUNICATION</b></p> <p>1      2      3</p>   | <ul style="list-style-type: none"> <li>• Rapport with students</li> <li>• Listening skills</li> <li>• Clear communication of thoughts for ages and abilities</li> <li>• Voice projection</li> <li>• Motivation and enthusiasm</li> <li>• Questioning skills</li> </ul> |
| <p><b>PROFESSIONALISM</b></p> <p>1      2      3</p> | <ul style="list-style-type: none"> <li>• Displays appropriate coaching behaviours and attitudes (empathy, sincerity, respect, etc.)</li> <li>• With-it-ness</li> </ul>   |
| <p><b>ORGANIZATION</b></p> <p>1      2      3</p>    | <ul style="list-style-type: none"> <li>• Time management and punctuality</li> <li>• Lesson planning (pre-lesson, delivery and reflection)</li> <li>• Sequential skill development</li> </ul>   |
| <p><b>KNOWLEDGE</b></p> <p>1      2      3</p>       | <ul style="list-style-type: none"> <li>• Technical knowledge (essential learning, aids, etc.)</li> <li>• Identified goals for practice session (large and small)</li> <li>• Flexibility in meeting individual needs</li> </ul>   |

Candidate Name: \_\_\_\_\_

Mentor Name: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**EQUINE  HIPPIQUE**



## COACH 1 - MENTOR PROGRAM

### LUNGING ASSESSMENT FORM

|                          |                       |
|--------------------------|-----------------------|
| <b>LUNGING A STUDENT</b> | <b>+/- 20 MINUTES</b> |
|--------------------------|-----------------------|

|                                   |  |
|-----------------------------------|--|
| Equipment                         |  |
| Safety                            |  |
| Technique                         |  |
| Suitable Positional Exercises     |  |
| Enthusiasm & Rapport with Student |  |
| Effectiveness                     |  |
| <b>TOTAL</b>                      |  |

Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Candidate Name: \_\_\_\_\_

Mentor Name: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Coach 1 Teaching Topics (revised January 2004)

### Flat Topics

1. Review and improve **the quality of transitions: walk/halt/walk, walk/trot/walk.**
2. Review and improve **the quality of trot/canter/trot transitions.**
3. Introduce and practice **riding a horse on contact between leg and hand.**
4. Introduce and practice **change of lead through trot.**
5. Introduce and practice **transitions within the walk (increase/decrease of pace).**
6. Introduce and practice **transitions within the trot (increase/decrease of pace).**
7. Introduce and practice **transitions within the canter (increase/decrease of pace).**
8. Review and improve **the quality of the 20-meter circle.**
9. Introduce and practice **a 3-loop serpentine.**
10. Introduce and practice **leg-yield.**
11. Introduce and practice **exercises to improve the sitting trot.**
12. Introduce and practice **arena exercises (half-circle, reverse, loops and figure-8).**

### Over Fences Topics

1. Introduce and practice **exercises over poles to improve eye contact.**
2. Introduce and practice **jumping a raised obstacle at the trot.**
3. Introduce and practice **first lesson over a simple gymnastic.**
4. Introduce and practice **control when riding to and from a fence at canter.**
5. Introduce and practice **riding a line of two fences with a related distance.**
6. Introduce and practice **riding a turn to a fence on the diagonal.**
7. Introduce and practice **riding a combination (1 or 2 non-jumping strides).**
8. Introduce and practice **exercises over poles to teach an appropriate mane release.**
9. Introduce and practice **canter exercises over poles to develop eye and stride control.**