

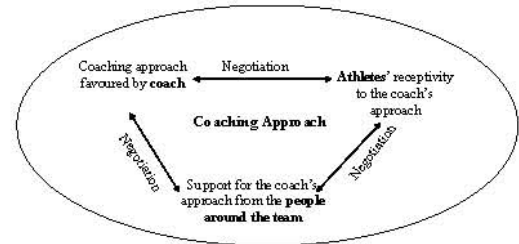
Analysis of the practice of sport in secondary schools

Do the various actors involved (coaches, student athletes, parents, school principals) perceive the coaching provided in schools as being "holistic"?

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Conceptual Model of Holistic Coaching



Holistic Coaching: all the activities negotiated among the coaches, athletes and the people around the team (parents, principals) that balance student athletes' total development with sport-specific development.

Preliminary results:

Coaches

- value holistic training but have difficulty providing tangible examples of activities;
- have few opportunities to learn how to impart educational values;

School principals

- often have sports experience (as athletes, coaches);
- believe that practising sport helped them develop the skills (leadership) they use today;
- are aware of the importance of supporting school sport programs (money, time,...)

Sport participation: The case of school sport

- Sports practice in schools is significant: (275,000 in Ontario; 165,000 in Quebec)
- Sport Canada (2002; *Canadian Sport Policy*)
 - Improve the place of sport and physical activity in schools and upgrade the training of coaches
- Canadian Centre for Ethics in Sport (2003/2004, *The Sport We Want*)
 - Schools are the best setting for reaching children, but this situation is not used to best advantage
 - School sport functions independently from community sport, and the two could be linked more closely for the benefit of the participants and the community