



## **EARLY CHILDHOOD EDUCATOR AND YOUTH SPORT COACH PROFILES**

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## TECHNICAL SHEET

**Title:** R#3

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**Number of pages:** 17

**Year:** 2024

**Cite as:** Ries, F., García-Fernández, J., O’Leary, D. & the EduPASS Project Partners (2024). Early Childhood Educator and Youth Sport Coach Profile. EduPASS Project R#3 Project Output, 1-17. <https://doi.org/10.13140/RG.2.2.33413.67045>

**Project:** Education for Physical Activity and Sport: Informal and Non-formal Settings

**Project Coordinator:** Claude Scheuer (until February 2023) and Andreas Bund (from February 2023)

**Funder:** European Commission

**Programme:** Erasmus+ Key Action 2: Cooperation for innovation and the exchange of good practices 2020

**Action Type:** Strategic Partnerships for Higher Education

**Reference:** 2021-2-LU01-KA220-HED-000051179

**Timeline:** 1 May 2022 – 31 October 2024

**Project Sheet:** <https://erasmus-plus.ec.europa.eu/es/projects/search/details/2021-2-LU01-KA220-HED-000051179>

For further information on the EduPASS Project please follow the link:

**Website:** <https://edupass-project.eu/>



## PROJECT PARTNERS

The authors wish to acknowledge the contribution of the Education for Physical Activity and Sport: Informal and Non-formal Settings (EduPASS) project team for the development of the outputs here referenced for EduPASS (2024).

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**Disclaimer:** The European Commission's support to produce this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

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## 1. INTRODUCTION

At the core of exemplary educational systems is the principle that the curriculum for each subject should be taught by Early Childhood Educators who have received specialized training. This tenet holds especially true for disciplines like Physical Education (PE), and physical activity, movement, play, and sport (PAMPS), which extend beyond mere physical benefits to encompass holistic gains across social, emotional, and cognitive domains for individuals of all ages. Given the multifaceted benefits these activities offer, it becomes imperative to ensure that Early Childhood Educators in non-formal educational settings and Youth Sport Coaches in sports clubs (often considered informal educational settings) — are provided with comprehensive and adequately designed training programmes. Such initiatives are essential to maximize the positive impacts of PE, PA, and sports, enhancing overall well-being and fostering a more educated and physically active society.

### **Early Childhood Educator:**

Considering the importance of Early Childhood Educators in the early stages of education, it is essential that these professionals are equipped to guide children towards the discovery and appreciation of their well-being, joy, and sense of achievement through a wide range of PA. They should promote in children the knowledge of their own needs and the exploration of the human body, helping them to develop physical literacy, to be active, motor skills, body control, coordination, and physical capabilities. Furthermore, it is crucial to teach children to assess and manage risk play through physical challenges, fostering a safe environment where they feel confident in their own body, acquire a positive self-image, and explore their feelings.

Early Childhood Educators must establish and teach to respect personal and others' boundaries, promote proactivity and active presence, encouraging children to participate in physical games and recognise their achievements. It is essential to introduce children to varied and stimulating movement environments, which include sensory experiences and physical games both indoors and outdoors, promoting exploration beyond the nursery and before entering formal education. These practices not only enrich the physical development of children but also cultivate their social, emotional, and cognitive development, laying the foundations for holistic growth.

### **Youth Sport Coach:**

Youth Sport Coach education has been recognized as an important vehicle through which to improve Youth Sport Coaching practice. Although Youth Sport Coaching knowledge has traditionally been accredited through attendance at formal learning activities to achieve Youth Sport Coaching qualifications, it is increasingly recognised that informal and non-formal learning opportunities form an important part of Youth Sport Coach learning. It is also acknowledged that access to qualifications and other formal learning opportunities may be limited for some Youth

Sport Coaches in some contexts, particularly internationally where Youth Sport Coaching frameworks may be still under development (Lara-Bercial et al., 2017).

Peer reviewed literature in Youth Sport Coaching is limited in scope and rarely examines either the impact of informal and non-formal learning or systems to implement it. Both domestically and internationally across a range of sectors there is much evidence to suggest that there is a significant motivation to improve the ways in which informal and non-formal learning can be recognised, validated, and accredited.

The EduPASS project aims to define the profile of Youth Sport Coaches and Early Childhood Educators (age of children 3 – 6 years)

## **2. DEVELOPMENT OF THE EARLY CHILDHOOD EDUCATOR AND YOUTH SPORT COACH PROFILE**

### **2.1. BACKGROUND**

To our knowledge, no precise common profile for Early Childhood Educators and Youth Sport Coaches exists in Europe in the field of informal and non-formal settings. As the situation regarding the implementation of these educational programmes in Europe is very diverse (see R#1 overview and literature review), the definition of a common, reliable profile is challenging. Nevertheless, a profile with minimum competency requirements for the implementation is necessary and would be helpful to orientate Early Childhood Educators and Youth Sport Coach curriculum development in general.

Earlier work in R#1 and R#2 of the EduPASS project informed the development of the profile.

**R#1:** An overview of the current situation in Early Childhood Educator and Youth Sport Coach Education in Europe has been developed in form of a report available online. It informs about the following aspects:

- Existing profiles for Early Childhood Educators and Youth Sport Coaches in Europe.
- Existing concepts, models and curricula for Early Childhood Educator and Youth Sport Coach Education in Europe.
- Existing links to European frameworks, as e.g. the European Qualification Framework (EQF).
- A literature review on evidence in Early Childhood Educator and Youth Sport Coach Education.
- A Delphi consensus study on Early Childhood Educator and Youth Sport Coach Education.

In order to have a basis for the development of R#2 (Recommendation on Early Childhood Educator and Youth Sport Coach Education), R3 (Early Childhood Educator and Youth Sport Coach profile), and R4 (Theoretical and methodological framework for Early Childhood Educator and Youth Sport Coach Education), a general analysis of the current situation regarding Early Childhood Educator and Youth Sport Coach Education in Europe was necessary.

Furthermore, the project partners needed a detailed overview of how Early Childhood Educator and Youth Sport Coach Education programmes in the respective partner countries look like and how they are implemented. The overview on Early Childhood Educator and Youth Sport Coach Education in Europe helped to identify existing good practices in that field and provided further and deeper information about Early Childhood Educator and Youth Sport Coach Education in Europe, which will be useful for any interested and relevant stakeholders, as described in the target groups above.

Whilst general descriptive overviews of the current situation in Early Childhood Educator and Youth Sport Coach Education in Europe do exist as outcomes of previous European projects, a critical and comparative analysis of national systems focusing on Early Childhood Educator and Youth Sport Coach Education has so far not been provided.

**R#2:** Recommendations on Early Childhood Educator and Youth Sport Coach Education in Europe providing a strong basis and rationale for the development and implementation of future Early Childhood Educator and Youth Sport Coach Education programmes have been developed in the form of a report available online. The recommendations derive from a mapping of and an exchange on the Early Childhood Educator and Youth Sport Coach Education course modules project partners (except CEREPS) are offering in existing programmes at their institutions.

All partner institutions (except CEREPS) are active in Early Childhood Educator and / or Youth Sport Coach Education and implement respective study programmes in their respective national contexts. Thus, it is necessary that partners learn to know from each other how the respective Early Childhood Educator and Youth Sport Coach Education programmes look like and what experiences partners were able to make during the past years when implementing those programmes. This kind of mapping and exchange amongst partners, together with the outcomes of the analysis (R1) was necessary to formulate valid recommendations on Early Childhood Educator and Youth Sport Coach Education.

Besides the project partners, who need and use the recommendations as a basis for the development of R#3 and R#4, the target groups addressed are the following:

- Early Childhood Educator and Youth Sport Coach Education institutions.
- Early Childhood Educator and Youth Sport Coach Early Childhood Educators.
- Researchers active in the field of Early Childhood Educator and Youth Sport Coach Education.
- Early Childhood Educators and Youth Sport Coaches.
- NGO's like research associations, Early Childhood Educator and Youth Sport Coach associations, etc.
- Stakeholders and policy makers in charge of Early Childhood Educator and Youth Sport Coach Education.

Whilst some of the partners have been cooperating regarding Early Childhood Educator and Youth Sport Coach Education in the past as members of the same networks, an intense sharing of expertise and best practice in Early Childhood Educator and Youth Sport Coach Education has not yet been undertaken. Furthermore, specific recommendations on Early Childhood Educator and Youth Sport Coach Education do not exist so far.

The recommendations on Early Childhood Educator and Youth Sport Coach Education provide a strong basis and rationale for the development and implementation of future Early Childhood Educator and Youth Sport Coach Education programmes in Europe, thus – more directly – strengthening the profession of the Early Childhood Educators and Youth Sport Coaches as well as – indirectly – strengthening the quality of the provision of non-formal and informal PE and sports activities in the respective settings.

Concerning R#2, the project partners carried out a mapping and exchange of the Youth Sport Coach and Early Childhood Educator course modules they are offering in current programs at their Higher Education Institutions (HEIs). As is evident from the findings, we found some similarity between the two settings (non-formal and informal).

### **R#3: Early Childhood Educator and Youth Sport Coach Profile**

An Early Childhood Educator and Youth Sport Coach profile based on minimum competency requirements for the implementation of PAMPS in non-formal and informal settings, focusing on knowledge, skills and attitude will be developed in form of a policy recommendation document available online.

A framework of standards for Early Childhood Educators and Youth Sport Coaches needed to be established with a base of at least minimal expectations of all Early Childhood Educators and Youth Sport Coaches with responsibility for delivery of non-informal and informal PAMPS programmes. In the context of the project, a target profile used as a starting point for the development of the theoretical and methodological framework for Early Childhood Educator and



Youth Sport Coach Education is necessary. In order to know which minimum competency requirements future Early Childhood Educators and Youth Sport Coaches should fulfil, a respective Early Childhood Educator and Youth Sport Coach profile needed to be developed.

The final document will be made available online in its final version as an open access resource under a respective license.

Now, no precise profile for Early Childhood Educators and Youth Sport Coaches exists in Europe. As the situation regarding the implementation of Early Childhood Educator and Youth Sport Coach Education in Europe is very diverse, the definition of a respective profile is challenging. Nevertheless, a profile with core competency requirements for the implementation of quality non-formal and informal PE and sports is necessary and will be helpful to orientate Early Childhood Educator and Youth Sport Coach Education developers in general.

The Early Childhood Educator and Youth Sport Coach profile provides a strong basis and rationale for future policy decisions when it comes to the definition of the profile of Early Childhood Educator and Youth Sport Coach delivering non-formal and/or informal PE and sports activities in non-formal and/or informal settings, as well as the development and implementation of future Early Childhood Educator and Youth Sport Coach Education programmes in Europe. Thus, it allows to – more directly – strengthen the profession of the Early Childhood Educators and Youth Sport Coaches as well as – indirectly – strengthen the quality of the provision of non-formal or informal PAMPS in non-formal or informal settings.

Thus, the project partners are developing an Early Childhood Educator and youth Youth Sport Coach profile based on **core competency requirements for the provision of non-formal or informal PAMPS in non-formal or informal settings**, focusing on the following aspects:

- Knowledge.
- Skills.
- Attitude.
- Values.

For the development of Intellectual output R#3, the following steps have been taken:

- Analysis of the outputs of R#1 and R#2 documents.
- Derivation of implications and conclusions for the development of the profile.
- Identification of minimum or core competency requirements of Early Childhood Educators and Youth Sport Coaches in informal and non-formal settings.

## 2.2. THE PROFILE OF EARLY CHILDHOOD EDUCATOR

Following the Delphi study conducted in R#2, eight competencies were identified. Based on the five core competencies, the profile that characterizes the Early Childhood Educator can be summarized in the following characteristics (see also appendix):

**Knowledge:** The Early Childhood Educator profile highlights a professional with a well-rounded and deep understanding of the complexities involved in teaching and mentoring young learners (aged from 3 to 6 years). At the forefront of their skill set is a remarkable level of motivation, scoring 8.65 after the third round of the Delphi study, indicating a passionate and dedicated approach to fostering an engaging and dynamic learning environment. Closely following is an acute awareness of participants' needs, rated at 8.43, showcasing the Early Childhood Educator's ability to adapt and respond to the diverse requirements of their students, ensuring that each child's educational journey is both supportive and effective. Pedagogical knowledge, with a score of 8.22, underscores the Early Childhood Educator's strong foundation in teaching methods and strategies, enabling them to deliver content in a way that is accessible and impactful for all learners. Their understanding of child development, at 8.17, further complements this, providing the insights necessary to tailor learning experiences that align with the developmental stages of their students. Recognizing and accommodating individual differences is another key strength, scored at 8.13. This ability highlights the Early Childhood Educator's commitment to inclusivity and the personalization of education, ensuring that every child's unique needs and learning styles are addressed.

**Skills:** The Early Childhood Educator profile showcases an individual whose expertise and approach to teaching are both comprehensive and finely tuned to meet the diverse needs of young learners. Central to their effectiveness is exceptional communication skills, rated at 8.7, which underscores their ability to convey complex ideas in an understandable and engaging manner, fostering an interactive and inclusive classroom atmosphere. Providing a positive learning environment is another key strength, with a score of 8.57, highlighting the Early Childhood Educator's dedication to creating a supportive and encouraging setting where students feel valued and motivated to learn. Conflict resolution, marked at 8.43, demonstrates their adeptness at managing and mediating disputes, ensuring a harmonious and productive learning environment conducive to all students' growth. Motivating young people, with a score of 8.39, reflects the Early Childhood Educator's knack for inspiring and engaging students, driving their passion for learning and personal development. Observation skills, scored at 8.22, reveal the Early Childhood Educator's ability to notice and interpret subtle cues in students' behaviour and performance, allowing for timely and appropriate interventions.

**Attitudes:** The Early Childhood Educator profile is distinguished by a set of deeply ingrained attitudes that not only define their approach to teaching but also their interaction with students, colleagues, and the broader educational community. Leading with a positive attitude, rated at 8.61, this Early Childhood Educator exemplifies optimism and enthusiasm, setting a tone that inspires confidence and a love for learning among students. Motivation, with a score of 8.52, further highlights their dedication and drive, demonstrating a relentless pursuit of excellence in both their personal and professional endeavours. This attribute serves as a powerful model for students, encouraging them to strive for their best. Respect, marked at 8.48, underscores the Early Childhood Educator's commitment to treating everyone with dignity and consideration, fostering an environment where students and staff feel valued and heard. Empathy, rated at

8.35, reveals a deep capacity for understanding and sharing the feelings of others, enabling the Early Childhood Educator to connect with students on a meaningful level and support their emotional and social development. Valuing individual differences, with a score of 8.3, show a profound appreciation for the diverse backgrounds and abilities of students, promoting an inclusive classroom culture that encourages collaboration and mutual support.

**Values:** The Early Childhood Educator embodies a set of core values that are fundamental to creating an inclusive, supportive, and ethical learning environment. Leading with a commitment to fair play (8.43), they demonstrate the importance of integrity, honesty, and sportsmanship in all aspects of education. This approach fosters a classroom culture where ethical practices are not just taught but lived, reflecting a score of 8.35 in ethical practice. Respect (8.22) is a cornerstone of their educational philosophy, ensuring that every student, regardless of background or ability, is treated with dignity and kindness. This value is seamlessly integrated with a strong belief in inclusion (8.17), where diversity is not only accepted but celebrated, creating a rich learning environment where all students feel welcomed and valued. The Early Childhood Educator takes responsibility (8.17) seriously, understanding the impact of their role in shaping young minds and the importance of setting a positive example.

### 2.3. THE PROFILE OF YOUTH SPORT COACH

Following the Delphi study conducted in R#2, eight competencies were identified. Based on the five core competencies, the profile that characterizes the Youth Sport Coach can be summarized in the following characteristics (see also appendix):

**Knowledge:** The Youth Sport Coach profile highlights a professional with a keen insight into the development and encouragement of young athletes, up to 18 years of age. Leading their expertise is a profound understanding of each child's interests and preferences, with a score of 7.87, demonstrating the Youth Sport Coach's ability to engage and motivate young learners through activities that resonate with their individual likes and curiosities. Close behind, with a score of 7.83, is their knowledge of basic motor development, indicating a strategic approach to enhancing physical skills essential for early childhood movement participation. Group dynamics and social interaction are also pivotal, scored at 7.74, reflecting the Youth Sport Coach's skill in fostering collaborative and cooperative play among young athletes. This ability not only enhances the children's social skills but also contributes to a supportive and inclusive sporting environment. Furthermore, a rating of 7.52 in learner-centred approaches shows the Youth Sport Coach's dedication to adapting Youth Sport Coaching strategies to meet the diverse needs and learning paces of each child, ensuring that their introduction to sports is as enriching as it is fun. Through this balanced and responsive approach, the Youth Sport Coach is exceptionally positioned to guide children on a path of physical development, social interaction, and personal growth in sports. Moreover, basic pedagogical knowledge, scored at 7.43, is integral to their profile. This dimension of their expertise underscores a foundational understanding of educational principles that inform the Youth Sport Coach's strategies for instruction and engagement, further ensuring

that each young athlete's journey through sports is supportive, effective, and aligned with developmental best practices.

**Skills:** This professional shines with their exceptional communication skills, rated at 8.3, which enable them to articulate instructions clearly, give effective feedback, and interact positively with children, creating an environment where every young athlete feels heard and understood. Equally rated at 8.3 is their talent for promoting fun and enjoyment, a vital skill that ensures sports remain a pleasurable activity that young athletes look forward to. By prioritizing enjoyment, the Youth Sport Coach keeps motivation high and fosters a lifelong love for physical activity. Conflict management skills come next with a strong 8.09 score, indicating the Youth Sport Coach's prowess in navigating disagreements and tensions that may arise during play. This skill is critical in maintaining harmony and teaching young athletes valuable lessons in resolution and sportsmanship. A score of 8.04 for cooperation skills underlines the Youth Sport Coach's ability to encourage cooperation and collaborative effort amongst the children. This not only contributes to the success on the field but also instills important social values and interpersonal skills. Their teaching or pedagogical skills, which carry an 8.0 rating, reflect a comprehensive understanding of teaching methods that cater to young learners, ensuring that each child receives the right balance of support and challenge.

**Attitudes:** The Youth Sport Coach profile, enriched with specified attitudes and corresponding scores, reveals a professional with an extraordinary ability to nurture and guide young athletes. Foremost is the Youth Sport Coach's respect for children's needs and interests, with an outstanding score of 8.39, illustrating a deep commitment to understanding and valuing the unique preferences and requirements of each child. This respect ensures that the Youth Sport Coach's approach is always child-centric, providing a supportive and tailored sporting experience for every young participant. Enthusiasm is a close second, scoring 8.35, showcasing the Youth Sport Coach's vibrant energy and passion for sports, which is infectious and serves to excite and engage young athletes. The Youth Sport Coach's enthusiasm often becomes the heartbeat of training sessions, instilling a sense of joy and eagerness in the children. Cooperation receives a score of 8.26, reflecting the Youth Sport Coach's skill in promoting teamwork and collaborative values. This attitude is essential not only for the success of group sports but also for teaching young athletes about the importance of working together, learning from their shared experiences. Similarly, motivating is also rated at 8.26. This score indicates the Youth Sport Coach's ability to inspire and encourage children, supporting them to learn and grow while still ensuring that the sporting environment remains positive and empowering. Creativity scores an impressive 8.3, which speaks to the Youth Sport Coach's ability to design engaging and innovative drills and games that capture the imaginations of young athletes. This creativity keeps practices fresh and exciting, which is critical in maintaining the attention and interest of children.

**Values:** The Youth Sport Coach profile built upon the provided values radiates integrity and positive influence, vital for shaping the character of young athletes. Ethical behaviour, with a notable score of 8.3, is at the cornerstone of this profile, signifying a Youth Sport Coach who

operates with a strong moral compass, ensuring that all decisions and actions within the team are fair and just. This value sets the standard for the conduct expected not only of the athletes, by their parents / guardians and those within the broader sporting community. Respect holds a significant place with a score of 8.26. This value reflects the Youth Sport Coach's regard for each individual athlete, their peers, and the sport itself. By demonstrating respect, the Youth Sport Coach fosters an environment where all children feel valued and understood, which is critical for their development and self-esteem. Fair play, rated at 8.22, underlines the Youth Sport Coach's commitment to honesty and sportsmanship. This value is imperative in teaching children to compete with integrity, appreciating the importance of rules and the spirit of the game. With cooperation also scoring 8.22, the Youth Sport Coach exemplifies the importance of working together and shared effort. It's a reminder that collective success often trumps individual accolades in sports and life, teaching children about solidarity and mutual support. Lastly, empathy, at 7.96, remains a foundational aspect of the Youth Sport Coach's value system. This ability to understand and share the feelings of others is essential in addressing the emotional and psychological needs of children and their parents / guardians, guiding them through challenges both on and off the field.

### 3. CONCLUSIONS

Following the description of knowledge, skills, attitudes, and values, it could be concluded that the profile of the Early Childhood Educator is:

The Early Childhood Educator profile encapsulates a professional who embodies excellence in both knowledge and practice, underpinned by an unwavering dedication to the holistic development of young learners. The high scores across various competencies reflect an Early Childhood Educator who is not merely proficient but also passionate and intuitive in their approach to teaching. Their formidable knowledge base, marked by an exceptional understanding of pedagogical strategies and child development, positions them to deliver an educational experience that is as impactful as it is inclusive. The Early Childhood Educator's skills set is equally impressive, with standout abilities in communication and environmental nurturing, indicative of a deep commitment to fostering an atmosphere conducive to learning and growth. Their ability to resolve conflicts and motivate students testifies to their role as not just an instructor but a guide and mentor. The subtlety of their observation skills cannot be overstated; it ensures that each child's needs and potential are not only recognized but also fully supported.

Attitudes of positivity, motivation, and respect, along with a genuine empathy towards students, define the Early Childhood Educator's approach to interactions within the educational setting. Such attitudes foster a learning environment that is dynamic, empathetic, and encouraging, which in turn inspires students to pursue excellence with zeal. The Early Childhood Educator's value for individual differences further champions the diversity of the classroom, creating a tapestry of collaborative and supportive learning. Values of fairness, ethical practice, and inclusion form the foundation of the Early Childhood Educator's philosophy. These core values are the bedrock of an educational environment where integrity, respect, and social responsibility are not just expected but exemplified. The Early Childhood Educator's sense of responsibility reflects an acute awareness of the significant role they play in shaping young minds, emphasizing the critical nature of their example.

Overall, this Early Childhood Educator profile highlights a paragon of educational virtue—a beacon of knowledge, skills, attitudes, and values. Such a profile not only meets but exceeds the standards of educational excellence, assuring that every student under their tutelage is poised for success and well-being. This Early Childhood Educator is, without doubt, an invaluable asset in early childhood education and a transformative influence in the lives of children.

In relation to the Youth Sport Coach, following the description of knowledge, skills, attitudes, and values, it could be concluded that, it could be concluded that the profile is:

The Youth Sport Coach profile embodies a mentor whose integration of knowledge, expertise, core principles, and perspectives fosters a nurturing setting for children. The Youth Sport Coach's comprehensive understanding of each child's unique needs and preferences, combined with an adeptness in basic motor development and group dynamics, equips them with the ability to tailor

their Youth Sport Coaching to enhance physical, social, and personal aspects of their young charges' development. The Youth Sport Coach demonstrates a well-rounded expertise that makes sports both enjoyable and developmentally appropriate for children. Skills such as communication, the promotion of fun, conflict management, cooperation, and pedagogical knowledge are where the Youth Sport Coach truly excels. These skills enable the Youth Sport Coach to clearly articulate instructions, create a joyful learning atmosphere, resolve disputes with wisdom, and impart knowledge effectively. They bring not just exercises, but life lessons to each session, teaching the values of cooperation, perseverance, and respect.

Attitudes like respect for the children's needs and interests, and the ability to motivate and encourage children, are core. These attributes when combined with an infectious enthusiasm and creativity keep children captivated and eager to learn. Such attitudes are paramount in a Youth Sport Coach who is as much a role model as they are a sports mentor. Finally, the Youth Sport Coach's core values are the bedrock of their professional philosophy. Ethical behaviour, respect, fair play, cooperation, and empathy not only define their interactions with the athletes but also shape the moral framework within which they operate. The Youth Sport Coach sets a high standard for conduct that fosters an environment of integrity, kindness, and inclusion.

In sum, this Youth Sport Coach is a paragon of comprehensive child-centric Youth Sport Coaching. Their profile is a testament to their ability to blend knowledge with application, values with practice, and enthusiasm with empathy, creating a holistic space where children thrive not only in motor ability but in character, collaboration, and developing a love of being physically active, preparing them for lifelong involvement in physical activity.

Finally, both the Early Childhood Educator and Youth Sport Coach share a strong overlap in essential competencies, particularly in their deep understanding of child development and their ability to create nurturing environments. Both roles require excellent communication skills to articulate instructions clearly and foster positive interactions. Their conflict resolution abilities and commitment to inclusivity ensure that every child feels valued and supported. Additionally, both professionals demonstrate a profound empathy and respect for individual differences, promoting an atmosphere of fairness and ethical practice. This shared foundation of knowledge, skills, attitudes, and values underscores their significant impact on the holistic development of children.

#### 4. REFERENCES

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## APPENDIX

	<b>NON-FORMAL SETTING</b> (i.e. Early Childhood Educator)	<b>INFORMAL SETTING</b> (i.e. Youth Sport Coach)
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Motivation (8.65)</li> <li>Participants' needs (8.43)</li> <li>Pedagogical knowledge (8.22)</li> <li>Child development (8.17)</li> <li>Understanding individual differences (8.13)</li> <li>Youth development (8.0)</li> <li>Behaviour management (7.96)</li> <li>Creativity &amp; problem-solving skills (7.83)</li> </ul>	<ul style="list-style-type: none"> <li>Child's interests &amp; preferences (7.87)</li> <li>Knowledge of basic motor development (7.83)</li> <li>Group Dynamics &amp; Social Interaction (7.74)</li> <li>Learner-centred approaches (7.52)</li> <li>Basic pedagogical knowledge (7.43)</li> <li>The role of play &amp; exploration (7.39)</li> <li>Knowledge of activities in informal PAMPS (7.3)</li> <li>Health &amp; safety processes (7.26)</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>Communication skills (8.7)</li> <li>Providing a positive learning environment (8.57)</li> <li>Conflict resolution (8.43)</li> <li>Motivating young people (8.39)</li> <li>Listening (8.09)</li> <li>Observation skills (8.22)</li> <li>Organisational skills (8.13)</li> <li>Differentiating for different skill levels (8.04)</li> </ul>	<ul style="list-style-type: none"> <li>Communication skills (8.3)</li> <li>Promoting fun and enjoyment (8.3)</li> <li>Conflict management skills (8.09)</li> <li>Cooperation skills (8.04)</li> <li>Teaching / pedagogical skills (8.01)</li> <li>Motivation (7.91)</li> <li>Leadership skills (7.78)</li> <li>Active Listening (7.74)</li> </ul>
<b>ATTITUDES</b>	<ul style="list-style-type: none"> <li>Positive attitude (8.61)</li> <li>Motivation (8.52)</li> <li>Respect (8.48)</li> <li>Empathy (8.35)</li> <li>Valuing individual differences (8.3)</li> <li>Cooperation (8.3)</li> <li>Professional ethics (8.22)</li> <li>Responsibility (8.22)</li> </ul>	<ul style="list-style-type: none"> <li>Respecting children's needs and interests (8.39)</li> <li>Enthusiasm (8.35)</li> <li>Cooperation (8.26)</li> <li>Motivating (8.26)</li> <li>Creativity (8.3)</li> <li>Fun and enjoyment (8.04)</li> <li>Empathy (8.0)</li> <li>Patience (8.0)</li> </ul>
<b>VALUES</b>	<ul style="list-style-type: none"> <li>Fair play (8.43)</li> <li>Ethical Practice (8.35)</li> <li>Respect (8.22)</li> <li>Inclusion (8.17)</li> <li>Responsibility (8.17)</li> <li>Safety and Well-being (8.09)</li> <li>Equality (8.0)</li> <li>Positive Relationships (8.0)</li> </ul>	<ul style="list-style-type: none"> <li>Ethical behaviour (8.3)</li> <li>Respect (8.26)</li> <li>Fair play (8.22)</li> <li>Cooperation (8.22)</li> <li>Empathy (7.96)</li> <li>Inclusion (7.96)</li> <li>Honesty (7.91)</li> <li>Fun and enjoyment (7.87)</li> </ul>