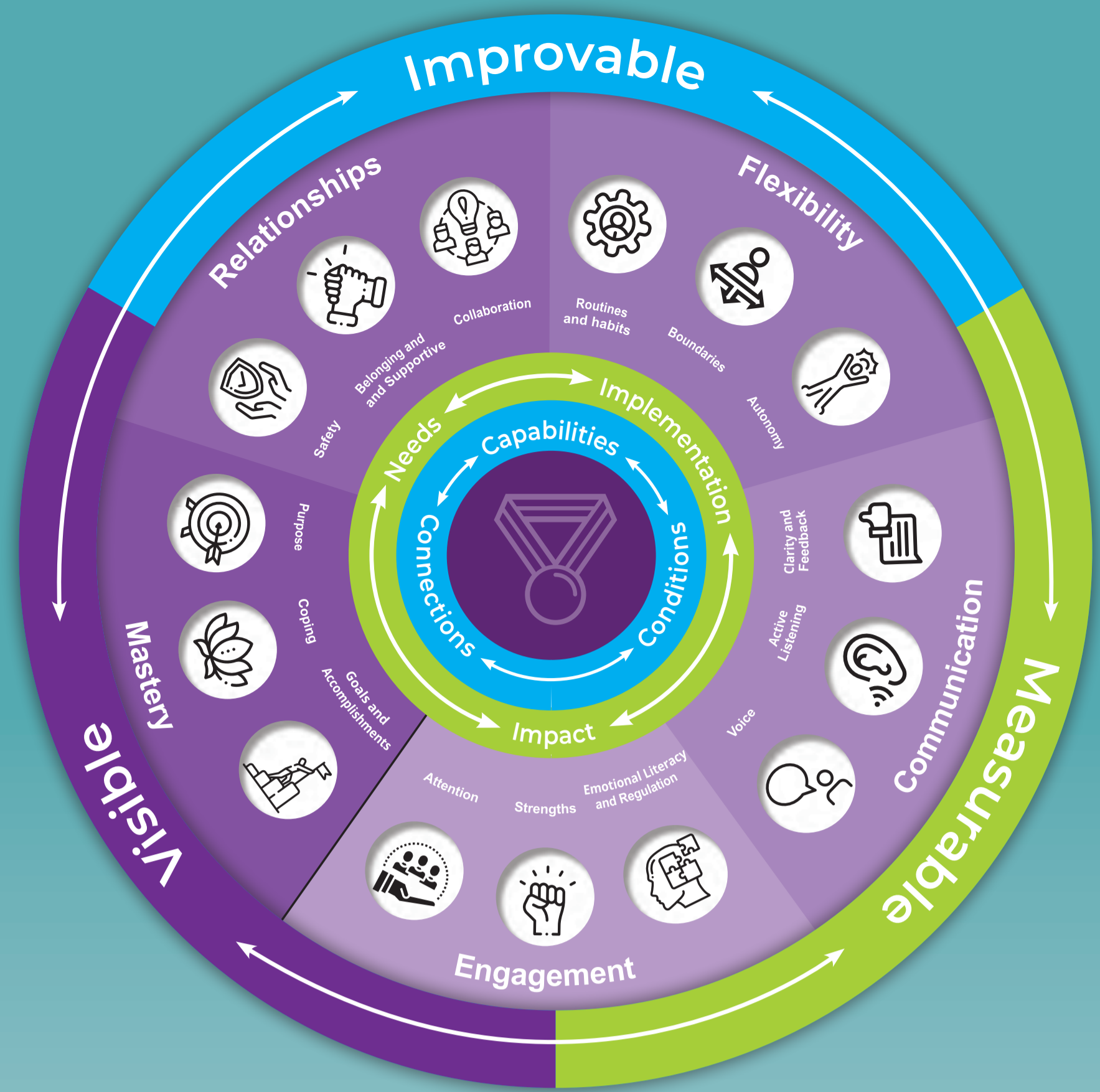


Flourishing Sporting Teams



Adapted from: The Flourishing Classroom System Observation Framework (Allison, Kern, Jarden & Waters, 2022)

ELEMENTS	ATHLETES	COACH	TEAM
RELATIONSHIP DIMENSION			
SAFETY Physical and psychological safety with early identification of perceived physical or psychological dangers.	Athletes are physically and psychologically safe. Athletes are willing to be authentic, share personal information, ask questions, take risks, and make mistakes.	The coach is psychologically and physically safe and ensures athletes are safe. The coach is willing to be authentic, share appropriate personal information and make mistakes.	The team feels safe, positive, connected, inclusive, respectful, and accepting.
BELONGING AND SUPPORTIVENESS Meaningful and quality connection amongst members of the Team. The provision of practical help, emotional support, compassion, empathy or encouragement.	Athletes connect and build strong relationships with each other and their coach. They are empathetic, compassionate, and understanding of the needs of others. Athletes seek help and are responsive to requests for help.	The coach expresses and proactively provides support to athletes. The coach encourages and is responsive to athletes seeking help and encourages athletes to help each other. The coach connects with the athletes, understands them, knows them well and provides opportunities for athletes to connect with each other.	The team functions as a community and has a collective identity. The team provides practical help to one another. The team is empathetic, encouraging and emotionally supportive of one another.
COLLABORATION Cooperative behaviours that achieve shared outcomes, with sensitivity to the needs of other team members.	Athletes share their thoughts, ideas, resources, and skills. They cooperate with others, demonstrate flexibility and compromise. They value, build on and incorporate the thoughts, ideas, resources, and skills of others.	The coach initiates collaborative activities and fosters cooperative learning. The coach designs training and learning to allow for peer-to-peer interactions and encourages compromise.	The team collaborates and is a trusting, cooperative system that works, interacts, has discussions, and solves problems together effectively and respectfully.
RELATIONSHIP LEARNING ENVIRONMENT: All athletes within the team are seen, heard and valued. The training space safe, warm, inviting and designed to allow for inclusion, connection, collaboration and cooperative learning.			
FLEXIBILITY DIMENSION			
ROUTINES AND HABITS Clear routines and team procedures, with a predictable rhythm through structured behaviours and activities done repeatedly and regularly.	Athletes know and engage in routine behaviours. Athletes follow expected team procedures. They transition well between activities.	The coach establishes, explains, models, reinforces and reviews helpful team procedures and uses positive routines. The coach utilises transition activities.	The team acknowledges clear team procedures. There is predictability for the team and the team moves smoothly through collective routines and habits.
BOUNDARIES Clear expectations, standards or limits that indicate safe and permissible ways to behave, with clear and appropriate responses when those limits are passed.	Athletes acknowledge and follow team standards and expectations. Athletes respect the boundaries of other athletes and repair relationships when they pass those boundaries.	The coach explains, reinforces and rewards desired behaviours, and corrects, redirects and provides alternatives for undesired behaviours. The coach models desired behaviour and treats athletes fairly.	The team collectively acknowledges desired team behaviours. The team agrees upon clear norms, rewards, and consequences.
AUTONOMY A state of independence and self-direction experienced by acting from choice rather than pressure from others.	Athletes take an active role in making choices, act independently and take responsibility over their performance and wellbeing.	The coach asks about and provides for the athletes learning preferences. They create opportunities for athletes to act autonomously, offering choices. The coach provides perspective on the possible positive and negative consequences of these choices.	The team is provided with choices and makes decisions. The team has shared ownership over the training sessions where appropriate.
FLEXIBILITY LEARNING ENVIRONMENT: The team is set up in a predictable way with resources easy to access. Team procedures are used consistently. Desired behaviours, standards, and expectations are modelled. Providing opportunities for choice and uses physical and virtual systems for athletes to make choices.			
COMMUNICATION DIMENSION			
VOICE Athletes have the opportunity to express their views, contribute their views to the team, with these views listened to respectfully and appropriately acted upon.	Athletes share their thoughts and ideas and contribute to team discussions in respectful and appropriate ways. Athletes speak with openness and honesty to the coach and appropriately challenge the status quo.	The coach gives permission, invites, and facilitates opportunities for athletes to express their views and contribute to discussions and decision making. The coach demonstrates respect for the views given and appropriately acts upon them.	The team engages in open and inclusive discussions, that allow for views to be expressed equitably without retribution, reprisal or damage to reputation.
ACTIVE LISTENING Paying close attention to what is said, hearing and responding in ways that demonstrate understanding and a desire to learn from others.	Athletes display active listening verbally and non-verbally. They listen to the coach and other athletes without interruption and demonstrating that they hear the message being conveyed. Athletes demonstrate they have considered the ideas or opinions of others before responding.	The coach actively listens to athletes, responding verbally and nonverbally in ways that demonstrate fully hearing the athletes, proactively building on responses. The coach clearly communicates they are listening. The coach encourages active listening in athletes.	The team listens to one another, verbally responding appropriately, and non-verbally demonstrating engagement with one another.
CLARITY AND FEEDBACK Instructions and suggested actions are clear and easy to understand. Information or opinion is regularly given, effort and achievement are acknowledged to constructively support improvement.	Athletes are open to, hear, and understand feedback, using the feedback received for further growth and progress. If instructions are unclear athletes actively seek clarity. They are able to give feedback to the coach and other athletes.	The coach provides clear instructions and gives regular positive and constructive performance and social feedback to athletes. The coach helps athletes to have a good understanding of their progress and areas for growth.	The team offers a high frequency of positive comments. Team members regularly seek and provide constructive feedback to one another, helping one another grow and improve.
COMMUNICATION LEARNING ENVIRONMENT: The team has technology based or physical systems where athletes can express or contribute their views. The physical design of the training space supports active conversations.			
ENGAGEMENT DIMENSION			
ATTENTION Alertness and the ability to selectively focus on certain aspects of the environment and manage distractions.	Athletes are alert, focused on content, clear about their tasks and remember instructions. Athletes actively utilise strategies to maintain attention and remain on task when faced with distractions.	The coach is responsive to changes in attention and engagement, using attention management evidence-based strategies to proactively bring athletes attention back to task. The coach themselves is alert and present at all times.	The team collectively pays attention and appropriately engages in team activities.
STRENGTHS Positive qualities including attributes, skills and abilities that foster energy, motivation and performance.	Athletes identify, articulate, utilise and practice/develop their strengths, skills and abilities. Athletes recognise strengths in others and encourage their peers to use their strengths. Athletes use strength-based language.	The coach encourages athletes to identify and apply their strengths. The coach uses strength-based language. The coach facilitates learning based on athlete strengths, skills and abilities.	The team has shared strengths and can identify their collective strengths. There is evidence of the group using collective strengths to obtain learning goals and create a strength-based team culture.
EMOTION LITERACY AND REGULATION The ability to perceive, understand, express and use strategies to regulate heightened emotions and promote desired emotions.	Athletes demonstrate emotional literacy, appropriately express their emotions and are able to regulate their emotions according to the situation.	The coach is emotionally regulated. The coach teaches emotional literacy, emotion-regulation skills and use their body language to set the emotional tone of the team. The coach normalises difficult emotions and uses intentional strategies to de-escalate athletes when required.	The team participates in collective practices to create 'group-level emotions' such as happiness and curiosity. As a group, the team is able to settle and calm itself and co-regulate together.
ENGAGEMENT LEARNING ENVIRONMENT: The training /learning environment fosters sustained attention. The team has resources available to help athletes understand and manage their emotions, maintain attention and promote their strengths.			
MASTERY DIMENSION			
PURPOSE Clear rationale and relevance for why things are done or exist with team activities directly related to effective learning and/or wellbeing.	Athletes express the relevance of what they are learning both within and beyond the team. They verbally express the belief that what they are learning is important and valuable.	The coach knows their subject matter and makes it relatable and meaningful for athletes. The coach sets objectives and learning intentions and acknowledges when they are achieved.	The team acknowledges the intentions, rationale and relevance of activities.
COPING The use of strategies to manage the demands of challenging or unpleasant situations.	Athletes persevere in the face of challenge, are willing to struggle with tasks and use appropriate strategies to manage stress, demanding experiences and failure.	The coach models helpful coping skills. The coach prepares and supports athletes to cope with stressful and demanding situations.	The team collectively works to reduce shared stressors and participates in collective practices that promote coping.
GOALS AND ACCOMPLISHMENT Commitment to achieving clear aims and intentions that are worked towards and met with effort.	Athletes set and own their goals, develop a strategy to achieve goals and are motivated to complete them. Athletes are productive, focus on achieving their best, engage in and persist with challenge, and complete set tasks.	The coach supports and engages with athletes in setting appropriate performance, wellbeing and social goals. The coach encourages high expectations, motivates athletes and promotes initiative.	The team has shared goals. The team celebrates achievements, and motivates one another towards setting, working towards, and reaching clearly stated outcomes.
MASTERY LEARNING ENVIRONMENT: The team has resources that assist with coping. Learning and wellbeing intentions, their relevance as well as goals and achievements are regularly referred to and celebrated.			