

MM: So, come up on your side now that we are recording

KP: Yeah,

MM: So, perfect. Kate, thank you for joining us on a Monday morning. If I could just please get you to give us a bit of an insight as to who you are, what you coach in the environment, that you do your coaching in, please.

KP: So, I'm Kate Porter. I coa

position where they run. So, run a run it like a performance centre or run a junior section or those sorts of things. And I run the junior section at our club. So, you know, they they're trying to get people who are in places and points of interest and influence that, you know, are in a in a more informed, you know, sort of the course is all about being driven by what you want to learn rather than previously. And I get why they changed it previously the level three was you had to do this, you had to coach for a year. You had to have all your records for a season, you know, and I came away with a folder this year and actually I never looked at it. So actually, it's, you know, it's that. So actually, the advanced coaching program is probably one of the best things I've ever done. So, yeah, I would I would recommend that if anybody ever gets to do it.

MM: Yeah, yeah. Sounds quite similar. So, netball is predominantly my sport and saying, like a level 3 coach, I came away with a portfolio that was the size of a door wedge that has been sat on a shelf collecting dust ever since.

KP: Yeah.

MM: So, you were saying there about, you know, it's been a twenty-five-year journey there's been playing, there's been a range of roles you've undertaken and still currently undertake. What would you say is your biggest motivation to keep coaching the late nights and getting up early to do your workouts, to fit your motivation is to keep coaching?

5:43 KP: I love. I love seeing the kids journeys and obviously because I see them from quite young throughout the club or even through secondary schools, if I, I coach the year sevens in one of the local secondary schools and then I coach in the other school, I coach the year nines. And so, you know, they and then I see them various different, you know, depending on which age group I'm coaching. And I just love seeing their journey. And I love the fact that they, you know, they go off to university being completely different people than they perhaps would have been if they hadn't had the sporting experiences. And I'm a massive fan of the fact that sport can give you so much in terms of life lessons that. You know, and that is that's why I do it, I don't I am ridiculously competitive as well. But it's not it's definitely definitely not about winning. It's, it's always about seeing these kids and seeing them come from sort of going off and hopefully playing hockey for the rest of their lives.

MM: So, again, almost leads imperfectly as to where do you fit that philosophy has come from? So, do you think your own experiences in the sport, do you think it's because you started with your children? Where do you fit that philosophy has come from?

KP: I guess I, I know how much I've had from sports. So, some of it came from, from there. Some of it came from I love I love the sport. And some of it came from, from me as a person. I was I haven't worked full time for a couple of years now, but I was a catering manager, so I've always worked with people and as part of a team. So, I think that actually that whole my whole personality is about people and about giving to other people and being part of a team. So, I guess that's where it all sort of comes back from.

9:29 MM: Yeah. Yeah.

more I think it is about them engaging in the session and being mentally and physically engaged in the session. So, the session has to ask them, ask them questions that they have to work out on answer during the session. Now, some of that might be a bit scaffolded, you know, in terms of, you know, working on you might work on a skill, you know, particularly at the start, because, you know that they might need it during that session and then say when they're not using really high pressed, then they could use an aerial ball over, you know, over the players to get beyond them. And so, you know, if they can't do an aerial, then they can't get themselves out of that. So, it's those sorts of things. So, I guess it's about them engaging and taking responsibility for their own learning as well. You know, if they're if they don't want to learn. You know, sometime this I'm sort of thinking about one particular difficult under 18 boy and you have to sort of try and find ways of helping him learn, which might not be the same as somebody else, and this particular boy was very, very difficult. It was difficult with everybody, not just me, but I felt like we got an understanding in the end where I could say to him, "Oh, come on". And he goes, "Yeah, yeah, all right." You know, and then sort of try and engage in the session. But it's about them. I you know, you see sessions and you think, yeah, yeah, they're great, they're intense, they're you know, they're game based, they're, you know there but actually, are they thinking during that session and are they really thinking about

even just in the session to facilitate and enable their learning? What do you expect from your players to bring to that process?

KP: Energy and enthusiasm and all of the things that go with it, but also to say to me, "I don't get that. Tell me about it. Tell me, what do you mean what, what do you mean?" And so and I

boys and they they were like, oh, don't bring your under 14 girls stuff here. But in the end, we got we got to a national final with the under 18 boys that year. And they the two of them, before the game, before the final went into the changing room and above every peg. For each player put a little low down on them, which was about how positive they were or, you know, how they play, you know, and they and they've done one for me as well. And and that is what they considered under 14 girls stuff. But actually, they secretly liked it, so I think. You have to dress it up slightly differently, but no, I don't think there is a huge amount of difference. So that's yeah, that's sort of where I would say I come from.

MM: Yeah, absolutely. And then just final question Kate. If we've got the time then, what would you say your biggest lesson that you've learned has been through your coaching?

KP: Not to get stressed, which is really difficult because it is you know, coaching is stressful