

Bryan Hartwell

Email: lugh@rogers.com

Cell: 416-579-4744

Certification

Foil: NCCP level 1

Aide-Moniteur Candidate

Epee: Community Instructor

Coaching

| Date | Club | Role |
|--------------|-------------|--------------------------------|
| 2010-Present | Ajax | Instructor |
| 2006-Present | Metroblades | Instructor |
| 2001-2006 | Ryerson | Assistant Instructor, varsity |
| 2000-2001 | Ryerson | Assistant Community Instructor |

Coaching Philosophy

I coach to catch that moment when understanding lights up in a student's eyes, and then to see them place that understanding into use.

1. What do I want to accomplish?

To create a fun environment within which to develop competitors, instructors and referees in the sport of fencing. Ideally the skills they acquire here will apply to activities outside the gym.

2. What are my priorities?

- To provide individual instructional programs that meets students learning needs by taking advantage of their strengths and offsetting their weaknesses.
- My focus is on students that actively participate towards one of the objectives above (see item#1).

3. What are the responsibilities?

Coach: to help the student realize their full potential, even if the athlete themselves is not aware of what that may be; to be a role model for all responsibilities described in this section.

Student: responsible for following the exercises set out for them.

Administration: to facilitate organization, to establish rules and enforce consequences.

Parent: to assist the student in diligent practice, attendance of games and maintenance of sporting equipment.

All: Everyone is responsible for creating a fun and safe environment, and for adhering to and enforcing the rules.

4. What are your teaching methods?

Individual lessons focus on observation and problem solving through enactment. Group classes takes students through the material in the "armband program", or CFF instructional program. Where appropriate, action and training plans are also provided to help the student set and work toward effective goals.

5. How do you define success?

Success is measured by skill progression. A focus on end-results ignores the process that gets one there (Nb: this concept applies to the skills themselves!)

6. How will practices and games be organized?

See specific club schedule for class times. Group classes are instructor directed, which entails

warmup, group exercises, as well as a cooldown for 1-hour classes. Warmup includes footwork, while group exercises involve a mix of technical drills and problem solving. Since participants possess mixed competencies, students are encouraged to practice at their skill level.

Individual “classes” include one-on-one coach-student lessons, which are typically 10-20 minutes long. The remainder of the practice is bouts and drills; the student is self-directed, e.g. warmup, footwork and bladework, cooldown, and arranging bouts.

Games, or tournaments, are typically one day events on a weekend from late September to ~April. There are youth, senior and veteran categories in the provincial, national and international circuits. Most tournaments are individual events; athletes are typically responsible for their own attendance.

7. Team Rules and Consequences

Each fencing club has a code of conduct that must be adhered to. As a general rule, any individual acting rude or unsafe will not participate in practice. Excessive behaviour will result in suspension at the instructor's or administrators discretion.

8. More about me

I have been fencing since 1997. I have experience in teaching foil, epee and sabre; I currently offer lessons in all three. My mentor is Iosef Mirkin, an internationally renowned fencing master, whom I study under once a week to refine my technical and tactical knowledge. I also attend workshops both organized by the Ontario Fencing and Ontario Coaches associations on coaching theory, as well as sport specific subjects such as refereeing. This is in line with Best Practice standards to stay current with developments in coaching: i.e. to develop as an instructor to get the best development out of the athlete.

Fencing Philosophy

Instruction is directed towards developing members in various roles of sport: athleticism (technical ability), refereeing (rules) and coaching (theory and instruction). It is considered that some competency in each role maximizes success: knowing how a referee will award a point allows the athlete to plan a strategy, while instructing a technical exercise consciously engages proper form.

Learning isn't about how smart you are, but realizing what makes you smart. There is a wide array of strategies; individual lessons for competitors are tailored to their physical ability, learning method and preferred style. The athlete's style is molded within the context of observation and adaptability. Lessons are dynamic exercises where the student is presented with a situation in which they must determine how to acquire a hit. Exercises roughly have the following progression:

- Few variables with few values (e.g. $x=1$ or 2)
- Increasing options and variables (e.g. $x=1,2$ or 3 ; $y=1$ or 2 ; $z=1$ or 2)
- Athletes transitions from respondent to active participant (initiation of action)

Variables may involve: speed, distance, posture, blade presentation, etc. Options are the range of actions open to the athlete in response to what is being presented.

In addition to technical training time is spent on sport psychology: visualization, dealing with distractions and setting effective goals. These are tools to help the athlete in managing the mental stresses and disappointments that are inherent in competition. Having effective tools turns obstacles into simply another aspect of training, and hopefully also offers strong life skills outside of the sport.

Athletes are encouraged to compete at their finest proficiency and level of comfort, whether provincially, nationally or internationally. Competition results are feedback to progression rather than end goals. Feedback will also be sought directly from the athlete after each lesson and competition to

identify successful strategies, discern weaknesses and to verify understanding.

Lastly, a sport cannot be run without athletes to compete or officials to supervise competition. A strong community will also develop coaches to produce athletes and referees to facilitate a match. Not only does this give the sport valuable resources, it also allows people to continue to participate in new ways. It is our objective to include this development as part of our instruction and training.