MBSC COACHING STRATEGY

Murrays Bay Sailing Club provides young sailors with the best environment and opportunity to achieve excellence in the sport of sailing.

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MBSC

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1. PURPOSE AND SCOPE

Purpose of this review
To ascertain and layout a clear coaching strategy for Murrays Bay Sailing Club (MBSC) for review and sign off by the committee.

Scope of this review
All aspects of coaching delivery at MBSC including, but not limited to:

- Principles
- Structure
- Costs
- Development
- Governance
- Sailor journey

Out of scope
Club matters unrelated to coaching.

Club purpose
Murrays Bay Sailing Club provides young sailors with the best environment and opportunity to achieve excellence in the sport of sailing.

2. METHOD AND APPROACH

This coaching strategy has been built in four phases – **Design**, **Gather**, **Review**, **Build**

For clarity the purpose of those four phases was:

Design
Design the process to be undertaken including what data sources where needed, how best to gather them, how to review those data and how to build a strategy from those findings

Gather
The process of gathering the data, which included:

- Historical material and existing club information
- Interviews and conversations
- Survey feedback
- Leadership and committee input
- Fleet participation and trend data
- External perspectives and comparisons.

Review
Summarising key themes, checking those back against the data, building financial models etc.

Build
Laying out a comprehensive coaching strategy based on the previous stages that aims to serve MBSC for its foreseeable future.

3. WHAT WE HEARD

3.1 Historical leaders and alumni

Historical leaders and alumni consistently described coaching as critical to both sailor development and the strength of the club overall. A strong recurring theme was that MBSC should not define success too narrowly around the very top sailors or podium outcomes. Instead, many respondents argued for a model that builds a strong base through Learn to Sail, Blue, Green and White/Open pathways, trusting that top-end performance will come from a broader and better-developed group. There was a clear preference for coaching systems that prioritise long-term development, enjoyment, confidence, resilience and retention alongside performance.

A number of respondents reflected positively on periods where the club had strong leadership, a season-long plan, committed coaches, and a sense of shared purpose. At the same time, several cautioned that the club has sometimes become overly concentrated on the top end, with less consistency for the middle and lower parts of the fleet. There was also a repeated message that off-water culture matters: friendships, club atmosphere, social connection and a sense of belonging were seen as an important part of why sailors stay engaged and keep improving. Several respondents also highlighted the importance of supporting girls well, including access to strong female coaching and mentoring, and being alert to factors that may push girls out of the sport.

There was broad support for more intentional coach development, clearer pathways across fleets, more structure in session planning, and a stronger focus on keeping sailors in the sport for longer, not just producing short-term junior results. Several also emphasised that coaching should help sailors become more self-sufficient, technically capable and adaptable rather than overly dependent on coach instruction. Overall, this cohort strongly reinforced the idea that MBSC's best future lies in combining ambition with breadth, structure and belonging rather than chasing elite outcomes in isolation.

Commentary on breadth and depth of responses:
This was one of the richer response sets, with thoughtful and often detailed reflections that went beyond surface-level comments and engaged directly with trade-offs in club coaching. The themes were also fairly consistent across respondents. The limitation is that it still represents a relatively small and self-selecting group, and some responses came from people who acknowledged being a little out of touch with the current setup. Even so, the depth and strategic quality of this cohort's input make it highly valuable.

3.2 Current coaches

Current coach responses were generally positive about the club environment. Coaches described MBSC as supportive, enjoyable and full of helpful people, with strong informal mentoring from more experienced coaches and parents. Several also noted that coaching at the club is rewarding and that the culture amongst coaches is mostly collaborative.

At the same time, the responses suggested that parts of the coaching model still rely quite heavily on informal processes. Coaches mentioned learning "as you go", uneven advance planning, and a need for clearer communication of session goals and expectations. There was also one note that newer head coaches can at times be undermined by parents, creating confusion and inconsistency.

Planning and remuneration were viewed reasonably positively, and one useful suggestion was that regatta support could be built more clearly into the club model. Overall, the coach responses point to a positive coaching environment, but also suggest some benefit in clearer structure and less reliance on informal knowledge.

Commentary on breadth and depth of responses: This was a light response set for such an important cohort. Only a small number of coaches responded, with most input coming from the junior end of the programme rather than across the full coaching group. The themes are useful, but this section should be treated as indicative rather than comprehensive.

3.3 Sailors

Across the sailor responses, the overall picture was broadly positive. Many sailors described coaching as fun, friendly and helpful, and most reported that they had made good mates through sailing. There were repeated positive comments about coaches being encouraging, knowledgeable and genuinely invested in helping sailors improve. Many sailors were also able to identify things they were good at and specific areas they needed to work on, which suggests that coaching is at least partly succeeding in building self-awareness around performance. Across the Optimist responses in particular, the social side of the club and enjoyment of sailing came through strongly alongside technical improvement.

At the same time, the sailor responses also exposed a number of recurring gaps. One of the clearest was unevenness in individual support: a number of sailors said they wanted more individual feedback, more specific advice in briefs and debriefs, or more help understanding what had gone wrong in races and training. A second strong theme was inconsistency and lack of structure, especially around what is being taught week to week, how learning links across fleets, and how clearly next steps are explained. Several sailors and parents answering on behalf of sailors pointed to an ad hoc feel, limited support for transition decisions, or uncertainty about how class and fleet progression is being managed. There were also repeated calls for a wider range of drills, more targeted small group sessions, stronger debriefs, and more transparency about development plans.

There were also some more specific messages worth noting. A small number of female respondents and parents raised the value of female coaches and mentors, particularly in helping girls feel supported and understood. That is a theme worth noting, but the response base is not large enough to present it as a strongly evidenced conclusion on its own. Some responses also suggested that the whole fleet is not always being served evenly, with concern that stronger sailors may get more attention than others. In the youth classes, the small number of responses pointed to a potentially thinner and more fragmented environment, with limited club-led structure and more reliance on parents or small training groups, particularly in 29er. However, with only four youth responses, that should be treated as an early signal rather than a firm conclusion. A number of responses also highlighted that social connection, off-water belonging and club atmosphere matter a lot, and that sailors want more than just training sessions — they also want a place where they enjoy turning up.

Commentary on breadth and depth of responses:
This was the broadest response base overall, with a decent mix of male and female responses and solid coverage from the Optimist fleets. That gives useful confidence in the broad themes coming through from the junior end of the club. However, the depth was variable: some responses were highly specific and insightful, while others were very short.

There was also a notable imbalance in coverage across classes. The youth classes were especially light on responses, and the Starling/P Class/FEVA group was only modestly represented.

That means the strongest evidence from this cohort sits in the junior Optimist space, while any conclusions about older sailors, youth classes, or more specific subgroup issues should be treated cautiously unless supported elsewhere.

3.4 Recent Leadership

Leadership group responses strongly reinforced the importance of coaching to club success, but they also exposed some tension around what "success" should mean. There was clear support for high-quality coaching and for maintaining MBSC as an ambitious, high-performing club. At the same time, several responses challenged an overly narrow focus on elite outcomes and argued that the club must better balance top-end performance with breadth, enjoyment, retention and long-term development. Several highlighted that only a small percentage of sailors will ever reach the podium, and that the club should therefore design a system that serves all levels well rather than disproportionately orienting around the very top few.

This cohort placed heavy emphasis on structure, leadership and coherence. There were repeated calls for a more planned season-long programme, clear communication with parents, transparent groupings and costs, and stronger alignment across fleets. Some respondents argued for strong central leadership or a programme manager to avoid "clubs within the club" and reduce the risk of classes becoming isolated or internally competitive. There was also support for balancing fleet-specific expertise with a more joined-up club-wide model, so that sailors experience one connected programme rather than separate silos. Coach development was generally seen as important, especially where it helps spread quality and consistency across the club, although views differed on how joined-up coaching should be across very different classes.

Leadership responses also highlighted tensions that sit beyond pure coaching design. Several noted the pressure created by parent expectations, private alternatives, appearance of fairness, and the challenge of trying to keep everyone happy. One response argued that without full trust in the structure, sailors can end up over-coached but under-structured. There were also repeated points about teenage retention, the social life of the club, and the value of creating an environment where young people actually want to spend time. Overall, this cohort's responses suggest that the club's biggest challenge is not lack of ambition, but aligning ambition with a coherent, trusted and sustainable club-wide model.

Commentary on breadth and depth of responses:
Although the number of responses was not huge, the quality and depth of this cohort's input was strong. The responses were thoughtful, strategic and directly relevant to the design questions facing the review. A limitation is that some respondents were reflecting partly on earlier periods of club leadership rather than the current setup in detail. Even so, this cohort offered some of the clearest thinking in the evidence base about trade-offs, governance and system design.

3.5 Other clubs and wider system

The external conversations, including KYC, NSC and TYPBC, reinforce several consistent themes. First, no club described a painless or perfect model. Even well-regarded programmes are working around seasonal demand, patchy coach supply, constrained budgets and the practical realities of who is available when. What stood out was not that other clubs have solved coaching, but that the stronger ones are deliberate about how they hold it together: they use central coordination, think carefully about staffing and ratios, and treat coaching structure, remuneration, planning and communication as part of one system rather than a set of disconnected choices.

A second clear theme was that clubs are trying to build depth, not just top-end performance. The external input repeatedly warned against models that produce a strong leading group but leave the wider programme thin underneath. That supports the idea that MBSC should not look for a coaching design that serves only its most competitive sailors. Instead, the challenge is to build a system that keeps the base strong, develops coaches over time, and creates continuity across fleets.

The conversations also reinforced the value of committed and mature coaches, clear weekly structure, shared knowledge, and practical tools such as well thought out and documented purposeful drills, video, comms units and documented guidance to help sailors, coaches and parents stay aligned.

The external evidence also sharpened the picture on affordability and sustainability. Clubs described coach recruitment as difficult, especially at the start of each season, and several rely on a coaching manager or coordinator to stitch together staffing from a mix of local, travelling and international coaches. Pay matters, but conditions matter too: guaranteed hours, accommodation, useful side work, and a manageable structure can all help make coaching viable without simply escalating hourly rates. Regatta support came through as another area needing explicit design. Other clubs described the need to avoid models that divide families, create uncertainty over cost, or rely on a few highly invested parents to carry the load. The strongest message was that regatta support should be planned, inclusive and clearly explained, with enough club ownership to support participation without turning every event into an expensive private arrangement.

Commentary on breadth and depth of responses:
The external conversations captured so far are practical, relevant and materially useful to the review. They do not provide a fully comprehensive benchmark across the whole system, but they are now more than just a couple of isolated opinions. The consistency across Simon Fry, Dan Barker and Nik Burfoot gives reasonable confidence in the broad themes: sustainable coaching is hard to resource, central coordination matters, breadth matters, and regatta support needs clearer design than many clubs currently achieve. These conversations are therefore strong enough to inform direction, even if they do not amount to a definitive picture of national best practice.

3.6 YNZ and national pathway perspective

YNZ feedback strongly reinforced MBSC's significance in the national sailing pathway. The club was described as one of the most important junior sailing environments in the country: large, competitive, well established, and historically successful at developing sailors who progress into youth classes, Youth Worlds teams and the wider New Zealand pathway. The feedback was clear that MBSC already does a lot very well, particularly when it has the right people in key roles, strong coaching structure, and a clear progression from Learn to Sail through Green Fleet, race groups and youth classes.

A major theme was the importance of the first experience of sailing. YNZ saw this as a critical point in the pathway, because the right person in that role can build confidence, connect families into the club, set good habits early and improve retention. By contrast, a weak early experience can turn sailors away quickly or leave them with habits that are hard to unwind later. This supports the view that Learn to Sail, Blue Fleet and Green Fleet are not just entry-level offerings; they are strategically important parts of the club's long-term performance system.

YNZ also cautioned against building the programme too narrowly around early winners. Early junior success does not always translate into later youth class success, so the strongest model is one that keeps the base broad, gives a wide group of sailors access to quality coaching, and helps sailors feel valued even if they are not immediate front-runners. At youth level, the feedback suggested the balance should shift toward greater sailor ownership, more targeted coaching, stronger links to class calendars, and practical hub-based models where there is sufficient fleet depth. MBSC does not need to own every sailor's full pathway, but it does need to help families understand realistic options and connect sailors well into their next stage.

The feedback also highlighted several system opportunities for MBSC: better connection with YNZ coach development, especially for junior and race coaches; clearer communication and expectation-setting for parents; more deliberate class transition support through try days and pathway evenings; and stronger succession planning around key volunteers and coaches. On regatta support, YNZ's view was that sailors need enough support to be safe and have a positive experience, but not so much that adults make the decisions for them. The preferred direction was light-touch coaching, stronger sailor independence, and more space for sailors to rig, launch, make mistakes, solve problems and learn for themselves.

Commentary on breadth and depth of responses:
This was a particularly valuable external perspective because it located MBSC within the national pathway rather than only comparing club operating models. The response was strategic, coherent and strongly aligned with several themes already emerging elsewhere in the review: breadth matters, the first experience matters, parent behaviour matters, and sailor independence should be deliberately developed. The limitation is that this is still a small YNZ response set rather than a broad national consultation, so it should be treated as high-quality expert input rather than a complete system benchmark.

4. KEY FINDINGS

4.1 Purpose and definition of success

The review does not point to the club purpose being fundamentally wrong. In broad terms, there is support for MBSC being ambitious and for coaching being directed toward excellence in dinghy sailing. The stronger issue is that the purpose is open to different interpretations and has not been defined clearly enough in practical terms. In the absence of that clarity, excellence can too easily be read narrowly as top-end results, rather than as an excellent environment that develops capable sailors, strong pathways, retention, enjoyment and sustained performance across the club. YNZ feedback reinforces that MBSC has a nationally significant role in the sailing pathway, so the club's purpose should not shrink to producing early junior winners. The key need is therefore not necessarily to replace the purpose statement, but to define more clearly what excellence means in practice: a high-quality environment and pathway that gives more sailors the chance to progress, with results flowing from that depth rather than becoming the only measure of success.

4.2 Fleet pathway and progression

MBSC's pathway works in parts, but not yet as one joined-up system. There is good coaching in places, especially in Optimist, but too much of the pathway still depends on informal knowledge, parent understanding and local practice. That creates inconsistency in progression, expectations and fleet transitions. YNZ feedback reinforces that the earliest stages of the pathway are strategically important, not just introductory. Learn to Sail, Blue Fleet and Green Fleet shape the first experience of sailing, set habits early, connect families into the club, and influence whether sailors stay long enough to progress.

Several responses pointed to the need for clearer fleet purpose statements, more explicit progression guidance, and a more joined-up pathway from Learn to Sail through to youth classes. This includes more deliberate class transition support, such as try days, pathway evenings and clearer guidance for families before decisions become urgent. It also means recognising that MBSC does not need to own every sailor's full pathway. In the youth classes, progression often depends on hub-based environments with the right fleet depth, storage, launching, safety cover, suitable water space and class activity. MBSC should therefore help sailors and families understand realistic options and build stronger structured connections with the clubs and class groups whose assets and environments are needed for youth sailors to keep progressing. Existing ideas in this review, such as clearer purpose by fleet, stronger handover between stages, and more deliberate connection between early fleets and the wider club, align strongly with that feedback.

4.3 Coaching quality, capability and consistency

Coaching quality at MBSC is too dependent on informal practice. The club has committed people and some very strong coaches, but too much relies on individual capability, verbal handover and coaches learning on the fly. That drives inconsistency in session quality, communication and coach development. Strong coaching systems are built, not assumed. A number of responses pointed to specific ways to address this: a season-long plan, clearer written expectations, stronger coach development, a lead coach or programme manager model, and more deliberate use of shadowing and baseline training. The feedback also supports the value of a strong and credible lead coach who can set standards and help attract ambitious sailors, but only if that role sits within a broader club-owned system rather than becoming the system. These suggestions align closely with the wider evidence and point to a more structured club-wide coaching model.

4.4 Individual support and sailor development

Individual support matters, but sailors do not experience it consistently. There is plenty of positive feedback about coaches who know their sailors well and help them improve. But there were also repeated calls for better feedback, stronger briefs and debriefs, and more clarity about what sailors are working on and why. The feedback also pointed to practical ways to improve this, including more targeted small-group work, clearer learning goals, deeper use of video, and better use of drills that help sailors understand problems for themselves. MBSC does not need every session to become one-to-one coaching. It does need a model that makes each sailor's development more visible, more consistent and easier to support.

4.5 Culture, fun and retention

Culture is not separate from coaching strategy. It is one of its core outputs. Across the review, fun, friendship, belonging and club atmosphere came through as major drivers of retention and improvement. In a youth club, a narrow performance focus can easily damage long-term engagement. Several responses specifically pointed to the value of social connection, off-water activities, visible club leadership, and creating an environment teenagers actually want to stay part of. MBSC is strongest when it combines ambition with a club environment sailors want to be part of. The coaching strategy therefore needs to build not just better sailors, but a stronger place to grow up in the sport.

4.6 Regatta model

MBSC's regatta model needs to be more deliberate, more inclusive and more clearly owned by the club. Across the feedback, regatta support emerged as too variable in how it is organised, funded and communicated. The issue is not that coaching at regattas lacks value. Quite the opposite. The evidence suggests regatta support can be hugely valuable for learning, confidence, racing development and club culture. The problem is that when it is not planned clearly, it can become expensive, uncertain and overly dependent on a small number of committed families. External club input also highlighted the risk of creating a wedge between families who buy in and those who do not, or between sailors on coach-supported programmes and those on the fringes.

The implication is that MBSC should stop treating regatta support as an add-on and instead define a clear model in advance. That means identifying which regattas are core club-supported events, what level of coaching or coordination the club intends to provide, how costs will be approached, and what remains the responsibility of families. It also means designing regatta support so that it strengthens club identity and shared learning rather than functioning as a private service for the most invested few. YNZ feedback adds an important caution: better regatta support should not simply create a slicker adult-led service. The model should deliberately build sailor independence, with enough support for safety, confidence and learning, but enough space for sailors to rig, launch, make decisions, make mistakes, solve problems and learn for themselves. A better regatta model will not remove all cost or complexity, but it should reduce ambiguity, improve fairness, build independence, and make the club's intent much clearer.

4.7 Parent role

Parents are central to how MBSC functions, but the review suggests their role is not defined clearly enough. At their best, parents enable participation, support logistics, build community and help create the wider club environment that keeps sailors involved. MBSC also has an unusually strong parent base, with knowledge and capability that could do more to lift the programme for all sailors, not just their own. Right now, that resource is not used clearly enough. When it is unclear whether a parent is enabling, coaching, doing things for the sailor, or stepping back, it creates inconsistency, pressure on coaches and confusion about who is responsible for what. YNZ feedback reinforces the risk that over-involved adults can unintentionally create dependency, especially at regattas and in the early racing pathway. The issue is not whether parents should be involved, but how. MBSC needs clearer expectations, better use of parent capability in service of the whole programme, and firmer boundaries so coaches can coach, sailors can take more responsibility, and families know where they stand.

4.8 Funding, remuneration and sustainability

Funding and coaching design cannot be separated. The evidence from both within MBSC and from other clubs points to the same reality: stronger structure, lower ratios, more reliable coaches and better regatta support all require deliberate resourcing. External conversations were particularly useful here. They showed that coach supply is fragile, that most clubs are constantly balancing quality against affordability, and that remuneration is about more than just headline hourly rates. Guaranteed hours, accommodation, useful side work, central coordination and clarity of role can all make a material difference to whether a club can attract and retain committed coaches. Equally, several clubs described how quickly a programme becomes unstable if it depends too heavily on goodwill, ad hoc contracting or a few families carrying disproportionate cost.

For MBSC, the key question is therefore not whether better coaching costs more. It does. The real question is what the club wants to prioritise, what it is prepared to underwrite, and where it wants transparency about optional versus core provision. Sustainability should be treated as a design principle, not a downstream budgeting exercise. If MBSC wants a stable, credible and club-wide coaching system, it will need a remuneration and funding model that is planned, transparent and matched to the level of ambition the club is choosing to pursue.

4.9 Fleet size and pathway shape

Overall fleet participation has remained relatively stable over the last four seasons, sitting in a band of roughly 124 to 137 sailors. That suggests MBSC is not facing an overall participation collapse. The more important story is that the internal shape of the pathway is changing. Some fleets are growing, some are shrinking, and participation is increasingly concentrated in a small number of classes. This matters because coaching strategy should be designed around the pathway the club actually now has, not the one it assumes it has.

Optimist and Starling now account for the clear majority of fleet membership, which means the quality of coaching, progression and overall experience in those fleets will do more than anything else to shape the health of the club. Starling in particular appears to have become a major transition and retention point, with participation at its highest level in the period reviewed. At the same time, the youth pathway is uneven. ILCA has grown steadily and is the clearest area of continuity beyond junior fleets, while other youth classes remain smaller, more variable or more niche, driven by decisions at YNZ on youth level training location. YNZ feedback suggests this should not be read simply as a failure of club support; youth classes often work best through hubs where there is enough fleet depth, coaching, storage, launching access, safety cover and class activity to make sailing practical. That creates a strategic choice for MBSC: where can it realistically build or sustain class depth itself, and where should it create structured links with other clubs or class groups that provide the assets needed for sailors to keep progressing? P Class has declined sharply over the same period, which raises a strategic question about the role it is expected to play in the pathway. Overall, the fleet data reinforces the need for clearer purpose by fleet, better-supported transitions, and realistic choices about where MBSC wants to build depth versus where it is supporting a smaller specialist offering or connecting sailors into a wider hub.

5. STRATEGY PRINCIPLES

- MBSC should remain the club to beat, while building the depth and structure needed to sustain that standard. A rising tide lifts all boats.
- The coaching system must be owned by the club, not by one coach, one family group or one fleet.
- Every fleet should have a clear purpose, and progression between fleets should be deliberate, transparent and well communicated.
- MBSC should favour clear structure, consistent standards and planned delivery over ad hoc coaching and programs delivered in isolation.
- MBSC should prioritise coaches who are reliable, purposeful and aligned with the club's standards, and actively develop coaching capability over time.
- Coaching should develop independent, adaptable sailors, not overly coached followers.
- The coaching model should be financially transparent and sustainable, with clear decisions about what the club underwrites and what remains user-funded.
- The club should create an excellent learning environment, because excellent environments produce excellent results.
- Regattas are an opportunity to build cohesion and depth across the club and dinghy sailing community, as well as be a place for sailors to test themselves. They should not operate as private bolt-ons for the most invested families.
- MBSC's coaching system should be resilient by design, with clear roles, shared knowledge, succession planning and enough distributed capability that no single coach, volunteer, parent or committee member becomes a point of failure.

6. RECOMMENDED COACHING STRATEGY FOR MBSC

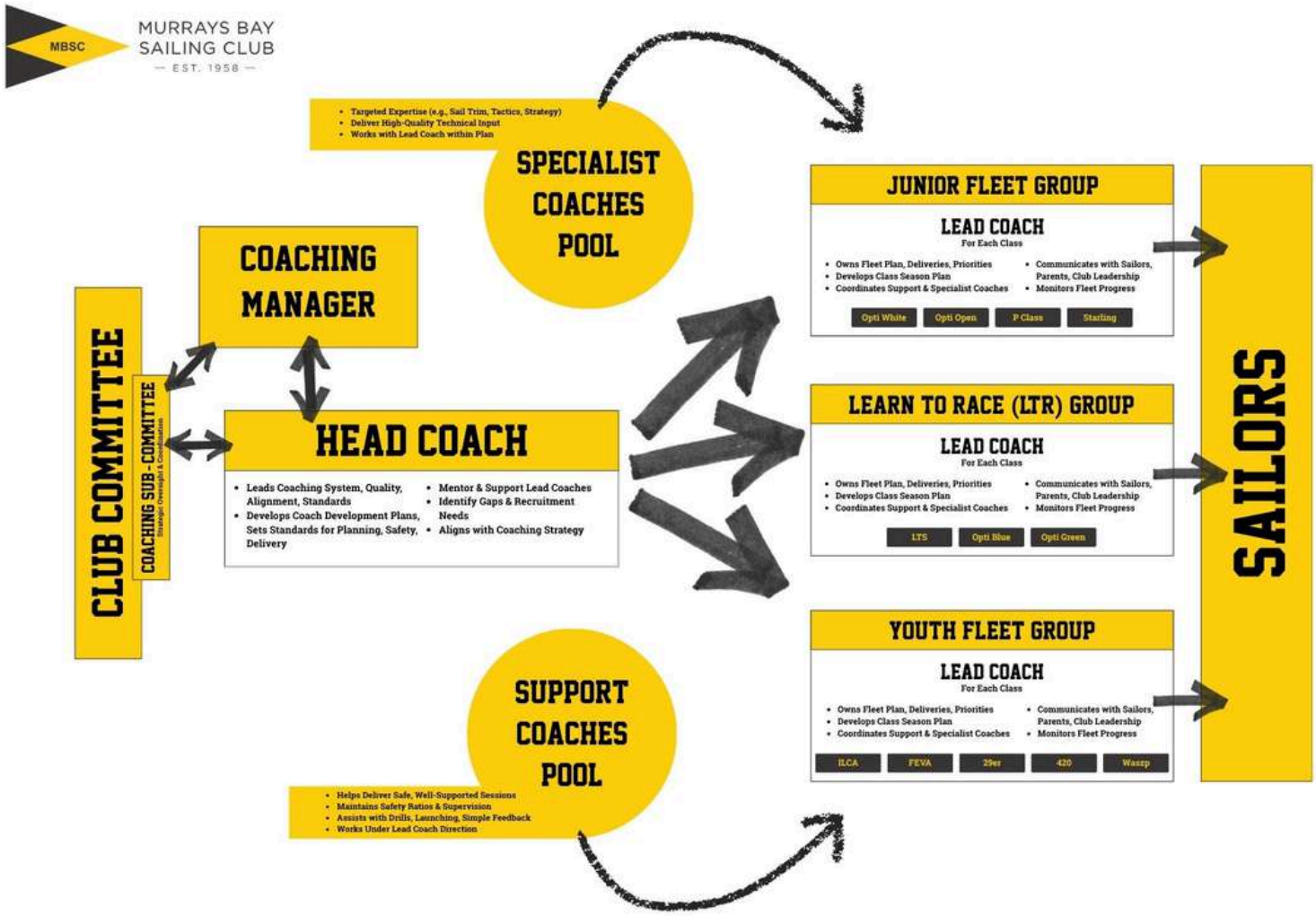
6.1 Coaching Structure and Role descriptions

6.1.1. Coaching structure

Key Points:

- Coaching will be supported directly by a club coaching sub-committee that will be convened by the coaching manager
- To drive continuity across the club, coaches and classes the club will employ a head coach
- Each class will have a parent volunteer to be the fleet rep who will work with the Lead coach on assisting with information flow to the parents etc.
- The head coach will work supported by the coaching manager to bring the coaching strategy to life, building coach development plans and working with each coach group lead coach to build the coaching program and support it's delivery
- Classes will be clustered into groups named LTR (Learn To Race), Junior and Youth to assist strategic planning
- Coaching roles at MBSC will be as follows:
  - Head Coach
  - Lead Coach
  - Specialist Coach
  - Support Coach
- Each Class will have a Lead Coach. The classes supported are:
  - LTS
  - Opti Blue
  - Opti Green
  - Opti White
  - Opti Open
  - P Class
  - Starling
  - Feva
  - ILCA
  - 29er *
  - 420 *
  - WASP *

BELOW IS A DIAGRAM ENCAPSULATING THE COACHING STRUCTURE



6.1.2 Role Descriptions

Head Coach

Role Purpose
The Head Coach leads the MBSC coaching system. Their role is to turn the club's coaching strategy into a joined-up programme across fleets, with clear standards, good coach support, consistent progression, and strong communication.

This is not primarily a hands-on top coach role. If the same person is also used for high-level technical coaching in a fleet, campaign or regatta, that should be treated as a Specialist Coach responsibility.

Responsibilities
- Lead the club-wide coaching system and keep delivery aligned with the coaching strategy.
- Work with the Coaching Manager, coaching subcommittee and Lead Coaches to build the season plan.
- Set and maintain basic coaching standards for planning, delivery, feedback, safety, parent interaction and regatta support.
- Support Lead Coaches to define fleet priorities, progression expectations and coaching needs.
- Develop coaches through mentoring, observation, feedback and practical support.
- Identify coaching gaps, succession risks and future recruitment needs.
- Promote consistency across fleets while allowing each fleet to meet its own needs.
- Support a regatta model that builds learning, independence and club cohesion.

Role boundaries
- The Head Coach leads coaching quality and alignment; the Coaching Manager and committee remain responsible for governance, budgets and formal decisions.
- The role should build capability in others, not become the single point of failure.
- Hands-on technical coaching should sit under the Specialist Coach role where required.

Experience, qualifications and skills required
- Strong sailing and coaching credibility across the club pathway.
- Ability to lead and develop coaches, not just coach sailors.
- Good planning, communication and judgement.
- Commitment to long-term sailor development, retention, enjoyment and performance.
- Current Yachting New Zealand Race Coach qualification, or equivalent recognised experience, with Head Learn to Sail Coach or Learn to Sail Coach qualification also valuable for overseeing the early pathway.
- Qualifications should be current or revalidated in line with Yachting New Zealand requirements.

Lead Coach (One per Class)

Role Purpose
The Lead Coach leads coaching for a specific class or fleet. Their role is to develop the class season coaching plan, deliver against it, and make sure support coaches and specialist coaches are aligned to the needs of that fleet. They will also work with the fleet rep to ensure smooth lines of communication to and from parents and sailors.
The Lead Coach is supported by the Head Coach, who helps keep the class plan aligned with the wider MBSC coaching strategy and pathway.

Responsibilities
- Develop and deliver the class season coaching plan.
- Set clear priorities for the fleet, including skills, race preparation, regatta support and progression goals.
- Work with the Head Coach to keep the class plan aligned with the wider club coaching strategy.
- Coordinate support coaches and specialist coaches so they understand the plan, their role, and the needs of the sailors.
- Adapt coaching within the fleet where needed to support individual sailor progression.
- Communicate key plans, expectations and changes clearly with sailors, parents, coaches and the Coaching Manager.
- Monitor how the fleet is progressing and identify where extra support, different expertise or plan changes are needed.
- Work directly with class rep

Role boundaries
- The Lead Coach owns the class plan, but does not operate independently from the wider club coaching system.
- The Lead Coach is not expected to provide every type of coaching themselves; they should bring in support or specialist coaches where the plan or squad size requires it.
- Major changes to programme structure, budget or club policy sit with the Coaching Manager, coaching subcommittee and committee.

Experience, qualifications and skills required
- Strong class knowledge and enough coaching experience to lead a fleet plan.
- Ability to plan a season, run quality sessions and adjust delivery as sailors develop.
- Clear communication with sailors, parents, coaches and club leadership.
- Ability to support individual sailors without losing sight of the wider fleet.
- Relevant Yachting New Zealand coaching qualification for the level being coached, or equivalent recognised experience.

Specialist Coach (several across the club)

Role Purpose
The Specialist Coach provides targeted expertise to lift the quality and depth of delivery within a class or squad coaching plan. They are brought in by the Lead Coach where specific skillsets are needed to support sailor development.

Specialist areas of delivery may include, but not be limited to: sail trim, boat handling, race strategy, tactics, starting, meteorology, nutrition, psychology, campaign planning, equipment setup or other areas required by the plan.

Responsibilities
- Deliver agreed specialist sessions that support the class or squad coaching plan.
- Work with the Lead Coach to understand the sailors, session purpose and desired outcomes.
- Provide high-quality technical input in their area of expertise.
- Share clear feedback with sailors and, where useful, with the Lead Coach so learning can be built into future sessions.
- Operate within MBSC coaching standards, safety expectations and agreed communication channels.

Role boundaries
- The Specialist Coach is responsible only for the agreed sessions or inputs they are recruited to deliver.
- They do not own the class or squad coaching plan; that remains with the Lead Coach.
- They are not responsible for ongoing sailor management, parent communication, season planning or programme delivery outside their agreed scope.
- Their input should support the Lead Coach's plan, not create a separate or competing direction.

Experience, qualifications and skills required
- Deep expertise in the specialist area being delivered.
- Ability to connect that expertise to the class or squad coaching plan.
- Clear, practical and age/skill level appropriate communication with sailors and coaches.
- Ability to deliver focused sessions without taking over the wider programme.
- Relevant qualification, professional background or recognised experience for the area of expertise.

Support Coach (several across the club)

Role Purpose
The Support Coach helps deliver safe, well-supported sessions under the direction of the Lead Coach. The role gives junior coaches a pathway to gain experience, learn their craft, earn income to support their own sailing programmes, and contribute back to the club.

Support Coaches help maintain appropriate coach-to-sailor ratios, provide extra eyes and support on the water, and help sailors stay safe, engaged and progressing within the session plan.

Responsibilities
- Support the Lead Coach to deliver the agreed session plan.
- Help supervise sailors on and off the water, with a strong focus on safety and appropriate ratios.
- Assist with launching, recovery, drills, on-water observation and feedback.
- Help create a positive, fun and encouraging learning environment.
- Learn from the Lead Coach and Head Coach through feedback, mentoring and practical experience.
- Communicate any safety, behaviour or sailor support concerns to the Lead Coach.

Role boundaries
- The Support Coach does not own the session or class coaching plan.
- They work under the direction of the Lead Coach or another nominated senior coach.
- They are not expected to manage parent communication, programme planning or major sailor progression decisions.
- The role is developmental, but Support Coaches are still expected to be reliable, prepared and professional.

Experience, qualifications and skills required
- Competent sailor with enough experience to support the fleet being coached.
- Positive attitude, reliability and willingness to learn.
- Ability to follow direction from the Lead Coach and work as part of a coaching team.
- Good judgement around sailor safety, behaviour and when to ask for help.
- Appropriate Yachting New Zealand junior coach, learn-to-sail or entry-level coaching qualification where required, or willingness to complete it.

6.2 Fleet Purpose, Pathway, Class Choices and Transitions

MBSC will operate a joined-up fleet pathway from Learn to Sail through to youth sailing. Each fleet will have a clear purpose, a defined place in the pathway, and agreed transition points so sailors, parents and coaches understand how progression works.

The pathway is not a rigid conveyor belt. Sailors will move at different speeds and make different class choices depending on age, size, confidence, friendships, motivation, equipment access, family capacity and ambition. The club's role is to provide clear guidance, strong coaching environments and well-managed transitions, while leaving final class choices with sailors and families.

MBSC will plan its coaching pathway in three broad clusters:

Learn to Race	Junior	Youth
Learn to Sail, Opti Blue and Opti Green	Opti White, Opti Open, P Class and Starling	Feva, ILCA, 29er, 420 and WASZP

These clusters will be used for coaching planning, coach development, pathway communication, transition support and resourcing decisions. They are not intended to create hard boundaries between fleets.

6.2.1 Fleet purpose

Each fleet will have a defined purpose. This gives coaches a clear brief, helps parents understand what the fleet is for, and helps sailors see what they are working towards.

FLEET SQUAD	MBSC PURPOSE IN THE PATHWAY
Learn To Sail	Introduce sailors and families to the club through a safe, fun and confidence-building first experience.
Opti Blue	Help new sailors become comfortable sailing independently and begin to understand simple racing.
Opti Green	Build early racing confidence, basic race routines and connection into the wider club pathway.
Opti White	Provide the bridge between Green Fleet and Open Fleet, with more structured racing habits and preparation for higher-level junior racing.
Opti Open	Support committed Optimist sailors to train and race at a high level while developing independence, resilience and long-term sailing capability.
P Class	Provide a technical development option for suitable junior sailors, particularly where it supports confidence, boat handling and broader racing skill.
Starling	Act as a major transition and retention fleet for sailors moving beyond Optimist, with strong racing, social connection and preparation for youth sailing.
Feva	Provide an accessible double-handed option that builds teamwork, communication and enjoyment, and gives sailors another route into youth sailing.

FLEET SQUAD	MBSC PURPOSE IN THE PATHWAY
ILCA	Provide MBSC's main single-handed youth pathway, supporting sailors who want a physically and technically demanding next step beyond junior classes.
29er	Support sailors pursuing a high-performance double-handed skiff pathway where there is enough sailor demand, coaching support and practical connection to wider training groups.
420	Support sailors pursuing a double-handed youth pathway where there is sufficient class activity, coaching support and a clear reason for MBSC involvement.
WASZP	Provide a foiling development and retention option for older youth sailors where there is sufficient interest, safety provision and class support.

Each squad can also develop its own seasonal squad purpose with its coach. This can help sailors build shared ownership of the season while staying aligned with MBSC's broader pathway purpose.

6.2.2 Class choices and club support

MBSC will be clear about the level of support it provides to each class. Not every class will receive the same level of club coaching, and not every youth pathway can or should be fully owned by MBSC.

The club will prioritise:

- **Core entry fleets:**
  Learn to Sail, Opti Blue and Opti Green.
- **Core junior racing fleets:**
  Opti White, Opti Open and Starling.
- **Specialist junior option:**
  P Class.
- **Core youth priority:**
  ILCA.
- **Supported youth options:**
  Feva, 29er, 420 and WASZP, where there is sufficient sailor demand, parent support, coaching availability and connection to wider class activity.

For core fleets, MBSC will aim to provide regular club-led coaching, clear progression guidance and planned regatta support. For supported youth options, MBSC may provide lighter-touch coordination, shared coaching, regatta support, access to specialist coaches, parent-led organisation or structured links with other clubs and class groups.

The decision to support a class will be based on:

- **Sailor numbers**
- **Coach availability**
- **Safety requirements**
- **Storage and launching practicality**
- **Water space and equipment needs**
- **Parent and volunteer capacity**
- **Class activity in Auckland and nationally**
- **Whether MBSC can create enough depth to make the environment worthwhile**
- **Whether another club or class hub is better placed to provide the next stage.**

MBSC will match its level of support to the conditions needed for a credible programme. Where a pathway is better supported through a wider hub, the club will help sailors and families connect into that environment rather than duplicating support that is better provided elsewhere.

6.2.3 Squad transition principles

Class transitions at MBSC will be managed through six principles. The starting point for any significant transition will be an early conversation between the sailor, parent and current Lead Coach, with the next Lead Coach involved before any major commitment is made. This recognises that a good pathway decision needs to fit the sailor's motivation and readiness, the coach's view of the next best learning environment, and the family's practical capacity to support the time, cost, travel, equipment and logistics involved.

1

Sailor-centred, parent-supported and coach-guided

The sailor remains central to the decision about their next class or fleet, but the decision should be made through a shared conversation with parents and the current Lead Coach. The Lead Coach will help the sailor and their parents understand the options, challenge assumptions where needed, and ensure the pathway being discussed is realistic for the sailor and family.

2

Parents are part of the transition decision, not an afterthought

Parents are essential because class choices usually carry real implications for cost, time, travel, equipment, family logistics and emotional support. Their role is not to direct the sailor's pathway, but to make the practical constraints and support requirements visible early so the final decision is achievable, understood and sustainable.

3

Transitions are planned early

Lead Coaches will identify likely class transitions 6–12 months ahead. This gives sailors time to understand the options, try boats, talk with the next class coach and avoid rushed decisions when they age out, outgrow a boat or lose motivation.

4

Readiness is broader than results

Transition advice should consider age, size, confidence, independence, motivation, learning habits, physical readiness, friendships, family capacity and long-term sailing goals. Race results are useful evidence, but they should not be the only measure. A pathway that looks right on performance grounds may still be the wrong move if the sailor or family cannot realistically sustain the commitment.

5

The next class coach is involved before commitment

Where a sailor is considering a new class, the relevant Lead Coach for that class will be involved before the family commits to equipment, coaching or a major programme change. This helps avoid poor fits and gives the sailor and parents a realistic view of what the next class requires.

6

The club is honest about what it can support

MBSC will guide sailors towards strong environments, whether that is inside the club, through another club, or through a wider class hub. If MBSC cannot provide enough depth, coaching, storage, safety cover or practical support for a pathway, that will be made clear early.

Squad transitions are not promotions or demotions. They are decisions about where a sailor is best placed to keep learning, stay connected and enjoy the sport. The current Lead Coach will normally start the conversation early with the sailor and parents together, so motivation, readiness, coaching advice and family capacity are all understood before the pathway narrows. Where a transition involves a different class or squad, the next Lead Coach will be involved before any major commitment is made. If views differ, the Head Coach and Coaching Manager will help resolve the decision so it remains consistent with the sailor's needs, the family's realistic capacity, the squad environment and MBSC's coaching strategy.

6.3 Season Planning and Delivery Standards

6.3.1 Purpose of season planning

Season planning at MBSC is about direction, not bureaucracy. Every squad will have a clear plan, and the plan will be used to create alignment, consistency and visibility rather than lock coaches into rigid delivery. Coaches still need freedom to adapt to sailors, weather, regattas, fleet needs and the realities of club sailing.

The standard should be planned enough to be coherent, flexible enough to be useful.

6.3.2 Annual planning cycle

- **Pre-season:**
  Head Coach, Coaching Manager and Lead Coaches agree squad priorities, coaching needs, key regattas, class transitions, coach coverage and parent communication.
- **Term-by-term:**
  Each Lead Coach turns the season direction into a practical term plan for their squad.
- **Monthly or regular coach check-ins:**
  Lead Coaches and the Head Coach review what is working, where support is needed, and whether squad plans need adjusting.
- **End of term:**
  the coaching group reviews sailor development, fleet health, coaching quality, retention, regatta delivery and transition needs for the next season.

6.3.3 Minimum squad plan requirements

Each squad plan should be light and useful, not a 40-page coaching plan. As a minimum, each squad plan will include:

- **Squad purpose for the season**
- **Expected sailor group and range of ability**
- **Core skills and learning priorities**
- **Regatta priorities**
- **Transition watchpoints**
- **Expected support coach or specialist coach needs**
- **Communication rhythm with sailors and parents**
- **Equipment, safety or resource needs**
- **How progress will be reviewed**
- **Aspirational results**

6.3.4 Delivery standards

Good delivery should look broadly consistent across the club, even though each squad will have different needs. MBSC's delivery standards are:

- **Every session has a clear purpose**
- **Sailors understand what they are working on**
- **Sessions are active, varied and engaging**
- **Briefs and debriefs are short and useful**
- **Drills are purposeful and enjoyable**
- **Coaches adapt to conditions and sailors**
- **Sailors get useful individual or small-group feedback**
- **Coaches build squad connection and independence**
- **Communication is clear and timely**

6.3.5 Shared resources and improvement

MBSC will build shared coaching resources so coaches can work from common tools, language and examples while still adapting delivery to their sailors. This will include a shared drill and session resource, simple brief and debrief formats, practical use of video, comms units where useful, and examples of strong session plans.

MBSC is happy to work with other parties on the drill book and will treat it as a national resource that can be built with YNZ and other clubs. This fits the principle that a rising tide lifts all boats. MBSC will contribute to the wider sailing system where it can, while also using shared resources to improve consistency and quality within the club.

The Head Coach will help lift quality across the whole coaching group by sharing good practice, supporting Lead Coaches, connecting MBSC into YNZ coach development opportunities and helping build a common language for planning, feedback and delivery. The aim is not to standardise every session, but to strengthen consistency and quality across the system.

6.4 Regatta Delivery Model

Regattas are an important part of the MBSC coaching pathway. They give sailors the chance to test themselves, build confidence, learn under pressure and connect with the wider sailing community. They are also one of the best opportunities to build club culture, because sailors and families experience the club as a group rather than as separate squads.

MBSC will treat regatta support as part of the season plan. Each squad season plan will identify one to three strategically important regattas where club support will be planned in advance. These regattas will flow from the squad's purpose, learning priorities and stage of development.

6.4.1 Club-supported regattas

A club-supported regatta is an event that MBSC has deliberately selected as part of the squad plan. For those events, MBSC will aim to provide a coordinated support model for MBSC sailors attending that regatta.

The purpose of club-supported regattas is to:

- **Support sailor safety**
- **Provide a shared learning environment**
- **Build squad and club cohesion**
- **Give sailors a clear brief and debrief structure**
- **Help sailors become more independent and robust**
- **Create a clearer shared approach for sailors and families**
- **Make the expected cost and support model clear in advance**

Club-supported regattas will be confirmed early in the season so families understand which events the club is prioritising and what support will be available.

6.4.2 Support model

For each club-supported regatta, MBSC will normally provide:

- **The class Lead Coach on the water in one RHIB**
- **Selected parent safety boats or support boats where additional on-water coverage is required**
- **A pre-regatta briefing for sailors and families**
- **Daily sailor briefings and debriefings**
- **Coordination of launch, recovery and safety expectations**
- **A clear communication channel for regatta logistics**
- **Post-regatta learning capture to feed back into the squad plan**

The Lead Coach's role at regattas is to support the agreed squad plan, observe sailors, provide useful feedback and help sailors reflect on their racing. The role is not to make every decision for sailors or create an adult-led race management service.

Selected parent boats should be used primarily to strengthen safety and coverage. Parent involvement on the water will be coordinated through the Lead Coach so that sailors receive consistent messages that support the agreed squad plan.

6.4.3 Cost sharing

The cost of club-supported regatta coaching and on-water support will be split across all MBSC sailors from that squad attending the regatta. This includes the cost of the Lead Coach and any agreed support arrangements needed to deliver the model safely and fairly.

Costs will be communicated clearly before families commit to the event. Where practical, expected regatta support costs will be included in the season plan or early squad communication, so families can plan properly.
This approach is intended to make regatta support more transparent and fair It supports a shared model where costs and expectations are visible to all participating families, while also making clear that enhanced regatta support has a real cost that needs to be shared by those receiving it.

6.4.4 What families remain responsible for

Club-supported regattas do not remove family responsibility. Families remain responsible for:

- **Entering the regatta;**
- **Transport, accommodation and meals**
- **Boat preparation and equipment**
- **Ensuring sailors arrive ready and on time**
- **Shore-based support and care**
- **Helping sailors take responsibility for their own gear, routines and decisions**

MBSC's role is to support the sailor and squad environment. It is not to take over the full regatta experience from families.

6.4.5 Sailor independence at regattas

Regatta support will deliberately build sailor independence. MBSC will provide enough support for safety, confidence and learning while preserving space for sailors to make decisions and take responsibility.
At club-supported regattas, sailors will be expected to:

- **Rig and check their own boat, with age-appropriate support**
- **Understand the sailing instructions and race schedule**
- **Manage food, water, clothing and basic personal routines**
- **Take part in briefings and debriefings**
- **Reflect on their own racing before receiving coach feedback**
- **Solve problems where they reasonably can**
- **Ask for help when they genuinely need it**
- **Maintain and repair equipment throughout event**

The aim is to help sailors become capable, resilient and self-aware. The right balance is enough support for safety, confidence and learning, but enough space for sailors to make decisions, make mistakes, recover and grow.

6.4.6 Non-supported regattas

Sailors are encouraged to attend other regattas that are not part of the club-supported season plan. MBSC should still encourage appropriate racing opportunities, but families will be told clearly that these events may not receive club coaching or coordinated on-water support.

Where a non-supported regatta clashes with the squad season development plan, MBSC will prioritise the Lead Coach delivering the agreed plan. The Lead Coach will not be pulled away from planned squad delivery unless the Head Coach and Coaching Manager agree that the change supports the wider coaching strategy.

Where there is enough sailor demand, the Lead Coach, Head Coach and Coaching Manager may agree light-touch support for additional events. However, this will not undermine the priority given to the strategically selected regattas in the season plan.

6.5 Sailor Independence and Individual Development

MBSC will develop sailors who are capable, confident and increasingly independent. Coaching should help sailors understand their own sailing, make better decisions, and take more responsibility for their preparation, learning and performance over time.

Individual development does not mean every sailor receives one-to-one coaching every session. It means the coaching system makes each sailor's needs more visible and gives sailors regular, useful feedback that helps them know what they are working on and why.

6.5.1 Independence as a coaching outcome

Sailor independence will be treated as a core outcome of the coaching programme, not a by-product. Coaches will deliberately build independence through the way they brief, run drills, ask questions, debrief, give feedback and manage regattas.

As sailors mature, they will be expected to take increasing responsibility for:

- **Preparing and checking their boat and equipment**
- **Understanding the session or regatta plan**
- **Setting simple learning goals**
- **Identifying what went well and what needs work**
- **Asking for feedback**
- **Making decisions on the water**
- **Managing their own routines, clothing, food and recovery**
- **Learning from mistakes and taking age-appropriate responsibility for solutions**

This will be age and stage appropriate. Learn to Sail and early race sailors need more structure and support. Older junior and youth sailors need more space to think, decide, test, fail, reset and learn.

6.5.2 Individual development within a squad model

MBSC's main coaching model will remain squad-based, with individual support built into shared squad delivery.

Lead Coaches will build individual development into squad delivery by:

- **Knowing the main development needs of sailors in their squad**
- **Using small group coaching where useful**
- **Giving sailors clear individual feedback at appropriate moments**
- **Using video, observation and simple reflection tools where practical**
- **Helping sailors connect session themes to their own racing**
- **Identifying sailors who need extra support, challenge or confidence**
- **Raising any transition or welfare concerns early with the Head Coach and Coaching Manager**

This approach should allow coaches to support individuals without losing the shared squad environment that makes club coaching valuable.

6.5.3 Feedback and reflection

Feedback should help sailors think, not simply tell them what to do. MBSC coaches should use feedback to build understanding, confidence and self-awareness.

Good feedback at MBSC will be:

- **Specific enough to be useful**
- **Linked to the session or regatta focus**
- **Balanced between what improved and what still needs work**
- **Delivered in language the sailor can understand**
- **Focused on behaviours and decisions, not personality**
- **Timed so the sailor can actually use it**
- **Followed by questions that help the sailor reflect**

COACHES SHOULD BUILD ROUTINES WHERE SAILORS REFLECT FIRST AND THEN USE COACH FEEDBACK TO SHARPEN THEIR UNDERSTANDING.

6.5.4 Goal setting and development conversations

Each squad will build simple development conversations into the season. These do not need to be formal reviews. They can be short, practical check-ins between the sailor and Lead Coach.

The aim is that each sailor can answer three simple questions:

- **What am I working on?**
- **Why does it matter?**
- **What is my next step?**

For younger sailors, this may be simple and coach-led. For older sailors, especially youth sailors, the conversation should become more sailor-led over time.

6.5.5 Supporting different levels of ambition within a competitive club

MBSC's point of difference is that it prioritises competitive sailing. That does not mean every sailor has the same goals, ability, time commitment or pathway ambition. It does mean the club's coaching environment is built around sailors who want to improve, test themselves, race hard, learn from the result and come back better.

Sailors should enjoy turning up, spending time with their mates and being part of the club. That social connection matters, but at MBSC it sits inside a racing culture. The aim is not simply to gather for a sail. The aim is to enjoy the group, then push each other on the water, learn from what happened, and be supported to improve next time.

This means MBSC will support a range of sailors within a competitive environment:

- **Sailors chasing national level performance will be stretched and challenged**
- **Developing sailors will be supported to close gaps and build confidence**
- **Less experienced racers will be helped to understand racing, not left on the edge of the fleet**
- **Sailors with different levels of family capacity or time commitment will receive clear guidance about the level of programme that fits them**
- **Girls and other groups at higher risk of dropping out will be supported to stay connected and keep improving**
- **Youth sailors will be given enough ownership and challenge to stay engaged as teenagers**

The common expectation is that sailors are there to get better. Results matter because racing is part of the club's identity, but the bigger standard is whether sailors are learning, competing, becoming more independent and contributing to the squad environment.

6.5.6 What this means in practice

In practice, MBSC's approach to sailor independence and individual development means:

- **Coaches ask more questions and give fewer automatic answers**
- **Sailors are expected to reflect before being told**
- **Feedback becomes clearer and more consistent**
- **Individual needs are noticed within squad coaching**
- **Parents are encouraged to step back where sailors can reasonably take responsibility**
- **Regatta support reinforces independence rather than dependency**
- **Squad plans include both shared priorities and individual watchpoints**
- **The club values retention, confidence and long term capability as well as results**

The goal is not to produce sailors who need less coaching. The goal is to produce sailors who get more from coaching because they understand their own learning and take more ownership of it.

6.6 Parental Role and Expectations

Parents are essential to MBSC. They make participation possible, support logistics, contribute time and capability, and help create the wider club environment that keeps sailors connected. MBSC will channel parent involvement so it is clear, consistent and aligned with the coaching strategy.

MBSC has a broad parent base. Some parents are highly accomplished sailors, coaches or athletes in their own right. Others are new to sailing and still learning how the sport works. Both groups matter. The club will use parent capability where it strengthens the shared programme, whether that is through specialist sailing input, safety, logistics, welcoming new families, shore support, administration, events, maintenance, fundraising, galley or culture. No parent should feel that their value depends on how much sailing expertise they bring.

MBSC will frame the parent role around three expectations: **Support the sailor**, **Support the squad**, and **Support the club environment**.

6.6.1 Support the sailor

Parents support sailors best when they help them prepare, recover, reflect and stay engaged without taking over the sailing. As sailors mature, parents should step back where the sailor can reasonably take responsibility.

Parents are expected to:

- **Help sailors arrive prepared, safe and on time**
- **Support routines around food, clothing, rest, equipment and travel**
- **Encourage reflection after sailing rather than immediately solving every problem**
- **Reinforce independence and resilience**
- **Help sailors manage disappointment without removing the learning**
- **Support the sailor's agreed goals and development plan**

6.6.2 Support the squad

Parents are part of the squad environment, not just supporters of their own sailor. A strong parent group can lift the whole fleet by improving logistics, communication, safety, culture and, where appropriate, the quality of specialist input available to the squad.

Parents are expected to:

- **Understand and respect the squad plan**
- **Use agreed communication channels**
- **Support club supported regattas where practical**
- **Help with safety, shore support or logistics when asked**
- **Contribute sailing, racing, coaching or high performance expertise where invited by the Lead Coach, Head Coach or Coaching Manager**
- **Ensure any specialist input is coordinated through the squad plan**
- **Avoid giving competing technical advice that cuts across the Lead Coach**
- **Raise concerns through the right pathway rather than on the sideline**

Where parents have relevant sailing, coaching, racing or high-performance experience, MBSC may use them as Specialist Coaches or invited contributors from time to time. This will be coordinated through the coaching structure so their input strengthens the squad and supports the Lead Coach's plan.

6.6.3 Support the club environment

MBSC depends on parents who contribute beyond their own family. The club will make better use of parent capability where it supports the whole programme. This contribution does not need to look the same for every parent.

- **Helping with regatta logistics**
- **Supporting events and social activity**
- **Assisting with safety boats or shore coordination**
- **Welcoming new families**
- **Sharing practical knowledge with newer parents**
- **Helping with communications and administration**
- **Contributing skills in areas such as maintenance, fundraising, sponsorship, equipment, data or technology**
- **Providing specialist sailing knowledge where this is coordinated through the coaching structure**

Some parents will bring deep sailing expertise. Some will bring professional skills. Some will bring time, energy, warmth and reliability. All of those things matter. The principle is simple: parent capability should strengthen the shared club system, not create separate tracks around individual sailors.

6.6.4 Boundaries

Clear boundaries help sailors, parents and coaches. Coaches coach. Sailors sail and learn. Parents support, enable and encourage.

Parents should not:

- **Challenge or redirect coaching during sessions or regattas outside the agreed communication pathway**
- **Give technical direction that conflicts with the squad plan**
- **Turn squad decisions into private negotiations**
- **Do things for sailors that sailors can reasonably do themselves**
- **Create pressure that makes sailors afraid to make mistakes**
- **Seek programme changes outside the agreed coaching and communication process**

Where concerns arise, parents should raise them with the Lead Coach first. If needed, the matter can then be escalated to the Head Coach, Coaching Manager or coaching subcommittee.

6.6.5 Parent communication

MBSC will communicate clearly with parents about squad plans, key regattas, costs, coach coverage, expectations and changes.

In return, parents are expected to engage with club communication, ask questions early, and support the agreed direction once decisions have been made.

The goal is a parent culture that helps sailors become more independent, helps coaches do their job, and helps MBSC remain a competitive, connected and enjoyable club.

6.7 Learning environment on and off water

The coaching strategy will not succeed through coaching sessions alone. MBSC will focus deliberately on the wider learning environment because a strong environment multiplies the impact of every coach, session and regatta.

The learning environment includes the water, boat park, briefing and debriefing spaces, clubhouse, regattas, peer groups, parents, coaches and the way sailors talk about improvement. These are not separate from coaching. They are part of how sailors learn.

MBSC's learning environment will be built around five principles:

- **Learning is active:**
  Sailors learn by doing, testing, explaining, moving, replaying and reflecting, not just by listening.
- **Learning is visible:**
  Sailors can see what they are working on, what good looks like, and how the current session connects to the season plan.
- **Learning is social:**
  Sailors learn with and from their mates, older sailors, coaches and parents, while still operating inside a competitive culture.
- **Learning is physical:**
  The club uses tools, spaces and routines that help sailors engage with tactics, technique and decision making in practical ways.
- **Learning depends on readiness:**
  Timing, warmth, food, hydration, focus and fatigue all affect whether a sailor can absorb and use feedback.

These principles are consistent with established evidence from education, youth sport and athlete development: young people learn more effectively when learning is active, visible, social, physically engaging and matched to their readiness to absorb feedback.

In practice, MBSC will use its water, boat park and clubhouse spaces deliberately to support briefings, debriefings, video review, tactile learning, peer discussion, sailor reflection and social connection. The goal is not to make coaching more complicated. The goal is to make learning stick.

6.8 Coach Development Approach

MBSC will treat coach development as part of how the coaching system works. Strong coaching will be supported by clear standards, shared practice and deliberate development. The club will build a coaching group that is aligned, practical, curious and able to keep improving.

Coach development at MBSC will focus on four things:

- **Clear standards:**
  Coaches understand the MBSC way of planning, delivering, giving feedback, supporting independence and working with parents.
- **Learning through practice:**
  Coaches improve by planning, delivering, being observed, receiving feedback, reflecting and trying again.
- **Shared knowledge:**
  Drills, session ideas, briefing approaches, regatta lessons and class specific knowledge move across the coaching group, not just within one fleet.
- **External support where useful:**
  MBSC will use YNZ as a resource where appropriate, alongside experienced coaches, specialist parents, class experts and other clubs.

6.8.1 Practical coach development

MBSC will use practical development methods that fit a club environment. These may include:

- **Pre season coach planning sessions**
- **Coach briefings and check ins during the season**
- **Observation and feedback between coaches**
- **Shadowing and co coaching**
- **Short targeted workshops**
- **Post regatta coach reviews**
- **Shared drill and session resources**
- **YNZ coaching courses, resources or advice where useful**
- **Mentoring from experienced coaches and suitable specialist contributors**

The aim is not to create a heavy training system. The aim is to make coach learning regular, useful and connected to what coaches are actually delivering.

6.8.2 Developing the coaching pathway

MBSC will build a clearer pathway for developing coaches from within the club. Older sailors, youth sailors and alumni are an important source of future Support Coaches, Lead Coaches and Specialist Coaches. Coaching can also help sailors stay connected to MBSC after they move out of junior fleets.

The club will identify future coaching talent early and give those people supported opportunities to learn. This may include assisting with Learn to Sail, supporting junior squads, shadowing Lead Coaches, attending YNZ training, helping at club-supported regattas and contributing to shared coaching resources.

6.8.3 Standards and alignment

Coaches do not all need to coach in the same style, but they do need to operate inside the same strategy.
All coaches will be expected to understand and support:

- **MBSC's competitive sailing purpose**
- **The squad and season planning model**
- **Sailor independence as a coaching outcome**
- **The parent role and communication expectations**
- **The regatta delivery model**
- **Safety, welfare and appropriate ratios**
- **The learning environment principles in section 6.7.**

6.8.4 Working with YNZ and the wider system

MBSC will work with YNZ where it helps lift coaching quality, coach confidence or pathway alignment. This may include YNZ coach courses, qualification support, mentoring, resource sharing, feedback on pathway design, or connection to national class and youth development opportunities.

MBSC will not outsource coach development to YNZ. The club owns its coaching strategy and day-to-day standards. YNZ is an important resource and partner where its expertise, courses or wider system view add value.
MBSC will also work with other clubs and class associations where shared learning, coach collaboration or joint resources strengthen the wider sailing system. A rising tide lifts all boats.

6.9 Remuneration, Employment Model and Cost Recovery Approach

The funding model will be built around four principles.

- **MBSC** will pay market rates for junior and youth coaching, but will not seek to influence the market either up or down to gain a competitive or financial advantage.
- **MBSC** will recover coaching costs where practical from the squads that incur them.
- **MBSC** may use profits from the Learn to Sail programme to subsidise Opti Blue and Opti Green programmes, supporting a smoother and more affordable transition into the sport.
- **MBSC** will use an employment or contracting model that is appropriate for both the club and its coaches.

6.9.1 Paying fairly and sustainably

MBSC will pay coaches fairly for the work it asks them to do. This includes recognising that coaching is not only time on the water. Planning, communication, coach meetings, regatta preparation, debriefs, parent communication, coach development and review may also need to be recognised where they are part of the agreed role.

MBSC will build affordability through transparent design, not by weakening the quality or sustainability of coaching roles. It will also avoid paying unsustainable rates simply to secure coaches in the short term. The aim is a fair, credible and sustainable model that helps MBSC attract and retain good coaches while keeping the programme affordable for families.

6.9.2 Cost recovery and transparency

The default position is that coaching costs will be recovered from the squads or activities that generate those costs. This includes regular squad coaching, additional specialist coaching, club-supported regatta coaching and any agreed extra support.

Recoverable coaching costs may include:

- **Coach delivery time**
- **Agreed planning or regatta preparation time**
- **RHIB fuel, operational use and servicing**
- **Agreed Support Coach or Specialist Coach costs directly tied to squad delivery**
- **For club supported regattas outside Auckland, the Lead Coach's reasonable accommodation and food**

RHIB depreciation will not be included in squad cost recovery without the committee making a separate explicit decision.

Costs will be made clear to families as early as practical. Squad communication should explain what is included, what is optional, what is subsidised, and what may be charged separately. Families should not be surprised by coaching costs after they have already committed to a programme or regatta.

Where the club chooses to subsidise or underwrite a cost, that should be an explicit decision rather than an accidental outcome of unclear budgeting.

6.9.3 Targeted subsidy

MBSC may use Learn to Sail surplus to support the early racing pathway, particularly Opti Blue and Opti Green. This reflects the strategic importance of helping sailors and families move smoothly from first experience into regular racing.

Any subsidy should be targeted, transparent and reviewed. The aim is not to hide the true cost of coaching. The aim is to reduce friction at the early transition points where cost, confidence and uncertainty can stop families continuing in the sport.

6.9.4 Coach development costs

Coach development costs will not normally be recovered directly from squad fees or parent charges. Coach development benefits the wider club system and will normally be funded by MBSC, external grants, YNZ-supported opportunities, or the coach themselves where appropriate.

Where a development activity is also direct squad delivery, such as a specialist clinic for sailors, the club will be clear about which part is coach development and which part is sailor programme delivery.

6.9.5 Employment and contracting model

MBSC will use an employment or contracting model that matches the role, commitment and legal requirements of the work being performed. Some roles may be casual or sessional. Others may require more regular hours, clearer expectations, or formal employment arrangements.

The model should support:

- **Reliability of delivery**
- **Clarity of role and expectations**
- **Appropriate pay and conditions**
- **Compliance with employment and tax obligations**
- **Coach development and retention**
- **Flexibility where genuine flexibility is needed**
- **Fairness for both the coach and the club**

The club should avoid arrangements that appear simple in the short term but create risk, instability or unclear accountability over time.

6.9.6 Budget ownership and decision-making

The Coaching Manager, coaching subcommittee and committee will maintain a clear annual coaching budget that reflects the season plan. This will include regular coaching, support coaching, specialist coaching, coach development, regatta support, equipment needs and any planned subsidy.

Major changes to coaching cost, employment arrangements or club subsidy will be approved through the agreed club governance pathway. Lead Coaches will understand the budget available to their squads, with financial commitments made through the agreed club approval process.

6.10 Measures of Success

MBSC will judge this strategy by whether it creates a stronger coaching system, not by one season's results alone. Results matter, because MBSC is a competitive sailing club, but results are not enough. The strategy is working if MBSC is building depth, retaining sailors, lifting coaching quality, developing independent sailors and sustaining the model over time.

The measures of success will be:

- **Depth and retention:**
  Sailors stay engaged through the key transition points, and the club maintains healthy numbers across entry, junior and youth fleets.
- **Competitive performance with breadth:**
  MBSC remains highly competitive at club, regional and national level, with performance coming from depth across squads rather than only a small group of front runners.
- **Quality of coaching plan and delivery against it:**
  Each squad has a clear season plan, purposeful sessions, useful feedback, safe delivery, and coaches who deliver in line with the club's agreed standards.
- **Sailor independence:**
  Sailors become more capable of preparing, reflecting, making decisions, solving problems and understanding their own development.
- **Parent and club alignment:**
  Parents understand their role, coaches are trusted to coach, and the wider club environment supports the agreed strategy.
- **Financial and system sustainability:**
  Coaching costs are transparent, coach development is supported, roles are staffed, and the model does not depend on one person or one family group holding it together.

These measures will be reviewed at the end of each season by the Coaching Manager, Head Coach, Lead Coaches and coaching subcommittee. The review should be practical: what is working, what is not, what needs to change, and what should be prioritised for the next season.

6.11 Implementation Priorities

Implementation will be sequenced so MBSC can build the core habits first. The first year should focus on the decisions and habits that unlock the rest of the system: leadership, season planning, core fleet support, parent alignment and the regatta model.

The following priorities should guide implementation.

6.11.1 Immediate priorities — before the next season starts

MBSC will use an employment or contracting model that matches the role, commitment and legal requirements of the work being performed. Some roles may be casual or sessional. Others may require more regular hours, clearer expectations, or formal employment arrangements.

The model should support:

1. **Appoint and empower the coaching leadership structure.**
   Confirm the Coaching Manager, coaching subcommittee, Head Coach and Lead Coach roles, and make clear who has authority for season planning, coach alignment, parent communication, regatta support and budget recommendations.

2. **Build the first season plan.**
   Before delivery starts, each squad should have a light but usable plan covering squad purpose, coaching priorities, key regattas, transition watchpoints, coach coverage, parent communication and budget implications.

3. **Confirm core fleet support levels.**
   MBSC should be explicit about what it will properly support, lightly support or not attempt to own. The early priority should be Learn to Sail, Opti Blue, Opti Green, Opti White, Opti Open,
   Starling and ILCA, with conditional support for Feva, 29er, 420 and WASZP where the right conditions exist.

4. **Establish parent communication and expectations.**
   Parents should receive a clear explanation of the coaching model before the season starts, including squad purpose, coach roles, regatta support, cost recovery, parent boundaries and transition processes.

5. **Roll out the regatta model.**
   MBSC should implement the club supported regatta model from the start of the season. Each squad should name its strategically important regattas, confirm the intended support model, explain cost sharing, clarify parent boat roles and set expectations for sailor independence. The model should be reviewed and improved after each major event, while maintaining the clear direction that regatta support is part of the MBSC coaching system.

6.11.2 First-season priorities — during the first year of implementation

1. **Make the season planning rhythm real.**
Use regular Head Coach and Lead Coach check ins to keep squad plans current, respond to coaching needs and identify where sailors or fleets need extra support.

2. **Build shared coaching resources progressively.**
Start with the tools coaches actually need: drill examples, briefing and debriefing formats, video use, session templates and regatta learning capture. Build the resource library in line with the delivery rhythms coaches are actually using.

3. **Strengthen transition support.**
Run pathway conversations, try days or class information sessions early so sailors and families have time to make confident pathway decisions before the end of a season or term.

4. **Track practical measures of success.**
Review retention, coach coverage, regatta delivery, parent alignment, sailor independence, budget accuracy and fleet health during the season, with enough time to adjust delivery while it still matters.

6.11.3 Second-stage priorities — once the system is operating

1. **Deepen coach development.**
As the leadership and planning rhythm becomes established, MBSC should invest more deliberately in coach mentoring, observation, shared learning and YNZ aligned development opportunities.

2. **Refine youth class support.**
Review where MBSC can genuinely build depth and where structured links with other clubs or class hubs will give sailors a better pathway.

3. **Improve resource and equipment planning.**
Identify the boats, RHIBs, storage, communication tools, video equipment and shore spaces needed to support the strategy sustainably.

4. **Review the funding model.**
After one season, check whether cost recovery, subsidies, regatta charging and coach remuneration are transparent, fair and sustainable.

7. APPENDICES EVIDENCE BASE

7.1 Research support for section 6.7 learning environment principles

The principles in section 6.7 are not sailing-specific research claims. They are practical design principles that align with established evidence from education, youth sport, motor learning and athlete development. The sources below are relevant to the five principles that learning is active, visible, social, physical and dependent on readiness.

- Active learning: Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H. and Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the National Academy of Sciences, 111(23), 8410–8415. URL: https://www.pnas.org/doi/10.1073/pnas.1319030111
- Visible learning, feedback and clarity: Hattie, J. Visible Learning. This body of work supports the importance of clear learning intentions, feedback, self-assessment and making learning visible to both teacher/coach and learner. URL: https://visible-learning.org/
- Social learning and talent development environments: Henriksen, K. and Stambulova, N. Research on athletic talent development environments supports the idea that athletes develop through the wider social environment, not only through direct coach instruction. URL: https://doi.org/10.4324/9781003095874
- Peer and coach relationships in youth sport: Battaglia, A. V. and Kerr, G. Youth athletes' perspectives on developmental influences of relationships in individual and team sports. This supports the relevance of peer and coach relationships in youth athlete development and participation. URL: https://doi.org/10.1080/2159676X.2023.2264710
- Physical and embodied learning: Faella, A., Digennaro, S. and Iannaccone, A. Educational practices in motion: a scoping review of embodied learning approaches in school. This supports the use of movement, manipulation, modelling and physical engagement as design principles for learning. URL: https://doi.org/10.3389/feduc.2025.1557454
- Readiness to learn, hydration and cognitive performance: McCartney, D., Desbrow, B. and Irwin, C. (2017). The effect of fluid intake following dehydration on subsequent athletic and cognitive performance: a systematic review and meta-analysis. Sports Medicine - Open, 3, 13. URL: https://sportsmedicine-open.springeropen.com/articles/10.1186/s40798-017-0079-y
- Youth hydration and performance: Papaoikonomou, K., Apergi, K. and Malisova, O. Children, adolescents and urine hydration indices: a systematic literature review on athletes and non-athletes. This supports the relevance of hydration to health, cognitive performance and physical performance in young people. URL: https://doi.org/10.3390/nu17030502
- Sport practice design and learning environments: Chow, J. Y., Davids, K., Button, C. and Renshaw, I. Constraints-led and ecological dynamics approaches to practice design support the role of coaches in designing learning environments and tasks that invite athletes to explore, decide, adapt and learn. URL: https://doi.org/10.4324/9781315102351

7.2 Research support for section 6.8 coach development approach

The coach development approach in section 6.8 is consistent with sport coaching literature showing that coaches develop through experience, observation, mentoring, reflection, social learning and supported practice. Formal courses and qualifications remain useful, but the evidence suggests they work best when connected to real coaching environments, clear standards and ongoing development support.

- Coach education and continuing professional development: Cushion, C. J., Armour, K. M. and Jones, R. L. (2003). Coach Education and Continuing Professional Development: Experience and Learning to Coach. Quest, 55(3), 215–230. URL: https://eric.ed.gov/?id=EJ941566.
- Learning through reflection in youth sport coaching: Gilbert, W. D. and Trudel, P. (2001). Learning to Coach through Experience: Reflection in Model Youth Sport Coaches. Journal of Teaching in Physical Education, 21(1), 16–34. URL: https://eric.ed.gov/?id=EJ650187.
- Social learning and communities of practice: Stoszkowski, J. and Collins, D. (2014). Communities of Practice, Social Learning and Networks: Exploiting the Social Side of Coach Development. Sport, Education and Society, 19(6), 773–788. URL: https://clok.uclan.ac.uk/9487
- Coach mentoring: Leeder, T. M. and Sawiuk, R. (2021). Reviewing the sports coach mentoring literature: a look back to take a step forward. Sports Coaching Review, 10(2), 129–152. URL: https://uhra.herts.ac.uk/handle/2299/23203.
- Coach observation and feedback: Taylor, J., MacNamara, Á. and Collins, D. (2023). The 3Ps: A tool for coach observation. Frontiers in Sports and Active Living, 5. URL: https://www.frontiersin.org/articles/10.3389/fspor.2023.1029423/full
- Reflective practice in experienced coaches: Nash, C., MacPherson, A. and Collins, D. (2022). Reflections on Reflection: Clarifying and Promoting Use in Experienced Coaches. Frontiers in Sports and Active Living, 4. URL: https://www.frontiersin.org/articles/10.3389/fspor.2022.867720/full
- Coach developer framework: International Council for Coaching Excellence. International Coach Developer Framework. This practitioner framework supports the idea that coach development is a system, not just a course. URL: https://www.icce.ws/_assets/files/icdf-1-2.pdf