



What is happening for the learner at this stage	How you can support a learner to move to the next stage
They can do the skill unconsciously and are also aware of all the things they are doing that enable success e.g. they could now break down the skill of riding the bike and teach someone else	<ul style="list-style-type: none"> - Deep reflection and self-awareness e.g. video analysis - Not everyone will get to this stage e.g. some players don't make great coaches
They can now perform the skill or activity without thinking about it – they are in flow and can do other things at the same time e.g. ride a bike while looking at the view or chatting to someone	<ul style="list-style-type: none"> - Practice the skill in different contexts to increase competence and confidence e.g. riding the bike in icy or muddy conditions
They can now do the skill or activity, but they are consciously thinking about all the things they need to do to be successful e.g. riding a bike without training wheels the first few times	<ul style="list-style-type: none"> - Practice in a way that builds their motivation and confidence - Encourage self - reflection - Give bite sized pieces of feedback
They know about the skill and have had a go, but they don't have the skill to do it successfully e.g. riding a bike with training wheels	<ul style="list-style-type: none"> - Help them with some instructions - Support them with trial and error
They don't know what they don't know, e.g. they've never ridden a bike before and they know nothing about it	<ul style="list-style-type: none"> - Questioning to raise awareness - Let them have a go - Give them an example of what success looks like

Note: We don't always move straight up this ladder, sometimes we need to go backwards to go forwards. E.g. a coach may think they are at unconscious competence, however after an observation of their practice, they may need to move back into conscious incompetence or conscious competence to master a new version of the skill e.g. a coach centred coach learning the player centred approach.