

GLENHAVEN FOOTBALL CLUB COACHING PAGE

OVERVIEW (tab)

Hi, my name is Paul Neville and I am the Director of Coaching for the 2016 season. My goal is to provide all coaches with the resources and support they need to coach effectively.

But first, a little about me. I am a football tragic who supports the Wanderers and Tottenham Hotspurs. I coached my son's U6 team and the U17/1 team for Glenhaven in the 2015 season. In my playing years, I played with the Hills Rockets, my school, various representative teams, Macquarie University, Glenhaven and in the Premier League of the Churches competition. I also had the fortune of training with Millwall in England for a week. As a coach, I coached a Premier League Churches team for 3 years team and in this time managed to win and lose a grand final. After this I took a break from football to do further university studies and having completed this, I returned to coaching football in the 2014 season.

After spending hours of surfing 'the net' and looking at different coaching books to come up with training drills for my teams, I came across the Football Federation of Australia (FFA) National Curriculum. This document not only provides the theory behind improving player development but also provides model training sessions with training drills for coaches that supports the theory. As a result, I recommend that all coaches follow the model training sessions in the National Curriculum for the appropriate age group as it will save you time and achieve the National Curriculum objective of improving player development. By following the model training sessions, I estimate that it will take about 30 mins to prepare for each training session. This will give you time to read and understand the drills in each model training session as well as plan your training session to avoid wasting time between drills.

Please find following a link to the FFA website to view and download a copy of the National Curriculum:

<http://www.myfootballclub.com.au/index.php?id=187>

The FFA National Football Curriculum identifies 4 Training Building Blocks or phases for players of different ages. This is shown in the diagram below.



This document has been set up to represent the age groups of the 4 Training Building Blocks or phases shown above. Each tab provides a quick explanation of the training building block or phase and a link to the National Curriculum with references to the appropriate pages for the model training sessions and other relevant information.

Should coaches have any questions on the above, please contact me at coaching@glenhavenfootballclub.org.au or 0402 330 366. Also, if you have other coaching resources that you use which would be helpful for other coaches please email them to me so we can include them on the website. We are in this together, so the more we can help each other the better.

COACHING COURSES

All coaches are encouraged to complete the appropriate community pathway coaching course for the age group that you are coaching. These courses provide 'hands on' experience in running model training sessions from the National Curriculum. At present the cost to attend a community pathways coaching course for U6-9 Discovery Phase (Grassroots) is free and requires a 3 hour commitment. For U10-13 Skills Acquisition Phase (Skill Training Certificate) and U14-U17 Game Training Phase (Game Training Certificate) the cost is \$90 and requires an approximate 15 hour commitment. The club will financially support coaches that attend a community pathway coaching course.

The Gladesville Hornsby Football Association (GHFA) is conducting the following community pathway coaching courses:

U6-9 Discovery Phase (Grassroots) – Wednesday 23 March at Christie Park

U10-13 Skills Acquisition Phase (Skills Training Certificate) – Monday 21 March (Night 1) & Monday 4 April (Night 2) at Christie Park

U14-17 Game training Phase (Game Training Certificate) – Monday 21 March (Night 1) & Monday 4 April (Night 2) at Christie Park

U18+ Performance Phase (Senior Certificate) – Wednesday 7 December (Night 1) & Wednesday 14 December (Night 2) at TBA

Should the above days and/or locations not be convenient, please find following a link to the course finder tab found on the FFA website:

<http://myfootballclub.com.au/index.php?id=126>

Also, the Gladesville Hornsby Football Association (GHFA) is conducting other coaching in-service programs and coaching opportunities for players & goalkeepers. Please see 2016 GHFA Calender attached.

U5-U9

Discovery Phase

Just playing a lot of varied fun football related games is the key to this phase. This is the best possible way to develop a basic skill level, understanding and passion for football. The focus during this phase should be on developing basic skills, equal playing time for all players, rotating players to experience various positions and definitely not on results.

Please find following a link to the FFA website to view and download a copy of the National Curriculum:

<http://www.myfootballclub.com.au/index.php?id=187>

P84, 85-125 of the National Curriculum provides information, a training program and model training sessions for this phase.

P50 of the National Curriculum provides coaching tips for U6-7 teams.

P51 of the National Curriculum provides coaching tips and positions for U8-9 teams.

The "Training Programs for Young Players" document on the Gladesville Hornsby Football Association (GHFA) website also includes drills on developing basic skills. Please find following a link to the GHFA website to view and download a copy of this document:

<http://www.ghfa.com.au/index.php/coaching/education-training>

For U6 teams I suggest the following:

1. The first training session is a 'get to know you' one as not all players (and parents) in the team will know each other. This can be done with fun games such as chasings (coach calls a player's name and the other players need to chase that player), stuck in the mud (the player catching others needs to say the name of the other players as they tag them), duck duck goose (a player circles the other players sitting in a circle and says name of each player as they pat them on the head then when they pat a player on the head and say goose the sitting player has to get up and chase the person who was patting the players on the head around the circle until this person sits in the vacant position).
2. From the second training session on, encourage all players to RUN WITH THE BALL and NO BIG KICKS. Also, encourage players to call their name every time they get the ball (eg: "James' ball"), run with the ball around the opposition (not straight through them), have all players that do not have the ball go behind the player running with the ball (this gives the player running with the ball the room to go around the opposition with running into their own players). Going behind doesn't mean single file, just wherever they are on the field at the time should they be in front of the player running with the ball. Before each game (training or Saturday) reinforce the above by asking the players the following questions:
 - What is the aim of playing football? To score a goal (response)
 - What do you need to score a goal? The ball (response)
 - What do you do when you get the ball? Call your name (response)
 - Do you run through the opposition or around them? Around (response)
 - What do the players who do not have the ball do? Go behind the player with the ball (response)

3. With the National Curriculum providing the drills for training sessions, show the players the basics behind the drills. That is, stopping the ball (instep), passing the ball (instep), moving the ball from side to side (instep and outside of the foot), and running with the ball ('pinky' toe).
4. For games, the structure for kick-offs is one player on the ball with one player at arm's length, either side and one at arm's length behind the player with the ball. The player with the ball must call the name of the player they are passing too (eg: "James") and the player receiving the ball must also call their name (eg: "James' ball"). The structure for all kick-ins (side or end) is one player with the ball on the line with one player opposite (about 2m) and one player at arm's length either side of the player opposite the player with the ball. Again, the player with the ball must call the name of the player they are passing too (eg: "James") and the player receiving the ball must also call their name (eg: "James' ball").

For U7 teams I suggest the following:

1. Using some or all of the above U6 suggestions depending upon the ability of the team.
2. For games, introduce 2 attacking players and 2 defensive players for games. The 2 attacking players always challenge for the ball and the 2 defensive players stay behind the attacking players but follow the ball (not standing still). If the attacking players win the ball then they try to score a goal. If the opposition gets past the attacking players then the defensive players challenge for the ball then try to score a goal. For example, if the opposition has a kick-off or kick-in (side or end), our team is in a line setback from them to give them space and as soon as play starts, our 2 attacking players break from the line to challenge for the ball with the defensive players staying where they were but following the ball. Should this happen in our half and our attacking players win the ball and enter the opposition half, encourage the defensive players to move up to the half way line. Rotate players so that they experience both attacking and defensive positions.

For U8-9 teams I suggest that the defensive players concentrate on passing the ball to the attacking players and the attacking players concentrate on running with the ball.

U10-U13

Skills Acquisition Phase

Developing 4 core skills when in possession of the ball is the emphasis of this phase:

1. Striking the ball (including all forms of striking the ball such as short/long passing, shooting and crossing)
2. First Touch (controlling the ball with all allowed body parts)
3. 1v1 (all moves, feints and accelerations to get past and away from an opponent)
4. Running with the ball (at speed (with a lot of space) or 'dribbling' (in tight areas), this includes techniques for protecting the ball and changing direction)

Although this phase concentrates on developing attacking skills, defensive skills are also covered and developed. The focus during this phase should be on skills acquisition, equal playing time for all players, rotating players to experience various positions and not on results.

Please find following a link to the FFA website to view and download a copy of the National Curriculum:

<http://www.myfootballclub.com.au/index.php?id=187>

P84, 127-188 of the National Curriculum provides information, a training program and model training sessions for this phase.

P52-53 of the National Curriculum provides coaching tips and positions for U10-11 teams.

P36-41 of the National Curriculum provides information on the 1-4-3-3 formation and each position within this formation for U12-13 teams.

The "Training Programs for Young Players" document on the Gladesville Hornsby Football Association (GHFA) website also includes drills to help develop the 4 core skills. Please find following a link to the GHFA website to view and download a copy of this document:

<http://www.ghfa.com.au/index.php/coaching/education-training>

U14-U17

Game Training Phase

There are two main objectives of this phase:

- Preparing players for senior football by teaching them to apply functional game skills in a team setting using 1-4-3-3 as the preferred formation
- Developing tactical awareness, perception and decision-making through a game-related approach to training.

Please find following a link to the FFA website to view and download a copy of the National Curriculum:

<http://www.myfootballclub.com.au/index.php?id=187>

P84, 189-265 of the National Curriculum provides information, a training program and model training sessions for this phase.

P36-41 of the National Curriculum provides information on the 1-4-3-3 formation and each position within this formation.

There is a shift in this phase towards learning to play as a team and developing an understanding of the team tasks during the main moments (attacking; defending; transitioning), as well as the specific tasks that go with the individual team positions. The focus during this phase should be on playing the 1-4-3-3 formation, equal playing time for all players, rotating players to experience various positions and not on results. It is not until the upper age limit of the game training phase should there start to be a focus on specialisation of positions and results.

For all teams I suggest that all players are aware of the numbers associated with each position in the 1-4-3-3 formation. This will make it easier for coaches and players to communicate with each other.

U18+

The Performance Phase

This is the phase that football-specific conditioning can start and when winning really starts to matter. The purpose of this phase is learning how to perform/win as a team with training centred on fixing specific problems with the team's tactical performance. The focus during this phase should be on results (winning), playing the best available players, specialised playing positions and adopting any formation that helps achieve results.

Please find following a link to the FFA website to view and download a copy of the National Curriculum:

<http://www.myfootballclub.com.au/index.php?id=187>

P84, 269-291 of the National Curriculum provides information and model training sessions for this phase.

GOALKEEPING

Although not covered in the National Curriculum document, model goalkeeping training sessions can be found in various goalkeeping coaching manuals on the FFA website. Please find following a link to the FFA website to view and download a copy of these various manuals:

<http://www.myfootballclub.com.au/index.php?id=188>

P22-35 of the Goalkeeping Certificate manual provides basic model goalkeeping sessions (U8-9 teams).

P22-40 of the Goalkeeping Licence manual provides model goalkeeping technical sessions (U12-13 teams).

P22-50 of the Goalkeeping Diploma manual provides further model goalkeeping technical sessions (U14+ teams).

For U16+ teams that train twice a week, I suggest that goalkeepers should do goalkeeping technical sessions for one night with a goalkeeping coach and join the team for team training on the other night. This way goalkeepers will not only develop technical goalkeeping skills but also the ball skills needed for distributing the ball which is essential for modern goalkeepers.

SHOOTING

This is covered in the skills acquisition phase of the National Curriculum.

Please find following a link to the FFA website to view and download a copy of the National Curriculum:

<http://www.myfootballclub.com.au/index.php?id=187>

P154-159 of the National Curriculum provides a model training session for shooting

The “Training Programs for Young Players” document on the Gladesville Hornsby Football Association (GHFA) website also includes shooting drills. Please find following a link to the GHFA website to view and download a copy of this document:

<http://www.ghfa.com.au/index.php/coaching/education-training>