

HOW WE COACH



WALSALL FC ACADEMY - NON NEGOTIABLES

BE PROFESSIONAL

COMMUNICATION - (STAFF TO STAFF AND STAFF TO PARENTS & PLAYERS) – TOO MUCH COMMUNICATION IS BETTER THAN NOT ENOUGH

READ MESSAGES AND RESPOND! - DON'T BE SELECTIVE IN COMMUNICATING – BE RESPONSIVE!!
(email, calls, messages)

BE PROACTIVE & PLAN (sessions, games etc)

'PREPARATION' – SESSION PLANS AVAILABLE AT EVERY SESSION AND IN LINE WITH THE SYLLABUS

ILP's – AVAILABLE AT EVERY SESSION / GAME

TACTIC BOARD AT EVERY SESSION / GAME

MATCHDAY PRESENTATIONS / OBJECTIVES – CLARITY FOR PLAYERS ON GAME DAY

BE OPEN MINDED TO NEW IDEAS

BE A GOOD INFLUENCE ON EACH OTHER – HIGH STANDARDS - TAKE ACCOUNTABILITY & DEMAND IT FROM OTHERS

NO EGO'S – LEAVE YOUR EGO AT HOME

BE HUMBLE

DEVELOP & BUILD TRUST AND ENSURE WE ARE WORKING EFFECTIVELY TOGETHER

BE PREPARED TO GIVE AND RECEIVE CONSTRUCTIVE FEEDBACK

PRODUCTIVITY TO COMPLETE TASKS PROMPTLY & EFFICIENTLY – PMA, TEAM APP, PLANNING, MESSAGES, COMMUNICATION (daily, weekly – as required)

PUNCTUALITY AT ALL TIMES

NEVER BE TOO BIG TIME TO DO ANY JOB (E.G -check the dressing rooms, pump up footballs)

DON'T BE ASKED NUMEROUS TIMES & BE CHASED UP TO DO YOUR JOB

WALSALL FC ACADEMY - NON NEGOTIABLES

IF WE ALWAYS DO WHAT WE HAVE ALWAYS DONE WE WILL ALWAYS GET WHAT WE HAVE ALWAYS GOT

THE DEFINITION OF INSANITY – “DOING THE SAME THING OVER AND OVER AGAIN AND EXPECTING A DIFFERENT RESULT”

WORK HARD AND ENJOY IT

WE HAVE AN OPPORTUNITY TO REALLY SHAPE AND DEVELOP OUR ACADEMY INTO THE BEST CAT 3 PROGRAMME IN THE COUNTRY – IT NEEDS ALL OF US TO DO THIS!

REMEMBER IT IS ABOUT THE **PLAYERS** – IT IS **OUR RESPONSIBILITY TO DEVELOP PEOPLE AND PLAYERS**

IT'S OUR JOB !! - TO DO OUR JOB TO THE VERY BEST OF YOUR ABILITY

COACHING STYLE

CONTINUUM

	COMMAND (DIRECT)	QUESTION & ANSWER	OBSERVATION & FEEDBACK	GUIDED DISCOVERY	TRIAL & ERROR
PLAYER/ COACH	COACH SAYS WHAT HE WOULD LIKE THE PLAYER TO TRY & DO	PLAYER & COACH QUESTIONS	COACH & PLAYER OBSERVE	COACH GUIDES PLAYERS WITH PROVOKATIVE QUESTIONS	PLAYER & OR COACH DECIDE ON CHALLENGE
EXAMPLE	'I WANT YOU TO !	'WHAT COULD YOU HAVE DONE HERE'	'WATCH THIS'	'CAN YOU SHOW ME ?'	'TRY YOURSELF!'
DESCRIPTION	COACH STATES THE OUTCOME	COACH/PLAYER ASKS QUESTIONS, COACH/PLAYER VERBALLY ANSWERS	COACH & PLAYER OBSERVE & DISCUSS FEEDBACK	COACH PROMPTS & PLAYER OFFERS THEIR PERSONEL SOLUTION.	PLAYERS ARE ENCOURAGED TO FIND SOLUTIONS WITH SUPPORT FROM COACH.

* Coaching & Teaching:

Our methodology is centered around Question/Answer and Guided Discovery styles of coaching. Use COLD CALLING wherever possible and target specific individuals with questions.

Coaches should work across the continuum depending on individual & team needs. Use of the Academy terminology will be essential to ensure there is alignment and a common language throughout the Academy. This will support individuals to achieve their potential. It is crucial that our coaches must have the mindset of being player centered & display a selfless attitude when working within our Academy.

Effective Planning:

All coaches will effectively plan to maximize the impact that they can have on players within the time allocated. They must think through all practice components, considerations and the role they play in delivering this. Session plans will be prepared prior to all sessions in line with the Academy syllabus and will be available pitch side along with tactic boards and player ILPs.

Effective Co-Coaching:

All coaches will effectively plan to co-coach within sessions and games to ensure maximum impact on player development. If one coach is leading then the other will have a clear focus on supporting individuals, small groups and/or sub principles. During games in practice and on matchdays, coaches will each have a clear focus linked to in possession and/or out of possession principles.

Effective reflections:

Using online support platforms, coaches will be required to reflect on the previous week (sessions and matchday). These reflections will be collated monthly and shared in personal folders. Coaches should also complete peer observations / feedback to support their co-coach. The Head of Coaching will support staff on effective reflection to aid their development.

PRACTICE CONSIDERATIONS

When planning sessions make sure you ALL consider the following to help ensure that we maximise our time with the players and support their development:

- 1 – have a detailed plan in place which links to the syllabus – the theme must be consistent throughout!
- 2 – make sure throughout sessions that both coaches are actively engaged with players **'CO-COACHING'** (for example: if one is leading the other may be focusing on individuals or the opposite syllabus theme – build out v high press)
- 3 – ensure that all players are aware of their ILP and that you are linking practice to this at relevant moments
- 4 – **COACHING STYLE** – consider which coaching style you use and WHY? Try to use as much Q + A / Guided Discovery as possible to engage players in decision making and problem solving BUT be prepared to move up and down continuum as you need to (*see slide 4)
- 5 – maintain a high ball rolling % - high levels of repetition for players – they need to get better technically!
- 6 – **INTENSITY** throughout all practices – consider your work : rest ratios, timing of each practice – ensure we are stretching the players physically – consider which coaching style you may need to use to 'drive' the intensity
- 7 – **DETAIL** – makes sure we are giving players high levels of detail at all times
- 8 – **NO LINES**
- 9 – **NO WAITING AROUND FOR PLAYERS – MAXIMUM REPETITION – REALISM - RELEVANCE**
- 10 – if playing games make sure that we are coaching within the games and the intensity is high. Constraints and challenges must be linked to the session theme(s) – **NO GAMES FOR THE SAKE OF GAMES!**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Under 16	Training - 8-9.30pm (BK/SR/RA)	Training - 8-9.30pm (DA/RW/CT)	OFF	Training - 8-9.30pm (DA/SR)	OFF	Games	Games
Under 15	Training - 8-9.30pm (CN/DA/CT)	Training 8-9.30pm (CT/DA/RW)	OFF	Training - 8-9.30pm (CN/CT/MF)	OFF	OFF	Games
Under 14	OFF	Training - 6.15-7.45pm (CM/RA)	Training - 8-9.30pm (CM/LR)	Training - 6.15-7.45pm (CM/HP/DA)	OFF	OFF	Games
Under 13	OFF	Training - 6.15-7.45pm (MS/HP)	Training 8-9.30pm (MS/AC)	Training - 6.15-7.45pm (MS/AC)	OFF	OFF	Games
Under 12	OFF	Training 6.15-7.45pm (KS/MB)	OFF	Training 5.45-7.45pm (MB/MC)	OFF	Training 9-10.30am (KS/MB)	Games
Under 11	Training 6.15-7.45pm (AJ/DH/KH)	OFF	Training 6.15-7.45pm (AJ/DH)	OFF	OFF	Training 9-10.30am (AJ/DH)	Games
Under 10	Training 6.15-7.45pm (MJ/HP)	OFF	Training 6.15-7.45pm (MJ/HP)	OFF	OFF	Training 9-10.30am (MJ/HP)	Games
Under 9	Training 6.15-7.45pm (GS/T)	OFF	Training 6.15-7.45pm (GS/T)	OFF	OFF	Training 9-10.30am (GS/T)	Games
Goalkeepers	U9/10/11/12 - 6.15-7pm U15/16 - 8-8.45pm	OFF	U9/10/11/12 - 6.15-7.45pm U13/14/15/16 - 8-9.30pm	U13/14 - 6.15-7pm U15/16 - 8-8.45pm	OFF	OFF	Games

BEST PRACTICES

These practices are designed to link clearly to our In Possession principles. Coaches should select one of these to deliver where 'best practice' is identified in the new syllabus



9 x 5 best practice (20 mins)

Organisation:

- small group (ideal no more than 6)
- pass and follow - work from behind to sides of cones
- 9 x 5 area
- 2 touch
- *progress to 1 touch - start behind cone and step in front

Block Timings / Dimensions:

- 8 x 90 secs

Coaching Points:

movement and body shape to receive

pass detail - safe side (furthest from cone)

receiving skills - first touch in front so can step into pass

counter movements - opposite receiving angle - timing and type of movement (late and quick)

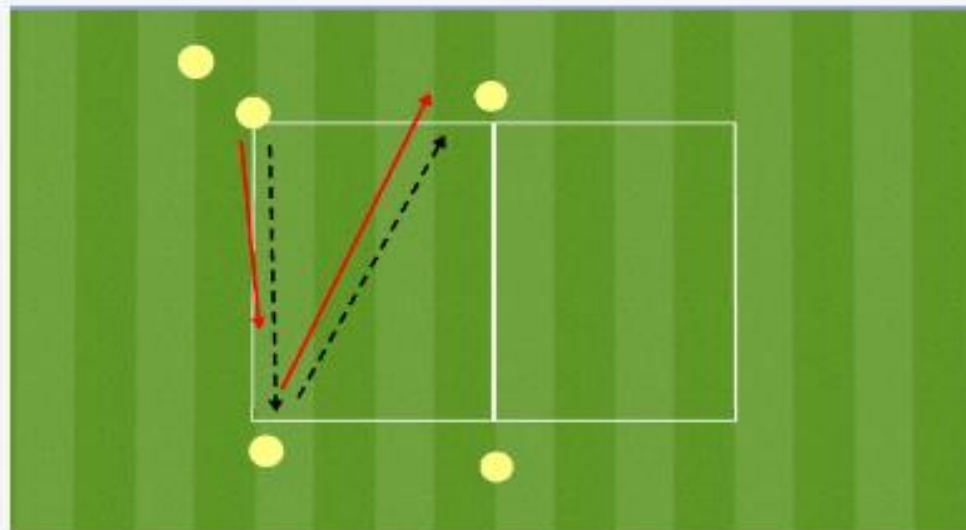
communication

Coaching Responsibilities:

- manage practice and timings
- drive by interventions during practice
- detail during break

ILPs:

- all players to be aware of their ILP's and coaches support players where relevant around these



Learning Objectives

	Technical passing, receiving, body shape
	Tactical movement to receive, timing and type, balance in and out of possession
	Physical ABCs, acceleration, deceleration
	Psychological decision making, concentration, focus
	Social communication, team work

box in box (20 mins)

Organisation:

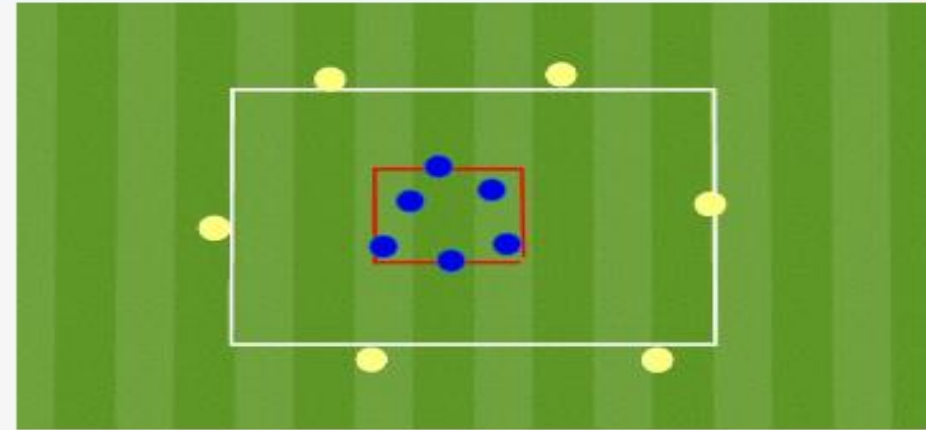
- box in box
- 15 x 15 - 20 x 20 depending on numbers
- split players into 2 groups - half start inside and half outside - if more than 16 ideally split into 2 separate groups / practices
- vary types of serve / combinations with outside player
- pass out go out
- pass out and receive to stay in
- pass out and bounce outside player in

Block Timings / Dimensions:






- 8 x 90 secs - with 30 secs rest - add detail in breaks

Coaching Points:

- angle and distance to receive - outside player create angle to receive - middle players always offer angle to receive back when playing out - hips and shoulders open
- timing of movement
- body shape to receive - always open for option to play forward - check shoulders (scan - look)
- pass detail - receive on back foot
- combinations - bounce the outside player in
- eyes up as travel - recognise spaces - where does 1st touch go and why - where is the pressure / space?
- tempo - slow - quick / quick - slow



Learning Objectives

	Technical passing, receiving, body shape
	Tactical movement to receive, timing and type
	Physical ABCs, acceleration, deceleration
	Psychological decision making, concentration, focus
	Social communication, team work

Coaching Responsibilities:

- manage timing
- add detail in breaks
- drive tempo
- demand intensity
- check understanding through Q + A / Guided Discovery

ILPs:

- all players to be aware of their ILP's and coaches support players where relevant around these

single diamond - Best Practice (20 mins)

Organisation:

- single diamond - best practice
- right foot / left foot / up back and through progressions
- 2 touch - players must play off same foot (back foot - back foot)

Block Timings / Dimensions:

- 8 x 90 secs

Coaching Points:

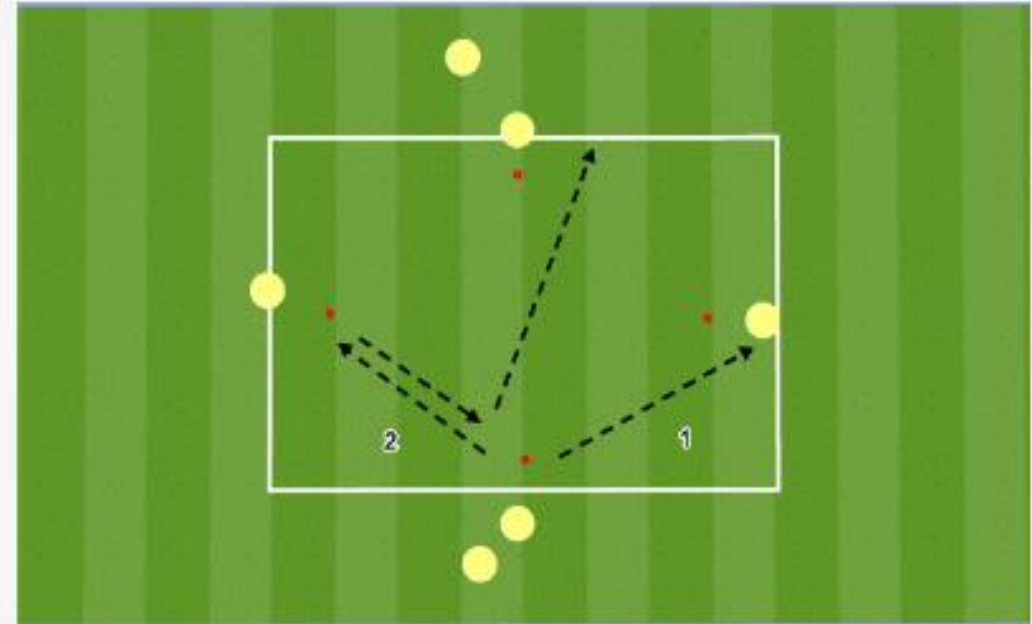
- movement to receive (double movements) - timing - when and where - late and quick
- communication - verbal, non verbal, eye contact
- back foot receiving and passing
- pass detail - weight / accuracy

Coaching Responsibilities:

- manage timings
- add coaching detail in breaks
- drive intensity and standards

ILP Focus Player(s):

- all individuals to be aware of their ILPs when questioned
- coaches support individuals linked to their ILPs



Double Diamon Best practice (20 mins)

Organisation; 1 x group - two balls at the top of the double diamond will start the passing pattern off. Balls will be moving around in set passing pattern to bring out 1/2 touch passing combinations. Pass and follow.

Change passing pattern to include 1 touch set back to play through (up - back - through) using middle players or side players

*progress to middle player receive and play out opposite side and follow

set up on pitch area so pictures can come out in any possession based practices

Block timings / Dimensions;

8 x 90 sec working blocks

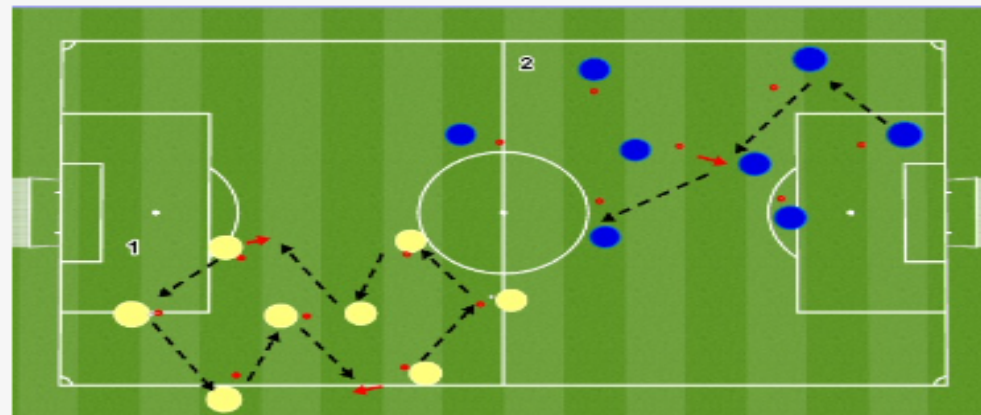
Coaching points;

• Passing must be punched in with good weight and accuracy - front or back foot - why?






• Receive and pass - back front / front foot - why * 1 - **outside players use back foot for both touches - middle player receive back foot and pass front foot if playing out same side**

* 2 - **progress to middle player receive and play out opposite side and follow**

- movement - late and quick to receive
- Open body and touch to play forward
- Players **MUST** have movement before receiving the ball (match tempo) - timing and type (types of movement to receive - trigger to move?)
- Good communication - why and how?



Learning Objectives

	<p>Technical To improve players passing technique, specifically penetration passing and combination play</p>
	<p>Tactical To give players an understanding of the principle, in relation to their position</p>
	<p>Physical Acceleration + deceleration, agility, balance, co-ordination</p>
	<p>Psychological Concentration, confidence, resilience, decision making</p>
	<p>Social Communication, relationships, encouragement</p>

Coaching responsibility;

Lead Coach - to control the overall practice whilst giving coaching points to players using relevant interventions (1:1, small group or whole group), drive tempo and standards, manage timings

2nd Coach - individual observations and feedback, work with opposition in opposed practices

ILP Focus Player(s):

- all individuals to be aware of their ILPs when questioned
- coaches support individuals linked to their ILPs

Building out from the Back (Passing Practice) (20 mins)

Organisation:

- Double diamond passing practice - set out across pitch for building out and short switches
- Use dome cones, mannequins to mark double diamond
- Use GK as shown (if available) - can be delivered without GK
- Alternate sides - left foot / right foot
- link to positions for players

Block Timings / Dimensions:

- 5x90 second blocks
- Bigger area (over half pitch) for realistic distances

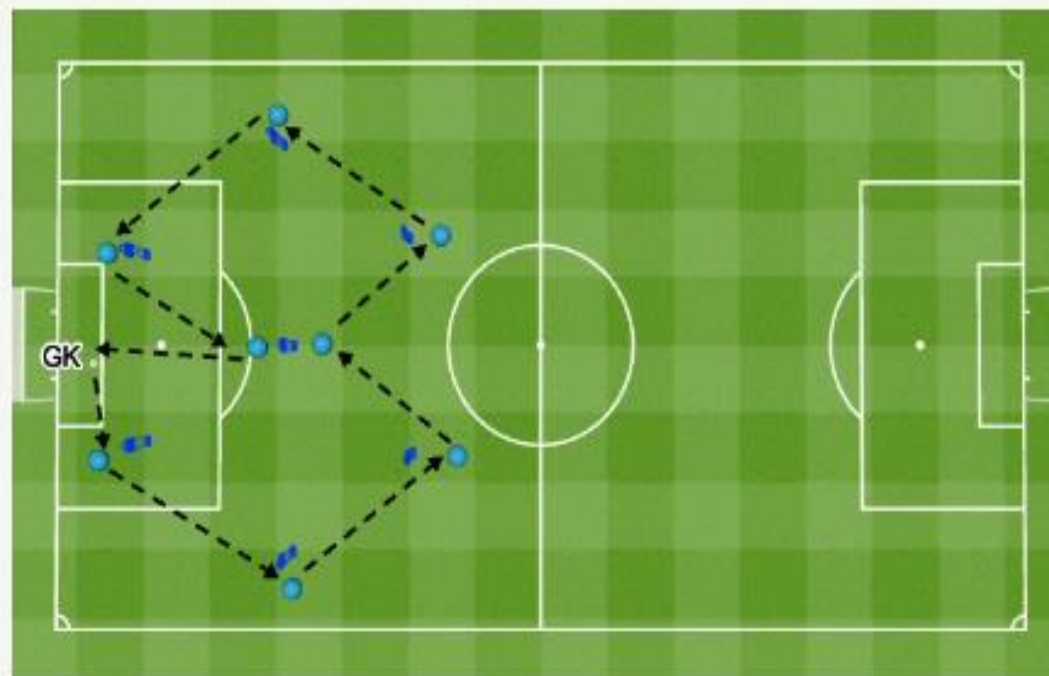
Coaching Points:

- Pass detail - weight, accuracy, spin
- Movements - timing, angle, counter movements
- Decision making - **MUST RETAIN POSSESSION**
- Technical detail - use of weaker foot, pass selection, disguise

Coaching Responsibilities:

- RW: to lead practice
- DR: to use drive by coaching for individuals
- MT: to manage block timings and use drive by interventions for all players

ILP Focus Player(s):



4 corner practice (20 mins)

Organisation:

- box in box
- 15 x 15 - 20 x 20 depending on numbers
- split players into 2 groups (ideally 8 - 10 max (more than this runs 2 practices)
- vary types of serve / combinations with outside player
- pass out go out
- pass out and receive to stay in
- pass out and bounce outside player in
- work left foot and right foot

1- movement and receive back foot to pass back foot (receiving player counter movement to create triangle / diamond shapes)

2 - follow pass

3 - outside players goes in and receives 2nd ball - back foot to pass back foot

4 - follow pass out and repeat

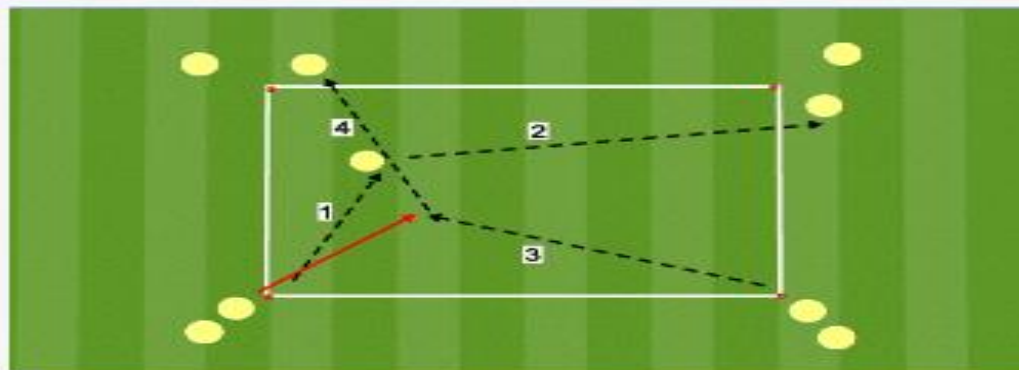
* if successful add up - back and through

Block Timings / Dimensions:

- 8 x 90 secs - with 30 secs rest - add detail in breaks

Coaching Points:

- angle and distance to receive
- timing of movement
- body shape to receive - always open for option to play forward - check shoulders (scan - look) - shoulders and hips open
- pass detail
- combinations - bounce the outside player in
- eyes up as travel - recognise spaces - where does 1st touch go



Learning Objectives

	Technical passing, receiving, body shape
	Tactical movement to receive, timing and type
	Physical ABCs, acceleration, deceleration
	Psychological decision making, concentration, focus
	Social communication, teamwork

and why

- tempo - slow - quick / quick - slow

Coaching Responsibilities:

- manage timing
- add detail in breaks
- drive tempo
- demand intensity
- check understanding through Q + A / Guided Discovery

ILPs:

- all players to be aware of their ILP's and coaches support players where relevant around these

COMMUNICATION, TEAMWORK

split double diamond (20 mins)

Organisation:

split double diamond - distance between diamonds dependant on age group and physical demand required

always start with single passing diamonds to get players ready for the practice

Always start on side of diamond - opposites as shown

*1 - pass down - middle player drop in to receive on back foot - right side player forward run to receive diagonal pass

*2 - pass down diamond - middle player movement to receive but doesn't receive - forward run either blind side or underneath for forward run on to straight pass

Block Timings / Dimensions:

- 8 x 2 mins (3 mins)

Coaching Points:

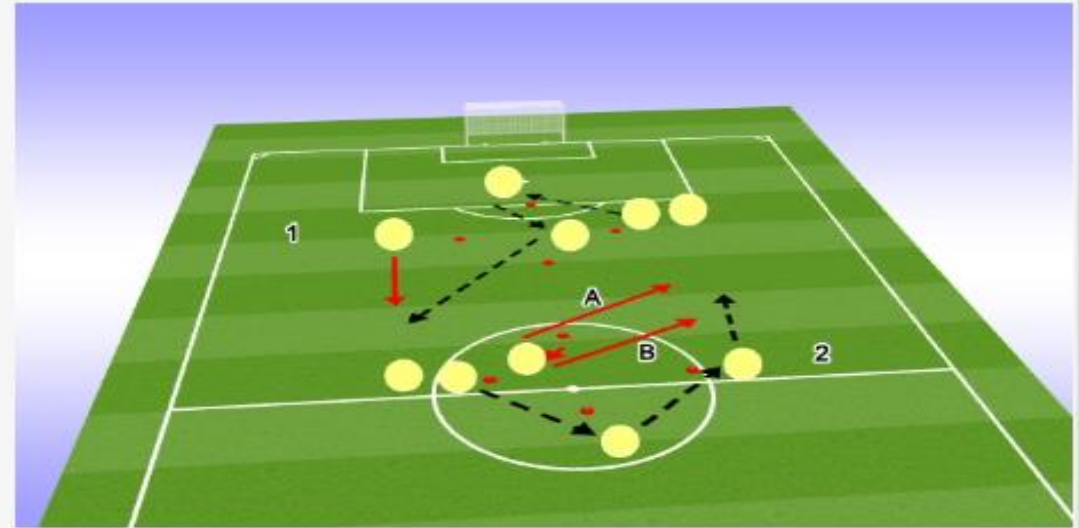
- movement to receive - timing and type
- body shape to receive - hips and shoulders open
- receiving skills - 1st touch to face forward
- 2 touch - outside players must play off same foot
- pass detail - weight / accuracy
- timing of forward runs

Coaching Responsibilities:

- clarify practice requirements / demo
- manage timings
- add detail in breaks

ILP Focus Player(s):

- all players must be aware of their ILPs -coaches to check and challenge accordingly



COACH DEVELOPMENT



Coach Competency Framework (CCF)

Process:

Individual coach profiles themselves against each criteria using the 1 - 5 ranking system

Individual Coach and Head of Coaching have a 1-1 meeting to analyse the overall Coach profile and individual scores to then develop the bespoke Coach Development Action Plan (DAP)

Content:

The Coach – qualifications and experience, skills, growth mindset

The Player – knowledge of learning, personality & behaviours, multi disciplinary approach

The Environment – leadership & management, communication, club philosophy

The Game – plan – do – review, technical & tactical knowledge

Self Reflective Scoring System:

5 - Excellent understanding and delivery

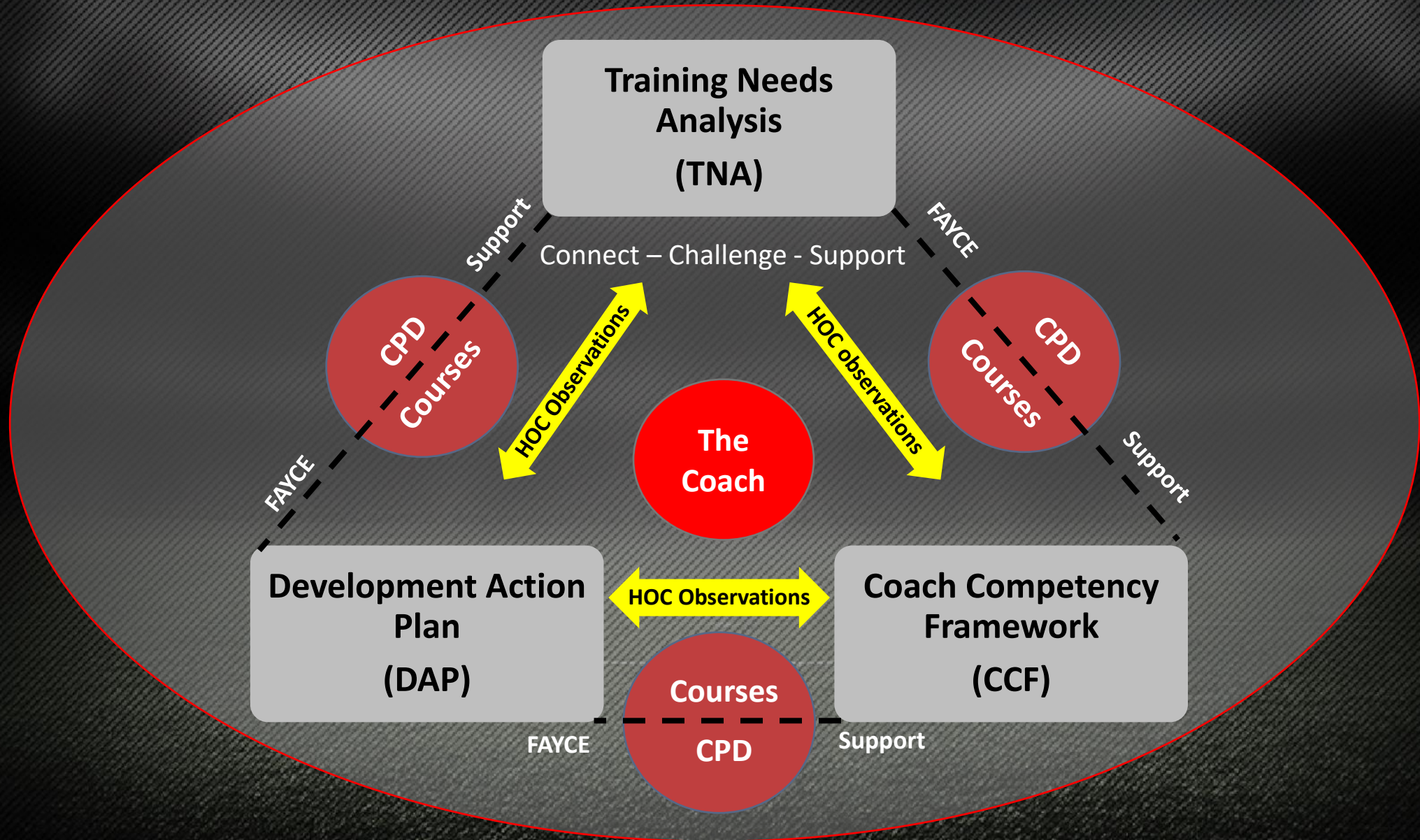
4 -Very good understanding and delivery

3 - Some good evidence of understanding and delivery

2 - Can display more understanding and delivery

1 - Limited or no understanding

COACH DEVELOPMENT



HOC SUPPORT



Training Needs
Analysis
(TNA)

Individual
Feedback
Written/Video
(DAPS)

**Age Group Support
(interactive):**

1. HOC Delivers
2. HOC/Coach Deliver
3. Match Day Observation

TRAINING NEEDS ANALYSIS (TNA)



Continuous Professional Development (CPD) Delivered by the Head of Academy Coaching									
Season:	2022-23								
Time:									
Venue:									
Topic:	Coaching in Pairs								
Attendees:	LR								
Season:	2022-23								
Time:									
Venue:									
Topic:	The Player Is the Syllabus								
Attendees:	LR								

FAYCD Support	Name:	Mark Kearney							
Position	Names	CPD (Hours)	Course 1	Course 2	Insitu Visit Date(s)			FAYCD Feedback	
Academy Manager	Rob Williams								
Head of Coaching	Lee Rostron								
U18 Coach	Ben King								
U18 Asst Coach									
Head of YD Phase	Duane Allen								
U16 Coach	Duane Allen								
U16 Coach	Scott Ralfe		FA Level 4 UEFA A						
U15 Coach	Chris Webster								
U15 Coach	Carl Nolan		FA Youth Award	UEFA A Licence					
U14 Coach	Chris McCoy		FA Youth Award						
U14 Coach	Leroy Lita		FA Youth Award						
U13 Coach	Andrew Campbell								
U13 Coach	Chris Taylor								
Head of FD Phase	Kieran Squire								
U12 Coach	Kieran Squire								
U12 Coach	Manraj Sucha		FA Level 4 UEFA A						
U11 Coach	Andrew Jones								
U11 Coach	Marcus Johnson								
U10 Coach	Jake Welch		FA Youth Award						
U10 Coach	Dejon Hyllton								
U9 Coach	Matthew Beach								

Head of Coaching session and match day observations					
Season:	2022-23	Not observed	Observed		
Position	Names	Observation 1 Date:	Observation 2 Date:	Observation 3 date: (Match Day)	HOC Additional Support:
Academy Manager	Rob Williams				
Head of Coaching	Lee Rostron				
U18 Coach	Ben King	19/04/2022			
U18 Asst Coach					
Head of YD Phase	Duane Allen				
U16 Coach	Duane Allen				
U16 Coach	Scott Ralfe				
U15 Coach	Chris Webster				
U15 Coach	Carl Nolan				
U14 Coach	Chris McCoy				
U14 Coach	Leroy Lita				
U13 Coach	Andrew Campbell				
U13 Coach	Chris Taylor				
Head of FD Phase	Kieran Squire				
U12 Coach	Kieran Squire				
U12 Coach	Manraj Sucha				
U11 Coach	Andrew Jones				

COACH COMPETENCY FRAMEWORK (CCF)



COACH COMPETENCY FRAMEWORK (CCF)



Value	Quality	Definition	Considerations
THE COACH	Will Plan, Do, Review Effectively	Plans, Prepares, Reflects Effectively	<ul style="list-style-type: none"> • Before, During & After • Coaches Primary, Secondary, Tertiary • Who, Where, When, How, Why • FA 4 Corners
	Fosters a Growth Mindset	Will take on board Challenges and Willing to Grow as a Person and Coach	See's Failure as a Learning Opportunity Believes they can Improve with Hard Work
	Is Self Motivated	Is Pro Active and seeks out Opportunities to develop	CPD Informal/Formal, Observing other coaches, looks for information websites/books/podcasts
THE PLAYER	Understands how Players Learn	Knows how players learn	<ul style="list-style-type: none"> • Connect, Activate, Demonstrate, Consolidate • VARK Skills, Visual/Audio/Kinaesthetic
	Shows Differentiation	(STEP) Space/Task/Equipment/People Individuals/Units	Player ILP's - Individual needs of the players
	Uses Effective Communication	Use a Variety of Intervention Methods	<ul style="list-style-type: none"> • Command • Q&A • Guide & Discovery • Observation & Feedback • Trial & Error
THE ENVIRONMENT	Relationships with Others	Creates Positive Relationships with others	<ul style="list-style-type: none"> • Players, • Parent • Coaches • Academy Management Team
	Is A Positive Role Model	Leads by Example and their Actions	Time Keeping, Well Prepared, Uses Appropriate language, lives the Academy values
	Has a Player Centred Approach	Actively Involves Players in their Learning	Involvement in making the rules, ILP's, listens to their opinions, focus is on the player not the coach (STEP)
THE GAME	Has Knowledge of The FA 4 Corners	Understands the FA 4 Corners around the Game	<ul style="list-style-type: none"> • Tech/Tact • Physical • Pysch/Social • In/out of Possession & Transition
	Lives the Academy Playing Philosophy	Shows knowledge of the Academy Playing Philosophy	In/Out of Possession & Transition
	Can Solve Game Problems	Can see game problems live in the Moment	Can make changes to the advantage of the players when faced with game problems

HOC Seasonal Planner 2023-24



Event	July	August	September	November	December	January	February	March	April	May	
2 x Obs on Coaches		3 x Part time Staff Observations	4 x Part time Staff Observation	4 x Part time Staff Observation	3 x Part time Staff Observation	4 x Full time Staff Observation					
Coach CPD (CCF)	Coach's Induction (All Staff)		Coach CPD (CCF)		Coach CPD (CCF)		(All Staff CPD)		Coach CPD (CCF)		
UEFA C 2 nd YRS											
Club Collaboration Alliance (CCA)			Club Collaboration Alliance (CCA)						Club Collaboration Alliance (CCA)		
Coach CPD (CCF)	Coach's Induction (All Staff) July		Coach CPD (CCF) September		Coach CPD (CCF) December		(All Staff CPD) February		Coach CPD (CCF) April		
	THE GAME	Lives the Academy Playing Philosophy	THE ENVIRONMENT	Has a Player Centred Approach	THE PLAYER	Understands How Players Learn	THE GAME	Can Solve Game Problems	The PLAYER	Uses Effective Communication	
										Shows Differentiation	
	THE COACH	Will Plan, Do, & Review Effectively					THE COACH	Fosters A Growth Mindset			
	THE GAME		FA 4 Corners								
THE ENVIRONMENT		Relationship with Others Is a Positive Role Model									

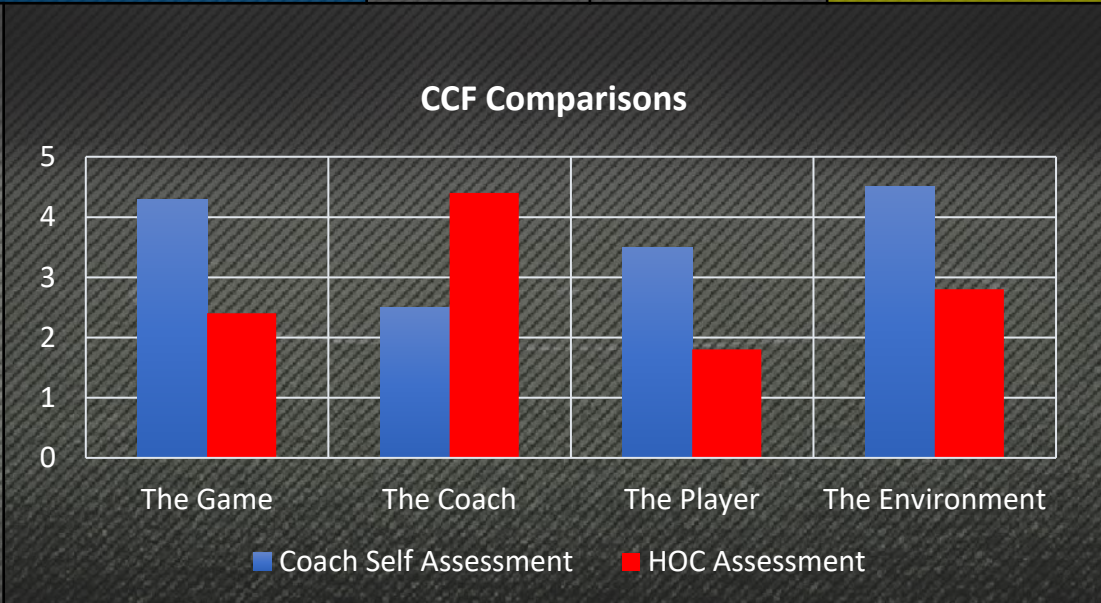
DEVELOPMENT ACTION PLAN (DAP)



Coach's Name:			Head of Coaching:	Lee Rostron		
Date DAP Set:			DAP Meeting Date(s):			
Process: Individual coach profiles themselves against each criteria using the 1 - 5 ranking system Individual Coach and Head of Coaching have a 1-1 meeting to analyse the overall Coach profile and individual scores to then develop the bespoke Coach Development Action Plan (DAP)	The Game	Coach Scores	HOC Scores	The Player	Coach Scores	HOC Scores
	Has Knowledge of The FA 4 Corners	6		Understands how Players Learn		
	Lives the Academy Playing Philosophy			Uses Effective Communication		
	Can Solve Game Problems			Shows Differentiation		
	The Coach			The Environment		
	Will Plan, Do, Review Effectively			Relationships with Others		
	Fosters a Growth Mindset			Is A Positive Role Model		
	Is Self Motivated			Has a Player Centred Approach		

Self Reflective Scoring System:

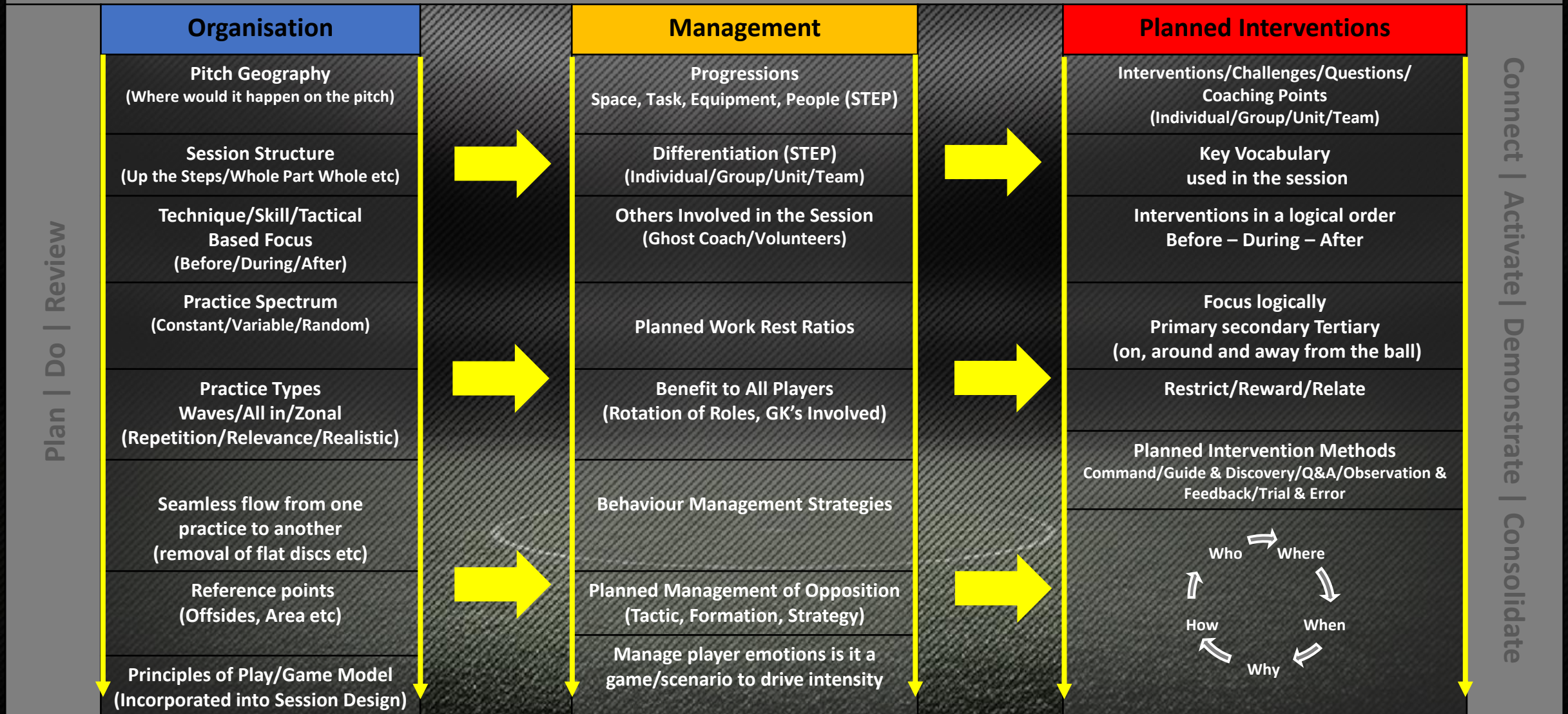
- 5 - Excellent understanding and delivery
- 4 - Very good understanding and delivery
- 3 - Some good evidence understanding and delivery
- 2 - Can display more understanding and Delivery
- 1 - Limited or no understanding



Having completed the CCF Self Reflection scores, are any areas for further development which should be added to your Development Action Plan?:

Session Design Flow Chart

Topic/Learning Focus FA 4 Corners | Outlining Success Criteria | Intended Outcomes



Coach Observation Framework (CCF)

← Connect | Activate | Demonstrate | Consolidate →

		Organisation:	Management:	Interventions:	Observations:	
P a r t - D i r e c t i o n - R e v i e w	W H A T	<ul style="list-style-type: none"> What will be coached in this session? What do the players already know (prior knowledge)? What are the learning outcomes? 	<ul style="list-style-type: none"> What are the player behaviours? What are the returns from the practices? What players are being challenged? 	BE FO RE	<ul style="list-style-type: none"> Are interventions pre planned? Does the coach allow for player correction before intervening? Does the Coach use different VARK Skills to cater for all 	<ul style="list-style-type: none"> Does the coach observe players prior knowledge? Does the coach observe that the players are on task? Does the coach observe all/most/some of the players?
	W H E R E	<ul style="list-style-type: none"> Where does it happen on the pitch (geography)? Where are the reference points to support learning? Where is the area the players will move to next, is it already set up? 	<ul style="list-style-type: none"> Where do the players break in the session is it at appropriate times? Where is the coach positioned to observe learning outcomes? Where is the drinks break area, is it close? 	D U R I N G	<ul style="list-style-type: none"> Does the coach work logically coaching primary, secondary, tertiary players/units? Does the coach prefer to use whole/group/individual interventions? Does the coach use different intervention methods? 	<ul style="list-style-type: none"> Does the coach notice if the players are being stretched/coping/struggling? Does the coach observe the players before/during/after on skill development Can the coach observe the players in great detail head down to the feet?
	H O W	<ul style="list-style-type: none"> How is the session structured? How will the practice type support player learning? How does the practice support the principles of play? 	<ul style="list-style-type: none"> How do the progressions help player learning, was the focus the same? How does the coach use behaviour management strategies? How does the coach make sure there is 70% ball rolling time 	A F T E R	<ul style="list-style-type: none"> What methods are used in reviewing the session? Are the players involved in the plenary? Is there a link as to what will happen next with the players learning? 	<ul style="list-style-type: none"> Did All, Some, Few, the players consolidate their learning? How will this impact where you go next? WWW EBI Change for next time
	W H O	<ul style="list-style-type: none"> Who will benefit from the session? Who is the focus of the session all/some/few? Who decides on the rules coach/players/shared 	<ul style="list-style-type: none"> Who drives the session players/coach? Who decides progressions players/coach? Who is engaged in the session all/some/none? 			

P l a n	Coaching Observation Form		Coach Name:		Date:		Age Group:	
	Strengths:				Areas of Development:			
D o	Strengths:	Organisation:	Management:		Interventions:	Observations:		
	Areas of Development:							
R e v i	Strengths:				Areas of Development:			

INDIVIDUAL COACH RECORD



HOC Individual Support

Date:	Nature of Support – Formal/Informal:	Feedback Associated to Support and Observations:
	Observation - 1	
	Observation - 2	
	Observation - 3	

DEVELOPMENT ACTION PLAN (DAP)



Walsall FC Academy Staff - Development Action Plan (DAP) Review Actions / Targets

What are my development objectives? <i>Think: Where am I now?</i> <i>Where do I need to be?</i>	Date objectives set?	What activities do I need to undertake and what support do I need to achieve my objectives?	How will I know if I've been successful?	Target date for achieving my objectives?

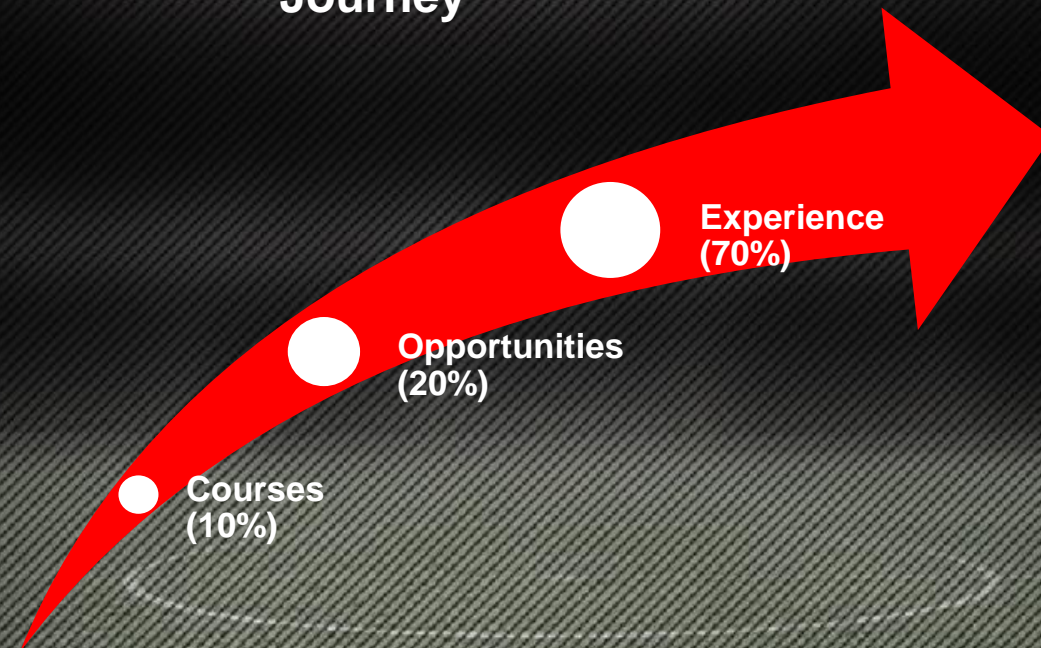
A living document: A development action plan (DAP) is never complete, it should be continually reviewed and updated as you develop and circumstances change.

RAG Rated Targets		
Short 0-6 Months	Medium 6-12 Month	Long 1-2 years



Continuous Professional Development (CPD)

The Lifelong Coaching Journey



Taking opportunities like CPD to learn is more effective in your life long coaching journey than courses!

WHAT:

CPD is an important part of our development as a coach 2 x more effective than learning from courses.

HOW:

- Watch games
- Podcasts
- YouTube Webinars
- Zoom calls
- WhatsApp Groups
- websites
- LinkedIn articles
- Read Books
- Club & FAYCD CPD

WHY:

CPD is so effective because like the first word say's it's continuous and therefore ongoing as opposed to attending coaching courses that have a start and end date.

WHEN:

What about utilising car journeys to listen to podcasts, down time away from football, reading before bed.

STAFF APPRAISAL PROCESS

Staff appraisals are to be carried out on a half yearly and yearly basis for all academy staff. Appraisals will be held at the end of the season and at the mid-season point. Appraisals are to be led by the phase manager or Academy manager and should enable the member of staff to discuss the following points with the senior member of staff:

Performance Targets:

- Have they been met
- If not, why is this
- Is a different approach required to achieve the performance target? If so, what is it
- If the target has been met is there a progression
- Is it appropriate to set new performance targets

CPD:

- What CPD has been undertaken by the staff member
- How has the CPD assisted in increasing the quality of work completed by the member of staff
- What is the future progression to consolidate learning in this area
- Are there any other areas of CPD you wish to undertake

General Feedback:

- Overall job satisfaction
- Feedback on department or team performance when appropriate
- Any problems
- Is there any requirement for change
- Appraisal forms are to be completed detailing the topics discussed by the staff member, and any requirement for action or changes to protocol are to be recorded on appraisal forms. The form should be reviewed at the next consecutive appraisal to review progress and ensure continuity between appraisals. Both the staff member and phase/line manager should sign and date the appraisal form.

APPRAISAL

Staff Appraisal Form



Name

Job Title

Line Manager Name

Date

The purpose of the yearly appraisal is to enable you to discuss your progression/achievement with your performance targets, and your future development with your line manager.

The discussion should aim to clarify:

- The main scope and purpose of your job
- Your training and future progressions (CPD)
- Review of coach development action plan
- Any problems

Do you intend to carry on working in the Academy for Season 2019-2020? Yes / No

If yes – is there a particular age group you would like to work with if possible:
(Please note we can not guarantee this).

If no – why not?

Review of progress with Coach Development Action Plan (achievements / areas for continued development). Please bring completed Coach Development Action Plan with you to the meeting. |

Coach Development Plan Review Completed? Yes / No

What has been the most valuable CPD over the past year and what would you like to be added / more as part of the ongoing CPD programme?

(To be completed prior to meeting).

SWOT Analysis – this is about you as a Coach/Physio etc. Not the Club/Role
(To be completed Prior to meeting)

Strengths	Weaknesses
Opportunities	Threats

CPD for Next Year:

What are your development action points for next season (to be completed prior to meeting)?

Please ensure these are added to the Coach Development Action plan following this meeting.

Areas for further discussion:

Medical wellbeing - Is there anything you would like to discuss?

E-Safety (i.e. Social networking and the importance of professional responsibility?)

CRB Monitoring - Is there anything you would like to discuss?

(To be completed prior to the meeting)

Any concerns or improvements you would like to see from the Club?

Signed (Coach)

Date

Signed (Head of Coaching / Academy Manager)

Date

* THIS FORM MUST BE COMPLETED IN FULL AND EMAILED TO neil.harding@walsallfc.co.uk PRIOR TO YOUR APPRAISAL MEETING ALONG WITH YOUR UP TO DATE COACH DEVELOPMENT REVIEW



CLUB COLLABORATION ALLIANCE (CCA)

CCA Criteria:

At Least 1 x U7-U-U16's



England Football Accredited



Committed to Player/Coach Development



Purpose:

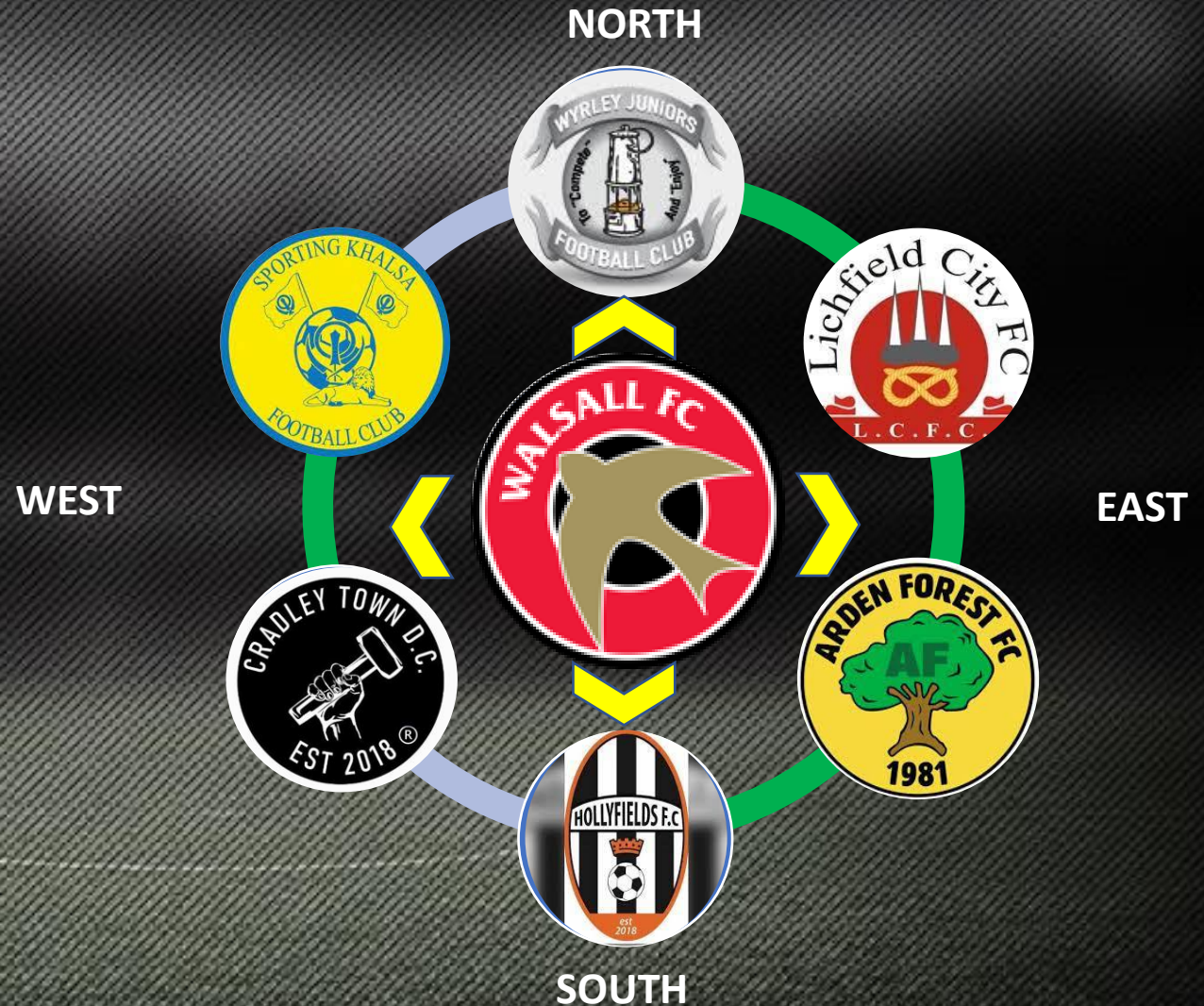
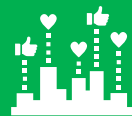
A Sharing of Ideas through 2 x Yearly CPD Events through CFA



Sign Posting of Players



A Sharing of Player & Coach Development





CLUB COLLABORATION ALLIANCE (CCA)

A Sharing of Ideas through 2 x
Yearly CPD Events through CFA



Coach Development

4 Corner Topics

Coaching Pathway Support



Talent ID

Head of Recruitment

Talent ID Workshops



Player Development

Developing A Vision/Philosophy

Developing Coaching Syllabus



CLUB COLLABORATION ALLIANCE (CCA)

A Signposting of Players





CLUB COLLABORATION ALLIANCE (CCA)

A Sharing of Player & Coach Development



HOC Seasonal Planner 2023-24										
Event	July	August	September	November	December	January	February	March	April	May
2 x Obs on Coaches		6 x Part time Staff Observations	6 x Part Time Staff Observation	6 x Part time Staff Observation	6 x Part time Staff Observation	6 x Full time Staff Observation	6 x Full time Staff Observation			
1 x Match Day Obs		2 x Staff Observations	2 x Staff Observations	2 x Staff Observations	2 x Staff Observations	2 x Staff Observations	2 x Staff Observations	2 x Staff Observations	2 x Staff Observations	2 x Part time Staff Observations
Coach CPD (CCF)	Coach's Induction (All Staff)		Coach CPD (CCF)		Coach CPD (CCF)		(All Staff CPD)		Coach CPD (CCF)	
UEFA C 2 nd YRS										
Club Collaboration Alliance (CCA)			Club Collaboration Alliance (CCA)						Club Collaboration Alliance (CCA)	
Coach CPD (CCF)	Coach's Induction (All Staff) July		Coach CPD (CCF) September		Coach CPD (CCF) December		(All Staff CPD) February		Coach CPD (CCF) April	
	THE GAME	Lives the Academy Playing Philosophy	THE ENVIRONMENT	Has a Player Centred Approach	THE PLAYER	Understands How Players Learn	THE GAME	Can Solve Game Problems	THE PLAYER	Uses Effective Communication
	THE COACH	Will Plan, Do, & Review Effectively					THE COACH	Fosters A Growth Mindset		Shows Differentiation
	THE GAME	FA 4 Corners								
THE ENVIRONMENT	Relationship with Others Is a Positive Role Model									

HOC Seasonal Planner 2023-24



Event	July	August	September	October	November	December	January	February	March	April	May
2 x Obs on Coaches		6 x Part time Staff Observations	6 x Part time Staff Observation	6 x Part time Staff Observation	6 x Part time Staff Observation	6 x Part time Staff Observation	6 x Full time Staff Observation	6 x Full time Staff Observation			
1 x Match Day Obs		2 x Staff Observations	2 x Staff Observations	2 x Staff Observations	2 x Staff Observations	2 x Staff Observations	2 x Staff Observations	2 x Staff Observations	2 x Staff Observations	2 x Staff Observations	2 x Part time Staff Observations
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	THE GAME	FA 4 Corners										
THE ENVIRONMENT	Relationship with Others Is a Positive Role Model											