

2017

Blue Mountains FC Coaching Handbook



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Purpose

“To create a coaching culture within the Club that will provide a consistent, fun and friendly environment in which our current and future players and coaches can develop.”

Coach’s Role

As coaches engage with BMFC players, parents & supporters more than any other volunteer within the Club, coaches truly are the ‘face of the Club.’ As such, the coaches role is to be a ‘*BMFC Role Model*’ by championing the Club’s coaching responsibilities, behaviours, values & philosophies as prescribed below.

Responsibilities

- Attend appropriate coaching and accreditation courses as determined by the Club
- Attend meetings as required by the Club
- Conduct training and game day activities as prescribed in the National Football Curriculum
- Develop players as individuals, not as a team
- Role model respect - for the sport, opponents, players, supporters and officials.
- Adhere to the Football Federation of Australia’s Coach’s Code of Ethics
- Communicate and promote BMFC values to parents and supporters where applicable and appropriate
- Know and adhere to the Child Protection Policy
- Know and comply to the laws and rules of the game
- Know and perform the coach’s duties as prescribed in Club Regulations



FFA COACH'S CODE OF ETHICS

The Code is designed to;

- Emphasise the elements of enjoyment and satisfaction to junior players and coaches involved in football.
- Make adults, including parents and coaches, aware that young players play football to satisfy themselves and not necessarily to satisfy adults or members of their own peer group.
- Improve the overall health and fitness of Australia's youth by encouraging participation in football and making it attractive, safe and enjoyable for all to play.
- Remind administrators, coaches, referees and parents that football must be administered, taught and provided, for the good of those young people who wish to play football, as ultimately "It is their game".

Code of Ethics

- ✓ I will respect the rights, dignity and worth of all players and ensure that everyone is treated equally.
- ✓ I will ensure that the players are involved in a positive environment, and that the game and training is a positive and enjoyable experience.
- ✓ I will respect all players' individuality and help them reach their own full potential.
- ✓ I will be fair, considerate and honest with all players.
- ✓ I will be professional and accept responsibility for my actions and encourage players to demonstrate the same qualities.
- ✓ I will make a commitment to my team, and myself that I will continue to improve my own knowledge of the game through coach education and various training programs.
- ✓ I will coach my player's to play within the rules and in the spirit of the game of football.
- ✓ I will avoid any physical contact with the players and should it be required it would be appropriate to the situation and necessary for the player's skill development.
- ✓ I will refrain from any form of personal abuse towards my players. Also be aware to any forms of abuse directed towards my players from other sources whilst they are in my care.
- ✓ I will refrain from any form of harassment towards my players.
- ✓ I will provide a safe environment for training and competition, by ensuring the equipment and facilities meet safety standards.
- ✓ I will show concern and caution towards sick and injured players and allow for further participation in training and competition only when appropriate.
- ✓ I will not engage in the use of crude, foul or abusive language that may be determined offensive or engage in any conduct detrimental to the image of the game when on or off the field.
- ✓ I will refrain from arguing with the referee and / or assistant referees regarding decisions they make.
- ✓ I will treat participants, officials and spectators with courtesy and respect



COACHING PHILOSOPHY

Approach to Training

Modern research has shown that the classical 'drills-based' practice (i.e. repetition without decision-making) is not the most effective way to teach football. Players learn techniques, but not **how to apply** them in the game. This approach is referred to as the 'isolated' approach.

BMFC agree with the FFA's philosophy of the 'holistic' approach to practice, that is, "purposeful practice that develops the players' technical and perception/decision-making skills, as well as the required football fitness, in conjunction with each other instead of developing the individual components in isolation."

To put it simply, a coach must develop each player's;

PERCEPTION \Rightarrow **DECISION-MAKING** \Rightarrow **EXECUTION**

Don't worry! All training drills and sessions are provided within the Curriculum and are designed to holistically address these three aspects of skill development!

Focus

BMFC also share the FFA's philosophy concerning a coach's focus. All junior coaches (up to U18) are expected to be player focused, **not results focused**.

THE COACHING FOCUS CONTINUUM	
PLAYER-CENTRED	RESULTS-CENTRED
<i>Asks questions, helps players develop solutions themselves</i>	<i>Tells players</i>
<i>Focus on individual skill development</i>	<i>Focus on winning & results</i>
<i>View team as collection of individuals</i>	<i>View players as the collective 'team'</i>
<i>Develops individual decision-making & self-awareness</i>	<i>Expects players to comply to instructions</i>

As a club, we want to build and maintain a coaching culture that fosters, facilitates and stimulates individual player learning and development.

By applying this philosophy of player development over and above winning, combined with the holistic approach to training, together as coaches we can provide a consistent (**and FUN!!**) coaching environment to all players, across all teams, now and into the future.



Stages of Development

Discovery Stage (U5-U7)

- Coaches are fun facilitators! Lots of praise, lots of encouragement!
- Minimal stoppages at training and during games – allow players to get lots of touches on the ball -just let them play!
- Teach respect for the game and others (shake hands at game conclusion, 3 cheers for opposition etc)

Skill Acquisition Stage (U8-U12)

- For U8/U9, we now have positions! Team formation should be 1-3-3. U10/U11 should be 1-3-2-3. These formations naturally lead to the recommended 1-4-3-3 of 11-sided football for U12 and above.
- Skills teacher – not yet a ‘team coach.’
- Avoid the three L’s... No Lines, no Laps, no Lectures.
- Focus at each training session is on one of the ‘4 core skills.’
- Develop use of both feet, and use of all parts of foot (inside, outside, laces etc).
- Game day is to assess how each player’s core skills are developing – a focus on tactics and winning at this stage is detrimental to development. Game day is also the time to develop individual players’ basic game insight and basic player tasks.
- Encourage possession-based football, including passing back to the goalkeeper, rather than kicking the ball out or away to the opposition
- Rotate players through all positions – do not pigeonhole any player into any one role. The exception is goalkeepers – do not force anyone who does not want to play as this can be an intimidating position. Conversely, support any player that loves playing goalie.

Game Training Stage (U13-U17)

- Focus at each training session in one of the ‘team tasks’
- Movement away from the 4 core skills (which should now be firmly entrenched) and focus firmly on tactical awareness, perception and decision-making
- Do not implement the game training stage simply because players are now playing full-field football! Only move to this stage when the 4 core skills are ‘automated’ or habitual
- Your role now is beginning to resemble that of a team coach – however focus on game day is still on developing individual players’ game insight and the team tasks introduced at training.
- Players will gradually start to fall into their ‘natural’ roles within the team, and can now play regularly in the same positions

Performance Stage (U17+)

- Winning every match is now the main aim
- Training sessions aim to solve ‘football problems’ learnt from game day match analysis
- Football conditioning becomes a key part of training



Communication & Game Day

The Curriculum is obviously a great resource – here are some additional tips to help you throughout the season. The list is by no means exhaustive, but rather aims to address some common occurrences. Please share with us any tips or advice you have found effective in your experience.

Communication

- Make sure all players (and parents for younger ages) are ‘on the same coaching page’ as you. A pre-season email outlining how you will conduct training, game days, playing style and philosophy, as backed up by the Curriculum, is a very effective way to manage expectations.
- For MiniRoos games (U5-U11), agree before the game with the opposition and game leader the degree to which the rules will be enforced (e.g. degree of latitude given to incorrect throw-ins, accidental fouls, distance given by opposition at re-starts etc.). Remember that sportsmanship, flowing football and fair play should be the outcome whenever rules need to be interpreted and enforced.

Game Day

- Game day is simply the time when a coach gets to assess how junior players are developing in response to training sessions. Winning is not the focus, but merely the end result achieved by focusing on just playing good football.
- For Miniroos players, try to avoid using the word “kick” (kick-off, goal kick etc), as they will take this literally! Use language such as “pass,” “pass-restart,” “shoot” to help players understand that their kicks need a purpose!
- Substitute players fairly and evenly. When positions are introduced, we recommend keeping players in the same position for an entire match, rather than swapping around throughout. Ensure substitutes clearly know their role before taking the field and engage with them while they are on the sideline (“you are going to be right fullback when you go on- look at who is playing there now. What are they doing well / what can they do better”).
- Player of the match awards are a great incentive for younger players to apply the skills learnt at training, and to take the focus off winning for winnings sake (“Player of the match today will go to the player that shows a great 1st touch / running with the ball / passing etc”)
- Micromanaging from the sideline reduces your players’ capacity to develop their perception and decision-making abilities, while also distracting you from being able to effectively assess your players and their development. Keep instructions to simple key words that can trigger behaviours learnt at training– “Positions,” “Space,” “Patience,” etc.
- Static stretching before a match actually increases the likelihood of injury. Dynamic stretching during the warm-up and static stretching during the cool down (only necessary as children approach adolescence onwards) is the modern approach.
- Make sure players are ready to play when the match starts. Pre-game drills should involve lots of passing and movement, ending in a short small-sided game. Drills that involve lining up and waiting should be avoided.
- Shooting at the goalkeeper pre-game should also be avoided. Warm your goalie up separately. A barrage of shots fired increases the chance of injury to both the goalie (broken fingers, high impact injuries) and players (thighs and hamstrings).



Support & Resources

BMFC strives to provide all coaches with all the resources and support they require. Feel free to contact us at any time if you have any further questions or concerns, if you need advice or coaching tips, or want to offer us advice on how we can improve. The links below can also be found in the 'Coaches Corner' tab on the www.bmfc.com.au website.

David Smith – President

Adam Pallister – Coaching Co-ordinating- ph. 0405 17 94 95

Email – contact@bmfc.com.au

The National Football Curriculum

http://www.footballaustralia.com.au/dct/ffa-dtc-performgroup-eu-west-1/FFA%20National%20Curriculum_1ma6qrmro1pyq10gzxo5rcn7ld.pdf

FFA Coaching Resource (*online version of the curriculum – very handy!*)

<http://www.footballaustralia.com.au>

The Football Coaching Process (*more detailed resource and a great guidebook for those interested*)

http://www.footballaustralia.com.au/dct/ffa-dtc-performgroup-eu-west-1/The%20Football%20Coaching%20Process_sojtrxt7i5ka18k1ws5awk14f.pdf

MiniRoos (U5-U11) Rules & Playing Formats

<http://www.miniroos.com.au/media/91707/playing-rules-and-formats-high-res.pdf>

1-4-3-3 Formation Rationale

<http://www.klufc.org.au/publications/ffa-1-4-3-3-formation-rationale>

-Basic Interpretation Video

<https://www.youtube.com/watch?v=CXWq34XByjc>

Dynamic Warm up

<http://f-marc.com/11plus/manual/>

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<http://www.miniroos.com.au/media/91707/playing-rules-and-formats-high-res.pdf>

BMFC Coaches Corner

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