GSF “Coaching Progress Review” – Training Sessions

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| **Date of Review** | **Coach** | **Age-group** | **Next Review Date** | **Assessor** |
|  |  |  |  | Gérard Jones |

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| **Coaching Process** | **Learning Outcomes** | **Notes** |  |  |  |
| Introduction to Session “Clear Learning Focus” | * *Coach outlines the learning focus and objectives for the training session*
* *Coach activates learning process during session*
* *Coach knows how/when to introduce topic*
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| Session Plan “Preparation & Reflection”  | * *5 Ws (What, Where, When, Who, Why) – football actions)*
* *Session plan linked to the Curriculum Block and considers the players IDAPs with consideration for individual players being ‘Bullseyed’ in the session*
* *Learning Process acknowledges importance of “Perception-Decision-Action”*
* *Consideration for Four-Corner Model*
* *Opportunity for informal learning*
* *& individual self-development*
* *Practices and overall Session plan consists of linked-theme and construction of program for that week/block*
* *Planned support process in terms of learning objectives, type of questions and interventions*
* *Activities designed to inspire, connect and engage with the players throughout the Session Phases*
* *Coach engages in self-reflection during session & post session to activate next session*
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| Practice Reinforces the Learning Focus | * *Practice design promotes progressive learning, at the speed of the learner*
* *Practice relate to Club Curriculum & Phase priorities, including Game-Style & Individual Needs*
* *Each activity promotes; Challenge, Competition, Choice, Confidence*
* *Practice relates to area and situation the ‘football action’ occur in*
* *Design of the activities offer relevance to the players*
* *Clear Tasks set for Individuals & Team/Small Groups*
* *Clear method of scoring*
* *Transition*
* *Varying degrees of opponent pressure*
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| Positive Learning Environment  | * *Players feel confident and safe to experiment and learn without fear of failure*
* *Promotes positive values in line with Club vision*
* *Environment promotes high-performance learning & achievement with good intensity*
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| Teaching Styles, Support & Interventions  | * *Range of coaching styles used to support player learning*
* *Interventions that promote ‘peer to peer learning’*
* *Interventions that clear, concise and efficient through use of resources, technology, modelling, instruction, discussion and reflection*
* *Use of differentiation to enhance the learning experience for players*
* *Appropriate expectation and challenge for individuals*
* *Opportunity for self-feedback and assessment throughout the session*
* *Identifies opportunities to ‘freeze effectively’, ‘coaching whilst game/practice is running’, ‘say nothing today but consider tomorrow’*
* *Demonstrates individual, unit-specific and team interventions*
* *Works effectively in small-groups, team or individuals*
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| Coach Behaviours & Presentation  | * *Inspires, promotes rapport, connects well and engages the learners*
* *Appearance is professional, wearing correct uniform and reinforces positive club values*
* *Coach is self-aware of body-langauge and subconscious perceptions & messages*
* *Coach demonstrates good use of subject knowledge*
* *Coach set clear targets within the session*
* *Manages own emotions effectively*
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| Organisation, Set-up and Session Management  | * *Effective use of area space and resources*
* *Relevant to the numbers involved in the situation and the activity*
* *Consideration for duration, work-load, intensity, including transitions*
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| Coaching Position | * *Coach adopts effective coaching position that doesn’t disturb the activity*
* *Position that enables good vantage point for observation*
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