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* |  |  |  |  |
| 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* |  |  |  |  |
| 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* |  |  |  |  |
| 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* |  |  |  |  |
| 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* |  |  |  |  |
| 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* |  |  |  |  |
| 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* |  |  |  |  |
| Coaching Position | * *Coach adopts effective coaching position that doesn’t disturb the activity* * *Position that enables good vantage point for observation* |  |  |  |  |