GSF “Coaching Progress Review” – Matchday

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Coaching Process** | **Learning Outcomes** | **Notes** |  |  |  |
| *Pre-Set Learning Objectives* | * *Clearly defined learning focus linked with Curriculum, Club playing philosophy and Phase specific focus*
* *Team objective, unit-specific and individual challenges set*
* *Promotes player ownership (ownership of challenges)*
* *Learning objectives correlate with the practice messages during the week*
 |  |  |  |  |
| *Game Plan & line-up* | * *Clearly defined line-up, demonstrating team shape*
* *Outline of starting players and substitutes*
* *Strategy and relevance for the game plan that supports learning objectives*
 |  |  |  |  |
| *Team, Group and Individual Support (During)* | * *Demonstrates knowledge of when to coach and inspires players when doing so*
* *Considers bandwidth of players*
* *Variation in coaching support (whilst game is running, player-to-player link, small group or team focus)*
 |  |  |  |  |
| *Learning Environment* | * *Creates positive learning environment for the players*
* *Supports players during moments of adversity*
* *Encourages a positive high-performance culture*
 |  |  |  |  |
| *Game Management* | * *Identifies solutions to support player learning and deal with state of the game*
* *Identity areas to adjust team or individual dynamics*
 |  |  |  |  |
| *Playing Time*  | * *Promotes equal playing opportunity in line with Academy philosophy*
* *Demonstrates effective use of players playing in primary and development positions in line with IDAPs*
 |  |  |  |  |
| *Coaching Position* | * *Adopts a good coaching position to allow for vantage point*
* *Purposeful with observation and shows awareness in coaching on the ball, around the ball and away from the ball*
 |  |  |  |  |
| *Half-time*  | * *Engages with players to promote self-discovery on what went well, even better if, key points linked to intial challenge/learning focus*
* *Demonstrates effective coaching interventions utilising individual, unit specific and team focus*
* *Clear and concise in information, following discussion with co-coach*
 |  |  |  |  |
| *Post-Game*  | * *Accurately reflects on key learning points from the game*
* *Promotes player ownership (avoids talking at players)*
* *Promotes self-reflection and review in line with challenges set (achieved/not?) plan moving forward*
 |  |  |  |  |
| *Promoting Values*  | * *Positive role model to players, staff, spectators and officials*
* *Reinforces the values of the club*
* *Manages emotions and displays professionalism at all times*
 |  |  |  |  |
| *Co-Coaching*  | * *Demonstrates how to work with co-coach*
* *Displays positive rapport and collaborative effort to support learning process*
* *Clear method of delivering feedback as a pair, with both coaches working in specific roles to maximise the learning experience*
 |  |  |  |  |