GSF “Coaching Progress Review” – Matchday

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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** |  |  |  |
| *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* |  |  |  |  |