

# *Maghull FC*

## Club Ethos and Youth Development Philosophy







### **Club Ethos**

- To provide football for children of all abilities in the local community in a safe and friendly environment.
- To promote player development through age appropriate coaching according to the FA's long-term development plan.
- To promote team values through the Club Codes of Conduct setting out what is expected in general terms of players and their parents
- To offer a challenging but supportive environment where children can learn from their mistakes without undue pressure and anxiety.
- To encourage all players to try their best and make the most of their abilities.
- **Promote equal game time for all, especially between the ages of 4-11 – this is a key point for all our coaches.**

### **Coaching Philosophy**

- Develop the whole player across all four corners of the Football Association's Four Corner Model.
- Improve the player's movement skills: agility, balance, co-ordination and speed (ABCs).
- Develop the player's technical skills
- Increase the player's decision-making capabilities.
- Teach the player life skills (co-operation, teamwork, communication and friendship).
- Make the game safe, fair and enjoyable.
- Provide age-appropriate coaching (4-11, 12-18).

### **Role of the Coach**

- Create an environment that allows players to enjoy playing & fall in love with the game.
- Make the environment welcoming and inclusive.
- Listen to players, give guidance and encourage them to think about their game.
- Put players enjoyment ahead of results and league tables.
- Put the needs and the expectations of the children at the centre of all activities.
- Understand & recognise that all children are individuals with differing abilities, aspirations and reasons for playing.
- Encourage children to try and reach their potential and be the best they can be.
- Motivate players through positive encouragement.
- Allow and encourage children to try new things without fear of failure.
- Support all players equally and inspire regular practice.
- Understand issues (football & non-football) that impact on young player development.
- Use age-appropriate language and actions when communicating with their players.
- Understand that different children learn in different ways.
- Consider the self-esteem and motivation of their players.
- Enhance the children's long-term love of the game.
- Understand that children are not mini-adults and that developing football players is a long-term process.





### **The Behaviour of Our Coaches**

- Coaches are required to strictly follow the club's Code of Conduct and the FA Respect Campaign.
- Players must be free to play during matches, with only positive encouragement from coaches.
- Information from the touchline should be kept to the minimum and delivered in the form of occasional questions from the coaching staff.
- Patrolling the touchline giving continuous shouted instructions must not happen.
- Players always try their best and will learn from their mistakes without being constantly told they have done wrong.
- **Make it fun!**

### **Player Development**

We follow a player-centred approach based around the FA four corner model of learning and the theory of 'Long Term Player Development'.

#### **The Four Corner Model**

- **Technical**
  - Players should be encouraged to try new skills in practice and work out where & when they can be used in a game.
  - Vary the difficulty to match the needs of each individual, by altering the Space, Task, Equipment or Players (STEP).
  - The interruption by the coaches should be kept to a minimum to allow players experience the flow of the game and practice. Where interruption is necessary, it should be relevant and positive.
- **Physical**
  - Appropriate movement skills which develop agility, balance, co-ordination and speed should be encouraged through enjoyable games such as tag.
  - Remember players grow at different rates and may need support and patience as they develop, both at the start of their playing careers and when they reach puberty.
  - Children are not mini-adults and shouldn't be subjected to laps of the pitch or press-ups.



- **Psychological**
  - Recognise that different children learn best with different learning methods and ensure that all methods are used when communicating instructions.
  - Visual (seeing): Tactics boards, posters, diagrams, cue and prompt cards, as well as cones on the pitch.
  - Auditory (hearing): Speak with players, ask questions, encourage discussions in groups amongst the players to solve game-related problems.
  - Kinaesthetic (doing): Demonstration to the team by the coach or by a player to their team-mates.
- **Social**
  - Create a positive and welcoming environment.
  - Praise players for their efforts as well as their ability.
  - Manage mistakes to the player's advantage – understand what they were trying to do.
  - Sometimes they will have the right idea but just fail in the execution of the technique or the skill. This could be used to identify training needs.



## Coaching Recommendations





### **Age Group 4-11 Years**

Creating a positive and enjoyable learning environment which prioritises skill development, decision-making, fundamental movement skills and experimentation is crucial for young players in this age-group who are learning how to play.

- Positive Learning Environment
  - Encourage players to be creative and take considered risks in both practice and games.
  - Remember – mistakes will happen.
  - Let players make some of the decisions.
  - Let them know that their opinions count too.
  - Create opportunities for players to explore, question and use their natural curiosity and imagination.
  - Allow all players to experience success, regardless of the match result.
- Let Them Play
  - **All children should be given equal playing time on match-day wherever and whenever possible.**
  - By playing children in different positions in both practice and games, it will develop their game understanding. Don't pigeon hole the 'big lad' as centre half, the 'fast girl' as a winger.
  - Ensure players are given the chance to play a 'game' during every practice session.
  - Remember that 'It is Their Game' and it must not become dominated by adults.

### **Technique, Ability & Skill**

It is important to recognise the difference between technique & skill and the different requirements for developing each:

- Technique = The basic movements of performing a physical activity combined into a pattern of movement
- Ability = The possession of the capability of performing a specific technique
- Skill = The ability to choose and perform the right techniques at the right time, successfully, regularly and with a minimum of effort.

### **Types of Practice**

- There are three types of practice, and the type of practice used is dependent on whether you are looking to develop or refine techniques or skills:
- Constant practice - involves a player repeating specific movements with the aim of acquiring, refining or maintaining technique. In a constant practice a player focuses on learning the same technique under constant conditions.
- Variable practice - involves a player practising a variety of techniques and skills under different conditions.
- Random practice - involves a player practising a variety of skills under different and changing conditions.



### **Technique Development**

- Technique can only be developed when players have contact with the ball, so try to give the players a ball each when learning a new technique where appropriate.
- Repetition is essential when developing and refining technique.
- Players will learn technique at different rates so allow them to learn them unchallenged if necessary.
- As players techniques improve, introduce additional challenges to ensure that they retain their motivation.
- 'Practice Makes Permanent'

### **Skill Development & Decision Making**

- Practice should replicate the demands of the 'game' as much as possible. Give lots of opportunities to practice different aspects of the game (shooting, dribbling, tackling, passing, goalkeeping), in context.
- Goals should be used in practice as often as possible to help players' enjoyment and motivation.
- Small-sided games on appropriate sized pitches provide young players with opposition, decision-making and challenge, all of which help their skill development.

### **Themed Practice**

Try and link the different parts of a coaching practice together. For example:

- Warm-up: Players work in twos passing through a variety of different sized gates, using different techniques and surfaces of the foot.
- Skill development: Play a small-sided possession game (e.g. 3v1 or 4v2) on appropriately sized pitch.
- Game: Any 4v4 game with a focus on passing or a through-the-thirds game.

### **Setting Appropriate Challenges**

- Set challenges in practice sessions, e.g. Use your weaker foot when you next can in practice.
- Reinforce the learning focus from practice sessions on match day and ask the players to use that in the game where possible.
- Set players specific challenges that link to the theme of a recent practice session, which can be discussed at half-time and after the game. This can allow players to achieve the feeling of success even if the team loses.
- During practice sessions try to 'match' players up in lots of different ways (e.g. tallest v tallest, tallest v shortest) in order to meet their individual needs.

### **Developing FUNDamental Movement Skills**

- Between the ages of 5-11 players have a 'window of opportunity' to develop their agility, balance, co-ordination and speed (ABCs).
- Coaches should be creative in their practice design and build in a physical benefit for the players to ensure that these are fun and maintain the players enthusiasm and motivation, e.g.
  - Tag Games
  - Running and Dodging
  - Throwing and Catching
  - Jumping and Balancing





## Coaching Methods

- Young players don't enjoy being shouted at, having their mistakes highlighted or having to stop playing the game to listen to the coach talk at length – **increasing rolling ball time is key! We do not want kids stood about listening to a coach for 50% of training time.**
- A variety of coaching methods should be used to help players learn the game and coaches need to learn where and when each are appropriate, for example;
  - Command (Directive)
  - Question and Answer
  - Observation and Feedback
  - Guided Discovery
  - Trial and Error
- Don't Forget How Young They Are
  - What the game of football 'looks' like for a group of 7 and 8 year olds will be significantly different to the game played by older players and adults.
  - If a coach tries to 'fast-forward' young players to this level too quickly, important stages of development may be missed.
  - Young players shouldn't be benchmarked against adult professional players.
- Consider Young Players' Self Esteem
  - Coaches should consider how their decisions will impact upon a young player's self esteem, motivation and enjoyment of the game.
  - For example, what would it feel like to be repeatedly used as a substitute?
  - Coaches should praise effort and positive behaviour as well as good play.
- Things to Avoid
  - Don't impose unrealistic adult expectations on young players.
  - **Don't be so intent on winning games that young players miss out on the opportunities to learn and fall in love with the game.**
  - Don't apply 'out-dated' coaching methods with young players.
  - Avoid children standing in lines or queuing.



## Parental Behaviour Code





## Parental Code

Parents and spectators have a great influence on a child's enjoyment and success in football. Children play football first and foremost because they love playing. Maghull FC is dedicated to nurturing that enjoyment and enthusiasm for the game as a foundation for developing the skills and tactical abilities of each child.

We believe that taking part in club activities contributes to each child's personal development and self esteem. **This is more important than winning football matches.** All of our teams play to win, but not at any cost. It is important that children play games in the right spirit and in a supportive atmosphere which allows them to play to the best of their abilities.

In order to achieve this result we rely heavily on the parents and supporters who attend matches to behave in an appropriate manner and to give their support in the right way. We therefore require all parents and supporters who attend Maghull FC matches to read, understand, and sign a copy of this code of conduct, and to abide by it at all relevant times.

### **Obligations towards the team:-** Parents and Spectators should:

- Encourage all members of the team by applauding good play (not just goals scored)
- Show understanding when players make mistakes or if the team loses.
- Be positive. Discuss performances in a constructive manner at an appropriate time. Focus on things the child did well. Don't dwell on mistakes.
- NOT shout out instructions to pass, shoot, etc. Leave it to the coaches.
- Never use abusive language or behaviour to any player, including your own child.

### **Obligations to the other team:-** Parents and Spectators should:

- Applaud the opposition or good play, not just your own team.
- Respect the opposition players coaches and supporters.
- Not shout or scream or use abusive language.

### **Obligations to the officials:-** Parents and Spectators should:

- Respect the referees and linesman's decisions.
- Never argue with an official - even if you think their decision is wrong.
- If you are fit and able - volunteer to run the line if you are needed.

### **Obligations to the Club:**

- Ensure your child has proper food and rest before a game.
- Never act in an abusive way to an official, coach, manager or player in the club, and never use racist language or behaviour.
- Support the club by attending matches and fundraising activities. The club is run on an entirely voluntary basis. Always volunteer your services before criticising others for perceived failings.



I have read and understood the above Code of Conduct and I agree to be bound by its terms:

Signed ..... Name (print) .....

Maghull FC