

CLUB ETHOS AND COACHING PHILOSOPHY



EUXTON GIRLS FC

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WHO WE ARE

A group of young girls in yellow and blue football kits, some holding a trophy, standing on a football field at night. The background shows stadium lights and advertising boards.

Euxton Girls FC was formed in 2002 by Chairman Dennis Winn, who wanted to provide an opportunity for his granddaughter to play football, and to this day we still believe in giving any girl an opportunity to discover the game of football and to recognise their talents.

Euxton Girls FC is an FA Charter Standard Community Club. The FA Charter Standard accreditation is a clear demonstration that Euxton Girls FC is well organised, safe and offers opportunities for all girls.

We are unique in that we are the only all-girls club in the area.

CLUB ETHOS

Our Club Ethos is a declaration that sets out how we want to run as a club, it is a simple and concise ethos that can be understood by players, parents and officials.

We want to provide the best possible experience for everyone involved with Euxton Girls FC regardless of their age, ethnic origin or ability. We aim to offer facilities and coaching in an atmosphere that is conducive to the development of every young girl in terms of self-discipline, good behaviour and teamwork, and we want to provide this in a safe and friendly environment.

Euxton Girls FC have never and will never trial girls, any girl is welcome to come down to join in with our training nights to see if they like us. Selective retention and elimination of young players in youth football is a major concern. We are a development club and we do not believe that outside of Academy Football, (where the focus turns to developing players for a future professional contract), that there should be any selective retention.

Our purpose is to have a positive impact on the community and develop better people through football. We want to create a lasting legacy for anyone who may come into contact with our Club and for them to develop a lifelong association whether as players, coaches, officials, parents or supporters.

COACHING PHILOSOPHY

Safety of our girls is our number 1 priority, so we ensure that all of our coaches:

- Are CRC (Criminal Record Check) checked
- Hold a minimum of the FA Level 1 Coaching Qualification
- Have an up-to-date FA Safeguarding Children Workshop Certificate
- Hold the FA's Emergency First Aid Certificate
- Are encouraged to join the FA Licensed Coaching Club

We want our players to develop a well-rounded football education, ensuring that as they get older and as the game changes they are equipped to deal with a wide range of situations and problems.

As such, we will not pigeonhole our players into positions at an early age and we do not expect our teams to stick with rigid formations, as we want all of our players to experience all of the game.

We aim to make the game safe, fair and enjoyable, and to provide age-appropriate coaching (for 5-11 year olds and 12-16 year olds). And to develop the whole player across all four corners of the FA's LTPD model.

COACHING PHILOSOPHY

The role of our coaches:

- To be a Mentor - Listen to players, give advice and extend their thinking
- To be a Motivator - Set appropriate challenges to inspire the players
- To be a Friend - Make the environment welcoming and inclusive
- To be a Facilitator - Allow players to enjoy playing the game

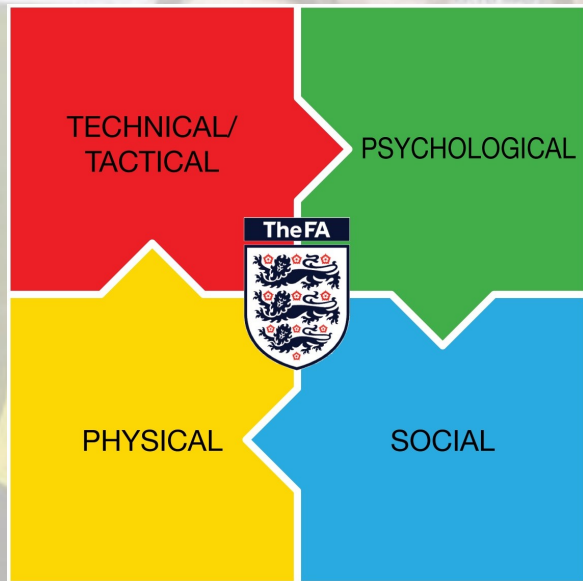
A good coach:

- Encourages players to try new skills
- Enthuses and motivates players
- Supports and inspires regular practice
- Encourages children to be the best that they can be
- Prioritises the unique individuality of the child
- Puts the child and their needs at the centre of all activity

The behaviour of our coaches:

- Coaches will always follow our Coaches Code of Conduct
- Players must be free to play during matches, with positive encouragement from parents and coaches
- Information from the touchline should be in the form of occasional questions from the coaches
- Patrolling the touchline giving continuous shouted instructions must not happen
- Players always try their best and will learn from mistakes without being told they have done wrong

PLAYER DEVELOPMENT



The FA four corner model encompasses 4 key attributes that are vital for any developing young footballer:

- Physical • Technical • Psychological • Social

By providing training sessions with a long term development goal and elements of these four corners a coach will help children to develop more than just their football skills, they will help them to gain confidence, build self esteem, learn to work as a team and improve their decision making.

Opposite is an example of the four corners model, which illustrates some of the targets of a typical training session. The overriding consideration should be that each session consists of an element of each of the four corners to be beneficial to all.

TECHNICAL

BALL MASTERY
PASSING
DRIBBLING
SUPPORT PLAY
POSSESSION

PSYCHOLOGICAL

CONFIDENCE
COMMUNICATION
CONTROL
COMMITMENT
CREATIVITY

PHYSICAL

AGILITY
BALANCE
CO-ORDINATION
FLEXIBILITY
STRENGTH

SOCIAL

BEHAVIOUR
REFLECTION
ACCOUNTABILITY
RESPONSIBILITY
TEAMWORK

AGE GROUPS 5 - 11

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 training and games
- Remember - Mistakes do happen
- Let players make some of the decisions
- Let players know that their opinions count too
- Create opportunities for players to explore, question and foster their natural curiosity and imagination
- Allow players to experience success

LET THE PLAYERS PLAY

- All children should be given equal playing time on match-day wherever and whenever possible
- Help players to develop their game-understanding by rotating positions during training and games
- Ensure players are given the chance to play a “game” during every training session
- Don't let the children's arena become dominated by adults

AGE GROUPS 5 - 11

SKILL DEVELOPMENT AND DECISION MAKING

- Training 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.

APPROPRIATE CHALLENGES

- Set challenges in training sessions, e.g. use your weaker foot when you next can in training.
- Re-inforce the learning focus from training sessions on match day.
- Set players specific challenges that link to the theme of the recent training session, which can be discussed at half-time and after the game.
- During training sessions try to “match” players up in lots of different ways in order to meet their individual needs

AGE GROUPS 5 - 11

DEVELOP 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 training session, and introduce games with a design and build that will benefit players physically, eg:
 - Tag games
 - Running and Dodging
 - Throwing and Catching
 - Jumping and Balancing

USE A VARIETY OF INTERVENTIONS

- 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.
- A variety of coaching methods should be used to help players learn the game for example:
 - Command (Directive)
 - Question and Answer
 - Observation and Feedback
 - Guided Discovery
 - Trial and Error

AGE GROUPS 5 - 11

APPRECIATE WHAT IT IS LIKE TO BE YOUNG

What the game of football looks like to 5-11 year olds will be significantly different to the game played by older or adult players. If a coach tries to fast-forward young players too quickly, important stages of development may be missed. Young player should not be benchmarked against professional players.

CONSIDER YOUNG PLAYERS SELF ESTEEM

Coaches should consider how their decisions will impact upon a young players self-esteem, motivation and enjoyment of the game. Coaches should praise effort and positive behaviour as well as good play.

THINGS TO AVOID

Coaches should not impose unrealistic adult expectations on young players. Coaches should also not be so intent on winning games that young players miss out on opportunities to learn and fall in love with the game. Out-dated coaching methods should be avoided as should with children standing in lines or queuing.

AGE GROUPS 12 - 16

Coaches should continue to prioritise a positive learning environment (as recommended in the 5-11 section), ensuring methods and content are made appropriate to the age and ability of the players in this age-range.

POSITIVE LEARNING ENVIRONMENT

- Encourage players to be creative and take considered risks in both training and games
- Remember - Mistakes do happen
- Let players make some of the decisions
- Let players know that their opinions count too
- Create opportunities for players to explore, question and foster their natural curiosity and imagination
- Allow players to experience success

ENSURE TRAINING IS RELEVANT AND REALISTIC

Realistic passing, receiving and possession practices which create appropriate pressure, interference and distraction will help young players develop their awareness and understanding of the game.

Become more effective “off the ball”. Develop an understanding of movement to support team-mates and how to create and exploit space.

Develop scanning, predicting and assessing skills to form a “picture” before receiving the ball.

AGE GROUPS 12 - 16

DEVELOP BASIC TACTICAL UNDERSTANDING

Introduce players to the 6 phases of the game:

- Attacking when opponents are “in balance”
- Attacking when opponents are “out of balance”
- Defensive play while “in balance”
- Defensive play while “out of balance”
- The finishing phase
- Goalkeeping

INTRODUCE SOME POSITION SPECIFIC PRACTICES

As players get older they will begin to recognise the significance of training sessions to their role within the team.

- Some specific positional practices should be introduced as appropriate
- This should be balanced with experience playing and practising in different positions.

AGE GROUPS 12 - 16

A group of young female football players in yellow and blue kits, some holding a trophy, standing on a field at night. The background shows stadium lights and banners for 'LOCAL', '30 CHORLEY', and 'AGGREGATE INDUSTRIES'. The players are wearing 'macron' and 'LMP Architects' branding.

ENCOURAGE PLAYERS TO BE SELF REFLECTIVE

- Players should be encouraged to reflect on their effectiveness in practice and games, and challenged to think about how they may improve next time.
- This process may be done individually, in small groups or collectively.
- It may be enhanced if the team/player and the coach discuss realistic and achievable challenges and goals to work towards

ENCOURAGE CREATIVITY

- Coaches should continue to encourage players in this age group to be creative by designing challenging training sessions.
- Master the skill of posing effective questions to develop the players' active involvement in the training and learning process
- Encourage players to think, examine, judge and evaluate to find their own solutions.

AGE GROUPS 12 - 16

TECHNIQUE

- Technique is at the heart of everything you are trying to achieve
- As children and young players become more able, they will enjoy the game more.
- Young players should be coached technique by playing the game, they can be shown a certain move but having them repeatedly perform a technique on their own is neither realistic nor fun.
- By using small sided games we not only create a fun environment for players but we also create a situation where real, lasting learning and skill development arise out of interaction within the game, the environment, and with the other players on the pitch.

THINGS TO AVOID

- Don't impose unrealistic adult expectations on young players
- Don't mistake levels of physical maturity for maturity in other areas. Those who are bigger and stronger must still develop technique.
- Don't assume that the current success of a player is an indicator of on-going proficiency.
- 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.