

Munster Club Forum

Utilising available Resources

Emma Byrne

GAA Learning & Development
Support Officer

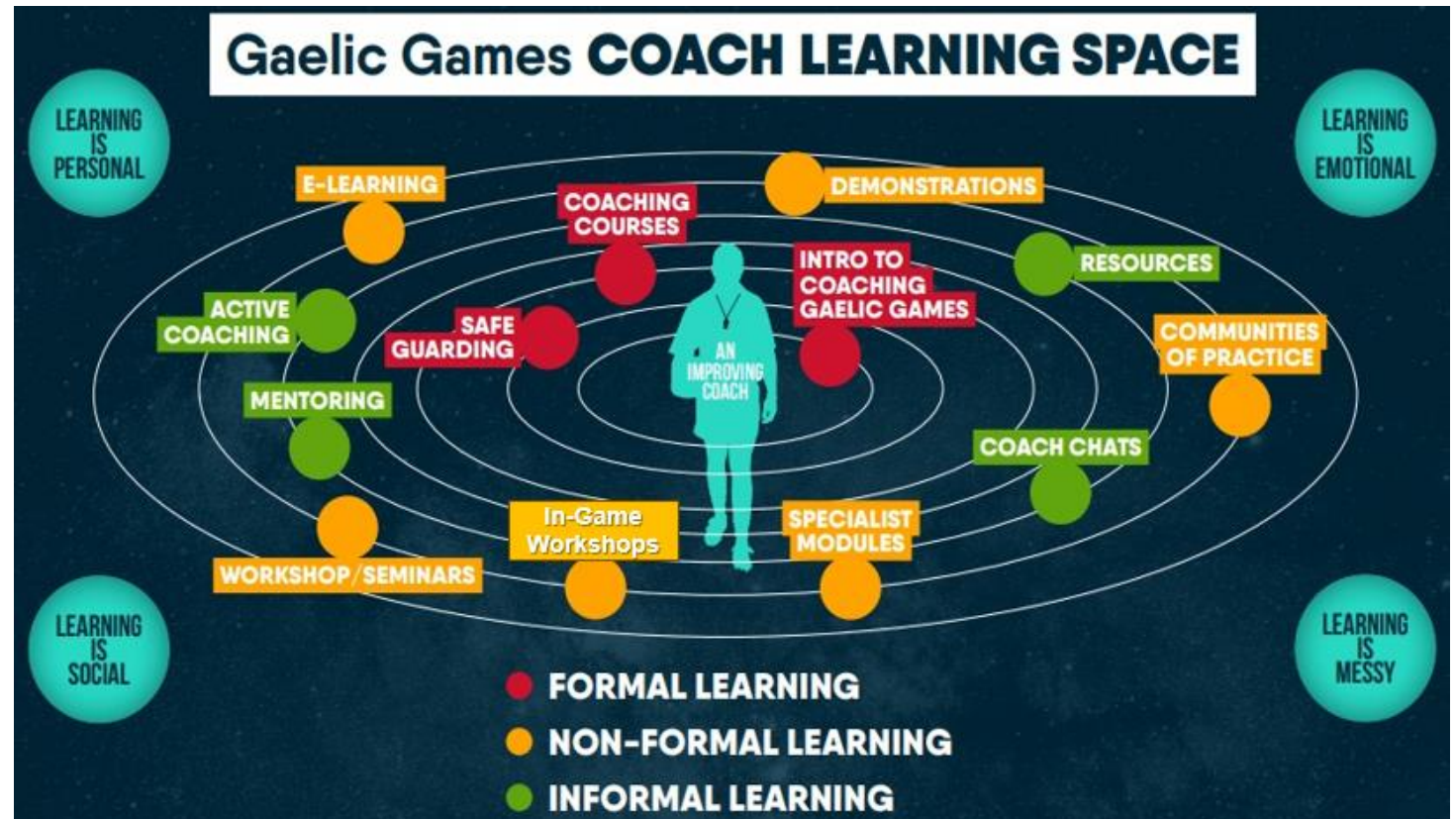


GAELIC GAMES
COACH PATHWAY



Outcomes:

- Overview of Coach and Player Pathways
- Learning Space
- Sports Science Framework
- Updates on various Coach and Player Pathway initiatives
- Signposts into some of the resources on Tobar



GAELIC GAMES PLAYER PATHWAY

#1 The Club

ELITE / HIGH
PERFORMANCE

ACHIEVING
EXCELLENCE

THE
CLUB

FOUNDATION

PARTICIPATION
& ACTIVE
LIFESTYLE

ADULT
YOUTH

F3

Commitment to Gaelic Games
& Active Lifestyle

E1

Adult Intercounty
Player

T4

Breakthrough

T1

Demonstration
of Potential

T3

Practising
& Achieving

T2

Verification of
Potential

TALENT

DEVELOPING
POTENTIAL

F2

Extension & Refinement
of Movement

F1

Fundamental
Movement Skills

GAA
WHERE WE ALL BELONG

LGFA
PEIL na mBAN

THE
CAMOGIE
ASSOCIATION
An Cumann Camógachta

GAELIC GAMES COACH PATHWAY

FOUNDATION PARTICIPATION & ACTIVE LIFESTYLE

F1 Nursery Coach 4-6 year olds

F2 Go Games Coach 7-12 year olds

F3 Youth Coach 13-17 year olds
Adult Coach 18 Years+

T1, T2 & T3 Youth Coach
(2nd Level School/County) 13-19 year olds

T4 3rd Level Coach Adult

E1 Intercounty Coach Adult

THE CLUB

ADULT
YOUTH

F3

F1

E1

T4

T1

T2

T3

TALENT DEVELOPING POTENTIAL

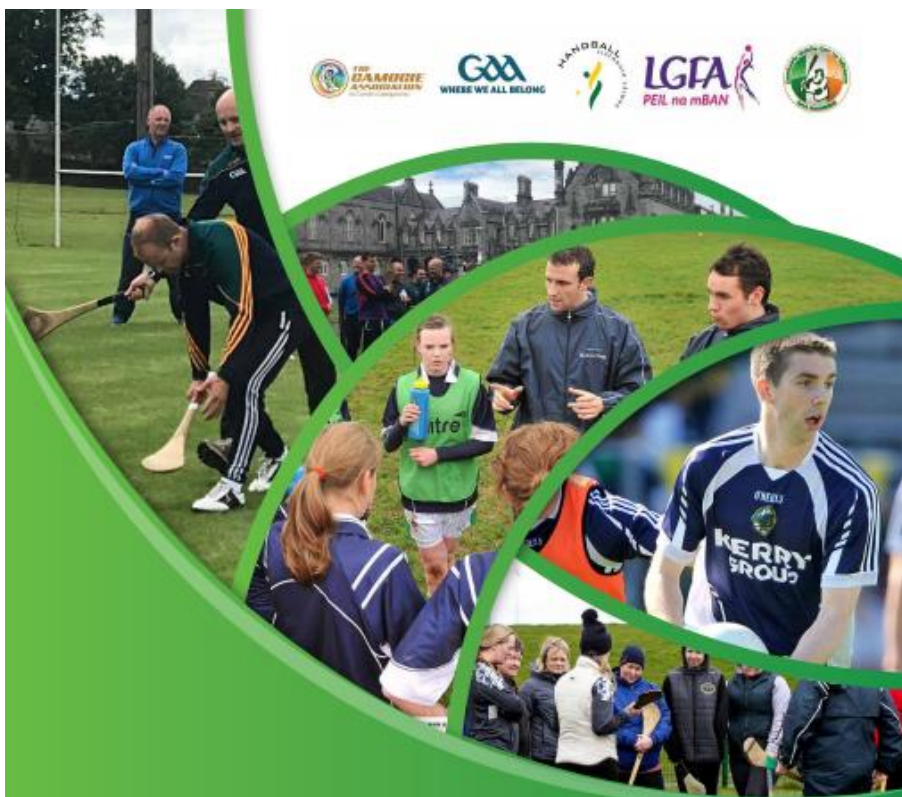
ELITE / HIGH PERFORMANCE

ACHIEVING EXCELLENCE

GAA
WHERE WE ALL BELONG

LGFA
PEIL na mBAN

**THE GAMOGIE
ASSOCIATION**
An Cumann Camógachais



**Coaching and
Coach Education
in Gaelic Games:
A Baseline Report.**

THE GAELIC GAMES YOUTH PARTICIPATION STUDY



Research | 10,000+
Active Coaches
from across the
Gaelic Games family...



Coaching and
Coach Education
in Gaelic Games:
A Baseline Report.

Table 3.1: The top three reasons chosen by coaches...

Table 5.1: Challenges faced by coaches according to whether they coach Child, Youth, or Adult players

Challenges effecting Coaching of Teams	Child Coaches	Youth Coaches	Adult Coaches
Balancing coaching with other demands	73.8%	71.8%	69.8%
The scheduling of competitions	29.9%	40.2%	27.9%
Increased bureaucracy	27.0%	28.7%	17.1%
Falling participation rates	26.3%	29.8%	15.1%
Poor Games/Competition programme and structure	24.3%	31.1%	26.8%
Getting support from other coaches	19.6%	15.7%	40.9%
Getting support from my club/school	16.0%	17.4%	2.6%
The need to be qualified/garda vetted	14.8%	12.7%	12.2%
The quality of facilities	12.1%	12.3%	11.9%
Other	10.5%	9.1%	11.7%
Affording the costs attached to coaching	6.4%	8.5%	47.4%
Club uses external coaches so limited opportunity	1.3%	1.6%	6.7%

Pressured into it	8.0%	25.5%	2.6%	1.0%	0.8%	14.3%
	7.5%	4.8%	3.2%	3.4%	8.6%	14.3%
	6.7%	7.4%	7.4%	7.7%	12.5%	0.0%

48.3%

Horgan, P., Bowles, R., Considine, J., Donnelly, P., Harmon, W., Harrison, H., Kelly, S., MacNamara, A., McCullick, B., McGourty, P. and Williams, N. (2021) Coaching and Coach Education in Gaelic Games: A Baseline Report, Dublin: Gaelic Athletic Association (GAA).

Research | 5,000+ Young People from across the Gaelic Games family...

THE GAELIC GAMES YOUTH PARTICIPATION STUDY



TABLE 11: Reasons for continued participation in Gaelic games. The top three reasons are shaded.

	Overall % (n)	Males % (n)	Females % (n)
I enjoy being competitive	37.4 (1887)	40.2 (984)	34.7 (903)

TABLE 10: Average coaching environment score by all participants, male respondents only, and participants respondents only

	Overall	Males	Females	Cohen's d
I feel that my coach has provided me with choices and options	5.27	5.37	5.17	$d=0.10$
I feel understood by my coach	5.24	5.36	5.15	$d=0.11$
My coach conveys confidence in my ability to make changes	5.34	5.44	5.26	$d=.096$
My coach encourages me to ask questions	5.14	5.20	5.11	$d=.049$
My coach tries to understand how I see things before suggesting a new way to do things	4.73	4.81	4.66	$d=.073$
My Club is successful	5.6 (284)	5.2 (127)	6.0 (157)	
I get on well with my coach	5.5 (279)	5.6 (138)	5.4 (141)	
The facilities are good	2.9 (148)	3.4 (83)	2.5 (65)	
The programming/ schedule of games is good	1.2 (59)	1.6 (38)	0.8 (21)	



Gaelic Games **COACH LEARNING SPACE**

LEARNING
IS
PERSONAL

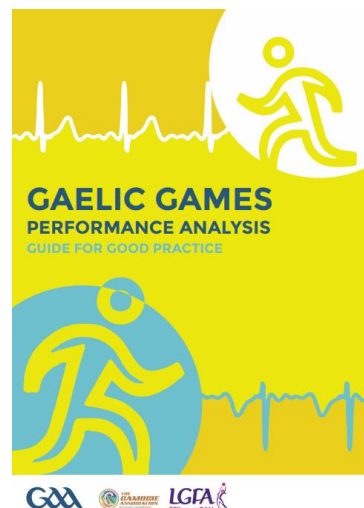
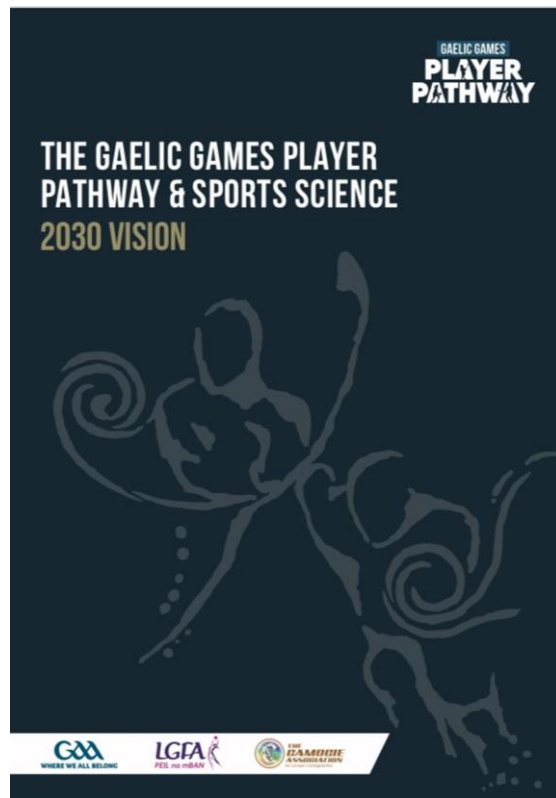
LEARNING
IS
EMOTIONAL



LEARNING
IS
SOCIAL

LEARNING
IS
MESSY

- **FORMAL LEARNING**
- **NON-FORMAL LEARNING**
- **INFORMAL LEARNING**



JOURNAL OF SPORT PSYCHOLOGY IN ACTION
<https://doi.org/10.1080/21520704.2024.2441849>

Routledge
Taylor & Francis Group

OPEN ACCESS Check for updates

Principles and Practical Strategies for Psychologically-Informed Coaching of Young Players in Gaelic Games: Introducing *Síceolaíochas In an Ollúint Lúthchleasalocht na nÓige sna Cluichí na nGaeil* (SÍOL na nÓige)

Patricia C. Jackman^a, Matthew D. Bird^a, Jack Cooney^a, Martin Kennedy^a and Ciarán J. Kearney^a

^aSchool of Psychology, Sport Science and Wellbeing, University of Lincoln, Lincoln, United Kingdom; ^bGaelic Athletic Association, Dublin, Ireland; ^cSt Mary's University College, Belfast, Northern Ireland

ABSTRACT

The purpose of this article is to present proposed principles and actionable strategies for coaches to develop environments that facilitate positive sport experiences among young Gaelic games players. In doing so, we introduce six key principles, which together make up *Síceolaíochas in an Ollúint Lúthchleasalocht na nÓige sna Cluichí na nGaeil* (SÍOL na nÓige). By applying principles and strategies within SÍOL na nÓige, we envisage that coaches of young Gaelic games players will be more equipped to create psychologically-informed playing environments that enhance the long-term participation, personal development, and wellbeing of players they work with.

KEYWORDS

belonging; camogie; enjoyment; Gaelic football; hurling

Gaelic games are amateur, community-based, and volunteer-led sports, with over 2400 clubs promoting Gaelic games in Ireland and a further 450 clubs spread across the world. As Ireland's national sports, Gaelic games are among the cultural practices on Ireland's National Inventory of Intangible Cultural Heritage, and the sports of hurling and camogie are included in UNESCO's list of protected cultural activities. Together, the three governing bodies of Gaelic games—the Gaelic Athletic Association (GAA), Camogie Association, and Ladies Gaelic Football Association—have over 870,000 members, over 100,000 of which are volunteer coaches (Horgan et al., 2021). The Gaelic Games Player Pathway (GGPP) supports the development of players across all codes (GAA, 2021) and divides player development into three main phases: (1) the *Foundation Phase* emphasizes participation and active lifestyles, with a focus on club-level participation; (2) the *Talent Phase* encompasses player development outside of club environments (e.g., secondary school, development squads, university teams,

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The word "na" in the Irish language translates to "and" in English, while the phrase "Síceolaíochas in an Ollúint Lúthchleasalocht na nÓige sna Cluichí na nGaeil" means psychology in the athletic development of young people in Gaelic games.
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HOW DOES SKILL ACQUISITION BENEFIT THE COACH?



- DEVELOP SESSIONS THAT REFLECT THE DEMANDS OF THE GAME AT THE PLAYERS' LEVEL OF DEVELOPMENT.
- PROVIDE MORE EFFECTIVE INSTRUCTION AND FEEDBACK, BOTH ON THE PITCH AND IN VIDEO-REVIEW SESSION.
- DEVELOP APPROPRIATE TESTS TO TRACK PLAYERS' SKILL DEVELOPMENT.

HOW DOES SKILL ACQUISITION BENEFIT THE PLAYER?



- UNDERSTAND HOW TO GET MORE OUT OF EVERY HOUR OF PRACTICE.
- BECOME A MORE EFFICIENT AND ADAPTABLE PERFORMER.
- BE CAPABLE OF SUSTAINED IMPROVMENT.
- BECOME A BETTER LEARNER; A SKILL THAT CAN BE APPLIED IN OTHER AREAS OF LIFE (E.G., ACADEMIC STUDY).

HOW DOES SKILL ACQUISITION BENEFIT THE CLUB?



- FACILITATE PLAYER RETENTION THROUGH INCREASED COMPETENCE AND ENJOYMENT.
- DESIGN MORE EFFECTIVE LONG TERM SKILL DEVELOPMENT PROGRAMMES.
- UNDERSTAND HOW TO BALANCE PLAY, PRACTICE AND MULTI-SUPPORT PARTICIPATION.



<div>GAELIC GAMES</div> <div>PLAYER PATHWAY</div>			
	F2		
	WHAT?	WHO?	HOW?
ATHLETIC DEVELOPMENT	<ul style="list-style-type: none"> Simple movement challenges, FMS development, co-operative games. Purposeful play and enjoyment with appropriate content delivered mainly through warm ups and integration into sessions. Understanding of the Relative Age Effect. Encourage participation in other sports and activities and unstructured play. Encourage a minimum of 1 rest day from structured training per week. Total hours of organised sports (training, practicing, competition, etc.) per week should be less than or equal to a child's age in years. 	<ul style="list-style-type: none"> Coaches, parents/guardians, teachers. Club Coach(es) with AD Coach Level 1 (F1-F2) Qualification or equivalent can lead delivery. 	<ul style="list-style-type: none"> Coach Development and Parent Guardian Education – AD Coach Child F1 – F2 Level. Additional online/face to face resources and education.
NUTRITION	<ul style="list-style-type: none"> Healthy eating based around the plate model. 	<ul style="list-style-type: none"> Coaches, parents/guardians, teachers, Healthy Club Officers. 	<ul style="list-style-type: none"> Coach Development and Parent/ Guardian Education. Linking with recognised partners and existing education supports to develop appropriate education, online/face to face.
SPORT PSYCHOLOGY	<ul style="list-style-type: none"> Co-operation and socialisation, sportpersonship. 	<ul style="list-style-type: none"> Coaches, parents/guardians, teachers, Healthy Club Officer. 	<ul style="list-style-type: none"> Coach Development and Parent/ Guardian Education.
PHYSIOTHERAPY & REHABILITATION	<ul style="list-style-type: none"> FMS, co-operative games and enjoyment. 	<ul style="list-style-type: none"> Coaches, parents/guardians, teachers. 	<ul style="list-style-type: none"> Coach Development and Parent/ Guardian Education.
SKILL ACQUISITION	<ul style="list-style-type: none"> Broad development of FMS and FGS to facilitate future engagement in sports and love of participation. 	<ul style="list-style-type: none"> Coaches, parents/guardians, teachers. 	<ul style="list-style-type: none"> Coach Development, Coach Developer Support, Parent/ Guardian Education.

<div>GAELIC GAMES</div> <div>PLAYER PATHWAY</div>			
	T2		
	WHAT?	WHO?	HOW?
ATHLETIC DEVELOPMENT	<ul style="list-style-type: none"> Homebased Sessions/Warm Ups/ Athletic Development Sessions focusing on Movement, Technique Speed, Strength & Endurance. Integrated Conditioning. Introduce Planning and Periodisation. Basic readiness and workload monitoring with clear follow-up process. Nov-March: 1-2 integrated/ AD units, school holidays off, 3 week on/1 week off. April-Sept: 1-2 integrated/ AD units, school holidays off, 3 weeks on/1 week off. Assessments – Standardised Fitness Tests & Screens, Review RAE, Review Maturation Bias. 	<ul style="list-style-type: none"> Lead Coach with Coach AD Level 2 and support coaches with Coach AD Level 1 (F3 Youth)/ Sports Science Related Qualification. Oversight by County AD/ Performance Lead (Coach AD Level). 	<ul style="list-style-type: none"> Coach Development – AD Coach Level 1 (F3 Youth), AD Level 2 and AD Level 3. Additional online/face to face resources and education.
NUTRITION	<ul style="list-style-type: none"> Awareness and knowledge of link of food and fluid to health and performance, specific to male and female players. 	<ul style="list-style-type: none"> Coaches, parents/guardians, teachers, role models, third level 'Nutrition' students. 	<ul style="list-style-type: none"> Coach Development and Online Education Supports.
SPORT PSYCHOLOGY	<ul style="list-style-type: none"> Wellbeing coping skills for life, sport and education. Further mental skills training: confidence building, self-talk, emotional regulation. Awareness of gender differences in peer & social relationships. 	<ul style="list-style-type: none"> Coaches (Referral for mental health issues). 	<ul style="list-style-type: none"> Coach Development.
PERFORMANCE ANALYSIS	<ul style="list-style-type: none"> Support the development of a reflective player who can apply basic feedback to enhance their technical abilities and games sense. 	<ul style="list-style-type: none"> Coaches. 	<ul style="list-style-type: none"> Intro to PA module, PA Guide for Practice.
PHYSIOTHERAPY & REHABILITATION	<ul style="list-style-type: none"> Warm ups and education on RED-S, ACL*, adolescent hip, spine, concussion awareness, load management across sports, injury management. First aid support. 	<ul style="list-style-type: none"> Coaches, parents/guardians and players, specialist support. 	<ul style="list-style-type: none"> Coach Development and Parent/ Guardian and Player Education.
SKILL ACQUISITION	<ul style="list-style-type: none"> For players, development of effective practice techniques in the context of individual and group training. For coaches, individual review of design (e.g. selection and sequencing of practice activities), delivery (e.g. instruction and feedback), and evaluation (e.g. testing procedures) covering generic topics. 	<ul style="list-style-type: none"> Coaches support players. Skill Acquisition Specialist, Coach Developer, or Mentor Coach supports coaches. 	<ul style="list-style-type: none"> Coach Development, Coach Developer Support. Additional online/face to face resources and education. Player Mentor Training.

*ACL = Anterior Cruciate Ligament (Knee Injury)

<div>GAELIC GAMES</div> <div>PLAYER PATHWAY</div>			
	E		
	WHAT?	WHO?	HOW?
ATHLETIC DEVELOPMENT	<ul style="list-style-type: none"> Pre Season/Competitive Season: up to 4 sessions per week (1 to 3 AD or Integrated AD Sessions) Regional sessions where appropriate. Two days off per week including individual recovery sessions. Planned regeneration weeks. Quality Readiness and Workload Monitoring (Online system plus workload monitoring plus GPS) with clear follow-up process. Assessments – Standardised Fitness Tests and Player Profiles. 	<ul style="list-style-type: none"> AD Coach Level 3/ Masters Qual and Practical Accreditation with County AD/ Performance Lead (AD Level 3) and IDT. 	<ul style="list-style-type: none"> Coach Development – AD Coach Level 3. Additional online/face to face resources and education.
NUTRITION	<ul style="list-style-type: none"> Bespoke training and game day, injury related nutrition and hydration practices, body composition targets, supplement use and anti-doping. 	<ul style="list-style-type: none"> Nutritionalist in IDT (MSc in Nutrition, accredited practitioner SBMR/AIN/ INDI, >2 years experience) 1:1 with players, group support and food provision. 	<ul style="list-style-type: none"> Stakeholder Support, IDT Support, Practitioner Database.
SPORT PSYCHOLOGY	<ul style="list-style-type: none"> Awareness, recognition and signposting of mental health issues. Community leadership. Individual and team values identification, resilience, psychological safety/ culture, self-awareness & self-management, wellbeing monitoring, mental health support, retirement support, athletic identity. 	<ul style="list-style-type: none"> Team Medics, GPA, Coaches, Managers. Sport Psychologists (in IDT) (MSc in Sport Psych, accredited, 5 years experience) in IDT through Team & 1:1 Psychology Support, GPA support. 	<ul style="list-style-type: none"> Coach/ Manager Development, Stakeholder Support, IDT Support, Practitioner Database.
PERFORMANCE ANALYSIS	<ul style="list-style-type: none"> The delivery of agreed team and individual analysis in a way that facilitates enhanced player and team analysis, reflection and decision making. 	<ul style="list-style-type: none"> Coach & player led supported by the Performance Analyst, accredited to Level 3/ 4, with IDT through coach-practitioner meetings. 	<ul style="list-style-type: none"> Stakeholder Support, IDT Support, Practitioner Database.
PHYSIOTHERAPY & REHABILITATION	<ul style="list-style-type: none"> On Site delivery of physio/ rehab with IDT. Movement and Injury Screening. Injury Prevention and Education Workshops. Injury surveillance. 	<ul style="list-style-type: none"> CORU/ ISCP/ HCPC/ ARTI Accreditation+ 2 yrs Exp in MSK, Level 6 degree. 	<ul style="list-style-type: none"> Gaelic Games Accreditation System for Practitioners. Database of Accredited Practitioners Gaelic Games Injury Surveillance System. Stakeholder Support, IDT Support.
SKILL ACQUISITION	<ul style="list-style-type: none"> For players, development of targeted individualised aspects of preparation and performance (e.g., addressing technical bad habits) and developing sophisticated group tactical concepts. For coaches, identifying opportunities for innovation in practice session design by exploiting the latest research and technology for learning. 	<ul style="list-style-type: none"> Support primarily delivered by coaches, potentially supported by Skill Acquisition Specialist (in IDT). 	<ul style="list-style-type: none"> Long-term Stakeholder Support, IDT Support, Practitioner Database, Coach Development.

ATHLETIC DEVELOPMENT Workload Principles:

- Be aware of the players total workload, across all sessions. This could include what the player is doing with the club/ school/ county and any other sports/ activities and organisations they may be involved with.
- Provide guidance and support to players who are over trained and under trained.
- Be aware of spikes in the players workloads. This can increase their risk of injury.
- Taper the players workload in the lead into important games as this may help optimise performance.
- Avoid*:
 - Completing two high intensity activities in the one day.
 - Playing two full games within 60 hours.
 - Completing high intensity activities on two consecutive days.
- Encourage windows and opportunities for unstructured free play activities during the players week.
- Encourage a minimum of one day off from structured activity per week.
- Help players to understand these workload principles and encourage them to communicate with the coach.
- Encourage involvement in a variety of activities/ sports. As the player gets older, the number of activities will decrease. Coaches should work together to manage activity across different sports/ teams using these workload principles.

Gaelic Games Athletic Development Action Statement.



ISSUE 67 / WINTER 2022/23

ACTION STATEMENT

ACTION STATEMENT

Long-term athletic development of Gaelic games players: an action statement

Des Ryan
Setanta College

Professor Ian Jeffreys
Setanta College / All-Pro Performance

Fionn Fitzgerald
Munster Technological University

Prof Niall Moyna
Dublin City University

Aidan O'Connell
Cork GAA

Shayne D Murphy
SDM Performance

Annie McCarra
Cistercian College/Tipperary LGFA

Dr David Kelly
Technological University of the Shannon

Aaron Kyles
*Atlantic Technological University (Letterkenny) /
Cardiff Metropolitan University / Donegal GAA*

Cairbre Ó Cairealláin
Limerick GAA

Dr Bryan Cullen
Dublin GAA

Dr Alan McCall
Arsenal FC Performance and Research Team

Professor Sean P Cumming
University of Bath, UK

Dr Rhodri S Lloyd
Cardiff Metropolitan University

Martin Kennedy, MSc, PhD Researcher
Gaelic Athletic Association, Dublin Ireland

Jack Cooney, MSc, PhD Researcher
Gaelic Athletic Association, Dublin Ireland

Louise Keane, MSc
Camogie Association, Dublin Ireland

Dr Aoife Lane, PhD
*Head of Dept, Technological University of the
Shannon, Midlands Midwest, Ireland*

OVERVIEW

For long term athlete development to have its greatest impact it must be as widely accessible as possible and only when implemented in clubs, schools, colleges and counties can this be achieved. This requires the development of an overarching structure to facilitate the integration of LTAD into the structures of all deliverers of Gaelic games. The goal of this 'Action Statement' is to present an evidence-based reference point, based on core principles, to guide the practice of coaches and key stakeholders who support the development of players at every stage of the GAA player pathway.

THE PRINCIPLES OF P

ATHLETIC DEVELOPMENT Workload Principles:

- 1 Be aware of the players total workload, not just what they do with yourself. This could include what the player is doing with the club/school/county and any oth sports/activities and organisati they may be involved with.
- 2 Provide guidance and support to players who are over trained and under trained.
- 3 Be aware of spikes in the p/ workloads. This can increa the risk of injury.
- 4 Taper the players workload in the lead into important games as this may help optimise performance.

SESSION RPE SCALE



● guidance for players aged 12 and above

● guidance

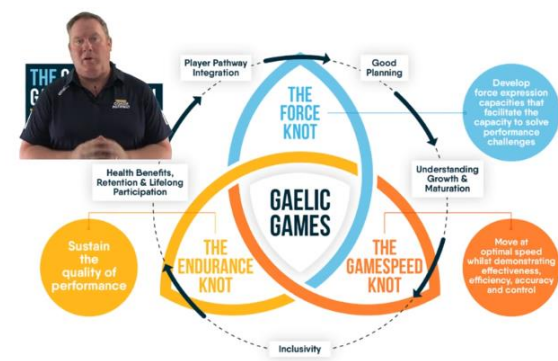
3. Gaelic Games Athletic Development F3 Youth Level 1 Course

Development Team:

1. Louise Keane (Camogie Association)
2. Clíodhna O'Connor (GAA)
3. Aidan O'Connell (Cork GAA)
4. Eoin McNicholl (Ulster GAA)
5. Paul Divilly GDA (Kildare GAA)
6. Daniel Forde (Connacht GAA)
7. Jason McGahan (Kerry GAA)
8. Des Ryan (Galway GAA)

Online Modules:

- Introduction Module
- Warm Up Module
- Force Module.
- Gamespeed Module.
- Endurance Module.
- Planning Module.
- Growth & Maturation Module
- Health Benefits, Lifelong Participation & inclusivity Module



11

AIM
The aim of this module is to –

WARM UP Explain Warm up and why we need to implement it.	BENEFITS Explain the benefits of Warm Ups.
HOW Provide practical ways to how we deliver a Warm Up.	INFORMATION Provide information on the Gaelic 15 Warm Up.
COACHING POINTS Suggest Adapted ways of delivering the Gaelic 15 Warm up.	BE READY TO PLAY Sign Post the season long Be Ready to Play Programme



Goblet Squat

GAA
Learning



GAMESPEED MODUL

F3 Youth Athletic Development Level 1 Course

3. Gaelic Games Athletic Development F3 Youth Level 1. (Face to Face Modules)

Introduction Module	Theory – 10min
Warm Up Module	Practical – 70min
Force Module	Practical – 70min
Gamespeed Module	Practical – 70min
Endurance Module	Practical – 70min
Planning Module	Theory/practical – 30min
Growth & Maturation Module	Theory/practical – 30min
Health Benefits..Module	Theory – 10min
Feedback Section	10min



GAELIC GAMES PERFORMANCE ANALYSIS GUIDE FOR GOOD PRACTICE



-Game & Point in Time Review

		F3/T1/T2 Youth 12-17	T3/T4/F3 Adult ADULT	E1 Elite Representation
Game	Post-Match Review - Feedback	<p>Reporting - What went right/wrong. What are we going to work on for next game.</p> <p>Education - show some video clips to emphasize learnings shown to players in group setting.</p> <p>Questions - Plan the questions that you might ask the players. Consider Age when designing.</p>	<p>Reporting - What aspects need to be addressed in the future.</p> <p>Feedback: Team/In Groups/svt/ Player led</p> <p>Timing/Length - before next training. How long will this take (MAX 15-20 mins)</p> <p>Where and How? Do you have a suitable location to conduct your feedback. What others tools do you need.</p>	<p>"Test your analysis - ensure that it undergoes a reliability and validation test"</p> <p>Player lead analysis - Motivate players to carry out their own analysis by setting rewards.</p> <p>When delivering feedback, get to the point quickly and avoid long video sessions and ensure that feedback is balanced in favour of positives and negatives.</p> <p>Have a room at the county grounds/training based with equipment for players to review the analysis on their own or with coaches - analysis room</p> <p>Reporting - Have a database built up with data from past games etc. so can be referenced and compared to.</p>
In Time	Reviewing Performance Analysis process and workflows	<p>Review - Review the current process and from previous seasons</p>	<p>Review - Review the current process and from previous seasons</p> <p>Refine - Establish if the key areas of focus reflect what is measured and how/why its measured"</p>	<p>Review - Review the current process of PA 3 to 3 times per year</p> <p>Refine - Establish if the key areas of focus reflect what is measured and how its measured"</p>

INTRODUCTION TO PERFORMANCE ANALYSIS

OVERVIEW:

This course aims to show how analysis can be used as an effective teaching tool to improve both coach & players learning & performance.

This Introductory PA course is specifically designed to meet the needs of the modern coach at all levels.

LEARNING OUTCOMES:

- Identify and discuss the principles of best practice in PA delivery
- Identify, prioritise and design a simple system to measure appropriate performance indicators
- Demonstrate the ability to collect objective, accurate information based on an agreed framework and test its reliability using percentage error calculations
- Analyse, interpret and refine data into an understandable and appropriate format for analysis by coaches
- Facilitate the coach-led delivery of appropriate feedback to participants, taking into account their bio-psycho-social needs in a scenario-based setting

DATES:

Tues 3rd Dec
Thurs 5th Dec
Tues 10th Dec
Thurs 12th Dec

Attendance at all sessions

Online:
7.30-9.30pm

€50 per person

REGISTER NOW



Club Community of Practice

- **Why?** *A CoP develops a culture in the Club of sharing ideas, knowledge and learnings*
 - ✓ Arrange regular meetings with coaches of all age grades and codes in the club creating an environment of learning and knowledge sharing
 - ✓ Identify topics to assist coaches and allow coach-led discussion to encourage the development of coaches in the club
 - ✓ Regularly plan and review club coaching guidelines or coaching plan with club coaches and amend where required from coaching experiences



GO GAMES ONLINE WORKSHOP 2024

Coach Ed

Referee

Administrator

Player Education

Schools

Community & Health

Safeguarding

Go Games

It is policy of the Gaelic Games Associations to avoid applying adult training and playing conditions to our young developing players. In the best interests of all the children and their collective development, coaches must understand the balance between the need to win games versus the need to develop players. The aim is to provide full participation within a safe environment where all children are encouraged to achieve their full potential.



Course details

- Objectives:**
THE AIM of this online workshop is to assist participants in applying the Go Games model effectively in coaching sessions and in running blitzes in line with national policy.
- Start date:**
Thursday, 20th July, 2023
- Course Duration:**
1 hour

[Go to Course](#)

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NURSERY PROGRAMME

PITCH LAYOUT

STATION 1 SKILL

STATION 2 GAME

STATION 3 PLAY GAME

STATION 4 GAME

STATION 5 SKILL

WARM UP / FREE PLAY AREA

SCAN HERE!

GOO KICK GOO

Nursery Skills Above

FUNDAMENTAL MOVEMENT SKILLS

- BALANCE
- CLIMBING
- CRAWLING
- DRIPPING
- FLYING
- GRASPING
- KICKING
- ROLLING
- SLIDING
- TIPPING

SCAN HERE

QR CODE

NURSERY

PODGARŃE

ROLE of COACH

- Planuje i prowadzi zajęcia
- Obserwuje i obserwuje rozwój dziecka
- Stworzy środowisko i warunki sprzyjające uczeniu
- Adaptuje metody i techniki do potrzeb i możliwości dzieci
- Wprowadza zasady i konsekwencje
- Wskazuje i ocenia wartości i umiejętności
- Wskazuje i ocenia postępy

ROLE of COORDINATOR

- Planuje i prowadzi zajęcia
- Obserwuje i obserwuje rozwój dziecka
- Stworzy środowisko i warunki sprzyjające uczeniu
- Adaptuje metody i techniki do potrzeb i możliwości dzieci
- Wprowadza zasady i konsekwencje
- Wskazuje i ocenia wartości i umiejętności
- Wskazuje i ocenia postępy

WŁASNE

COACHING TIPS FOR NURSERY

- BUILD RAPPORT**
 - BECOME INVOLVED IN AND ENJOYED FOR EACH PLAY SESSION AND VISITS
 - GREET AND LEADY CHILD CORRECTLY WITH A WARM PERSONALITY
 - LEARN AND USE FAMILIARISATION MUSIC
- EXPLAIN**
 - TALK ABOUT THE GOAL
 - GIVE ATTENTION BEFORE OF ACTION
 - BEAT IT SIMPLE
- DEMONSTRATE**
 - SHOW THEM BY DOING THE ACTION YOURSELF
 - BECOME INVOLVED AND ENJOYED FOR EACH PLAY SESSION
 - GREET AND LEADY CHILD CORRECTLY WITH A WARM PERSONALITY
 - LEARN AND USE FAMILIARISATION MUSIC
- OBSERVE**
 - OBSERVE AND DO THE ACTION YOURSELF
 - GREET AND LEADY CHILD CORRECTLY WITH A WARM PERSONALITY
 - LEARN AND USE FAMILIARISATION MUSIC
- DEBRIEF/REVIEW**
 - WHAT HAVE I DO AS A COACH
 - HOW CAN I IMPROVE PLAYERS

SCAN HERE

PIRATE SHIP

EQUIPMENT NEEDED

- Cones
- Hula hoops
- Small balls

GAME SET-UP

- Set up playing area with cones



 Space  Time/Task  Equipment  People  Rules

BULLS EYE

EQUIPMENT NEEDED

- Cones/Poles
- Tall cone - target
- Footballs
- Hula hoops

GAME SET-UP

- Set up playing area with a tall cone/target in the middle surrounded by hula hoops
- Place poles/cones either side for teams to stand and take their shots



 Space  Time/Task  Equipment  People  Rules



NEW MOOC 2
Child-Centred Coaching & Physical Literacy
Chapter 4:
Motor Skill Development and Conditioning for Children



Chapter 4: Motor Skill Development and Conditioning for Children

[See Course Details](#)

NEW Coaching on the Ground:
Planning, Doing and Reviewing
Chapter 4
Reflective Tools for Coaches



Chapter 4: Reflective Tools for Coaches

[See Course Details](#)

NEW MOOC 2
Child-Centred Coaching & Physical Literacy
Chapter 1:
Motivating Children in Sport



Chapter 1: Motivating Children in Sport

[See Course Details](#)

NEW AFTER 4:
WHAT SPORT MEANS FOR CHILDREN AND WHAT IT CAN DO FOR THEIR PERSONAL DEVELOPMENT



Chapter 4: What Sport Means for Children...

[See Course Details](#)

**CHAPTER 3:
CREATING A VISION AND STRATEGY FOR YOUR CLUB**



Chapter 3: Creating a Vision & Strategy for your Club

[See Course Details](#)

NEW AFTER 2: WHAT IS A COACHING PHILOSOPHY AND WHY IT IS BENEFICIAL TO BE CLEAR ABOUT YOURS



Chapter 2: What is a Coaching Philosophy?

[See Course Details](#)

NEW CHAPTER 1: THE ROLE OF THE CHILDREN'S COACH



Chapter 1: The Role of the Children's Coach

[See Course Details](#)



IN-GAME COACHING WORKSHOPS DEVELOPMENT TEAM

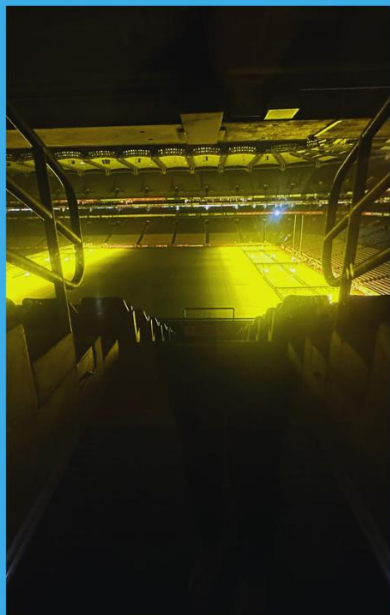


DELIVERED BY EXPERIENCED COACH DEVELOPERS & COACHES

The background of the image is a blurred photograph of a desk. It shows several sheets of paper, some with faint diagrams or text, and a black pen lying on the right side. The lighting is soft, coming from the left, creating a warm, professional atmosphere.

GAELIC GAMES

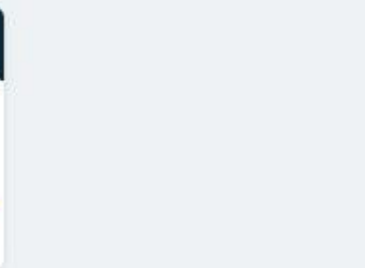
COACH PATHWAY



Gaelic Games COACH PATHWAY			
Coaching Conference Schedule Croke Park 23-11-2024			
09.30-09.40		Opening Address	Jarlath Burns (Uachtarán, CLG)
09.40-10.05	HOGAN SUITE	Coaching for the Future	Shane Flanagan, Micheal Martin, Dr Richard Bowles
10.05-10.25		Building Themes	David Sharkey
TRANSITION #1 TO PARALLEL SESSIONS FOR 10.45 START OF SESSIONS			
BREAKOUT	HOGAN SUITE	Creating Great Environments	Dr Trish Jackman, Dr Tom Mitchell, Michael Fennelly, Jack Cooney
PARALLEL	ALL STAR #1	The Retention Game #1: iCoachKids Pledge	Professor Sergio Lara-Bercial
SESSIONS:	ALL STAR #2	Transitioning from Player to the Coach Pathway	Clíodhna O'Connor, Molly Dunne, Niall Corcoran
#1	CELTIC SUITE	Defining, Refining & Delivering your Coaching Philosophy	Paul Kilgannon
10.45-11.25	CUSACK SUITE	The Gaelic Games Approach to Athletic Development	Des Ryan and Professor Ian Jeffries
	ASH SUITE	In-Game Coaching and Community of Practice offerings	Liam Moggan, Will Harmon, Roger Keenan, Emma Byrne
PANELS/	11.40	#1 Evolution of Gaelic Football / Rule Enhancements	Jim Gavin, James Horan, Colm Nally
KEYNOTE	12.25	#2 The Future of our Clubs & Counties / Demographic Insights	Dr Peter Horgan
HOGAN SUITE	12.45	#3 Coaching for the Future Keeping Players in the game	Dr Debbie Sayers, Dr Ed Coughlan & Sergio Lara-Bercial
	13.25	#4 Coaching for the Future Hurling Evolution	Neil Mc Manus, Niall Corcoran
TRANSITION #2 TO PARALLEL SESSIONS FOR 14.00 START OF SESSIONS			
BREAKOUT	HOGAN SUITE	Skill Development in Gaelic Games	Dr Phil Kearney, Dr Ed Coughlan, Molly Dunne
PARALLEL	ALL STAR #1	The Retention Game #2: The Salisbury Rovers Story	Dr Debbie Sayers, Aaron Joseph & Keir Doherty
SESSIONS:	ALL STAR #2	Ahead of the Game / Member	Saoirse Mc Carthy, Domhnall Nugent
#2	CELTIC SUITE	Creating a Culture for Participation Performance in Post Primary Schools	Niall Cahill, Oliver Kelly
14.00-14.40	CUSACK SUITE	Connecting the Dots: Psychology Informed Coaching	Dr Ciaran Kearney, Dr Trish Jackman
	ASH SUITE	How Performance Analysis can impact your coaching	Tomas Mount, Shane Mangan, Emma Byrne
KEYNOTE	14.55	#1 A Coaching Way	Pat Critchley
HOGAN SUITE	15.30	#2 What Happens Now?	David Sharkey & Coaches
		#3 Competition Winners & Closing	



PANEL & KEY NOTES PRESENTATIONS



BREAKOUT PARALLEL (Morning sessions)

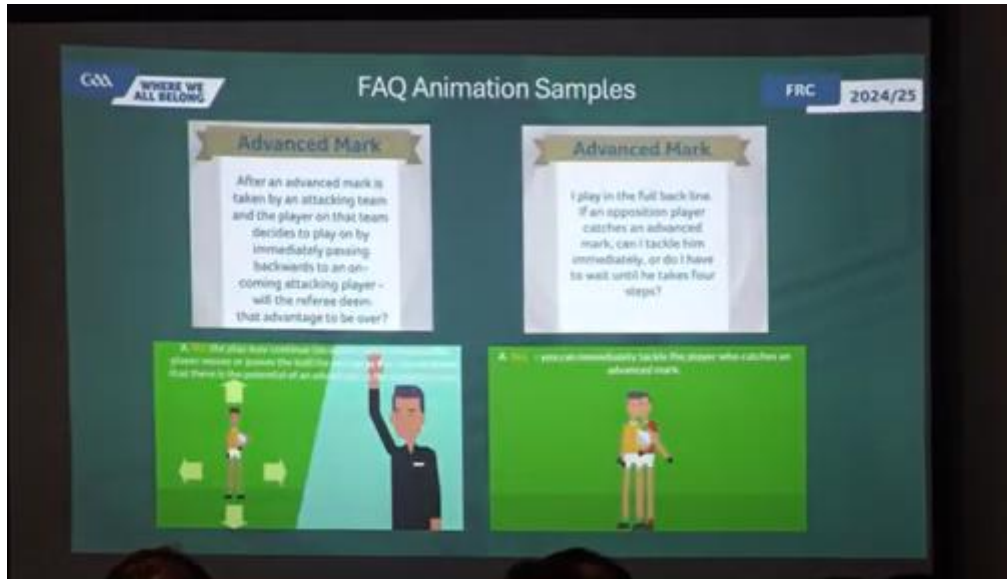
#1 The Retention Game- I Coach Kids- Professor Sergio Lara-Bercial



#2 Athletic Development Approach to Gaelic Games - Des Ryan and Prof



FRC New Rules Workshops

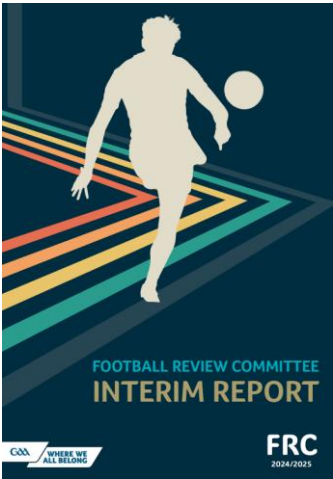



FOOTBALL REVIEW COMMITTEE


FRC New Rules Face to Face Workshop Development Team

 Alan Mulhall	 Clodhna O Connor	 Emma Byrne	 Gary Mallon
 Jack Cooney	 James Devane	 Jamie Queeney	 Liam Moggan
 Micheál Duffy	 Philip Kerr	 Peter Horgan	 Roger Keenan
 Seamus Kenny	 Shane Flanagan	 Stephen Bohan	

GAA WHERE WE ALL BELONG



TOBAR
CLASSIC GAMES LEARNING



FRC RULE ENHANCEMENTS
ELEARNING MODULE

Course details

🎯 Objectives:

- To explain the FRC rule enhancements and their implications for players, coaches, referees and spectators
- To provide examples of the enhancements in action
- To detail the penalties for non-compliance with the new rules


📅 Start date:

Tuesday, 17th December, 2024

🕒 Course Duration:

1 hour

Go to Course

FRC 2024/25 PENALTIES ASSOCIATED WITH NEW RULES 

KICKOUTS

Motion 7 (amendment to Rule 4.20)
Infraction: A player (on either team) to be less than 13m from the ball, before a kick out.
Penalty: Free kick from where the foul occurred

Motion 11 (amendment to Rule 4.27)
Infraction: For a player taking a kickout to take the ball into the hand(s) before another player has played it.
Penalty: (i) Cancel kick-out; (ii) Free kick on the defenders' 13m line in front of scoring space

Motion 9 (amendment to Rule 4.29)
Infraction: For another player on the team taking the kick-out to play the ball before it has travelled outside the 40m arc.
Penalty: Free kick from where the player took possession of the ball


Motion 11 (amendment to Rule 4.31)
Infraction: To waste time by delaying own kickout.
Penalty: (i) Cancel kick-out; (ii) Free kick on the defenders' 13m line in front of scoring space

Motion 11 (amendment to Rule 4.32)
Infraction: To take the kick-out after a wide or after a score other than from the centre point of the 20m line.
Penalty: (i) Cancel kick-out; (ii) Free kick on the defenders' 13m line in front of scoring space (Motion 11)

Rules deleted:
Motion 8
Rule 4.28 To be inside own 20m line (except as provide in Rule 2.7) or semi-circular arc when one's team is taken a kick-out.

Motion 10
Rule 4.30 For a player on the team taking a kick-out, other than the players taking the kick-out, to be less than 13m from the ball when it is kicked.

Motion 12
Rule 4.14 To be inside opponents 20m line, inside the semi-circular arc or nearer than 13m from the ball until a kick-out is taken.

WHERE WE ALL BELONG *Gaelic Games will be the most enjoyable amateur games in the world* V1.0

FRC Frequently Asked Questions

1. Kickouts

Q. Can the goalkeeper take a kick out immediately after a score or wide?

A. Yes. You do not have to wait for players to be outside the 20m line or the referee's consent.

Q. Are there any restrictions for players on either team staying inside the 40m arc?

A. No. You just need to be 13m from the ball.

Q. What happens if players are not 13m from the ball?

A. A free kick is awarded against them where the foul occurred.

Q. What happens if I interfere with the goalkeeper or the player taking a kickout?

A. It's a 50m penalty i.e. the ball will be brought up to the halfway line.

FOOTBALL
REVIEW
COMMITTEE

3B. THE GOALKEEPER CAN RECEIVE
THE BALL FROM A TEAMMATE
BEYOND THE HALFWAY LINE

PRINCIPLE CONCEPT

The rule is to encourage the team in possession to play in a forward direction and not use the goalkeeper as a pivot and an outlet to recycle possession.

It supports recent team play innovation, where goalkeepers support the attack beyond their halfway line.

It will also allow goalkeepers to position themselves out from their goal area on opposition kickouts, and during general play. This rule promotes the ball to be moved forward by the team in possession, in their half of the field, as the option of 'back passing' to the goalkeeper, will no longer be allowed.

Aligning this rule on the halfway line with the 1/3 structure rule will simplify it for players, match officials and spectators.





WHERE WE ALL BELONG





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Gaelic Games Learning


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 Home


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
 Family


 Events

 Teams

 Membership

 Administration

 Help

 Logout

ABOUT YOU

QUALIFICATIONS AND VETTING

Show Current Only

COACHING BADGE

Vetting

Vetting Body	Completed on	Active until	Reference	Acceptance Letter	Status	Renew
Garda ⓘ	22/01/2021	22/01/2024	AF-TEST-096654	DOWNLOAD	COMPLETED	Apply after 22/10/2024
Other Vetting Bodies ▾						

Child Protection in Sport

Name	Completed on	Active until	Reference	Certificate	Status
Safeguarding NI ⓘ	22/01/2021	22/01/2024	SFNI-123456	DOWNLOAD	COMPLETED VIEW
More Information ▾					

Coaching Award

Name	Completed on	Active until	Reference	Certificate	Status
Foundation	22/01/2021		CA-123456	DOWNLOAD	COMPLETED VIEW
More Information ▾					

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F2 GO GAMES

"I coach children aged 7-12 years old"

BEING AN F2 GO GAMES COACH
CLICK HERE TO LEARN MORE

BEING AN F1 NURSE
CLICK HERE TO LEARN MORE

AWARD 1

LEVEL 1

LEVEL 1

INTRODUCTION TO COACHING GAELIC GAMES



STAGE
INTRODUCTION

LEADER'S GUIDE
PLAYER PATHWAY

STAGE
SUMMARY
CARD

LEADER'S GUIDE
PLAYER PATHWAY

THE ROLE
OF THE
CHILDREN'S COACH

ICK
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CREATING
A VISION
& STRATEGY

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GO GAMES
WORKSHOP

GO GAMES

GO GAMES
INFORMATION
& POLICY

GO GAMES

MOVING
WELL;
BEING WELL

Moving Well
Being Well

HURLING/
CAMOGIE
DEMONSTRATION



SPORT
SCIENCE
EXPLAINERS



LEADER'S GUIDE
PLAYER PATHWAY

ACTIVITY
PLANNER

TOBAR
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MOTIVATING
CHILDREN
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ONE
GOOD
COACH

JIGSAW
Young people's
health in mind

GAELIC
FOOTBALL
DEMONSTRATION



Best wishes on your coaching journey

Thank You

emma.byrne@gaa.ie

