

IRFU

WOMEN'S RUGBY

Long Term Player Development

Participation Passion Potential Performance





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STAGE 1 FUNDAMENTALS

Children

PLAYER: Plays
COACH: Guides
GAME: Fun

STAGE 2 TRAIN TO PLAY

Young Teens

PLAYER: Explores
COACH: Teaches
GAME: Playing

STAGE 3 TRAIN TO DEVELOP

Teens

PLAYER: Develops
COACH: Encourages
GAME: Developing

STAGE 4 TRAIN TO PERFORM

Young Adults

PLAYER: Performs
& Improves
COACH: Facilitates
GAME: Performance

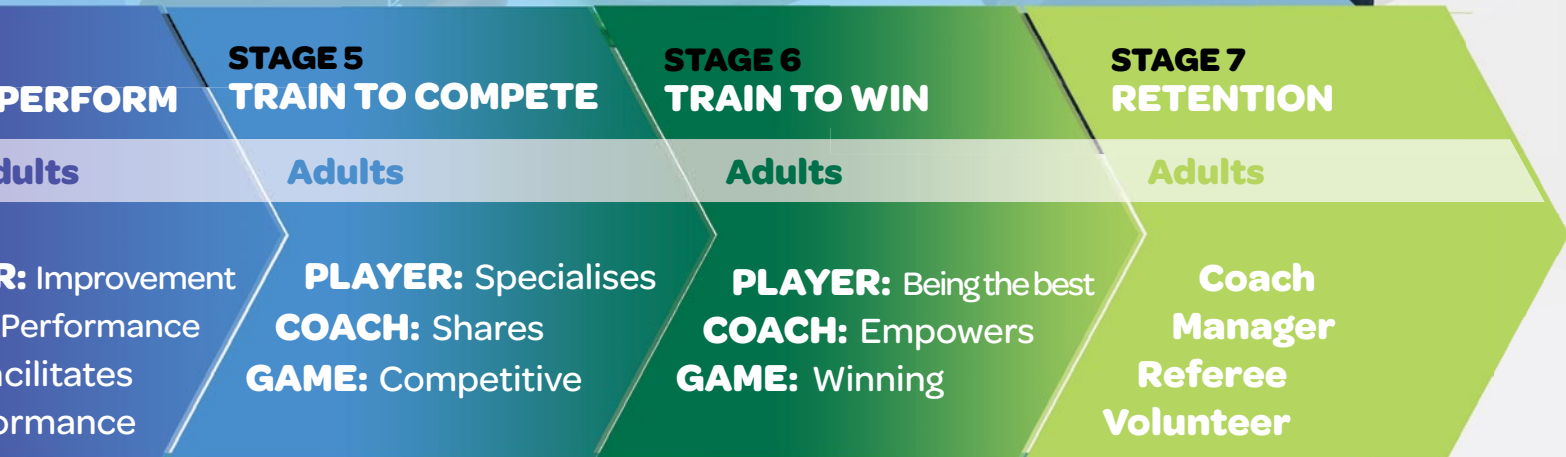
ELITE
TALENT

LATENT



TE PATHWAY

LENT ID • DEVELOPMENT • PERFORMANCE



TE BEGINNERS

All stages will experience new players entering. Coaches should be aware of the guidelines available when coaching **Late Beginners** to rugby



Introduction

Welcome to the IRFU Women's Rugby Long Term Player Development (LTPD) model. The aim of this model is to provide a blueprint of players' capacities and development for all participants in Women's rugby, from the time they pick up a rugby ball to realising their playing potential within the game. Whether domestic or elite, all participants are catered for in the model. We have also included a strong Technical Direction for the Game and Coaching throughout each stage of rugby.

The game of rugby in Ireland for females has grown by roughly 200% since 2003 and has been rewarded with successful performances and results at the Women's Rugby World Cup 2014 and Six Nations Championships.

The purpose of this document is to help drive this development and success to another level over the coming years. This model has been designed to help all participants understand Women's rugby in Ireland and how players develop as they progress through the pathway. While the model reflects a hierarchical framework, it should be noted that teams may include players who are at different levels of competence and experience even though they are within the same stage of development.

Each stage is defined by the essences of the player, the coach and the game. Within each stage of rugby the Strategic, Tactical, Technical, Physical, Mental & Personal characteristics & capacities are outlined in detail.

Due to the embryonic stage of female rugby in Ireland there is a section outlining how best to manage and integrate "Late Beginners" to the game of rugby to ensure a safe and appropriate induction and coaching of these participants.

This model is the central reference point for technical aspects within Women's rugby. It will be a strong influence moving forward in order to maintain continued growth at grassroots and strive to ensure we challenge on the world stage. It will assist the Union and Branches on decision making surrounding new initiatives and programmes, while also providing a common reference point for discussions and queries.

Finally, I would like to thank the many contributors, both professional and volunteer, in providing their time, expertise and experience in developing the IRFU Women's Rugby Long Term Player Development Model. In particular, I'd like to thank Steve Aboud. Without his knowledge, dedication and patience, this model would still just be an idea.

Yours in Rugby,

Nora Stapleton

IRFU Women and Girls Development Executive

WOMEN'S RUGBY

Long Term Player Development

DEFINITIONS

Strategic Development

Knowledge and understanding of the game and application of its principles to achieve goals. Similar to tactical with the exception that strategy usually precedes action and is related to players thinking about opportunities 'in the future'. It involves decisions made by the player, before the ball is in play, or during play when the player is not on the ball (i.e. as play develops). It is an overriding factor in Game Appreciation.

Tactical Development

Knowledge and understanding of rugby specific skills and the ability to effectively apply them in the game. It involves the What, Why and When in the players' decision making; "What" action the player chooses to do, "Why" they choose to do it and "When" to execute that action.

Technical Development

Knowledge and understanding of the correct technique of rugby specific skills necessary to complete the "action" mentioned above and the ability to effectively apply them in the game. It involves the "How" to do it.

Physical Fitness

Knowledge and understanding of the physical components specifically related to maturation and development. "Window of Trainability" refers to the point in the development of a specific capacity when training has an optimal effect.

Principles of Play

The principles of Team Attack and Defence which are required to be achieved in order to be effective.

Team Attack: Go forward; Support the ball carrier; Quick ball recycle to maintain continuity; Effective action of players; Apply pressure to score.

Team Defence: Positioning and re-positioning of players; Line speed; Apply pressure (tackling); Support team-mates; Contest/ Regain possession.

General Movement

The movement, positioning and repositioning of players (with and without the ball) in 'open' play, with the intention of creating and utilising space and/or numbers in attack and defence.

THE objective of Stage 1 is to introduce girls to rugby in a fun, safe and enjoyable environment. Players are children, age 6–10 years of age approx. and are introduced to the values and skills of rugby through fun activities, modified games and drills. They learn how to share and play with their team-mates, follow basic rules and improve their fundamental physical literacy skills. Players are encouraged to play, not just rugby, but as many sports as possible in order to increase their likelihood of staying active.

The coaching emphasis in this stage is to ‘Guide’ the players. More instruction is required in order to facilitate player participation and learning. Feedback from the coach is essential for players to develop understanding and learning. The coach also has responsibility to ensure that training is always fun and enjoyable.

The game in Stage 1 is designed in order to provide a fun, free flowing game for players with little stop-start or standing around. Children should be encouraged to run and pass as much as possible, thus receiving maximum time on the ball and developing their game sense. As players get older the game progresses with the introduction of set piece. While providing added structure to the game, it does not take away from the enjoyment or free flowing nature.





STAGE 1

The Player - Plays
The Coach - Guides
The Game - Fun

FUNdamentals

Essence of the Player

Players are children aged 6-10 years approx. They are focused on “Fun and Enjoyment” and if this does not occur in training and/or games then they may stop attending. They will experience fun and enjoyment through meeting and playing with their friends, learning new skills and receiving positive feedback at training.

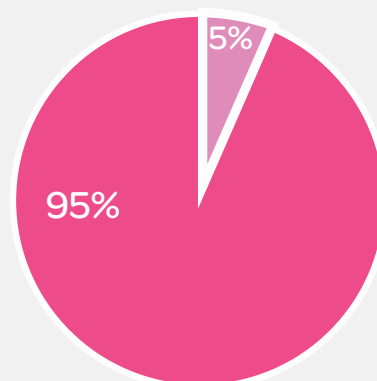
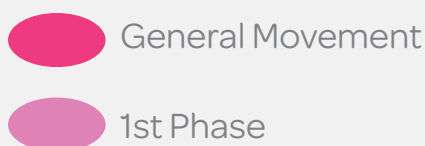
Essence of the Coach

The coaching focus in this stage is to ‘Guide’ the players. He/she should aim to cover the various strategic, tactical, technical and physical points below in order to ensure all players are developing. More instruction is required at this stage in order to facilitate player participation and learning. Feedback from the coach is essential for players to develop understanding and learning. The coach also has responsibility to ensure that training is always fun and enjoyable. The game at this stage is roughly proportioned to 95% General Movement and 5% 1st Phase and so training activities and games should reflect this ratio.

Game Development

- **Reduced numbers:** The game at this stage is either Leprechaun Rugby or Girls Mini Rugby 1 and 2. Teams play small sided games up to 8-a-side. This ensures players get more touches on the ball and are active regularly in the game which in turn lead to skill development and enjoyment.
- **Varying contact appropriate to competence:** Leprechaun Rugby is modified contact rugby where players must make a ‘Touch’ on the opposition instead of a tackle. Players are introduced to tackling in Girls Mini Rugby 1.
- **Development of game understanding:** Through Strategic and Tactical Development players are beginning to understand the game of rugby.
- **Players play:** General movement makes up 95% of play (1st phase 5%) therefore when looking at a game of rugby for this age group you should notice that all players are playing most of the time. The game/matches should be active with minimal stoppages.

Stage 1 - Technical Emphasis



Personal Characteristics

- Players are children aged 6-10 approximately and by nature should be very active.
- All children play because they desire fun and so training should reflect this desire.

- Children should be allowed the freedom of self-expression in order to help their development as they grow older.
- Children require order to ensure that the training session/game can take place and to assist learning.
- Combining the fact that children are active and desire fun means that they are naturally very energetic. Training should consist of multiple, short, intense activities that require bursts of energy from the players.
- Children can act quite individual and be very self-focused. Players should be introduced to the values of fair play and respect.
- Children have a shorter attention span and so reduced activities should be varied and last for no longer than 4-5 minutes.

Strategic Development

- Players are developing an understanding of basic General Movement Principles:
 - **Players can be identified into Two Groups:**
 1. Players 'on and near' the ball.
 2. Players 'in the space'.
 - **Emphasise Go Forward:** This is the way in which the team can move the ball towards the opponents' try-line. Players begin to understand that it is important to 'Go Forward' in rugby in order to make ground and get nearer the try line. Players start to understand that if they 'Go Forward' in defence they close down the attacking team's space and make it harder for them to score.
 - **Provide Support:** Players begin to understand the need for support for the ball carrier so that she may pass the ball or assist in the contact area when this is introduced. Players are beginning to understand that rugby is played by passing backwards and/or sideways, therefore they are introduced to lateral support.
 - **Know the Laws of the game:** Players begin to understand what they can and can't do in a game. Rules and Regulations for Leprechaun Rugby, Girls Mini Rugby 1 and 2 are gradually introduced.

Tactical Development

- Players are developing basic decision making around the ball. They must start to make decisions based on what they see. For example, a player must decide if she should pass the ball or run to the space.
- Go Forward Skills: running, running and passing, mini maul and ruck.
- Support Skills: Appropriate depth and width (supporting beside and behind the player), communication, mini maul and ruck.
- Developing the Principle of Usefulness: This involves players understanding where they are in relation to the ball and how they can be useful/effective. For example, "Where am I on the pitch?", "Am I in space? Can I support my team-mates?" "What am I doing?"

Technical Development

(Coaching courses will introduce coaches to the key points of all skills)

- Learning basic techniques of relevant individual skills (e.g. evasion and handling skills).
- Development of skills for General Movement Principles (Go Forward and Support) and individual technique required to execute principles.
- Confidence in contact should be developed at Girls Mini Rugby 1. This is mainly in the form of 1 v 1 defence/tackling.
- Introduction of 1st Phase unit skills in Girls Mini Rugby 2 (all players experience scrum, lineout and backline).



Physical Fitness

- Training should consist of multiple, short, intense activities that require bursts of energy from the players.
- Development of Physical Literacy through fun games and activities.
 - ABC'S (Agility, Balance, Co-Ordination and Speed)
 - RJT (Running, Jumping and Throwing)
 - KGB's (Kinaesthesia, Gliding, Buoyancy, Striking with object)
 - CK's (Catching, Kicking, Striking with body)
- The first Window of Trainability for developing Speed is aged 6-8 approx. Coaches should ensure they provide games and activities that require maximum speed effort from players, e.g., races.
- Window of Trainability for Suppleness/flexibility (aged 6-10 approx.). Coaches should include in warm up and cool down activities.
- Window of Trainability for Skill (aged 8-11 approx.). Skills developed and practiced during this period lay the foundations for their future skill development. It can be harder to teach someone a new skill after this age.
- Develop fitness endurance through fun activities and games (e.g. tag, relay races).

Mental Development

- **Promote freedom of self-expression:** Children should be allowed to freely express themselves and their opinion without judgement or criticism.
- **Confidence:** Positive training and/or matches and reinforcement should lead to players growing in confidence
- **Mutual support and fair play:** Players should show support to their team-mates and the opposition. Fair play refers to players' ability to respect the rules or equal treatment of all, including their team-mates and the opposition.
- **Enjoyment:** The enjoyment they experience through playing and training will assist with development of a positive outlook to rugby and exercise in general.



PLAYERS in Stage 2 are focused on exploring the game, increasing their understanding of rugby and learning how to play in various playing positions. The players are young teens aged from 10-14 years approx. They are capable of problem-solving and should be encouraged to express their opinions. The player is also now more capable of skill training and has a better understanding of rules. They will follow role models and begin to pick their sports. As they mature, players are more capable of longer periods of concentration and attention. The coach may use questioning and probing when coaching the players in order to facilitate understanding. Thus the coaching emphasis is 'Teaching'.

The game at this stage is played with reduced numbers and develops from open play to a more structured format to include the development of basic unit play (e.g. scrums). The game is still fun, safe and enjoyable with ample running, passing and tackling. Players should continue to participate in all playing positions.



STAGE 2

The Player - Explores
The Coach - Teaches
The Game - Playing

Train to play

Essence of the Player

Players at this stage are focused on 'Exploring' and are between 10-14 years of age approx. They ask questions in order to increase their understanding of the game and should explore various playing positions. Players will still seek fun and enjoyment from playing sport.

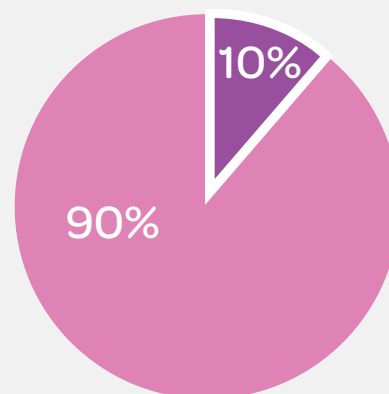
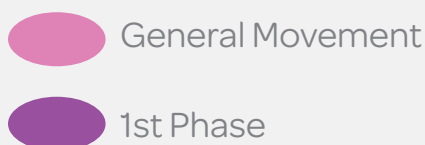
Essence of the Coach

The coaching focus in this stage is to 'Teach' the players. They impart knowledge and skills to the players by questioning, to encourage answering and instruction. The coach should ensure their players are comfortable with all elements covered in Stage 1 as this will assist with their learning and progression in Stage 2. The game at this stage is roughly proportioned 90% General Movement and 10% 1st Phase play, therefore training should reflect this ratio.

Game Development

- Teams of reduced numbers, up to 10-a-side, should be used when playing games in Stage 2.
- When watching a game at this stage, it should reflect evident structure with respect to shape in General Movement and 1st Phase.
- Players should continue to experience all playing positions in order to ensure familiarity and provide a wide range of skills development. During this time girls may start to go through significant physical development and so exploring various playing positions prepares them for change.

Stage 2 - Technical Emphasis



Personal Characteristics

- **Exploring:** Players like to explore many interests at this age and may be involved in many sports and activities.
- **Inquisitive:** Players in this stage will be curious, have an interest in learning and will ask questions.
- **Socially conscious:** Players become more aware of their social environment. They are developing an awareness of different cultures and communities.
- **Social skills:** Players begin to discover and explore social and communication skills that help their interaction with family, friends, team-mates, coaches and others. For example, awareness of gestures, body language, tone and personal appearance.

- **Gender awareness:** Girls are beginning to recognise the fundamental difference between male and female with regards to physical characteristics, social interaction, cultural norms and sport.

Strategic Development

- Developing and reinforcing further understanding of General Movement Principles (Support for Continuity):
 - Players can be identified into **Two groups:** 1. Players 'on and near' the ball – "Life of the Ball Group" 2. Players 'in the space' – "Early Group"
 - **Provide Support for Continuity:** Players understand the merits of continuity (keeping the ball alive and moving) and providing lateral and channel support in order for this to take place.
 - As the game progresses players should begin to develop a deeper understanding for the laws of the game.
- Develop further understanding of 1st Phase (Units) play: Players start to appreciate 1st Phase and its contribution to restarting the game.
- As the regulations change the number of players will increase (including the numbers in 1st Phase units).



Tactical Development

- Developing basic reduced and collective decision making skills (defence and attack):
 - Ball Carrier and Close Support
 - Lateral (re-alignment) attack
 - Channel Attack and Secondary Support
 - Lateral Attack and Secondary Support
 - Support in defence, effective positioning
- Further developing the Principle of Usefulness
 - i.e. understanding where players are in relation to the ball and how they can be effective.
 - Players will question themselves in order to assist with their decision making, "How can I be useful?" "Am I on the ball or in the space"?

Technical Development

(Coaching courses will introduce coaches to the key points of all skills)

- Continue to develop all skills learned in Stage 1 – FUNdamentals.
- Learning basic techniques of relevant mini unit skills (e.g. ruck and maul).
- Further development of 1st Phase skills. All players experience scrum, lineout and backline.
- General Movement Principles (Support – Continuity).
- Further develop confidence in contact.

Physical Fitness

- Continued Development of Physical Literacy as per previous Stage.
- The second Window of Trainability for Speed* is around 11-13 years of age.
- The Window of Trainability for Stamina and Strength* takes place during Stage 2. Aerobic capacity (stamina) training is recommended before/during an athlete's growth spurt, therefore coaches should ensure some time is allocated for aerobic stamina training in each session. Ideally this should occur with the ball. Exercises where players use their own body weight to provide resistance suffice for strength training. Gyms and/or free weights are not required.
- Special attention should be paid to flexibility during a player's growth spurt.
- Coaches should identify to players the benefits of basic warm-up and cool down, including stretching exercises.
- Hydration, healthy eating and positive eating habits should be encouraged.

**It is important to note that all fitness elements (Speed, Strength, Stamina, Suppleness and Skill) should continue throughout this stage. However, accelerated adaption will occur if exercise programmes are put in place during the "Window of Trainability".*

Mental Development

- **Promote focus and structure:** With maturation and greater capacity, players are capable of more intense and prolonged focus which can assist with developing greater understanding and knowledge of structure, tactical and technical aspects of the game.
- **Co-operation:** Players begin to understand the value and advantages of working together to achieve successful outcomes both in a technical context and team-building context.
- **Team work and group identity:** Players at this age enjoy being part of a team and identify themselves with the group. This in turn provides a significant source for self-esteem and self-image.
- **Self-esteem and positive self-image:** This reflects a player's overall emotional evaluation of their self-worth and how they perceive themselves. During this stage it is important to help facilitate players' self-esteem by creating a positive sporting environment where feedback should focus on the positive, always encouraging players.





PLAYERS in this stage are aged 13-16 years approx. They are interested, eager to play and focused on their own development. The environment should allow not only sporting development but also that of social skills and self-esteem. With player maturity, coaches are likely to see changes in mood and personality. The coaching role becomes more that of encouraging in order to facilitate learning and understanding. Stage 3 is a major window of opportunity for strength and aerobic development.

The game in this stage is structured in order to facilitate the development of the player. It is still played with reduced numbers but is now a free flowing 13-a-side game while respecting the significant contribution of 1st Phase. The players should be able and encouraged to explore various position specific roles within 1st Phase. The game is still fun, safe and enjoyable with ample running, passing and tackling.



STAGE 3

The Player - Develops
The Coach - Encourages
The Game - Developing

Train to develop

Essence of the Player

Players are teenagers aged 13-16 years approx. and are focused on developing their playing abilities. Players should be focused on “Development” and may choose rugby as their sport of choice.

Essence of the Coach

The coaching focus in this stage is to ‘Encourage’ the players. The coaches’ emphasis should be on encouraging the players while also guiding and teaching. In this way the coach provides positive support and confidence.

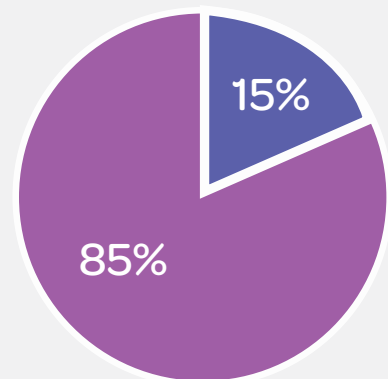
Game Development

- The game should be free-flowing 13-a-side rugby. Emphasis on continuity and General Movement (85%) while respecting the significant contribution of 1st Phase (15%) should guide the coach at this stage.
- Players should continue to explore various playing positions. As players mature, their body shape and size will change therefore players may begin to identify and choose more suitable playing positions to their physical attributes.
- Due to the emphasis of 1st Phase (15%) players begin to understand the importance of position specific skills, i.e. lineout thrower, scrumhalf and delivery to the backline. Players also begin to understand the specific roles and responsibilities of playing positions.

Stage 3 - Technical Emphasis

● General Movement

● 1st Phase



Personal Characteristics

- Interested and Eager: Players will show interest in learning new skills and are eager to improve. Therefore training sessions and coaching processes should aim to meet their needs in this respect.
- Involvement: Players like to be made feel like they are valued and will seek levels of independence. Creating an environment where players can voice their opinions and make choices will facilitate this growing independence.
- Developing social skills, self-awareness and self-esteem is important for girls at this stage and this should be encouraged through positive feedback, communication and parity between coaches and players.
- Different rates and levels of maturity of players must be considered when coaching, team

building, communicating and facilitating a mutually respectful team environment.

- As players enter into their teenage years they may experience significant behavioural mood changes.
- Peer pressure and the need for social acceptance can have a positive or negative effect at this stage.

Strategic Development

- Stronger links between 1st Phase play and General Movement are developing through this stage. Developing the link between successful 1st Phase play and subsequent General Movement is a key focus. Players begin to understand that the outcome of 1st Phase effects the shape and direction of the play that follows. Players will start to identify specific team set-up formations during 1st Phase (attack/defence) to be successful.
- Developing greater effectiveness of General Movement should occur. Subsequently, developing greater understanding and applying various defence formations and systems to be effective is required.

Tactical Development

- Players continue to develop their collective and individual decision-making skills in both attack and defence. Attack is developed for 3 groups in General Movement;
 - 'life of the ball group'
 - 'early group'
 - 'late group'
 - The 4th group, 'the axis group' may be introduced to the players once they're familiar with the other 3 groups
 - Further developing an understanding and ability to apply the Principle of Usefulness 'what must I do to be effective?' i.e. understanding where players are in relation to the ball and how they can be effective
- Defence
 - Defending in small groups (more, equal and fewer defenders)
 - Effective positioning (adequate spacing with team-mates, positioning dependent on opposition attack)
 - Moving forward and applying pressure
 - 1st line defence and introduction of 2nd line defence
- 1st Phase development consists of players exploring many playing positions with the aim of providing understanding of varied roles and responsibilities.

Technical Development

- Continue to develop all skills learned in Stage 2 – Train to Play.
- Players should focus on understanding and performing correct key factors of individual skills.
- Confidence in contact should be further developed through regular and appropriate repetition in training. This should allow players to act confidently and safely when contesting the breakdown and contact areas.

- Position specific skills – focus on performing the correct key factors of position specific skills. Position specific skills relate to the functional skills of positional requirements for effectiveness in Unit performance. Players should continue to explore playing positions depending on size, body shape and speed.

Physical Fitness

- Most players at this stage are physically maturing and so rapid growth and significant physical differences will exist. However, for some players this will already have occurred in Stage 2. Coaches should take this into consideration when planning their session to ensure the safety of all players.
- This Stage provides a Window of Trainability for Strength development and there is the opportunity to lay down solid strength training foundations for future stages. Correct technique for strength training should be enforced with the introduction of free weights.
- This is likely the most important stage for physical development and when completed adequately, leads to a greater level of physicality and robustness. When completed poorly, can lead to breakdown and increased risk of injury.
- Education on positive eating habits is essential. As players start to seek their own independence eating habits can change. Players should be educated on nutrition, pre-, during and post-exercise.
- When training, there should be an emphasis on quality over quantity, (i.e. how well someone trains not how much training they do).
- Education on injury prevention and recovery is important for girls in this stage of development. A lot of players may be playing numerous sports, sometimes with up to 3 training sessions per day, with recovery seen as unnecessary. In order to prevent player burnout and injury, coaches should educate their players on recovery techniques and the importance of monitoring their training load.

Mental Development

- At this stage girls may experience rapid emotional, physical and social changes. Rugby provides the opportunity to experience and gain confidence through positive participation, both individually and collectively, providing a vehicle for development of self-esteem and confidence.
- Positive interaction and engagement within collective experiences: Rugby provides the opportunity to shape and comply with group norms, thus creating a positive experience in relation to team work and values.
- Rugby promotes development of self-control.
 - It provides the opportunity for players to manage and control their emotions in a competitive and intense environment.
 - Encourages players to take responsibility for their individual actions and promotes self-regulation.
 - This stage captures the transformation from early teens to young adult and so reflects the challenges outside of sporting environment.





PLAYERS are young adults aged 17-21 years. They are focused on 'Improvement and Performance', i.e. improving their playing ability and judging themselves based on their performance in training and games. Players will seek feedback from the coach in order to improve. Therefore, the coaching emphasis in Stage 4 is to 'Facilitate' player learning. Prompting, questioning and promoting player input and choice are key elements of 'facilitating' player development/learning at this stage. The coaching focus shifts towards achieving team goals through the Principles of Pressure and developing greater Game Appreciation.

Physical fitness emphasis now becomes about the introduction to ability-specific strength, speed and conditioning methods. As the game becomes more competitive so too do the demands put on players. Strength and conditioning should become more predominant and form a part of every training session or as extra training sessions if required. Players should be educated on the importance of physical fitness as well as nutritional strategies for pre-training, during training and post-training.

The game at Stage 4 is structured, 15-a-side, with most teams competing in leagues and cup competitions. Players may begin to start choosing to play as a forward or a back but should still explore playing positions either between or within units. The performance of the team and the outcomes of the result forms part of the motivation for these girls to train.



STAGE 4

The Player - Improvement and Performance

The Coach - Facilitates

The Game - Performance

Train to perform

Essence of the Player

Players are young adults aged 17-21 years approx. They are focused on 'Improvement and Performance', i.e., improving their playing ability and judging themselves based on their performance in training and games. Players will seek feedback from the coach in order to improve. Players may be of mixed ability and/or experience and so coaches should be aware of the separate notes on 'Coaching Late Beginners'.

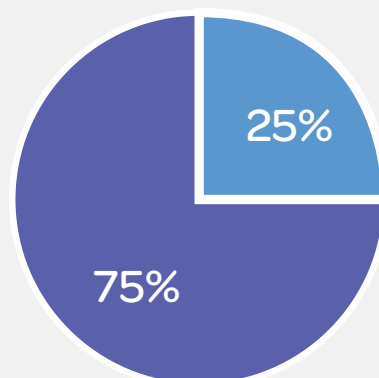
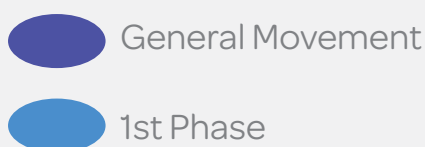
Essence of the Coach

The coaching style at Stage 4 is to 'Facilitate' player learning. Prompting, questioning and promoting player input and choice are key elements of 'facilitating' player development/learning at this stage. Coaching focus shifts towards achieving team goals through the Principles of Pressure and developing greater Game Appreciation.

Game Development

- The game is 15-a-side rugby with players strongly considering their playing position as a forward or back. Occasionally, as a player improves and develops a wider range of skills they may change playing positions.
- As players identify and choose playing positions the emphasis on 1st Phase play (25% approx.) becomes more prominent with teams using it as a platform to launch attacks. Emphasis on general movement (75% approx.) is still dominant with respect to training time and focus.
- The focus of the players, and coach, is to understand strategically, tactically and technically what they need to do in order to execute a positive performance to achieve outcomes.

Stage 4 - Technical Emphasis



Personal Characteristics

- **Competitive:** Players are competitive with their team-mates and as a team against their opposition. They will compete for playing positions against their team-mates and look to improve and develop their game in order to do this. The competition structure becomes more competitive with most teams having the opportunity to play in leagues and/or cups.
- **Developing self-identity:** Players are developing their potential and qualities as an individual, especially in relation to social context and positioning. Self-identity is the quality that makes a person unique from others in their team/group.
- **Challenging:** As young adults, players will challenge more readily and question the rationale and

reason for actions.

- **Learning to focus:** The players are learning how to co-ordinate, focus and organise themselves around different factors such as work, study, sport, social life.
- **Independence:** Many players at this stage are exploring or realising significant levels of independence such as working, living away, making significant life choices etc. and therefore, this will reflect in their perspective with respect to being coached and managed in rugby.



Strategic Development

- Developing a deeper understanding of Units (forwards/backs) and Mini-Units together with General Movement (play before, in and behind the defence/attack). Develop strong understanding and co-ordination between units winning the ball and units using the ball from 1st Phase.
 - A Mini Unit involves a group of 2-4 players related through activity, speciality or purpose. E.g. the front row in the scrum, the halfbacks, the players involved in a ruck or maul.
 - Play 'before' the defence refers to the movement, lines of running and passing that occurs before engaging the defence. The key tasks involved are; positioning, lines and speeds of running and the timing of the pass.
 - Play 'in' the defence refers to the actions that occur as the attack meets the defence when attempting to penetrate the tackle line. The key tasks of players involved are; to draw or commit defenders, ensure accurate/appropriate lines of running, change pace, the contact area, decision-making, and timing and accuracy of passes.
 - Play 'behind/beyond' the defence refers to the movement, lines of running and passing that occurs after penetrating the 1st line defence. Players must focus on; lines and speed of running, lateral and channel support, decision-making, communication and continuity.

- Introduce an understanding of the Principles of Pressure and Game appreciation: The Principles of Pressure refer to the team's understanding of applying pressure on the opposition by maintaining possession, establishing pitch position or scoring points. Development of strategic decision making skills using the Principles of Pressure, along with consideration to weather conditions, score and time remaining.

Tactical Development

- Players are beginning to establish their playing position within the team. They are developing an understanding of their key functional roles in order to successfully undertake a task in a Team, Unit or Mini-unit skill in 1st phase play (Possession and Go Forward) and General Movement (4 Families).
- 1st Phase:
 - Attack: Players are beginning to develop an ability to make decisions based on the Principles of Pressure and Game Appreciation. Players are developing a strong understanding and co-ordination between units winning the ball and units using the ball from 1st Phase.
 - Defence: Disrupting opposition to gain possession or prevent clean ball. Developing Systems – 'rush defence and drift defence'.
- General Movement: Players are continuing to develop their understanding of General Movement with the introduction of the 'Axis group'. Players practice making decisions based on what family they should be in, their positioning on the pitch in relation to these, and where they may be during the next phase of play.
 - 'life of the ball group'
 - 'early group'
 - 'axis group'
 - 'late group'
- Introduction of the 'Axis group'
The 'axis group' is defined as the group of players arriving in the vicinity of the breakdown as the ball is emerging, responsible for providing close attack options (either side of the breakdown) and channel support options for the 'early group'.
- Defence:
 - Defending 1st, 2nd line and 3rd Line
 - Developing Systems – for example, 'rush defence and drift defence'
 - Counter Attack
 - Contesting and Turning over possession in the tackle.

Technical Development

- Developing techniques under pressure: Pressure can be added by manipulating time/space/ repetition. Training should aim to put players into match-like environments/situations whereby they practice performing skills under pressure.

- Players continue to develop position specific skills. Some players may choose to play as a back or forward, however the coach should be aware that it is possibly too soon to assign players in any one position and so exploring various playing positions should still occur.

Physical Fitness

- Introduction to ability-specific strength, speed and conditioning methods. (i.e. one fitness programme does not suit all).
- Education on nutritional strategies: pre-, during and post-training/matches and around menstrual function and training.
- Increase awareness of recovery strategies and methods and their connection to performance. (E.g. compression garments, increase number of hours sleep per night, foam rolling).
- Personal responsibility to prepare individually for training and games.
- Improve game specific conditioning and energy system development, i.e., fitness training should reflect the stop-go nature of the game of rugby.

Mental Development

- The promotion of individual self-confidence is important at this stage in order to assist with player development. It will aid the player in their decision making on the pitch if they have confidence in their abilities and actions.
- Players develop a sense of their own self-worth or value as a player.
- Facilitating the realisation of individual and collective achievement through goal-setting.





PLAYERS in Stage 5 are adult players (18+ years of age) and are focused on 'Specialising' in playing positions. Players should identify with specific playing positions and their aim in training is to improve themselves in their chosen role, i.e., functional skills which relate to their positional requirements, for effectiveness in Unit performance. Off-field factors now add a lot of value as well as on field strategic, tactically and technical factors. Players will be balancing their personal/social/vocational investment of time and will prioritise these areas at different times of the year. The mental capacities of the player means she has the ability to manage her pre- and post-match preparatory and recovery techniques.

The physical fitness element of this stage involves the gradual and appropriate progression of strength, speed and condition training dependent on ability (i.e. player specific programmes). Consistent re-enforcement of proper technique during exercise is paramount. An appropriate periodised season plan for fitness and the competition model should work together.

The coaching emphasis at Stage 5 is to 'Share' the learning experience with the players, encouraging and providing the players with more responsibility in their development. However, the coach may also utilise 'Facilitating', 'Encouraging', 'Teaching' and 'Guiding' skills. Once again training should be highly competitive to challenge the individuals in order to further develop the player's ability to 'navigate' rather than 'replicate'.

The game at this stage is 15-a-side rugby where players are now position specific. The focus is now on achieving outcomes, i.e., the Principle of Pressure with respect to attack and defence. This stage is about maximising the potential of the player and providing a game which assists with a player's development all the way through to the National team if that's where her path may lead to.



The Player - Specialises
The Coach - Shares
The Game - Competitive

Train to compete

Essence of the Player

Players in Stage 5 are adult players (18+ years of age) and are focused on 'Specialising' in playing positions. Players should identify with specific playing positions and their aim in training is to improve themselves in their chosen role, i.e. functional skills which relate to their positional requirements, for effectiveness in Unit performance.

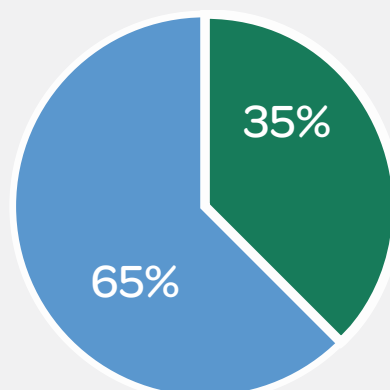
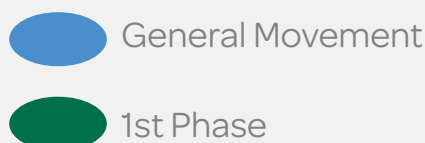
Essence of the Coach

The coaching emphasis at Stage 5 is to 'Share' the learning experience with the players, encouraging and providing the players with more responsibility in their development. However, the coach may also utilise 'Facilitating', 'Encouraging', 'Teaching' and 'Guiding' skills.

Game Development

- In Stage 5, 1st Phase play should contribute about 35% of the content emphasis with approximately 65% focus on General Movement.
- Players should now clearly identify with a playing position and spend time developing their position specific skills. They should also spend more time developing mini-unit and unit skills.
- Focus is on achieving outcomes through realising the Principles of Pressure – with respect to attack and defence. Players should develop a greater awareness of Game Appreciation to contribute to effective strategic decision making during matches.

Stage 5 - Technical Emphasis



Personal Characteristics

- Focused: Players will be focused (on and off the pitch) on chosen career paths. They are also capable of prolonged periods of concentration with regards to training.
- Players tend to be organised, they are required to plan their training and matches around work and/or family commitments.
- Most players are settled into daily/weekly routines.
- Players in this stage may have significant responsibilities in their lives and so this may affect their rugby. For others, rugby provides the opportunity for recreation, fitness and socialising.
- Players have control of their lifestyle choices and their investment of time is important in this stage. If they're realising their expectations from training and being part of a team, they'll see it as a positive and rewarding experience.



Strategic Development

- Further developing and understanding of Games Appreciation and the application of the Principles of Pressure in attack and defence.
- Developing an understanding of their team profile and how it influences players' style of play for both team and units. Game plans, strategies and tactics can be developed according to the team's player profile in order to maximise the team's strengths.

Tactical Development

- Players should be developing problem-solving skills within their functional roles (attack and defence; General Movement and 1st Phase).
- Functional Roles: A player's functional role refers to what is required of them to successfully undertake a task in a Team, Unit or Mini-unit skill. In open play (General Movement) the functional roles of players are more situational than position-specific, as in set-piece play.
- Players should further develop their tactical decision making skills within General Movement:
 - 'life of the ball group'
 - 'early group'
 - 'axis group'
 - 'late group'
- **Defence:**
 - Developing functional roles and problem solving within defence formations.
- **1st Phase**
 - Focus can now include the development of Sub-Units (e.g. thrower and jumpers, jumpers and supports, frontrow, backrow, halfbacks, inside 3 backs, back three backs)
 - Greater emphasis on variation and problem solving with regard to tactical decision making.
 - Strategic decision making becomes more predominant with player profiles influencing the development of attack and defence patterns.
 - Unit focus is now on achieving desired outcomes (through performance of functional roles).
- **The Team**
 - The team's patterns (attack and defence) should be well rehearsed and aligned to team profile and opposition profiles.
 - Team focus is on applying pressure through achieving pitch position, maintaining possession or scoring points.
 - 1st Phase play should create a favourable imbalance from which to play in general movement (attack and defence).
 - Game Appreciation should be developed through simulated team scenarios; 'when', 'where', 'what', 'why'.

Technical Development

- Players and coaches should focus on developing techniques for Specialist skills (i.e. specialist skills for playing position chosen).
- Training environment should simulate match conditions to provide the players with the necessary intensity to further develop their individual and collective skills.

Physical Fitness

- Gradual and appropriate progression of strength, speed and conditioning training dependent on ability. All players should be on strength and conditioning programmes and understand the benefits of doing so. Players have 2–3 of these sessions per week.



- Consistent re-enforcement of proper technique is essential and will take place under organised strength and conditioning training.
- Appropriate periodised season plan and competition model. Players and coaches will gain an understanding of pre-season training and when it should take place, peaking for certain dates and the off-season.
- Players have personal accountability for their training.
- A return for physical investment should be noticeable.
- Where appropriate, advanced methods of strength training depending on player profile.
- Players should set a competitive environment in the gym and in all training settings, thus challenging each other to better strength standards.

Mental Development

- Ability to manage pre-match and post-match preparation and recovery. This includes nutritional management, stretching and mobility.
- Players in this stage should regularly set and attain goals in sport and life. Coaches can assist players to set, monitor and achieve goals which contribute with overall team goals.
- Determination: Players should be determined to succeed, to improve, to organise and prioritise their lives in order to become better and successful players. For some the opportunity to progress to Stage 6 (representative) rugby is a reality and a motivational factor.



PLAYERS at this stage are adult representative players. They are focused on “Being the Best” in the country. Players have a high level of position specific skills and should arrive at training, ready to apply what they know to compete and win. They take responsibility for extra individual training in order to develop their individual skills and/or fitness levels and may be members of high performance programmes. The overall focus at this stage is ‘Winning’.

The coaching emphasis in Stage 6 is to ‘Empower’ the players, thus giving them the authority to influence and direct their training/playing/development. Empowering instils confidence, belief, ownership, responsibility and promotes self-regulation.



STAGE 6

The Player - Being the best
The Coach - Empowers
The Game - Winning

Train to win

Essence of the Player

Players at this stage are adult representative players. They are focused on “Being the Best” in the country. They have a high level of position specific skills and should arrive at training, ready to apply what they know to compete and win. Players take responsibility for extra individual training in order to develop their individual skills and/or fitness levels, and may be members of high performance programmes. The overall focus at this stage is ‘Winning’.

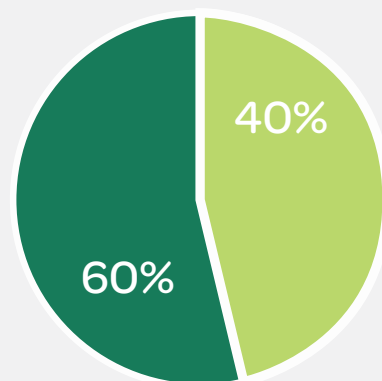
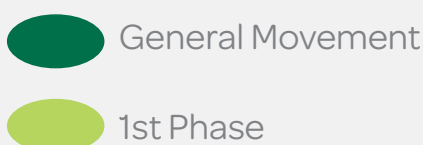
Essence of the Coach

The coaching focus in Stage 6 is to ‘Empower’ the players, thus giving them the authority to influence and direct their training/playing/development. Empowering instils confidence, belief, ownership, responsibility and promotes self-regulation.

Game Development

- In Stage 6, 1st Phase play is more prominent and should contribute about 40% of the content emphasis with approximately 60% focus on General Movement. The proportion of time spent practicing each area should reflect this ratio.
- The focus is on developing players’ abilities to effectively adapt (individually and collectively) within matches.
- Teams are supported by detailed preparation and opposition analysis. Team profiling is considered when developing game plans, patterns of plays and strategies. Opposition profiling is also considered to assist with developing match plans specific to opponents.

Stage 6 - Technical Emphasis



Personal Characteristics

- Players are fully committed to training. They make significant personal sacrifices in their lifestyles to facilitate their preparation and performance.
- Players are ambitious and should aspire to be the best they can be.
- Players are organised and disciplined in managing their training and recovery schedules on a daily basis.
- Players take responsibility for self-regulating their nutritional, recovery and lifestyle habits to maximise their performance.

Strategic Development

Developing and adapting strategies aligned to team and opponent's profile – strategies may be developed for each match based on the players selected, the team and opponent's profile. Teams/ players should be able to adapt from match to match and within a match.



Tactical Development

- Players should be able to adapt and improvise during a match.
- Players should have the necessary skill levels to accompany their decision making and improvisation.
- **Defence**
 - Collective ability to apply pressure on the attack by managing an imbalance of numbers, time and space.
- **Attack**
 - Collective ability to apply pressure on the defence by managing an imbalance of numbers, time and space.

Technical Development

- Players should have excellent understanding and competence of techniques (individual and specialist skills).
- Players should frequently analyse and improve technique outside of team practice sessions.

Physical Fitness

- Gradual and appropriate progression of strength, speed and conditioning training dependent on ability. All players should be on strength and conditioning programmes and understand the benefits of doing so.
- Consistent re-enforcement of proper technique is essential and will take place under organised strength and conditioning training.
- Appropriate periodised season plan and competition model. Players and coaches will gain an understanding of pre-season training and when it should take place, peaking for certain dates and the off-season.
- Players accept accountability for their training.
- A return for physical investment is important for players (i.e. time spent on physical fitness improves performance).
- Where appropriate, advanced methods of strength training depending on player profile is utilised.
- Players should contribute to a competitive environment in the gym and in all training settings.
- Players should challenge each other to boost better strength standards.

Mental Development

- Players should develop and utilise pre- and post competition strategies and coping strategies to manage anxiety/arousal levels and facilitate effective individual performances.
- Players should be competent in utilising mental skills training to prepare, review and improve performance. E.g. imagery and relaxation skills.
- Players should be confident in their abilities and transfer their self-assurance into their performance.









THIS stage refers to all the activities performed by people who contribute to the growth, retention and participation in the game.

The purpose of having this stage in the Women's Long Term Player Development model is to retain and grow the number of volunteers who help keep the game alive. Whatever the reason for people coming into this stage (retirement, injury, hobby), it has the same importance for everyone. Without our participants in Stage 7, the game of rugby for women in Ireland would find it very difficult to grow and flourish.

Most participants in this stage are usually volunteers and can be of any age, male or female. They tend to be passionate about rugby and sometimes very experienced. They are organised and willing to contribute their time and effort to others. They may have other commitments, hobbies or interests and so their time should be treated as precious. They may have numerous roles and responsibilities, but ultimately it's about providing a positive and memorable experience for all players.



STAGE 7

Retention



The purpose of having this stage in the Women's Long Term Player Development model is to retain and grow the number of volunteers who help keep the game alive.

The following demonstrates the roles within Stage 7.

Coach

Coaches may or may not have any previous playing experience. They will enter the coaching ladder at various stages depending on their own coaching ability and the age or standard of the team they are coaching. No matter what level the team play at or the coach's experience, all should complete an appropriate coaching course to match the ability of their team. Some characteristics of a coach:

- Apply their coaching qualification to the team
- Demonstrate good organisational, planning and communications skills.
- Reliable, show enthusiasm for coaching, provide fun and enjoyment for players.
- Improve players' skills and performance.

Administrator/Manager

Those who take up an administrator or manager role might be a parent/partner who wish to help out, a retired player or someone who has retired from work and want to do something in their free time. Some characteristics of an administrator or manager:

- Show dedication to the job and sport.
- May or may not have knowledge of the game.
- Display planning, leadership, communication, management, organisational and IT skills.
- Can follow rules, are efficient and reliable.



Referee

Those who choose to take up refereeing are usually retired players. They have retired through injury and wish to continue to be active in the sport or they no longer desire to play the game but still want to be involved on the pitch. Anyone who wishes to be a referee must attend a referee course and go through the stages involved. Some characteristics of a referee:

- Good previous knowledge of the game
- Must maintain their physical fitness
- Demonstrate fairness in character, good analysis and observatory skills.
- Demonstrate good communication skills, are trustworthy, efficient and reliable.

Committee Member

Committee members are vital in the running of the organisation. These committees can range from the “Fundraising Committee” of the rugby club, the “Competition Committee” in the Branch to the “Women’s Sub Committee” of the IRFU. Each committee volunteer gives up their time and provides huge support to the sport. Some characteristics of a committee member:

- Dedication and enthusiasm to the role they take up.
- Demonstrate good organisational, communication and planning skills.
- Develop/apply vision in relation to the Club/Branch/Union.
- Display efficiency, reliability and trustworthiness. Are punctual and have the ability to report to other committees where appropriate.

Club Welfare Officer

Role of Club (Child) Welfare Officer

- Act at all times in the best interests of Age Grade Players
- Be familiar with the provisions of the Irish Sports Council Code and the IRFU Guidelines and any additional requirements as may be put into place by the IRFU in line with updated legislation and guidelines.
- Communicate with the Branch Welfare Officer and National Welfare Officer where necessary, or on any matter in relation to Age Grade Players on which the advice or direction of the Union are required.
- Inform their members of requirements made by the IRFU concerning Age Grade Players, in particular in relation to Declaration of Intent and vetting forms.
- Ensure that they are in a position to respond accurately to queries from the IRFU as to the welfare of Age Grade Player in their club generally or in relation to any specific incident which may occur.

Other roles

- Club/ School Liaison
- Club President/ Honorary Secretary/ Treasurer
- PRO
- Paid staff within Club/Branch/Union







Late Beginners

Coaching Late Beginners

Due to the embryonic stage of Women's rugby in Ireland, participants often take up the game in their late teens and as adults. Safety and player welfare are at the forefront of IRFU strategies to ensure participants can play the game quickly and fully.

Efficient contact skills, individual (tackle, maul and continuity) and unit (scrum, lineout, restarts) skills are a high priority for coaches, together with developing the other technical, tactical and strategic skills. Rugby union is an invasion team sport with a unique property relating to the off-side law; inducting and teaching new players this aspect of the game cannot be over-estimated since athletes and players from single and other team sports will have had little or no experience of this unique aspect of rugby union. Managing the competence gap between late beginners and experienced players when training and playing in competition is critical for player welfare, enjoyment and retention. This competence gap may be smaller in Stage 3 as the players are younger (14-17 years), than those "late beginners" entering in Stage 5 (adults). This is mainly due to the rugby specific training age of players in each stage.

Being aware of player competences and confidence is critical to ensure players are trained and challenged appropriately with the correct intensity and rate of progression. This may require segregation of players from time to time to allow them to practice at an intensity to facilitate safe and enjoyable learning. This demands an insightful, vigilant, patient and innovative coaching approach.

The following points are highlighted to assist coaches of 'Late Beginners' to ensure they are introduced to rugby in a safe and enjoyable manner:

- **Awareness of players** – Acknowledge that there are Late Beginner players within the group thus ensuring the coach has designed the training session in order to control their introduction to rugby in a safe, enjoyable and challenging way.
- **Integration** – Knowing how and when to integrate these players into general team activities. Coaches may have to tailor their session to allow for more individual attention while also ensuring that the player still feels part of the team. Knowing how/when to introduce them to general team activities safely is key.
- **Fundamental skill variances** – 'Late Beginners' may have come from another sport but some may not have played any sport before, therefore, their fundamental sports skills may vary. Some players may have excellent agility, balance and co-ordination while others might have better ball handling skills. Some players may lack many of these fundamental sports skills and so training/playing must facilitate the development of these skills.
- **Progression** – Managing player expectations and needs with competence and readiness is the responsibility of the coach. There is no exact time frame for this, however, player welfare and safety is paramount. Progressing the player too quickly could facilitate injury, while progressing them too slowly might result in frustration, demotivation and ultimate departure from the game.
- **Confidence in contact** – This relates to both individual and in Unit play. Players should develop competence and confidence in all individual contact skills (attack and defence). In particular, if a player wishes to play in the forward unit, they must become comfortable, confident and competent with all positional skills required to play in 1st Phase set piece, Scrum and Line-out.
- **Exposure to Matches** – Match readiness can be a difficult decision for the coach. Competence, confidence, training performance, physical fitness, size and level of competition are some of the factors the coach must consider before allowing a player to play part or all of a match. Again, the



coach, in agreement with the player, should decide on what is in the player's best interest while also ensuring her safety.

- **Laws of the Game** – Rugby can be complicated when it comes to the Laws of the Game, especially for a player who has no previous knowledge of the game. A player is required to have appropriate knowledge and respect for the Laws of the Game. Without appropriate knowledge a player may put themselves, their team-mates and their opponents at risk. This could also lead to frustration for the player, their team, the opposition and the officials.
- **Game Understanding** – Coaches should remember that players joining the sport for the first time will have little or no game understanding and experience. Developing their understanding of 'what' has to be done, 'when', 'how' and 'why' it is done to be effective is also paramount. Most other invasion team sports are similar with respect to principles of play and therefore players can readily transfer these principles across other sports.

IRFU WOMEN'S LONG TERM PLAYER DEVELOPMENT MATRIX

Stage Label	FUNDamentals Children	Train to Play Young Teens	Train to Develop Teens
Essence of the Player	Focused on Fun & Enjoyment	Focused on Exploring	Focused on Development
Essence of the Coach	... Guides Teaches	... Encourages
Essence of the Game	... Fun	... Playing	... Developing
Game Development	<ul style="list-style-type: none"> • Reduced numbers (mini-rugby) • Varying contact appropriate to competence • Development of game understanding • Players play 	<ul style="list-style-type: none"> • Reduced numbers • Evident structure within games through familiarity with General Movement & Restart phases of play • Players participate in all positions 	<ul style="list-style-type: none"> • Free-flowing 13-a-side • Respecting the significant contribution of 1st phase • Players explore various positions • Specific roles within 1st phase
Personal Characteristics	<ul style="list-style-type: none"> • Active • Desire fun • Freedom of Self-Expression • Require order • Energetic • Individual • Short attention span 	<ul style="list-style-type: none"> • Exploring • Inquisitive • Socially conscious • Exploring social skills • Gender awareness 	<ul style="list-style-type: none"> • Interested • Eager • Involvement • Developing social skills & self-esteem • Self-awareness • Different rates & levels of maturity • Developing relationships • Emotional • Peer pressure (+/-)
Strategic Development	<ul style="list-style-type: none"> • Developing understanding of basic General Movement Principles (Go Forward-Support) & Laws • Introduction of lateral support 	<ul style="list-style-type: none"> • Developing further understanding of General Movement Principles (Support-Continuity) • Develop further understanding of 1st Phase (Units) play 	<ul style="list-style-type: none"> • Developing the link between General Movement & 1st Phase while still developing General Movement (attack & defence – types of defence/ patterns)

Train to Perform

Young Adults

Focused on Improvement & Performance

... Facilitates

... Performance

- 15-a-side rugby
- Players choosing to play as forward or back
- Focus is primarily on performance in pursuit of achieving outcomes

- Competitive
- Developing self-identity
- Challenging
- Learning to focus
- Independence

- Developing a deeper understanding of Units & Mini-Units together with General Movement (play before-in & behind the defence/attack)
- Introduce appreciation of the Principles of Pressure & Game appreciation

Train to Compete

Adults

Focused on Specialising

... Shares

... Competitive

- 15-a-side rugby
- Player is now position-specific
- Focus is now on achieving outcomes, i.e., the Principle of Pressure - with respect to attack & defence

- Focused
- Organised
- Balancing personal-social-vocation-investment of time
- Settled
- Stress
- Prioritise their time & lifestyle

- Developing an appreciation of the Principles of Pressure & Game appreciation
- Introduce team profile

Train to Win

Elite

Focused on Being the Best

... Empowers

... Winning

- Focus is now on adaptation & effectiveness
- Supported by detailed preparation and opposition analysis

- Committed
- Ambitious
- Organised
- Self-regulating

- Developing and Adapting Strategies aligned to team profile and profile of opponents

Retention

Any Age

Focused on making a positive Difference

... Works with

- Experienced
- Passionate
- Organised
- Willing to contribute time & effort to others
- May have other commitments/interests
- A person may enter this stage at any age

Coach

- Apply coaching qualification
- Demonstrate good organisational, planning & communications skills
- Reliable, enthusiasm for coaching, provide fun and enjoyment for player
- Improve player performance
- Want to keep fit

Stage Label	FUNdamentals Children	Train to Play Young Teens	Train to Develop Teens
Tactical Development	<ul style="list-style-type: none">• Developing basic decision making around the ball (pass or run)• Go Forward & Support skills• Principle of Usefulness - ‘where am I?’ what am I doing?’	<ul style="list-style-type: none">• Developing basic collective decision making skills• Support (channel) & Continuity skills• Principle of Usefulness – ‘how can I be useful?’ ‘Are you on the ball or on the space?’ 2 Groups – Life of the Ball Group and Early Group	<ul style="list-style-type: none">• Development of decision making skills (attack & defence)• Principle of Usefulness – ‘what must I do to be effective?’
Technical Development	<ul style="list-style-type: none">• Learning basic techniques of relevant individual skills (Catching, passing, evasion)• General Movement Principles (Go Forward-Support)• Develop confidence in contact	<ul style="list-style-type: none">• Learning basic techniques of relevant mini-unit skills• General Movement Principles (Support-continuity)• Further develop confidence in contact	<ul style="list-style-type: none">• Focused on performing correct key factors in skills• Confidence in contact developed through regular & appropriate repetition• Individual & specialist skills (exploring playing positions)
Physical Fitness	<ul style="list-style-type: none">• Development of Physical Literacy*. ABC’s, RJT, KGB’s & CK’s• Window of Trainability for Speed 1 (6-8), Suppleness (6-10) & Skill (8-11)	<ul style="list-style-type: none">• Continued Development of Physical Literacy• Window of Trainability for Speed 2 (11-13) Stamina (During PHV**)	<ul style="list-style-type: none">• Rapid growth & significant differences in physical maturity• Window of Trainability for Strength 1&2 (immediately Post PHV and at the onset of Menarche)• Education on positive eating habits• Education on injury prevention
Mental Development	<ul style="list-style-type: none">• Promote freedom of self-expression• Confidence• Mutual support & fair play• Enjoyment	<ul style="list-style-type: none">• Promote focus, structure• Co-operation• Team work & group identity• Self-esteem• Positive self-image	<ul style="list-style-type: none">• Promote & nurture self-esteem & self-confidence• Positive interaction & engagement within collective experiences• Self-control

Train to Perform Young Adults

- Developing understanding of key functional roles – 1st phase play (Possession & Go Forward) & General Movement (4 Groups - Life, Early, Late and Axis Group)
- Developing techniques under pressure (time/space/repetition)
- Individual & specialist skills (exploring playing positions)
- Introduction to ability specific strength speed and conditioning methods
- Education on nutritional strategies pre-, during and post training and around menstrual function and training
- Promote individual self-confidence
- Self-worth
- Individual & collective achievement through goal-setting

Train to Compete Adults

- Developing problem-solving capacities within functional roles (attack & defence; General Movement & 1st Phase)
- Focus on developing techniques for Specialist skills (playing position chosen)
- Gradual and appropriate progression of strength speed and conditioning training dependent on ability.
- Consistent reinforcement of proper technique
- Appropriate periodised season plan & competition model
- Ability to manage her pre & post-match preparing & recovery
- Regularly sets & attains goals in sport & life
- Determination

Train to Win Elite

- Developing ability to adapt & improvise
- Excellent understanding & competence with regard to techniques (individual & specialist)
- Use of advanced speed, strength and condition methods where appropriate to optimise performance at the highest level
- Ability to develop competition strategies & cope with pressure
- Self-regulating and self-confident
- Mental Skills Training

Retention Any Age

Administrator/ Manager

- Dedication to job and sport
- Knowledge of the game.
- Display planning, leadership, communication, management and organisational skills
- Computer literate
- Can follow rules, efficient and reliable.

Referee

- Attend referee course
- Implementation of laws of the game
- Maintain physical fitness
- Fairness in character, good analysis and observatory skill
- Good communication skills
- Trustworthy, efficient and reliable

Other roles

- Childrens' officer
- Club/School Liaison
- Committee member

Mental Development

- Positive mental health
- Confidence
- Sense of belonging
- Sense of duty

ABC's: Agility Balance Co-Ordination & Speed. **RJT:** Run Jump Throw. **KGB's:** Kinaesthesia Gliding Buoyance Striking with object. **CK's:** Catching Kicking Striking with body

* Fundamental Movement Skills + Fundamental Sports Skills = Physical Literacy

**Average Peak Height Velocity in Females around 12 years of age

Notes



