

GAELIC GAMES

**PLAYER
PATHWAY**

The logo consists of the words 'PLAYER' and 'PATHWAY' stacked vertically in a large, bold, dark blue sans-serif font. The word 'PLAYER' has a white silhouette of a player holding a hurley (a Gaelic stick) integrated into the letter 'A'. The word 'PATHWAY' has two white silhouettes: one of a player holding a ball on the left side of the word, and another of a player holding a hurley on the right side. The background is white with a curved orange and white decorative border at the bottom.

GAELIC GAMES PLAYER PATHWAY

FOUNDATION
PARTICIPATION
& ACTIVE
LIFESTYLE

F1
Fundamental
Movement Skills
4-6y

F2
Extension & Refinement
of Movement
7-12y

F3
Commitment to Gaelic Games
& Active Lifestyle
12-17y

**ADULT
YOUTH**
18+y

F3
Commitment to Gaelic Games
& Active Lifestyle
12-17y

T1
Demonstration
of Potential
14y

T2
Verification of
Potential
15-16y

T3
Practising
& Achieving
17-19y

T4
Breakthrough
19-23y

E1
Adult Intercountry
Player
18+y

**ELITE / HIGH
PERFORMANCE**
ACHIEVING
EXCELLENCE

TALENT
DEVELOPING
POTENTIAL



KEY PLAYER DEVELOPMENT ISSUES

1

Framework and Strategies

There currently does not exist a uniform Talent Identification and Development framework so as to inform practice of squad mentors in relation to identifying and developing potential. Currently, the emphasis with talent identification within academies is based on non-inclusive, uni-dimensional and low predictive identification strategies e.g. one off trial systems, annual deselection practices.

2

Role Clarity and Understanding

Strategy is rarely outlined by individual counties and there is a distinct lack of role clarity and expectations between stakeholders. This lack of clarity can sometimes manifest itself in confusion between coaches at club, school and county level.

3

Monitoring

Counties use Smartabase to measure load but this data was rarely used to identify which players need rest etc. Also, ongoing individualised monitoring (such as testing) doesn't seem to be utilised to inform identification decisions. The coaches' eye could be supplemented with such data when making decisions on player progression.

4

Inconsistencies

There are numerous inconsistencies between verbalised strategy, practice and levels of support. County context is crucial and a one size fits all approach will not work in the GAA. However, players, parents and coaches need a consistent approach to identification and development based on principles and processes that can be applied in all contexts.

5

Communication

More work is needed on communicating with and between stakeholders. A GAA approach to the identification of potential and its' development must be continuously communicated to all stakeholders. Such communication will bring clarity of purpose and allow a consistent and co-ordinated approach to practice.

6

Focus on Junior Success

The focus in talent identification is on current performance rather than future potential. Annual competitions reinforce such viewpoints where teams are selected to win tournaments. This process hinders development and many players of potential are denied opportunity to participate at academy level. The focus in many instances remains on winning youth competitions. However, research outlines that senior elite performance is associated with late specialisation, sampling other sports and a later entry into sport systems.

7

Relative Age Effect and Maturation

Such a focus in turn reinforces what is known as Relative Age Effect whereby mentors, unknowns to themselves, identify players who are born in the first three months of the year as having the greatest potential. This phenomenon is related to players being grouped solely by age or one calendar year e.g. boys born in 2003. Again, there seems to be a focus on identifying players due to physical size. This ties into winning competitions and tournaments whereby players who may need more time to develop are not given the opportunity.

8

Coach Education and Recruitment

Despite many committed and enthusiastic coaches working within the system recruitment of coaches was cited as key issue. This hinders talent id and development and in some cases where this is pronounced we need to question value of the programme in place. There is currently a lack of coach development opportunities or sufficient rewards to attract the best coaches to get involved.

9

Funding

The current competition structure and preparation for tournaments is hastening deselection and reducing pool of players in the system. Finance is also a driver here too with costs of gear determining numbers to be involved.

10

Competition Structure and a Coherent Fixtures Calendar

The absence of a coherent fixtures calendar is causing overlap and forcing young players to play too many games with too many teams. Some players have too many games, others not enough. The dual player is also a major issue in some counties.

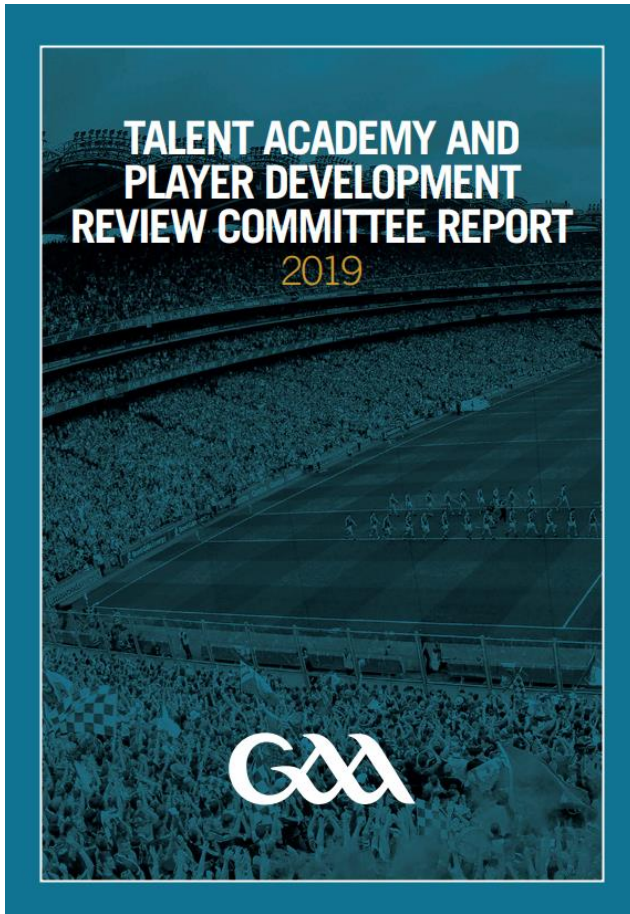
11

Accountability

The organisation and management structure of the squad system is limiting to the extent that there is little planning, monitoring or evaluation taking place. There is little accountability and people roles are not clear.

TALENT ACADEMY AND PLAYER DEVELOPMENT REVIEW COMMITTEE REPORT 2019





Vision

To foster and develop in youth players a desire to maximise their potential so that they can actively transition to adult Gaelic Games at both club and county level. Such transitions will be underpinned by an enjoyable development experience which in turn will help to promote a lifelong association with the GAA.



Mission

To develop players holistically (both as people and as players) by providing opportunity to develop knowledge which will empower players to engage in the many challenges that they will encounter along the player pathway.



Commitment

Youth players will experience an individualised developmental environment that is populated with effective coaches who are highly qualified and appropriately resourced. These coaches will promote connection between various stakeholders and provide youth players with a coordinated and progressive approach to their development which will be heavily weighted towards clubs.



Coaching and Coach
Education in Gaelic Games:
A Baseline Report

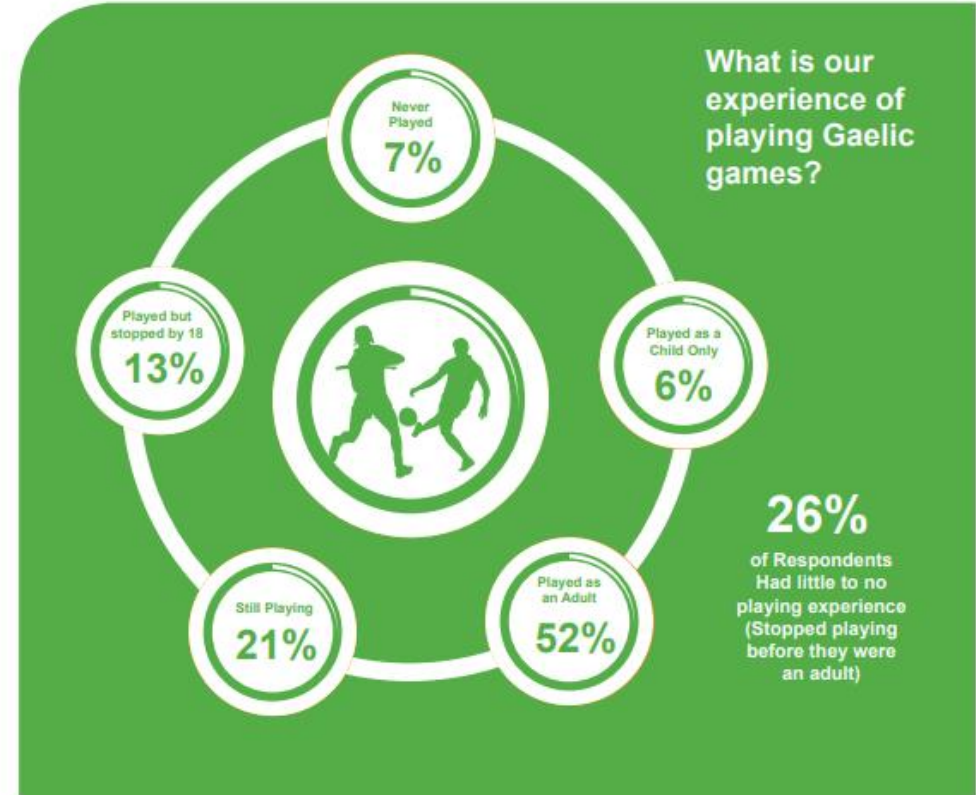
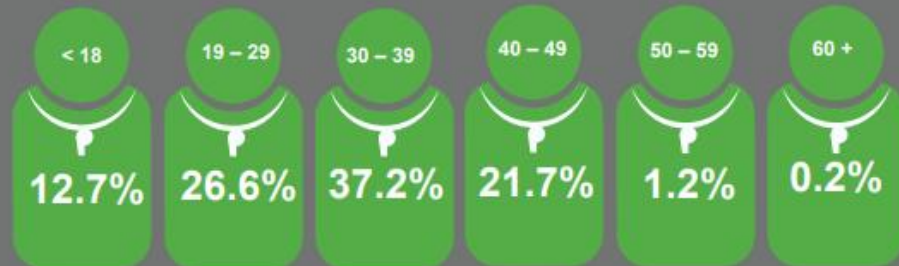


Who are the coaches of Gaelic games and what experiences have they had?

Coaching Experience:



How old were we when we began to coach?



What did our coaches say?

'I have been doing it for two or three years. I started out on the side-lines just watching and then just helping out with cones, tying shoelaces and now I have suddenly become the guy who is organizing everything for the U8's'
(Volunteer Coach)



Our Coach Education Futures

Future Learning Content

Player Development

Sports Specific Techniques/Tactics



59.8%



56.3%

The Skills of Coaching



48.3%

What are the future barriers to learning?



69.6%

Lack of Time



47.4%

Work/Life Balance



29%

Family Commitments



20%

Course Availability

'I just think the more development a coach gets the more they'll enjoy it. The better you get at something anyhow, the more you'll enjoy it. If you leave coaches stranded and don't help them, that's where you'll see them dropping out...Coach development is just as important as player development really. If you don't put the time into that, you'll have just as much coach dropout as player dropout.'

(Volunteer Coach)





Our Coach Education Futures



How important is future learning to us?

Extremely important **68.9%**



What type of learning would we like?



Less experienced coaches



Coaching Courses

More experienced



Workshops/
Webinars

Gaelic Games Player Pathway

GAELIC GAMES PLAYER PATHWAY

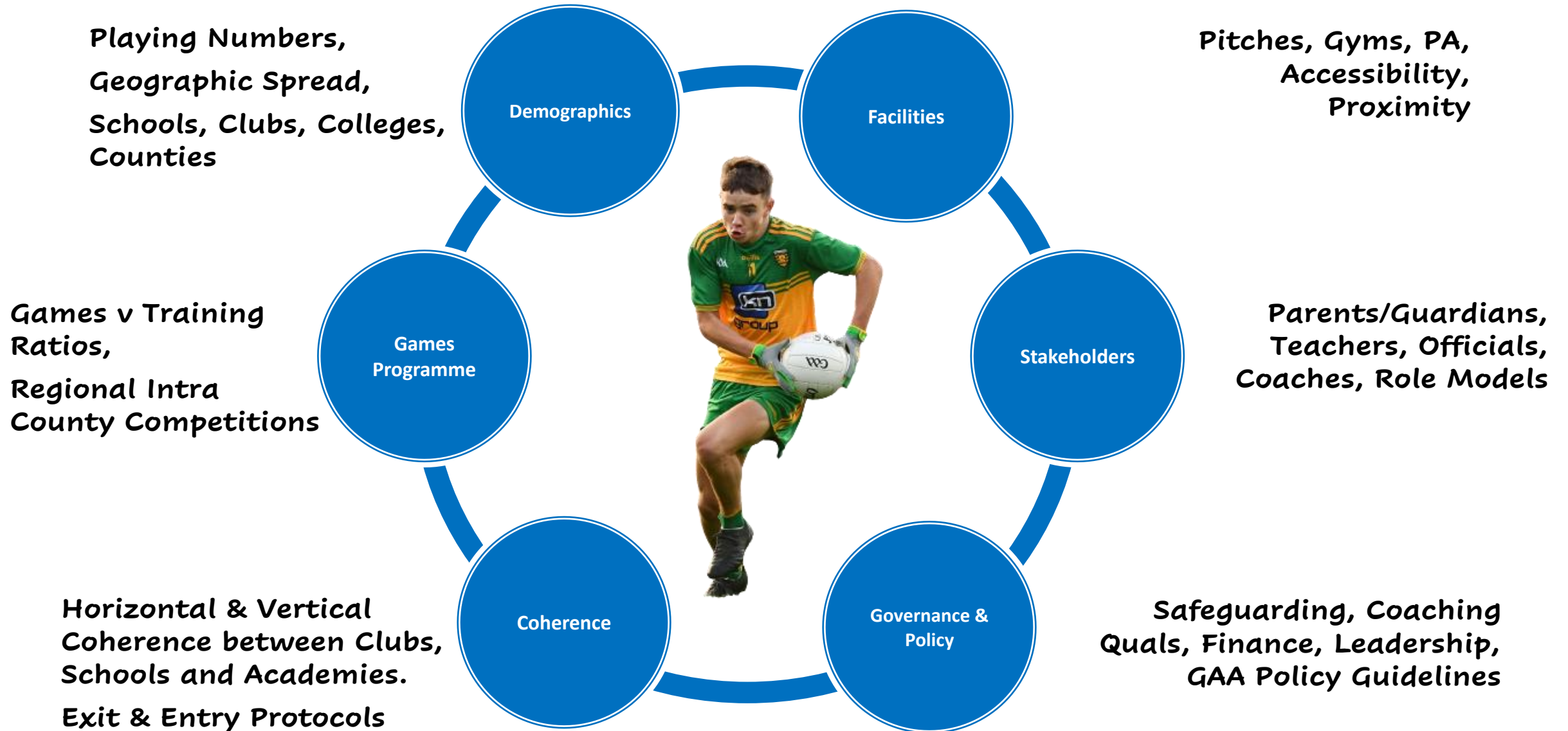


'The Gaelic Games Player Pathway' attempts to provide players with the right support at the right time so that they are individually empowered to engage with the many challenges they will face along their player pathway journey.



WHERE WE ALL BELONG

Player Development – It's Complex



Factors Influencing Player Development



GAELIC GAMES PLAYER PATHWAY

FOUNDATION
PARTICIPATION
& ACTIVE
LIFESTYLE

F1
Fundamental
Movement Skills
4-6y

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Extension & Refinement
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**ADULT
YOUTH**
18+y

THE CLUB

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Demonstration
of Potential
14y

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Foundation 1 (F1)

STAGE FOCUS
Fundamental Movement Skills



Phase Descriptor

The emphasis during this phase should be placed on open play (general movement) with all children playing, exploring movement through new and fun experiences. Younger children will continue to participate in activities that are enjoyable and rewarding to them. The end product should be a fun and safe experience. Establishing a core set of motor skills related to Gaelic Games early in life enables children to gain a sense of achievement and establish a positive relationship with sport and physical activity.

Considerations for Development and Learning

The Player - Focus is on play and learning through the medium of play. General play at home, formalised play in the club nursery and that school.

The Game - The game is non-structured and structured play that develops fundamental movements of agility, balance and coordination while also including throwing, jumping catching, running, striking and kicking.

Key Support Providers in the Environment

Coach - ensure that FUN and enjoyment is central to all activities.

Parent/Guardian - supports the child and encourages play, exploration, enjoyment as well as some level of practice at home.

Teacher - at this stage the teacher should provide structured learning through play as part of the P.E. curriculum.

Approx. Age Range

4 - 6 years old

[Your Activity Planner | Tobar \(gaa.ie\)](https://www.gaa.ie)

Phase Outcome

Develop players ability to 'move well' via Fundamental Movement Skills (FMS)

Foundation 2 (F2)

STAGE FOCUS

Extension and Refinement of Movement



F2

Extension & Refinement
of Movement

Phase Descriptor

The emphasis during this phase is on further developing functional movement skills and the early acquisition of the specific skills of Gaelic Games. The child should have a number of years before participating in formal Gaelic Games competition.

Considerations for Development and Learning

The Player - The focus at this stage is non-formal competition structures that promote skill development, self-improvement and enjoyment rather than winning and results.

The Game - The game will enable players to master all fundamental movements bilaterally. Within this stage, basic skill acquisition becomes crucial so that the refinement of skills can properly occur at a later date as the child matures. Modified games are crucial in this regard and are achieved through the Go Games model.

Key Support Providers in the Environment

Coach - ensures that a progressive approach to developing the technical aspects of the game with a specific focus on deliberate play.

Parent/Guardian - supports the child and encourages play, exploration, enjoyment as well as some level of practice at home.

Teacher - at this stage there must be a strong partnership between the school and the club so that the child is exposed to a broad and balanced sports experience.

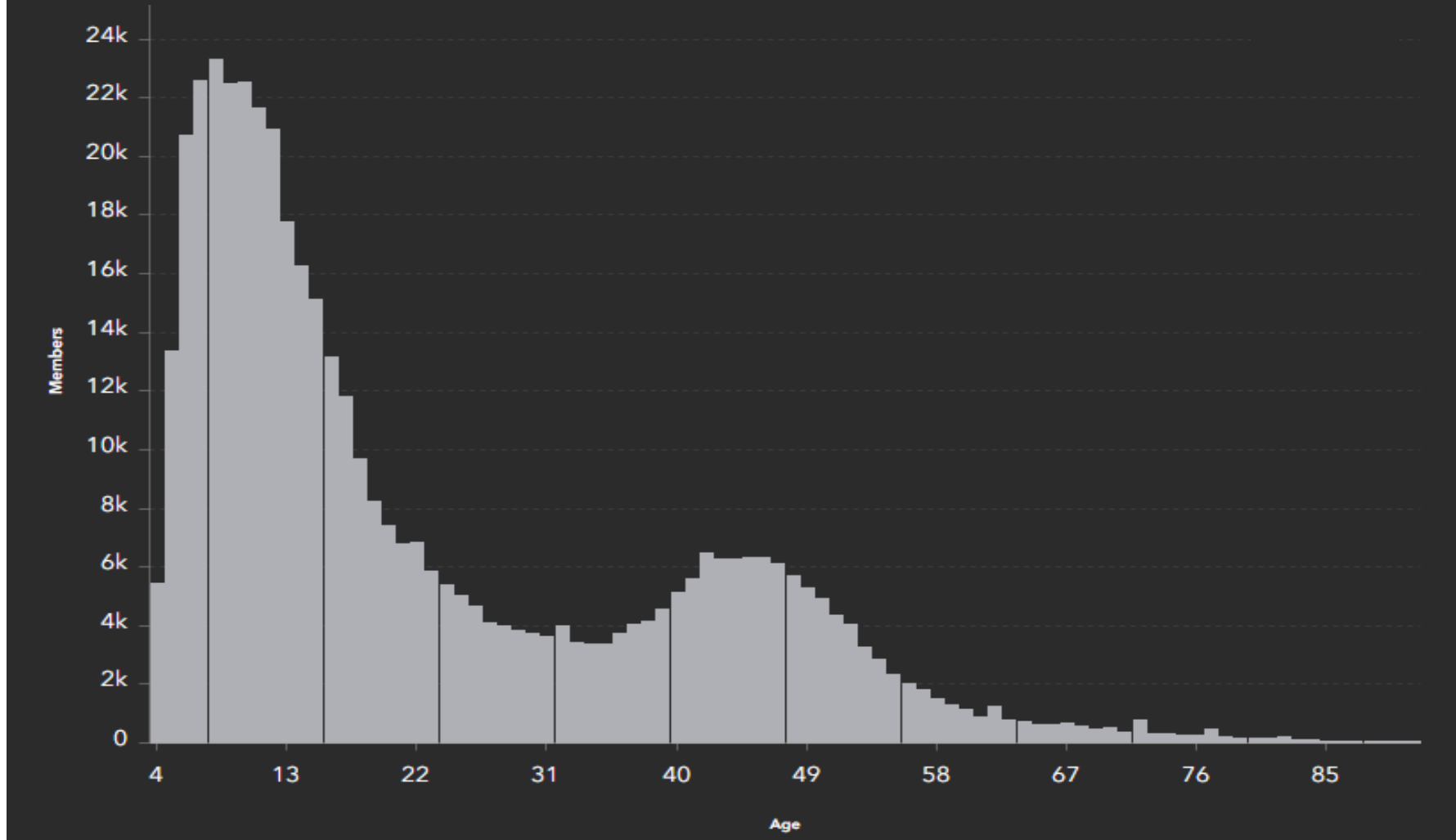
Approx. Age Range

7-12 years

Phase Outcome

To gain competence and confidence through quality exploration of many sports and activities.

Total GAA Members by Single Year of Age 2023



Foundation 3 (F3)

STAGE FOCUS

Commitment to Gaelic Games and Active Lifestyle



Phase Descriptor

After the consolidation of movement skills and Gaelic Games specific skills, youths begin at this sub-phase to commit to training and competition. Ultimately, the target in this phase is to retain as many players as possible so as they become lifelong participants in Gaelic Games. This phase extends from the beginning of formal competition to achieving potential at adult club level as well as providing opportunities for social and adapted games for our youth and adult players. It is inclusive of all club activities. It is in this sub-phase in which most of our players reside.

Considerations for Development and Learning

The Player - The focus at this stage is a real commitment to training and competition at an individual's club as well as the development of a sense of engagement and belonging within the Gaelic Games Family.

The Game - An appropriate games programme will provide the player with the opportunity to be challenged relatively to their stage of development and continue to enjoy and master the skills of the game.

Key Support Providers in the Environment

An effective governance structure - this is a key ingredient to support the management and implementation of the Gaelic Games Pathway through the provision of meaningful games programmes, quality coaching and a shared understanding of the various player development inputs.

Coach - The coach ensures that players feel valued and promotes a positive coach player relationship. They must act as a conduit between the club, school and player development/academy/County squads where applicable and at all times focus on the best interests of individual prospects.

Family - at this stage, the family's role is very much focused on emotional support for the player

Teacher - Where relevant, teacher ensures that players feel valued and promotes a positive teacher player relationship. They must pro-actively engage with club and player development/academy/County squads where applicable and at all times focus on the best interests of individual prospects

Approx. Age Range

From 12 years upwards

Phase Outcome

Retention and lifelong participation

Gaelic Games Player Pathway

GAELIC GAMES PLAYER PATHWAY

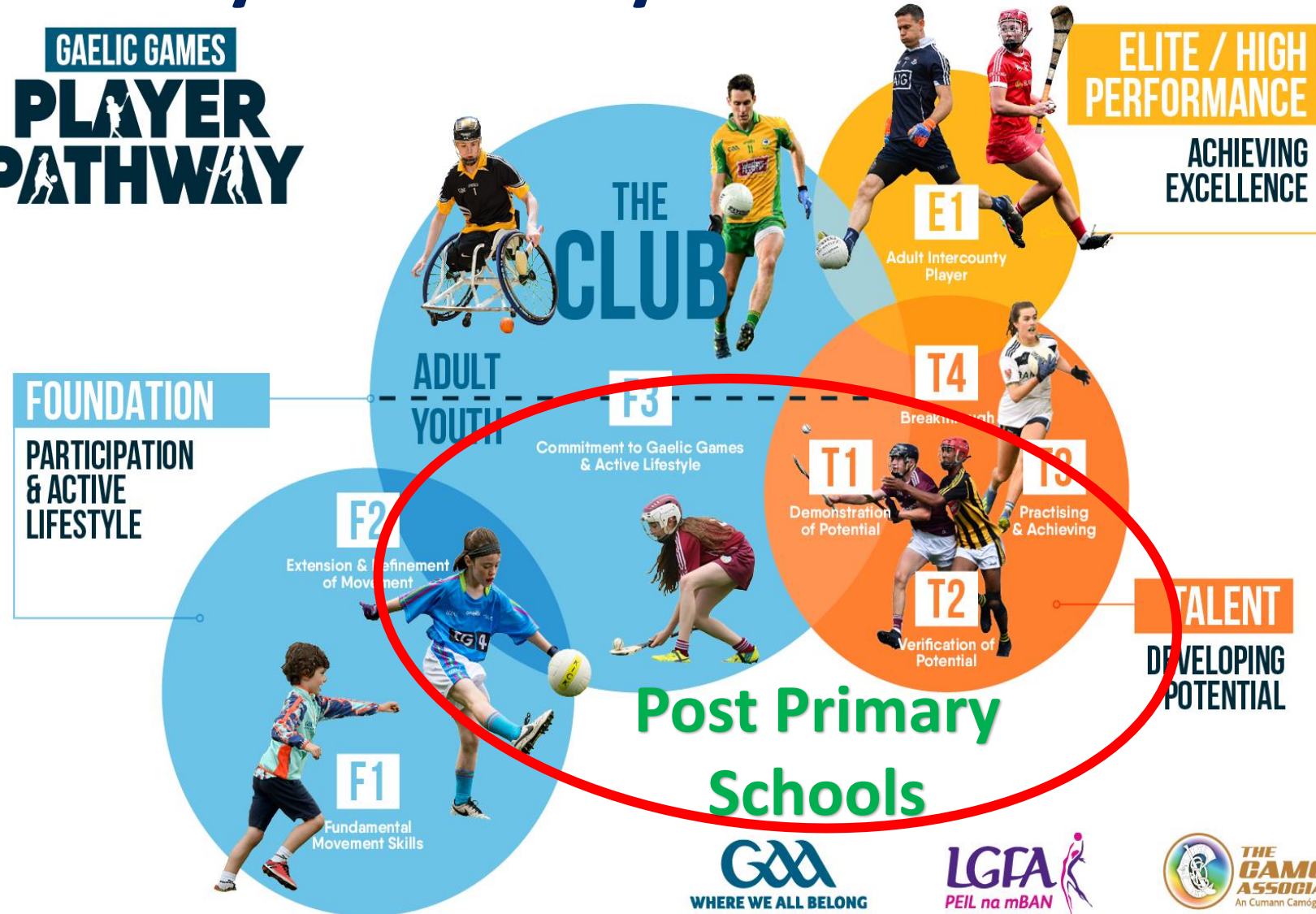


WHERE WE ALL BELONG



Gaelic Games Player Pathway

GAELIC GAMES PLAYER PATHWAY



WHERE WE ALL BELONG

Talent 1 (T1)

STAGE FOCUS
Demonstration of Potential



Phase Descriptor

This sub-phase is focused on a player's initial involvement with development opportunities outside of the club environment i.e. school and player development/academy/County squads, at early adolescent age level. It is envisaged that as many players as possible within a county would have the opportunity to experience some or all elements of the development programme over these two years.

Considerations for Development and Learning

The Player - The player is given the opportunity to test and challenge themselves in other environments outside the club that will foster personal development and wellbeing.

The Game - The games program provides a higher standard of playing opportunity through involvement with players of various standards, delivered within a definitive period of time that is integrated into the club fixtures calendar.

Key Support Providers in the Environment

An effective governance structure - this is a key ingredient to support the management and implementation of the Gaelic Games Pathway through the provision of meaningful games programmes, quality coaching and a shared understanding of the various player development inputs.

Coach - The coach has an in-depth knowledge of the phase and promotes a positive coach player relationship. They must act as a conduit between the club, school and player development/academy/County squads where applicable and at all times focus on the best interests of individual prospects

Parent/Family - promote personal development by allowing players make decisions for themselves in consultation with their coaches.

Teacher - The teacher has an important role in the relationship between the school and the club as well as the relevant player development/academy/County squads where applicable. Here the teacher supports players with potential to smoothly progress through this stage.

Approx. Age Range

13 -14 years old

Phase Outcome

Expose players to other experiences & environments

Talent 2 (T2)

STAGE FOCUS
Talent Verification



Phase Descriptor

- This sub-phase is focused on player's involvement at school's junior level and development opportunities outside of the club environment at mid adolescent age level. It is very much focused on synergy between club, school and county combining to provide players with a coordinated and conjoined approach towards fulfilling their potential.

Considerations for Development and Learning

The Player - The player is given the opportunity to connect with each other, build relationships and take on challenges that will foster personal development and well-being while demonstrating additional level of commitment and motivation and to be more cognisant of their role within a team structure.

The Game - The games program continues to provide a higher standard of playing opportunity through involvement with players of various standards and once again is delivered within a definitive period of time that is integrated into the overall fixtures calendar including clubs and schools.

Key Support Providers in the Environment

An effective governance structure - this is a key ingredient to support the management and implementation of the Gaelic Games Pathway through the provision of meaningful games programmes, quality coaching and a shared understanding of the various player development inputs.

Coach - The coach has an in-depth knowledge of the phase and promotes a positive coach player relationship. They must act as a conduit to between club, school and player development/academy/ Inter County squads where applicable and at all times focus on the best interests of individual prospects.

Parent/Family - promote personal development by allowing players make decisions for themselves in consultation with their coaches.

Teacher - The teacher has an important role in the relationship between the school and the club as well as the relevant player development/academy/Inter County squads where applicable. Here the teacher supports players with potential to smoothly progress through this stage.

Approx. Age Range

15-16 years old

Phase Outcome

Challenge players to progress along their development journey within the talent phase

Talent 3 (T3)

STAGE FOCUS
Practising and Achieving



Phase Descriptor

This sub-phase is focused on player's involvement at school's senior level, inter-county level as well as fresher's competition at third level. These environments require the presence of best practice talent development principles allied to overarching strategic planning. This correlates to appropriate training volumes and relevant competition exposure whereby the player strives for continual performance improvement.

Considerations for Development and Learning

The Player - The player takes ownership of both their personal and sporting development, assisted by a supportive environment to help players reach their potential.

The Game - The games opportunities at this stage provide progression under competitive like contexts. The increase in competition is an element of this stage and should be acknowledged as part of the players development and progression through the pathway. The games are part of an overall fixtures calendar that includes club, school, 3rd level and county.

Key Support Providers in the Environment

An effective governance structure - this is a key ingredient to support the management and implementation of the Gaelic Games Pathway through the provision of meaningful games programmes, quality coaching and a shared understanding of the various player development inputs.

Coach - The coach has an in-depth knowledge of the phase and promotes a positive coach player relationship. They must act as a conduit between club, post primary school, development / intercounty Squads and 3rd level where applicable and at all times focus on the best interests of individual prospects.

Family - at this stage, the family's role is very much focused on emotional support for the player

Teacher/ 3rd Level Coach - The teacher or 3rd Level coach has an important role in the relationship between the school/college and the club as well as player development/academy/Inter County squads where applicable. It is important here that the demands on the player are recognised and catered for by all involved.

Approx. Age Range

17 -19 years old

Phase Outcome

Assist players to achieve higher levels of performance

Talent 4 (T4)

STAGE FOCUS
Breakthrough and Reward



Phase Descriptor

The strategies necessary at this sub-phase are best implemented when players breakthrough to senior 3rd level and intercounty competition. Players who aspire to transition into Elite or to a High Performing level will gain invaluable experience if they participate in these competitions. However, players can also transition from F3 to E1 with high levels of support with their club. These players must benefit from proactive strategies that minimise the barriers to progression to elite adult level.

Considerations for Development and Learning

The Player - The player avails of the additional supports and experiences to assist their on-going development. This is unique opportunity to connect and play with players from other counties and clubs while creating lifelong friendships.

The Game - The game provides the opportunity to play at a highly competitive level with players of various standards including those who are already playing at adult intercounty level. This games programme is delivered during a specific window that is included in the overall fixtures calendar.

Key Support Providers in the Environment

An effective governance structure - this is a key ingredient to support the management and implementation of the Gaelic Games Pathway through the provision of meaningful games programmes, quality coaching and a shared understanding of the various player development inputs.

Coach - The coach has an in-depth knowledge of the phase and promotes a positive coach player relationship. They must act as a conduit between club, intercounty Squads and 3rd level where applicable and at all times focus on the best interests of individual prospects.

Family - at this stage, the family's role is very much focused on emotional support for the player

3rd Level College - The 3rd level coach has an in-depth knowledge of the phase and promotes a positive coach player relationship. They liaise with club and intercounty coaches where applicable and at all times focus on the best interests of the player.

Approx. Age Range

20- 23 years old

Phase Outcome

Support ongoing development in order to transition to an adult intercounty environment

Elite/High Performance

STAGE FOCUS
Intercounty Adult Player



E1

Adult Intercounty
Player

Phase Descriptor

Players at this stage achieve elite status through selection and representation on their adult inter-county team. This level is characterised by effective deliberate programming including guidance and support prior to, during and following early elite competition experiences. Support and management of the personal and sport careers i.e. Gaelic Games and work/study, is a critical component at this stage.

Considerations for Development and Learning

The Player - This stage requires a commitment from the player that is driven by intrinsic motivation. The player is exposed to multi-disciplinary supports to enable them to manage the demands of adult intercounty performance.

The Game - The game continues to provide the opportunity to assist players in their development, however, the priority at this stage is on achieving results through high performance. The games programme provided the opportunity to players to showcase the outcome of their journey through the Gaelic Games Player pathway.

Key Support Providers in the Environment

An effective governance structure - this is a key ingredient to support the management and implementation of the Gaelic Games Pathway through the provision of meaningful games programmes, quality coaching and a shared understanding of the various player development inputs.

Coach - The coach has an in-depth knowledge of the phase and works with a multi-disciplinary performance team to achieve the phase outcomes. They must act as a conduit between club and county and at all times focus on the best interests of individual prospects.

Family - at this stage, the family's role is very much focused on emotional support for the player.

3rd Level College - The 3rd level coach has an in-depth knowledge of the phase and promotes a positive coach player relationship. They liaise with club and intercounty coaches where applicable and at all times focus on the best interests of the player.

Approx. Age Range

23+

Phase Outcome

Manage players work/sport balance by providing support & guidance before, during and after their early adult competition experiences



Total Weekly GAA Games Played 2023

Total = 80,680



THE GAELIC GAMES PLAYER PATHWAY & SPORTS SCIENCE

2030 VISION

“Sports science is the use of science to optimise participation, performance, and wellbeing in Gaelic Games”

ATHLETIC DEVELOPMENT

The holistic development of athleticism over time to optimise physical fitness.

NUTRITION

What, when and how you eat and drink to support health, participation, and performance.

PHYSIOTHERAPY & REHABILITATION

Prevention and treatment of injuries to maximise player availability.

SPORT PSYCHOLOGY

Applying principles of psychology to maximise enjoyment, optimise performance, and facilitate care around mental ill health.

PERFORMANCE ANALYSIS

The provision of timely insights to aid reflection and decision making for participation and performance.

SKILL ACQUISITION

Applying scientific principles to accelerate skill development, so as to maximise player progression and retention.

Club is Core

Player Centred

Quality Coaching Experiences

Connection

Inclusive

As Many as Possible for as Long as Possible

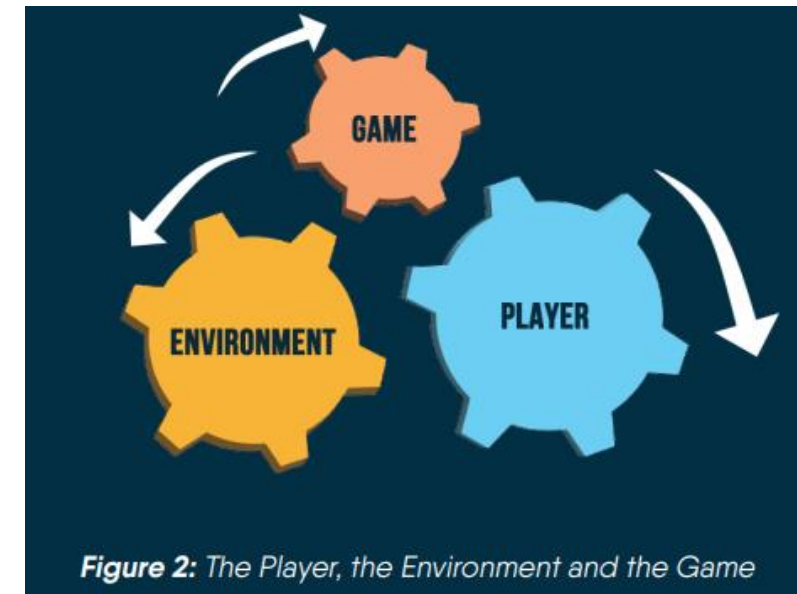


Figure 2: The Player, the Environment and the Game

F3 / YOUTH

	WHAT?	WHO?	HOW?
ATHLETIC DEVELOPMENT	<ul style="list-style-type: none"> Homebased sessions/warm ups/athletic development sessions focusing on movement, technique, speed and strength. Integrated Conditioning. Introduce Planning and Periodisation. Basic readiness and workload monitoring with clear follow-up process. Nov-March: 2-3 integrated/AD units, 3 week on/1 week off. April-Sept: 1-2 integrated/AD units, 3 weeks on/1 week off. Assessments - Standardised Fitness Tests & Player Profiles. Review RAE, Review Maturation Bias. 	<ul style="list-style-type: none"> Club Coaches and Club AD Coach with AD Coach Level 1 (F3 Youth). 	<ul style="list-style-type: none"> Coach Development - AD Coach F3 Youth Level 1. Additional online/face to face resources and education.
NUTRITION	<ul style="list-style-type: none"> Awareness and knowledge of how to nurture the benefits of physical activity through sport to health, specific to males and females. 	<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"> Wellbeing, coping and relationship building skills. Intro to SCs: Confidence, Commitment, Communication, Control, Concentration. 	<ul style="list-style-type: none"> Coaches, Healthy Club Officer. 	<ul style="list-style-type: none"> Coaches/In Club Expertise.
PERFORMANCE ANALYSIS	<ul style="list-style-type: none"> Support the development of reflective player who can understand basic feedback to enhance technical and game sense abilities. 	<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"> Education: Osgood Schlatters, Severs Disease, Growth plate injuries, Growth & Maturation. Load management across different sports. First aid support. 	<ul style="list-style-type: none"> Coaches, parents/guardians and players. 	<ul style="list-style-type: none"> Coach Development and Parent/Guardian and Player Education.
SKILL ACQUISITION	<ul style="list-style-type: none"> Support the development of a reflective player who can apply basic feedback to enhance their skilled performance. Understand the basics of effective practice, both within and outside of organized sessions. 	<ul style="list-style-type: none"> Coaches. 	<ul style="list-style-type: none"> Coach Development A Coach Developer, Mentor, Coach, or Skill Acquisition Specialist may also facilitate individual mentoring or a Community of Practice.

ATHLETIC DEVELOPMENT Workload Principles:

- 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 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 the 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
- 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 work together to manage activity across different sports/teams using these workload principles.

*Age 12 and above.

Gaelic Games
PLAYER
PATHWAY

ATHLETIC DEVELOPMENT
NUTRITION
SPORT PSYCHOLOGY
PERFORMANCE ANALYSIS
PHYSIOTHERAPY & REHABILITATION
SKILL ACQUISITION

T4		
WHAT?	WHO?	HOW?
<ul style="list-style-type: none"> • Homebased Sessions/Warm Ups/Athletic Development Sessions focusing on Movement, Speed, Strength, Power & Endurance. • MC & Integrated Conditioning, Planning and Periodisation. • Quality Readiness and Workload Monitoring (Online system plus workload monitoring plus GPS) with clear follow-up process. • Nov-March: 2-3 integrated/AD units, School/College holidays off, 3 week on/1 week off. April-Sept: 1-2 integrated/AD units, 3 weeks on/1 week off. • Assessments - Standardised Fitness Tests and Player Profiles. 	<ul style="list-style-type: none"> • AD Coach Level 2 with County AD/ Performance Lead (AD Level 3/ Masters in Sports Science related area) and IDT. 	<ul style="list-style-type: none"> • Coach Development - AD Coach Level 2 and AD Level 3. • Additional online/face to face resources and education.
<ul style="list-style-type: none"> • Bespoke training and game day, and injury related nutrition and hydration practices. 	<ul style="list-style-type: none"> • Nutritionist (in IDT) (MSc Nutrition, accredited SENR/Afn/INDI*, 1 year experience) through Training Camp Workshops, 1-2-1 with identified players. 	<ul style="list-style-type: none"> • Stakeholder Support, IDT Support, Practitioner Database.
<ul style="list-style-type: none"> • Awareness, recognition and signposting of mental health. • Performance evaluation, lifeskills/dual career, pressure training, distraction control, contingency planning, wellbeing monitoring, cohesion and leadership. 	<ul style="list-style-type: none"> • Coaches, Managers. Sport Psychology Consultant (in IDT) (MSc in Sport Psych, accredited/pursuing accredited, min 1 year experience) through Team & 1:1 Psychology Support. 	<ul style="list-style-type: none"> • Coach/Manager Development, Stakeholder Support, IDT Support, Practitioner Database.
<ul style="list-style-type: none"> • The delivery of agreed team 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 (with IDT) through coach-practitioner meetings 	<ul style="list-style-type: none"> • Coach Development, Stakeholder Support, IDT Support, Practitioner Database.
<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 8 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.
<ul style="list-style-type: none"> • For players, development of advanced effective practice techniques in the context of individual and group training. • For coaches, individual review of design, delivery, and evaluation covering bespoke topics. 	<ul style="list-style-type: none"> • Coaches and/or former players who have completed mentoring training. • Additional support by skill acquisition specialist (in IDT). 	<ul style="list-style-type: none"> • Coach Development, Coach Developer Support. • Additional online/face to face resources and education. • Player Mentor Training. • IDT Support, Practitioner Database.

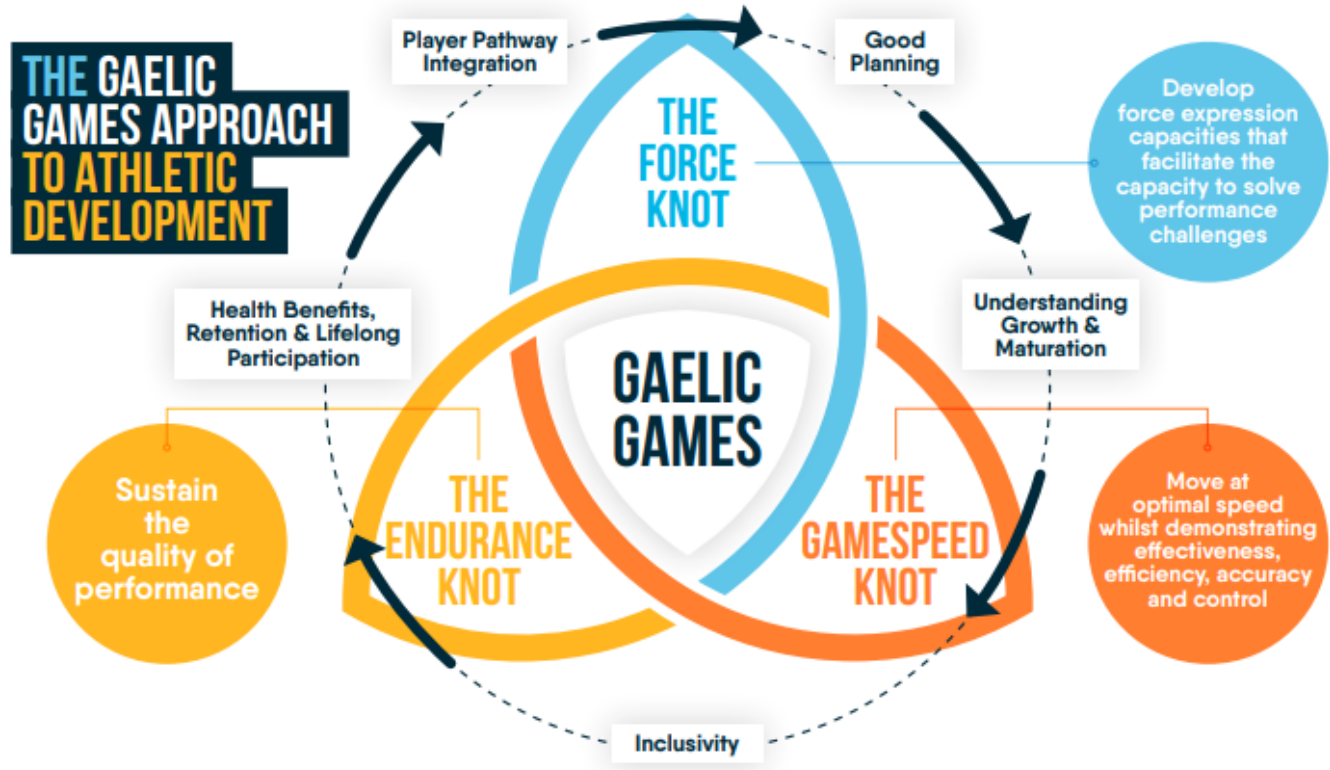
ATHLETIC DEVELOPMENT
Workload Principles:

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 other sports/activities and organisations 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 players workloads. This can increase the risk of injury.
4. Taper the players workload in the lead into important games as this may help optimise performance.
5. 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.
6. Encourage windows and opportunities for unstructured free play activities during the players week.
7. Help players to understand the principles of planning and encourage them to communicate with the coach.
8. Encourage involvement in a variety of activities/sports. As the player gets older, the number of activities will decrease. Coach to contact the managers of the other activities to plan smartly and follow the principles of planning.

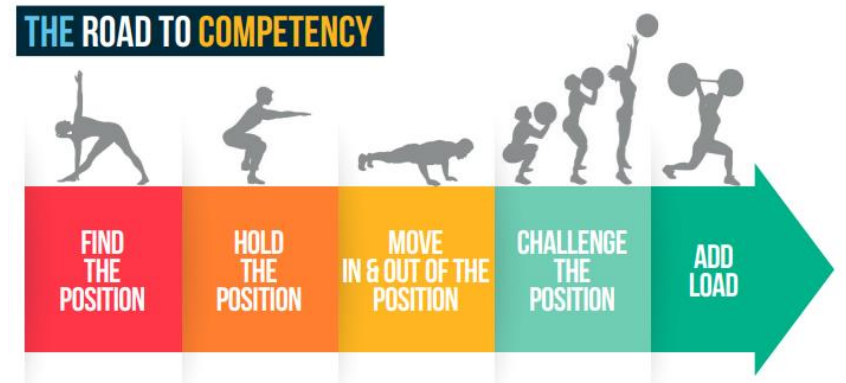
*SENR/Afn/INDI = Accrediting bodies for nutrition specialists

*Age 12 and above.

THE GAELIC GAMES APPROACH TO ATHLETIC DEVELOPMENT



THE ROAD TO COMPETENCY



ACTION STATEMENT

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

THE PRINCIPLES OF PLANNING

- 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 other sports/activities and organisations they may be involved with.
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Player Monitoring

FOIREANN

(Priority)



 **RYPT**
(Pilot)

RYPT is a performance coaching platform that combines programming, athlete monitoring, and communication tools to help coaching teams streamline the delivery of their athletic development program, optimize performance, and reduce injuries

Entry & Exit Points....

Best Practice when de – selecting players from squads

Ryan Mellon
Player Welfare & Lifestyle Officer
Ulster GAA

Communication

- Poor communication is often the biggest reason for conflict & drama arising out of selection processes.



Informing a player that he has not been selected

- A player should not be informed of his non selection in front of his peers
- Non selection should be delivered in a safe non-threatening environment preferable not the training ground
- Both the GDM and Coach should be involved in the process
- Non-Selection should focus on areas that require further development but also areas of good performance
- Inform that the process is not over
- Parents should be informed asap – preferably the same time as the player
- Involve the club coaching officer

Outcomes

- Identify circumstances when de-selection happens
- Communication issues
- Best practice guidelines

Selection Process – A new problem

- Before any selection process, Coaches & Staff should meet to discuss;
- What criteria will be used – Identify pitfalls
 - Who is responsible for making the decisions about who is selected
 - What kind of feedback will be given
 - How will decisions be communicated to players / Parents
 - Make players & parents aware



Circumstances of when players are de-selected – When does it happen?



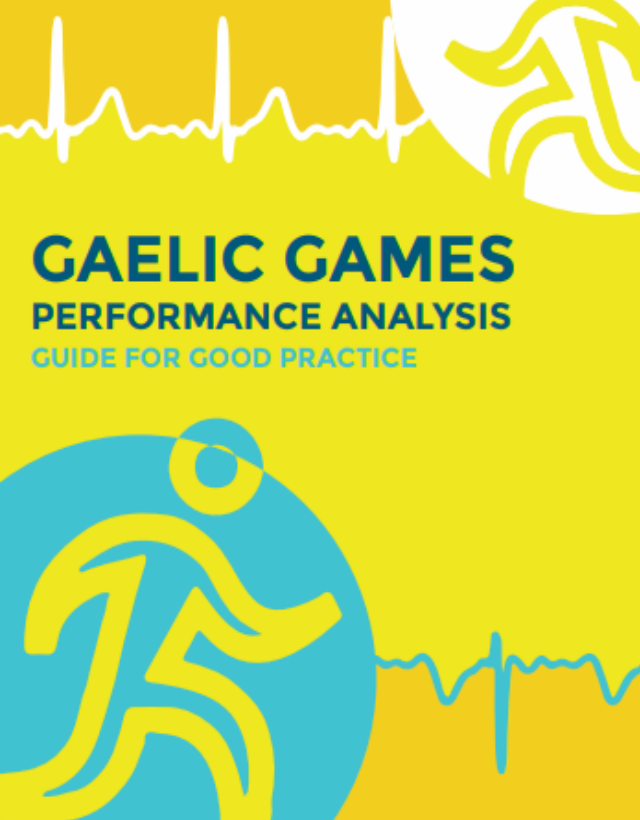
Make it clear what you are looking for

- Kicking Ability
- Catching Ability
- Handpassing / vision / awareness
- 1st touch
- Ball winning ability
- Pace
- Endurance
- Agility
- Durability
- Leadership & Discipline
- Aggressiveness / intensity
- Character

Outcomes

- Identify circumstances when de-selection happens
- Communication issues
- Best practice guidelines





GAELIC GAMES PERFORMANCE ANALYSIS GUIDE FOR GOOD PRACTICE

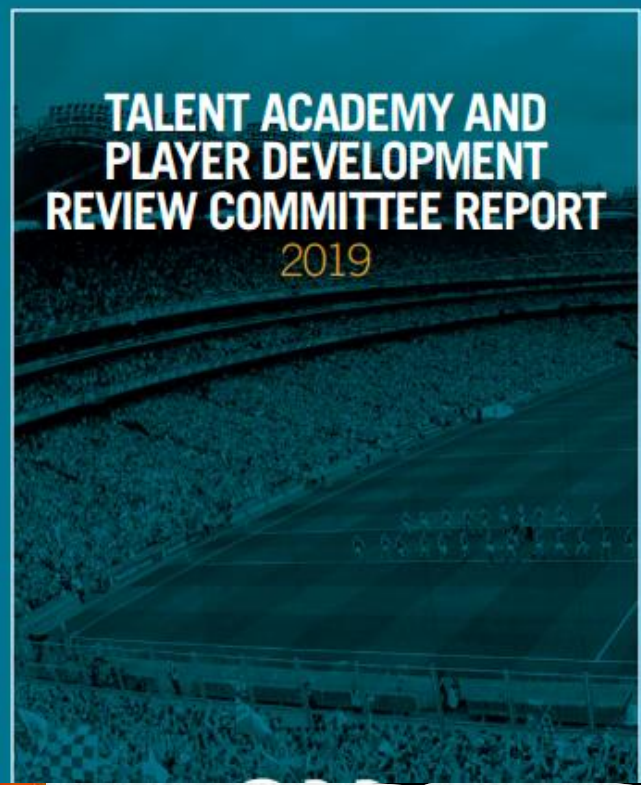


Coaching and Coach Education in Gaelic Games: A Baseline Report.

GAELIC GAMES PLAYER PATHWAY



TALENT ACADEMY AND PLAYER DEVELOPMENT REVIEW COMMITTEE REPORT 2019



- These are the links to each of our five *Player Development*
- *Insights* webinars held in 2022:
 - [‘Relative Age Effect’ \(RAE\)](#) with Jamie Queeney
 - [‘Growth and Maturation’](#) with Fionn Fitzgerald & Des Ryan
 - [‘Athletic Profiling \(Fitness Testing\)’](#) with Daniel Forde
 - [Optimising Playing/Training Load](#) with Darragh Droog
 - [Player Transition \(F3/T1-E\)](#) delivered by Rob Mulcahy

Best Practice when de – selecting players from squads

Ryan Mellon
Player Welfare & Lifestyle Officer
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Thank you!