

‘We all Belong’ – GAA Player Development Framework



The Quality People that Make the GAA what it is



Our Games, Our Culture and Our Communities – where we are today.



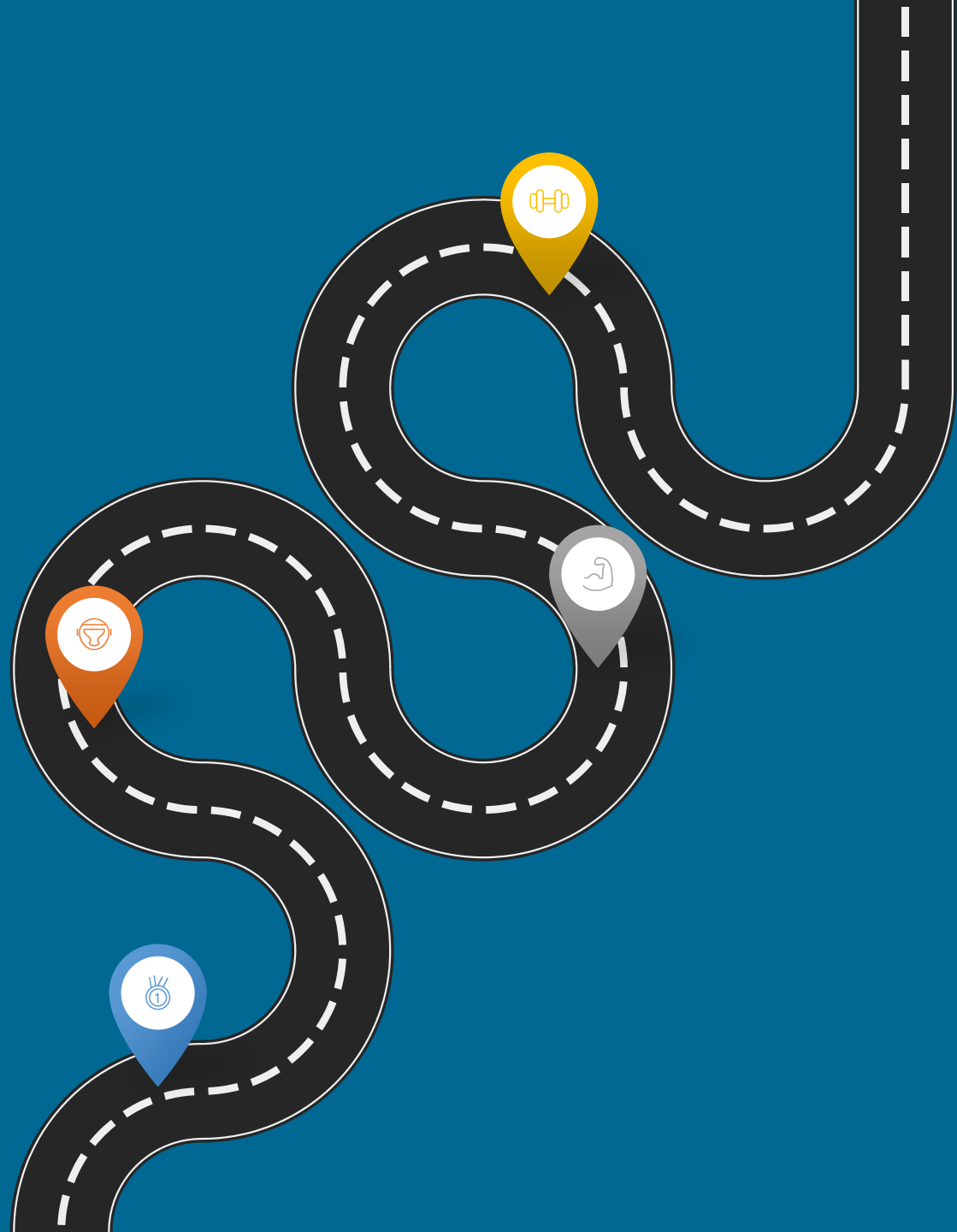
The Roadmap – using our culture to question a culture

01 Our Values

02 Underlying
Principles

03 The Framework

04 Using the
Framework



What we say we are about

'We all Belong'

GAA Player Development
Framework



WHERE WE ALL BELONG



GAA Values

Community Identity

- Community is at the heart of our Association. Everything we do helps to enrich the communities we serve.
- We foster a clear sense of identity and place.

Amateur Status

- We are a volunteer led organisation.
- All our members play and engage in our games as amateurs.
- We provide a games programme at all levels to meet the needs of all our players.

Inclusiveness

- We welcome everybody to be part of our Association.
- We are anti-sectarian.
- We are anti-racist.

Respect

- We respect each other on and off the playing fields.
- We operate with integrity at all levels.
- We listen and respect the views of all.

Player Welfare

- We provide the best playing experience for all our players.
- We structure our games to allow players of all abilities reach their potential.

Teamwork

- Effective teamwork on and off the field is the cornerstone of our Association.
- Ní neart go cur le chéile (There is no strength without working together).

Our behaviours mirror our values

'We all Belong'

GAA Player Development
Framework



WHERE WE ALL BELONG

Our Underlying Principles

1. **'Club is Core'** - *Club is central to nurturing a love and passion for our games and sustaining communities and lifelong participation*
2. **'Player Centered'** – *We develop the player and the person*
3. **'Quality Coaching Experiences'**– *Our coaches create an enjoyable coaching environment to meet needs and welfare of the player*
4. **'As Many as Possible for as Long as Possible'** - *Our Pathway prioritises longterm development with a games programme that supports recruitment, development and retention of players*
5. **'Working Together'**- *Everyone works as a team to support the player across the Club, School and County*
6. **'Inclusive'** – *Gaelic Games are for All, regardless of abilities, background, beliefs or identities*

Designed to Support our Values

The Club – Where we all Belong



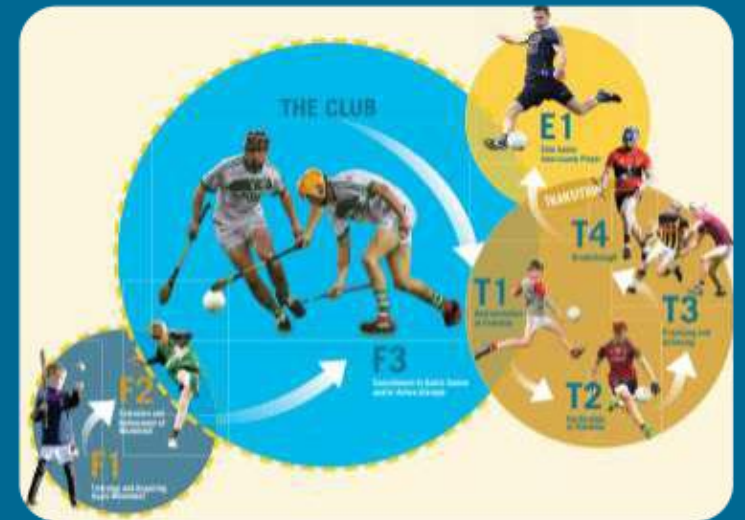
Our GAA Player Development Framework - Designed to support us all

Our Framework

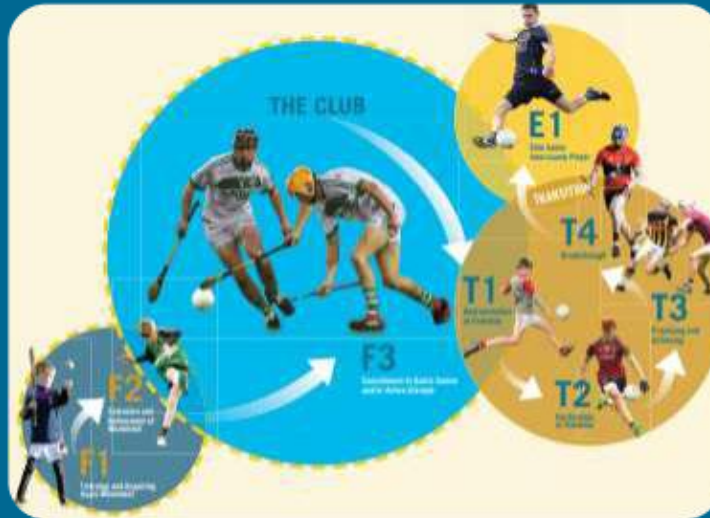
The framework consists of three main phases; Foundation, Talent, and Elite, which are further differentiated into 8 sub-phases. By keeping the end in mind and understanding the pathway in its totality, coaches and other stakeholders can provide players with the level of support that they require at any particular moment along their developmental journey.

Our Framework Strands

Having a framework built around some key strands that align with what is most important to us in player development, we believe enables us to best develop all players in our Pathway. These strands bring our framework to life and are very much based on the stated core values of the GAA, encompassing **The Player, The Environment and The Game.**

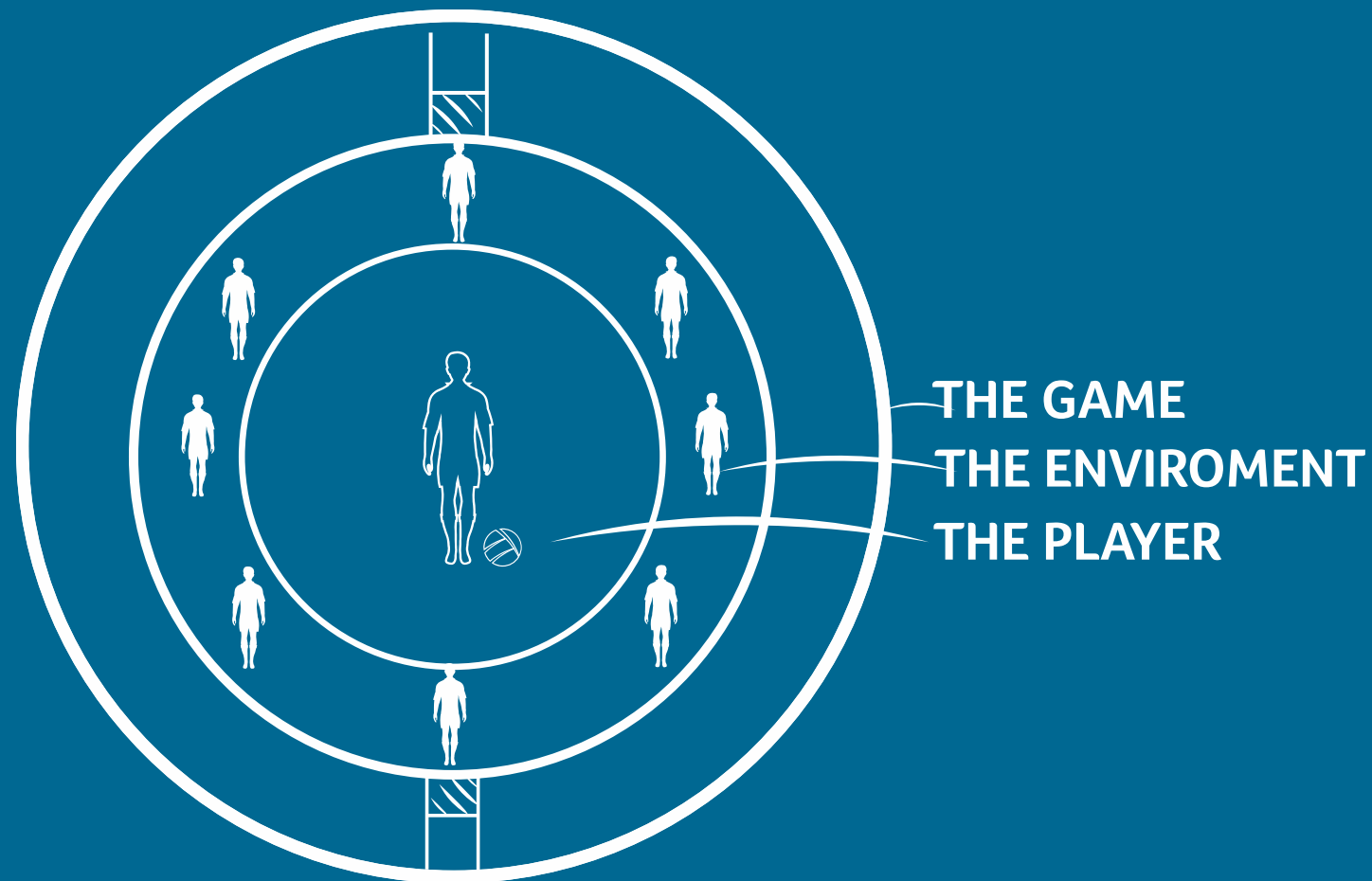


The Development Process – It's Complex



Simplifying the Process by Putting the Player at the Centre

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.



Building our own approach, built around our culture

The Three Strands

The Player



The Player and their unique attributes are at the centre of the Framework



The Environment



These qualities are supported, re-enforced and developed through **the environment** surrounding the player



The Game



Learning will be further developed through **game-based** opportunities that will sustain players through their Gaelic Games involvement



The Player



6 Key Attributes

At the heart of The Player Development Framework is the player, who should be the central focus of an effective player development environment.

The player refers to the individual person and the characteristics that are necessary to be developed over time in order for the person to reach their potential both on and off the pitch. We know that the journey from first involvement to reaching one's full potential is extremely complex and individualistic – therefore it cannot be prescriptive. Players need a wide range of skills to succeed and these will be developed over time through a coaching approach that is adaptive to the player, his environment and the game.

The GAA has identified 6 interacting and connected attributes that sit at the heart of a player's GAA DNA, all vital in ensuring both the player and the person reach their full potential. These attributes are developed from a player's first involvement at nursery level right through to his last involvement at adult level i.e. from the F1 phase to F3 or E1.

Passionate

Respectful

Committed

Resilient

Creative

Responsible

The Environment



6 Key Supports

Whilst the central focus of the Framework is on the player, it is crucial that the environment around the player supports their development. This environment is inclusive of key stakeholders such as parents, coaches and teachers. It is also inclusive of our clubs, our schools and our county squads. As seen in the consultation process throughout the Talent Academy and Player Development Review process, aligning stakeholders and the various GAA domains (i.e. clubs, schools and county) has proven to be very difficult.

Through new coach education opportunities, coaches will develop an approach that has commonality across the country. These opportunities will allow coaches to become creative and facilitate learning within their own context and the context of their players.

Similarly, a shared understanding will be developed amongst other key people such as parents, teachers and administrators. This level of understanding is supported by an appropriate games programme and governance level i.e. The GAA System.

Coaches

**Peers & Role
Models**

Parents

Games Prog

Teachers

The GAA System

The Game



6 Key Coaching Principles

Games or game-like activity should be an essential focus of each training session, rather than an aspect of the session just played at the end.

This allows players to develop skills, 'game sense', and an understanding of the 'how' to play Gaelic Games. However, we're not delivering game-like activities for game's sake e.g. simply thinking learning takes place just by playing games. The skill of the coach is to identify the skill-related problem (i.e. the area for development as defined by the TPP Model) and then think creatively about the best way to exaggerate the problem and create nuanced ways for players to find solutions to these problems through games-based activity.

When delivering these sessions, the role of the coach is to be a facilitator, who optimises learning in open environments where players feel valued and actively participate in their own learning through 'self- discovery'.

The following six principles should be present in all coaching sessions so as to ensure that learning takes place and players are challenged to reach their full potential.

Enjoyment

**All Players
Involved**

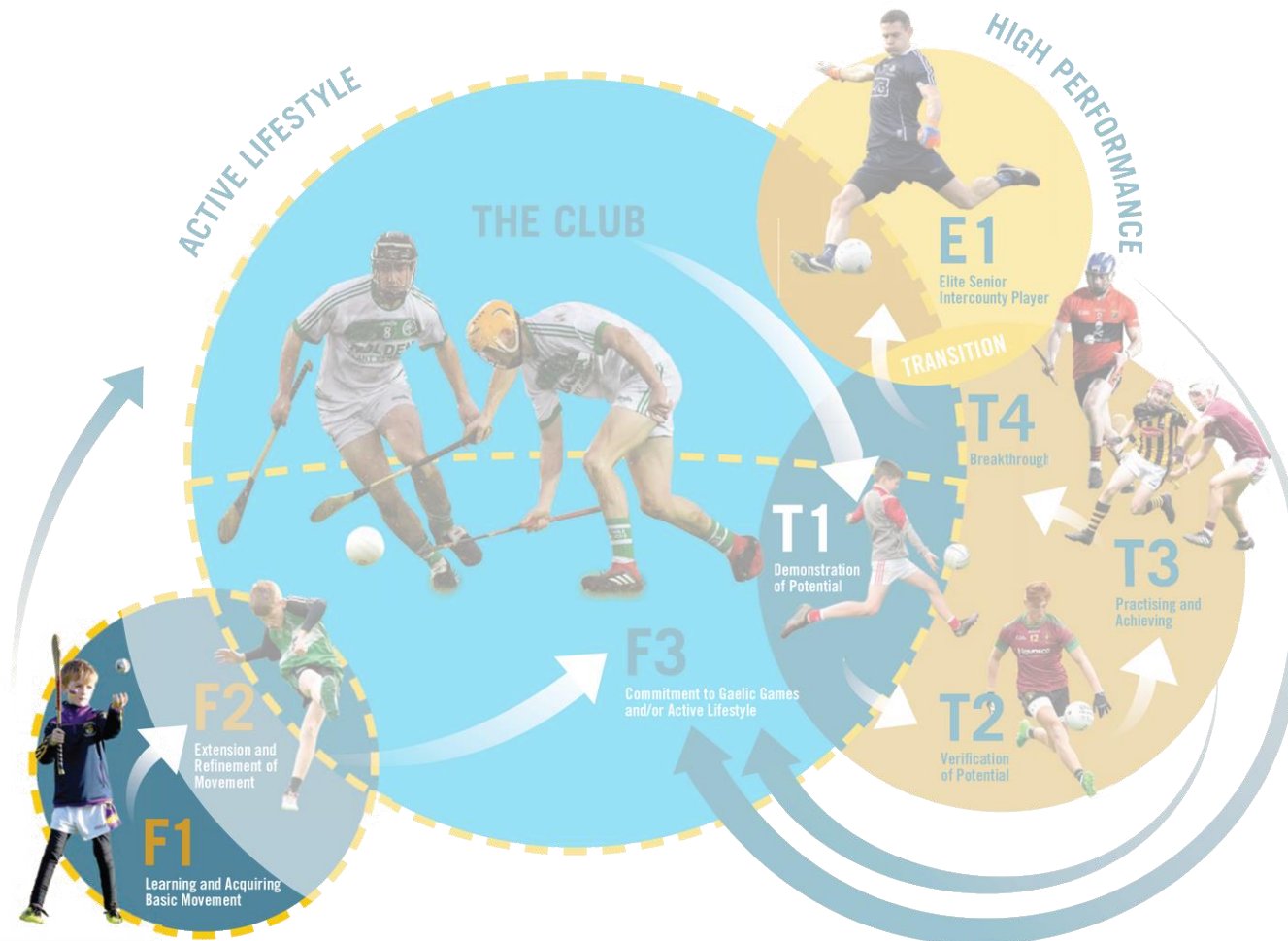
Challenging

Player Centred

**Looks like the
Game**

**Constant Decision
Making**

An Example - Foundation 1 (F1)



F1 – 6 Player Attributes



Player Attribute	Description	What you are working on	What we might see you do
Passionate	Participate in fun activities with your friends at the club	Developing an understanding that you are at a GAA activity at your club	Become inquisitive about Gaelic Games and try to be better than your friends at newly learned movements
Committed	GAA activity will become part of your weekly sports programme	Enjoying the activity and seeing it as a positive weekly experience	Start asking your parents about when training is on and getting excited about going to the GAA club
Creative	My coach sets me challenges around getting better at moving and other basic fundamental skills	Basic movements such as locomotion, agility, balance and co- ordination. I also begin to work on throwing, striking, catching and kicking.	We will see you working with your coaches in small groups or on your own at exploring these movements and trying to enhance my ability at repeating these movements in the various fun games that we play
Resilient	Keeping going even when I am finding it very difficult	On not giving up even when my friends are able to do the activity before I can or sometimes even better than I can	Initially you might see me upset but with my coaches' encouragement and advice, I will make more attempts at doing what my coach is asking me to do
Responsible	I am beginning to see I am improving because I practiced the movements in school and at home	I am trying to get better at the skills we are learning because my coach set me a challenge for home	I want to show everybody that I am getting better and that I have practices at home
Respectful	Exposure to and exploration of a club environment that continuously promotes the value of respect	Developing an understanding of what respect looks like in terms of what is expected of him at his club	Greeting his coach when attending club activities

F1 - 6 Key Supports



Key People	Role Description	Supported By
Coach	To deliver an evidence based fundamental movement based curriculum in a safe and fun environment	Bespoke and nuanced coach education opportunities (formal and informal) as well as regional communities of practice, mentorships and educational resources applicable for the F1 level
Teacher	To provide children with a love of movement and develop physical movement skills that are age appropriate	CPD opportunities through the PDST and the various education centres.
Parent	To provide children with any play opportunities such as trips to the playground, playing in the garden or by encouraging them to join various sports activities.	Club based educational workshops as well as online learning resources for parents of children at the F1 stage of development
Peers & Role Models	To ensure that coaches are supported within their clubs and are delivering the curriculum in a fun and safe environment	On site training in the area of player and coach development
Games Programme	Games Programme at this level is not applicable. Players learn how to play games.	ABC and Have-a-Ball Programme and Fundamentals Programme
GAA System	To ensure that coach development is available to all coaches both formally and informally, that these coaches are certified and have attended ethics workshops and are vetted.	The GAA system supports player development at this stage by ensuring the quality of coaching and integration with other stakeholder is as high a quality as it possibly can be

F1 - The Game – 6 Key Coaching Principles



Game Principle	Description	What this might look like
Enjoyable	Fun is central to all activities at this stage of development	The play area may look chaotic and noisy. Children will be absorbed in movement activities and fun based learning.
Looks like the Game	Activities are to mirror the game as best as possible	Even though children will not be playing the game at this stage, much time is utilised with teaching children learning how to play invasion games which involve rules and outcomes.
Challenging	All players are to be stretched across all activities	Children will receive an individualised approach to development and will be stretched so that they feel they are challenged in each of the activities they undertake.
Player-Centred	Activity outcomes are based on the needs of the player as defined by the TPP Model	There will be a wide variety of abilities within any nursery group. It is crucial that children feel that their personal needs are been addressed and that they feel that they are getting better at what they are being asked to do by their coach.
All Players Involved	No queues, all players involved all of the time	Coaches must design their sessions around activity for all, all of the time. This means that there should be no waiting around and children should become completely absorbed in play and fun.
Constant Decision Making	Players continuously make decisions whilst playing games or attempting movements	Children must be provided with constant opportunities to make decisions within the coaching session. Towards the very end of this phase, the coach may begin to ask children how they came to the decisions they came to.

Questions