



# SANDRINGHAM SC COACHING PHILOSOPHY

## WHY HAVE A COACHING PHILOSOPHY?

- Enhance club **reputation** (most don't have one)
- Improve ability to **recruit** new players
- Better for **developing** players (emphasis is on development)
- Provides guidance and **direction** for coaches
- **Consistency** throughout all teams (for long term success)

## THIS PHILOSOPHY IS FOR YOU

- It's your club: coaches, players and parents
- This philosophy was designed and guided by our coaches
- It's based on FFA's National Curriculum (it will be recognised)
- You (coaches) will be implementing it (good challenge)
- But we are doing it for the **players** – that's why we're all here

## OUR PHILOSOPHY IS BASED ON DEVELOPMENT – WE DECIDED AS A CLUB THAT WE WANT TO FOCUS ON:

- Long term development over short term winning
- Creating better players over fitter players
- A possession based style of play over 'kick and chase' or 'fightball', that we will refer to as **'Touch'** Football, and that consists of
  - Playing out of defence as a means to an end
  - Passing more than necessary to build play up patiently, and passing with more ball speed when under pressure
  - Combination play to create better chances instead of more chances, with positional rotation and 1v1 encouraged in attack
  - Defending proactively as soon as possession is lost to regain it
- Using the 1-4-3-3 formation to support player development and our style of play over other less suitable options

## WHAT IS **'TOUCH'** FOOTBALL?

*"Touch Football is Good Football"*

**Fun Football:** where the focus is on attack and all players **touch** the ball as much as possible (not just watch their team with it)

**Beautiful Football:** which involves skill and where players **touch** the ball to control and pass it (not boot it or kick and chase)

**Smart Football:** patient and simple, with the ball played on the ground to teammates in **touch** (not aerially and/or long range)

**Creative Football:** where players are challenged both on and off the ball to find ways to create good chances to score

## HOW WILL WE ACHIEVE THIS STYLE OF PLAY?

- By playing football 55 out of 60, or 85 out of 90 minutes of training, and **not wasting precious playing time** with activities such as
  - Static stretching (only after)
  - Laps or running without a ball
  - Pure fitness work
- By fully adopting the approach to allow players to **discover and learn how football works** in the goalkick age group (U7 and younger)
- By fully adopting the **skill acquisition** approach to coaching in the sub-junior age groups (U8 – U11), developing the fundamental skills of
  - First touch
  - Running with the ball
  - 1v1
  - Striking the ball
- By doing lots of group activities to improve team work, rather than individual focused activities, and by **erasing the concept of 'drills'** from our coaching vocabulary and **replacing it with 'game based training'**, for example
  - Dribbling games e.g. cops and robbers, simon says, sharks etc *instead of dribbling through cones / relays*
  - Passing games e.g. piggy in the middle, passing practices etc *instead of passing drills / in pairs*
  - Positioning games e.g. 4v2, 5v3 etc *instead of exercises like 1-2-shot*
  - Game training e.g. attack vs. defence, various possession games etc *instead of exercises like pass to wing – cross – finish*
- By using the **1-4-3-3 formation** and the smaller versions of it in training and matches instead of other formations
- By using the **CHANGE IT** concept heavily instead of 'directing' play; as well as **player centred coaching** instead of telling players what to do

*NOTE: tactical concepts (playing out of defence, combination play, 1-4-3-3 formation etc), training concepts (positioning games, game training, how to get fit etc), and coaching concepts (CHANGE IT, player centred coaching etc) are outlined in more detail in separate coaching handouts*

## HOW CAN WE MEASURE THE SUCCESS OF THIS PHILOSOPHY?

Measuring success will be a long term process. In the short term if we see players displaying a rising level of technical ability and decision making, and teams being able to play out of defence, keep possession and create good scoring chances more regularly, then we are on the right track. There will be guides provided to coaches/teams to assess their progress, but **the most important thing is to support the process!**

## CLUB CULTURE: AS A CLUB WE ALSO DECIDED WE WANT TO FOCUS ON THE FOLLOWING

It's just a game... but it can achieve more, and so as coaches we will lead by example, and emphasise / ensure players commit to:

- Fair play
- Respect for referees, opponents, teammates and officials
- Good manners, behaviour and presentation
- Winning with grace
- Losing with dignity regardless of the circumstances
- Playing as a team
- Playing with skill, not putting their 'body on the line'

The number one reason anyone plays? Fun!!!

With this in mind, coaches will:

- Coach with a positive attitude (every coach has a difficult group!)
- Look to reward and highlight good behaviour of players
- Ensure all players receive fair game time in every game they play
- Ensure all players receive roughly equal game time throughout the season
- Provide (sub-juniors and juniors up to U15) players with experience at 2-3 different positions over the season for their development
- Genuinely challenge their teams with position changes and tactical targets when clearly stronger than their opposition
- Awarding the captaincy and/or vice captaincies to players with the potential to develop from the opportunity and responsibility

The club, with support from coaches, will:

- Provide coaches with access to coaching courses for their development, paid for by the club, as well as other workshops and mentoring
- Better promote internal club pathways to players and parents, and ensure these pathways demonstrate a consistent philosophy throughout the club
- Openly promote pathways to higher levels to players and parents
- Establish an ongoing two-way relationship between the senior club players and coaches and the junior club, through coaching, supporting each other's teams and any suitable initiatives



# HOW PARENTS CAN HELP

1. Encourage lots of informal play: in the backyard, at the park, at school, against a wall, juggling etc.
2. Become familiar with the philosophy, support the philosophy, and support the coach who is learning it too

**What's the first question you ask your child about a game?** **CHANGE THE FOCUS!** Focus on the goals the players have set themselves rather than the result. Development to expertise is a long term process –10,000 Hours!

- Did you try that new turn the coach taught you in training?
- Did you have fun?
- Did you achieve any of your goals for this game/training?

They are learning the game they love. They may not mark up when they should or pass when they should or dribble at the wrong time in the wrong places, but that doesn't matter. They are learning the game playing high risk football, making mistakes, solving problems and making their own decisions experimenting with the game itself building up the 'know how' they need to carry on playing the game as young adults, adults, amateurs, professionals, world cup winners. Think of how your child learned to walk?

- Observing others (visual)
- Trial and error (kinaesthetic)
- Praise & Encouragement (auditory)
- Repetition

Did you focus on the errors with them? Or did you celebrate each little step regardless of the errors along the way?

**Model good behaviour yourself** because the players look to you, and also enjoy them for what they are –kids who love to play the game. Cheer for them, congratulate them -show them how to respect the referee, applaud good play (the oppositions' too) and behave well in victory and defeat.

## What Supporting Your Child Doesn't Mean

- Never showing any encouragement
  - Never turning up to watch a match or training.
- At games spending the whole game:
- Shouting "get stuck in" to your child
  - Shouting at the opposition
  - Shouting at your team that they're useless (except for your child!),
  - Shouting that your child is useless,
  - Shouting that the referee is useless,
  - Shouting that the opposition's manager is useless,
  - Shouting that your coach is useless.

Be honest and think back to the last time you watched your child play. Did you break any of the golden rules?

## What Does Supporting Your Child Mean?

Helping your child to develop through football

- Encourage, but don't force your child to take part.
- Understand what your child wants from football, and support this.
- Emphasize the enjoyment and fun of playing the game.
- Praise and reinforce effort and improvement.
- Be a constructive, positive and honest critic.
- Encourage your child to review their performance, and discuss ways for improvement.
- Keep winning in perspective.
- Encourage fair play.

Look at the list above and think about how many of the positive aspects of supporting your child you regularly do.

## Game Day Tips

A sad fact: In a survey of 9–13 year olds, 54% felt there was too much pressure to win, 42% said coaches placed too much pressure on them, 36% said parents lessened the fun of the game.

- **No coaching** (sidelines and before/after games). Let the coach do their job and enjoy watching the game. Don't confuse the players with too many voices – let them play. Make the car journey to and from the game a 'safe place'.
- If you have concerns, do not speak to the coaches straight after the game. Make a time to see them.

## WHAT THE CLUB WILL DO TO HELP

- Training and match visits by Director of Coaching as well as coaching courses, workshops, resources etc
- Offer practice at home checklist for players [coaching@sandringhamsoccerclub.org.au](mailto:coaching@sandringhamsoccerclub.org.au)
- Parent education sessions and free AR courses for volunteer linesmen
- Skill Acquisition training on Mondays for sub-juniors to get extra training
- Goalkeeper training program on Mondays



# PLAYING OUT OF DEFENCE

**Playing out of defence is a means to an end.** Often, many teams will only play football when they are better than their opponent, otherwise they will resort to a 'kick and chase' style of play. Our challenge is to **play good football at all times**, which includes from the goalkeeper. Playing the ball long in these situations more often than not results in losing possession straight away, or within a few seconds due to the difficulty of controlling balls in the air. If there is a genuine belief in playing good football, playing out of defence would be part of it and not discarded due to risks involved because playing out of defence is good football and **the two are inseparable**.

These risks include making errors close to our own goal that may result in conceding. This in turn may result in losing games. But with development as the driving force behind our club's philosophy, playing out of defence is important because if players can learn to maintain possession, use good technique and make good decisions in an area of the pitch where there is a lot of pressure and a lot of risk, **they will have more confidence in being able to play this way anywhere and at any time on the field**. In Europe, there are many examples of highly regarded academies where even when the opposition man marks every player and applies as much pressure as possible to force a long ball, these teams will still play out defence anyway, by using their goalkeeper more heavily, making quicker movements away from defenders, and moving the ball more quickly. For them the challenge is a good thing, as it will make better players in the long run. **Mistakes are part of football**, are to be expected, **but are also a learning opportunity**.

## BP: PLAYING OUT

**PLAYING OUT OF DEFENCE IS THE STARTING POINT FOR POSSESSION BASED FOOTBALL - BUT DON'T DO IT IN THE PENALTY AREA, GET STARTING POSITIONS RIGHT**

FORWARDS GET AS MUCH WIDTH AND DEPTH AS POSSIBLE  
MIDFIELD GETS DEPTH (HALFWAY)  
2 AND 5 GET HIGH AND WIDE  
3 AND 4 GET DEPTH AND OPEN UP TO CREATE SPACE. THEN DROP BACK IN



## BP: PLAYING OUT

**IF YOU ARE STRUGGLING TO PLAY OUT, DON'T GIVE UP, FIND A WAY - THERE ARE MANY OPTIONS, IT JUST REQUIRES PATIENCE, PERSISTENCE AND KEEPER SUPPORT**

GET A 2V1 WITH A QUICK SWITCH THEN ATTACK SPACE  
GOALKEEPER CAN PLAY HIGH PASS TO FREE PLAYER  
ALWAYS TRY - BODY SHAPE KEY  
START AGAIN THROUGH GOALKEEPER THEN SWITCH



## BP: PLAYING OUT

**THE AIM IS TO GET THE BALL & AN EXTRA PLAYER INTO MIDFIELD & GO FORWARDS AS EARLY & SAFELY AS POSSIBLE - BUT DON'T LOSE POSSESSION IN MIDFIELD**

PASS TO MIDS STRAIGHT AWAY IF POSSIBLE TO RELIEVE PRESSURE  
GET BALL TO A MIDFIELDER TO PLAY FORWARDS  
MIDFIELDERS SHOULD ROTATE  
2 AND 5 MAKE FORWARD RUNS



### 10 STEPS TO PLAY OUT OF DEFENCE SUCCESSFULLY

Learning how to play out defence is a step-by-step process. It requires good technique to achieve under pressure, but **can and should still be done at all age groups and all levels**. The level of detail to go into would be relative to the ability and age of players.

1. Players should get into starting positions quickly to use available space smartly (i.e. not waiting in it and being marked) and give the goalkeeper the best chance of having multiple options to choose:

- wingers, striker and attacking mid as forward as possible in other half to push opposition back
- defensive mids at half way to leave space in the centre
- full backs high and wide to open up the field
- centre backs high and open, not next to box (too defensive)

2. Centre backs can then drop in closer to the goalkeeper (facing forwards to see all options) to receive a short pass

3. If free, the goalkeeper can also pass directly to either full back if centre backs seem too risky (centre backs should then support)

4. If all players are closely marked, the goalkeeper can play a short pass then get it straight back, as this will buy a few seconds to reset and try to create new options again

5. Whenever the goalkeeper is passed back to, even in open play, they should mostly look to switch to the other side of the field quickly (and take their first touch in this direction) as these players will usually have more space and time

6. Worst case scenario, rather than booting it long when there are no options, aim for the full backs, as at least if they make an error it is in a less dangerous area and centre backs can cover

7. If the opposition closes one side of the field down, try to switch to the other side where often there will be a 2v1 (one free player)

8. If space opens up in front of any player (full back or centre), they should attack this space to get the ball forward – this will also bring an extra player into midfield making it easier to play through

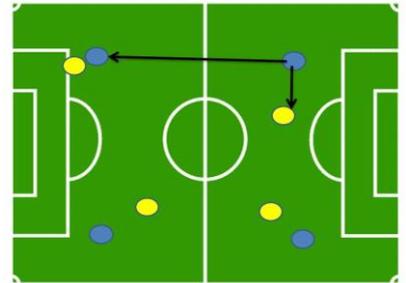
9. Midfielders can also offer an option by rotating in and out one at a time to receive a short pass (but never stay still waiting in the defensive half, get the ball or get out), either directly from the goalkeeper or from a defender, then try to play the ball into midfield or at worst just aim to keep it moving, try to a switch etc

10. When midfielders have the ball, full backs can look to make forward runs to offer an attacking option out wide, so when they receive it they are already in midfield and can play on from there

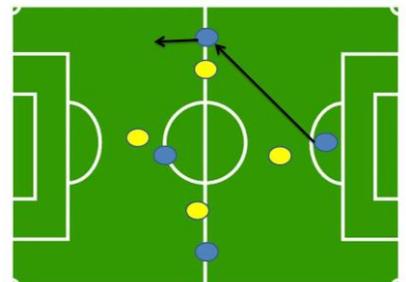
# 1-4-3-3 FORMATION

4-4-2 is the common default formation in Australia, but it is never questioned, just continually reused. Now the 1-4-3-3 formation is replacing this, but why?

4-4-2 is a very grid like formation with a lot of square angles. Square angles mean you must face backwards to receive (or get diagonal) and passes are also easier to intercept.



1-4-3-3 puts almost all players at **diagonal angles** in relation to each other **automatically**. This allows facing forwards when receiving, and the receiver can adjust to a poor pass but still face forwards. They can also often beat their nearest defender with their first touch going forwards.



Sucks opponent into centre where you have 3 players, then forces them wide where all they can do is cross – counter attacks are more effective as there are 3 up front (2 out wide)

Space on wings encourages overlaps inside or outside depending on movement of winger

Space in attack is towards goal encouraging combination play, through balls etc

3 players in centre midfield (key area) including 2 defensive to shield the defence

3 players in attack so more involved in setting up goals and also to transition into defence and pressure opposition

Wingers are further away encouraging full backs to attack into space ahead of them

**FEATURES OF 1-4-4-3 AND COMMON BEHAVIOUR BEFORE PLAYERS ARE COACHED**

Encourages opponents down wings first then leaves space in front of centre defence

Counter attack are hard with only 2 players both in the middle

Space in attack in 4-4-2 is out wide so balls will be played there for crossing which is rarely effective in juniors but also not challenging

Only 2 players in centre midfield, with usually only 1 shielding or often neither as both attack

Only 2 players in attack to set up goals and defend in transition

Left and right midfield discourage full backs from attacking as they are too close

**FEATURES OF 4-4-2 AND COMMON BEHAVIOUR BEFORE PLAYERS ARE COACHED**

The 1-4-3-3 formation is all about **'manicured positioning'**: it creates diagonal angles between players **automatically** for better positioning, allowing for more successful possession **without any coaching**. Coaches can focus on the development of technical skills in a formation that will compliment a style of play that supports this.

*Note: central midfielders are in a 2-1 formation (forward triangle), not a flat line of 3.*

**VARIATIONS (U15+ ONLY):**  
 Backwards triangle (4-1-2-3)  
 Wingers defensive (4-1-4-1)  
 False 9 (4-6-0)

**Always use variations of 1-4-3-3 in training games to reinforce principles e.g.**

**3-3 for midfield-attack**

**4-3 for defence-midfield**

**Smaller versions of 1-4-3-3 formation for training games and U8, U9, U10 and U11 Small Sided Football (but not below U8) are outlined below.**

**Always maintaining width, depth and diagonal angles.**

**4 outfielders**

**1-2-1**

**6 outfielders**

**2-3-1**

**8 outfielders**

**3-2-3**

**5 outfielders**

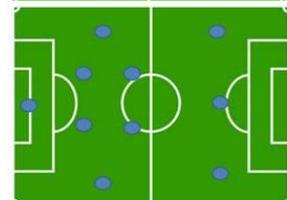
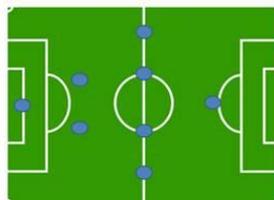
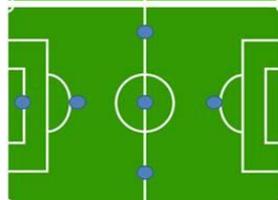
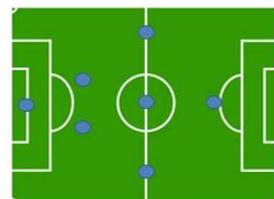
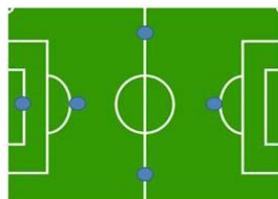
**1-3-1**

**7 outfielders**

**2-4-1**

**9 outfielders**

**4-2-3**



SANDRINGHAM SC – PRACTICE AT HOME CHECKLIST	NAME:	TICK
KEEP BALL BELOW HEAD HEIGHT, BE ON YOUR TOES & TAKE 2 QUICK STEPS EACH KICK		
Pass one touch off a wall using the inside of your foot	50 times in a row swapping feet each time	<input type="checkbox"/>
Pass one touch off a wall using the instep of your foot	50 times in a row swapping feet each time	<input type="checkbox"/>
Pass one touch off a wall using the shoelaces of your foot	50 times in a row swapping feet each time	<input type="checkbox"/>
Volley off a wall one bounce per kick using the inside of your foot	20 times in a row swapping feet each time	<input type="checkbox"/>
Volley off a wall one bounce per kick using the shoelaces of your foot	20 times in a row swapping feet each time	<input type="checkbox"/>
Volley off a wall one bounce per kick using the outside of your foot	10 times in a row swapping feet each time	<input type="checkbox"/>
Volley off a wall one bounce per kick using your thigh	10 times in a row swapping legs each time	<input type="checkbox"/>
Volley off a wall one bounce per kick using the inside of foot starting side on	20 times in a row swapping feet each time	<input type="checkbox"/>
Volley off a wall one bounce per kick using the shoelaces of your foot starting side on	20 times in a row swapping feet each time	<input type="checkbox"/>
Volley off a wall one bounce per kick using the inside of your foot behind your standing leg	10 times in a row swapping feet each time	<input type="checkbox"/>
Volley off a wall one bounce per kick using your thigh starting side on	10 times in a row swapping legs each time	<input type="checkbox"/>
Juggle with back spin, bounce (going forwards)	50 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with back spin, bounce (going backwards)	50 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with back spin continuously	50 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with back spin continuously (do 5 extra high kicks)	20 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with back spin continuously (touching ball every step and jogging)	20 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with thigh continuously	20 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with thigh going forwards	10 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with thigh going backwards	10 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with no spin, bounce (continue)	20 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with no spin, bounce (going forwards)	10 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with no spin, bounce (going backwards)	10 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with no spin continuously	10 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with no spin continuously (do 2-3 high kicks)	10 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with no spin continuously (while jogging)	10 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with inside of foot continuously	10 times in a row swapping feet each time	<input type="checkbox"/>
Juggle with outside of foot continuously	5 times in a row on each foot	<input type="checkbox"/>
Juggle with heel continuously	5 times in a row on each foot	<input type="checkbox"/>
Juggle with head continuously	5 times in a row	<input type="checkbox"/>
Juggle continuously with bounces and use each foot, each thigh and your head all at least once		<input type="checkbox"/>
Juggle continuously without bounces and use each foot, each thigh and your head all at least once		<input type="checkbox"/>
Balance ball on head for 10 seconds		<input type="checkbox"/>
Juggle then catch with shoelaces, keep juggling	Repeat 5 times on each foot	<input type="checkbox"/>
Juggle then catch with shoelaces, swing forward and back, spin, hop, keep juggling	Repeat 5 times on each foot	<input type="checkbox"/>
Juggle then catch with knees, then keep juggling	Repeat 5 times	<input type="checkbox"/>
Juggle then kick high, spin 360, allow ball to bounce, keep juggling	Repeat 10 times	<input type="checkbox"/>
Juggle then kick high, spin 360 and keep juggling	Repeat 5 times	<input type="checkbox"/>
Juggle then bounce under knees, keep juggling	Repeat 5 times on each foot	<input type="checkbox"/>
Around the world (spin ball around foot without dropping it)	Both feet	<input type="checkbox"/>
Around the universe (flick ball up off one foot, spin around other foot, catch or keep juggling)	Both feet	<input type="checkbox"/>