



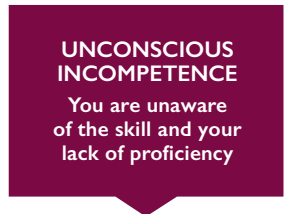
JONATHAN'S JUNIOR COACHING PHILOSOPHY

My curriculum will direct the coaches, and in turn the juniors, to focus sessions on singular achievable outcomes with defined success criteria, which will be coach led to begin with and later developed by the group of children in the training session. By focussing our goals and by supporting each child by identifying what success looks like we are empowering the juniors to take an active role in their development and learning stage.



MY COACHING PHILOSOPHY HAS ALWAYS BEEN TO FOCUS ON DEVELOPING THE WHOLE CRICKETER. By combining traditional coaching with my teaching pedagogy I believe in approaching a player's *whole* development by considering their physical literacy, skills acquisition, flexibility, knowledge of the game, fitness level and enjoyment.

I believe a cognitive approach to development, closely aligned to that of teaching, and less so 'technical coaching' is the right starting point for our youngest members. At an early development stage encouragement of a players' enjoyment in taking part, improving physical literacy levels and introducing knowledge of the game is essential. I will be encouraging our coaches to teach to the ideal; the '*Cook, Kallis & Tendulkar textbook approach*', during these informative years because the closer we can start to being bio kinetically perfect in movement, the safer our juniors will be as they develop. ►





I don't subscribe to practise makes perfect. I believe that *perfect* practise makes perfect.

I WANT TO SEE OUR COACHING TEAM ALLOWING THE CHILDREN AT THE EARLIER STAGE TO BE HAVING FUN AND BECOMING HOOKED ON CRICKET,

being taught how to become more aware of how their bodies move and teaching them the fundamental setups and basic skills that make up a game of cricket. Many appropriately challenging small sided skills based games (not necessarily matches), the teaching of grips, stances, leaps and dives, all while having a load of fun with their friends on Sunday training sessions is the order of the day.

As we move to the older age groups, our coaching team will continue a cognitive approach by teaching the children skills and game knowledge but I hope to see the introduction

**CONSCIOUS
INCOMPETENCE**

You are aware
of the skill but
not yet proficient

of more traditional coaching techniques, or as I like to refer to it, intervention methodology. This is a conscious incompetence stage and children begin to identify within themselves areas for development. Very few, if any, children are able to bowl, bat and field with perfect movement and actions. Until this point the coaching programme will have been encouraging children to be as bio kinetically efficient

as possible, we will now look to settle any actions that come more naturally to our juniors provided they are safe and intervene where necessary to make them safe. Emphasis will be put onto consistent execution of skills i.e. balanced, strong bases from which to strike a ball or consistent run up, gathers and delivery release positions from the bowlers. The coaches will be encouraging the juniors to experiment and learn through trial and error, peer assessment, discussion and questioning. This approach I believe deepens their learning and increases retention of the lessons taught in the sessions.

Entering into the final stages of cognitive learning namely conscious competence and the goal of unconscious competence, our eldest age groups and our academy sections will benefit from the full extent of our teams' experience in coaching. Less teaching techniques will be employed, as we shift our focus to coaching the players by refining technical skill toolsets and their approach to match situations. Variations in deliveries, running to the infield, throwing techniques as a few examples will be coached and discussions of, when, and how to execute these skills will be undertaken. The coaches will start to expect more input back from the juniors/academy players at this stage. ►

**UNCONSCIOUS
COMPETENCE**

Performing the skill
becomes automatic

**CONSCIOUS
COMPETENCE**

You are able to use
the skill, but
only with effort

Our club values will be explored together and academy sessions will follow into adult training. Individual and small group work, master classes and specialist sessions where appropriate will be delivered.

A holistic approach to learning, teaching and coaching is also essential to be able to identify aptitudes that do not always present themselves in technical prowess. Softer skills such as leadership, bravery and attitude are shared by most outstanding cricketers. These skills are often overlooked for batting averages and strike rates and once the latter are identified in some instances this can manifest into a relentless desire for the players to be 'fast tracked' into more challenging environments.

THERE IS MUCH TO LEARN FROM BEING A BIG FISH IN A SMALL POND. Often I am approached to consider allowing children to play-up an age group in order to 'keep them challenged at their attainment level'. While there is a time where presenting the next stages of challenges can be beneficial to the development of a player i.e. the ball being bowled quicker, having more time in the game, or attempting to overcome better tuned strategic placements in the field, more often than not in doing so we risk missing the opportunity to teach these children the lessons that should be learnt in the appropriate level of expectation alongside their peers.

Learning how to deal with the pressure of your teammates looking to you to make a score, or break a partnership is manageable within your peer group, but can be overwhelming, and in failure, confidence destroying when playing outside of the security of your age group. Seldom will you find the 'young lad' leading a team onto the field. The opportunity to learn the leadership skills required of a captain being lost for the gain of facing better bowlers. There are many seasons, matches and hours in the field for our young cricketers to play in a mixed age group team. Our academy is setup to provide these challenges at an age and emotionally appropriate time to do so.

Tim Collins refers to a bus metaphor when describing how many good organisations become great, he calls for the right people to get on the bus, the wrong people to get off the bus and the right people to be in the right seats. Our coaching team this year has a wealth of knowledge and many years of practical experience between them. Together with the lead coaches, we are planning on delivering a coaching curriculum that provides our membership with a consistent ethos and approach across the age groups, into the academy and all the way up to the 1st XI.

Feel a part, be committed, love what you do and success will follow.

JONATHAN SPELLER
CRICKET DIRECTOR

 director@TWCcricket.co.uk