



February 2011

Following on from the very successful 'Defence Clinics' held in 2010, CoachForce are pleased to present seven Nationwide 'Attack Clinics' in 2011. These 3 hour clinics will be presented by Belinda Colling and Leigh Gibbs, and will cover key principles for inside and outside goal circle work on attack. Please see below for booking information or go to mynetball.co.nz click on the 'coach' tab then click on 'workshops for coaches'.



**NETBALL
SOUTHLAND HOSTED
AN
'ATTACK CLINIC'
IN GORE ON
TUESDAY NIGHT**

Don't miss your opportunity
to learn from this
'fantastic experience'

BOOK NOW!

"ATTACK CLINIC"
Presented by
**BELINDA COLLING and
LEIGH GIBBS**

Covering key principles for inside and outside goal circle attack

	3 hours	6-9 pm	Cost \$35.00
Southland	Tuesday 15.02.11	MILT Events Centre, 20 Whyland St, GORE	
Tasman	Wednesday 02.03.11	Marlborough Girls College, 21 McLaughlan St, BLENHEIM	
Eastern	Thursday 03.03.11	Woodford House, Iona Road, Havelock North, HASTINGS	
Wellington	Wednesday 16.03.11	Walter Nash Stadium, 10 Tocker St, Tairā, LOWER HUTT	
Western	Thursday 17.03.11	New Plymouth Girls H.S., 60 Northgate, Stranraer, NEW PLYMOUTH	
Auckland	Tuesday 22.03.11	Waikare Netball Centre, 31-35 Te Poi Place, Henderson, WAITAKERE	
B.O.P.	Wednesday 23.03.11	Aquinas College, 183 Pyes Pa, RD 3, TAURANGA	

Enquiries—via NNZ CoachForce personnel @ mynetball.co.nz; click on Coach; click on CoachForce

Registration form:
Please detach and send with payment to: **Netball Development Administrator,
Netball New Zealand, PO Box 99710, Newmarket, Auckland 1149**

Name: _____ Cell Phone: _____
Address: _____
Email: _____

I enclose \$35 for attendance at the 'Attack Clinic' Presentation in (Please indicate which venue you wish to attend)
BLENHEIM / NAPIER / HUTT VALLEY / NEW PLYMOUTH / AUCKLAND / TAURANGA

Please make cheques payable to Netball New Zealand

Signed: _____

I consent to the above information being collected and held by Netball New Zealand and distributed for the purposes of administering, developing and promoting netball coaching initiatives in New Zealand. I acknowledge my right to have access to and correct the above information. This consent is given under the Privacy Act 1993.

NZ U21 Camp Apprentice Coach Programme

Trish O'Brien-Wilcox (Auckland) and Marianne Delaney (Wellington)
report on their experience during the NZ U21 camp in
Christchurch during January this year



We nervously arrived in Christchurch, unsure of what to expect from the week ahead. We were instantly put at ease by the warm and open welcome we were given on arrival at the first team meeting, by the abundant management team.

During this 4 day camp we were given access to every component that makes up this High Performance programme. This included sitting in on IPP's and hearing discussions around nutrition, sports psychology, athlete welfare and conditioning. We felt the need to experience all aspects of the player's week, including eating like a high performance athlete – which means we have to take part in a conditioning programme ourselves now, to get back into shape!

We definitely have gained a better understanding of Netball New Zealand's High Performance Programme and how everything comes together in a camp situation.

It's been really beneficial to see the coaching progressions day by day – from skill to tactical development to the girl's application on court. Janine and Julie related well to the girls in a positive and open way.

We will take many interesting and innovative ideas away with us, especially those used in the 'thinking hats' session. Being involved in this programme has definitely wet our appetites for coaching at this level.

We are also taking away some amazing one-liners from our delightful host Sue Harris, who we thank for looking after us so well.

We would like to thank Leigh, Helene, Gayleen, Rebecca, Dee, Kylie, Belinda, Thommo, Amy, Sonya and Lou for their willingness to share their knowledge with us, and to Netball New Zealand for providing us the opportunity to attend.

A final big thank you to Janine and Julie and the girls – we wish them luck.

PS. Christchurch delivered Trish her first-ever experience of an earthquake – it measured 5.1 and hit at 6am on the Thursday morning. I suspect it was a first-time experience for some of the girls too...many all emerged from their rooms like turtles to check what was going on. All except the locals of course.



The apprentice coaches with NNZ representatives. Left to right, Leah Gibbs (NNZ Talent Development Manager), Marianne Delaney, Sue Harris (NNZ CoachForce) and Trish O'Brien-Wilcox.

Tactic—Centre Pass; TGfU Square to Square

2 equal teams of 3 and then 4.

Make up 2 squares as shown using chalk or dots if possible (safer than cones) with attacking and defending players and a passer.

The aim of the game is for A1 or A2 to receive a pass in Square 2.

All netball rules apply. Ball starts with A3 and the other players must start in positions shown, but on whistle all players can move anywhere.

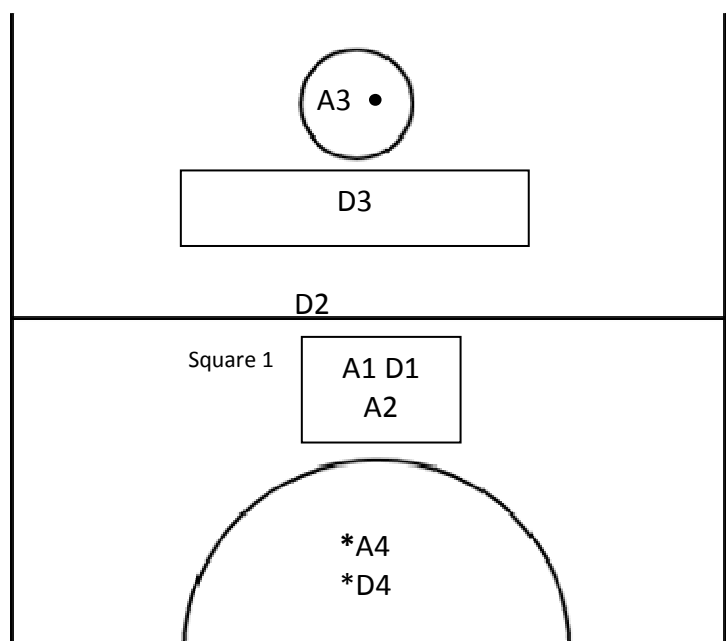
A's gain points for receiving in square 2.

D's gain a point if they can prevent this.

MODIFICATIONS—Add A4* and D4*

Either A1 or A2 receives the second pass and can pass onto A4.

A's continue to pass until a goal is scored with A4 and D4 being allowed in the goal circle.



POSITIONAL INFORMATION –Wing Defence

PHYSICAL

Players often move into WD position when they realise they realise more height is required to continue playing in the goal circle. However, a tall player who specialises in WD early has an advantage over the often shorter mid court attackers. WD's need a very high level of aerobic fitness in order to maintain effective attacking and defensive play.

MENTAL

Hard work ethic and an understanding of their roll in the defensive unit.

SKILLS

An important skill required is their 1 on 1 defensive work; being able to apply pressure on the passer and restrict the attackers movements. By containing the opposition WA, the WD can stifle the supply of ball into the goal circle, greatly assisting the circle defence. On attack, they need good vision to recognise the long pass options and good decision-making to be wise enough to use the short options when they are the safer plays.

TACTICAL

They have a huge variety of roles both on attack and on defence and work with the different sub-groups on court - the defending third and through the two thirds on attack and defence. An important aspect of their play is the need for them to not give away penalties on the circle edge as this takes away their ability to work to assist GD and GK in the circle.

So although it may not be a glory position, it does allow a player to be involved in much of the game from defence outside the circle to attacking support play up on the transverse line.



Following the release of the new NNZ Coach Accreditation Pathway, Canterbury Netball recently hosted a 'Community Coach Award Module Weekend', encompassing all of the five modules coaches are required to attend as part of the Community Coach Award.

The coaches attending were former or current Canterbury Netball representative coaches who had previously been accredited with NNZ Level 2 or 3. The weekend was organised for the same level of coaches so they could relate to the same level of coaching and communities of players, with the five modules run over 2 days.

These coaches will now start into their transition phase as they move towards achieving a Performance Coach Award.

This was a great opportunity to complete these modules with coaches who work with players at the same level or community. It enabled us to discuss things in more depth, and extend and expand on our ideas. It was really nice to be able to spend time with like-minded people.

Tania Hoffman (Current Canterbury LFNC Coach)



Attending coaches from the Canterbury Netball 'Community Coach Award Module Weekend' From top left to right: Rachael Stead, Tania Hoffman, Andrew Trotter-Jarvie and Jennie Hooper. Bottom left to right: Rachael Parkin, Andrea Cousins and Helen Bryant.

Smart Coaching

Managing Mistakes to the Players' Advantage!

John Allpress is The FA National Player Development Coach for the 7-16 age range as well as Head Coach to the England Under-16 team. He has designed and directed The FA Youth Coaches Course (Under 11 years/12-16 years) whilst also planning and delivering coaches working within Professional Clubs, Academies and Centres of Excellence. John has worked with Ipswich Town Football Academy and the Under-15's at both Tottenham Hotspur and Charlton Athletic.

If coaches create the right learning challenge for their players, sometimes the most constructive response to mistakes could well be a sort of 'skilful neglect'. In other words leave the players alone as much as possible to work out as much for themselves as they can. If they really need your help then of course help them but also try to give out the message that it's acceptable not to be able to do something yet.

Recognise and acknowledge how players may be feeling when faced with new or difficult tasks, e.g. 'We're now going to work with our weaker foot. I understand that things may go wrong and sometimes passes may not be as good as you would like but that's OK. Just try to steadily improve that weaker side.. As the coach you help the players best by encouraging them to face their mistakes head on. Players cannot learn anything in denial.

Possible Benefits

Apart from the learning that is available through mistakes there is another benefit.. That is, that action is taken by the player to learn, and things are done to improve. Nothing can be done in any sport unless it is done against a back-drop of potential mistakes. In most games there is no such thing as a 'sure thing'. Bottom team beats top team. Minnow knocks giant out of The FA Cup etc. The history of the game is filled with legendary examples of sure things coming unstuck.

Mistakes are a reminder that our control of any situation is never absolute – even if we play well and dominate the match we can still be felled by the 'fickle finger of fate' and end up losing.

Become Your Own 'Coach Inside Your Head'. It is possible to reflect on mistakes later when the emotion of the moment and the match has drained away. Some players will find developing this questioning process useful:

Where did the mistake occur?

When did it occur?

What did you do?

How did you feel about what happened at the time?

Why was it a mistake?

What did you learn?

How will you improve?

Possible Problems with Mistakes

The biggest limitation of mistakes is the fear that making them may well hinder our development and evolution as learners and players. That is why it is important to reassess the role of mistakes in player development, recognise that they are merely staging posts on the learning pathway and can never be completely avoided. They can be costly in competitive matches but if we are talking about player development which is a long-term process, the short-term reversal versus the long-term gain should be a price worth paying.

Summary

As the Coach you help the players best by encouraging them to face their mistakes head on. Players cannot learn anything in denial. Remember that learning is what you do when you don't know what to do – so mistakes are part of learning new things and it is OK not to be able to do something yet.

Encourage players to try not to repeat errors but to accept that this may happen and that that is no reflection upon them as people or their ability to get there in the end. Remember, slow learning is not bad learning. If things do go really well, accept this too, as part of the learning process. Accept also that goals may now have to be realigned in order to move forward to new challenges. Coaches should aim to help the players to learn what to do when they don't know what to do. Help them to begin to develop their own coach 'inside their head' and to analyse their mistakes (i.e. what kind are they?) when the emotion has died away. Recognise that mistakes are not bad things and when learning something new they are simply part of the process. The challenge facing the players and coaches is learning to use the mistakes to their advantage.

Questions

1. Players and coaches: How could you help each other to develop the questioning process suggested above in order to learn from mistakes that the team has made during a game?
2. Set some goals as a result of mistakes you have made or re-set if you have achieved beyond your previous goals.
3. Now that you have read the whole article, what are 3 of the things that you have remembered? There is so much in the article that you probably need to read it several times to gain full value from it.

This is the last in a 5 part series written by John Allpress
If you are missing any Parts, contact Noeline Scott – noelines@netballnz.co.nz