

Coaching



Coach Education and Mentoring

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I am constantly looking for learning opportunities, from leadership, communication and sports science. I network with some of the best coaches in Australia. I ask and listen.

Everyone I come into contact with provides me with the opportunity to learn something. I reflect and take advice. I am driven to keep improving in all aspects of my coaching to ensure the NSW Swifts also improve and we reach our goals.

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Anita Keelan, NSW Swifts Assistant Coach



Coaching Language

To assist in alignment across the state, Netball NSW has identified terminology that will benefit coaches to enable the athletes to clearly understand what is being asked of them as they journey from program to program.

Terminology	Definition
Attack	When a team or individual in possession of the ball attempts to move it down the court to the shooters.
Baulk (Fake)	The action players use when they appear to be about to release a pass but do not let go of the ball.
Change of Direction	(Two straight leads) Initial move must be convincing enough, sprint strongly at a 45-degree angle, push off strongly on outside foot to move into a new space.
Change of Pace	To change the timing of a lead to clear space (Speed is critical).
Clearing	A wide, arcing movement that attempts to draw the defence away from critical space, leaving it open for another player.
Defence	The actions of a team or individual resisting an attack. A team defends when it does not have possession of the ball.
Dictate, Delay and Deny	Defending the ground in front of an opponent to force the player wide and hold up the down court drive.
Double Dodge	Quick and decisive run in one direction in a definite movement, with hips facing towards direction of travel, place outside foot on the ground and push off strongly in opposite direction, perform a second dodge by placing the other foot on the ground and pushing in the other direction.
Double Play (Give and Go)	A player passes the ball then immediately drives to retake the pass.
Drive	A strong forward movement into space.
First Ball Pressure	Defenders maintain first ball pressure to a contest to intercept the ball or prevent attacking players from receiving a pass.
Front Cut	When an attacker drives in front of their defender so they can easily receive a pass.
Grounded foot	The foot the first makes contact with the ground when a player who has possession of the ball lands.
Intensity	Keep your players working at match pace, demonstrate what intensity you are looking for when teaching a skill or introducing a new drill (players need to understand what pace you expect as a coach).
Leads	Sprint strongly to the ball, either directly forward or diagonally at a 45 degree angle.

Lead and Drop back	Designed to create space behind the initial drive. Keep eyes on the thrower throughout the movement.
Offer	A players first attacking move, also called a lead.
Off the player (Off the body)	The defender aims to cover their own opponent while also being in a position to intercept a pass to other opposition players.
Preliminary move	A move used to clear space before offering an attacking move.
Re-offer	When the lead or offer is not used and the player makes another move.
Re-Positioning	Defending players need to reposition based on changes in the game, this may include adjusting and changing position around an opponent.
Sagging	A form of one on one defence and is usually used when the defenders opponent receives the pass. Rather than commit to hands over the ball they move back into a teammate's opponent's space to either deny the passing option or intercept the pass.
Shadowing	(One on one defence in front) – Standing in front of the attacker hallway across the attackers body looking hallway between the ball the attacker so they can see both.
Skill	A skill is the performance of the technique in a game. Technique + Game context training = Skill Game context training = Pressure, decision making, timing, use of space
Split	When two players line up one in front of the other and both lead, the front player should lead first and the back player leads in the opposite direction.
Switch	When two defenders swap opponents (May be a deliberate move to provide better match ups in defence).
Technique	A technique is a movement performed in isolation at practice.
Timing	Knowing just when to make a move, Players may use on court cues to time their movements e.g. a teammates catch.
Vision	With regard to leading the play- vision refers to the ability of the player to turn and see all of the court and the options available so that the best passing option can be chosen.

Coaching Cues

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Developing coaching cues that resonate with each of your players is vital to effecting change and helping your athletes grow. Consistency of cue words is the key to success. I take some time to find what works for each athlete and use that same word in training, on pre match cards and in match feedback.

It is amazing the difference one or two words can make.

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Anita Keelan, NSW Swifts Assistant Coach

Movement Skills - Athletes need to know how to apply these skills on the court	
Right foot and left foot take off	First step forwards – small steps
	Using arms to drive – opposite arm to leg
	Head up and eyes on the ball
Land and balance on right and left foot and both feet simultaneously	Knee aligned over foot when landing
	Bend knees slightly to absorb impact
	Soft landing
Landing on outside foot	Drive right – land right foot, drive left – land left foot
	Ball to be placed into space ahead of player
	Knee aligned over foot when landing
Pivot – outside turn	Land on outside foot e.g. left foot land if running to the left
	Turn on the ball of the foot without lifting it off the ground
	Ball must be caught on extension – into space
Pivot – inside turn	Land on inside foot e.g. right foot land if running to the left
	Turn on the ball of the foot without lifting it off the ground
	Turn body away from the defender to protect the ball
Running through the ball – not lunging	Drive hard onto the catch – don't slow down
	Small steps and fast feet
	Balance on landing
Sprint, stop and control body	Using arms to drive – opposite arm to leg
	Small steps – light feet
	Angle shoulders and hips to the direction of run

Ball Skills	
Shoulder pass – correct technique	Ball held at shoulder height with one hand
	Step forward – opposite hand to foot
	Open shoulder and push ball hard into space
Bounce pass	Bend knees to lower your body
	Step forward – opposite hand to foot
	Bounce ball towards ground and into space
Chest pass	Ball held with two hands at chest height – arms slightly bent
	Step forward with one foot (non-grounded foot)
	Push the ball hard towards receiver's chest
Pace and timing of ball delivery	Variation of passes require different speeds of release
	Experiment with quick delivery and slower delivery to receiver – depending on defenders positioning
Lob pass	High release of pass at shoulder height
	One hand control
	Pass to be placed into space

Attacking Skills	
Single dodge	Small steps - keep base of feet shoulder width apart
	Push off on outside leg
	Change direction using fast small steps to drive
Double dodge	First single dodge to be same direction as the drive
	Push off strongly and quickly on outside leg – second dodge to opposite side
	Small steps to drive hard into space - keep eyes up
Straight lead-angle and line to the ball	Eyes on the ball - small steps and fast feet – drive hard
	45 degree angle of drive towards the ball carrier
	Keep strong on the lead – run through the ball – don't slow down
Creating space for yourself- 2 leads	Work variety of combination of movements
	Communication with other attacker – vision and voice
	Use strong definite movements
Lead, pivot and pass - hips all the way around for delivery	Strong drive and balance on landing
	Turn head to sight players and options down court
	Open hips to face direction of play
Transition into defence on turnover	Fast reaction from attack to defence
	Deny space of direct opponent - slow the ball movement
	Make a commitment to defence – regardless of position
Split and reoffer	Two players - drive into different spaces
	Drive to be completed at the same time as other player
	Ball not received – use change of direction and sprint to find new space.
Lead and drop	Strong drive forwards towards the ball
	Push off strongly on outside foot
	Turn hips, eyes on the ball – drive into back space
Centre pass structure- 2nd phase	Communication with attacking unit – understand roles
	Balance of space on court
	Work through variety of scenarios
Introduce hold	Feet shoulder width apart
	Body to remain upright and arms by side
	Strong use of body to protect space for ball to be placed

Defending Skills and Strategies

Defending Skills and Strategies	Small fast steps – feet shoulder width apart
	Move feet to create space – eyes on the ball
	Work on variety of combinations to move around shooter
Denial of space – not chasing the attacker	Use footwork towards the attacker to close off space
	Small steps – remain balanced
	Angle your body to the attacker
Introduction of split circle and zone	Communication with other defender is critical
	Eyes on the ball – use peripheral vision to sight attackers
	Actively defend space – continuous movement attack ball with two hands
Defence of the shot - varieties including two hands, jump, lean	Maintain 0.9m distance at all times
	Work at holding defence of the shot for three seconds
	Engage core strength to assist with balance
Blocking the shot	Turn back to shooter after release of the shot
	Keep feet shoulder width apart and body upright
	Use footwork towards shooter to close off space – no contact!
Rebounding of the shot	Use body to protect and create space
	Strong two hand catch on the ball
	Two foot take-off and landing
Four phases of defence for 1v1: <ul style="list-style-type: none"> • Body positioning • First ball pressure to a contest • Recovery footwork and hands over the ball • Dictating of denying the space 	Angle body to see both player and ball – eyes up
	Small fast steps - attack the ball with two hands
	Balance – be disciplined on distance – 0.9m before hands – hands to extend strongly over the ball

Shooting Skills and Strategies

Timing of shot	Vary the time of release of the shot – three seconds, two seconds, one second
	Consider style of defense and game situation
	Shooting technique remains the same regardless of timing
Working with feeders	Use vision to see all options and spaces with feeders
	Ball placement to feeders is critical
	Communication – eyes and voice
Pressure shots	Experiment with variety of scenarios
	Consider balance, timing of release, distance, defenders
	Repetition to consolidate skill
Basic shooting technique – high release	Technique of upper body remains unchanged
	One hand release
	Elbow pointing towards the post
Rebounding	Use body to protect and create space
	Strong two hand catch on the ball
	Two foot take-off and landing
Introduce working together in and out of the circle	Balance space of the circle with other shooter
	Eye contact with each other
	Strong and definite movements
Circle rotation	Shooter in front has right of way
	Movements to be strong and definite
	Balance space with each other - top and base

Effective Feedback Strategies

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Delivering feedback is a challenging aspect of coaching. When you give positive feedback you help the athlete recognise what they are doing right and this helps to build their confidence. When you deliver error correction feedback you help the athlete identify what is going wrong and how they can fix it. This helps athletes develop the belief that they can master the skill or strategy because they have a plan of action. Below are some ideas to help you deliver useful feedback to your athletes.

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Karen Haddad, NSWIS Sports Psychologist

Strategy	Explanation
What to Use (Positive or error correction)?	When delivering feedback, it needs to be positive and productive, focusing on what to maintain or what to change. What your athletes really want from you is the following: <ul style="list-style-type: none"> • Justifications for the feedback you deliver. • The opportunity to make choices with regards to the solution. • Feedback to be delivered privately. • Empathy and respect
Pair Feedback with Solutions	Identify solutions that they can implement to make the skill or strategy better.
Check for Understanding	Are they really getting the message? Assess by asking questions about whether they understand what you want them to do and why they need to do it.
Address the Behaviour Not the Person	Avoiding making person-related or ability-related statements, focus heavily on the behaviour and how they can fix it.
Provide Tips	Give them tips (two-three tips) on how they can improve the skill or strategy.
Be Prompt	Deliver feedback promptly so that the athlete can associate the feedback you are providing with their current performance. If you wait too long the athlete may not be able to recall it.
Do it in Private	Athletes appreciate when you bring them aside to provide feedback as opposed to addressing the whole team.
Be Mindful of Your Tone	Your delivery is key. Be mindful of your tone as this will influence the way in which the athlete interprets your messages. Be optimistic, helpful, empathetic and caring.
Cater for All Modes of Learning	Teach skills and strategies catering to the four different types of learners (visual, auditory, kinaesthetic, reading and writing).
Check for Feedback	Do not just assume they get it. Check for verbal and non-verbal cues, for e.g., facials, incorrect movement, etc.

Physical Development

Maximise physical potential, optimise netball performance & reduce risk of injury

Speed

Running mechanics
Agility
Power

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“In sport there is an answer for everything else except speed”

Strength

Functional strength
Plyometrics
Flexibility
Stability
Core

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“One of the great moments in life is realising that your body can now do something that it couldn't do 2 weeks ago”

Fitness

Aerobic
Anaerobic
Match Fitness

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“Your success will be determined by what you do when no one is watching”



Warm-Up

Provides a perfect opportunity for physical development

You would think that, with all this specialised practice in one sport, we would be seeing a generation of superstars.

In fact, it's just the opposite: *Injury and burnout rates are at an all-time high.*

- More young athletes are training with an emphasis on one sport's specific activity, often continuously throughout the year, leading to overuse injuries.
- Warm up is the ideal time to expose your athletes to a wide variety of movements.
- Build a large repertoire of warm up activities, so that each session is different. Change it up move forwards, then go backwards, sideways, skip, jump, hop, gallop. The joy in executing movement in a free-flowing, creative environment sets the foundation for learning more complex sports skills later on.
- Start your sessions by explaining to your athletes the purpose of the training session and establish the mood through challenging, fun and interactive warm up activities.
- Aim to do full range of movement exercises wherever possible – swings, monkey walks, bear crawls, high knees with arm swings. Flexibility, or lack of it, ranks as number one as the greatest negative influence on progress.
- Take the time to teach efficient running mechanics. Eyes Up. Toes Up. Short contact time. Slight lean forward at hips. Shoulders relaxed. Speed controlled by elbow drive back.
- Do marching drills and A skips at every session, then weave these qualities into straight line running at moderate speeds. Once athletes have mastered this then, transfer these qualities into acceleration and agility activities.
- Teach correct landing during jumping or braking during change of direction.
- Introduce foundation strength, it is vital that you understand then correct technique and take the time to make sure all athletes are doing each exercise well.
- Don't be fearful of some basic hard work, it is good for young athletes to puff and pant on a regular basis.
- Dedicate at least a third of your session to warmup and cool down. It is important to balance developing all-around athleticism and developing specific netball skills. This is the key for all-around athletic development
- It is just as important to provide regular feedback – to coach -in warm up as it is in the session.

The overriding strategy to create the next generation of NSW Swifts and GIANTS must be to develop the all-round athlete before focusing on sport specific development.



Culture

Culture

A culture is a set of traditions, behaviours and goals shared by a group of people. Having a strong culture nurtures and develops the psychological growth of the athlete and the buy in of high performance behaviours.



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At netball, let's be brave and cultivate a positive culture that proudly stands ourselves aside from other sports. Let's trust that we can have a winning culture by taking care of process and then letting outcomes happen. Take a little time each session to connect with each athlete.

Let them know you believe in them and you will light a fire well beyond the game.

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Julie Fitzgerald, Head Coach, GIANTS Netball

Positive Culture

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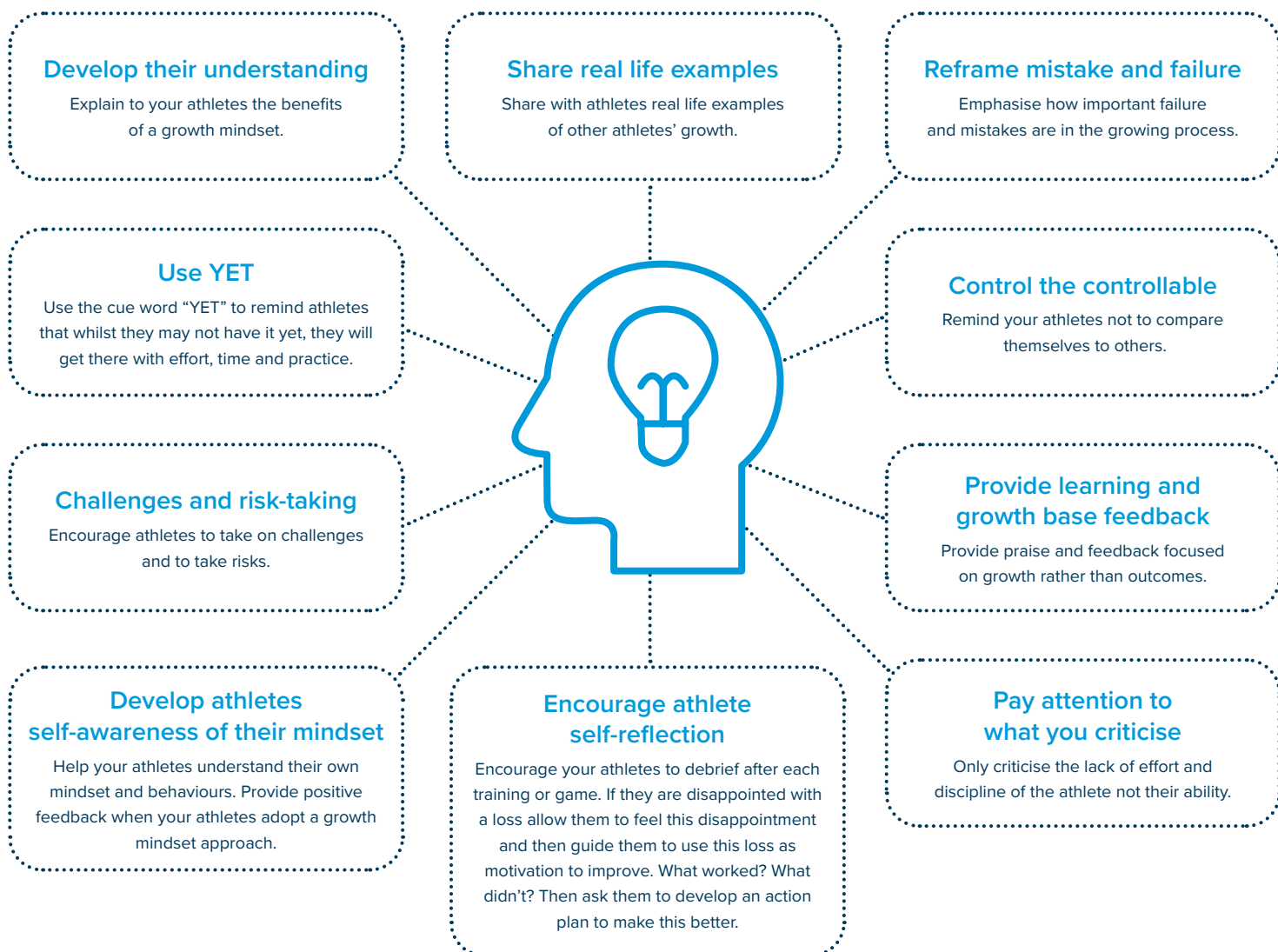
In my role as the Swifts Coach creating a positive culture has been every bit as important as the work on court. The approach I take is to live the values and behaviours I set for my team on a daily basis.
No one person is bigger than the team.

Briony Akle, NSW Swifts Head Coach

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Strategy	Explanation
Share your philosophy, vision and goals	As a leader share your personal philosophy, vision and goals and listen to what the team wants to achieve individually and together.
Define success	Collaborate with the group to discuss what success is and what it looks like.
Create shared goals	Spend some time on developing shared goals with the team, collaborating everyone's goals, so that the team can work towards the same goals. It may help to list the goals and then as a group prioritise them. Identify the top three goals and this can be your focus for the season.
Devise action plans for each goal set	As a group develop action plans on how you are going to collectively achieve the goals set. Your action plans should include the goal, how you are going to achieve it, what you will do, the resources needed to achieve the goal, and the timeline needed to achieve the outcome.
Identify behaviour	Get the team to identify behaviours that will help the team achieve their goals. Establish a code of conduct and stick to it. Get the athletes to devise punitive actions for breaches. This will help to encourage the players to own their program, while at the same time coaches will not be perceived as the disciplinarian.
Explain roles and responsibilities	Clearly explain each person's role and responsibilities. It may be useful to create a role description with each athlete so that they have a good understanding of their role and buy in.
Catch athletes doing things right	Catch the player doing something right and reward that behaviour.
Provide feedback and rewards	Be consistent with feedback and rewards that you distribute. Ensure that you focus on the behaviour not the person.

Growth Mindset



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Fostering an environment where athletes feel comfortable yet challenged is paramount to assisting in the boosting of resilience and confidence. As a coach, encouraging athletes to embrace the growth mindset allows them to be open to improvement, work hard and to learn from defeat and setbacks rather than fearing failure. Focus on the process and not the outcome. Through developing this way of thinking, you will assist your athletes reach their potential to succeed in their sport and in their lives in general.

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Jenny O’Keeffe, GIANTS Netball Assistant Coach

Coach Checklist

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As coaches let's remember that:

- Having athletic talent does not necessarily mean having to deliver the performance now.
- It is much smarter and safer to consider talent as the ability to produce great performances later.
- Long term success is all about a great base of basics, technical, tactical and physical.
- Netball has the potential to provide lifetime benefits including fitness, friendship and leadership skills.
- Aim to advance each athlete carefully along a continuum and to transition effectively with honest and open conversations.
- Assess, modify and adapt your program to cater for each individual and help athletes transition with honest conversations.

Let's create a culture where the journey is enjoyed by all!

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Mardi Aplin, Regional Performance & Pathways Manager, Netball NSW



Be a good role model

Be organised. Be on time.
Stay calm. Stay positive.



Empower athletes

Encourage players to think independently.
Help them to review their goals. Ask athletes what they want from you as a coach and out of the program.



Create your culture around the proven research on why young athletes play sport

Because it's fun!
They like the thrill of competition
They like to learn
They like to be with their friends
They do like to win BUT it does not make the top 10



Coach people not athletes

Athletes don't care how much you know until they know how much you care.



Challenge yourself

Access MyNetball online education and keep moving through the Accreditation Pathway to build your knowledge and stay contemporary.



Take the high road

Treat every athlete the same all the time.



Be consistent

Establish rules for the team and react the same regardless of the result.



Be an inclusive coach

We all have unconscious bias. Don't let yours affect you when you select or coach a team.



Share with others

Build a coaching network. Share ideas - observe training sessions. Collaborate generously.



Be proud as your athletes progress

Support your athletes as they progress along the Pathway. Their success is your success. As they leave it gives another athlete a go.



‘Learn from your mistakes because, from your mistakes, wisdom comes’

A Story of Coach Mentoring and Aboriginal Wisdom

Ali Tucker-Munro, Elite Coach

Coaching. It is a role that I love and is dear to my heart but interestingly enough not a role that I went looking for. Truth be told it found me when I was asked by my dear friend Marcia Ella-Duncan OAM to help her with her netball team. She asked if I could work with her circle defenders to develop their defensive skills in what she insisted would be ‘just for a couple of weeks’.

As I am a proud Aboriginal woman, Marcia holds a special place in my life having been the first Indigenous woman to wear the green and gold for the Australian Diamonds team. Having been a former elite netballer myself, and having regularly sought Marcia’s guidance and support, how could I say no to her.

Those ‘couple of weeks’ evolved into a now ten year coaching journey of self-discovery, sparked by a passion for working with netballers to shape and influence their skills and behaviours as athletes. There truly is nothing more rewarding as a coach than to watch players evolve, and not just as players, but also as people both on and off the court. And if you know me, you’d know that being entrusted to nurture players is a role that I do not take lightly.

Transitioning from a player to coach enabled me to reflect on my own experiences and journey as a player where I was fortunate to be coached by arguably some of the best netball coaches this country has produced

- from Jill McIntosh, Margaret Corbett OAM and Marg Angove OAM to Jane Woodlands-Thompson and Norma Plummer OAM.

Therefore, at the start of my coaching journey I established a strong belief system inherent to my identity as a Gamilaroi woman. Reflecting on the attributes of these great coaches, I recognised that my job as a coach is to guide, inspire, empower and encourage: values that the Aboriginal elders in my family and community regularly display. I questioned whether I too could uphold these values that are

“There truly is nothing more rewarding as a coach than to watch players evolve, and not just as players, but also as people both on and off the court.”

intrinsic to what I believe makes a great netball coach. Could I do the same, albeit with a different playing cohort and in a different context?

I spoke with my elders, who some could classify as my mentors, as their wisdom and knowledge is borne from years of oft times difficult experiences, amazing displays of resilience and hard fought wins and learnt lessons. Their years of acquired knowledge is immeasurable and invaluable to me. And it is because of their hardships, and their words of encouragement stemming from my conversation with them at the time, that I have subsequently taken ‘leaps of faith’ in putting my hand up to be involved in various roles in the netball community. It is because of them that I am where I am today as a coach.

The respect I have for listening and learning from the experiences of others has held me in good stead in my

journey as a coach. Just as my Aboriginal elders mentor and guide me in my life’s journey, I have ensured that I have access to mentors in the netball-coaching world.

Why do I believe mentors are vital as a coach? Because I have learnt in life that every person you meet knows something that you don’t. And this rings true when I have sought the counsel of experienced netball coaches over the years. Mentors are an asset and invaluable resource who also possess a wealth of acquired knowledge. I have been blessed in having access to, and drawing on, years of netball knowledge and experiences from a range of mentors.

Just as I value the wisdom of my elders, I value the wisdom of my mentors. I might not agree with my netball mentors at times, but their job is to push me. And yes, I have more than one as each offers a unique insight. They all have made both mistakes and brilliant decisions that have resulted in either heartaches or triumphs. Opening ourselves up to a mentor is, for me, no different from what we, as coaches, ask of our athletes. Just as we ask our athletes to go outside their comfort zone to learn new technical, tactical or behavioural skills - so must we. How can I demand this standard of my players when I do not model this expectation myself?

Mentoring is a critical element underpinning my netball journey. My mentors don’t just encourage and support me, they challenge me. They force me to reassess, re-evaluate and recalibrate my coaching skills. They keep me honest, and accountable. And just as I believe feedback is central to an athlete’s development – it is no different for me as a coach. Nothing from a coaching textbook can ever replace the acquired knowledge gained from a mentor.

As one of my elders said to me ***‘Learn from your mistakes because, from your mistakes, wisdom comes’***.

Role Models

“You can’t be what you can’t see.”



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Inspiring role models are critical to the development of the next generation of netballers.

Encourage young athletes to watch and follow Suncorp Super Netball, Australian Netball League and Premier League – which will expose them to the strength, skill and athleticism of our amazing Australian netballers.

It is vital that young girls have role models in our sport, and equally vital they see them in action, playing and excelling.

We want girls and women to embrace a strong body image and aspire to the physical and mental confidence it breeds to prepare them for any challenge.

A major breakthrough for netball in NSW will happen when we all work together.

Carolyn Campbell, Chief Executive Officer, Netball NSW

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In NSW, our Swifts and GIANTS players are taking netball to the next level as they train harder and become more powerful, faster and fitter.

These strong women show resilience in overcoming obstacles and demonstrate humility in victory and defeat.

Most obvious is that our Swifts and GIANTS never seem to forget that behind the hours of training is the little girl who fell in love with this great game.

Together we need to amplify the voice of women's sport and elevate our inspirational netball role models.

Together we can tackle the complex problem of gender inequality and ensure our young girls experience the lifetime of benefits that playing netball can bring.

Here are some tips on how we can encourage young netballers to be exposed to netball's great role models:

- Come to a game as a team – Suncorp Super Netball, Australian Netball League or Premier League
- Promote our netball stars wherever you can
- Encourage your athletes to watch netball matches
- Provide athletes the tools to analyse matches
- Come along to open training sessions for the NSW Swifts and GIANTS Netball
- Learn about all the Pathway opportunities available to your athletes.



Netball NSW Coach Accreditation and Education

Netball Coaches play a critical role in providing a positive netball experience to athletes in all corners of NSW. You guide your athletes to maximise their potential and grow as athletes and as people.

Whether you are coaching Net-Set-Go, the 11's development team or the NSW State Team the influence of your role remains the same.

To support you in this vital role, Netball NSW aims to create a positive and continuous learning environment for all coaches.

The NNSW coach culture will be built on respect, honesty and collaboration and will emphasise the growth of the athlete at the centre of all we do.

Accreditation is the first important step in your learning. All coaches are encouraged to challenge themselves in the Netball Australia Coaching Framework.

The coaching framework is a six-tier progression:



We encourage you to regularly check the NNSW website for:

- Coach accreditation workshops
- Net Ed workshops
- Insiders and other development workshops
- Resources
- Athlete pathway opportunities
- SSN Open Sessions
- Regional Academy, State Team programs - coaches are always welcome to attend these sessions

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