

# RFL

## New Programmes for the Professional Preparation of Children and Talent Coaches

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# Coach Development

- Coach Development Model
  - Formal qualification
  - CPD
  - Support in Club
  - Support through Pathway
    - Scholarship, Regional

Priority	High	Very High	Very High	High	Medium	Medium	
No of Current players	2959	5532	8650	2744	1 500	9 500	
Game Stage	Mini/Mod/Trans		13-A-Side(International Rules)				
No of Coaches	315	614	942	190	150	950	
Name	Young Children	Children	Talent	Youth/ Academy	Academy/ Professional	Open age amateur	
Age	5-9	10-12	13-16	17-18	19+	19+	
L4	← - - - - -		⋯ - - - - -		→		
L3	← - - - - - →						
L2	← - - - - - →						
Version 4.14th April 11							

# CPD Rugby Specific

- **Game Sense Coaching**
- **Winning The Ruck**
- **Positional Specific**
- **The Defensive Cycle**
- **The Role Of The Dummy Half**
- **Kicking Strategies**
- **Becoming CAYPABLE**

# CPD General

- Equity In Your Coaching
- Positive Behaviour Management
- Safeguarding
- Coaching The Young Developing Performer
- Coaching Children and Young People
- Introduction To the Fundamentals of Movement

# Support In The Club

- Clubmark clubs
- Target Clubs
  - Club Coach Co-ordinators
  - Club Coaching Development Managers
  - Support coaches/ mentors

# Support in The Pathway

- Mentor/ Support Coach
- Talent Coaches
- Regional and Service Area specific CPD

# Rugby Football League



## Level 1

**Becoming CAYPABLE:**

**Developmentally appropriate practices for  
Coaching Children and Young People**

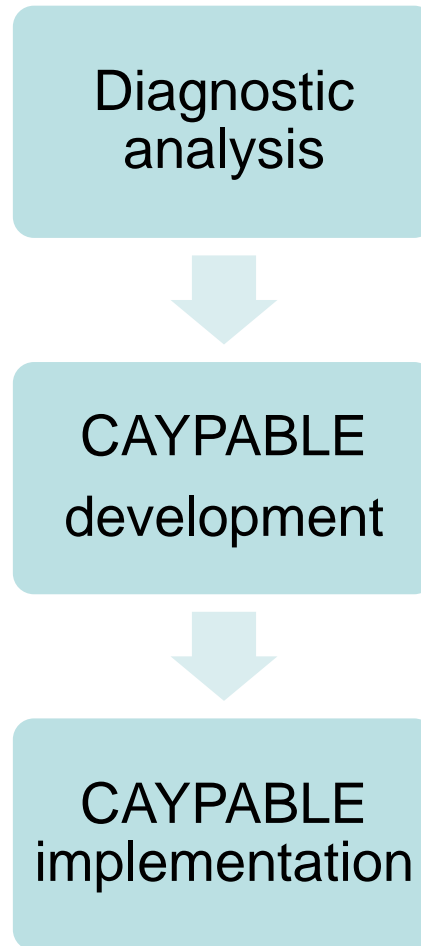


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# The process of Becoming CAYPABLE



# Phase 1 Objectives

- Conduct a diagnostic assessment of existing practices and resources (U13)
- Design a skills matrix clearly demonstrating the synergy between existing RFL practices and a motor developmental model (Gallahue & Ozmun, 2006)
- In light of any findings from the matrix analysis, make recommendations, where necessary, to support the future development of resources and coaching practices.

# Considerations

- Today's skill demands for today's game-skill demands for the next generation of players, 'Flexibility and versatility...'
- Fundamental movement skills, irrespective of RFL
- Progression influenced by
  - Environment
  - Task
  - Individual

# Process

- Re-grouped existing skills into skills matrix
- Matched existing skills into motor development model
- Re-grouped early, middle, later- added elite category. Create matrix.
- Deficiency analysis- additional matrix

# Reach

Who is intended to benefit from this intervention?  
Will they participate?

Will the intervention be effective in practice?  
Likely adverse consequence?

What is the potential cost and sustainability of the intervention in practice settings?

Is the intervention feasible to implement and can it be consistently delivered?

Can many settings easily adopt this intervention?

Maintenance

Effectiveness

Implementation

Adoption

CORE  
SKILLS  
2014-2015



BIN



KEEP



ADAPT

CHILD  
PROGRESS  
Evaluating  
to next  
LEVELS

COACHING  
PHILOSOPHY  
WINNING?

COACHING  
ICIDS  
CONFERENCE  
RELEVANT

KEEP  
ADVANCED  
LEVEL  
CORE  
SKILLS

THE COACH  
EVALUATION  
PROCESS

GOING  
DEVELOPMENT  
MORE  
SOCIAL

# Constraints

- **Culture**

Defying sport-specific traditions of youth development

- **Confidence**

In believing that multi-skills offers an athlete-centred approach to development

- **Competence**

In adopting a multi-skills 'fit for purpose' approach

- **Clarity**

In what multi-skills actually means

- **Consistency**

In all agencies following a common form of delivery across all environments

# Phase 2- CAYPABLE design

- Create a developmental ‘fit for purpose’ approach for CAYP on participation routes and performance pathways
- Upskill coaches in understanding developmentally appropriate practices
- Provide resources clearly demonstrating suitable practices for the different age ranges
- Extol the virtue of a developmental, multi-skills, approach in enhancing the link between participation and performance

# BECOMING 'CAYP-AB-LE' COACHES

Who are we coaching?

Children And Young  
People  
[Needs & Abilities]

# CAYP's developmental needs- positive beginnings

- Desire to play- not watch others play
- Achieve their own goals- not being mini-adults
- Less emphasis on winning- more freedom to have fun
- More variety- less specialisation
- Less pressure- more support

# CAYP Player Movement Development



# Reflexive and rudimentary movement skills



Reflexive movement phase  
Information gathering  
Grasping, righting and  
propping



Rudimentary movement phase  
Voluntary movements for survival  
Stability  
control of head, neck and trunk  
Object control  
reaching, grasping and releasing  
Locomotor  
creeping, crawling, walking

# Fundamental movement skills

## Beginner stage



Stability	Object control	Locomotor
Beam/line walk	Throwing	Running
One-foot balance	Catching	Jumping

# Complex movement skills

## Intermediate stage



Stability	Object control	Locomotor
Example: Evading a player, then passing		
Side-step	Carrying, grip, throwing on the run	Running, zig-zagging

# Functional movement skills

## Advanced stage



Stability	Object control	Locomotor
Example: Tackling		
<p><i>Before and during:</i> engagement: Twisting, turning, bending, crouching</p>	<p><i>Wrap the ball:</i> Gripping, controlling</p>	<p><i>Positioning:</i> Running forwards, sideways, backwards, diagonally</p>

# PMD and learning a language

**Fundamental** → **Complex** → **Functional**

**Words** → **Sentences** → **Paragraphs**

**Chapters**

**Story**

# Using BIA to describe CAYP

Levels and stages of learning a new movement skill	Children And Young People Player's thinking... Individual
<b>BEGINNING / NOVICE LEVEL</b>	Player tries to form a conscious mental plan of the movement task
Awareness stage	Wants to know how the body <i>should</i> move
Exploratory stage	Knows what to do, but unable to do it with consistency
Discovery stage	Forms a conscious mental plan for performing the task
<b>INTERMEDIATE / PRACTICE LEVEL</b>	Player has a good general understanding of the movement task
Combination stage	Puts skills together with less conscious attention to their elements
Application stage	Makes effort to refine skill
<b>ADVANCED / FINE TUNING LEVEL</b>	Player has a complete understanding of the movement task
Performance stage	Gives little or no conscious attention to the elements of the task
Individualized stage	Fine-tunes performance based on personal attributes and limitation

# BECOMING 'CAYP-AB-LE' COACHES

Who are we coaching?

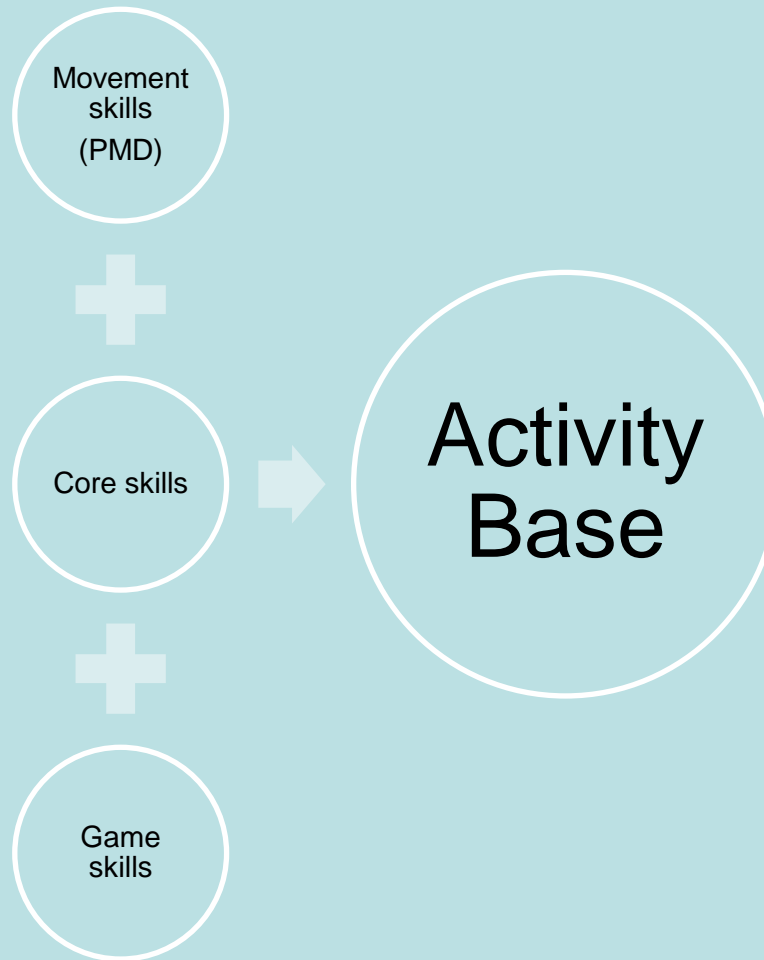
Children And Young  
People  
[Needs & Abilities]

What are we coaching?

Activity Base  
[sport specific skills, movement  
specific skills]



# The Activity Base



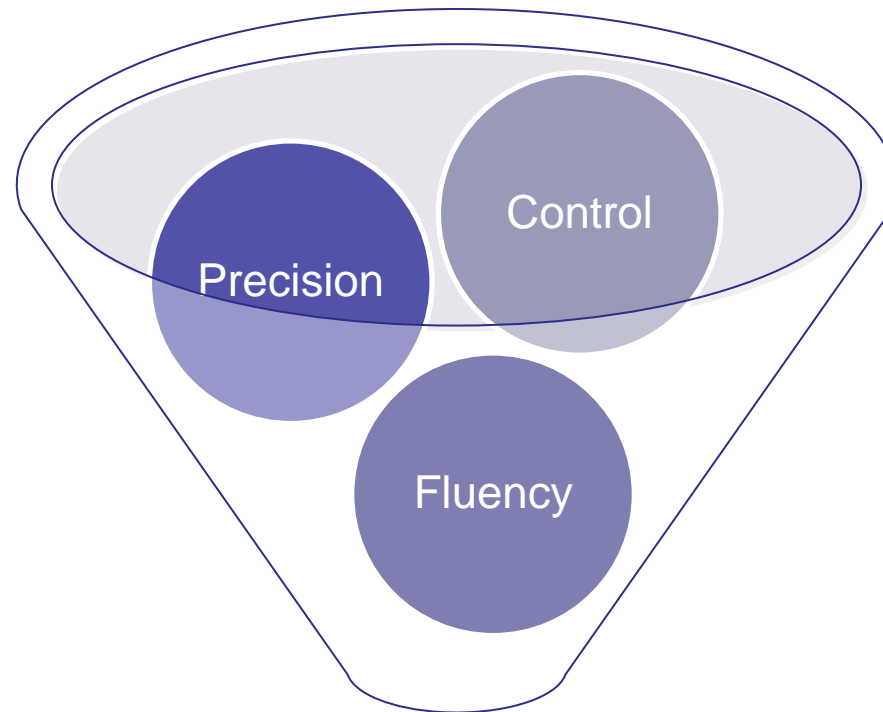
# An Activity Base example



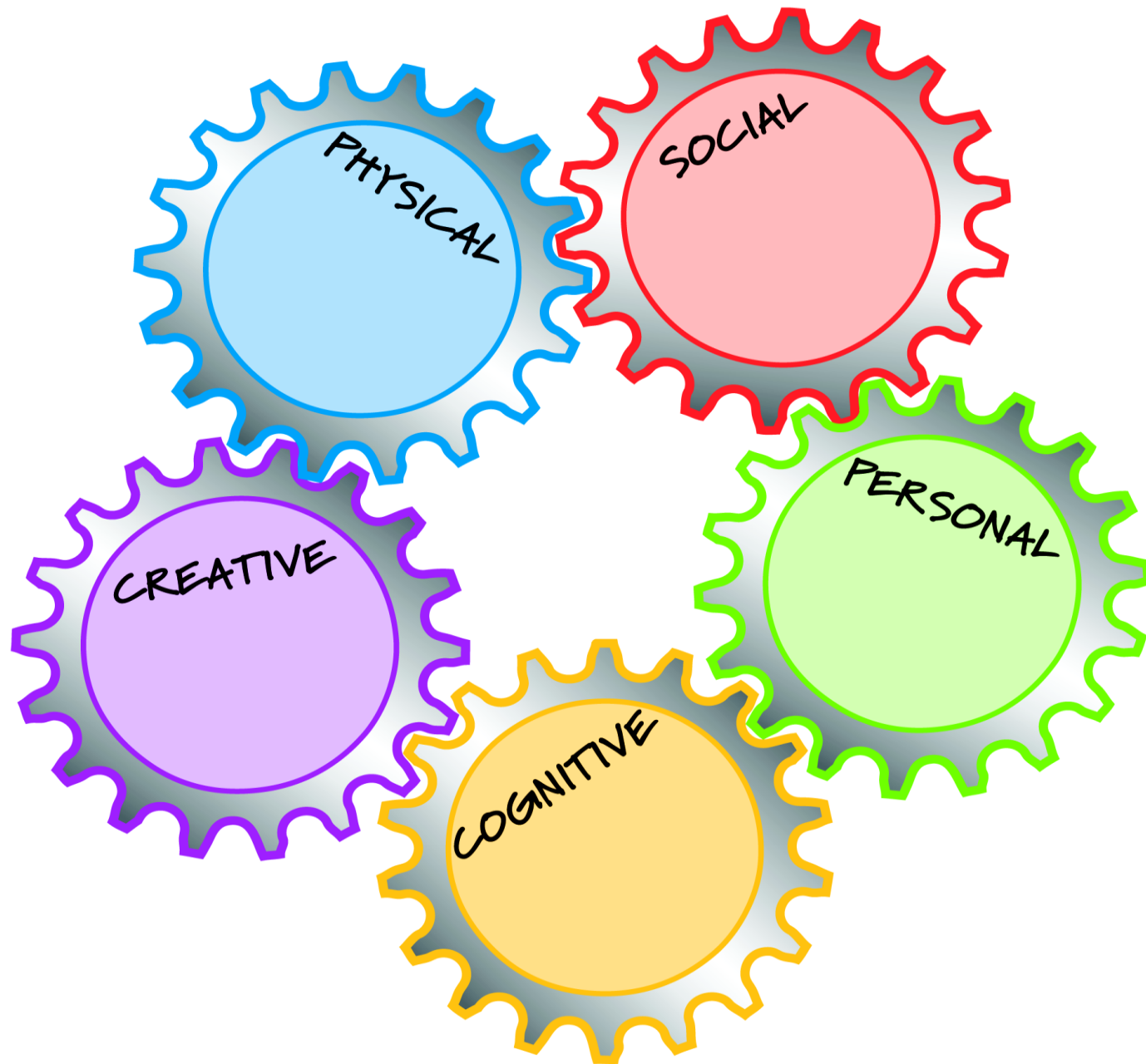
# Linking Game, Core and SOL skills

Game skill	Core skill	SOL
Attacking a defence	Evasion	Running, side-stepping, twisting, bending, carrying

# PMD: 'How' movement is performed- not 'how much'



**Movement  
competency**



# Unit Plan

## Beginner

# LEVEL



# BECOMING CAYPABLE

Children And Young Players  
Activity Based  
Learning Environment



Players needs today

## Acknowledgments

### The authors

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Bob Muir is a coach development expert, a Senior Lecturer at Leeds Met Carnegie, and a consultant with the UK Centre for Coaching Excellence working with several national governing bodies of sport on the development of their UKCC Level 4 coaching programmes across several domains.





Thanks go to the authors for the development of this Award, particularly for the creation and development of the 'Becoming CAYPABLE' framework which this Award is based upon.

### Create Development

The Rugby Football League would like to thank Create Development for allowing their philosophy of holistic and developmental approaches to coaching children and young people to be used within this Level 1 Award. All of the activities are based upon Create Development's unique approach and form the platform for successful rugby league players at all levels.



## Suggested Session Structure

	Developmental Stage	Beginner	Intermediate	Advanced
		Age	4-7 yrs	7-9 yrs
 Total Warm-up		10 minutes	10 minutes	10 minutes
 Game Introduction		10 minutes	10 minutes	10 minutes
 SOL – Stability, Object Control, Locomotion		10 minutes	10 minutes	15 minutes
 Game Application		15 minutes	15 minutes	20 minutes
		45 minutes	45 minutes	55 minutes

Beginner Session 1 – Ball Familiarisation						
Gore Skills	Total Warm-up	Game Introduction	S	O	L	Game Application
Gripping, controlling, carrying	Continuous relay Levels 1-6	Raid the bases	Balancing, twisting, turning One leg standing, seated, floor	Gripping, carrying, stopping My routes, our routes, getting around us	Side-stepping Fusion extension	Raid the bases
Game Skills Retaining possession						

Beginner Session 2 – Passing, Catching and Moving with the Ball						
Gore Skills	Total Warm-up	Game Introduction	S	O	L	Game Application
Carrying, running with the ball, passing, catching	All change Levels 1-4	End zone	Balancing, pivoting Physical support, mirror image, stepping stones	Gripping, bouncing, dropping Physical support, 1 v 1 balance game, cooperative challenges	Walking, striding, running, galloping, skipping Follow the leader Fusion extension	End zone
Game Skills Decision making (passing, carrying)						



Total Warm-up:

# 1. Continuous Relay

**CORE SKILLS** • Gripping and carrying

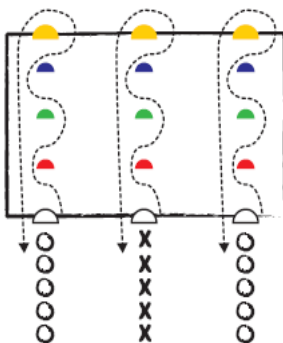
**EQUIPMENT**

- One cone or throw-down marker per player
- An equal number of different coloured cones per team
- Rugby ball.

**SET-UP**

- Split the group into teams of no more than five. More teams with fewer people works better (ie six teams of five rather than five teams of six).
- Place the cones/markers down as a 3 x 5 grid.
- Individuals move up the right-hand side of their line of cones and travel back down the other side.
- **RULE ONE: GO ON RED** to create distance between runners.

- **RULE TWO: NO CONTACT** is everyone's responsibility – especially those looking forwards.
- The group may need reminding to change appropriately on the return journey.
- The method of travelling can be coach-directed, left to the group to choose or a combination of the two.
- The aim is to promote quality of movement not competition!



**1 GO ON RED**

Run up the right-hand side of the cones and run back down the right-hand side. Start running when the person in front reaches the red cone. Keep running...

**2 WEAVE**

Weave in and out of the cones up the line. Return straight back down the right-hand side of the cones. Remember to 'go on red'.

**3 HEADS UP**

Weave 'in and out' and 'up and down' the line of cones. Those travelling down the line have to avoid contact with those travelling up the line.

**4 RAISE THE PACE**

Continue to weave up and down the line but keep increasing the pace. Still 'go on red' but everyone is responsible for avoiding contact.

**5 FORWARDS CHANGE**

Use different ways of travelling forwards:

- High knee lift
- Skipping
- Jumping.

Change style at each cone.

**6 LET'S GO SIDEWAYS**

Travel sideways up the right-hand side of all the cones and back down the other side. Travel low (sliding) up the line as in basketball and high (skipping) down the line as in dance.

**9 SIDEWAYS CHANGE**

Use different ways of travelling sideways:

- High knee lift
- Cross-step
- Jumping.

Change style at each cone.

**8 DYNAMIC PIVOT**

As Stage 7 but reduce the number of steps between the cones to increase the pivoting action. Stay low.

**7 ZIG ZAG**

Weave in and out of cones travelling sideways. Change the lead foot at each cone. Still 'go on red' and avoid contact.

**10 GOING BACKWARDS**

Run backwards – but only between the red and blue cones and when travelling up the line.

**11 TRY FASTER**

Try to increase speed. Try not to look behind/over shoulder. Try to use the cones to identify position in the line. Forward runners avoid those running backwards.

**12 BACKWARDS CHANGE**

Use different ways of travelling backwards, eg:

- High knee lift
- Glide
- Jumping.

**15 THE FINAL COUNTDOWN**

- White to red – zig zag
  - Red to green – backwards
  - Green to blue – forwards
  - Blue to yellow – sideways
  - Yellow to blue – turning
  - Blue to green – sideways
  - Green to red – forwards
  - Red to white – backwards
- Can also change style of travel.

**14 ALL CHANGE – DIRECTION**

Using the previous ways of travelling, perform three consecutive relays changing direction each time:

- Forwards
- Backwards
- Sideways.

**13 ALL CHANGE – STYLE**

Use coloured cones to trigger different ways of travelling whilst holding a rugby ball:

- White – high knees
- Red – hopping
- Green – stepping
- Blue – jumping
- Yellow – sliding.



## Total Warm-up: 1. Continuous Relay



Game Card

# 1. Raid the Bases

**CORE SKILLS** - Gripping and carrying



Raid the Bases



KEY



## Beginner

### Aim

Players to be able to collect as many beanbags as possible in 30 seconds.

### Organisation

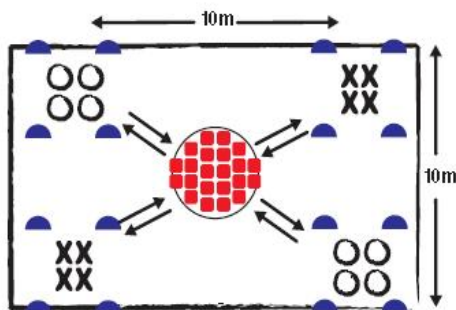
10 x 10 grid  
Hoop or circle in the middle  
Two equal teams

### Equipment

Cones, hoops, beanbags

### Core Skills

Gripping and carrying



### Coaching Points

Grip - two-handed  
Carry - centre of body

### Explanation

Teams must collect as many beanbags as possible and return them to their base. Only one person from each team can go at a time.

### Variations

Score differently for different coloured beanbags - red three points for balancing on foot; blue two points for balancing on head; yellow one point for balancing on shoulder

## Intermediate

### Aim

Players to be able to collect as many beanbags/balls as possible in 30 seconds. Extra points awarded for running to the cone and passing to a player in the base.

### Organisation

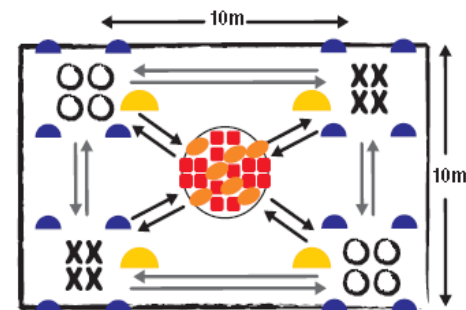
10 x 10 grid  
Hoop or circle in the middle  
Cones 1m away from the base  
Two equal teams

### Equipment

Cones, hoops, beanbags and balls

### Core Skills

Gripping and carrying



### Explanation

Teams must collect as many beanbags as possible and return them to their base. Only one person from each team can go at a time and only one beanbag can be collected. Extra points awarded for running to the cone and passing to a player in the hoop.

Teams must collect as many beanbags/balls as possible and return them to their base. Only one person from each team can go at a time. Objects can be collected from the central hoop or raided from another team's base

### Variations

Adjust the cones to vary the distance of the pass  
Use a variety of passes

### Coaching Points

Grip - two-handed, centre of ball, thumb and index fingers greater than 90°  
Carry - centre of body, elbows out

## Advanced

### Aim

Players to be able to collect as many balls as possible in 30 seconds. Extra points awarded for passing to a player before the gate.

### Organisation

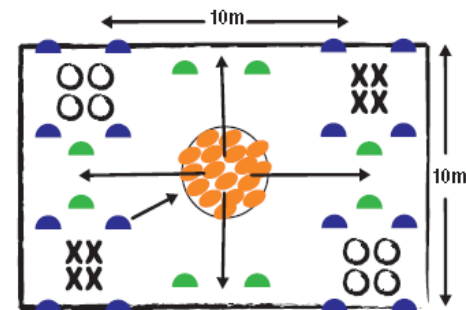
10 x 10 grid or larger  
Hoop or circle in the middle  
Gates 1m away from the base  
Two equal teams

### Equipment

Cones, hoops, rugby balls

### Core Skills

Gripping and carrying



### Explanation

Teams must collect as many balls as possible and return them to their base. Players work in pairs to collect a ball and perform two passes before running through a gate and placing the ball in their team's hoop.

### Variations

Make the pitch bigger to make players work harder  
Display a one-handed grip, carry and pass

### Coaching Points

Grip - two-handed, centre of ball, thumb and index fingers greater than 90°  
Grip - one-handed centre of the ball, thumb and index finger greater than 90°, fingers spread, squeeze the ball with fingers  
Carry - centre of body, elbows out  
Pass - wrist and hands, shoulders rotated, pass over the correct foot, pass ball at 6 o'clock follow through with arms

Stability

**Figure 1**

- Stand still – 10 seconds

**Figure 2**

- Stand still – 30 seconds
- Mini squat x 5

**Figure 3**

- Stand still with eyes closed – 30 seconds
- 90° squats x 5
- Ankle extensions x 5

**Figure 4**

- Pick up cones (same hand) at 12, 3, 6 and 9 o'clock
- As Figure 3 with eyes closed
- As above on uneven surface

**Figure a**

- 1 hand, 2 feet down, floor contact
- 1 foot, 2 hands
- 1 foot, 1 hand
- 1 foot or 1 hand
- No hands or feet – 10 seconds

**Figure b**

- Pick up and place down cones with the same hand
- Dish shape for 5 seconds

**Figure c**

With hands and feet off floor, knees bent:

- Pick up a cone/beanbag one side, swap hands and pass to other side

**Figure d**

- Reach for cone arm-distance away, pass over and swap hands
- As above with same/one hand
- V-sit for 10 seconds

Object Control

TAKE GIANT STRIDES

Face your partner in the lunge position with opposite feet next to each other. The person facing forwards passes a ball around both legs and then both travel together by taking a giant stride (1 forward, 1 back) before repeating the pattern. **Collaborate and negotiate** as you find ways to go faster or **compete** against others. Now have one person do all the calling, **directing and organising** the movements. **Change roles** on the way back.



GET CAUGHT BEHIND

Work in pairs to see if one of you can throw a ball over the top of the other's head so that they can catch it behind them without turning around (**evaluate own and others' strengths and weaknesses**). Investigate how far away you should stand, which is the best type of throw, and at what height and angle you should throw (**recognise and apply appropriate skills**).



GO AROUND IN CIRCLES

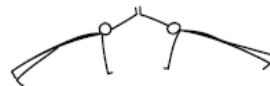
Facing a partner, find a **range of solutions** to send the ball in a long circle over the tops of your heads and back through both of your legs, **combining skills and developing a sequence**.



Stability

MIRROR IMAGE

Work with a partner, **cooperate and take turns** to lead and be the mirror to produce a repeatable sequence of three movements – taking hand(s) and/or leg(s) off the floor. **Tell each other your ideas, listening carefully** to each other. Is it possible to move an object (eg a beanbag) as part of the sequence?



STEPPING STONES

Half the group play stepping stones using spots and hoops. Jump and land with two feet in the hoops and one foot on the spots (left and right feet) (**select skills**). Use your **awareness of space** to avoid jumping into the same spot/hoop as others. The other half **observe with guidance** from the coach to see how many different types of jump they can **describe** and then **copy**. Individually, try to come up with at least two different jumps that work in a sequence (**begin to order/sequence**).



Object Control

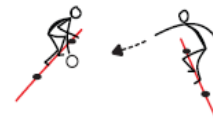
PHYSICAL SUPPORT

**Support and help** your partner attempt more difficult challenges to try different ways to balance and move the ball, by holding them or allowing them to lean on you. Let your partner decide how much support they want, **listen carefully** to them and **cooperate** with each other. **Take turns** at having a go and at **supporting each other**.



1 V 1 BALANCE GAME

Work in groups of three, with two of you standing opposite each other on a line, each protecting a small goal. By **selecting different skills** (ot, throw, bounce etc), try to send a ball past your opponent who can catch/top the ball but must maintain balance. The third person acts as a 'fielder' returning the ball and with the job of **observing and describing why** balance has been lost.



COOPERATIVE CHALLENGES

Form a circle of up to five people numbered 1-6. **Take turns** in the middle, throw a ball up and call another number. **Listen carefully** as the number called has to react and catch the ball. Introduce a points system (no bounce catch = 3 points; 1 bounce = 2 points; 2 bounces = 1 point). **Play cooperatively** with a partner in a small area and a ball each. Throw the balls simultaneously and then catch each other's ball after one bounce. **Be patient with each other** when things go wrong.



Locomotion

FOLLOW THE LEADER

Play 'follow the leader' with a partner and **copy** their footwork patterns. Play in a grid with several other pairs, using your **awareness of space** to both avoid each other and to spot the visual signal to change the leader. Try with the leader moving backwards and the follower copying their movements moving forwards. **Describe** the differences between moving backwards and forwards.



# BECOMING 'CAYP-AB-LE' COACHES



# Using BIA to understand the Learning Environment

Levels and stages of learning a new movement skill	Learning Environment	
	Role of the coach	Coaching Strategies
<b>BEGINNING / NOVICE LEVEL</b>	Coach supports player with the general framework of the movement task	Coach should provide demonstrations and offer simple explanations to introduce and explain activities. Feedback should be positive, simple and provide information about the whole movement.
Awareness stage	Help the player get the general idea of the task	
Exploratory stage	Help the player explore and self-discover how to perform the task	
Discovery stage	Help the player gain greater movement control and motor coordination	
<b>INTERMEDIATE / PRACTICE LEVEL</b>	Coach helps the learner focus on combining and refining skills	Coach provides more delayed positive, specific and corrective feedback, and greater emphasis is placed on using open questions to encourage C&YP to analyse their own performance and identify areas for improvement.
Combination stage	Help the learner integrate and use skill combinations	
Application stage	Help the learner refine and apply the skills into game scenarios	
<b>ADVANCED / FINE TUNING LEVEL</b>	Coach focuses on skill maintenance and refinement	Young People (YP) need to become less reliant on feedback from the coach, coach should maximise the opportunities for YP to take responsibility evaluating performance and setting new personally relevant targets and goals.
Performance stage	Help the player achieve increased precision of movement	
Individualized stage	Help the learner personalise the movement task	

## Core Skills, SOL and Coaching Points on Developing Skills

S	O	L	Core Skills	Coaching Points
Balancing, twisting, turning	Gripping, carrying, stopping	Running, side-stepping	Gripping	Two hands
Balancing, twisting, turning	Gripping, carrying, stopping	Running, side-stepping	Carrying	Centre of body
Balancing, pivoting	Gripping, bouncing, dropping	Walking, striding, running, galloping, skipping	Catching	Shoulders rotated, hands out
Balancing, pivoting	Gripping, bouncing, dropping	Walking, striding, running, galloping, skipping	Passing	Wrist and hands, shoulders rotated
Pushing, blocking, stances, rolling	Carrying, passing	Running, side-stepping	Playing the ball	Regain feet, place ball on ground, roll back with foot
Stooping, bending, twisting	Collecting, scooping, gripping, carrying, stopping, passing	Running, skipping, hopping	Picking up a stationary ball	Eyes on ball, straddle ball, pick up with two hands
Stopping, stepping	Transferring, dropping, striking	Walking, running, stepping	Punt kick	Guide ball to foot, follow through with foot towards target
Stopping, stepping	Transferring, dropping, striking	Walking, running, stepping	Grubber kick	Slight lean forward, guide ball to foot, kick ball into ground
Pushing, blocking, stances, rolling	Carrying, passing	Running, side-stepping	Falling	Secure ball in two hands, chin to chest, then fall (front and side)
Jumping (vertically and horizontally)	Carrying	Hopping, skipping, galloping	Evasion	Weight on front of feet, head up, footwork pattern – sidestep
Balancing, pivoting	Gripping, bouncing, dropping	Walking, striding, running, galloping, skipping	Dummy-half pass	Front foot alongside ball, sit, pass ball from ground
Stooping, bending, twisting Observe others, develop combinations	Collecting, scooping, gripping, carrying, stopping, passing Timing through cooperation Copy your partner	Running, skipping, hopping Link skills, grand prix qualifying	Try scoring	Place the ball on the ground with two hands

### Step 1: Introduce and explain

- Make sure you have the players' attention
- When introducing each skill or activity, explain how it relates to the core skills of the game
- Ask questions to ensure that players understand the goal of the activity (see questioning below)
- Whilst an activity may involve combining several movement skills, coaches should ensure that players understand the primary goal of the activity – whether this is a particular movement skill (ie developing kicking technique) or a particular outcome using a movement skill (ie the number of times you can kick a ball into a marked area)

### Step 2: Pre-practice instruction and demonstration

- Direct the attention of players to the key aspect of the demonstration
- Focus on one or two key points related to the goal of the skill or activity – any more will overload players
- Provide a demonstration to help players build a mental picture of the skill or activity they need to learn
- Demonstrate the whole skill or activity and explain how it would be used in a game situation, and ask players for a description of what they saw
- Use players to demonstrate the encouragement of self and peer coaching and provide an example that is close to their ability
- Use guiding questions to follow up on a specific aspect of the skill or activity (ie 'that's interesting, automatically he moved his feet forward, why do you think he did that?')
- If required, demonstrate several times, showing how to perform the skill from different angles and for both left and right-handed players
- If the skill or activity is complex, demonstrate the major parts separately
- If the skill or activity is performed quickly, demonstrate it at a slower speed so players can see the sequence of movements clearly
- Move from demonstration to the activity as soon as possible

### Step 3: Observe players playing and practising and provide praise and encouragement

- Let players play and practice
- Provide plenty of encouragement and praise for players at this stage of their development, particularly when trying new skills or activities (ie 'I'm loving that, that's great, I can see your feet moving, you're really on your toes!')
- Don't over instruct – keep it short and simple (KISS) – use prompts such as 'create space', 'support your teammate', 'provide an outlet', 'protect your space'
- Observe players' engagement in the task and pay particular attention to the aspects that are most important to the goal of the activity
- Allow players several opportunities to practise the skill or play the game – remember, good coaching may involve saying nothing if the players are actively engaging in the activity, practising different skills and exploring new strategies to achieve the goal

# Phase 3 implementation

## Challenges

- It's not Rugby League
- Not enough Technical
- Does not cover the rules of the mini/mod game
- Cultural Change required
- Not enough time to do what we want

## Benefits

- Coaching Cards provide the content
- Leads to children specific activity
- Less paperwork in qualification
- Less planning required from beginner coaches

# Coach development

## **Problem**

Coaches involved in the pilot are failing to see the place of the new approach in the wider development of children in Rugby

## **Solution**

Ensure that the progressions between fundamental, complex and functional skills are more explicit

# How will we progress

- Further develop pathway for coaches of children.
  - CPD
  - Qualification
- Develop support for players
  - Player Development Framework
  - Player and Parent cards
  - Movement development component in service area and regional programmes