



## 3.0 COACHING PEDAGOGIES

How we will coach/teach at Hills Hornets.

### 3.1 INTRODUCTION

- Hills training sessions will be a DYNAMIC, ENGAGING and LEARNING environment.
- Players and coaches will be required at training a minimum of 10 minutes before the commencement of the session.
- Coaches should speak on the phone or email or meet prior to sessions, to go over the session plan, content, teaching points and cues.
- **COACHES MUST BRING A TRAINING PLAN TO EVERY SESSION.**
- Players will be required to warm up, stretch and undertake skill work to ready themselves for the session. They should be prepared that if the first drill of training was full court 5v5 live that they would be physically and mentally ready to perform at their peak (just like in a normal game).
- Coaches should wear suitable on court footwear and be dressed in club apparel while undertaking club training sessions and games. Must have a whistle. No HATS! No sunglasses, no phones.
- Players should bring a reversible Hills training singlet, a white t-shirt, basketball and water bottle to all sessions.
- Use your assistants/injured players to help reinforce teaching points and aid in player development. Injured players should be doing skill development on the side while the team is scrimmaging – (During up and back – left hand seated dribble)
- Give all drills a name so that the players can quickly organize themselves when you call out what drill will take place. Use a small number of drills (2-3) for each concept – this allows for the players to focus on mastering the concept, instead of learning the rhythm of a new drill.
- Assistant Coaches look for work! Don't stand with your hands in your pockets. Be active teachers, have a ball ready to throw back in, reinforce cues and perform personal coaching.
- Start every session with a briefing to the players on the content of the session. Finish every session with a review of what content was covered and what teaching points/cues the players can recall.
- All players should have a 'basketball book' where they take notes from each session, as well as receive feedback from coaches.



- Where possible coaches should make drills competitive either between players or as a group. For example, set a target if you run AIS or Tennessee drill. First to 7 etc.

### 3.2 COMMUNICATION

- This will be a concept-based teaching environment. We teach the “WHY” not just the “HOW”. Ensure players understand the thought and reasoning behind what we do.
- HOW we teach is just as important as WHAT we teach. “What they understand is more important than what they know”.
- We don’t want players reliant on external stimulus (“the coach”). We want the players to be “self-starters” and great “problem solvers”. Allow the players to learn through problem solving. Help them come to the answer – don’t give them the answer. When introducing a concept – **open questioning is key**. See if they can get there themselves.
- Look for the things the players ARE doing well and communicate it to them. It can be easy to forget to give positive reinforcement sometimes. We need to remember that the players are doing some things well and that there needs to be a balance of praise and criticism.

### 3.3 SKILL DEVELOPMENT

- Coaches are time poor; every drill should have an element of skill development. Maximise the number of players and balls you have in motion within the drill, for example, run the drill from both baskets. Increase your repetitions.
- Player development is not just the drills you run or the skills you teach, but the “environment” that you create for the players to learn to apply these skills. There is a time and place for 1v0 technical direction in a vacuum (e.g. shooting technique) but then quickly into a dynamic situation to apply the skill -1v1, 2v2, 3v3.
- Look for opportunities to add skill development. E.g. Penalties – instead of 17 in 1 sprint, try 14 in 1 with weak hand dribble.



### 3.4 ON COURT TEACHING

- Each component of the game will be taught through teaching points and cues. Head coach, assistants and players should all be on the same page with teaching points and cues.
  - “Teaching points” – the 1 or 2 sentence explanation of concept/skill.
  - “Cues” – short 1 or 2 words that sum up the explanation.
- With drills – mass instruct and give the players the concept – e.g. – spacing, screening etc. Allow them to problem solve THEN clean up precision. Effort and communication must be a constant.
- “Coach on the run” – if it’s an error that a low percentage of players are making correct/engage individually. If it’s a problem made by most of the players – stop drill and correct as a team.
- Use game sense as warm up drills to get the players' brains and bodies ready for learning. Game sense coaching involves the “learner(s) being actively engaged in learning and drawing on existing knowledge to make sense of situations and construct understandings” (*Light 2006 p12*). We do this by placing the athletes into a range of dynamic game like drills. This gives them the freedom to interact with the environment to learn and develop their skills. This is more effective than developing skills outside of the dynamic environment. Dribble Knockout is a great example of a "Game Sense" drill.
- Drills where players are put into teams mean they give more effort than if they are just on their own as individuals, e.g. Shooting games.