

NATIONAL FOOTBALL CURRICULUM



*“The New Zealand Football
guide for player, coach and
team development”*

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INTRODUCTION

Football is the world's most popular sport, its simplicity and limited rules make it easy to understand and has helped to drive the popularity of the sport from its traditional bases in Europe and South America into the rest of the world.

Although simple to learn, football is one of the most difficult games to master. The ball is easily contestable,

the game is random, variable and externally paced, and by its nature is totally unpredictable. The complexity of the game requires high levels of decision-making, execution of actions and off-the-ball positioning. It requires a lengthy period of practice, training and development to acquire the experience, repertoire of skills and game understanding to become a top player.

However, despite the widely held acceptance that it takes a long time to master how to play football there seems to be a very common misconception that it should not take very long to learn how to coach the game.

If it takes around ten years of effort and practice to learn how to play, mastering perhaps one or two positions in the team, why should it take any less time to be the person

who knows everyone's role? A coach needs to be able to help the whole team function correctly, plan and conduct training sessions to improve team cohesion, observe and analyse team performance and create an environment that motivates, inspires and develops the players.

It is clear that learning to be an effective team coach, like learning to be a player, is a process that takes a lot of time, effort and practice.

IT IS CHALLENGING TO **PLAY** FOOTBALL AT THE HIGHEST LEVEL



NZF VISION FOR PLAYERS

To develop highly skilled, creative players for the modern game, with excellent ability to perceive football situations, make decisions and execute effectively.

IT TAKES A LONG TIME TO BECOME A TOP **COACH**

NZF VISION FOR COACHES

To develop highly proficient coaches who can implement their philosophy to design and deliver appropriate training sessions, analyse match play and effectively manage players.

WHY A NATIONAL CURRICULUM?

The National Curriculum will be the point of reference, providing a tool that can assist both the novice and experienced coach in improving themselves, their players and ultimately their teams' performance.

In 2014 New Zealand Football released its High Performance Plan - Beyond Football. The Beyond Football Plan articulates New Zealand Football's goal of 'Winning at World Cups'.

WINNING AT WORLD CUPS

If New Zealand Football is to achieve this goal it needs to develop world class players

To develop world class players there is a need to have world class training

To have world class training there needs to be world class coaches

To have world class coaches New Zealand Football needs world class coach education

There are many ways to play football and there is a world full of diverse opinions on the game. However, if New Zealand Football is to achieve its objective of 'Winning at World Cups' then as a small footballing nation it would be a significant advantage if all stakeholders in the game were working toward this common goal in a cohesive and contemporary fashion.

The National Curriculum will provide the 'road map' that shows the way for coaches and players, from grassroots to the elite, to contribute to the development of the game. If successful, the curriculum will impact on the quality of the football played in New Zealand, the quality of training, coaching and ultimately the quality of players involved.



HOW WILL THE NATIONAL CURRICULUM HELP?

- A playing style is critical in order to ensure that all stakeholders in the game are aligned in player and coach development. If all football in New Zealand is united in the way that we play, it makes it easier for players and coaches to perform at every level.

• Coaching is a profession, and a difficult one. It is hoped that through the National Curriculum New Zealand will develop a much larger pool of knowledgeable and perceptive coaches who will guide New Zealand players to a higher level.

• In order to produce players that can perform at the highest level, and play in the NZF playing style, we will provide detail on how to develop players in each age-related stage. The clear and logical process outlined in the National Curriculum is supported by the NZF Junior and Youth Framework documents.

THIS NATIONAL CURRICULUM ARTICULATES THE NATIONAL PHILOSOPHY ON:

FOOTBALL
How football is played in New Zealand

COACHING
How football is coached in New Zealand

PLAYERS
How players are engaged and developed in New Zealand

FOOTBALL PHILOSOPHY

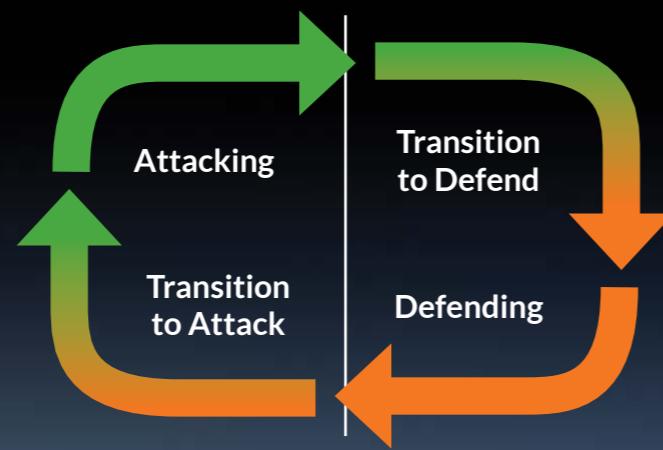
Before a clear vision and philosophy on how best to play football can be derived, it is crucial to examine the opinions and beliefs about the game. To remain objective it is best to look at the game itself and seek facts in the form of data to identify current trends rather than relying on the subjectivity of an individual coach, especially when shaping the national direction. From these current trends the art is to determine likely future trends to become proactive in developing the game to meet the future with confidence.

THE OBJECTIVE AND STRUCTURE OF THE GAME OF FOOTBALL

No matter the philosophical starting point, football has a clear objective and structure.

The objective of every football game is to win. To do this a team needs to be able to score goals and prevent goals. To score goals a team must be able to get the ball and a player in a goal scoring position and likewise to prevent goals the team must limit the opponent from getting the ball and a player in a goal scoring position. These are the objective facts of football.

Football also has a clear structure. This structure is called the **Four Main Moments**.



The Four Main Moments are: **Attacking**, **Defending**, **Transition to Attack** and **Transition to Defend**. No matter what philosophy or playing style a team or country adopts the structure remains the same.

Table 1

		OBJECTIVE FACTS		
OUTCOME	Win Football Matches			
OBJECTIVE	Score Goals		Prevent Goals	
METHOD	Get the ball and a player into a goal scoring position		Limit the ball and a player getting into a goal scoring position	
MAIN MOMENTS	TRANSITION TO ATTACK	ATTACKING	TRANSITION TO DEFEND	DEFENDING

Once the objective facts and structure of football is known this can be used to analyse football and help determine the trends in each of the Four Main Moments.

Technical analysis from recent major club and international tournaments informs that the best teams adopt a proactive attacking mentality.



THE FOUNDATION OF THE TEAM MODEL

Technical analysis from recent major club and international tournaments has assisted New Zealand Football's philosophy on how to play the game. Through the identification of these current trends the key philosophical points that should underpin New Zealand's philosophy can be objectively highlighted.

It is evident that, in order to be effective on the world stage, the New Zealand Football Team Model should be built on the following findings:

NEW ZEALAND SHOULD ADOPT A PROACTIVE, EFFECTIVE, POSSESSION-BASED STYLE OF PLAY

Successful teams in the world adopt a possession-based style of play to get the ball and a player into a goal scoring position. However it is not possession for possession's sake - in certain games the winning team does not dominate the possession statistics. Therefore, it is not just a case of simply maintaining the ball. The key is proactive, effective possession.

NEW ZEALAND NEEDS TO DEVELOP 'SPECIAL' MATCH-WINNING PLAYERS

Research informs us that the best teams adopt a proactive attacking mentality in which the aim is to score goals to win. However effective possession alone is not the complete answer, there are other crucial factors. Every successful team has match-winning, 'special' players. Players that can do the unexpected, travel with the ball, engage and beat opponents. Players that can combine with team mates to open up organised defences. These are key to ensuring that we maximise the attacking moment of the game.

NEW ZEALAND TEAMS NEED TO BE ABLE TO TRANSITION QUICKLY

The best teams are also able to effectively progress and retain the ball in the opponent's defensive third. To do this they need to have more players supporting the ball. This attacking style links well to the ability to quickly press the ball when possession is lost. This in turn leads to rapid counter attacking opportunities in the opponent's half.

When the best teams are unable to regain the ball immediately they are capable of quickly recovering their defensive organisation to nullify counter attacking opportunities.

"At the 2014 FIFA World Cup Brazil there was a significant rise in these effective 'fast-breaks' which accounted for 16% of goals scored in open play"



NEW ZEALAND TEAMS NEED TO DEFEND COLLECTIVELY AND INTELLIGENTLY

Defensive organisation remains a crucial factor with teams able to defend collectively and intelligently whether adopting a zonal or man-to-man approach. The best teams adopt a proactive defending mentality with the intention of regaining the ball quickly. These teams are prepared to press close to the opponent's goal whenever the opportunity allows whilst also recognising when to regain their defensive organisation and establish a defensive block closer to their own goal.

"The FIFA Technical Report from the 2014 FIFA World Cup Brazil highlights 'that in 2014, there were 21 matches (of the total of 64) in which teams who had a smaller percentage of possession emerged victorious"

NEW ZEALAND NEEDS TO DEVELOP TACTICAL COHESION, ESTABLISH A SUPERIOR TEAM CULTURE AND BUILD ON OUR TRADITIONAL KIWI STRENGTHS

Of the top four teams at the 2014 FIFA World Cup in Brazil only Germany and Holland were mentioned for their mental strength and excellent team spirit. These components, as well as strong work ethic, are something on which New Zealand teams can readily rely upon. However, this alone is not enough. New Zealand must retain these core strengths and build the technical and tactical acumen required to Win at World Cups.

"Of the top four teams at the 2014 FIFA World Cup Brazil only Germany and Holland were mentioned for their mental strength and excellent team spirit"

TEAM MODEL

From this objective, philosophical starting point the vision to bring this philosophy to life can be articulated in the form of a "Team Model". There are four steps to bring the Team Model to life:



STEP 1. PLAYING STYLE STATEMENT

This is a statement that encompasses the key philosophical elements. It has been influenced by the research into the modern trends of football and will act as a guidance for players and coaches. It will be the sign post for showing "How we play":

"A proactive, effective, controlled and incisive possession-based style of attacking play using individual and combination play to create and score goals.

Underpinned by a quick transition mentality and defending through aggressive, collective, intelligent pressing.

The point of difference is our superior team culture and traditional Kiwi strengths combined with astute tactical cohesion."

The Playing Style Statement will influence all of New Zealand Football's development programmes, regardless of age, motivation or ability. It is key that, throughout the development phases, learning opportunities are provided to help support players to be able to play football in line with the statement.

STEP 2. FORMATION

The predicted move in world football is to a more flexible approach where the playing philosophy is the overarching focus and the formation is a means to bring the philosophy to life. This must be the decision of the coach, based upon the players at their disposal.

However, in youth development the focus must be on developing players who can bring the philosophy to life and contribute positively to the system employed. New Zealand Football recommend that 1/4/3/3 is the formation that development teams adopt and encourage youth programs throughout the country to utilise this formation for the reasons outlined below:

- It provides a minimum of three lines of balanced play across the whole width and length of the pitch, allowing a team to attack quickly whilst also providing an organised defence when out of possession
- It leads to the development of creative individual and combination play due to the quick formation of triangles and diamonds
- It allows a team to defend proactively, close to the opponent's goal as three attackers are positioned high and can be quickly supported by the three midfield players
- It allows a high degree of positional flexibility and rotation of roles
- The positions and their associated tasks are easy to understand

To create a consistent football language and support talent identification across the country, New Zealand Football will adopt the numbering system as shown in the diagram opposite.

The European Club Association (E.C.A) report on Youth Academies in Europe cited that the most successful clubs have a consistent system of play, with the 1/4/3/3 being adopted by 58% of clubs including Ajax, Arsenal and Barcelona.



FUTSAL FORMATION

There are four basic positions that are currently used within Futsal, the goalkeeper, fixo, flanker and pivot (as shown in the diagram). Due to the fluidity of the game, players rotate positions constantly and often find themselves playing all positions throughout the course of the game.

The preferred development formation for Futsal is 1-1-2-1. Due to the transient nature of the game, there is not a specific numbering system for futsal, however, it is important for all players to understand the roles and responsibilities of each position.

The reasons for the 1-1-2-1 formation are outlined here:

- It provides starting positions that lead to a wide degree of positional flexibility ensuring that players are able to react quickly within all four moments of the game
- It enables overloads to be created quickly, both in attack and defence. In a game where fast breaks and counter attacking are a key component of the game, outnumbering the opponents quickly can be pivotal to a positive performance
- The clear link to the formation in football. The 1-1-2-1 formation encourages the triangles and diamonds that are also evident in football's 1-4-3-3 formation. As well as leading to a fluid, creative playing style, this also enables us to maximise the opportunity for using futsal as a development tool for football



STEP 3. KEY PRINCIPLES IN THE MAIN MOMENTS

A FRAMEWORK THAT ARTICULATES KEY ELEMENTS OF THE PLAYING PHILOSOPHY

Using the Playing Style Statement as the basis, the key principles in each of the main moments have been defined. These key principles will be the foundation of our National Style of Play:

MAIN MOMENT	ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Key Principle	Controlled and incisive possession Combination play Individual play	Press the ball immediately Prevent forward passing Quickly into defending positions	Win the ball back as close to the opponent's goal as possible Deny time and space Limit goal scoring opportunities	Quick forward passing and movement Quickly into attacking positions

Team Task

Fundamental Tasks to make the key principles happen

Player Task

General and Specific tasks given to players to help achieve the Team Task

Player Actions

These are the actions in which players will need to be proficient in order to perform the Player Tasks set. These include Receiving the ball, 1v1s, Travelling with the ball, Striking the ball, Positioning and Communication

Below are examples of key competencies that are required for an attacking midfielder (Number 8 or 10) in the Technical corner. The more competencies a player has, the more likely they are to perform their role in the team. If a player has a clear idea of their role and responsibilities within the Team Model, they will not only know what to focus on in training and games but they will also be able to identify areas of development.

The competencies below are closely linked to the Player Tasks mentioned on the previous page. These tasks will be set for players in training at an appropriate time in order to help their development in a particular area.

We have also outlined some of the competencies required in the Physical, Mental and Tactical corners in the Player Profiles section and the back of this document:



STEP 4. POSITION-SPECIFIC PROFILES

THE TYPE OF PLAYERS REQUIRED TO BRING THE PLAYING MODEL TO LIFE

Aligned to the New Zealand Football Playing Style Statement, it is vital that Position-Specific Profiles for each position are compiled.

The profiles take into account the following four areas:

- Technical
- Tactical
- Physical
- Mental

Each profile must also include the traditional 'Kiwi' strengths and the key factors within the 'team culture' that will be New Zealand's point of difference. Examples of player attributes are on the page opposite and specifics for each individual position are provided on page 38.

COACHING PHILOSOPHY



COACH DEVELOPMENT

New Zealand Football recognise the enormous contribution that coaches of all abilities make to the game. Coaches require the skills, experience and qualifications relevant to the level of players they work with. The mantra 'Better

**MORE COACHES = MORE PLAYERS
BETTER COACHES = BETTER PLAYERS**

Coaches, Better Players' summarises this succinctly by inferring the development of better coaches will lead to the development of better players.

To create 'better players' New Zealand must develop 'better coaches' and our 'better coaches' should be working with our better players.'

THE PROFESSIONAL COACH MODEL

The challenge for the novice coach is to evolve from someone who searches the internet for football exercises thus displaying a copy culture, into the expert professional coach who creates the learning environment that suits their players and 'brings to life' their own or the national vision and philosophy.



New Zealand Football has developed the Professional Coach Model, which outlines the three main areas of competency the coach must develop. These competencies are Training, Match and Management and are underpinned by football knowledge with the overarching compass provided by a clear Vision and Philosophy.

The Match is the starting point and is placed at the centre of the model as it is core to everything the coach does. For the coach of senior players, the performance in the Match is ultimately how they are measured. For the youth coach, where the focus is on development, then the Match is of no less importance as it offers a key tool to measure the players' learning in the competitive environment without focusing solely on the result.

By analysing the Match, the coach can define football problems, and design and conduct quality Training sessions to improve performance.

The competent coach has the Management skills to communicate their ideas, lead a group of people and bring their plans to life. The key component of the Management pillar is to create the social and emotional environment for all people to thrive and grow.

The Professional Coach Model provides the constant framework for all coaches and ensures that they work in a way that enhances their effectiveness, regardless of the players they work with.

A HOLISTIC APPROACH TO COACHING

THE TECHNICAL, TACTICAL, MENTAL AND PHYSICAL COMPONENTS ARE DISTINGUISHABLE BUT NOT SEPARABLE

Football development relies on the hard work and dedication of thousands of people across the country, sometimes performing multiple roles. They work tirelessly to provide a sporting environment that caters for everyone regardless of age, ability or experience.

The role of a coach is a pivotal one. They have the role of engaging people in the sport for the first time, enthusing players to come back each week and developing them to be the best that they can be. They have the key function of creating and managing the playing environment so that each person's fundamental needs are met.

New Zealand Football encourages coaches to consider the "Four Corners" of an individual's development. The four corners are outlined in the pictured diagram, surrounded by the culture that is created within the group. Working in the four corners is critical to ensuring that we not only develop our footballers as players but also as people too.



Whilst a particular training session may focus on one of the corners, coaches must recognise that there is continuous player learning opportunities across all four. Coaches should be aware of how their training session design and teaching methods impact on their players in each of the four corners, and must be prepared to provide support in each area.

These additional development opportunities can be maximised through creating a culture based on core values of the group, providing personalised feedback or by providing appropriate level of challenge for all players. It is crucial that the Four Corners are developed in a 'holistic', game-specific way and not using an isolated approach.

DON'T WASTE FOOTBALL TIME WITH NON-FOOTBALL RELATED ACTIVITIES

The football season in New Zealand is shorter than in many established nations. It is therefore vital to maximise the time that players train and play.

If the purpose of training is to improve match performance then training activities must be football-related and resemble the match. If all of the training is related to achieving a clear objective then the chance of transferring this objective into the match performance is greatly increased.

This is also true of physical conditioning and coaches should aim to ensure that players are allowed to develop in this corner but whilst taking part in football-related activity. This will result in multiple benefits from training across more than one of the Four Corners.

**Football Training = Football Conditioning
Football Conditioning = Football Training**

PERCEPTION/DECISION/EXECUTION SHOULD BE EVIDENT IN EVERY SESSION

Players of the future will be faced with limited time and space on the field. They will need to consistently perceive any given situation, decide what to do and successfully execute the necessary action effectively.

The holistic approach to coaching recognises the need to expose players to the full resistances found in the game. Skilful, intelligent players are developed by placing them in game-related situations where they are required to perceive, decide and execute quality football actions.

DEVELOP THE PERSON AS WELL AS THE PLAYER

The holistic approach also develops the mentality of the player, helping them to continue to enjoy the game but also maximise their opportunity for development. Particularly in the higher levels of the game, player mentality is key and can be the determining factor in unlocking player potential.

When the game resistances are present the player's mental skills are being developed. With the correct level of challenge and with good feedback the confidence, composure, concentration and character of each player can be developed.

**Football Training = Football Thinking
Football Thinking = Football Training**



COACH EDUCATION

In order to identify the most effective methods to develop coaches, New Zealand Football has reviewed research relating to coach education across the world. Based on this research New Zealand Football has designed the Coach Education Pathway to present a structured and progressive education program, founded on the following principles:

- Applicable and practical - 'on-the-job learning' experiences, creating and recognising learning experiences in the coaching environment
- Lifelong learning - promoting continued personal development and self-responsibility for learning
- Flexible - providing coaches with more choice and a higher degree of ownership in selecting and following their own development pathway
- Player centred - designed to meet the age-related development needs of the players, underpinned by the NZF Playing Style
- Appropriate for New Zealand - reflective of New Zealand's unique culture and football environment
- Linked to NZF Playing Style - providing a myriad of learning opportunities that allow coaches to develop

The diagram opposite shows the NZF Coach Education Pathway, with the following key to its structure:

SPECIALISED PILLARS OF LEARNING

Each layer of the game, from grassroots to international teams, must be populated with excellent coaches of the game who have the appropriate qualities to positively affect the players. Players who are learning the game require support and guidance at each step of the player pathway, with coaches needing to create sessions that are relevant and realistic to the age and stage of their players.

Responding to these demands, New Zealand Football's Coach Education Pathway now provides clearly defined pillars for coaches to become experts in their chosen field:

- **NZF Senior Coaching Pillar** provides a route map for coaches who wish to coach adults in the senior game, with the OFC A Licence currently being the pinnacle of this journey
- **NZF Youth Coaching Pillar** offers bespoke courses based around "Game Training" for coaches working at this key stage, as well as preparing players for the Performance Phase

- **NZF Junior Coaching Pillar** provides a pathway for coaches to learn how to encourage junior players to fall in love with the game, as well as maximise skill acquisition at this important age
- **NZF Futsal Coaching Pillar** delivers opportunities for coaches to learn more about the exciting small-sided format, both as a game in its own right and also as a development tool for our football players
- **NZF GK Coaching Pillar** offers coaches in New Zealand with the chance to specialise in coaching GKs, learning what and how to coach players in this important position

The NZF Professional Coach Model provides the framework for all coach education and ensures that all material is relevant and applicable in the role of the coach regardless of the players they work with.

COMMUNITY & ADVANCED PATHWAYS

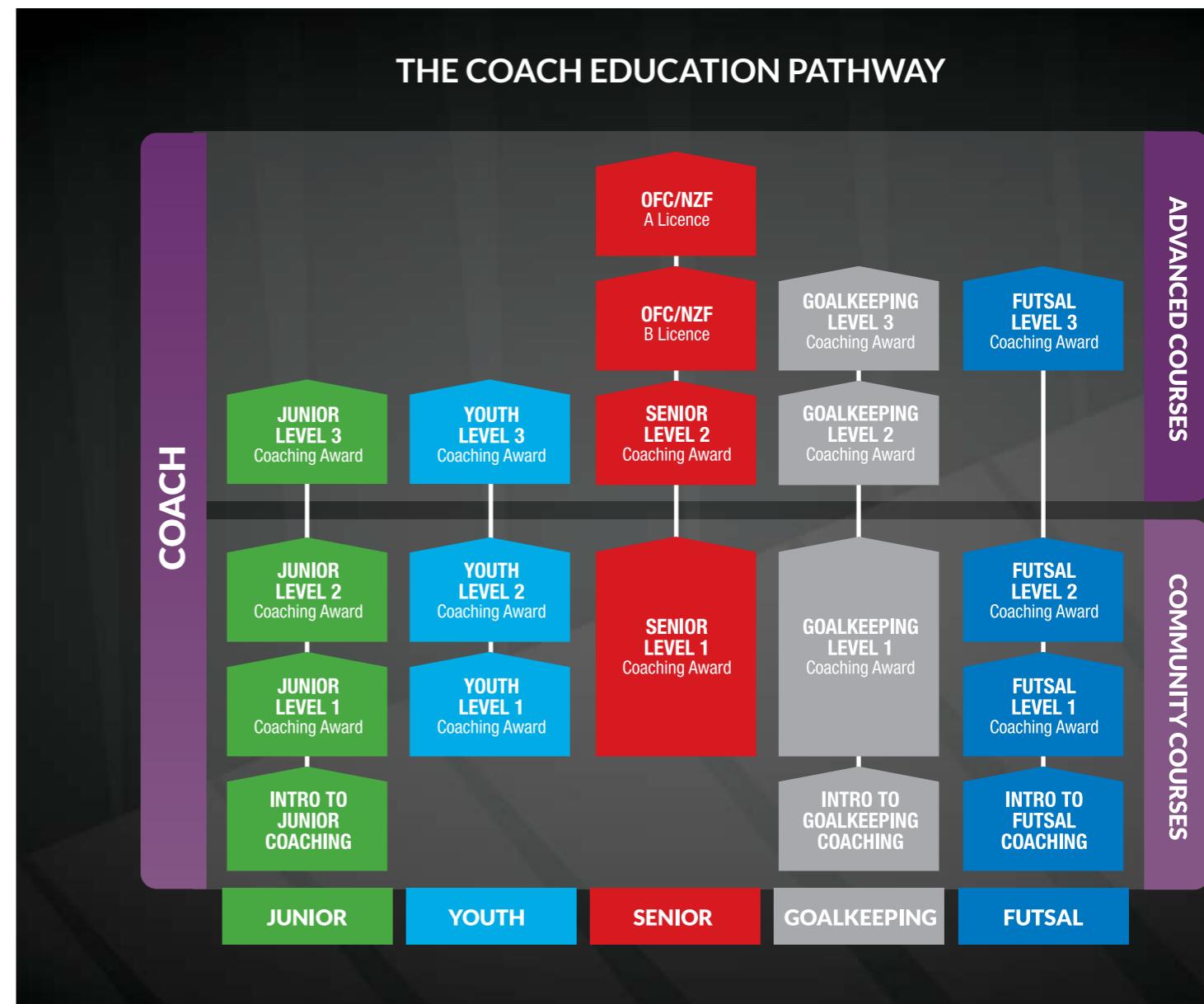
The NZF Coach Education consists of two pathways, "Community" and "Advanced", allowing coaches to learn knowledge and skills that are specific to their situation, in an appropriate learning environment. Players require very different coaching at different stages in their development and these two pathways aim to provide support at each stage.

Beginning coaches can enter the Community pathway at Introduction level or, if they believe that previous playing and coaching experience provides them with a higher base of knowledge, can immediately enter the Advanced pathway.

NZF COMMUNITY COACH EDUCATION PATHWAY

Coaches at the community level are the 'backbone' of the coaching family and crucial to increasing participation and laying the foundations in developing the basic skills and intrinsic motivation that players need to have a lifelong passion for football.

The Community Pathway provides the volunteer coach, who may have varying levels of football knowledge or experience, with learning to ensure that they engage the players in a highly stimulating way. Coaches can access courses without the need for assessment or accreditation in a range of methods to suit the needs of the players in the Community Pillar (Recreation and Participation).



NZF ADVANCED COACH EDUCATION PATHWAY

The Advanced Pathway provides coaches with a structure to become a professional, 'expert' coach. New Zealand Football recognise that the game needs expert coaches at all age groups in the talent pillars (Perform and Excel).

The philosophy of all of the coach education courses is to provide 'authentic' and realistic task-centred learning where candidates 'learn through doing' and by recognising and defining football problems. New Zealand Football's approach is to get learners involved with football-related tasks and work to find solutions to these problems in a logical way. Getting coaches involved with realistic coaching situations will facilitate the ongoing application of the newly-acquired

knowledge and skills. To allow coaches time to 'apply and adapt new learning' into their own environment, distance learning forms an integral part of coach education courses at all levels and provides candidates with an opportunity to practically adopt and apply theoretical aspects covered in courses and learn through self-reflective practice in their own unique environment.

Most importantly, these processes create coaches that are able to critically evaluate their own coaching, and take the required action to improve their coaching performance. This takes time and as such, New Zealand Football undertakes 'post-course' assessments for all advanced courses. This removes the traditional issues created by conducting 'on-course' assessments and enables coaches to focus on gaining a deeper understanding of the content and its application.

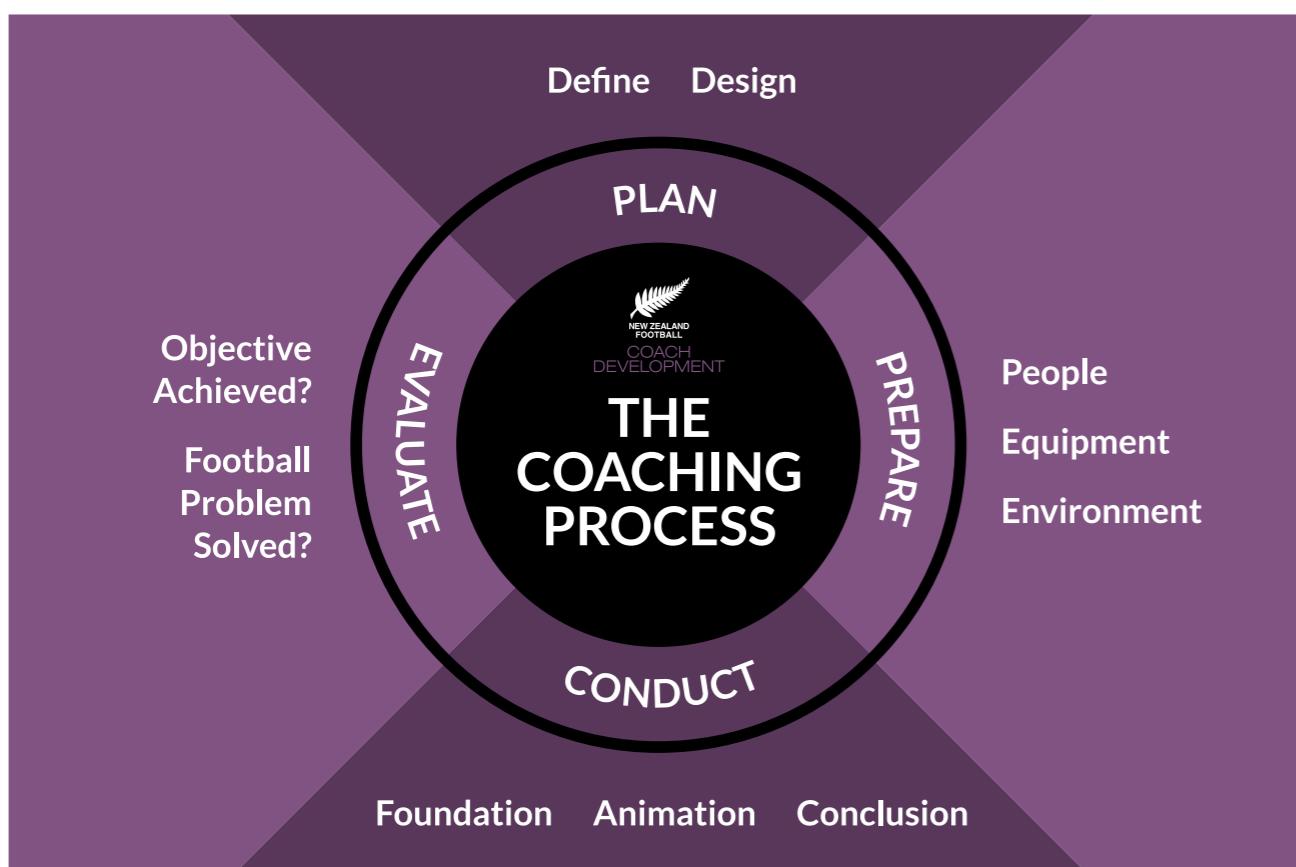
COACHING METHODOLOGY



To support the holistic approach a coach needs a clear process by which to undertake effective training. Rinus Michels, FIFA Coach of the Century, is quoted as saying:

"Make the tactical component trainable in an exercise that makes that team's tactical aspect come to life.... most coaches do not reach further than creating general training exercises which hardly have any relation to problems that occurred in the match".

To address this, New Zealand Football has further developed the Coaching Process to ensure effective training.



Analysis of team performance or current player development defines the area upon which to focus training. From the analysis, solutions to the areas of development required are developed and appropriate sessions are then designed. The Team Model is a vital component in shaping how the session is conducted and provides the foundation for every session, including the content within the session. It also provides a task-orientated means to conduct a session.

WHAT SHOULD I BE COACHING TO BRING OUR PLAYING STYLE TO LIFE?

MAIN MOMENT <i>In which moment did the problem occur?</i>	TRANSITION TO ATTACK	ATTACKING	TRANSITION TO DEFEND	DEFENDING
Key Principle <i>What I am working on today</i>	Quick forward passing and movement Quickly into attacking positions	Controlled and incisive possession Combination play Individual play	Press the ball immediately Prevent forward passing Quickly into defending positions	Win the ball back as close to the opponent's goal as possible Deny time and space Limit goal-scoring opportunities
Team Task <i>What I will be asking the team to try and do</i>	Set a Fundamental Task to make the key principle happen			
Player Tasks <i>What I will be asking the player to try and do</i>	General and Specific Tasks for each player			
Player Actions <i>What will the players need to be able to do?</i>	IN POSSESSION Striking the Ball Travelling with the Ball Receiving the Ball 1v1s	OUT OF POSSESSION Tackling Marking Pressing Intercepting	CONSTANTS Positioning Communication	

TEAM MODEL

New Zealand Football's task-orientated teaching process is fundamental to helping create players that can read the game and make correct decisions as it encourages players to find their own solutions to football problems. The teaching process also provides a point of reference to evaluate coaching effectiveness by observing if the players can undertake the team and player tasks independently.

PLAYER PHILOSOPHY

FOOTBALL FOR ALL

New Zealand Football's National Player Development Framework provides an aligned, cohesive structure to meet the needs of players across all levels of the game. There is a clear distinction between the progressive stages within the framework, with each stage having clear objectives, guidelines and structures so that coaches are better equipped to meet the needs of all players, up to and including senior football.

Regardless of motivation or ability levels, players should enjoy a high-quality experience at all stages. The framework aims to meet the needs of all players, while ensuring players can move across the spectrum when required, depending on their developmental stage.

The four pillars of New Zealand Football's National Player Development Framework are shown in the diagram opposite, ranging from "Community Recreational" (social, fun football) to "Talented Excel" (high performing players).

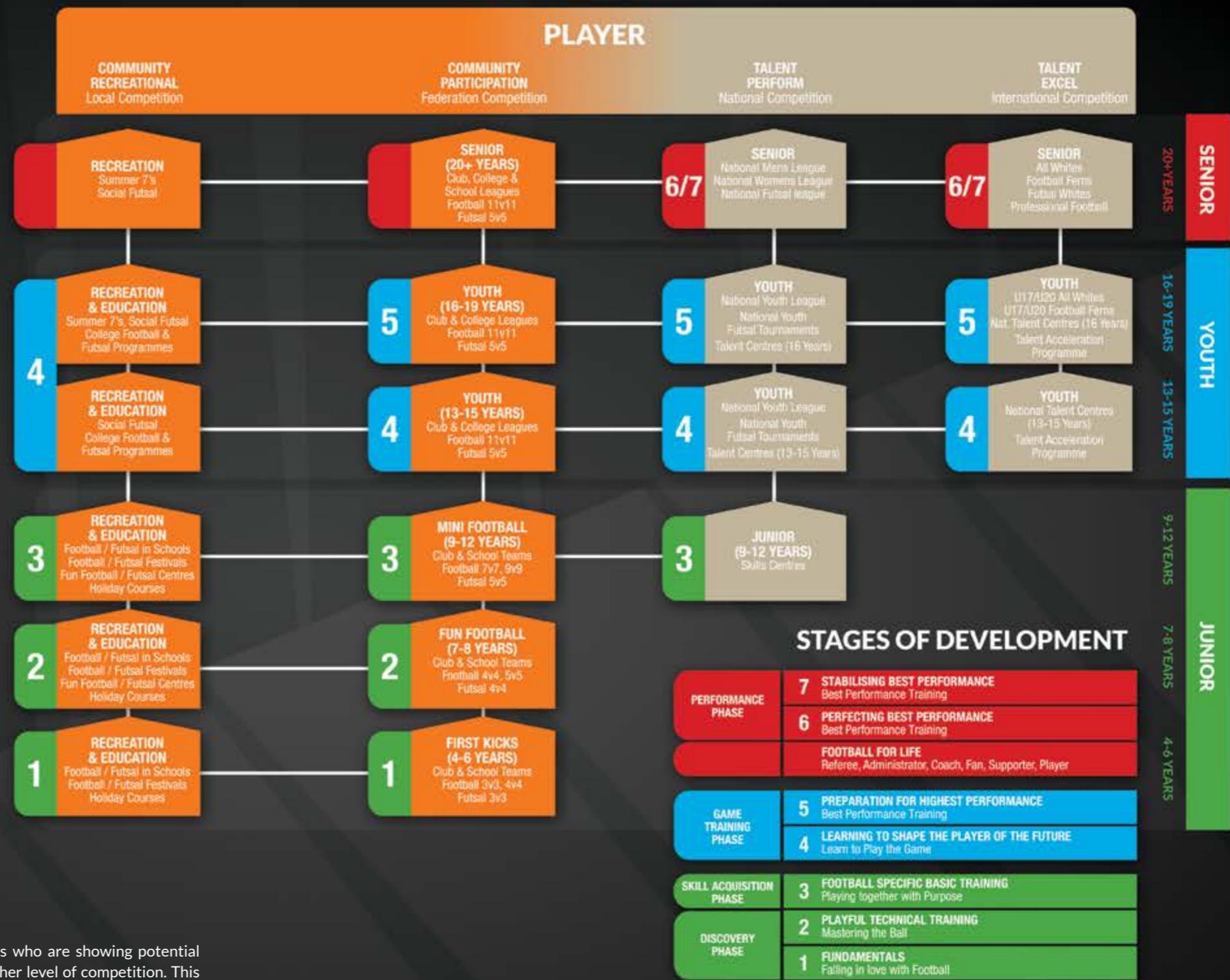
COMMUNITY RECREATIONAL

Community Recreational is the pathway that provides informal, flexible opportunities to take part in the game. It is where players may access football for the first time, so engaging them in fun activities that ignites a passion is key at this stage. Players can learn the basics about football here but mainly it is focused on enjoyment and providing physical exercise.

COMMUNITY PARTICIPATION

Community Participation provides regular, organised avenues for community players to access the game. Generally within clubs and education establishments, this allows players to develop their game through training and taking part in structured football competitions. The pathway will involve players with different motivations – some who will want to develop to the best of their ability and others who will just want to play for enjoyment and social reasons. In essence, the community participation pathway is about ensuring that all players regardless of their ability levels and motivations are presented with high quality opportunities to play, develop and enjoy football. Strong connections between this and the Talent Perform Pathway are a necessity, allowing players who show potential to access an even higher quality of provision but also move back to meet their development needs.

THE PLAYER DEVELOPMENT FRAMEWORK



TALENT PERFORM

Talent Perform offers players who are showing potential additional football with a higher level of competition. This provision involves players being challenged appropriately in one environment, enhancing their opportunity of further development. If players are training with team mates, and facing opponents, that are physically, technically and mentally developed this will increase the chances of improving levels of perception and decision-making. Players operating within this pathway should accumulate high quality, purposeful practice hours. Programmes will have a national focus in this pillar to help develop and identify potential future All Whites and Football Ferns.

TALENT EXCEL

Talent Excel provides a number of committed and talented players specialised development programmes. Personal development is central but excellence in the form of high-level performance, with the ultimate goal of "Winning at Worlds Cups" is the driving force. Players selected to partake in this pathway will aim to achieve both national

representative honours and a professional status. The pathway is centred on the concept of "best with best" where the goal is to ensure that our best players are always playing with and against the best players. The quality of provision is of the highest standard, with highly-trained coaches providing the professional environments to play in.

STAGED PHASES OF PLAYER DEVELOPMENT



To develop players to their full potential, New Zealand Football believe in a logical and progressive approach. New Zealand Football have identified 4 Phases of Player Development, providing key information on player characteristics at each stage aligned to appropriate playing structures and guidance of not only "what" to coach but also "how" to coach it. Each phase provides players with access to appropriate provision for their development stage and ambition, resulting in more players in the game, and better players in the game.

PERFORMANCE PHASE	7	STABILISING BEST PERFORMANCE	Best Performance Training	SENIOR 20+ YEARS
	6	PERFECTING BEST PERFORMANCE	Best Performance Training	
		FOOTBALL FOR LIFE	Referee, Administrator, Coach, Fan, Supporter, Player	
GAME TRAINING PHASE	5	PREPARATION FOR HIGHEST PERFORMANCE	Best Performance Training	YOUTH 16-19 YEARS 13-15 YEARS
	4	LEARNING TO SHAPE THE PLAYER OF THE FUTURE	Learn to Play the Game	
SKILL ACQUISITION PHASE	3	FOOTBALL-SPECIFIC BASIC TRAINING	Playing Together with Purpose	JUNIOR 9-12 YEARS 7-8 YEARS 4-5 YEARS
DISCOVERY PHASE	2	PLAYFUL TECHNICAL TRAINING	Mastering the Ball	
	1	FUNDAMENTALS	Falling in Love with Football	

THE DISCOVERY PHASE

(4-8 years old)



SOME KEY GUIDANCE PRINCIPLES AROUND THE 4 PHASES OF DEVELOPMENT INCLUDE:

- Develop the individual
- A stepped, logical, phased approach is required, taking into account the age of the player
- A holistic approach. All four corners will be covered in a football specific way but the focus may differ in each phase



PLAYER CHARACTERISTICS IN THIS PHASE INCLUDE:

- Cognitive skills are very basic and are just starting to form
- Unco-ordinated with and without the ball in the early stages
- Self-centred with little understanding of how the game is played (in and out of possession)
- Enjoy fun games in short bursts
- Able to handle small amounts of information only

This phase is all about falling in love and 'discovering' the game therefore the social/emotional environment is crucial. This will involve players taking part in football for the first time. Activities in this phase need to be exciting, enjoyable and stimulating. Training and playing should involve lots of movement, plenty of ball contact, loads of encouragement and little or no coaching intervention. Engaging with players in a positive way may be the deciding factor for whether football becomes their sport of choice.

For best practice guidelines for coaching with this age group, please refer to the NZF Junior Framework Manual.

THE SKILL ACQUISITION PHASE

(9-12 years old)



PLAYER CHARACTERISTICS IN THIS PHASE INCLUDE:

- Well balanced and co-ordinated and adaptive to learning motor skills
- Players are becoming interested to learn and apply the relevant skills required in the game
- Capable of and enjoy, problem solving and challenges
- Very active, energetic and motivated
- Start to become more aware and recognise the value of others
- Sensitive to criticism and failure

During the Skill Acquisition Phase players are generally well balanced, co-ordinated and adaptive to learning motor skills. This is the 'Golden Age' of motor learning. In no other phase of life will motor learning happen faster. The Skill Acquisition Phase is the optimal time to focus on developing football skill which is essential for long-term participation in football. Training and playing should place emphasis on learning football skills within the context of the game.

The following principles ensure the appropriate training environment for holistic player development in the Skill Acquisition Phase:

TRAINING THAT LOOKS LIKE THE GAME

Training should involve all four moments (Attacking, Defending and transitions) and place players in scenarios that they will face in the game. This allows players to solve relevant problems through perceiving the problem (P), making a decision based on options identified (D), and executing the decision made (E). This PDE is a key attribute of developing footballers for the highest level and all Skill Acquisition training should incorporate this.

LOTS OF TIME ON THE BALL IS PROVIDED

This is the optimal stage for skill development. Players should be given lots of opportunity to develop their game skills and master the ball. Skills developed should be ones that players need to perform effectively during a game, where team mate support is required. Coaches should design challenging, non-isolated and exciting practices and incorporate interference to ensure game realism. Practice aims to develop players across the four corners, helping them progress as footballers but also people too.

AN ENJOYABLE LEARNING ENVIRONMENT IS KEY

An environment of learning and development needs to be created in order to maximise player development in the Skill Acquisition Phase. Whilst sessions need to also be enjoyable, stimulating and interesting for players, coaches are to encourage players to focus on long-term development over immediate outcomes (e.g winning). Players take part in "Task-Based" exercises where mistakes are embraced as key learning opportunities.

PLAYERS ARE FULLY ENGAGED IN TRAINING

Coaches are to ensure that no time is wasted in the Skill Acquisition phase, to maximise the opportunity of physical and mental development. Activities and questions provided to players upon arrival, when observing practice or during drinks breaks ensure that whilst a player is at practice they are constantly challenged and learning.

EFFECTIVE FEEDBACK FOR PLAYERS

It is understood that players at this stage will have accelerations and decelerations in their development across the four corners. In order to support their progress, coaches must provide informed feedback that is relevant to the task being performed and the overall objective of the practice. Players are instilled with a "Growth Mindset", through coaches providing feedback based upon player effort, rather than the successful / unsuccessful outcome only.

MAIN MOMENT	TRANSITION TO ATTACK	ATTACKING	TRANSITION TO DEFEND	DEFENDING
Key Principle	Basic Principles in each of the Four Moments			
Exercise Task	Basic Exercise Tasks in each principle			
Player Tasks	General			
Player Actions	Positioning, Receiving the Ball, 1 v 1s, Travelling with the ball, Striking the Ball, Communication			

ATTACKING FOUR 'CORE' SKILLS:

- Striking the ball - This includes all forms of striking the ball such as short/long passing; shooting and crossing
- Receiving the Ball - Controlling the ball with all allowed body parts
- 1 v 1 - All moves, feints and accelerations to get past and away from an opponent
- Travelling with the ball - At speed (with a lot of space) or 'dribbling' (in tight areas), this includes techniques for protecting the ball and changing direction.

2 CONSTANTS:

- Positioning – off ball movement to find or create space
- Communication – giving and recognising verbal and non-verbal cues

DEFENDING FOUR 'CORE' SKILLS:

- Pressing – closing the opponent and pressuring the ball
- Marking – staying close to the opponent and limiting their time and space
- Intercepting – reading the game and stealing the ball
- Tackling – contesting the ball

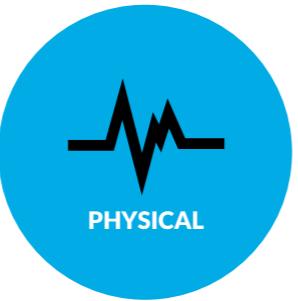
2 CONSTANTS:

- Positioning – off the ball movement to limit time and space
- Communication – giving and recognising verbal and non-verbal cues

For best practice guidelines for coaching players in the Skill Acquisition Phase, please refer to the NZF Skills Centre Manual.

THE GAME TRAINING PHASE

(13-19 years old)



PLAYER CHARACTERISTICS IN THIS PHASE INCLUDE:

- Players enter the growth spurt and there is a temporary deterioration in co-ordination and strength
- Players are prone to overuse injuries
- Physically and mentally ready for a more structured approach
- A greater desire to be part of a team
- Accelerated intellectual development
- Prone to mood swings, impulsive and becoming more independent

The Game Training Phase focuses on taking the core skills developed during the Skill Acquisition Phase and learning how to apply them within a team environment. This phase introduces 11v11 football to prepare the players for the

senior game. Players are made aware of their specific tasks to help the team perform during each moment with the focus on the development of the individual. Training should resemble the game as much as possible so players execute what they have learnt during training when playing.

The following principles ensure the appropriate training environment for holistic player development in the Game Training Phase:

QUALITY AND QUANTITY

Research places importance on the number of hours of specific practice and play in order for players to reach a high level of expertise. New Zealand Football believes there can be a greater focus on the quality of the activity within the formalised training and playing environment. The NZF Youth Framework Manual provides clear guidelines on the number of hours players in the Game Training Phase should be training and playing. It also introduces a Game Training model

for youth players that will increase the quality of training, putting players in a scenario in which they need to perceive, decide, and execute football actions that are relevant to the game on a consistent basis.

FOOTBALL FOR ALL

New Zealand Football provide flexible pathways in order to provide players easy access to challenging formats of football that align with their individual needs. During the Game Training Phase, players have an increase in commitment to their schooling as well as a number of extracurricular activities. In the community recreation and participation pathway there are a number of flexible football options available. It is important that these provide a high quality experience for all in order to allow players to fall in love with the game. In the talent perform pathway, New Zealand Football believes the development of players should take place in one high quality environment to ensure consistency of learning.

RECOGNISING DEVELOPMENT AGE

The timing and tempo of maturation vary greatly between individuals during puberty and individual differences in development age will emerge within the same chronological age group. Players with the same chronological age can differ by two to four years in their development age. It is therefore important that football programmes reflect this, allowing players to access higher / lower challenges of provision based on their current developmental need routes within the pathway. New Zealand Football ask coaches to be aware of these individual differences throughout the player identification and training process. Late maturers should be

given as much attention as early maturers so that all players have the chance to reach their development potential.

PHYSICAL WELLBEING

Football is a fantastic source of exercise for teenagers. It has a number of health benefits from both a physical and emotional perspective. New Zealand Football aim to increase the number of youth footballers to ensure that more young people are physically active. In New Zealand there is a small window of coach-player contact and therefore a need for football-specific training. Due to this, it is recommended that physical training is incorporated into a football-specific context. The NZF Youth Framework Manual also provides additional guidance around how to reduce the risk of injury to players, regardless of their level of ability and commitment.

THE MATCH IS FOR THE PLAYER

The match is the opportunity for the player to try and apply what they have learnt in training. New Zealand Football believe that coaches, parents and spectators need to create an environment where creativity and risk-taking are encouraged and mistakes are viewed as a learning opportunity. New Zealand Football want to ensure that our youth players are competitive, however, we must minimise an adult-led culture that can often lead to an over emphasis on week-to-week winning to secure a trophy or title. This may disengage players where the pressure to perform impacts significantly on fun and enjoyment. New Zealand Football promotes an environment that focuses on both development and winning while nurturing players to have a deep intrinsic motivation to play and practice.

The Team Model is now applied fully for both community and talented players.

MAIN MOMENT	TRANSITION TO ATTACK	ATTACKING	TRANSITION TO DEFEND	DEFENDING
Key Principle	Quick forward passing and movement Quickly into attacking positions	Controlled and incisive possession Combination play Individual play	Press the ball Immediately Prevent forward passing Quickly into defending positions	Win the ball back as close to the opponent's goal as possible Deny time and space Limit goal-scoring opportunities
Team Task	Set a Team Task to make the key principle happen			
Player Tasks	General and Specific Tasks for each player			
Player Actions	IN POSSESSION Striking the Ball Travelling with the Ball Receiving the Ball 1v1s	OUT OF POSSESSION Tackling Marking Pressing Intercepting	CONSTANTS Positioning Communication	

Details on how to work with Players in the Game Training Phase are covered within the NZF Youth Framework Manual.

THE PERFORMANCE PHASE

(20+ years old)



Player characteristics in this phase include:

- Readiness to take ownership of tactics and implement them on the pitch
- Differences in motivation to play the game
- Additional challenges around the sport / life balance
- Physical capability to undertake conditioning training

The purpose of training during the Performance Phase is about creating high levels of team performance on every occasion, whether this is at club, professional or international level. It is also an opportunity for players to apply their skills learnt at the highest possible level available to them. Perfecting team tactics becomes a core feature of training sessions. This is done by focusing on solving football problems, based on match analysis. Players progressing through this stage must embrace a proactive

behaviour towards factors increasing longevity in the game such as football conditioning.

The following principles ensure the appropriate training environment for holistic player development in the Performance Phase:

VISION AND PHILOSOPHY

Football in the Performance Phase is all about a team performing at its highest level on a consistent basis. In order to do this, coaches must have a clear Vision and Philosophy on how they feel that football should be played and this should be evident in all provision. They should be able to convert their philosophy into a Team Model which will articulate the coach's preferred playing style and enable players to be fully aware of their roles and responsibilities in the four moments of the game. This individual outlook on the game may enhance the chances of success, creating a point of difference to other teams.

PLACE THE MATCH AT THE CENTRE

The 'Match' is at the centre of everything and forms the basis for training design and player feedback. Coaches will need to analyse matches, identify strengths and areas of development and design training to enhance these areas. The Performance Phase is about perfecting and stabilising performance and the match is the time where players and coaches are able to measure the effectiveness of their training and preparation.

PERIODISED PLANNING

The purpose of planning is to identify the training that needs to be carried out to achieve agreed objectives. These training plans are provided for the team as a whole and should be drawn up to identify long-term objectives as well as short-term plans for the forthcoming season. In its simplest form, it could comprise of an overall plan for the year, and more detailed weekly plans identifying the specific activities the team is to take part in. The tactical element of the game should be planned to guarantee that the team playing style is evident. Flexibility to change the plan based on observations in match performance is crucial, enabling coaches to adjust training to enhance team play dependant on the challenges and opportunities the opponent presents. Individual plans for players are also important in this phase. It is key to communicating not only what the player's specific role and duties are in the team but also what their strengths and areas of development are. If these are identified, players and coaches are working collectively to continually improve performance.

FOOTBALL-SPECIFIC CONDITIONING

The NZF philosophy is that the most appropriate way to train the physical attributes in players is to incorporate physical training into football training. Coaches are encouraged to adapt existing football training to also include a physical outcome, as opposed to having isolated physical sessions. This is to ensure that whole training sessions are looking to address technical and tactical areas of improvement that have been identified whilst developing the players' physical attributes. By isolating parts from regular training, they lose their significance and specific relevance to actions that players perform. NZF recommend that a planned conditioning programme is provided for players over the course of a season. This staged, player-centred approach to physical fitness means that there is a gradual approach to attaining football fitness, helping your players to be fitter for longer in the season and reducing the risk of injury.

CULTIVATE A TEAM CULTURE

In order for teams to be successful, a culture based on a unified purpose underpinned by player and coach core values will need to be created and maintained. This needs to be modelled, communicated, taught, rewarded, and re-enforce the expectations and standards for how your group will operate. "Football Thinking" will also need to be considered during training, where the mental side of the game needs to be developed within football-related practices. If grown correctly, players will hold each other accountable and "lead and live" the culture themselves, demonstrating the core values on and off the pitch. Many high-performing teams place creating, communicating, implementing and sustaining the right team culture as the key catalyst to lasting success.

The Team Model is now applied fully for both community and talented players.

MAIN MOMENT	TRANSITION TO ATTACK	ATTACKING	TRANSITION TO DEFEND	DEFENDING
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Player Tasks	General and Specific Tasks for each player			
Player Actions	IN POSSESSION Striking the Ball Travelling with the Ball Receiving the Ball 1v1s	OUT OF POSSESSION Tackling Marking Pressing Intercepting	CONSTANTS Positioning Communication	

Details on how to work with Players in the Performance Phase will be covered within the NZF Senior Framework Manual (to be produced in 2017).

COMPETITION

REGULAR, CHALLENGING TRAINING & GAMES

It is pivotal to player enjoyment and development that they have an opportunity to access football that meets their wants and needs. New Zealand Football divide football into two categories:

TRAINING

An opportunity to prepare for matches, develop as a player and are designed to meet the footballer's motivation for playing.

MATCHES

Competitive fixtures against another opposition in an environment that challenges appropriately and meets the needs of the players.

In order for players to fulfil potential they must take part in a suitable number of training sessions and games. Each player should train and play at a level that is most appropriate for their development stage. Players will maximise the amount of the time that they spend playing the game if they are able to access the appropriate quantity and intensity of training. This requires continuous monitoring but is required to ensure that players do not over or under train.

It is also key to maximising player development – if players are taking part in training and games that are too easy or overly hard, the chances of accelerating development is small. Players need to find the “sweet spot” and access provision that engages them in competitive environments where they are challenged at a reaching level.



THE PLAYER DEVELOPMENT FRAMEWORK COMPETITION LEVELS



COMMUNITY RECREATION (LOCAL COMPETITION)

Informal opportunities for players of all ages to play in matches. Non-recorded scores where the focus is on enjoyment, socialising and leading a healthy, active lifestyle. This provides a life-long involvement in the game and may lead to players wanting to access higher levels of competition.

COMMUNITY PARTICIPATION (FEDERATION COMPETITION)

Organised opportunities for club players of all ages to play in regular matches. Regional federations will organise, govern and support competitive activity in this pathway. In the junior ages, “club hubs” are formed where smaller-sided matches are played with an emphasis of fun and enjoyment. An appropriate level of competition is introduced at the appropriate age, meaning recorded scores and “knockout” tournaments are introduced in youth football. Youth and Senior Football is provided on a regional basis with teams from multiple federations competing against each other.

TALENT PERFORM (NATIONAL COMPETITION)

This is where the higher levels of players compete against each other and on regular basis. This “best with best” concept is key to ensuring that players are provided with a challenging environment that allows them to be the best that they can be. Competitions include the National Men’s and Women’s League and the Chatham Cup and are the showcase events for football in New Zealand.

TALENT EXCEL (INTERNATIONAL COMPETITION)

This pathway provides for New Zealand international teams to play at the highest level, including our All Whites, Football Ferns and Futsal Whites. Underneath these teams are U20 and U17 age group programmes, which help to develop players with potential and prepare them to play on the world stage.

THE POWER OF FUTSAL



NEW ZEALAND
FOOTBALL
FUTSAL

Futsal is the only FIFA and NZ Football-approved version of five-a-side football and the world's fastest-growing indoor sport. New Zealand Football recognise the pathways this popular game offers for players, coaches and administrators at both local and international level. Futsal is seen as an important part of the New Zealand Football Whole of Football Plan.

This fast-paced, skilful game is a sport in its own right and is played all over New Zealand. It is also an invaluable tool that can be used for the development of footballers.

As well as being an exciting sport to coach and play in, futsal supports player development and actively promotes:

- Decision-making in limited time and space
- Individual ball skills, close control and dribbling
- Creativity and improvisation
- Maintenance of ball possession
- One-touch passing and shooting
- Teamwork and off the ball movement

THE GAME FOR LEARNING

While at an elite level, futsal can be a highly-tactical and sometimes even choreographed game. However, in its most basic form futsal is a fun and simple game which has a structure that supports player development:

- Playing in reduced space helps develop creativity, improvisation, technique and rapid-decision-making. Increased game awareness and movement off the ball occur quickly and naturally
- The smaller, weighted ball with restricted bounce makes it easier for young or inexperienced players to master their ball control skills. As a result, players very quickly experience improved dribbling, passing and close control

- Playing with a smaller number of players means players are 'always in the game', having more touches on the ball.
- The lack of rebound walls increases the number of 1v1s faced where players are encouraged to find their way out of tight situations with a clever pass or piece of individual skill

- Due to the smaller pitch dimensions there is a constant threat of immediate counter attacks, both in and out of possession. This teaches players the importance of ball retention and quick transitions, which is key to performing in line with the NZF Playing Philosophy

"As a little boy in Argentina, I played futsal on the streets and for my club. It was tremendous fun, and it really helped me become who I am today."
Lionel Messi

"During my childhood in Portugal, all we played was futsal. The small playing area helped me improve my close control, and whenever I played futsal I felt free. If it wasn't for futsal, I wouldn't be the player I am today."
Cristiano Ronaldo

"Football and futsal have a lot in common ... There are different tactics and moves, but there is the same essence of mastering the ball, combining and making quick decisions."
Andres Iniesta

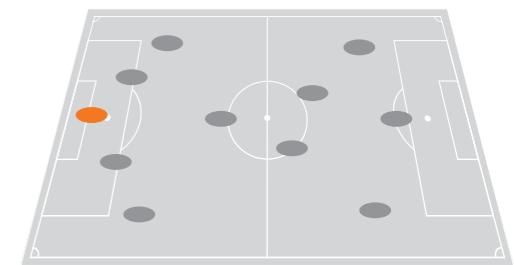


PLAYER PROFILES

These profiles are essential to help us know what the 'ideal player' competencies are for each position and will support the identification of players who display these traits.

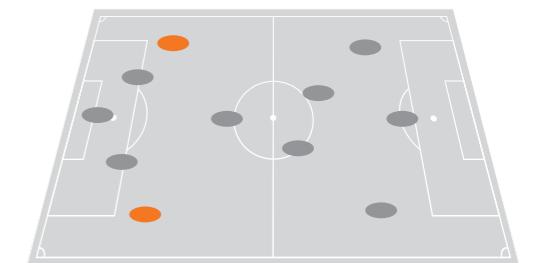
The profiles below articulate the key qualities for each position. These are not exhaustive but simply state the qualities that must be evident to play in the stated position.

GOALKEEPING #1



TECHNICAL			
ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Distribute the ball through a range of accurate passes, through kicking off the ground and out of hand Distribute the ball accurately over a variety of distances with throws	Intercept opposition through balls or longer passes over defence	Catch and parry shots from a wide range of angles, distances and paces Deal with crosses and passes into the box	Secure possession with catches or first touch with feet Quicker distribution with first-time passes or immediate throws after intercepting Be aware of the defensive balance whilst defending
TACTICAL			
ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Support the ball carrier and act as a spare player Be an option for team to circulate passing to switch the point of attack	Constantly adjust their starting position to sweep behind the defensive line	Organise defenders to limit goal-scoring opportunities	Secure possession and initiate quick attacks and be aware of the defensive balance whilst counter attacking
PHYSICAL			
QUALITY ACTIONS	MAINTAIN ACTIONS	RECOVER BETWEEN ACTIONS	MAINTAIN RECOVERY
Explosive diving and jumping Quickly coming of the line to limit shooting angles Quickly sweeping behind the defensive line in central areas Quickly support the ball carrier	Able to perform explosive diving and jumping during the match Sweep behind the line throughout the game Support the ball carrier quickly throughout the game	Going to ground and quickly to deal with a rebound	Recovery time between actions remains constant throughout the game
MENTAL			
COMPOSURE	CONFIDENCE	COMMITMENT	CHARACTER
Quality first touch and accurate passing when pressed by an opponent Clean catching and punching when coming for the ball	Clear, concise and early communication to the defence Dealing with crosses and supporting the back four during build up play	Diving at an opponent's feet Attacking aerial balls in congested situations	Coming for a cross or sweeping behind the defensive line after a mistake Supporting the build up after a mistake Put their body on the line to prevent the opposition from scoring

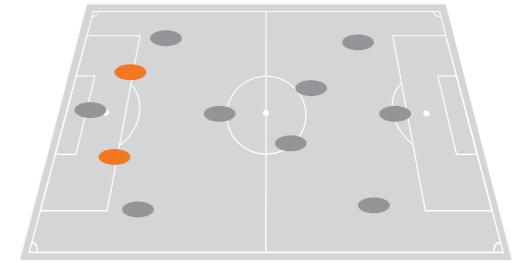
PLAYER PROFILES cont...



FULLBACKS (#2 & #5)

TECHNICAL			
ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Receive and progress the ball in limited time and space Play accurate passes into the strikers and midfield	Intercept opposition through balls to break up attack Tackle opponent to prevent opposition counter organisation	Dominant in 1 v 1 scenarios Prevent passes into the goal-scoring position	Quick and incisive passes to initiate the attack Secure possession with first-touch control and accurate passing First time passes to initiate quick counter attacks
TACTICAL			
ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Join the attack with well-timed and aggressive runs	Balance in attack to recognise when to join or cover Recognise when to press the ball or cover the pressing player, quickly recover into the defensive organisation	Support and cover the back line and midfield	Quick forward runs to support the attack or get beyond the ball and balance the defence and recognise when to cover or join
PHYSICAL			
QUALITY ACTIONS	MAINTAIN ACTIONS	RECOVER BETWEEN ACTIONS	MAINTAIN RECOVERY
Sprints to close the ball down Quick changes of direction Sprints to join the attack Sprints to recover defensive organisation	Close the ball down Change direction Join the attack Recover defensive organisation	Repeatedly: Close the ball down Change direction Join the attack Recover defensive organisation	Throughout the game: Close the ball down Change direction Join the attack Recover defensive organisation
MENTAL			
COMPOSURE	CONFIDENCE	COMMITMENT	CHARACTER
Quality first touch and accurate passing when pressed by an opponent Controlling or clearing the ball when under pressure	Positioning and communicating to be a passing option during build up play Proactively defend when isolated	Continually joining the attack and recovering defensive organisation Aggressive tackling Aggressive and creative running with the ball	Joining the attack after not receiving the ball Pressing the opponent after being beaten Get on the ball after a mistake Put their body on the line to prevent the opponent scoring

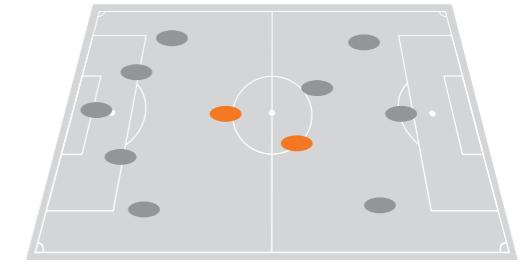
PLAYER PROFILES cont...



CENTRAL DEFENDERS (#3 & #4)

TECHNICAL			
ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Receive and progress the ball in limited time and space Play accurate passes over a wide range into the strikers and midfield	Intercept opposition through balls to break up attack Tackle opponent to prevent opposition counter	Defensive headers from opposition crosses or longer passes Dominant in 1 v 1 scenarios Deal with passes into the goal-scoring position	Quick and incisive passes to initiate the attack
TACTICAL			
ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Support the attack with superior positioning, joining in when required Create overloads in midfield areas to build an attack, joining in when required	Manage the defence in attack to prevent quick forward play from the opponent Recognise when to press the ball or cover the pressing player	Superior positioning to threaten the ball receiver and limit balls in behind Support and cover the back line and midfield	Forward runs to use space and draw an opponent Reorganise the defensive line to limit space in between the units
PHYSICAL			
QUALITY ACTIONS	MAINTAIN ACTIONS	RECOVER BETWEEN ACTIONS	MAINTAIN RECOVERY
Sprints to press an opponent Sprints to cover a team mate Quick changes of direction Win aerial challenges Sprints to recover defensive organisation	Press an opponent Cover the ball Change direction Win aerial challenges Recover defensive organisation	Repeatedly: Press an opponent Cover the ball Change direction Win aerial challenges Recover defensive organisation	Throughout the game: Press an opponent Cover the ball Change direction Win aerial challenges Recover defensive organisation
MENTAL			
COMPOSURE	CONFIDENCE	COMMITMENT	CHARACTER
Quality first touch and accurate passing when pressed by an opponent Controlling or clearing the ball when under pressure	Positioning and communicating to be a passing option during build up play Intercepting and tackling Clear communication to players around them	Aggressive tackling and tracking Aggressive challenges in the air including set plays	Get on the ball after a mistake Leading the back line when under constant pressure Pressing the opponent after being beaten Put their body on the line to prevent the opponent scoring

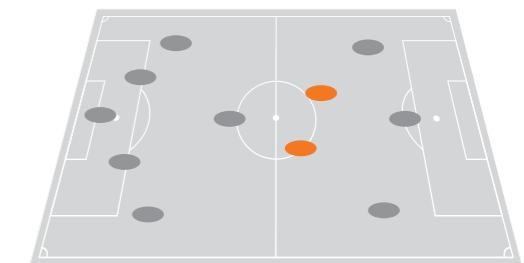
PLAYER PROFILES cont...



MIDFIELD (#6 & #8)

TECHNICAL			
ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Receive, progress and switch the ball in limited time and space Play accurate forward passes over a wide range into the strikers	Intercept opposition through balls to strikers Tackle opponent to prevent opposition counter	Dominant in 1 v 1 scenarios Superior intercepting and tackling avoiding needless free kicks Defensive headers from opposition crosses or longer passes	Intercept and initiate the attack or maintain possession
TACTICAL			
ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Support the with superior positioning and constant aggressive running Interchanging movement with other midfielders to create space to receive	Manage the rest defence in attack to limit quick forward play from the opponent Recognise when to press the ball, cover the pressing player or screen Quickly recover into the defensive organisation to prevent balls into strikers Drop into the defence when required	Superior positioning to threaten the ball receiver and limit balls into strikers Support and cover the back line and advanced midfield	Maintain balance and forward runs to join the attack
PHYSICAL			
QUALITY ACTIONS	MAINTAIN ACTIONS	RECOVER BETWEEN ACTIONS	MAINTAIN RECOVERY
Sprints to press an opponent Sprints to cover a team mate or join the attack Quick changes of direction with and without the ball Win aerial and ground challenges	Press an opponent Cover a teammate or join the attack Change direction with or without the ball Win aerial and ground challenges	Repeatedly: Press an opponent Cover a team mate or join the attack Change direction with or without the ball Win aerial and ground challenges	Throughout the game: Press an opponent Cover a team mate or join the attack Change direction with or without the ball Win aerial and ground challenges
MENTAL			
COMPOSURE	CONFIDENCE	COMMITMENT	CHARACTER
Quality first touch and accurate passing when pressed by an opponent Intercepting the ball and retaining possession	Constantly wanting the ball Intercepting and tackling Clear communication to players around them	Aggressive tackling, tracking and pressing	Organizing the midfield when under pressure Wanting the ball after a mistake Put their body on the line to prevent the opponent scoring

PLAYER PROFILES cont...



ATTACKING MIDFIELD (#8 & #10)

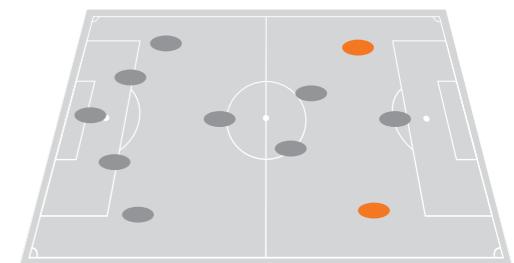
TECHNICAL			
ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Play 'Killer Balls' or engage the defensive line Shooting at goal using power and accuracy Dribble effectively to engage defenders in 1v1s	Intercept opposition passes through midfield unit Tackle opponent immediately to prevent opposition counter	Superior intercepting and closing down to dictate the direction of play Progresses the ball Tackling opponents to win the ball close to their goal	Maintain forward ball progression through passing and travelling with the ball

TACTICAL			
ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Get free to receive and progress the ball in between the lines Get into goal-scoring positions Make runs beyond the defensive line	Quickly press the opponent Recognise when to cover the pressing player Quickly recover into the defensive organisation to limit the opposition build up	Superior positioning to limit space for the opponent's central defenders and supporting midfield players Support the midfield as the opponent progresses the ball	Be the point of initiation for the attack Forward runs to join the attack

PHYSICAL			
QUALITY ACTIONS	MAINTAIN ACTIONS	RECOVER BETWEEN ACTIONS	MAINTAIN RECOVERY
Sprints to receive the ball and shoot Dynamic changes of direction and pace with the ball Recovery runs into defensive organisation Sprints to press the ball carrier	Receive the ball and shoot Changes of direction and pace with the ball	Repeatedly: Press an opponent Cover a teammate or join the attack Change direction with or without the ball Win aerial and ground challenges	Throughout the game: Press an opponent Cover a teammate or join the attack Change direction with or without the ball Win aerial and ground challenges

MENTAL			
COMPOSURE	CONFIDENCE	COMMITMENT	CHARACTER
Quality first touch and accurate passing when marked Combination play and delicate touches in tight areas Hitting the target	Constantly wanting the ball Taking on an opponent Shooting and taking up goal-scoring positions Willingness to do the unexpected	Aggressive pressing and recovery Constant willingness to counter	Wanting the ball after a mistake or when tightly marked Pressing when the ball turned over Not mourning missed chances

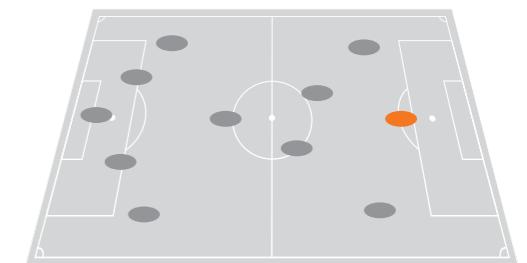
PLAYER PROFILES cont...



WINGERS (#7 & #11)

TECHNICAL			
ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Play 'Killer Balls' or engage the defensive line Shooting at goal using power and accuracy Dribble effectively to engage defenders in 1v1s	Intercept opposition passes through midfield unit Tackle opponent immediately to prevent opposition counter	Superior intercepting and closing down to dictate the direction of play Progresses the ball Tackling opponents to win the ball close to their goal	Maintain forward ball progression through passing and travelling with the ball
TACTICAL			
ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
Get free to receive and progress the ball in between the lines Get into goal-scoring positions Make runs beyond the defensive line	Quickly press the opponent Recognise when to cover the pressing player Quickly recover into the defensive organisation to limit the opposition build up	Superior positioning to limit space for the opponent's central defenders and supporting midfield players Support the midfield as the opponent progresses the ball	Be the point of initiation for the attack Forward runs to join the attack
PHYSICAL			
QUALITY ACTIONS	MAINTAIN ACTIONS	RECOVER BETWEEN ACTIONS	MAINTAIN RECOVERY
Sprints to receive the ball and shoot Dynamic changes of direction and pace with the ball Recovery runs into defensive organisation Sprints to press the ball carrier	Receive the ball and shoot Changes of direction and pace with the ball	Repeatedly: Press an opponent Cover a teammate or join the attack Change direction with or without the ball Win aerial and ground challenges	Throughout the game: Press an opponent Cover a teammate or join the attack Change direction with or without the ball Win aerial and ground challenges
MENTAL			
COMPOSURE	CONFIDENCE	COMMITMENT	CHARACTER
Quality first touch and accurate passing when marked Combination play and delicate touches in tight areas Hitting the target	Constantly wanting the ball Taking on an opponent Shooting and taking up goal-scoring positions Willingness to do the unexpected	Aggressive pressing and recovery Constant willingness to counter	Wanting the ball after a mistake or when tightly marked Pressing when the ball turned over Not mourning missed chances

PLAYER PROFILES cont...



STRIKER (#9)

TECHNICAL			
ATTACKING	TRANSITION TO DEFEND	DEFENDING	TRANSITION TO ATTACK
<ul style="list-style-type: none"> Score goals with limited touches Combine with others in front of the defensive line to get someone beyond the defensive line Dribble effectively to engage defenders in 1v1s 	<p>Quickly press the opponent to tackle as close to the opponent's goal as possible</p>	<ul style="list-style-type: none"> Tackling opponents to win the ball close to their goal Intercepting passes attempted through or over the unit 	<ul style="list-style-type: none"> Maintain forward ball progression through passing and travelling with the ball Forward runs to get into the goal-scoring position
TACTICAL			
ATTACKING	TRANSITION TO	DEFENDING	TRANSITION TO ATTACK
<ul style="list-style-type: none"> Get into goal-scoring positions Get free to receive the ball beyond the opponent's defence Get into positions to link up with midfielders and forwards 	<p>Quickly press the opponent</p> <p>Recognise when to drop into starting position</p>	<ul style="list-style-type: none"> Aggressively starting the team's pressing Positioning to limit space for the opposing centre backs and dictate the direction of build up Recover to support the 10 when limiting central build up 	<ul style="list-style-type: none"> Threaten the defensive line to create space in front Immediately find space to receive the ball Maintain forward ball progression
PHYSICAL			
QUALITY ACTIONS	MAINTAIN ACTIONS	RECOVER BETWEEN ACTIONS	MAINTAIN RECOVERY
<ul style="list-style-type: none"> Sprints to receive the ball Dynamic changes of direction and pace with the ball Sprints to get beyond the defensive line Sprints to press the ball carrier 	<ul style="list-style-type: none"> Maintain sprints to attack or press Maintain dynamic changes of direction with and without the ball 	<ul style="list-style-type: none"> Repeatedly: Press an opponent Cover a teammate or join the attack Change direction with or without the ball Win aerial and ground challenges 	<ul style="list-style-type: none"> Throughout the game: Press an opponent Cover a teammate or join the attack Change direction with or without the ball Win aerial and ground challenges
MENTAL			
COMPOSURE	CONFIDENCE	COMMITMENT	CHARACTER
<ul style="list-style-type: none"> Hitting the target Maintaining possession with the back to goal Maintain calmness when aggressively defending 	<ul style="list-style-type: none"> Constantly wanting the ball Taking on an opponent to create a shooting opportunity Shooting 	<ul style="list-style-type: none"> Aggressive challenges for the ball in the box Being a point of release when under pressure 	<ul style="list-style-type: none"> Wanting the ball after a mistake or when tightly marked Not mourning missed chances



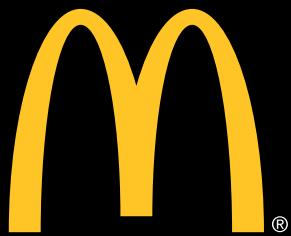
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