



# National Player Development Framework

Players First



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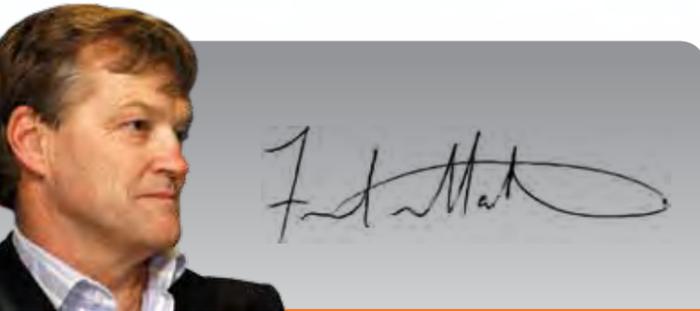
“The National Player Development Framework sets out a vision for re-aligning all aspects of our game to form one cohesive system that can bring long-term success for our sport.”

Frank Van Hattum Chairman, NZF



# Part 1 Foreword

Creating a new future for Football together



Foreword Frank Van Hattum

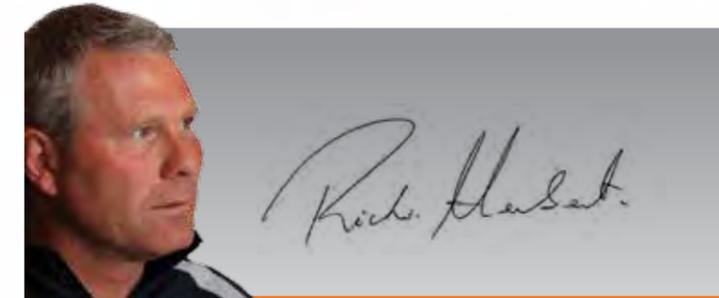
Football is filled with traditions and heritage which have created the foundations of our game. However, the game and its environment are evolving and the football family in New Zealand needs to be ready for the opportunities and challenges of the 21st century. The National Player Development Framework sets out a vision for re-aligning all aspects of our game to form one cohesive system that can bring long-term success for our sport. It provides the game in New Zealand with an exciting model which aims to meet the needs of players at all levels in the game. It is a plan that is based on best practice and extensive evidence and research from around the world. It is a plan that bridges the gap between our grassroots and high performance objectives and ensures that regional Federations, clubs and schools have clear direction in helping football achieve two interrelated key objectives.

The first key objective is that as many Kiwi kids as possible are enthused about playing football from a young age. Ideally this motivation can be maintained for life, and players and their parents fall in love with football. A fascination for football awoken in our youngsters is the best way to assure football's future. Young players can stay connected to the sport by being an active player, but also in other ways (e.g. coach, club administrator, referee, fan, TV viewer or as a football-enthused parent who infects the next generation with the "football bug").

Secondly, New Zealand Football has in recent times produced some outstanding performances on the world stage and this momentum must be used as the driving force for future success. We want our international teams to consistently win on the world stage and open up more opportunities for Kiwi players in the best club teams in the world.

Achieving this success is largely dependent on the successful implementation of the new National Player Development Framework.

These ambitious objectives will be achieved if we sustain high standards, from junior sectors up to our senior international teams. We aim to develop teamwork with all interested parties and to work together to implement the National Player Development Framework and share in football's future successes.



Foreword Ricki Herbert

New Zealand must develop players able to meet the demands of the sport at the highest elite levels if we are to achieve sustained international success. Only a comprehensive player development process, starting with the sport-enthused kiwi kid up to the international player, will ensure high quality football and lead to the consistent development of top-class players. The players who we will depend on to bring us continued success on the world stage in 2022 are already born and playing football in clubs, schools and other programmes! The National Player Development Framework is the plan we have been looking for to achieve our long-term aims and it provides direction for all coaches and administrators on what is needed for the development of our players.

The National Player Development Framework is a soundly-based, consistent, co-ordinated long term **Player Development programme** for football in New Zealand. It will ensure a major improvement in the quality and performance of New Zealand's top players, coaches and teams in the years to come. The time is right for the game to start preparing our future All Whites and Football Ferns.

# Part 2 Purpose

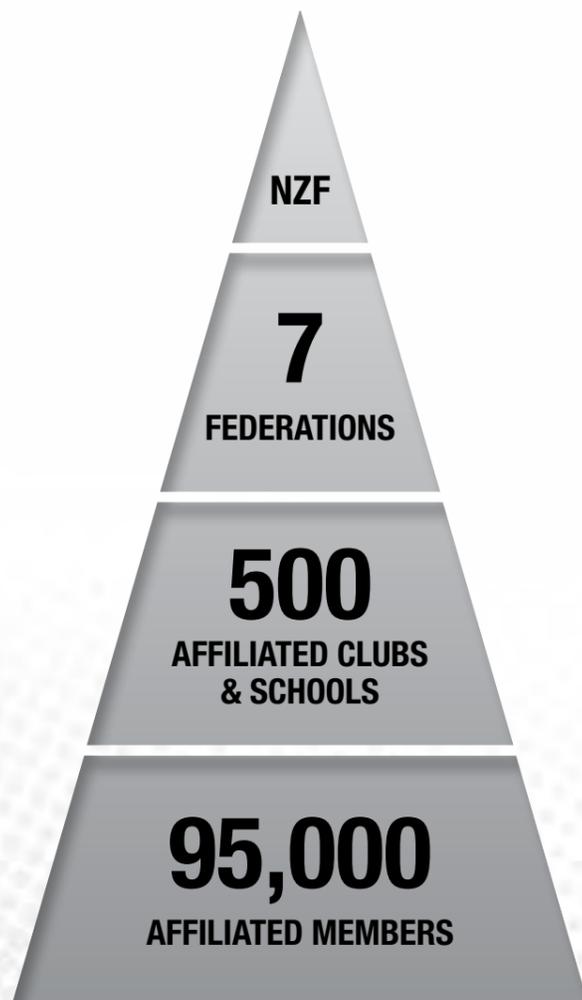
## What is our purpose and objectives?

Successful sports have effective national structures to align the efforts of all involved – from first-year junior players to experienced coaches and officials. As well as delivering a greater number of world-class players, this approach helps ensure a high-quality experience for all involved. **The long-term goal is to develop more and better players, and encourage players, coaches, administrators and officials to remain in our game for life.**

Our new National Player Development Framework aims to build an effective structure for football by following three key objectives.



NEW ZEALAND FOOTBALL



### OBJECTIVE 1 More World-Class Players

- 1 A high-quality player development infrastructure for the development of world class players
- 2 More players playing in the highest men's and women's professional leagues internationally
- 3 More young players (18+ years) receiving professional contracts with professional clubs throughout the world
- 4 More success at FIFA World events
- 5 More coaches achieving the highest professional qualifications and working in professional football environments in the highest leagues internationally



### OBJECTIVE 2 Increase player numbers & skill levels from a young age

- 1 A development structure for junior and youth players built on evidenced based long term player development principles
- 2 Adopting an early engagement approach to enhance the joy of football and to support players falling in love with the game
- 3 More opportunities to practice both in deliberate play and deliberate practice environments to accumulate more football hours
- 4 A national skill development achievement programme to motivate players in their quest to become better players
- 5 High quality and visible pathways for talented players



### OBJECTIVE 3 Retain all participants in football for life

- 1 Delivering high quality football experiences for all participants at all levels in the game
- 2 More football opportunities specifically tailored to players' needs based on their motivations, aspirations and ability levels
- 3 Effective football delivery mechanisms to ensure the game is easy to access and simple to coordinate
- 4 Strengthening the volunteer workforce through motivational, inspirational and role specific training and support programmes
- 5 Introducing greater variety in game format leading to more opportunities to play the game

# Part 3 Rationale

Why are we steering a new course?

start young



consistency



look long term



New Zealand Football is at crossroads. International success and a revitalised administrative foundation have provided the sport with the chance to capitalise on growth at all levels. But one thing has held us back.

**Until now, there has been no definable pathway guiding players to a level of football that will help them to fulfil their potential and retain them in the game.**

Regional differences merely highlight the lack of consistent opportunities for players to reach their potential. Faced with this patchwork inheritance, New Zealand Football has developed its first ever National Player Development Framework for player development.

### The key is consistency

The National Player Development Framework recognises that a 'whole of football' approach is needed, taking into account all factors that contribute to the players' football experience. For this reason, the Framework aims to create congruence between players' development needs and all the parties responsible for the delivery of football.

By working within this framework, federations, clubs, schools and private providers will share resources, benchmark against best practice and work together to achieve excellence across the board.

### Start young and look to the long term

Scientific evidence demonstrates that around **three hours of daily practice in both formal training environments and informal play for 8 to 12 years are what it takes to become an outstanding adult footballer.** This indicates the importance of long-term planning to reach football excellence.

A logical, progressive development pathway for players is also linked to higher rates of lifelong participation at

all levels. Working within the National Framework will provide New Zealand with a development path based on Long Term Player Development principles that utilise the natural stages of physical, mental, and emotional growth of players.

In this sense, the competition structure, development philosophy, and training programme are specifically designed to meet the New Zealand players' needs, and aim to address some of the gaps that exist at all levels in New Zealand Football.

### Our International players for 2026 are already born & waiting for development

WOMENS WORLD CUPS	
2027	Today 4 - 7 years of age
2023	Today 8 - 11 years of age
2019	Today 12 - 15 years of age
2015	Today U16 - U19

MENS WORLD CUPS	
2026	Today 3 - 6 years of age
2022	Today 7 - 10 years of age
2018	Today 11 - 14 years of age
2014	Today U15 - U18

# Part 4 Principles

## What principles underpin the National Framework?

The following principles provide us with guide ropes to create an effective long-term structure for the game. As well as enhancing the football experience at all levels, they will create a foundation for future growth.

### 1. Accumulation of Hours and Number of Touches

Research suggests that it takes a player 10,000 hours of football-specific practice and play to reach high levels of expertise. Currently in New Zealand, our young players are not accumulating anywhere near these number of hours.

Our new Framework focuses on providing players with more football opportunities that are tailored to develop the individual, more often. These opportunities enable players to receive more touches of the ball and to reach greater levels of technical proficiency. Particular attention is paid to the balance between football-specific deliberate practice (e.g. highly structured coach-led practice) and football-specific play (e.g. unstructured backyard football) throughout the player's development.

### 2. Early Engagement

Research demonstrates that future professional players engage in football by the age of five, and that success is related to the accumulated hours of specific football training. However, rather than an early specialisation model, the National Framework promotes an Early Engagement approach. During this period (4-12 years old), football-specific play is emphasised to promote guided discovery and develop 'intelligent' players.

This approach also helps create intrinsic motivation and develops the love for the game that will drive the young players into more deliberate practice and commitment towards excellence at a later stage. Elements with the National Framework will also focus on creating physically literate players with the fundamental skills to remain active for life.

### 3. Recognising Development Age

The timing and tempo of maturation vary greatly between individuals during growth. This is described as the difference between chronological and developmental age. **Players may be of the same chronological age but differ by two to four years in their developmental age.**

The National Framework asks coaches and administrators to be aware of these individual differences when they design training programs and select players. Late maturers should be given as much attention as early maturers, so that no gifted players drop out or miss out on learning opportunities.

### 4. Training Emphasis Periods

The physiological systems of every player can be trained at any age, but they grow at different rates and times during development. According to the natural growth of the system, sensitive periods in the player's development have been defined when the body is especially responsive to specific types of skill and physical training.

**To reach genetic potential, different fitness training components need to be emphasised at the correct period during a players' development.**

The training periods are never completely shut, but improvement may not be optimal.

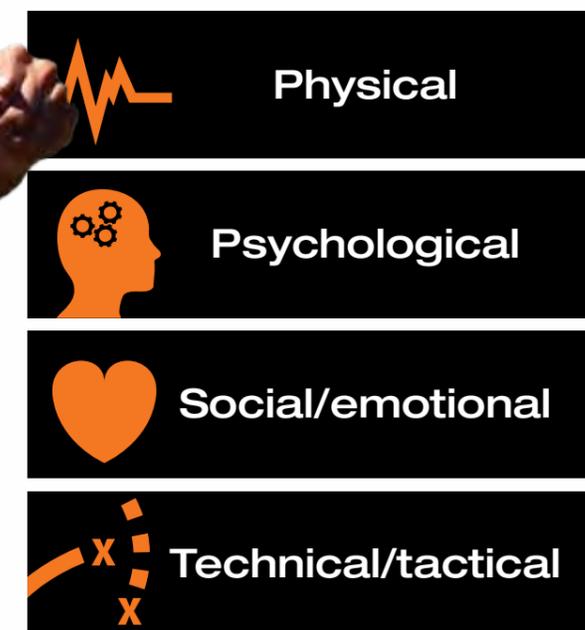
### 5. Football Fitness

Due to the need for football-specific training and the often small window of coach-player contact, **physical training needs to be put into a football-specific context.** The Football Fitness component of the National Framework is designed to create physically well-rounded players who remain injury free.

Football Fitness is constructed around the Training Emphasis Periods and Developmental Age principles to ensure that the physical intensity and methods of training are matched to players' characteristics. This approach will also retain more players in the game as appropriate fitness training is related with reduced drop-out.

### 6. Four Corners Approach

**The gradual, progressive development of players is fundamental to their enjoyment, technical competency and retention in the game.** The four corners approach places the player at the centre of the development process, with football experiences that meet four key needs of each player:



Although priorities will vary during the player's different phases of maturity, the Four Corners model provides a basic framework for coaches. The model is deliberately interlinked. The key message for coaches is to be aware of the flow-on effects and not consider any of the programme's components in isolation.

This approach ensures that the football experience offered to players will not only meet their specific needs, but will also foster a greater enjoyment of the sport.



## What principles underpin the National Framework?

### 7. Age Appropriate Games

**Adapting the games and competition programmes to the needs of the players is a key feature of any long-term player development programme.**

Progression from four to 11-a-side games throughout the players' development helps fulfil the Four Corners approach. The greater number of touches in small-sided games at a young age provides more opportunities for technical development and one-on-one situations. It also allows a greater number of games to be played on the same pitch simultaneously, giving all players the chance to play rather than being left on the sidelines and losing interest.

### 8. Talent Identification and Development

Player development is dynamic and non-linear, and there are multiple pathways that young players may take. Coupled with the importance of 'key events and transitions' in the developmental pathway, this makes it essential for the game to offer flexibility, individual optimisation and return routes.

**The National Framework starts to distinguish between Talented (Perform and Excel) and Community (Recreational and Participation) from the age of 8.** Talent Identification (TI) and Talent Development (TD) are considered as combined processes to emphasise direction and development, rather than the traditional approach of identification and elimination.

The objective is to reduce the gap between community football and elite youth football, as well as the problem of drop-out following non-selection.

### 9. National Framework Integration and Alignment

Long-term development depends on an array of stakeholders, including football clubs, schools and private providers. New Zealand Football recognises that a degree of flexibility, particularly in geographically challenged regions, is necessary. **However, to optimise player development, the National Framework asks that different groups and institutions become aligned with each other, so they are mutually supportive, clear in their roles, and aware of how they contribute to player development.**

Players will best develop in a coordinated national system that is clearly defined and based upon consistent principles. Throughout their football career, players will be able to identify the opportunities available to them and understand the pathway they need to follow, whether their aim is excellence, personal improvement or recreational activity.

### 10. Based on Evidence and Dynamic

The National Framework is underpinned by recent academic research and best practice from leading football nations, to ensure that informed decisions guide the development of New Zealand players.

**New Zealand Football will remain at the forefront of international knowledge to guarantee a dynamic approach to players' development in the future.** In addition the National Framework will drive ongoing education, promotion, and advocacy with government, media, educators, parents, coaches, administrators, and sports scientists.

## Principles

1 Accumulation of Hours & Number of Touches

2 Early Engagement

3 Recognising Development Age

4 Training Emphasis Periods

5 Football Fitness

6 Four Corners Approach

7 Age Appropriate Games

8 Talent Identification and Development

9 National Framework Integration & Alignment

10 Based on Evidence and Dynamic



# Part 5 National Framework Direction

## What is our Football focus?

The focus for football is based on constantly striving to achieve world standards and is aimed at providing all coaches with clear guidelines for developing players in New Zealand. New Zealand Football technical staff will continue to attend pinnacle FIFA events to conduct research and gap analysis between New Zealand players and the best in the world across the four corners of player development.

**World Standards Based on FIFA World Events**  
(every 4 years Senior & every 2 years Youth)

**Gap Analysis & Trends Analysis**

**Key Learning's & Future Development**

From this, further conclusions will be drawn and new development strategies, technical programmes and technical curricular will continually be established to improve the standard of players and coaches to reduce any gaps. This process will be a constant cycle of development as each FIFA event provides new opportunities to bench mark against world standards and gather the information required to drive our sport forward. In addition, regular study visits will be made to world leading football nations to understand modern trends, new innovations in player development.

### Football Development Strategies to improve Talented Player Programme

'More Players receiving more high quality talent development opportunities to achieve world standards'

- National Talented Player Programme & Pathways
- National Curriculum

### Football Development Strategies to enhance Community Football

'More and better Football Opportunities'

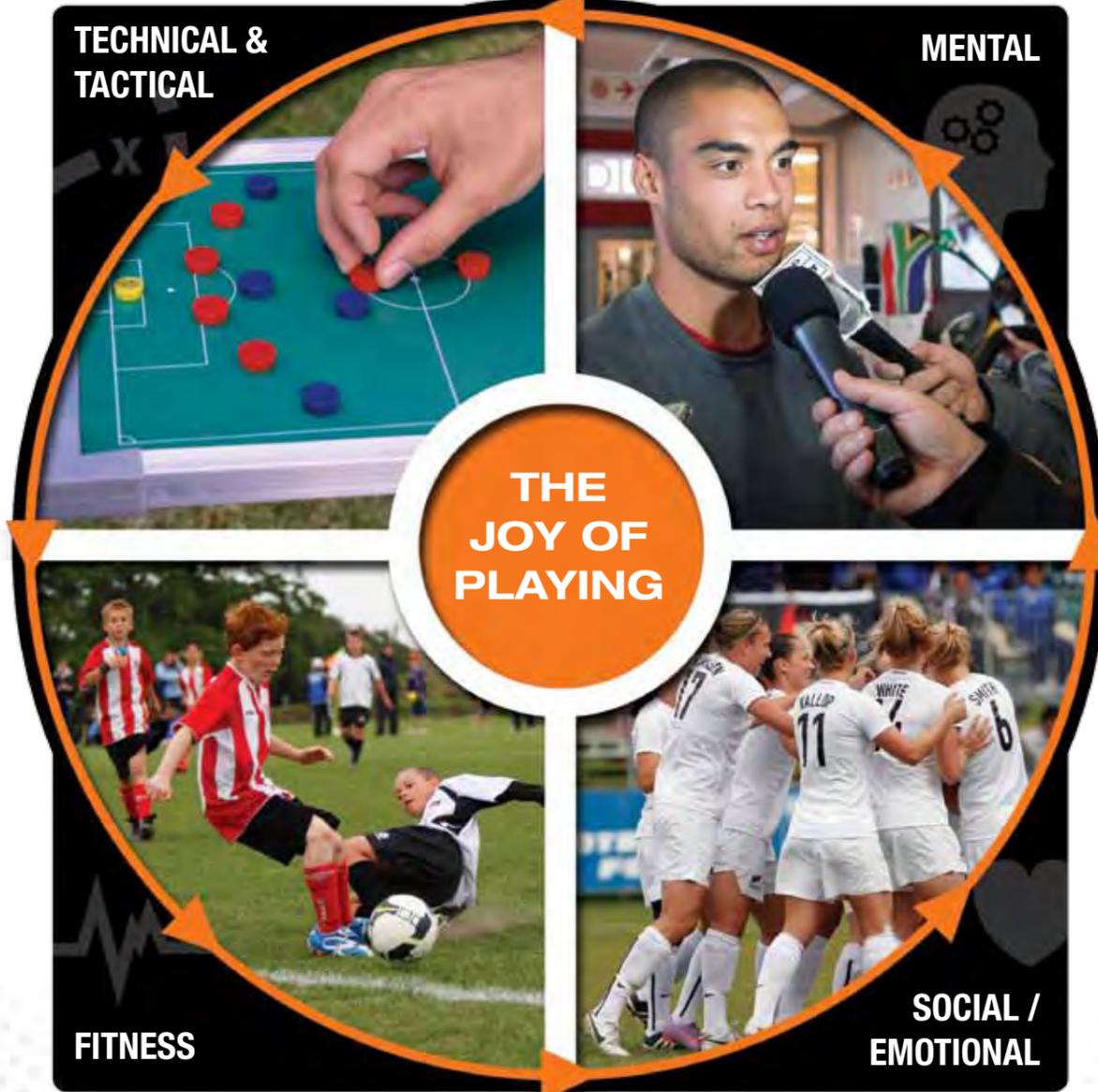
- Junior Framework
- Football in Schools
- Fun Football Centres
- National Curriculum

### TECHNICAL & TACTICAL

- 1 We will develop perfect technique of all players in all positions
- 2 We need flexible players who can adapt technique to achieve the desired outcome in situations under immense pressure and in confined spaces
- 3 We will play attractive football with a results orientated approach
- 4 We will promote National playing models with concrete assignments for each position, for groups and the whole team, across the four moments of the game.
- 5 We will follow a clear playing philosophy!

### FOOTBALL FITNESS

- 1 We will develop specific football fitness as this will form the base for high quality football
- 2 We have the physical qualities needed for a pace orientated game, in all positions and throughout the duration of the 90+ minutes
- 3 We can meet the football specific aerobic demands in every position at the highest levels



### MENTAL

- 1 We will develop Players with outstanding leadership skills
- 2 We will produce self confident players with a proactive, risk taking mind set
- 3 We will present ourselves as passionate, determined and disciplined
- 4 We will develop players who can cope effectively with pressure

### SOCIAL / EMOTIONAL

- 1 We promote and develop leaders – full teams
- 2 We are a unified football family - everyone helps one another
- 3 We promote a 'grow' culture where players and staff continually look for and take opportunities for individual and team growth
- 4 We will develop well rounded players who have the skills to succeed in all aspects of their life

# Part 6 National Player Development Framework

## What does it consist of and how is it organised?

There are multiple pathways a player may take as he or she progresses in football. The National Framework is set up to match the physical, mental and social development of players, while providing flexibility and return routes for individuals to re-engage at a number of stages. Appropriate programmes will be in place to allow players the opportunity to move across a "continuum" from community-recreational to talented-excel.

### Multiple Pathways along a Continuum

**COMMUNITY FOOTBALL** is divided into recreational and participation and forms the base of the model during which players acquire the fundamental skills. Later players are taking part in football to progress but also to satisfy needs other than personal progression such as social contact and staying in shape. Appropriate scouting systems are in place to allow players to move towards the talented pathways. In essence both the community participation and recreation pathways are about ensuring that all players regardless of their ability levels and motivations are presented with high quality opportunities through football clubs and other providers to play and enjoy football.

**TALENTED - PERFORM FOOTBALL:** By the age of 8 years old, most gifted players and keen learners have the opportunity to attend programmes that are part of the New Zealand Football Talented player pathway. Being the "Best you can be" through accessing talented player programmes is the objective. With the support of football specific training delivered by a team of highly qualified coaches, a wide base of players is selected to start their journey towards the highest levels of professional and amateur football. These players will accumulate a greater amount of football specific practice hours than their 'Community Football' counterparts, predisposing them to higher level football opportunities

such as representative honours and selection to top level amateur football teams. Optimal opportunities are given to players to stay in touch with the Talented - Excel pathway in football through scouting and others methods designed to monitor, assess and predict the player's suitability for higher level playing and training opportunities.

**TALENTED - EXCEL FOOTBALL:** At the age of 13/14 years old, a thin layer of committed and talented players are placed into a specialised talent acceleration programme. Personal development is central but excellence in the form of high-level performance, with the ultimate goal of winning at the highest level possible, is the driving force. Player's 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, alongside the best coaches in the best facilities football has to offer. Players who cannot cope with the programme, have the opportunity to move along the continuum with a chance of return at a later stage. Also through the scouting processes employed in the Talented Perform pathway late developers may also receive opportunity to join talent acceleration programmes.

With a united approach from all parties in the game, it is hoped that high quality opportunities, structure and pathways can be created to cater for the motivations, needs, desires and ability levels of all players. With this in mind, matching the right programme to the right player is imperative and all parties will have specific roles to play across some or all of the pathways. The differences are even greater between those in the community and talent pathways. Through the framework it is hoped that clear guidelines can help address these idiosyncrasies and provide football providers with clarity as to where and how they can make a positive impact for football in New Zealand.



"All players throughout NZ deserve the opportunity to experience high quality football programmes that are tailored to their football abilities, motivations and desires. The National Player Development Framework creates a clear guide for football providers on how to meet the wants and needs of players at all levels in the game"

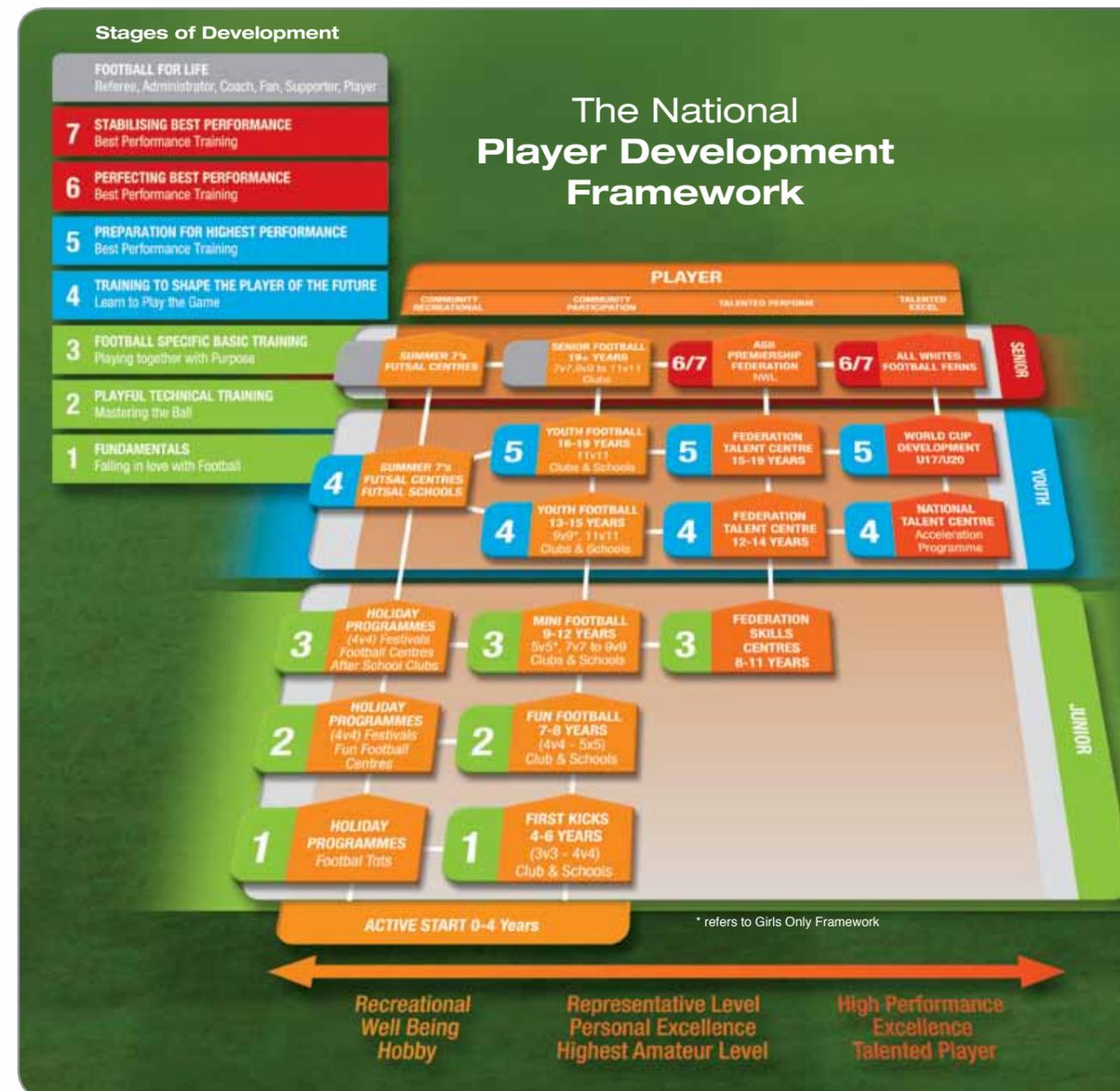
John Herdman Director of Football Development

### Characteristics & objectives of Player Development stages

- The sub-objectives of all development stages systematically build upon one another
- The training stages are adjusted to players natural development phases and blend into one another
- The individual development of players always influences objectives, content, methods
- Skipping stages limits the opportunity to achieve systematic and optimal player development

### Characteristics & objectives of Player Development programmes

- Each player development programme has a special function in the development process
- Development stages and programmes have been adjusted to one another
- Programmes have been matched to players specific wants and needs
- Multiple pathways are available for players based on their football ability, motivation and desires



# Part 7 Stages of the Framework

Especially during World Cups, experts and fans can clearly observe what characterises football players and teams in the elite class:

1. Technical perfection in all positions
2. Perfectly trained tactical systems with differing interpretations in implementation
3. Dynamic, pace-oriented play until the last minute of the match and longer
4. Top players emerging as personalities with leadership qualities, enabling the success of a team over and over again

How can young football-inspired players acquire the hands-on qualities of an elite player and reach their ultimate goal or become a fulfilled community player? A patient, systematic and optimal training process will provide the foundation of both excellence and love for the game.

A clear distinction between stages of a players' development is needed, guiding the players very progressively toward adult football. Based on a player centred approach, the training stages outlined here provide coaches and administrators with guidelines for each stage. Description of the different stages offers "what's happening?" during this period and guidelines for both the "community" and "talented" players where the environment allow it.



## Stages of the Framework



### 1. ASB First Kicks (4-6 years): Initiating

#### What's happening?

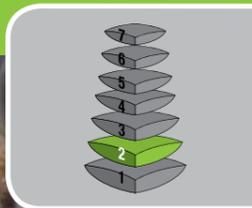
Early engagement as early as 4 years into the game should be encouraged as it is necessary to reach excellence. This initiation phase is to allow the children to discover the game, provide for learning basic fundamental movement skills and create positive football experiences.

#### Guidelines

- No competitive game
- Adults and children play together informally to meet the personal/emotional needs of the youngsters
- Lots of chances to score goals and enjoy mini challenges
- Encourage participation in a variety of additional activities to develop physical literacy (e.g. running, jumping, throwing, etc)
- Parents and game leaders bring out the fun of football through guiding and supporting their children to understand the basic rules of first kicks football



### 2. ASB Fun Football (7-8 years): Playing



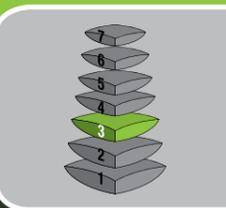
#### What's happening?

At this age, football should be primarily played in a playful environment that emphasises self discovery. This continuity into early engagement will develop crucial factors for the future of the players such as the love for the game, game intelligence and physical literacy. Built on a common fundamental skills base, all individuals can be empowered to progress back and forth between the different pathways at a later stage. Players are more aware of the rules of the game and start to recognise the opportunities to play with and for each other. They are able to develop basic football techniques and during training can be exposed to games that have specific technical outcomes such as developing shooting techniques under pressure by an opponent. It is the role of parents and game leaders to support their understanding through enabling all players the opportunity to play without restrictions and too much instruction

#### Guidelines

- Emphasise playing games with minimal interference from game leaders and parents
- Favour as many opportunities as possible to play football - 'let the game be the teacher'
- Offer activities where excitement and enjoyment are the main objectives and extrinsic factors such as winning are not emphasised
- The recommended number of hours in a formal environment is 2-3 per week across a 20-25 week season
- Football activities outside the formal environment (Fun Football Centres and Holiday programmes) along with others sporting activities should be encouraged to reinforce physical literacy and initial game understanding.
- Let the player's play with minimum restrictions and little instruction – 'keep it simple'
- Keep the adult pressures of winning out of fun football

### 3. ASB Mini Football (9-12 years): Learning



#### What's happening?

These ages are the skill hungry years. Motivationally, children are geared to learn skill at this time, providing ideal opportunity for building football specific skills into fundamental movement ability. These golden years of player development require coaches to work on cementing individual technical excellence so that well rounded and technically proficient players are ready to make the step to youth football and the 11v11 game. Pitch sizes and player numbers increase with the progression in the small sided games concept from 7v7 to 9v9 Mini Football.

*Please note that in girls-only football at the Mini Football stage smaller sided games are played for longer, with 5v5 continuing from Fun Football with the gradual progression to 7v7. This unique gender intervention aims to accelerate the technical development of the female player by increasing the number of touches on the ball.*

Players are cognitively more capable of understanding how to play more effectively with their teammates to either score or prevent goals. At this stage basic positions within simple team structures are introduced to develop a basic tactical understanding of the game. Pre-selection or initial talent identification of gifted and committed players is conducted from the age of age 8 years old (Federation Skill Centres). However, the boundary between community and talented pathways should not be explicitly separated and the system should allow movement of players across the continuum depending on motivation and skills.

#### Guidelines

- Focus during this period should still be around deliberate play with key opportunities to refine technical skills and develop further game intelligence with increased number of teammates (5v5, 7v7 to 9v9)
- Develop confidence as a vital ingredient for future participation and performance by fostering and reinforcing the achievement of basic goals for each player
- The recommended number of hours in a formal environment is 3-4 per week across a 20-25 week season. For the most talented and willing players it is recommended that 4-6 hours per week are accumulated across a 40 week season
- Football activities outside the formal environment and other sporting activities are encouraged to reinforce physical literacy and game intelligence
- Skills Centres catered by the Federations will allow most gifted players to accumulate greater numbers of hours in an optimal learning environment
- Leagues are introduced at this stage, however emphasis is on learning opportunities and fun
- Speed and agility are the key physical qualities to develop in every training session

### 4. ASB Youth Football (13-15 years): Specialisation



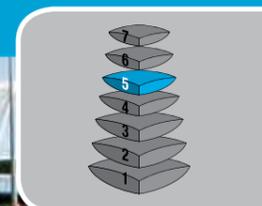
#### What's happening?

During this period, players enter puberty and associated growth spurts (i.e. peak height velocity). Growth and maturation, as well as interest in the sport, does not develop at the same rate for all individuals and most of the players will orientate themselves toward community football (recreational and participation). As the talented players move into the specialisation years, he or she is involved in football to a far greater extent. Technical/Physical abilities are no longer solely sufficient for success, and a high level of dedication, self-determination, hard work and discipline play an important role in the progression through football. Identification and selection is used as a tool to ensure the best players are able to train and play with and against the best. After a year of scouting and monitoring (12/13 years old), the talent pathway is divided into talented-perform and talented-excel with the latter being the more advanced. Since talent development is non-linear and dynamic, opportunities are available for players to move back and forth across the different pathways.

#### Guidelines

- Differentiate between early, normal and late maturers and adapt training to meet the players needs
- Provide 'Football Based' Physical training opportunities to develop strength, aerobic and anaerobic power as athleticism becomes an increasing part of the game
- Regulate a balanced training to game ratio to avoid overload
- Training must not be focused on preparing a team to win but on developing the individual players, their positional understanding and how they interact with their team
- Introduce simple playing models and develop player understanding of their roles across the 4 moments of the game
- Ensure the door remains open between the different pathways so players are able to move across throughout adolescence
- In the talented pathways, develop psycho-behavioural skills such as self-determination, winning mentality, and goal setting to help players cope with the increased demands of the sport
- At this stage for girls only football 9v9 is played between the ages of 13 and 14 years

### 5. ASB Youth Football (16-19 years): Transitioning



#### What's happening?

This stage is focussed on improving core skills and tactical application (with positional specificity) in a competitive environment. Physically, players should be introduced to more advanced training methods (e.g. resistance training, speed-endurance) and are able to handle the greater training load necessary to transition into the senior game. The player's technical and tactical ability will determine the pathway they will follow. Community players will continue to play at their desired level and the social aspect becomes increasingly important. Talented late maturers have the opportunity to catch up physically and mentally with others, this can result in some talented players moving up the pathway continuum. Within this age group, national, regional, club and school structures provide players with different ways to reach their potential. Thus, providing more Kiwi players opportunities to move into the professional game or continue to play at their best level. National teams provide our most talented young players with experience of competing on the world stage.

#### Guidelines

- Engage players in team environments that will benefit their personal development in the four corners.
- Provide return routes between the pathways for optimal development
- Design personalised football fitness conditioning around strength, aerobic and anaerobic power in a periodised manner
- Support players for a well balanced lifestyle between football and education demands faced at this age
- Develop psycho-behavioural skills including concentration, responsibility, accountability, goal setting, self-confidence, self-motivation, will to win, mental toughness and a competitive mentality in practice and games
- Introduce players to more advanced tactical concepts across the four moments of the game and match winning strategies
- Increase flexibility in style of play and playing systems utilised based on individual player's qualities and the oppositions characteristics
- Closely align competition/match-day outcomes to training objectives
- Increase player ownership and responsibility within the team i.e. Involve them in tactical planning, development of the team culture etc.

## What do players want and need from football?

### 6. ASB Senior Football (20-23 years): Perfecting Best Performance



#### What's happening?

This stage is geared towards breaking into the starting eleven at any level across the continuum. Community players are playing for fun and wellbeing with the best players still able to join the talented-perform pathways depending on motivations. Late bloomers from the talented-perform pathways may still emerge and perform at the highest level. Young players may still need additional technical-tactical experience in high pressure games to develop consistency. Players who do not start regularly with the first team must accumulate hours of play at the highest level possible elsewhere to stabilise all components of the game. Players are ready to develop and take ownership of more complex game formats, tactics and strategies that promote winning. Perfecting group/team tactics become a core feature of training sessions, while fun and meticulousness towards achieving success remain at the heart of the work.

#### Guidelines

- Maximise all capacities with position specific technical, tactical and physical training
- Monitor work and recovery via periodised planning to ensure players health and maximization of all capacities.
- Encourage player's self-initiative for own best performance
- Develop proactive behaviour on the pitch and enable player's to adjust playing strategies according to the changing demands of the game
- Nurture psycho-behavioural skills to a greater degree as the practice, game and environment become more demanding especially at the highest level
- Grow the players' personality and 'characters'
- Include statistical and video analysis to support individual and team development
- Tailor position specific fitness programmes

### 7. ASB Senior Football (24-35 years): Stabilising Best Performance

#### What's happening?

The purpose of training at this stage is about creating winning performances on every occasion, whether this is at club (regardless of level), professional or international level. To maximise performance the player's environment must encourage development across the full spectrum of the four corners. Importantly, a focus on developing psycho-behavioural skills will allow players to stay at their highest level and deal with the years of practice to come. Community players should be encouraged to get involved with Football Development to support football providers and transmit the love for the game. Players progressing through this stage must embrace a proactive behaviour towards factors increasing longevity in the game such as nutrition, rehabilitation and self-improvement.

#### Guidelines

- Develop a team culture either to improve performance or grow the social aspect of the game
- Encourage and develop leadership skills of the senior players to create greater ownership and self responsibility for the team's success
- Reinforce psycho-behavioural skills
- Strive for constant improvement and stabilisation of players abilities



- Design physical training to keep meeting the evolving game requirements and manage long term use injuries
- Plan different regeneration phases for these players
- Encourage players towards football development to fill the purpose of the final stage

### Football for Life (Any age): Health and Grassroots Growth

#### What's happening?

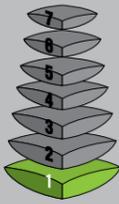
At any stage, players may choose to play football at a community level (recreational and participation) regardless of their level of ability. The community pathways promote personal success to ensure they remain enthusiastic and choose to stay involved in football and sport in general. The framework of New Zealand Football encourages latecomers to learn the game where they can remain healthy and have fun. The recruitment and retention of players, coaches, referees and administrators is key to support the ongoing development of both grassroots and elite football in New Zealand. Elite Players are a special target for recruitment in this regard. The future of New Zealand Football is dependent on the involvement of all players, coaches, referees, and administrators.

#### Guidelines

- Concentrate technical, tactical, physical training and game format on having fun, stress release and maintaining a fitness discipline
- Support elite and non elite players to pursue football careers as coaches, sport science specialists, mentors, referees, or administrators
- Encourage acquisition of new skills to provide everybody with challenges and opportunities to continually develop through sport and provide many hours of satisfaction
- Offer coaching development to anyone interested in being engaged in this pathway

# Part 7 1. ASB First Kicks (4-6 yrs)

## FUNdamentals, falling in love with football - Initiating

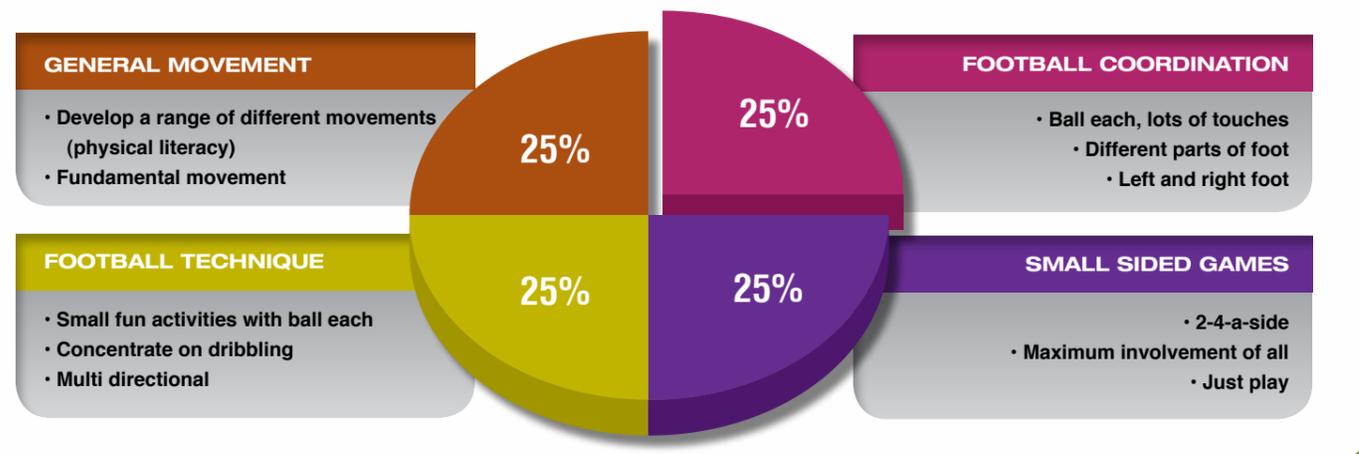


### Where is the Focus

	<b>Technical / Tactical</b>	Discover the ball
	<b>Physical</b>	Simple movement and coordination
	<b>Social / Emotional</b>	Encourage the individual to explore and try new things
	<b>Mental</b>	Stimulate the mind through variation and fun



### Focus for Training - where we spend most of our training time

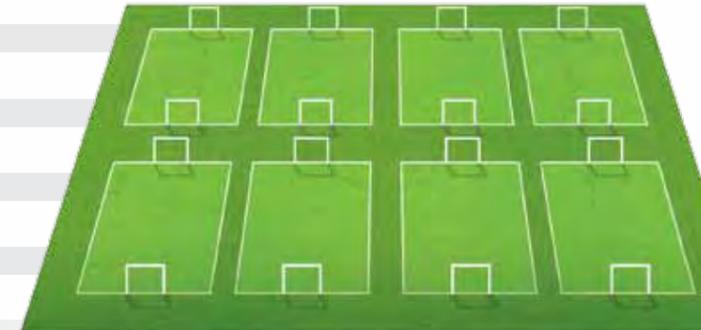


### Training the FIRST KICKS Player - Station Rotation

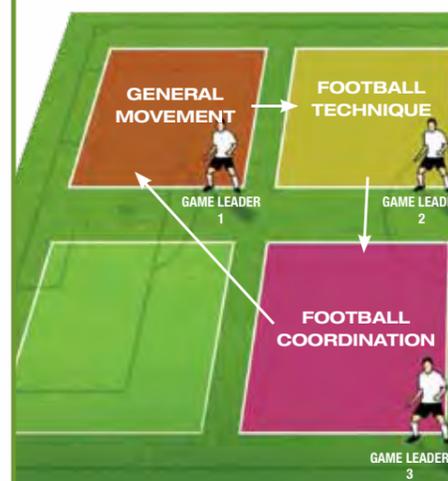


### Game Day for the FIRST KICKS Player

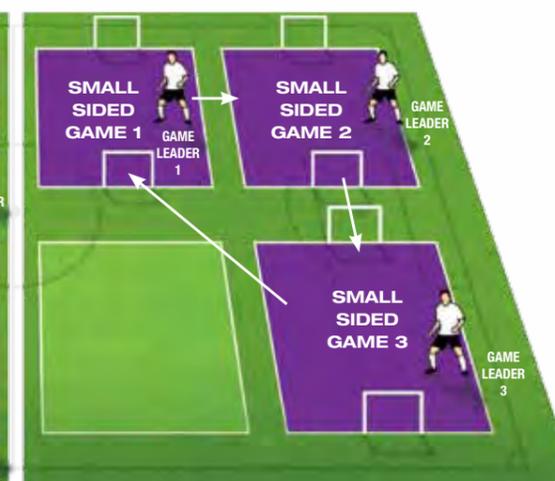
Format	3v3 or 4v4
Minimum field size	20 x 15 meters
Maximum field size	30 x 20 meters
Minimum goal size	1.5 x 0.90 meters
Maximum goal size	2 x 1 metres
Ball Size	3
Contact time	45-60 minutes
Contact frequency	2 x per week inc. Game day
Max. Mini Pitches per field	8
No league just play	



#### Activity Stations



#### Small Sided Games



- Split players in to the relevant number of groups (based on the number of mini pitches required)
- Rotate 3 x 8-10 minute station activities (General Movement, Football Technique, Football Coordination)
- 3 x 10 minute Small Sided Games
- Number of stations should match number of Small Sided Game pitches required for a smooth transition

### Other programmes available at this age group

Fun Football Centre – Football tots / Holiday Programme

### Guiding Principles for Game Leaders

- 1 Fun games with lots of activity
- 2 Safe, risk free sessions
- 3 One ball per player
- 4 Short fun games with regular changes



# Part 7 2. ASB Fun Football (7-8 yrs)

Playful technical training, mastering the ball - Playing

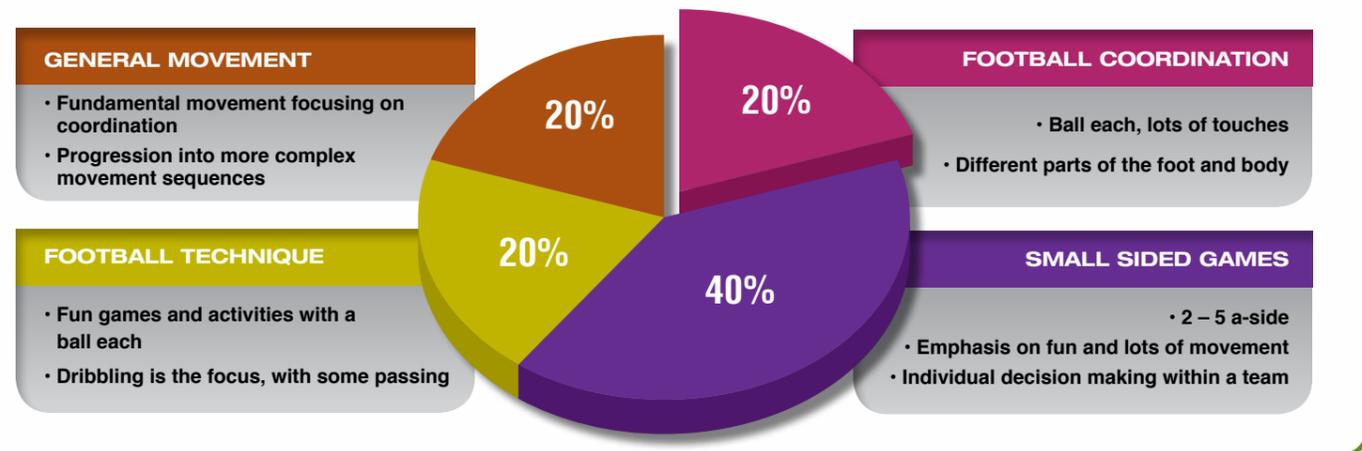


## Where is the Focus

<b>Technical / Tactical</b>	Develop basic techniques to support attacking and defending
<b>Physical</b>	Help players to become more aware of their teammates
<b>Social / Emotional</b>	Fundamental movement within football
<b>Mental</b>	Try and keep all players involved, all of the time



## Focus for Training - where we spend most of our training time



### GENERAL MOVEMENT

- Fundamental movement focusing on coordination
- Progression into more complex movement sequences

### FOOTBALL TECHNIQUE

- Fun games and activities with a ball each
- Dribbling is the focus, with some passing

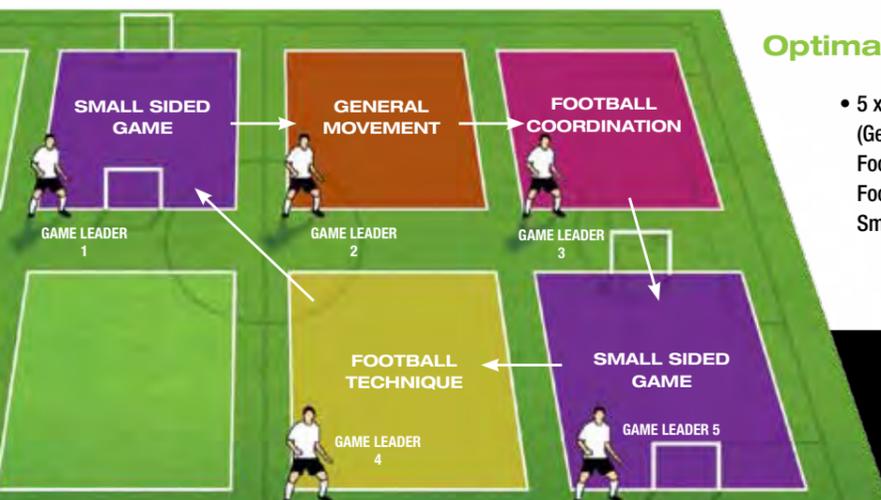
### FOOTBALL COORDINATION

- Ball each, lots of touches
- Different parts of the foot and body

### SMALL SIDED GAMES

- 2 – 5 a-side
- Emphasis on fun and lots of movement
- Individual decision making within a team

## Training the FUN FOOTBALL Player - Station Rotation



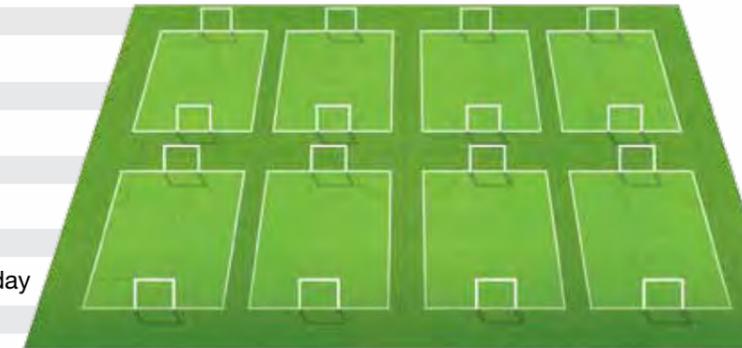
### Optimal Approach

- 5 x station activities (General Movement, Football Coordination, Football Technique & 2 x Small sided games)
- After the dedicated amount of time players rotate clockwise (recommend 8-10 minutes per station)

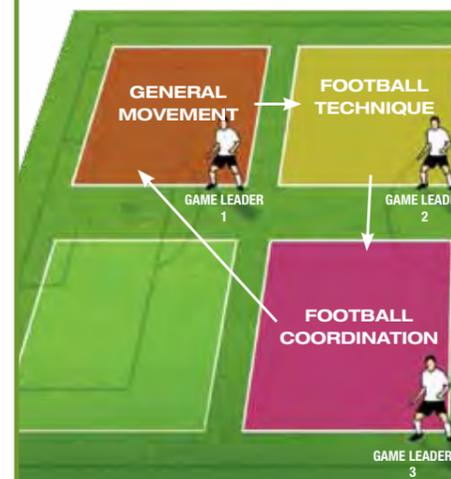
For more detailed information and a range of flexible options please refer to the NZF Junior Framework document

## Game Day for the FUN FOOTBALL Player

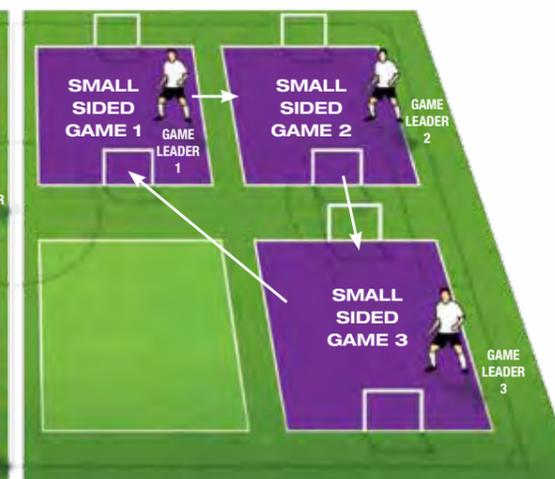
Format	4v4 or 5v5
Minimum field size	25 x 20 meters
Maximum field size	30 x 20 meters
Minimum goal size	1.8 x 0.90 meters
Maximum goal size	2 x 1 metres
Ball Size	3
Contact time	60-75 minutes
Contact frequency	2 x per week inc. Game day
Max. Mini Pitches per field	8
No league just play	



### Activity Stations



### Small Sided Games



- Split players in to the relevant number of groups (based on the number of mini pitches required)
- Rotate 3 x 8-10 minute station activities (General Movement, Football Technique, Football Coordination)
- 4 x 10 minute Small Sided Games
- Number of stations should match number of Small Sided Game pitches required for a smooth transition

### Other programmes available at this age group

Fun Football Centres – Football Stars / Fun Football Festivals / Holiday Programmes / Football in Schools  
NZF Skill Centre ( 8 years only)

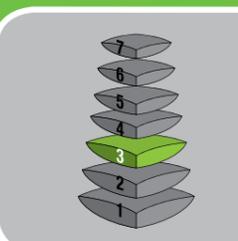
## Guiding Principles for Game Leaders

- 1 Nurture and challenge
- 2 Let the game be the teacher
- 3 Demonstrate for learning and understanding
- 4 Games with lots of touches



# Part 7 3a. ASB Mini Football (9-10 yrs)

Football specific basic training, playing together with purpose – Learn



\*5v5 for Girls – refer to NZF Girls Framework

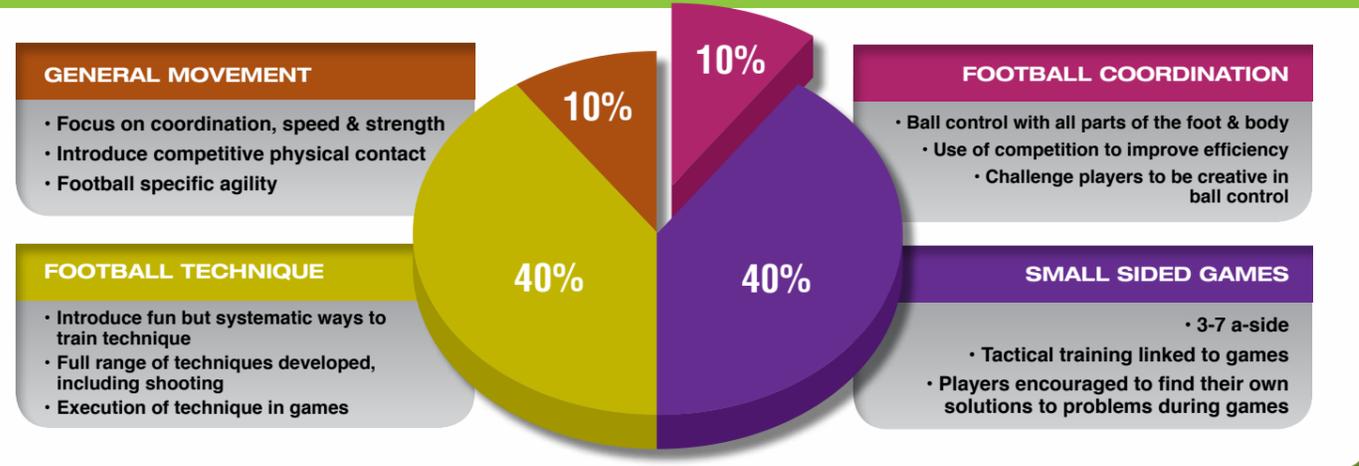
## Where is the Focus



- Technical:** - The skill hungry years
- Tactical:** - Developing basic team concepts
- Physical:** Promote equal opportunities for all
- Social / Emotional:** Focus on agility and speed techniques within football contexts
- Mental:** Confidence - Reinforce individual improvement and progression

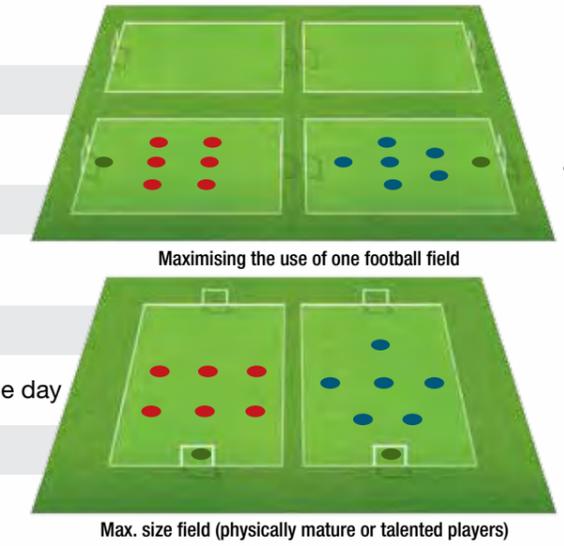


## Focus for Training - where we spend most of our training time

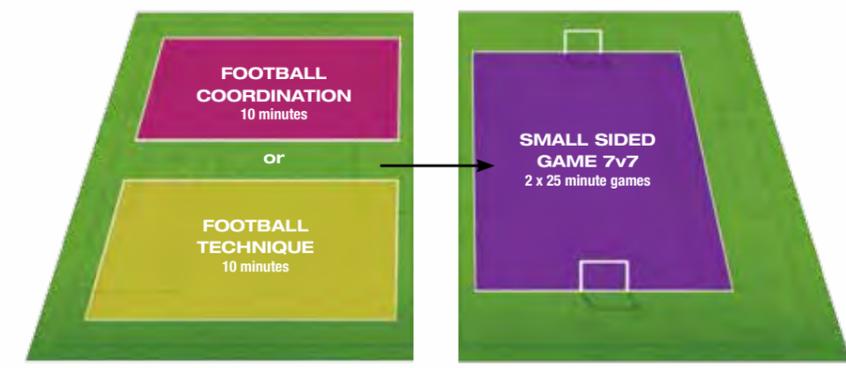


## Game Day for the MINI FOOTBALL Player (9-10)

Format	7v7*
Minimum field size	45 x 30 meters
Maximum field size	55 x 35 meters
Goal size	4 x 2 metres
Ball size	4
Contact time	75-90 minutes
Contact frequency	3 x per week inc. Game day
Max. Mini Pitches per field	4
Formal competition	Home & away



- 1-3-3**
  - First Introduction to structures
  - Focuses on working closely together
- 1-2-3-1**
  - Progressed structure
  - Introduction of another line
  - Greater flexibility

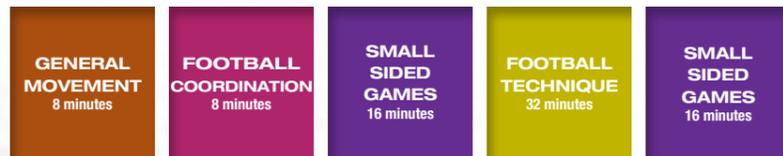


- 10 minute station activity (Football Coordination or Football Technique) as a warm up
- 25 Minute Game
- 5 minute rest/changeover period
- 25 minute Game (against the same or different opposition)
- Total of two shorter games (25 minutes) per game day is optimal, however clubs can opt to play one longer game (50 minutes)

## Training the MINI FOOTBALL Player (9-10) - Station Rotation

### Optimal Approach

Example A – whole part whole (SSG to technique and then back to SSG)



Example B – Gradual progression through activities



- A team trains with one particular coach
- Coaches should be flexible to the needs of the player by altering the structures of sessions
- Time allocation to the key components is reflective of the needs and replaces the concept of 'stations'

**For more detailed information and a range of flexible options please refer to the NZF Junior Framework document**

### Other programmes available at this age group

Fun Football Festivals / Holiday programme / Football in Schools / NZF Skill Centre

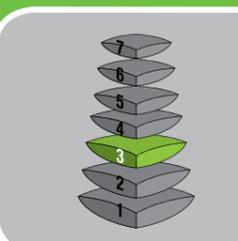
## Guiding Principles for Coaches

- Emphasising the importance of being two footed
- Challenge players through questioning and football problems
- Lay the tactical foundations
- Technique training-does it look and feel like football?
- Develop the person not just the player
- Games with specific outcomes



# Part 7 3b. ASB Mini Football (11-12 yrs)

Football specific basic training, playing together with purpose – Learn



\*7v7 for Girls – refer to NZF Girls Framework

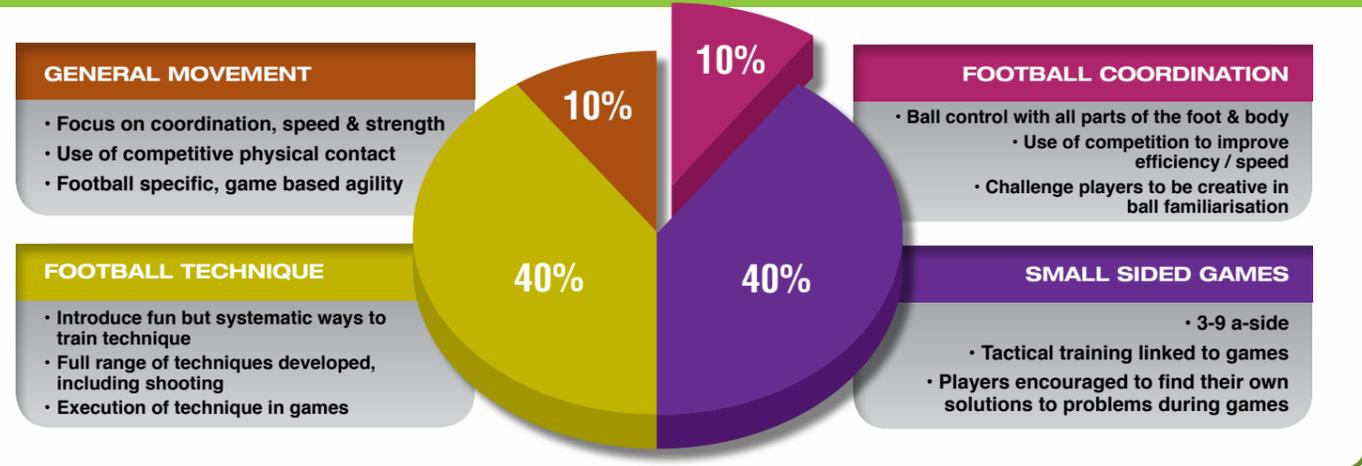
## Where is the Focus



<b>Technical:</b>	- The skill hungry years
<b>Tactical:</b>	- Developing basic team concepts
<b>Physical</b>	Adapt to the personal biological development within age groups & genders
<b>Social / Emotional</b>	More responsibility and ownership for developing team culture
<b>Mental</b>	Recognise the importance of individual performance and therefore assign tasks relating to their particular strengths and weaknesses

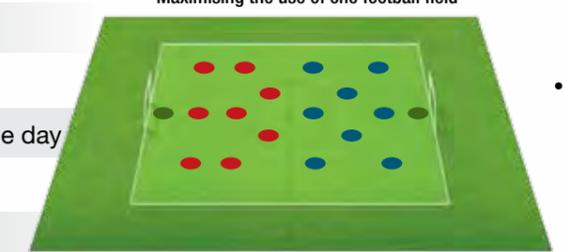
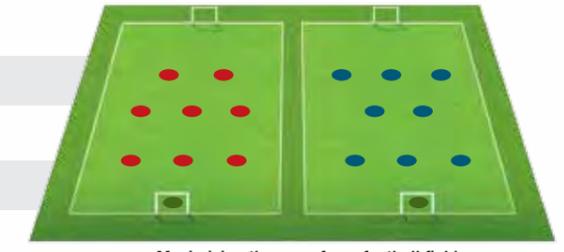


## Focus for Training - where we spend most of our training time

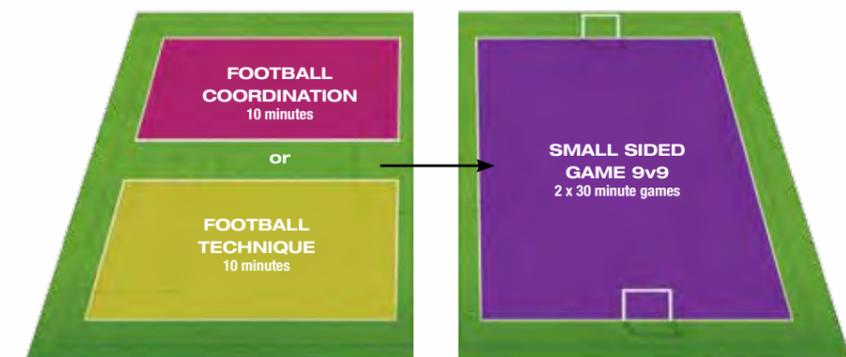


## Game Day for the MINI FOOTBALL Player (11-12)

Format	9v9*
Minimum field size	60 x 45 meters
Maximum field size	70 x 50 meters
Minimum goal size	4 x 2 metres
Maximum goal size	5 x 2 metres
Ball size	4
Contact time	90 minutes maximum
Contact frequency	3 x per week inc. Game day
Max. Mini Pitches per field	2
Formal competition	Home & away



- 1-3-3-2**
  - First Introduction to 9v9
  - Provides balanced coverage across the whole pitch
- 1-3-2-3**
  - Progressed structure
  - Promotes the interchanging of positions
  - Greater flexibility



- 10 minute station activity (Football Coordination or Football Technique) as a warm up
- 30 Minute Game
- 5 minute rest/changeover period
- 30 minute Game (against the same or different opposition)
- Total of two shorter games (30 minutes) per game day is optimal, however clubs can opt to play one longer game (60 minutes)

## Training the MINI FOOTBALL Player (11-12) - Station Rotation

### Optimal Approach

Example A – whole part whole (SSG to technique and then back to SSG)



Example B – Gradual progression through activities



- A team trains with one particular coach
- Coaches should be flexible to the needs of the player by altering the structures of sessions
- Time allocation to the key components is reflective of the needs and replaces the concept of 'stations'

**For more detailed information and a range of flexible options please refer to the NZF Junior Framework document**

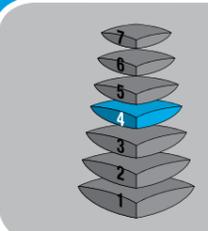
### Other programmes available at this age group

Fun Football Festivals / Holiday programme / Football in Schools / NZF Skill Centre

## Guiding Principles for Coaches

- 1 Raise tactical and positional awareness progressively
- 2 Fitness and stamina should be improved through primary playing games
- 3 Promote training outside of formal practice
- 4 Promote the use of communication to enhance team cohesion
- 5 Games with specific objectives





\*9v9 for Girls 13-14 years – refer to NZF Girls Framework

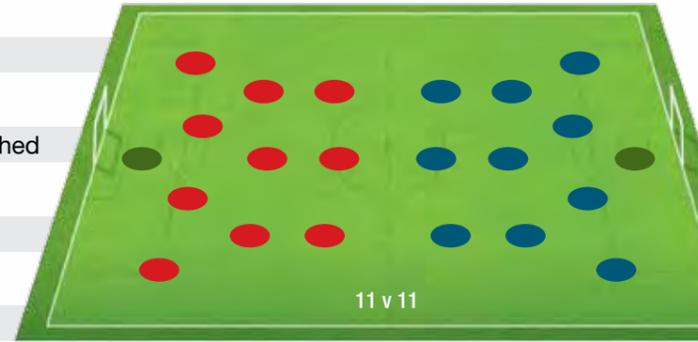
In this age stage children become teenagers at an individual tempo. The maturing processes, not always unproblematic, bring up new mental-psychological, physical characteristics and skills. This development builds the basis for football-related performance improvement and positive impulses in the process of becoming a personality. In order to optimally promote this process the coach needs to support and develop every player individually!

### Where is the Focus

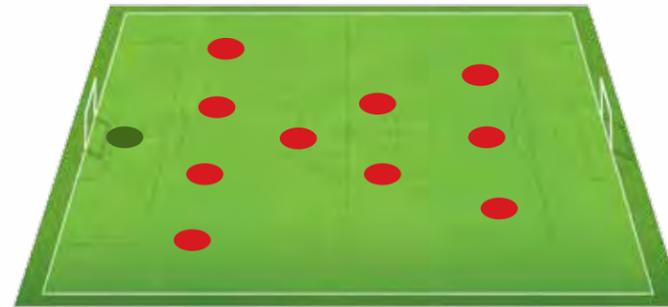
	<b>Technical</b>	Increasing Speed of all Football Techniques under high pressure from opponents. Introduction to position specific training/techniques	
	<b>Tactical</b>	Deepening the basic principles of attack and defense within the 11v11 game format. Introduction to specific system of play and basic positional roles in attack and defense as well as group tactics	
	<b>Physical</b>	Stabilize general fitness, develop football specific focus	
	<b>Social / Emotional</b>	Help players to understand their strengths and weaknesses and to take responsibility for continually developing their weaknesses	
	<b>Mental</b>	Promote greater levels of responsibility and ownership. Help to develop the individual character / personality of the player	

### Game Day for the YOUTH FOOTBALL Player (13-15)

Format	11v11*
Optimal field size	approx. 70 x 100 metres
Time	2 x 45 minutes
Game day	Leagues Competition, published
Goal	7.34m wide, 2.44m high
Ball size	Size 5
Recommended training duration	90+ minutes
Recommended no# of sessions	4 (incl. game)

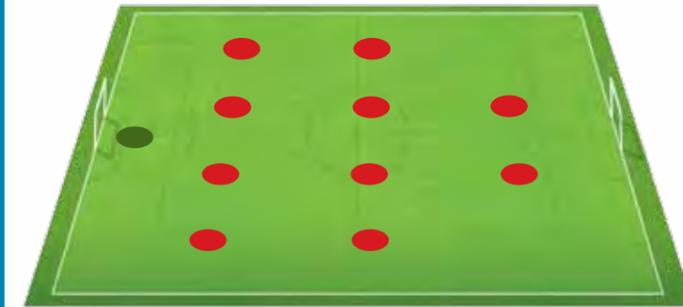


#### Possible formation 4-3-3 (4-1-2-3)



- Back four
- 1 Defensive central midfield and 2 attacking players
- Play with width in attacking third

#### Possible formation 4-4-2 (2 fours / back & mid)

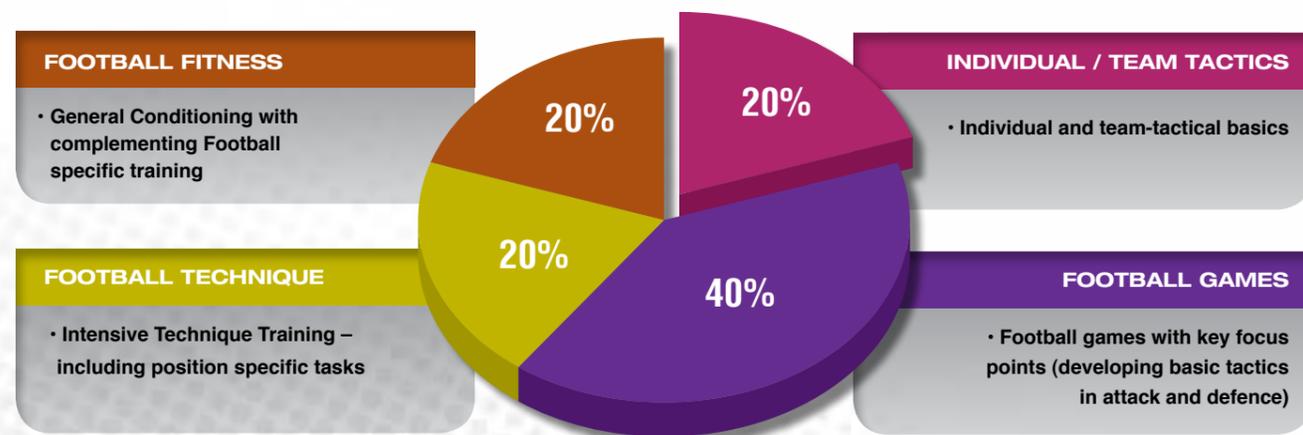


- Defensive combination of 2 lines of four (back & midfield)
- 2 defensive central midfielders and 2 wide midfielders
- 2 forwards

### Other programmes available at this age group

Nike Cup / NZF FED Representative Tournaments / NZF Acceleration Programme / NZF FED Talent Centres

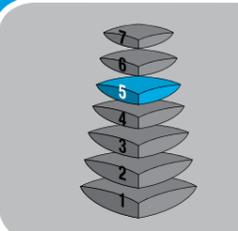
### Focus for Training - where we spend most of our training time



### Guiding Principles for Coaches

- 1 Consider and respect individual differences in player development!
- 2 Develop individually: strengthen strengths, weaken weaknesses!
- 3 Build-up and stabilise self-initiative and –motivation for football
- 4 Creativity is more important than inflexible tactical activities! – Develop creative players who think proactively
- 5 Avoid creating a position specialisation too early! Growth and maturation can influence position specialisation so maintain a degree of flexibility with players
- 6 Introduce team structure/ hierarchies, create responsibilities!





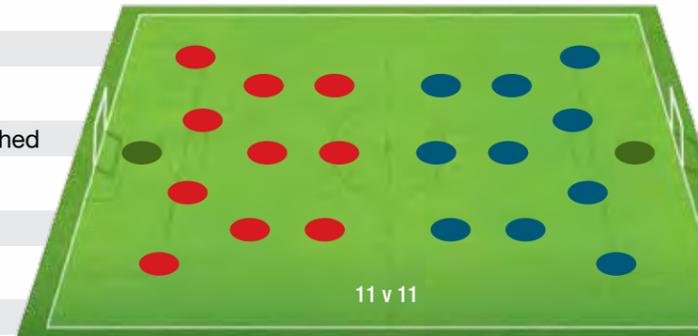
On the highest youth level it is necessary to stabilise all acquired technical-tactical basics, align these with position-specific requirements and greater tactical demands during competitive matches. The smooth transition into senior football needs to be prepared and the youngsters, as maturing personalities, should be actively involved in these processes.

### Where is the Focus

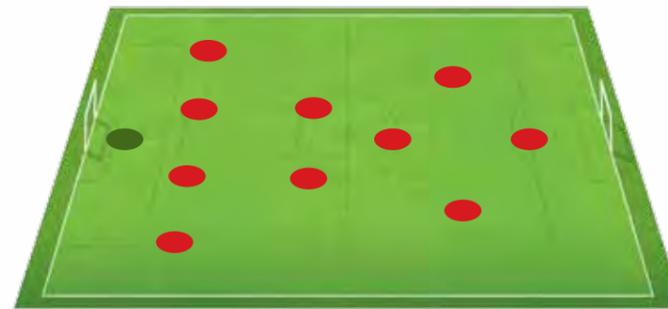
	<b>Technical</b>	Perfecting 'dynamic techniques' aligned to specific position demands – at high pace as well as under pressure	
	<b>Tactical</b>	Optimising tactical activities specifically aligned to the teams playing model	
	<b>Physical</b>	Individual preparation for specific requirements and differing positions	
	<b>Social / Emotional</b>	Improving ability to lead players on and off the pitch. Achieving life balance with increasing training load, social contact and academic demands to create best performance	
	<b>Mental</b>	Increase independent decision making to improve pro-activity and self responsibility on the pitch. Develop player's capacity to resolve difficult situation and to deal with negative thoughts	

### Game Day for the YOUTH FOOTBALL Player (16-19)

Format	11-a-side
Optimal field size	approx. 70 x 100 metres
Time	2 x 45 minutes
Game day	Leagues Competition, published
Goal	7.34m wide, 2.44m high
Ball size	Size 5
Recommended training duration	90+ minutes
Recommended no# of sessions	5 (incl. game)

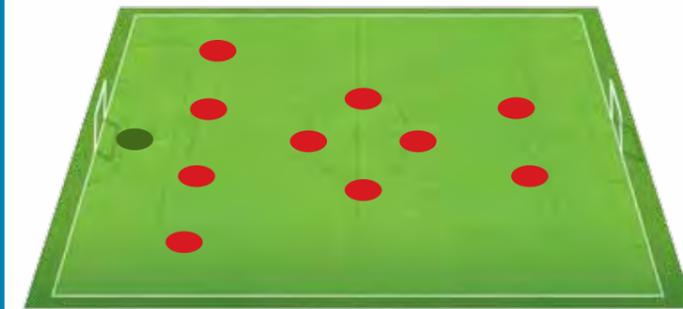


#### Possible formation 4-3-3 (4-2-1-3)



- Back four
- 2 Defensive central midfielders
- Play with width in attacking third
- 1 attacking midfield player supporting lone striker

#### Possible formation 4-D-2 (Diamond Midfield)

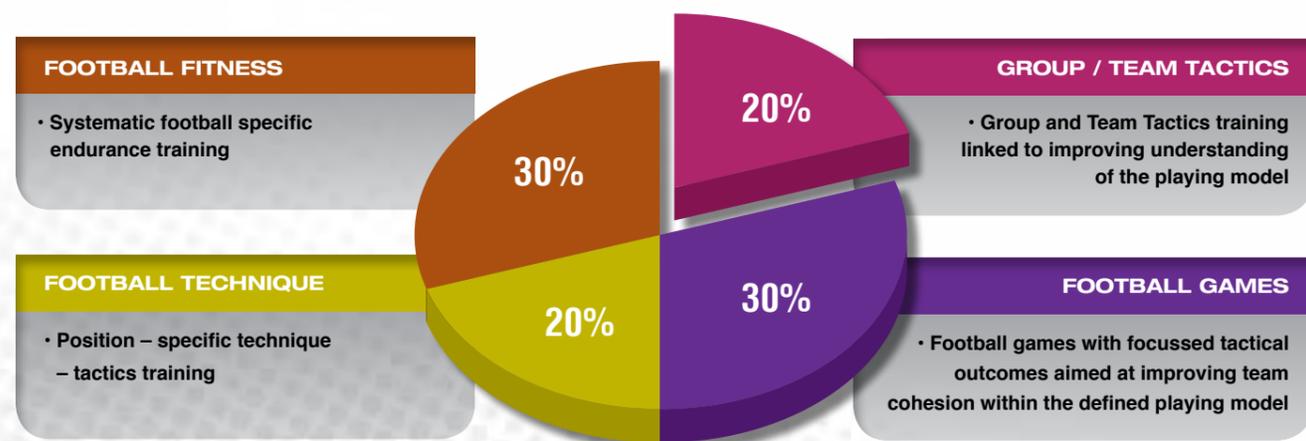


- Defensive line of four defenders & 1 holding Midfield player
- 1 advanced midfielder supporting 2 forwards. Flexibility in creating width

### Other programmes available at this age group

FED ASB Youth League / FED Academy / NZF Acceleration Programme / NZF U17 & U20 World Cup Development Prog. Overseas Football Scholarships (USA)

### Focus for Training - where we spend most of our training time



### Guiding Principles for Coaches

- 1 Periodise training plans to accommodate football fitness requirements
- 2 Train technical-tactical details in theory and practice – white board sessions, video analysis - tactical IT programmes
- 3 Create football problems for players to solve during training, actively involve players and promote innovation
- 4 Promote & respect individuality – create flexibility within tactical structures to accommodate innovators/mavericks/game changers
- 5 Build-up a structured hierarchy in the team, empower players to develop and manage their own performance structures
- 6 Support players with the coordination of football and scholastic-occupational commitments





This stage should be seen as a transitioning step into senior football. Players in this stage will be adapting to the demands of senior football and trying to perfect their best performance in this environment that revolves around winning matches. This in itself poses a paradox for coaches who have the prime responsibility to win football matches but are also required to support

the continued development of our future senior players. In this respect coaches must be sensitive to the needs of these players and show a commitment to their ongoing development. This journey involves providing them with opportunities to learn from their football experiences to continually improve their performance as senior players.

The training programme should entail perfecting individual performance across the four corners within the context of the team's vision, season goals and playing models, to create senior players capable of consistently producing their best performance. Coaches will introduce players to more complex playing strategies and tactical plans to produce winning performance against teams of varying strength.

### Where is the Focus

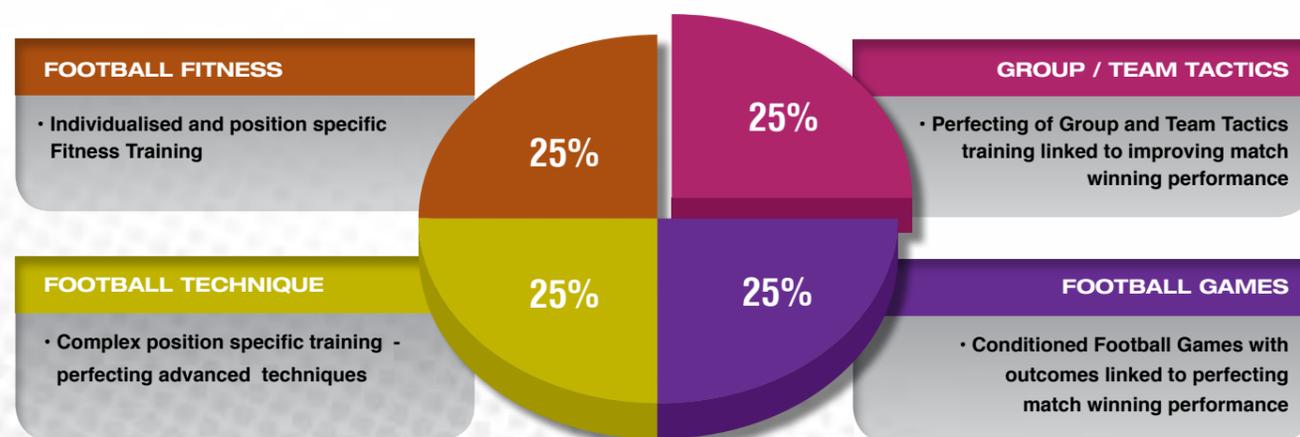
	<b>Technical</b>	Continual maintenance and perfection of position specific techniques under the highest pressure	
	<b>Tactical</b>	Team Group and individual tactics within different systems of play aligned to the match day winning strategy	
	<b>Physical</b>	Position specific fitness programmes and individualized training programmes to perfect physical qualities	
	<b>Social / Emotional</b>	Managing a lifestyle that promotes best performance. Taking an active role in establishing and living the team vision and culture	
	<b>Mental</b>	Perfecting mental skills that ensure consistency in best performance. Determination and commitment to achieve sporting goals	

### Other programmes available at this age group

ASB Premiership / FED Regional League Structures / NZF All Whites & U23 Oly Whites  
NZF Football Fern / Professional Football



### Focus for Training - where we spend most of our training time



### Guiding Principles for Coaches

- 1 Use world's best practice and trends in modern football to guide your coaching approach!
- 2 Develop and lead a well functioning coaching- team!
- 3 Develop tactical skills on the basis of the game concept!
- 4 Encourage players self-initiative for their own performance!
- 5 Develop player personalities and "characters"! Respect the individual!
- 6 Involve players in tactical analysis and planning for competition fixtures
- 7 Be sensitive to players transitioning from youth to senior football, cater for their needs





Nowadays player personalities with leadership skills are becoming more and more important as cornerstones of a successful team structure. In order to make this leadership function work optimally, on and off the pitch, there are two essential factors. On the one hand it is essential to stabilise the football quality of the leading person, on the other hand the coach needs to integrate them into his/her football strategy. Coaches working at this stage must find the appropriate balance between using senior players to support the overall development of the team without impacting their on-field performance.

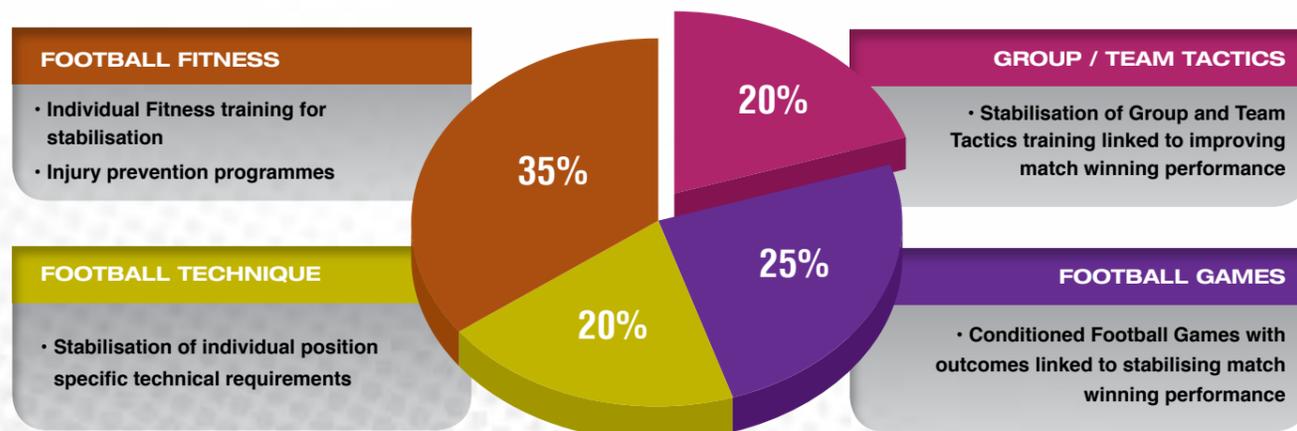
### Where is the Focus

	<b>Technical</b>	Stabilising all position specific techniques under the highest pressure and speed	
	<b>Tactical</b>	Possible leading functions in tactical strategies within the team. Greater awareness of in game tactical changes	
	<b>Physical</b>	Stabilising of football position specific fitness and commitment to injury prevention programmes	
	<b>Social / Emotional</b>	Role model for the team on and off the pitch. Responsibility for many of the team functions that influence team-dynamics	
	<b>Mental</b>	Exemplify professionalism and take responsibility for own and team's performance	

### Model for planning and managing Senior Football Teams



### Focus for Training - where we spend most of our training time



### Guiding Principles for Coaches

- 1 Clearly define the position of these players within the team!
- 2 Define and promote role-model function of these players!
- 3 Plan different regeneration phases for these players!
- 4 Plan and conduct regular and purposeful meetings with older players!
- 5 Involve experienced players when introducing/ starting with young players!
- 6 Ensure they achieve the highest professionalism for oneself and role model for everybody else!



# Part 8 Player Development Overview

The following table provides an overview of the core messages and themes that underpin the systematic stages of player development. A four corner approach has been adopted to emphasise the importance of adopting a holistic approach to player development providing clear guidelines for coaches, parents and administrators. The table below can be used as a guide to systematically support effective Player Development in New Zealand.

MALE			TECHNICAL TACTICAL PHYSICAL MENTAL EMOTIONAL / SOCIAL						FEMALE			
MATURITY	AGE	STAGE								STAGE	AGE	MATURITY
SENIOR	Adults	24+	SENIOR FOOTBALL Stabalising Best Performance	Specific techniques at the highest level at all times	Team, group and individual tactics within different systems of play at the highest level	Increase football specific fitness up to international levels - perfect training based on regular performance analysis or use football to support health and social interactions and fun	Able to handle pressure & success / disappointments professionally	Depending on personal purpose goals use football to balance life Proactive behaviours on and off the pitch Develop and drive team culture	SENIOR FOOTBALL Stabalising Best Performance	22+	Adults	
		23 ↑ 20	SENIOR FOOTBALL Perfecting Best Performance									SENIOR FOOTBALL Perfecting Best Performance
YOUTH	Early Adulthood	19	YOUTH FOOTBALL Transitioning	Preparing specific techniques for highest level	Differentiation and training of team, group and individual tactics within a system of play	Perfect general training, initiate individual football / position specific training	Independent decision making Improve to process the right information at the right time. Resolve difficult situations and improve ability to deal with negative thoughts and refocusing on long term goals	Ability to lead peers if necessary on and off the pitch. Ability to deal with increasing training load, social contact and academic demands	YOUTH FOOTBALL Transitioning & Specialisation	17	Early Adulthood	
		18										16
	Post Puberty	16	YOUTH FOOTBALL Specialisation	Stabilize & improve specific techniques under pressure	Develop and stabilize specific system of play	Stabilize general fitness, develop football specific focus	Develop and improve attitude to commit, compete and adapt to circumstances	Increase personal responsibility, co-operation and solidarity. Create support networks	14	Post Puberty		
	Mid Puberty	15									Introduction to position specific training/techniques	Introduction to specific system of play
	14	MINI FOOTBALL Learning	Stabilize basic techniques. Improve variability of techniques	Develop and train group tactics of the game	Integrate physical training into technical / tactical training	Confidence and understanding of training, increase pressure on previously successful tasks, reinforce improvements of / by individual goal setting	Equal support and challenges. More responsibility and ownership for developing team behaviours and culture	11	11	Mid Puberty		
	13										FUN FOOTBALL Playing	Systematic & individual training of basic techniques
JUNIOR	Early Puberty	12	MINI FOOTBALL Learning	Stabilize basic techniques. Improve variability of techniques	Develop and train group tactics of the game	Integrate physical training into technical / tactical training	Confidence and understanding of training, increase pressure on previously successful tasks, reinforce improvements of / by individual goal setting	Equal support and challenges. More responsibility and ownership for developing team behaviours and culture	MINI FOOTBALL Learning	10		
		Late Childhood									11	FUN FOOTBALL Playing
	Mid Childhood	8	FIRST KICKS Initiation & Discovery	Learning and building up basic techniques in a playful environment	Aquiring understanding of basic tactics of the game	Versatile movements to develop general movement capacity / foundation	Stimulate mind through variation and fun	Safe and fun environment with room for individual needs	8	Mid Childhood		
	Early Childhood	7									FIRST KICKS Initiation & Discovery	Playful and versatile movements including the ball
	6	FIRST KICKS Initiation & Discovery	Playful and versatile movements including the ball	Getting to know basic rules of the game	Versatile movements to develop general movement capacity / foundation	Stimulate mind through variation and fun	Safe and fun environment with room for individual needs	6	Early Childhood			
	5									FIRST KICKS Initiation & Discovery	Playful and versatile movements including the ball	Getting to know basic rules of the game
	4	FIRST KICKS Initiation & Discovery	Playful and versatile movements including the ball	Getting to know basic rules of the game	Versatile movements to develop general movement capacity / foundation	Stimulate mind through variation and fun	Safe and fun environment with room for individual needs	4	Early Childhood			

\* Gender Discrepancy refers to the advanced maturation of females at this stage. The girls framework addresses the technical acceleration currently required in New Zealand by playing smaller games for longer.

# Part 9 Integration

## How do we deliver the framework?

The National Player Development framework can only be realised if all parties work together to achieve the outcomes laid out in this document. Through committing to and fulfilling some of the tasks outlined below each party can play a significant part in creating a new future for all players at every level in the game.

### SCHOOL

- Development of cooperation between schools and clubs (e.g. innovative projects within schools)
- Increasing the quality and quantity of sports classes in school time
- Increase motivation for playing football in clubs through implementing the Let's Play & Football Literacy programme
- Optimising the coordination of scholastic and football requirements for talented footballers
- Additional training within time schedules of school classes (in close cooperation with NZF Talented Player Programme)
- Creating more opportunities for children to experience football in school time and after school

### SCHOOL



### NZF



### NEW ZEALAND FOOTBALL

### NEW ZEALAND FOOTBALL

- Leadership function in the development of all football programmes at every level in the game
- Creating and implementing a Long Term Player Development programme
- Integration of current world's best practice and cutting edge academic research into all football programmes
- Development and implementation of high quality training and support programmes for all those responsible for the implementation of national football programmes
- Ensuring National teams can consistently win on the world stage
- Creating and optimising efficient structures for comprehensive talent scouting and development (closely aligned with all federations and providers)
- Securing comprehensively organised competitive football in divisions (in cooperation with federations)

### CLUB

- Effective utilisation of National Football Development programmes to promote more and better opportunities for players
- Creating systems to increase training and support opportunities for coaches and volunteers
- Participation in and support for comprehensively organised competitive football divisions
- Assisting the promotion of comprehensive talent scouting and development (closely aligned with Federations)
- Developing partnerships with primary and secondary schools to support the recruitment and retention of players

### CLUB

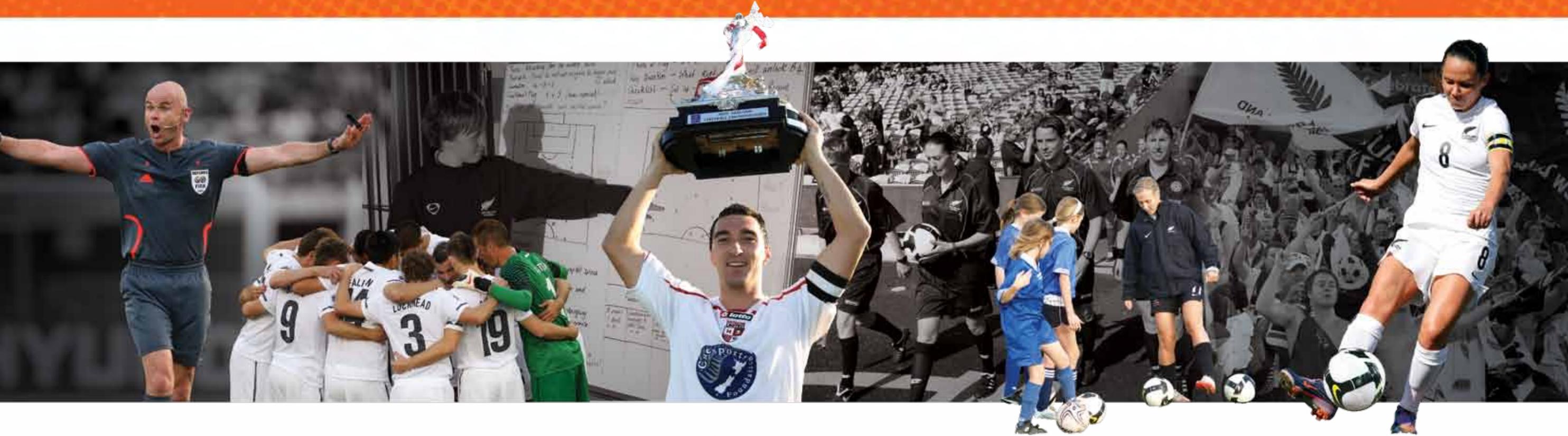


### FEDERATIONS



### FEDERATIONS

- Effective delivery of all National Football Programmes at a local level
- Creating and optimising efficient structures for comprehensive talent scouting and development (closely aligned with New Zealand Football)
- Effective delivery of training programmes to all those responsible for the implementation of national football programmes on a local level
- Consistent service provision and support to clubs
- Securing comprehensively organised competitive football in divisions (in cooperation with New Zealand Football)



The new National Player Development Framework offers direction for all coaches and football providers.

According to league and age class the coaches (as well as the club personnel, parents and football teachers at schools) get a first overview of:

- Training objectives and focus which can be accurately adjusted to the players' current abilities and motivations
- How to meet the specific wants and needs of the players as they progress through football towards adulthood
- Ideal competition formats, optimally complementing football development of the particular development stage
- Guidelines for coaches to establish motivating and learning-enhancing club football according to the particular development stage

The National Player Development Framework considers sports-scientific and pedagogical awareness/knowledge and principles. It is the basis for future media with detailed information about contents and methods in the separate training stages.



**“Our aim is to secure life-long enthusiasm for football of our youngest people and to enable talent to be developed to the limits of its potential.”**

**Fred de Jong** New Zealand Football Board Member





The Whole of Football Plan would not be possible without the support of the following partners:

