



— BASKETBALL ENGLAND —

TALENT PLAN

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01. INTRODUCTION.



WHO WE ARE

We are Basketball England, the National Governing Body (NGB) for basketball in England and responsible for all aspects of the sport. Our number one intention is to provide the very best, most valid service possible to all of our members. In short, we are the guardian of basketball in England and we want to develop talented players, officials and coaches. Not only that, we want to fulfil the sport's potential to meet the needs of anyone involved, whatever their level. We aim to meet these expectations through innovative thinking and a solutions-based approach.

The following Talent Plan and Player Development Framework (PDF) takes a descriptive stance; highlighted through the use of the term 'our'. This positions the basketball community as a partner in trying to provide a solution for player development. The PDF highlights 'who we are' – Basketball England as the lead, 'our ambitions' with regards to the development of basketball talent, which includes 'the focus', 'the infrastructure' and 'the programmes', and sets out details of the Talent System and Pathway, plus information on how these are all connected.

As you read through the PDF you will see the central theme is the player, and that the Talent System and Pathway relies on interaction throughout various groups of people (coaches, clubs, volunteers, officials & Basketball England staff) connecting, collaborating and communicating in a transparent way

Part of the PDF delivery introduces sport specific and scientific terms, which we feel are important to our message and ambitions. We are aware that some of these terms / concepts may be new to you, however, we have tried to explain in detail what these terms mean and their role within the PDF. We will also continue to explain our thinking through various workshops and PDF road shows in the coming months.

In closing, regardless of your role within basketball, your passion and enthusiasm will help us to realise our ambitions and achieve many more milestones for our sport.

02. OUR STRATEGIC AMBITION.



OUR STRATEGIC AMBITION

Following a great deal of hard work and effort from across our extensive network of contributors, we are now in a position to launch our participant development programmes as part of the overarching Basketball Development Model. It is important to acknowledge the assistance of the many people who sought to help us shape the future of basketball in the UK and in particular this exciting and innovative Talent System and Pathway. Indeed, it is no secret that we have achieved remarkable successes in the past, thanks in large to our extensive basketball community, the hard work and substantial efforts of a great many volunteers and experts, and to our professional staff. For example, our work to-date includes supporting intermittent yet notable performances, evident in a number of National Team activities (European Championship Division 'A' status at U18 and U20). However, we have a great deal more to accomplish in terms of developing players who can consistently maintain the level of performance required on the international stage, the support we provide to our players, and the strength of our infrastructure to enable us to realise our potential.

To this end, our ambition is to:

'DEVELOP A WORLD CLASS TALENT SYSTEM AND PATHWAY FOR PLAYERS, VOLUNTEERS AND PROFESSIONALS TO ADVANCE IN AN INCLUSIVE AND PROGRESSIVE MANNER AND FULFILL THE SPORT'S POTENTIAL'.

Our strategic ambition is built on four key objectives:

- 1. A NEW & IMPROVED TALENT SYSTEM AND PATHWAY:** Successfully develop and implement a new Talent System and Pathway, supported by well-resourced sites of development that are both inclusive and progressive, and seek to fulfill the sports potential.
- 2. MORE PLAYERS, BETTER EXPERIENCE:** Significantly increase the number of players accessing opportunities to participate and progress through the Talent System and Pathway, supported by effective, player-centred coaching and resulting in a high-quality experience every time.
- 3. CONTINUALLY INNOVATE OUR TALENT SUPPORT SERVICES:** Ensure the Talent System and Pathway remain at the forefront of our performance sport thinking through continual innovation, efficient and effective measurement, and the provision of a first class service to our basketball workforce.
- 4. LEVERAGE EFFECTIVE STRATEGIC PARTNERSHIPS:** Initiate and advance effective partnerships to create and support a world-class Talent System and Pathway.



03.

OUR FOCUS.



OUR FOCUS - A PLAYER DEVELOPMENT FRAMEWORK

To underpin, reinforce and maximise the success of our Talent System and Pathway we have introduced a new 'Player Development Framework' which details, at each age & stage, the fundamental principles of the game and provides a detailed rationale for approaching coaching from a developing game awareness perspective.

The Player Development Framework (PDF) will be delivered against four core principles:

ENJOYMENT: Playing basketball is fun and can hook players for life. The PDF will promote the provision of safe playing environments where our players can achieve their personal aspirations – from participation to talent.

LEARNING: Identifying and understanding the 'why' before the 'what' and 'how' will lead our players to a motivated and sustained sense of knowing basketball, their role and their personal vision for the sport and beyond.

TALENT: Adaptable and repeatable performance at each age and stage of our Talent System and Pathway.

KNOWLEDGE: Introducing the concept of 'learning to coach whilst playing' as an early apprenticeship to coaching, bridging the move from player to coach and sustaining engagement in our sport for those who want to explore this route.

Having established an appropriate participation climate, we will then look to develop:

- **A 'GAME MODEL' THAT IS FLUID AND 'FIT' FOR TODAY AND TOMORROW'S GAME**
- **A FOCUS ON PLAYING AS OPPOSE TO EARLY SPECIALISATION INTO PLAYING POSITIONS**
- **THINKING THAT IS BASED ON LONG-TERM SUCCESS AND MOVES BEYOND A 'PEAKING BY SATURDAY' MENTALITY – THE GOAL IS FUTURE WORLD CLASS PERFORMANCE**
- **EFFECTIVE COACHING TO PROMOTE THRIVING WITHIN GAME MODELS AND TECHNICAL COMPETENCIES**



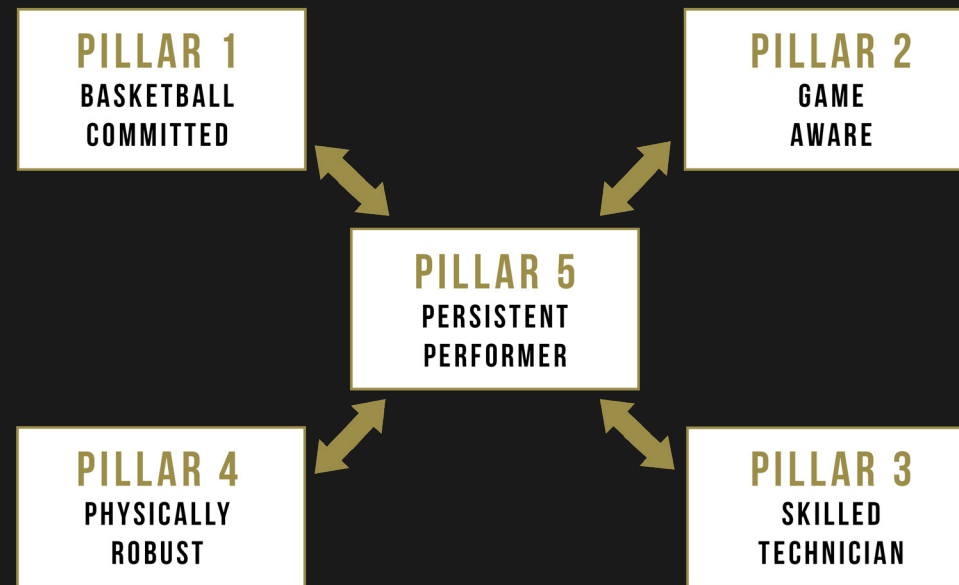
04.

PILLARS OF DEVELOPMENT.



The Talent System and Pathway are built on recognised 'Pillars of Development', which reflect the multidimensional nature of Talent Identification and Development (TiD), and the environments in which the process unfolds. These aspects of talent development are best summarised academically within the Biopsychosocial Model of Development, which simply put, considers biological (physical growth), psychological (behaviour), and sociological (identity and family) factors in player improvement. Our 'Pillars of Development' have been designed to reflect the complicated nature of athletic advancement. The five Pillars of Development that underpin our PDF reflect what we (including all of our networks, the Basketball Development Model consultant groups and the expert editorial group) consider to be most important to the advancement of performance. As such, a basketball player should be focused and determined to achieve basketball goals (P1 – Basketball Committed), tactically proficient and able to respond to actions presented throughout the 'Moments of the Game' (P2 – Game Aware) and capable of performing an action or motor skill (P3 – Skilled Technician). The actions of the game require efficient and athletic movement (P4 – Physically Robust), and are directed by emotional behaviours (P5 – Persistent Performer). All these focuses add up to the following model for our players:

**A COMMITTED AND GAME AWARE
TECHNICIAN WHO IS PHYSICALLY ROBUST
AND A PERSISTENT PERFORMER DURING
ALL 'MOMENTS OF THE GAME'.**



1 BASKETBALL COMMITTED

Recognising a players' motivation and engagement in our sport reflects our commitment to a player-centred approach, one that reinforces independent goals and the work we wish to do to support our basketball players. In particular, this 'Pillar of Development' will encourage the individual performer to make decisions based on being the very best athlete and basketball player they can be. This includes a focus on work ethic, a willingness and commitment to learn and improve, and consideration of the lifestyle that underpins those goals. The "soft skills" associated with Pillar 1 include being organised, punctual, and having an ability to express emotional intelligence. Cognitive processes such as problem solving are also an important element of elite performance, particularly so within invasion games like basketball.

2 GAME AWARE

Basketball is a sport that requires quick, strategic decision-making from both players' and coaches. In fact, many team sports are promoting problem solving, decision-making, dialogue and reflection as important parts of skill development. A basketball player who is Game Aware understands game play, everyone's role on the team, and can 'read' in-game situations and adapt accordingly. These attributes are central to the idea of an 'Independent Thinking Athlete', a player that can contribute to the 'Game Model' employed at a particular level of play. The secondary focus of this Pillar is the speed and accuracy with which our basketball players are able to make basketball decisions, and the development of autonomy and confidence as a means of promoting tactical awareness and execution.



3 SKILLED TECHNICIAN

Basketball is a highly dynamic, complex activity and as such, technical development is an important part of player advancement. The previous British Basketball Areas of Emphasis (and later, the Club Skills Guide) went some way to introducing a curriculum that clearly displayed the technical requirements of the sport as athletes moved through various levels of competition. This Pillar will continue that work and promote the development of a basketball player that is able to demonstrate competence in the full range of basketball skills and is also able to perform those skills under in-game pressure.

4 PHYSICALLY ROBUST

We wish to support all of our plans with a focus on sound, research-informed methods of physical development across our Talent System and Pathway. In doing so, the different areas of fitness that are required for success within basketball (highlighted in the Areas of Emphasis – Athletic Development and a consideration within the Club Skills Guide) become central to player development. This Pillar considers the physical and physiological characteristics of the developing basketball player, including height, weight, body type, relative size, as well as fitness, strength, power and agility. This aspiration will be supported by the provision of sport science, both at regional and national team level of competition, and as an integrated part of our Talent System and Pathway programmes.



5

PERSISTENT PERFORMER

Central to basketball success are the non-physical features of our players, which are underpinned by the Psychological Characteristics of Developing Sport (PCDE's). These areas reflect a basketball player's ability to recognise and manage training and competition. For example, focus and distraction control, goal setting, imagery, planning and organisational skills, and self-awareness are just some of the PCDE's that are important for developing a basketball player's resilience and mental toughness. We believe that in order for our basketball players to reach their very best, the development of these PCDE's is vital to the process of enabling elite level performance.



05. PILLARS OF DEVELOPMENT OVERVIEW.

AN AGE & STAGE APPROACH



PLAYER DEVELOPMENT FRAMEWORK: PILLARS OF DELIVERY

AGE & STAGE	GAME AWARE	BASKETBALL COMMITTED	PERSISTENT PERFORMER	PHYSICALLY ROBUST	SKILLED TECHNICIAN
	Understands the principles of game play, everyone's role on the team, and can read in-game situations, and adapt accordingly using creativity within a game model.	Makes decisions based on being the best athlete possible. Has a performance focused work ethic and lifestyle combined with a willingness to learn.	Is mentally resilient, able to bounce back from setbacks, displays the right attitude at all times, has a relentlessly competitive approach, bravely rises to the big occasion and is prepared to take risks under pressure.	Has the physical attributes, ability and conditioning to safely and efficiently carry out their role consistently and repeatedly within training and competition.	Has a broad range of high quality skills and can use them in an appropriate and timely manner to meet the demands of basketball, and under high pressure practice and game conditions.
UNDER 10	Basic Understanding of time and space	Enjoys being active	Enjoys the challenges presented by Basketball	Development of all round quality of movement literacy	Introduction to the ball and basic finishing techniques
UNDER 12	Starting to understand own role on the team during all 'Moments of the Game'	Selects and enjoys playing basketball	Identifying goals and enjoying the journey	Focusing on basketball specific movement literacy	Learning to control the ball, space and movement skills
UNDER 14	Understanding of complex principles and game tactics during all 'Moments of the Game'	Identifies basketball as their favourite sport	Is highly motivated and determined to achieve goals within their journey	Basketball generic conditioning programme	Learning to move self and the ball, with increasing accuracy, during all 'Moments of the Game'
UNDER 16	Demonstrates tactical awareness for all 'Moments of the Game'	Commits to developing a basketball identity	Demonstrates persistence and a motivation to stick with it when things get tough	Basketball training programme	Demonstrates movement of self and the ball, accurately and consistently, and at speed, during all 'Moments of the Game'
UNDER 18	Demonstrates leadership during all 'Moments of the Game'	Basketball is extremely important	Highly motivated, self aware and focused on success	Individualised physical training programme	Advancement of technical skills with position and game focus
UNDER 25	Takes ownership of the role required for all 'Moments of the Game'	Basketball 1st within a balanced lifestyle	Evaluates and modifies goals accordingly to continue to succeed	Focused and relentless physical training, rehabilitation and recovery	Consistent employment of technical skills associated with all 'Moments of the Game'
25+	Fully able to read the game and adapt according to what is required	Basketball 1st within a balanced lifestyle	Evaluates and modifies goals accordingly to continue to succeed	Focused and relentless physical training, rehabilitation and recovery	Constant refinement of technical skills for all 'Moments of the Game'

GAME AWARE

GAME AWARE		UNDERSTANDS THE PRINCIPLES OF GAME PLAY, EVERYONE'S ROLE ON THE TEAM, AND CAN READ IN-GAME SITUATIONS, AND ADAPT ACCORDINGLY USING CREATIVITY WITHIN A GAME MODEL.			
AGE/STAGE	GENERAL STAGE OBJECTIVES	TALENT SYSTEM/ ENVIROMENT	PILLAR STAGE DESCRIPTOR	WHAT THIS LOOKS LIKE FOR THE ATHLETE	EXAMPLES OF DELIVERY AND OBSERVED BEHAVIOURS
UNDER 10	Moving through Basketball	Club/School	Understanding of team play	Starting to participate in team-based activities, including with a ball, and able to cooperate with others	Athlete centred fun learning experiences (2v2/3v3), linked to the individual and team tactical development checklist
UNDER 12	Basketball is fun	Club/School	Understanding of own role on the team during all 'Moments of the Game'	Developing understanding and rationale of team roles via small-sided games and activities, and is happy to pass the ball	Game-based activities that require team mates to work together, linked to the individual and team tactical development checklist
UNDER 14	Supporting and enabling participation	Club/School & Aspire	Understanding of tactics and own role during all 'Moments of the Game'	Works to team framework, doing things which help the team. Happy to share the ball. Utilises self reflection and feedback	Linked to the individual and team tactical development checklist, use of game-based drills and combination plays
UNDER 16	Self-directed training with targets	Club & Aspire/ETP	Demonstrates tactical awareness for all 'Moments of the Game'	Developing awareness of the role played within a team, and understands the impact of their actions on others	Linked to the individual and team tactical development checklist, is able to adapt tactics and seek to problem solve on court. Introduction of technology to enhance learning
UNDER 18	Developing creativity	Club & EDP/ETP	Contributes to team leadership during all 'Moments of the Game'	Awareness of the role played within a team, showing adaptability and creativity. Develops leadership characteristics on and off the court	Linked to the individual and team tactical development checklist, is able to adapt tactics and seek to problem solve on court
UNDER 25	Performance focused development	Club & ETP/GB	Takes ownership of the role required for all 'Moments of the Game'	Works within the team framework but recognises opportunities and can adapt to take advantage of them	Carries out the role required on court. Demonstrates ability to read the game and adapt under pressure when the situation requires it
25+	Maximisation of capability	Club & GB	An on court leader is able to read the game and adapt according to what is required	Knows and excutes the role required of them within the team, able to adapt and take a leadership role on the court	Carries out the role required on court. Acts as a leader whilst continuing to read and adapt to all 'Moments of the Game'

BASKETBALL COMMITTED

BASKETBALL COMMITTED		MAKES DECISIONS BASED ON BEING THE BEST ATHLETE POSSIBLE. HAS A PERFORMANCE FOCUSED WORK ETHIC AND LIFESTYLE COMBINED WITH A WILLINGNESS TO LEARN.			
AGE/STAGE	GENERAL STAGE OBJECTIVES	TALENT SYSTEM/ ENVIROMENT	PILLAR STAGE DESCRIPTOR	WHAT THIS LOOKS LIKE FOR THE ATHLETE	EXAMPLES OF DELIVERY AND OBSERVED BEHAVIOURS
UNDER 10	Enjoying physical activity	Club/School	Enjoys being active through basketball	Learning the game through fun activities, enjoys every session and game and wants more	Learning through movement skills and early game activities where the focus is on fun and enjoyment rather than learning basketball
UNDER 12	Basketball is fun	Club/School	Selects and enjoys playing basketball regularly	Starting to understand the importance of on and off-court actions and behaviours	Being held to account if late, not got the right kit, use of phones. Listens to the feedback given and makes instant improvements
UNDER 14	Supporting and enabling participation	Club/School & Aspire	Starts to become committed to basketball as priority sport	Starts making lifestyle decisions based on being a better basketball athlete, is open to learning and feedback	Team development of behaviour codes, willingness to listen and learn, opportunities to engage in self-reflection and feedback
UNDER 16	Self-directed training with targets	Club & Aspire/ETP	Develops a basketball identity	Makes lifestyle decisions with confidence, and based on being a better basketball athlete, and is open to learning and feedback and seeks it regularly	Team development of behaviour codes, willingness to listen and learn, opportunities to engage in self-reflection and feedback
UNDER 18	Developing creativity	Club & EDP/ETP	Basketball is top priority	Keen to learn about the game and get personal feedback, balances education and basketball	Continues to learn about the game. Seeks feedback. Makes decisions based on this
UNDER 25	Performance focused development	Club & ETP/GB	Basketball 1st	Makes all decisions based on being the best athlete possible while maintaining an appropriate balance	Keeps a good balance between basketball and education/ work, a self driven trainer and actively seeks out feedback
25+	Maximisation of capability	Club & GB	Basketball 1st	Makes all decisions based on being the best athlete possible while maintaining an appropriate balance	Has an off court lifestyle which enhances on court play, remains open to feedback, a self driven trainer

PERSISTENT PERFORMER

PERSISTENT PERFORMER		IS MENTALLY RESILIENT, ABLE TO BOUNCE BACK FROM SETBACKS, DISPLAYS THE RIGHT ATTITUDE AT ALL TIMES, HAS A RELENTLESSLY COMPETITIVE APPROACH, BRAVELY RISES TO THE BIG OCCASION AND IS PREPARED TO TAKE RISKS UNDER PRESSURE.			
AGE/STAGE	GENERAL STAGE OBJECTIVES	TALENT SYSTEM/ ENVIROMENT	PILLAR STAGE DESCRIPTOR	WHAT THIS LOOKS LIKE FOR THE ATHLETE	EXAMPLES OF DELIVERY AND OBSERVED BEHAVIOURS
UNDER 10	Enjoying physical activity	Club/School	Basketball is a fun challenge	Shows a willingness to try new things and to not be put off if they fail. Makes friends and interacts with the others	Displayed via how the athlete reacts when physical, technical and tactical drills do not go to plan
UNDER 12	Basketball is fun	Club/School	Enjoying getting better and competing	Keeps going when does not succeed the first time around, does not give up easily, understands success takes time	Displayed via how the athlete reacts when physical, technical and tactical drills do not go to plan
UNDER 14	Supporting and enabling participation	Club/School & Aspire	Resiliently motivated and determined to succeed	Has the patience to keep focused during training and games, displays determination to succeed but not at a cost to others, and enjoys the journey	Understands development of expertise takes time, does not get upset when dropped or things go wrong
UNDER 16	Self-directed training with targets	Club & Aspire/ETP	Regularly Demonstrates persistence and a motivation to stick with it when things get tough	Has the patience to keep focused during training and games, displays determination to succeed but not at a cost to others, and enjoys the journey	Understands development of expertise takes time, does not get upset when dropped or things go wrong
UNDER 18	Developing creativity	Club & EDP/ETP	Highly motivated to compete and improve, resilient, self aware and focused on success	Takes ownership of their own development, has confidence layered with humility and is driven by enjoys competition	Demonstrates an understanding of self combined with commitment to succeed
UNDER 25	Performance focused development	Club & ETP/GB	Thrives in competitive and quickly recovers from setbacks and defeats	Fully committed in the face of setbacks and relishes the opportunity to get better and to compete against top opposition	How well the athlete focuses on overcoming setbacks, both acute and chronic
25+	Maximisation of capability	Club & GB	Ruthlessly determined, highly motivated and confident to succeed	Fully committed in the face of setbacks and successes, relishes the opportunity to get better and to compete on the highest stage	How well the athlete focuses on overcoming setbacks, both accute and chronic

PHYSICALLY ROBUST

PHYSICALLY ROBUST		HAS THE PHYSICAL ATTRIBUTES, ABILITY AND CONDITIONING TO SAFELY AND EFFICIENTLY CARRY OUT THEIR ROLE CONSISTENTLY AND REPEATEDLY WITHIN TRAINING AND COMPETITION.			
AGE/STAGE	GENERAL STAGE OBJECTIVES	TALENT SYSTEM/ ENVIROMENT	PILLAR STAGE DESCRIPTOR	WHAT THIS LOOKS LIKE FOR THE ATHLETE	EXAMPLES OF DELIVERY AND OBSERVED BEHAVIOURS
UNDER 10	Enjoying physical activity	Club/School	Development of all round quality of basic movement patterns and knowledge	Development of balance, agility, co-ordination, reaction time, changes in direction, jumping and landing	Fun, game related exercises and games, simple movements, linked to the existing physical skill development checklist
UNDER 12	Basketball is fun	Club/School	Development of generic and basketball specific movement patterns and knowledge	Continued development of complex generic movement skills and basic basketball specific patterns	Game related exercises and games, increasingly complex movements, linked to the existing physical skill development checklist
UNDER 14	Supporting and enabling participation	Club/School & Aspire	Generic Basketball conditioning programme	Basketball specific training programme on and off court, start using body and free weights as well as development of all energy systems	Game focused training on and off court, linked to the existing physical skill development checklist
UNDER 16	Self-directed training with targets	Club & Aspire/ETP	Generic Basketball conditioning programme	Personalised physical training programme combined with generic prehab and recovery making use of body/free and machine weights, continued development of aerobic capacity	Personalised training programme linked to the existing physical skill development checklist
UNDER 18	Developing creativity	Club & EDP/ETP	Individualised basketball conditioning programme	Personalised prehab, training and recovery programme being followed by the athlete based on position specific requirements	Personalised training and prehab programme linked to the existing physical skill development checklist
UNDER 25	Performance focused development	Club & ETP/GB	Focused, individualised and relentless physical conditioning and recovery	Personalised prehab, training and recovery programme being followed by the athlete based on position specific requirements	Training and recovery programme based on individual strengths and development needs
25+	Maximisation of capability	Club & GB	Focused, individualised and relentless physical conditioning and recovery	Personalised prehab, training and recovery programme lead by the athlete based on position specific requirements	Training and recovery programme based on individual strengths and development needs

SKILLED TECHNICIAN

SKILLED TECHNICIAN		HAS A BROAD RANGE OF HIGH QUALITY SKILLS AND CAN USE THEM IN AN APPROPRIATE AND TIMELY MANNER TO MEET THE DEMANDS OF BASKETBALL, AND UNDER HIGH PRESSURE PRACTICE AND GAME CONDITIONS.			
AGE/STAGE	GENERAL STAGE OBJECTIVES	TALENT SYSTEM/ ENVIROMENT	PILLAR STAGE DESCRIPTOR	WHAT THIS LOOKS LIKE FOR THE ATHLETE	EXAMPLES OF DELIVERY AND OBSERVED BEHAVIOURS
UNDER 10	Enjoying physical activity	Club/School	Introduction to the ball and general movement skills	Learning to catch, shoot, control the ball, starting to run with the ball and gain body control in start/ stop situations	Use of a small ball and low ring, linked to the technical skill development checklist. Use of adapted rules to simplify the game. Appropriate mix of pedagogical methods to develop skill in context
UNDER 12	Basketball is fun	Club/School	Learning to control the ball, space and movement skills	Introduction of more complex footwork, shooting from movement, defence and rebounding. Pivoting and passing under pressure	Use of a small ball and low ring, linked to the technical skill development checklist. Use of adapted rules to simplify the game. Appropriate mix of pedagogical methods to develop skill in context
UNDER 14	Supporting and enabling participation	Club/School & Aspire	Learning to move self and the ball, with increasing accuracy, during all 'Moments of the Game'	Shooting, defence on ball, passing on the move and movement off the ball	Use of a small ball, linked to the technical skill development checklist. Use of adapted rules to simplify the game and promote desired behaviours. Appropriate mix of pedagogical methods to develop skill in context
UNDER 16	Self-directed training with targets	Club & Aspire	Demonstrates movement of self and the ball, accurately and consistently, and at speed, during all 'Moments of the Game'	Movement with increased speed, consistency and accuracy - passing, shooting, dribbling, early position specific work. Develop broad range of finishing options	Raising the standard of basic drills with increased intensity and consistency, linked to the technical skill development checklist
UNDER 18	Developing creativity	Club & EDP/ETP	Advancement of technical skills with position and game focus	Focus on position specific skills on and off the ball. Increase in shooting range and variability of finishes	Development of skill complexity and with intensity, linked to the technical skill development checklist. Appropriate mix of pedagogical methods to develop skill in context
UNDER 25	Performance focused development	Club & ETP/GB	Consistent employment of technical skills associated with all 'Moments of the Game'	Individualised skill development, including bilateral use of the ball and shooting volume and variability. Technique holds under pressure	Adapting basic skills into patterns and doing so under increasing pressure, on and off the ball with. Appropriate mix of pedagogical methods to develop skill in context
25+	Maximisation of capability	Club & GB	Constant refinement of technical skills for all 'Moments of the Game'	Individualised skill development programme focusing on excellence	Awareness of trying new skills and taking risks

06.

OUR

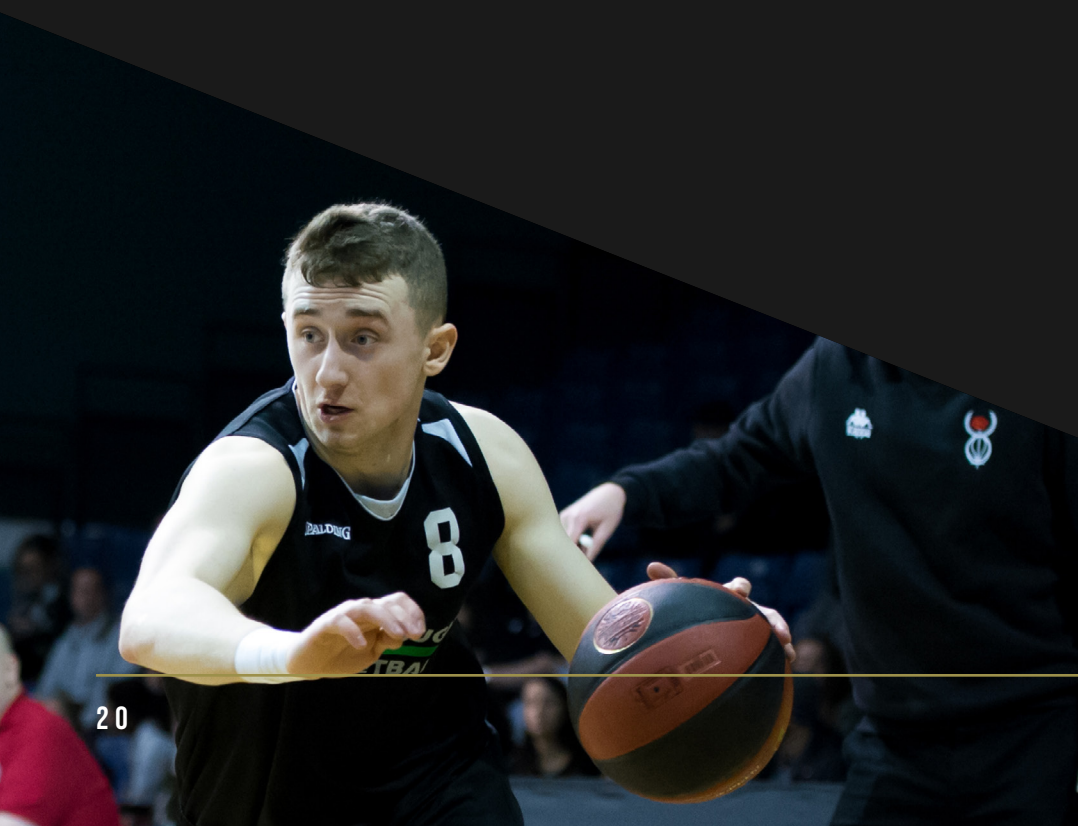
INFRASTRUCTURE.

OUR INFRASTRUCTURE - THE TALENT SYSTEM

A large part of the work we do is to provide resources, knowledge, and the appropriate learning environments for players and coaches. This work will now include our new Pillars of Development, which will support clubs and coaches, as well as shape our efforts across a range of new programmes. This will form part of our Talent System and Pathway, which is underpinned by a large amount of insight as we move the game forward. As a starting point we have discussed what is needed by our players at all ages and stages of participation. We have identified four factors, each of which is covered within our five 'Pillars of Development' and will be key to the delivery of our programmes.

These factors are:

1. Anthropometric / Physiological (height, weight, body type etc.)
2. Personal / Sociological (background, support network etc.)
3. Psychological characteristics of developing excellence (decision making, motivation, mental endurance)
4. Environment (the provision of training opportunities, effective coaching, family support etc.)



Having established the focus of our talent work and its influence on the growth of the individual player, we are excited to introduce a new infrastructure. This area of work will further the player-centred ethos we wish to embrace and promote (reflected within our 'Pillars of Development'), and will provide access to the very best resources we have to offer. Moving forward, and to ensure that we consider all of the above factors, we will make certain that all of our talent delivery is based on the following five principles:

- Player-centred approach to learning and development
- Clear standards, targets and objectives
- Centralised distribution to create consistency & efficiency
- A professionalised infrastructure
- Less about the selection and deselecting of players

These principles will be key to the provision of effective learning and underpin our Talent System and Pathway, which includes three key sites of delivery, Clubs and Schools, our National Scouting, Talent Identification & Tracking Programme, and the Regional Talent Hubs.



NATIONAL SCOUTING, TALENT IDENTIFICATION & TRACKING PROGRAMME (11+)

This programme has been developed as a means of identifying and supporting players from across the community level of our game. It is designed to further empower clubs and educational institutions to continue their important work and to play a vital role in the identification and development of potential talent. This will allow each participant to reach his or her individual level of participation, talented or otherwise, within a supported and resourced environment. This is a critical stage for Basketball England and for our players as this approach will provide coaches and all those working within the Talent System and Pathway with:

- Knowledge and understanding of our player environment.
- Insight in to how the new Talent System and Pathway works.
- Guidance on how we define talent and how to refer players to the appropriate level.

We will provide quality assurances to the Talent System and Pathway which will feature clear technical standards, a universally accepted system that has accredited practitioners in it, and ongoing training and development to continually raise standards and the impact of all of our work.



REGIONAL TALENT HUBS

In partnership with the Talented Athlete Scholarship Scheme (TASS) and the British Universities & Colleges Sport (BUCS) organisations, we have been piloting a 'Regional Talent Hub' concept. In its basic form, the Hub provides a home for the Talent System and Pathway at a local level. It will offer access to facilities for a number of our regional based programmes as well as providing support services for all of the identified players within the Region.

The Hubs will be tasked in reforming and enhancing the talent basketball workforce through Continuing Professional Development (CPD) and facilitated deployment opportunities, as well as assisting the local club and school networks in identifying and supporting talented athletes.

The consultation undertaken by various expert groups towards the implementation of the Basketball Development Model clearly indicated that this structure would have multiple benefits for all concerned. For example, it was decided that the Regional Talent Hubs would play a key role towards the improvement of the game, basketball players within the Talent System and Pathway, and to our ability to leverage support and resources at a regional level.

In summary, we are confident that we have developed a Talent System and Pathway that is player-centred (considers the players voice, listens, responds and promotes athlete values), stimulates confidence and self-management (all of which lead to qualities such as 'grit', mental strength and coping), and ultimately will translate in to the increased ability of our basketball players to perform under pressure.



07. OUR PROGRAMMES.



OUR PROGRAMMES - THE PATHWAY

ASPIRE PROGRAMME (11-15 YEARS)

The Aspire Programme will provide an enhanced level of coaching in pursuit of individual player development in one of the ten Regional Talent Hubs. This is thought to be a significant advancement within our provision of talent identification and development, and where new methods of gathering support and resources will be brought to the fore.

Attendance on the Aspire Programme will be based on meeting certain criteria, where practical and affordable, and will transform the current programme for this age group, which comprises delivery of a new development and talent programme (see below). With better services to support the player at this stage of their development, including training, education, competition, staff and parental resources, the Aspire Programme will be a key transition stage within the Talent System and Pathway. The club coach role is of vital importance to the Aspire Programme, and as such we will look to support this input through the provision of enhanced feedback and support on coaching practice, training environments and all other elements of the coaching process.

ENGLAND DEVELOPMENT PROGRAMME (16-19 YEARS)

The England Development Programme (EDP), formerly known as the Advanced Apprenticeship in Sporting Excellence (AASE) programme, will provide talented players the opportunity to undertake the Diploma in Sporting Excellence (DiSE) qualification. This is designed to meet the needs of players aged 16-19 who wish to continue their sporting career and gain appropriately levelled educational qualifications alongside their commitment to playing basketball. The EDP is not a qualification for simply playing the game, rather a two-year educational programme where players receive additional support and guidance for their basketball development and academic aspirations. The EDP is aimed at basketball players who have the realistic potential to achieve excellence, and are seeking to perform at the highest level of the sport as their main career goal.

ENGLAND TALENT PROGRAMME (15-18 YEARS) & TEAM ENGLAND

Through the National Scouting, Talent Identification & Tracking programme, the top band of players within each corresponding age group (age and stage) will be invited to be part of the England Talent Programme (ETP), which aims to prepare the players for potential England selection. To ensure consistency of technique, standards and culture, selected players will train and informally compete across age bands. As part of the ETP, representative teams may be formed and will be provided with training, education and competition.



TALENT SYSTEM AND PATHWAY



TALENT SYSTEM

CLUBS/ SCHOOLS

(20,000 PLAYERS)

SUPPORT AND UNDERPINS
THE DELIVERY OF THE WHOLE
TALENT PATHWAY



NATIONAL SCOUTING, TALENT IDENTIFICATION & TRACKING PROGRAMME (11+)



TALENT HUBS

BASED AT UNIVERSITIES
PROVIDING A HOME FOR
THE TALENT SYSTEM
ON A REGIONAL BASIS,
SUPPORTING PLAYERS
FROM 11-25



PATHWAY

GREAT BRITAIN U16,U18,U20 & SENIORS



TALENT

COMMONWEALTH & REPRESENTATIVE PROGRAMMES



DEVELOPMENT (16-19)

(300 PLAYERS)

FORMERLY AASE PROVIDERS, PLAYER DEVELOPMENT CENTRIC
PROGRAMMES BASED WITHIN EDUCATIONAL INSTITUTIONS



ASPIRE

(11-15)

(1500 PLAYERS)

REGIONALLY BASED ACTIVITY WHICH INCLUDES TRAINING,
EDUCATION & COMPETITION.
MULTIPLE ENTRY POINTS IN LINE WITH AGE & STAGE



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08. EFFECTIVE PRACTICE ENVIRONMENTS.

EFFECTIVE PRACTICE ENVIRONMENTS

Bringing all of the elements of the Talent System and Pathway together will require a joined up approach within our clubs, schools, colleges and central learning environments, and at all levels of the Framework. Concepts such as Non-Linear Practice (NLP), Game-Based Approaches (GBA) and player-centred Game Models, all of which embrace a systemic mode of delivery, will be developed and shared. All Game Models should be underpinned by a coach-athlete relationship that encourages the player voice and the sharing of ideas towards a constructive skill development climate. To this end, and in order to achieve this way of working, we will be promoting the implementation of Tactical Periodisation as a set of guiding principles towards the development of a Game Model.



09. OUR COMMITMENT.

OUR COMMITMENT TO A PLAYER-CENTRED APPROACH TO DEVELOPMENT

Across all of our programmes of delivery we will strive to promote a 'Player-Centred' approach to engagement, coaching and player development. Player-centred is a principle that we stand by and which places the welfare of the player first. As a means of promoting this stance we will continue to advocate the 5 C's model (adapted from Lerner's 5Cs model), and we will ask all of our staff, volunteers, coaches and players to champion and promote positive relationships within our practice environments that focus on **COMPETENCE, CONFIDENCE, CONNECTION, CHARACTER** and **COMPASSION** across all levels of our Talent System.



10.

THE FIVE 'CS' MODEL.



THE FIVE 'CS' MODEL

COMPETENCE Promoting a positive view of one's actions, including social competence, cognitive competence, physical competence and vocational competence. Abilities to cope successfully with the challenges of competitive basketball.

CONFIDENCE An internal sense of overall positive self-worth, reflected in one's actions and behaviours; one's global self-regard, as opposed to merely basketball-specific beliefs, and confidence within their role on the programme, squad or basketball court.

CONNECTION A commitment to creating a positive bond with other players, coaches, team managers and support professionals, led by the player and underpinned by our 'respect goals'.

CHARACTER Respect for the programme, team rules and a sense of what is right and wrong (morality), and a strong sense of integrity.

COMPASSION A sense of sympathy and empathy for others on the team, squad or programme.

11. OUR APPROACH TO COACHING.

OUR APPROACH TO COACHING

Coaches are an extremely important part of any talent identification and development process. The support and guidance that we offer to all of our coaches will help ensure that our programmes and key sites of delivery are motivational climates of learning and progression for both coaches and athletes. Our coaching settings, methods of practice, and the theory that surrounds coaching will be advanced through dedicated programmes of development, knowledge share and qualifications.

Following a period of intelligence gathering from across our networks and through various consultation groups, we have determined that coaching and coaches' development within the sport of basketball in the UK hinges on five 'Success Factors' (Coaching Infrastructure, Coaching Qualifications, Continuous Coach Development, Positive Coaching Culture and Research & Innovation). Each places an emphasis on advancing the skills, attributes and competencies of the coach, underpinned by knowledge, and directed at delivering a player-centred approach to coaching practice at all levels of participation. The subsequent descriptors provide some ideas and thinking around how we can begin to provide effective coaching.



COACHING INFRASTRUCTURE

We wish to provide the very best support for our coaches and part of doing so includes having an infrastructure that is supportive, well-resourced and responsive to the needs of coaches at all levels of delivery. We understand that coaching and coach development is built on principles related to education and training, and as such we will continue to tease out the means to develop professional competency within our coaching workforce.

COACHING QUALIFICATIONS

We will be reviewing the entire suite of qualifications offered to coaches with a view to ensuring that each qualification is fit for purpose and meets the needs of the coach at every level of practice. This review will encompass the development of a new programme of delivery, innovative and creative approaches for the delivery of qualifications and the implementation of a new tutor and assessor process to support our new awards.

CONTINUOUS COACH DEVELOPMENT

The emphasis here will be on the ongoing and continuous provision of teaching and specialised knowledge, skills-based practice and the development of awareness and understanding of basketball coaching. This area of support will be developed from various codes of education and training and will embrace the very best methods, tailored to individual needs and within a player-centred approach to development.

POSITIVE COACHING CULTURE

We recognise the relationship between coaching and the importance of positive connections across all basketball coaching settings. Our support to coaches will include improved guidance and support, clear guidelines on agreed ethical conduct within the practice of basketball coaching and a strong stance on positive communication at all levels of delivery. We will continue to place the basketball player at the centre of all that we do, and in doing so we will recognise, promote and reward good practice as well as share the values and principles that reinforce player well-being as set out in our interpretation of the “Five C’s” model (see page 29).

RESEARCH AND INNOVATION

To ensure that we are at the very forefront of coaching we will place research and innovation at the centre of all that we do. As an NGB, we recognise the value of learning and will adopt a research-led and research-informed approach to developing our coach workforce. By being research-led, we will be in a well-versed position to learn from our Regional and National Teams experiences and task our coaches to reflect and report on their practice as a means of knowledge sharing. Research-informed will shape our understanding of effective coaching and what good practice entails. This will then form part of our qualifications review and be integrated in to our provision of education and training.

Full details of our commitment to the development of coaching and coaches can be found in our **Coaching Game Plan 2018 – 2021**.



GLOSSARY OF TERMS.



ASPIRE PROGRAMME: Basketball England's new talent development programme

BASKETBALL COMMITTED: reflects the level of commitment demonstrated by the basketball player

BASKETBALL DEVELOPMENT MODEL: the overarching model of development for the sport of basketball

BIOPSYCHOSOCIAL MODEL OF DEVELOPMENT: highlights the dynamic interaction between biological, psychological and social factors of talent development

COACHING STRATEGIC PLAN 2018 – 2021: a strategic plan for the development of basketball coaching and coaches

DIPLOMA IN SPORTING EXCELLENCE (DISE): a sporting qualification designed to meet the needs of young athletes

ENGLAND DEVELOPMENT PROGRAMME (EDP): previously the Advanced Apprenticeship in Sporting Excellence programme

ENGLAND TALENT PROGRAMME (ETP): Team England development programme

GAME AWARE: reflects the knowledge and understanding demonstrated by the basketball player

GAMECRAFT: the capacity for players to consistently make good decisions and execute the required skill under game conditions

GAME-BASED APPROACH: a means of developing skill through the delivery of game-based drills and activities

INDEPENDENT THINKING ATHLETE: a concept that depicts a basketball player as a decision-maker capable of responding to actions and reactions within a game and under pressure

MOMENTS OF THE GAME: the four elements of the game that form the focus for playing and coaching

NATIONAL SCOUTING, TALENT IDENTIFICATION, & TRACKING PROGRAMME: Basketball England's new identification and monitoring programme for all basketball players in England

NON-LINEAR PRACTICE: an approach to the design of teaching, coaching and training programmes that understand human movement

PERSISTENT PERFORMER: the basketball player is mentally strong and continues to work under pressure

PHYSICALLY ROBUST: the basketball player is competent in the full range of the components of fitness

PILLARS OF DEVELOPMENT: these five pillars are what we will base all of our programmes on and will support the development of basketball players

REGIONAL DEVELOPMENT TOURNAMENT (RDT): Basketball England's previous talent identification programme

REGIONAL PERFORMANCE CENTRES (RPC): Basketball England's previous talent development programme

REGIONAL TALENT HUB: a university based provision that offers support to the regionally based talent identification and development programmes

SKILLED TECHNICIAN: a basketball player can demonstrate competence in a range of basketball skills appropriate to the level of participation

TACTICAL PERIODISATION: a training methodology based on systemic thinking, which highlights the interaction and connectivity of all facets of the game towards the successful

ADVANCEMENT OF BASKETBALL PERFORMANCE TALENT SYSTEM AND PATHWAY: the collective term for the organisations and sites in which our programmes will be delivered

THE GAME'S PLAYBOOK (THE GP) DOCUMENT: a progressive basketball coaching framework



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