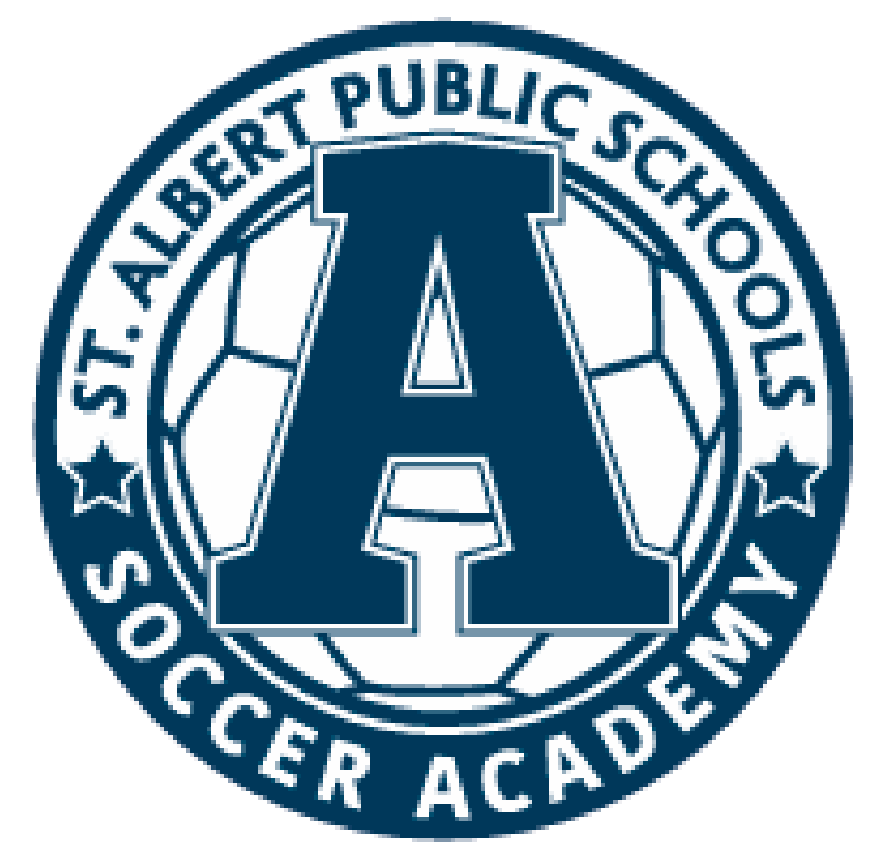




Academy Information Night

27 February, 2025

St. Albert's most exciting soccer academy is growing!



Our academy will be offered at the following schools in the 2025-2026 school year:

Grades 4-6



Leo Nickerson*
10 Sycamore Ave
780.459.4426
ln.spschools.org

Grades 7-9



Hillgrove*
50 Grosvenor Boulevard
780.459.4456
hillgrove.spschools.org

Grades 10-12



Paul Kane
12 Cunningham Road
780.459.4405
pkhs.spschools.org



Sir Alexander Mackenzie
ELEMENTARY SCHOOL

Sir Alexander Mackenzie
61 Sir Winston Churchill Ave
780.459.4467
samschool.spschools.org



LORNE AKINS
CENTRE FOR SCHOOL

Lorne Akins
4 Fairview Boulevard
780.460.3728
lorneakins.spschools.org

PARENT INFORMATION NIGHT

Thursday, February 27
7:00 pm

Paul Kane High School
12 Cunningham Road

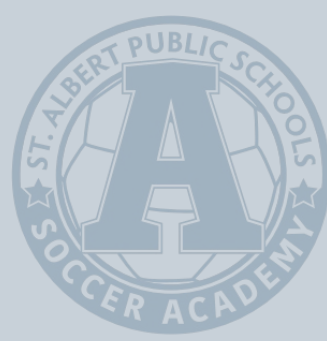


Scan for more information

or go to

www.spschools.org/programs/athletic-academy/soccer-academy

* English and French Immersion students



Who is an Academy For?



Those with a passion for sport

Especially at the younger ages where physical literacy is an important component, the academy program will benefit all sports, and daily life activities.

Those looking to try something new

Physical literacy, daily activity, or meeting new friends, the academy provides an environment that supports the development of social-emotional and psychological growth.



Those with an early aptitude

An academy can supplement club or community programming. With an emphasis on individual development and day-time training, academies increase a player's touches on the ball without sacrificing every night of the week.

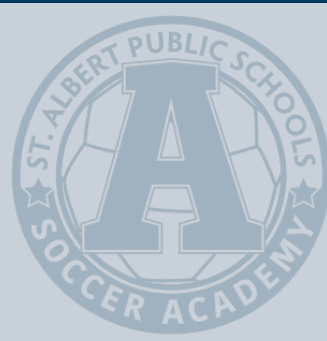
Those with long -term goals

For students looking to play at the highest level, an academy can provide the touches on the ball and the individual attention that club's cannot do for them.



The starting point is wherever a child enters the prog

Club vs Academy

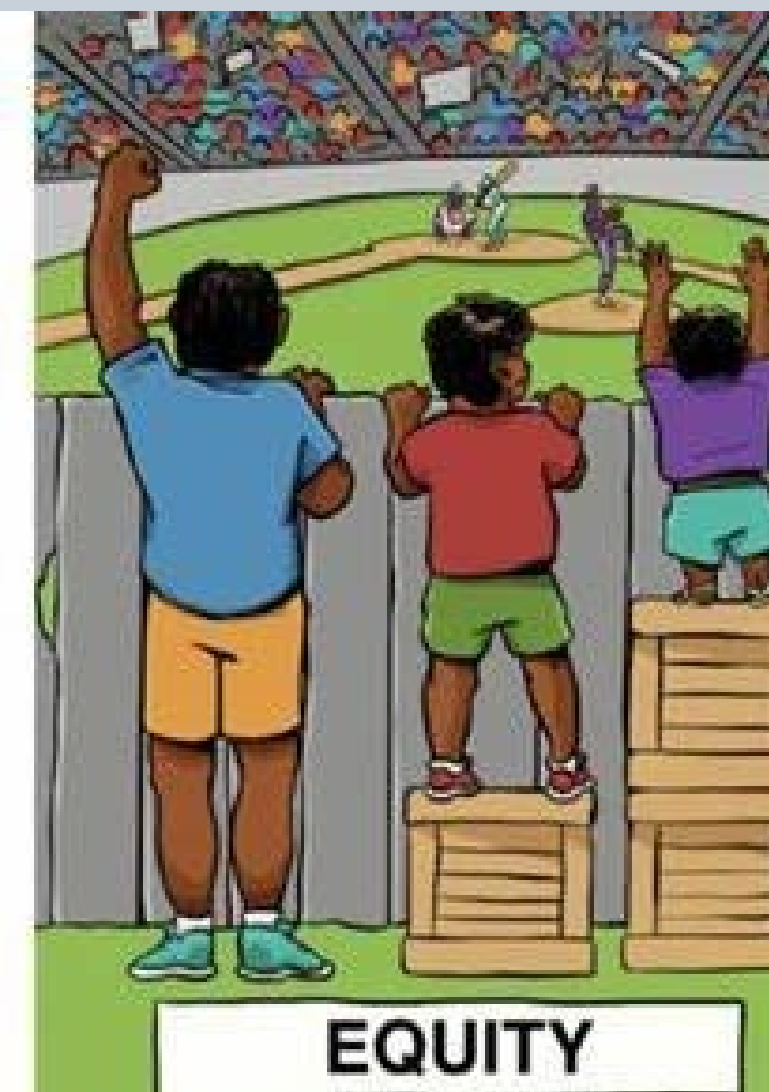


Club

- Focus is too often on the team and not the athletes.
- Emphasis on results
- Training is too often focused on team play and in large numbers. Not enough time being spent on touches.
- Rosters are fixed in a one - size fits all training environment.
- Team tactics are the objective and players are just the means.

Academy

- Focus on the individual over the team
- Emphasis on developing and pushing on players
- Training groups are fluid and players move based on their development needs.
- Tactics are replaced by principles of play which are global and not coach dependent.
- Meets players where they are at.
- An academy compliments the club.



How & Why we Coach



JOHAN CRUYFF

“TEAMS DON'T LEARN. INDIVIDUALS WITHIN THE TEAM LEARN. DEVELOPMENT IS A PERSONAL PROCESS, EVEN WHEN CONDUCTED IN A TEAM ENVIRONMENT.”

KEEP ON



Equity over Equality

While equality means providing everyone with the same resources or opportunities, equity recognizes that each player has different circumstances and requires unique resources to reach a similar outcome.

Individual over team

From principles of play, to individual actions to achieve a team intention, our focus is on the individual player. By removing individual team reactions in the fourths, we simplify our language and develop players who are able to react to any situation and not prescribed ones.

Encourage mistakes

Young players must have the freedom to make mistakes. Coaches will encourage our student-athletes to try new things, leave their comfort zone, and have the freedom to make errors without reprimand.

Principles of play

Up until U13, we teach the basic attacking and defending principles of play as per Canada Soccer. We do not teach positional play within formations but rather, how to create width/depth, and pressure/cover.

Game-Based

In a team sport, technique is the execution of a decision. Where isolated training exercises have a place in ball mastery, it is most beneficial in individual judge scored events such as gymnastics where the skill itself is judged.

Team and Player Intentions

In order to help individual players develop their on and off the ball decision-making and movements, we will introduce one team intention that supports the development of each player's actions.



Focus on the individual. And the use of different coaching interventions. This will include the use of individual development plans and formal athlete feedback.



Will provide a variety of training experiences that lead to the holistic development of each student-athlete as a person and a player

COACHING PHILOSOPHY



Create safe, fun, and challenging environment that does not lose sight of this being a game.



Develop age-appropriate training sessions that afford each player an opportunity to attempt a maximum number of soccer actions each practice



Utilize opposed training in small-sided games that relate practice to the game. Training will incorporate attacking and defending organization and principles in each exercise

Development Pathway



Elementary



- Physical literacy
- Ball mastery
- Core fundamental skills
- Intro to basic principles of play
- An emphasis on attacking play
- 1v1 up to 4v4

Junior High



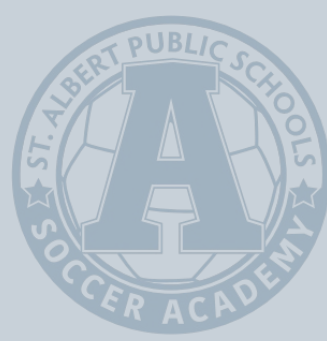
- Physical literacy along with perception, awareness, and explosiveness
- Mastery of core skills
- Technique under increasing pressure
- Decision-making
- 4 Moment Player
- Psycho-emotional development

High School



- Team and Individual Intentions
- Mastering football actions (Communication, Decision, Execution of Decision)
- Football fitness
- Position Specific Key Developmental Indicators as training guides
- Game insight (what we do when not in possession)
- Post-secondary prep

Elementary



ELEMENTARY PROGRAM

TRAINING CALENDAR

The focus of this program will be ball mastery, 1v1 play, and game development through 2v2, 3v3 and 4v4 games.

Sept/Oct:

Attacking Principle - Creativity, 1v1, 2v2s

Nov/Dec

Attacking Principle - Dispersal (Width and Depth)
Ball mastery

January

Defending Principle - Deny and Balance

February

Attacking Principle - Breaking the line (Through, Around, and Over.)

March/April

Attacking Principle - Support and Improvisation

May

Defending Principle - Direct and Deny

June

Putting it all Together

YEAR-ROUND CORE SKILLS DEVELOPMENT

1 Physical Literacy

2 Juggling

3 Dribbling

4 Protecting the Ball

5 Striking the Ball

6 Passing

7 1v1 Play

8 Receiving

9 Movement Off the Ball

10 Defending 1v1



Junior High



JUNIOR HIGH PROGRAM

TRAINING CALENDAR

The focus of this program will be the development of soccer actions; communication, decision, execution of that decision. Players will develop their individual technical skills alongside their tactical growth in the game.

Themes that will be addressed throughout the school year;

- Attacking and Defending Principles of Play
- Attacking and Defending Organization
- Team and Individual Tactical Intentions
- Game Insight
- Technical skills under increasing pressure with less time and space
- Mastery of Core Skills
- Position-Specific Key Development Indicators
- Physical Literacy
- Cognitive Development
- Psycho-Emotional Development



High School



Philosophy/KPI
Look to press the opposition fullbacks in our high press
Look to attack the opposition fullbacks in 1v1 situations in the final third.
Drive into the 18 yard before looking to cross the ball or cutback
Look to diagonally play through the opposition back line when the ball is in the middle third
Early crosses (at the corner of the 18) behind the back line



High School Program

Building on the mastering of all core technical skills, the high school program will put an emphasis on soccer actions (communication, decision-making, and the execution of that decision.) We will work with student-athletes on how to play without the ball using a team intention to teach their individual actions.

Themes throughout the year will include;

- Team intentions
- Game insight (Cognitive development)
- Decision making
- Social-emotional development
- Position specific development through the use of positional key development indicators.
- Developing the four moment player
- Understanding responsibilities in the thirds/fourths of the pitch
- Mastering individual strengths





Individual Player Development

At the start of each month, students will identify what they are doing well and tell the coaching staff up to three things they want to work on. The academy will provide four formal feedback forms each year to track progress.

These are techniques or soccer actions that I am doing well.		
Keep Doing 1	Keep Doing 2	Keep Doing 3

This month I would like to focus on the following:		
Growth Area 1	Growth Area 2	Growth Area 3

How would your coach describe your on field personality?	Describe something you feel that you have improved or tried to work on over the past month.



Player Feedback

4 Corner Development

Technical/Tactical

This section deals with the ability of an athlete to execute a decision. The game is played against opponents and so should this category be measured.

Dribbling and/or 1v1 Attacking

- Always executes with competency
- Often executes with competency
- Sometimes executes with competency
- Occasionally executes with competency
- Acquiring competency

Receiving and Turning (1st Touch)

- Always executes with competency
- Often executes with competency
- Sometimes executes with competency
- Occasionally executes with competency
- Acquiring competency

Proactive Passing

- Always executes with competency
- Often executes with competency
- Sometimes executes with competency
- Occasionally executes with competency
- Acquiring competency

Understands Principles of Play in the 4 Moments

- Always executes with competency
- Often executes with competency
- Sometimes executes with competency
- Occasionally executes with competency
- Acquiring competency

Defending Skills (Individual/Small Group)

- Always executes with competency
- Often executes with competency
- Sometimes executes with competency
- Occasionally executes with competency
- Acquiring competency

Vision and Awareness

- Always executes with competency
- Often executes with competency
- Sometimes executes with competency
- Occasionally executes with competency
- Acquiring competency

Socio-Emotional

This assessment refers to the athletes ability to form relationships with teammates and the coaches, and exhibiting behaviours on and off the pitch that align with the core values of the academy.



Academy Fee Includes:

- Facility rental
- Transportation to and from training
- Staff coaches
- Field trips
- Training equipment
- Player training kit

Academy Training kit:

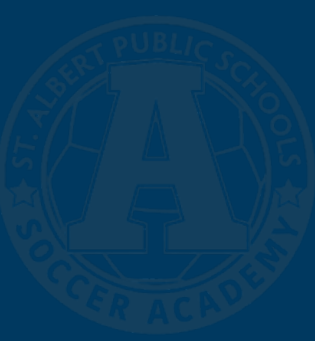
- Track top or quarter zip
- Track pants
- Training shirt x 2
- Training short x 2
- Training socks x 2
- Hoodie or rain jacket
- Touque



Academy online store is now open.



Staff



Jeff Paulus



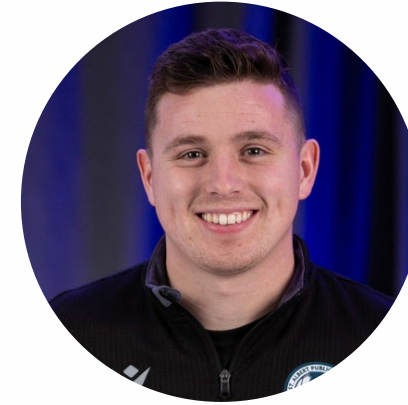
- Canada A Licence
- USSF B Licence
- 9 years professional coaching experience with FC Edmonton
- FC Edmonton Academy Director
- NAIT Men's Head Coach
- Canada Summer Games, Head Coach 2017, 2022
- Alberta Soccer Coach Developer

Erika Vecchio



- C Diploma (Ongoing)
 - Certified S&C Coach
 - St. Albert Soccer Manager of Sports Science
- Playing History
- St. Albert Impact UWS
 - Grant MacEwan University

Conor MacDonald



- C Licence
 - 1 on 1/ Ball Mastery Specialist
- Playing History
- St. Mirren FC
 - Clyde FC
 - Longridge Town FC
 - Irvine Meadow XI

Fallon Dickie



- Certified Teacher 5 years
 - Staff coach Junior Pandas
 - Staff coach Green and Gold Summer Camps
- Playing History
- University of Alberta (Captain)



Registrations are processed based on date and time of submission and do not guarantee acceptance into the academy. Priority will be given to St. Albert residents. Successful applicants will receive an 'Official Acceptance Letter'. Upon acceptance of the letter, details will be outlined about next steps in terms of apparel sizing and any fee information.

<https://www.spschools.org/programs/athletic-academy/soccer-academy>



Academy Summer Camp



July 2 -16

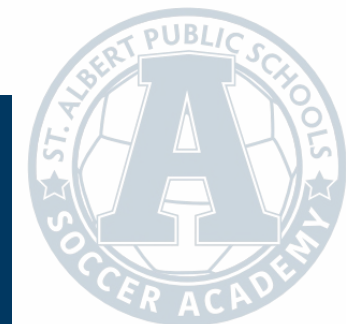
Option 1: 9:00 -12:00
(8:30 drop -off available)

Option 2: 12:30 -3:30
(4:00 pickup available)

Play

Play is when children choose to explore, imagine, and have fun in their own way. In soccer development it is important that we design programming that allows children to be children, gives them an opportunity to explore with the ball or without it, and provides an environment that encourages them to keep coming back. The Play program is designed to provide each child with maximum touches in an environment that provokes their curiosity with the ball, engages their minds, and keeps the game fun.

Grades 1-3 and 4-6





“I start early and I stay late, day after day, year after year. It took me
17 years and 114 days to become an overnight success .”

Messi



