



FTEM MODEL OVERVIEW

HIGH PERFORMANCE AND DEVELOPMENT

MARCH 2021

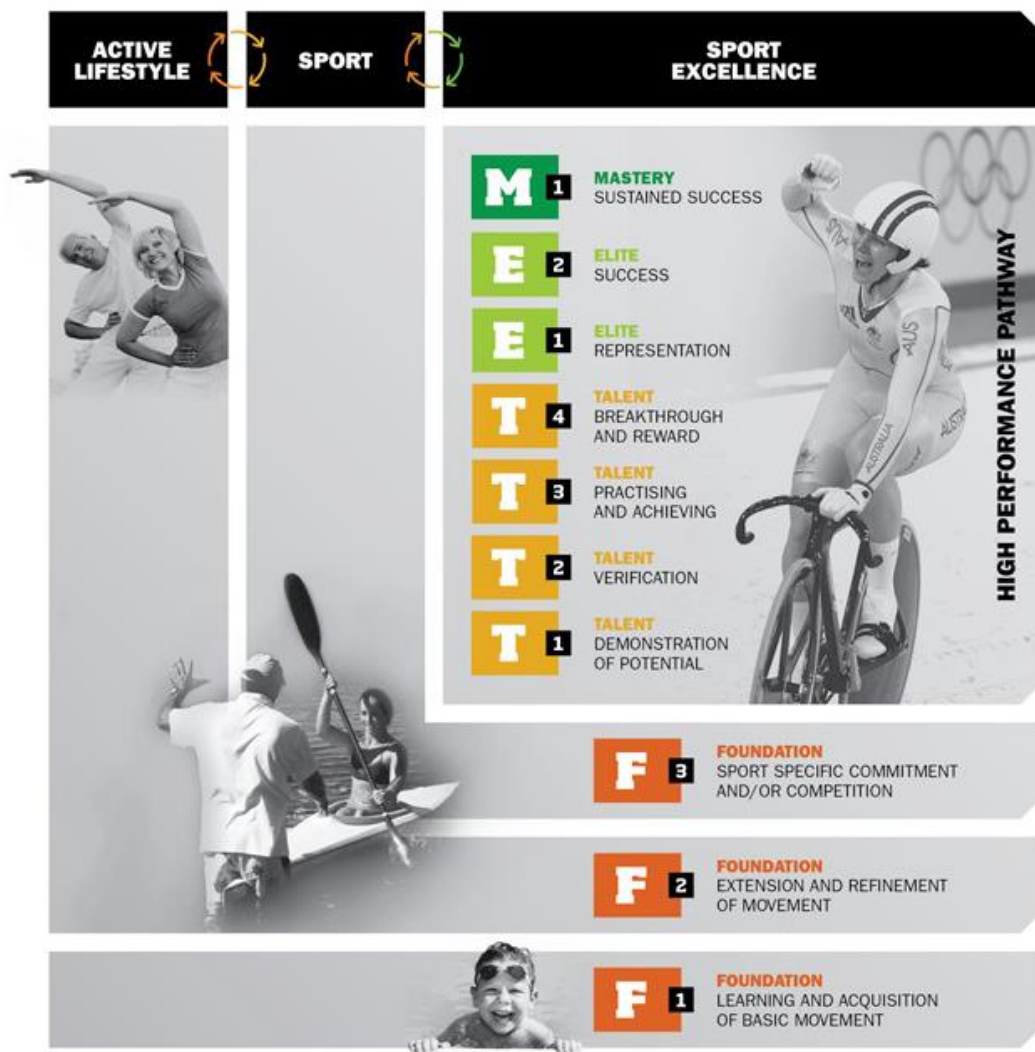
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1 INTRODUCTION TO FTEM

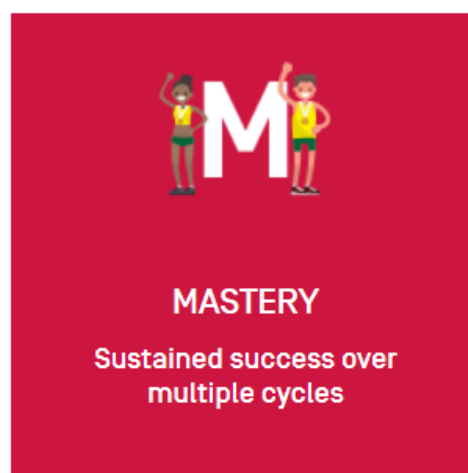
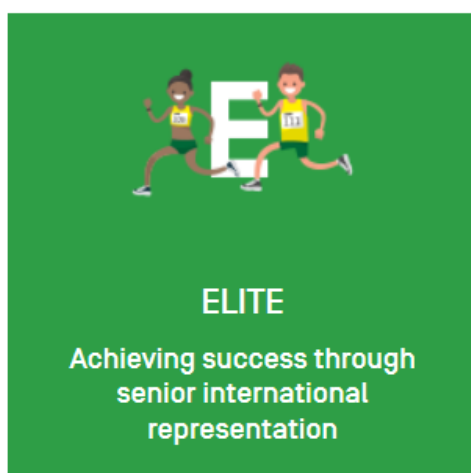
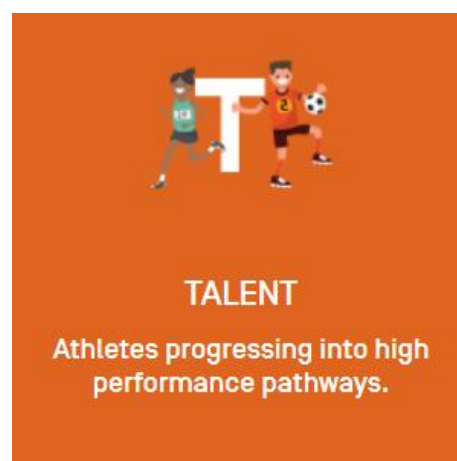
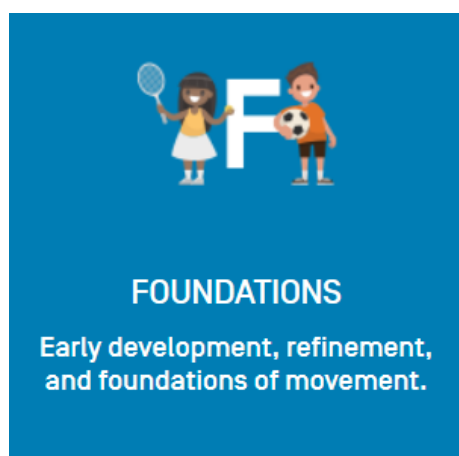
All athletes and participants in Para Ice Hockey are on a **pathway**, whether towards a Paralympic Gold Medal, or as a lifelong participant of the sport. In order to better understand and capture these different pathways, The World Para Ice Hockey (WPIH) will apply and align pathways using the **Foundations, Talent, Elite and Mastery (FTEM)** model.

FTEM is a practical tool to assist in reviewing, planning and supporting athlete pathways, as well as their members and stakeholders (National Sporting Organisations, Paralympic Committees and their personnel, coaches, teachers, community leaders etc.) The model consists of four macro phases of athlete development: *Foundation, Talent, Elite* and *Mastery*, which are further differentiated into 10 micro phases. The below image and Appendix A illustrate the model.



2 WHAT IS FTEM?

The FTEM model was developed by the [Australian Institute of Sport \(AIS\)](#) and aims to assist sports organisations to establish 'better practice' talent identification and development pathways that are aligned to **key drivers of success**. To develop the model, the creators combined theoretical research with the AIS's practical high-performance sport experience.



The model has been used extensively by the AIS and majority of Australian Sporting Organisations, featured within the International Olympic Committee's (IOC) consensus statement on *Youth Athlete Development* and the recently published *NBA and Youth Basketball Participation guidelines*. Other adopters of the model include the Japan Sport Council, Swiss Olympic Committee and Swiss Ice Hockey Federation – see Appendix B.

3 FTEM PHASES

The **F phases** are associated with the early development, refinement, and expression of the foundations of movement, leading to life-long physical literacy. Physical literacy is deemed to be a critical precursor for the three key outcomes of sport; *active lifestyle, recreation, and high performance* and has been recognised as a key strategic pillar and 'platform' for enduring success of sporting systems. The reference to "re-learning" applies to persons with an acquired disability.

Foundations Phase – Early sporting experiences

- F1 – Learning/re-learning and acquisition of basic movement
- F2 – Extension and refinement of movement
- F3 – Commitment to sport and/or active lifestyle

Strategically, the function of the four complementary and sequential **T phases** is to maximise a pre-elite athlete's talent potential and their subsequent conversion to elite status while minimising dropout or underachievement.

Talent Phase – Demonstrable talent and achievement of pre-elite

- T1 – Demonstration of potential
- T2 – Talent verification
- T3 – Practising & achieving
- T4 – Breakthrough & reward

The **E1 phase** represents achievement of an elite athlete status through selection and representation at the highest senior levels of international or professional sport. The **E2 phase** represents achievement of medal-winning performances at peak competitions, such as World Championships, Paralympic Games or World Cups. **Mastery** athletes achieve sustained success at E2 by repeating their wins over multiple high-performance cycles (> four years).

Elite and Mastery Phase – Achieving and maintaining elite performance

- E1 – Senior elite representation
- E2 – Senior elite success
- M1– Sustained elite success

4 WHY FTEM?

- The FTEM model provides a **holistic** and **multidimensional** approach to athletic development.
- It is well suited to **Para Sports** as it is non-linear and flexible, accommodating multiple re-entry and exit points which allows broad flexibility and adaptability.
- Informed by **international best practice** and accumulated practical learnings from elite para and able body athletes, including the perspectives and experiences of **athletes** and **coaches**. It was also informed by the **Long Term Athlete Development (LTAD)** model (*Appendix C*), which is commonly used in able body Ice Hockey.
- It can directly inform and support strategy, programming and resource allocation, as well as identifying gaps in current sporting pathways.
- It provides practical methods to assist sport stakeholders, members and those developing sport systems.
- Enhancing understanding of sporting pathways will help to improve the experiences of more people, at more levels of the pathway, more often.
- Aligns to the World Para Sports HPD Strategic Objectives and Focus Areas of: *Participation, Pathways* and *High Performance*.
- The role of WPIH is to develop systems and partnerships to maximise athlete development and progression through the pathway. Having an effective operational pathway blueprint is key to effective pathway management.
- Understanding and establishing partnerships with the various programme providers ensures visibility, clarity and accountability of athlete support and contributes to a sustainable talent pipeline and elite performance into the future.

5 FTEM AND A 'WHOLE OF SPORT' APPROACH

Each phase of the WPIH Athlete Pathway can also integrate additional elements, such as; athlete preparation, programmes, on and off-ice development, equipment, competition, leadership, system partners etc. Appendix D illustrates how Ski Australia utilised the model to fully integrate and include such components in their Alpine Talent Pathway.

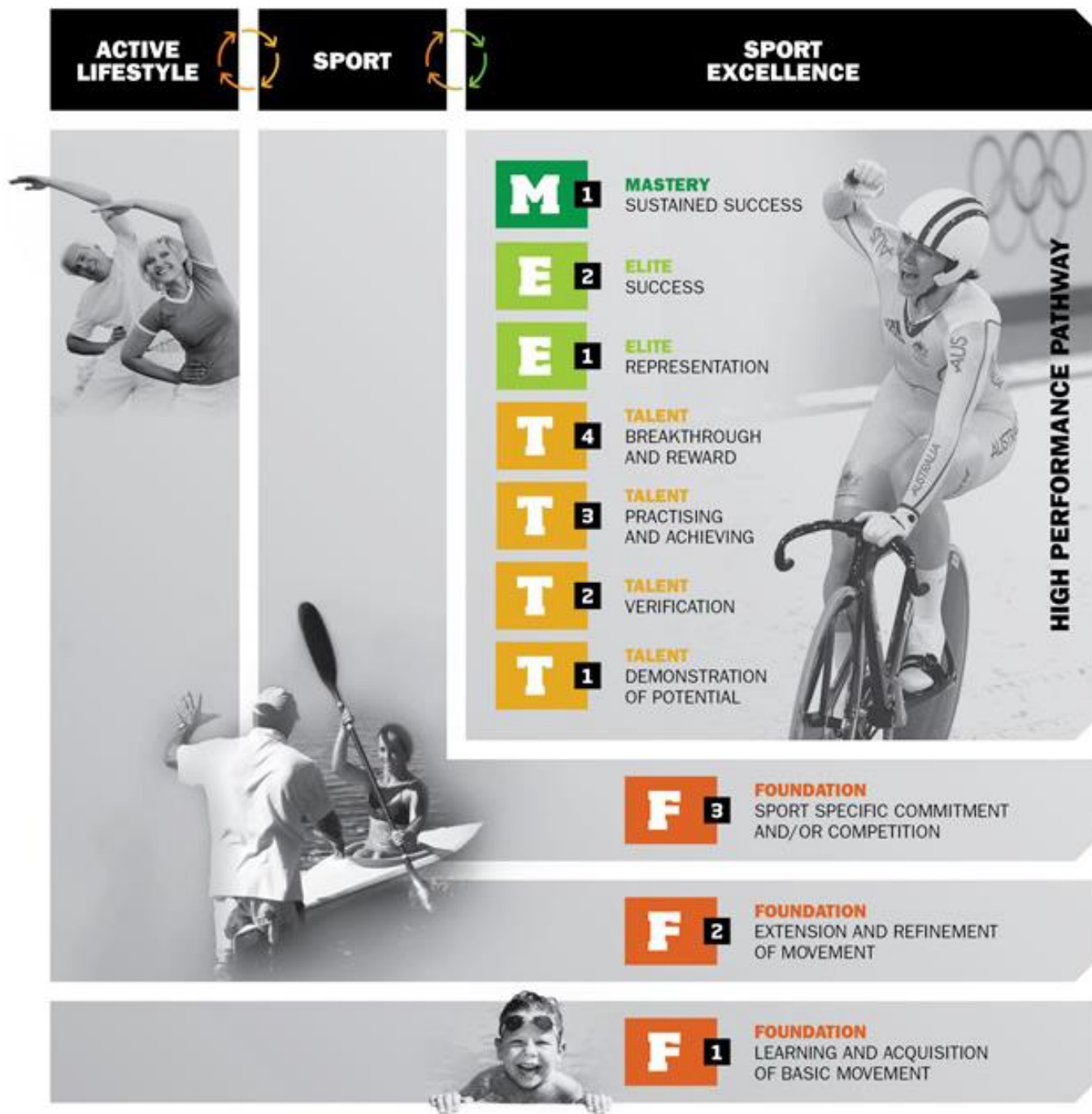
With support from stakeholder input, in the first edition of the WPIH HPD Framework, the aim is to align:

- Athlete Pathway
- Competition Structure
- System Partners
- Programmes, Resources & Toolkits.

WPIH and WPS staff will also work towards aligning Coach, Technical Official and Classification Pathways to an HPD Framework. The model will enable WPIH to inform its community about the Pathways to High Performance, and to support programme providers in delivering long-term athlete development opportunities.

To adequately facilitate an individual's development at each level of FTEM, WPIH requires a dedicated and integrated approach, including, positive engagement and collaboration with direct stakeholders (Athletes, Coaches, Member Associations, clubs etc.) who are in turn, adequately supported through effective system level programming and support.

6 APPENDIX A: FTEM MODEL

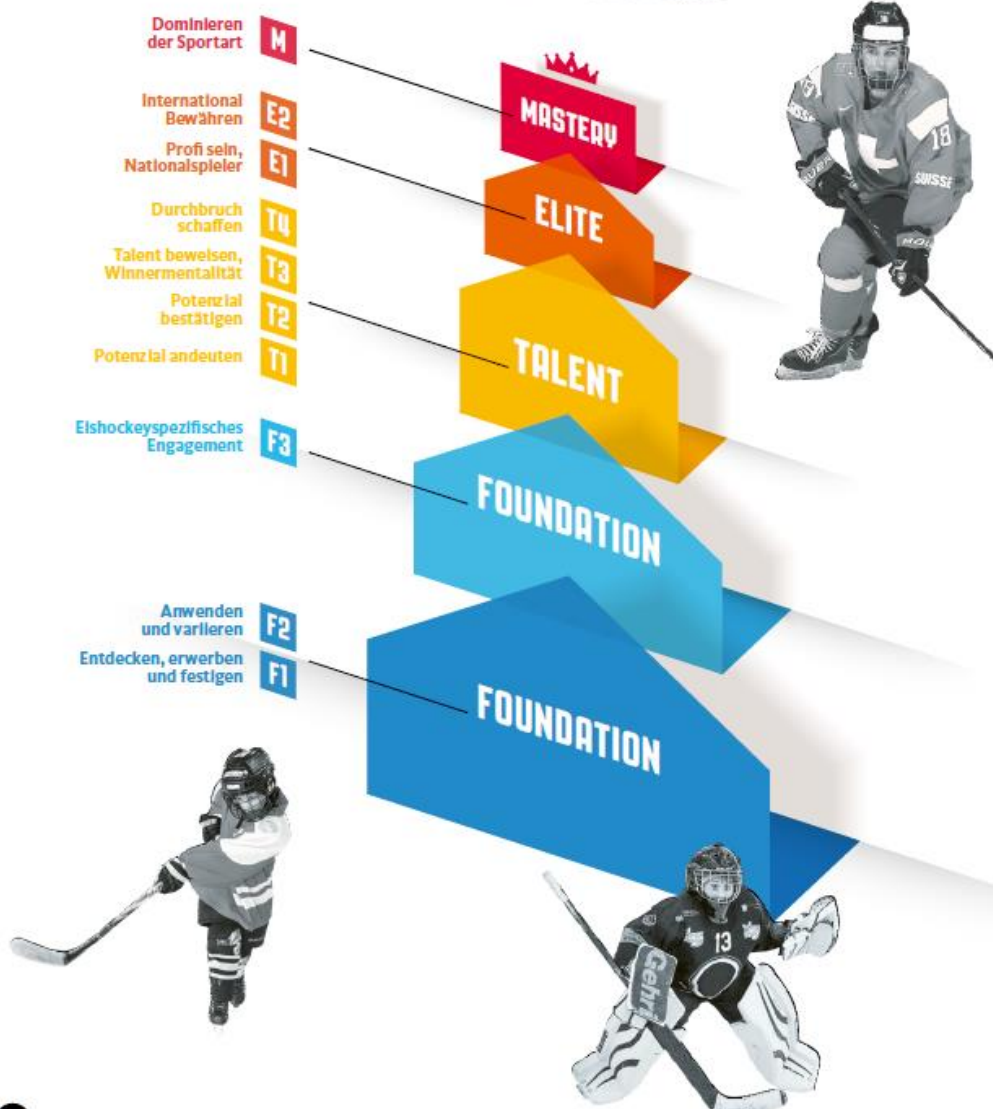


7 APPENDIX B: SWISS ICE HOCKEY FEDERATION TALENT PATHWAY



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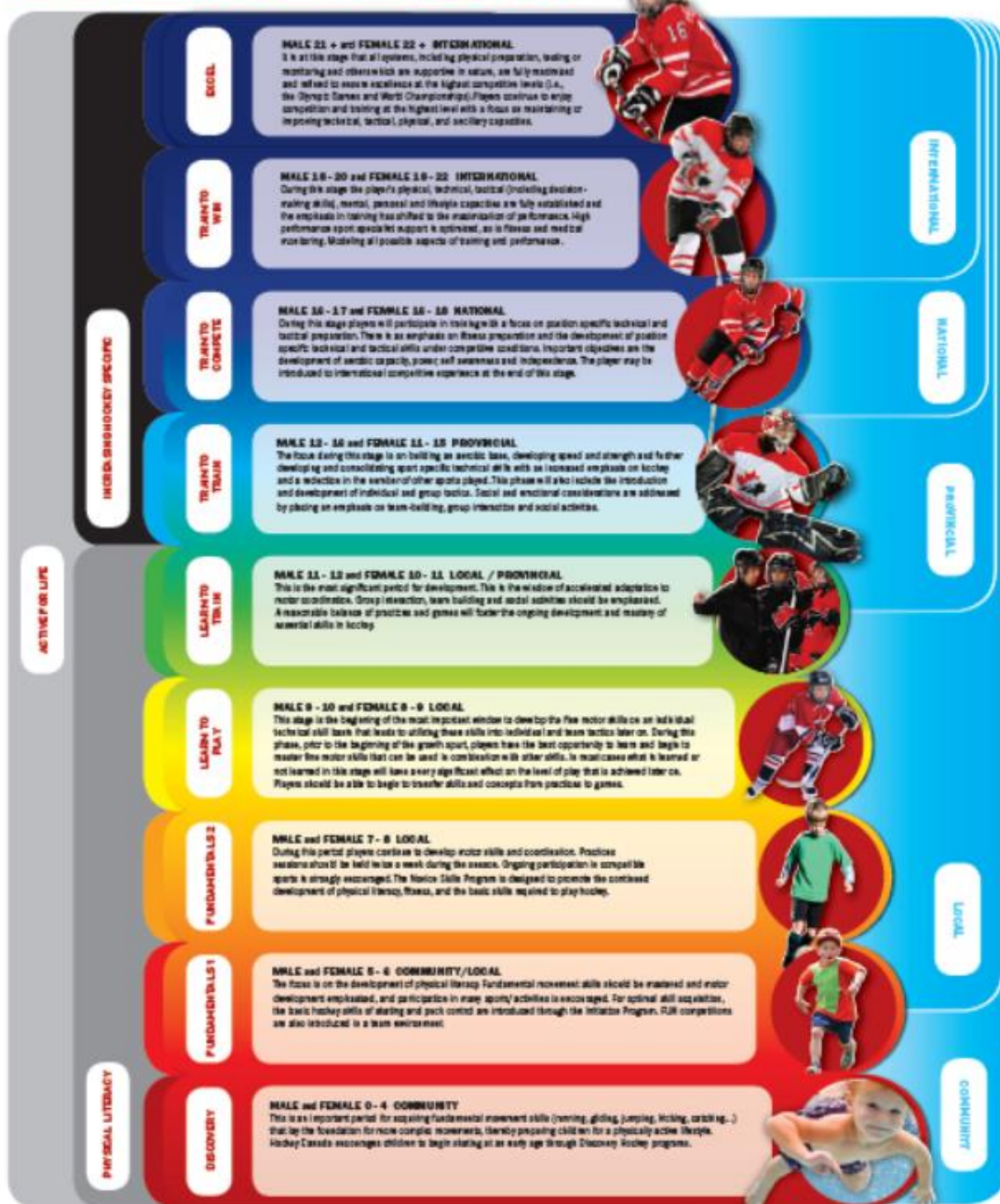
TALENT WAY TALENT/SPITZENSPORT



8 APPENDIX C: HOCKEY CANADA LTAD MODEL



Sport Canada's Long-Term Player Development (LTPD) Research Paper "Canadian Sport for Life" sets out a framework for sport development in Canada. Hockey Canada's Long Term Player Development (LTPD) is a five stage model based on the physical, mental, emotional and cognitive development of children and adolescents. Each stage reflects a different point in developing the player. The first four stages emphasize physical literacy and a broad range of sport experiences. The next five stages focus on development and competitive excellence. Active for Life encourages life-long physical activity and informed healthy lifestyle choices with participation in hockey long after the competitive years.



9 APPENDIX D: INTEGRATED T3 SAMPLE - SNOW AUSTRALIA

SNOW AUSTRALIA ALPINE ATHLETE PATHWAY





DEVELOPING

COMMITMENT AS A PRE-ELITE ATHLETE AND REFINEMENT OF HOLISTIC SKILLS THROUGH EFFECTIVE, DELIBERATE PROGRAMMING

| | | | |
|---|---|--|--|
|  <p>PRE-ELITE ATHLETE</p> | <p>Dedicated to day to day practice and progressive competition to refine snow-sport skills and execution. Aware of their own training requirements integrating effectively technical, tactical, physical, physiological and psychological components. Continue to refine discipline specific skills, and become more involved with their own development in order to be prepared and competitive within key competitions. Ability to execute consistent and accurate performance skills for relevant discipline in all weather, snow conditions and all terrains. Good balance of sport and vocational commitments and a strong sport-life balance and freestyle activities supporting psychological and physical wellbeing.</p> |  <p>PROGRAMS</p> | <p>Snow Australia national direction with on/off-snow programs. Committed to a full-time program. National team representation and/or selection into ETP, NSWIS or VIS (where applicable).</p> |
|  <p>COMPETITION TARGETS</p> | <p>Junior World Championships, Ner-Am Cup, ANZ Cup, FIS events, Europa Cup.</p> |  <p>OFF-SNOW SKILL DEVELOPMENT</p> | <p>Dedicated strength and conditioning programs focusing on speed, agility, power, coordination, control and kinesthetic elements. Ongoing monitoring through an Athlete Management System. Optimising physical, physiological, psychological, tactical, technical and wellbeing qualities. Progression of athlete education initiatives including building their brand, sponsorship, negotiating potential high performance stressors, anti-doping, financial management etc. Utilise injury prevention strategies.</p> |
|  <p>ON-SNOW SKILL DEVELOPMENT</p> | <p>Maximising self-regulatory skills in training and competition environments by identifying their own on-snow strengths and weaknesses, problem solving and seeking and experimenting with workable solutions. Works to a plan/strategy designed to address key needs maximizing their own strengths and minimizing and attending to their weaknesses. Regular freeskii activity to further self-challenge and enjoy time out from formal training and competition.</p> |  <p>EQUIPMENT</p> | <p>All equipment should adhere to FIS specifications. Athlete develops equipment knowledge and maintenance, seeking professional guidance to ensure right fit and match of equipment.</p> |
|  <p>LEADERSHIP</p> | <p>Snow Australia Clubs and Head Coaches. The coach-athlete relationship is built on a mutual trust and respect. The coach-athlete relationship develops into a collaborative partnership with the athlete "self-coaching" and sharing feedback with coaches.</p> |  <p>SUPPORT</p> | <p>Snow Australia Discipline Directors, Head Coaches, ETP, NSWIS, VIS and Parents. Supporting sporting efforts and role modelling positive sportsmanship. Showing respect to leadership personnel, coaches, and officials. Allowing coaches to adopt a best-practice, holistic and ecological approach incorporating effective skill acquisition to develop athletes and promoting mental engagement by promoting athlete autonomy and problem solving through less prescription.</p> |
|  <p>ATHLETE PREPARATION</p> | <p>Complete and adhere to athlete (IPP) benchmarked optimal international standards to achieve short, mid and long-term goals. Training hours will increase and become more intensive on and off-snow. Work to identify the ideal performance state and implement strategies to achieve this state consistently. Effective management of training and competitive loads. Work towards mastery of all aspects of preparing mentally for competition, by refining their use of positive self-talk and imagery, and after events habitual self-reflection and problem solving. Demonstrate the concepts consistently of strong self-regulation, commitment, control, and strength and coping skills.</p> |  <p>OFF-SNOW SKILL DEVELOPMENT</p> | <p>Dedicated strength and conditioning programs focusing on speed, agility, power, coordination, control and kinesthetic elements. Ongoing monitoring through an Athlete Management System. Optimising physical, physiological, psychological, tactical, technical and wellbeing qualities. Progression of athlete education initiatives including building their brand, sponsorship, negotiating potential high performance stressors, anti-doping, financial management etc. Utilise injury prevention strategies.</p> |