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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 (WPIIH) 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

ACTIVE LIFESTYLE

SPORT

SPORT EXCELLENCE

M1
Mastery
Sustained success

E2
Elite success

E1
Elite representation

T4
Talent breakthrough and reward

T3
Talent practising and achieving

T2
Talent verification

T1
Talent demonstration of potential

F3
Foundation sport specific commitment and/or competition

F2
Foundation extension and refinement of movement

F1
Foundation learning and acquisition of basic movement

HIGH PERFORMANCE PATHWAY
7 APPENDIX B: SWISS ICE HOCKEY FEDERATION TALENT PATHWAY
8 APPENDIX C: HOCKEY CANADA LTAD MODEL
DEVELOPING

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

PRE-ELITE ATHLETE

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 recreational commitments and a strong sport-life balance and lifestyle activities supporting psychological and physical wellbeing.

PROGRAMS

Snow Australia national direction with snow/af snow programs. Committed to a full-time program. National team representation and/or selection into T1, T2, NSWIS or VIS (where applicable).

COMPETITION TARGETS

- Junior World Championships, Nor-Am Cup, ANC Cup, FIS events, Europa Cup.

EQUIPMENT

All equipment should adhere to FIS specifications. Athlete develops equipment knowledge and maintenance, seeking professional guidance to ensure right fit and match of equipment.

ON-SNOW SKILL DEVELOPMENT

Maximising self-regulatory skills in training and competition environments by identifying their own strengths and weaknesses, problem solving and adapting and experimenting with suitable solutions. Works to a plan/training directed to address key needs maximising their own strengths and minimising and attending to their weaknesses. Regular frasian activity to further self-challenge and enjoy time out from formal training and competition.

OFF-SNOW SKILL DEVELOPMENT

Developed strength and conditioning programs focusing on speed, agility, power, co-ordination, control and kinesthesia, altemate Ongoing monitoring through an Athlete Management System: Optimizing physical, physiological, psychological, tactical, technical and wellbeing qualities. Progression of athlete education initiatives including building their brand, sponsorship, negotiating potential high performance sponsorship, anti-doping, financial management etc. Unrivalled prevention strategies.

LEADERSHIP

Snow Australia, Clubs and Clubs. 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 coacher.

SUPPORT

Snow Australia Discipline Directors, Head Coach, ETP, NSWIS, VIS and Parents. Supporting sporting efforts and role modeling positive sportsmanship. Showing respect to leadership personnel, coaches, and officials. Allowing coaches to adopt a best-practice, holistic and ecological approach to holistic skill acquisition to develop athletes and promoting habitual self-regulation by promoting athlete autonomy and problem solving through less prescription.

ATHLETE PREPARATION

Complete and adhere to athlete PEP (benchmark against international standards to enhance 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 other aspects habitual self-reflection and problem solving. Demonstrate the concepts consistently of strong self-regulation, commitment, control, and strength and coping skills.