

The FTEM NSW Participant and Athlete Development Framework - System level Guidelines and Considerations : All Levels.

A systems and best practice approach for empowering and supporting NSW citizens through life-long active living, recreation and sport.



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Acknowledgment of Country

The NSW Office of Sport acknowledges that we are living and working on Aboriginal land and recognises the strength, resilience and capacity of Aboriginal people on this land.

We would like to acknowledge all of the Traditional Custodians of the land and pay respect to Aboriginal Elders past and present.



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FTEM NSW was informed by the **original FTEM framework** developed in and around 2011/12 by the Athlete and Pathways Development team at the **Australian Institute of Sport** comprising of Dr Jason Gulbin, Morag Croser, Elissa Morley, Dr Juanita Weissensteiner and Alicia Mathews. FTEM is recognised within the International Olympic Committee's consensus statement on youth athletic development released in 2015 within the British Journal of Sports Medicine (See Bergeron et al., 2015).

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Introduction & Background

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Future Champions Strategy

The NSW Office of Sport's **Future Champions** strategy was launched in December 2019. Its primary focus is to ensure that the participants and emerging athletes of NSW, have the right fit of sporting engagement, knowledge and support to fulfill their sporting ambitions and success on and off the sporting field. To achieve this and utilising a consolidated best practice approach, the strategy provides clear recommendations for the NSW sports sector to review and refine their operational strategies and related education, networking and support systems.

Directly informed and aligned with the **FTEM NSW Participant and Athlete Framework**, the strategy comprises 16 recommended actions across 6 key strategic drivers - Pathway Leadership, Coaching, Empowered Participants and Athletes, Pathway Intelligence, Competition and Development and Performance Environments.

The **Future Champions** strategy has a deliberate focus on building the foundations of the NSW pathways system through effective and agile leadership, strategy, knowledge sharing, networking and building the evidence-base. Informed by the best practice principles of the **FTEM NSW Participant and Athlete Framework**, guidance provided to NSW Sporting Organisations and their network partners will not only cover their Talent strategies, but also importantly their underpinning Foundational strategies and fit of programs and delivery.

Attending to a key action of the Future Champions strategy, this interactive resource was developed specifically to support our stakeholders and sector within NSW, in their understanding and application of the FTEM NSW Framework.

For more information on the NSW Office of Sport's Future Champions strategy please visit <https://sport.nsw.gov.au>





Some information about this resource

What is the purpose of this resource?

The following resource provides detailed information and best-practice guidance on the **FTEM NSW Participant and Athlete Development Framework**. Substantial expertise and practical learnings sourced from within the NSW sector, contributed to the development of this resource and its practical recommendations.

Who is it for?

All stakeholders and organisations and their personnel who oversee or assist participant and/or athlete and coach development and respective Foundational (Participation), Talent and High Performance strategies, operations, delivery and education.

This includes but is not limited to -

- Participants and Athletes
- Parents, Guardians and Carers
- Coaches, Managers and Clubs
- Teachers and Schools
- Lecturers, scholars and Universities
- Practitioners
- State Sporting/ Recreational Organisations
- National Sporting/Recreational Organisations
- State and National Government Agencies

How do I use this resource?

This resource can be viewed either in its entirety or you can access specific information for each of the Foundational, Talent and Elite and Mastery sections by either clicking on the right of the **contents page 3**, the **images on page 14** or clicking on the **interactive tabs within each of the FTEM levels**.

How will it assist me in my role?

The advice and recommendations presented within this resource and accompanying versions are centred around the participant or athlete at that level, have been directly informed by contemporary global evidence and best practice and importantly are a fit to the sporting sector within NSW. Importantly, the recommendations tabled are not intended to be exhaustive but provide a 'checklist' of considerations for progressing current strategy and practice. It is envisaged that the information and guidance provided will be of value to facilitate -

- the review, refinement and alignment of current strategy and practice within a sport's 'whole of sport' remit
- clarity in mapping, aligning and communicating a sport's Foundational, Talent and High performance strategies, operations, programs and products and sector partnerships
- the ongoing engagement, education and support of participants, athletes and support providers including parents, coaches, schools, clubs etc.

Where do I find more information?

Accompanying this resource are partitioned versions specific to -

- Foundational Levels
- Talent Levels
- Elite and Mastery levels

FTEM NSW resources specific to Coaches and Instructors has also been developed to complement this resource. Please visit <https://sport.nsw.gov.au> to access the set of **FTEM NSW Best Practice Tips for Coaches and Instructors** resources.

For more information and advice for parents, schools, clubs and sporting organisations please visit our website <https://sport.nsw.gov.au>.



Image courtesy of Simo Vilhunun

Introducing **FTEM NSW**

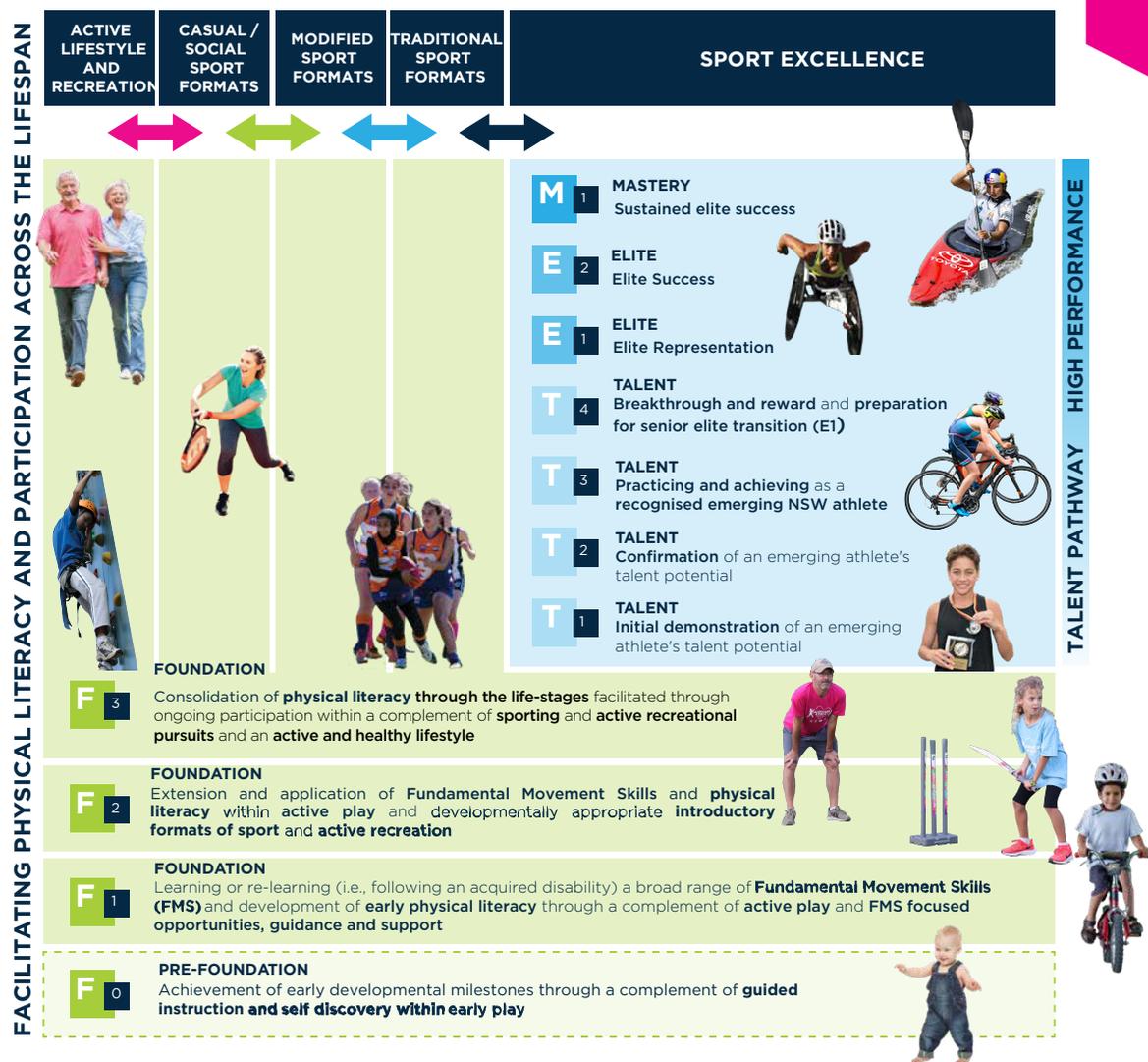
The **FTEM NSW Participant and Athlete Development Framework** developed by the NSW Office of Sport is an **integrated and progressive framework and whole of system approach**:

- providing a strategic and practical blueprint for NSW and the sporting active recreation sector for supporting all outcomes of Physical Activity including Active Recreation, Community Sport Participation and High-Performance sport.
- empowering the participants and athletes of NSW and supporting them through their life-long journey in sport and physical activity.
- supporting stakeholders (i.e., parents, coaches, volunteers, schools, universities, clubs, sporting organisations and providers etc.) by providing best-practice guidance for each level of the developmental continuum from grass roots to podium.

FTEM NSW is directly informing and supporting current policy, strategy, practice and delivery within the NSW sport sector including the **Future Champions** strategy.

The translation and application of FTEM NSW is considerate of international best practice and benefits from accumulated practical learnings from within the NSW and National sector including the perspectives and experiences of participants, athletes and coaches.

FTEM NSW PARTICIPANT AND ATHLETE FRAMEWORK





Background of FTEM NSW

- Informed by the **original FTEM Athlete Development Framework (Gulbin, Croser, Morley & Weissensteiner, 2013)** developed at the **Australian Institute of Sport** and utilised extensively extensively through out the Australian sport sector including a number of National Sporting Organisations.
- Informed the review and refinement of sport pathways within a number of Australia National Sporting Organisations (NSO) including but not limited to **Cricket Australia, Swimming Australia, Tennis Australia, Netball Australia, Hockey Australia, Golf Australia, Water Polo Australia, Judo Australia, Squash Australia and Snow Australia.**
- Recognised by the **International Olympic Committee (IOC)** as a 'viable, evidence-informed and inclusive developmental framework ' within the **IOC Consensus Statement on Youth Athlete Development** (Bergeron et al., 2015).
- Is aligned with and facilitates the implementation of Sport Australia's **National Physical Literacy Framework** (see www.sportaus.gov.au/physical_literacy) through its 'whole of systems' and operational approach and its provision of guidance for all stakeholders at each level, across the life-course.
- Is featured within the National policy recommendations **Getting Australia Active III** (see <https://preventioncentre.org.au/wp-content/uploads/2020/05/Getting-Australia-Active-III-April-2020.pdf>).
- Featured within the **Top Ten Tips for Parents** website and podcast resource, launched federally alongside **Sporting Schools** in 2015.
- Recognised within the **NBA Youth Basketball Participation Guidelines** (DiFiori et al., 2018).
- Utilised extensively within **Switzerland** and **Japan** to review and refine sport pathway strategy and practice.



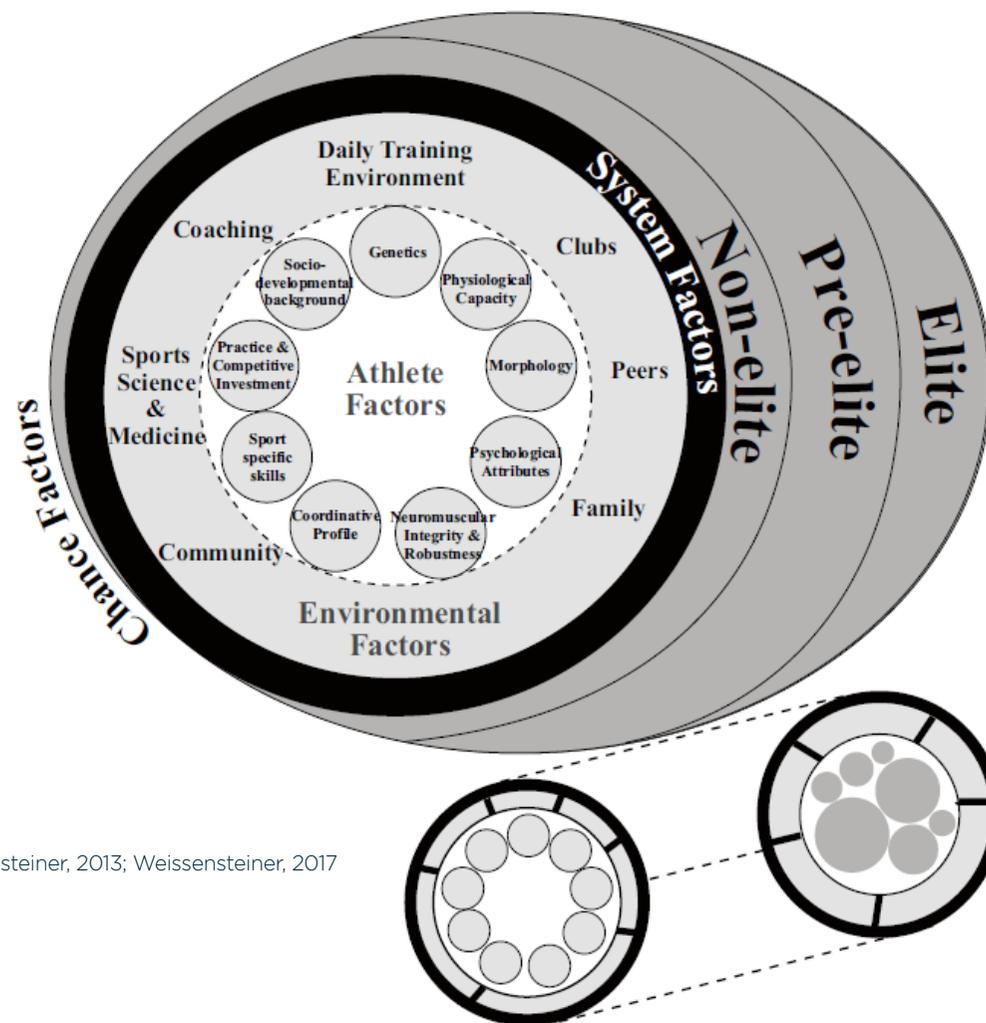
Key features of FTEM NSW

- Presents a 'chronology' of eleven integrated and progressive developmental levels spanning the lifespan and inclusive of all physical activity outcomes - **Active Lifestyle pursuits, Social, Recreational and High-Performance sport**.
- Provides a **logical blueprint** ensuring the right fit and progression of strategy, programs and support for participants no matter what level they are at.
- To ensure coverage of the lifespan and to ensure alignment with **Sport Australia's National Physical Literacy Framework**, FTEM NSW features an additional level in its Foundational stage, the Pre-Foundational level F0, at its base.
- Includes **imagery that is inclusive and representative of the participants and athletes of NSW** and features sporting ambassadors Olympian Jessica Fox and Paralympian Madison de Rozario.
- Provides a **common language** for all stakeholders.
- Is **inclusive** catering for all participants no matter their motivation and goal, life-stage, demographic, capability or capacity.
- Is **flexible** in application catering for **individual variability**.
- Within its **Foundational** levels, highlights the critical importance of developing **early movement foundations and physical literacy** to support positive engagement in physical activity through the life stages.
- Within its **Talent** levels, provides a logical and progressive approach to support the **effective selection, development and transition of emerging athletes**.



The 3D-AD Development Model

Informed directly by the **3DAD (Three-Dimensional Athlete Development)** ecological model, **FTEM NSW** is holistic in its coverage and application, recognising and supporting the required integration and interaction of **individual, environmental and system factors** at each level.



Gulbin & Weissensteiner, 2013; Weissensteiner, 2017

The 3DAD2 Athlete Development model demonstrates the multi-dimensional, longitudinal and interactive nature of athlete development across the sporting journey.

3D-AD In Action:

Participant holistic profile and development

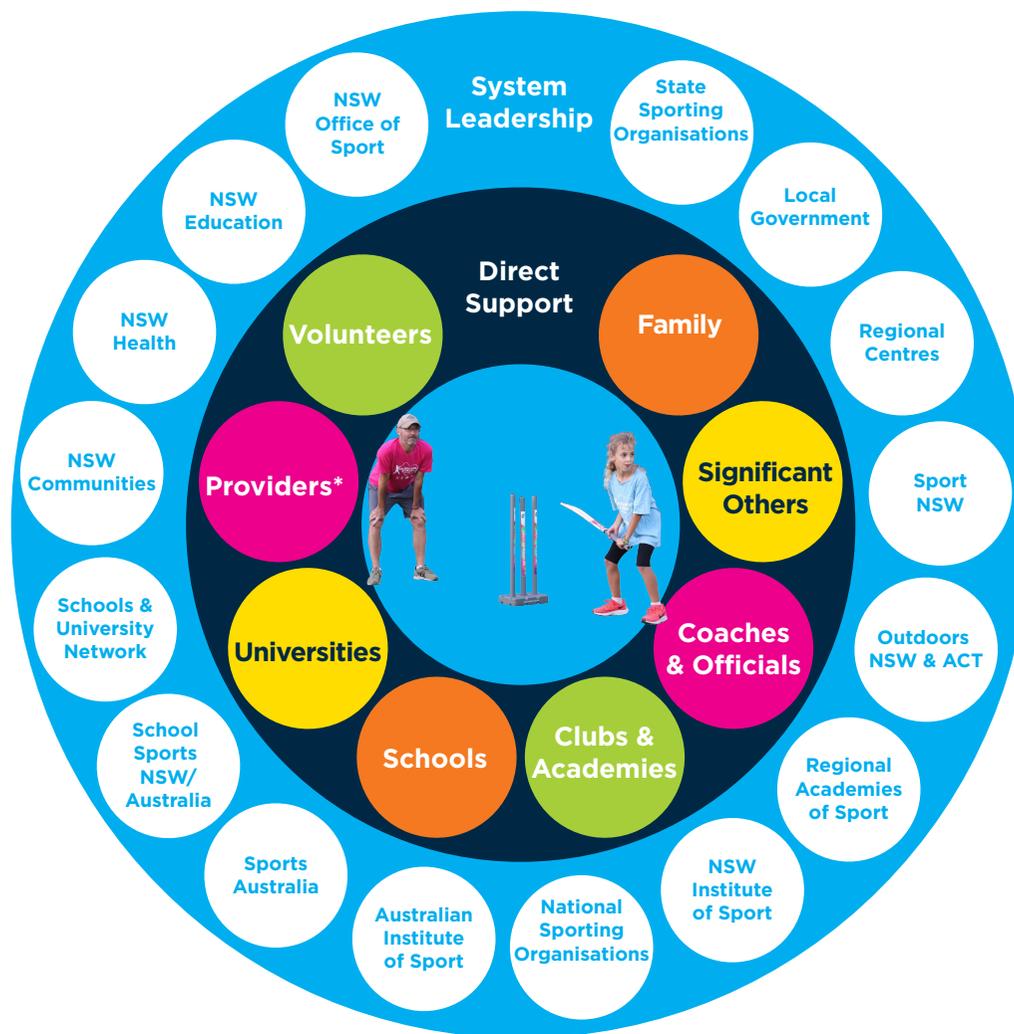
At the core of FTEM NSW, is building on the early elements of physical literacy and effectively integrating them (*the right complement at the right time*) to **support the participant's holistic development and competencies**, in and out of sport.



3D-AD In Action:

Integrated environmental and system support

To adequately facilitate an individual's development at each level of FTEM NSW and ensure the **right support at the right time**, requires a dedicated integrated approach and effort including importantly, positive engagement and collaboration of direct support providers who are in turn, adequately supported through effective system level leadership and support.



*Includes Sport & Recreational, Sport Science & Medicine and Private Providers

What **FTEM NSW** is not

FTEM NSW is not predicated on chronological age.

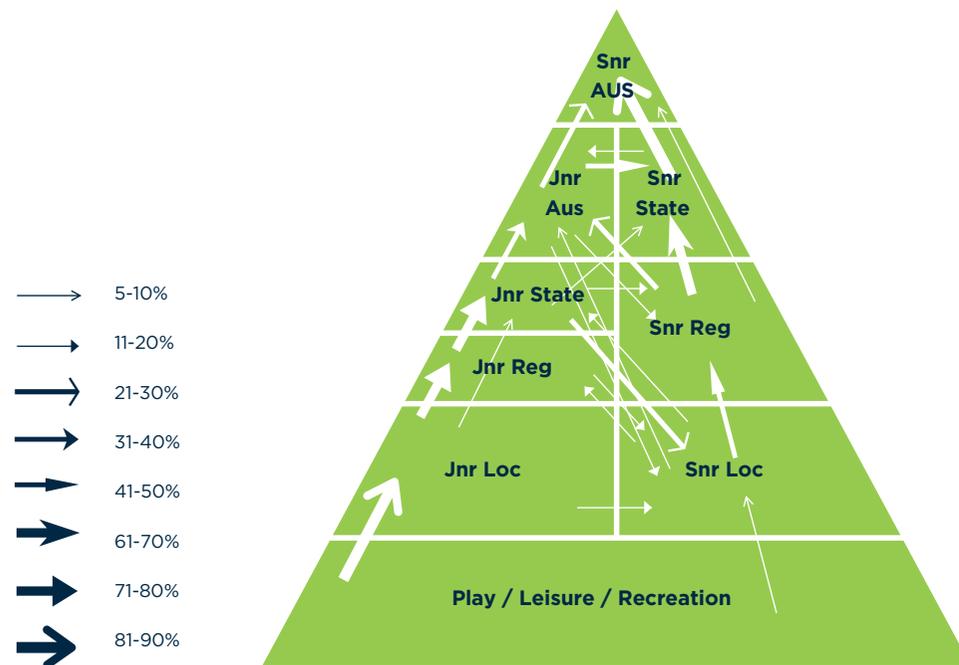
Whilst there is an advocated chronology of development, milestones and opportunity in its early Foundational levels, the majority of the framework is not solely predicated on chronological age. Considerate of the realistic variance in ages of participants and athletes (consider an older athlete transferring into another sport), FTEM NSW advocates a best practice approach to maximising development and progression to ensure that whatever level a participant or athlete enters, they receive the right fit of opportunity, experiences and support.

FTEM NSW is not linear in application.

Whilst at first glance it may appear LINEAR diagrammatically, FTEM NSW is not in its application. Due to its coverage and inclusion of all outcomes of sport and active recreation, FTEM NSW caters for concurrent participation within different sports, across levels and across active lifestyle and recreation and sport. For instance, a commonality of many athletes, is their recreational participation in another sport

or enjoyment of a recreational activity to balance the demands from their main sport and this can be easily mapped and catered for using FTEM NSW.

In addition, due to its inherent flexibility in application by focusing on an integrated best practice approach for each level and not age, it caters for multiple entry and exit points which is characteristic of the participation journey of many participants and athletes. (See Figure).



The varied developmental trajectories of 256 Senior Elite Athletes (Gulbin, Weissensteiner, Oldenzel and Gagné, 2013)



Benefits of **FTEM NSW** for our stakeholders and sector

- **Visualises** the vibrant NSW active recreation and sporting landscape.
- Provides an **evidence-based, best practice** and **logical** approach for maximising participant & athlete development.
- Provides a **whole of system** approach for facilitating and **operationalising physical literacy** across the **life course**.
- Provides **visibility** of recreational & high-performance sport **opportunities** for **participants** across the life course.
- Provides a **legacy** as an **operational blueprint** for a sport/organisation.
- Provides a **common language** for all stakeholders.
- Provides critical guidance to **Coaches and Instructors** to facilitate their **knowledge, capability, engagement and delivery** specific to each developmental level.
- Promotes **inclusion** and positive **engagement** of all participants considerate of their developmental level, physical capacity and capability, demographic, motivation and aspiration.
- Contributes to operational **efficiencies**.
- Provides **transparency** and supports **accountability**.
- Supports **visibility** and **alignment** of **programs**.
- Supports **recognition** of valued **partners and partnerships**.
- Provides **clarity** of **delegation** and **roles**.
- Ensures **alignment and collaboration of all** stakeholders.





Unpacking the levels of **FTEM NSW**



F stands for strong **FOUNDATIONS**:

facilitating the building blocks for lifelong physical literacy and supporting ALL outcomes of Physical Activity including Active Lifestyle & Living, Recreation and High-Performance sport.

CLICK on the image above for detail and advice on the Foundational levels of FTEM NSW.



T stands for **TALENT**:

effectively identifying, confirming, developing and transitioning pre-elite athletes in preparation for future elite level competition and representation.

CLICK on the image above for detail and advice on the Talent levels of FTEM NSW.



E and **M** stand for **ELITE** and **MASTERY**:

engaging our athlete ambassadors and providing holistic and integrated support to adequately prepare them for elite performance and life during and after sport.

CLICK on the image above for detail and advice on the Elite and Mastery levels of FTEM NSW.

Unpacking the **Foundational levels** of **FTEM NSW**



Pre-Foundation 0

Achievement of early developmental milestones through a complement of guided instruction and self discovery within early play.



Foundation 1

Learning or re-learning (i.e., following an acquired disability) a broad range of Fundamental Movement Skills (FMS) and development of early physical literacy through a complement of active play and FMS focused opportunities, guidance and support.



Foundation 2

Extension and application of Fundamental Movement Skills and physical literacy within active play and developmentally appropriate introductory formats of sport and active recreation.



Foundation 3

Consolidation of physical literacy through the life-stages facilitated through ongoing participation within a complement of sporting and active recreational pursuits and an active and healthy lifestyle.

Why are the **Foundational levels** so important?

The genesis of the original **FTEM** framework was borne from an imperative to attend to the Foundational levels of sport and active recreation. The Foundational levels are critically important to not only ensure life-long physical literacy but also effective and enjoyable sport engagement including providing the key foundations for developing future elite sporting performance.

Based on compelling and objective evidence specific to a diminishing sports participation base due to -

- declines in fundamental movement competencies and physical literacy
- an increase in youth participating in organised sport formats and specialisation in one sport much earlier

- corresponding declines in diversified sports and recreational participation and free play
- decreasing engagement in sport with increasing age
- increase in inactivity, sedentary lifestyles, obesity and related health issues
- recognised constraints specific to fit and sustainability of participatory sport strategies, underpinning programs and delivery.

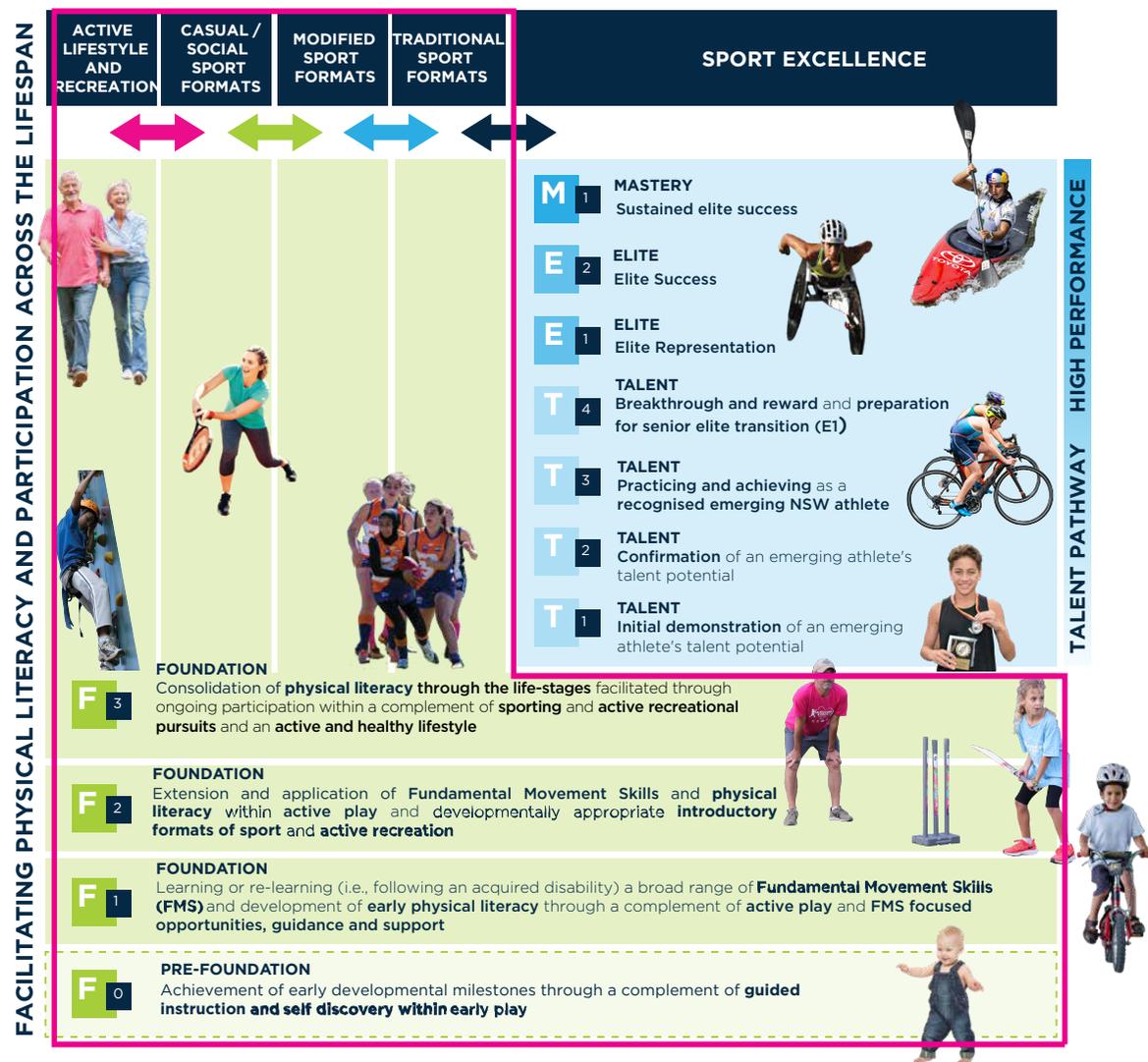
it was apparent that an evidence-based and practicable strategy that addressed these issues and truly supported the delivery and coordination of best practice within the critical foundational levels of sport and active recreation was warranted.



Key features of the **Foundational levels**

Provides a **whole of system blueprint** for supporting physical activity through its -

- chronology of **four progressive Foundational levels** to develop and facilitate physical literacy and support positive engagement in sport and active recreation.
- coverage of the **lifespan of the participant** (i.e., baby, child, youth, adult, senior) - A **pre-Foundational FO level** has been added to **FTEM NSW** to ensure coverage across the lifespan.
- capture of the participation landscape including the **complement of formats** from active lifestyle pursuits to casual, modified and traditional sport and caters to concurrent involvement in these opportunities by the participant.
- guidance informed by **contemporary best practice principles** specific to child motor development, physical literacy, pedagogy/coaching, ecological systems and skill acquisition and national and international **evidence, practice and consensus**.
- visualisation of **participation opportunities** (programs, products, delivery) specific to each life stage that are a fit to the motivation, demographic, capacity, capability and commitment of the participant.



Personifying and operationalising the **Foundational levels**

Over the next few pages, we will unpack each of the Foundational levels of the FTEM NSW Framework.

Integrating a holistic and ecological approach to athlete development, performance and support inspired by the 3D-AD* (Three Dimensional Athlete Development) model, three progressive layers of information and advice centred around the sport participant, will be provided specific to each level and as depicted in the graphic below.

Please use the interactive tabs on the right of each page to access information and advice specific to each level.



Layer 1: Description of Level	<ul style="list-style-type: none">• Focus• Desired competencies & knowledge• Support Providers• Approximate age range• Physical Literacy Level
Layer 2: In ACTION: Considerations for Development and Learning	<ul style="list-style-type: none">• Unorganised activities/environments• Organised activities/environments
Layer 3: In ACTION : Considerations for Environmental and System support	<ul style="list-style-type: none">• Strategy, Engagement & Planning• Stakeholder Engagement• Program fit and delivery• Coaching/Instructors



* For more information on the 3DAD model, please refer to the following documents -

- FTEM NSW Participant and Athlete Development Framework: A Systems Overview - Complete Version
- FTEM NSW Participant and Athlete Development Framework: A Systems Overview - An Introduction and Background to FTEM NSW

Pre-Foundational level 0

Description of level

Focus: Achievement of early developmental milestones through a complement of guided instruction and self discovery within early play

Context for the participant

A baby – toddler is achieving their early motor milestones (e.g., crawling, learning to sit and stand, learning to walk, run, push and pull, grasping and intercepting objects etc.) through guided and facilitated self- discovery and play.

Key Support Providers

- Parents
- Early Childhood Education Providers
- Medical and Allied Health Providers
- Rehabilitation Providers

Approximate Age Range

0 to 2-3 years

Physical Literacy Phase

Pre-Foundational



Early Developmental Competencies

Foundational level 0

Foundational level 1

Foundational level 2

Foundational level 3

In Action - Considerations for development and learning

Achievement of early movement skills

Acquisition of rudimentary movement skills and achievement of relevant developmental milestones, facilitated through guided self-discovery.

These skills include -

- Tummy time
- Learning to sit – supported and unsupported
- Crawling
- Learning to stand – supported and unsupported
- Learning to walk – supported and unsupported and then run, hop, skip
- Push and pull
- Grasping and manipulating objects.

Social engagement and learning

Application of early movement skills and fostering of early social engagement with other babies/toddlers within safe and stimulating environments e.g., best practice baby/toddler programs, dedicated play centres, early childhood education, Parents, Guardian and Carer groups etc.

Learning and developing through play at home

Applying and learning early movement skills within the home environment under the guidance of parents, guardians and carers.

- Enjoying lots of free play and learning and interacting and using all of the senses (visual, verbal, tactile) through self discovery.
- Immersion within safe, sensory-rich and stimulating play environments (e.g. colourful, sensory, incorporates music etc.).
- Right fit of toys and aids that are safe and facilitate self-discovery and learning.
- Guidance provided when required with clear instruction.
- Lots of positive encouragement.



Foundational
level 0

Foundational
level 1

Foundational
level 2

Foundational
level 3

In Action - Considerations for environmental and system support

Higher level Strategy, Engagement and Planning

Promote awareness regarding -

- importance of achievement of rudimentary developmental milestones
- related developmental time frames.

Collaborate with medical and allied health and child development experts to provide accessible, evidence-based guidance and engaging resources for parents, guardians, carers and early childhood providers to facilitate a child's early development.

Medical and Allied Health

Effective engagement and collaboration with paediatric experts to develop evidence-based guidelines specific to the timing and quality of acquiring early motor milestones.

Parents, Guardians and Carers

Effective engagement, education and support of parents, guardians and carers specific to -

- timing and quality of early developmental milestones
- how to facilitate early development through guided discovery and play in the home environment
- right fit of toys/aids to facilitate play, learning and development.

Early Childhood & Rehabilitation Providers

Effective engagement and education of Early Childhood Education Providers and Rehabilitation Providers specific to -

- timing and quality of early developmental milestones
- right fit of organised program, curriculum and delivery
- right fit of toys, aids and environment to facilitate discovery, learning and development through play.



Foundational
level 0

Foundational
level 1

Foundational
level 2

Foundational
level 3

Foundational level 1

Description of level

Focus: Learning or re-learning (i.e., following an acquired disability) a broad range of Fundamental Movement Skills (FMS) and development of early physical literacy through a complement of active play and FMS focused opportunities, guidance and support.

Context for the participant

The participant is learning or re-learning (i.e., child, teenager or adult following an acquired disability) a broad complement of Fundamental Movement skills (FMS) including locomotor, object control, balance, aquatic and acrobatic skills and applying them within a complement of free play at home and at school, organised FMS programs, and through active recreation

Key Support providers

- Early Childhood Education Providers and Teachers
- Medical and Allied Health Providers
- Rehabilitation Providers
- Schools
- Providers within Sport, Outdoor and Recreational programs specific to early acquisition of FMS

Approximate age range

Generally 4 to 7/8 years but for individuals with an acquired disability it could be any age.

Physical Literacy Phase

Foundation & Exploration

- Swimming in a pool or the ocean

Aquatic skills

- Forward rolls
- Tumbling
- Somersaults

Acrobatic skills

Locomotor skills

- Running
- Hopping
- Jumping
- Using a wheelchair or prosthesis for participants with a disability

Interceptive and object control skills

- Kicking
- Catching
- Throwing or Hitting a ball

Dynamic Balance skills

- Riding a bike,
- Standing on a surfboard
- Riding a skateboard or snowboard



Developing a complement of FMS Competencies

Foundational level 0

Foundational level 1

Foundational level 2

Foundational level 3

In Action - Considerations for development and learning

Acquisition and extension of a full complement Of Fundamental Movement Skills (FMS)

Acquiring all FMS through sampling a complement of land-based and aquatic developmentally appropriate activities within -

- A complement of play-based activity - active and sport related, nature/outdoor, interactive, imaginative, musical and dance.
- engaging and best-practice organised sport, outdoor and recreational programs with a focus on early FMS development.

Extension of FMS competencies within different environments (grass, sand, water, snow, flat, incline etc.) and with progressive challenges.

Re-acquisition of FMS for participants with an acquired disability

Overseen and facilitated by Rehabilitation Providers etc. through a complement of organised rehabilitation, FMS programs and play based experiences.

Learning and developing through play

Regularly participating and enjoying free active play within the home, neighbourhood with family and friends, outdoors and at school.

Play contributes to the refinement of FMS and development of -

- neuro-muscular coordination and control and fitness
- early physical literacy

Active and healthy lifestyle

Applying and enjoying a complement of land-based and aquatic FMS through a healthy and active lifestyle with family and friends.

Active transport

Applying and enjoying FMS within regular active transport activities with family and friends (e.g., walking or cycling to the local park, school etc.).



In Action - Considerations for environmental and system support

Higher level Strategy, Engagement and Planning

- Promotion of best practice principles through dedicated communications, resources and educational programs for all stakeholders specific to the importance of FMS and early physical literacy as building blocks to lifelong engagement in physical activity and the critical contribution of both active play and organised programs to this cause.
- Support the review of State and National Physical Activity Participation strategies with a focus on positive engagement and retention.
- Support the review of current NSW Sport & Recreational FMS/early Physical Literacy curricula, programs and products.
- Urban Planning specific to provision of inclusive, diversified, accessible and safe play environments.
- Incentivised and inclusive Participation Schemes (e.g., Active Kids) to support accessibility for all participants including ATSI, CALD, disability, rural and regional, economically disadvantaged participants.
- Longitudinal data capture (e.g., children's mastery of FMS and early PL etc.) and related insights informing prioritisation and impact of overarching strategy, planning, interventions and resource allocation.

State Sporting Organisations (SSO) and State Sporting Organisations for People with Disability (SSOD)

- Review current Participation programs and products to ensure they facilitate the acquisition of FMS and early Physical Literacy (delivered within and external to the SSO/NSO) and are inclusive and accessible for all participants (i.e., ATSI, CALD, disability, regional and rural, economically disadvantaged etc.) and effective in engagement and delivery, resulting in retention.

- Engage and educate parents, coaches and providers regarding the importance of FMS and early physical literacy to support lifelong engagement in active recreation and sport and how they can facilitate it.
- Ensure strong alignment with local schools, clubs and providers specific to operational alignment and efficiency, fit of programs and delivery.

Schools and Centres

Review and refinement of current programs and products ensuring that they facilitate -

- a full complement of land-based and aquatic FMS and developing early physical literacy inclusive of it's physical, social, cognitive and psychological components.
- access to a complement of play based experiences including active, free play and sport-based play, interactive and nature/outdoor play, music and dance.
- sampling a complement of FMS through organised activities that are engaging and stimulating and promote discovery and learning are inclusive of the physical, social, cognitive and psychological components of physical literacy.
- the right fit of format and delivery, environment, facilities and equipment to foster free play, discovery and learning, FMS and early physical literacy.
- effective delivery by teachers and providers ensuring inclusion, positive engagement and learning.
- Engagement, education and support of parents, guardians and carers.

Parents, Guardians and Carers

Engage, educate and support parents regarding how they can facilitate their child's early acquisition of a full complement of FMS and early Physical Literacy through -

- play based experiences within the home and neighbourhood environment – active play and sport-based play, interactive, and nature/outdoor play, music and dance
- sampling FMS skills within play and organised, best-practice and engaging FMS programs
- embracing an active and healthy lifestyle as a family etc.

Coaches/Rehabilitation Providers

Engage, educate and support coaches and rehabilitation providers to facilitate children's early acquisition (or re-acquisition) of FMS within well delivered and best practice organised programs and rehabilitation settings that promote and incorporate play based activities, sampling within and across a complement of FMS and application of FMS within early active recreation.

Recreational and Outdoor Providers

Engage, educate and support recreational and outdoor providers to facilitate children's early acquisition (or re-acquisition) of FMS within well delivered and best practice organised programs that promote and incorporate a broad range of play based activities, sampling within and across a complement of FMS and application of FMS within active recreation and outdoor educational settings.

Foundational
level 0

Foundational
level 1

Foundational
level 2

Foundational
level 3

Foundational level 2

Description of level

Focus: Extension and application of Fundamental Movement Skills and physical literacy within active play and developmentally appropriate introductory formats of sport and active recreation.

Context for the participant

The participant is applying and extending their FMS and early Physical Literacy within organised introductory formats of sport, diverse unorganised Play experiences within the home and school environment and through active recreation and an active and healthy lifestyle.

Key support providers

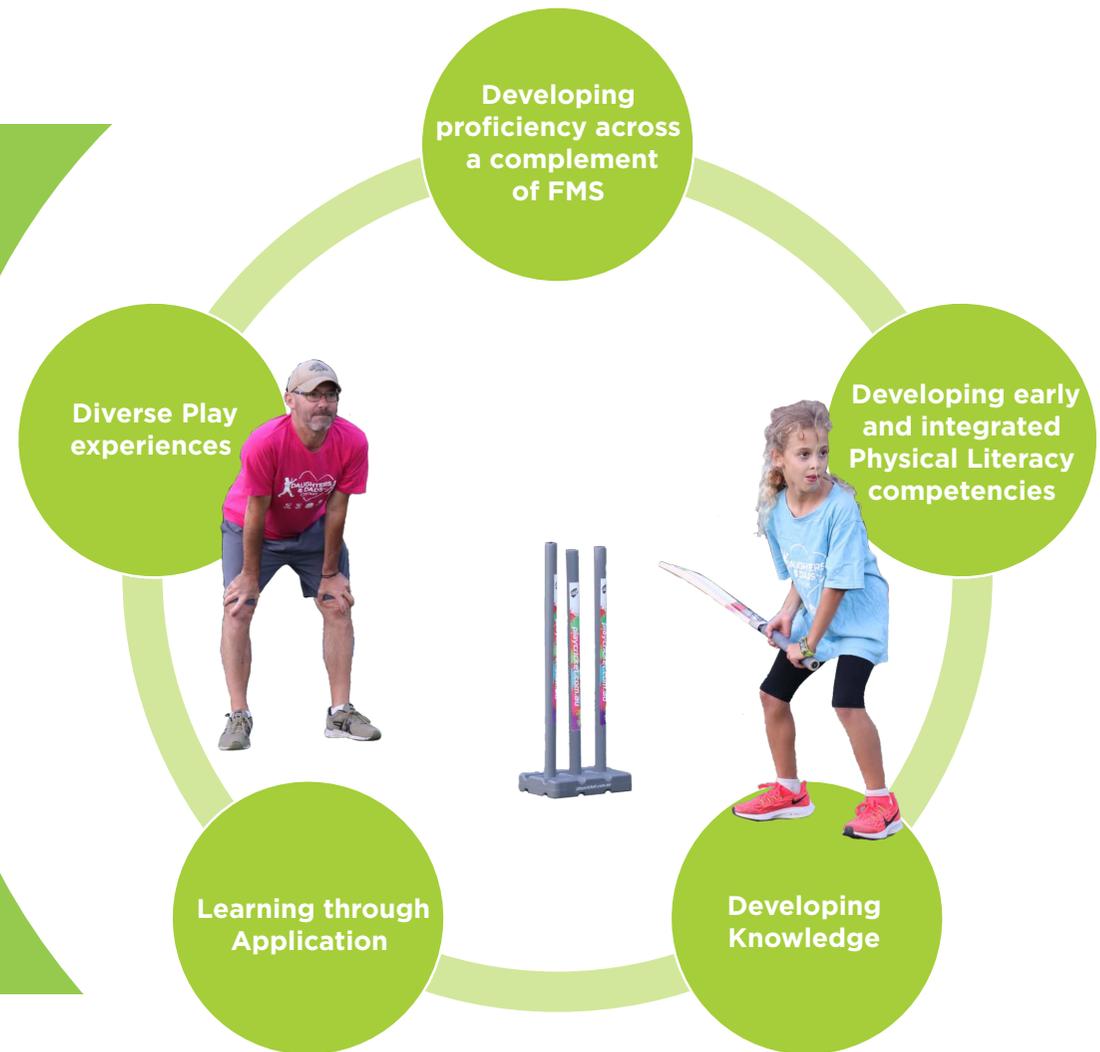
- Parents
- Teachers, Coaches/Instructors and Private Providers
- Schools
- Sports and their club network
- Recreational and Outdoor Providers

Approximate age range

Generally 8 to 11 years for the majority of participants but could be any age for individuals with an acquired disability or youth/adults being introduced to a sport or recreational activity for the first time.

Physical Literacy Phase

Acquisition and Accumulation



**Applying Fundamental Movement skills
and extending Physical Literacy**

Foundational
level 0

Foundational
level 1

Foundational
level 2

Foundational
level 3

In Action - Considerations for development and learning

Introduction to sports

Introduced to sports through the right fit of organised introductory formats, programs and products that -

- feature an evidence-based and progressive curriculum delivered by quality providers
- are age/developmentally appropriate
- are engaging
- integrate and facilitate all physical literacy dimensions
- incorporate play and game-based activities.

Active and healthy lifestyle

Applying and enjoying all FMS through a healthy and active lifestyle with family and friends.

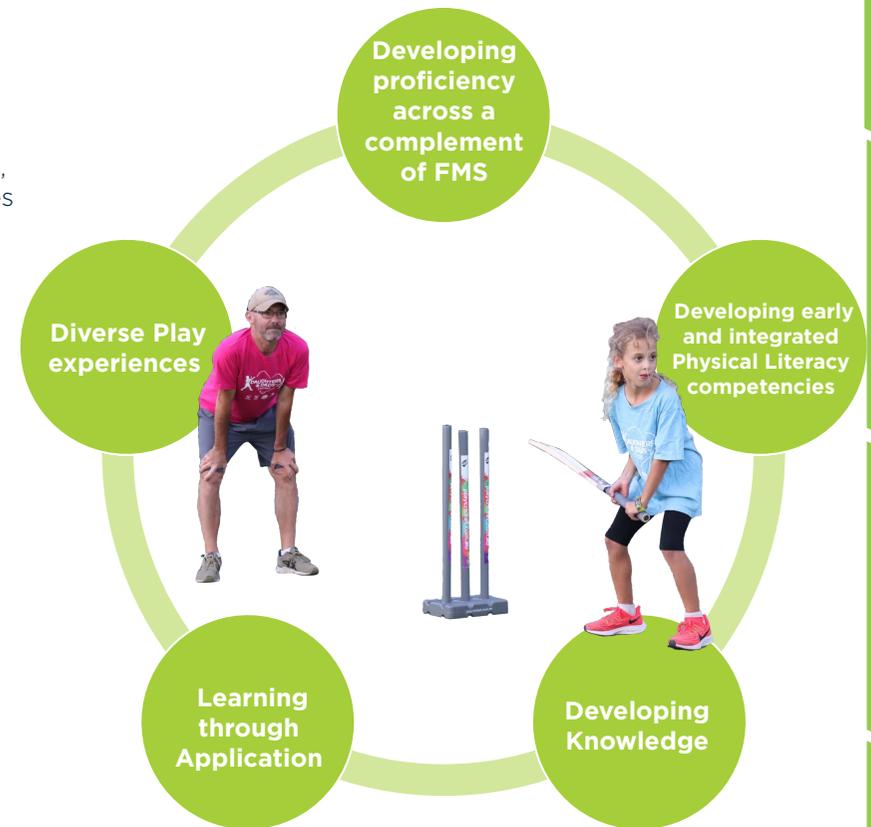
Learning and developing through diversified play experiences

Regularly participating and enjoying active free play within the home and neighbourhood with family and friends, outdoors and at school which facilitates and progresses their -

- complement of land based and aquatic FMS
- neuro-muscular coordination and control and fitness
- physical literacy and all of its integrated components (i.e., physical, psychological, social and cognitive).
- early acquisition of sporting skills.

Active transport

Applying and enjoying FMS within regular active transport activities with family and friends (e.g., walking or cycling to the local park, school etc.).



Foundational
level 0

Foundational
level 1

Foundational
level 2

Foundational
level 3

In Action - Considerations for environmental and system support

Higher level Strategy, Engagement and Planning

- Promotion of best practice participant development, inclusion, safety and integrity through effective communications and resources education & engagement of all stakeholders (i.e., parents, coaches, providers, schools, clubs, sporting organisations etc.).
- Support the review of State and National Physical Activity Participation strategies with a focus on positive engagement and retention.
- Support the review of current NSW Sport & Recreational Introductory programs/products
- Urban Planning specific to provision of -
 - inclusive, diversified, accessible and safe play environments
 - suitable facilities to support Introductory Sport programs and delivery.
- Incentivised and Inclusive Participation schemes (e.g., Active Kids) to support accessibility for all participants including ATSI, CALD, disability, rural and regional, economically disadvantaged participants.
- Advice specific to the recognition and support of Volunteers within Sports and their club network.
- Longitudinal capture of data specific to mastery of FMS, PL, engagement in active play and participant retention within organised sport formats and related insights informing prioritisation and impact of overarching strategy, planning, and resource allocation.
- Promote awareness of the value of sport for rehabilitation providers to provide opportunities for participants with an acquired disability.

State Sporting Organisations and State Sporting Organisations for People with Disability

- Review current introductory programs/products and ensure they are the right fit of format and delivery and are inclusive and accessible (i.e., ATSI, CALD, disability, rural and regional, economically disadvantaged etc.), safe and effective in engagement and delivery and integrate all dimensions of physical literacy within their curricula.
- Ensure coaches have the commensurate skills, engagement and experience to deliver effectively.
- Ensure strong alignment with local schools, clubs and providers specific to operational alignment and efficiency, fit of programs and delivery.
- Engage and educate parents, coaches, teachers and providers regarding the importance of introductory formats of sport, diversified play, and sampling and how they can facilitate (e.g., provide educational resources, activities for facilitating play etc.).

Schools

- Provision of a complement of introductory age and developmentally appropriate sport formats, programs and products for children to sample within the school environment to apply and extend their FMS and physical literacy.
- Ensure all coaches/providers have the commensurate skills, experience and delivery to facilitate positive engagement, learning and development.
- Ensure strong alignment with local coaches, sporting, recreational and outdoor organisations and clubs to assist with delivery.

- Right fit of format and delivery, environment, facilities and equipment to facilitate the early acquisition of sporting skills.
- Encouragement of diversified play and game based activity within the school environment.
- Engagement, education and support of parents, guardians and carers.

Parents, Guardians and Carers

Engage, educate and support parents regarding how they can facilitate their child's refinement of FMS and early physical literacy through a complement of -

- introductory sport programs/products that are the right fit of format/dimensions and delivery for their child
- sampling different sports within both unorganised play experiences and organised introductory sport/outdoor programs
- embracing an active and healthy lifestyle which incorporates active transport.

Coaches/Providers

Engage, educate and support coaches and providers to facilitate children's application of FMS and early physical literacy through -

- effective, inclusive and safe engagement and delivery
- the right fit of Introductory sport program/product featuring developmentally appropriate dimensions, equipment, rules etc.
- diversified Play and game-based activities
- encouragement of sampling within and across sports.

Foundational
level 0

Foundational
level 1

Foundational
level 2

Foundational
level 3

In Action - Considerations for environmental and system support

Recreational and Outdoor Providers

Review and refinement of current programs and delivery ensuring that they are -

- A fit to the developmental level and competencies of the participant (i.e., Introductory)
- Integrate all dimensions of Physical Literacy within their curricula and delivery
- Ensure all instructors/providers have the commensurate skills, engagement and experience.

Foundational level 3

Description of level

Focus: Consolidation of physical literacy through the life-stages facilitated through ongoing participation within a complement of sporting and active recreational pursuits and an active and healthy lifestyle.

Context for the participant

The participant is consolidating their Physical Literacy and required knowledge structures and applying them effectively through the life stages within a complement of -

- active lifestyle and recreational pursuits
- casual, modified (age and capability appropriate) and traditional formats of organised sport
- unorganised formats of sport and recreational activity
- diversified Play experiences.

For gifted athletes, consolidation of their holistic sport-specific skills, expressed through commitment to learning within training and competition, sampling a broad range of sport, recreation and play and specialising later, provides solid foundations for future high performance.

Key support providers

- Parents
- Teachers, Coaches/Instructors Duke of Edinburgh and Private providers
- Schools, Universities
- Sports and their club network
- Recreational and Outdoor Providers (Sport and Recreational Centres)
- Regional Academies of Sport (if recognised as a Foundational level program by their respective SSO/SSOD).

Approximate age range

YOUTH 12-18 years;
ADULT >18-65 years;
SENIORS >65 years

Physical Literacy Phase

Consolidation & Mastery,
Transfer & Empowerment



Foundational
level 0

Foundational
level 1

Foundational
level 2

Foundational
level 3

**Extending on Strong Foundations and
being Physically Active for Life!**

In Action - Considerations for youth development and learning

Progressive physical literacy and application of skills within an active lifestyle and regular participation within active recreation and sport.

Diversified play and game-based learning and application.

Sampling across sports and recreational pursuits.

Late specialisation.

Compelling evidence globally shows that early specialisation (i.e., committing to one sport or activity exclusively before the age of 13 -15) contributes to potential burn-out and drop-out and is poorly correlated with future high performance success within sport.

Life balance and embracing an active lifestyle.

Learning about and enjoying a healthy and balanced lifestyle with family and friends.

Effective self-regulation.

Self-driven learning through high self- organisation, awareness, problem solving and continual self-reflection, is strongly associated with academic and sporting performance and are critical skills for life !

For gifted aspiring athletes, inclusive and accessible opportunities to enter the Talent Pathway.

Smart practice.

It's the quality that counts! Whilst commitment to practicing your skills is important, it's how you practice which is the key e.g., investing in ecological practice and training preserving the full complement of skills (perceptual, technical, tactical) and promoting versatility and adaptability;

practicing within competition-like settings, different scenarios, contexts and conditions etc.

Active smarts.

Awareness and application of skills and strategies to support ongoing Physical Activity including but not limited to:

- nutrition and hydration
- sleep and recovery
- right fit of equipment, footwear, clothing etc.
- load management (training and competition), injury
- prevention and management
- tracking of health status (e.g., awareness of frequency and intensity of physical activity, incorporating feedback from wearable technologies etc.)
- psychological strategies
- mental/physical wellbeing and maintenance of life balance
- benefits of an active lifestyle

Effective load management and neuromuscular integrity.

Good balance of training and competition commitments and demands (i.e., between school, club etc.), postural and core stability and strength, recovery and injury prevention strategies etc.

Active transport

Enjoying regular active transport (e.g., walking and/or cycling to the park, school, university, work).



Foundational level 0

Foundational level 1

Foundational level 2

Foundational level 3



In Action - Youth considerations for environmental and system support

Higher level Strategy, Engagement and Planning

- Promotion of best practice participant development, inclusion, safety and integrity through effective education and engagement of all stakeholders (i.e., parents, coaches, providers, schools, clubs, sporting organisations etc.) that covers -
 - holistic development and best practice skill acquisition
 - inclusion, child safety, health and hygiene biological
 - maturation of participants and implications for the fit of competitive formats to ensure inclusion
 - the importance of sport sampling prior to specialisation
 - importance of engaging in play
 - knowledge and application.
- Support the review of State and National Physical Activity Participation strategies in partnership with other key areas of government.
- Support the review of current NSW Sport & Recreational programs and competition formats and delivery.
- Urban planning specific to provision of -
 - inclusive, diversified and accessible play environments
 - suitable facilities to support diversified, accessible and inclusive sport and recreational programs and delivery
- Incentivised and inclusive active recreation and sport participation schemes (e.g., Active Kids) to support accessibility for all participants including ATSI, CALD, disability, rural and regional, economically disadvantaged etc.).
- Positive engagement, application of knowledge and skills and achievement through the Duke Of Edinburgh program.

- Longitudinal capture of data specific to participant retention and related insights informing prioritisation and impact of overarching strategy, planning, and resource allocation.
- Provide advice and support specific to the recognition and development of volunteers within sports and their club network.

State Sporting Organisations and State Sporting Organisations for People with Disability, Regional Centres and Academies

- Review and refinement of current programs and products, curricula and their delivery ensuring that they facilitate inclusive (i.e., ATSI, CALD, disability, rural and regional, economically disadvantaged etc.), safe and engaging youth participation within active recreation & sport.
- Partnership between schools, junior and senior clubs, universities, sporting organisations and all providers through visible and aligned Foundational Pathways and mutually beneficial and agreed competition formats and calendars.
- Ensure strong alignment with schools and clubs specific to fit of programs and products and delivery.
- Ensure coaches have the commensurate opportunity and support, knowledge, skills, experience and delivery.
- Engage and educate parents, coaches and providers regarding the importance of diversified play and sampling preceding specialisation, self-regulation and required knowledge to be a sport participant (e.g., provide educational resources, dedicated workshops, website content etc.).

- Provide inclusive and accessible opportunities for gifted athletes to enter the talent pathway.

Schools

- Promotion of best practice principles for maximising physical literacy and foundational sport development to complement the current curriculum.
- Effective engagement, education and support of students, parents and coaches.
- Ensure strong alignment with sporting, recreational and outdoor organisations and clubs specific to delivery of programs and competition formats and calendar.
- Ensure all coaches/providers have the commensurate skills, knowledge, experience and delivery.
- Encouragement of diversified sport participation and later specialisation, holistic development and injury prevention practices.
- Ensure balance of sport and school demands for the student athlete including monitoring and proactively managing training and competition loads

Parents

- Educated, empowered and supported to facilitate their child's continuing engagement within sport and recreational activity and embracing an active lifestyle including regularly using active transport.
- Facilitate their child's self-regulatory and self-management skills and application of knowledge into practice (e.g., nutrition, hydration, sleep, recovery, preparation for competition etc.).

Foundational
level 0

Foundational
level 1

Foundational
level 2

Foundational
level 3

In Action - Youth considerations for environmental and system support

Coaches/Providers

Educated, empowered and supported to ensure the right fit of program and delivery to support ongoing engagement, holistic development and enjoyment.

Advocate late specialisation preceded by diversified sampling of recreational and sport activities through a complement of organised formats and play.

Facilitate self-regulatory and self-management skills and application of knowledge by participants/athletes.

Ensure inclusion, safety and integrity.

Recreational and Outdoor Providers

Review and refinement of current programs and delivery ensuring that they are a fit to the developmental level and competencies of the participant integrating all dimensions of Physical Literacy within their curricula and facilitate learning through self-regulation.

Ensure all instructors/providers have the commensurate skills, engagement and experience.

In Action - Considerations for adult and seniors engagement and learning

Maintenance of physical literacy and application of all its integrated components (i.e., physical, psychological, cognitive and social skills and attributes) within a complement of active lifestyle, active recreation and sport activities.

Right fit of activity.

Right match of sport or recreational program, product/format and fitness activity to the individual's life stage and context, motivation, aspiration, capability and capacity (including time available).

Life balance and embracing an active lifestyle.

Learning about and enjoying a healthy and balanced lifestyle with family and friends

Effective self-regulation.

Effective load management and maintenance of neuromuscular integrity.

Active smarts.

Awareness and application of skills and strategies to support lifelong Physical Activity (including but not limited to) effective:

- nutrition and hydration practices
- sleep and recovery strategies
- load management and injury prevention and management
- awareness of current health status - capability and capacity
- awareness of frequency and intensity of physical activity, incorporating feedback from wearable technologies etc.
- incorporation of psychological strategies
- mental and physical wellbeing and life balance
- understanding of the right fit of footwear, clothing within different climatic contexts etc.

Enjoying active play as an adult or senior on own or with family.

Active transport.

Enjoying regular active transport (e.g., walking and/or cycling to the park, university, work).



In Action - Adult and senior considerations for environmental and system support

Higher level Strategy, Engagement and Planning

- Promotion of best practice participant engagement and minimisation of participation drop off through key life transitions through effective education & engagement of all stakeholders (i.e., participants, coaches/instructors, providers, universities, clubs, sporting organisations etc.).
- Support the review of State and National Physical Activity Participation strategies with a focus on inclusion (e.g., ATSI, CALD, disability, rural and regional, economically disadvantaged participants), positive engagement and retention.
- Support the review of SSO/NSO Participation strategies to ensure lifelong fit, coverage, complement of opportunity (programs, products, facilities) and support.
- Urban Planning specific to provision of –
 - inclusive, diversified and accessible PLAY environments inclusive of adult and senior segments.
 - suitable facilities to support diversified, accessible safe and inclusive sport and recreational programs and delivery inclusive of adult and senior segments.
- Incentivised and inclusive Participation schemes to support accessibility for all participants including ATSI, CALD, disability, rural and regional and economically disadvantaged participants).
- Longitudinal capture of data specific to participant retention across the lifestages and related insights informing prioritisation and impact of overarching strategy, planning, and resource allocation.

State Sporting Organisations and State Sporting Organisations for People with Disability

- Review and refinement of current programs and products and their delivery ensuring that they are a fit to the adult and senior participant's motivation, capacity and capability, life context and inclusive for all participants (e.g., ATSI, CALD, disability, rural and regional, economically disadvantaged).
- Ensure strong alignment with clubs and providers specific to programs and products and delivery.
- Ensure all coaches have the commensurate skills, knowledge, experience and delivery.
- Engage and educate participants across all segments, coaches and providers regarding the importance of the right fit of program and delivery, and the importance of life long skills such as self-regulation (e.g., provide educational resources, dedicated workshops, website content etc.).
- Provide advice and support specific to the recognition and development of volunteers within sports and their club network.

Higher Education

- Promotion of best practice principles to support participation retention through school-university/work transition.
- Engage and educate participants, coaches and providers regarding the importance of regular and lifelong physical activity for health and wellbeing, and right fit of program, activity (e.g., provide educational resources, dedicated workshops, website content etc.).

- Ensure strong alignment with sporting, recreational and outdoor organisations and clubs specific to programs and products and delivery.
- Provide a complement of casual, social, traditional sport and recreational options for students and progressive competitive opportunity for gifted athletes.
- Ensure all coaches/providers have the commensurate skills, knowledge, experience and delivery.

Coaches/Providers

Educated, empowered and supported to ensure the right fit of program and delivery to support the ongoing engagement and maintenance of physical literacy and sporting skills specific to adults and seniors.

Facilitate self-regulatory and management skills and application of knowledge.

Ensure inclusion, safety and integrity.

Recreational and Outdoor Providers

- Review and refinement of current programs and delivery ensuring that they are accessible, inclusive and are a fit to the adult and senior participant's motivation, capacity and capability, life context etc.
- Ensure all instructors/providers have the commensurate skills, knowledge, experience and delivery.

Foundational
level 0

Foundational
level 1

Foundational
level 2

Foundational
level 3

Unpacking the **Talent levels** of **FTEM NSW**



Talent 1

Initial demonstration of an emerging athlete's talent potential

Talent 2

Confirmation of an emerging athlete's talent potential

Talent 3

Practicing and achieving as a recognised emerging NSW athlete

Talent 4

Breakthrough and reward and preparation for the senior elite transition (E1)

Why are the **Talent Levels** so important?

Underpinning sustainable elite success, the Talent or 'pre-elite' levels of the sport development continuum, are arguably the most important component of the High-Performance Pathway. These are the critical years of the emerging pre-elite athlete who is committed and dedicated to honing their craft and preparing for their breakthrough into the elite levels (E1-M).

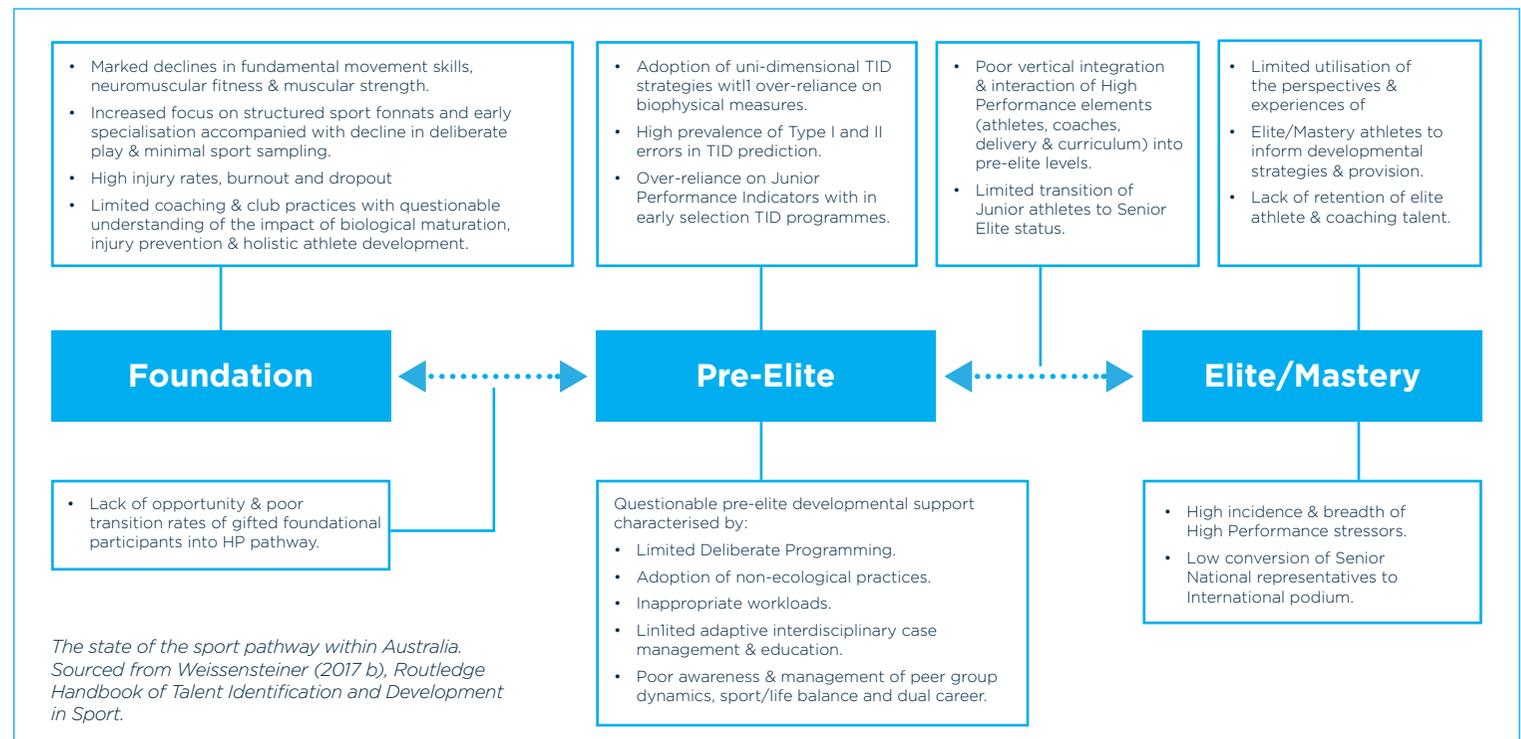
Commonly, however, the journey through these levels can be arduous and long with limited opportunity, recognition, guidance, coordinated support and funding for these athletes, whilst they are juggling their sport, vocational and life commitments. If not case managed appropriately, this can often lead to the pre-elite athlete not realising their talent potential, burning out and dropping out (see Figure).

The best-practice recommendations showcased within the Talent levels of **FTEM NSW** provide a logical and progressive framework for all stakeholders to better **IDENTIFY**, **CONFIRM**, **DEVELOP** and **TRANSITION** emerging athletes within **NSW**.

Central to this approach, is the **criticality** of :

- multi-dimensional, evidence-informed, valid and inclusive talent identification strategies and limited reliance on juvenile competition indicators
- dedicated confirmation strategies whereby an athlete's future potential is verified over a dedicated time period, within rich training and competition-like settings
- transparent and consistent selection processes
- best practice development environments led by quality planning, athlete management and coaching and coordinated through effective deliberate programming (Bullock et al., 2009)

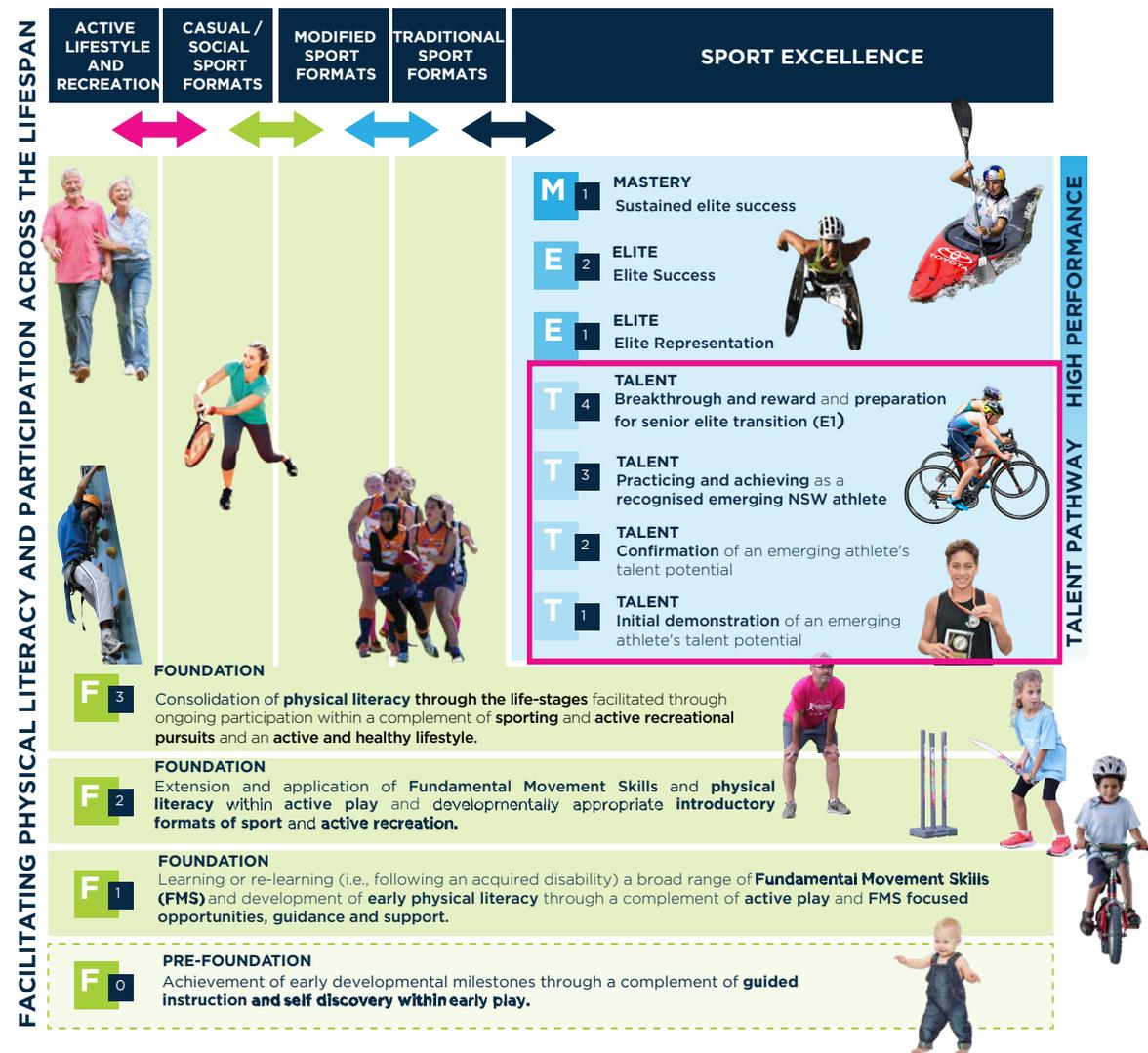
- longitudinal athlete monitoring that informs an athlete's day to day individual case management
- appropriate and well timed domestic and international competition opportunity and exposure
- strong support networks in and out of sport
- best practice athlete and coach education
- pre-emptive, support strategies to assist an athlete's management of their dual career and maintenance of sport-life balance
- proactive transitional strategies to the elite levels.



Key features of the **Talent levels**

Directly informed by considerable national and international level evidence and learnings, including from the Australian Institute of Sport and the International Olympic Committee, the progressive and integrated Talent levels of the FTEM NSW (T1 to T4) framework advocate a complement of best practice strategies that will ensure that sports have a stronger and sustainable 'talent pipeline' up to the elite level, and the right fit of opportunity and support for the emerging athlete.

- **T1 - Initial demonstration of an emerging athlete's talent potential and T2 - confirmation of an emerging athlete's talent potential** are key TID events and strategies that are utilised together to support inclusive and effective talent selection.
- **T3 - Practicing and achieving as a recognised emerging NSW athlete** - a broad developmental period where an emerging athlete's development is coordinated through a dedicated deliberate programming approach.
- **T4 - Breakthrough and reward and preparation for the senior elite transition**- A key event or accomplishment achieved by an emerging athlete signaling their readiness and preparation to transition to the elite level.



The FTEM NSW Talent Pipeline

The schematic below provides a snap shot overview of an effective talent strategy utilising the FTEM NSW Talent levels and guiding principles.

Key operational focus for overseeing Organisations and their delivery partners

Provision of dedicated TID opportunities and aligned processes to support inclusive and effective talent selection of athletes

Provision of holistic and coordinated developmental opportunities and support over a broad developmental period with a focus on athlete retention and progression

Clarity on performance indicators signaling an athlete's readiness to transition into open age elite level and the required case management, competitive opportunity and support

Description of level

Traditional Talent ID opportunities (within athlete's main sport)

T1
The aspiring emerging athlete demonstrates their initial talent potential

Talent Detection/ Transfer opportunities (outside athlete's main/original sport)



T2
The athlete's talent potential is confirmed through an ecological and holistic approach



T3
Regional State National
The emerging athlete is recognised formally as having future talent potential and is embedded within and supported through best-practice developmental environments coordinated through effective Deliberate Programming featuring quality coaching, service support and access to progressive levels of competition, education, monitoring etc.



T4
State/National
The athlete achieves a required benchmark and is recognised and supported through effective case management, competitive exposure, education and support (inc. mentoring) to facilitate their transition into the elite level

Provision of multiple and complementary TID recruitment opportunities and **entry points** for the aspiring athlete to **enter and/or re-enter** into the talent pathway

*** Emerging athletes in reality, may cycle through the T1 to T3 levels and aligned processes several times as they traverse up age/competitive and representative levels (e.g., talent selection and development within U14, U16, U18; Regional, State, National Junior competitive/representative levels etc.) or re-enter the talent pathway in their sport or in another sport.

What the **Talent Levels of FTEM NSW** are not

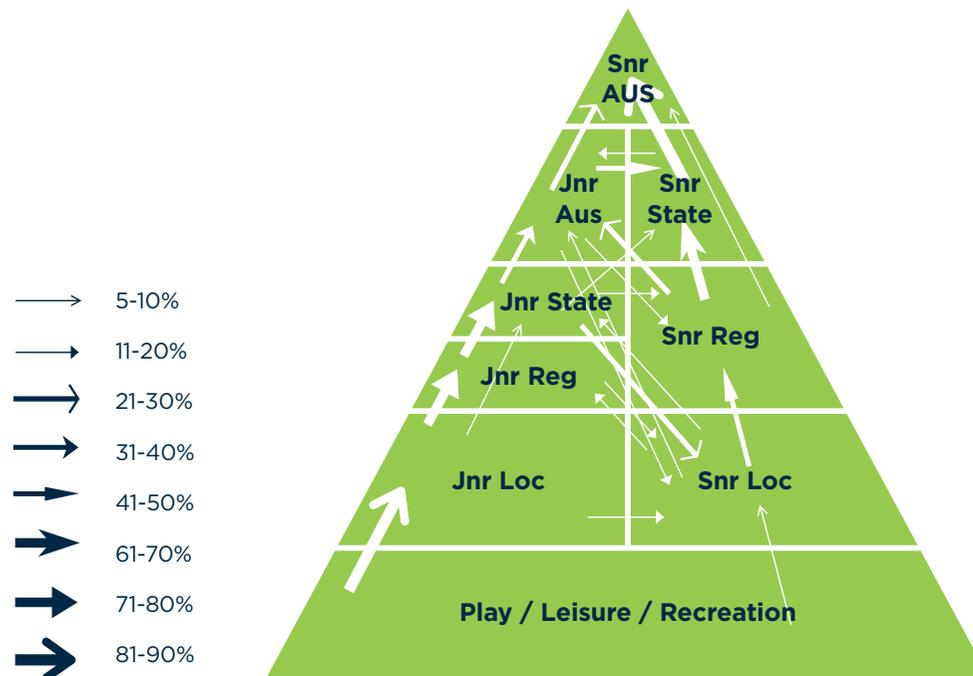
The Talent levels are not predicated on chronological age, competition levels or simply an overlay of programs.

Considerate of -

- the realistic variance in ages of emerging athletes within the Talent levels of sport (consider an older athlete transferring into another sport at a T1/2 level).
- the developmental trajectory of emerging athletes (See Figure) commonly characterised by selection (ascent) and de-selection (descent).
- compelling evidence showing that competitive performance at a junior age is not a strong correlate of future senior performance success.

the Talent levels of FTEM NSW advocate that sport and their delivery partners within the Talent pathway apply a progressive set and coordination of key talent identification and development strategies to -

- maximise opportunity, inclusion and support of the emerging athlete.
- support the sport's operational alignment, efficiency and effectiveness.



The varied developmental trajectories of 256 Senior Elite Athletes (Gulbin, Weissensteiner, Oldenziel and Gagné, 2013)

Personifying and operationalising the **Talent levels**

Over the next few pages, we will unpack each of the Talent levels of the FTEM NSW Framework.

Integrating a holistic and ecological approach to athlete development, performance and support inspired by the 3D-AD* (Three Dimensional Athlete Development) model, three progressive layers of information and advice centred around the emerging athlete, will be provided specific to each level and as depicted in the graphic below.

Please use the interactive tabs on the right of each page to access information and advice specific to each level.

Layer 1: Description of Level	<ul style="list-style-type: none">• Focus• Desired competencies & knowledge• Support Providers• Approximate age range• Physical Literacy Level
Layer 2: In ACTION: Key Considerations for Best Practice	<ul style="list-style-type: none">• Key strategies• Key activities• Key support
Layer 3: In ACTION: Key Considerations for Environmental and System Support	<ul style="list-style-type: none">• Strategy, Engagement & Planning• Stakeholder Engagement• Program fit and delivery• Coaching• Insights



- Talent level 1
- Talent level 2
- Talent level 3
- Talent level 4



* For more information on the 3DAD model, please refer to the following documents -

- FTEM NSW Participant and Athlete Development Framework: A Systems Overview - Complete Version
- FTEM NSW Participant and Athlete Development Framework: A Systems Overview - An Introduction and Background to FTEM NSW

Talent level 1

Description of level

Focus: Initial demonstration of an emerging athlete's talent potential.

Type of Level - Key TID EVENT.

Context for the Participant

The aspiring athlete initially demonstrates their talent potential and are recognised by their respective SSO/SSOD and/or regional system partner (e.g., Regional Academy of Sport etc.) after being identified -

a) Within Their Main Sport (Traditional Talent Identification) through -

- being talent spotted at a Regional or State Under-age or Club level championships/event
- attending a designated TID testing day.

b) Talent spotted from Within Another Sport (Talent Detection or Transfer) and considered to have high performance potential in the future.

As a consequence, the athlete is offered an opportunity to progress to the CONFIRMATION level (T2) to verify their talent potential and readiness.

An athlete's biological maturational status, developmental history and training age is formally recognised and directly informs related decisions.

Approximate Age Range
Variable

Physical Literacy Phase
Consolidation & Mastery /
Transfer & Empowerment



Emerging Athlete Profile

Talent level 1

Talent level 2

Talent level 3

Talent level 4

Talent level 1

Description of level cont.

Talent Pathway Governance:

State Sporting Organisations (SSO/SSOD) oversee the overarching T1 strategy for their sport within NSW and advocate an inclusive and best practice approach. Requires effective leadership from an SSO/SSOD regarding –

- development and communication of TID strategy, assessments, decision making/selection criteria, to athletes, parents, coaches and delivery partners to ensure sector alignment, collaboration and effectiveness.
- oversight of right fit of coaches and other personnel identifying athlete talent within delivery partners (e.g., RAS, SHS etc).
- alignment with National Sporting Organisation's (NSO/NSOD) Talent Pathway TID strategy.

Delivery/Support Partners:

- SSO/SSODs and network of Regional Sport Associations
- NSWIS (Specific to sports within NSWIS Talent Program)
- Regional Academies of Sport
- Sport High Schools
- Schools and Universities that support the implementation of talent identification processes
- Clubs
- Professional Clubs



Emerging Athlete Profile

Talent level 1

Talent level 2

Talent level 3

Talent level 4

In Action - Key considerations for best practice

Dedicated **talent identification strategy** is consistently implemented by overseeing SSO/SSOD to ascertain an athlete's talent potential and effectively communicated to all delivery partners and stakeholders.

Specificity of TID processes and assessments to TID strategy employed (e.g., traditional talent identification vs talent detection/transfer).

Accessible and Inclusive TID opportunities are provided for gifted and aspiring emerging athletes across NSW including athletes with disability, regional and remote, Aboriginal or Torres Strait Islander, CALD and LGTBI athletes.

Valid and reliable multi-dimensional assessments are utilised to gauge an athlete's true talent potential (i.e., considerate of integrated physical, technical, tactical, psychological, physiological dimensions etc.).

A junior level athlete's physical attributes and competencies and their competitive performance is **moderated by their level of maturational status (e.g., late vs early maturing athletes)**.

Effective **feedback** is provided to athletes and parents specific to **selection or non-selection** and the next steps and opportunity for the athlete.

Formalised and consistent **Coaches Eye** assessments are implemented that are **holistic** in coverage (i.e., psychological, technical, tactical, physical) and are considerate of the **maturational level and training age/history** of the athlete.

Inclusive recruitment and selection processes that are in accordance with the SSO/SSOD and are considerate of the emerging athlete's -

- holistic profile (i.e., physicality, technical, tactical, psychological skills)
- level of biological maturation
- skill learning potential (i.e., talent detected or talent transfer athletes)
- future talent potential.



Talent level 1

Talent level 2

Talent level 3

Talent level 4

In Action- Key considerations for environmental and system support

Higher level Strategy, Engagement and Planning

- Provide best practice guidance to SSO/SSODs and partner NSO/NSODs to assist them in reviewing, refining and implementing their Talent Pathway strategy inclusive of their –
 - recruitment and TID strategies
 - TID assessments, incorporation of valid benchmarks to moderate athlete data, interpretation of data and advice on data management
 - operational alignment and governance with key delivery/support partners
 - inclusive opportunities and engagement of all athletes (i.e., female, athletes with disability, rural and remote, Aboriginal or Torres Strait Islander, CALD, LGTBI athletes etc.)
 - coach education and resources
 - educational and networking initiatives for stakeholders.
- Provide educational and networking initiatives to support key stakeholders in better understanding and implementing TID strategies and interpreting data considerate of an athlete's maturational level and training age/history.
- Oversee ongoing data capture and related insights informing organisational prioritisation and ongoing evaluation and review of TID strategies, planning, and resource allocation.

State Sporting Organisations and State Sporting Organisations for People with Disability.

- Ongoing review and refinement of TID strategies. Ensure alignment with partner NSO/NSOD's TID strategy. Ensure an inclusive approach to TID across the NSW sector.
- Leads and oversees TID strategy and implementation by key TID delivery/support partners and formalises these partnerships (e.g. memorandum of understanding (MOU) with clear and required processes and expectations).
- Effectively communicates talent identification strategy to all sector partners (e.g., RAS, Clubs etc.).
- Provides ongoing leadership, direction and guidance to all sector partners involved in athlete TID to maximise alignment and good practice.
- Ensures inclusive opportunity and engagement for all athletes including female athletes, athletes with disability, regional and remote, Aboriginal or Torres Strait Islander, CALD and LGTBI athletes.
- Ensures all coaches have the commensurate skills, knowledge, experience, expertise, analytical and communication skills to support TID processes.
- Ongoing education and support of coaches and inclusive opportunity
- Engages and educates parents, coaches and providers regarding best practice TID.

Regional Academies of Sport, NSWIS, Clubs, Professional Clubs

Ongoing linkage and alignment with partner SSO/SSOD regarding TID strategies.

Ensures TID initiatives implemented are aligned with and supported by their respective SSO/SSOD which includes:

- fit of TID strategy (e.g., talent selection, detection or transfer)
- strategies and processes facilitating inclusion of all athlete groups
- targeted athlete cohort for TID (i.e., starting age and range, fit with required holistic athlete profile etc.).
- athlete recruitment processes, implementation of TID assessments, utilisation of relevant benchmarks to moderate an athlete's performance
- provision of experienced personnel (e.g., coaches, recruiters etc.) overseeing TID processes and decisions including SSO/SSOD staff
- selection decisions are informed by an athlete's holistic and future potential and cognisant of their maturational status and are aligned with SSO/SSOD
- effective ongoing data management
- ongoing education and support of coaches and inclusive opportunity
- effective communication to athletes and their parents regarding selection and non-selection and next steps and opportunities.

In Action- Key considerations for environmental and system support cont.

Schools and Universities

Ongoing linkage with partner SSO/SSOD, RAS regarding TID strategies.

Ensures TID initiatives implemented are aligned with and supported by their respective SSO/SSOD which includes:

- strategies and processes facilitating inclusion of all athlete groups
- targeted athlete cohort for TID (i.e., starting age and range, fit with required holistic athlete profile etc.).
- athlete recruitment processes, implementation of TID assessments, utilisation of relevant benchmarks to moderate an athlete's performance
- provision of experienced personnel (e.g., coaches, recruiters etc.) overseeing TID processes and decisions including SSO/SSOD staff
- selection decisions are informed by an athlete's holistic and future potential and cognisant of their maturational status and are aligned with SSO/SSOD
- effective ongoing data management
- ongoing education and support of coaches and inclusive opportunity
- effective communication to athletes and their parents regarding selection and non-selection and next steps and opportunities.

Coaches

- Does not rely solely on juvenile competitive performance to inform decisions, but considers an athlete's holistic profile considerate of their maturational status, training age and experience and learning and talent potential.
- Have the commensurate experience and knowledge to be able to effectively 'talent forecast' and make initial predictions of an athlete's future performance potential and/or engage with TID experts to assist with related processes, benchmarking and selection decisions.
- Can provide effective feedback to selected and non-selected athletes and their parents and home coaches.

Parents

- Engaged and informed regarding TID processes and criteria for selection and non-selection.
- Provided with prompt and constructive feedback on next steps for the athlete.

Talent level 2

Description of level

Talent level 1

Talent level 2

Talent level 3

Talent level 4

Focus: Confirmation of an emerging athlete's talent potential.

Type of Level - Key TID Event.

Context for the Emerging Athlete

Aspiring athletes identified within T1, are immersed into a formalised, observational trial period within their daily training environment (e.g., 1-3 months) AND/OR attend dedicated Talent Confirmation camps/events to formally confirm their readiness and suitability to progress to the T3 level and be supported through a SSO/SSOD recognised talent development program.

Emerging athletes are required to demonstrate their 'full' athletic profile within both training and competitive contexts which encompasses their -

- sport-specific skills (technical, perceptual & cognitive)
- psychological skills (e.g., character, motivation, commitment, learning potential, self-regulation, resilience/coping skills, self management etc.)
- social/emotional skills and sport-life balance

- sporting smarts (knowledge structures)
- physical literacy and neuromuscular robustness
- physiological capacity
- coachability and adaptability.

An athlete's biological maturational status, developmental history and training age is formally recognised and directly informs related decisions.

Approximate age range
Variable

Physical Literacy Phase
Consolidation & Mastery / Transfer & Empowerment



Confirmed Athlete Profile

Talent level 2

Description of level cont.

Talent Pathway Governance:

State Sporting Organisations (SSO/SSODs) oversee the overarching T2 strategy for their sport within NSW and advocate an inclusive and best practice approach. Requires effective leadership from an SSO/SSOD regarding

- development and communication of talent confirmation strategy, assessments, decision making/selection criteria, to athletes, parents, coaches and delivery partners to ensure sector alignment, collaboration and effectiveness
- oversight of right fit of coaches and other personnel confirming talent within delivery partners (e.g., RAS, SHS etc.)
- alignment with National Sporting Organisation's (NSO/NSOD) Talent Pathway TID strategy.

Delivery/Support Partners:

- SSO/SSODs and network of Regional Sport Associations
- NSWIS (Specific to sports within NSWIS Talent Program)
- Regional Academies of Sport
- Sport High Schools
- Schools and Universities that support the implementation of pre-elite confirmation processes
- Clubs
- Professional Clubs



Confirmed Athlete Profile

In Action - Key considerations for best practice

Dedicated **Talent Confirmation strategy** is consistently implemented by SSO/SSOD to verify an athlete's talent potential and readiness and effectively communicated to all delivery partners and stakeholders.

Specificity of TID processes and assessments to TID strategy employed (e.g., traditional talent identification vs talent detection/transfer).

Utilisation of **valid and consistent strategies and assessments (e.g., objective, observational/behavioural measures)** that ascertain an **athlete's holistic talent potential within their training and performance environment** (i.e., psychological (motivation, commitment, coachability, self-regulation and learning aptitude) technical, tactical, physical competencies etc.)

Valid and reliable assessments and benchmarks are utilised to gauge an athlete's true talent potential (i.e., specific to their level of biological maturation, training age/history in the sport).

Formalised and consistent **Coaches Eye assessments** are implemented that are holistic in coverage (i.e., cover psychological, technical, tactical, physical, social elements) and are considerate of the **maturational level and training age/history** of the athlete.

Effective **feedback** provided consistently to athletes and parents specific to **selection or non-selection** and the **next steps/opportunities** for the athlete.

Inclusive selection processes that are considerate of the emerging athlete's -

- holistic profile (i.e., physicality, technical, tactical, psychological skills)
- level of biological maturation
- skill learning potential (i.e., talent detected or talent transfer athletes)
- future talent potential.



In Action- Key considerations for environmental and system support

Higher level Strategy, Engagement and Planning

- Provide best practice guidance to SSO/SSODs and partner NSO/NSODs to assist them in reviewing, refining and implementing their Talent Pathway strategy inclusive of their –
 - talent confirmation strategies
 - confirmation assessments, incorporation of valid benchmarks to moderate athlete data, interpretation of data and advice on data management
 - operational alignment and governance with key delivery/support partners ensuring inclusion of talent confirmation processes
 - inclusive opportunities and engagement of all athletes (i.e., female, athletes with disability, rural and remote, Aboriginal or Torres Strait Islander, CALD, LGTBI athletes etc.)
 - coach education and resources
 - educational and networking initiatives for stakeholders.
- Provide educational and networking initiatives to support key stakeholders in better understanding the importance of verifying an athlete's talent potential.
- Oversee ongoing data capture and related insights informing organisational prioritisation and ongoing evaluation and review of talent confirmation strategies, planning and resource allocation.

State Sporting Organisations and State Sporting Organisations for People with Disability.

- Ongoing review and refinement of talent confirmation strategies. Ensure alignment with partner NSO/NSOD's talent confirmation strategy. Ensure an inclusive approach to TID across the NSW sector.
- Leads and oversees the implementation of talent confirmation processes by key TID delivery/support partners which is formalised (e.g., MOU).
- Effectively communicates talent confirmation processes (e.g., required athlete profile, time frames, assessments etc.) to all sector partners (e.g., RAS, Clubs etc.).
- Provides ongoing leadership, direction and guidance to all sector partners involved in athlete TID to maximise alignment and good practice (i.e., development and implementation of valid and reliable Coaches Eye tool and aligned continuing education of coaches/recruiters etc.).
- Ensures inclusive opportunity and engagement for all athletes including female athletes, athletes with disability, regional and remote, Aboriginal or Torres Strait Islander, CALD and LGTBI athletes.
- Ensures all coaches have the commensurate skills, knowledge, experience, expertise, analytical and communication skills to support TID processes.
- Ongoing education and support of coaches and inclusive opportunity.
- Engages and educates parents, coaches and providers regarding best practice talent confirmation.

Regional Academies of Sport, NSWIS, Clubs, Professional Clubs

Ongoing linkage and alignment with partner SSO/SSOD regarding inclusion and quality of talent confirmation strategies.

Ensures a talent confirmation process is implemented after initial TID to facilitate athlete inclusion and effective decision making.

Ensures talent confirmation processes are aligned with and supported by their respective SSO/SSOD which includes:

- fit of talent confirmation approach and assessments
- strategies and processes facilitating inclusion of all athlete groups
- provision of experienced personnel (e.g., coaches, recruiters etc.) overseeing talent confirmation processes and decisions including SSO/SSOD staff
- implementation of talent confirmation assessments including endorsed and consistent Coaches Eye assessments with coverage across physical, technical, tactical, psychological and social components.
- utilisation of relevant benchmarks to moderate an athlete's performance
- effective ongoing data management
- ongoing education and support of coaches and inclusive opportunity.
- effective communication to athletes and their parents regarding selection and non-selection and next steps and opportunities.



In Action - Key considerations for environmental and system support cont.

Schools and Universities

Ongoing linkage with partner SSO/SSOD, RAS regarding talent confirmation strategy and processes.

Ensures a talent confirmation process is implemented after initial TID to facilitate athlete inclusion and effective decision making.

Confirmation processes are aligned with and supported by their respective SSO/SSOD which includes:

- fit of confirmation process and assessments
- provision of experienced personnel (e.g., coaches, recruiters etc.) overseeing talent confirmation processes and decisions
- strategies and processes facilitating athlete inclusion
- utilisation of relevant benchmarks to moderate an athlete's performance
- selection decisions are informed by an athlete's holistic and future potential and cognisant of their maturational status and are aligned with SSO/SSOD
- effective ongoing data management
- ongoing education and support of coaches and inclusive opportunity
- effective communication to athletes and their parents regarding selection and non-selection and next steps and opportunities.

Coaches

- Have the commensurate experience and knowledge to be able to effectively verify and confirm an athlete's talent potential and/or engage with TID experts to assist with related processes, bench marking and selection decisions.
- Does not rely solely on juvenile competitive performance to inform decisions, but observes and considers an athlete's holistic profile within practice/training, and competitive contexts and factors in their maturational status, training age and experience, learning and talent potential, coachability, readiness and commitment.
- Utilises effectively formalised Coaches Eye processes to underpin and justify selection decisions.
- Can provide effective feedback to selected and non-selected athletes and their parents and home coaches.

Parents

- Engaged and informed regarding talent confirmation process and criteria for selection and de-selection.
- Provided feedback on next steps and opportunity for the athlete.

Talent level 3

Description of level

Focus: Practicing and achieving as a recognised emerging NSW athlete.

Type of Level - Broad Developmental Level (Could span 1 to 6+ years)

Context for the Emerging Athlete

The identified and confirmed pre-elite athlete is formally recognised and supported by their respective SSO/SSOD and in some cases their NSO/NSO (i.e., representation with a National Training Youth squad/team) and are committed to achieving higher levels of sport performance.

They are embedded within recognised and dedicated pre-elite programs featuring the right fit of individual case management and effective integration of collaborative support partners (e.g., SSOs, RAS, Developmental Academies, Schools, Universities Clubs etc.).

There is a shared understanding and commitment between ALL collaborative support partners specific to ensuring the effective case management of each athlete (e.g., monitoring training and competition loads and demands, injury incidence, wellbeing etc.) and where the right fit of

competition opportunity and progression is provided to the athlete.

Within this level, the coordination and quality of integrated support through a dedicated and transparent deliberate programming approach is driven by transparent and shared Individual Athlete Performance Plans (IAPP) and informed by ongoing athlete monitoring, to maximise and reduce potential burnout, injury, underachievement and dropout.

Approximate age range
Variable

Physical Literacy Phase
Consolidation & Mastery /
Transfer & Empowerment



Supporting the Pre-elite Athlete

Talent level 3

Description of level cont.

Talent Pathway Governance:

State Sporting Organisations (SSO/SSOD) oversee the overarching T3 strategy for their sport within NSW and advocate a BEST PRACTICE approach. Requires effective LEADERSHIP from SSO/SSOD regarding -

- the best fit of Development strategy incorporating deliberate programming principles, IAPP utilisation and dedicated athlete monitoring and management, athlete education, service support and competition exposure.
- oversight of right fit of coaches and other personnel DEVELOPING talent within Delivery Partners
- alignment with National Sporting Organisation's (NSO/NSOD) Talent Pathway Development strategy.

Delivery/Support Partners:

Specific to recognised Talent Development initiatives -

- SSO/SSODs (and in some instances NSO/NSODs)
- NSWIS (Specific to scholarship recipients in NSWIS supported sports)
- Regional Academies of Sport
- Schools with dedicated programs supporting SSO/SSOD recognised athletes (e.g., Sport High Schools, Private and Independent schools with emerging athlete programs)
- Universities and Employers
- Clubs
- Professional Clubs



Supporting the Pre-elite Athlete

In Action - Key considerations for best practice

SSO/SSOD has a dedicated **talent development strategy** informed by best practice **deliberate programming** and **ongoing analytics specific to talent pipeline** (athlete and coach churn, progression etc.) and is effectively communicated to all delivery partners and stakeholders

Effective strategy, planning and management inclusive of :

- Individual Athlete Performance Plans (IAPP)
- ongoing athlete monitoring and adaptive case management
- quality and progressive camps and competition calendar

Effective interdisciplinary case management inclusive of:

- well coordinated, interdisciplinary sport science/ sport medicine service support
- athlete career and education
- physical and psychological wellbeing and engagement
- competition and training load management.

Engaging and evidence informed athlete education

- understanding of the processes and time frames of athlete development
- knowledge of what it takes to be a successful athlete (i.e., competition preparation, injury prevention, strength and conditioning, nutrition, recovery, sleep etc.) and putting this into practice effectively
- psychological skills, self -management and performance readiness

Effective coaching practice incorporating ecological training practices, holistic development and promoting skill adaptability and robustness.

Safe and facilitative daily training environments inclusive of :

- positive culture and values
- espousing holistic athlete development and the importance of athlete wellbeing and sport-life balance
- coaching innovation and support
- vertical integration of athletes.

Quality **camps** and Domestic/ International level **competition** opportunities.

Dedicated educational initiatives for:

- athletes
- parents/significant others
- coaches and managers.



Talent level 1

Talent level 2

Talent level 3

Talent level 4

In Action- Key considerations for environmental and system support

Higher level Strategy, Engagement and Planning

- Provides best practice guidance to SSO/SSOD and partner NSO/NSOD to assist them in reviewing, refining and implementing their overarching talent development strategies and ensuring regional/state/national operational alignment.
- Provides educational and networking initiatives to support key stakeholders in better understanding and supporting pre-elite athlete development
- Provides guidance and advice specific to support strategies for regional and remote athletes, Aboriginal or Torres Strait Islander athletes (e.g., dedicated engagement and ongoing support for athletes who relocate from Country), CALD athletes, athletes with disability, female athletes etc.
- Oversees ongoing data capture and related insights to inform organisational prioritisation and evaluation of impact of talent development strategy, planning, and resource allocation. Dedicated analytics to monitor and explore athlete and coach churn and progression with a mixed methodological approach.
- Formally and periodically engages the 'athlete voice' to inform ongoing advocacy, strategy and prioritisation.

State and National Sporting Organisations and Organisations for People with Disability

- Have a dedicated overarching pre-elite development plan considerate of all aspects of deliberate programming – quality coaching, quality and accessible Daily Training Environments (DTE), quality camps and competition provision, athlete and coach education, Individual Athlete Performance Plan (IAPP) process, ongoing athlete monitoring and management system (AMS), effective training and competition load management, focus on supporting the ongoing physical and psychological wellbeing of athletes etc.
- Effectively communicates Talent Development strategy to all delivery/support partners (e.g. RAS, SHS, Clubs, NSWIS etc.) inclusive of dedicated strategies to support Aboriginal or Torres Strait Islander, CALD, LGTBI, Female and Athletes with Disability.
- Leads and oversees the talent development strategy and implementation by key delivery/support partners and formalise partnership (e.g. MOU with clear and required processes and expectations).
- Implements a shared athlete/coach roster and IAPP with delivery/support partners (e.g, RAS).
- Ensures inclusive, safe engagement and positive culture within dedicated DTEs including child-safety checks of all personnel..
- Ensures all coaches have the required commensurate skills, knowledge, experience and delivery.
- Implements dedicated performance support strategies and utilisation of recognised service providers through the NSW network.
- Engages and educates athletes, parents/significant others, coaches, providers regarding effective talent development.
- Seeks periodic and formal feedback from collaborative stakeholders, athletes, coaches, managers etc. to inform ongoing evaluation.

Regional Academies, NSWIS, Clubs and Professional Clubs

- Accords with the pre-elite development plan set by their partner SSO/SSOD (i.e, within dedicated MOU and other related documentation etc.).
- Utilises effective deliberate programming by providing quality coaching, quality and accessible DTEs, quality camps and progressive competition provision, ongoing athlete, parent/significant others and coach education and support, implementation of IAPPs, AMS, effective training and competition load management, focus on supporting the ongoing physical and psychological wellbeing of athletes etc.
- Has a shared athlete and coach roster with respective SSO/SSOD that includes location of DTE, support provision, current status etc. and which is periodically updated.
- Communicates regularly with SSO/SSOD and other delivery/partners specific to the case management of each athlete in their care.
- Ensures inclusive, safe engagement and positive culture within dedicated DTEs including child-safety checks of all personnel.
- Provides continuing education, networking and support of coaches.
- Monitors and manages the individual athlete's ongoing psychological and physical wellbeing.
- Monitors prevalence of injury and illness and provides prompt and effective management.
- Ensures all coaches have the required commensurate skills, knowledge, experience and delivery.
- Implements dedicated performance support strategies and utilisation of recognised service providers through the NSW network.
- Engages and educate athletes, parents/significant others, coaches, providers regarding effective talent development.
- Seeks periodic and formal feedback from collaborative stakeholders, athletes, coaches, managers to inform ongoing evaluation.



In Action- Key considerations for environmental and system support cont.

Schools, Sport High Schools, Universities

- Ongoing connection and liaison with the athlete's or sport's SSO/SSOD specific to the talent development of recognised emerging athletes.
- Aligned with SSO/SSOD talent development strategy and shared implementation of IAPP and AMS of recognised athletes.
- Provides flexible academic delivery, ongoing evidence-based and contemporary athlete, coach and parent education, access to interdisciplinary service support for the athlete, quality coaching, access to quality DTEs and access to the right match of progressive competition for the athlete.
- Monitors the individual athlete's training, competition and education load and ensures sport-education balance and not overload.
- Monitors and supports the individual athlete's ongoing psychological and physical wellbeing.
- Provides continuing education, networking and support of coaches.
- Seeks periodic and formal feedback from collaborative stakeholders including the student-athlete, their parents/significant others, coaches and managers to inform ongoing evaluation.

Coaches

- Have the commensurate experience and knowledge to be able to effectively support the pre-elite athlete's holistic development and engage effectively with inter-disciplinary expertise/support to assist.
- Oversees the development, implementation and periodic review of an athlete's IAPP.
- Oversees effectively an athlete's training and competition calendar, load and management.
- Utilises ecological and holistic training strategies informed by best-practice skill acquisition principles.
- Adapts guidance and support in line with an athlete's developmental and performance status through dedicated athlete monitoring and management (e.g. AMS system).
- Ensures a positive culture, safety, integrity and inclusion within the athlete's DTE.
- Possesses a strong understanding of the life context and demands of the athlete (e.g., school, university, vocational, family etc.) and has ongoing engagement with the athlete's parents/significant others etc.

Parents and significant others

- Engaged and informed regarding the talent development process and how they can best assist and support the emerging athlete in and out of sport.
- Monitors the individual athlete's training, competition and education load and ensures sport-education balance and not overload.
- Monitors the individual athlete's ongoing psychological and physical wellbeing and proactively supports help-seeking behaviors, strategies through connection and advice from recognised service providers (e.g., sport psychologist etc).

Talent level 4

Description of level

Focus: Breakthrough and reward and preparation for the senior elite transition (E1).

Type of Level - Key Breakthrough event.

Description of Level

The pre-elite athlete achieves a significant breakthrough and is recognised formally by their respective SSO/NSO, SSOD/NSOD as a prospective elite athlete and is directly assisted in their transition to the elite ranks (e.g., for prioritised Olympic and Paralympic sports an NSWIS or NSO Scholarship/funding; for a Professional sport being a recipient of a rookie contract within a top-tier state squad or professional team etc.).

They are commonly considered a 'categorised athlete' in line with their NSO/NSOD and may receive additional monetary and service support (e.g., dAIS payments).

Holistic and integrated support is provided to the athlete as listed for the T3 level as well as dedicated and individualised education, preparation and management of the pre-elite to support their pending transition to the elite level through :

- an aligned and agreed understanding of potential barriers and facilitators;
- implementation of proactive strategies to mediate the transition.

Approximate age range
Variable

Physical Literacy Phase
Consolidation & Mastery / Transfer & Empowerment



Consolidated Athlete Profile

Talent level 4

Description of level cont.

Talent level 1

Talent level 2

Talent level 3

Talent level 4

Talent Pathway Governance:

State Sporting Organisations(SSO/SSOD) in partnership with their respective NSO/NSOD oversee the overarching T4 strategy within NSW and advocate a BEST PRACTICE approach. Requires effective LEADERSHIP from SSO/SSOD regarding -

- Transitional strategies, planning and support
- Alignment with NSO/NSOD High Performance strategy
- Oversight specific to right fit of coaches and other personnel within Delivery Partners.

Delivery/Support Partners:

- SSO/SSODs & NSO/NSODs
- NSWIS (Specific to categorised athletes within OLYMPIC and PARALYMPIC prioritised sports)
- Clubs and Professional Clubs
- Regional Academies, Schools, Sport High Schools, Universities and Employers that support SSO/NSO recognised T4 level athletes transitioning to elite level
- Parents and Significant others



Consolidated Athlete Profile

In Action - Key considerations for best practice

SSO/SSOD and partner NSO/NSOD have dedicated **transitional strategies** informed by best practice **deliberate programming** and is effectively communicated to all delivery partners and stakeholders.

Strong awareness of **transitional barriers** and **facilitators** from evidence and testimonials.

Implementation of dedicated **athlete transitional education** inclusive of:

- the transitional process, planning and expectations.
- facilitation of key psychological skills (e.g. self-regulation, coping skills and performance strategies etc.) to support transition.
- wellbeing and engagement, maintenance of sport/life balance and importance of having an effective support network.
- how to be performance ready for the step up to elite level competition.
- funding and financial management.

Access to effective **mentors**.

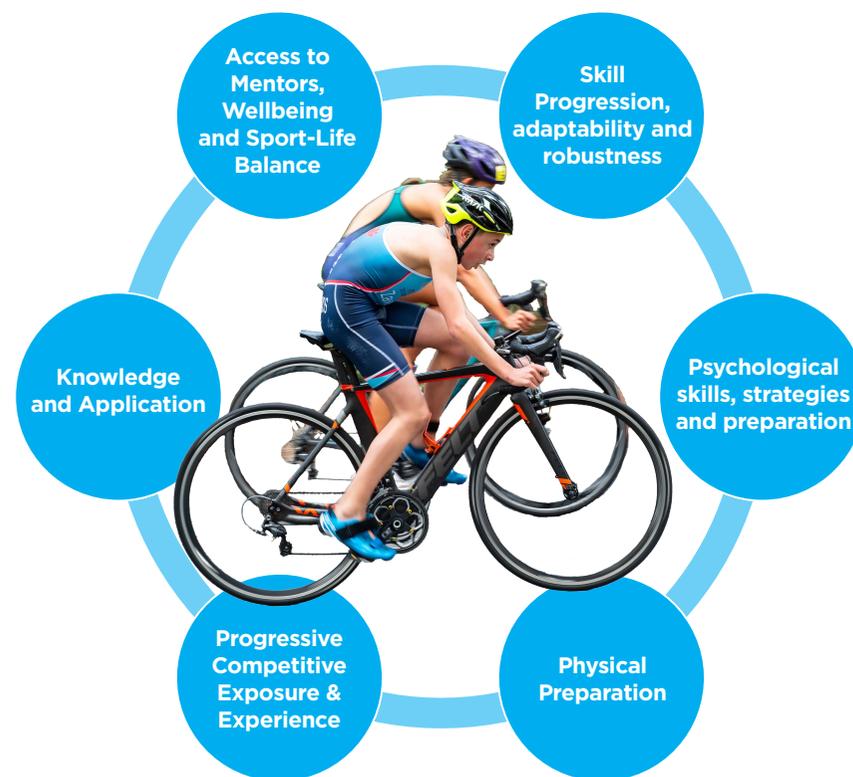
Effective transitional strategy, planning and management

inclusive of :

- Individual Athlete Transitional Plan (IAPP).
- vertical integration with Elite level athletes within DTE and programs/camps where appropriate.
- quality and progressive transitional camps and competition calendar.

Effective and individualised interdisciplinary case management.

Competition opportunities and exposure at key **National and International benchmark events**.



Talent level 1

Talent level 2

Talent level 3

Talent level 4

In Action- Key considerations for environmental and system support

Higher level Strategy, Engagement and Planning

- Provide best practice guidance to SSO/SSODs & NSO/NSODs to assist them in reviewing, refining and implementing their Talent Transition strategies.
- Provide educational and networking initiatives to support key stakeholders in better understanding and supporting the pre-elite to elite transition.
- Oversee ongoing data capture and related insights informing prioritisation and impact of talent transition strategy, planning, and resource allocation.

State and National Sporting Organisations and Sport Organisations for People with Disability

- Excellent awareness of barriers and facilitators of the pre-elite to elite transition in their sport.
- Implement effective transitional strategies such as vertical integrating T4 and elite/mastery athletes within the same DTE, implement dedicated transitional camps for athletes and coaches, ensure the right match and quantity of competition experience for the athlete at key events, tours etc.
- Oversee the individualised transitional strategies/plans for athletes.
- Coordinate the individualised and inter-disciplinary case management of the athlete.
- Shared athlete/coach roster and IAPP with delivery/support partners
- Provide ongoing connection and education of athletes, coaches, providers and significant others regarding effective talent transition.
- Dedicated performance support strategies and utilisation of recognised service providers.

- Seek periodic and formal feedback from collaborative stakeholders, athletes, coaches.

Schools, Sport High Schools, Universities and Employers - (Domestic and International)

- Ensure connection and liaison with overseeing athlete's SSO/SSOD/NSO/NSOD.
- Support an SSO/SSOD/NSO/NSOD's transitional plan for an athlete
- Provide flexible academic delivery and ongoing support inclusive of wellbeing.
- Provide and support the right match of competitive opportunities at a national and international level (e.g., World University Games etc.)

Regional Academies, NSWIS, Clubs and Professional Clubs

- Excellent awareness of barriers and facilitators of the pre-elite to elite transition in their sport.
- Implement effective transitional strategies such as vertical integrating T4 and elite/mastery athletes within the same DTE, implement dedicated transitional camps for athletes and coaches, ensure the right match and quantity of competition experience for the athlete at key events, tours etc.

- Oversee the individualised transitional strategies/plans for athletes.
- Coordinate the individualised and inter-disciplinary case management of the athlete.
- Shared athlete/coach roster and IAPP with delivery/support partners
- Provide ongoing connection and education of athletes, coaches, providers and significant others regarding effective talent transition.

Coaches

- Have the commensurate experience and knowledge to be able to effectively support an athlete's pre-elite to elite transition and engage inter-disciplinary expertise to assist.
- Supports the implementation of an athlete's transitional plan.

Parents and Significant others

Engaged and informed regarding Talent transitional process and key facilitators and knowledge and experience required.

Support the implementation of an athlete's transitional strategy/plan.

Talent level 1

Talent level 2

Talent level 3

Talent level 4

Unpacking the **Elite and Mastery levels of FTEM NSW**



Elite 1

Elite
Representation

Elite 2

Elite
Success

Mastery

Sustained
Elite
Success

Why are the **Elite and Mastery levels** so important?

Despite substantial and continued financial investment into the 'pinnacle' of the athlete pathway - the elite/mastery levels of elite sport - several constraints remain that limit sustainable high-performance success. These include -

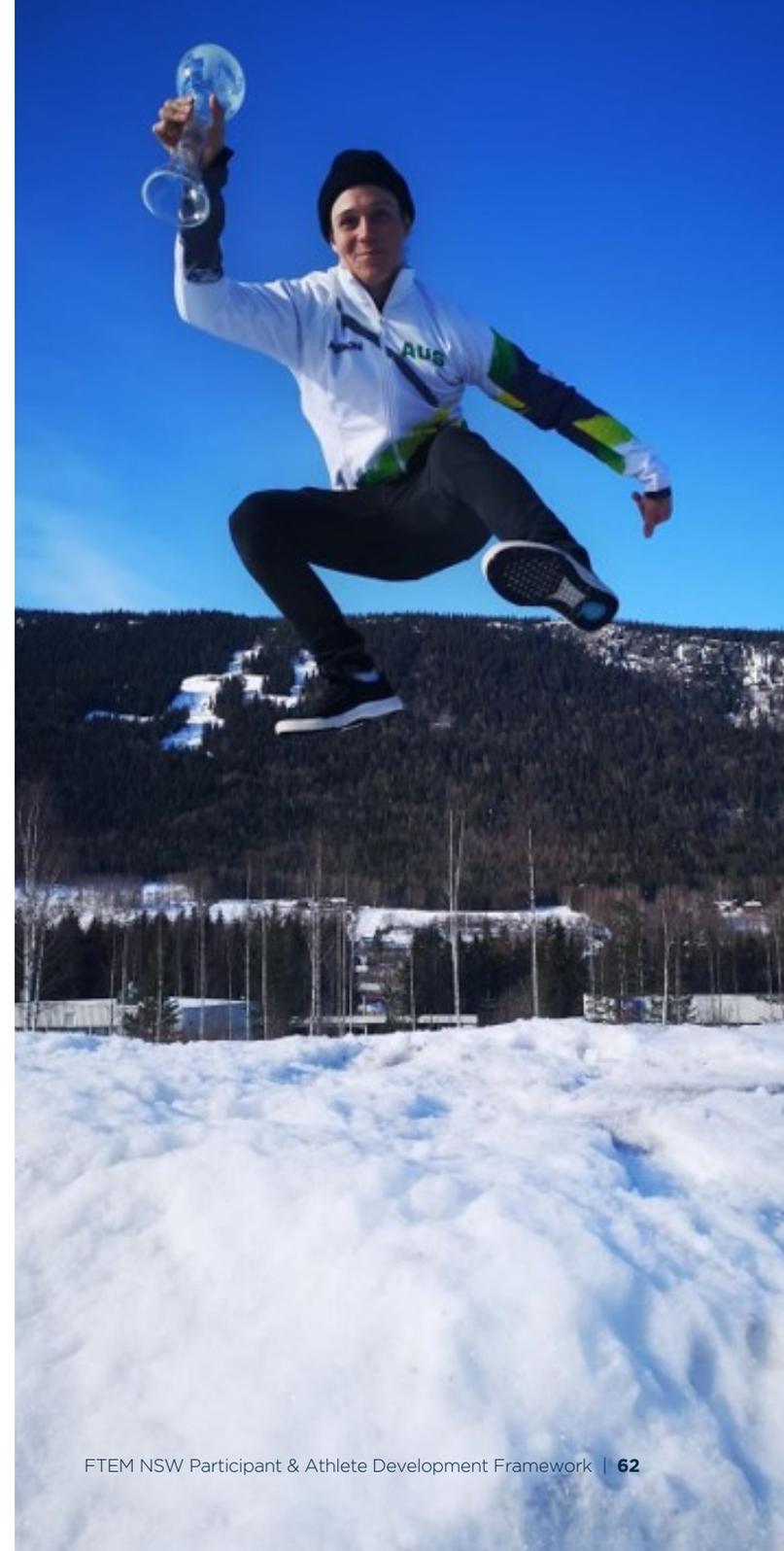
- limited conversion rates of national level representatives within Olympic and Paralympic sports to podium
- inability of elite athletes to sustain their performance on the world stage over consecutive high-performance cycles
- lack of retention of elite athlete and coaching talent
- elite level athlete's commonly reporting that they were under prepared and overwhelmed for their first experiences at benchmark level competitions and events
- limits to the coordination and continuity of the individualised case management of elite athletes
- a high incidence of reported stressors and reported inability of athletes to negotiate and manage them effectively
- high performance demands impacting greatly on athlete's ability to maintain a healthy sport-life balance and positive well-being
- a lack of preparation for life after sport

- and importantly, a lack of true engagement and practical integration of the elite athlete's voice - their developmental journey and experiences, perspectives and advocated strategies.

The best-practice recommendations showcased within the Elite and Mastery levels of FTEM NSW provide a logical and progressive framework for all stakeholders to better support the elite athletes of NSW and contribute to sustainable high-performance outcomes for NSW and Australia.

Drawing on 'world's best practice' and further informed by 'triangulated' evidence emanating from a system, sport and athlete perspective (Weissensteiner et al., 2015), a complement of integrated athlete, environmental and system level factors are considered integral to converting senior elite representatives into perennial podium winners on the world stage.

Importantly, the collective voice of current and past elite and mastery athletes, is utilised to inform the underpinning foundational and talent level strategies of sports and their respective fit of programs, support, education and research.



Key features of the **Elite** and **Mastery** levels

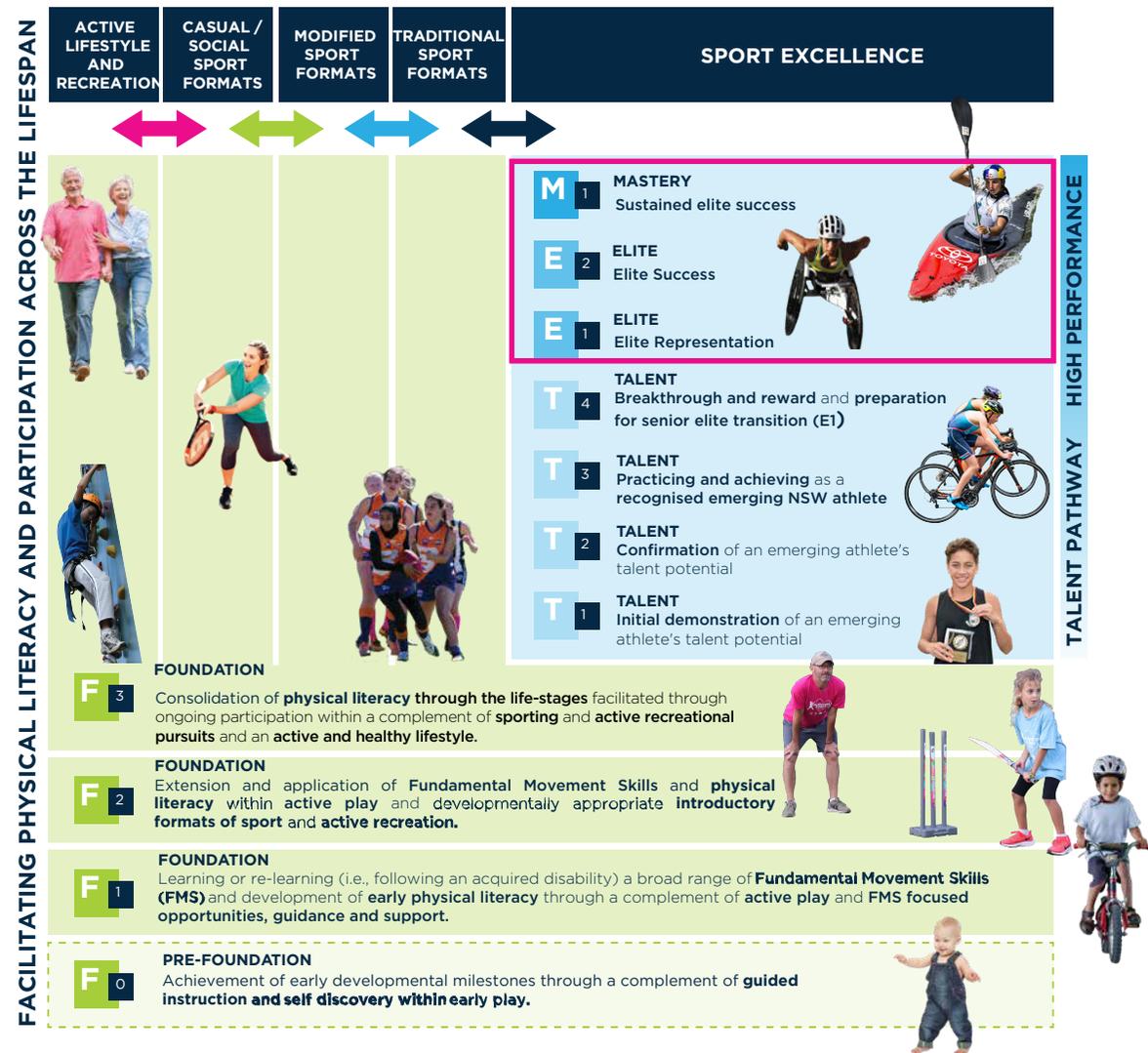
Commonly the pinnacle or 'ceiling' of other athlete frameworks and models is National representation and competitive performance at an International level within Olympic and Paralympic sports. As a result, they do not integrate and incorporate learnings from athletes and their coaches that have succeeded at the highest levels in their sport and have achieved this consistently over multiple high-performance cycles – achievement of the holy grail in elite sport, sustainable podium success.

Considerate of this fact and the reported limited conversion of elite level athletes to podium and beyond, FTEM features a progression of three elite and mastery levels – E1, E2 and M.

By having greater insight specific to what athlete, environmental and system factors must be integrated to ensure continued performance success and continuity and longevity at the highest levels of sport, this critical information can in turn, inform underpinning foundational, talent and elite level strategies.

A key feature of the profile of successful podium athletes is their balance of elite sport with an active and healthy lifestyle and recreational pursuits. The inherent flexibility of FTEM NSW through its representation of all outcomes of sport and active recreation, visualises and integrates this critical aspect of an elite level athlete's profile and importantly, their sport-life balance.

FTEM NSW is proud to feature at its pinnacle our NSW high performance sporting ambassadors Olympian Jessica Fox and Paralympian Madison de Rozario.



Personifying and operationalising the **Elite and Mastery** levels

Over the next few pages, we will unpack each of the Elite and Mastery levels of the FTEM NSW Framework.

Integrating a holistic and ecological approach to athlete development, performance and support inspired by the 3D-AD* (*Three Dimensional Athlete Development*) model, three progressive layers of information and advice centred around the high-performance athlete, will be provided specific to each level and as depicted in the graphic below.

Please use the interactive tabs on the right of each page to access information and advice specific to each level.

Layer 1: Description of Level	<ul style="list-style-type: none">• Focus• Desired competencies & knowledge• Support Providers• Approximate age range• Physical Literacy Level
Layer 2: In ACTION: Key Considerations for Best Practice	<ul style="list-style-type: none">• Strategy, Engagement & Planning• Stakeholder Engagement• Program fit and delivery• Coaching• Insights
Layer 3: In ACTION : Key Considerations for Environmental and System Support	<ul style="list-style-type: none">• Governance• Delivery and Support Partners



* For more information on the 3DAD model, please refer to the following documents -

- FTEM NSW Participant and Athlete Development Framework: A Systems Overview - Complete Version
- FTEM NSW Participant and Athlete Development Framework: A Systems Overview - An Introduction and Background to FTEM NSW

Elite level 1

Description of level

Focus: Elite Representation

Context for the Elite Athlete

Achievement of an elite athlete status through selection and representation at the highest level of senior international competition or professional sport.

Examples include -

- An Australian representative competing at the highest level of Olympic and Paralympic sport (e.g., Senior World Championships, Olympics, Paralympic or Commonwealth Games etc.)
- A member of a team/squad that competes at the highest level of Professional sport domestically and/or internationally (e.g., team member of an AFL, NRL team etc.)

Receives ongoing, individualised and coordinated support coordinated through effective deliberate programming.

Approximate age range

As competition and performance at this level is at a Senior or Open Age level, athletes supported within this level are predominately aged 18 years and over

Physical Literacy Phase

Consolidation & Mastery / Transfer & Empowerment



Elite Athlete Profile

In Action- Key considerations for best practice

Effective strategy, planning and management inclusive of :

- Individual Athlete Performance Plans that are periodically reviewed and updated.
- ongoing monitoring and review informing the mastery athlete's individualised case management and coordinated and tailored inter-disciplinary support domestically and internationally.
- direct funding assistance
- match of coaching expertise and support
- interdisciplinary best-practice and innovation, ongoing data and performance intelligence and insights including international benchmarking

Effective individualised case management inclusive of:

- ready access to best practice DTEs and training partners and supported by best practice coaching
- consistent access to high quality interdisciplinary support domestically and internationally
- extensive competitive opportunities and exposure at key National and International Benchmark events
- dedicated and ongoing Athlete Career and Education support including flexible educational delivery and flexible working arrangements
- effective monitoring and management of training and competition load, injury etc.
- psychological and physical wellbeing and maintenance of effective sport-life balance and lifestyle
- effective support networks in and out of sport including access to mentors
- preparation for life after competitive sport.

Ongoing engagement and education of athletes, their coaches, support staff, significant others and managers etc.

Excellent knowledge and application of the athlete covering all areas of preparation and performance, psychological skills and strategies including effective self-management and self regulation to facilitate autonomy, continual learning and improvement and performance gains.

Education, opportunity and support specific to effectively engaging with community as an **athlete ambassador**.

Education and ongoing guidance specific to interacting with the **media and financial literacy**.



Elite Level 1

Elite level 2

Mastery level

Elite level 1 - Required environmental and system support

Governance :

- National Sporting Organisations
- Sporting Organisations for People with Disabilities
- NSWIS (Categorised athletes within Olympic and Paralympic prioritised sports)
- National Professional sport Organisations
- Professional Clubs
- Australian Institute of Sport
- Paralympics Australia
- Australian Olympic Committee
- Commonwealth Games Australia
- International Sporting Organisations
- International Olympic Committee

Delivery/Support Providers :

- NSO High-Performance Managers
- NSWIS Managers & Service Providers
- NSO Coaching Coordinators & Service providers
- NSO High-Performance Coaches
- Professional Club High-Performance Managers, Coaches & Service Providers
- Wellbeing & Engagement Providers
- University and Vocational Providers
- Significant others



Elite Athlete Profile

Elite level 2

Description of level

Elite Level 1

Elite level 2

Mastery level

Focus: Elite Success.

Context for the Elite athlete

Achievement of a medal winning performance within peak competition at a senior elite level such as -

- the World Championships, Olympics or Paralympics
- a Professional league or championships
- and/or individual recognition and accolades at the highest level of sport (e.g., Brownlow (AFL) or Churchill medallist (NRL)).

Receives ongoing, individualised and coordinated support coordinated through effective deliberate programming.

A critically valuable voice and ambassador to support aligned advocacy/policy, strategy, research, practice and education.

Approximate Age Range

As competition and performance at this level is at a Senior or Open Age level, athletes supported within this level are predominately aged 18 years and over

Physical Literacy Phase

Consolidation & Mastery / Transfer & Empowerment



Podium Athlete Profile

In Action - Key considerations for best practice

Effective strategy, planning and management inclusive of:

- Individual Athlete Performance Plan that is periodically reviewed and updated.
- ongoing monitoring and review informing the mastery athlete's individualised case management and coordinated and tailored inter-disciplinary support domestically and internationally.
- direct funding assistance
- match of coaching expertise and support
- interdisciplinary best-practice and innovation, ongoing data and performance intelligence and insights including international benchmarking

Effective individualised case management inclusive of:

- ready access to best practice DTEs and training partners and supported by best practice coaching
- consistent access to high quality interdisciplinary support domestically and internationally
- extensive competitive opportunities and exposure at key National and International Benchmark events
- dedicated and ongoing Athlete Career and Education support including flexible educational delivery and flexible working arrangements
- effective monitoring and management of training and competition load, injury etc.
- physical maintenance
- psychological and physical wellbeing and maintenance of effective sport-life balance and lifestyle
- effective support networks in and out of sport including access to mentors
- preparation for life after competitive sport.

Excellent knowledge and consistent application of all aspects of being a podium level athlete including superior self-regulation to directly inform ongoing preparation, performance, sport-life balance and effective engagement and integration of support providers and support network in and out of sport.

Implementation of a proven complement of evidence-based strategies for **performance progression and maintenance**.

Preparation for life after sport including formalised and supported roles within sport e.g., mentoring, coaching, management etc.

Engaged formally to share experiences, perspectives and recommended strategies to inform underpinning sport and system level strategy and practice.

Effective engagement with community as an ambassador and mentor of other athletes.

Effective skills interacting with the media and financial literacy.



Elite Level 1

Elite level 2

Mastery level

Elite level 2 - Required environmental and system support

Elite Level 1

Elite level 2

Mastery level

Governance :

- National Sporting Organisations and Sporting Organisations for People with Disabilities
- NSWIS (Categorised athletes within Olympic and Paralympic prioritised sports)
- National Professional sport Organisations
- Professional Clubs
- Australian Institute of Sport
- Paralympics Australia
- Australian Olympic Committee
- Commonwealth Games Australia
- International Sporting Organisations
- International Olympic Committee

Delivery/Support Providers :

- NSO High-Performance Managers
- NSWIS Managers & Service Providers
- NSO Coaching Coordinators & Service providers
- NSO High-Performance Coaches
- Professional Club High-Performance Managers, Coaches & Service Providers
- Wellbeing & Engagement Providers
- University and Vocational Providers
- Significant others



Podium Athlete Profile

Mastery

Description of level

Focus: Sustained Elite Success.

Context for the Elite Athlete

Sustained success over multiple High-Performance cycles at the highest level of International or Professional sport.

Receives ongoing, individualised and coordinated support coordinated through effective deliberate programming as E1 and E2 level and also potential for re-invention and innovation within main sport.

A critically valuable voice and ambassador to support aligned advocacy/policy, strategy, research, practice and education.

Approximate age range

As competition and performance at this level is at a Senior or Open Age level, athletes supported within this level are predominately aged 18 years and over.

Physical Literacy Phase

Consolidation & Mastery / Transfer & Empowerment



Podium Athlete Profile

Elite Level 1

Elite level 2

Mastery level

In Action- Key considerations for best practice

Effective strategy, planning and management inclusive of :

- Individual Athlete Performance Plan that is periodically reviewed and updated.
- ongoing monitoring and review informing the mastery athlete's individualised case management and coordinated and tailored inter-disciplinary support domestically and internationally.
- direct funding assistance
- match of coaching expertise and support
- interdisciplinary best practice and innovation, ongoing data and performance intelligence and insights including international benchmarking

Effective individualised case management inclusive of:

- ready access to best practice DTEs and training partners and supported by best practice coaching
- consistent access to high quality interdisciplinary support domestically and internationally
- extensive competitive opportunities and exposure at key National and International Benchmark events
- dedicated and ongoing Athlete Career and Education support including flexible educational delivery and flexible working arrangements
- effective monitoring and management of training and competition load, injury etc.
- physical maintenance
- psychological and physical wellbeing and maintenance of effective sport-life balance and lifestyle
- effective support networks in and out of sport including access to mentors
- preparation for life after competitive sport.

Excellent knowledge and consistent application

of all aspects of being a podium level athlete including superior self-regulation to directly inform ongoing preparation, performance, sport-life balance and effective engagement and integration of support providers and support network in and out of sport.

Implementation of a proven complement of evidence-based strategies for **performance progression and maintenance.**

Explore potential for re-invention and innovation

within same sport. **Preparation for life after sport** including formalised and supported roles within sport e.g., mentoring, coaching, management etc.

Engaged formally to share experiences, perspectives and recommended strategies to inform underpinning sport and system level strategy and practice.

Effective engagement with community as an ambassador and mentor of other athletes.

Effective skills interacting with the media and financial literacy.



Elite Level 1

Elite level 2

Mastery level

Mastery - Required environmental and system support

Elite Level 1

Elite level 2

Mastery level

Governance :

- National Sporting Organisations
Sporting Organisations for People with Disabilities
- NSWIS (Categorised athletes within Olympic and Paralympic prioritised sports)
- National Professional sport Organisations
- Professional Clubs
- Australian Institute of Sport
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- Professional Club High-Performance Managers, Coaches & Service Providers
- Wellbeing & Engagement Providers
- University and Vocational Providers
- Significant others



Podium Athlete Profile

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The FTEM NSW Participant and Athlete Development Framework - System level Guidelines and Considerations : All Levels.



For more information and advice on FTEM NSW please email: futurechampions@sport.nsw.gov.au

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