

The FTEM NSW Participant and Athlete Development Framework - System level Guidelines and Considerations: **The Foundational Levels**

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



COPYRIGHT NOTICE

All information contained within this document is copyright of the NSW Office of Sport. Formal permission is required from the NSW Office of Sport to reproduce any of this information. Formal permission should be directed to the Office of Sport, 6B Figtree Drive, Sydney Olympic Park. You are required to acknowledge that the material is provided by this document or the owner of the copyright. © State of NSW 2020

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.



Acknowledgements

Dr Juanita Weissensteiner, Pathways Advisor at the NSW Office of Sport who was an original co-author of the original FTEM Athlete Framework developed by the Australian Institute of Sport, led the development of the FTEM NSW Participant and Athlete Framework and was the author of this accompanying resource.

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).

Special mention must go to the following people who have assisted Juanita more recently with FTEM NSW -

Andrew Putt - Director, Sector Performance, NSW Office of Sport.

Celia Murphy - Executive Director, Policy and Planning, NSW Office of Sport.

Mia Jenkins - Principal Advisor, Integrity, Sector Performance, NSW Office of Sport.

Nadia Briganti - Graphic Designer - Communications and Marketing, NSW Office of Sport.

Rebecca Neale - Project Officer, Athlete Pathways, Sector Performance, NSW Office of Sport.

Pam Ireland - Administration Officer, South East Sports Academy, NSW Office of Sport.

Simon Woinarski - Project Officer, Coaching and Officiating, Sector Performance, NSW Office of Sport.

Kerry Fielding - Senior Project Officer, Sector Performance, NSW Office of Sport.

Deborah Howard, Principal Policy Officer, NSW Office of Sport.

Shannon Dixon - Project Officer, Integrity, Sector Performance, NSW Office of Sport.

Kerry Turner - Manager, Partnerships and Participation, NSW Office of Sport.

Chris Elasi - Manager, Sector Capability, NSW Office of Sport.

Donna Coady, Project Officer, Indigenous S&R, Northern Cluster, NSW Office of Sport.

Gerald Bradshaw, Development Officer, Northern Cluster, NSW Office of Sport.

Jeffrey Slatter - Project Officer, Sector Performance, NSW Office of Sport.

Margot Zaska - Project Officer, Sector Performance, NSW Office of Sport.

Peter McCue - Principal Policy Officer, NSW Office of Sport

Dr Phil Hamdorf - FMR Executive Director, NSW Office of Sport.

Anne Gripper- FMR Executive Director, NSW Office of Sport.

Dr Kevin Thompson - CEO, NSWIS.

Claire Prideaux - FMR CEO, NSWIS.

Anna Longman - FMR Project Officer, Policy and Planning, NSW Office of Sport.

Chris Yeomans - Senior Coordinator, Talent Program, NSWIS.

Madison de Rozario & Ben Tudhope, Paralympians.

Jessica Fox & Lauren Burns, Olympians.

Dr Clare MacMahon, La Trobe University, Melbourne.

Suggested citation:

Weissensteiner, J.R. The FTEM NSW Participant and Athlete Framework: System Guidelines and Considerations - The Foundational Levels. Sector Performance, Policy and Planning, NSW Office of Sport. 2021. <https://www.sport.nsw.gov.au/pathways-and-development/FTEM-NSW>



Contents

Introduction and Background	5
Unpacking the Foundational levels of FTEM NSW	7
Why are the Foundational Levels of FTEM NSW so important?	8
Key features of the Foundational levels	9
Personifying and operationalising the Foundational levels	10
Pre-Foundational FO	11
Foundational 1	14
Foundational 2	17
Foundational 3	21
FTEM Related Resources	27





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 **Foundational levels of the FTEM NSW Participant and Athlete Development Framework (F0 to F3)**.

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 all levels and forms of Active Recreation and Community Sport Participation, within NSW. This includes but is not limited to -

- Participants
- Parents, Guardians and Carers
- Coaches and Instructors and Clubs
- Teachers and Schools
- Lecturers, scholars and Universities
- Practitioners
- Sporting/ Recreational Organisations at all levels
- Government agencies at all levels.

How do I use this resource?

This resource can be viewed either in its entirety or you can access specific information for each Foundational level by clicking on the interactive tabs on the right hand side of page 10 onwards.

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 this information will be of value to facilitate -

- the review and refinement of current strategy and practice within a sport's Foundational or Participation levels
- clarity in mapping, aligning and communicating a sport's Foundational level programs and products across the lifespan
- the ongoing engagement, education and support of participants and support providers including parents, coaches, schools, clubs etc.

Where do I find more information?

For detail specific to the background and features of the FTEM NSW Participant and Athlete Development Framework please visit our website <https://sport.nsw.gov.au>.

To view detailed 'whole of sport' information incorporating the FTEM NSW Talent and Elite and Mastery levels please access **FTEM NSW Participant and Athlete Framework: System Level Guidelines: All levels** document or separate **Foundational** and **Elite/Mastery** versions.

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

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



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.

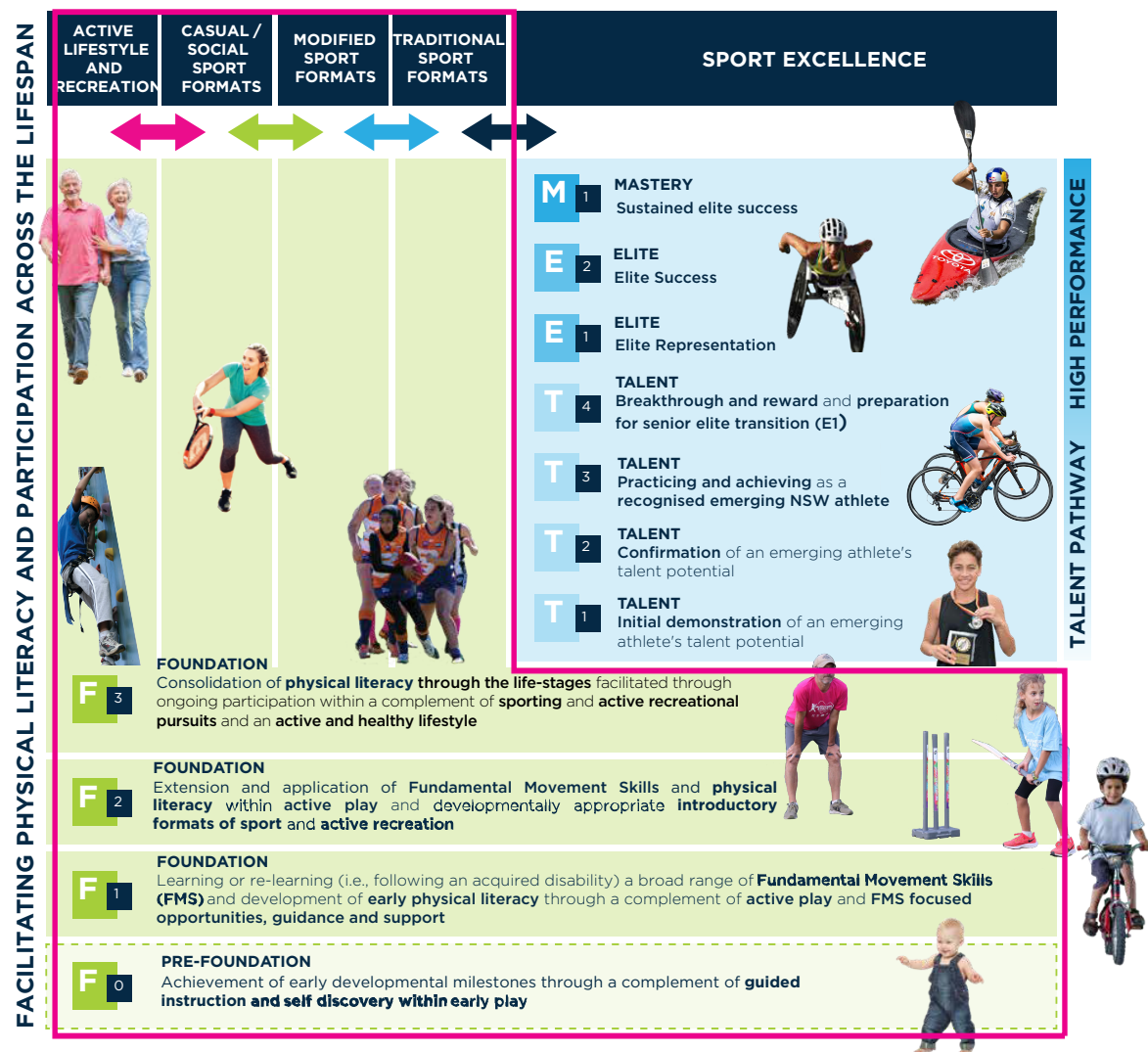
it was apparent that an evidence-based and practicable strategy that addressed these issues and truly supported the delivery and coordination of best practice within the critical foundational levels of sport and active recreation was warranted.



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



Foundational
level 0

Foundational
level 1

Foundational
level 2

Foundational
level 3

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



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**

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.

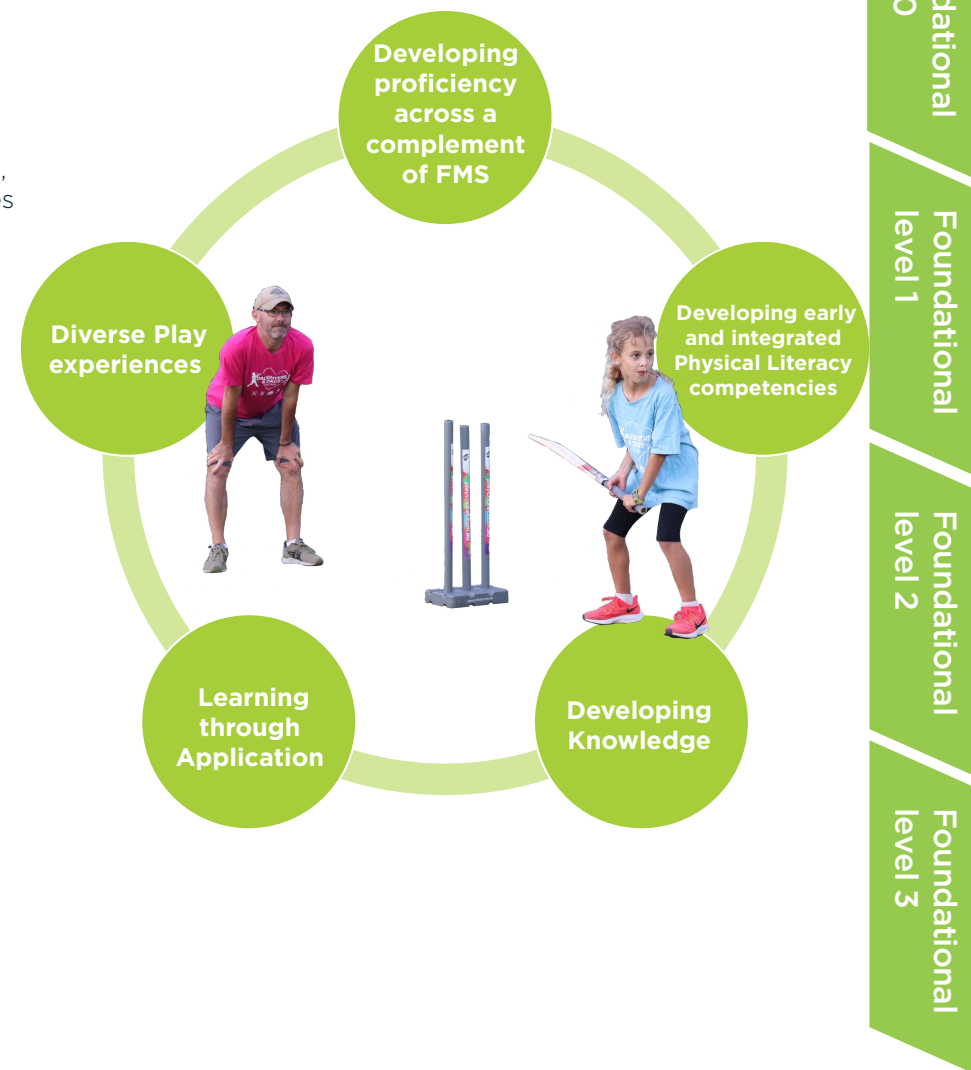
Learning and developing through diversified play experiences

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.).



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



**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
 - maturational 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).



Foundational
level 0

Foundational
level 1

Foundational
level 2

Foundational
level 3

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

FTEM related references

- Bergeron, M. F., Mountjoy, M., Armstrong, N., Chia, M., Côté, J., Emery, C. A., Faigenbaum, A., ...Engebretsen, L. (2015). International Olympic Committee consensus statement on youth athletic development. *British Journal of Sports Medicine*, 49, pp. 843-851.
- DiFiori, J.P., Güllich, A., Brenner, J.S., Côté, J., Hainline, B., Ryan, E. & Malina, R.M. (2018). The NBA and Youth Basketball: Recommendations for Promoting a Healthy and Positive Experience. *Sports Medicine*, 48, pp. 2053-2065.
- Gulbin, J. P., & Weissensteiner, J. R. (2013). Functional sport expertise systems. In D. Farrow, J. Baker & C. MacMahon (eds), *Developing sport expertise: Researchers and coaches put theory into practice* (2nd ed., pp. 45-67). London: Routledge.
- Gulbin, J. P., Croser, M. J., Morley, E., & Weissensteiner, J. R. (2013). An integrated framework for the optimisation of sport and athlete development: A practitioner approach. *Journal of Sports Sciences*, 31, pp. 1319-31.
- Gulbin, J. P., Weissensteiner, J. R., Oldenziel, K., & Gagné, F. (2013). Patterns of performance development in elite athletes. *European Journal of Sport Science*, 13, 6, pp. 605-614.
- Weissensteiner, J.R. (2017 a). Method in the madness - working towards a viable 'paradigm' for better understanding and supporting the athlete pathway. In J. Baker, S. Cobley, J. Schorer, & N. Wattie (Eds.), *Routledge handbook of talent identification and development in sport* Routledge handbook of talent identification and development in sport: Milton Park: Routledge, pp. 133-149.
- Weissensteiner, J.R. (2017 b). How contemporary international perspectives have consolidated a best-practice approach for identifying and developing sporting talent. In J. Baker, S. Cobley, J. Schorer & N. Wattie (Eds.), *Routledge handbook of talent identification and development in sport* Routledge handbook of talent identification and development in sport: Milton Park: Routledge, pp. 51-68.

The FTEM NSW Participant and Athlete Development Framework - System level Guidelines and Considerations: **The Foundational Levels**



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

DISCLAIMER

While every reasonable effort has been made to ensure that the facts contained within this document are correct at time of printing, the state of NSW, its agents and employees, disclaim any and all liability to any person in respect of anything or the consequences of anything done or omitted to be done in reliance or upon the whole or any part of this document.

COPYRIGHT NOTICE

All information contained within this document is copyright of the NSW Office of Sport. Formal permission is required from the NSW Office of Sport to reproduce any of this information. Formal permission should be directed to the Office of Sport, 6B Figtree Drive, Sydney Olympic Park. You are required to acknowledge that the material is provided by this document or the owner of the copyright. © State of NSW 2020



OFFICE OF SPORT