

Panel Presentation

LTAD Implementation – Impact and Challenges



TAEKWONDO CANADA



Taekwondo 4 Life

LTAD Online Program



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Taekwondo 4 Life (LTAD Online Program):

Taekwondo Canada sincerely hopes that this online program will provide the foundation upon which taekwondo is developed in Canada. Coaches, instructors, and parents are encouraged to use this guide to develop strong programs that are successful in the retention of participants and promote taekwondo as a sport for life.



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Goals and Objectives:

1. **Build standardized curriculum and tools for teaching and developing fundamental taekwondo skills in the first four stages of LTAD that is accessible from coast-to-coast using online programming and tools in combination with national seminars.**



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Goals and Objectives:

2. Provide leadership training and education to school owners, instructors, and coaches on individual athlete goal-setting, athlete development, and yearly training planning/monitoring.



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Goals and Objectives:

3. Build a national infrastructure to support and mentor grassroots coaches and developing athletes linked to the national membership program.



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4 LTAD Stages:

- 1.Active Start
- 2.Fundamental
- 3.Learn To Train
- 4.Train To Train



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1. Active Start Stage:

1. Agility
2. Balance
3. Coordination
4. Speed
5. Flexibility
6. Games
7. Jumping
8. Hopping
9. Ground Kicking



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2. Fundamental Stage:

1. Basic Foot Work
2. Basic Plyometric
3. Basic Ladder
4. Basic Air Kicking
5. Basic Knee Ups
6. Basic Target Kicking
7. Basic Over The Rope
8. Basic Agility Ring



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3. Learn To Train Stage:

1. Partner Hops
2. Circuit
3. Target Hops
4. Whistle Drills
5. Shield Jumps
6. Skipping Rope
7. Belt
8. Taping
9. Square Mat
10. Over The Rope



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4. Train To Train Stage:

1. Bench
2. Tubing (ankle)
3. Stairs
4. Extending
5. Core
6. Ladder
7. Cones (big)
8. Cones (small)
9. Tubing (waist)




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
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Video

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Category List


- 1. Active Start
 - Agility
 - Balances
 - Coordination
 - Speed
 - Flexibility
 - Grooves
 - Jumping
 - Hopping
 - Ground Kicking
- 2. Fundamental
 - Basic Foot Work
 - Basic Plyometric
 - Basic Ladder
 - Basic Air Kicking
 - Basic Knee Ups
 - Basic Target Kicking
 - Basic Agility Ring
 - Basic Punch
 - Basic Over The Rope
- 3. Learn To Train
 - Partner Hops
 - Circuit
 - Target Hops
 - W-Uddle Drills
 - Stair Jumps
 - Skiping Rope
 - Ball
 - Tying
 - Square Mat
 - Over The Rope
 - Basic Attack & Counter Kicks
- 4. Train To Train
 - Bunch
 - Tubing (smile)
 - Chain
 - Extending
 - Target Kicking
 - Shield Kicking
 - Target & Shield Combo Kicking
 - Dumbbell
 - Cone
 - Ladder
 - Cone (big)
 - Attack & Counter Combination Kicks
 - Tubing (neat)
 - Cone (small)
- 5 Learn To Compete
 - Set Up
 - Distance
 - Reaction

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Coaching Note

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def? 04) L - Facing Front	2014-09-04 03:21:17
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def? 08) T - Facing Front	2014-09-04 15:33:22
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def? 10) Z - Backward	2014-09-04 15:49:06
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def? 14) M - Backward	2014-09-04 19:17:17
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def? 18) Triangle - Backward	2014-09-04 19:39:54



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Document

Category: 4. Train To Train

- 2014-2015 Event Schedules
- Goal Setting Sample



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Taekwondo 4 Life website:

www.taekwondo4life.com



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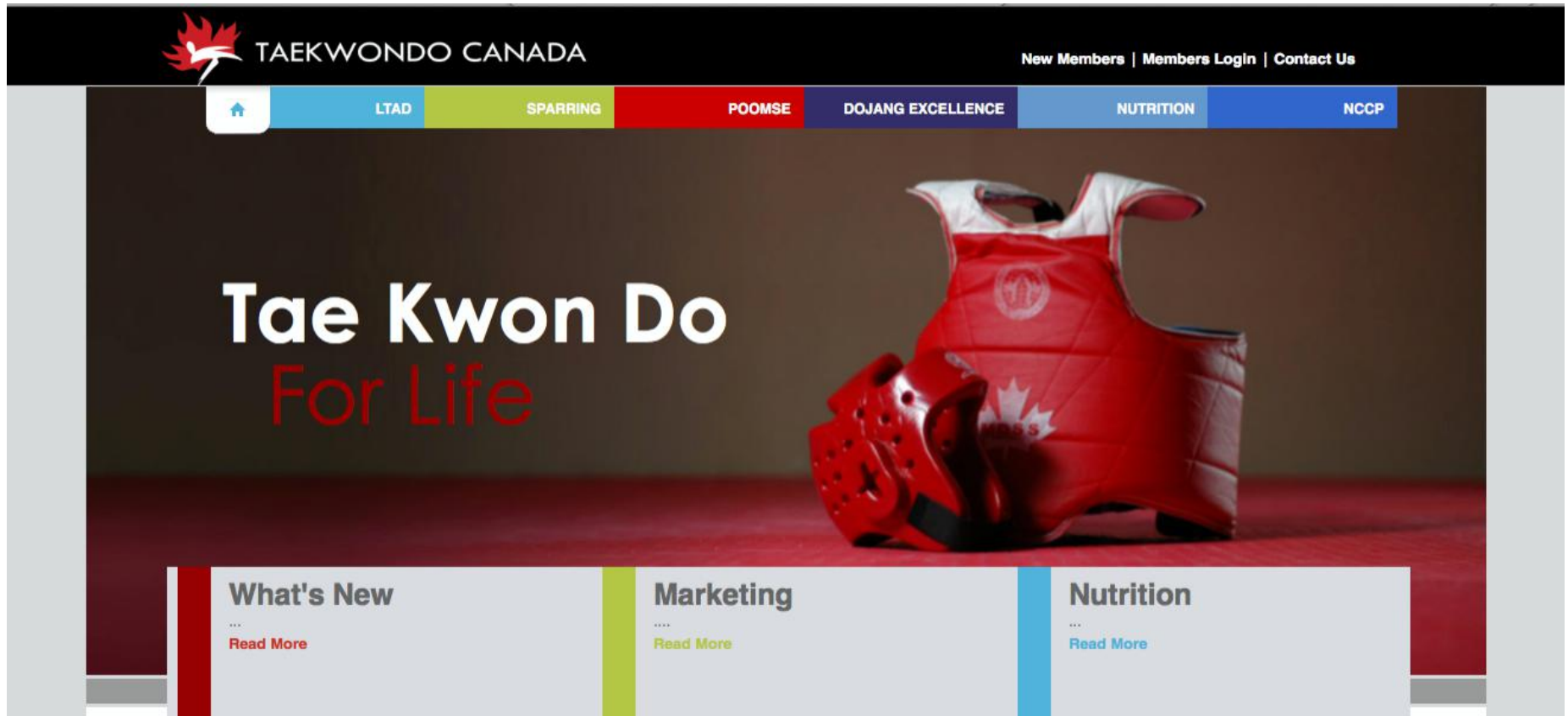
Additional Contents:

1. Pattern (poomse)
2. Club/School Excellence
3. Nutrition
4. NCCP
5. Marketing/Business



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Additional Contents:



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Taekwondo 4 Life (LTAD Online Program):

Questions?



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2015 Canadian Sport 4 Life National Summit



Field Hockey BC



Presentation Structure:

1. **Environmental Analysis**

- Community Consultation
 - Philosophical and Strategic Agreement
 - Strategic Commitment
 - State of the Province* – Athlete/Coach/Official/Event
 - Application and Practical Implementation

2. **Identification and Provision of Leadership**

- NSO/PSO/Community Roles and Responsibilities

3. **Drivers for Practical Implementation**

- Skills Matrix Adaptation – Catalyst
- Competition Review – PSO and Community examples
- Coach Education – Skills Matrix adaptation leading delivery of education and mentorship – NCCP ‘in progress’

4. **Impact, Lessons Learned, and Challenges**

- Impact – FunD, L2T, T2T, T2C – PSO and Community examples
- Lessons Learned – Leadership, alignment, confidence
- Challenges

* Led to PSO playing a lead role in a state of the Nation LTAD review



Field Hockey BC
CS4L-LTAD Implementation
Point 1
Community Consultation



Initial Objectives

1. For FHBC to initiate greater engagement with Member Organizations with specific regard to long-term strategic development
2. To ensure the FHBC Strategic Plan provides appropriate support for Community Development in BC
3. To promote alignment with the LTFHD Model* and demonstrate how FHBC is preparing for transition
4. Provide the opportunity for comment and feedback

**LTFHD Model = Long-Term Field Hockey Development Model*



Short/Mid-Term Strategic Targets

Short-Term (within 12 months):

- Identification of current strategic priorities for the BC Club Community
- Assessment as to the relative strength/alignment in each priority area when considering LTFHD

Mid-Term (within 36 months):

- Development of a strategic plan (Clubs) aimed at sustainable delivery and accountability within identified areas of priority (athlete, coach, official, event, volunteer)



Engagement Process

- FHBC Board Members and the Executive Director met with all BC Club/Association Board Executive Committees and Program Leaders (Strategic Decision Makers)
- Representation: 94% of registered membership
- 4 Months to complete



Knowledge Transfer and Environmental Analysis

- Meeting Information + Survey Return (structured within each stage of learning within LTFHD) = Environmental Reality and Organizational Readiness
- Summary Reports Compiled (by Club/by Stage/by Pillar) and taken forward for final validation prior to strategic integration at the PSO (and Club) level

Notable Trends

- Limited strategic framework/organizational structure at the Club level relative to long-term 'pillar' programming. Where structure exists, it is often short-term in nature (current season) with variable delivery
- Limited frame of reference (accountability)
- The lack of a common set of values when aligned with the necessary building blocks for LTFHD implementation
 - How most (and in our case 'all') will agree 'to do the right thing at the right time for athletic development' but how such philosophical agreement is quickly undermined when delivery structure and intent demands cultural change

Outcome – PSO Leadership – LTFHD Implementation Plan

1. FHBC Athlete Programs (L2T, T2T, T2C) align directly to LTFHD stages of learning
2. FHBC Event Program (for FHBC Programs and Club Community Programs) align with LTFHD stages of learning
3. FHBC Coaching Program advocates for key principles within LTFHD and targets resource development, delivery and mentorship
4. FHBC Officiating Program looks to succession planning, talent ID, and LF resource development
5. FHBC looks to recognition strategy and professional development to retain essential voluntary resource

NEED – Vision, Commitment, Leadership, Courage





Point 2 - Identification and Provision of Leadership

NSO

Frame of
Reference
(Pathways)

Quality
Resource
Development

PSO

Environmental
Analysis
Practical
Implementation

Program
Delivery
Club Support

Club

Practical
Implementation

Sustainable
Program
Delivery

Implementation Requires Community Commitment and Accountability

Accountability

NSO

PSO

Club

NSO leadership

Develop a National Coach Education Program

- Identify Writer(s)
 - ❖ Contract
 - ❖ Funding
 - ❖ 100% Support
- Identify/Educate MLFs
 - ❖ Standardize Procedures
- Standardize Evaluation Procedures



PSO Leadership

- Identify and educate LFs
- Sell Coach Education programs to clubs
- Deliver Coach Education courses
 - Further education to coaches
- Evaluate (certify) coaches



Community (Clubs) Leadership

- Promote Coach Education to members
 - ❖ Coaches
 - ❖ Parents
- Identify potential LFs from club coaches



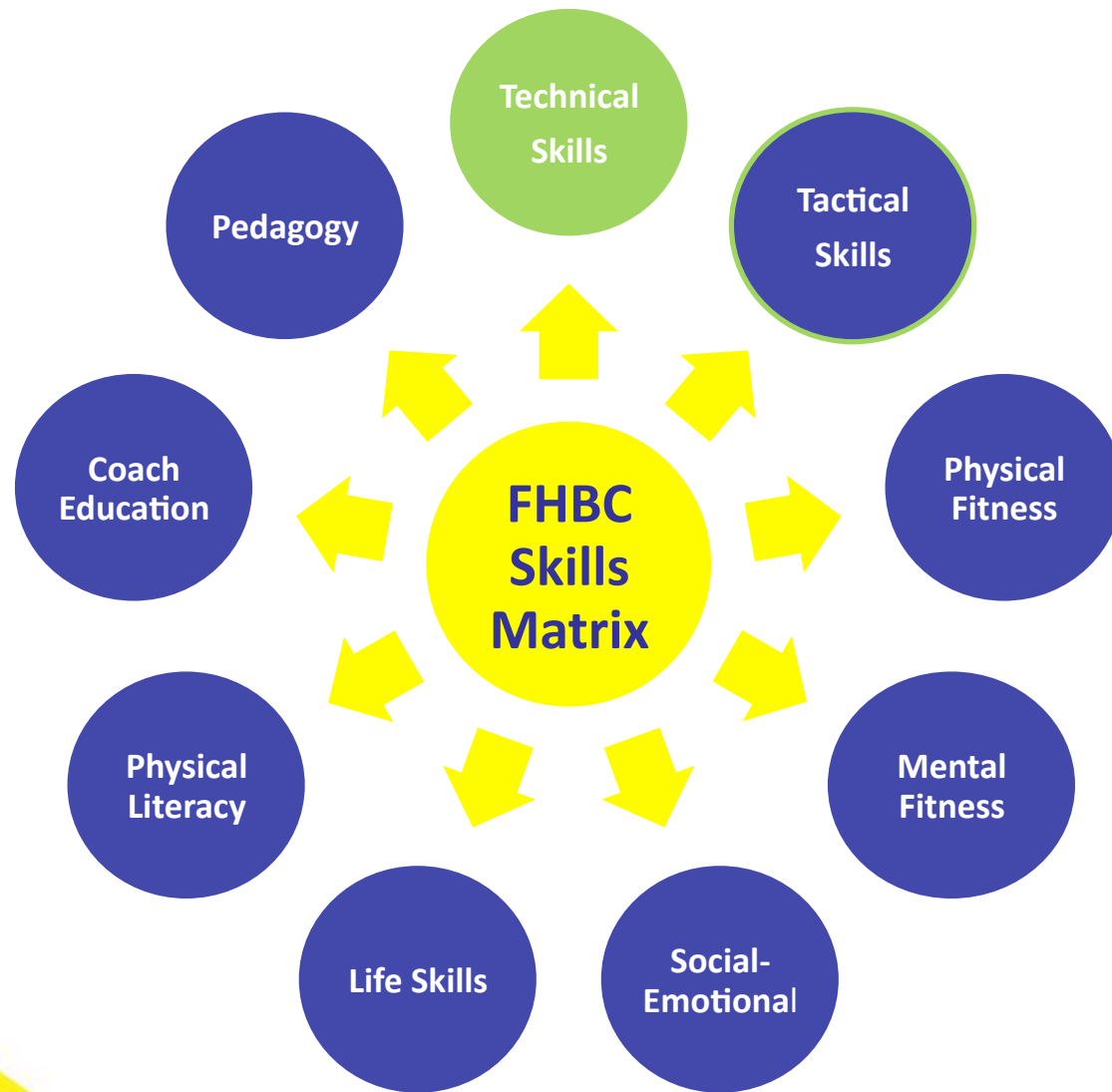
Point 3 - Drivers for Practical Implementation

Skills Matrix Adaptation

A Holistic Approach

Targeting Participation, Development,
and Performance streams
at each stage of LTFHD learning





Drivers for Practical Implementation

Competition Review

Targeting the 'most appropriate and
meaningful environment for athlete
development'



By Stage of Learning

Fundamentals

- ❖ Fun, Physical Literacy, Field Hockey
- ❖ A Game Based Approach
 - ✓ Fun FMS and FSS Games
 - ✓ Small Sided Games (with and without stick and ball)
- ❖ Introduction to Field Hockey
- ❖ **Adapted Rules, Format, and Pitch**
3:3/4:4/5:5



By Stage of Learning

Learn to Train

- ❖ Fun, Physical Literacy, Greater Emphasis on Sport Specific Skill Acquisition
- ❖ A Game Based Approach to Training
- ❖ **Small Sided Games in a Festival Format**
(Non Outcome Related)
- ❖ Introduction of Hockey 5s (FIH)
(Featured for the first time at the 2014 Youth Olympic Games 5:5)



By Stage of Learning

Train to Train

- ❖ Emphasis on Sport Specific Skill Acquisition
- ❖ Environmental Analysis led to Competition format remaining as a **Festival** with the priority on execution of skills in a game based environment (11:11)
 - ❖ minimizing exposure to an outcome related **fear of failure**
- ❖ Only Team BC Athletes are currently prioritized for Introduction to Competition



By Stage of Learning

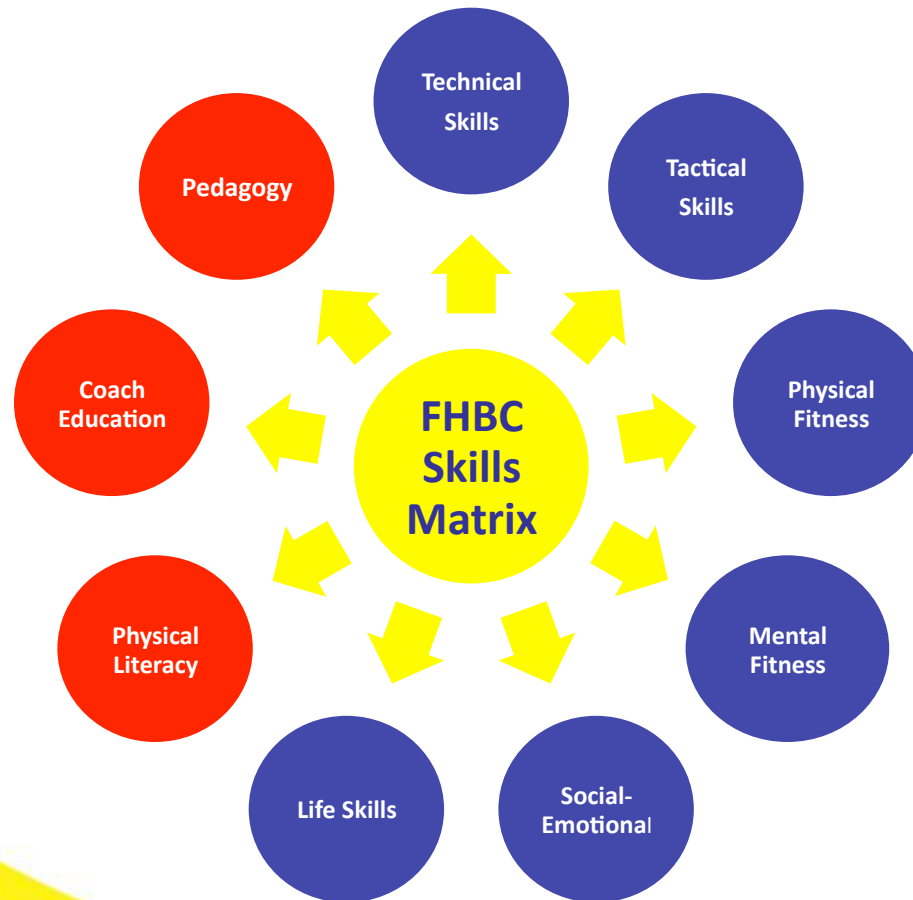
Train to Compete

- ❖ 'Execution under Pressure'
- ❖ Competition format reflects the desire to enable players to thrive in a competitive environment
- ❖ This stage is considered as a three season progression currently designated by age 16-18 with the intent to evolve to designation by **ability**



Drivers for Implementation

Skills Matrix leading Coach Education



Pedagogy

The art and science of teaching and coaching

- Preparation
- Field Organization
- Enthusiasm
- Communication
 - Explanation, demonstration, feedback, questions
 - Painting a picture
- Movement/Skill Analysis
- Confidence
 - Look the part, sound the part, act the part
- Respect
 - Know what you are talking about
 - Earn it: respect is a two-way street



Physical Literacy

Extensive Movement Vocabulary

- Fundamental Movement Skills (FMS)
 - Running variations, jumping, throwing *all with agility, balance and coordination
- Fundamental Sport Skills (FSS)
 - Field Hockey skills
 - Reading the situation and making the correct decision
- Physical literacy is the core content of the fundamentals stage, and there is a need for further development/maintenance after that
- The overall objective of developmental stages is to **develop the athlete before developing the player**



Coach Education

Importance of sound coaching at every stage of development

- NCCP stage-specific education and certification program
- Fundamentals: Develop the athlete before the player
- **L2T: Develop a training culture**
- **T2T: Consolidate a training culture/introduction to competition**
- Athlete centered, coach led
- Vertical and horizontal progression
 - Coaches can enter at any stage
- Identifying/Education/Team Building of MLFs and LFs
- Mentors
- Evaluators



Point 4 **Impact - Fundamentals**



**Fun – Physical Literacy –
Field Hockey**



Impact – Learn 2 Train



**Fun – Modified Format –
Skill Acquisition**

Impact – Train 2 Train



**Appropriate Environment +
Skill Acquisition =
LTAD Result**

2013 Junior National World Cup Qualification

2014 Youth Olympic Silver Medalists



T2C National Gold Medalists since 2008



**Impact
T2C**



Lessons Learned

Leadership, Alignment, Commitment and Confidence

- ❖ **Leadership** – NSO, PSO, MSO, Club understanding of sport specific LTAD based systemic needs (MSO included as alignment within these support organizations is vital)
- ❖ **Alignment** – Any one of the leadership groups can implement in isolation but only to a certain degree
- ❖ **Commitment and Confidence** – That the process to determine how a sport will implement LTAD is thorough and environmentally realistic
- ❖ That implementation be aligned and supported by a National (NSO) Development Strategy (link to Leadership above)



Challenges

Links Back to Points 2 and 3

- ❖ Provision of Leadership and defined role and responsibility is essential
- ❖ That key strategic drivers be aligned to CS4L and LTAD
- ❖ That these drivers consider all LTAD steps to success and not just those of convenience, or those that have limited impact to the current environment or culture
- ❖ That Skills Matrix Adaptation, Competition Review, and Coach Education (formal and informal) be the bedrock to practical implementation
- ❖ That Organizations be committed and brave in their decision-making and advocacy for a CS4L-LTAD strategic direction – Discomfort is a reality – embrace it, move past it, and provide a foundation from which to build

- ☐ Example – BC Summer Games – L2T
- ☐ Example – FHBC L2T Program - Video

