

Long-Term Development in Sport and Physical Activity 3.0: Implications & Opportunities

Developed by:
Sport for Life

Presented by:
Dr. Paul Jurbala

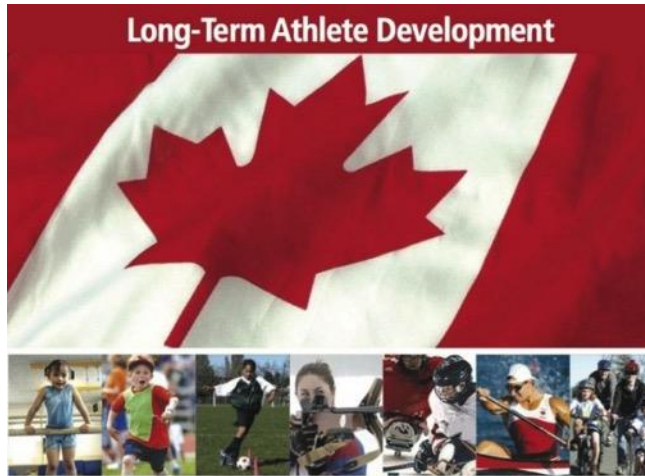


Today:

Long-Term Development in Sport and Physical Activity

1. Background and Overview
2. Practical implications for Sport Organizations:
Framework Renewal
3. Questions and Answers

First generation - 2005



**Canadian Sport
for Life**

Canadian
Sport
Centres
Centres
canadiens
multisports

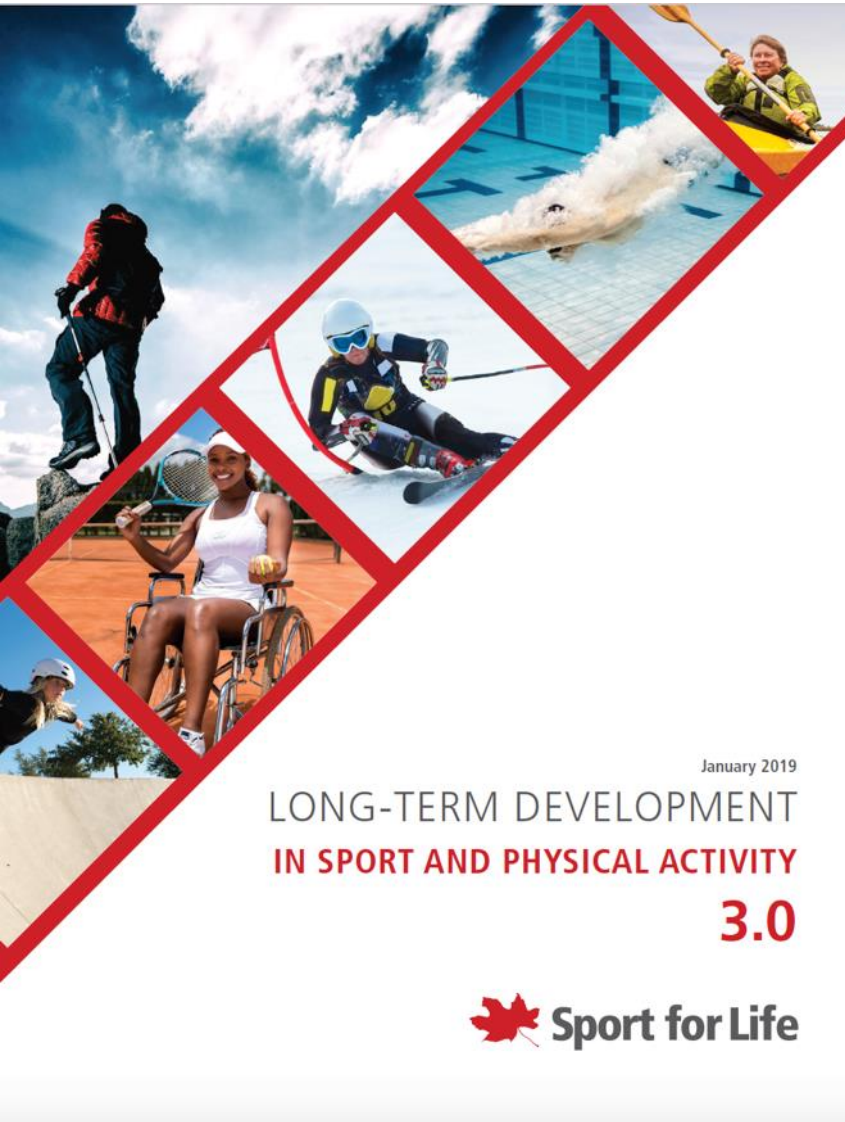


- “Playground to podium: planning for the sporting excellence and well-being of Canadians”
- Canadian Sport System knew nothing about Long-Term Athlete Development
- Described the 7-stage “model” and the 10 Key Factors
- Graphics, accessible concepts, some broad statements; 64 pg.
- Selected bibliography- 57 refs

Second generation - 2012



- “Planning for the wellness and sport excellence of Canadians”
- Response to calls for more detail, evidence, correct inaccuracies... “kaizen”.
- Still describes the 7-stage “framework” and the 10 Key Factors
- More graphics, smaller typeface, reorganized Key Factors – 82 pg.
- Selected bibliography- 77 refs



Third generation - 2019

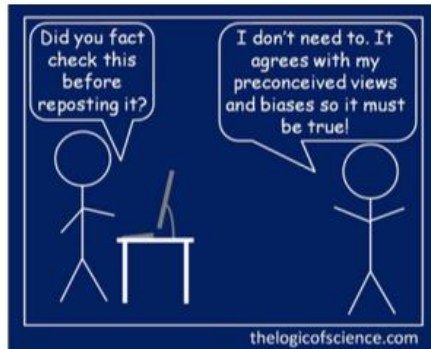
The revision process took over two years.

The new name was developed in consultation with over 50 leaders closely associated with Sport for Life.

Many organizations and people were consulted in 3.0 development.

Handbook of References

**Handbook of References:
Supplement to Long-Term Athlete Development 3.0**



Prepared by Vicki Harber, PhD
March 2017

Handbook of References Supplement

- Compiled by Dr. Vicki Harber
- 148+ pages, ~500 refs.

Athlete Development Pathways; Athletes with a Disability; Benefits of Quality Physical Activity; Benefits of Quality Sport; Brain Development; Deliberate Practice; Developmentally Appropriate; Early Single Sport Specialization; Mental Health; Nonlinear Pedagogy; Overuse Injuries in Young Athletes; Parents; Physical Literacy; Play and Risky Play; Relative Age Effect; Skill Acquisition; Talent Identification and Development

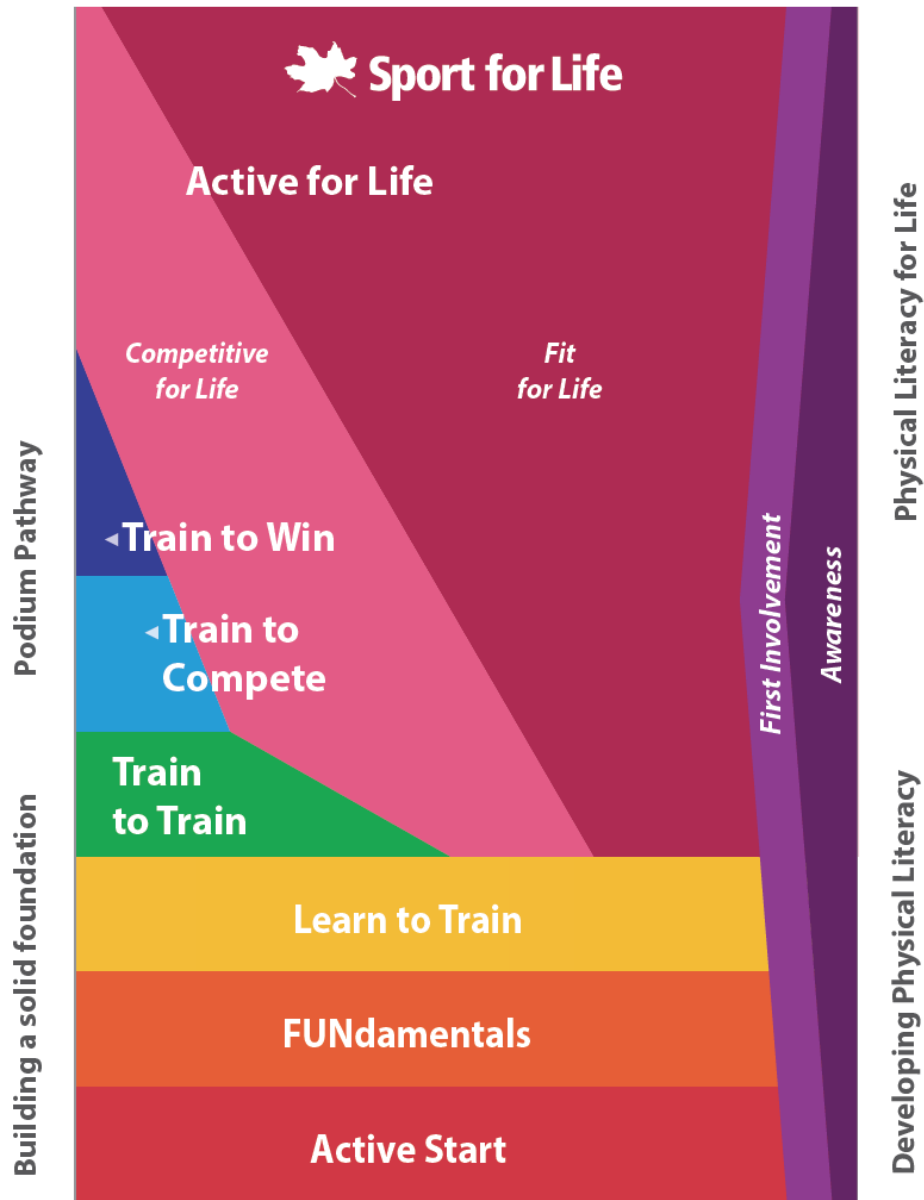
Why Long-Term Development in Sport and Physical Activity 3.0?

- Much of the core knowledge is well established in the Canadian system;
- Our knowledge base has continued to expand;
- Need to align to updated S4L documents and definitions, e.g. physical literacy;
- Need to align to and recognize partners and their terminology e.g. OTP;
- Need to broaden focus to include physical activity beyond sport.

Guiding Principles

1. Quality is key
2. Optimal programming is critical
3. Inclusion is non-negotiable
4. Collaboration makes the system better





3rd Edition – What's New?

- From Sport to Quality Sport
- Evolution of Inclusion
- From LTAD to LTD...
- Evolving Rectangle
- Physical Literacy evolved
- Emphasis on adolescents
- Stage not age
- Diversity of specialization/ Pathways
- From 10 to 22 Key Factors
- Aligning stakeholders

Figure 4: Sport for Life Rectangle

From Sport to Quality Sport

Quality sport

based on Long-Term Athlete Development is...

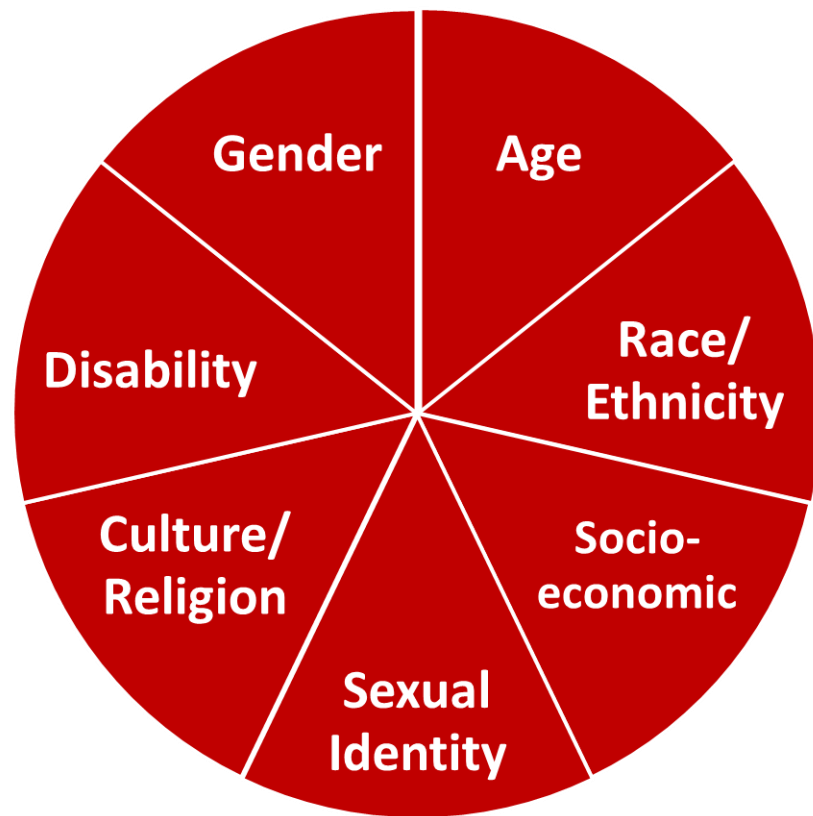


Evolution of Inclusion

“...this resource is intended for *everyone* within Canada’s sport and physical activity ecosystem. One of the most persistent issues within Canada’s sport and physical activity ecosystem is the way some groups continue to be marginalized and ignored.

As a result, groups such as girls and women, individuals with disabilities, Indigenous Peoples, newcomers to Canada, the LGBTQI2S community, aging adults, and those living in poverty and isolated communities remain underserved and under-supported.

Sport for Life will work...with the goal of building appropriate and meaningful Long-Term Development pathways for all.”



From LTAD to Long-Term Development in Sport and Physical Activity



The new name is more inclusive. Organizations can use Long-Term Athlete Development, or some other iteration (e.g. *Long-Term Participant Development*, *Long-Term Player Development*, *Long-Term Sailor Development*) as it fits their circumstances. The name retains the critical concept of good development as a lengthy process, and is more accessible to those in the recreation, education, and health sectors.

Evolving Rectangle

1. Awareness and First Involvement in sport or physical activity can happen at any time across the life course.
2. Train to Train flares out in hopes sport will improve the quality and quantity of programs and participants at that stage.
3. Added text around the rectangle that highlights the Podium Pathway + +

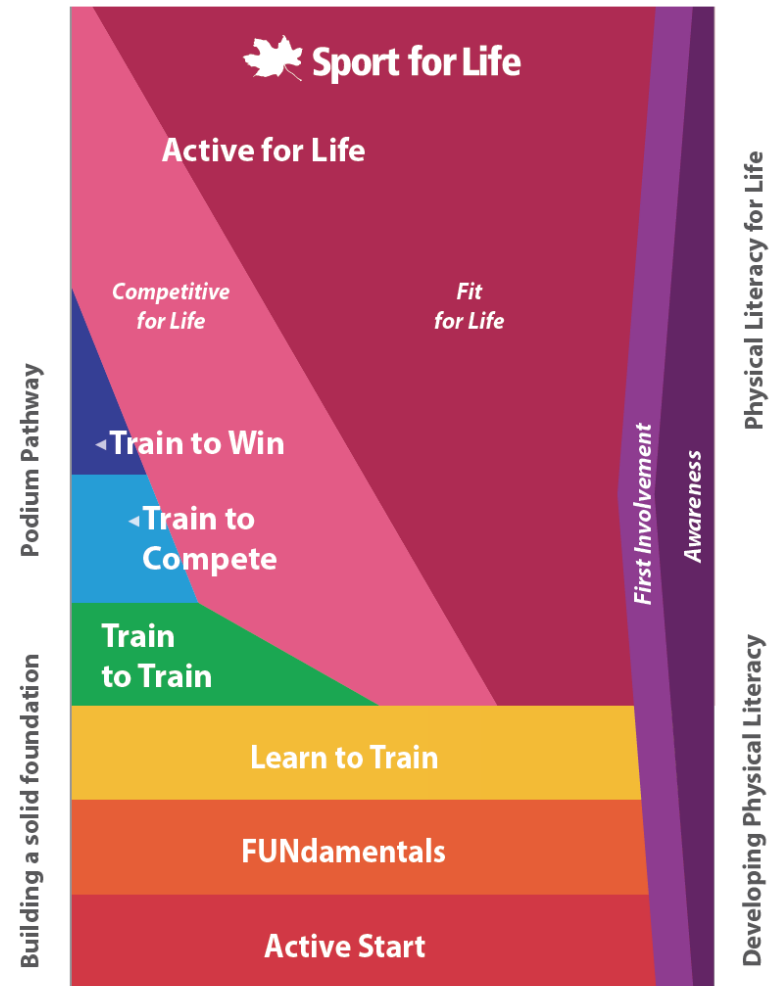


Figure 4: Sport for Life Rectangle

Physical literacy evolved

1. From early stages to across the lifespan
2. Consensus statement definition
3. Updated graphic
4. Reference to DPL 2.0



Stage not age

1. Chronological age markers are appropriate for Active Start to Learn to Train (to PHV) ...not afterward
2. Recognizes diversity of participation and development in many sports e.g. late specialization, transfer
3. Competitive for Life, Fit for Life phases in Active for Life

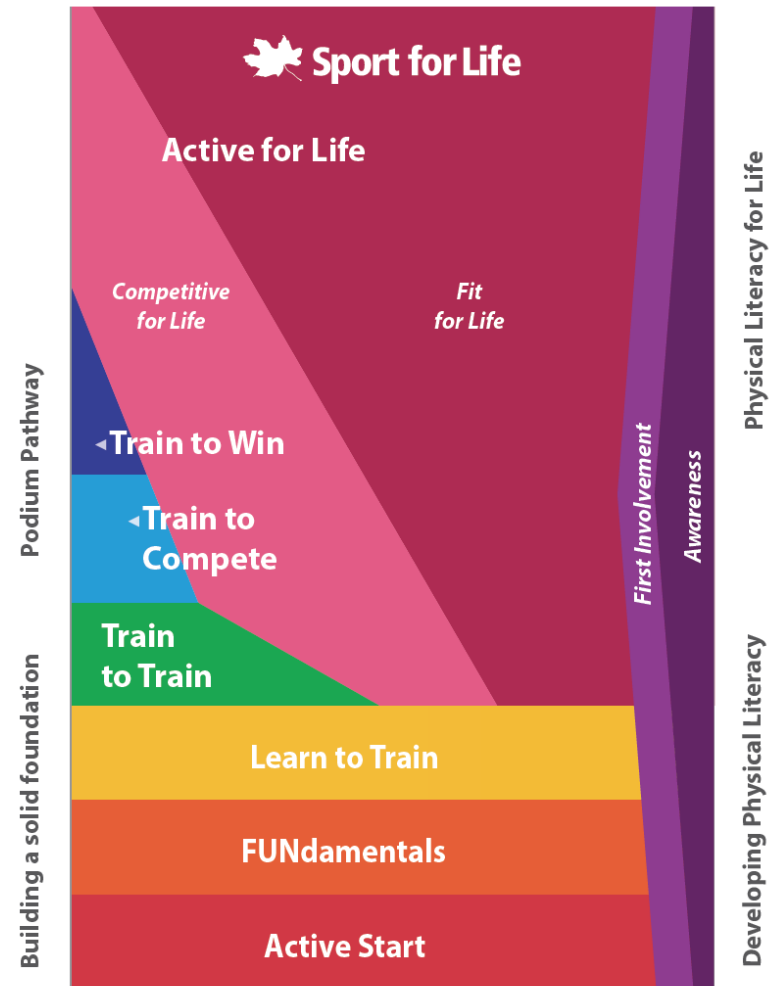
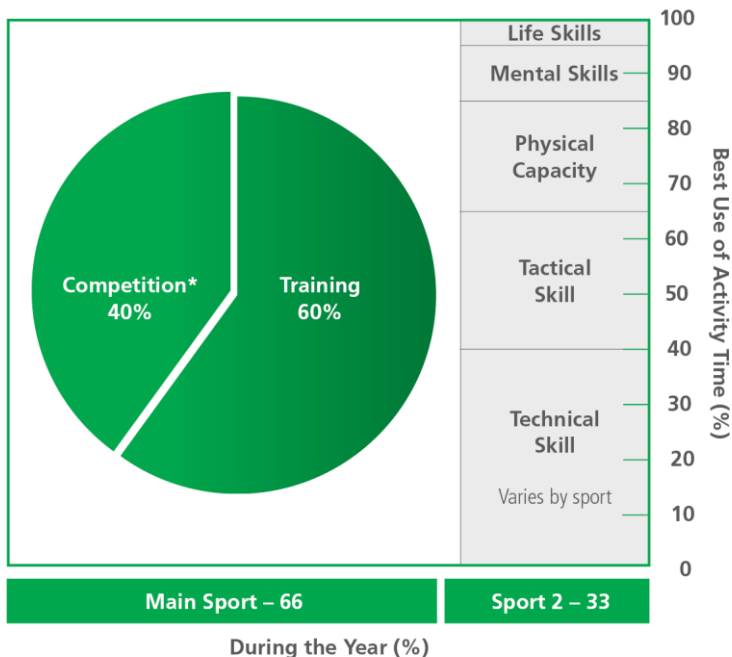


Figure 4: Sport for Life Rectangle

Train to Train

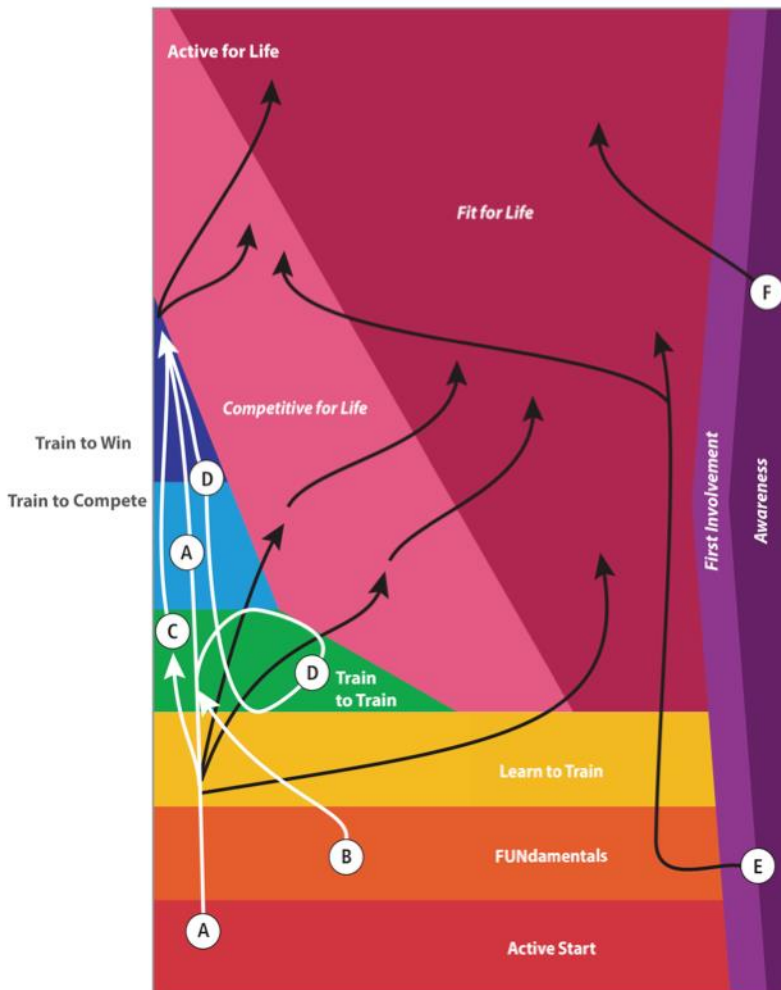


*Includes both competition, and competition specific training

Emphasis on adolescence

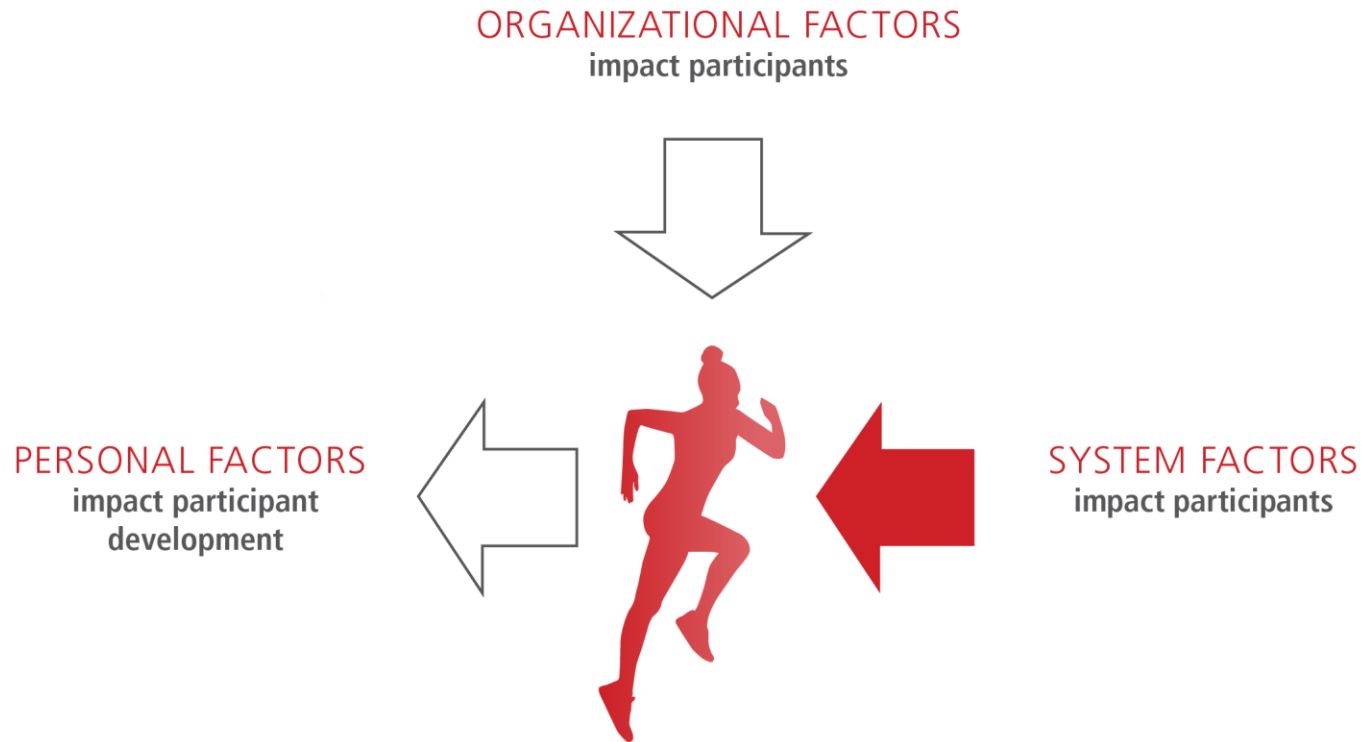
1. Recognition of multiple sport and life demands in adolescent period
2. Recognition of accelerated drop-out and need to retain adolescent athletes
3. Identification of special issues to address

Diversity of specialization/ Pathways



1. Recognition of sport-specific specialization in key factors (Different Activities, Appropriate Specialization, Diversification)
2. Recognition of different pathways or journeys for different athletes (Different Activities, Transitions)
3. Identification of need for organization and system support to address these issues.

From 10 to 22 Key Factors



22 Key Factors: 7 Personal Factors

- Physical Literacy
- Quality Environments
- Developmental Age
- Sensitive Periods
- Predisposition
- Excellence Takes Time
- For Life

Leaders:

- Parents
- Teachers
- Coaches

22 Key Factors: 8 Organizational Factors

- Framework
- Governance
- Awareness and First Involvement
- Different Activities (have different demands and pathways)
- Appropriate Specialization
- Periodization
- Competition
- Transitions

Leaders:

- Schools
- Clubs
- Leagues
- P/TSOs, NSOs

22 Key Factors: 7 System Factors

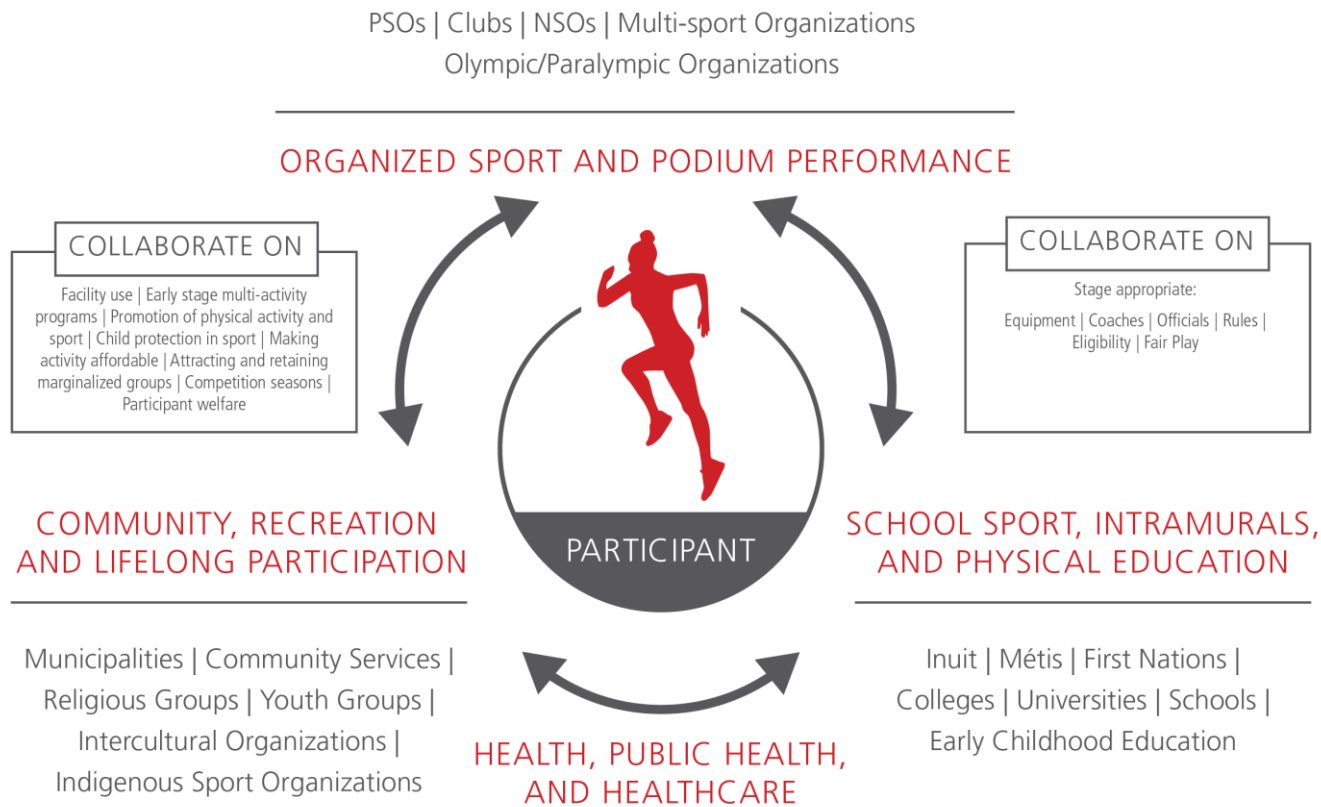
- Collaboration
- System Alignment
- Safe & Welcoming
- Diversification
- Long-Term Development
- Continuous Improvement
- Evidence Based

Leaders:

- NSOs
- MSOs
- P/TSOs
- Government

Aligning stakeholders

Multi-Sectoral



What are the implications? Opportunities?

How can we use 3.0 to...

- Improve Collaboration & System Alignment:
 - Roles: who does what – vs. key factors
 - Harmonizing language...OTP GMP vs. LTD ADM vs...
- Add Emphasis and Enrichment:
 - New priorities (e.g. socio-emotional component)
 - More depth (e.g. adolescence)
 - Bring up to date: *Terminology, definitions, graphics, content, consistency...*
- Build Our Evidence Base:
 - What is the state of our knowledge (sport specific)?
 - What are our key questions re: LTD?

A Catalyst for Culture Change


Who	Responsibility	To Promote	Leading to	Resulting in	Outcomes	 Long-Term Development Impact
Governments (F-P/T)	Long-Term Development pathway and physical literacy policies	Sport for Life Framework at F-P/T levels	Sector and system alignment	Sport for development and physical literacy strategies	Sport for Life contributing to community health and wellness	
Organizations	Long-Term Development frameworks (for all participants)	Good: leadership governance policy staffing	Quality programming	Developmentally appropriate activity and competition	Greater retention of athletes and participants	
Leaders and Coaches	Long-Term Leadership and Coaching Development framework and education strategy	Stage-based coach/leader training curriculum	Paradigm shift stage-based periodization and training	Developmentally appropriate training and physical activity	Planned meaningful competition	<p>More physically literate population, more excellent athletes, and more people active for life</p>



CHART YOUR COURSE

≡ STAGES MENU / 🔍 EXPLORE



[Ltad.alpinecanada.org](https://ltad.alpinecanada.org)

Renewing our LTD Framework

1. How long will it take?
2. What process should we follow?
3. How should we (develop, include, manage) stakeholders?
4. Roll-out timing and plan...
 - a) NCCP integration
 - b) Competition restructuring, rule changes, etc.
 - c) Other sport realities.

A revision process should consider ...

1 - Plan	2 - Foundations	3 – Build-out	4 – Roll out
Desired outcomes (logic model)	Data gathering	Work group (experts vs stakeholders)	Connections e.g. comp review, quality programs
Gap analysis	ADM/GMP	Process & milestones (logic model)	Communications, turnover
Stakeholder involvement plan	Connection to NCCP (coordinate)	Release strategy (translation, part vs whole)	Assessment (logic model outcomes)
Data identification			
Format (e.g. web vs print vs e-learn)			

Contacts

- Paul Jurbala– paul@sportforlife.ca
- Carolyn Trono, Director of Quality Sport
Carolyn@sportforlife.ca