

Sport Canada Long-Term Athlete Development (LTAD)

The LTAD is a philosophy. It is a new paradigm of thinking. LTAD is a tool for change.

Mention other initiatives – CSFL, Participaction,

The LTAD is optimal training, competition and recovery programming with regard to developmental versus chronological age. LTAD is not an elitist model but rather provides the optimal foundation for a physically active life and/or podium performances.

A Long-Term Athlete Development model will help to cultivate a culture of lifelong participation in sport and recreation by highlighting its value in improving the health and well-being of individuals as well identifying an optimal pathway for athletes from playground to podium.

Mention connection to NCCP

The need for a systematic LTAD process for orienteering arises from the challenges of meeting the rapidly changing physical activity and sporting interests of Canadian society and competing in a dynamic international sporting arena.

Before the LTAD can be implemented successfully, however, the many shortcomings and resultant consequences that are impeding not only orienteering, but the Canadian sport system in general, must be addressed. Examples of these shortcomings and the consequences are as follows:

What are the shortcomings?

Fundamental movement skills and sport skills are not taught properly.

Typically the most knowledgeable coaches work at the elite level and the least experienced/trained coaches work at the developmental level where experienced/qualified coaches are essential.

Parents are not educated about LTAD.

There is no integration between physical education programs in the schools, recreational community programs and elite competitive programs.

Adult training and competition programs are imposed on developing athletes.

Training methods and competition programs designed for male athletes are imposed on female athletes.

Preparation is geared to the short-term outcome and winning - and not on optimal long-term development.

Chronological rather than developmental age is used in training and competition planning.

Coaches largely neglect the critical periods of accelerated adaptation to training.

What are the consequences of these shortcomings?

Poor movement abilities compromise long-term development.

Lack of appropriate fitness.

Undeveloped and unrefined skills due to lack of appropriate training.

Athletic potential is not reached.

Children dropping out of sport because of unsatisfactory experiences.

Bad habits developed from focus on winning.

No systematic development of the next generation of successful international athletes.

Athletes are pulled in different directions.

Remedial programs must be implemented by provincial and national team coaches to counteract the shortcomings of athlete preparation at a local level.

Fluctuating international performance due to lack of a comprehensive developmental pathway.

Sport Canada Research: Ten Important Factors Influencing the Athlete Development Process

ONE - It's a Ten Year Journey.

TWO - FUNdamentals. Fundamental movements and skills are the foundation for all sports. So is FUN.

THREE - Specialization. Typically, sports can be classified along a continuum from early to late specialization activities. Early specialization activities include artistic and acrobatic sports. Orienteering would be classified as a late specialization sport.

FOUR - Developmental Age. This refers to the degree of physical, mental, cognitive and emotional maturity as opposed to the well-understood notion of "chronological age".

FIVE – Trainability. Athletes are individuals. They progress at different rates and not necessarily in a linear fashion. *Adaptive programs.*

SIX – The Physical, Mental, Cognitive, Ethical and Emotional Development of the young athletes. *Social*

SEVEN – Periodization. Periodization is time management applied to training programs.

EIGHT - Competition Calendar *Planning, recovery, reward*

NINE - System Alignment. Between all levels of sports organizations.

TEN - Continuous Improvement of the Model

The seven stages of athlete development – generic SC view

Use the CSFL poster for presentation

ORIENTEERING's LTAD MODEL – OVERVIEW

(The complete document is in final draft review)

Forest Playground to Podium

Orienteering is a late specialization sport. During the first three stages of the LTAD, children grow, become physically literate and have fun participating in active indoor and outdoor games, other sports and orienteering-related activities.

Following the first three stages, there is a transition to either further competitive excellence in orienteering or to life-long participation in orienteering and/or other sports at the recreational or age-graded competitive level.

For athletes who wish to pursue excellence, we are continuing to provide High Performance Programs (HPP) to enable our developing elite athletes to specialize in orienteering at the national and international level.

ACTIVE START 0-6 years, males and females

The Canadian Orienteering Federation (COF) encourages children to be involved in lifelong activity and to begin exploring the forest trails at an early age with their parents. Physical activity is essential for healthy child development. It should be fun and a routine part of the child's daily life.

FUNdamentals 7-9 years, males and females

This is a critical stage for the development of physical literacy, and it is during this time that the foundations of many advanced skills are laid down. Fundamental movement skills are mastered, motor development is emphasized and basic trail and terrain running skills are learned. The COF provides programs that allow youngsters to learn basic map skills along with their parents.

LEARN TO TRAIN 10 - 12 males and females

This is one of the most important periods of motor skills development for children. At this stage, children are developmentally ready to acquire the general sports skills that are the cornerstones of all athletic development. Fitness becomes increasingly important.

Children begin to develop independence from parents by orienteering with other children and/or coaches.

A season plan fosters a positive social environment through different fun activities outside of orienteering, e.g., “adventure-based” activities.

TRAIN TO TRAIN1 13 - 14 males and females

TRAIN TO TRAIN2 15 - 16 males and females

During Training to Train, young athletes consolidate their basic orienteering-specific skills and tactics. This is also a window of accelerated adaptation to aerobic, speed, and strength training.

During competitions, athletes play to win and to do their best, but the major focus of training is on learning the basics as opposed to competing. Social and emotional considerations continue to be very important. Team building, group interaction and social events are emphasized.

LEARN TO COMPETE 17-18 males and females

All systems are now trainable for males and females but the main focus is on aerobic capacity and aerobic power.

Build self-confidence through focusing on improving the skills used in orienteering – tactical, technical, physical, mental and life skills.

Athletes understand and internalize the fact that self-worth is not linked to performance.

Through learning effective time management strategies, athletes are able to integrate training and competition into their overall lifestyle.

TRAIN TO COMPETE 19 - 22 males and females

Important period for optimizing fitness preparation and orienteering-specific skills as well as performance.

Economic and independence issues become increasingly important.
International travel is essential for competition and training development.

TRAIN TO WIN 23+ males and females

Athletes focus on national-level competitions and international competitions including World Cup Events and World Orienteering Championships.

Athletes follow personally tailored physical conditioning, recovery and competition programmes.

Discipline, courage, will power and personal responsibility are key.

ACTIVE FOR LIFE 17 – 95 males and females

This stage can be entered at any age.

Athletes who have completed the Learn to Train stage and want to remain active in the sport at a recreational level should be encouraged to continue as both athletes and officials. *And coaches* 😊

Adult newcomers can be offered modified programs that take into consideration their specific cognitive, life skill, physical and technical abilities.

Credits – Thank-Yous

Marg Ellis – 92%

Charlotte MacNaughton, Brent Langbakk, Patrick Goeres, Bill Anderson – 2% each

AUDIENCE PARTICIPATION

Fun Names for the stages and program