

Boost sportmodel unisportfederaties: een theoretisch kader



Hans Vangrunderbeek (Sport Vlaanderen)
VAC Gent, 1/2/2024

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Mijn achtergrond

- Academische achtergrond (Ph.D)
- 'Architect' vernieuwd opleidingsmodel VTS
 - Link LTAD-LTCD
 - Internationale benchmark/netwerk
- Ervaring als coach (breedtesport-topsport)

Invalshoeken voor deze presentatie

- Wetenschappelijke literatuurstudie rond sportmodellen
- Vertaling naar de sportpraktijk



Sportmodellen: een theoretisch kader

- 01 **Doel van een holistisch sportmodel**
- 02 **Typische kenmerken van holistische sportmodellen**
- 03 **Enkele voorbeelden van sportmodellen**
- 04 **Long Term Development in Sport & Physical Activity**
- 05 **Vertaling naar de praktijk als unisportfederatie**
- 06 **Relevante literatuur**



1. Doel van een holistisch sportmodel



1. Doel van een holistisch sportmodel

... om een antwoord te kunnen bieden op volgende hamvraag:

Welke acties dienen binnen elke fase van de ontwikkeling van sporters te worden ondernomen om de beste kansen te bieden op levenslange, gezondheidsbevorderende deelname aan fysieke activiteiten en voor hen met het benodigde talent en inzet de beste kansen op sportief succes?



1. Doel van een holistisch sportmodel

Deelvragen vanuit de bril van een sportfederatie:

- *Hoe kunnen we de kwaliteit van ons sportaanbod verbeteren?*
- *Hoe kan elk type sporter zo goed mogelijk worden begeleid om zijn/haar volle potentieel te kunnen ontwikkelen?*
- *Welke trainingsbelasting, -focus, competitie-aanbod is wenselijk voor verschillende leeftijdscategorieën en doelgroepen?*
- *Hoe kunnen we dergelijk sportmodel duurzaam integreren binnen de verschillende sportfederatiestructuren en alle stakeholders op eenzelfde lijn krijgen?*
- *Hoe kunnen we via ons sportmodel drop-out vermijden en zoveel mogelijk leden aanzetten tot levenslange sportdeelname?*
- *Hoe kan een sportmodel concreet worden vertaald naar de VTS-trainersopleidingen?*
- *Welke ontwikkelingslijnen bieden de beste kansen op topsportsucces?*



...

1. Doel van een holistisch sportmodel

- “Doing the right things at the right time”
= duidelijke visie uitdragen rond de ontwikkeling van sporters/atleten (diverse doelgroepen) en het bevorderen van levenslange sportdeelname
- Implementatie van deze visie binnen de brede werking van een sportfederatie (structuur en werking sportclubs, competitiestructuren, talentontwikkeling, topsport, trainerswerking en –opleidingen ...)
- Evaluatie en bijsturing mogelijk maken via een referentiekader



2. Kenmerken van een holistisch sportmodel



2. Kenmerken van holistische sportmodellen

- Focus op verschillende doelgroepen op het continuüm van participatie tot prestatiesport (A-Z)
 - Van LTAD (2005) naar LTD in Sport & Physical Activity (2019)
 - Van een sterke focus op topsport naar een bredere focus, incl. levenslang bewegen/sporten vanuit een recreatie- en gezondheidsperspectief
- Afbakening in ontwikkelingsfasen van kind tot volwassene, per geslacht
 - Kalender- vs. biologische leeftijd (mentaal-cognitieve, emotionele, sociale, fysieke ontwikkeling; groeispuurt) → 'ontwikkelingsfasen' die iedereen doorloopt, met verschillende timing en omvang
 - Tot 7 jaar verschil mogelijk tijdens de groeispuurt (!)
 - Windows of opportunity: link naar geschikte trainingsinhouden en belasting



Redenen van drop-out bij U13 cricket, afhankelijk van de fase in hun traject waarin ze zich bevinden (Collins et al., 2012)



Explanation of Terms:

First Contact – Initial introduction to club through peers, family etc (immediate impressions)

Take Part – Fun/enjoyment aspect of early introduction sessions

Support – verbal & physical support from peers, parents, coaches etc at coaching sessions & beyond

Basic Coaching – fundamental group coaching practices (ABC's – see Balyi)

Achievement/Ability – recognition/appreciation by self and others of ability and achievements in coaching setting

"Make the Team" – Initial experiences and performances in club age group games

Advanced Coaching – Deliberate practice and specific skill input from coaches

Ability Investment – Commitment to regular practice, playing for older age teams, recognition of ability by others

Progress to adult level – Recognition by adults of ability and introduction to full adult game

Recreation – Continue to "play" but not at organised club level (i.e. on a fun basis away from the club)

Figure 2. A thematic conceptual model of the development of experiences of U13 young cricketers (Toms, 2005, p. 113)



2. Kenmerken van holistische sportmodellen

- Lange-termijnfocus op een optimaal ontwikkelingsproces (vs. korte termijnfocus op resultaat)
- Ontwikkelingslijnen voor elk van de trainbare eigenschappen per fase
 - Fysieke ontwikkelingslijnen
 - Mentale / persoonlijke ontwikkelingslijnen
 - Technisch-tactische ontwikkelingslijnen
- Mogelijke koppeling met prestatielijnen



2. Kenmerken van holistische sportmodellen

- De keerzijde van de medaille
 - Geen experimenteel wetenschappelijk onderzoek aan de basis, maar vooral empirische observaties
 - Ceiling effect?
 - Trainingsstimulus-responsrelatie?
 - Kwantificatie van trainingsbelasting?
- Te theoretisch – onvoldoende concreet/transparant voor trainers
- Algemene richtlijnen – geen geïndividualiseerd trainingsplan
- Een sporttakoverschrijdend model vs. nood aan sportspecifieke en contextspecifieke vertaling





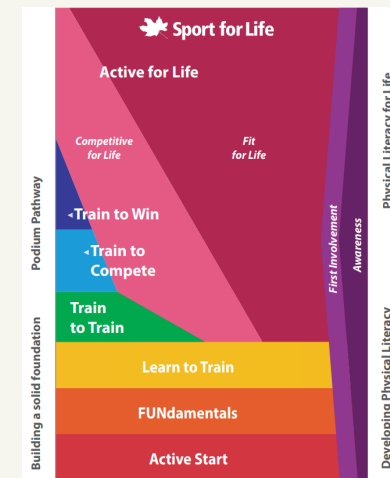
In summary, in many ways, general athlete development models
see only the forest and not the trees

Baker & Wattie, 2021

3. Enkele voorbeelden van sportmodellen



Meer dan alleen maar LTAD....

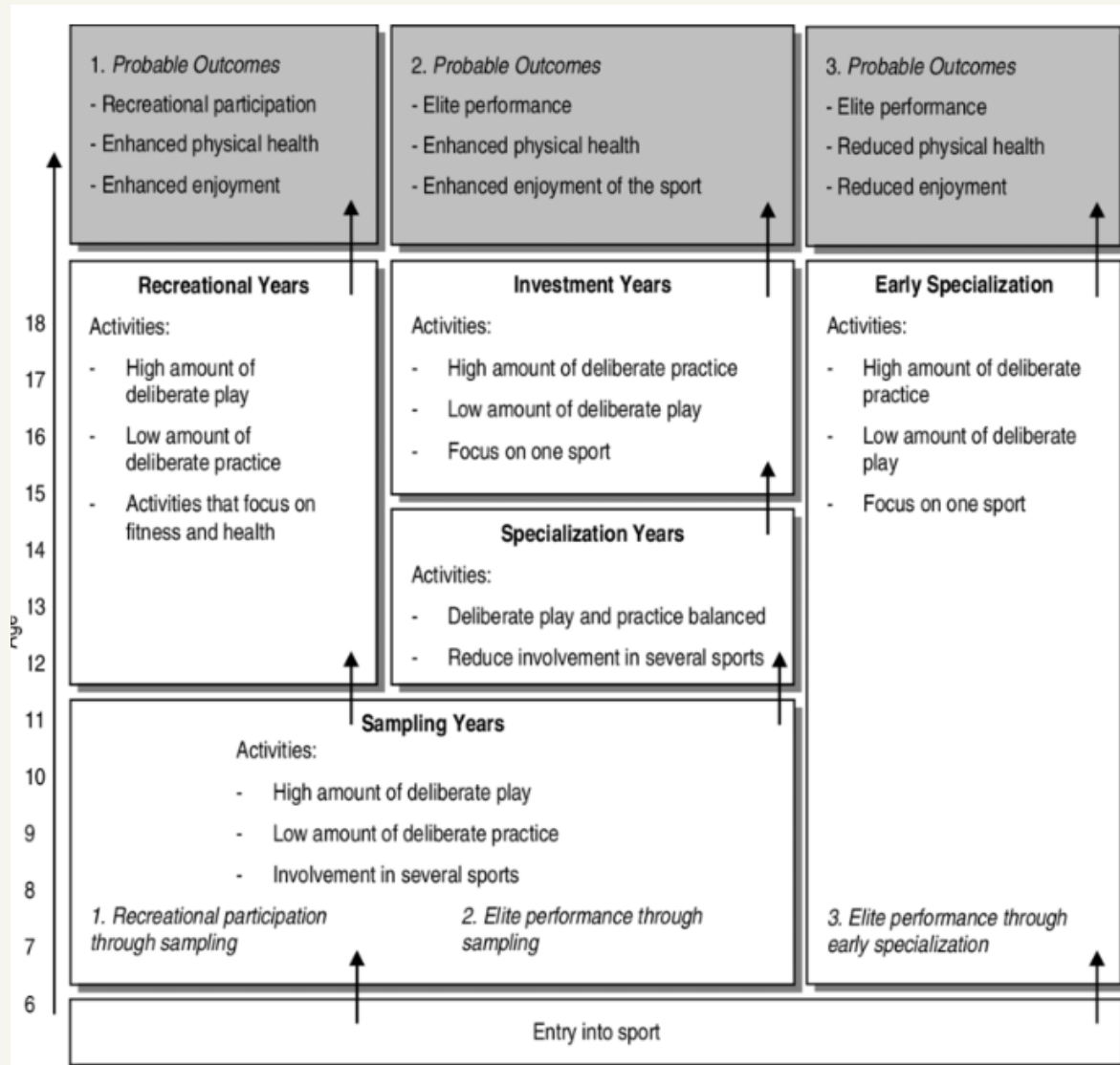


Enkele voorbeelden van sportmodellen

1. Sportmodellen met wetenschappelijk onderzoek als vertrekpunt
 - Onderliggende wetenschappen: fysiologie, ontwikkelingsleer (growth & maturation), trainingsleer ...
 - Athletic Talent Development Environment model (ATDE)
 - Differentiated Model of Giftedness and Talent (DMGT)
 - Developmental Model of Sport Participation (DMSP)
2. Sportmodellen die mede werden ontwikkeld vanuit praktijkervaring, op grote schaal worden toegepast en gevalideerd werden via onderzoek
 - LTAD/Long Term Development in Sport and Physical Activity (Canada, Balyi et al., 2004)
 - FTEM Participant and Athlete Framework (AIS, Gulbin et al., 2013)



Developmental model of Sport Participation (Côté et al.)



Developmental model of sport participation (reproduced from Côté et

Table 1 Seven postulates associated with the Developmental Model of Sport Participation (DMSP) [14].

Postulate 1: early diversification (sampling) does not hinder elite sport participation in sports where peak performance is reached after maturation

Postulate 2: early diversification (sampling) is linked to a longer sport career and has positive implications for long-term sport involvement

Postulate 3: early diversification (sampling) allows participation in a range of contexts that most favorably affects positive youth development

Postulate 4: high amounts of deliberate play during the sampling years build a solid foundation of intrinsic motivation through involvement in activities that are enjoyable and promote intrinsic regulation

Postulate 5: a high amount of deliberate play during the sampling years establishes a range of motor and cognitive experiences that children can ultimately bring to their principal sport of interest

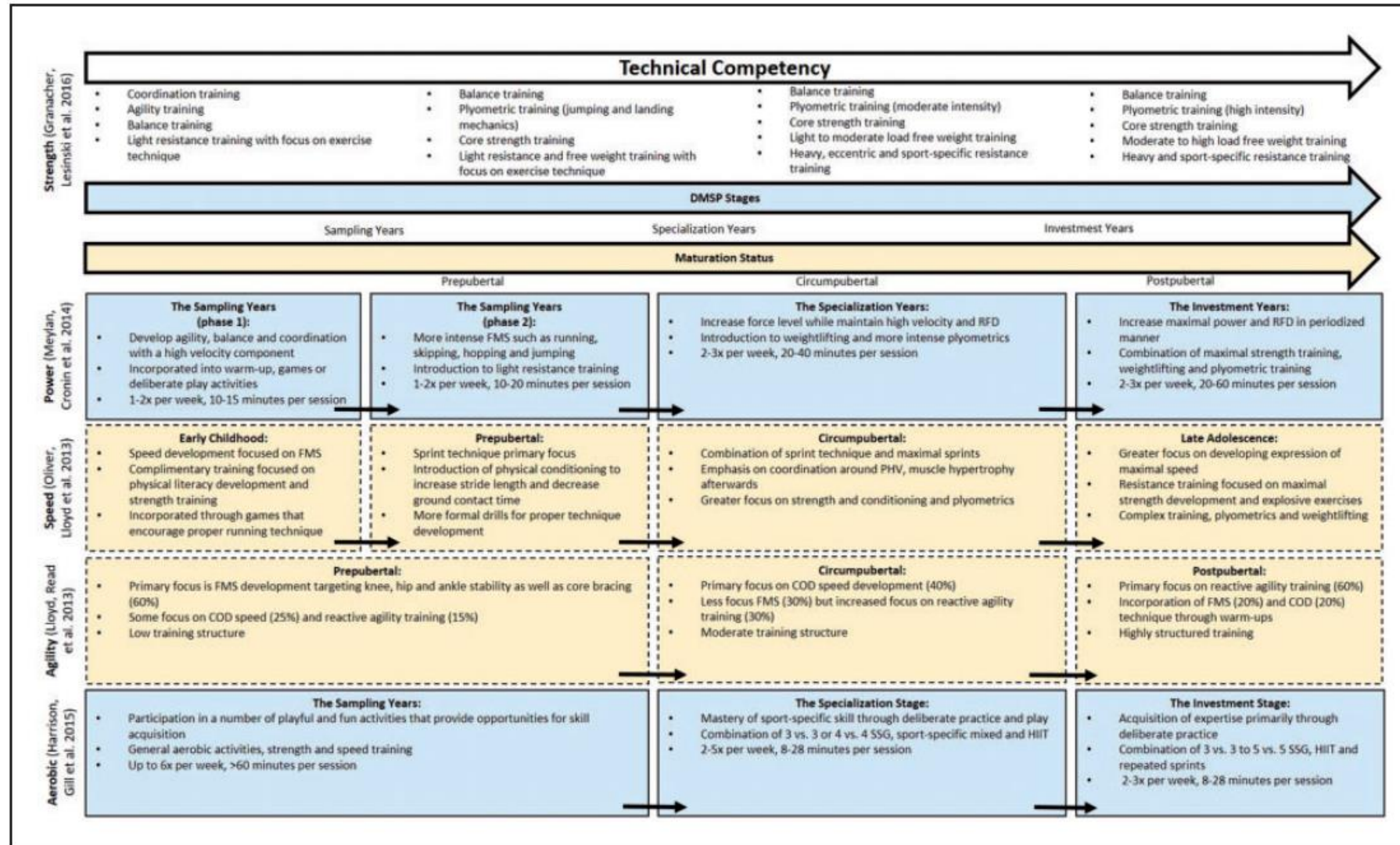
Postulate 6: around the end of primary school (about age 13), children should have the opportunity to either choose to specialize in their favorite sport or to continue in sport at a recreational level

Postulate 7: late adolescents (around age 16) have developed the physical, cognitive, social, emotional, and motor skills needed to invest their effort into highly specialized training in one sport

Belang van brede motorische ontwikkeling!

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Weerstand en krachttraining, snelheid, wendbaarheid en aerobe training gelinkt aan het DMSP-model



Development model of athlete transitions (Wylleman, 2021)

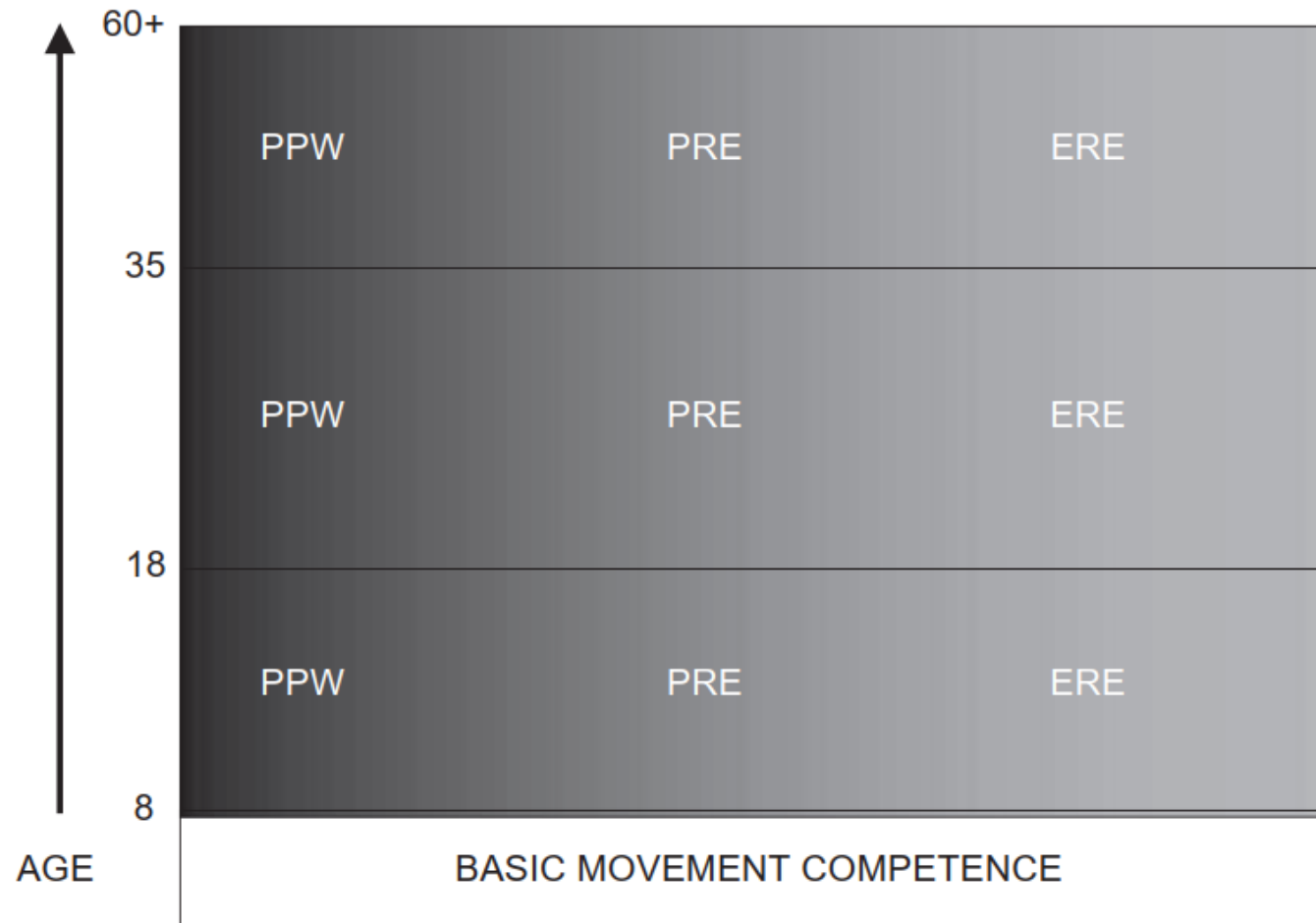
Figure 1
 A developmental perspective on transitions faced by athletes at athletic, individual, psychosocial, and academic/vocational levels.

AGE	10	15	20	25	30	35
Athletic Level	Initiation	Development	Mastery	Discontinuation		
Psychological Level	Childhood	Adolescence		Adulthood		
Psycho-social Level	Parents Siblings Peers	Peers Coach Parents	Partner Coach	Family (Coach)		
Academic Vocational Level	Primary education	Secondary education	Higher education	Vocational training Professional occupation		

Note. A dotted line indicates that the age at which the transition occurs is an approximation.



Three worlds continuum (UK) – o.b.v. doelstelling

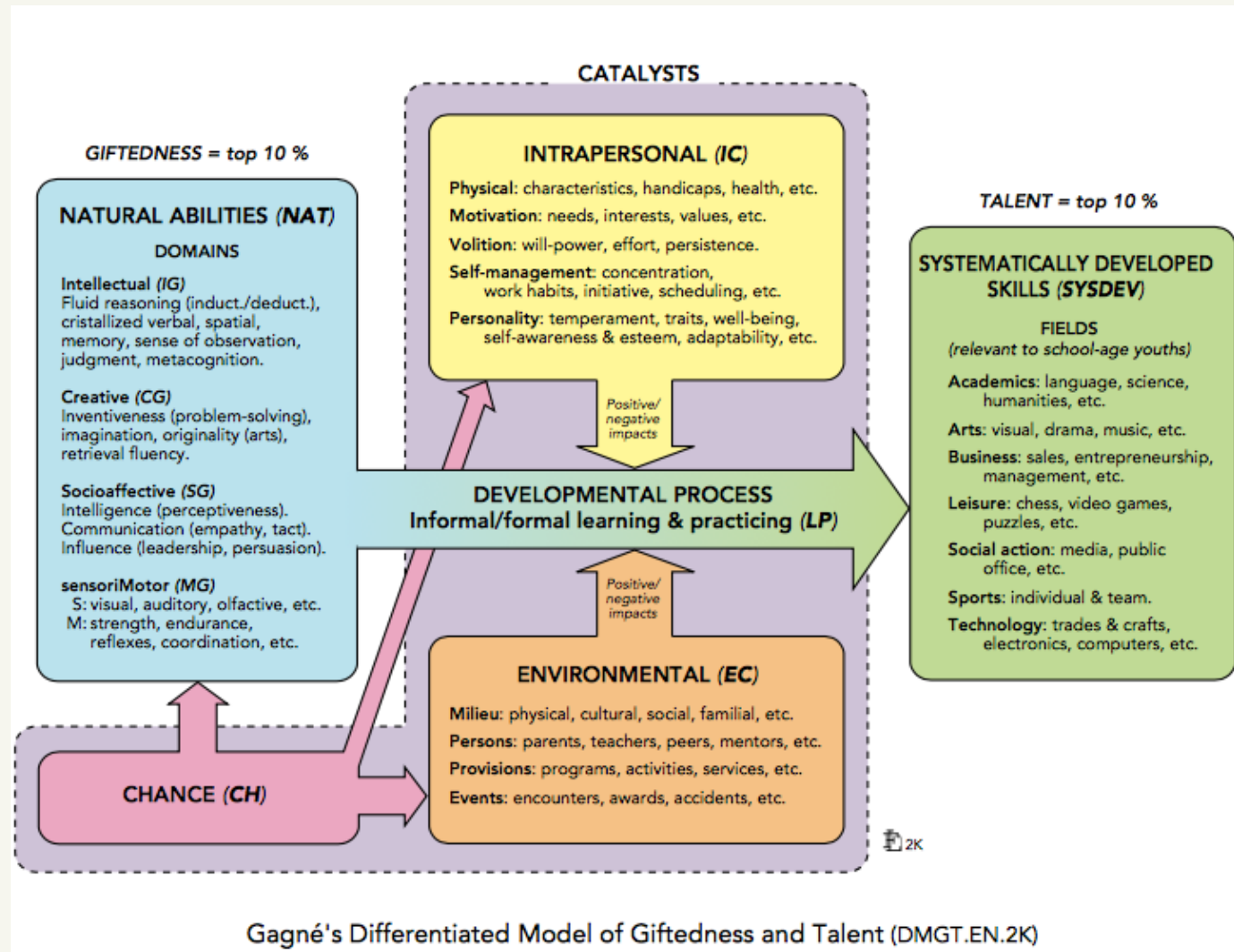


Elite Referenced Excellence (ERE)
Personal Referenced Excellence (PRE)
Participation for Personal Well-being (PPW)

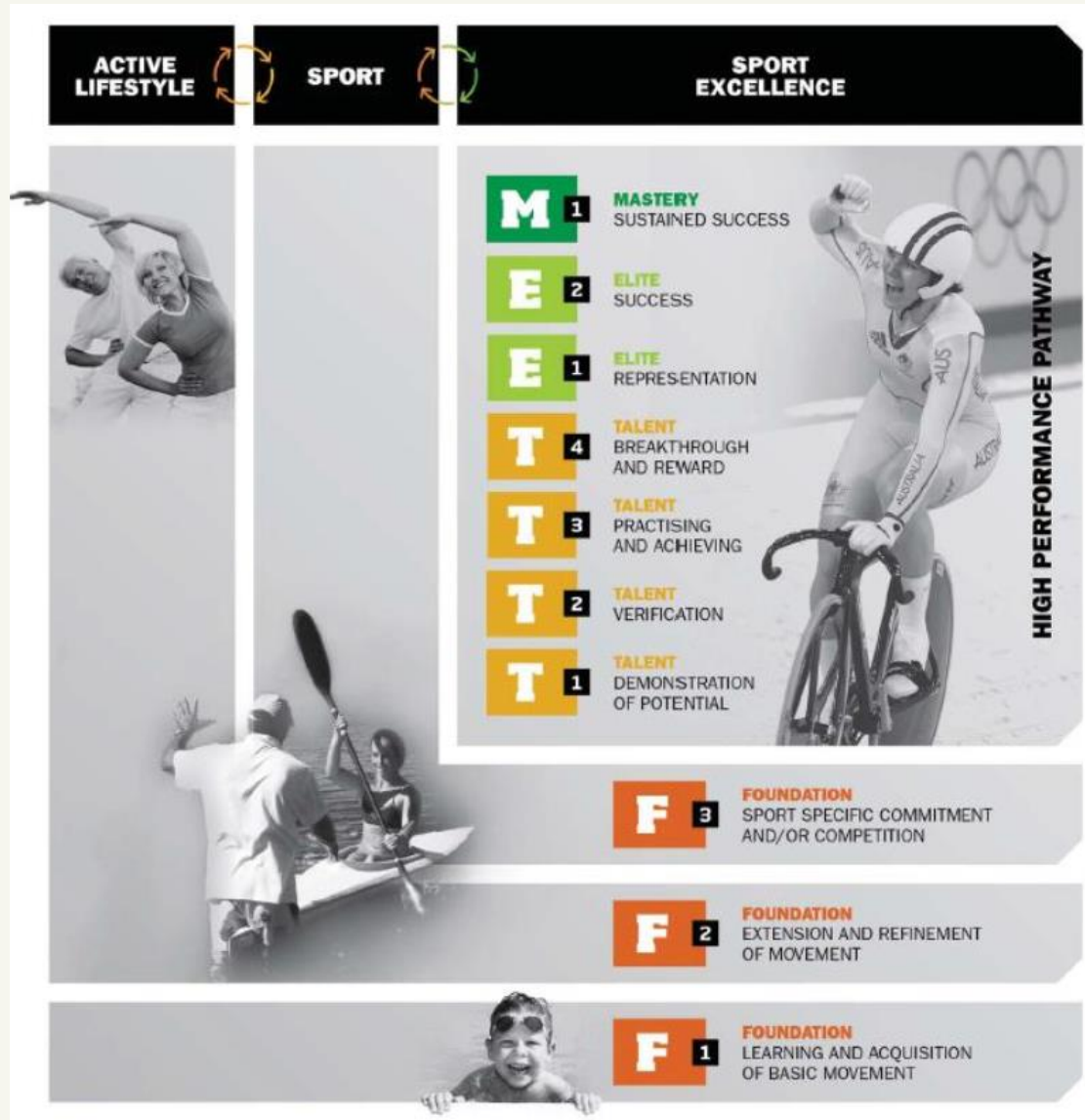
Figure 1. The Three Worlds Continuum

Collins et al. (2012)

Differentiated Model of Giftedness and Talent (DMGT)



FTEM Participant and Athlete Framework



- Foundation, Talent, Elite & Mastery
- Australian Institute of Sport (AIS), 2011
- 4 macrofasen – 10 microfasen
- Minder stringente afbakening van leeftijden t.o.v. Canadese LTD-model
- Geen verplichte sequentialiteit
 - Studie elitesport Australië (Gulbin et al., 2013)



FTEM Participant and Athlete Framework

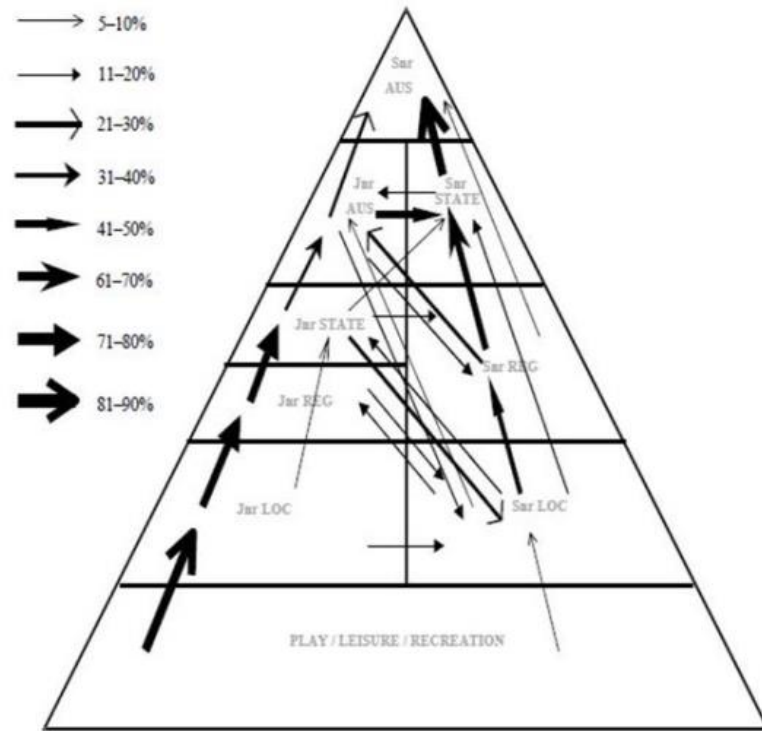
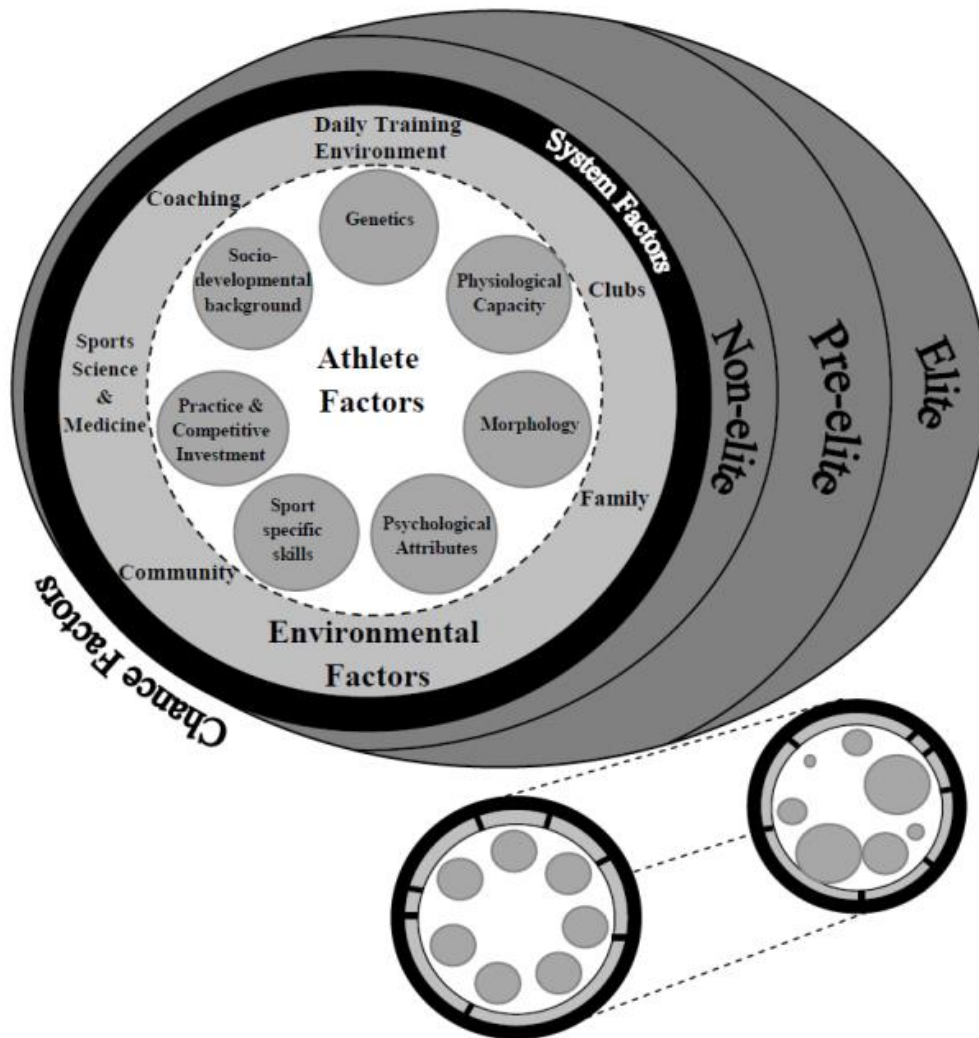


Figure 3: The magnitude and trajectories of 256 Australian Senior Elite athletes. Sourced from Gulbin, Weissensteiner, Oldenziel & Gagné (2013).

FTEM Participant and Athlete Framework



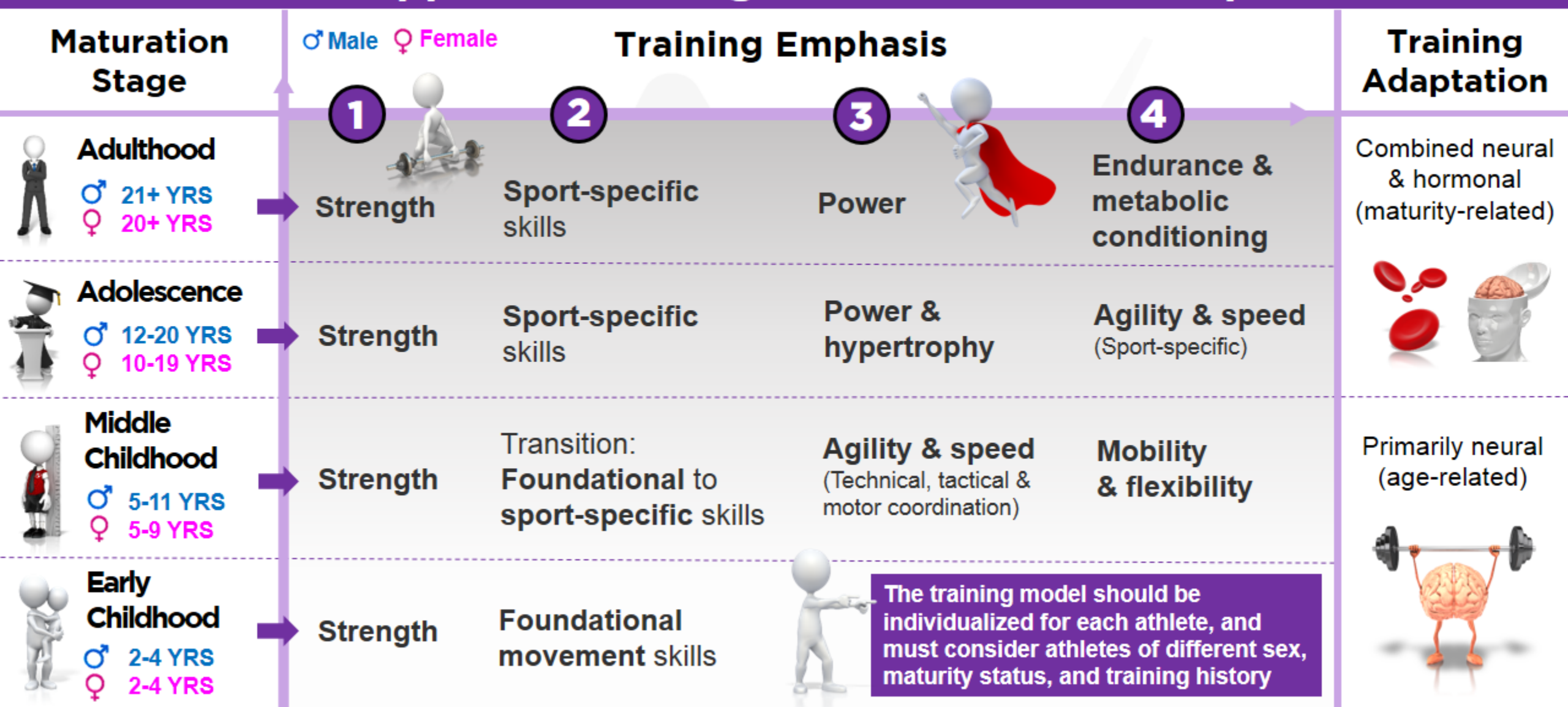
De interactie tussen verschillende factoren bepalen mee het verloop van de ontwikkeling van sporters/atleten:

- de sporter/atleet (nature-nurture)
- de omgeving (coaching, club, familie, sportwet. omkadering, trainingsfaciliteiten ...)
- het systeem (competitiestructuur, ...)
- oncontroleerbare omstandigheden/toevalligheden

=> Provide the right support, at the right time, for the sport participant or athlete

The Youth Physical Development (YPD) Model

A New Approach to Long-term Athletic Development



Sportspecifieke vertaling van een sportmodel

- Zie presentaties Gymfed, Tennis Vlaanderen, Voetbal Vlaanderen, Zwemfed
- FTEM NWS / Cricket Australia
- British Swimming (OADF)
- Basketball England (The player development framework Playbook)
- > 60 LT(A)D-frameworks, Sport for Life Canada (zie slide 46)
- ...





FACILITATING PHYSICAL LITERACY AND PARTICIPATION ACROSS THE LIFESPAN



F₃ FOUNDATION
Consolidation of overall physical literacy and sporting skills through a complement of Active Lifestyle and Play, Recreational Activity and multi-sport engagement, through the life-stages

F₂ FOUNDATION
Extension and application of Fundamental movement skills and early physical literacy through a complement of Active PLAY, recreational activity and sampling developmentally appropriate, introductory formats of sport

F₁ FOUNDATION
Learning or re-learning (i.e., following an acquired disability) a broad range of Fundamental Movement skills (FMS) and achieving competency through a complement of Active PLAY and sampling within evidence-based and engaging FMS focussed programs

F₀ PRE-FOUNDATION
Achievement of early developmental milestones through a complement of guided instruction and self discovery within early Active PLAY

M₁ MASTERY
Sustained Success

E₂ ELITE
Success

E₁ ELITE
Representation

T₄ TALENT
Breakthrough and Reward

T₃ TALENT
Practicing and Achieving

T₂ TALENT
Confirmation of Potential

T₁ TALENT
Initial Demonstration of Potential

TALENT PATHWAY HIGH PERFORMANCE

FTEM Framework New South Wales

FTEM Participant and Athlete Framework



Optimal Athlete Development Framework (OADF)

ATHLETE CENTRED

OUR ATHLETES ARE AT THE HEART OF EVERY DECISION WE MAKE

- We coach our athletes as people
- We adopt an individual approach to training
- We give the athlete what they need, not just what they want
- We tell our athletes the reason 'why' before we guide their development
- Our athletes contribute to their own program and their own development

COACH LED

OUR COACHES ARE EFFECTIVE IN LEADING OUR ATHLETES BY SETTING HIGH STANDARDS

- Our coaches are the leaders of our programs
- Our coaches are well informed and well educated, continually looking for ways to improve
- Our coaches have leadership skills and understand British Swimming Team Behaviours
- Our coaches provide an individual approach to the long-term development of our athletes

CULTURALLY DEFINED

OUR CULTURE DEFINES WORLD-CLASS BEHAVIOURS TO DELIVER PODIUM SUCCESS

- Athlete wellbeing and duty of care is at the heart of our culture
- Our culture is aligned to British Swimming Team Behaviours
- We have a culture of continuous improvement - Kaizen
- We deliver seasons best performances at the Benchmark Meet

FUTURE PERFORMANCE POTENTIAL

PERSON

ATHLETE

PERFORMER

EXPERT INFORMED

OUR DECISIONS ARE GUIDED BY EXPERT KNOWLEDGE

- We use an evidence-based approach to inform our decisions
- Our Support Staff ensure we work to stay ahead of the pack by implementing marginal gains
- We continually develop all of our staff to be experts in their field

SCIENCE SUPPORTED

OUR PRACTITIONERS WORK AS AN INTERDISCIPLINARY TEAM TO SERVICE OUR ATHLETES

- We believe that the collective knowledge and skillset of our practitioners provides the most effective way of solving complex performance problems
- We collaborate to ensure we investigate all possible ways of developing our athletes
- We provide a seamless set of support services to our identified athletes

SYSTEM ALIGNED

OUR SYSTEM IS WHOLLY COHESIVE AND ALIGNED

- Our system has a clear Vision and Mission which has been bought into by all of our stakeholders
- We work in absolute synergy with all of our partners
- British Swimming and the Home Nations are all working towards the same agreed set of outcome goals
- We have a domestic competition programme which provides appropriate levels of race opportunity for all ages and stages of development



Swim England North West
(swimnorthwest.org)



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Basketball England: The player development framework Playbook

CONTENTS

01 INTRODUCTION

06 THE PRINCIPLES OF THE GAME

02 HOW TO USE THE PDF PLAYBOOK

07 COACHING THE PRINCIPLES

03 IT'S A GAME & WE LOVE IT

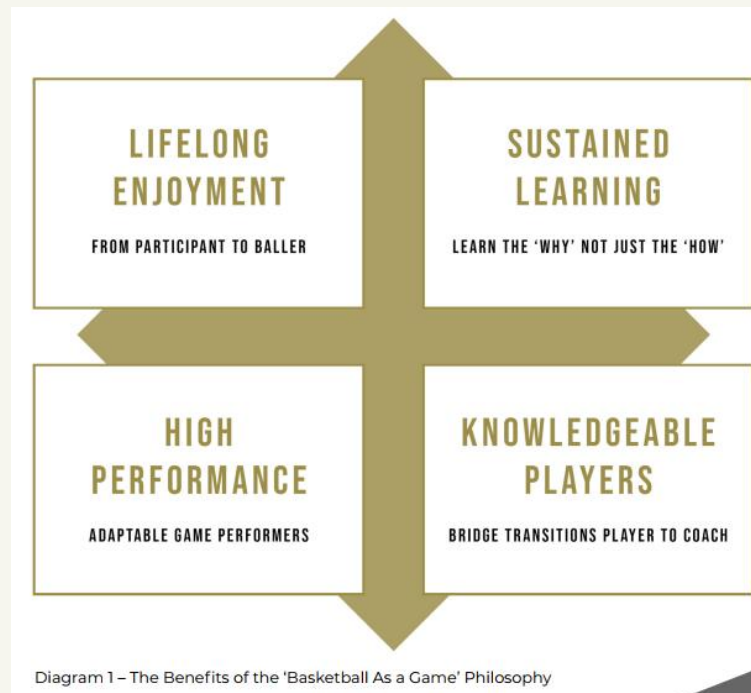
08 COACHING GAME AWARENESS

04 CORE PRINCIPLES

09 LINKING GAME AWARENESS TO SKILLED TECHNIQUE

05 FUTURE PROOF PLAYER PROFILE

10 SUMMARY & CLOSING THOUGHTS



Ontwikkelingslijn 'personal values'

- Commitment
- Teamwork
- Empathy
- Respect
- Communication
- Generosity
- Adaptability
- Resilience
- Dedication
- Patience
- Responsibility
- Assertiveness
- ...



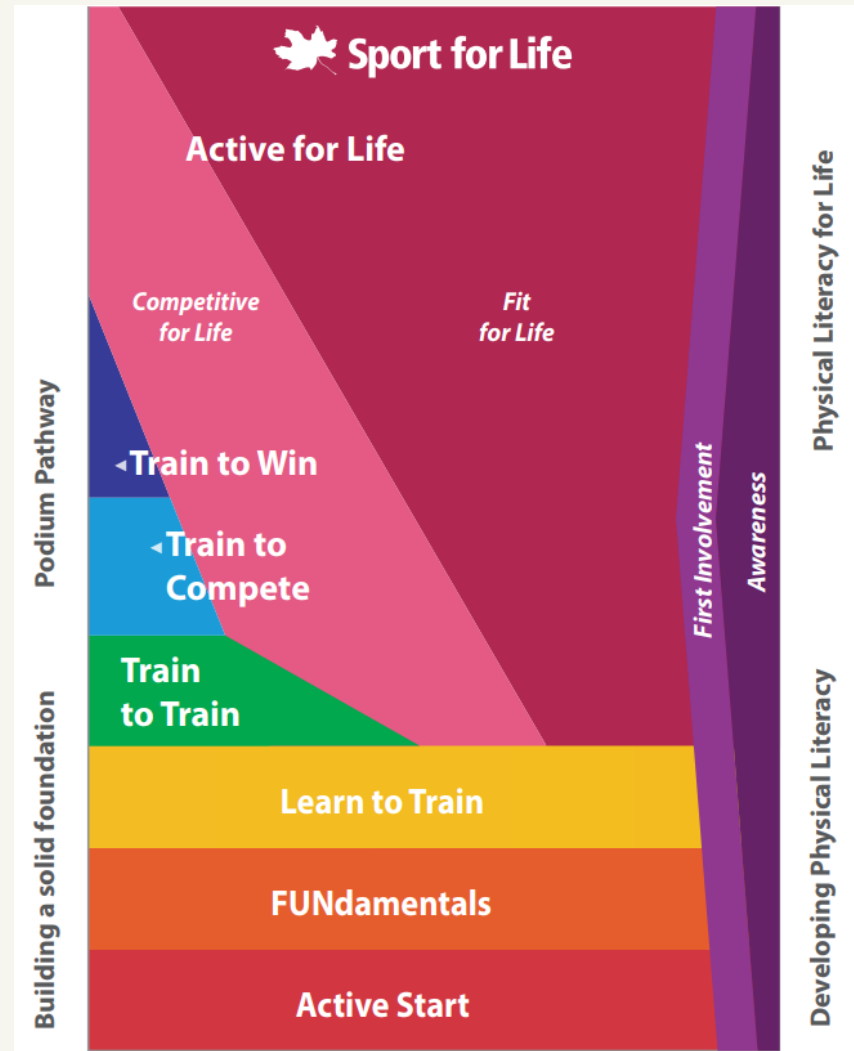
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4. Long term development in Sport & Physical Activity



4. LTD in Sport & PA



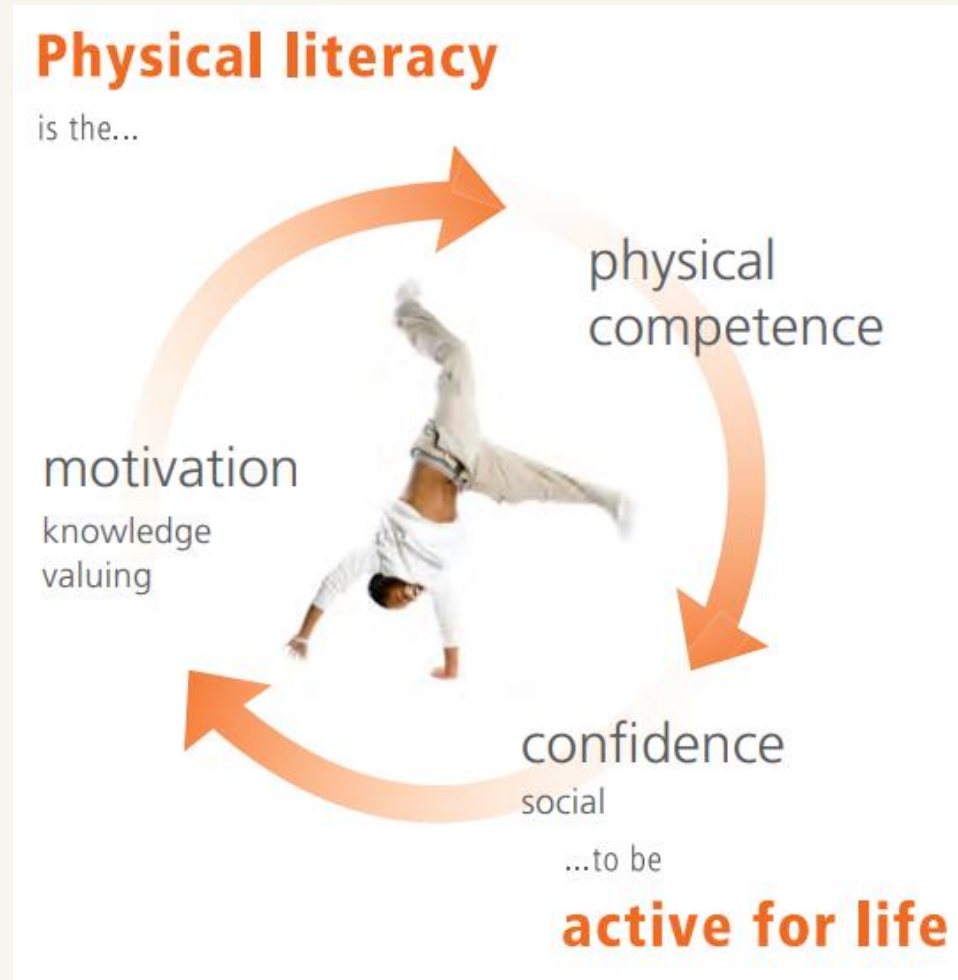
Doelstellingen:

1. Excelleren in topsport
2. Levenslange, gezondheidsbevorderende fysieke activiteit
3. Ontwikkeling van 'fysieke geletterdheid'

Long-term development in sport and physical activity
(Sport for Life Canada, 2019)



4. LTD in Sport & PA

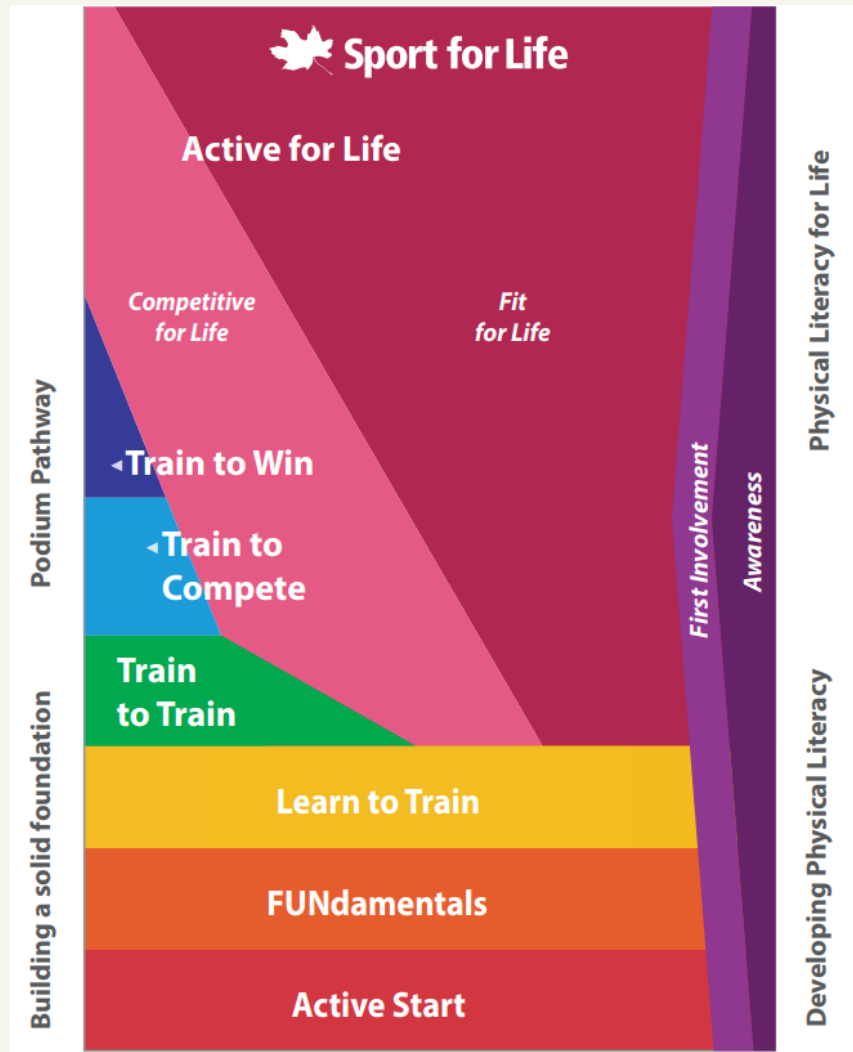


Fysieke geletterdheid is de motivatie, het vertrouwen, de fysieke competentie, kennis en het begrip om fysieke activiteiten naar waarde te schatten en engagement op te nemen om een leven lang te bewegen

Definitie van *The International Physical Literacy Association*



4. LTD in Sport & PA



- 2 pre-fasen + 7 opeenvolgende fasen
- Windows of (optimal) opportunity/trainability
- ‘Podium pathway’
- Active for life
 - Competitive for life
 - Fit for life



Active Start



Males and females: birth to approximately six years of age.

Begin the physical literacy journey.

Make activity FUN and part of the child's daily routine

Activity and movement skills development

Focus on developing locomotor, object manipulation and balance skills on land, water, ice/snow and in the air in a variety of movements.

Meet the 24-hour movement guidelines for young children of being active for 180 minutes/day.

STAGE

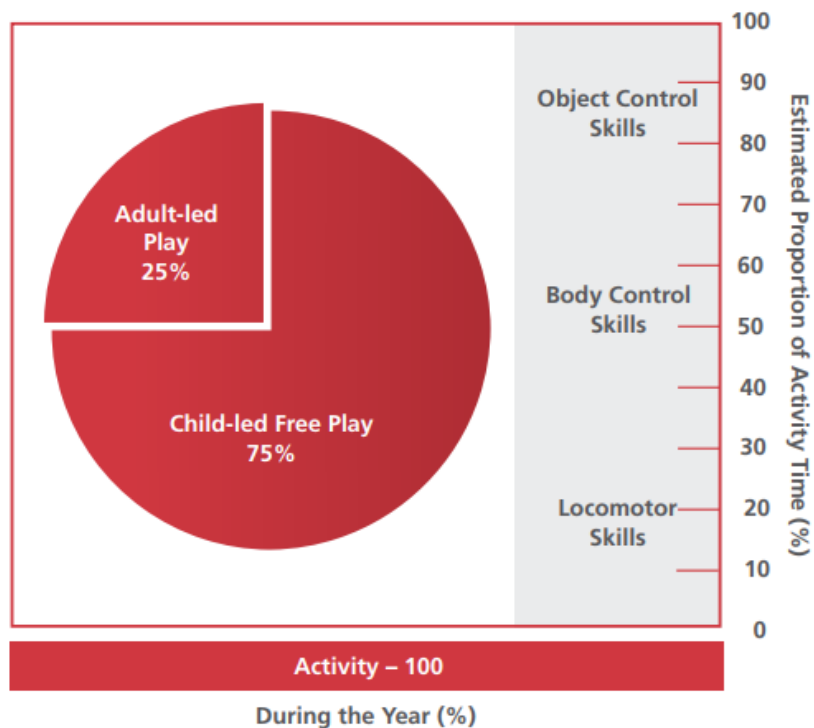


Figure 6: Active Start Activity Summary

Encourage play:

- structured (adult led),
- unstructured (child led), and
- opportunities for play in natural environment.

Include activities that develop executive function:

- working memory,
- cognitive flexibility, and
- building self control.



FUNdamentals



Boys approximately six to nine years, and girls approximately six to eight years.

STAGE

Further development of physical literacy.

Develop fundamental movement skills, with emphasis on participation and having FUN on a daily basis.

Emphasize activities that develop agility, balance, coordination and speed – The ABCs. The building blocks for Canadians to move more.

Encourage running, jumping wheeling, throwing and catching, as well as swimming, and activities on ice and snow.

Build up physical capacities through medicine ball, Swiss ball, and own body-weight strength exercises.

Introduce simple rules and etiquette of sport, with a focus on fair play and respect for others.

No periodization, but well-structured programs.

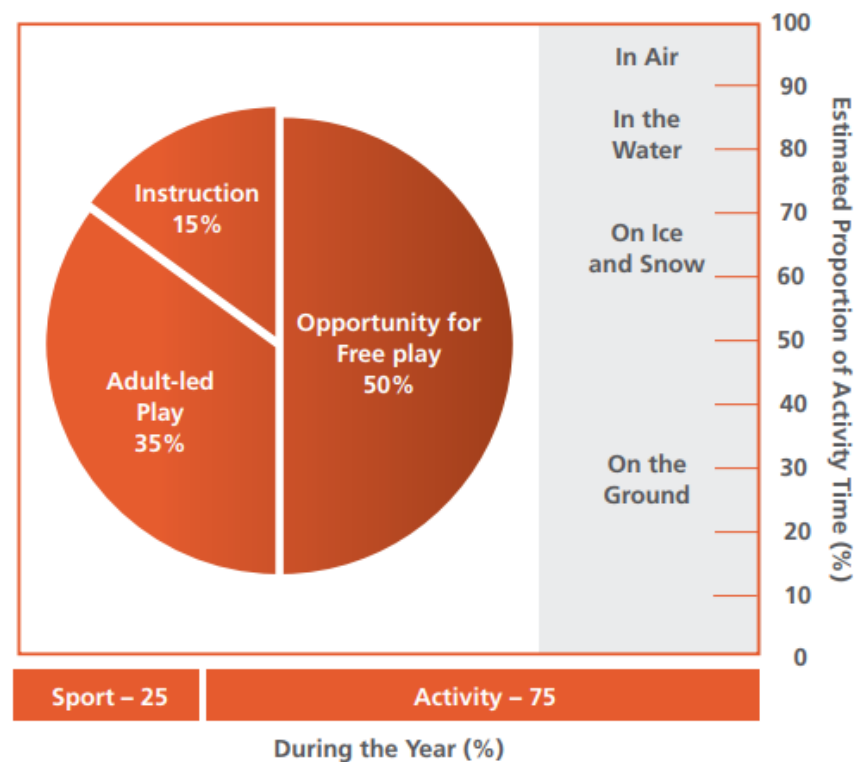


Figure 7: FUNdamentals Activity Summary

Developing the 'ABCs'

Continue to build executive function with focus on:

- building working memory,
- increasing mental flexibility, and
- strengthening inhibition control.

Learn to Train



Boys from approximately nine and girls from approximately eight: **to onset of adolescent growth spurt**

STAGE

Continue to develop physical literacy

Brain and body primed for skill acquisition. Build fundamental skills in a wide range of sports and activities—on the ground, in water, in air and on ice/snow—before entering Train to Train stage.

Ensure environment promotes and supports fun and friendship.

Avoid early over-specialization.

Take into account individuals' variations in physical, psychological, cognitive, emotional, and moral development.

Build up physical capacities through medicine ball, Swiss ball, and own body-weight strength exercises, with additional focus on building flexibility and arm/leg speed.

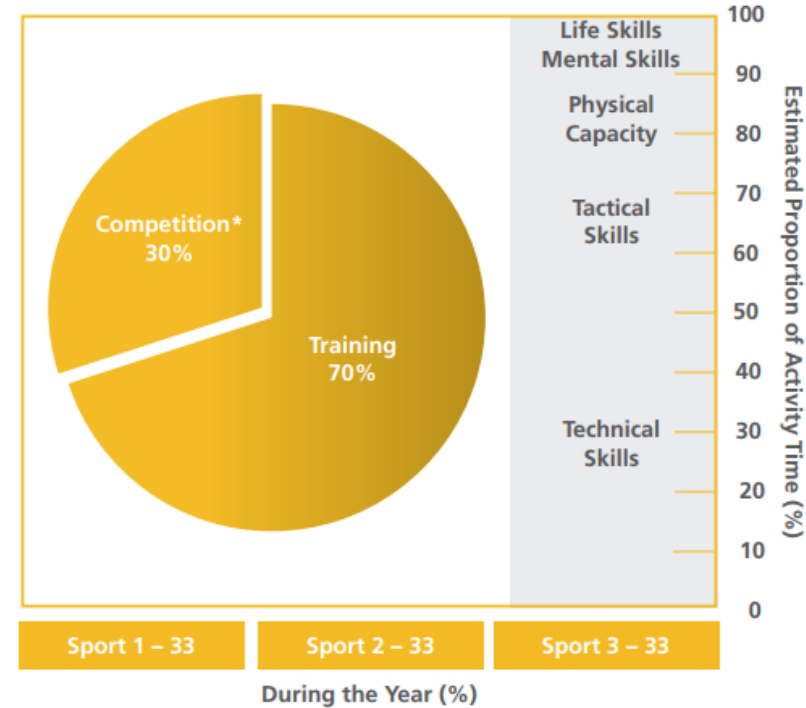
Introduce ancillary capacities: warm up/cool down, nutrition, hydration, and recovery including sleep and mental preparation such as anxiety control.

Informal talent identification with opportunity to move participants to an enriched training environment.

Introduction to formal local competition, with emphasis on fair play, and opportunities to try different events or positions.

Single or double periodization.

Sport-specific training three times per week plus participation in other sports or activities three times a week.



*Includes both competition, and competition specific training

Figure 8: Learn to Train Activity Summary



Train to Train



Period of the adolescent growth spurt. Around 11–15 females and 12–16 males.

STAGE

A critical stage in the development of high performance athletes. During this stage participants typically:

- commit to high performance and begin their journey on their sport's Podium Pathway, or
- enter Competitive for Life or Fit for Life in their sport or sports of choice, or
- drop out of sport.

For those on their sport's Podium Pathway, this is the stage for tremendous skill refinement, and for greater position/event specialization.

Major fitness development stage: aerobic and strength. The onset of the adolescent growth spurt and the time of Peak Height Velocity (PHV) are key markers and growth must be tracked. Stage for development of whole body speed.

Cultivate life skills.

Ensure environment promotes and supports fun and friendship.

Introduce free weights with emphasis on correct technique.

Greater attention to mental preparation.

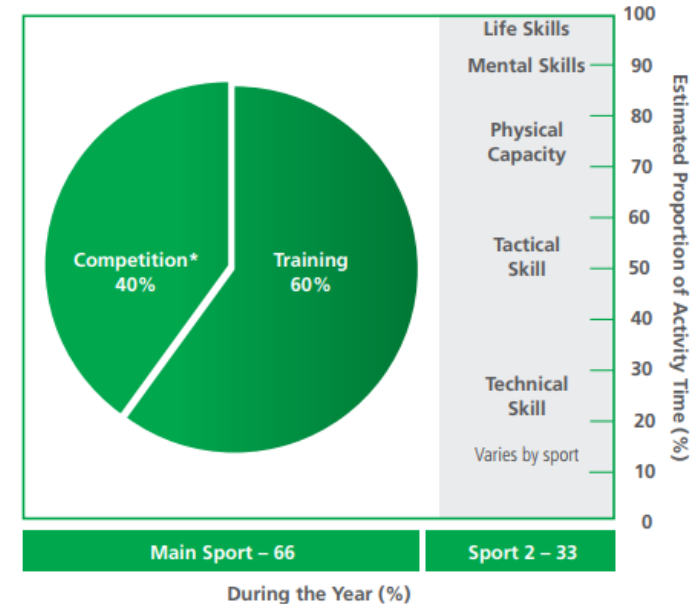
Develop ethical approach to sport including respect for opponents and fair play and commitment to doping-free sport.

Formalized competition and standings/rankings.

Build ancillary capacities and sport-life balance.

Single or double periodization.

Sport-specific training six to nine times per week including complementary sports.



*Includes both competition, and competition specific training

Figure 9: Train to Train Activity Summary



Train to Compete



Dependent on sport progress – beyond end of adolescent growth spurt. Athletes generally at provincial, junior national or early national level.

Requires specialized coaching in a specialized training environment.

The stage for specialization in sport, position or event then specific training design for physical conditioning and technical/tactical preparation to maximize development.

Test tactics and practice under competitive conditions.

Evidence-based training built on testing to identify strengths and weaknesses.

Optimize ancillary capacities, and balance sport, work/school, and family/friend life obligations.

Advanced mental preparation, and practice under highly competitive conditions.

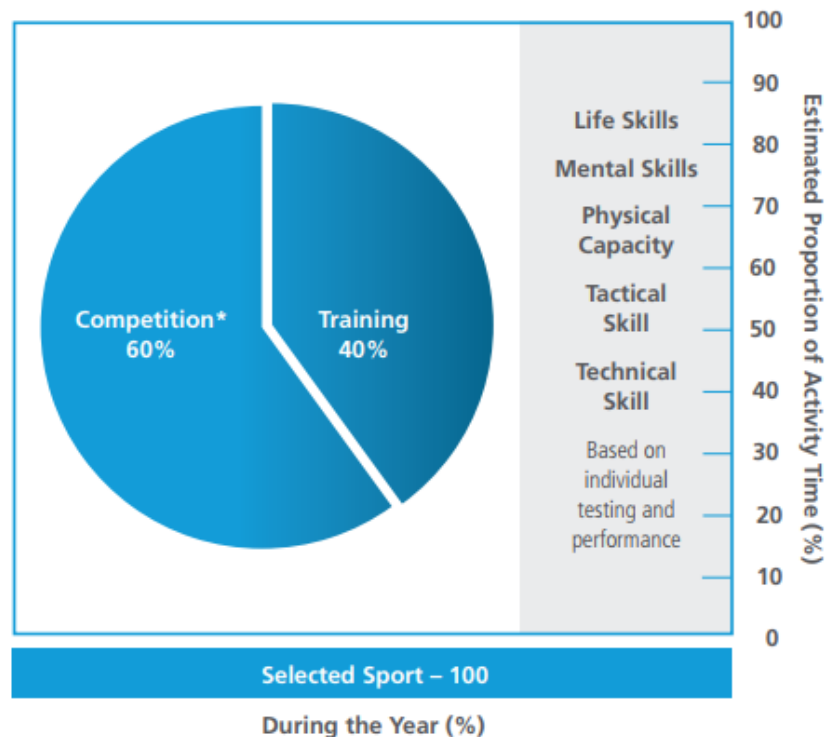
Strengthen ethical approach to sport including respect for opponents, fair play, and commitment to doping-free sport.

Single, double or triple periodization.

Sport-specific technical, tactical and physical capacity training nine to 12 times per week.

For team sports, training geared to sport's Winning Style of Play (refer to glossary on page 42).

STAGE



*Includes both competition, and competition specific training

Figure 11: Train to Compete Activity Summary



Train to Win



Dependent on sport progress – around the age of optimum performance in the sport
Athletes competitive at the highest level: Olympics, Paralympics and World Championships.

Focus is on podium performances at highest-level international events.

Improvement or maintenance of all physical capacities required for optimum performance through evidence-based training prescription; aligned with Winning Style of Play.

Further development of technical, tactical, and performance skills, with modelling of all aspects of training and competition performance.

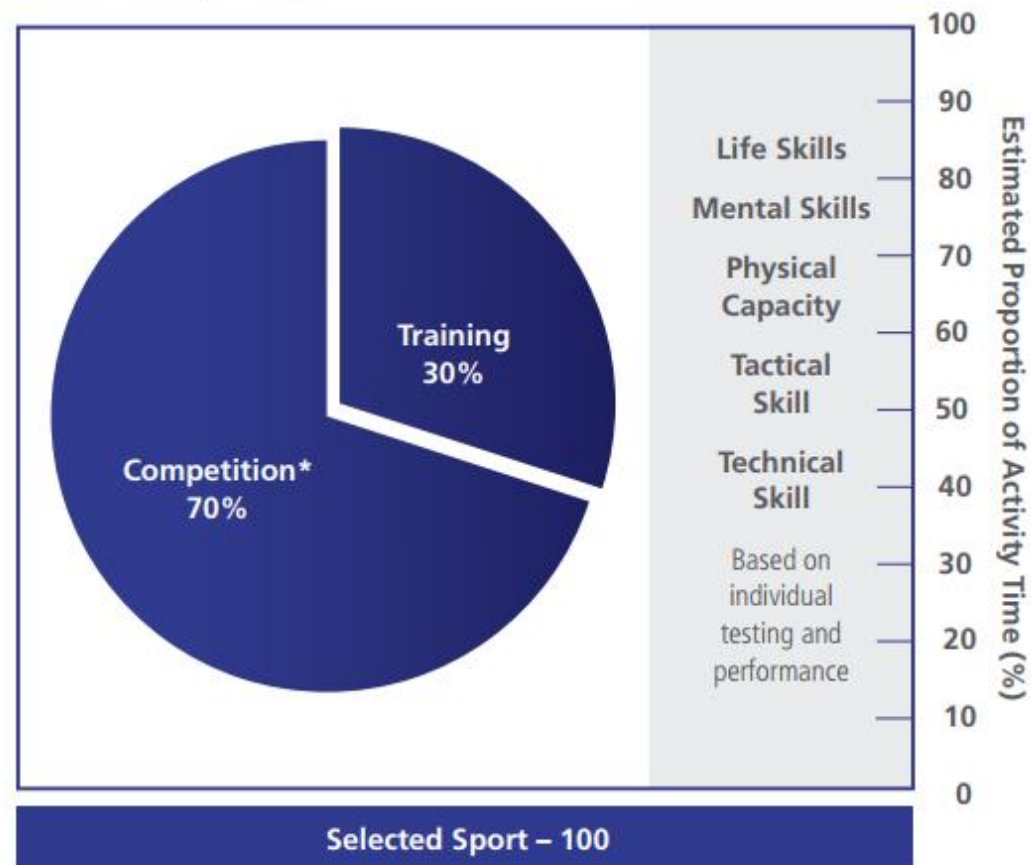
Frequent prophylactic breaks for recovery and regeneration.

Maximize ancillary capacities, with support from knowledge specialists.

Single, double, triple, or multiple periodization with focus on the most important events.

Sport-specific technical, tactical, and fitness training nine to 15 times per week.

STAGE



During the Year (%)

*Includes both competition, and competition specific training

Figure 12: Train to Win Activity Summary



Active for Life



STAGE



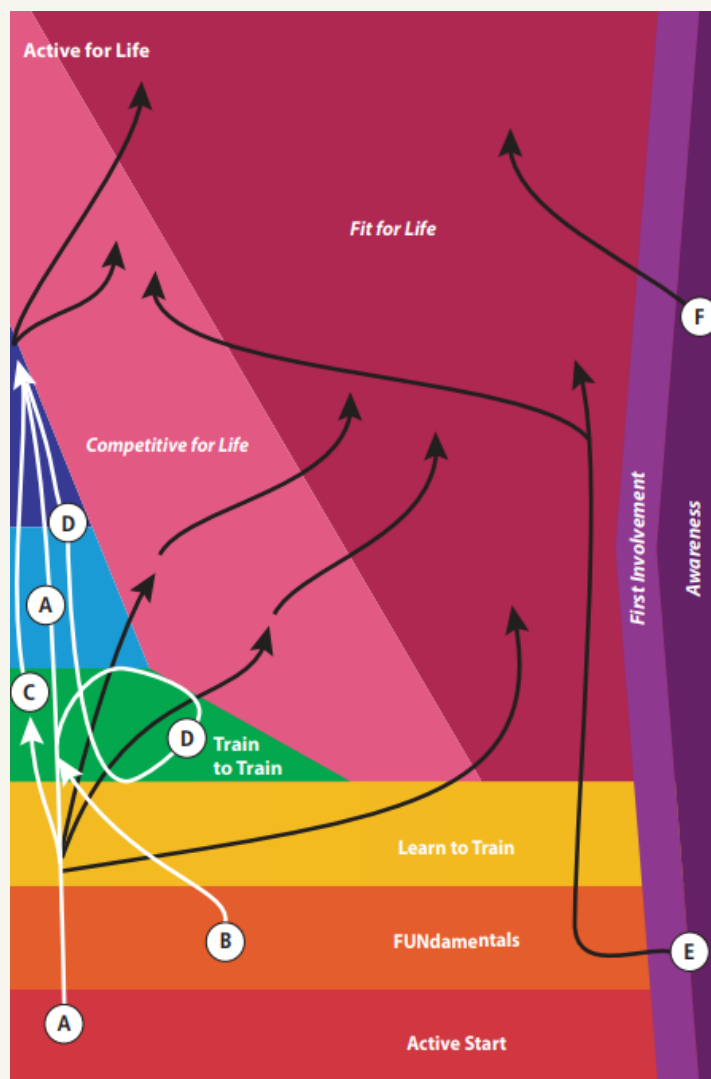
The overwhelming majority of people playing just about any sport fall into the Active for Life stage. Having built a solid foundation in the first three stages of the framework, they progress to playing the sport or sports of their choice for enjoyment, satisfaction or for the health benefits they obtain. Some compete in organized sport, while others do not.

Competitive for Life is the phase of Active for Life for those who compete within the formal structure of their sport. This could be at the U-14 or U-17 level in a house league, all the way to World Masters Competition. It differs from Fit for Life because competitive athletes are striving to improve and to win, and they train accordingly.

Fit for Life is the phase for those who participate simply because they get satisfaction from sport or physical activity. They may, from time to time, compete at a recreational level, but that is not their primary purpose. Fit for Life also describes those who engage in non-sporting physical activity.

Sport and Physical Activity Leaders include those individuals who contribute in ways other than being an athlete or participant in the sport or activity itself, such as coaches and instructors, officials, administrators, and those involved in sport science and medicine.

Elk pad is uniek / Not one size fits all



MANY PATHWAYS TO ACHIEVE...

There are many pathways for participants to take to achieve their potential; their path is rarely straight.

Participant A might stay in one of their first sports from entry right through to World Championships.

Participant B starts in a different sport or begins their journey later, then during adolescence finds the sport they pursue through to the Paralympics or Olympics.

Participant C starts with A having early success in one sport, then focuses on another sport before returning to focus on their first love.

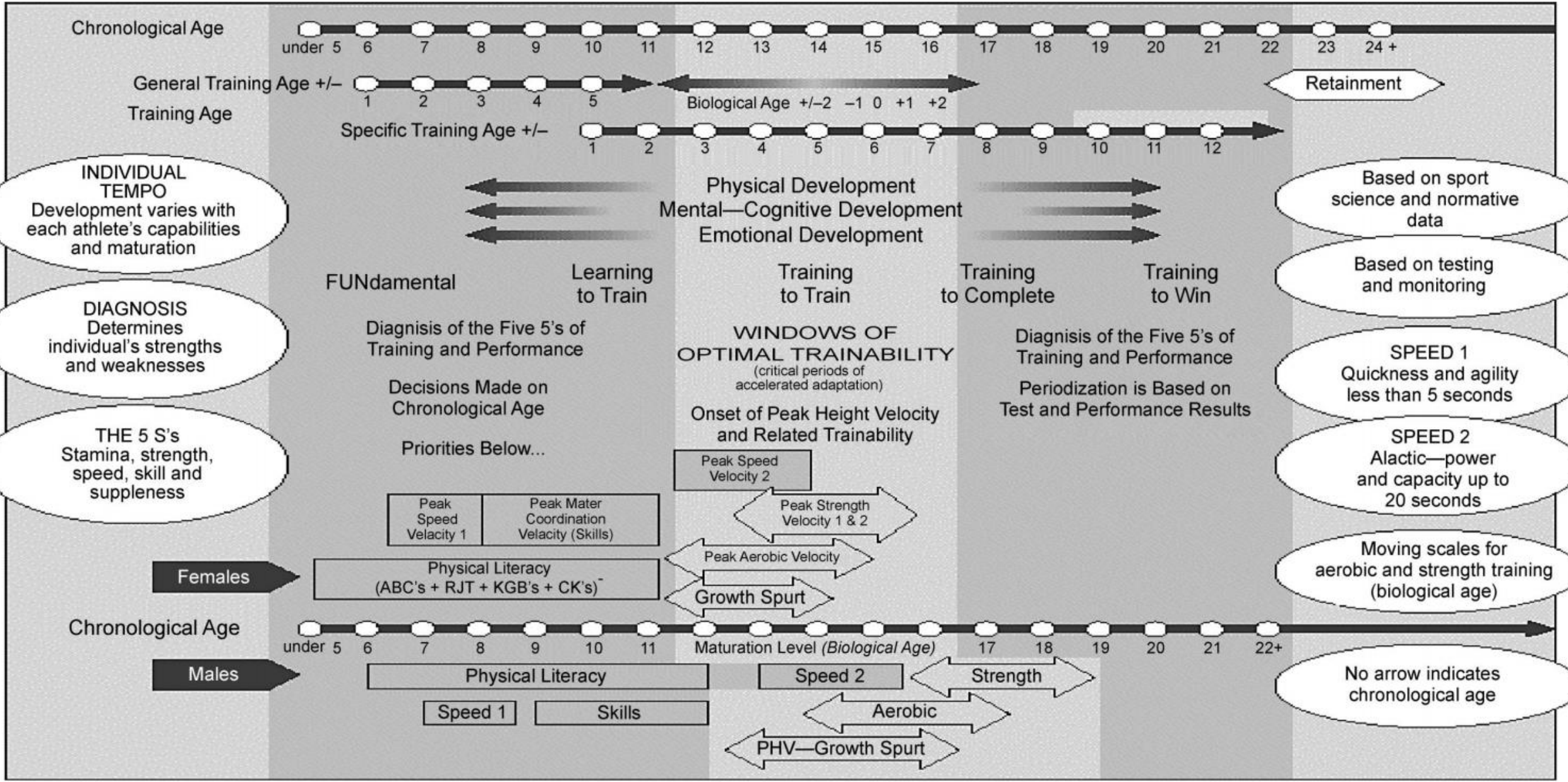
Participant D achieves a high level of success in one sport but then transfers to another sport, which results in having to go back through stages of development before succeeding in their new sport.

Participant E becomes involved in many sports, never pursuing or advancing into the Train to Train stage, but has quality experiences and is active for life.

Participant F becomes aware of opportunities later in life, then through a positive first involvement becomes active for life.

These are many pathways in sport and physical activity. It is important to recognize that everyone's journey is unique and should always be in quality environments to allow for individuals to achieve their potential and be able to be active for life.





*ABC's – Agility Balance Coordination Speed + RJT = Run Jump Throw + KGB's = Kinesthesia Gliding Bouyance Striking with object + CK's = Catching Kicking Striking with body

Figure 1. Adaptation to training and optimal trainability (adapted from Balyi & Way, 2002; in Balyi & Hamilton, 2004).

Weerstand, plyometrie en gewichtheffen gelinkt aan LTD-model

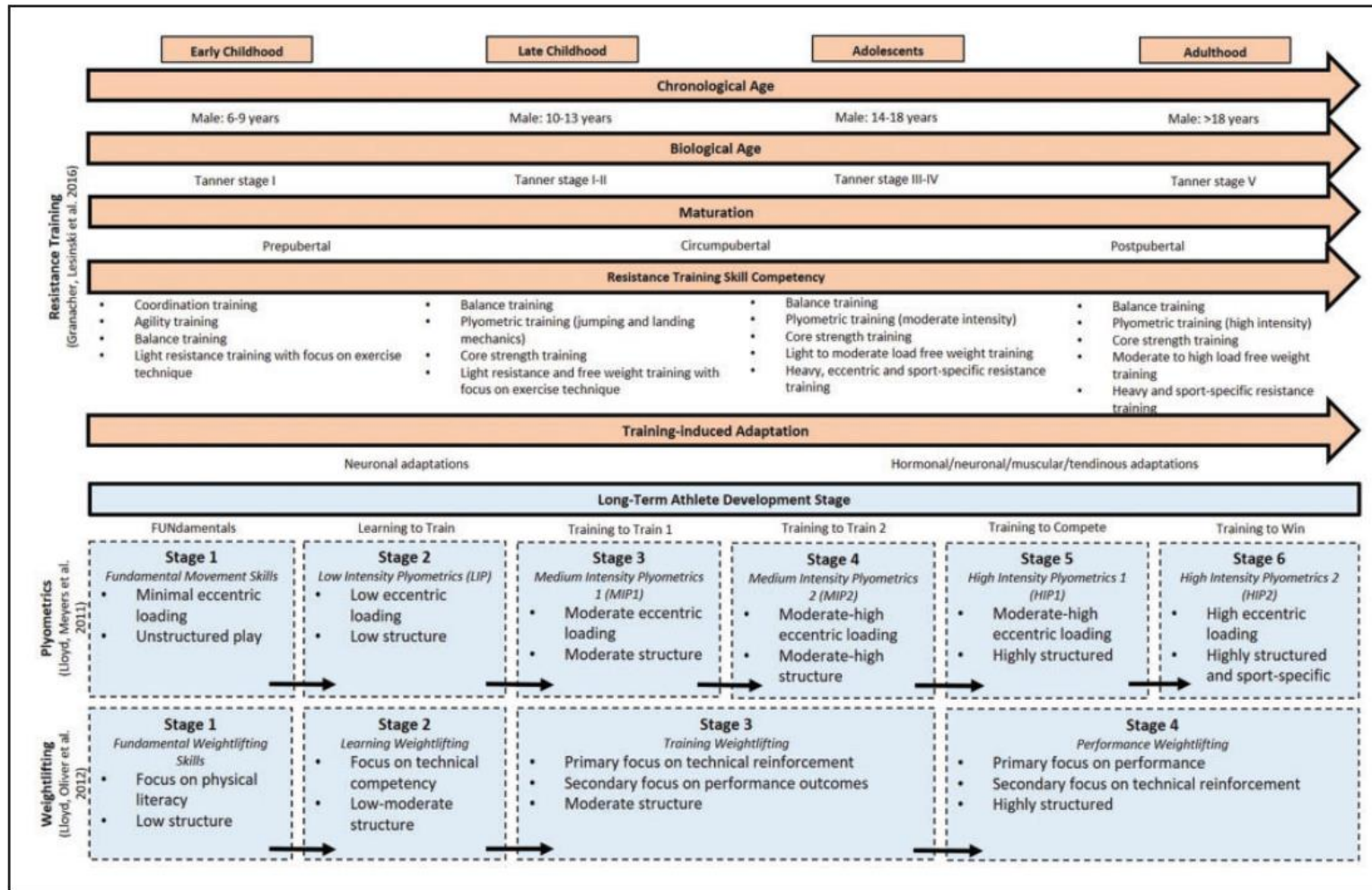


Figure 2. A summary of resistance training (top, redrawn and adapted from Granacher et al.⁵), plyometric (middle, redrawn and adapted from Lloyd et al.⁶) and weightlifting (bottom, redrawn and adapted from Lloyd et al.⁷) models. The dashed boxes at the bottom are aligned to different stages of the Balyi and Hamilton³ model.



SPORT FRAMEWORKS



[Link: Sport Frameworks • Sport for Life](#)



[Alpine Skiing LTAD - Alpine Canada](#)

[Archery LTAD - Archery Canada](#)

[Athletics LTAD - Athletics Canada](#)

[Badminton LTAD - Badminton Canada](#)

[Baseball LTAD - Baseball Canada](#)

[Basketball LTAD - Basketball Canada](#)

[Biathlon LTAD - Biathlon Canada](#)

[Boccia LTAD - Canadian Cerebral Palsy Sports Association](#)

[Bowling LTAD - Bowling Federation of Canada](#)

[Boxing LTAD - Boxing Canada](#)

[Broomball LTAD - Broomball Canada](#)

[Canoe Kayak LTAD - Canoe Kayak Canada](#)

[Cross Country Ski LTAD - Cross Country Canada](#)

[Curling LTAD - Canadian Curling Association](#)

[Cycling LTAD - Cycling Canada](#)

[Diving LTAD - Diving Canada](#)

[Equestrian LTAD - Equestrian Canada](#)

[Fencing LTAD - Canadian Fencing Canada](#)

[Field Hockey LTAD - Field Hockey Canada](#)

[Figure Skating LTAD - Skate Canada](#)

[Football LTAD - Football Canada](#)

[Freestyle Ski LTAD - Canadian Freestyle Ski Association](#)

[Goalball LTAD - Canadian Blind Sports Association](#)

[Golf LTAD - Golf Association](#)

[Gymnastics LTAD - Gymnastics Canada](#)

[Hockey LTAD - Hockey Canada](#)

[Judo LTAD - Judo Canada](#)

[Lacrosse LTAD - Canadian Lacrosse Association](#)

[Pickleball LTAD - Pickleball Canada](#)

[Rowing LTAD - Rowing Canada](#)

[Rugby LTAD - Rugby Canada](#)

[Sailing LTAD - Sail Canada](#)

[Shooting LTAD - Shooting Federation of Canada](#)

[Snowboard LTAD - Canada Snowboard](#)

[Sport Climbing LTAD - Climbing Escalade Canada](#)

[Soccer LTAD - Canadian Soccer Association](#)

[Softball LTAD - Softball Canada](#)

[Special Olympics LTAD - Special Olympics Canada](#)

[Speed Skating LTAD - Speed Skating Canada](#)

[Sport Parachute LTAD - Canadian Sport Parachute Association](#)

[Squash LTAD - Squash Canada](#)

[Swimming LTAD - Swimming Canada](#)

[Synchronized Swimming LTAD - Synchro Canada](#)

[Table Tennis LTAD - Table Tennis Canada](#)

[Taekwondo LTAD - Taekwondo Canada](#)

[Tennis LTAD - Tennis Canada](#)

[Triathlon LTAD - Triathlon Canada](#)

[Ultimate LTAD - Ultimate Canada](#)

[Volleyball LTAD - Volleyball Canada](#)

[Water Polo LTAD - Water Polo Canada](#)

[Waterski & Wakeboard LTAD - Waterski & Wakeboard British Columbia](#)

[Weightlifting - Canadian Weightlifting](#)

[Wheelchair Basketball LTAD - Wheelchair Basketball Canada](#)

[Wrestling LTAD - Wrestling Canada](#)

5. Vertaling naar de praktijk als sportfederatie



5. Vertaling naar de praktijk als unisportfederatie

- Specificiteit van de eigen sporttak en context als unisportfederatie in Vlaanderen in rekening brengen i.f.v. het creëren van een effectief sportmodel
- Betrokkenheid en buy-in van stakeholders i.f.v. draagvlak en duurzaam karakter = KEY
- Baken de verschillende doelgroepen af waarop je sportmodel zich dient te richten
- Hoe impact bewerkstelligen? Van visie op papier naar toepassing op het terrein
- Evaluatie van proces en resultaat
- Hoe fysieke geletterdheid ontwikkelen?
- Specialisatie / vermijden van vroege overspecialisatie



5. Vertaling naar de praktijk als unisportfederatie

- Biologische vs. kalenderleeftijd (ifv. talentscouting, competitie, training,...)
- Ontwikkelingsfasen en lange-termijnfocus
- Trainbare vaardigheden
- Intellectuele, emotionele en morele ontwikkeling
- Excelleren vereist tijd
- Periodiseren
- Individualiseren
- Competitie(werking) in functie van LTD (en niet in strijd met) – kinderen zijn geen mini-volwassenen
- Visie aligneren met sport(federatie)werking



5. Vertaling naar de praktijk als unisportfederatie

- Ontwikkelingsnoden van G-sporters
- Vertaling naar trainersopleidingen
- Noodzakelijke kennisbasis en skills voor actieve trainers in de sportclubs
- Belang van breed-motorische ontwikkeling
- Bewustmaking rond holistisch sportmodel richting ouders
- Focus op vermijden van drop-out
- Aangepaste talentidentificatie – aandacht voor laatbloeiers
- Safe sport
- Focus op de ontwikkeling van waarden en persoonlijke ontwikkeling
- Evaluatie en bijsturing op permanente basis



5. Vertaling naar de praktijk als unisportfederatie

- Een holistisch sportmodel als vertrekbasis voor een visie op long term coach development

LTAD	↔	LTCD
Lange-termijn ontwikkeling van sporters		Lange-termijn ontwikkeling van trainers
Evolutie via ontwikkelingsfasen binnen diverse contexten		Evolutie via verschillende rollen binnen diverse contexten
Progressie via gerichte training/coaching		Progressie = competentieverwerving via formele + informele leerervaringen
Vraagzijde		Aanbodzijde (o.a. via VTS-opleiding)
Bestaande LTAD-modellen (wet. onderzoek)		LTCD-visie van de Vlaamse Trainersschool

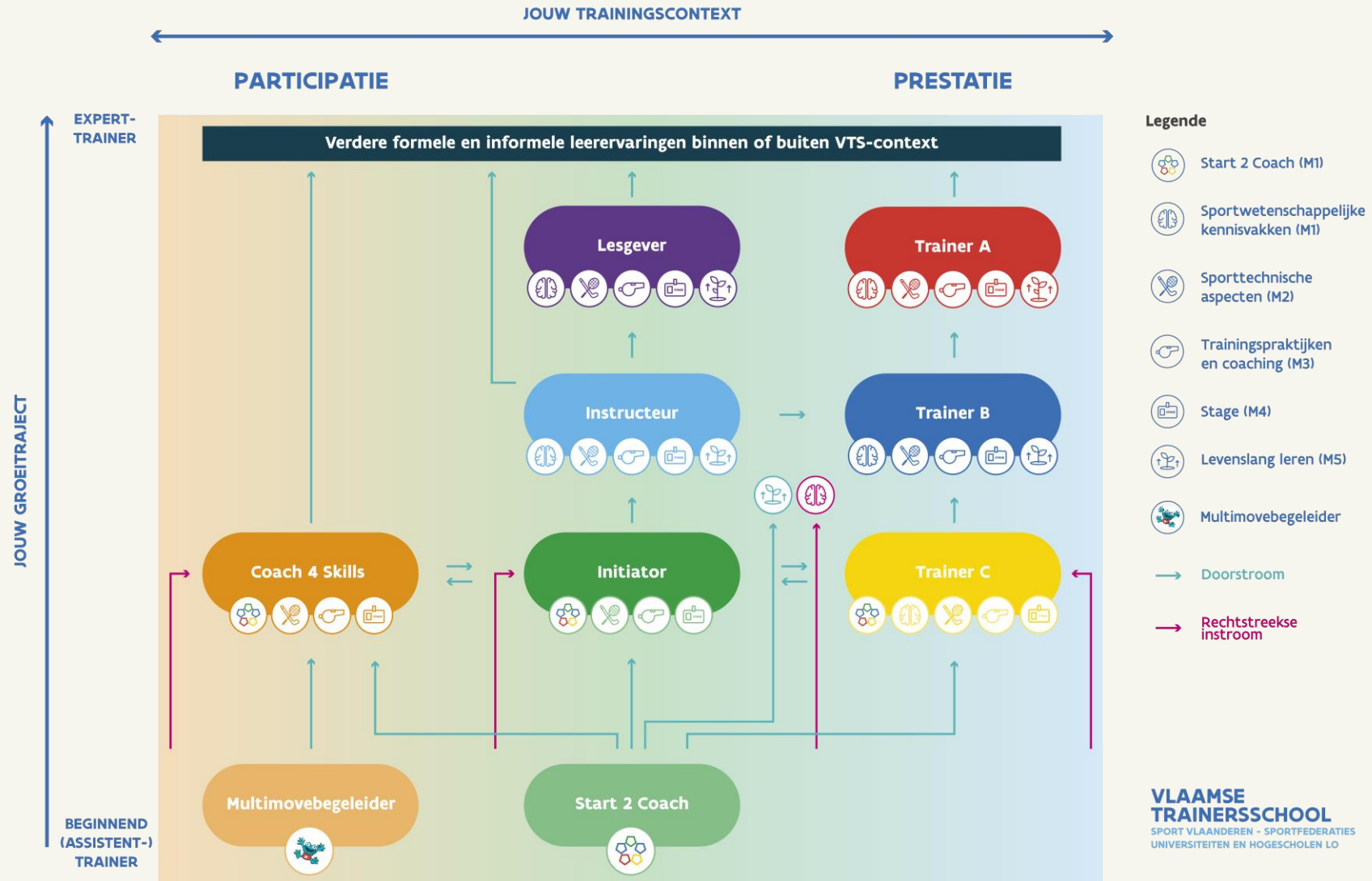
Tabel 2. Wisselwerking tussen LTAD en LTCD



Opleidingsstructuur Vlaamse Trainersschool

Sporttak:

Hier komt de naam van de sporttak



6. Relevante literatuur



6. Relevante literatuur

General Models of Development

- Developmental model of sport participation: <https://doi.org/10.1016/j.scispo.2014.08.133>
- Three worlds continuum: <https://doi.org/10.1080/13573322.2011.607951>
- Development model of athlete transitions: [Researchgate Link](#)
- Athletic talent development environments <https://doi.org/10.1016/j.psychsport.2009.10.005>

Long Term Athletic Development Models

- Integrating models of long-term athletic development to maximize the physical development of youth: [International Journal of Sports Science & Coaching](#)
- The youth physical development model: [Strength and Conditioning Journal](#)
- Long-Term-Development-in-Sport-and-Physical-Activity-3.0.pdf: sportforlife.ca
- FTEM participant and athlete framework: [Australian Institute of Sports](#)
- The Long-Term Athlete Development model: Physiological evidence and application: [link](#)
- Balyi, I., Way, R., & Higgs, C. (2013). Long-term athlete development. Human Kinetics.
- Baker, J., & Wattie, N. (2021). Athlete Development Models, in: D. Gould & C. Mallett (eds.), Sport Coaches' Handbook. Human Kinetics
- Gulbin, J.P., Croser, M.J., Morley, E.J., & Weissensteiner, J.R. (2013). An integrated framework for the optimisation of sport and athlete development: a practitioner approach, Journal of Sports Sciences, 31 (12): 1319-31.



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