

QUALITY SPORT

FOR COMMUNITIES
AND CLUBS



Lea Wiens

Lea has spent her career training and empowering sport and community leaders throughout her home province of Alberta and across Canada to channel the power of physical literacy and quality sport for the benefit of all. After completing her Bachelor of Physical Education at the University of Alberta, Lea has been fueling her passion for physical activity to inspire youth, adults, communities, pools, schools and workplaces to get moving. In 2009 she established Sport 4 Life Cochrane with the goal of supporting local sport clubs with their LTD implementation. Through this organization Lea and her team work to connect and deliver quality sport in schools, after school and in the community through the Cochrane Youth Sport Hub. Her pioneering approach and visionary influence supports quality sport and physical activity in communities across Canada, including First Nation and Inuit Communities. As an athlete for life, Lea brings personal and professional experience from aquatics, fitness, physical education, and youth sport. Lea is the proud mother of 2 active children. She enjoys biking, hiking, yoga, walking her dog, watching her kids play hockey and any outdoor or aquatic activities.



Angela Ballantyne

Angela who hails from rural Ottawa, ON graduated from Brock University with a Bachelor of Sports Management Degree in 2006. Since she began with Softball Canada in 2009, Angela has been involved in managing various programs throughout the organization– all with the common thread of Long-Term Player Development.

As the Manager of Long-Term Player Development Programs, her role is to support the delivery of initiatives like Timbits Softball, Canpitch and most recently the release of Softball's Gold Medal Profile Integrated Athlete Development Matrix. Creating resources and supporting associations in delivery quality softball programming is at the core of her role with Softball Canada.

Angela is a busy mom to three children ages 8,6 & 3. She enjoys running, playing soccer, and working out but most of all she enjoys cheering on her kid's passions in ringette, hockey, soccer and gymnastics.



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



Guiding Principles

What is Quality Sport?



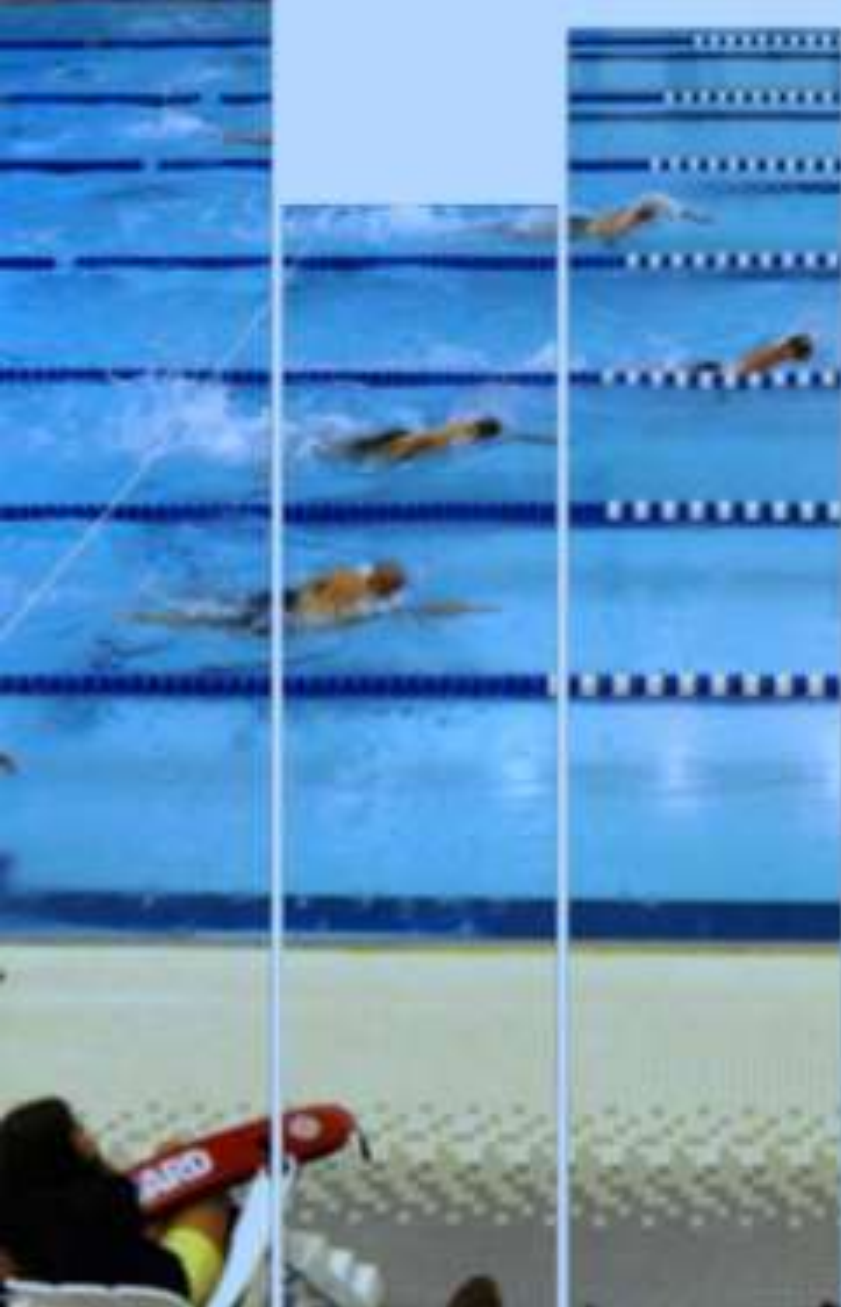
- A **simplified** way to describe **Long Term Development in Sport and Physical Activity**
- Breaking down silos by emphasizing the importance of **key partnerships** and
- Most importantly, **recognizes community realities**

From Sport to Quality Sport

Quality sport

based on Long-Term Athlete Development is...





Quality Sport for Communities and Clubs

- Community sport is where most sport happens.
- We all strive to deliver Quality Sport.. it's not easy!
- Challenges to Quality Sport include:
 - Limited capacity and resources
 - Pressure from members, facilities, sport bodies
 - Complex systems and culture

Community Sport is a big deal

- ~ **75% of children** participate
- ~ 5% of adults **volunteer** as coaches and 7% as administrators.
- **In Canada 30,000** sport and rec. organizations, more than **95% at the community level.**
- **Dropout** is an issue
- Sport and physical activity are **not available to everyone**



The art of balancing while juggling

- Clubs are constantly **balancing**:
 1. Member (participant – parent) vs.
 2. Organization (Club/Municipal) vs.
 3. System (local, Regional, national, government, public, etc.) priorities
- Clubs are constantly **juggling**:
 - Human Resources
 - Financial resources
 - Time/capacity

Which can make it difficult to deliver Quality Sport!



From Sport to Quality Sport

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based on Long-Term Athlete Development is...



Quality Sport Checklist

- Defines the elements that lead to Quality Sport experiences
- Designed with everyone in mind
- Can be used as a tool to assess and improve the quality sport programs
- Can be adapted for individual, team, combative sports and schools

Quality Sport Checklist for Communities and Clubs

Based on Long-Term Development in Sport and Physical Activity

Quality sport and physical activity is achieved when the right people do the right things at the right times, resulting in positive experiences for participants. It is based on a Long-Term Development approach. This checklist defines the elements that lead to Quality Sport experiences in any sport program. It has been designed with everyone in mind, including women and girls, indigenous populations, participants with a physical or cognitive disability, and newcomers to Canada. This checklist can be used as a tool by community and club leaders to assess and improve the quality of their sport programs.

Good programs, that are developmentally appropriate, are:	
Participant Centered	
☐	Ability, age, size, and maturity are all considered when grouping participants.
☐	Participants are actively engaged in the game or activity and fully included by teammates.
☐	All holistic aspects of participation are considered, including mental (intellectual and emotional), physical, cultural and spiritual.
Progressive and Challenging	
☐	Participants are learning and building on their existing skills.
☐	There are options to make an activity more or less challenging based on participant's skills and capabilities.
☐	In the early stages, participants get to play different positions and/or try different events and sports (physical literacy.ca).
Well Planned	
☐	Programs and practices are well-prepared and are delivered in context of seasonal and annual plans.
☐	The program is aligned with the national sport organization's Long-Term Development framework, or when possible, has been designed by a national sport organization (sportforlife.ca/resources/quality-sport-programs).
☐	The club connects participants to developmentally appropriate programs and opportunities, which may include different levels (tiers), types of play, competition, or activities.
☐	In the early stages, leaders emphasize skill development over winning.
☐	In the early stages, programs develop fundamental movement skills, in addition to sport-specific skills.
Designed for Meaningful Competition	
☐	Based on stage of development, the participants are playing small-sided games with fewer players, competing in shorter distances, or playing for modified lengths of time (sportforlife.ca/qualitysport/long-term-athlete-development).
☐	Rules are modified based on the ability and stage of the participants.
☐	In the early stages, teams, groups, lines, or categories are balanced so that participants of similar ability compete against each other, giving everyone a chance to struggle and succeed.
☐	In the early stages, all participants get to play and practice equally. Elimination competition formats are not used.
☐	Competition is timed appropriately for learning, and is affordable and accessible.

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Good people, who are caring and knowledgeable, include:

Coaches, Officials, Instructors, and Teachers

☐	Who are trained and qualified (e.g. National Coaching Certification Program [coach.ca], Aboriginal Coaching Modules [aboriginalsportcircle.ca], Gender Equity [CAAWS.ca], Physical Literacy Instructor Program [sportforlife.ca], HIGH FIVE® [highfive.org]).
☐	Who are provided with, and partake in, ongoing learning opportunities.
☐	Who mentor and build capacity for future coaches, officials, instructors, and teachers.
☐	Who are screened (coach.ca/responsiblecoaching) and follow policies and procedures on child protection (protectchildren.ca), and injury prevention (parachutecanada.org).
☐	Who assess participants' developmental stage, and design programs and practices considering Long-Term Development key factors (e.g. sensitive periods).
☐	Who understand developing physical literacy and how to apply it in programs.
☐	Who are ethical (truesportpur.ca/true-sport-principles) and demonstrate good social, communication, and leadership skills.
☐	Who demonstrate the organization's stated principles and integrate values based sport in training and competition
☐	Who use constructive language, communicate equitably and clearly, and involve participants in discussion and feedback.

Parents and Caregivers

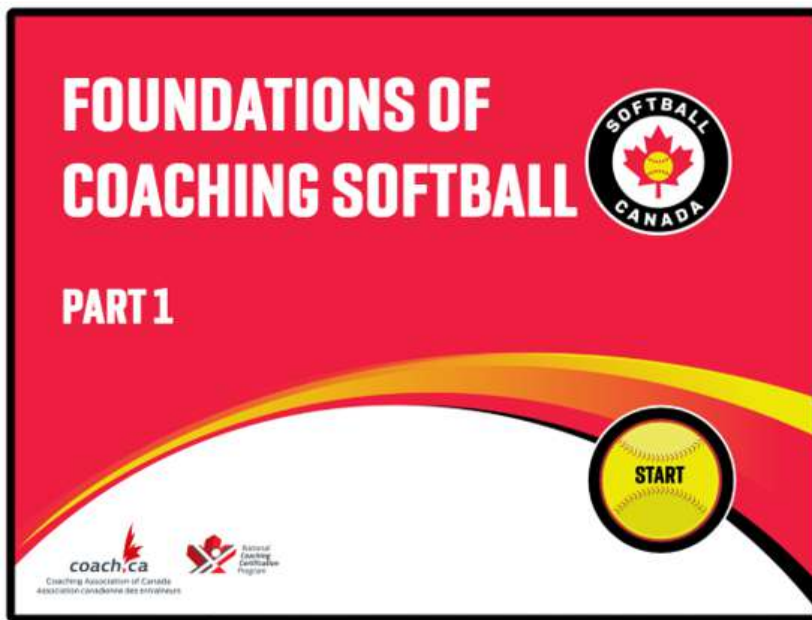
☐	Who are knowledgeable about and encourage Quality Sport (activeforlife.com).
☐	Who are respectful (respectinsport.com/parent-program).

Partners and Leaders

☐	Who ensure the organization operates with clear lines of responsibility and authority (sirc.ca/resources/sport-governance-and-leadership).
☐	Who are accountable for decisions, policies, risk management, and operational practices as well as utilizing the latest in active and safe tools.
☐	Who regularly assess, continually improve, and modernize governance (clubexcellence.com).
☐	Who seek opportunities to engage with programs and organizations in the community, province/territory and nation-wide to advance Quality Sport and increase opportunities for participants.
☐	Who use sport for social change and community development (communityfoundations.ca/our-work/sport).
☐	Who provide education opportunities about Quality Sport including meaningful competition and proper sport specialization.

Coaches, Officials, Instructors, and Teachers

- | | |
|--------------------------|--|
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| ☐ | Who are provided with, and partake in, ongoing learning opportunities. |
| ☐ | Who mentor and build capacity for future coaches, officials, instructors, and teachers |
| ☐ | Who are screened (coach.ca/responsiblecoaching) and follow policies and procedures on prevention (parachutecanada.org). |
| ☐ | Who assess participants' developmental stage, and design programs and practices consistent with (e.g. sensitive periods). |
| ☐ | Who understand developing physical literacy and how to apply it in programs. |
| ☐ | Who are ethical (truesportpur.ca/true-sport-principles) and demonstrate good social, communication, and leadership skills. |
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-



Good places, that create good feelings, are:

Inclusive and Welcoming

- ☐ Everyone feels safe and that they belong regardless of ability and background (cdpp.ca).
- ☐ Access is affordable and barrier free.

Fun and Fair

- ☐ Facilities and equipment are modified for the ability, size, and stage of the participants.
- ☐ Programs and environments are FUN (changingthegameproject.com/can-youth-sports-fun-competitive).
- ☐ Program runs on a regular basis and have appropriate attendance.

Safe

- ☐ Equipment is in good condition.
- ☐ Facilities are safe; the space is suitable, clean, well lit, and well maintained as well as personnel trained in first aid.
- ☐ Adheres to Safe Sport, the facility has policies and information readily available addressing bullying, harassment, emotional, physical and sexual misconduct, concussions, etc. (sportaide.ca/en/home).



PLEASE REMEMBER

THESE ARE **KIDS**
THIS IS A **GAME**
COACHES ARE **VOLUNTEERS**
UMPIRES ARE **HUMAN**

EVERYONE DESERVES
RESPECT!



SOFTBALL CANADA SAFE SPORT FRAMEWORK

AWARENESS

Maltreatment
Equity, Diversity & Inclusion
Anti-doping/ Substance Abuse
Concussion Protocol/ Return to Sport

PREVENTION

Screening
Online Training
Risk Management
Responsible Coaching Movement

ACTION

Conflict Resolution
Guiding Principles
Discipline & Complaints
Independent Third-Party Reporting



Quality Sport *Action* Areas:

1. Athlete growth and development
2. Supporting long-term goals
3. Using competition intentionally for development
4. A commitment to sport for all
5. Partnerships that prioritize development



1. Focus on athlete growth and development

“What are children and youth capable of at each stage”

This looks like:

- Consider ability, age, size and maturity when grouping participants;
- Monitor growth and adapt programs accordingly;
- Safe, inclusive environments with equipment and rules modified for stage of participants.

Physical Literacy supports Athlete Growth and Development

Physical literacy

is the...



Sport for Life

active for life

"Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life."

- The International Physical Literacy Association, May 2014



Reflection

How would you explain the importance of 'early generalization' and 'late(r) specialization' to parents?

2. Supporting long-term goals

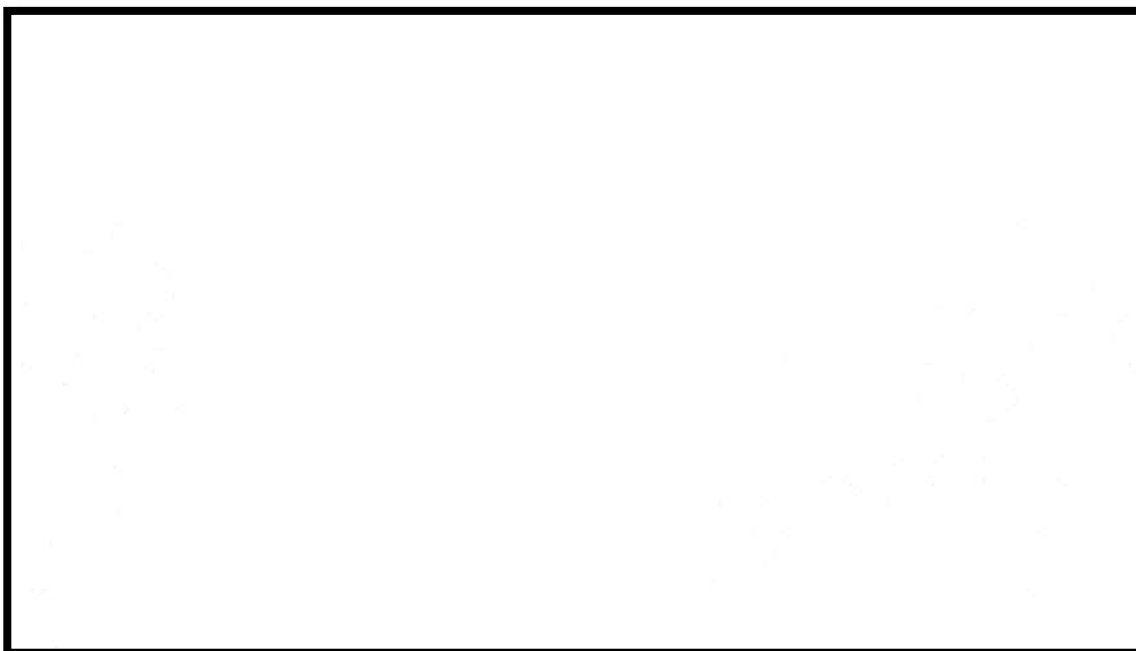
“How will my program help the participant today, next year, and for a lifetime?”

This Looks Like:

- Supporting participants with equal opportunities to play
- “No cut” policies
- Connections and guidance toward next steps in sport – even other sports – to keep them participating.



SOFTBALL CANADA ATHLETE DEVELOPMENT MATRIX



**SOFTBALL CANADA'S
ATHLETE DEVELOPMENT
MATRIX**
(GOLD MEDAL PROFILE
INTEGRATED)

Softball Canada's Athlete Development Matrix (ADM)

WHAT'S NEW IN VERSION 2.0

As we embark on our new journey, we have updated the ADM to reflect the current state of the sport and the needs of our athletes. The new version includes the following updates:

- **Updated Softball Canada's Long-Term Player Development Framework:** This framework provides a clear path for athletes to follow, from the foundation stage to the elite level. It includes the following stages: Foundation, Active for Life, For Life, For Life, and For Life.
- **Integration of the Gold Medal Profile:** The Gold Medal Profile is now integrated into the ADM, providing a clear path for athletes to follow, from the foundation stage to the elite level. It includes the following stages: Foundation, Active for Life, For Life, For Life, and For Life.
- **Updated Softball Canada's Athlete Development Matrix (ADM):** The ADM is now updated to reflect the current state of the sport and the needs of our athletes. It includes the following stages: Foundation, Active for Life, For Life, For Life, and For Life.

SOFTBALL'S LONG-TERM PLAYER DEVELOPMENT FRAMEWORK

<https://softball.ca/ltpd/resources>

Reflection

How do you currently support the long-term goals of your athletes?



3. Using competition intentionally for development

When used intentionally, competition becomes a learning opportunity

This looks like:

Based on stage of development, the participants are playing:

- small- sided games with fewer players
- competing in shorter distances
- playing for modified lengths of time
- trying different roles, disciplines or positions.



The Challenge Zone in relation to competition



Mihaly Csikszentmihalyi, 1990

Meaningful Competition supports using competition intentionally for development

Provides experiences that support learning

- Artistic Swimming's Judging system

Is structured to reinforce the development of LTAD stage-specific skills and abilities.

- Baseball Canada's Rally Cap
- Leads to results that are relatively close and not predictable
Volleyball Canada's Triple Ball

Meaningful Competition Review and Restructuring - FPT Collaboration Project, 2015

Meaningful Competition & Softball Canada

A game where the score is 6 runs or less in run differential between the teams in at least 5 innings is **meaningful**.

3 examples of Rules Softball Canada has implemented to support Meaningful Competition

- Tie Breaker Formula
- Run Rule
- Double Round Robin

Reflection

1. What is the biggest barrier to creating meaningful competition in your sport?
2. What is one strategy you could implement to create meaningful competition?

4. A commitment to sport for all

Quality Sport is good for all, so we must work collaboratively to make it accessible to all.”

This Looks Like:

- Training, education and screening of volunteers
- Policy and organizational commitment to safety, fairness, and inclusion.

Reflection

What is one change that could be made to make your sport accessible for all?

- Volunteer, leader and coach training
- Indoor and outdoor spaces and equipment
- Resources – human, financial, educational
- Communication – verbal , non-verbal and written
- Awareness and First Involvement
- Other?



5. Partnerships that prioritize development needs

“Community sport organizations need many kinds of partnership”

This looks like:

- Collaboration between sport and recreation to facilitate smooth transitions between programs at different stages of development.
- Coaches and officials mentor and build capacity for future coaches, officials, instructors, and teachers
- The organization works with its leagues, Provincial and/or National organizations as applicable to advocate for system alignment

Softball Canada Partnerships



Canadian
Heritage

Patrimoine
canadien

Sport Canada

List of National Sport and Physical Activity Organizations

1. [Quality Sport Programs](#)
2. [Long-Term Athlete Development](#)
3. [True Sport](#)
4. [Sport'Aide](#)
5. [Sport Canada](#)
6. [Movement Prep](#)
7. [Active for Life](#)
8. [Sport Information Resource Centre \(SIRC\)](#)
9. [High Five](#)
10. [Aboriginal Sport Circle](#)
11. [Can. Assoc. for the Advancement of Women](#)
12. [Community Foundations of Canada](#)
13. [Canadian Disability Participation Project](#)
14. [Physical and Health Education Canada \(PHE\)](#)
15. [Coaching Association of Canada](#)
16. [Canadian Centre for Ethics in Sport](#)
17. [Physical Literacy](#)
18. [Respect Group](#)
19. [Special Olympics Canada](#)
20. [Canada Games Council](#)
21. [Canadian Paralympic Committee](#)
22. [Canadian Olympic Committee](#)
23. [Canadian Centre for Child Protection](#)
24. [ParticipACTION](#)
25. [Motivate Canada](#)
26. [Sport for Life for all Newcomers to Canada](#)
27. [KidSport](#)
28. [Parachute Canada](#)
29. [Canadian Tire Jumpstart Charities](#)
30. [Own the Podium](#)

Quality Sport *Action* Areas:

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ANGELA _ IF YOUHAVE ONE YOU WOULD LIKE TO SHARE WE CAN INCLUDE THAT HERE..

Goal-setting



Reflection

What is one goal you would like to further explore as a result of today's session?

Q & A

Thank You!

Contacts

- Lea Wiens– lea@sportforlife.ca
- Angela Ballantyne- ABallantyne@softball.ca

Links

Quality Sport Web page: <https://sportforlife.ca/quality-sport/>

Softball Canada ADM: <https://softball.ca/ltpd/resources>