

# SNOW AUSTRALIA CROSS COUNTRY ATHLETE PATHWAY





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# A PATHWAY FOR ALL

**S**nowsports is a sport for all, whether it's participating recreationally with family and friends, or competitively in snowsports event. With approximately 1.2 million Australians participating in various forms of skiing and snowboarding, it is one of Australia's largest and most popular participation sports.

Whatever the motivation for participating in Snowsports, Snow Australia is committed to providing a clear "Pathways to High Performance" strategy, to educate and inform the Snowsports Community as to the stages of athletic development

To assist with this important initiative, Snow Australia has developed discipline specific Snow Australia Pathway 'blueprints', informed by the Australian Institute of Sport's (AIS) FTEM (Foundation, Talent, Elite and Mastery) Athlete framework. The blueprint provides an evidence-based and practicable approach for supporting the 'whole of sport' pathway continuum and the three key outcomes of sport being:

- Active Lifestyle,
- Sports Participation;
- Sporting Excellence.

Each stage of the Snow Australia Athlete Pathway provides an overview of athlete preparation, programs, on and off-snow development, equipment, competition, leadership and support. It is designed to inform our community about the Pathways to High Performance, and to support our Program Providers to deliver long-term athlete development opportunities.

This document supports materials available on the Snow Australia website which is an important conduit for the latest information on the Snow Australia Athlete Pathway.

I encourage anyone interested in the snowsports athlete journey to read and become familiar with this important resource.

[Michael Kennedy](#)  
Snow Australia CEO





# WHAT IS FTEM?

**S**ports development begins early in life with the acquisition of movement skills through to lifelong engagement into senior levels. The sporting journey across the lifespan includes various development stages from early participation, to the pre-elite, and for a lucky few, high performance opportunities. Each stage is unique and is an important stepping stone for those athletes hoping to succeed in High Performance Sport.

The AIS originally developed the FTEM framework to directly support these key outcomes of sport participation being; Active Lifestyle, Sports Participation, and Sporting Excellence. The FTEM model is a fully integrated, evidence-based framework representing the **F**oundation, **T**alent, **E**lite and **M**astery of the 'whole of sport' pathway continuum. It categorises key features of each stage of an athlete's journey and provides a practical method to assist sport and athlete stakeholders to maximise and manage athlete development. For more information please visit the Sports Australia website:

<https://www.sportaus.gov.au/ais/ftem>



# WHY DO WE NEED THE FTEM MODEL?

THE ATHLETE PATHWAY IS AN INCLUSIVE AND PROGRESSIVE ATHLETIC DEVELOPMENTAL FRAMEWORK WHICH ALLOWS SNOW AUSTRALIA TO:

- 1** Provides visibility and clarity of pathway opportunities for ALL stakeholders including athletes and their parents,
- 2** Be a means to recognise and acknowledge key partnerships, programs and support,
- 3** Provide a practical method to assist our sporting stakeholders to construct a more functional and aligned athlete and sport development system, which in turn directly aligns with the Snow Australia Strategic Plan,
- 4** Develop evidence-based programs and strategies, including talent identification, confirmation, development and transition;
- 5** Provides a platform to easily identify and support potential talent to achieve sustained High Performance success.

THE SNOW AUSTRALIA ATHLETE PATHWAY FRAMEWORK ALLOWS OUR SNOWSPORTS COMMUNITY TO:

- 1** Understand the correlation and requirements of each of the stages of athletic development within the participation and performance pathways,
- 2** Acknowledge the critical importance of the acquisition and refinement of fundamental movement skills to lifelong sports participation and high performance athlete development,
- 3** Allow all athletes to reach their optimal performance level;
- 4** Acquire the skills to encourage lifelong engagement and participation within Snowsports.



# UNDERSTANDING THE FTEM STAGES

**T**he FTEM framework consists of 3 macro stages of the skill and performance development of sporting participants which are further differentiated into 10 micro stages.

These stages and micro stages include **Foundations (F1, F2 and F3); Talent (T1, T2, T3 and T4); Elite (E1 and E2); and Mastery (M).**

**Foundations (F1, F2 and F3)** contribute to and underpin our Participation Pathway. These progressive and dedicated levels are pivotal to acquiring and refining the fundamental movement skills and early physical literacy required for athletic development.



WITHIN THESE LEVELS, THE FOLLOWING ASPECTS ARE STRONGLY ADVOCATED:

- 1** Early engagement in age and skill appropriate introductions to snowsports,
- 2** The right fit of equipment,
- 3** The importance of freeski activities (unorganised Free play),
- 4** To assist with mastering skills, sampling across different sports and within snow sports, and regular coaching via our committed network of snowsports schools and clubs (F2-F3).

**The Talent (T1, T2, T3 and T4); Elite (E1 and E2); and Mastery (M)** span and support the pathways to High Performance. Supported by a best-practice, inclusive and holistic approach, the future talent potential of a pre-elite athlete is identified, confirmed, developed through effective programming and competitive opportunity and transitioned to the senior elite level.

At the pinnacle of the sport pathway, the Elite and Mastery levels, athletes enter and perform on the world stage and are supported through a dedicated and individualised approach including committed preparation, camps, sport science/sports medicine and quality coaching to give them the very best chance of realising their podium potential!





FOUNDATION **F1**  
FOUNDATION **F2**

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FOUNDATION **F3**

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PODIUM **M1**

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SNOW AUSTRALIA

# CROSS COUNTRY ATHLETE PATHWAY



## TALENT TO ELITE

PATHWAY TO HIGH PERFORMANCE

### FOUNDATION

PARTICIPATION PATHWAYS

COMPETING IN PARTICIPATION EVENTS ACROSS THE LIFESPAN FROM INTERSCHOOLS TO MASTERS

ENJOYMENT IN ON-SNOW RECREATIONAL ACTIVITY ACROSS THE LIFESPAN



REGULAR COACHING, PRACTICING AND COMPETING THROUGH CLUBS, SNOW AUSTRALIA PROGRAMS AND FIS EVENTS. CONTINUED ENJOYMENT IN RECREATIONAL SKIING ACTIVITY AND COMPETING IN MASS PARTICIPATION EVENTS ACROSS THE LIFESPAN

INTRODUCTION TO SNOWSPORTS THROUGH DEVELOPMENTALLY-APPROPRIATE PROGRAMS WITHIN SCHOOLS AND CLUBS, FREESKI AND SPORT SAMPLING

LEARNING AND ACQUIRING THE BASIC FOUNDATIONS OF SNOWSPORTS THROUGH OFF-SNOW FUNDAMENTAL MOVEMENT SKILLS, FREESKI AND SNOW PLAY

**PODIUM**  
SUSTAINED INTERNATIONAL SUCCESS OVER MULTIPLE HIGH PERFORMANCE CYCLES

**M**<sub>1</sub>

**PODIUM READY**  
ACHIEVING PODIUM SUCCESS IN PEAK INTERNATIONAL COMPETITIONS SUCH AS WORLD CHAMPIONSHIPS, OLYMPIC GAMES AND WORLD CUPS

**E**<sub>2</sub>

**PODIUM READY**  
ACHIEVEMENT OF AN ELITE STATUS THROUGH SENIOR NATIONAL SELECTION AND REPRESENTATION

**E**<sub>1</sub>

**PODIUM POTENTIAL**  
BREAKTHROUGH AND PREPARATION FOR TRANSITION THROUGH ELITE INDIVIDUAL PROGRAM PLANS, BENCHMARKING, COMPETITION PREPARATION AND EXPOSURE

**T**<sub>4</sub>

**DEVELOPING**  
COMMITMENT AS A PRE-ELITE ATHLETE AND REFINEMENT OF HOLISTIC SKILLS THROUGH EFFECTIVE, DELIBERATE PROGRAMMING

**T**<sub>3</sub>

**EMERGING**  
PERFORMANCE POTENTIAL IS VERIFIED THROUGH HOLISTIC ATHLETE PROFILING SUPPORTED BY CLUB INDIVIDUAL PERFORMANCE PLANS AND BENCHMARKING

**T**<sub>2</sub>

**POTENTIAL IDENTIFIED**  
PERFORMANCE POTENTIAL IDENTIFIED THROUGH INITIAL DEMONSTRATION OF SKILLS

**T**<sub>1</sub>

**FOUNDATION**  
REGULAR COACHING, PRACTICING AND COMPETING THROUGH CLUBS, SNOW AUSTRALIA PROGRAMS AND FIS EVENTS. CONTINUED ENJOYMENT IN RECREATIONAL SKIING ACTIVITY AND COMPETING IN MASS PARTICIPATION EVENTS ACROSS THE LIFESPAN

**F**<sub>3</sub>

**FOUNDATION**  
INTRODUCTION TO SNOWSPORTS THROUGH DEVELOPMENTALLY-APPROPRIATE PROGRAMS WITHIN SCHOOLS AND CLUBS, FREESKI AND SPORT SAMPLING

**F**<sub>2</sub>

**FOUNDATION**  
LEARNING AND ACQUIRING THE BASIC FOUNDATIONS OF SNOWSPORTS THROUGH OFF-SNOW FUNDAMENTAL MOVEMENT SKILLS, FREESKI AND SNOW PLAY

**F**<sub>1</sub>



FOUNDATION

LEARNING AND ACQUIRING THE BASIC FOUNDATIONS OF SNOWSPORTS THROUGH OFF-SNOW FUNDAMENTAL MOVEMENT SKILLS, FREESKI AND SNOW PLAY

F1



PARTICIPANT

Enjoying their first snow experience. Learning basic fundamental movement skills (including agility, balance and coordination) both on-snow and off-snow through informal and guided discovery, activity and games.



PROGRAMS

No dedicated programs. Free skiing and snow play in Resort and snow environments.



COMPETITION

Non-competitive



ON-SNOW SKILL DEVELOPMENT

Finding enjoyment in regular free skiing activity, snow play and sampling other snow sports disciplines. Informal movement skills, aerobic and strength development through ski play, often without ski poles.



OFF-SNOW SKILL DEVELOPMENT

Learning fundamental movement skills including dynamic balance, movement coordination and control, locomotive and object control skills through activities such as running, jumping and throwing. Enjoying sampling other early participation activities including gymnastics and acrobatics.



LEADERSHIP

Parents, Family and Friends.



SUPPORT

Parents, Family and Friends. Providing opportunities to experience success through movement competence with the most fundamental of movement and sport-related tasks, and positively reinforce these behaviours.



EQUIPMENT

Classic skis, boots and poles. Strap-on skis can be used with snow boots. Seeking professional guidance when ensuring right fit and match of equipment to age and development.



PARTICIPANT PREPARATION

Fostering a love of the sport through positive experiences. Participants begin to develop fundamental skills and movement confidence as a foundation for further acquisition of on-snow skills. Including goals in games and activities, making it fun, skill based and tangible.

FOUNDATION

INTRODUCTION TO SNOWSPORTS THROUGH DEVELOPMENTALLY-APPROPRIATE PROGRAMS WITHIN SCHOOLS AND CLUBS, FREESKI AND SPORT SAMPLING

F2



PARTICIPANT

Acquiring and refining early skiing specific skills via participation in structured, age and developmentally-appropriate Snowsports Schools, Clubs, and Snow Australia Pathway programs. Finding enjoyment in extensive free skiing activity, developing physical literacy, sampling and participating across a range of sports both on and off-snow.



PROGRAMS

Regular skiing with friends, families, clubs and schools. Regular skiing and off-snow activities.



COMPETITION

Introduction to competitions such as Mini-series, Interschools and Club events. Emphasis should be on fun and participation.



ON-SNOW SKILL DEVELOPMENT

Learning the basics of all classic and skating techniques, and developing the fundamental skills of balance, weight transfer, coordination, agility and rhythm. Can use "Aussie Possum" resources to tick off skills. Finding enjoyment in regular free skiing activity and sampling other snow sports disciplines.



OFF-SNOW SKILL DEVELOPMENT

Emphasis on physical literacy, sport specific movement exercises, flexibility, body awareness, coordination and control, including related dynamic balance and gymnastic skills. Aerobic development through running, cycling, swimming or other sports. Sampling a range of sports at an introductory level.



LEADERSHIP

Snow Australia, Clubs, Coaches and Ski Instructors. Snow Australia national direction. Introducing participants to snowsports and differing disciplines utilising an engaging, participant-centered approach informed by best practice skill acquisition to teaching snowsport skills.



SUPPORT

Ski Instructors, Coaches, Schools, Parents and Friends. Provision of accessible and engaging age and developmentally appropriate introductory snow sport programs. Supporting sporting efforts and role modeling positive sportsmanship behaviour. Showing respect to leadership personal, instructors, coaches and officials.



EQUIPMENT

Classic and skating skis, boots and poles. Ensure boots have not lost stiffness. Skis should be the right stiffness. Patterned based Classic skis are most suitable for getting started. Seek professional guidance when ensuring right fit and match of equipment to age and development.



PARTICIPANT PREPARATION

Encouragement of personal responsibility and self-motivation. Development of resilience. Educating parents about sleep, nutrition & hydration for active children. Focus on process and fundamental skills, not results. Understand the importance of health and fitness and how it applies to sport and wellbeing.



# FOUNDATION

REGULAR COACHING, PRACTICING AND COMPETING THROUGH CLUBS, SNOW AUSTRALIA PROGRAMS AND FIS EVENTS.  
CONTINUED ENJOYMENT IN RECREATIONAL SKIING AND COMPETING IN MASS PARTICIPATION EVENTS ACROSS THE LIFESPAN

# F<sub>3</sub>



## PARTICIPANT

Further refining skiing skills with an emphasis on holistic skill development (technical, tactical, physical and psychological) in early competition and practice. A focus on learning what it takes to be a Snowsports athlete rather than solely competitive results. Committed to regular coaching and following a ski specific training program at least part of the year. Finding enjoyment in ski racing and training.



## PROGRAMS

State, club and school driven programs following Snow Australia national direction, including weekly dryland training throughout the year and on-snow training during the winter. Snow AUS pathway programs such as AUSXC Emerging Talent camps, State camps and Futures Camps (when applicable).



## COMPETITION

Junior skiers can participate in a range of events including Interschools, club events, State and AUS Junior Championships. Opportunities for Adult and Masters skiers include AUS Open Championships, Worldloppet and World Masters.



## EQUIPMENT

Dedicated skis, boots and poles for both Classic and Freestyle. Introduce waxable classic skis for skiers at State and AUS championship level and teach basic waxing skills. Seek professional guidance when ensuring right fit and match of equipment to age and development.



## ON-SNOW SKILL DEVELOPMENT

Ongoing refinement of ski specific skills, including demonstration of good body position, weight transfer and coordination for all classic and skating techniques. Technique development through body awareness and self-regulation, as well as via coach feedback and video analysis. On-snow activities should involve both supervised and self-managed training, including endurance, intensity, power and speed sessions, as well as free skiing.



## OFF-SNOW SKILL DEVELOPMENT

Continued emphasis on overall physical literacy, extending movement proficiency under variable progressively challenging conditions, sport specific movement exercises to promote versatility and balance, coordination and control. Physical training 5-10 times per week for at least 4-6 months per year, including endurance, intensity, core strength, power and speed sessions, with increasing ski specificity (e.g. rollerskiing) leading into the winter. Cross training in sports including an aerobic component such as running, as well as participating in team sports.



## LEADERSHIP

Snow Australia athlete development national direction delivered via coaches at State pathway program, and club level. Coach-athlete relationships are built through effective communication, trust, and respect and the development of an athlete's autonomy and self regulation.



## SUPPORT

Schools, State Teams, Parents and Friends. Provision of accessible and engaging age and developmentally appropriate introductory snow sport programs. Supporting sporting efforts and role modeling positive sportsmanship behaviour. Showing respect to leadership personnel, instructors, coaches and officials.



## ATHLETE PREPARATION

Guidance on goal-setting, race planning & self-monitoring. Learn to keep a training diary, take rest pulse and use a heart-rate meter. Goal setting should be S.M.A.R.T (Specific Measurable Attainable Relevant Timely), with input from athletes and guided by coaches and parents. Practicing effective time management skills to balance sport, school, and workload. Communicate effectively with leadership and support groups. Learn and practice positive self-talk, arousal/anxiety and breathing control within competitive settings. Instill a strong work ethic, and reward perseverance. Implement imagery into sessions to support skill development and aid confidence. Practice self-regulation after training and competition, seek and experiment with solutions to fill competency gaps

Acquire Sporting SMARTS – General principles for staying adequately hydrated, good nutritional habits, sleep, recovery and travel strategies, injury prevention, early strength and conditioning principles, equipment preparation and maintenance etc.





# DEVELOPING

PERFORMANCE POTENTIAL IDENTIFIED THROUGH INITIAL DEMONSTRATION OF SKILLS

# T

## 1



### PRE-ELITE ATHLETE

Initial demonstration of further High Performance potential through racing performances in Australia. Ongoing development of technical, physical and mental skills via AUS junior camps and State pathway programs. Coaches involve athletes in planning and preparation. Athlete shows technical and tactical competencies during competition and within training environments.



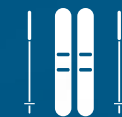
### PROGRAMS

State based pathway programs following national direction, with locally based weekly training and periodic training camps during both dryland and on-snow training phases. Winter programs based predominantly at Falls Creek and Perisher. AUSXC international junior development tours during northern winter and Emerging Talent camps where applicable.



### COMPETITION TARGETS

Targeting State and AUS Junior Championships, as well as competing in club events for training.



### EQUIPMENT

Athletes to have racing and training skis, in classic and freestyle, as well as skating and classic rollerskis. Athlete develops equipment knowledge and maintenance, seeking professional guidance to ensure suitable ski camber. Athletes will be able to wax own skis for training and club racing.



### ON-SNOW SKILL DEVELOPMENT

Stabilisation of fundamental skills learnt during Foundation stages (F1-F3) in training and competition. Uses all techniques competently at appropriate times during competition, keeps a technique diary. On-snow training covers all fitness components and follows national periodisation. Group training assists to improve high intensity and speed capacities; up to approx. 30% of training should be coach supervised, the rest following training plans and including free skiing.



### OFF-SNOW SKILL DEVELOPMENT

Dedicated strength and fitness training with 6-12 physical sessions per week for 6-10 months of the year, following national periodisation. Approx. 350-500 training hours/year, made up of ~80% aerobic training. Approx. 20-30% of dryland ski training should be supervised, the rest according to training plans. Annual physiological testing takes place at the AIS. Cross training in aerobic based sports between winters. Gym-based strength training introduced only under expert supervision.



### LEADERSHIP

Snow Australia athlete development national direction delivered via coaches at State pathway program and club level. National leadership on training camps. Coach-athlete relationships are built through effective communication, trust and respect.



### SUPPORT

State Teams, Coaches, Parents and Friends. Provision of accessible and engaging age and developmentally appropriate introductory snow sport programs. Supporting sporting efforts and role modeling positive sportsmanship and professional behaviour. Showing respect to leadership personnel, instructors, coaches and officials.



### ATHLETE PREPARATION

Ongoing holistic development of technical, tactical, physical, physiological and psychological skills. Goals are reviewed biannually and "owned", still primarily focused on processes and improvement of skills. Introduction of Individual Performance Plans (IPP) to assist in improvement strategies and accountability. Race day routines are adjusted via trial and error. Daily monitoring (including sleep quality, motivation to train) is introduced. Demonstration of effective time management skills and school/sport/work/life balance. Consistent use and refinement of concentration, imagery, self-talk, arousal, relaxation and self-regulation skills. Effective communication.



# DEVELOPING

PERFORMANCE POTENTIAL IS VERIFIED THROUGH HOLISTIC ATHLETE PROFILING SUPPORTED BY CLUB INDIVIDUAL PERFORMANCE PLANS AND BENCHMARKING

# T 2



## PRE-ELITE ATHLETE

Verifying future HP potential through physiological testing, international race performances and mental / technical skill progressions. Key attributes include a strong aptitude for learning and refining new skills, commitment, motivation, "coachability", positive psychology, self-management and self-regulation. Committed to year-round training and racing as informed by an individual performance plan.



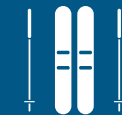
## PROGRAMS

State based pathway program weekly training with training camps during dryland training phase, including National Junior Team camps. Taking advantage of on-snow programs during Australian winter (Falls Creek National Training Centre or Perisher Winter Program). Snow AUS-led 2-3 month international training/racing block during northern winter.



## COMPETITION TARGETS

AUS Junior Championships, FIS International Competitions, AUS-NZ Cup and World Junior Championship.



## EQUIPMENT

Will start to have racing skis for different snow conditions, including stick, klister and zero skis for classic, all-round and wet for freestyle. Athlete develops advanced equipment and maintenance knowledge, including how to identify and adjust classic waxing zones (which will be clearly labelled on all pairs). Able to wax own skis for training and competition.



## ON-SNOW SKILL DEVELOPMENT

Ongoing refinement of skiing skills combined with fitness development. Able to self-analyse technique. Demonstration of appropriate and effective power application for all techniques during training and competition. On-snow training covers all fitness components and follows national periodisation. On-snow strengths and weaknesses are identified and addressed in IPP.



## OFF-SNOW SKILL DEVELOPMENT

Dedicated strength and fitness training with 8-12 physical sessions per week for 10-12 months of the year, or around 450-650 hours/year. Yearly periodisation aims for peaking in the northern hemisphere winter. Improvements in fitness aspects are tracked through lab and field testing. Less than 30% of dryland training is supervised. Cross training in aerobic based sports between winters. Gym-based strength training only under expert supervision.



## LEADERSHIP

Snow Australia athlete development national direction delivered via coaches at State pathway program and club level. National leadership provided on camps and during international tours. Coach-athlete relationships are built through effective communication, trust and respect.



## SUPPORT

National Team, State Teams, Coaches, Parents and Friends. Supporting sporting efforts and role modeling positive sportsmanship and professional behaviour. Showing respect to leadership personnel, coaches, and officials. Allowing coaches to adopt a best-practice and holistic approach. Promoting habitual self-regulation by promoting athlete autonomy and problem solving through less prescription.



## ATHLETE PREPARATION

Strategies to achieve short, mid and long-term objectives are monitored and reviewed annually using IPPs. Identified mental skill deficiencies are systematically developed. Daily monitoring may become more individualised. Refinement of race day routines via regular competition reviews. Effective management of training and competitive loads. Athletes starts to become a student of the sport and understands the rationale behind training methodology.





# DEVELOPING

COMMITMENT AS A PRE-ELITE ATHLETE AND REFINEMENT OF HOLISTIC SKILLS THROUGH EFFECTIVE, DELIBERATE PROGRAMMING

T  
3



## PRE-ELITE ATHLETE

Committed to year-round training and racing as informed by an individual performance plan. Aware of their own training requirements, effectively integrating technical, tactical, physical, physiological and psychological components. Self-motivated and proactive in seeking external assistance when necessary. Ability to execute consistent technical skills during competition and training under all conditions. Has a good sport-vocational-life balance and a professional approach to maintaining psychological and physical wellbeing.



## PROGRAMS

Primary on-snow training environment is with the Snow AUS National Team unless embedded with endorsed international program: 2-3 months during the AUS winter, 3-4 months during the northern winter. Weekly dryland training with state based pathway programs, with regularly national training camps. Selection into ACTAS, NSWIS or VIS (where applicable).



## COMPETITION TARGETS

World Junior/U23 Championships, COC competition, World Cup for experience.



## EQUIPMENT

Athletes will have racing skis for all major conditions, including different structures for similar conditions. Athlete have excellent knowledge of own skis, particularly knowing how to wax each pair of classic skis for competition and which skis are likely to be best for different conditions. Able to test skis effectively solo and in pairs.



## ON-SNOW SKILL DEVELOPMENT

Athletes are continually refining technique through self-analysis and coach feedback. Able to keep technique together when fatigued and under pressure. Tactical skill development through matched training and race-simulation. Maximising self-regulatory skills in training and competition environments by identifying their own strengths and weaknesses, problem solving, and experimenting with workable solutions.



## OFF-SNOW SKILL DEVELOPMENT

Dedicated year-round strength and fitness training with approx. hours 500-750/year Understands how and why to perform all types of physical training: Level 3/4 intervals, threshold sessions, hill bounding, speed training, lactic intervals, over distance, strength endurance, power poling, race simulation. Ongoing monitoring through an Athlete Management System.



## LEADERSHIP

Snow Australia National Team and personal coaches, in partnership with SIS/SAS where appropriate. The coach-athlete relationship develops into a collaborative partnership with the athlete “self-coaching” and sharing feedback with coaches.



## SUPPORT

National Team, State Teams, Coaches, Parents and Friends. Supporting sporting efforts and role modeling positive sportsmanship. Showing respect to leadership personnel, coaches, and officials. Allowing coaches to adopt a best-practice and holistic approach. Promoting habitual self-regulation by promoting athlete autonomy and problem solving through less prescription.



## ATHLETE PREPARATION

Strategic objectives are monitored and reviewed biannually using IPPs. Ongoing systematic development of mental skills. Effective daily monitoring and management of training and competitive loads. Race day routines are tweaked as required. Athletes is proactive in driving their own athletic development strategies in collaboration with coaches and other support staff.





# PODIUM POTENTIAL

BREAKTHROUGH AND PREPARATION FOR TRANSITION THROUGH ELITE INDIVIDUAL PROGRAM PLANS, BENCHMARKING, COMPETITION PREPARATION AND EXPOSURE

T  
4



## PRE-ELITE ATHLETE

Starting to achieve significant breakthrough performances at key international benchmark events at senior level. Has increasing input into overall training program design, working collaboratively with coaches and support staff. Self-motivated and proactive in seeking external assistance when necessary. Has a good sport-vocational-life balance and a professional approach to maintaining psychological and physical wellbeing.



## PROGRAMS

Primary on-snow training environment is with the Snow AUS National Team unless embedded with endorsed international program: 2-3 months during the AUS winter, 3-4 months during the northern winter. Weekly dryland training with state based pathway programs, with regularly national training camps. Selection into ACTAS, NSWIS or VIS.



## COMPETITION

U23 World Championships, World Championships, World Cup & Continental Cup.



## EQUIPMENT

Athlete are continually refining racing fleet, starting to have multiple pairs to test for each snow condition. Testing routines solo and with coaches should be well established. Will travel overseas with around 8-12 pairs of race skis.



## ON-SNOW SKILL DEVELOPMENT

Athletes are continually refining technique through self-analysis and coach feedback. Able to keep technique together when fatigued and under pressure. Tactical skill development through matched training and race-simulation. Maximising input from coaches during key intensity sessions, while reinforcing good technique and training habits in unsupervised sessions. Maximising self-regulatory skills via self-evaluation and problem solving.



## OFF-SNOW SKILL DEVELOPMENT

Dedicated year-round strength and fitness training, continuing to build by approx. 10% each year, up to around 600-850 hrs/year. Has increasing input into training plan design. Effective utilisation of training monitoring and injury prevention/management strategies. Typically April will be an off-month, with a reduced unstructured training load for a mental/physical refresh before the next training year.



## LEADERSHIP

Snow Australia National Team and personal coaches, in partnership with SIS/SAS where appropriate. The coach-athlete relationship develops into a collaborative partnership with the athlete “self-coaching” and sharing feedback with coaches.



## SUPPORT

National Team, State Teams, Coaches, Parents and Friends. Supporting sporting efforts and role modeling positive sportsmanship. Showing respect to leadership personnel, coaches, and officials. Allowing coaches to adopt a best-practice and holistic approach. Promoting habitual self-regulation by promoting athlete autonomy and problem solving through less prescription.



## ATHLETE PREPARATION

Strategic objectives within the IPP are monitored and reviewed regularly and proactively by the athlete. Working towards mastery in all aspects of mental preparation. Well established daily monitoring and load management routines. Establishing and maintaining good team cohesion and positive team environments is important for both team and individual success during extended international competition periods.





# PODIUM READY

ACHIEVEMENT OF AN ELITE STATUS THROUGH SENIOR NATIONAL SELECTION AND REPRESENTATION

E1



## ELITE ATHLETE

Achievement of a senior elite status athlete through selection and representation at key International benchmark events including World Championships and Winter Olympics. Committed to excellence and achievement of consistent top 30 results at the highest levels of competition.



## PROGRAMS

Primary on-snow training environment is with the Snow Australia National Team unless embedded with endorsed international program. Selection into ACTAS, NSWIS or VIS (where applicable).



## COMPETITION TARGETS

Olympic Winter Games, World Championships, World Cup.



## EQUIPMENT

Athletes test new skis annually to refine established ski fleet of 8-12 pairs. Skis are reground as required. Athletes able to wax own skis at Continental Cup level and effectively provide waxing advice to athletes of lower levels.



## ON-SNOW SKILL DEVELOPMENT

Ongoing self-driven skill development while striving for mastery. Able to maintain high quality technique when fatigued, under pressure and in all conditions. Tactical skill development through matched training and race-simulation. Maximising input from coaches during key intensity sessions, while reinforcing good technique and training habits in unsupervised sessions. Maximising self-regulatory skills via self-evaluation and problem solving.



## OFF-SNOW SKILL DEVELOPMENT

Athletes review their physical training program annually and adapts together with their coach. Yearly periodisation may vary depending on stage within Olympic cycle. Training hours approaching 750-1000 hours/year, dependant on personal capacity. Effective utilisation of training monitoring and injury prevention/management strategies.



## LEADERSHIP

Snow Australia National Team and personal coaches, in partnership with SIS/SAS where appropriate. The coach-athlete relationship is a collaborative partnership built on mutual trust and respect.



## SUPPORT

National Team, Coaches, Parents and Friends.



## ATHLETE PREPARATION

Strategic objectives within the IPP are monitored and reviewed regularly and proactively by the athlete. Working towards mastery in all aspects of mental preparation; some skills will have become automatic, but they can't be taken for granted. Athlete utilise expertise of integrated sport science/sport medicine providers to enhance physical conditioning, readiness and performance. Learning to deal effectively with media, public and other potential High Performance stressors.





PODIUM READY

ACHIEVING PODIUM SUCCESS IN PEAK INTERNATIONAL COMPETITIONS SUCH AS WORLD CHAMPIONSHIPS, OLYMPIC GAMES AND WORLD CUPS



E<sub>2</sub>



ELITE  
ATHLETE

Achieves a podium performance at a World Cup, World Championships or Olympic Winter Games.



PROGRAMS

Primary on-snow training environment is with the Snow AUS National Team unless embedded with endorsed international program. Selection into OWIA, ACTAS, NSWIS or VIS.



COMPETITION

Olympic Winter Games, World Championships, World Cup.



ON-SNOW SKILL  
DEVELOPMENT

Ongoing self-driven skill development while striving for mastery. Able to maintain high quality technique when fatigued, under pressure and in all conditions. Tactical skill development through matched training, race-simulation and racing experience. Maximising input from coaches during key intensity sessions, while reinforcing good technique and training habits in unsupervised sessions. Maximising self-regulatory skills via self-evaluation and problem solving.



OFF-SNOW SKILL  
DEVELOPMENT

Athletes review their physical training program annually and adapts together with their coach. Yearly periodisation may vary depending on stage within Olympic cycle. Training hours approaching 750-1000 hours/year, dependent on personal capacity. Effective utilisation of training monitoring and injury prevention/management strategies. Athlete makes effective use of well-established training modes.



LEADERSHIP

Snow Australia National Team and personal coaches, in partnership with SIS/SAS where appropriate. The coach-athlete relationship is a collaborative partnership built on mutual trust and respect.



SUPPORT

National Team, Coaches, Parents and Friends.



EQUIPMENT

Athletes have established ski fleet and dedicated ski technician. Still able to wax own skis at Continental Cup level. Effectively provide waxing advice to athletes of lower levels.



ATHLETE PREPARATION

Athletes have demonstrated capacity to perform on the highest stage and knows which training modes and periodisation work for them. Able to effectively use IPP to achieve strategic goals. Continuing to work towards technical and mental mastery. Athletes utilise expertise of integrated sport science/sport medicine providers to enhance physical conditioning, readiness and performance. Learning to deal effectively with media, public and other potential High Performance stressors. Exploring vocational opportunities for post competitive career.

PODIUM

SUSTAINED INTERNATIONAL SUCCESS OVER MULTIPLE HIGH PERFORMANCE CYCLES



M<sub>1</sub>



ELITE  
ATHLETE

Has reached a Mastery status in the sport through achieving multiple podium success over multiple high performance cycles (i.e. a typical 8 year period based on two high performance cycles of four years).



PROGRAMS

Primary on-snow training environment is with the Snow AUS National Team unless embedded with endorsed international program. Selection into OWIA, ACTAS, NSWIS or VIS (where applicable).



COMPETITION

Performing consistently in Olympic Winter Games, World Championships, World Cup.



ON-SNOW SKILL  
DEVELOPMENT

Ongoing self-driven skill development while striving for mastery. Able to maintain high quality technique when fatigued, under pressure and in all conditions. Tactical skill development through matched training, race-simulation and racing experience. Maximising input from coaches during key intensity sessions, while reinforcing good technique and training habits in unsupervised sessions.



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ATHLETE PREPARATION

Athletes have demonstrated capacity to perform on the highest stage and knows which training modes and periodisation work for them. Able to effectively use IPP to achieve strategic goals. Continuing to work towards technical and mental mastery – if not moving forward they are going backward. Athletes utilise expertise of integrated sport science/sport medicine providers to enhance physical conditioning, readiness and performance. Learning to deal effectively with media, public and other potential High Performance stressors. Exploring vocational opportunities for post competitive career.



## FIRST DEVELOP A STRONG BASE OF FUNDAMENTAL MOVEMENT SKILLS!

**T**o be a great skier or snowboarder, you first need to have a strong base of athleticism including fundamental movement skills.

Development should first focus on foundational movement skills such as locomotive, balance, acrobatic/gymnastic and spatial awareness skills. Possessing a well-rounded repertoire of fundamental movements skills such as these, is a key component to building a successful platform for long-term athlete development, maximising your talent potential, versatility and adaptability and minimising risk of injury.

These core skills are developed within on-snow and off-snow environments and may include sampling and cross training in other sports related to the snow sports, free play on practicing and participating in on-snow skills assessments, as well as joining in Snow Australia dry-land program opportunities.

Having a strong base of fundamental movement skills on and off snow, are key to enjoying a lifelong engagement within the sport, becoming a better skier or snowboarder, or for podium success whether it is for the local event, or for a lucky few who aspire to be the world's best.



## IT'S A PARTNERSHIP! ALIGNED PATHWAY PROGRAMS

**T**he role of Snow Australia is to be innovative and progressive in developing systems and partnerships to maximise athlete development and progression through the pathway. Having an effective operational pathway blueprint is key to effective pathway management and partnership of the various program providers ensuring visibility, clarity and accountability of athlete support and contributing to a sustainable talent pipeline and elite performance into the future. Key recognised stakeholders supporting this vision and strategy include state institute providers (ACTAS, NSWIS, VIS), ski resorts, clubs, regional academies, schools and commercial operators.

Snow Australia works closely with a number of Affiliated Pathway Programs which support athlete development for Alpine, Freestyle, Snowboard and Cross Country disciplines. Outside of these programs, Snow Australia provides an accreditation process for other pathway providers to ensure quality and alignment of the Snow Australia Athlete Pathway.

For more information, please visit:  
<https://www.snow.org.au>



# ENJOY AND PLAY ON THE SNOW – FREE SKI AND FREE RIDE



Clubs and programs are important in supporting and developing athletes. However, many participants do not realise the importance of free-ski or free-ride activity, unorganised on-snow activities. A high investment in such free play activities, is a common characteristic of our finest athletes. Not only is it fun and a great way to spend time with family and friends, it is a vital component of being innovative and creative, developing skills on a range of terrain, all types of snow conditions, and in all types of weather. These skills can be advantageous in any snowsports competition.

So, when the on-snow club programs are done for the day, grab your club mates, friends and family, or head out by yourself to enjoy the beauty the resorts have to offer.





# A PLACE FOR EVERYONE! MORE THAN ONE WAY TO BE INVOLVED.



## COACHING

**A**t all levels of Snowsports, Snow Australia provides participants and athletes with a safe environment to enjoy the sport, develop skills, be competitive, have success and above all – have fun doing it! Snow Australia understands the significant role that instructors and coaches have in enabling athletes to develop and stay in snowsports.

Great coaches contribute to the strong foundations of all our athletes. Instructing at Resorts is a great way to start your journey as a coach in the sport and develop a passion for coaching. Snow Australia has an established coaching pathway in place to support coach development and educational opportunities.

To find out more, please visit <https://www.snow.org.au>



## VOLUNTEERING

**P**roviding athletes with the best possible race or sport competition experience relies on the support of volunteers. Volunteering in snowsports is a fun and rewarding opportunity to be involved. From grass-roots participation events, to club races or elite FIS races, the sport needs the support of volunteers to assist in the successful delivery of events.

There are many different volunteer roles that need to be filled on a race or event day and whether it's standing on the side of a course, starting athletes at the top of the hill, or helping an organising committee with bib collections, the sport couldn't exist without the dedication of volunteers. There are plenty of ways to assist, so get in contact with the state discipline committee or club to find out more.





## CONTACT

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