

A large, white, stylized squash ball is positioned in the center-right of the page. It has two small, dark green circular indentations near the bottom right. A yellow and white diagonal line enters from the top left and terminates at the edge of the ball.

PARTICIPANT AND ATHLETE DEVELOPMENT PATHWAY

SQUASH: A SPORT FOR LIFE

Why Squash?



1,000,000

One million viewers watched squash finals in Glasgow 2014 Commonwealth Games

An estimated **35,000** people watched the live squash games at Glasgow 2014 Commonwealth.

AUSTRALIAN OPEN:

1980 – First Event
2017 – streamed to 50 nations.



squash.org.au
over 1.200 million hits per year



squashaustralia.tv
111,676 views & 631 subscribers



facebook.com/SquashAustralia/
3,412 likes



twitter.com/Squashoz
over 1,299 followers

283KPH

Fastest recorded speed on **squash ball smash**

20 MILLION

squash players world-wide



Squash is an **ethical sport**

Squash is a **DRUG FREE** sport

In Australia

SQUASH AUSTRALIA
FOUNDED 1934



More than
200,000
people playing squash



768 Squash Centres



1918 Squash Courts



Squash Australia won 2 Gold medals & 1 Bronze at Glasgow 2014 Commonwealth Games

Forbes

rated squash as the number 1 healthiest sport to play



Squash can be played by all ages. Good for physical and mental health.

89%

of people believe that sports has a positive effect on the country's reputation

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INTRODUCTION

The Australian sporting landscape is rich with stories of achievement and success, earning the country prominence on the international sporting stage. This success has been achieved with the support of the Australian Sports Commission (ASC) and its High Performance arm the Australian Institute of Sport (AIS), a world leader in sport science and sporting research, and the promotion of a strong sporting culture within society. As a proud sporting nation, Australia has a reputation for achieving sporting success, often against the odds.

What is an Athlete Talent Pathway?

An athlete talent pathway is a mechanism by which developmental stages are identified and appropriate opportunities provided to ensure maximum potential for performance outcomes. Peak athletic development occurs when athlete receptiveness is recognised and preparation, competition and recovery focus is refined accordingly. An athlete development pathway is an optimal athletic application for training, competition and recovery at each stage of athletic development. It is proposed that governing bodies who engage in the overall framework and sport specific model and its practices, are more likely to produce athletes who reach their full athletic potential. Proficiency in many types of physical activity may increase the chances of lifelong participation in physical activity, which could increase longevity and overall quality of life. The athlete development framework ultimately strives to produce elite and consistent performers; however, it also seeks to provide opportunities for all children to grow into confident, healthy and active adults.

The Athlete Talent Pathway, developed by Squash Australia, aligns with the Australian Institute of Sport (AIS) Performance Strategies outlined by the ASC with the common goal of achieving consistent success for Australian male and female squash players.

This document provides the framework for the stages of athlete talent pathway for squash players within Australia, working towards the aim of developing and nurturing elite players for the future.

Why is it important to have a pathway?

Much like learning the alphabet is needed to read, the development of fundamental movement skills, is critical if children are to feel confident when they engage in physical activity for fun and health or for competition and in the pursuit of excellence. Children who are physically skilled often enjoy vigorous healthy play, while the less skilled are left out. This creates problems, with those that like to play (due to confidence in movement) further develop their skill level, and those that don't (with poor skill ability) will have fewer opportunities to refine and develop their skills. Research shows that children who do not develop their basic movement skills eventually withdraw from physical activities that would allow them to become fitter and develop their skills further. To promote each child's health and social development, many aspects must be considered. Not only the development of their fundamental skills, but particularly for the female child, their self-confidence, mental and emotional development. Research has shown that this combined approach encourages lifelong physical activity for athletes of all levels and provides effective routes for athletes to pursue excellence at national, regional and international levels. Greater opportunities for sport will not only increase the overall talent selection, but will create a generation of strong, intelligent individuals with greater confidence and self-respect to lead in other aspects of society. It is then imperative to have a clear structure and direction for those talented young athletes who wish to pursue success within the sporting field. By having a structured ATP framework, this allows for young athletes to continue to develop and grow along the pathway, assisting the future stars of Australian sports.



“Sports creates a bond between contemporaries that last a lifetime. It also gives your life structure, discipline and a genuine, sincere, pure fulfilment that few other area of endeavour provide

Bob Cousy

THE AUSTRALIAN SPORTS COMMISSION (ASC)

The Australian Sports Commission (ASC), a Commonwealth entity was established in 1985 and acts as Australia's primary national sports administration and advisory agency. It is also at the helm of a wide-ranging sports system. On behalf of the Australian Government, the ASC plays a central leadership role in the development and operation of the Australian sports system, administering and funding innovative sport programmes and providing leadership, coordination and support for the sport sector. The vision of the ASC is to lead the national sport sector and support national sporting organisations and other sector partners to deliver sport in Australia.

The ASC is focused on getting more Australians participating and excelling in sport, by:

- Delivering key programmes in line with the Australian Government's sport policy objectives;
- Providing financial support and other assistance to national sporting organisations to deliver participation and high performance results and improve their capability, sustainability and effectiveness; and
- Building collaboration, alignment and effectiveness within the Australian sport sector.



AUSTRALIAN INSTITUTE OF SPORT (AIS)

Integral to the ASC's mission is the Australian Institute of Sport (AIS). As an arm of the ASC itself and as Australia's strategic high performance sport agency, the AIS is responsible and accountable for leading the delivery of Australia's international sporting success. Since 1981, the AIS has been the cradle of Australia's national sports system — one that is recognised the world over for its ability to identify, develop and produce world, Olympic and Paralympic champions. With international competition intensifying all the time, the AIS links sports investment to performance targets and provides world-class expertise and services — ensuring Australia's current and emerging high performance athletes have access to the right support at the right time in their pursuit of excellence.

Within the High Performance strategy, the Australian Institute of Sport has been refocused as the key national high performance agency in sports science, with the aim to develop and produce world leading champions. Squash Australia will continue to work alongside the AIS in the development of athletes in a training and educational capacity. The training that athletes can perform at the facilities of the AIS greatly benefits the high-performance programme of Squash Australia, as athletes are immersed in world-best training practices and environments. The Squash

Under the governance of the ASC, Australia's High Performance strategy was established to integrate sporting and business governance, with high performance success, to develop world-best athletes. The High Performance strategy promotes best practice within the high-performance sport sector, upon concepts ranging from participation for children, to performance on the international stage. This national strategy outlines the clear focuses of developing more world champions across several sports, and the utilisation of more efficient transparent funding practices to empower sports to deliver high performance programmes.

Assisted by key partners in the sports sector, the ASC has actioned priorities, including the improvement of monetary efficiencies, increasing the accountability of individual sports, and nurturing sporting talent. Clear monitoring policies, improved governance structures, and evidence-based practices underpin the High Performance strategy, to inspire and motivate Australians towards achieving international sporting success. Ambitious international performance targets over the decade are outlined in the strategy. National Sporting Organisations (NSOs), including Squash Australia, are now responsible and accountable for high performance planning, programme delivery, and talent identification pathways and initiatives.

Australia and AIS partnership allows for the integration of many facets of the ATP framework, especially during the elite and mastery phases of development.

The AIS works in partnership with national sporting organisations (NSOs), state institutes and academies of sport (SIS/SAS) and peak bodies (Australian Olympic Committee, Australian Paralympic Committee and Australian Commonwealth Games Association) to deliver international sporting success.

Commonwealth Games Australia

The Commonwealth Games Australia (CGA) is a member-based organisation, which receives no Federal Government funding and exists to administer, control and coordinate the participation of programme sports and their respective athletes and officials in the Commonwealth Games. As an open, collaborative, supportive and high performing element of the Australian and International Commonwealth Games, the CGA has a vision of being first among equals in its operation and to inspire and unite all Australians through the pursuit of sporting excellence.

The CGA focus is Australian medals at the Commonwealth Games held ever 4 years.



AUSTRALIAN OLYMPIC COMMITTEE

The AOC is a non-profit organisation, independent of Government and Government funding other than contributions by State Governments to the Olympic Team Appeal. The organisation comprises of members who are the national bodies of sports on the Olympic program. The Australian Olympic Committee is committed to Australia's athletes and encourages the development of high performance sport through athlete support and funding initiatives. It is the responsibility of the AOC to select, send and fund Australian Teams to the Olympic Summer and Winter Games. Although in 2017, squash is yet to be included as a sport, the movement to add the sport to the Olympics is a gaining great momentum.



COMMONWEALTH GAMES AUSTRALIA

The CGA is a member-based organisation (with members being the National Sporting Organisations representing the sports participating in Commonwealth Games), which receives no Federal Government funding and exists to administer, control and coordinate the participation of program sports and their respective athletes and officials in the Commonwealth Games. The organisation acts as both a leader and a collaborative delivery agency in the Australian and international Commonwealth Games movement. Working with Squash Australia, the teams for the Commonwealth Games are prepared to achieve maximum medal outcomes.

AIS, HIGH PERFORMANCE AND STATE INSTITUTES OF SPORT

The state-based institutes and academies of sport provide supplemental support and service, in partnership with the AIS, to deliver high performance training environments. The resources offered complement the programmes of Squash Australia, so that athletes with podium potential can obtain the education, coaching, and performance science they need to develop.



Queensland Academy Of Sport

The Academy's goal is to ensure that Queensland remains at the forefront of domestic and international sport by being athlete centred, coach driven and service supported.

www.qasport.qld.gov.au



Act Academy Of Sport

To provide the leading environment to enhance talented ACT athletes and to contribute to Australia's Winning Edge by providing quality high performance programmes that recognise individual's athletic needs and facilitate growth and excellence.

www.sport.act.gov.au/act-academy-of-sport



New South Wales Institute Of Sport

To support Australian athletes to become world's best through the values of courage, excellence, accountability, passion, tenacity and team work.

www.nswis.com.au



Northern Territory Institute Of Sport

To make a positive difference in the lives of Territorians by providing talented athletes with access to a team of experts providing high quality coaching and servicing in an environment that challenges individuals to push themselves and achieve more, so that we have better developed athletes who can succeed at the highest levels of in sport and life.

www.dtc.nt.gov.au/sport-and-recreation/northern-territory-institute-of-sport



South Australia Sports Institute

To support and develop South Australian athletes to take on and beat the world's best through the principles of excellence, teamwork, innovation and professionalism.

www.sasi.sa.gov.au



Tasmania Institute Of Sport

To provide leadership and quality athlete and coaching services to Tasmania's talented athletes to assist them to compete successfully on the international stage.

www.tis.tas.gov.au



Victoria Institute Of Sport

To provide an environment in which talented Victorian athletes have the opportunity to excel in sport and life.

www.vis.org.au



Western Australia Institute Of Sport

To provide opportunities for talented Western Australian athletes to achieve excellence in elite sport with support from their home environment and to produce champions.

www.wais.org.au

ASC, PARTICIPATION AND STATE DEPARTMENTS OF SPORT

Although the focus of the ATP programme is to develop high performing athletes at the elite level of the sport, these players would not have developed in their early years were it not for the role of the participation programmes of Squash Australia. Programmes and initiatives, such as the Participation Strategy, provide a vision for the future of squash through a focus on “Activating Squash”. The plan addresses the decline in participation rates over the past decade, as well as the changing sport and physical activity landscape, which are both critically important in growing the sport of squash in Australia.

The ASC and the state departments of sport work to deliver a coherent and effective participation system for all sports in Australia.



Squash Australia, Participation Plan 2016-2020

STATE & TERRITORY DEPARTMENTS OF SPORT



Queensland Dept of Nationals Parks, Sports and Racing

To achieve healthy and active communities by developing and supporting opportunities for people to participate in structured and unstructured sport and active recreation.

www.qld.gov.au/recreation/sports



New South Wales Office of Sport

Continued commitment and vision of making sport and recreation accessible to all is simple: more people, more active, more often.

www.sportandrecreation.nsw.gov.au



Sport and Recreation Victoria

To maximise the economic and social benefits provided to all Victorians by the sport and recreation sector.

www.sport.vic.gov.au



Western Australia Department of Sports and Recreation

To enhance the quality of life of Western Australians through their participation and achievement in sport and recreation.

www.dsr.wa.gov.au



Northern Territory Department of Tourism and Culture

To invest in and develop the sport and recreation sectors of the NT. The division also represents the Territory's interests in police and decision making forums regarding sporting development and delivery at a national level.

www.dtc.nt.gov.au



South Australia Office for Recreation and Sport

To ensure that all South Australians have their lives enriched through regular participation in sport.

www.ors.sa.gov.au



Tasmania Department of Communities, Sport and Recreation

To increase opportunities for all Tasmanians to participate in community life, sport and recreation through developing and supporting a vibrant and inclusive sport and recreation sector and fostering Tasmania's high performance athletes.

www.dpac.tas.gov.au/divisions/csr/sportrec



Active Canberra

To ensure that Canberra residents and its visitors are engaged in active recreation and play through accessible quality experiences that attract and encourage use, exploration and appreciation of Canberra's natural areas, play spaces and sporting amenities.

www.sport.act.gov.au

US COLLEGIATE SQUASH SYSTEM

Squash in America has largely been driven by high-end country clubs, fuelling the sport's development in the Collegiate sector such as in Ivy League colleges including Harvard, MIT, Yale and Princeton. All of the Ivy League colleges have very strong squash programmes.

Colleges attempt to have a well-rounded undergraduate student body to make up their men's and women's teams with students representing their school in a wide variety of backgrounds and interests. Strong academic performance is the key criteria for admission. However, colleges give credit to students who have demonstrated success in extracurricular activities such as squash on a national or international level.

For example, if a student is ranked #5 in the country in the sport, the faculty understands that this commitment has clearly taken a lot of time away from studying. If that student has a strong academic background as well as squash prowess, they may be admitted before a student with only a strong academic background.

Ideally, Squash Australia would like to keep our best talent in Australia but if our players would like to further their squash careers and studies in the US, we will help where we can and possibly attempt to place them in a college with an Australian coach where they can monitor their progress and be assured that they are on the right pathway.

Combining study and training is a fantastic option and Squash Australia will attempt to help in any way possible in order to benefit our promising juniors. Squash Australia continually endeavours to provide the best Australian based programmes possible to meet the needs of aspiring athletes, and should you have a desire to play in America, please contact Squash Australia for more information.



SQUASH AUSTRALIA

Australian squash has a proud history of athletes achieving at major international competitions, and the funding provided by the ASC will continue to assist the development of current and future players. The pathways of development for future stars include the use of training squads at various age groups to nurture younger athletes through tailored coaching. Developing high performing athletes remains a priority area for the sport. The pathways offered through Squash Australia, the Australian Institute of Sport, and the state sporting institutes all assist the learning and development process, both as a squash player and an international athlete, before athletes advance to higher representation honours.

Squash Australia (SA), founded in 1934, is the National Organisation for Squash in Australia. SA is focused on the development of the game across Australia, in all its aspects. SA's vision is to be an innovative and highly respectable sports organisation by becoming the most successful racquet sport in Australia by enabling Australian Players, Coaches and Officials of all ages, cultural background and skill level the opportunity to excel in squash and in life.



Squash Australia, Strategic Plan 2016-2022



VISION

Education

We will help every child in Australia experience squash through the school curriculum. Our volunteers and staff will work alongside teachers to help children experience and enjoy squash.

Recreational

We will promote squash as a key part of a healthy lifestyle that contributes to a positive work/life balance

Sporting

We will ensure that everyone with athletic talent reaches their full potential by providing the appropriate pathways, funding and coaching. We will also provide the competition opportunities and programmes to assist Australian players compete with distinction on the world stage.

MISSION

To be an innovative and highly respectable sports organisation, the most successful racquet sport in Australia by providing Australian players, coaches and officials of all ages, cultural backgrounds and skill levels the opportunity to excel in squash and in life!

Squash in Australia has a long and successful history, with many World and Commonwealth Games champions. The organisation took great pride in the success of Squash in the 2006, 2010 and 2014 Commonwealth Games both in terms of raising the profile of the sport and the outstanding performance of the Australian Team, with squash winning 17 medals.

#TOGETHER STRONGER

WHO WE HELP

HIGH PERFORMANCE



SCHOOLS



CLUB PLAYERS



DISABILITIES



COACHES



VOLUNTEERS



MASTERS



HEATHER McKAY

Heather McKay (Australia) was possibly the **most dominant sportswoman in history**. She only lost two matches in her career and was **unbeaten from 1962 to 1981**.



23RD
MOST POPULAR
SPORT IN THE
WORLD

30/50

MEDALS WERE WON AT THE COMMONWEALTH GAMES SINCE 1998

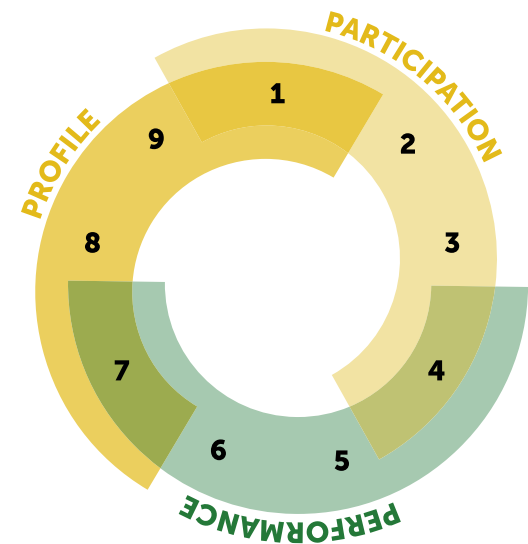
TOTAL MEDALS WON BY SQUASH AUSTRALIA AT COMMONWEALTH GAMES SINCE 1998

9

8

13

KEY STRATEGIES



GOALS

- Squash will be a thriving participant sport for all Australians
- Provide a best in class member experience
- Run world class events for all members
- Squash facilities will be attractive, enticing, professionally operated and financially sustainable
- Win medals that matter for Australia
- Squash personnel will be valued, trained and competent to deliver the sport
- Squash Australia will have the network required to influence key decisions
- Squash will enhance its profile through media and new technologies
- Squash will be well administered and focused on local delivery through a shared Australia wide vision

BEHAVIOURS

- Develop a class winning school programme with free equipment support
- Integrated club centric service delivery and members services
- Run world class events and improve the Australian PSA Tour
- Conduct information exchange, data analysis and create a commercial business model
- Provide ‘world class’ opportunities for Australian talent with world class daily training environment and high performance coaching team
- Provide eLearning opportunities for coaches and referees, enhancing number and geographical spread
- Gain international and national influence with the implementation of ambassadors
- Develop additional income streams, a communications and marketing plan
- Follow best governance principles to guarantee customer satisfaction and to achieve excellent performance from staff

STATE SQUASH ASSOCIATIONS

Squash Australia is comprised of eight State/ Territory Squash Associations who activate the Squash Australia Strategy across the Australia.



Squash ACT

To be innovative and highly respectable sports organisation, and the most successful racquet sport in the ACT by enabling ACT players, coaches and officials of all ages, cultural background and skill level the opportunity to excel in squash and in life.

(02) 6281 4784
general.manager@squashact.asn.au
www.act.squash.org.au



Squash New South Wales

To promote participation and develop squash at all levels and ages and to develop a centre of excellence in developing elite junior and senior players.

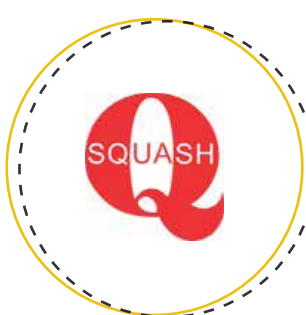
(02) 8736 1244
admin@nswsquash.com.au
www.nsw.squash.org.au



Squash Northern Territory

To work towards the objectives of squash nationally and to ensure that the sport is adequately supported in the NT.

(08) 8945 7362 NT
www.nt.squash.org.au



Squash Queensland

To provide innovative leadership for Queensland Squash through the emphasis of participation, people, high performance, marketing, governance, collaboration, innovation, clear communicative objectives and an ethical level playing field.

(04) 09 270 419
qsquash@live.com
www.qld.squash.org.au



Squash South Australia

To promote the sports of squash and racquetball as fun, healthy and progressive/accessible sport that can be enjoyed for life.

(03) 9682 2199
info@squashvic.com.au
www.sa.squash.org.au



Squash Tasmania

To be inclusive of and provide development and performance pathways for all players, coaches and officials by ensuring high quality facilities, leadership and raising the profile of squash in Tasmania.

info@squashtas.asn.au
www.tas.squash.org.au



Squash & Racquetball Victoria

To provide an environment in which talented Victorian athletes have the opportunity to excel in sport and life.

(03) 9425 0000 VIC
www.squashvic.com.au



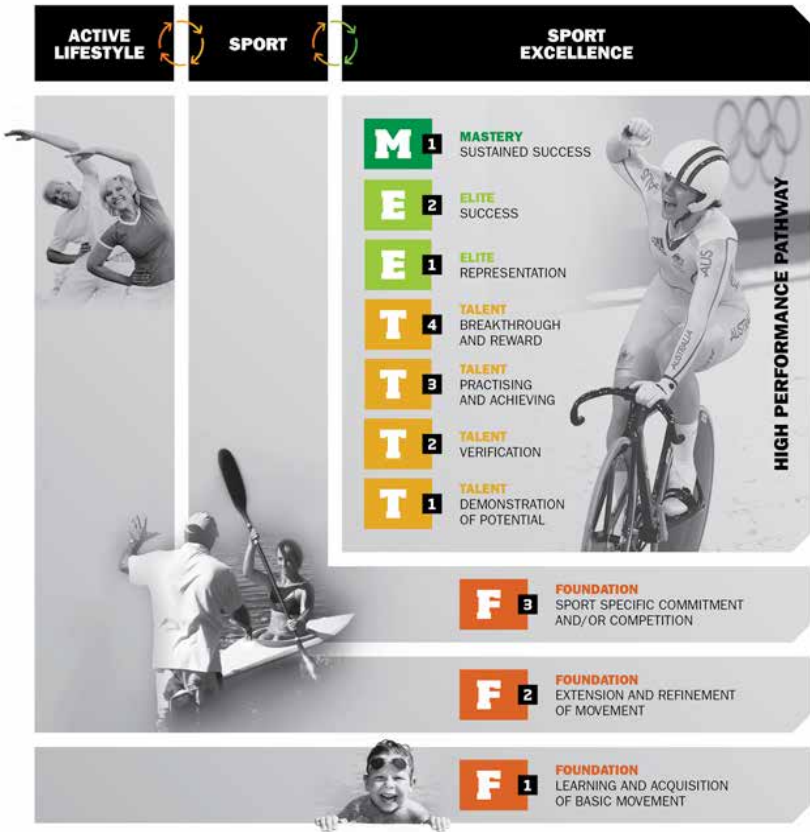
Squash Western Australia

To promote the sport of squash in Western Australia through the emphasis of participation and development amongst players, coaches and officials.

(08) 9225 7255
www.wa.squash.org.au

Squash Australia Services & Resources									
Livescore Manual	Centremark	Level 5: High Performance Coach	Level 3: National Referee	Core Integrity Issues	Australian Squash Tour	Coaching Fast Track	Medical Support	Winning Edge Squad	High Performance Research
SportyHQ CRM Manual	Play, Move, Learn				WSF Events				
SportyHQ Website Manual	20Twenty	Level 4: Performance Coach		Blick Drugs	Australian Club Championships		Physiotherapy	National Squad	
Squash Matrix Manual	Cardio Squash		Level 2: State Referee	Match Fixing	Australian Doubles	Coaching Bursary			
SportyHQ CRM Manual	Social Squash	Level 3: Talent Development Coach			Australian Open		Lifestyle Support	State Squad	
Parents Support	Hits & Giggles			Anti-doping	Australian Closed		Psychology		
SportyHQ - Tournament Software	Webinar 4: Reporting	Outdoor Squash	Level 1: Club Referee		Australian Graded National Championships	Mentor		Squash Australia Academy	
	Webinar 5: Entrying Resources and Running the Tournament	Pop-up Squash		Practical Assessment	Australian Junior Open				
	Webinar 6: Creating, Diving and Scheduling the Tournament	Primary School Teachers			Australian Junior Championships				
	Webinar 3: Selling Additional Items and Publishing	Secondary School Teachers			Asada: Level 2				
	Webinar 2: Tournament Settings	Tutors			Australian Junior Squash Tour				
	Webinar 1: Creating a Tournament	University		Squash Australia Certificate: 100 Questions Exam	School Championships	Personal Excellence Expert		Talent Identification Camp	Activity Research
		Level 2: Club Development Coach		Asada: Level 1			Physiology		
							Strength and Conditioning		
		Level 1: Foundation Coach							
Workforce	Participation Programmes	Coach Education	Referee Education	Integrity	Events	Player Transition Programme	Athlete Services	Talent Pathway	Research

THE FTEM AND RETENTION FRAMEWORK



Based on 30 years of practical learning gained from within the Australian sporting system and a substantial review of existing frameworks, models and concepts, the ASC developed the FTEM (representing Foundations, Talent, Elite and Mastery) which is a user-friendly framework of sporting development that is representative of the 'whole of sport' pathway continuum. It provides a practical method to assist sporting stakeholders to construct a more functional athlete and sport development system. The framework offers an evidence based and practical approach for facilitating the three key outcomes of sport, active lifestyle, life-long recreational sport participation and high performance.

Squash Australia believes that along with the three key outcomes of sports participation, it is also imperative to consider the Retention of players. For that reason, this document will extend on the FTEM principle by detailing the pathway of transitioning from athlete to continued participant in the sport. Athletes can leave and enter this phase at any time.

Developed through a dedicated action research approach, this ATP framework overcomes limitations of previous athlete development models by providing a holistic and multidimensional approach to athletic development. It is non-linear and flexible, accommodating multiple re-entry and exit points and is devoid of fixed age boundaries, allowing broad flexibility and adaptability to all sports.

This document, in conjunction with the information provided by Squash Australia, the ASC, the AIS, and the state departments, institutes and academies, aims to outline the stages of development through a FTEM and Retention Model in squash.

“ Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world ”
Joel A. Barker



FOUNDATION PHASES

(1, 2 and 3) Ages 0-11

With an emphasis on the areas of family support, deliberate play and age-modified sport formats and equipment, the three Foundation Phases aims to achieve physical literacy and to refine the movement of children. The aim of the Foundation phases is to ensure that young athletes are in regular training and formal or informal competition. This is achieved through methods that encourage play and exploration.

F1

Learning and acquisition of basic movements

F2

Extension and refinement of movement

F3

Commitment sport and active lifestyle

TALENT PHASES

(1, 2, 3 and 4) Ages 12-18

The first two phases of the Talent Phase is a complementary process that ultimately identifies and then verifies talented young athletes. The last two phases ultimately see these identified athletes to commit to sport specific practice and be invested in high training, ultimately being rewarded for their efforts by reaching certain milestones.

T1

Demonstration of potential

T2

Talent Verification

T3

Practicing and achieving

T4

Breakthrough and reward

ELITE PHASES

(1 and 2) Ages 19+

The two levels within the Elite Phase corresponds with the selection and representation of elite athletes at the highest levels of the sport. The second level marks success gained at the highest levels of the sport.

E1

Senior elite representation

E2

Senior elite success

MASTERY PHASE

All ages

Those athletes that have had experience in multiple high performance cycles who achieve repeated and sustained success are within the Mastery Phase. This is the pinnacle of the high performance pathway which represents the highest of sporting achievement.

M1

Sustained elite success

RETAIN PHASE

All ages

This phase captures the multiple pathways away from the ATP, demonstrating squash can be a sport for life. The pathways allow players to enter and exit at a younger age, provides multiple competition pathways for various ages and levels and pathways for coaches, referees, administrators and volunteers.

SQUASH
PROMOTION GROUP

ASB

SQUASH
PROMOTION GROUP

FTEM			Chronological age		Sport Focus	Phase Objective	PLAYER CAPACITIES							
		Physical	Psychological	Technical			Tactical							
<div>F1</div> <div>Quality play & exploration</div> <div>Development stage: Early Childhood</div>	3	Training age	<ul style="list-style-type: none">Basic movement patterns and skills and combined within movements	<ul style="list-style-type: none">Willingness to attempt new activities	<ul style="list-style-type: none">Positive parent interaction and involvement (active family)	<ul style="list-style-type: none">Building active environments that are safe and supportive	Recreational	<ul style="list-style-type: none">Physical literacy (through play, exploration and enjoyment)	<ul style="list-style-type: none">Participation in a variety of sports and physical activity should be encouraged	<ul style="list-style-type: none">Able to follow basic game rules, scoring and understands and is capable of fair play	<ul style="list-style-type: none">Adjustment to non-competitive sport	<ul style="list-style-type: none">Implements basic tactics. Play the ball to the open court		
	4													
	5													
	6													
	7													
	<div>F2/F3</div> <div>Active practice & participation</div> <div>Development stage: Childhood</div>	8	1	<ul style="list-style-type: none">To teach fundamental movement skills and build on motor skills in the young performer	<ul style="list-style-type: none">All activities should be fun	<ul style="list-style-type: none">Training should encompass 80% of their time and competitive events 20%	<ul style="list-style-type: none">Multiple sport/recreational experiences are important	<ul style="list-style-type: none">Early specialisation on should be avoided	<ul style="list-style-type: none">Introduction of structured activities and deliberate practice with high emphasis on skill performance	<ul style="list-style-type: none">Developing physical literacy to create competence, confidence and motivation	<ul style="list-style-type: none">Demonstrates positive attitude toward learning.Develop positive interpersonal relationships, self-confidence and self-esteem	<ul style="list-style-type: none">Core movement and sport skills	<ul style="list-style-type: none">Understands how to select shots to enable attacking and defendingCourt awareness and position of opponent, use of space	
		9												
		10												
		11												
		12												
	<div>T1/T2</div> <div>Talent development 1</div> <div>Development stage: Adolescence</div>	12	4	<ul style="list-style-type: none">Specific skills (technical and tactical) should be learnt established by the end of the phase	<ul style="list-style-type: none">Good fitness base of strength & conditioning to be established should be established	<ul style="list-style-type: none">Identification and screening should be conducted at multiple stages throughout the phase as individuals develop at varying rates and should be inclusive rather than exclusive	<ul style="list-style-type: none">Clear development programmes should be developed and implemented against each athlete planning should be implemented around development rather than completion success as the key outcome	<ul style="list-style-type: none">Basic habits of self-management in areas of nutrition, recovery and rest should be established	Performance	<ul style="list-style-type: none">Identifying, developing and consolidating athlete's potential	<ul style="list-style-type: none">Specific sports movements introduced and general movement patterns established	<ul style="list-style-type: none">Self-disciplined with the positive view of self-worth and abilityWell-behaved in match play and practice.Able to review and accept outcome of performance	<ul style="list-style-type: none">Define specific skills and general movement patterns	<ul style="list-style-type: none">Understands how to select shots to enable attacking and defendingCourt awareness and position of opponent, use of space
13														
14														
15														
16														
<div>T3/T4/E1</div> <div>Talent development 2</div> <div>Development stage: Adolescence</div>		16	8	<ul style="list-style-type: none">A range of skills in all aspects of preparation and play should be refined	<ul style="list-style-type: none">Fitness should be developed and optimised	<ul style="list-style-type: none">Individualised programmes are a priority. Attention given to strength and weaknesses	<ul style="list-style-type: none">Individualised programmes are a priority. Attention given to strength and weaknesses	<ul style="list-style-type: none">Increased understanding of nutrition, recovery and sleep are important to sustain training and competition	Performance	<ul style="list-style-type: none">Identifying, developing and consolidating athlete's potential	<ul style="list-style-type: none">Marked improvements in precision through continued skill refinement	<ul style="list-style-type: none">Self-disciplined with the ability to concentrate.Well-behaved in match play and practice.Able to critically review performance	<ul style="list-style-type: none">Refine core skills and further develop Sport Skills	<ul style="list-style-type: none">Select and implement tactics using a variety of stroke and ball control techniquesDealing with competition and understanding game plan
		17												
		18												
		19												
		20												
<div>E2/M1</div> <div>Achieve Excellence</div> <div>Development stage: -</div>		21	All ages	<ul style="list-style-type: none">Final stage of preparation	<ul style="list-style-type: none">Working towards a winning performance	<ul style="list-style-type: none">Fitness needs to be maximised	<ul style="list-style-type: none">Technical and tactical skills need to be refined to operate in high stressful situations	<ul style="list-style-type: none">Emphasis and priority given to nutrition, recovery and sleep to sustain high quality training and competition	High performance	<ul style="list-style-type: none">The application and automatic use of quality skills under pressure	<ul style="list-style-type: none">Able to perform acquired sport skills at higher speeds, while maintaining correct form	<ul style="list-style-type: none">Competitive and intrinsically motivated with high levels of positive thinking and self-esteem.Proficient with dealing with pressure, while remaining optimistic and realisticOptimising stroke technique (i.e. adding velocity, adaptability to game situations, aim to compete on the professional tour	<ul style="list-style-type: none">Technical excellence achieved	<ul style="list-style-type: none">Able to detect / anticipate preferred plays / tendenciesDevelop or refine tactics based on individual goals of opponents during rallies
	22													
	23													
	24													
	25													
	<div>Retain</div> <div>Retain</div> <div>Development stage: All ages</div>	26	All ages	<ul style="list-style-type: none">Smooth transition from athlete to continued participation	<ul style="list-style-type: none">Retention of athletes within the sport	<ul style="list-style-type: none">Remain physically active	<ul style="list-style-type: none">Promote the sport	<ul style="list-style-type: none">Mentor young athletes within the sport	High performance	<ul style="list-style-type: none">To enjoy a healthy lifestyle and retain participant for administrative, coaching, officiating, mentoring and supportive roles	<ul style="list-style-type: none">Enjoy the benefits of a healthy and active lifestyle involving sport	<ul style="list-style-type: none">Adjustment to non-competitive sport	<ul style="list-style-type: none">Develop or refine technique based on individual goals	<ul style="list-style-type: none">Not applicable
		27												
		28												
		29												
		30												

PLAYER CAPACITIES

	Elite performance support	Lifestyle and life skills	Knowledge of the game	Stakeholders
<div>F1 Quality play & exploration</div> <div>Development stage: Early Childhood</div>	<ul style="list-style-type: none">Not applicable	<ul style="list-style-type: none">Social skillsFairnessCreative thinkingChildren should learn to take fluid regularly, before, during and after play and practice.12 hours of sleep	<ul style="list-style-type: none">Learn basic rules	<ul style="list-style-type: none">ParentsDay-care / nursery / kindergartenCommunity programmes
<div>F2/F3 Active practice & participation</div> <div>Development stage: Childhood</div>	<ul style="list-style-type: none">Talent Identification screening	<ul style="list-style-type: none">Able to distinguish between healthier food options.Appropriate quantities and types of food for a healthy dietPractices proper hydration pre, during and post-match10 hours of sleep for recovery	<ul style="list-style-type: none">In depth understanding of the rules.Understands the role of warm up and cool down	<ul style="list-style-type: none">AcademiesClubsCommunity programmes
<div>T1/T2 Talent development 1</div> <div>Development stage: Adolescence</div>	<ul style="list-style-type: none">Basic Sport ScienceIntroduction to Sports medicineCoaching and technical supportTalent IT and Talent transfer	<ul style="list-style-type: none">Encourage independent thinkingSelf-identify within structured frameworkPractices good sporting ethicsShows good teamwork and communication with support teamUnderstanding growth and emotional changes8 hours of continuous sleep, longer if required	<ul style="list-style-type: none">Understands all rules and regulations of World Squash Federation (WSF)Takes personal responsibly to become a 'student of the sport'Develops a motivation of knowledge and has an inquisitive approach to the game and training	<ul style="list-style-type: none">National federationsAcademiesClubsCommunity programmes
<div>T3/T4/E1 Talent development 2</div> <div>Development stage: Adolescence</div>	<ul style="list-style-type: none">Enhanced sports specific Sport ScienceIndividual attention Sports medicineCoaching and technical support	<ul style="list-style-type: none">Independent thinkingSelf-identifyAmbition – career optionsPractices good sporting ethicsShows good teamwork and communication with support team8 hours of continuous sleep	<ul style="list-style-type: none">Understands all rules and regulations of World Squash Federation (WSF)Takes personal responsibly to become a 'student of the sport'Keep coaching and training diaryAble to cope with failure and problem solve	<ul style="list-style-type: none">National federationsClubsCommunity programmes
<div>E2/M1 Achieve Excellence</div> <div>Development stage: -</div>	<ul style="list-style-type: none">Innovation and competitive advantage. Use of sport science support for gains in technique, physical conditioning and psychological refinementAthlete Support and management; including sports medicine to assist with prevention, recovery and maintenance of injuriesCoaching and technical supportInternational training and competition	<ul style="list-style-type: none">Self-driven and reliantPatience to achieve long term goalsLife and career managementSleep, diet, training8 hours of continuous sleep; use of intermittent recovery sleeps	<ul style="list-style-type: none">Able to implement their preferred game-plans in range of competitions and training situationsKeeps competition records and notes on opponentsKeep coaching and training diaryAble to cope with failure and problem solve	<ul style="list-style-type: none">National federationsAustralia Olympic CommitteeUniversities (Scholarship holders)
<div>Retain Retain</div> <div>Development stage: All ages</div>	<ul style="list-style-type: none">Not applicable	<ul style="list-style-type: none">Follow personal and family goalsFurther self-developmentAppropriate nutrition and lifestyle choices staying actively involved in sport to remain healthy	<ul style="list-style-type: none">Giving back to the game through coaching, refereeing, mentoring, promoting or organisingRedistributing experiences – for a lifetime involvement in sport	<ul style="list-style-type: none">Community ProgrammesState AssociationsClubs

FOUNDATION OVERVIEW

The key characteristic of this phase is the participant's early exposure to a variety of movement experiences that afford them a broad range of essential movement foundations. The focus is on the early learning, execution and acquisition of basic movement foundations after which the participant is exposed to greater movement challenges. Whilst parents, playmates and other family members still have an ongoing role in development, this is usually supported by involving more professional levels of instruction and feedback such as experiences delivered by teachers, coaches or other specialists.

This level of the FTEM model is captured through the Play, Move, Learn programme which encourages and develops children's early movement patterns; and the OzSquash programme. The OzSquash programme can be delivered by parents, teachers, coaches and friends and is available via the Squash Australia eLearning portal. All coaches who complete their Foundation Level Coaching Accreditation via the eLearning portal are given free access to the OzSquash course via the Squash Australia eLearning resource.

Key Drivers identified in this stage are parents, teachers, coaches and friends.

As the participant moves through this phase, they may show an increase in the commitment to training, sport specific skill development and/ or formal engagement in competition at which point the phase may begin to encompass the beginning of most "traditional" club or school sport experiences, where the participant commits to a specific sport in a formalised setting.

Participants may remain at this level for a life time (through choice or ability), or move quickly beyond this phase should they be identified as having potential for high performance sport and will move into a club or Squash Australia Academy where the aim is to help the player develop physically and technically in order to achieve success on the International stage.

Key Drivers identified in this stage are clubs, squash centres, coaches, teachers, private providers and oneself.



PARENTAL ROLE AND SUPPORT

The environment in which children are brought up in has a large impact on who they become. Parents are the single biggest influence and play positive role in developing an athlete. Below are a few suggestions for parents that they can adopt to assist the coaches in the development of their children towards achieving excellence – both in sport and life.

For more information on the important role of parents and for useful courses, please register on Squash Australia's eLearning Portal to access our Parental Support module: <http://elearning.squash.org.au/>

Quality play

- Initially get their children interested in moving, outdoor play and sport. Allow them to sample a wide range of enjoyable activities
- Provide opportunities where children can experience unstructured play (fun activities) and sport emphasize the importance of attending and enjoying school
- Reinforce good behaviour and sports-person like conduct.
- Provide children with unconditional support and encouragement

Active practice

- Support opportunities where children can experience
- Unstructured play (fun activities) and sport
- Emphasize the importance of attending and doing well in school and acknowledge achievement
- Keep winning and losing in healthy perspective. This means, keeping a positive, yet realistic, belief of their child's talents
- Continue to encourage children to participate in a variety of sports and other physical activities
- Reinforce good behaviour and sportsperson-like conduct
- Praise the effort their children have given during training and competition promote healthy eating and adequate rest

Talent Development

- Support children's decision to attend an academy and/or specialize in Squash and show great interest
- Engage with their coach to identify things that they can assist with in the home
- Keep winning and losing in healthy perspective. This means, keeping a positive, yet realistic, belief of their child's talents
- Content to have their children focus solely on school and sport achievement
- Assist their children to fight setbacks that hinder training progression
- Make a financial and time commitment to their child

Achieve Excellence

- Respond to the various demands and expectations placed on their child by fostering an optimal learning environment rather than creating new demands or pressures
- Keep winning and losing in a healthy perspective
- Assist their children to fight setbacks that hinder training progression
- Able to continue financial support of their child, if needed.
- Awareness of advantages and disadvantages of university scholarships
- Supports child's decision to play full-time professional sport

“ We all have ability.
The difference is
how we use it. ”

Stevie Wonder

Please visit our elearning portal for more information on our courses:

ELEARNING.SQUASH.ORG.AU

F1 FOUNDATION

Play & Exploration

PHASE OBJECTIVE
Physical literacy
(developed through
play, exploration
and enjoyment)

- Key messages**
- Safety and fun
 - Maximum participation
 - Movement skills
 - Play a range of sports
 - Active family
 - Physical literacy
 - Fundamental movement skills
 - Positive and fun environment

Who
All children aged 0–7 years

Why
All children (boys and girls) should be encouraged to ‘play’ and explore with as many games as possible that promote the development of physical literacy and enjoyment for sport.

How often
Children should be active daily for at minimum time of 40 minutes in a range of sports and play and active activities.

Where
Play can occur at home, daycare / preschool / school, the park, the beach – anywhere that is safe and stimulating.

Integrated support
To facilitate the needs and capacities of younger players the coach should act as a guide, providing the environment for players to explore in fun, safe and exciting ways. Corrections and guidance should be subtle and simple, dealing with issues in a broad rather than detailed perseverance. Parents should promote maximum participation and enjoyment to ensure that players receive a positive and motivating experience.

Supplementary proficiencies
Children should learn to take fluid regularly, before, during and after play and practice. Water bottles should always be available. Please note, there is no formal periodisation of training.

Objective *Play and Explore*

The emphasis during this phase should be placed on open play (general movement) with all children playing, exploring movement through new and fun experiences. Younger children will continue to participate in activities that are enjoyable and rewarding to them. The end product should be a fun and safe experience. Establishing a core set of motor skills related to squash early in life enables children to gain a sense of achievement and establish a positive relationship with sport and physical activity.

Physical development *Developing physical literacy*

The capacities of young players dictate that most learning activities are best promoted through the medium of play. Physical activity is essential for brain development as it is through movement experience that connections are made in the mind / body system. Development of these connections is necessary for memory, communication between two sides of the brain, processing information, sensory development and later, formal learning of language, reading, writing and mathematics. The focus for this phase should be on movement through play and exploration with the addition of deliberate play and not sport.

Psychological development *Fair play*

Children during this phase should demonstrate fair play. This means, following basic rules, scoring, and cooperation with other children. Children are intrinsically motivated and this should be promoted and encouraged. Basic self-organizational skills should also be encouraged as a foundation for good habits.

Technical development *Learning about the game*

There is little technical focus during this phase. The emphasis at this age should be on enjoyment of squash whilst learning. During this period, the child should develop an understanding of the correct grip as well as stroke basics. Coaching instruction on technique at this stage is simple and easy to understand whilst allowing a child to develop in their own time.

Tactical development *Fundamental tactics*

During the early stages of this phase, the child will learn through play the fundamental tactics needed to play the game. As the child progresses, they should be introduced to uncomplicated tactical basics, such as serve placement and T position. Learning should be fun with little importance placed on actual outcomes.

Knowledge of the game

Understands basic rules and introduce simple concepts of good sporting ethics.

Lifestyle / personal management / knowledge

Introduce skills to allow working in teams and partnerships.

OBJECTIVE

















- Respect for others (coaches and officials)
- Appreciation of others (parents and caregivers)

Training and competition ratio

No specific training to competition ratio is required for this phase. Rather, children should be encouraged in play squash for a length of time suitable to their age and skill level.

The outcomes during this phase are general physical literacy developed through play, exploration and enjoyment. Younger children will continue to participate in activities that are enjoyable and rewarding to them. The experience should develop a core set of motor skills early in life. Children gain a sense of achievement and establish a positive relationship with sport and physical activity.

Phase objective	Physical literacy developed through play, exploration and enjoyment
Physical	Movement through play and exploration
Psychological	Fair play with intrinsic motivation
Technical / Personal goals	Correct grip and basic strokes
Tactical	Make contact with the ball – learning should be fun
Elite Performance Support	Not applicable

ATHLETE	 NUTRITION	 WARM UP & COOL DOWN	 RECOVERY	 TESTING
	Take fluid regularly, before, during and after play and practice, bring water bottle to the session	Warm up should be fun; 5 minutes. Cool down and stretch 5 minutes	Sleep 11-12 hours	Not applicable
SUPPORT	 COACH GUIDELINES	 ROLE OF PARENT	 ROLE OF TEACHER	 SPORTS SCIENCE & SPORTS MEDICINE
	Ensures that the Technical basics are developed	Parent supports the child and encourages play, exploration and enjoyment, encourages practice at home	Teacher provides structured learning through play as part of programmed curriculum	Not applicable
ENVIRONMENT	 EQUIPMENT	 COURT DIMENSIONS	 OFFICIATING	 IDEAL COACH TO CHILD RATIO
	Small racquets, use of balloons / foam balls	Modified smaller court and front wall service line height adjustment	Not applicable	Ideal coach: player ratio is 1:6 or less
PROGRAMME	 TRAINING DURATION	 INTENSITY	 SCOREBOARD	 COMPETITION
	40 – 60 minutes’ max with maximum of 4 skills (4 x 10min). Emphasis minimal times between hits. Always active	Moderate intensity decided by skill level to enable learning	Play for fun, no scoring, recreational only	No formal competitions

F1 FOUNDATION

PHYSICAL DEVELOPMENT

At a young age, participation in a variety of sports and physical activity should be encouraged. Game warm ups and calm cool downs should be introduced whilst keeping squash fun and enjoyable. Physical elements can be combined within the session and frequently introduced as a mini game. There should be a focus on agility, co-ordination and speed – this can involve work on one leg, hopping and stepping up.

Physical proficiency

- Able to maintain balance on different bases of support
- Side-step to the left and right, also transition into a run and skip rhythmically and can transition from running to jumping
- Able to strike balloons with implements to the right and left
- Able to coordinate hand-eye and foot-eye relationships in the three planes of motion
- Throw, catch or pick up objects while moving forward and backwards
- Able to move and stop on targets
- Basic loco motor skills such as jumping, hopping, skipping, sidestepping, and running
- Able to change direction off either foot

Speed / Agility

- Able to accelerate from a variety of start positions (i.e. standing still, staggered stance, laying down)
- Able to start and stop quickly

Strength and power

- Able to support bodyweight in climbing/swinging vertically and horizontally
- Improving ability to jump with double and single legs.
- Able to jump, hop and throw with control

Flexibility

- Children are introduced to basic principles of stretching.
- Understand that mobility exercises help to ready the body to play, have fun
- Able to perform light static stretching as part of a cool-down

Aerobic Endurance

- Challenge aerobic metabolism through other sports characterised by a high level of physical activity

Multisport activity

- Participation in a variety of sports and physical activity should be encouraged
- Involved in gymnastics, athletics, swimming and a hand-eye coordination team sport (i.e. Football, netball etc.)

PSYCHOLOGICAL DEVELOPMENT

Key psychological milestones – a foundation built through discipline and confidence. From birth, postnatal neuronal connections make the brain develop and increase in its volume. The growth is relevant as it will help develop the part of the brain that will be involved in decision making and planning behaviour at later stages in childhood (Mareschal, Johnson and Grayson, 2006). At the age of two, children experience the first phase of their identity development; the existential self. It is around this age when they realize they exist in the world, and that their actions have impact.

At a cognitive level, a significant accomplishment takes place at around 4 years of age; the development of the executive function of the brain. This allows children to begin to plan their behaviour, and to inhibit undesired actions. As such children improve theory ability to focus their attention on different tasks, and to control their behaviour (Hughes, Graham and Grayson, 2006). Children begin to understand what others have on their minds by the age of 4 (first-order, Theory of Mind), and they consolidate an understanding of lies and jokes by the age of 8 (second-order Theory of Mind). During this age range, players should develop so they can follow basic game rules and understand the scoring. It is important they are capable of fair play.

Motivation

- Intrinsically motivated and visibly working on doing things well
- Even though their scientific thinking is not developed yet, they are willing to solve problems
- Enjoys activity, exploration and has fun (which is primary reason for participation)

Concentration

- Able to direct attention to variety of stimuli and able to progressively create images through gameplay

Control of emotion and thoughts

- Displays positive thinking and self-esteem in supportive environments. In Australia, physical activity should serve as a vehicle to foster autonomy and self-concept in boys and girls
- Experiences and enjoys technical, tactical and/or physical success

Social development skills

- Able to interact with peers in a variety of different sports settings
- Progressively, they become able to cooperate and work and help other children / athletes. This can occur as long as game rules are kept simple
- Enjoys interacting with / learning from several coaches or instructors. Able to work, cooperate and play with both boys and girls
- Displays respect for other players and coaches. Understands and capable of fair play

Other psychological competencies

- Able to follow basic game rules and scoring. The emphasis should be placed on the process of learning, and not on winning or losing and demonstrates positive attitude toward learning
- Shows discipline through improved understanding of outcomes of different behaviours. In Australia, children engaging in sport should be encouraged to learn basic self-organisational skills such as remembering to bring their sports kit, developing an objective perception of time, and learning healthy dietary and sleeping habits and starts to introduce the concepts of fairness, co-operation, camaraderie

TECHNICAL / SKILL DEVELOPMENT

Learning about the game

While there are technical adjustments in this phase, it is less emphasized and more associated with physical literacy and fun. The emphasis at this age should be on enjoyment whilst learning. It is essential at this age that the child has a comprehensive understanding of the correct grip for various positions/shots on the court. Coaching instruction on technique at this stage should be simple and easy to understand whilst allowing a child to develop in their own time; starting from an underarm backhand grip and progressing through underarm strokes before venturing to overhead techniques. For very young players, shorter racquets can be used to ensure ball contact success, however they should be progressed to full length racquets as soon as they are capable of manoeuvring the weight/length of the racquet .

Preparation & Position

- Able to change grips from both forehand and backhand shots in various positions
- Use of stances; front on, side on, back foot, front foot
- Low balanced hitting position and shoulder turn
- For balance: limit long outstretched lunges, use other arm during swing for counterbalance

Racquet action and technical components to be mastered

- Understand basic forehand and backhand stroke preparation fundamentals
- Simple contact with ball from in front of the body below shoulder level
- Upward striking with wrist cocked
- Full follow through to high position

Movement and footwork

- Step and lunge movements onto either leg
- Adjust footwork and body position to keep distance from ball
- Moving with and turning onto racquet or non-racquet leg
- Use of arms for balance

Accuracy

- Can play shots either straight or cross court when required

Coach technical focus

Balancing balloons on the racquet, progressing to catching objects - balls and bags can be great for developing coordination and throwing techniques. Please note these games need to mimic general stroke actions. For movement, it is essential playing can step and lunge onto the racquet leg. Footwork patterns, such as 'zigzag', 'sideways chasse' and 'snake wiggle', can help develop footwork steps. Basic running and stopping are fundamentals that should always be included.

Error Prevention

It is important from an early age that players are encouraged in the production of skills that will enable future development. Coaches should be aware that if the following technical playing faults are identified, measures are taken to change and amend the technical skills through the practices they set. Better still, coaches should identify those practices that encourage the desired skills and reduce the possibility of inappropriate techniques forming. This must be a priority of all early coaching and interactions with players during this phase.

Pan Handle grip, V Shape Grip

- Emphasises the handshake style hold on the racquet
- Coaches should consult the Squash Australia coach education programme to identify appropriate practices for players

Shortened Grip

- Require players to play with 'small racquets' when appropriate
- Helps create extra room in tight corners of the court

Stepping or lunging onto the non racquet leg whilst striking

- The non-racquet leg is the preferred leg to strike on predominantly though different situations sometimes require lunging and striking with the racquet leg

F1 FOUNDATION

TACTICAL DEVELOPMENT

During the early stages of this phase, the child will learn the fundamental tactics needed to play the game through play. As the child progresses, they should be introduced to uncomplicated tactical basics, such as hitting away from the opponent. Learning should be fun with little importance placed on actual outcomes.

At this stage, players should be able to implement basic tactics and be able to play the ball in to the open court, moving it away from opponents. The use of modified games even at this young age can be beneficial as can the use shorter racquets, smaller courts.

Serve & return of serve

- Able to perform a basic serve; into opposite side of the court
- Understands ready positions (racquet up, watching the person serving) and where to stand to return serve consistently

Base position

- Understand the base position on a court and the importance of getting to a base position during a rally

Game plan

- Unstructured free play or mini games introduced with minimal rules or scoring
- Where possible, try to keep the ball away from opponent and the middle of the court

Knowledge of the game

- Basic understanding how the ball responds off the racquet and wall
- Understanding of the scoring system

Coaches tactical focus - Conditioned Games

The use of condition games is a vital part of a player's development, both tactically and technically. The coach should select conditions that encourage and reward the choice of various tactics and stokes. The resulting practice games should still reflect a real match with game like decisions and movements.

- Keep ups (balloons or foam balls): establish lunging skills, arms and leg coordination, fun & challenging bouncing the object on the strings of the racquet as many times as possible, then can be made harder by alternating sides of the strings
- Chipping: Short small hits either on the full or on the bounce against any wall

COACH DEVELOPMENT

Coaches ensure that they are educated in the principles that apply specifically to this playing base. These would be covered by the Squash Australia Foundation Coach education course which can be found at www.elearning.squash.org.au

Coaches are skilled in the delivery of information in safe, fun and instructional sessions.

Coaches that complete the Foundation Coach qualifications get free access to the eLearning resource OzSquash Schools Resources Programme which supplies lesson plans, new media and further learning opportunities. It also provides access to the Play, Learn, Move programme which covers fundamental early learning movement skills.

OzSquash

PLAY•MOVE•LEARN

“ We all have ability.
The difference is
how we use it.

Stevie Wonder

F1 CASE STUDY

Jordan started playing squash last year through the OzSquash programme and plays twice a week in a local club for children. His parents take him to training Wednesday evening and Saturday morning at the local Squash Australia academy. Each training is between 60 and 90 minutes long but there are lots of breaks and the training is fun. Jordan has around 3x10min technical work in each session with a 1:4 coach ratio, the rest of the session is fun games and physical exercises.

Before OzSquash, Jordan was introduced to the squash club through the Play, Move, Learn programme.

Jordan started with a small racket.

The rest of the week Jordan is in school, but he finds time for lots of sports in school (running, swimming and gymnastics) and plays football out of school on the weekends, his parents are also transporting him between primary school and football.

Jordan also plays some squash in school for one term, the teacher has completed a Squash Australia Foundation course and uses the curriculum and lesson plans supplied on the online portal via OzSquash and the Play, Move, Learn programmes.

Jordan has not played in any formal competitions as of yet, just fun events within the club. These events help him learn the game and he fully understands the scoring systems, his base position on the court and how he can win points. He has a very busy week, nutrition and hydration are essential and he needs his 10hrs sleep, especially on the weekend.

Jordan's parents are trying to understand the game, and watch the sessions. They have good contact with the coach and are learning how the system works.



F1 PARTICIPATION PROGRAMMES



PLAY, MOVE, LEARN

Play, Move, Learn is a multi-skill programme for kids aged 3-5 years, encouraging the development of physical literacy through active play and preparing them for an active lifestyle, no matter what sport they choose. Children get to try out a range of different activities (often for the first time) throughout the programme which is run during school terms and all classes have three key focus areas:

Play

Through play, children develop a number of skills while having fun!

Move

Children learn to move their bodies in different ways helping to develop their coordination and flexibility.

Learn

Children learn valuable life skills as they are encouraged to listen to their teacher, line up and cheer others on.

www.playmovelearn.com.au



OZSQUASH

OzSquash is a fun, play-based programme designed to develop children's hand-eye coordination, striking and other sporting skills essential for squash, life-long health and well-being. The programme is aimed at primary school age children from 5 -12 years, as a way of getting more children active while introducing them to the great sport of squash.

The major objective of OzSquash is to use a 'learning through play' philosophy to develop basic squash-specific skills and concepts as well as other important physical and cognitive skills, via fun games. Many activities within the programme are adapted from the 'Playing for Life' approach where the major emphasis is on maximum participation, high levels of activity in a fun, inclusive and safe environment using activities that are easily changed, modified or adapted.

www.ozsquash.com.au




SPORTING SCHOOLS

Squash Australia worked closely with the Australian Sports Commission developing the OzSquash Programme for the Sporting Schools initiative, which is designed to help schools to increase children's participation in sport, and to connect children with community sport.

In the Sporting Schools setting, the OzSquash programme consists of four or five ACHPER approved 45 minutes to one hour lessons that can easily be conducted by a local squash coach, and/or PE/generalist classroom teacher as part of the school curriculum. OzSquash online training has been made available through Squash Australia's eLearning platform to make it as easy as possible for teachers to conduct an OzSquash programme while maintaining a quality learning experience for the children. Teachers and coaches are provided with a complete OzSquash Sporting Schools manual upon completion of the online training. This manual includes general squash information, lesson plans, equipment details, and helpful tips and tricks to keep kids engaged with the programme.

www.sportingschools.gov.au



POP-UP SQUASH

Pop-Up Squash is one of Squash Australia's exposure programmes which takes squash out of the normal environment of a squash centre and into a publicly visible space such as a shopping centre. It follows the idea of 'taking squash to the people' rather than waiting for the people to come to squash, raising awareness of the sport while introducing new people and re-introducing former players to the sport.

The concept of a 'Pop Up Squash Shop' brings the sport into the retail environment and captures the traditionally difficult to reach target groups in a new way. The opportunity exists to create a relationship with shoppers and provide an easy, non-threatening pathway into regular activity and a new social network.

The Pop-Up Squash shop is aimed at introducing and reactivating people to physical activity through squash and it transforms valuable empty retail space into a temporary street squash court. In the pop-up shop, shoppers will have the opportunity to see and try squash and chat with store staff about where their nearest courts are and what introductory sessions are available. Squash is an ideal sport to put in the 'shop window' as it is played on courts not much bigger than a shop. The experience of picking up a racquet and having a go without the pressure of competition or skill level provides the public with a real feel for how much fun the activity can be.

www.popupsquash.com.au



OUTDOOR SQUASH

Outdoor Squash is also based on the idea of 'taking squash to the people' and exposing a whole new group of people to the sport of squash in a new innovative way. The concept of Outdoor Squash includes any modified form of squash in parks and outdoor recreation spaces.

The resemblance to a normal squash can vary wildly with courts ranging from just three concrete walls in a u shape in a public park that people hit any kind of ball against, to full standard specification glass outdoor courts aimed at really showcasing the sport. Of course the costs of a glass showcourt can be quite considerable so the focus is more on including the very concrete wall courts in high traffic public places such as parks and beach vicinities with the main aim being to increase exposure and awareness and act as an introduction to the sport.

www.outdoorsquash.com.au



HITS & GIGGLES

The Hits & Giggles programme focuses on introducing women and girls to the previously stereotypically male dominated sports of squash and racquetball. Working on specific squash and racquetball skills as well as overall fitness, participants will receive coaching tailored to their fitness level, in a supportive and judgement-free environment, while boosting their self-confidence and self-esteem with a group of like-minded women.

With the aim of enabling everyday women to make new friends, regain or maintain a healthy fitness level and learn to play squash or racquetball; the 'Hits & Giggles' programme was designed as part of a VicHealth funded initiative to help improve women's health and increase the number of women and girls playing sport.

www.hitsngiggles.com.au

F2/3 FOUNDATION

Practice & Participation

Key messages

Developing physical literacy to create competence, confidence and motivation.

Who

Children aged 8 - 11 years old

Why

To gain competence and confidence through quality exploration of many sports and activities.

How often

Children should be active daily for at minimum time of 40 minutes in a range of sports and play and active activities.

Where

Active Practice can occur at home, school, sports clubs, Academies, National sport federations.

Integrated support

Parent: educate their children on good sleep behaviours, healthy nutrition and communication tools.

Coaches: Focus on teamwork, communication, initial conditioning and refining physical literacy

Teachers: should encourage teamwork and communication while in the classroom and at break time during both structured and unstructured play.

Knowledge of the game

- Understands rules of the game
- Encourage good sporting ethics
- Correct attire and on court etiquette
- Able to score a match

Fitness testing / Screening

Performs a battery of squash specific field tests annually. Fitness and physical literacy screening should be performed at the end of phase.

PHASE OBJECTIVE
Introduction of structured activities and deliberate practice with high emphasis on early skill development and technical basic skill performance.

Objective

Exposure to low level social competition. Children should be involved in a variety of activities so that they gain all movement fundamental skills. The Learn, Move, Play programme from Squash Australia focuses upon learning and obtaining the fundamentals of squash. Experimentation should be encouraged to allow the athlete to explore movement capabilities and to find individual solutions to complications faced while involved in sporting activities. Optimal development during middle childhood (8-11 years old) is achieved by focusing on speed, agility, spatial awareness, coordination and rhythm and dynamic balance, all of which are related sport skills that will serve them well in squash. Successful and positive experiences with sport at a young age, coupled with the acquisition of transferable sports skills, will enable children to become proficient in a number of different sports.

Physical development

Participation in a range of sports should be encouraged to maximize movement development and sport skill exposure. Child should be able to throw, catch, hop and skip with single limbs.

Psychological development

Intrinsically motivated and enjoys learning new skills through play. Children at this stage display a natural tendency to engage in sport. Children at this age will attempt to implement what has been practiced in game play.

Technical development

In this phase, children should learn the technical fundamentals of squash which will lay the foundations, to allow the development of their swing and movement. Learning sound technical basics at this age will enable the child to further refine these skills to a high level as they mature.

Tactical development

The athlete should build confidence through structured activity and experimentation. Further tactical elements are developed in this phase with more emphasis on position and ball placement. During this period, an awareness of their opponents positioning and subsequent shot selection should also be improved.

Supplementary proficiencies

- Understands the role of warm-up and cool-down.
- Understands that different physical skills can be developed at different times
- Practices proper hydration pre, during and post-match

Lifestyle / personal management / life skills

- Able to distinguish between healthier food options.
- Appropriate quantities and types of food for a healthy diet.
- Respect for others (coaches and officials)
- Able to take fluid regularly, before, during and after practice.
- Appreciation of others (parents and caregivers)
- 10-11 hours sleep for recovery

OBJECTIVE

From this phase, young players are able to understand basic stroke techniques and movement skills. Children have been involved in a variety of activities, which may include the OzSquash programme, and have gained fundamental movement skills.

At this stage, talent screening of basic physical literacy skills can identify sport specific traits that can benefit athletes in certain sport. Growth and maturation testing is being monitored.

Phase objective

Physical

Psychological

Technical / Personal goals

Tactical

Elite Performance Support

To learn and practice fundamental movement skills

Physical literacy skills learnt through a variety of activities

Children at this stage display a remarkable basic motivation to engage in sport

Demonstrates correct grip, body rotation and lunging

Able to hit over, to the side and in front of opponent

Talent Screening through physical literacy and growth and maturation testing

ATHLETE



NUTRITION

Take fluid regularly, before, during and after play and practice, bring water bottle to the session



WARM UP & COOL DOWN

Warm up should be varied/ functional/appropriate/ fun; 5-10 minutes. Cool down and stretch appropriate to previous work 5-10 minutes



RECOVERY

Sleep 11-12 hours



TESTING

Performs a battery of squash-specific field tests annually

SUPPORT



COACH GUIDELINES

Ensures that progressive development Programmes are followed: Technical basics are the main focus



ROLE OF PARENT

Parents supports and becomes a student of the game



ROLE OF TEACHER

Teacher encourages participation in multi sports



SPORTS SCIENCE & SPORTS MEDICINE

Basic talent identification tests

ENVIRONMENT



EQUIPMENT

Small racquets, full size racquets and balls



COURT DIMENSIONS

Full court, some modification to encourage specific skills



OFFICIATING

Understand the basic rules of the game



IDEAL COACH TO CHILD RATIO

Ideal coach: player ratio is 1:4 or less

PROGRAMME



TRAINING DURATION

60 minutes maximum with maximum of 2-3 skills sessions, including additional flexibility, rehab/prefab sessions away from the court



INTENSITY

Moderate intensity in order for skills to be developed or progressed



SCOREBOARD

Understand how to score a game



COMPETITION

Practice competitions and participation in own age group competitions; 4-6 per season

F2/3 FOUNDATION

PHYSICAL DEVELOPMENT

Physical literacy needs to be developed to create competence, confidence and motivation. Participation in a range of sports should be encouraged to maximize movement development and sport skill exposure. Children should be able to throw, catch, hop and skip with single limbs. During the Active practice and participation phase, there is no formal periodisation required.

Physical proficiency

- Can catch and throw with single hands
- Able to move proficiently - Can perform the basic skills such as jumping, hopping, skipping, leaping and running
- Able to strike moving object with racquet whilst in motion
- Able to skip at high speed, with at least two footwork combinations
- Able to throw overarm with preferred arm to a distance of >10m
- Coordinate hand-eye and foot-eye relationships
- Improved coordination including balance and rhythm; Able to maintain balance when in challenging bases of support

Speed / Agility

- Increasingly able to start and stop quickly and change direction off either foot. Improvements in running technique and physical proficient
- Able to accelerate from a variety of starting positions

Strength and power

- Able to support bodyweight in basic exercise patterns
- Improving ability to jump with both single and double legs
- Able to stabilise themselves
- Able to throw repetitively with control

Flexibility

- Players introduced to the basic principles of stretching for both warm up and cool down

Aerobic Endurance

- Challenge aerobic metabolism through other sports characterised by a high level of physical activity

Multisport activity

- Participation in a variety of sports and physical activity should be encouraged
- Physical elements are to be combined within the session. 1-2 session peer week, 1-2 hours' maximum
- Emphasis on the establishment of Strength & conditioning techniques; squat, lunge, press, push, lift. Body weight and small resistance loads

PSYCHOLOGICAL DEVELOPMENT

During this age period, players should demonstrate positive attitude towards learning, develop positive interpersonal relationships, self-confidence and self-esteem. Children from 8 to 12 years of age are able to think logically and can work on concepts and objects in a concrete manner. Their psychological development helps them to progressively adapt to more complex game rules. This allows them to enjoy a wider variety of games and to grasp the general concepts of different sports. However, their tactical and strategic reasoning in game-like situations is still very limited, given that their abstract thinking is still underdeveloped.

Motivation

- Intrinsically motivated. Children at this stage display a remarkable basic motivation to engage in sport
- They are willing to solve problems and seek answers
- Visibly working on doing things well
- Although their cognitive development only allows them to work on concrete concepts, their scientific and mathematical understanding is now more developed
- Shows pride in performance
- Enjoys learning and playing, has fun (which remains the primary motive for participation)
- Able to set measurable performance-related goals with a time-frame (i.e. short-term, intermediate and long-term)

Control of emotion and thoughts

- Enjoys learning and playing, has fun
- Displays 100% effort most of the time and able to set simple goals
- Adjusts attention to variety of stimuli, while able to focus when confronted with potential distractions
- In Australia, physical activity and sport should encourage children to follow processes in order to best approach any task. Focusing and taking things step by step should assist them in accomplishing different tasks successfully

Emotional control

- Able to relax through games and activities and enjoys activity, regardless of outcome
- Learns to deal with tension and environmental influences on performance during match play
- Able to manage mistakes on-court through effective mistake management routines. This, however, requires certain level of critical thinking and decision making processing

TECHNICAL / SKILL DEVELOPMENT

In this phase, children will improve their core movement and sport skills. They will learn technical fundamentals which will lay the foundations, to allow the development of their hitting action and specific squash movement techniques. Learning sound technical basics at this age will enable the child to further refine these skills to a high level as they mature.

Preparation & Position

- Demonstrate correct grip; held with fingers spread evenly, neutral racquet face position
- Understand use of footwork: front foot, back foot open and closed stances
- Learn basic racquet positions depending on the ball position in relation to their body
- Racquet Up and feet slightly wider than shoulder width

Racquet action and Technical components to be mastered

- Develop an early racquet preparation for all strokes
- Follow fully through the ball without slowing swing down, keep speed through the impact point
- Develop a sideways overhead throwing motion from the front and deep forehand corner
- Keep elbow down and in close to the body, limit "chicken wing" motion
- Develops striking with hand wrist cocked, exercises to ensure grip and hand wrist cocking is established while incorporating forearm rotation through the strike

Movement and footwork

- Develop movement to stay balanced when striking the ball
- As much as possible try to run to the ball, limit shuffling and skipping
- Always attempt to take the ball out in front and at the top of the bounce
- Understanding stopping and starting and use of 'timed lunge'
- Wait for the ball to come off the walls rather than chasing it around the court, move to where the ball 'will be' not where it 'has been'

Accuracy

- Consistently make contact on each shot
- Able to hit general target areas from static or unpressurised positions

Coach technical focus

- Demonstration of effective coaching sessions that include planning, deliver and review
- A desire to ensure players are 'error proofed' and have good technical skills
- Coaches develop a thirst for knowledge within their players and develop a coach-player relationship
- Knowledge be developed such that the coach is highly skilled in the management of sessions; the effective application in skills appropriate to this phase
- There is a requirement for correct demonstration and feeding skills
- The introduction of player decision making skills within simple practices

ERROR PREVENTION TIPS

Racket Swing

- Make sure a full back swing and follow through are had, limit poking or swiping at the ball, preparation is key

Lunging problems

- Falling forwards, front foot sideways, stopping. Ensure wide stable lunge with rear foot in to contact with the court at all times. Front foot should be pointing forwards in direction of travel

Racket Head

- Keep racquet head up pointing to the ceiling as much as possible when moving and preparing to strike, keep elbow down and in while beginning the swing then use a throwing motion with good forearm rotation to bring the racquet face to a square position at impact

“Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is the work of childhood”

Fred Rogers

F2/3 FOUNDATION

TACTICAL DEVELOPMENT

The athlete should build confidence through structured activity and experimentation. Further tactical elements are developed in this phase with more focus on positioning of the opponent and subsequent shot selection to create winning points, demonstrating awareness. The player understands how to select shots to enable attacking and defending options.

Serve & return of serve

- Consistently perform a serve which forces opponent towards the back of the court
- Able to move backwards and strike the ball straight or cross; limiting opponent's replies
- Able to make contact consistently on return of serve
- Has developed a minimum of two 'preferred' consistent services and return of service

General 'In Game' tactics

- Able to hit the ball away from opponent
- Able to identify and exploit the opponent's weaknesses i.e. backhand
- Develop awareness of opponent's court position
- Is willing to discuss and try out game tactics
- Instil a desire in players to explore tactical themes. Use set questions and situations to enhance feedback

Practice / Conditioned games

- Introduction of full court games
- Introduction to simple strategic thinking; i.e. use of space; hitting away from opponent

Knowledge of the game

- Understanding of basic rules including service laws
- Correct attire for the game and on court etiquette/ behaviour
- Able to score a match

Deception skills

- Introduce the concept of early preparation and the 'showing' of the racquet
- Allow players to explore and experiment with the ideas of showing one shot and playing another. Encourage a positive attitude

Decision making skills

- Ensure practices allow for variability of shots
- Players should be exposed to simple 'either / or' choices for strokes e.g. Simple drive, cross or boast options depending on the position and movement of the opponent

Coaches tactical focus - conditioned games

- Use of targets in positions of good length and or short drops with extra points or incentives awarded for hitting the targets during drill and game simulation

DOUBLES TIPS

- During this phase, doubles skills and tactics should be introduced and developed. Singles should still be the main priority and there should be a transfer of skills into the doubles practices
- The aspect of teamwork and specific individual skill needs to be included within all practices
- Use of the wider court should be focussed on, shots through the middle of the court, and high across the court incorporate new angles not used to in singles play
- A focus should be kept on building discipline around basic doubles positioning while ensuring player keep developing their exploration of shot creativity

COACH DEVELOPMENT

Coaches ensure they are educated in the principles that apply specifically to this playing phase. Progression on the Foundation Pathway of the Squash Australia Coaches model is recommended. For example, the Squash Australia Club Development course. Club Development Coach is the second of five levels in the Coach Education Framework.

Basic Coaching Principles are:

1. **What to Coach:** explaining the basic technical, tactical, and physical elements
2. **How to Coach:** defining the basic elements of Coaching Methodology
3. **Planning and Delivery:** of progressive coaching sessions
4. **Coaches Manual:** divided into 12 modules is the main learning resource for Coaches. The content areas include the role of the coach; planning and preparation for coaching, delivery and evaluation of coaching; technical aspects of Squash; physical preparation; fundamental sports science; tactics and its practical application in competition
5. **Video Clips:** supporting video clips to assist in the learning and delivery of the coaching sessions. It includes a comprehensive range of video clips demonstrating the fundamentals of the physical, technical and tactical element of Squash

Coaches who pass the course will be able to demonstrate basic coaching competencies through effective planning, delivery, review and evaluation of linked coaching sessions. Emphasis placed on the identification of effective practices help to develop the 'Playing Basics' and create a Technical and Tactical platform. Coaches become skilled in the identification and analysis of strokes and movements in order to establish when corrections or adjustments are required. A good ideal for a coach to seek a coach mentor and be part of a 'buddy' system.

F2/3 CASE STUDY

Iain plays four times a week in a local squash club and Squash Australia academy. His parents take him to training Monday, Wednesday and Friday evening and Saturday morning. Each training is two hours long but there are lots of breaks and the training is fun. Iain has around 60 minutes' technical work in each session, the rest is fun games and physical exercises. Warming up and cooling down has taken more a priority in the sessions. There is one coach to four players in the group. The parents have developed the relationship with the coach in the club and discuss lifestyle management, nutrition and general well-being. Parents are encouraged to focus on 4 C's: Control, Confidence, Concentration, and Commitment.

The rest of the week Iain is in school but he finds time for lots of sports in school and also plays volleyball out of school on Tuesday and the weekends. Iain's coach in the club has completed a Level 1 award. He undertakes some very simple skill and physical assessment tests on the players – comparing results to talent identification targets. Iain has played four U13 competitions so far this year and has been competitive, he is a year young in the age and is playing older boys. He understands tournament structure, looking at which events to play and is increasing motivation and is more involved with squash equipment. In the events, he has friends and uses the scoreboards when required. He is looking to get in to the U13 National / State squad this season. He has a very busy week, nutrition, hydration are essential and he needs his 10hrs sleep, especially on the weekend.

The objective for this phase of Iain's development is to master:

- Develop consistent striking of the ball every time
- Have a repeatable swing motion, simple and compact
- Have racquet away and up ready to strike, this will help with keeping distance from the ball
- Keeping close attention to other players position on court and their shot options

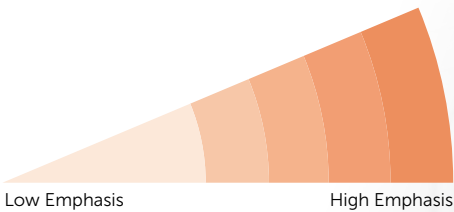
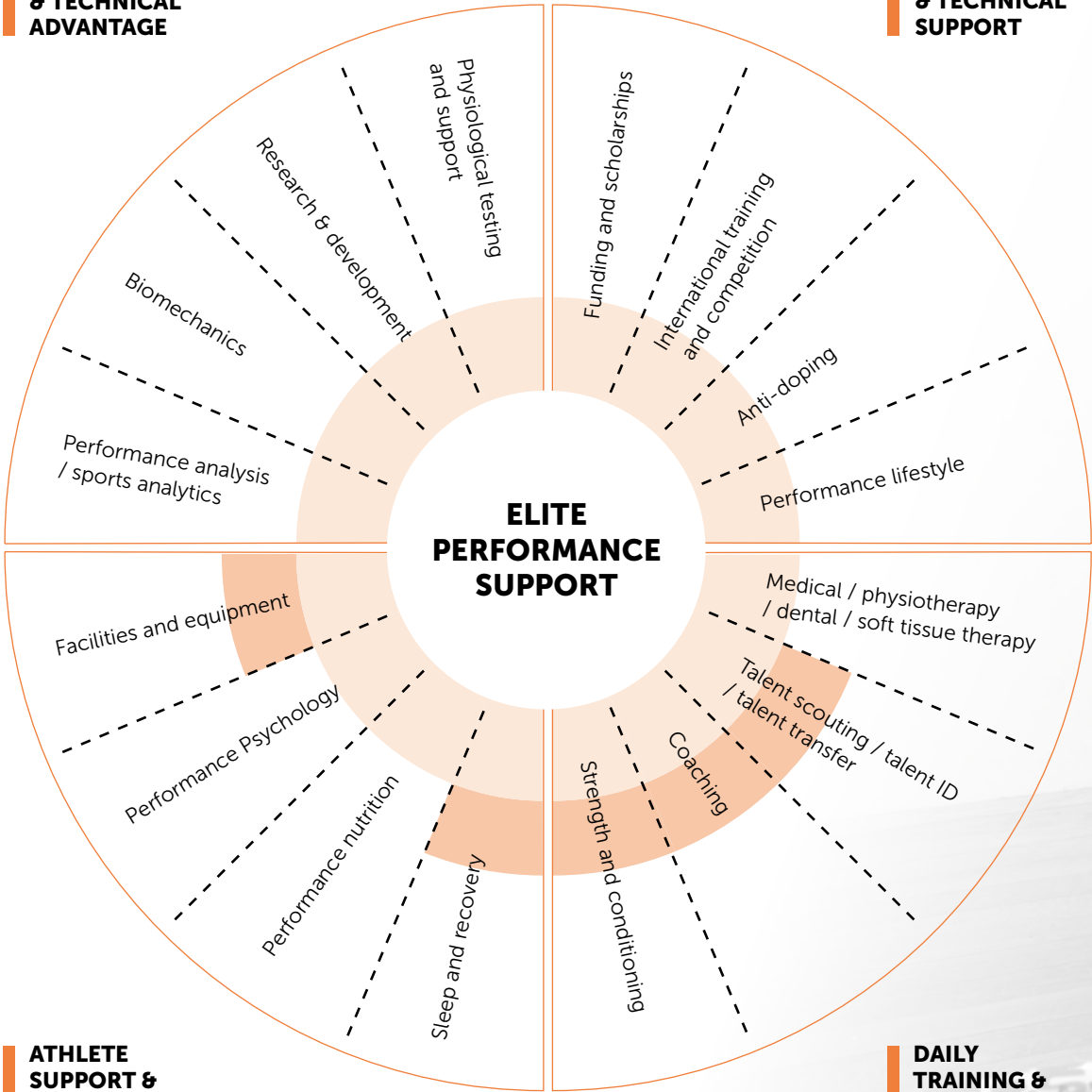


ELITE PERFORMANCE SUPPORT

Talent identification is a crucial component at this age and focuses around squash specific skill acquisition and core physical components. Evaluating talent in young athletes is very basic – with coaching staff looking only for growth and maturation markers (anthropometric and basic physical attribute testing) and modest skill development and skill development potential).

**INNOVATION
& TECHNICAL
ADVANTAGE**

**COACHING
& TECHNICAL
SUPPORT**



“I think sports gave me the first place where this awkward girl could feel comfortable in my own skin. I think that’s true for a lot of women—sports gives you a part of your life where you can work at something and you look in the mirror and you like that person.”

Teri McKeever



F2/3 FOUNDATION PARTICIPATION PROGRAMMES



OZSQUASH

OzSquash is a fun, play-based programme designed to develop children's hand-eye coordination, striking and other sporting skills essential for squash, life-long health and well-being. The programme is aimed at primary school age children from 5 -12 years, as a way of getting more children active while introducing them to the great sport of squash.

The major objective of OzSquash is to use a 'learning through play' philosophy to develop basic squash-specific skills and concepts as well as other important physical and cognitive skills, via fun games. Many activities within the programme are adapted from the 'Playing for Life' approach where the major emphasis is on maximum participation, high levels of activity in a fun, inclusive and safe environment using activities that are easily changed, modified or adapted.

www.ozsquash.com.au



SPORTING SCHOOLS

Squash Australia worked closely with the Australian Sports Commission developing the OzSquash Programme for the Sporting Schools initiative, which is designed to help schools to increase children's participation in sport, and to connect children with community sport.

In the Sporting Schools setting, the OzSquash programme consists of four or five ACHPER approved 45 minutes to one hour lessons that can easily be conducted by a local squash coach, and/or PE/generalist classroom teacher as part of the school curriculum. OzSquash online training has been made available through Squash Australia's eLearning platform to make it as easy as possible for teachers to conduct an OzSquash programme while maintaining a quality learning experience for the children. Teachers and coaches are provided with a complete OzSquash Sporting Schools manual upon completion of the online training. This manual includes general squash information, lesson plans, equipment details, and helpful tips and tricks to keep kids engaged with the programme.

www.sportingschools.gov.au



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www.popupsquash.com.au



SA ACADEMY

Squash Australia wants to encourage centres of squash excellence across the country where young squash players can develop their game. The centres of excellence would be indicated via a Squash Australia Academy status which would provide a guarantee of standards.

The Squash Australia Academies will provide a coaching and training environment which supports the continuous improvement of Australian players. The Academies will aim to help players develop physically and technically in order to achieve success on the International stage. The Academies will also help young talent to develop and thrive, and aims to produce Commonwealth Games medallists of the future to follow in Cameron Pilley and Rachael Grinham's footsteps.

Squash Australia Academies extend the quality coaching and training environment and bring it to a wider geographical spread of players. It offers players a high coach-to-player ratio, quality facilities and access to the Squash Australia High Performance Coaching team.

www.squashozacademy.com.au



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www.hitsngiggles.com.au

TALENT OVERVIEW

At the Talent level, players typically exhibit demonstrable gifts or talents in the physical, physiological, psychological and skill domain, which indicate potential in high performance sport. Now classified as the beginning of the high performance pathway, where athletes arguably outperform 90% of their peers.

This may occur through informally or formally through Talent Identification Camps. The purpose of these camps is to scout for squash talent at a young age. The camps will be run once a year in each State or Territory by an accredited SA coach. The athletes will be identified through physiological, physical, psychological and technical/tactical ability. This will allow Squash Australia to identify talent at an early age and place the young athlete in an effective talent development system.

After being confirmed as potential elite athlete, athletes are now committed to sport specific practice and investment in high training volumes, striving for continual performance improvements and are focused on a benchmark outcome. Once identified through Talent Identification Camps, athletes are selected to attend structured State Squads. These squads cater to children from the ages of between 9 and 18.

This phase arguably contains the largest cohort of future elite athletes, yet they also represent the most vulnerable participants due to traditional funding and athlete support priorities being preferentially aligned to the ends of the pathway, rather than its middle. This increases the importance of State Squads in supporting athletes during this phase of the FTEM model.

During this time athletes will gain professional support for continued development. The athlete's efforts to improve their performance is essentially rewarded and they are selected for state teams; performing at a key event (e.g. a Australian Junior Championship (AJC) and Australian Junior Open (AJO)) can be a critical milestone that leads to the increased likelihood of being noticed and supported by the sport or the system.

Once a player performs at AJC, AJO or OJC they can be selected for the National Junior Squad which entitles the athlete to attend AIS camps that happen twice a year and are run at the AIS by the 8 National Junior coaches. From the National Junior Squad players can be selected for national Junior Teams such as Trans-Tasman which runs annually for U13/15/17 and U19. U19 athletes also have the World Junior Championships each year which are also selected from the National Junior Squads.



If players meet the competition and fitness requirements, they can be selected to be on Wining Edge Squad and receive funding and access to athlete support services.

WINNING EDGE SYSTEM

Squash Australia's High Performance strategy is based on mapping out a World Champion/Commonwealth Medallists career from the age of thirteen, and setting competition and fitness targets that puts the athlete on the right path.

Athletes that meet Squash Australia's Winning Edge programme requirements are given financial support to go towards their tournament plan and squash training. All Winning Edge athletes can train at the National Training Centre and are given athlete support services such as:

Clinical Services

- Movement Science (includes Biomechanics, Performance Analysis and Skills Acquisition)
- Physiology (includes Performance Recovery)
- Athlete Management System
- Personal Excellence

Sports Sciences

- Sports Medicine
- Physical Therapies
- Nutrition
- Performance Psychology

A key element of the Squash Australia's Winning Edge strategy is to identify our high-potential athletes and ensure they receive the right support at the right time in their pathway.

The Australia's Winning Edge Athlete Categories has been developed to provide a consistent basis, both within and across all sports, to:

- Identify the athletes with the greatest potential to contribute to Australia's Winning Edge targets
- Track their performance over time
- Inform the prioritisation of support to these athletes

Please visit the High Performance section of the website for Squash Australia's Winning Edge Selection Requirements:
<http://www.squash.org.au/w/high-performance/winning-edge-squad>

Maximisation of pre-elite interaction with the elite is critical to advance an athletes development and is a critical transition period into open, senior and international competition.

Key Drivers in the phase of the FTEM model are Level 2 & 3 coaches: Club Development and Talent Development Coaches. These courses are also available via the eLearning portal. Other key drivers in this phase include State Associations, Squash Australia, clubs, squash centres, schools, self and high performance agencies such as the Australian Institute of Sport.



T1/2 TALENT

Development

Key messages

- Position specific skills
- Optimize fitness
- Talent Identification and screening
- Clear development programmes
- Talent development
- Technical knowledge development

Who

Aimed at boys and girls aged 12 to 15 years' old

Why

At the end of this phase athletes should select only one or two sports to specialize in.

How often

Use of a structured periodised annual plan for each athlete (age dependent) will dictate the length and intensity of sessions per week.

Where

Identified athletes can train in clubs, academies or the National Training Centre.

Integrated support

Parent – promote and support personal development. Coach – encourage athletes to develop and demonstrate independent thought and skill execution. Teacher – encourage communication and teamwork while in the classroom and during break time.

Periodisation / planning

Clear development programmes should be developed and implemented against each athlete. Planning should be implemented around development rather than completion success as the key outcome.

Training and competition ratio

Exposure to regular junior competition, training and practice.

PHASE OBJECTIVE

This phase is focused on identifying, developing and consolidating athlete's potential.

Athletes in the talent development phase build aerobic fitness, developing speed and strength as well as further refining sport specific skills. The talent identification, development and refinement phase (13-18 years) provides opportunity for support to be tailored to individuals and allow full potential to be reached. In competitive sport today, genetics, training environment and mental aptitude all play critical factors in determining success. It is imperative that any identification and development pathway programme considers these dynamics.

Physical development

Fitness should be optimized. Marked improvements in precision through continued skill refinement. Able to perform bodyweight exercise and supports to strength endurance capabilities. Coordination including balance, differentiation and rhythm should improve markedly, as with the athlete able to use footwork for preparation and position.

Psychological development and Social Development

Self-disciplined and intrinsically motivated to succeed. Athletes are able to review performance with constructive criticism.

Technical development

Building on the technical basics previously learned in this phase, the player should develop a better understanding of their racquet preparation, strokes and court movements. Whilst developing the correct technique in junior players this age, a coach should also recognize and encourage any positive individual technical traits which make them unique.

Tactical development

A greater tactical understanding through practice and competition will develop though this phase. The use of space and time should be emphasised as well as understanding attacking and defensive situations.

Knowledge of the game

Athletes should understand how to prepare for a match, which includes all prior preparation (physical warm up and mental preparation), diet and hydration. They should know how to score and referee tournament matches if required.

Elite Performance Support (EPS)

EPS services are coach driven and athlete centred; services should be individually tailored based on needs of individual athletes and teams. Sport science service provision should cater to individual athlete needs. Planning should be documented in athlete individual performance plan catering all aspects of support. Plans should be reviewed regularly and modified based on individual athlete requirements.

Lifestyle / personal management / life skills

Able to distinguish between healthier food options and has appropriate quantities and types of food for a healthy diet. Athletes should understand the role of warm-up and cool-down and that different physical skills can be developed at different times. Athletes should practice proper hydration pre, during and post training / competition.

Fitness testing / Screening

Identification and screening should be conducted at multiple stages throughout the phase and should be inclusive rather than exclusive. Training programmes developed on the back of results gained.

OBJECTIVE

Athletes in the talent development phase have built aerobic fitness, developed speed and strength as well as further refined squash technical skills. Support has been tailored to the individual, allowing for the athlete's full potential to be reached. Identification of any genetic, training, environmental or mental aptitude have been considered in this development.

Phase objective

Physical

Psychological

Technical

Tactical

Elite Performance Support

Identifying, developing and consolidating athlete's performance

Marked improvement in precision through skill tenement

Self-disciplined with the ability to concentrate

Refine sport specific skills

Select tactics using a variety of shots to develop a set outcome

Introduce and incorporate sport science and sports medicine practice

ATHLETE	 NUTRITION	 WARM UP & COOL DOWN	 RECOVERY	 TESTING
	Identifying, developing and consolidating athlete's potential	Define specific skills and general movement patterns	Sleep 8-10 hours or more if required to recover on rest days	Performs a battery of squash-specific field tests, participates in a baseline medical and physiotherapy screening annually
SUPPORT	 COACH GUIDELINES	 ROLE OF PARENT	 ROLE OF TEACHER	 SPORTS SCIENCE & SPORTS MEDICINE
	Creates individualised training Programmes	Parents start to reduce decision making allowing the player / coach to determine future decisions	School provides positive support and encourages achievement	Fundamental exercises focusing on stability and body exercises. Correct technique at all times
ENVIRONMENT	 EQUIPMENT	 COURT DIMENSIONS	 OFFICIATING	 IDEAL COACH TO CHILD RATIO
	Full size racquets, balls, use of higher string tensions	Full court no modification	Understand the basic rules of the game	Ideal coach: player ratio is 1:4 or less: players work within group co-operating with each other; feeding/ motivation
PROGRAMME	 TRAINING DURATION	 INTENSITY	 SCOREBOARD	 COMPETITION
	1 - 2 hour sessions, include additional flexibility, rehab/ prefab sessions away from the court	Moderate to high intensity in order for skills to be developed or progressed	Understand how to score a game	Practice includes competitive matches, participation in own age plus upper age group competitions; 6-10 per season

T1/2 TALENT

PHYSICAL DEVELOPMENT

Specific sports movements should be introduced and general movement patterns established.

Physical proficiency

- Improvements in precision and continued refinement enhance movement frequency and movement time.
- Displays improving timing in all striking that include lunging and movement tasks
- Able to skip at high speed, with at least four footwork combinations. Plus, x 20 double jumps
- Able to competently perform the basic locomotor skills. I.e.; jumping, hopping, skipping, side-stepping, and running
- Able to coordinate upper and lower body during lunge variations
- Able to transition in to and out of all locomotor patterns while maintaining correct form (i.e. side-step to run to side-step) at higher speeds
- Displays improving coordination and fine motor control in all movement patterns (i.e. during ladder work) and able to land safely with correct technique
- Able to throw overarm, with their preferred arms and perform a single-handed catch

Speed / Agility

- Able to pivot in any direction and accelerate similarly off right and left leg
- Visibly improving explosiveness and acceleration over 5 meters
- Maintains stable balanced posture when changing direction

Strength and power

- Able to perform a variety of modified full bodyweight exercises with correct form
- Demonstrates sound core control and strength
- Able to follow specific strength and injury prevention programmes
- Noticeably improves vertical jumps (single and multiple) for height

Flexibility

- Follows structured static and dynamic stretching programmes which target relevant muscle groups.
- Be aware of reduced flexibility due to; growth spurts, injury, muscle soreness

Anaerobic capacity

- Able to compete in other sports of extended duration (i.e. equal or greater than 30 minutes) without fatigue visibly impairing performance

Aerobic Endurance

- Able to compete in other sports characterised by a high level of physical activity for up to 30 minutes without getting overly exhausted

Activity and Intensity

- Involved in sports which increase hand/foot-eye coordination, balance, coordination, speed, strength, endurance
- Physical sessions to be separate from technical sessions; understanding of strength & conditioning, gym and track work
- 2 - 3 session per week, total of 2 - 5 hrs per week
- Programmes set by Strength & Conditioning experts
- Be aware of volume and intensity if the player is fatigued or tired. Monitor rate of growth and body weight

Strength & Conditioning: specific

- Gradual move towards formalised physical training Programmes through the phase
- Focus on stamina, speed, suppleness and strength
- Awareness of rapid increases of height and changes in body composition are essential

PSYCHOLOGICAL DEVELOPMENT

At the Talent stage, self-discipline with the positive view of self-worth should be established. The ability to be well-behaved in match play and practice should be normal. Players should start to be able to review and accept the outcome of the performance.

Motivation and Concentration

- Intrinsically motivated and shows pride in performance. Motivation should be oriented to accomplishing and mastering new tasks, as well as achieving good results.
- Willing to solve problems and seek answers
- Enjoys learning and playing while displaying high levels of effort. Athletes desire to impose their strengths on an opponent regardless of match score
- Athletes should be encouraged to understand the value of learning skills regardless of the results
- Sets performance (short, medium and long-term) goals, centred on developing physical, psychological, technical, or tactical skill
- Able to set and work to specific and measurable short and long-term goals
- Uses specific concentration strategies in practice and in match play and is able to maintain or shift concentration when confronted with distractions
- Athletes should be encouraged to achieve consistency in following through with their preparatory routines before and during competitions

Control of emotion and thoughts

- Displays positive thinking and self-esteem in supportive environments
- Experiences and enjoys technical, tactical, physical or psychological success
- Willing to try in game-play what has been practised
- Uses visualisation to facilitate technical refinement but also 'mental toughness'
- Develops strategies to change negative self-talk to positive self-talk
- Displays positivity in sustaining a lead and works to overcome any fear of failure
- Able to deal with tension and environmental influences on performance and control breathing patterns
- Accept that mistakes are part of the learning process and to manage mistakes on-court through effective management routines
- Follows on-court and off-court performance routines as designed with the coach
- Able to deal with any pressure associated with national and international competition and able to prepare for different training and competition environments

Social development skills

- Able to and enjoy interacting with / learning from a number of coaches or instructors. Also displays respect for officials, coaches and other players
- Able to display tenderness, admiration and appreciation while respecting family values
- Is capable of fair play and able to identify role models

Other psychological competencies

- Self-discipline is a necessary component to achieve excellence. During the adolescent years, athletes should be encouraged to display organisational skills and to develop self-reliance
- Well-behaved in match play and practice, with the ability to review performance
- Demonstrates a positive attitude toward learning and is generally optimistic
- May show adaptive perfectionist tendencies but able to accept results and moves on
- Understands game styles and match plans and able to independently detect and correct performance mistakes.
- Players should be encouraged to maintain training intensity without supervision
- Displays greater commitment to squash and is coachable and competitive
- Able to effectively manage time, this is a skill that should be accomplished during adolescent years. Respects opponents and their coaches, and does not under-estimate opponent's ability
- Develop positive interpersonal relationships, self-confidence and self-esteem

TECHNICAL / SKILL DEVELOPMENT

Building on the technical basics previously learned in this phase, the player should develop a better understanding of their racquet preparation, strokes and court movements. The coach should define the skills and general movement pattern required.

Preparation & Position

- Demonstrate use of grip changes for strokes, held with fingers spread evenly
- Able to change footwork and coordinate a timed movement dependent on ball position
- Importance of early / fast racquet position with racquet head up or down depending on ball position
- Develops active fast initial step

Racquet action and Technical components to be mastered

- Develops ability to create sufficient racquet head speed
- Improve the ability to hit ball from behind themselves while getting racquet head square
- Hit down on the ball for strokes
- Develops control with pushing action around the front of the court
- Develops ability to create power through forearm rotation

Movement and footwork

- Develop lunging and shoulder rotation for power production
- Develop use of long lunging and recovery steps
- Develop striking the ball at a comfortable extreme range from the body
- Develop fast starting movements by use of low body movements
- Develop timing of movement and change between lunges and running to the ball

Accuracy

- Able to use the depth of the court to lob over the opponents towards the back corners
- Able to perform repetition of shots during solo practice
- Develop ability hit to 'open' areas of court
- Ability to consistently hit the ball to all four corners of the court

Technical focus strokes

- Striking - ensure initial preparations are consistent for ALL shots and early to create deception
- Holding the ball- move into position early with time to show two or three options

T1/2 TALENT

Technical focus: Movements

- Increase speed of footwork when moving forwards over short distances through running and racquet preparation, foot placed out in front of the body
- As much as possible, limit long lunges which are harder to recover out of corners from
- Improve the ability to stop - recover - move in an explosive sequence

Coach technical focus

- Coaches to have a full and deep understanding of the 'Playing Basics' that underpin the essential skills
- Demonstration of effective coaching sessions that include planning, delivery and review. The management of other coaches is desirable
- A desire to refine hitting and moving skills through the application of effective practice
- Coaches should develop a thirst for knowledge within their players and develop a coach-player relationship
- Knowledge should be developed such that the coach is highly skilled in the management of sessions; the effective application of skills appropriate to this phase
- Able to construct coaching plans specific to individual players
- There is a requirement for correct demonstration and feeding skills
- Develop an understanding of competition and training plans

ERROR PREVENTION COACH TIPS

Coaches ensure the following technical playing faults are identified and measures are taken to change and amend the technical skills through the practices they set. Coaches identify those practices that encourage the desired skills and reduce the possibility of inappropriate techniques forming. This is a priority of all early coaching and interactions with players during this phase.

- Limit as much as possible breaking the wrist, keeping the wrist cocked and an open racquet face at all times
- Ensuring full swings made rather than poking or flicking at the ball

TACTICAL DEVELOPMENT

A greater tactical understanding through practice and competition will develop through this phase. This will start to develop the use of game plans. The use of space and time should be emphasized as well as understanding styles of play, attacking and defensive situations.

Serve & return of serve

- Develop a consistent serve that hits the side wall where the opponent will contact the ball
- Start to incorporate backhand service action in singles facing the opponent
- Able to return service and limit anticipated opponent's replies
- Return a lob, hard or middle serve with early preparation and consistency

Game plan

- Use of the depth of the court and the ability to contain the opponent in the back and away from the 'T'
- Able to exploit the opponents identified weaknesses
- Develop problem-solving through the use of open questions from 'player to coach' and 'coach to player'
- Post-match analysis to identify key points from match
- Encourage feedback from players through effective questioning
- Instil a desire in players to explore tactical themes. Use set questions and situations to enhance feedback. The use of conditioned tactical games is recommended
- Players should be encouraged to record information in training and competition diaries

Knowledge of the game

- Able to score singles and doubles matches
- Understand how to prepare for a match; time warm up appropriately, diet, hydration etc
- Able to read tournament playing schedule, draw

Additional characteristics

- Understand different styles of opponent's play
- Prepared to try out different tactical themes and be motivated and positive even after defeats

Base position

- Improved understanding of base e.g. not being fixed one place but moving depending on the shot. Use of split step, and running onto the ball taking it at the top of the bounce
- Demonstrate improved decision making and ability to observe opponent, rally situation, anticipation, previous patterns

Deception skills

- Start with holding deceptive actions
- Overhead deception using early racquet preparation and the use of slice and changes in racquet speeds should be explored
- Early preparation is a critical factor during this phase
- The aspect of allowing the opponent to anticipate the shot should be explored

Decision-making skills

- Players asked to express opinions on their own development and goal setting

Coach tactical focus

- Singles bias with squash tactical concepts
- Hitting away from the opponent into space;
- Hitting away from the opponent direction of movement
- Concentrating on error reduction strategies
- Improve decision making and ability to observe opponent, rally situation, anticipation, previous patterns
- Develop lob and attacking angles and use of wide or middle serves to keep the opponents guessing

Coaches tactical focus - Conditioned games

- Bonus points for deceptive (outright winners): develops an attacking attitude, hitting away from the opponent, quick movements, desire to reach and retrieve the ball as quickly as possible playing with a change of pace
- Errors on return of serve give opponent bonus point; ability to control technique of service return under high stress, tactical understanding of a 'safe' but still attacking return, and after returning serve moving as quickly as possible to the 'T' position ready for the next shot

Doubles tips

- The ritualistic element to service should be emphasised in order to improve the emotional control
- The service action should be personalised during this phase so that the player finds an action that can be repeated without error
- Look to volley as much as possible, ensure that the racquet is moved quickly forwards with a minimal backswing. A grip change is vitally and important to play a range of strokes
- Crosscourt defensive shots should be developed as should full court returns, drives and wide cross courts. The playing area is much wider so there is more space to be utilized
- Alert and ready for anything should be emphasised, quick movement following the serve across the court is vital
- Communication between pairs should be developed and players at this age should have a good understanding of attacking formations

Practice / Conditioned games

- Hard middle and high wide serves - this will encourage service under match like stressful conditions. Note: receivers should stand where they normally do in a match
- No kills or nicks allowed during the games - this would encourage the use of drop shots and placement. Rallies will be longer

COACH DEVELOPMENT

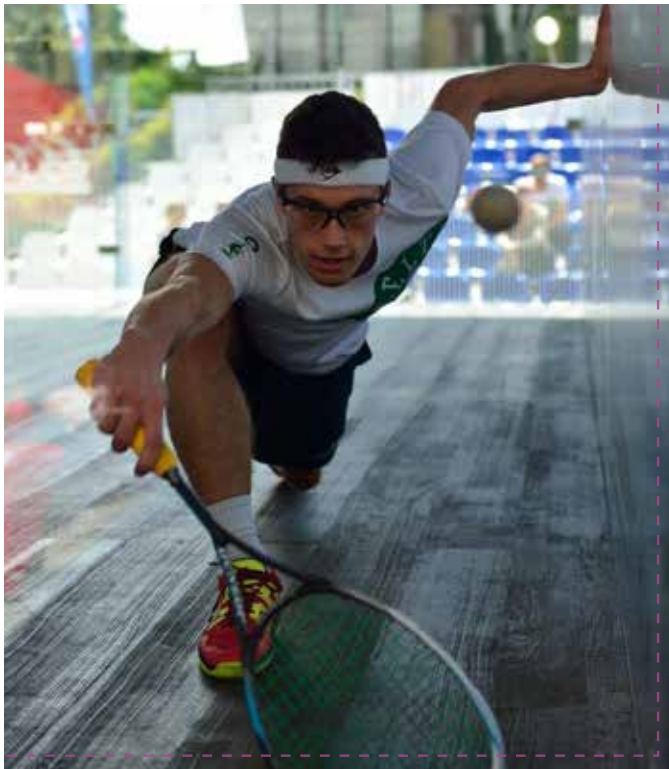
Coaches ensure they are educated in the principles that apply specifically to this playing phase. The use of courses such as the Squash Australia Talent Development (Level 2) award would be suitable. At this stage, there is a crossroads between the Foundation and Performance coach pathway. Emphasis placed on the identification of effective practices in order to enhance the 'Playing Basics' and develop the Technical and Tactical skills. Coaches become skilled in the identification and analysis of strokes and movements in order to establish when corrections or adjustments are required. The art of coaching to develop players in critical specific skills is essential.

The Talent Development Coach, an Advanced Coaching Award, caters for squash coaches interested to Plan and Deliver a one-year training programme. The course consists of the What to Coach – and How to Coach – similar to Club Development. However, the topics covered will explain in more detail the scope rational and expectations of a Talent Development coach. The aim is to broaden the knowledge and skills of state, national and high performance coaches. From the course, coaches will be able to construct and deliver annual training plans and programmes underpinned by sport science principles. Effective management of group players up to elite performance level. In addition, coaches should be encouraged to analysis their own coaching methods and those of others. Coaches should be attending training camps and working with other coaches for self-development.

TOURNAMENTS: WHAT TO EXPECT

At this stage, players should be playing around 10 local competitions a year. In doing so they will begin to show an interest in their own tournament equipment; develop their own competition rituals which include patterns for warming up and cooling down. Players need to become accustomed to playing multiple matches in one day, upwards of 3 or 4 matches. Players should be responsible for packing their own tournament equipment. Coaches should create competition situation and stresses in practices to develop players understanding of tournament experiences.

T1/2 CASE STUDY



Kevin still plays once a week at the local squash club but he now also attends the National Training Centre as a visiting athlete in the Winning Edge Programme. As part of the training centre training, there are some group physical training sessions in the morning before school. Kevin is part of the State U15 squad and has basic access to advice around sports science, nutrition, Strength & conditioning and psychology via their local Institute of Sport. Kevin records all his training in the athlete management system (AMS) he has a basic core programme and has a 30 minute flexibility programme to do each night. Sessions are two hours long and the intensity has been increased with an average 6:1 coach/player ratio. There is notably more individual attention from the coach and this intensifies the training both physically and mentally for Kevin.

Kevin has been introduced to regular fitness tests each quarter e.g. multiple stage fitness test, sit and reach, basic jump height and anaerobic/sprint speed test. Kevin is still very reliant on his parents to get from school and training.

Kevin now in secondary school and has a busier study schedule. The school has been flexible to allow for some morning training sessions. Kevin's coach at the training center works for the National association and has an Club Development Coaching Award and assists the national coach, who is his mentor.

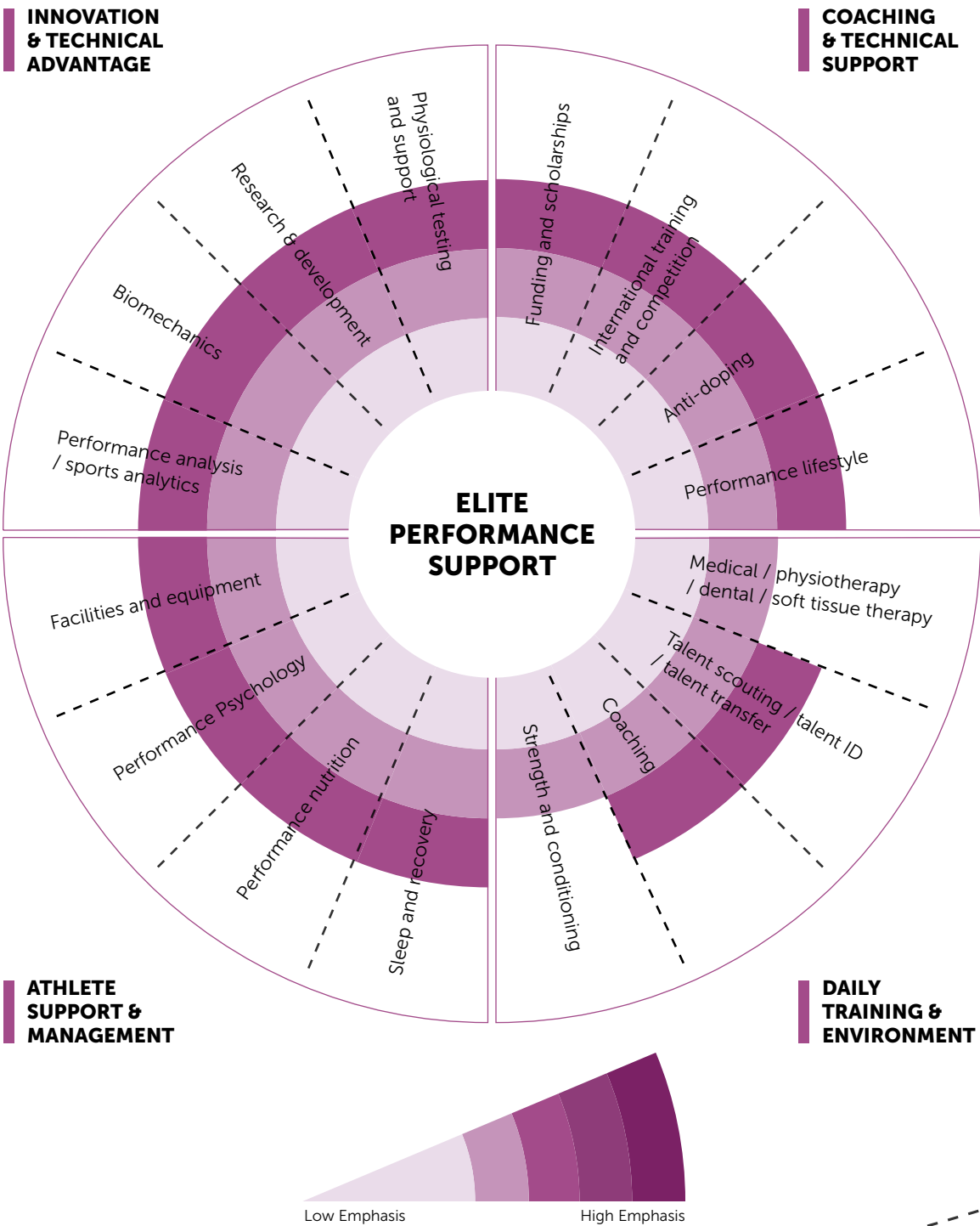
Kevin has played 12 events over the past year, mainly in Australia but a few in neighbouring countries. Kevin also has increasing attention on the sports brand and specifics of string tension.

Academically Kevin has done well in school and has been approached by an Ivy League university in the USA to play for their University, he also has the option of a place at the National Training Centre at the Australian institute of Sport in Canberra.

- Over the past twelve months Kevin has worked on:
- Increasing fluency of movements and striking, with less inconsistency
 - On improving all round racket work - reduced racket swing & increase efficiency of short stroke, use of deceptive hold & flick
 - Kill shots - improve reaching action from varying striking heights low-middle-high, introduce crosscourt nicks, introduce topspin counter drops
 - Volleys - improve accuracy and control of ball speed i.e. fast and soft volleys
 - Increase speed of footwork when moving forwards over short distances through little steps and racket foot place out in front of the body

ELITE PERFORMANCE SUPPORT

Talent identification is a crucial component at this age and focuses around squash specific skill acquisition and core physical components. Evaluating talent in young athletes is basic – with coaching staff looking for growth and maturation markers (anthropometric and basic physical attribute testing). Attention is also paid to modest skill development and skill development potential.



T1/2 PARTICIPATION PROGRAMMES



OZSQUASH

OzSquash is a fun, play-based programme designed to develop children's hand-eye coordination, striking and other sporting skills essential for squash, life-long health and well-being. The programme is aimed at primary school age children from 5 -12 years, as a way of getting more children active while introducing them to the great sport of squash.

The major objective of OzSquash is to use a 'learning through play' philosophy to develop basic squash-specific skills and concepts as well as other important physical and cognitive skills, via fun games. Many activities within the programme are adapted from the 'Playing for Life' approach where the major emphasis is on maximum participation, high levels of activity in a fun, inclusive and safe environment using activities that are easily changed, modified or adapted.

www.ozsquash.com.au

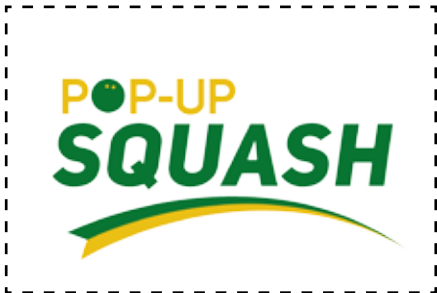


SPORTING SCHOOLS

Squash Australia worked closely with the Australian Sports Commission developing the OzSquash Programme for the Sporting Schools initiative, which is designed to help schools to increase children's participation in sport, and to connect children with community sport.

In the Sporting Schools setting, the OzSquash programme consists of four or five ACHPER approved 45 minutes to one hour lessons that can easily be conducted by a local squash coach, and/or PE/generalist classroom teacher as part of the school curriculum. OzSquash online training has been made available through Squash Australia's eLearning platform to make it as easy as possible for teachers to conduct an OzSquash programme while maintaining a quality learning experience for the children. Teachers and coaches are provided with a complete OzSquash Sporting Schools manual upon completion of the online training. This manual includes general squash information, lesson plans, equipment details, and helpful tips and tricks to keep kids engaged with the programme.

www.sportingschools.gov.au



POP-UP SQUASH

Pop-Up Squash is one of Squash Australia's exposure programmes which takes squash out of the normal environment of a squash centre and into a publicly visible space such as a shopping centre. It follows the idea of 'taking squash to the people' rather than waiting for the people to come to squash, raising awareness of the sport while introducing new people and re-introducing former players to the sport.

The concept of a 'Pop Up Squash Shop' brings the sport into the retail environment and captures the traditionally difficult to reach target groups in a new way. The opportunity exists to create a relationship with shoppers and provide an easy, non-threatening pathway into regular activity and a new social network.

The Pop-Up Squash shop is aimed at introducing and reactivating people to physical activity through squash and it transforms valuable empty retail space into a temporary street squash court. In the pop-up shop, shoppers will have the opportunity to see and try squash and chat with store staff about where their nearest courts are and what introductory sessions are available. Squash is an ideal sport to put in the 'shop window' as it is played on courts not much bigger than a shop. The experience of picking up a racquet and having a go without the pressure of competition or skill level provides the public with a real feel for how much fun the activity can be.

www.popupsquash.com.au



SA ACADEMY

Squash Australia wants to encourage centres of squash excellence across the country where young squash players can develop their game. The centres of excellence would be indicated via a Squash Australia Academy status which would provide a guarantee of standards.

The Squash Australia Academies will provide a coaching and training environment which supports the continuous improvement of Australian players. The Academies will aim to help players develop physically and technically in order to achieve success on the International stage. The Academies will also help young talent to develop and thrive, and aims to produce Commonwealth Games medallists of the future to follow in Cameron Pilley and Rachael Grinham's footsteps.

Squash Australia Academies extend the quality coaching and training environment and bring it to a wider geographical spread of players. It offers players a high coach-to-player ratio, quality facilities and access to the Squash Australia High Performance Coaching team.

www.squashozacademy.com.au



HITS & GIGGLES

The Hits & Giggles programme focuses on introducing women and girls to the previously stereotypically male dominated sports of squash and racquetball. Working on specific squash and racquetball skills as well as overall fitness, participants will receive coaching tailored to their fitness level, in a supportive and judgement-free environment, while boosting their self-confidence and self-esteem with a group of like-minded women.

With the aim of enabling everyday women to make new friends, regain or maintain a healthy fitness level and learn to play squash or racquetball; the 'Hits & Giggles' programme was designed as part of a VicHealth funded initiative to help improve women's health and increase the number of women and girls playing sport.

www.hitsngiggles.com.au

“ Without continual growth and progress, such words as improvement, achievement, and success have no meaning. ”

Benjamin Franklin

T3/4 TALENT

Refinement

PHASE OBJECTIVE
This phase is focused on further developing and refining athlete's potential.

- Key messages**
- Position specific skills
 - Optimize fitness
 - Talent Identification and screening
 - Clear development programmes
 - Talent development
 - Technical knowledge development and refinement

Who?
Aimed at boys and girls aged 16 to 18 years' old

Why?
In this phase athletes are now specialized in one sport and have increased the training hours.

How often?
Use of a structured periodised annual plan for each athlete (age dependent) will dictate the length and intensity of sessions per week.

Where?
Identified athletes can train at National Training center.

Integrated support
Parent – promote and support personal development. Coach – encourage athletes to develop and demonstrate independent thought and skill execution. Teacher – encourage communication and teamwork while in the classroom and during break time.

Periodisation / planning
Athletes in the talent refinement phase build aerobic fitness further, developing speed and strength as well as perfecting sport specific skills. – maximising all components.

Training and competition ratio
Exposure to regular junior competitions, home and abroad. Training camps abroad.

- Physical development**
- Fitness should be optimized
 - Marked improvements in precision through continued skill refinement
 - Able to perform bodyweight exercise and supports to strength endurance capabilities
 - Improvements will be largely garnered through developments in running technique and physical proficiency
 - Coordination including balance, differentiation and rhythm should improve markedly
 - Better able to use footwork for preparation and position

Psychological development and Social Development
Players now have a high degree of self-discipline and are intrinsically motivated to succeed. Athletes are able to review performance with constructive criticism.

Technical development
In this stage, the player perfects racquet preparation, strokes and court movements. Whilst developing the correct technique in junior players this age a coach should also recognize and encourage any positive individual technical traits which make them unique.

Tactical development
A greater tactical understanding through practice and competition will develop through this phase. The use of space and time should be emphasized as well as understanding attacking and defensive situations – this is developed to a high level.

Knowledge of the game
Athletes have an excellent understanding of match preparation, travelling for events and increasingly self-dependent. Working with coaches and support service staff the athlete gains more control of their programme and is committed to their performance goals.

Elite Performance Support
Elite performance support services are coach driven and athlete centred; services should be individually tailored based on needs of individual athletes and teams. Sports science service provision should be planned to cater individual athlete needs. Planning should be documented in athlete individual performance plan catering all aspects of support. Plans should be reviewed regularly and modified based on individual athlete requirements.

Lifestyle / personal management / life skills
Understands the balance between school, friends down time and training commitments. Manages recovery with a lot of sleep and initiates recovery techniques. Time management skills are tested with study commitment and increasing training requirements.

Fitness testing / Screening
Higher level screening should be conducted at multiple stages throughout the phase as individuals develop at varying rates and should be inclusive rather than exclusive. Performs a battery of squash-specific field tests annually and also participates in a medical and physiotherapy screening annually.








OBJECTIVE

Aerobic and anaerobic fitness are maximised, speed is developed and strength has improved. Technical skills (hitting and moving) have been focused and are reaching the highest level. Support has been tailored to the individual, allowing for the athlete's full potential to be reached. Identification of any genetic, training, environmental or mental aptitude have been considered in this development.

“ If you train hard, you'll not only be hard, you'll be hard to beat. ”

Herschel Walker

Phase objective	Identifying, developing and consolidating athlete's potential
Physical	Marked improvement in precision through skill tenement
Psychological	Self-disciplined with the ability to concentrate
Technical	Refine sport specific skills
Tactical	Select tactics using a variety of shots to develop a set outcome
Elite Performance Support	Introduce and incorporate sport science and sports medicine practice

ATHLETE	 NUTRITION	 WARM UP & COOL DOWN	 RECOVERY	 TESTING
	Take fluid regularly, before, during and after play and practice, bring water bottle to the session	Warm up should be varied/ functional/appropriate/ fun; 10-15 minutes. Cool down & stretch appropriate to previous work 10-20 minutes	Sleep 8-10 hours and also use recovery naps	Performs a battery of squash-specific field tests, participates in a detail medical and physiotherapy screening annually
	 COACH GUIDELINES	 ROLE OF PARENT	 ROLE OF TEACHER	 SPORTS SCIENCE & SPORTS MEDICINE
	Creates individualised training Programmes	Parents support when required by player	School provides positive support and encourages achievement	Individualised Strength & conditioning programmes periodised around the players physical and competition's needs
ENVIRONMENT	 EQUIPMENT	 COURT DIMENSIONS	 OFFICIATING	 IDEAL COACH TO CHILD RATIO
	Full-size racquets, balls, use of higher string tensions	Match Court	Understand the basic rules of the game	Practice includes competitive matches, participation in own age plus upper age group competitions; 8-10 per season
PROGRAMME	 TRAINING DURATION	 INTENSITY	 SCOREBOARD	 COMPETITION
	1 - 2 hr. sessions progressing to x 2 a day, a greater understanding of away from court session: Strength & conditioning, flexibility, rehab/prehab, agility	Moderate to high intensity in order for skills to be tested and refined	Practice includes competitive matches, participation in own age plus upper age group competitions; 8-10 per season	Understand how to score a game competitions; 6-10 per season

T3/4 TALENT

PHYSICAL DEVELOPMENT

In this stage, there are marked improvements in precision through continued skill refinement. Volume and intensity increase in all forms of physical training as the player increases in level.

Physical proficiency

- Improvements in precision and continued refinement enhance movement frequency and movement time.
- Displays improving timing in all striking that include jumping and rapid movement tasks
- Improved ability to control body in air at higher speeds (i.e. during/after a lunge)
- Able to skip at high speed, with at least two footwork combinations. Plus, x 30 double jumps
- Able to competently perform the basic locomotor skills i.e. jumping, hopping, skipping, side-stepping, and running.
- Improved ability to perform multiple low lunges
- Marked improvements in precision through continued skill refinement
- Displays improving coordination and fine motor control in all movement patterns (i.e. during ladder work) and able to land safely with correct technique

Speed / Agility

- Able to move efficiently at speed rapid changes of direction
- Improved use of explosive chasse and jump lunge movements
- Demonstrates quick reaction in preparation; anticipates opponent's replies

Strength and power

- Able to perform a variety of modified full bodyweight exercises with correct form
- Develops correct form for performing Olympic lifts and additional gym exercises
- Able to follow specific strength and injury prevention programmes
- Further improvements in vertical jumps (single and multiple) for height
- Maintains correct form in performing loaded plyometric exercise
- Maintains sound core strength and upper body stability to prevent injury

Flexibility

- Introduction of individual flexibility and understanding of its place in training
- Be aware of reduced flexibility due to; growth spurts, injury, muscle soreness

Anaerobic capacity

- Uses specific on court movement patterns to build endurance capacity and lactate threshold for squash

Aerobic Endurance

- Able to repeatedly perform high-intensity efforts during rallies and training (training for lactate tolerance)

Multisport activity

- Involved in sports which increase hand/foot-eye coordination, balance, coordination, speed, strength, endurance
- Other activities can add variety to training while also having a specific physical transfer to performance.

Strength & Conditioning:

- Individualised training programme
- Explosive jumping power
- Increase endurance in strength, power and aerobic capacities

PSYCHOLOGICAL DEVELOPMENT

Athletes now have good self-discipline with the ability to concentrate. This enables them to control emotions, behave well in match play and practice and critically review performances.

Motivation and Concentration

- Intrinsically motivated and shows pride in performance. Motivation should be oriented to increased mastery of existing skills, as well as achieving good results
- Willing to solve problems and seek answers
- Identifies levels of satisfaction related displaying high levels of effort. Athletes desire to impose their strengths on an opponent regardless of match score
- Athletes should be encouraged to understand the value of making errors in practice and the benefits gained and motivated to use visualisation to solve tactical problems,
- Developing high levels of self-confidence
- Develops individualised concentration strategies in practice and in match play. thus enabling the athlete to sustain concentration in match play
- Athletes should be encouraged to achieve consistency in following through with their preparatory routines before and during competitions
- Able to maintain or shift concentration when confronted with distractions

Control of emotion and thoughts

- Displays positive thinking and self-esteem.
- Experiences and enjoys technical, tactical, physical or psychological success
- Willing to try in game-play what has been practised
- Able to change negative self-talk to positive self-talk
- Displays positivity in sustaining a lead and works to overcome any fear of failure
- Increased ability to deal with tension and environmental influences on performance able to control breathing patterns
- Accepts mistakes are part of learning and are able to manage mistakes on-court through effective mistake management routines
- Follows on-court and off-court performance routines as designed with the coach
- Able to deal with any pressure associated with national and international competition
- Able to prepare for different training and competition environments

Social development skill

- Able to and enjoy interacting with / learning from a number of coaches or instructors. Also displays respect for officials, coaches and other players
- Able to display tenderness, admiration and appreciation
- Respects family values and is capable of fair play
- Able to identify and seek out role models

Other psychological competencies

- Understands that self-disciplined is a necessary component to achieve excellence
- Well-behaved in match play and practice, with the ability to review performance
- Demonstrates a positive attitude toward learning and is generally optimistic
- May show adaptive perfectionist tendencies but able to accept results and moves on
- Understands game styles and match plans. Is able to recall previous positive match experiences
- Able to independently detect and correct performance mistakes
- By the end of phase, athletes should be capable of maintaining intensity of training without supervision, are coachable and competitive
- Displays greater commitment to squash and able to effectively manage time
- Respects opponents and their coaches, and does not underestimate opponent's ability
- Develop positive interpersonal relationships, self-confidence and self-esteem



T3/4 TALENT

TECHNICAL / SKILL DEVELOPMENT

Players should be refining core skills and further developing high-level squash technical skills e.g. changes of height on the front wall and pace of shot. The development of keeping the racquet face square at impact is of high priority. Ensuring that initial preparation is consistent for strokes; to aid deception and power. In the front, drops will have reduced racquet swing and increase use of the wrist and forearm for power and or feel. A desire to take the ball early is essential.

Preparation & Position

- Demonstrate use of grip changes for strokes, held with fingers spread evenly
- Able to change between stances as required tactically
- Use of stable body position with legs underneath themselves and not too outstretched
- Demonstrates active fast initial step

Racquet action

- Forearm rotation and drop of the racquet head, image skimming a stone on water
- Ability to create racquet head speed through forearm and wrist strength
- Understands the use of grip change (changing from forehand to backhand to keep racquet face open on both sides) and delayed striking (deceptive) actions

Movement and footwork

- Improved movement efficiency to the ball by running in a straight line, reducing number of steps required
- Able to recovery from wide court areas towards a base 'T' position with efficiently reduced movement patterns
- Develop retrieving skills and the ability to dive to the ball straight without the ball hitting the side wall

Accuracy

- Proficiency in technical skills, under pressure with increased accuracy
- Improved ability to consistently hit the ball to all four corners of the court when under pressure (reduced time for movement and preparation)
- Ability to cope with changing ball / condition speeds

Error Prevention – coach tips

- Error prevention - Attention should be given to the reduction of errors created when playing under pressure situation
- Quality requirement - A focus on increased speed and a higher level of technical proficiency encouraged

Deception skills

- Increase the use of deception skills from the 'T'; hold and flick, delayed racquet actions; quick volleys across the middle of the court maintaining front position on the court
- For forecourt strokes explore the concept of the timing between the racquet foot landing when striking or landing before contact to aid deception

Decision-making skills

- Players should be exposed to challenging stressful situations (physical and mental) in or to develop coping strategies
- Conditioned games incorporating opponents changing tactical style within games will test a player's ability to recognise and counteract
- The ability to remain aware and have high concentration levels is paramount

TACTICAL DEVELOPMENT

Tactically players should be able to select and implement tactics using a variety of strokes and ball control techniques. They should also be able to handle competition and understand the use/variation of game plans. The ability to make game like decisions during completion is a high valued skill to be developed during this phase.

Serve & return of serve

- Develop tactical thinking when selecting a service type
- Able to serve with minor variations of pace, angle, height
- Control return of serve and ability to play accurately either long or short
- Able to play return of serve tight to the wall

Game plan

- Understand attacking and defensive situations as well as correct shot selection
- Develop attacking and defensive style of play with the ability to change between tactics
- Develop problem-solving through the use of open questions from 'player to coach' and 'coach to player'
- Develop coach-player relationship to actively analyse their opponent during game play and adapt game plans to suit specific games and opponents where necessary
- It is essential that players record information in training and competition diaries

Knowledge of the game

- Problem-solving games with emphasis on competition scenarios
- Development of 'reward' condition games to encourage specific tactics
- Ability to practice using a variety of playing styles
- Understand how to prepare for a match; time warm up appropriately, diet, hydration etc
- Understands training load / volume and recovery techniques
- Understand different styles of opponent's play
- Prepared to try out different tactical themes and be motivated and positive even after defeats
- Athletes develop their own game-style

Coaches tactical focus - Conditioned games

- Fast rallies and scoring winners within 5 strokes score bonus points;
- Develops tactical development of controlled aggressive 'go' rallies, develops quick movements, anticipatory skills, understanding of applying mental stress to the opponents. 2v1 (one player verses two training opponents);
- Develops physical and mental toughness, work capacity and endurance. Coaches will need to select from numerous variation of this practice set up in order to enhance the chosen development criteria

Doubles tips

- Serve and return of serve, the third shot remains of critical importance. The service action should be personalised so that the player finds an action that can be repeated without error. Both players on the team should be jostling their opposing player on their side for front position and whenever they have the chance utilizing the lower tin playing drops or low cross court kills
- Players are now comfortable with fast driving. Generating power with a short hitting action. By doing this they have the ability to turn defensive situations it's attacking opportunities by the use of the low tin
- Mid and front court anticipatory skills have been developed
- Practice and conditioned games should replicate game-like conditions and game stresses
- No high defensive lobs - encourages flat drive returns to opponents attacking shots and will develop mid-court neutral play
- Serving side scores a bonus point if they win the rally before the 5th stroke of the rally; encourages different hard to return serves and attacking 3rd shots
- No killing the ball allowed during the game - this will encourage the use of drop shots and placement. Rallies will be longer
- Winners played from the front score a bonus point - this will encourage an attacking mentality for players when in front of the service line

COACH DEVELOPMENT

Coaches in this stage have an appropriate mentor, be it a national coach, a state coach or a member of Squash Australia's High Performance team e.g. national junior squad coaches.

- The coach work towards a Talent Development coach award (Level 3) or Performance Development (Level 4). They have a Club Development coach award (Level 2), and have a minimum 3 years coaching experience. Within this level, the coach specialises in high performance, children or coach education, with an advanced planning and delivery for the selected audience
- The course includes tutored generic and specialist modules, and there would be a long study of an agreed area of research to demonstrate competence.
- After the course, coaches demonstrate an in-depth knowledge of selected specialist area. Have the ability to manage and integrate other coaches and experts into on-court/off-court training plans
- Coaches attend regional/global conferences around coach education and encouraged to analyse their own coaching methods and those of others. Attending joint training camps is another great method of development
- Coaches establish a full and deep understanding of the requirements for World Class performance and demonstrate effective coaching sessions that include planning, delivery and review. The management and integration of other coaches and support experts also occur
- Coaches develop a thirst for knowledge within their players and develop a coach-player relationship. A deep understanding of practice design is essential as well as the ability to construct coaching plans specific to individual player needs

TOURNAMENTS: WHAT TO EXPECT

- At this stage, players should be playing around 12 competitions a year, both within the State and throughout Australia, and abroad. Frequently the players will play local adult competitions to get experience at a high level against stronger opposition
- Players are now fully engaged in the sport at every level, be it equipment selection, partners, funding pathways, selection processes, are used to travelling and have set tournament/match preparations
- Variation in their game in all areas now apparent, fitness is of an adequate level to sustain long matches and more than one match per day with the knowledge to recover and fuel themselves properly

T3/4 CASE STUDY



Alex now trains daily in Canberra at the Australian Institute of Sport in Canberra, where he is a key member of the U19 team. He is training focused on qualifying for the World Junior Championships/Junior Commonwealth Games and for this he has to play a number of WSF U19 competitions around the world including the u19 British Junior Championships. In addition to this, he plays a number of the top junior and senior events in the region. There are 10 sessions a week for 2 hours each, before and after school; and once on a Saturday when not away competing. He has access to state funding via the National association to do this and the Commonwealth Games Association help fun his efforts.

He also has access to support services frequently on an individual basis. From these tests and sessions, he has an individualised Strength & conditioning programme, psychology plans and running programmes, He has moved away from the paper based training diary system to an online portal where he controls his daily data (AMS), training notes, has access to the individualized programmes and results. It also allows him to access opponent player data and feedback to the coach via media when away at events or training.

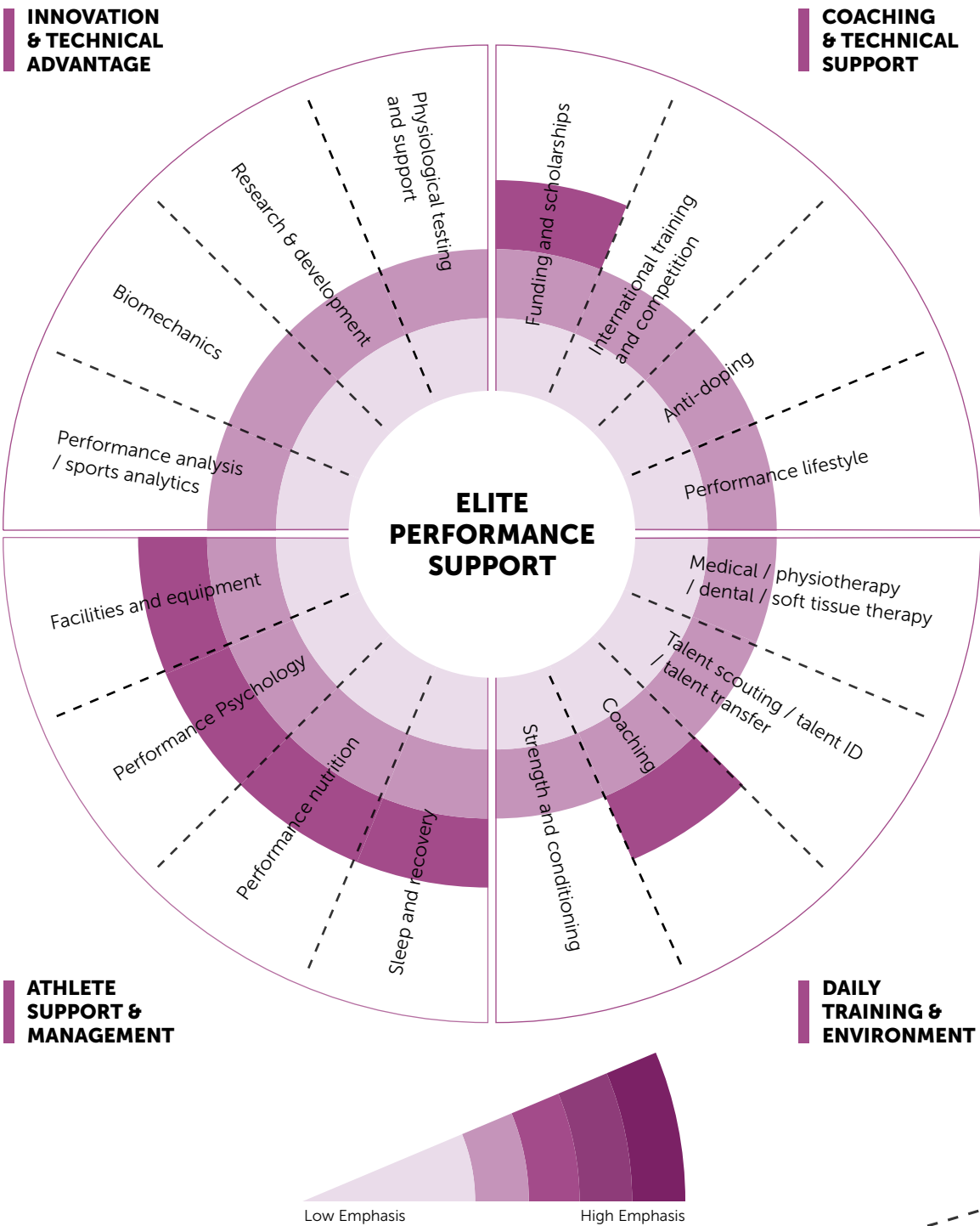
Alex is in the final year at school and has final exams for entry to University, so in between the busy training/ tournament programme has to fit in study and exams. His programme has been changed to fit around exams. His parents are heavily involved. There is increasing independence and expectation of Alex to take responsibility for choices; diet, tournament planning, equipment, etc. Alex’s coach at the training center works for the National body and has a Talent Development Coach award and assists the national coach, who is his mentor. Alex has a regular doubles partner and is equally focused on both events.

Alex has been accepted at a major Ivy league university in the USA. Some of the developmental areas over the past twelve months have included:

- Athlete Management System use
- Understanding the structure of elite squash globally
- Increasing responsibility to become a student of the sport
- Keeping a detailed training and coaching diary
- Improved ability to cope with failure and problem solving.
- Can understanding of progressively structured training resulting in positive developments
- Fine tuning high-level skills in multiple areas e.g. in, to out forehand spin net
- Longer interval work on the court, with higher expectation around standards and fewer mistakes in general.

ELITE PERFORMANCE SUPPORT

Talent identification is a crucial component at this age and focuses around squash specific skill acquisition and core physical components. Evaluating talent in young athletes is very basic – with coaching staff looking only for growth and maturation markers (anthropometric and basic physical attribute testing) and modest skill development and skill development potential).



T3/4 PARTICIPATION PROGRAMMES



SA ACADEMY

Squash Australia wants to encourage centres of squash excellence across the country where young squash players can develop their game. The centres of excellence would be indicated via a Squash Australia Academy status which would provide a guarantee of standards.

The Squash Australia Academies will provide a coaching and training environment which supports the continuous improvement of Australian players. The Academies will aim to help players develop physically and technically in order to achieve success on the International stage. The Academies will also help young talent to develop and thrive, and aims to produce Commonwealth Games medallists of the future to follow in Cameron Pilley and Rachael Grinham's footsteps.

Squash Australia Academies extend the quality coaching and training environment and bring it to a wider geographical spread of players. It offers players a high coach-to-player ratio, quality facilities and access to the Squash Australia High Performance Coaching team.

Some of the criteria that will be need to be met in order to achieve SA Academy status are:

- Coaches working with State and National teams
- Number of players in State teams
- Number of players in national teams
- Formal coach education level of coaching team
- Ratio of player - coach
- Ensure that all venues and equipment are safe at all coaching and competition sessions, with squash courts suitable for competitive play
- Accredited and qualified coaches

The benefits of becoming a Squash Australia accredited Academy are:

- Certified as a Squash Australia centre of excellence to attract more players and grant funding
- Access to Squash Australia continual professional development system
- Mentoring system for the coaching team
- Structured lesson plans, targets and benchmarking
- Access to reduced rate equipment

www.squashozacademy.com.au

ELITE OVERVIEW

During this phase of the FTEM model, athletes are defined by their achievement as playing at the highest possible levels of professional competition or through the selection and representation for their country at the highest senior international level (World Doubles Championships).

Squash Australia's Winning Edge strategy is based on mapping out a World Champion/ Commonwealth Medallists career back to when that athlete was U13 and mapping out competition targets and fitness targets that puts the athlete on the right path.

Athletes that meet these requirements are given financial support to go to towards their tournament plan and squash training. All Winning Edge athletes train can train at the National Training Centre and are given athlete support services such as:

- Strength and Conditioning
- Psychology
- Nutrition
- Physiology
- Athlete Management System
- Physiotherapy
- Personal Excellence

A key element of the Squash Australia's Winning Edge strategy is to identify our high-potential athletes and ensure they receive the right support at the right time in their pathway.

The Australia's Winning Edge Athlete Categories has been developed to provide a consistent basis, both within and across all sports, to:

- Identify the athletes with the greatest potential to contribute to Australia's Winning Edge targets
- Track their performance over time
- Inform the prioritisation of support to these athletes.

Please visit Squash Australia's website for our Winning Edge Competition and Fitness Requirements: <http://www.squash.org.au/wl/high-performance/winning-edge-squad>

Key Drivers in this phase of the FTEM model includes athletes, Squash Australia, high performance agencies such as Australian Squash Federation and the Australian Commonwealth Games Committee and Performance Development (Level 4) Performance Coaches.



“ Excellence is the gradual result of always striving to do better ”

Pat Riley

”

E1/2 ELITE

ACHIEVE EXCELLENCE

Key messages

- Final stage of preparation.
- Now working towards winning performances.
- Nutrition, recovery and sleep are important to sustain high quality training and competition.
- Full time sport focus
- Adaptation and recovery
- Innovation and leadership
- Competition
- Equipment and facilities
- Sport medicine support
- Sport science support
- Professional and accountable
- Critical success factors

Who

Men and women over 19 years.

Why

Elite performance

How often?

Daily, with some days holding multiple training sessions.

Where?

National federation or training camps / competition overseas.

Integrated support

Overall competitive performance should be developed with integrated support from coaches, sport science, sports medicine and parents.

Competition

Entirely individualized influenced by tournament schedule.

PHASE OBJECTIVE

Maximizing potential through the application and automatic use of quality skills under pressure.

Physical development

The elite athlete's fitness should be maximized during this phase to maximize performance potential (strength and power, multi-sprint endurance, speed, agility and quickness and recovery routines). It is important to have individual fitness programmes to allow for further improvement, maintenance and to remain injury free.

Psychological development and Social Development

Athletes at this peaking phase should demonstrate high levels of self-motivation and discipline. They should be mentally strong and understand team dynamics (coach/athlete team and support services team). Athletes should practice imagery and coping strategies. Self-awareness should be refined and practised.

Technical development

Refining technique and improving shot accuracy during this phase are of utmost importance as a player moves into the high-performance stage of their development. Technical skills (both swing and movement) should now increasingly be able to be executed under pressure during match play.

Tactical development

As other aspects of an athlete's game are established, further emphasis can now be placed on tactical astuteness. In this phase, a player should develop a further understanding of opponent's strengths and weaknesses and be able to formulate game plans or strategies on the court. Use of shot selection and weight of shot will also improve as a player develops. A high degree of decision making is required as with leadership and match analysis skills.

Knowledge of the game

Athletes should now be students of the sport. They should have a good understanding of the World Squash Federation rules and regulations. Athletes should know how to score and referee tournament matches if required.

Elite Performance Support

Elite performance support services are coach driven and athlete centred; services should be individually tailored based on the needs of individual athletes. Sports medicine and sports science service provision should be planned to cater individual athlete needs. Planning should be documented in the athlete's individual performance plan catering all aspects of support (including funding, training environment and sports science and medicine support). Plans should be reviewed regularly and modified based on individual athlete requirements.

Lifestyle skills

- Individually responsible for warm-ups, cool-downs, and recovery techniques (i.e.: Able to implement strategies to recover physically (i.e. hot-cold treatments) from intense training and competitions and travel
- Better understands and endeavours to implement the concept of peaking and tapering
- Optimised nutrition and hydration
- Meets specific athlete dietary requirements, including smart food choices when travelling. Performs more sophisticated self-monitoring, especially of training workloads
- Keeps daily training, well-being, and coaching and competition diaries
- Individually responsible for strength and conditioning programme when travelling without strength and conditioning coach
- Able to follow individualized periodisation plan to maximize and maintain improvements. Follows proficient peaking and tapering within the set periodisation plan

Fitness testing / Screening

- Perform a full battery of fitness tests, including all appropriate laboratory or diagnostic tests, at least twice annually
- Participates in annual physiotherapy screenings and regular medical check-ups
- Receives frequent massage and physiotherapeutic treatment
- Has access to medical and soft tissue management when travelling

Training and competition ratio

The majority of the training will be individual with a coach and then group sessions of 1:4 for match play and tactical training. In this phase, ideally there are only 10 competitions a year and a focus on physical, technical and tactical preparation. However, during qualification phases e.g. Commonwealth Games, World Doubles or World Teams Championships.

Periodisation / planning

Multiple periods of training and competition – a specialized periodised plan should be developed by the allocated elite performance team. Within this phase, there should be a higher frequency of deliberate practice with a focus on skill and tactical development. Both success and failure should be viewed as valuable experiences within training and competition. Long term vision around development is vital. Athletes now need to deliver peak performance. Their coach should structure a winning support team to plan an individual programme to optimize athletes training and bring them to peak fitness for major competitions. Achieving excellence (19+) is achieved through a specific and well planned practice, training, competition and recovery regime. This phase is the most intense, requiring world-class training methods, equipment and facilities. The integration of sports science and sports medicine support are integral to achieving maximum results.

“

Success is where preparation and opportunity meet

Bobby Unser

”



















OBJECTIVE

Through this stage, the athlete’s potential has been maximised through the application and automatic use of quality skills under pressure. All physical areas are maximised allowing the athlete to function technically at high speed for a long period of time. Athletes become self-reliant and are able to make good decisions for the benefit of their game in partnership with a specialised support team.

“ Champions keep playing until they get it right ”
Billie Jean King

Phase objective	Automotive use of quality skills under pressure
Physical	Skills at high speed with correct form
Psychological	Intrinsically motivated
Technical	Optimized movement and technique on hitting action
Tactical	Able to detect / anticipate certain shots
Elite Performance Support	Integrated support team

ATHLETE	 NUTRITION	 WARM UP & COOL DOWN	 RECOVERY	 TESTING
	Take fluid regularly, before, during and after play and practice, bring water bottle to the session	The warm up should be appropriate to following activity 20-40mins. Cool down & stretch appropriate to previous work 20-30mins	Sleep 8-10 hours and also use recovery naps	Perform a full battery of fitness tests, including all appropriate laboratory or diagnostic tests, at least twice annually
SUPPORT	 COACH GUIDELINES	 ROLE OF PARENT	 ROLE OF TEACHER	 SPORTS SCIENCE & SPORTS MEDICINE
	Coach works with player and other specialists to creates individualised training Programmes	Parents support when required by player	University provides individualism education structure to support athlete	Individualised support – Medical, Psychology, Physiology, Strength & conditioning, Lifestyle
ENVIRONMENT	 EQUIPMENT	 COURT DIMENSIONS	 OFFICIATING	 IDEAL COACH TO CHILD RATIO
	Players have personalised equipment and string tensions	Not applicable	Understand the basic rules of the game	Ideal coach: player ratio is 1:8 or less: Group size can increase to encourage / create high level of motivation/competition
PROGRAMME	 TRAINING DURATION	 INTENSITY	 SCOREBOARD	 COMPETITION
	1 - 2 hr. sessions x 2 a day, 3 sessions if the intensity is reduced i.e. flexibility, rehab/prehab, agility	High intensity to replicate competition stimuli	Understand how to score a game	Practice includes competitive matches with sparring players, competitions; 10-12 per season

E1/2 ELITE

PHYSICAL DEVELOPMENT

Players should be able to perform acquired sports skills at maximum speeds while maintaining correct form. Volume and intensity are increased at this stage for all components of physical training.

Physical proficiency

- Improvements in precision and continued refinement enhance movement frequency and movement time.
- Displays improving timing in all striking that include jumping and rapid movement tasks
- Able to skip at high speed, with at least two footwork combinations. In excess of x 50 double jumps
- Able to perform acqui red locomotor skills at higher intensity whilst keeping correct form
- Maintains coordinative ability through the warm-up and multisport activities
- Able to adjust movement patterns after being wrong-footed

Strength & Conditioning

- Individualised training programme
- All improvements need to be recorded and measured against past performance and sports standards
- Able to follow a resistance training programme with and understanding of each exercise
- Maintains sound core strength and upper body stability to prevent injury
- Is vigilant in monitoring and working toward improving muscle imbalances
- The athlete is capable of safely performing contrast or complex training sessions and integrating it as appropriate with on-court training sessions when on the travelling abroad
- Competent at performing Olympic lifts and additional gym exercises unsupervised
- Maintains correct form in performing loaded plyometric exercise

Speed / Agility

- Able to move efficiently at speed with dynamic and lunge movements
- Competent at performing speed / agility exercises correctly during training and warm up
- Able to run set movement patterns at higher speeds on court
- Demonstrates quick reaction in preparation; anticipates opponent’s replies
- Capable of maintaining correct movement form and demonstrate benefit from using speed-resisted and speed-assisted training methods

Flexibility

- Undertakes a stretching programme as required on a regular basis
- Understands various types of stretching (i.e. Dynamic, passive, proprioceptive neuromuscular facilitation) and when they are most effective
- Able to perform self-administrated stretching sessions when required or prescribed by elite performance support team
- Exhibits appropriate levels of muscle and connective tissue flexibility

Anaerobic capacity

- Uses specific on court movement patterns to build endurance capacity and lactate threshold for squash

Aerobic Endurance

- Able to repeatedly perform high-intensity efforts during rallies and training (training for lactate tolerance)

Multisport activity

- Other activities can add variety to training while also having a specific physical transfer to performance.
- May also be prescribed by the elite performance team to facilitate recovery

Intensity / Duration of sessions

- 1 - 2 hr. sessions x 1 a day, 2 sessions if the intensity is reduced i.e. flexibility, rehab/prehab, agility
- Weekly sessions between 8-10 hours per week with rest/ recovery planned
- Individualised training programme set by Strength & Conditioning experts

Additional characteristics

- Able to monitor workload in endurance training sessions with rate of perceived exertion scales and heart rate monitors

E1/2 ELITE

PSYCHOLOGICAL DEVELOPMENT

The young adult should have developed an acceptable body image and gender role. They continue to develop their ability to function independently and become less influenced by their peers. They can think independently and use their own judgment for setting personal rules. At a cognitive level, they will develop their critical thinking, information processing and decision making. In addition, the brain's neurological development is complete. At an emotional level, securely attached individuals will display an autonomous way of relating to others (they can integrate negative and positive into a coherent whole, where they can accept and understand other people's feelings). Conversely, securely attached individuals may seem to be immersed in unresolved issues, and may lack the ability to understand other people's emotions. At a social level, securely attached people will be able to relate to others effectively. In the sports domain, an insecure individual, however, may not aptly interact with team mates or coaches. This is nevertheless the time where individuals usually display their full potential in variety of domains. Athletes will be competitive and intrinsically motivated with high levels of positive thinking and self-esteem. They will be proficient with dealing with the pressure, while remaining optimistic and realistic.

Motivation and Concentration

- Intrinsically motivated and shows pride in performance and willing to solve problems and seek answers.
- Adores learning and playing while displaying 100% effort equipped with the philosophy of making their opponent earn the point
- Able to independently set and work towards refined performance and outcome goals
- Able to formulate sport-specific and life goals
- Motivated to use visualisation to solve tactical problems, and enhances self-confidence
- Individualises use of concentration strategies in practice and in match play. Thus, enabling the athlete to sustain concentration in match play over the course of consecutive matches and / or tournaments
- Adjusts and individualises use of individual athlete routines between points and matches
- Proficient at maintaining or shifting concentration when confronted with distractions

Control of emotion and thoughts

- Experiences and enjoys improvement in physical, psychological, technical or tactical performance
- Willing to try in game-play what has been practiced with a view to achieving their desired performance
- Able to demonstrate high levels of positive self-talk and displays positive thinking and self-esteem

Emotional control

- Proficient at dealing with the pressure associated with competition and regular travel
- Accepts mistakes are part of learning and are able to manage mistakes on-court through effective mistake management routines
- Follows on-court and off-court performance routines set by the player and support staff
- Able to deal with any pressure associated with national and international competition
- Able to prepare for different training and competition environments

Additional competencies

- Competitive, positive, optimistic, and realistic; and is able to accept results, learn from their mistakes and look forward
- Coachable, demonstrates a positive attitude towards learning with a productive training attitude
- Athletes should be able to set their own goals and to follow through in order to achieve them
- Able to cope with all forms of pressures and adversity, self-aware and continues to emphasis self-improvement
- Shows respect for opponent's ability and does not underestimate their ability

TECHNICAL / SKILL DEVELOPMENT

Within this phase, technical excellence should be achieved, with only fine-tuning in areas where minor weaknesses are identified. The quality of training, speed of movement and shot perfection should be expected.

Preparation & Position

- Understanding grip changes and use of fingers for various shots
- Demonstrates an understanding of stance selection and able to change between stances as a timed movement dependent on the ball position
- Demonstrates early racquet preparation and control of racquet under pressure
- Demonstrates active fast initial step

Racquet action

- Increase racquet head speed and power
- Shorten racquet action at the front court. Use of fingers and ability to control tension within the grip to produce power
- Refine general control and consistency of hitting

Movement and footwork

- Increase speed to the ball by use of leg power and dynamic/running or lunge movements
- Refine movement patters out of the corners and off of the ball
- Improved movement efficiency to the ball by reducing number of steps required

Accuracy

- Improved shot repetition at speed and under pressure
- Refining of target areas and during practice and matches as tactics dictate
- Ability to hit within court (not close to the lines) to reduce errors and increase opponent frustration
- Ability to cope with external environmental factors; court temperatures, crowd noise

Technical focus - Strokes

- Consistent production of strokes in competition and high-stress situations
- Players to identify and specialise winning strokes
- Retrieving skills are essential and should include the ability to reach out with early preparation and if required dive towards the ball
- Increased power production from the use of the oream, especially when needing to create power from the front court

Technical focus - Movements

- Improve the ability to stop - recover - move in an explosive sequence
- Perfect the ability to meet the ball at the correct point on the court, not chase the ball around the walls
- Remain on the balls of feet not on heels ready to move onto the next shot

Coach technical focus

- Coaches to have a full and deep understanding of the requirements for World class performance
- Demonstration of effective coaching sessions that include planning, delivery and review. The management and integration of other coaches and support experts
- A desire to refine hitting and moving skills through the application of effective practice
- Coaches should develop a thirst for knowledge within their players and develop a coach player relationship
- A deep understanding of practice Designs is essential
- Able to construct coaching plans specific to individual players
- Develop an understanding of competition and training plans

Error Prevention – coach tips

- High intensity error reduction - Training should be at high intensity with reduction of errors, especially within 'crucial' sections of the game
- Shot quality - Focus should be on the correct technique of shot/movement; and quality of shot

PSYCHOLOGICAL DEVELOPMENT

Tactically players are able to detect and anticipate the opponents preferred plays and tendencies. In doing this they are able to develop or refine tactics to suit particular opponents during rallies.

Serve & return of serve

- Vary serve strategies to enhance unpredictability
- Control return of serve and ability to play accurately either long or short to the front court
- Able to play returns tight straight down the side wall
- Ability to serve and return in high stress situations

Game plan

- Recognise strengths and weaknesses of opponents and construct game plan accordingly
- Use of hold or delay as a way of adding deception
- Demonstrate 'game intelligence and the ability to change tactics during a game
- Use of game controlling techniques
- Is able to individually analyse their opponent during game play and adapt game plan to suit specific games and opponents where necessary
- Develop post-match analysis and planning with coach
- It is essential that players record information in training and competition diaries

Tactical focus

- Improve decision making and ability to observe opponent, rally situation, anticipation, previous patterns. Use of Match pre-planning, Post Match analysis; Video analysis; record keeping
- Practicing with restricted tactics to develop games plans

Deception skills

- Use conditioned games to enhance deception skills
- Multiple techniques developed and used in combination to enhance deception
- Speed developed to allow for early preparation of shot to allow for creativity and deception both at the front and back of the court

Decision making skills

- The ability to remain aware and have high concentration levels is paramount
- Develop the ability to recognise curtail points within games and amend tactics when required
- Understand the importance and use of 'set plays'

Knowledge of the game

- Able to read tournament playing schedule, draw
- Understands training load / volume and recovery techniques

Additional characteristics

- Plays sequences of shots to achieve more specific desired outcomes
- Better able to attack, counter-attack and defend against all styles of play
- Able to dictate play, winning or losing on their terms
- Performs astute match analysis
- Displays improved decision making

“Be determined to persist until you success. It’s the small extra things, the little repeated attempts that soon add up to accomplishment.”

Peak Performance



COACHES TACTICAL FOCUS: CONDITIONED GAMES

- 2v1 (one player verses two training opponents) - Develops physical and mental toughness, work capacity and endurance. Coaches will need to select from numerous variation of this practice set up in order to enhance the chosen development criteria
- Sparring players - playing against opponents of varying styles by using sparing players should be introduced into training sessions to allow players to experience a range of playing styles. Coaches should be encouraged and instruct to players to use varying playing styles (fast attacking; control of the net; flat attacking, defensive, set plays, restrictive tactical choice).

DOUBLES

During the achieve phase some players may specialize in either singles or doubles; although if the latter singles should be encouraged as it increases mobility for doubles.

Due to the size of the court it is quite difficult to create drills for doubles games. In this phase finding tough competition is most important for continued development. If not possible due to any reasons, restrictions can be given to the stronger pair to create closer scoring or, mixing up partners in training can also produce tight game situations with practice in close scoring games vital to increase ability to play under pressure.

TOURNAMENTS - WHAT TO EXPECT

Players need to develop coping strategies for travelling to foreign countries and coping with jet lag and varying diets and cultures.

Players should refine pre-competition rituals and ensure they are an inherent part of their physical off court warming up and on court racquet warm ups.

Coaches should create competition situation and stresses in practices to develop player understanding of tournament experiences. Players need to become accustomed to playing one or two matches' day with varying start times.

E1/2 CASE STUDY

Rita trains daily at the National Training Centre with the national coach and Australia’s best players. Her focus is around the next World Open and British Opens. Qualification for these events is based on world rankings so Rita must play enough ranking events around the world in order to not only qualify for the events but also gain a seeded position so he can challenge for the podium.

Rita is now technically proficient in many areas. All skills are robust, whereby there are no mechanical flaws that will hamper performance under stress. She has the opportunity to play against sparring players regularly and occasionally stays at other national centres in Europe and Asia to get match practice.

Physical training is separate from technical on court sessions. There are around 10 sessions a week, generally two sessions a day with a half day Thursday and Saturday and a day off Sunday to recover.

Workload is monitored in all trainings with the rate of perceived exertion scales and heart rate use via the online system (AMS). At the physiology lab Rita has her heart rate, hydration and weight monitored once a week as well as when being tested.

Rita has a regular doubles partner and although is specialized in singles with a focus on the Commonwealth Games, she still plays doubles as they have a chance of winning the Australian national title this year and to medal at the World Doubles Championships.

Rita has completed high school and studies at a local university on a part time basis taking some courses by distance. This allows her to travel extensively for competitions and maintain her training regime. Rita is now independent and responsible for her own choices; self-driven and reliant. Now she is non-reliant on her parents. With a focus and patience to achieve long term goals. She manages her own sleep, diet and training loads in cooperation with the Institute and the coach. She uses recovery techniques frequently e.g. hot/cold shower, ice bath, and has a regular weekly sports massage. Rita manages her game plans with her coach and uses a video analysis to create a library of her opponents as well as reflection of her own game. She also has had some motivational media developed to inspire her in the build up to events. This is all available via the online data portal.

Her main coach is the national coach who is a Performance Development Coach, who used to be a former world top player and has years of experience coaching high level players.



Picture of Alex

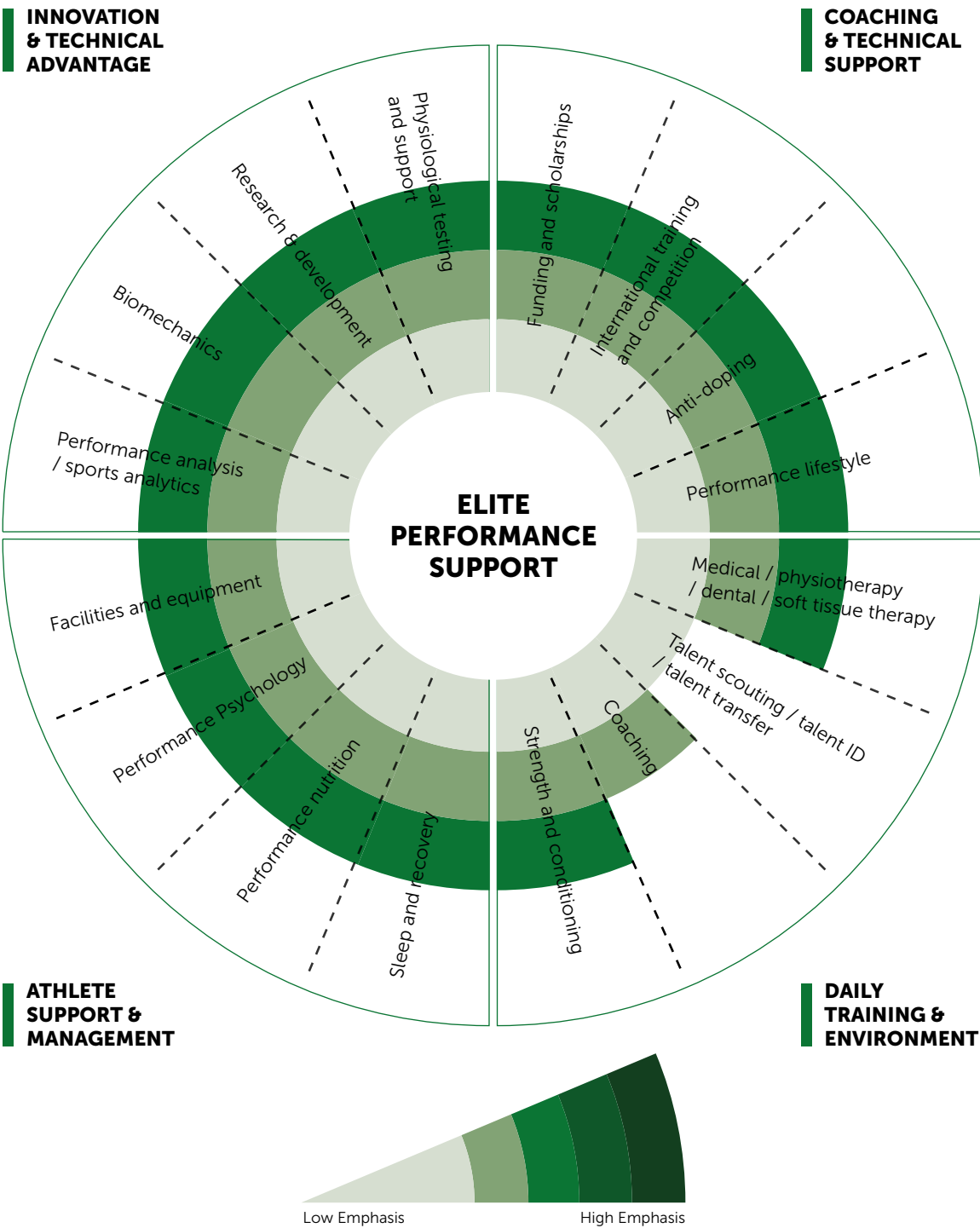
Rita receives funding from Squash Australia and the Commonwealth Games Australia towards her events and is reviewed by them each year.

Some of the developmental areas over the past twelve months have included:

- All techniques are not marked against perfection
- There is great variation of shots, technique is good and quality is very good
- Backhand (improved power), improved control for strokes played from behind the body.
- Improved all round fitness markers
- Improved retrieving skills under pressure
- Increased use of online data portal

ELITE PERFORMANCE SUPPORT

Talent identification is a crucial component at this age and focuses around squash specific skill acquisition and core physical components. Evaluating talent in young athletes is very basic – with coaching staff looking only for growth and maturation markers (anthropometric and basic physical attribute testing) and modest skill development and skill development potential).



MASTERY OVERVIEW

This phase is characterized by professional mastery athletes who have achieved repeated and sustained success over an enduring period or era. During this phase of the FTEM model, athletes are defined as achievement of an elite status through selection and representation for their country at the highest senior international level competitions such as the Commonwealth Games.

Key Drivers in this phase of the FTEM model includes athletes, Squash Australia, high performance agencies and Level 5 High Performance Coaches courses which are available via the eLearning portal: <http://elearning.squash.org.au/>



“ It’s not the will to win that matters- everyone has that. It’s the will to prepare to win that matters ”

Paul “Bear” Bryant

M1 MASTERY

Achieve Excellence

Key messages

- Final stage of preparation.
- Now working towards winning performances.
- Nutrition, recovery and sleep are important to sustain high quality training and competition.
- Full time sport focus
- Adaptation and recovery
- Innovation and leadership
- Competition
- Equipment and facilities
- Sport medicine support
- Sport science support
- Professional and accountable
- Critical success factors

Who

Men and women over 19 years.

Why

Elite performance

How often?

Daily, with some days holding multiple training sessions.

Where?

National federation or training camps / competition overseas.

Integrated support

Overall competitive performance should be developed with integrated support from coaches, sport science, sports medicine and parents.

Competition

Entirely individualized influenced by tournament schedule

PHASE OBJECTIVE

Maximising potential through the application and automatic use of quality skills under pressure.

Physical development

The elite athlete's fitness should be maximized during this phase to maximize performance potential (strength and power, multi-sprint endurance, speed, agility and quickness and recovery routines). It is important to have individual fitness programmes for to allow for further improvement, maintenance and to remain injury free.

Psychological development and Social Development

Athletes at this peaking phase should demonstrate high levels of self-motivation and discipline. They should be mentally strong and understand team dynamics (coach / athlete team and support services team). Athletes should practice imagery and coping strategies. Self-awareness should be refined and practised.

Technical development

Refining technique and improving shot accuracy during this phase are of utmost importance as a player moves into the high-performance stage of their development. Technical skills (both swing and movement) should now increasingly be able to be executed under pressure during match play.

Tactical development

As other aspects of an athlete's game are established, further emphasis can now be placed on tactical astuteness. In this phase, a player should develop a further understanding of opponent's strengths and weaknesses and be able to formulate game plans or strategies on the court. Use of shot selection and weight of shot will also improve as a player develops. A high degree of decision making is required as with leadership and match analysis skills.

Knowledge of the game

Athletes should now be students of the sport. They should have a good understanding of the World Squash Federation rules and regulations. Athletes should know how to score and referee tournament matches if required.

Elite Performance Support

Elite performance support services are coach driven and athlete centred; services should be individually tailored based on the needs of individual athletes. Sports medicine and sports science service provision should be planned to cater individual athlete needs. Planning should be documented in the athlete's individual performance plan catering all aspects of support (including funding, training environment and sports science and medicine support). Plans should be reviewed regularly and modified based on individual athlete requirements.

Lifestyle skills

- Individually responsible for warm-ups, cool-downs, and recovery techniques (i.e.: Able to implement strategies to recover physically (i.e. hot-cold treatments) from intense training and competitions and travel
- Better understands and endeavours to implement the concept of peaking and tapering
- Optimised nutrition and hydration
- Meets specific athlete dietary requirements, including smart food choices when travelling. Performs more sophisticated self-monitoring, especially of training workloads
- Keeps daily training, well-being, and coaching and competition diaries
- Individually responsible for strength and conditioning programme when travelling without strength and conditioning coach
- Able to follow individualized periodisation plan to maximize and maintain improvements. Follows proficient peaking and tapering within the set periodisation plan

Fitness testing / Screening

- Perform a full battery of fitness tests, including all appropriate laboratory or diagnostic tests, at least twice annually
- Participates in annual physiotherapy screenings and regular medical check-ups
- Receives frequent massage and physiotherapeutic treatment
- Has access to medical and soft tissue management when travelling

Training and competition ratio

The majority of the training will be individual with a coach and then group sessions of 1:4 for match play and tactical training. In this phase, ideally there are only 10 competitions a year and a focus on physical, technical and tactical preparation. However, during qualification phases e.g. Commonwealth Games preparation and or trying to make a team and a higher ranking may be required, athletes may play between 13-15 events.

Periodisation / planning

Multiple periods of training and competition – a specialized periodised plan should be developed by the allocated elite performance team. Within this phase, there should be a higher frequency of deliberate practice with a focus on skill and tactical development. Both success and failure should be viewed as valuable experiences within training and competition. Long term vision around development is vital. Athletes now need to deliver peak performance. Their coach should structure a winning support team to plan an individual programme to optimize athletes training and bring them to peak fitness for major competitions. Achieving excellence (19+) is achieved through a specific and well planned practice, training, competition and recovery regime. This phase is the most intense, requiring world-class training methods, equipment and facilities. The integration of sports science and sports medicine support are integral to achieving maximum results.

“ Gold medals aren't really made of gold. They're made of sweat, determination, and a hard-to-find alloy called guts. ”

Dan Gable

OBJECTIVE

Through this stage, the athlete's potential has been maximised through the application and automatic use of quality skills under pressure. All physical areas are maximised allowing the athlete to function technically at high speed for a long period of time. Athletes become self-reliant and are able to make good decisions for the benefit of their game in partnership with a specialised support team.

“

















It's supposed to be hard. If it wasn't hard, everyone would do it. The hard is what makes it great

Tom Hanks

”

Phase objective
Physical
Psychological
Technical
Tactical
Elite Performance Support

Automotive use of quality skills under pressure
Skills at high speed with correct form
Intrinsically motivated
Optimized movement and technique on hitting action
Able to detect / anticipate certain shots
Integrated support team

ATHLETE	ATHLETE			
	 NUTRITION	 WARM UP & COOL DOWN	 RECOVERY	 TESTING
	Take fluid regularly, before, during and after play and practice, bring water bottle to the session	The warm up should be appropriate to following activity 20-40mins. Cool down & stretch appropriate to previous work 20-30mins	Sleep 8-10 hours and also use recovery naps	Perform a full battery of fitness tests, including all appropriate laboratory or diagnostic tests, at least twice annually
SUPPORT	SUPPORT			
	 COACH GUIDELINES	 ROLE OF PARENT	 ROLE OF TEACHER	 SPORTS SCIENCE & SPORTS MEDICINE
	Coach works with player and other specialists to creates individualised training Programmes	Parents support when required by player	University provides individualism education structure to support athlete	Individualised support – Medical, Psychology, Physiology, Strength & conditioning, Lifestyle
ENVIRONMENT	ENVIRONMENT			
	 EQUIPMENT	 COURT DIMENSIONS	 OFFICIATING	 IDEAL COACH TO CHILD RATIO
	Players have personalised equipment and string tensions	Not applicable	Understand the basic rules of the game	Ideal coach: player ratio is 1:8 or less: Group size can increase to encourage / create high level of motivation/competition
PROGRAMME	PROGRAMME			
	 TRAINING DURATION	 INTENSITY	 SCOREBOARD	 COMPETITION
	1 - 2 hr. sessions x 2 a day, 3 sessions if the intensity is reduced i.e. flexibility, rehab/prehab, agility	High intensity to replicate competition stimuli	Understand how to score a game	Practice includes competitive matches with sparring players, competitions; 10-12 per season

M1 MASTERY

PHYSICAL DEVELOPMENT

Players should be able to perform acquired sports skills at maximum speeds while maintaining correct form. Volume and intensity are increased at this stage for all components of physical training.

Physical proficiency

- Improvements in precision and continued refinement enhance movement frequency and movement time.
- Displays improving timing in all striking that include jumping and rapid movement tasks
- Able to skip at high speed, with at least two footwork combinations. In excess of x 50 double jumps.
- Able to perform acquired locomotor skills at higher intensity whilst keeping correct form
- Maintains coordinative ability through the warm-up and multisport activities
- Able to adjust movement patterns after being wrong-footed

Strength & Conditioning

- Individualised training programme
- All improvements need to be recorded and measured against past performance and sports standards
- Able to follow a resistance training programme with and understanding of each exercise
- Maintains sound core strength and upper body stability to prevent injury
- Is vigilant in monitoring and working toward improving muscle imbalances
- The athlete is capable of safely performing contrast or complex training sessions and integrating it as appropriate with on-court training sessions when on the travelling abroad
- Competent at performing Olympic lifts and additional gym exercises unsupervised
- Maintains correct form in performing loaded plyometric exercise

Speed / Agility

- Able to move efficiently at speed with dynamic and lunge movements
- Competent at performing speed / agility exercises correctly during training and warm up
- Able to run set movement patterns at higher speeds on court
- Demonstrates quick reaction in preparation; anticipates opponent's replies
- Capable of maintaining correct movement form and demonstrate benefit from using speed-resisted and speed-assisted training methods

Flexibility

- Undertakes a stretching programme as required on a regular basis
- Understands various types of stretching (i.e. Dynamic, passive, proprioceptive neuromuscular facilitation) and when they are most effective
- Able to perform self-administrated stretching sessions when required or prescribed by elite performance support team
- Exhibits appropriate levels of muscle and connective tissue flexibility

Anaerobic capacity

- Uses specific on court movement patterns to build endurance capacity and lactate threshold for squash

Aerobic Endurance

- Able to repeatedly perform high-intensity efforts during rallies and training (training for lactate tolerance)

Multisport activity

- Other activities can add variety to training while also having a specific physical transfer to performance.
- May also be prescribed by the elite performance team to facilitate recovery

Intensity / Duration of sessions

- 1 - 2 hr. sessions x 1 a day, 2 sessions if the intensity is reduced i.e. flexibility, rehab/prehab, agility
- Weekly sessions between 8-10 hours per week with rest/ recovery planned
- Individualised training programme set by Strength & Conditioning experts

Additional characteristics

- Able to monitor workload in endurance training sessions with rate of perceived exertion scales and heart rate monitors

M1 MASTERY

PSYCHOLOGICAL DEVELOPMENT

The young adult should have developed an acceptable body image and gender role. They continue to develop their ability to function independently and become less influenced by their peers. They can think independently and use their own judgment for setting personal rules. At a cognitive level, they will develop their critical thinking, information processing and decision making. In addition, the brain's neurological development is complete. At an emotional level, securely attached individuals will display an autonomous way of relating to others (they can integrate negative and positive into a coherent whole, where they can accept and understand other people's feelings). Conversely, seem to be immersed in unresolved issues, and may lack the ability to understand other people's emotions. At a social level, securely attached people will be able to relate to others effectively. In the sports domain, insecure individual, however, may not aptly interact with team mates or coaches. This is nevertheless the time where individuals usually display their full potential in variety of domains. Athletes will be competitive and intrinsically motivated with high levels of positive thinking and self-esteem. They will be proficient with dealing with the pressure, while remaining optimistic and realistic.

Motivation and Concentration

- Intrinsically motivated and shows pride in performance and willing to solve problems and seek answers
- Adores learning and playing while displaying 100% effort equipped with the philosophy of making their opponent earn the point
- Able to independently set and work towards refined performance and outcome goals
- Able to formulate sport-specific and life goals
- Motivated to use visualisation to solve tactical problems, and enhances self-confidence
- Individualises use of concentration strategies in practice and in match play. Thus, enabling the athlete to sustain concentration in match play over the course of consecutive matches and / or tournaments
- Adjusts and individualises use of individual athlete routines between points and matches
- Proficient at maintaining or shifting concentration when confronted with distractions

Control of emotion and thoughts

- Experiences and enjoys improvement in physical, psychological, technical or tactical performance
- Willing to try in game-play what has been practiced with a view to achieving their desired performance
- Able to demonstrate high levels of positive self-talk and displays positive thinking and self-esteem

Emotional control

- Proficient at dealing with the pressure associated with competition and regular travel
- Accepts mistakes are part of learning and are able to manage mistakes on-court through effective mistake management routines
- Follows on-court and off-court performance routines set by the player and support staff
- Able to deal with any pressure associated with national and international competition
- Able to prepare for different training and competition environments

Additional competencies

- Competitive, positive, optimistic, and realistic; and is able to accept results, learn from their mistakes and look forward
- Coachable, demonstrates a positive attitude towards learning with a productive training attitude
- Athletes should be able to set their own goals and to follow through in order to achieve them
- Able to cope with all forms of pressures and adversity, self-aware and continues to emphasis self-improvement
- Shows respect for opponents ability and does not underestimate their ability

TECHNICAL / SKILL DEVELOPMENT

Within this phase, technical excellence should be achieved, with only fine-tuning in areas where minor weaknesses are identified. The quality of training, speed of movement and shot perfection should be expected.

Preparation & Position

- Understanding grip changes and use of fingers for various shots
- Demonstrates an understanding of stance selection and able to change between stances as a timed movement dependent on the ball position
- Demonstrates early racquet preparation and control of racquet under pressure
- Demonstrates active fast initial step

Racquet action

- Increase racquet head speed and power
- Shorten racquet action at the front court. Use of fingers and ability to control tension within the grip to produce power
- Refine general control and consistency of hitting

Movement and footwork

- Increase speed to the ball by use of leg power and running or lunge movements
- Refine movement patterns becoming efficient moving into and out of all four corners
- Improved movement efficiency to the ball by reducing number of steps required

Accuracy

- Improved shot repetition at speed and under pressure
- Refining of target areas and during practice and matches as tactics dictate
- Ability to hit within court (not close to the lines) to reduce errors and increase opponent frustration
- Ability to cope with external environmental factors; court temperatures, crowd noise

Technical focus - Strokes

- Consistent production of strokes in competition and high-stress situations
- Players to identify and specialise winning strokes
- Retrieving skills are essential and should include the ability to reach out with early preparation and if required dive towards the ball
- Increased power production from the use of the forearm, especially when needing to create power from the front court
- Backhand (improved power above head) (improved control for strokes played from behind the body towards the opponent's weaker side)

Technical focus - Movements

- Use of follow through of the racquet to help move out of the front or back of the court
- Improve the ability to stop - recover - move in an explosive sequence

Coach technical focus

- Coaches to have a full and deep understanding of the requirements for World class performance
- Demonstration of effective coaching sessions that include planning, delivery and review. The management and integration of other coaches and support experts
- A desire to refine hitting and moving skills through the application of effective practice
- Coaches should develop a thirst for knowledge within their players and develop a coach player relationship
- A deep understanding of practice Designs is essential
- Able to construct coaching plans specific to individual players
- Develop an understanding of competition and training plans

Error Prevention – coach tips

- High intensity error reduction - Training should be at high intensity with reduction of errors, especially within 'crucial' sections of the game
- Shot quality - Focus should be on the correct technique of shot/movement; and quality of shot

PSYCHOLOGICAL DEVELOPMENT

Tactically players are able to detect and anticipate the opponents preferred plays and tendencies. In doing this they are able to develop or refine tactics to suit particular opponents during rallies.

Serve & return of serve

- Vary serve strategies to enhance unpredictability
- Control return of serve and ability to play accurately either long or short to the front court
- Able to play the ball high and tight or wide away from server's racquet
- Ability to serve and return in high stress situations

Game plan

- Recognise strengths and weaknesses of opponents and construct game plan accordingly
- Use of hold or delay as a way of adding deception
- Demonstrate 'game intelligence and the ability to change tactics during a game
- Use of game controlling techniques
- Is able to individually analyse their opponent during game play and adapt game plan to suit specific games and opponents where necessary
- Develop post-match analysis and planning with coach
- It is essential that players record information in training and competition diaries

Tactical focus

- Improve decision making and ability to observe opponent, rally situation, anticipation, previous patterns. Use of Match pre-planning, Post Match analysis; Video analysis; record keeping
- Practicing with restricted tactics to develop games plans

Deception skills

- Use conditioned games to enhance deception skills
- Multiple techniques developed and used in combination to enhance deception
- Speed developed to allow for early preparation of shot to allow for creativity and deception both at the front and back of the court

Decision making skills

- The ability to remain aware and have high concentration levels is paramount
- Develop the ability to recognise curtail points within games and amend tactics when required
- Understand the importance and use of 'set plays'

Knowledge of the game

- Able to read tournament playing schedule, draw
- Understands training load / volume and recovery techniques

Additional characteristics

- Plays sequences of shots to achieve more specific desired outcomes
- Better able to attack, counter-attack and defend against all styles of play
- Able to dictate play, winning or losing on their terms.
- Performs astute match analysis
- Displays improved decision making

COACHES TACTICAL FOCUS: CONDITIONED GAMES

- 2v1 (one player verses two training opponents) - Develops physical and mental toughness, work capacity and endurance. Coaches will need to select from numerous variation of this practice set up in order to enhance the chosen development criteria
- Sparring players - playing against opponents of varying styles by using sparing players should be introduced into training sessions to allow players to experience a range of playing styles. Coaches should encouraged and instruct to players to use varying playing styles (fast attacking; control of the net; flat attacking, defensive, set plays, restrictive tactical choice.)

DOUBLES

Doubles players in this phase will be aiming to represent Australia at events such as the Commonwealth Games, World Doubles and Australian Doubles.

Practice is essential to doubles as it is so different to the singles form of the game, often countries will coordinate practice events throughout the calendar and these should be utilized. Not only practice helps familiarize yourself with the wider court and lower tin height, but the quality of opponents makes a huge difference to preparation for an international event.

Medals are vital in the sports funding scheme and doubles has become the target for all countries to hit and therefore achieve more support from their sporting government. Athletes are now becoming doubles specialists and two lower ranked players whom focus more on doubles than singles can beat two higher ranked singles players coming together for a once off event.

TOURNAMENTS - WHAT TO EXPECT

Players need to develop coping strategies for travelling to foreign countries and coping with jet lag and varying diets and cultures. Players should refine pre-competition rituals and ensure they are an inherent part of their physical off court warming up and on court racquet warm ups. Coaches should create competition situation and stresses in practices to develop player understanding of tournament experiences. Players need to become accustomed to playing one or two matches' day with varying start times

TRANSITION

Squash Australia's Player Transition Programme (PTP) empowers high performance athletes to pursue excellence by helping them to plan for their career and life after competitive sport. Having a transition plan reduces stress, minimizes distractions and helps athletes focus on their current goals in order to perform to their maximum potential.

High-performance athletes typically make a lot of sacrifices for their sport in all areas including family, education, finances, and sometimes even their bodies. Their lives are usually jam-packed with strict routines, intense training and busy competition schedules with the ongoing aim of achieving their dreams. With their social lives, support systems and even off-times focused on their sport you begin to see why an athlete who's spent most of

their life living this way can often be overwhelmed when facing the realities of retirement from high-performance sport.

As a result, Squash Australia are dedicated to fully preparing elite athletes for their transition into life after sport delivering internal and external value to their business partners. The earlier an athlete prepares for 'Life after Sport' the smoother the transition is likely to be.

The PTP recognises a range of transitions that athletes may want to make, whether it be to continue a career as a coach or referee in squash or to find success away from the sporting field – our programmes aims to find suitable pathways and solutions to all athlete transitions.

PERSONAL EXCELLENCE EXPERT

Squash Australia can set athletes up with Personal Excellence coaches to help them with their life after squash. Squash Australia has contacts in personal excellence that can offers support and advice to athletes in their transition from being a professional athlete.

MENTOR

Squash Australia can offer mentors for athletes looking to transition out of professional sport. We have had many past athletes transition out of professional squash that are more than happy to mentor athletes and help in their transition. Squash Australia will do its best to find a business specialist in whatever area required.

COACHING BURSARY

Squash Australia is offering Coaching Bursaries to current athletes to help them become qualified as a squash coach. Squash Australia will cover the costs of the coaching courses in exchange for coaching at camps so the coaches do not need to pay for the course and they get experience coaching at the same time so they will make an easy transition from player to coach.

COACHING FAST TRACK

If an athlete has played squash at an international level then Squash Australia will fast track the athlete into the coaching world and help them get a head start in the squash coaching world.

Any players that would like to get involved in Squash Australia's Transition Program or would just like a bit of help and guidance through their transition please contact the High Performance Manager - hp@squash.org.au

M1 CASE STUDY

David trains daily at the AIS National training center with the national coach and Australia's best players. His focus is around the next World Open, British Open, World Doubles Championships and Commonwealth Games. Qualification for these events is based on world rankings so B must play enough ranking events around the world in order to not only qualify for the events but also gain a seeded position so he can challenge for the podium.

David is now technically proficient in many areas. All skills are robust, whereby there are no mechanical flaws that will hamper performance under stress. He has the opportunity to play against sparring players regularly and occasionally stays at other national centres in Europe and Asia to get match practice.

Physical training is separate from technical on court sessions. There are around 10 sessions a week, generally two sessions a day with a half day Thursday and Saturday and a day off Sunday to recover.

Workload is monitored in all trainings with the rate of perceived exertion scales and heart rate use via the online system. At the physiology lab David has his blood, hydration and weight monitored once a week as well as when being tested.

David has a regular doubles partner and although is specialized in singles with a focus on the Commonwealth Games, he still plays doubles as he and his partner have a chance of winning a World Doubles title this year. They have won previous World Championship medals.

David has completed high school and studies at a local university on a part time basis taking some courses by distance. This allows him to travel extensively for competitions and maintain his training regime. David is now independent and responsible for his own choices; self-driven and reliant. Now fully non-reliant on their parents. With a focus and patience to achieve long term goals. He manages his own sleep, diet and training loads in cooperation with the Institute and his coach. He uses recovery techniques frequently e.g. hot/cold shower, ice bath, and has a regular weekly sports massage. David manages his game plans with his coach and uses a video analysis to create a library of his opponents as well as reflection of his own game. He also has had some motivational media developed to inspire him in the build up to events. This is all available via the online data portal.



His main coach is the national coach who is a High Performance Coach, used to be a former world top player and has years of experience coaching high level players.

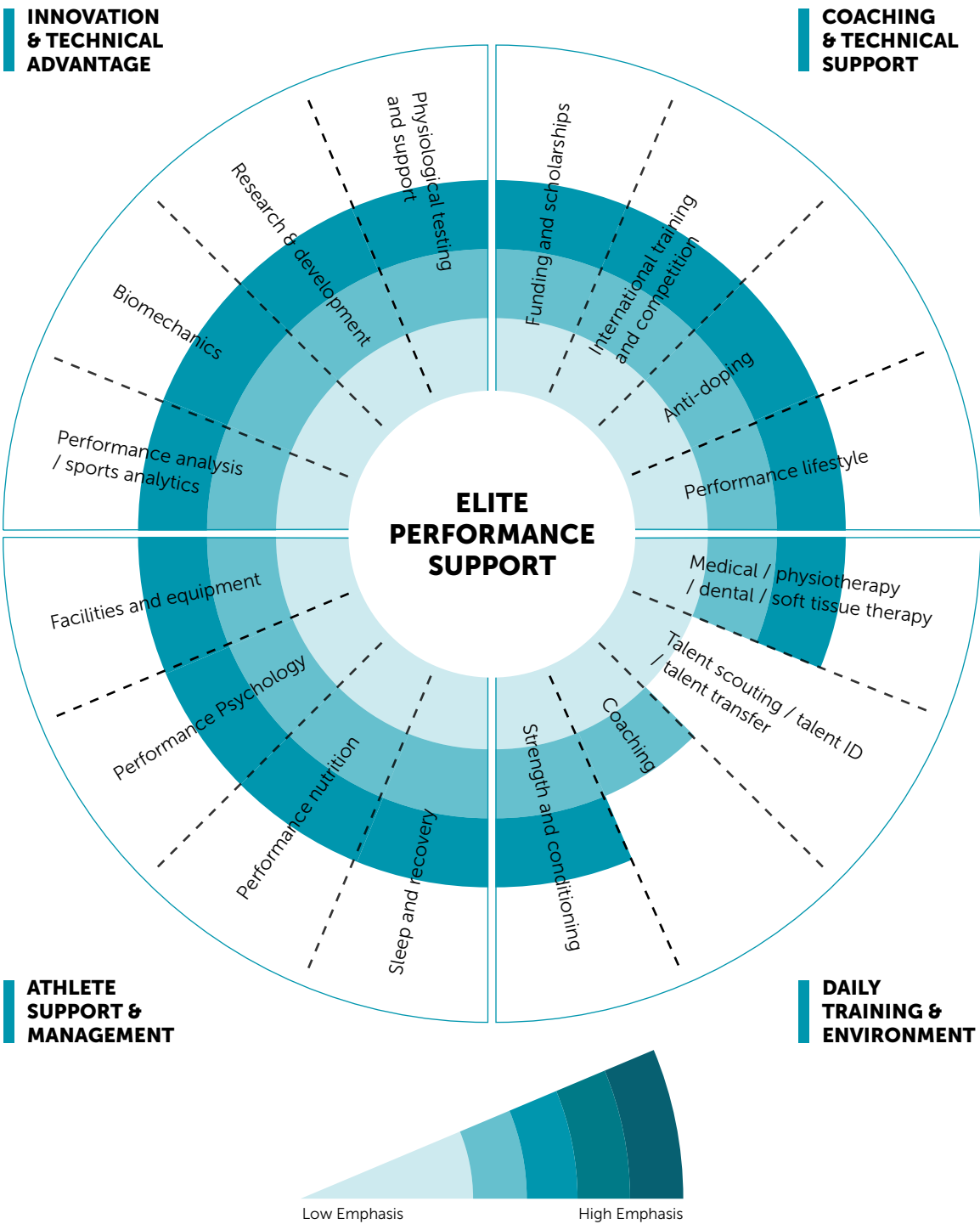
David receives winning edge funding that goes towards his events and is reviewed by Squash Australia and the High-Performance Team each year.

Some of the developmental areas over the past twelve months have included:

- There is no perfect technique, just after consistent results
- There is great variation on all shots, technique is good and quality is very good
- At the rear of the court there is a good variation of shot, with dangerous big attacking drives.
- Backhand improved control for strokes played from behind the body
- Improve the ability to stop - recover - move in an explosive sequence
- Improved retrieving skills in the back corners of the court
- Increased use of online data portal

ELITE PERFORMANCE SUPPORT

The Mastery phase is where the role of the elite performance support team comes to fruition. Focus for the support team during this phase is to assist the athlete make small changes to improve and maximize performance. The service team should show commitment and support to the athlete and coach with directed action, respect and a pursuit of continued excellence.



RETAIN

Key messages

Redistributing experience for a lifetime engagement in Squash. Give back as a: Leader, Coach, Mentor, Promoter or organiser

Who

Open to all ages. Men and women of all levels and abilities.

Why

Continuous development of the game. Staying actively involved in sport will aid each athlete in participating in physical activity, a key factor in remaining healthy for life

How often?

Training at this stage should be adapted to the athlete's individual goals. Consideration should be given for the athlete's age and past sporting experience

Where?

Public courts available to all

Competition

Strengthen social and competitive leagues – to ensure the best possible chance for the development of Squash in Australia. A graded circuit so players can compete within their grade e.g. Elite, A, B and C – each player is graded to a band and is promoted with good results. A ladder competition so players can compete and be promoted/demoted pending their level; and club leagues so players can remain socially active.

Game development

Social athletes should be encouraged to enjoy the physical activity benefits of the sport and its contribution towards a healthy lifestyle. The goal for the sport is therefore two-fold:

- to develop a framework by which parents, coaches and leaders can be educated about the potential opportunities for retired elite players;
- to educate the squash players from a young age on life skills and a holistic understanding of their involvement in sport. Further initiatives should be defined and engaged to maximise the recruitment and retention of athletes within the sport.

PHASE OBJECTIVE

Retain, retire, re-train, recruit and remain active throughout life

The goal of this phase is to retain athletes involved in the sport at which ever phase they fall off the performance pathway. Some enter this phase from the competitive scene, while others may never have been competitive athletes and just enjoy the recreational and fitness aspects of squash. Regardless, athletes in this phase are valuable to development in that they may act as coaches, and more generally, act as role models.

Athletes within this phase should be recognized as potential leaders and as a valuable resource for Squash Australia. At such time that an athlete retires from sport, they have a large bank of sport and experience knowledge which should be refocused in order to ensure Squash in Australia has an opportunity for further growth. Whether as a coach, administrator, official, volunteer, board member, role model, supportive parent or spectator, it is vital that athletes remain within the sport and help the next generation be the best they can be.

Lifestyle and life skills

It can be a considerable challenge for former high level players to adjust to non-competitive life and sport. In this phase, it is important players can follow family and personal goals while adding to their further self-development. In doing this they need to have appropriate nutrition and lifestyle choices, staying actively involved in the sport to remain healthy. It is critical for the sport that former players give back to the game, leading, coaching, mentoring and promoting the sport – redistributing experiences from a lifetime involvement in the sport.

Physical - Remain Active

Remaining active will ensure that athletes maintain their flexibility, strength and endurance to contribute to a healthy lifestyle.

Psychological –Self-Motivation

It is known that many elite athletes experience difficulties when they terminate their sporting career. They often perceive their new situation as an intrinsically negative event, and which will require considerable adjustment. Hence, retired athletes should work on their adjustment to a non-elite environment. A life-span approach seems to provide the best form of an adaptive transition for athletes.

Competitions

Players can compete in the National Masters events as well as World Masters. The Matrix is used as a National ranking system for league standard players and gives a national ranking based on results achieved at club and pennant games.

Administrative Roles

Administrators can be paid but most are hard-working volunteers who play an important role in ensuring the smooth running of events and pennant competitions around Australia. Support and training material for administrators of all types is made available on the eLearning portal: <http://elearning.squash.org.au/>

Continued professional development is offered to administrators and coaches, and various others involved in the running of the sport in the form of training and leadership courses, both online and in person.

Social

There are various programmes across Australia that have a focus on the social side of the sport, and encourage all participants to simply enjoy what they are doing in a fun, social environment. Programmes such as Hits n Giggles, Social Squash, 20Twenty, and Cardio Squash are all provide a fun, social format for participants. Even Cardio Squash provides a different experience where the focus is on fun and raising your heart-rate while playing squash activities. Many people prefer this model of exercise as opposed to sitting on an exercise bike or running on a treadmill

Coaching

During this phase the coaches should be certified and able to communicate effectively with a range of players (from youth to adult). In general, the coach will act as a teacher and an advisor. Australia needs to ensure that retired players or those who chose to remain in the game or simply start to play, are educated and informed about the different opportunities they have. Their expertise, sport-specific knowledge, or just willingness to contribute to the sport should be acknowledged and channelled accordingly. This represents a “beginning-to-end” approach that should guide athletes at an athletic, individual, psychosocial, and academic / vocational level.

Training and competition ratio

The majority of the training will be individual with a coach and then group sessions of 1:4 for match play and tactical training. In this phase, ideally there are only 10 competitions a year and a focus on physical, technical and tactical preparation. However, during qualification phases e.g. Commonwealth Games preparation and or trying to make a team and a higher ranking may be required, athletes may play between 13-15 events.

Periodisation / planning

Multiple periods of training and competition – a specialized periodised plan should be developed by the allocated elite performance team. Within this phase, there should be a higher frequency of deliberate practice with a focus on skill and tactical development. Both success and failure should be viewed as valuable experiences within training and competition. Long term vision around development is vital. Athletes now need to deliver peak performance. Their coach should structure a winning support team to plan an individual programme to optimize athletes training and bring them to peak fitness for major competitions. Achieving excellence (19+) is achieved through a specific and well planned practice, training, competition and recovery regime. This phase is the most intense, requiring world-class training methods, equipment and facilities. The integration of sports science and sports medicine support are integral to achieving maximum results.

COACH DEVELOPMENT

Coaches attend high level conferences e.g. National Coaches Workshop and World Squash Federation Coaches Conference and high level training camps.

Coaches look to progress through the 5 awards available through Squash Australia's National Coaching Scheme: Foundation, Club Development, Talent Development, Performance and High Performance.

Each award brings with it more knowledge and capabilities as a coach and also opens doors into high performance and state/national team responsibilities. Coaching awards can be purchased online, completed through e-learning and also by appointment with registered assessor presenters across Australia: <http://elearning.squash.org.au/>

“ A trophy carries dust. Memories last forever ”

Mary Lou Retton

E1/2 CASE STUDY

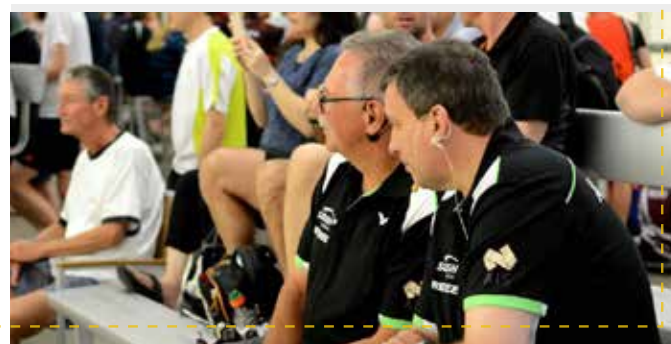
Robyn - aged 37

Robyn was a former national team player and retired when she was 29 with a bad knee injury.

She studied while playing and finished with a degree and had an internship on retiring with a large Australian bank. She has since built his career at that firm. Five years ago, she got married and has one two-year-old child.

After retiring she lost touch with the sport for a year and focused on work. After putting on some additional weight she started playing again with club friends. She is a national Premier grade player and plays socially in domestic events, as well as local fixture competition with two matches each month.

Her club arrange a national event each year with a local sponsor, and Robyn project manages the event with her group of friends. Playing for the club has made her get involved coaching with the young players once a week. While doing this she has completed the Foundation coaches accreditation, Robyn has a busy life between work, a young family and Squash, but she enjoys the sport as a break from daily pressures; and he also gets some good exercise.



Steven - aged 56

Steven is a parent of an aspiring junior and also played himself years ago, he wants to be more involved and understand the calls being made during his sons matches. Steven currently plays Racquetball has he found it easier on his body, after previous knee issues, he likes the exercise and social setting of the sport.

Steven heard that Squash Australia now use an online learning portal and was directed there by a fellow parent who is very involved in the sport at a club, state and national level.

Steven completed the online course and is now a qualified Club Referee, the first award in Squash Australia's National Officiating Accreditation Scheme. The two awards that follow are the State and National levels, Steven has no interest in progressing with his accreditations but is happy to be recognized across Australia.

COMPETITION AND TOURNAMENTS

Weekly pennant competitions are run all over Australia and are particularly popular in capital cities where thousands of people compete every week. The way in which these pennant competition run vary slightly from state to state and even city to city, but the general concept remains the same. This competitive format is where players are generally brought together into teams to compete against teams from other clubs.

Pennants still accommodate most different standards of abilities from beginners right up to the elite professional players who gain valuable match practice in a competitive environment against different opponents each week.

All pennant match results are recorded on Squash Matrix and contribute to each player's matrix rating. These ratings go up and down based on the result of each match and provide a way of ranking all players in each State whether they play professionally or not.

There are also the Graded Championships that cater to all levels of squash players from A through to E where players are grouped with players of similar standard based on their Matrix rating and compete in a National tournament. Squash Australia run National Graded events for both Squash and Racquetball to give players the chance to be crowned the National Champion for grades from Premier, A, B, C, D, and E. These events are open to all player from Masters who have been playing for decades to juniors who have just started playing. These types of graded events are also run in conjunction with most State Opens which allows players to become the state champion for their grades.

Australian University Sport (AUS) organise Unigames for all universities around Australia to compete in all sports including squash. There are four university regions as defined by AUS as Northern, Souther, Eastern, Western and each of these regions host their own Unigames. In many sports these Regional Unigames are used as qualifiers where only the higher placing teams advance to the Australian University Championships. The next step is the World University Championships where Australia has historically performed quite well.

AUSTRALIAN JUNIOR SQUASH TOUR (AJST)

The Australian Junior Squash Tour is an umbrella tour that provides a clear competitive pathway for aspiring squash players. Recognised as a cohesive approach amongst all states, territory and Squash Australia, the AJST has been designed to offer Junior Ranking Points across four levels of tournaments; Platinum, Gold, Silver and Bronze, ranked nationally on a scale for ages 19, 17, 15, 13 and 11. There are approximately 60 tournaments currently being held under the AJST, giving players an opportunity to be recognised under the Australian Junior Squash Tour Ranking System.

www.AusJnrSquashTour.com.au



AUSTRALIAN SQUASH TOUR (AST)

The Australian Squash Tour is an initiative produced by Squash Australia to encourage participation throughout senior tournaments across Australia. The aim of the AST is to improve the image of squash to Australians and to brand Australian PSA events. The AST concept encourages players to participate in as many tournaments on the tour as possible that will contribute to a player's overall position on the AST. Points are awarded in accordance with Squash Australia's point allocations and the player with the highest amount of points at the end of the AST becomes the overall 'Australian Squash Tour Champion'. First, second and third place winners will receive a chase prize put forward by Squash Australia.

www.AusSquashTour.com.au



MATRIX

The Squash Matrix is a web-based squash ranking system developed to improve the method of ranking players. Matrix points are added or subtracted to a player's rating depending on the result of the games and the relative ratings between the two players according to the matrix of points at the heart of the system. Pennant games, tournaments, social competitions for seniors and juniors can be included into the ranking results. The Squash Matrix is available in all the states and can be combined to create a national ranking system.

www.squashmatrix.com

EVENT VOLUNTEERING

With continued focus on developing the game across Australia, Squash Australia is always searching for new volunteers at our various events, including the National Championships and the Commonwealth Games. All of Squash Australia's tournaments run annually and anyone can be a part of them. Volunteers do not need to be a squash star or a qualified coach – all that is required is enthusiasm and passion about the sport. Sign up as a Squash Australia Events Volunteer through the website.

www.squash.org.au/w/events/volunteers.

KEY SECTORS

SQUASH MASTERS

Masters Squash in Australia has a long and proud history of providing opportunities for all players aged over 35 years to participate in both social and competitive environments. Each Australian State and Territory has a strong Masters committee responsible for running Masters related events and activities within their State/Territory. The highlight of the year is the National Masters Championships, with over 500 players attending and every second year the World Masters Championships.

There aren't many weeks in the Australian Squash calendar that a Masters event isn't being held somewhere around the country, whether it be regular weekly fixtures or tournaments.

Australia Masters players make a very good showing on the world stage having produced many World Masters champions over the years including one of the greats of the game Sarah Fitz-Gerald who has won numerous world titles.



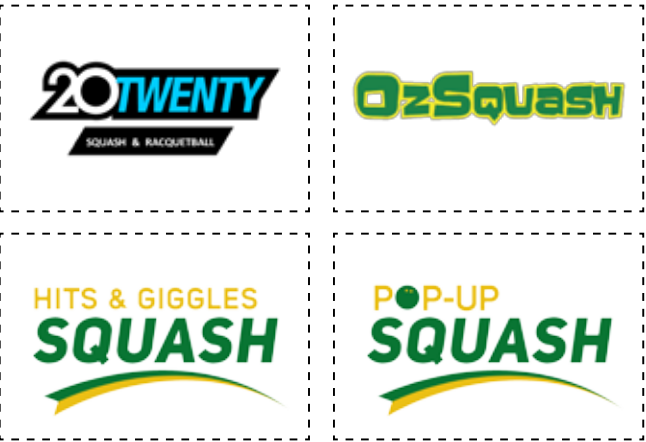
RACQUETBALL

Racquetball is played with different equipment but generally on the same court as squash and is very closely related also sitting within Squash Australia.

The different equipment such as a larger racquet head and a larger bouncier ball makes Racquetball a slightly easier game for beginners to play than squash. This position the game as a really good entry point for beginners just learning to play a racquet sport as well as great option for older players who can no longer run around the court in a high intensity squash match. Instead of giving it away completely less mobile older players can transition to a more friendly (on the body) option.

Racquetball can be played of all abilities, levels and ages and there is a strong competitive racquetball events circuit with the highlight being the Australian Racquetball Open.

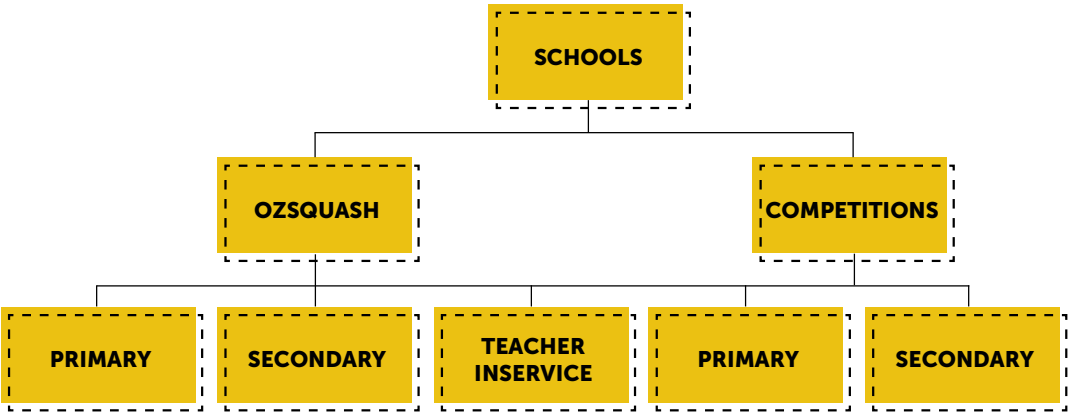
The following programs are linked to Racquetball:



EDUCATION FRAMEWORK

EDUCATION SYSTEM

Squash Australia recognises that schools are extremely important to the development of squash and racquetball and igniting a lifelong involvement in the sports. There are a number of ways that squash and racquetball can be introduced to both primary and secondary school children.



Sporting Schools (Primary and Secondary)

Program: the Sporting Schools OzSquash program is designed to be run in the school yard. All you require is access to wall space. A four week Teachers Resource is available from Squash Australia to assist teachers (with limited experience in squash) in providing an introduction to squash in school.

To use the 'teacher delivered OzSquash package' teachers simply need to register with Sporting Schools at <https://sportingschools.gov.au/about/how-to-register#coaches> and meet the following requirements:

- Hold valid state and/or territory teacher registration
- Confirm adequate insurance
- Foundation Squash Coach Accreditation (online free course for teachers)

Alternatively, schools can use the Sporting Schools site to source a coach via the State Squash Association or local Club Equipment for the OzSquash program is available through Squash Australia's e-Shop www.direct-squash.com.au. The various packages from squash paddles perfect for in the school to modified squash/racquetball rackets for the squash courts. Most State Squash Associations have an inflatable squash court which can be hired to add to your OzSquash program. Contact your SSA for details.

All Abilities Racquetball

Program: the Sporting Schools OzSquash program can be used in the Special School setting. Teachers/coaches may need to modify activities based on the students skill levels.

Equipment: racquetball racquets are recommended for this program but rounders bats etc may be used. Squash Australia and your State Squash Association will be able to assist with accessing equipment.

Training - Teacher In-Service

Practical Workshops: contact your State Squash Association to see what opportunities may be available for upskilling your squash/racquetball experience.

Online: by completing the Foundation coaching course online via the Squash Australia e-learning portal at <http://elearning.squash.org.au/> teachers can be accredited as Foundation level coaches

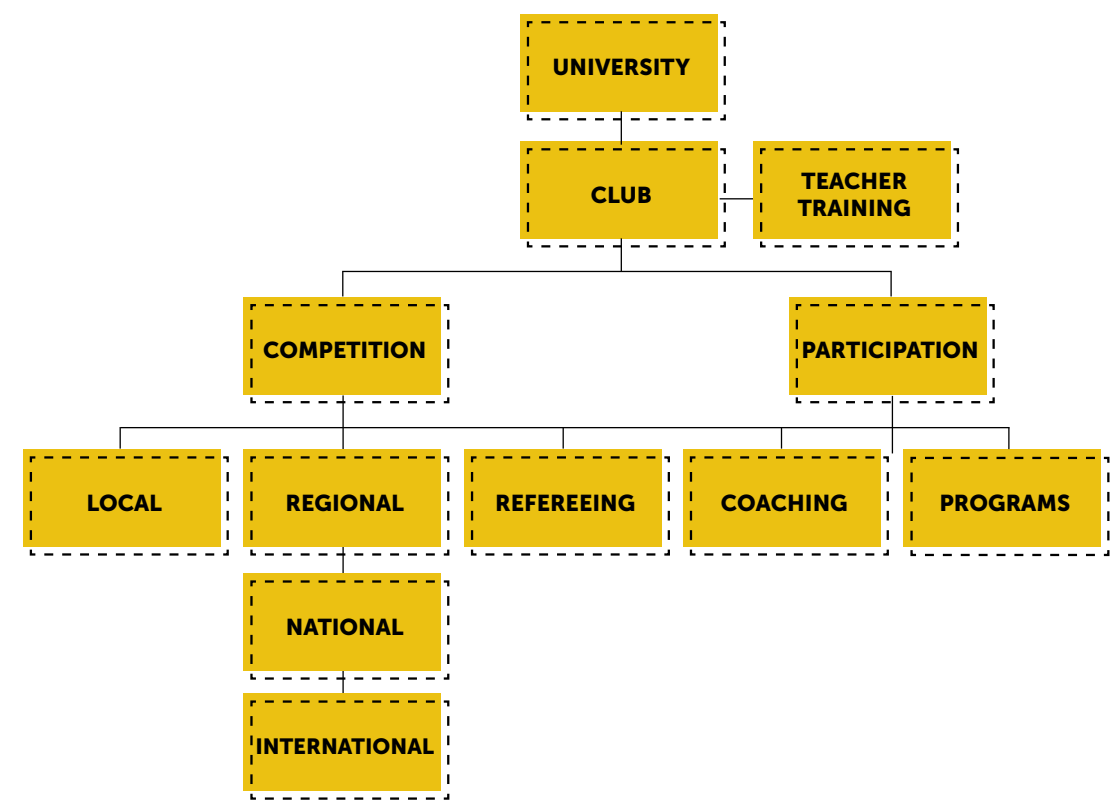
Competitions

Primary School: Your State Squash Association or School Sport Association may offer an interschool Squash or Racquetball competition that your school can participate in. Contact each Association for details.

Secondary School: Your State Squash Association or School Sport Association may offer an interschool Squash competition that your school can participate in. Contact each Association for details.

EDUCATION FRAMEWORK

UNIVERSITIES



Establishing a University Squash Club

Scenario - your local University has squash courts on site but there is currently no squash club:

- Find out if there are any students presently playing in local squash competitions or active within local squash clubs - your State Squash Association (SSA) can assist here
- Engage these students as key personnel to help establish a club, offer free training to upskill them as coaches or leaders - your State Squash Association (SSA) can assist here
- The majority of Universities will have Sports Associations and Sports Liaison Officers. Some associations may be run by student bodies. Contact these associations to determine what support they can provide - resources for setting up a club, relevant University policies, available grants etc.
- Squash Australia can also assist with club development resources and use of the national IT platform - SportyHQ - to manage membership information, registration payments and communications
- 'O Week' is a key promotional opportunity. Use your students to help with manning the O Week stall and engaging potential participants. Squash Australia can assist with providing promotional giveaways, t-shirts for volunteers, equipment etc. If you have access to an inflatable court, (ask your SSA) this is a great way to attract attention to the stall.

Club Opportunities

What sort of activities can the club provide?

- Participation programs:
- Hits & Giggles - Women's Learn to Play. Contact Squash Australia for program guidelines and resources
- Social squash - set days and times for the social/drop-in program to occur. You will need a coordinator to manage the flow of players on and off courts, depending on numbers and court availability
- Cardio Squash/Bootcamp fitness sessions - contact Squash Australia for program guidelines and resources
- Coaching - offer group and individual sessions
- In-house competitions - SportyHQ is available to manage box league and other intra club competitions
- Home and away pennant/fixtures - club members can be encouraged to enter teams in the existing local pennant/fixture competitions. Contact your State Squash Association (SSA) for details.

Coach Development

Coaches at all levels play a crucial role in ensuring that squash is an enjoyable experience for everyone. Whether coaching beginners, giving your playing partners some tips, leading a group, running a program, working with elite athletes or simply wanting some information to help your own game, the Coach Development Framework has something for you.

The Foundation Coach course is designed for beginner and volunteer club coaches and is available online via the Squash Australia e-learning portal at <http://elearning.squash.org.au/>

The Club Development Coach course is the accepted standard for coaches implementing a diverse Squash Club/Centre program. The Club Development Coach is competent to plan, conduct and evaluate training programs suitable for the wide range of ages and abilities found among registered Club or Centre players. This 2 day course is currently offered through your State Squash Association. Contact Squash Australia or your SSA for further information.

Referee Development

As in all sports, it is important that referees are properly qualified and have attended the appropriate training courses to support them in effectively developing players and maintaining participant enjoyment in squash. Squash Australia and SSA's are always after more qualified referees to officiate over all levels of competition around the country. If you have the right skills then we can help you achieve it. Whether you want to referee local matches or have ambitions to officiate at the highest level, there is a structure in place to help you get there. Referees are supported as they move through the pathway through events and mentoring opportunities and are offered assessments whenever possible.

Club Referee: start your referee journey with the Club Referee course available online through Squash Australia's e-learning platform at <http://elearning.squash.org.au/>

State Referee: State Accreditation is the second accreditation level in Squash Australia's Referee Training Program. State Referees are confident and capable of refereeing in State level competitions and some National competitions, including events on the Australian Squash Tour. Contact your SSA for further information on this course.

Player Pathways

University squash club members have access to a number of competitive options:

- Local pennant/fixture competitions (contact your SSA for details)
- Local tournaments (contact your SSA or Squash Australia for details)
- University Cup (VIC only - open to University students, staff and alumni)
- Australian University Sport
- Northern, Eastern, Southern and Western Regional University Games
- Australian University Games
- Contact Australian University Sport www.unisport.com.au for information
- World Summer University Games - 14 compulsory sports and up to 3 optional sports. Staged every 2 years and second only to the Olympic Games.
- Pre-service Teacher Training
- Your State Squash Association can provide practical training for pre-service primary and secondary teachers, resulting in a basic understanding of the sport and access to the Foundation Coach accreditation, teaching resources and squash equipment.
- First determine if the University has a Bachelor of Education/Physical Education (or similar) course
- Contact the relevant course coordinator and provide details of the practical training available
- After completing the two hour practical session, students will receive a copy of the Sporting Schools OzSquash manual and Secondary School Squash resource
- With recognition of prior learning and obtaining a Working With Children Check/Institute of Teaching registration (or State equivalent), students can be accredited as Foundation level coaches
- Squash Australia is offering all students who complete the course and register with Squash Australia, access to a free OzSquash equipment kit (RRP \$395) for their school once they are qualified and have received their placement.

RETAIN PARTICIPATION PROGRAMMES

20TWENTY

If you are looking for a fast paced, fun squash or racquetball format that will give you a great workout while having a few games, look no further than 20Twenty!

20Twenty is perfect for the busy player who doesn't want a late night but still wants a full-on squash or racquetball experience and a great workout.

20Twenty is a timed competition format offered for both squash and racquetball where players will each get to play 20 minutes of singles and 20 minutes of doubles and finish at a set time.

The aim of 20Twenty is to provide a fast, fun environment while taking away the formality of competitive play such as scoring and refereeing.

www.20twenty.com.au

CARDIO SQUASH

Cardio Squash focuses on the well-known fitness aspects of the sport, providing a real cardio workout in an almost boot camp style environment. The programme has been developed with the assistance of former professional players who really know what it is to be fit, particularly to help your squash game. This programme is ideal for those who want a great workout whether they have good squash specific skills or not. Cardio Squash is often used by people who normally just go to the gym or play other sports looking for a different kind of physical training to keep their routine interesting or to keep them fit in the off season.

www.cardiosquash.com.au

POP-UP SQUASH

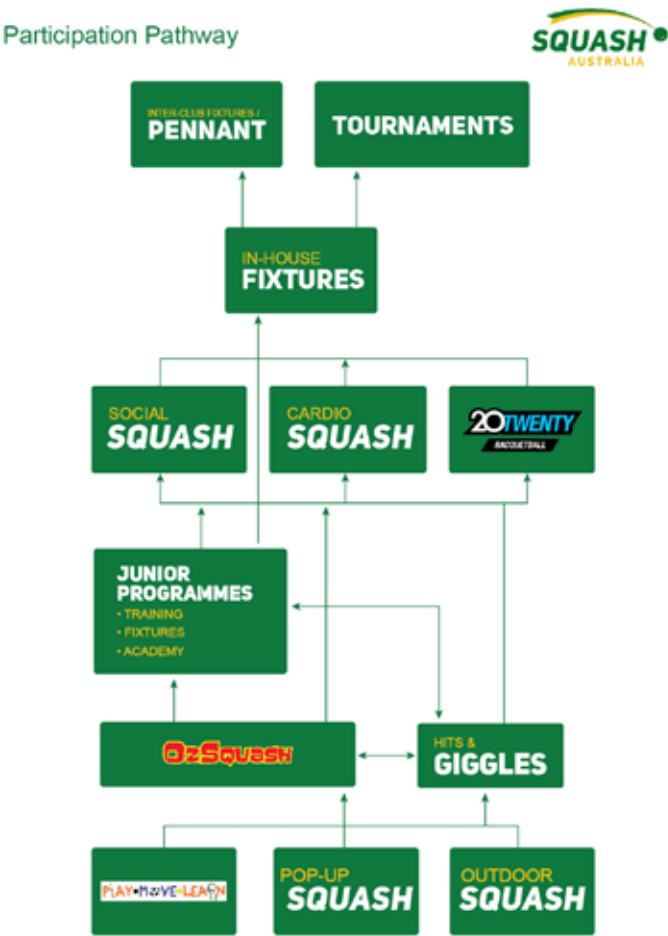
Pop-Up Squash is one of Squash Australia's exposure programmes which takes squash out of the normal environment of a squash centre and into a publicly visible space such as a shopping centre. It follows the idea of 'taking squash to the people' rather than waiting for the people to come to squash, raising awareness of the sport while introducing new people and re-introducing former players to the sport.

Pop-Up Squash is aimed at introducing and reactivating people to physical activity through squash and it transforms valuable empty space into

a temporary street squash court. In the pop-up shop, shoppers will have the opportunity to see and try squash and chat with staff and volunteers about where their nearest courts are and what introductory sessions are available.

Squash is an ideal sport to put in the 'shop window' as it is played on courts not much bigger than a shop. The experience of picking up a racquet and having a go without the pressure of competition or skill level provides the public with a real feel for how much fun the activity can be.

www.popupsquash.com.au



HITS AND GIGGLES

The Hits & Giggles programme focuses on introducing women and girls to the previously stereotypically male dominated sports of squash and racquetball. Working on specific squash and racquetball skills as well as overall fitness, participants will receive coaching tailored to their fitness level, in a supportive and judgement-free environment, while boosting their self-confidence and self-esteem with a group of like-minded women.

With the aim of enabling everyday women to make new friends, regain or maintain a healthy fitness level and learn to play squash or racquetball; the 'Hits & Giggles' programme was designed as part of a VicHealth funded initiative to help improve women's health and increase the number of women and girls playing sport.

www.hitsngiggles.com.au

SOCIAL SQUASH

Social Squash is played in most squash centres around Australia and is one the most popular programmes among regular 'squashies'. This is largely due to the casual and nature of the programme, not requiring the commitment of pennants or even in-house fixtures, but still providing the opportunity for a group of people to get together and play games in some kind of structure. It is a great programme for players of all levels.

www.socialsquash.com.au

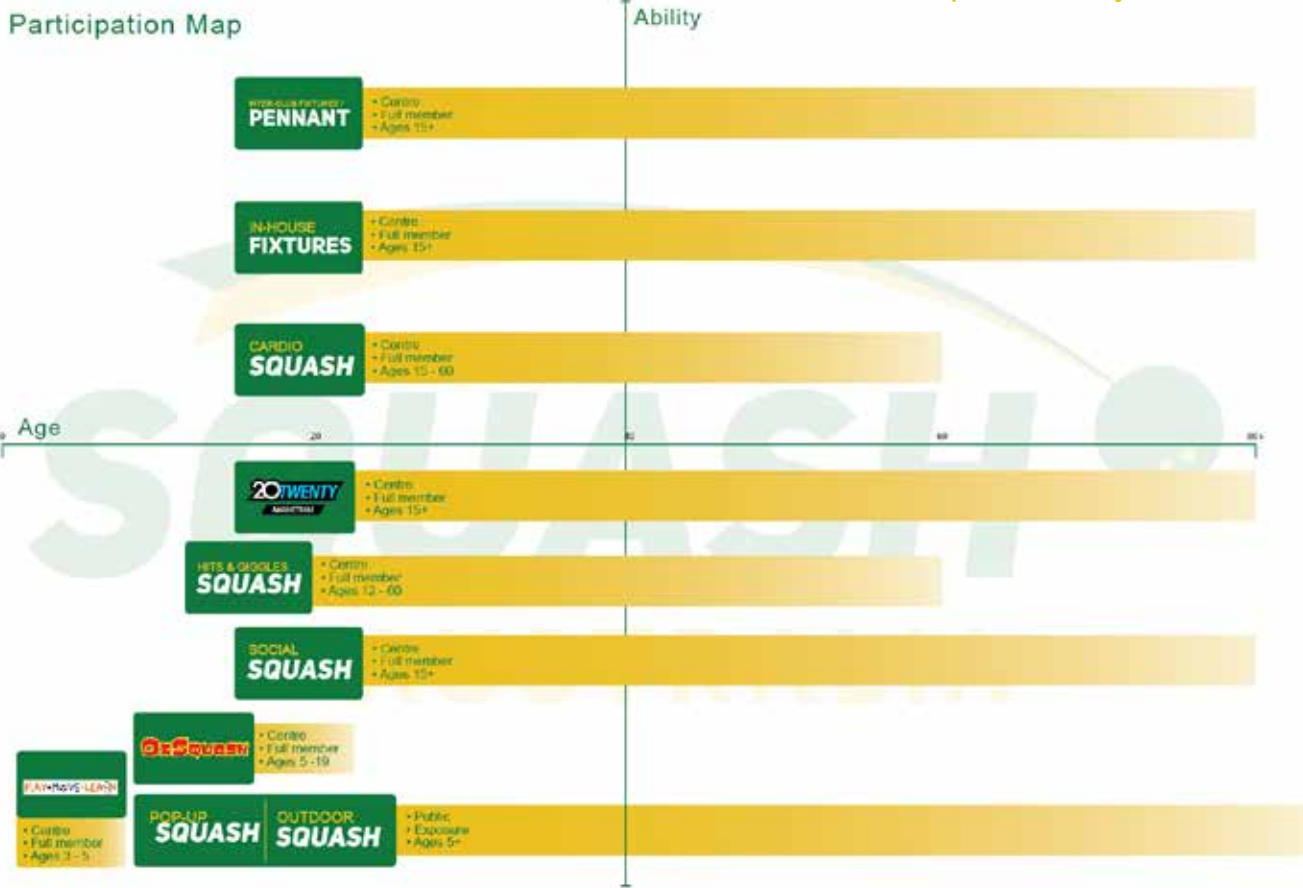
SA ACADEMY

Squash Australia wants to encourage centres of squash excellence across the country where young squash players can develop their game. The centres of excellence would be indicated via a Squash Australia Academy status which would provide a guarantee of standards.

The Squash Australia Academies will provide a coaching and training environment which supports the continuous improvement of Australian players. The Academies will aim to help players develop physically and technically in order to achieve success on the International stage. The Academies will also help young talent to develop and thrive, and aims to produce Commonwealth Games medallists of the future to follow in Cameron Pilley and Rachael Grinham's footsteps.

Squash Australia Academies extend the quality coaching and training environment and bring it to a wider geographical spread of players. It offers players a high coach-to-player ratio, quality facilities and access to the Squash Australia High Performance Coaching team.

www.squashozacademy.com.au





OUTDOOR SQUASH

Outdoor Squash is also based on the idea of 'taking squash to the people' and exposing a whole new group of people to the sport of squash in a new innovative way. The concept of Outdoor Squash includes any modified form of squash in parks and outdoor recreation spaces.

The resemblance to a normal squash can vary wildly with courts ranging from just three concrete walls in a u shape in a public park that people hit any kind of ball against, to full standard specification glass outdoor courts aimed at really showcasing the sport. Of course the costs of a glass showcourt can be quite considerable so the focus is more on including the very concrete wall courts in high traffic public places such as parks and beach vicinities with the main aim being to increase exposure and awareness and act as an introduction to the sport.

www.outdoorsquash.com.au



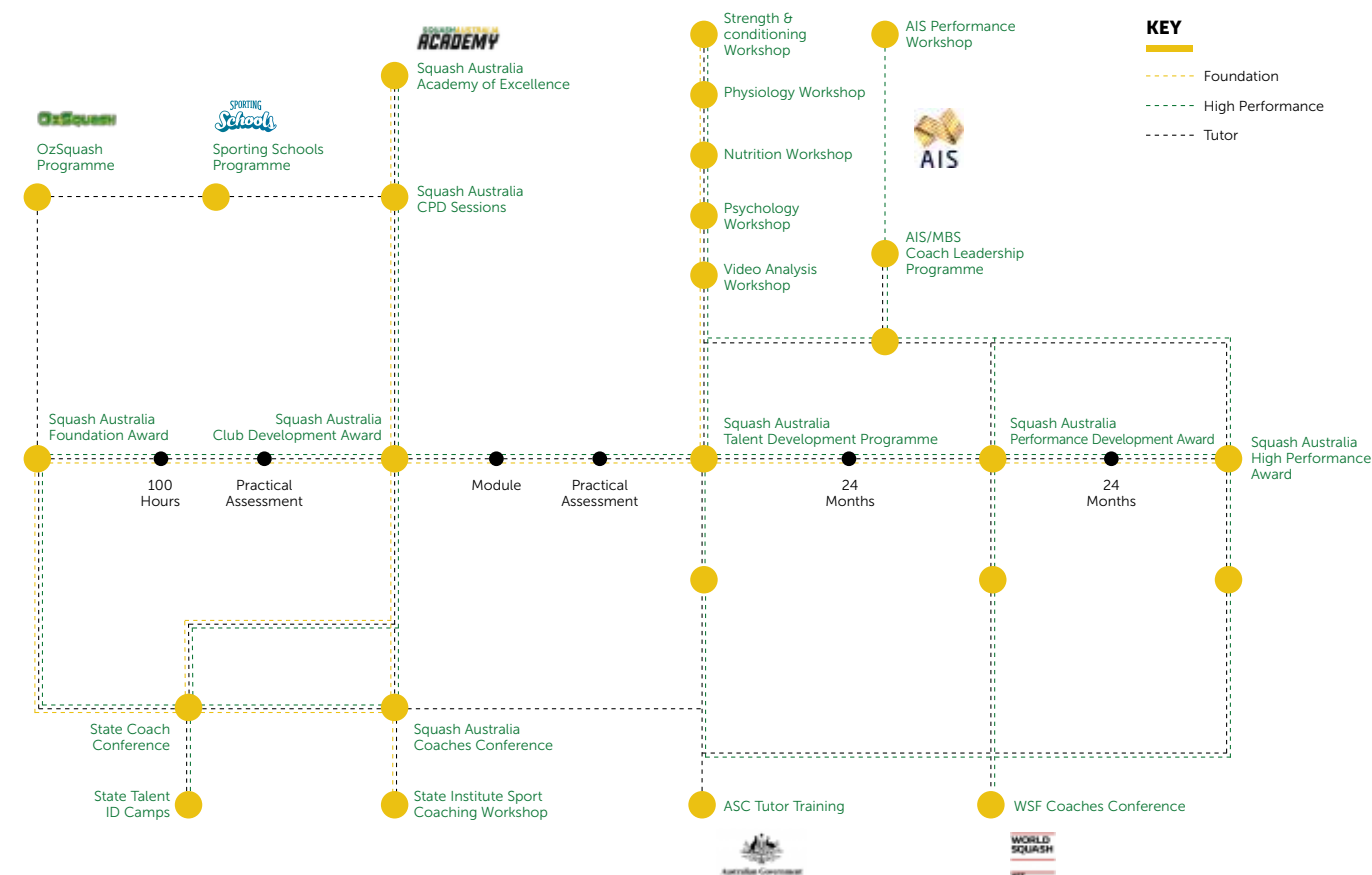
OZSQUASH

OzSquash is a fun, play-based programme designed to develop hand-eye coordination, striking and other sporting skills essential for squash, life-long health and well-being. The programme has three different versions each aimed at a different target audience. The first is aimed at primary school age children from 5-12 years, then secondary school age kids aged 13-17, then for university students aged 17+. The programme acts as a way of getting more people active while introducing them to the great sport of squash.

The major objective of OzSquash is to use a 'learning through play' philosophy to develop basic squash-specific skills and concepts as well as other important physical and cognitive skills, via fun games. Many activities within the programme are adapted from the 'Playing for Life' approach where the major emphasis is on maximum participation, high levels of activity in a fun, inclusive and safe environment using activities that are easily changed, modified or adapted.

www.ozsquash.com.au

COACHING EDUCATION SYSTEM



Squash Australia understands that there are several types of squash coaches and there is no one specific coaching style that works best for all players.

Different players need different coaching styles and the diagram created follows the paths of the specific coaching styles of;

- **High Performance:** this pathway is for coaches who want to work to help develop Australia's best young talent to world class standards;
- **Foundation:** this pathway is for parents, coaches who want to help develop young talent, providing squash understanding, fun and pedagogy skills;
- **Tutor:** this pathway is suitable for coaches who have an interest in education, pedagogy and who want to become involved in squash tutoring.

The underground map style diagram has 5 main 'stops' and these align with our Education framework and FTEM levels of;

- Foundation
- Club Development
- Talent Development
- Performance
- High Performance

COACH SYSTEM PATHWAY

Squash Australia caters for coaches to be able to reach these levels in different areas of expertise.

For example; Following a High Performance coach to follow the red line through the pathway they are able to attend;

- State Coach Workshops
- National Coach Workshop
- Coaching Courses
- WSF Conferences

If High Performance is not the pathway that suits your coaching style, and you are more a mentor to younger juniors or beginner camps, Squash Australia provides several continued professional development programs to help you continue through the underground system following either the 'Tutor line'.

Or the Foundation line, e.g.

- Leadership Courses through the AIS
- Parent and Mentor CPD meetings at tournaments
- E-Learning resources and
- Annual tutor training workshop

Following through from point to point on the coaching system takes time and several modules and criteria need to be satisfied to continue though all programs are either in place or in progress to facilitate the evolution of our High performance, Foundation and Tutor coaches across Australia.

Please visit our elearning portal for more information on our courses:

ELEARNING.SQUASH.ORG.AU

COACH PATHWAY



REFEREE EDUCATION SYSTEM

Referees and tournament officials play a vital role in all squash matters. Without their observations over anything from a local weekly pennant match to a Professional Squash Association sanctioned event, play cannot properly begin. These pages contain lots of useful information on how to become a Squash referee, the knowledge that is needed and the responsibilities that are undertaken by all our already accredited team of officials around the country.

Squash Australia has developed training programmes for the accreditation of squash referees of all levels. The training programmes have been registered as the official Competency Based Training and Assessment (CBTA) programmes for this sport under the National Officiating Accreditation Scheme (NOAS) run by the Australian Sports Commission. These training programmes define the pre-requisites, competencies, training, activity and assessment requirements for all three levels of Australian Squash Refereeing. These levels are:

Club Referee

An entry level accreditation for new referees, usually qualified at their own level of play

State Referee

An entry or upgrading level of accreditation qualified up to the second highest grade of play in each State; and

National Referee

The highest level of accreditation qualifying referees for the highest level of play in each State, and for all National and other higher level tournaments in Australia.

Squash Australia offers all three referee accreditation courses online through the eLearning Portal:
<http://elearning.squash.org.au/>

PRACTICAL ASSESSMENT COMPETENCIES

Make correct decisions on interference including:

- Movement made by players to provide access to the ball for the opponent
- Effort made by players to get to and play the ball
- Minimal interference
- Winning return
- Swing interference
- Front wall interference

Manage the match by:

- Preventing constant stoppages for lets
- Communicating effectively with players and other referees
- Applying conduct penalties
- Ensuring play is continuous

Use refereeing systems correctly, including:

- Working as single referee, marker, central referee or side referee
- Making independent decisions in the Three-Referee System
- Using the Video Review System
- Using electronic scoring devices

The Accreditation Pyramid showing the three levels, with an emphasis on club referees. This is to ensure that Australia as a country can have a plethora of qualified referees watching over not only regional and state wide competitions but also weekly fixture matches.

Referees are a crucial part of the smooth running of all PSA, State Open, and National and International Junior events held in Australia. Squash Australia's refereeing system is very highly regarded as producing some of the best referees in the world. On numerous occasions Australian referees have been given the top refereeing jobs including the Commonwealth Games finals matches and Men's World Championship final.

NATIONAL

STATE

CLUB

DO YOUR CLUB REFEREE COURSE NOW! WWW.ELEARNING.SQUASH.ORG.AU

ADDITIONAL INFORMATION, GLOSSARY, RULES

“ Sport can build champions. By giving the children of Australia an opportunity to fulfil a dream never thought possible and provide them with the tools to excel in life, on and off the court ”

ARE YOU READY TO PLAY SQUASH?

Squash is a sport for life! It is fun, easy (only needs two players), social and is great for fitness for life. Squash is suitable for men and women, young and old, is a global sport, offering the opportunity for travel. It assists with the development of character, self-confidence, decision-making and discipline.

Squash can build champions, by giving the children of Australia an opportunity to fulfil a dream never thought possible and provide them with the tool to excel in life on and off the court.

The environment in which children are brought up in has a large impact on who they become. Parents are the single biggest influence and the positive role that they can play in developing an athlete. Below are a few suggestions for parents that they can adopt to assist the coaches in the development of their children towards achieving excellence – both in sport and life

David Palmer (Australia)
World and Commonwealth Games Champion

INTEGRITY

The clean doping record, excellent compliance record, zero tolerance for corruption and outstanding athletes all add to the excellent integrity record for the sport which makes it such a safe environment in which young players can develop.

To ensure this key strength continues, Squash Australia has designated a section of its eLearning Platform to provide everyone within the sport essential information around Anti-Doping, Supplements and Banned Substances (<http://elearning.squash.org.au/>).

All members of Squash Australia’s sporting community can now access a range of free integrity and anti-doping education programmes which contribute to protecting our nationals porting integrity.

Please find below a table which highlights the minimum standard of compliance for players, coaches, administration and entourage.

		ASADA LEVEL 1	ASADA LEVEL 2	MATCH FIXING	ILLICIT DRUGS
PLAYERS	State	✓		✓	
	National Seniors (U19 and open)	✓	✓	✓	✓
	National Juniors (U13, U15, U17)	✓		✓	✓
COACHES	State	✓		✓	
	National	✓	✓	✓	✓
ADMINISTRATORS	Squash Australia Staff	✓	✓	✓	
	State Staff	✓		✓	
	Board Committees and Working Groups			✓	
SQUASH AUSTRALIA	Squash Board Directors	✓	✓	✓	
ENTOURAGE	Parents, Other Family, Referees, Other Administrators, Contractors	✓		✓	

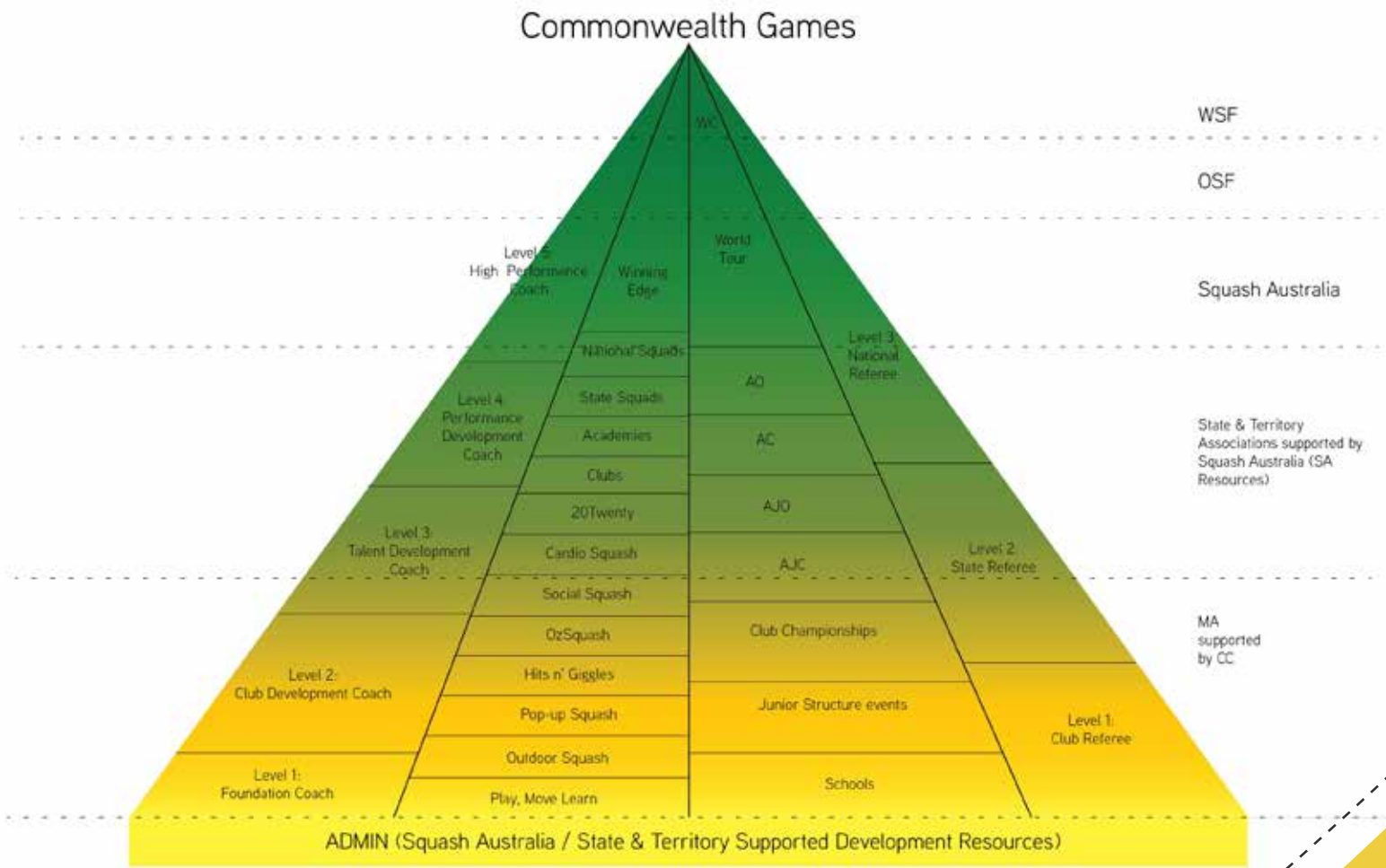
You can access the online course by following these links below:

ASADA
Online courses spanning over two levels that concern anti-doping - <https://www.asada.gov.au/>

Keep Sport Honest
An online course that considers match-fixing in sports in Australia - <https://elearning.sport.gov.au/>

Illicit Drugs
An informational online course that concerns the use of illicit drugs in sport in Australia - <http://www.health.gov.au/internet/main/publishing.nsf/Content/illicit-drugs-in-sport-IDIS-online-education-programme>

PROGRAMMES AND RESOURCES PYRAMID



CHILD EXPOSURE TO COMPETITIONS

Young children will always want to win. If we gave them a ball and a racquet, the first thing they will do is organize games, so that they can compete against each other. We want that to continue – as the players get onto the court, the coach should be encouraging and praising effort in all his / her players to do the best they can and learn from the competitive experience.

Squash Australia proposes that the training sessions building into competition are focused on making the player better in the long term, and providing them with confidence, competence and commitment. What happens on the court during a game will then take care of itself. If playing well becomes the focus of the game, then coaches and parents can focus on praising skills and skill attempts, which fosters confidence and a 'can try' attitude in young players. Being confident is the biggest predictor of both choosing to do an activity and being successful in that activity.

Quality play and exploration (0-7 years)

- Actively participate and enjoy team/fun challenges.
- Able to enjoy competition against themselves, and then others, in simple scored games
- Not yet exposed to organized, structured competition
- Participation in a variety of sport skills competitions

Active practice (8-12 years)

- Actively participate and enjoy team / fun challenges and small tournaments
- Compete in 6-8 tournaments annually, playing 3 'games' per tournament such that players experience both positive and negative outcomes
- No age group ranking lists should exist
- Presented with the opportunity to participate in weekly competition
- School competition, State and Australian Junior Championships

Talent Development (13-15 years) – Phase I

- Focus on technical, tactical and physical development
- Fine tuning of pre-and post-match, tournament rituals
- Develop understanding of tournament environment
- School competitions
- Australian Junior Championships, Australian Junior Open, Oceania Championships

Talent Development (16-18 years) - Phase II

- Periodisation featuring peak performances
- Fine tune technical, tactical and physical development in tournaments environment
- Develop good eating, travelling and time management patterns for tournaments
- Australian Junior Championships, Australian Junior Open, Oceania Championships

Achieve Excellence (19 +)

- Periodised tournament schedule (including prioritization of events etc.)
- Focus on world class performances and medal success.
- Competes in professional tournaments annually

Retain (All Ages)

- Club Competitions
- Pennants
- National Matrix Rating
- State Competitions
- National Championships – Grade Premier, A, B, C, D and E
- National Club Championships
- Oceania Championships



THE IMPORTANCE OF EDUCATION

Education is important as it helps young students gain knowledge and wisdom. These qualities will be vital as the student gets older, goes to university and eventually gains a career. To achieve broader goals in education and development, sports programmes must focus on the development of the individual and not only on the development of technical sports skills. While the physical benefits of participation in sport are well known and supported by large volumes of empirical evidence, sport and physical activity can also have positive benefits on education.

Quality play: play (4-7 years)

- Enjoy school
- Participate in holiday camps and educational outings where possible
- Actively involved in unstructured and sport play opportunities at school

Active practice (8-12 years)

- Understand that school is a priority throughout their childhood and adolescent lives
- Participate in educational outings where possible
- Actively involved in sport and physical education at school.
- Displays specific Squash knowledge
- Receptive to teachers and coaches that create positive environments in which skills can be developed

Talent Development (13-15 years) – Phase I

- Understands that education is a priority
- Participate in training camps and excursions where possible
- Learns more about sports-persons that have achieved both academic and sporting success
- Develops competent computer/internet use for leisure and education

Talent Development (16-18 years) - Phase II

- Plans for university scholarships
- From teachers, learn academic work ethic, ability to relax effectively, and separation of their sense of identity from sport
- Makes and reviews major decision on sporting career and education
- Scholarships at Australian Universities and access to the National Training Programme with the AIS
- Ivy League University Scholarships in the USA

Achieve Excellence (19+)

- Familiar with mature-age distance education alternatives.
- Undergoes life skills training (media, business planning etc).
- Displays competent computer use for leisure and education, as well as to assist skill analysis and maintain training, recovery and competition diaries

Retain (All Ages)

- Multiple Coach Education courses
- Multiple Referee Education Courses
- Online learning – <http://eLearning.squash.org.au>
- Player Transitional Programme



DEVELOPMENT OF LIFE SKILLS

Positive outcomes, such as life skills, must be directly taught to young athletes. They do not naturally occur just by playing a sport. As youth sport researchers often say, “life skills are taught, not caught.” Sport and physical education is fundamental to the early development of children and youth and the skills learned during play, physical education and sport contribute to the holistic development of young people. Sport provides a forum for young people to learn how to deal with competition and how to cope with both winning and losing. These learning aspects highlight the impact of physical education and sport on a child’s social and moral development in addition to physical skills and abilities. Through participation in sport and physical education, young people learn about the importance of key values such as: honesty, teamwork, fair play and adherence to rules, respect for themselves and others, self-confidence, focused concentration and controlling emotions.

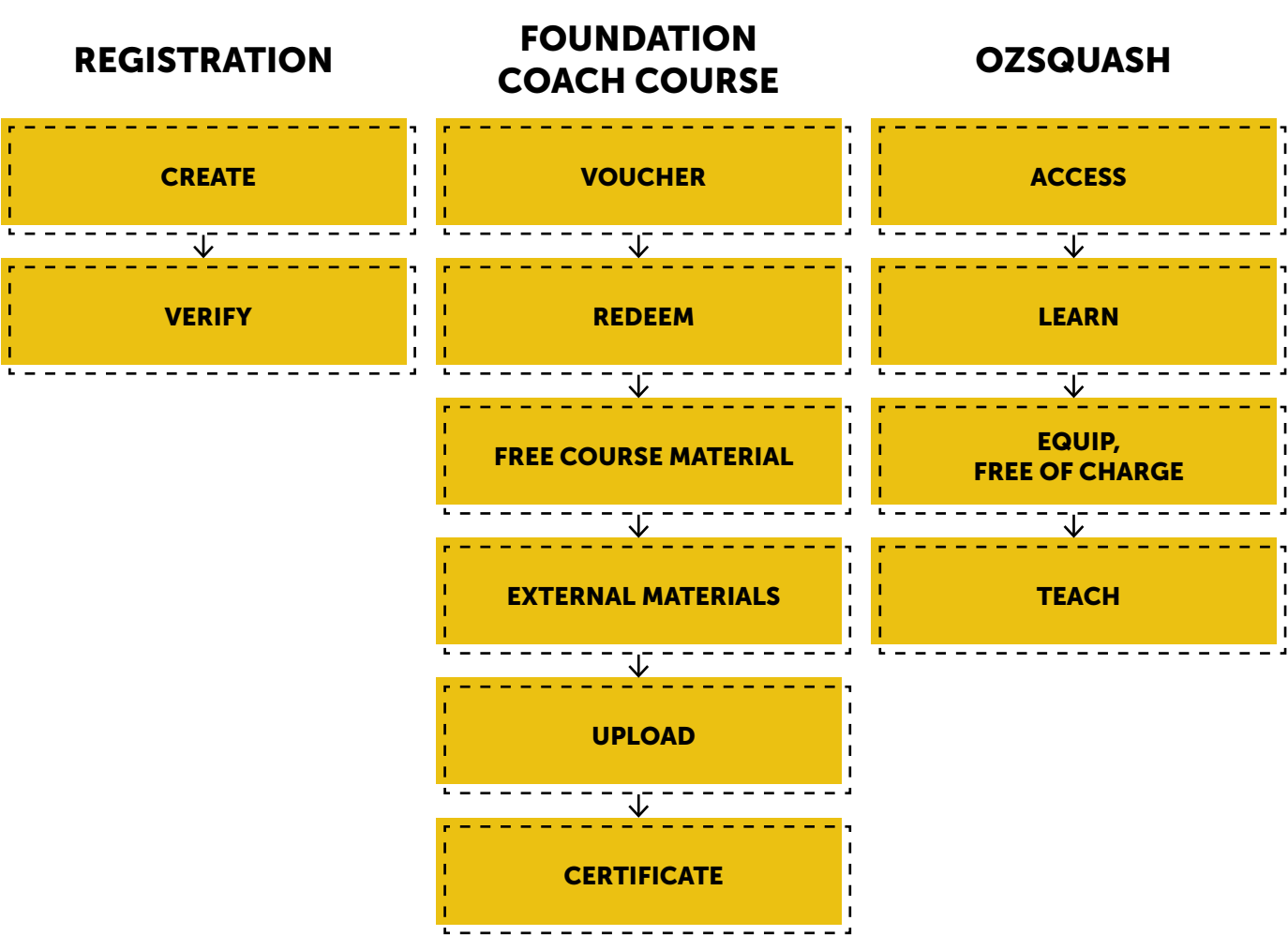
While there are many life skills that can be learned through sport, we can’t just assume that athletes will pick these skills up on their own. It is up to parents and coaches to teach these skills. A “life skill” is any personal attribute or behaviour that assists individuals in overcoming challenges in athletic, academic, social and other life situations. Life skills are often the intangible traits a person must possess to turn his physical ability into a successful outcome. Based on the available evidence, here are some suggestions for incorporating life skills training into existing sport programmes. Children will learn the lifelong skills of personal responsibility, time management, perseverance, dedication, and the resilience that extends past the boundaries of the sport training venue and into the home, classroom, university and office. Children who are active are more likely to be healthy, have positive self-esteem, and make friends. Children involved in sport and physical activity are more likely to excel in school, at work, and in life

For coaches: Coaches should prioritize the personal development of their athletes before winning, with athletes learning new strategy and skills encouraged. Within such a structure, coaches may then be able to target specific life skills, such as athletes taking personal responsibility for their preparation, equipment, behaviour, and effort.

For teachers: Teachers can seize teachable moments to reinforce these life skills and discuss how they may transfer from sport to other areas of the athletes’ lives within the class room at all levels of education (such as group projects in school or university). Squash Australia believes that teachers play a vital role in the development of children and in order to facilitate this role, teachers can take the foundation coaching course for free and then gain access to Squash Australia’s OzSquash programme through the eLearning Portal:

ELEARNING.SQUASH.ORG.AU

To begin this process, please register on eLearning and email participation@squash.org.au for your foundation coach course voucher.



For parents
Autonomy-supportive parents provide a clear structure for their children within appropriate boundaries and provide opportunities for children to make decisions within these boundaries. It is also important for parents to maintain open channels of communication with their children and reinforce life skills at home.

For co-players
Team interactions appear to be the most meaningful aspects of youth sport participation. Findings suggest that some of the most important lessons children can take from sport are based on learning to deal with conflict and finding ways to work with people who are ‘different’ to themselves. Rather than seeking to remove conflict children can be encouraged to find ways to deal with disputes by seeking to understand the other person’s point of view and reaching compromises.

FEMALE ATHLETES

The public visibility of female sport champions will inspire generations of Australia girls and women to embrace activity and take pride in their bodies. Mothers and caregivers who understand the importance of physical activity for the health and well-being of their children are important contributors to society. Often, it is the female within the family unit that is the decision-maker for young children and as such it would be beneficial for her to be leading and supporting an active and healthy lifestyle. This belief in the leadership of females is consistent with the International Olympic Committee's (IOC) stated belief that boys sport participation must be advanced by sport educated and sport enthusiastic mothers.

Sport is a powerful tool in identifying gender stereotypes, promoting equal opportunities and empowering girls and women within Australia and across the world.

Women's sport has come a long way in 100 years, with still more exciting development to come.

The Australia Olympic Committee encourages girls and women to be involved in sport. Many opportunities are now available to participate for health or for sport performance on the international stage. It is now up to the women and girls of Australia to embrace this support and be involved, be motivated and challenge them to win and keep winning. The United Nations for the Advancement of Women, Department of Economic and Social Affairs (2007) and numerous other research studies have recognized the

significant and far-reaching benefits of sport and physical activity on women and girls. Some of the significant elements / justifications for female involvement in sport are listed below:

- **Academic and Career Success:** Increases academic success, career success, school graduation rates and university enrolment rates
- **Teamwork:** Through sports, girls learn important life skills such as teamwork, leadership and confidence. Sport is where the males traditionally learned about teamwork, goal setting, the pursuit of excellence in performance and other achievement-orientated behaviours critical for success in the work place. In an economic environment where the quality of our children's lives can be dependent on two-income families, the women of today cannot be less prepared for the highly competitive workplace than men
- **Body image, confidence and self-esteem:** Development of psychological well-being, social integrations, positive body image, confidence and self-esteem. In America, more than three-quarters of working women feel that sports participation helps enhance their self-image (Sabo and Snyder, 1993)

From childhood to adulthood, females who play sports have higher levels of confidence and self-esteem and lower levels of depression. They have a more positive body image and experience higher states of psychological well-being than girls and women who do not play sports. Mille, Sabo, Melnick Farrell and Barnes (2000).

- **Families:** Sports are an asset to families, fostering communication and trust between parents and children. Girls involvement with sports is related to higher levels of family satisfaction, in both single-parent and dual-parent families. Sabo and Veliz (2008)
- **Chronic Disease:** Prevention of non-communicable diseases which account for over 60% of global deaths, 66% of which occur in developing countries and, for girls a positive impact on childhood health, as well as reduce the risk of chronic diseases later in life
- **Overweight and Obesity:** There is supporting evidence that excessive sugar intake by soft drinks, increased portion size, and steady decline in physical activity have been playing major roles in the rising rates of obesity and diabetes all round the world

Consequently, both over-consumption of calories and reduced physical activity are involved in childhood obesity.

- **Cardiovascular Disease:** Prevention of cardiovascular diseases, which account for 33% of all deaths among women worldwide
- **Osteoporosis:** One out of every two women over the age of 60 suffers from osteoporosis (brittle bones). Participation in weight-bearing exercises are necessary for establishing bone mass. Sport helps lower the risk of osteoporosis, a disease for which women are at higher risk
- **Chronic Degenerative Disease:** Prevention and treatment of chronic and degenerative diseases associated with aging such as type-2 diabetes, hypertension, arthritis, osteoporosis and cardiovascular abnormalities and reduction of the incidence of falls among older females
- **Individuals with Disabilities:** Provision of a double benefit to girls and women with disabilities through self-empowerment at both a personal and collective levels
- **Anxiety, Depression, Suicide:** Reduces stress, anxiety, loneliness, suicide and depression
- **Smoking:** Decreases likelihood of smoking
- **Cancer:** Girls active in sports during adolescence and young adulthood are 20% less likely to get breast cancer later in life

Staurowksy, E. J., DeSousa, M. J., Gentner, N., Miller, K. E., Shakib, S., Theberge, N., and Williams, N. (2009).

“Gold medals aren't really made of gold. They're made of sweat, determination, and a hard-to-find alloy called guts.”

Rachel Grinham (Australia)
World and Commonwealth Games Champion

EQUIPMENT

Clothing

Normal playing kit comprises of shorts and a short sleeved t-shirt of a light weight material.

For extreme conditions wrist bands can be used to stop grips becoming too wet to play. Grip powder can be used to enhance the grip.

Racquets

There are many varieties of racquet to choose from. They come in different weights and balances and which one you choose is a matter of personal preference. Most racquets weigh between 100g and 150g. The grip size of the racquets is standard. Players should always give the standard grip a try for at least a month before adding another grip. Professionals prefer smaller grips, this allows for grip changes which are frequent in a rally. For very young children small (mini) racquets are available, this allows children to have success of hitting the ball which might be hindered by the weight and length of a full racquet.

Balls

A WSF-approved competition squash ball is a hollow rubber ball that is 4cm in diameter. There are different variations of balls for lesser abilities. For younger children, the balls are considerably larger and bouncier.

Shoes

Non marking shoes are required for the court as the floor surface can be prone to marking. Squash involves many rapid changes in direction and as such running shoes are not suitable because the square edges on the soles, grip too much during sideways movement, creating an increased risk of injury. It is advised that all players wear squash shoes so as to cater properly for the sport.

Protective Eye Wear

There are stringent requirements for squash players and coaches to wear protective eyewear in Australia. This is covered in Squash Australia's Protective Eyewear Regulation, which can be found on the website: <http://www.squash.org.au/w/about-us/governance-documents/regulations>

Any players seeking exemptions from using the approved eyewear as set out in Squash Australia's Protective Eyewear Regulation may do so by written application to the CEO.

While these regulations largely pertain to competitive players, protective eyewear is recommended for all players beginning to play the sport. While squash is not a dangerous sport, accidents can happen at any time at any level of the game.

Junior players: Any players who satisfy Squash Australia age eligibility for 19 years and all younger age groups are required to wear eyewear when they are playing in domestic or international tournaments and/or competitions. It is also required by the WSF that all junior players should wear protective eyewear outside of tournaments and competitions.

Senior players: Those who elect not to wear protective eyewear while participating in events as an Australian representative player will be required to sign an indemnity and waiver form as part of their team representative agreement.

Doubles: Protective eyewear is to be worn by all players when participating in doubles competitions/tournaments.

Coaches: All accredited coaches are obligated to wear protective eyewear when conducting on-court activities with players that meet the Squash Australia junior age eligibility.

Court

Floor surface for Squash is essential both to avoid long term injuries and enhance the quality of play. Fully sprung floors are preferred due to the jumping and lunging nature of the sport.

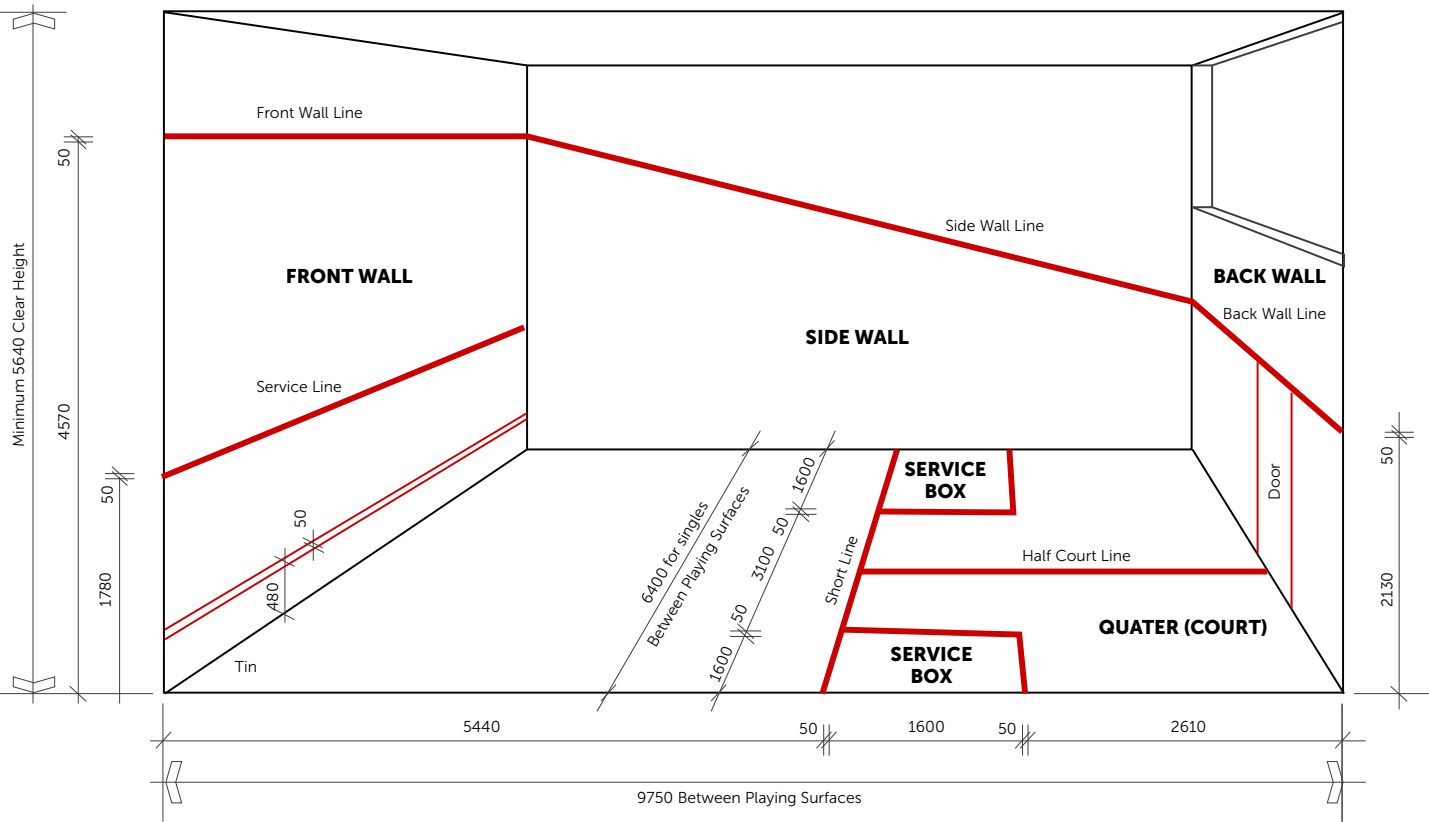
For singles the court dimensions are along the maximum length of the court at 9.75 metres and the narrower width at 6.4 metres.

For all doubles events the court for serving is different to standard play. For singles the court dimensions are along the maximum length of the court at 9.75 metres and the narrower width at 8.42 metres.

PARTICIPATION PROGRAMME EQUIPMENT



Also applicable for racketball.



Contact Squash Australia for more information on court specification at info@squash.org.au

BUILDING BLOCKS

PHYSICAL DEVELOPMENTAL BUILDING BLOCKS

	QUALITY, PLAY & EXPLORATION (0-7 years)	ACTIVE, PRACTICE & PARTICIPATE (8-11 years)	TALENT DEVELOPMENT (12-15 years)	TALENT REFINEMENT (16-18 years)	ACHIEVE EXCELLENCE (19+ years)	RETAIN, RETIRE & REMAIN ACTIVE (All Ages)
Balance / Body Control	●●	●●●●	●●●●	●●●	●●●	●●
Travelling	●●	●●●●	●●●●	●●●	●●●	●
Striking	●	●●●●	●●●●	●●●	●●●	●
Catching & Passing	●●	●●●●	●●●●	●	●	●
Speed	●	●	●●●●	●●●●	●●●●	●●
Repeated Sprint Ability	●	●	●●●	●●●●	●●●●	●
Agility	●	●●	●●●●	●●●	●●●●	●
Repeated Agility Ability	●	●	●●●●	●●●	●●●●	●
Strength & Strength Endurance	●	●	●●●	●●●●	●●●●	●
Power	●	●	●●●	●●●●	●●●●	●
Aerobic Endurance	●	●	●●●	●●●●	●●●●	●●
Multisport Activity	●●●●	●●●●	●●●	●●●	●	●●●●
Flexibility	●	●	●●●	●●●●	●●●●	●●●●
Co-ordination & Rhythm	●	●●	●●●●	●●●	●●●	●
Spatial Awakes	●●	●●●●	●●●●	●●●	●●●	●
Anaerobic Capacity	●	●	●●●	●●●●	●●●●	●

PSYCHOLOGICAL

	QUALITY, PLAY & EXPLORATION (0-7 years)	ACTIVE, PRACTICE & PARTICIPATE (8-11 years)	TALENT DEVELOPMENT (12-15 years)	TALENT REFINEMENT (16-18 years)	ACHIEVE EXCELLENCE (19+ years)	RETAIN, RETIRE & REMAIN ACTIVE (All Ages)
Self-awareness in the world	●	●	●●	●●●	●●●●	●●
Abstract thinking and relating to peers	●	●●	●●●●	●●●●	●●●●	●●
Psychological skills introduction and implantation	●	●●●	●●●●	●●●	●●●●	●
Increased ownership of self regulatory skills	●	●●	●●●●	●●●●	●●●●	●
Maintenance of cognitive, emotional and social aspects	●	●●	●●●●	●●●●	●●●●	●●●

TECHNICAL SKILLS

Serve	●	●●	●●●●	●●●●	●●●	●
	●	●●●	●●●●	●●●	●●●●	●
	●	●●●	●●●●	●●●	●●●●	●
	●	●●	●●●●	●●●●	●●●	●●
	●	●●	●●●●	●●●●	●●●	●●
	●	●●	●●●●	●●●●	●●●	●●
	●	●●	●●●●	●●●●	●●●	●●
	●	●	●●	●●●	●●●●	●
Lunge	●●	●●●	●●	●●	●●●	●
	●	●●	●●●●	●●●●	●●●●	●
Running	●●	●●●	●●●●	●●●●	●●●	●●
Split Step	●●	●●●	●●●●	●●●●	●●●	●
Jumping	●	●	●●	●●	●●●●	●
	●	●●	●●●●	●●●●	●●●●	●●

TACTICAL DEVELOPMENT

	QUALITY, PLAY & EXPLORATION (0-7years)	ACTIVE, PRACTICE & PARTICIPATE (8-11 years)	TALENT DEVELOPMENT (12-15 years)	TALENT REFINEMENT (16-18 years)	ACHIEVE EXCELLENCE (19+ years)	RETAIN, RETIRE & REMAIN ACTIVE (All Ages)
Serve & return of serve	●	● ●	● ● ●	● ● ●	● ● ●	●
Game plan	●	●	● ● ●	● ● ●	● ● ●	●
Practice / Conditioned games	●	●	● ●	● ● ●	● ● ●	●
Knowledge of the game	●	● ●	● ●	● ● ●	● ● ●	●

PREPARATION & RECOVERY

Physical conditioning and match preparation	●	● ●	● ● ●	● ● ●	● ● ●	● ●
Flexibility	●	●	● ●	● ● ●	● ● ●	● ● ●
Nutrition	●	● ●	● ● ●	● ● ●	● ● ●	● ●
Sleep	● ● ●	● ● ●	● ● ●	● ●	● ●	● ●
Recovery techniques	●	●	● ● ●	● ● ●	● ● ●	● ● ●

GENERAL GLOSSARY

Adaptation refers to a response to a stimulus that induces functional and / or morphological change in the body. The level of adaptation experienced by an athlete can vary greatly depending on genetics, training load etc.

Adolescence during this period, most bodily systems become adult both structurally and functionally. Structurally, adolescence begins with acceleration in the rate of growth in stature, which marks the onset of the adolescent growth spurt. The rate of stature growth reaches a peak, begins a slower or declarative phase, and finally terminates with the attainment of adult stature. Functionally, adolescence is usually viewed in terms of sexual maturation, which begins with changes in the neuroendocrine system prior to overt physical changes and terminates with the attainment of mature reproductive function.

Biological age provides a record of an individual’s progress toward the state of maturity. Currently, most training is based on chronological age, which in some cases can be 4-5 years apart in maturation. As such, special care must be taken when working with young athletes and coaches to guard against burn out, and ensure that physical conditioning is a stress reliever rather than an added stress to young athletes.

Childhood ordinarily spans the end of infancy – the first birthday – to the start of adolescence and is characterized by relatively steady progress in growth and maturation and rapid progress in neuromuscular or motor development. It is often divided into early childhood, which includes preschool children aged 1 to 5 years, and late childhood, which includes elementary school-age children, aged 6 through to the onset of adolescence.

Chronological age refers to the number of years and days elapsed since birth. Children of the same chronological age can differ by several years in their developmental age, including degree of physical maturation. Even though chronological ages are very specific during the early years, the progressively become more general throughout life.

Development refers to the connection of growth and maturation over time. Development can be defined as a psychosocial or behavioural construct. Hence, some conceptualisations of growth and maturation are intertwined within the same definition.

Developmental age refers to a number and degree of different factors including the physical, mental, cognitive, and emotional maturity of the individual. Young athletes may be early, average or late matures in a range of these qualities.

Early childhood is usually defined as the time period from the age of two (toddlerhood) until the age of six or seven years.

Growth refers to a change in size, either of the entire individual (i.e. stature) or of various parts (i.e. heart, lung, etc.). Growth involves the transformation of nutrients into living tissue. It implies the development of the organism and represents a predominance of anabolic over catabolic processes.

Maturation implies progress towards the adult state (both structural and functional), which varies in timing and tempo.

Periodisation is the systematic planning of athletic training. It involves progressive cycling of various aspects of a training programme during a specific period. Conditioning programmes can use periodisation to break up the training programme into the offseason, preseason, in season, and the postseason. Periodisation promotes the division of a year-round conditioning programme into phases of training which focus on different goals – specifically in the lead up to competition and recovery periods

Physical developmental age can be determined by skeletal maturity or bone age after which mental, cognitive, and emotional maturity is incorporated. Extensive empirical data show the existence of relative age effects.

Peak height velocity is the time of most rapid growth during the adolescent ‘growth spurt’. Adolescents grow at a growth rate nearly identical to that of a toddler - about 4 inches (10.3 cm) a year for males and 3.5 inches (9 cm) for females

Physical literacy is the mastering of fundamental movement and sport skills that allow a child to move confidently and with control in a wide range of physical activity situations. It is the foundation of long-term participation and performance. Physical Literacy is the cornerstone of both participation and excellence in physical activity and sport. Ideally, physical literacy is developed prior to the adolescence.

Skeletal age denotes to the maturity of the skeleton (determined by the degree of ossification of the bone structure). It is a measure of age that considers bone growth toward maturity, not in size, but with respect to shape and position to other bones.

Training age refers to the number of years an athlete has been training in sports, beginning with the early sampling years.

SIMPLE SQUASH

TERMINOLOGY GLOSSARY

Here are the most common terms and phrases you need to know in order to clearly communicate with other squash players:

SCORING/MARKETING

PAR Scoring point-a-rally scoring, in which either the server or the receiver can score a point during a rally. Games are usually to 11 points (sometimes 15), must win by 2 clear points. Can also be called American scoring.

Handout scoring only the server can score points in this system. Games are usually to 9 points. Can also be called international scoring.

Game usually won by the first player to earn 11 points. Sometimes games are to 9 or 15 points, depending on the scoring system.

Match usually the first player to win 3 games in a best of 5 games wins the match.

Handout to indicate a change of server.

Out to indicate that a shot hit the wall on or above the out-line.

Down to indicate that the a player's shot hit the tin or the floor before reaching the front wall.

Not up to indicate that a shot was not struck correctly (eg. double hit or carry) or bounced on the floor more than once before being struck (eg. double bounce).

Fault to indicate that a serve was not good.

REFEREE CALLS

Let a determination to replay a point in its entirety.

No let a determination that no obstruction or interference has occurred, and that a point should not be replayed.

Stroke a determination that interference has occurred and warrants awarding the rally to the interfered player.

COURT

The T an area on the floor of the court where the short line intersects with the half-court line. It's often a good location from which a player can reach the opponent's next shot.

The tin a barrier across the lower part of the front wall. All shots must contact the front wall above this barrier to be good.

Service box a square area marked on the court floor. It defines where the server must stand while serving.

Short line a line crossing the full width of the court floor. It marks the front of the service boxes.

SHOTS

Drive a typical groundstroke, usually hit for good length.

Crosscourt a ball that goes to the opposite side of the court after striking the front wall.

Boast a shot hit to the near sidewall before it hits the front wall.

Reverse boast a ball hit into the opposite side wall before it reaches the front wall.

Volley a ball struck in the air, before it bounces on the floor.

Drop a shot hit short, usually not too high above the tin.

Counterdrop a drop shot hit off of a preceding drop shot.

Serve this shot begins every squash point.

Return this is the shot that comes after the serve. Also called a serve return.

Kill a hard-hit shot that ends a point definitively.

Lob a ball hit so that it travels high in the air after hitting the front wall.

Nick a ball that hits the crack between the floor and a wall once it bounces off the front wall. This is usually a winner.

Length refers to hitting the ball into the back portion of the court so as to move the opponent back. That is good length.

Rail a ball hit for good length along a side wall

OTHER

Carry a ball that is not hit cleanly on the racquet; it touches the strings throughout the stroke.

Doublehit a ball that contacts the strings more than once during a stroke. Somewhat similar to a carry.

Get a difficult retrieval of an opponent's shot. Often heard in the complimentary phrase 'nice get'.

hot ball - when the squash ball has physically warmed up from being struck. It is bouncier in this state.

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Acknowledgements and Thanks...



2024
THE YEAR OF SQUASH
AT THE OLYMPICS

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SQUASH: FAVOURITE
FOR 2024 OLYMPICS

Australia is the **most successful squash nation** in Commonwealth Games history with nine gold medals, one more than England.



players registered to take part in the World Squash Day Challenge, which demonstrated **global support for the sport's 2020 Olympic bid**. More than **800** clubs from over **70** nations joined in, with players representing Team Squash and Team 2020



Geoff Hunt was World Champion **7 times** and won **8 British Open** titles



Heather McKay
Heather McKay (Australia) was possibly the **most dominant sportswoman in history**. She only lost two matches in her career and was **unbeaten from 1962 to 1981**.



Australia won **22** world titles between 1970 and 2007

Cameron Pilley



world speed record in 2011
175mph

17 Australian World Champions since 1976

Australia has won **30 medals** in Commonwealth Games since 1998



30/50
medals were won at the Commonwealth Games since 1998

Bronze
13



Gold
9

Silver
8

Total medals won by Squash Aus at the Commonwealth Games since 1998



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