TALENT IDENTIFICATION AND SELECTION FRAMEWORK

2015-16

CONTENTS

INTRODUCTION

The purpose of the Talent Identification and Selection Framework is to provide our members with a guide to the talent identification and selection processes for Affiliate and Regional level.

This Framework has been compiled with best practice methods recommended from Touch Football Australia and/or the Australian Sports Commission to assist affiliates, volunteers and committees to establish best practice in talent identification and selection methods, and the tools and templates to assist in implementing these practices.

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Touch Football Australia policies and procedures are living documents which reflect progress in administrative requirements and industry standards. As such, to maintain currency, policy and procedures, these documents are periodically reviewed and updated.

It is important the reader ensures that they are reading and using the most recent version. Updated versions and extracts of this handbook will be provided to affiliates. To confirm the current version please contact TFA.

INTRODUCTION

www.ausport.gov.au/ftem

We all participate in sport for many different reasons. Some are interested in maintaining an active and healthy lifestyle, others love the thrill of competing with their friends and a rare few set their sights on winning medals for their country. Whatever the motivation, we mostly choose our own pathways, although sometimes the pathway chooses us.

The Australian Institute of Sport (AIS) has developed a new framework to capture these different pathways and address the current shortfalls in applied research and practice specific to athlete development. It is called FTEM.

WHAT IS FTEM?

FTEM (representing Foundation, Talent, Elite and Mastery) is a user-friendly framework of sporting development that is representative of the 'whole of sport' pathway continuum. It integrates three key outcomes of sport participation: active lifestyle, sport participation and sport excellence

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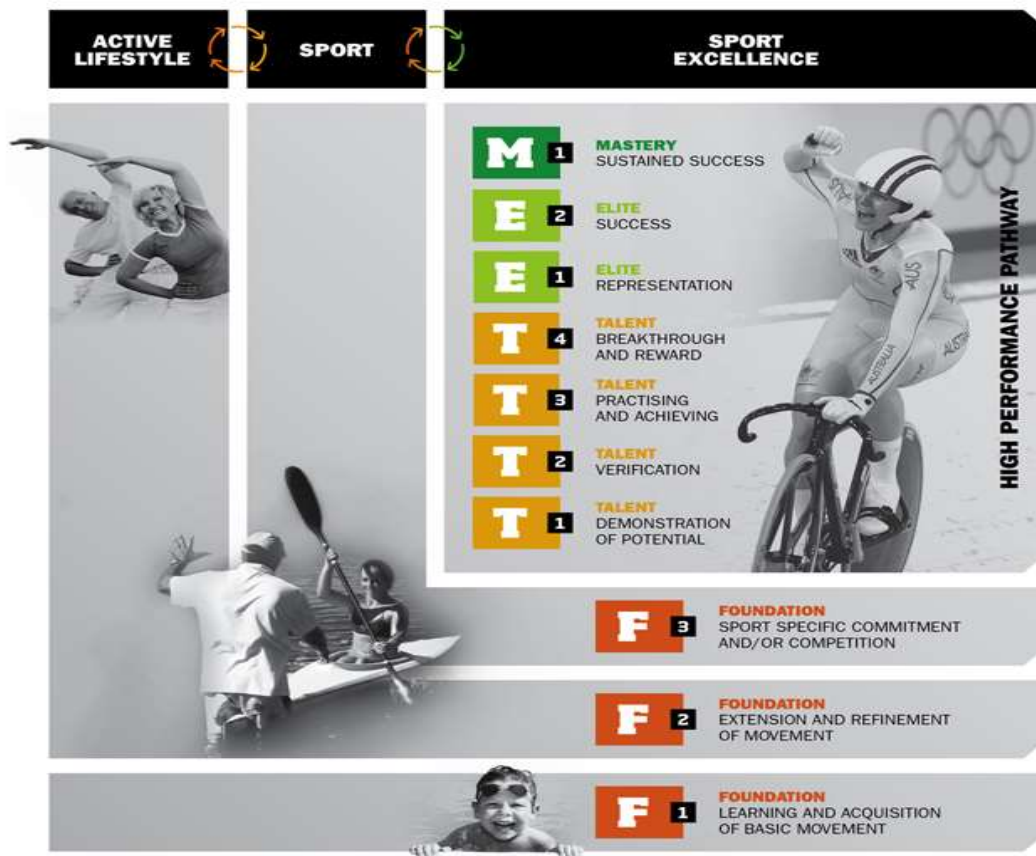
HOW CAN FTEM BE APPLIED?

The FTEM Framework can be used as a practical planning and review tool for a broad range of sporting stakeholders, including parents, teachers, clubs, coaches, sports science and sports medicine personnel and national and state sporting organisations.

This enhanced understanding of sporting pathways will help us to improve the experiences of more people, at more levels of the pathway, more often.

Key features

- Representative of the '3 worlds': active lifestyle, sport participation and sport excellence
- Holistic and multidisciplinary sports model
- Fully integrated
- Recognises that individuals can be simultaneously participating in multiple sports at multiple levels of the pathway
- Features variable entry and exit points within the developmental pathway
- Non-prescriptive, allowing broad user flexibility and adaptability
- Devoid of fixed age boundaries
- Incorporates those with the potential to be elite, which has previously been identified as an insufficiently considered component of high performance modelling
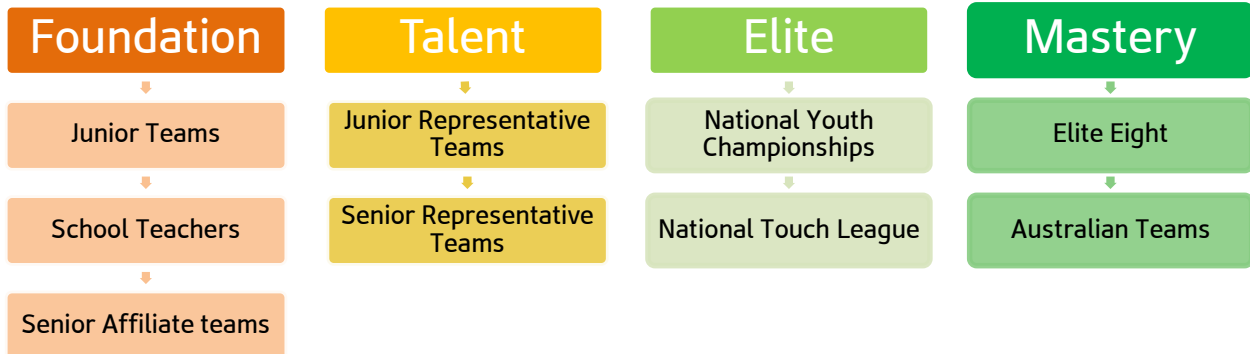- Reinforces the need for the right support at the right time and with the right athletes

FTEM AND TOUCH FOOTBALL

In an overview the table below applies the FTEM model to the various pathway levels of Touch Football. Coaches play a very important role in the development and experience encountered by athletes, whether that is the progression of the pathway from Foundation to Talent and beyond, or retention at an affiliate competition for a lifetime of enjoying our great sport.

	JUNIORS/INTRODUCTION 5 - 12 YEARS	YOUTH/DEVELOPMENT 13 - 20 YEARS	ADULT 21 + YEARS
MASTERY SUSTAINED SUCCESS		YOUTH TRANS-TASMAN	WORLD CUP
			TRANS TASMAN
			ELITE 8
			STATE OF ORIGIN
ELITE REPRESENTATION AND SUCCESS		NATIONAL TOUCH LEAGUE	NATIONAL TOUCH LEAGUE
		NATIONAL YOUTH CHAMPIONSHIPS	STATE TOURNAMENTS
TALENT PRACTICE AND ACHIEVEMENT	SCHOOL SPORT NATIONALS 12'S	SCHOOL SPORT NATIONALS 15'S	REGIONAL TOURNAMENTS
	STATE/REGIONAL TOURNAMENTS	STATE/REGIONAL TOURNAMENTS	
FOUNDATION PARTICIPATION/SOCIAL	AFFILIATE AND SCHOOL GALA DAYS	JUNIOR AFFILIATE COMPETITIONS	AFFILIATE COMPETITIONS
	JUNIOR AFFILIATE COMPETITIONS		
	AUSTOUCH PROGRAM	SCHOOL COMPETITIONS	
	SCHOOL CLINICS		
	PHYSICAL EDUCATION SCHOOL CURRICULUM		

TFA COACHING PATHWAY

The TFA Coaching Pathway also has four levels, which can be mapped to align to the Athlete Pathway.

Foundation	Talent	Elite	Mastery
Junior Teams	Junior Representative Teams	National Youth Championships	Elite Eight
School Teachers	Senior Representative Teams	National Touch League	Australian Teams
Senior Affiliate teams			

Prior to 2014 there were three Levels of Coach Accreditation, being Level 1, 2 and 3. These levels are still recognised and are reflected in the following way:

- Level 1 = Foundation
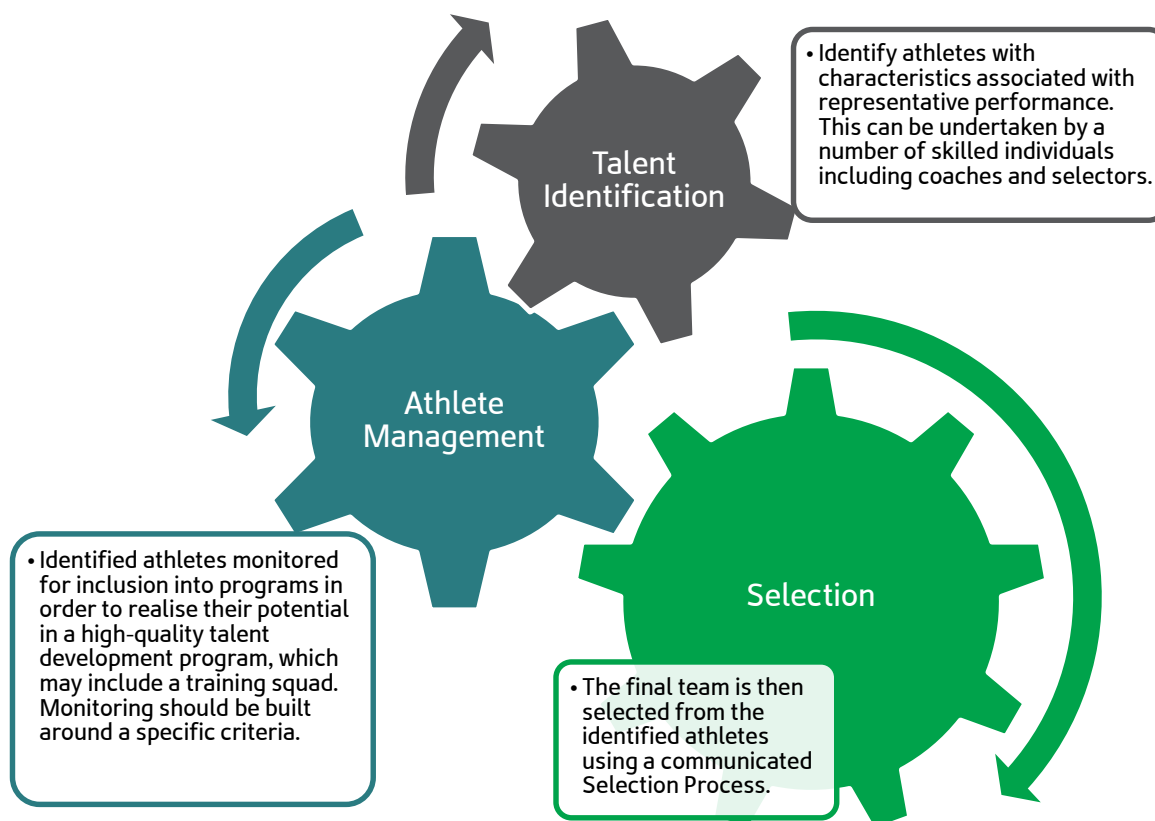- Level 2 = Talent
- Level 3 = Elite

The Talent through to Mastery Courses contain detailed information and modules specifically regarding Talent Identification, Athlete Management and Selection. It is recommended that you have minimum accredited **Talent level coaches** involved in the selection processes.

INTRODUCTION

Talent Identification, Athlete Management and Selection are a vital part of Athlete Development and the TFA Athlete Pathway. As an affiliate or regional coach you will be required to be involved in selecting athletes to compete at representative tournaments, which includes events such as regional championships, state championships and possibly graded affiliate competitions.

The development of athletes is vital for the pathway progression as outlined in the FTEM and Touch Football table. The selection and subsequent opportunities offered for athletes to 'represent' can often provide a challenging complex environment. All affiliates, regions or representative bodies should have appropriate practices in place, which are documented, published and supported by the relevant committees overseeing the body.

Ultimately there should be accredited coaches appointed and involved at each of these crucial stages to ensure the appropriate athletes are identified, provided feedback and ultimately, those meeting the criteria, selected. It is important to have a holistic approach with systems and personnel to support the process.

Talent Identification

• Identify athletes with characteristics associated with representative performance. This can be undertaken by a number of skilled individuals including coaches and selectors.

Athlete Management

• Identified athletes monitored for inclusion into programs in order to realise their potential in a high-quality talent development program, which may include a training squad. Monitoring should be built around a specific criteria.

Selection

• The final team is then selected from the identified athletes using a communicated Selection Process.

TALENT IDENTIFICATION

Talent identification (TID) is the process by which talented athletes are 'identified' for representation. The TID process assumes that players have good and bad days and cannot always be at their peak, and is designed to be fairer and more efficient.

A key component of the process includes ongoing monitoring of identified athletes. Touch Football Australia has a number of available resources to assist in the process of Talent Identification of athletes.

The pathway can be a complex system, and athletes develop at different rates, as outlined in the Athlete Development Framework, therefore there should be multiple occasions and environments where talent can be identified. In a pure form, it can be specific to athletic ability with Touch Football skill components being a secondary factor which can be taught and refined.

Often in a Touch Football environment however, athletes are identified specific to the skills listed on the skill development checklist.
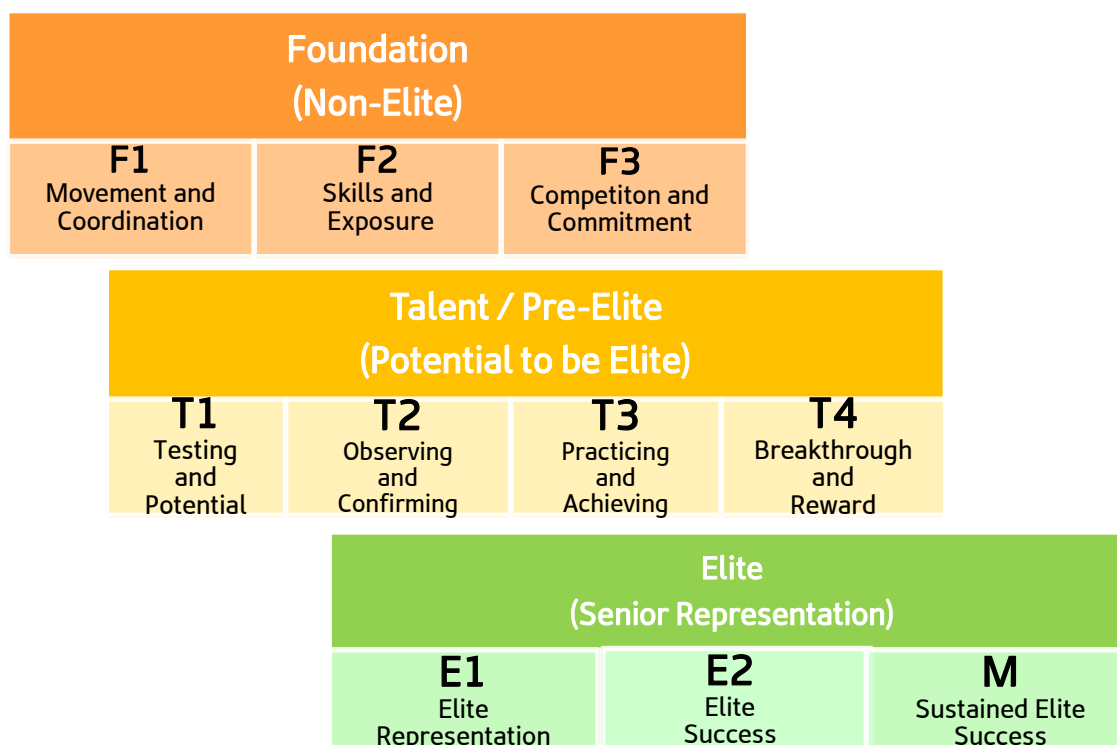
ATHLETE MANAGEMENT

The following information breaks down the FTEM Model into smaller parts at each level. The aim is to educate coaches and program volunteers on how best to support athletes at each stage in the pathway. Detailed information on Athlete Management is provided via the Talent and Elite Coach Courses

TFA recommends coaches and program coordinators, charged with the responsibility of supporting athlete development, consider the following questions, when reviewing the model and implementing within their own programs, at each FTEM level.

1. What is needed for an athlete to be here at this level?
2. What is needed for an athlete to move up or down levels?

How do these levels interact?

Foundation (Non-Elite)		
F1 Movement and Coordination	**F2** Skills and Exposure	**F3** Competiton and Commitment

Talent / Pre-Elite (Potential to be Elite)			
T1 Testing and Potential	**T2** Observing and Confirming	**T3** Practicing and Achieving	**T4** Breakthrough and Reward

Elite (Senior Representation)		
E1 Elite Representation	**E2** Elite Success	**M** Sustained Elite Success

TALENT IDENTIFICATION ATHLETE MANAGEMENT AND SELECTION

Foundation (Non-Elite)	
F1	**Movement and Coordination** **Key Elements** • Start to establish physical literacy. • Learning, execution and acquisition of basic movement foundations. (e.g. locomotor and object control skills). • Includes throwing, catching, jumping, running, climbing, striking, kicking, floating, evading etc. Key Drivers – Parents, siblings, family, friends, playmates.
F2	**Skills and Exposure** **Key Elements** • Expanding the basic movement repertoire to have a well-rounded movement vocabulary. • Advancing and refining F1 foundation skills through broad exposure to formal and informal play, practice and games, in both sport and non-sport specific ways. **Key Drivers** – Parents, teachers, coaches, friends.
F3	**Competition and Commitment** **Key Elements** • Apply Foundational movement skills (F1 and F2) in a sports specific context, within the age appropriate rules and conventions of sport. • Often associated with the commitment to training, skill development, and/or formal engagement in competition. Can occur within a club or a school, or neither. • Might include an under 9 footballer, or a 65 year old marathoner seeking to perform a personal best. **Key Drivers –** Clubs, coaches, teachers, private providers, self.
Talent (Pre-Elite, potential to be Elite)	
T1	**Testing and Potential** **Key Elements** • Demonstrable gifts/talents in the physical, physiological or movement domains which may indicate future potential in high performance sport. • May occur through formal or informal talent identification processes, including self-identification. **Key Drivers –** TID practitioners, National and/or State Sporting Organisations (NSO/SSO's), clubs, schools, self.
T2	**Observing and Confirming** **Key Elements** • Immersion in an observational trial period to demonstrate sport specific skill acquisition, commitment, motivation, coachability, and other positive psychology, self-management, and other relevant traits. • Verification of talent by a known benchmark. **Key Drivers –** Coaches, TID staff, NSO'S/SSO's, clubs, schools
T3	**Practising and Achieving** **Key Elements** • Sustained practice and investment through high training volumes that may lead to the achievement of a key high performance benchmark. **Key Drivers –** NSO's, SSO's, clubs, athletes, coaches.
T4	**Breakthrough and Reward** **Key Elements** • Athlete achieves a key benchmark or breakthrough performance (i.e. age-group, open or scholarship/draftee criteria). • Achieving this milestone can result in a significant increase in high performance support by institutes/academies, universities, NSO's or clubs (for those likely to progress to E1 and beyond). • **Key Drivers –** Athlete, HP agencies, NSO's, clubs, coaches.

Once an athlete has been identified it is important to assess, develop a plan and then manage them in an ongoing environment. Ideally this can be achieved through coordinating the required development in a program context with other athletes. It is important to have an awareness of the stages of progress for Physical Growth, Maturation and Adaption. This information is provided in the **Junior Development Framework** and also in the **Talent Coach Course.**

Physical Growth, Maturation and Adaptation
The development of a child is driven by three distinct processes: growth, maturation and adaptation. These have important implications for training and competition.

Growth is the increase in overall body size with changes in muscle, bone and fat and this affects motor skills. Growth is complicated because:
- different parts of the body grow at different rates
- periods of growth start and stop at different times.

Maturation is the genetically programmed series of changes leading to maturity.
These changes occur in the same sequence in everybody, but there are wide individual differences in:
- when puberty starts
- how long it takes (can be 18 months to 5 years)
- how much growth occurs in the adolescent growth spurt.

Adaptation occurs as a result of external rather than genetic factors (e.g. intensive training). The growth spurt in height occurs first, followed by the growth spurt in weight and finally the growth spurt in strength.

Implications for Touch Football
The uneven spread in growth and maturation in young people of the same age makes chronological age of limited value in determining their developmental status. This creates challenges related to opportunity and training.

Opportunity
Opportunities (e.g. being selected to participate) may not be offered to some young people because of their current developmental status. Therefore sport providers must be aware that late maturing young people may be disadvantaged when competitions are based on chronological age. They must continue to encourage young people, despite their current body shape, as this may be different later on.

Young people and their parents/carers should focus on personal improvement not comparison with others of the same age. This will result in more young people having a chance to realise their potential and an expansion of the talent pool for future success in sport.

Training/Practice
For the most part, training and sport activity are beneficial for the best possible physical growth and development of young people. However, it is important to remember that young people differ from adults in the quality of their body tissues, which are not able to take the same stresses. Consequently, training must be conducted differently for young people, particularly if they are specialising and/or involved in a narrow range of activities.

Injuries do occur on occasions but are usually reversible. There are times during periods of growth when tissues are more vulnerable. For example, it takes considerable time for a bone that has lengthened to become strong and for the muscles, tendons and ligaments to grow to the new length of the bone.

SELECTION

Selection, of some sort, is a requirement at every level of the sport. The selection process however, may vary depending on the skill level of athletes, program and the numbers available to participate. It would be fair to say that personnel involved in the process do not have a great deal of opportunity to train for the task. They must rely on their own common sense and experience.

The TFA philosophy ensures that selection is not conducted by one singular person. It is always best to ensure an open and transparent process and policy exists and is followed by all involved.

This document contains a number of tools and resources which can assist in establishing and completing your selection process and policy document, and is provided to assist Affiliates and Selection Panels in the process of undertaking selections.

ROLE AND REQUIREMENTS OF SELECTION PANEL

Accreditation

The TFA Coach education programs are currently being updated to reflect the introduction of the Athlete Development Framework. This will enable any Talent, Elite and Mastery level coach receiving the education required for the Talent Identification, Athlete Management and Selection processes relevant to athletes at those levels.

TFA will still continue to recognise the former Level 1, 2 and 3 Selector Accreditation Systems, as outlined in the table below, and will provide updating and maintaining currency information and processes once the educational materials are finalised.

COACH / ATHLETE LEVEL	JUNIORS /INTRODUCTION 5 - 12 YEARS	YOUTH/ DEVELOPMENT 13 - 20 YEARS	ADULT 21 + YEARS	FORMER SELECTOR LEVEL
MASTERY SUSTAINED SUCCESS		YOUTH TRANS-TASMAN	WORLD CUP	
			TRANS TASMAN	
			ELITE 8	
			STATE OF ORIGIN	
ELITE REPRESENTATION AND SUCCESS		NATIONAL TOUCH LEAGUE	NATIONAL TOUCH LEAGUE	LEVEL 3 LEVEL 2
		NATIONAL YOUTH CHAMPIONSHIPS	STATE TOURNAMENTS	
TALENT PRACTICE AND ACHIEVEMENT	SCHOOL SPORT NATIONALS 12'S	SCHOOL SPORT NATIONALS 15'S	REGIONAL TOURNAMENTS	LEVEL 1
	STATE/REGIONAL TOURNAMENTS	STATE/REGIONAL TOURNAMENTS		
FOUNDATION PARTICIPATION/ SOCIAL	AFFILIATE AND SCHOOL GALA DAYS	JUNIOR AFFILIATE COMPETITIONS	AFFILIATE COMPETITIONS	N/A
	JUNIOR AFFILIATE COMPETITIONS			
	AUSTOUCH PROGRAM	SCHOOL COMPETITIONS		
	SCHOOL CLINICS			
	PHYSICAL EDUCATION SCHOOL CURRICULUM			

Appointed personnel should be suitably qualified with regard to the division in which they are allocated to. This is via their coach accreditation or former selector accreditation and they should be aware and comply with the policies and procedures of their entity and TFA.

EXPECTATIONS – COACHES AND SELECTION PANEL

Leadership	Integrity	Professionalism	Diversity	Excellence
• Fearless • Innovative • Progressive • Transparent • Accountable • Effective	• Fair • Ethical • Open • Clear • Honest • Responsible	• Responsive • Efficient • Engaged • Respectful • Communicative	• Flexibility • Equality • Inclusive • Impartial • Objective • Compromising	• Promote achievement of excellence at all times • Improvement • Best Practice

The expectations on your behaviour as a coach appointed to a team, or a coach involved on the selection panel are no different. The Panel are accountable for selecting the best possible team from the available players. They must display honesty, objectivity and impartiality in their findings and recommendations and must have the ability to work in a team environment with fellow panel members. It is also a requirement to be organised in the recording of information. Finally, professionalism is required at all times. This includes behaviour and appearance, such as appropriate uniform and attire both on and off duty.

General Responsibilities

The responsibilities of each panellist after notification of their appointments will vary according to their experience at this level. The following is a general list of items to assist in the process:

- Obtain a current copy of the relevant Selection Policy.

- Examine the coach's requirements and the selection criteria.

- Become familiar with the process and the athlete assessment sheets being used for monitoring players. For example:
    o Foundation Skill Development Checklist
    o Talent Skill Development Checklist

- If conducting TI during a competition obtain information on:
    o The games being played;
    o The times and teams participating;
    o The field allocation for each game.

- Consult coaches or managers regarding players with injuries (if required).

- Regularly communicate with the Selection/Program Coordinator throughout the process.

First impressions

First impressions, either favourable or unfavourable for the athlete, can influence later judgements, especially if negative points are observed first. To avoid this, reserve all judgements regarding a player until after the observation period.

Key Responsibilities and Roles of Selectors

- Responsible for selecting best available players in line with the selection criteria.

- Work as a part of the selection team, whilst still providing individual opinions.

- Earn the respect of athletes/coaches/panellists/ others and be accountable for actions and making hard, yet fair and impartial decisions. Be prepared to convey those decisions to the relevant people.

- Capacity to work well under pressure.

- Excellent oral and written communication skills.

- Excellent organisational skills.

- Able to maintain confidentiality

Tournament or Event Arena

- Selectors should make themselves known to team coaches so they can give information on injuries, resting players, positional changes etc.

- It is not the selector's responsibility to make themselves known to players.

- Analyse standard of the games.

- Establish optimal vantage points, but also move around the field.

- Establish player positions.

- Assess and keep notes on as many players as possible.

- After the team is selected players may wish to discuss their selection or omission from the team, which should be organised through the Selection/Program Coordinator, but may also involve panel members.

- When feedback is provided (written or verbal), it should be focused on areas as identified within the selection criteria and Skill Development Checklist.

Affiliate/Regional Selection or Trial

- The selection panel may be introduced by the program coordinator or coach, and your role identified.

- The selection group should communicate prior to the day with the Selection/Program Coordinator and fellow Panel members including the Coach to confirm selection and trial formats and processes.

- After the team is selected players may wish to discuss their selection or omission from the team, which should be organised through the Selection/Program Coordinator, but may also involve panel members.

- When feedback is provided (written or verbal), it should be focused on areas as identified within the selection criteria and Skill Development Checklist.

After the Selection Process:

- Remain available till after the team has been finalised in case changes are needed.

- Submit Tournament Report.

- Evaluate effectiveness of selection process.

- Follow up and monitor selected players.

- Maintain unity and confidentiality of discussions.

- Keep player notes in case replacement players are required.

TFA BEST PRACTICE SELECTION MODEL

Task	Responsibility	Comments	✓
1. Competition or Event Identified	Affiliate or Organising body	Preplanning should ensure that competitions are identified well in advance to enable the best possible and timely selection process is completed.	
2. Identify Program Coordinator	Affiliate or Organising body	The Affiliate Committee needs to appoint a suitably qualified individual to coordinate and manage the selection process and information outlined in this table.	
3. Appoint Coach	Affiliate or organising body	Appropriate accredited coach should be appointed and involved prior to any selection process. The process may involve nominations, expressions of interest or any other identified appointment process.	
4. Appoint Selection Panel	Affiliate or organising body	The coach should be a member of the Selection Panel along with any other identified and suitable coaches/selectors. The Panel should consist of at least three people, as outlined in the Selection Policy. process may involve nominations, expressions of interest or any other identified appointment process.	
5. Confirm Selection Process	Affiliate or organising body, Coach and Selection Panel	A process should be agreed upon with regard to how the selections will be conducted. Elements to consider include the level of team being selected, ages of athletes, opportunity for talent identification, a timeframe to conduct selections and other items listed below. The process and policy should be communicated to eligible athletes prior to seven days before the selection process commences.	
6. Identify Athletes Eligible	Affiliate or organising body and coach	In most circumstances this will be an age division or group, but may also include members of an affiliate/school region or area.	
7. Selection Criteria	Coach and Selection Panel, Affiliate or organising body	A selection criteria should be established between all parties. This should include coach specific requirements for the team, such as positional make up and game plan and also may include general requirements with regard to behaviour, attitude and communication.	

8. Talent Identification	Coach and Selection Panel	To assist with the selection process, data on athletes should be gathered whenever possible.. This should be undertaken using tools, such as the Athlete Development Foundation checklist, and compiled across the season, in preparation for the next event or selection. This is part of the ongoing athlete management cycle.	
9. Conduct a Training Day/ Trial	Coach and Selection Panel, Affiliate or organising body	A trial provides an opportunity to assess athletes in a competitive environment and to gather initial or further data on their development level. Where possible incorporate specific skill sessions to observe relevant skills, in both a training and match play environment. Depending on the number of athletes nominating, there may be a process where, through talent identification, a bigger squad is selected and invited to attend the trial, or within the trials there may be a narrowing process. This would be communicated and decided at the same time as the selection process.	
10. Select Team	Coach and Selection Panel, Affiliate or organising body	Following the completion of trials and gathering of all the information on athletes, coaches and selectors ultimately need to make decisions on what athletes will best fulfil the roles identified by the coach and also meet the selection criteria.	
11. Communicate Team Selection	Affiliate or organising body	It is important that coaches and selectors maintain confidentiality on the selections until a formal announcement or communication has been made by the organising body to both the successful and unsuccessful athletes.	
12. Compile feedback for unsuccessful athletes	Coach and Selection Panel, Affiliate or organising body	The selection panel should document feedback for those unsuccessful and provide this if required. In some instances feedback may be offered to unsuccessful athletes on request.	

INTRODUCTION

The following resources are available to assist Coaches and Selection Panels throughout the Talent Identification and Selection process. More information regarding the use of these tools is also specifically available for coaches in the Talent Coach Course.

1. TFA Selection Process and Policy Template
2. Foundation Skills Checklist
3. Talent Skills Checklist
4. Talent Identification Observation Sheet - Individuals
5. Talent Identification Observation Sheet – Game
6. Probable and Possible List
7. Preliminary Squad List
8. Final Team Selection List

TFA SELECTION PROCESS AND POLICY TEMPLATE

Touch Football Australia has developed a best practice Selection Process and Policy template to assist affiliates and regions in ensuring they can adopt, adapt, and update the policy for selection of their teams.

It provides a general framework to address key process requirements.

What information does the template include?

The Selection Process and Policy template includes:

- An overview of what the selection process will look like, the responsibilities of appointed positions, such as Selection Panel and Selection Coordinator.

- Eligibility criteria and assessment of athletes.

- Squad and team selection process.

How to use this template?

Step 1: Review and customise the template. **ALL sections that appear in [brackets] must be amended/deleted so the policy is relevant to the circumstances and requirements of your organisation.**

Step 2: Decide on the requirements/expectations you have for your association or region, including:

- the types of appointed roles you have within your association/region

- the management of the program and process

Step 3: Ensure the policy is formally adopted by your committee/board and communicated to your members.

Step 4: Establish a process to review and update the policy.

Dictionary of Terms

This dictionary sets out the meaning of words used in this policy without limiting the ordinary and natural meaning of the words.

Affiliate - a Touch Football Australia constitutionally recognised member/association.

Board - the appointed or elected group charged with running the affiliate/region.

Committee - the appointed or elected group charged with running the affiliate/region.

Executive - the appointed or elected group charged with running the affiliate/region.

Selection Coordinator – an appointed position required to oversee the selection process and ensure policy is adhered to at all times.

Region – the regional administrative association of a recognised State body.

Selection Panel – made up from a group of coaches and/or selectors appointed to conduct the selection process as outlined in the Selection Policy.

[Insert Affiliate/Region Name] Selection Policy

Introduction

This policy outlines the guidelines that will be in place for the selection of [insert affiliate/region name] Squads and Teams. This policy should be used as the starting point for selection of all representative teams as it will ensure the selection process is consistent at all levels and is not compromised in any way.

This aim of this policy is to ensure that selections are objective, are seen to be fair by all and ensure that all aspiring athletes are given a reasonable opportunity to demonstrate their skills and abilities.

1.   Selection Process – Overview

Any disputes in relation to the selection process or decisions of the selectors shall be overseen by the [Executive/ Committee].

The trials and final selection process shall be completed on a date determined by the Executive/Committee which takes into account all relevant factors. This information will be communicated to participants.

The Executive/Committee will also appoint a Selection Coordinator who will be responsible for the coordination, communication and arrangements for the process, including communication with athletes.

2.   Selection Panel Appointment

The Selection Panel will consist of at least [three] selectors. The appointed coach is to be included as one of the appointed selection panellists.

Selection panellists must have a minimum [Talent/Elite] Coach Accreditation.

The appointed Selection Panel will select the team based on the criteria below, in consultation with the appointed coach and/or coach's game criteria. The criteria need not have equal weighting but must be taken into account.

3.   Eligibility Criteria

3.1   All athletes must be a registered participant of [affiliate/region].

3.2   Athletes must be a current financial member of [affiliate/region and TFA].

3.3   Athletes must attend / must have attended [insert competition, trial, any other relevant requirement]

3.4   Age/Divisional: (if required): Athletes must be born on or before [insert date/s]

4.   Ineligibility Criteria

Failing to meet any of these criteria means the player is ineligible for selection or continued membership of a squad and/or team as the case may be.

4.1   Are deemed un-financial within the [association, region and/or TFA]

4.2   Are banned from any competitions run by [association, region or TFA]

4.3   Breach or failure to observe the Selection Policy.

4.4 By reason of illness or injury is unable to perform to the required standard in the opinion of the executive, coach and/or selectors (after receiving advice from a medical practitioner).

4.5 Failure to observe the association, region and/or TFA Code of Conduct.

4.6 Failure to adhere fully to the specified training program.

5. Dispensation, Injury or illness During Selection

5.1 If athletes are unable to attend [insert event name/s, trial day etc] they must submit a dispensation request in writing to the Selection Coordinator prior to the [event/trial].

5.2 For medical dispensation, a medical certificate should also be provided, stating the nature and extent of the injury/illness, along with the expected recovery time.

5.3 It is the responsibility of the athlete to provide the form prior to the [event/trial]. Verbal notification for dispensation will not be accepted, unless under extenuating circumstances (eg compelling family reasons, illness).

5.4 Athlete dispensation requests will be reviewed by the Selection Coordinator who will provide a recommendation for consideration by the Selection Panel.

5.5 All dispensations, along with team selections, will be ratified by the Executive. Athletes will be notified of the result together with any relevant communication on team selections. .

5.6 Acceptance of dispensation does not equate to automatic selection.

5.7 [insert affiliate name] will give consideration based on the information provided and reserves the right to refuse acceptance of the dispensation request.

6. Athlete Assessment - Squad

6.1 Athlete assessment is to be undertaken by nominated, appointed and/or accredited coaches and selectors.

6.2 The Selection Panel will identify suitable athletes using the TFA Skill Development Checklists as appropriate to the required level of athlete and competition, as outlined in the TFA Athlete Development Framework.

6.3 Further analysis will also be conducted with respect to the Coach's written specific team requirements, which will be provided to the Selection Panel prior to commencement of the selection trial/event.

6.4 All athletes must adhere to the TFA Code of Conduct. Athlete conduct, including from previous events, may be taken into consideration during the selection process.

6.5 Squads/Teams are to be chosen by consensus, not by voting. If the Selection Panel cannot come to a decision on a particular player(s) the Program Coordinator will ensure policy has been adhered to, refer to players(s) information, consult with the [the Selection Panel}, and make a decision.

6.6 If an athlete is provided dispensation, that player will not be denied selection on the basis that any one member of the Selection Panel is not sufficiently familiar with the player's ability. If members of the [Selection Panel and/or Coaching Panel] can attest to the player's ability, in comparison to others at the event, then that player is to be added to the squad for further assessment.

6.7 The unsuccessful athletes for the team/squad will be notified via [insert method eg website/email/letter/phone], prior to communication to the selected athletes.

6.8 The selected athletes for the team/squad will be notified via [insert method eg website/email/letter/phone].

6.9 Confidentiality of all selected players must be adhered to by all Selection Panel members, Coaches and the Selection/Program Coordinator involved in the process.

7. Final Team Selection

7.1 Final team selection will be determined by the Selection Panel and only involve the players in the squads at a designated [time/date/event]

7.2 Team composition will be determined by the coach's criteria.

7.3 Any athlete selected into the squad can be considered as a replacement/shadow option, unless removed from the squad for a particular reason.

7.4 Replacement players should not be numbered or ranked, but should be assessed at the time a replacement is required, as to who is most suitable for the team and coach's requirements.

7.5 Athletes should be selected in the position and in a division that best suits the need of the [insert affiliate/region name].

7.6 Athlete preferences will be considered, but it must be understood that athletes are making themselves available for [affiliate/region name] and not for a specific team or coach.

7.7 The unsuccessful athletes for the team/squad will be notified via [insert method eg website/email/letter/phone], prior to communication to the selected athletes.

7.8 The selected athletes for the team/squad will be notified via [insert method eg website/email/letter/phone].

7.9 Confidentiality of all selected players must be adhered to by all Selection Panel members Coaches, and Program Coordinator involved in the process.

8. Dispute Resolution or Appeal

8.1 Participants with grievances about the conduct of the selection process or seeking appeals on their non-selection must submit in writing through the [insert affiliate/region name / role /contact information /email /phone etc} within seven days of receiving notification of the selection outcome, along with any supporting evidence or information to support the grievance.

8.2 All grievances and appeals will be considered by {insert affiliate/region name committee} and noting the need for exclusion should there be any conflict of interest by any member of that committee. The committee will then decide on the matter in accordance with TFA policies, in particular the Member Protection Policy. The committee will then inform the participant of the process used to consider the grievance or appeal and the outcome of the deliberations within 30 days of receiving the grievance or appeal decision.

8.3 Further grievances and appeals will be referred to the {insert as appropriate – Region/State/National office} for consideration and in this instance complaints must be lodged in writing and must include:

- Complainant participant's name and telephone number
- Details of their complaint
- Steps taken with {local affiliate/region/state] to have their complaint addressed, and any supporting documents and evidence of information.

Foundation Skill Development Checklist						
Skill	**Competency Statement**	Not Observed	Below required standard	Working towards competence	Competent	Highly Competent
Movement Skills						
Running – Sprinting	Controlled, smooth, coordinated, balanced, arms used					
Running - Backwards	Controlled, smooth, coordinated, balanced, arms used					
Running - With ball	Excellent acceleration, footwork and ball control					
Side to Side Shuffle	Controlled, smooth, coordinated, balanced					
Swerving	Controlled, smooth, coordinated, balanced					
Side Stepping	Controlled, smooth, coordinated, balanced					
Ball Skills						
Ball Grip	Gripped correctly at centre, good control					
Passing Stationary	Completes skill correctly (points below)					
• *Swing*	Swing controlled, smooth, coordinated					
• *Body position*	Side on and balanced					
• *Trajectory*	Direct to target					
Half Pass	Stays low, passes from ground, listens for calls					
Catching	Completes skill correctly					
• *Hands*	Outstretched, fingers apart					
• *Vision*	Eyes on ball anticipates, focussed					
Rollball						
Static Rollball	Completes skill correctly (points below)					
• *Initiate Touch*	Identifies defender, initiates contact with hand					
• *Balance*	Coordinated, feet apart					
• *Body Height*	Low					
• *Ball Grip*	Correct ball grip					
Dynamic Rollball	Completes basic components of skill correctly					
Rucking						
Half Role	Is in position at appropriate time					
First Receiver Role	Position, timing, communication , catching, running					
Attack Skills						
Running into Space	Identifies space and runs between defenders					
Effecting the Touch	Anticipates, makes touch with one hand					
Supports Ball Carrier	Correct alignment, communication					
Progress Ball Toward Scoreline	Runs forward, makes correct decisions when passing					
Scoring Touchdown	Places ball on ground in controlled manner					
The Tap	Completes skill correctly					
Defence Skills						
Returning Onside	Runs backwards in line with referee, identifies opposition player to defend					
Effecting the Touch	Moves forwards, anticipates and makes touch					
Foundation Team Defence	Understands and correctly demonstrates role in defensive line					
Game Concepts & Strategies						
Communication	Confident, focussed, contributes, uses non verbal					
Understanding of Rules	Demonstrates application of basic rules					
Basic Positional Understanding	Is aware of the three positions, and demonstrates correct field / player special awareness.					

Talent Skill Development Checklist						
Skill	**Competency Statement**	Not Observed	Below required standard	Working towards competence	Competent	Highly Competent
Movement Skills						
Running – Sprinting	Controlled, smooth, coordinated, balanced, arms used					
Agility - General	Controlled, smooth, coordinated, balanced, arms used					
Stepping a Defender	Engages defender, transfers weight					
Ball Skills						
Passing – Long ball	Correct grip, hand position, rotation of hands					
Passing Left	Swing, balance, direct to target					
Passing Right	Swing, balance, direct to target					
Half Pass - Short	Body shape, feet, hips and shoulders, ball release					
Half Pass - Long	Body shape, feet, hips and shoulders, ball release					
Dummy Pass	Runs into space, two hand ball grip, fake passing motion					
Draw and Pass	Runs into space, vision for defender and receiver, correct timing of release					
Rollball						
Dynamic Rollball	Initiate touch, correct balance, ball grip, controlled at speed					
Rollball Positioning left	Roll ball occurs to left side of defender					
Rollball Positioning right	Roll ball occurs to right side of defender					
Dump – Split	Correct hand for roll ball (furthest from defender), splits to side using cross over step					
Rucking						
First Receiver Positioning	Deep (3-4m) and wide (1-1.5m), building speed running toward the half, receive pass, run at offside defender					
Rucking at Pace	Depth first receiver, runs at speed to catch the half pass					
Wrapping from Half – receiver	As receiver runs in-line toward the half, and at space between defenders, delivers ball back to half					
Wrapping from Half	Wraps at speed, straightens upon receiving pass					
Attack Skills						
Scoring Touchdown – slide dive	Ball grip on rear tip, bend at knees and hips, launch forward, outstretched					
Switch	Runs correct line and angle, rotates body when passing					
Wrap	Runs correct line, accelerates and straightens through gap					
Scooping	Bends at waist and knees, foot close to ball, secures with one hand, accelerates from half.					
Decision making 2v1	Runs into space, sees both defender and receiver, correct timing of pass					
Attacking Space	Identifies nearest space, runs into correct space and draws defenders					
Defence Skills						
Ruck Defence	In front of attacker, inside foot between attacker's feet, bent elbows, touch on shoulders or chest.					
Wrap Defence	Positional responsibility, communicates, makes touch					
Switch Defence	Positional responsibility, communicates, makes touch					
Space Awareness	Communicates, makes touch early,, retreats to correct position in line.					
Compressed/Shut Down	Communicates, aligns to shoulder of ball carrier, retreats to short side.					
Game Concepts & Strategies						
Non–verbal Communication	Utilises gestures to communicate					
Rule Knowledge	Understands and applies rule knowledge under pressure					
Effective Substitution	Subs with correct players, in attack, regularly.					

Talent Identification Observation Sheet – Individuals

Selector _____Division: _____   Game: _____ V_____

Time: _____   Field: _____   Team Observing: _____Region: _____

Number	Pos	Comments	Rating

Talent Identification Observation Sheet – Game

Division _____ Time _____ Field _____ Completed by _____

Team: _____   Team: _____

No	Pos	Comments	No	Pos	Comments
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		
7			7		
8			8		
9			9		

10			10		
11			11		
12			12		
13			13		
14			14		

Probable and Possible List

	PROBABLES	POSSIBLES	FRINGE
MIDDLES			
MIDDLES & LINKS			
LINKS			
LINKS & WINGS			
WINGS			
UTILITIES			

Preliminary Squad List

Team Name: _____

NAME	Pos	PLAYING TEAM	No.	COMMENTS

Selection Panel:_____ _____

Final Team Selection List

Team Name: _____

NAME	POSITION	PLAYING TEAM	NO.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

Shadow Players

NAME	POS	PLAYING TEAM	NO.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Selectors: (1) _____   (2)_____   (3) _____

Director: _____   Executive Ratification: _____   Date: _____