# MODELOS DE ACADEMIAS EN EL MUNDO

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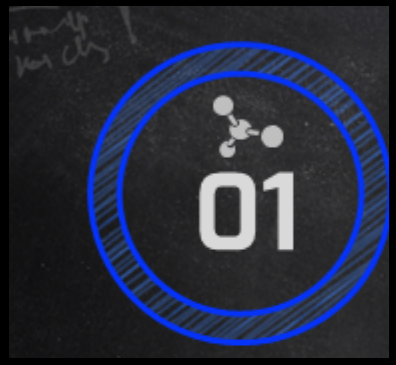



U.S.SOCCER
DEVELOPMENT
ACADEMY
MEMBER

Estructura a largo plazo

Dotar a  los jugadores/as de todas las herramientas necesarias

Desarrollar las mejores habilidades en su rango de edad en un clima apropiado

Crear un plan estrategico dirigido al crecimiento del deportista

# Philadelphia Union Youth Development Model

## *Building for the Future*

Tactical Soccer Support

Technical Soccer Support

Psychology Support


ADT Support

Union Academy Player

Academic Support

Sports Science

Medical PT/AT Support

Technology Video Support

Nutrition Support

***Investing in the American Player***

*Committed to Youth Soccer Development*

# *The 360° Academy: Development of a sports academy educational model implementing a comprehensive approach to the teaching, training and all-round development of an athlete*

UNITED SPORTS ACADEMIES

**Olga Laeva**
**Elena Bortnichek**
**Daria Smirnova**
**Lev Fertelmeyster**
**Maksim Shipov**

**Scientific Supervisor:**
**Alexander Chebotarev**

(Moscú , 2015)

| Criteria | Australia | Great Britain | Germany | Qatar | China | USA |
|---|---|---|---|---|---|---|
| **Sports** | Sports for professional athletes (sport of highest achievements):<br>- Soccer<br>- Cricket<br>- Golf<br>- Netball<br>- Rugby<br>- Horse riding<br>- Swimming<br><br>Additional training in the following disciplines:<br>- Basketball<br>- Hockey<br>- Tennis<br>- Volleyball<br>- Sailing | Boys under 14 usually play team sports such as Rugby or Hockey in autumn, Hockey or Soccer in spring and Cricket or Athletics in summer. After 15 years boys can choose football in autumn and Rugby in spring.<br><br>At 9th and 10th year girls play Hockey or Netball in autumn and spring, and Athletics, Swimming or Tennis in summer.<br><br>The youngest students also have the opportunity to choose a specialty | - Football (women)<br>- Modern pentathlon<br>- Handball (men)<br>- Canoeing (race)<br>- Judo<br>- Beach volleyball<br>- Athletics<br>- Rowing<br>- Swimming<br>- Swimming (Paralympic)<br>- Triathlon (grade 9)<br>- Volleyball (women)<br>- Water Polo | - Football<br>- Athletics<br>- Table tennis<br>- Squash<br>- Swimming<br>- Shooting<br>- Gymnastics<br>- Fencing<br>- Golf,<br>- Sailing | - Table tennis<br>- Gymnastics<br>- Chess<br>- Martial arts<br>- Badminton<br>- Taekwondo<br>- Sanda<br>- Boxing<br>- Tennis | - Tennis<br>- Golf<br>- Soccer (male and female)<br>- Basketball<br>- American football<br>- Lacrosse<br>- Athletics<br>- Ski racing |

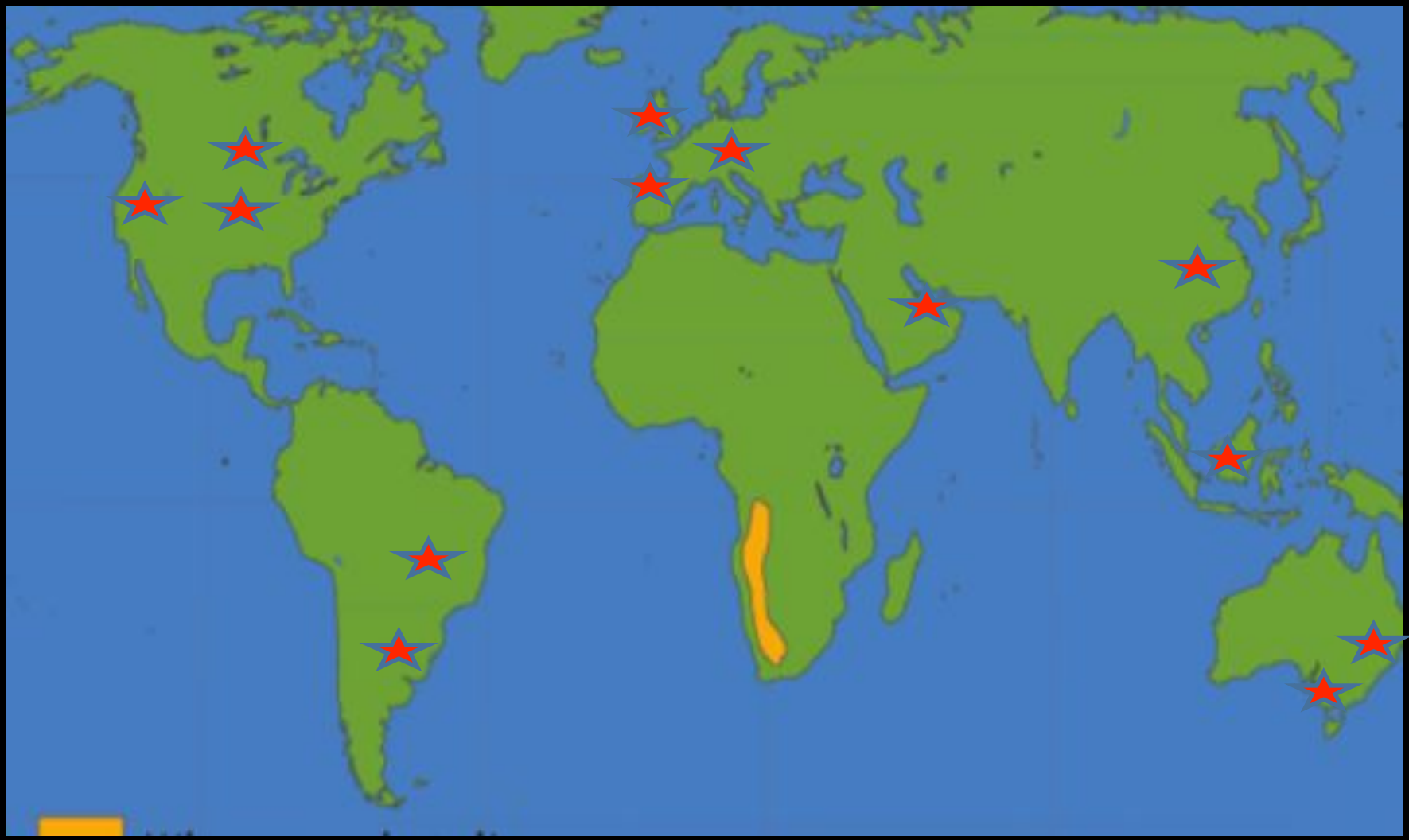
***The 360° Academy: Development of a sports academy educational model implementing a comprehensive approach to the teaching, training and all-round development of an athlete***

**(Olga Laeva et al. 2015)**

| Criteria | Australia | Great Britain | Germany | Qatar | China | USA |
|---|---|---|---|---|---|---|
| **Payment** | Paid basis | Private school on a commercial basis. Annually awarded academic, artistic, musical and athletic scholarships. Scholarships are also available for candidates who demonstrate academic success significantly above average level in conjunction with abilities in other areas such as music, art, sports or performing arts. | For free | For free | The government funds the most promising athletes. Additional hours of training are available for an additional fee. | Paid basis |
| **Cost** | 15 thousand Australian dollars a year. | 15 thousand pounds a year. | For free | For free | Approximately 30,000 yuan per year. | More than 70 thousands dollars per year. |
| **Sponsors, partners** | Sponsors are not obvious from information provided on the official Internet website. | Sponsors are not obvious from information provided on the official Internet website. | The Ministry of education and science, youth and sports; Public education administration in Brandenburg. | The Academy is organized by the government of Qatar, it is also supported by various national sports federations. | Sponsors are not obvious from information provided on the official Internet website. | The Academy works with a lot of sponsors. As a recognized leader with a strong brand, it attracts a large number of sponsors of various levels. |

***The 360° Academy: Development of a sports academy educational model implementing a comprehensive approach to the teaching, training and all-round development of an athlete***

**(Olga Laeva et al. 2015)**



ASPIRE TODAY, INSPIRE TOMORROW

# ASPİRE ACADEMY


Tecnología/ recursos/ material humano

Raza árabe/ cultura


(Dr. Buchheit)

Journal of Sports Sciences
Publication details, including instructions for authors and subscription information:
http://www.tandfonline.com/loi/rjsp20

# Mechanical determinants of acceleration and maximal sprinting speed in highly trained young soccer players

Martin Buchheit[ab], Pierre Samozino[c], Jonathan Alexander Glynn[b], Ben Simpson Michael[b], Hani Al Haddad[b], Alberto Mendez-Villanueva[b] & Jean Benoit Morin[d]

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[b] Sport Science Department, Aspire, Academy for Sports Excellence, Doha, PO Box 22287, Qatar

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Published online: 30 Oct 2014.

DOSB FÜHRUNGS AKADEMIE


Programa de selección de talento nacional en edad de 12 años en cada deporte Raza

Creando un nuevo modelo, con la ayuda estatal,
pero en espera de fondos públicos

1500 millones
Cultura del arte marcial y su influencia en la educación postural
Estado apoya al deporte con innovadores modelos de selección
El sistema mas eficiente del mundo en selección y desarrollo
Sobre 10 deportes

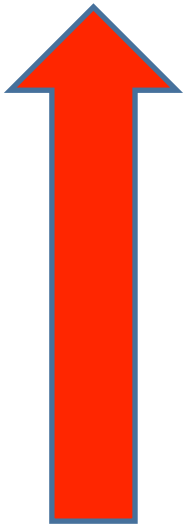
Proyecto 119. Solo para algunos deportes
Raza

300 millones
Representan idea de país
4 modelos profesionales son deportes de equipo
Combina educación deporte / **universitario**

??







País tecnológico, apuesta por modernidad y métodos científico

Uno de los mejores ejemplo de desarrollo armónico de los deportistas

Su base combina estudios y deporte

Programa intensivo con dos años con 15 años

Planes adaptados por deportes


# The Youth Physical Development Model: A New Approach to Long-Term Athletic Development

Rhodri S. Lloyd, PhD, CSCS*D[1] and Jon L. Oliver, PhD[2]
[1]Faculty of Applied Sciences, University of Gloucestershire, United Kingdom; and [2]Cardiff School of Sport, Cardiff Metropolitan University, United Kingdom

## SUMMARY

THE DEVELOPMENT OF PHYSICAL FITNESS IN YOUNG ATHLETES IS A RAPIDLY EXPANDING FIELD OF INTEREST FOR STRENGTH AND CONDITIONING COACHES, PHYSICAL EDUCATORS, SPORTS COACHES, AND PARENTS. PREVIOUS LONG-TERM ATHLETE DEVELOPMENT MODELS HAVE CLASSIFIED YOUTH-BASED TRAINING METHODOLOGIES IN RELATION TO CHRONOLOGIC AGE GROUPS, AN APPROACH THAT HAS DISTINCT LIMITATIONS. MORE RECENT MODELS HAVE ATTEMPTED TO BRIDGE MATURATION AND PERIODS OF TRAINABILITY FOR A LIMITED NUMBER OF FITNESS QUALITIES, ALTHOUGH SUCH MODELS APPEAR TO BE BASED ON SUBJECTIVE ANALYSIS. THE YOUTH PHYSICAL DEVELOPMENT MODEL PROVIDES A LOGICAL AND EVIDENCE-BASED APPROACH TO THE SYSTEMATIC DEVELOPMENT OF PHYSICAL PERFORMANCE IN YOUNG ATHLETES.

## INTRODUCTION

In recent times, scientists and coaches have shown an increasing interest in the long-term development of young athletes (7,23,30,44,63,65,80,100,102). Enhancing the physical abilities of children throughout childhood and adolescence to maximize athletic success at an adult age is not a novel concept, as evidenced by earlier youth-based training programs (20). Researchers have previously documented the importance of not treating children like "miniature adults" owing to clear differences in physical growth and stature (39). Therefore, the content and delivery of youth strength and conditioning provision should be markedly different from that of fully matured adults.

The long-term athlete development (LTAD) model (7) takes into consideration the maturational status of the child and offers a more strategic approach to the athletic development of youth. The LTAD model suggests that there exist critical "windows of opportunity" during the developmental years, whereby children and adolescents are more sensitive to training-induced adaptation (7). The model also states that a failure to use these windows will result in the limitation of future athletic potential (7). However, this concept is largely theoretical and lacks supporting longitudinal empirical evidence (4,44,84). This article will present a new model, which provides a more considered and evidence-based approach to the long-term development of young athletes. The model will demonstrate that most, if not all, components of fitness are trainable throughout childhood and will question some preconceptions of current LTAD theory.

## THE EVOLUTION OF LTAD THEORY

Early attempts at objectifying the process of LTAD were based on research that highlighted distinct phases of learning that characterized the development of elite performers: the early years, the middle years, and the later years (18). This early work was extended by Cote (32) who, after interviewing elite junior athletes, identified 3 distinct sport-specific stages of development: the sampling years (ages 6–12), the specializing years (ages 13–15), and the investment years (ages 16+). A common problem with these models is that they are classified in accordance with chronologic age, an approach that has previously been deemed flawed (44),

KEY WORDS:
pediatrics; maturation; long-term athlete development


**EARLY SPECIALIZATION MODEL**

1. Training to Train Stage
2. Training to Compete
3. Training to Win
4. Retirement / retainment

**LATE SPECIALIZATION MODEL**

1. FUNdamental Stage
2. Learning to Train
3. Training to Train
4. Training to Compete
5. Training to Win
6. Retirement/Retainment

Consulta:http://canadiansportforlife.ca/03/03/2017

# Long-Term Athlete Development


CANADA

*International Journal of Sports Physiology and Performance*, 2010, 5, 103-116


# Talent Development in Adolescent Team Sports: A Review

Darren J. Burgess and Geraldine A. Naughton


(Dr. Burguess)

Burguess et al. Int j Sports Phy and Perf. 2010, 5, 103-116.

The Institute for Scientific Information® (ISI®). Thomson Reuters [IF: 3.2]

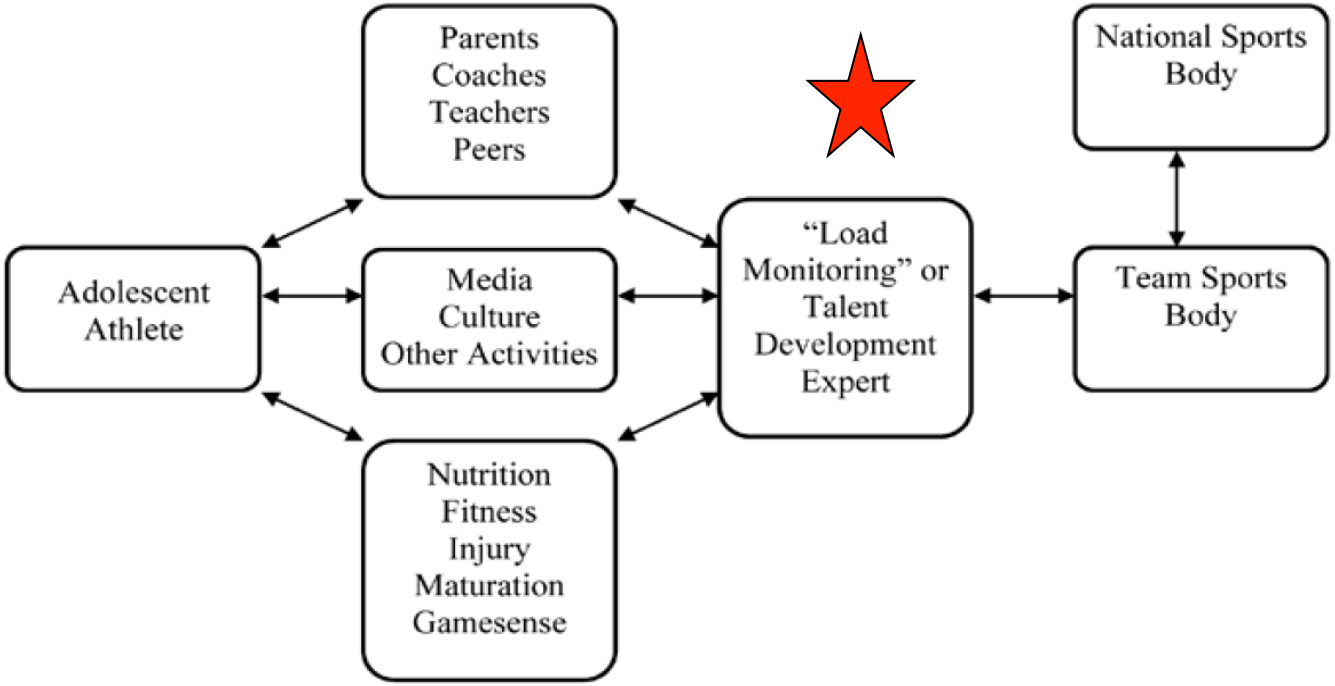
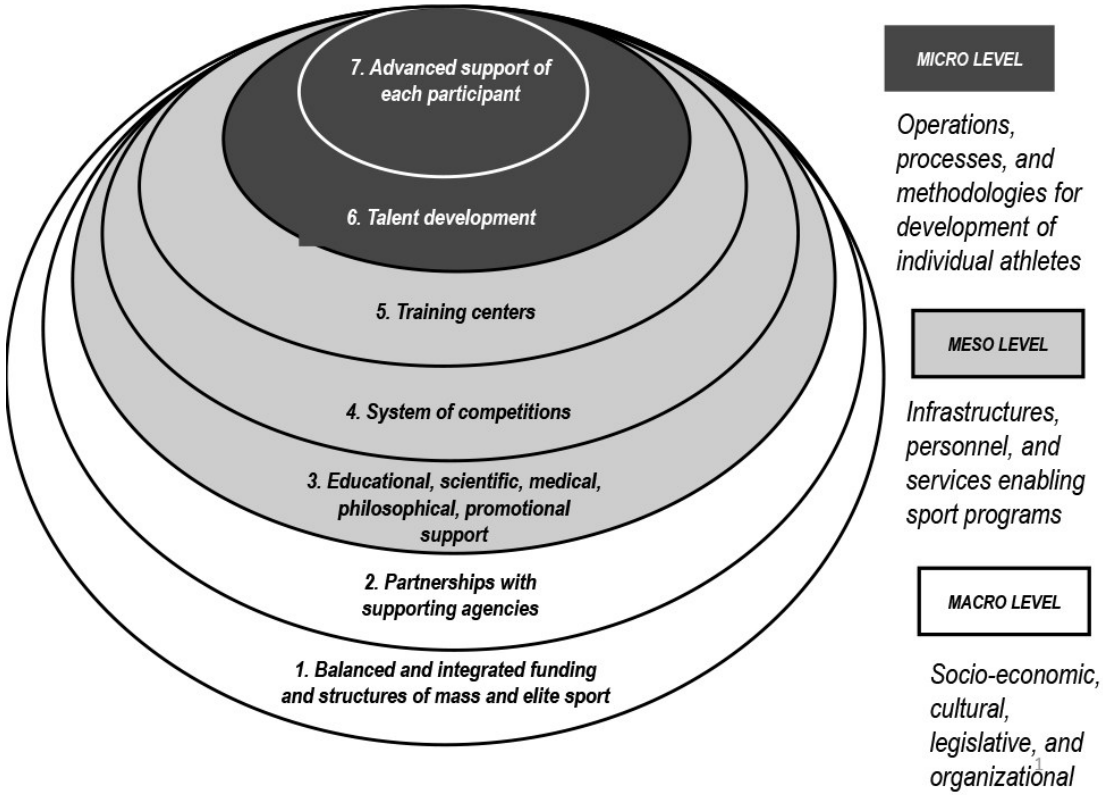



**Figure 1** — A proposed new model of talent development for adolescent team sport players.

Burguess et al. Int J Sports Phy and Perf. 2010, 5, 103-116.

The Institute for Scientific Information® (ISI®). Thomson Reuters [IF: 3.2]

# The High Performance Management Model: From Olympic and Professional to University Sport in the United States




*The Smolianov and Zakus Model (Smolianov & Zakus, 2008)*

THE PHYSICIAN AND SPORTSMEDICINE, 2016
http://dx.doi.org/10.1080/00913847.2016.1168270

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CLINICAL FEATURE
ORIGINAL RESEARCH

# The Spanish "Century XXI" academy for developing elite level basketballers: design, monitoring and training methodologies

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Table 1. General performance model.

| | Health primary control | Maturation diagnosis | Physical conditioning evaluation | Fatigue control |
|---|---|---|---|---|
| **Goals** | Rule out serious pathologies.<br>Identify risk factors.<br>Meet the legal requirement | Determine biological age and maturation.<br>Identify early matures | Analyze morphological characteristics of the players.<br>Study results for training process.<br>Prepare reference tables values.<br>Set forecasts of physical performance | Assessment of the impact of the activity of training and competition.<br>Identify acute and chronic fatigue |
| **Method** | Basic fitness test<br>Anamnesis<br>Echocardiography (Junior, 16 years)<br>*Cardio respiratory* fitness *evaluation.*<br>Musculoskeletal apparatus evaluation | Determine biological age.<br>Determine sexual maturation.<br>Determine somatic maturity.<br>Predict adult height.<br>Kineantropometry | 20 m speed test.<br>3 × 10 Shuttle Run Test.<br>Overhead Medicine Ball Throw 3, 4, 5 Kg.<br>Low Back Dynamometer.<br>Extensors.<br>Countermovement jump.<br>Abalakov | Overall rating organic stress by complete analytical blood test.<br>Internal load control using simple and noninvasive variables: weight, RPE, basal HR |
| **Age** | Chronological and biological age control | Transition childhood-adolescence. | In junior category effort test | From each year of recruitment. |
| **Periodicity** | Each season (September–March) | Once per season and may be repeated one in the event of late maturing | Based on periodization (3–4 per season) | Based on periodization (3–4 per season) |

The volume and intensity of the training programs increased progressively based on long-term development program.

Table 3. General objectives of each year.

| Training stages | Year | Year of the cycle | Social goals | Technical goals |
|---|---|---|---|---|
| Cadet 1º | 14 years | 1 | To integrate the player in the role of the competition | To condition in a general way basic components |
| Cadet 2º | 15 years | 2 | To motivate the players to be inside the competition system | To condition general components related to the basketball |
| Junior 1º | 16 years | 3 | To place the player in the competition that better lends for the evolution of all his capacities | To specify the aspects of performance in basketball |
| Junior 2º | 17 years | 4 | To integrate completely to the players in the high performance roles | To develop the maximum expression of the sports specialization |

Table 4. Distribution of training load by age.

| Age (years) | 14 | 15 | 16 | 17 |
|---|---|---|---|---|
| Category | Cadet 1º | Cadet 2º | Junior 1º | Junior 2º |
| Training sessions (hours) | 200 | 250 | 300 | 450 |
| Training sessions/week | 3–4 | 4 | 4–5 | 5–6 |
| Hours/week | 3:45–5:00 | 6:00 | 8:00–10:00 | 10:00–12:00 |
| Training time sessions (hours) | 1:15 | 1:30 | 2:00 | 2:15 |
| Competitive matches per season | 20 | 30 | 40 | > 40 |
| Type and % of the total training | Physical: 30%<br>Technical: 50%<br>Tactical: 20% | Physical : 40%<br>Technical: 40%<br>Tactical: 20% | Physical: 25%<br>Technical: 40%<br>Tactical: 35% | Physical: 15%<br>Technical: 25%<br>Tactical: 60% |


Quien se
atreva a
enseñar
nunca debe
dejar de
aprender...


ATHLETIC CLUB
BILBAO


DEPORTIVO
ALAVES


C
A
O


BASKONIA
VITORIA-GASTEIZ


2000. Urtetik
BILBAOBASKET
BB


SAN SEBASTIAN
GIPUZKOA BASKET
S.A.D.


ORDIZIA
RUGBY


Getxo
ERRUGBIA


HONDARRIBIA IKASBASKET
S.K.


GERNIKA
KESB


ARASKI
AES


BERABERA
Donostia

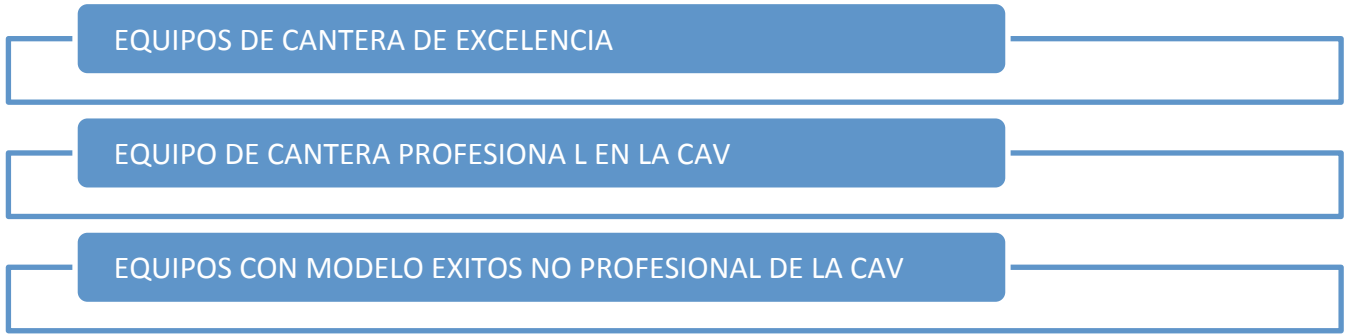
berabera

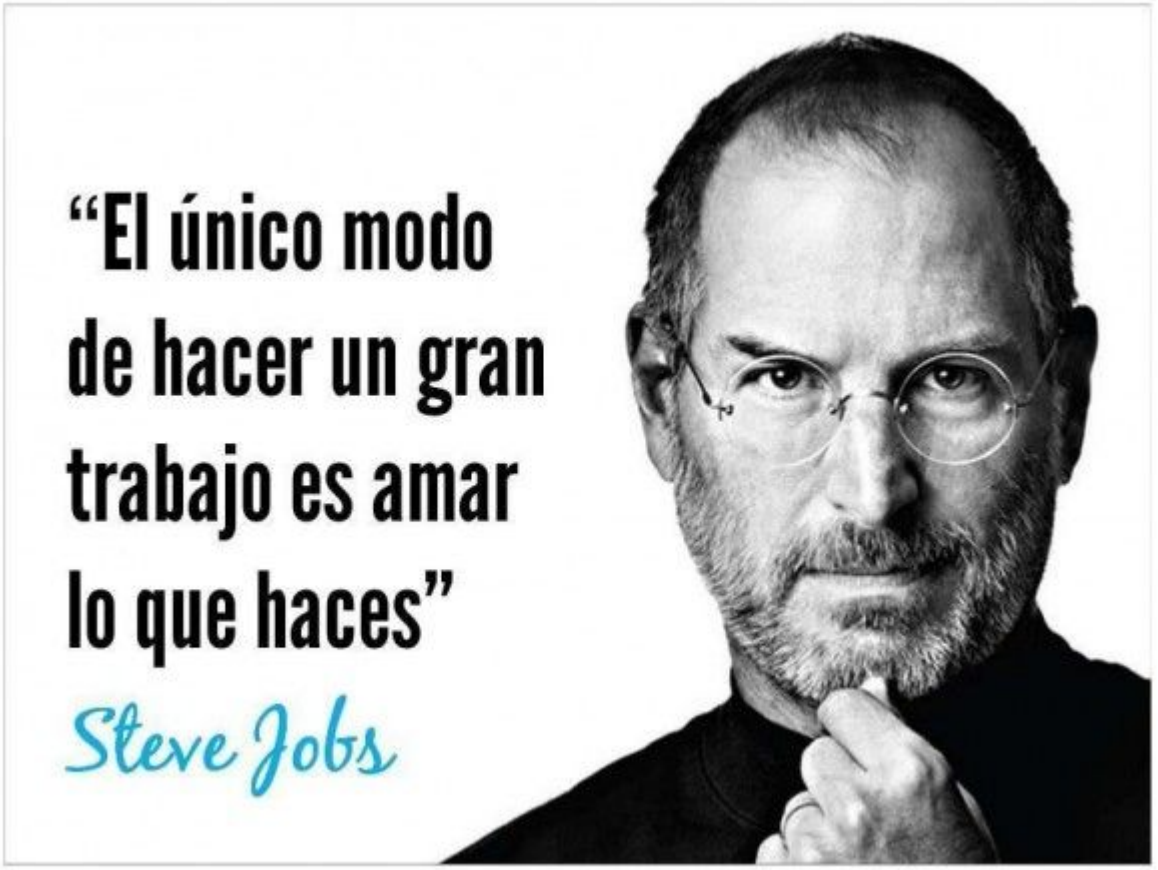

dreamstime

# ¿CUÁL ES EL OBJETIVO?

*Elaborar un mensaje publicitario capaz de determinar que queremos que ocurra y cual ha de ser la meta.*

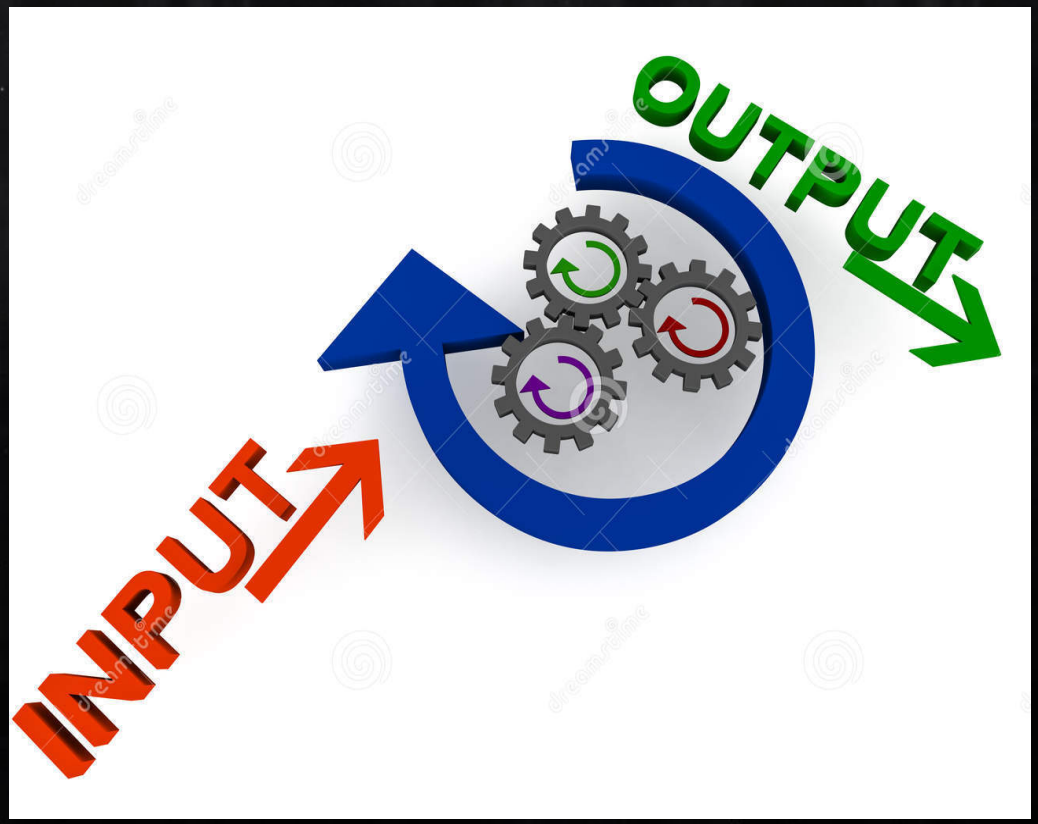
AYUDAR A MEJORAR LOS MODELOS DE CANTERA EN LA CAV


EQUIPOS DE CANTERA DE EXCELENCIA
EQUIPO DE CANTERA PROFESIONA L EN LA CAV
EQUIPOS CON MODELO EXITOS NO PROFESIONAL DE LA CAV


“El único modo
de hacer un gran
trabajo es amar
lo que haces”
Steve Jobs

# PIEDRA ANGULAR


- ✓ Filosofía del club
- ✓ Organización departamentos-organigrama
- ✓ Perfil profesionales
- ✓ Plan a largo plazo
- ✓ Contenidos y objetivos
- ✓ Semana típica
- ✓ Test de selección de talentos
- ✓ Salida de jugadores durante el proceso


OUTPUT
INPUT

# Pediriamosssss……..