

# ATHLETE DEVELOPMENT PATHWAY

NZ Tennis Player Development Training Pathway and Resources



# VISION FOR ATHLETE DEVELOPMENT

## PURPOSE

Build community through tennis

## QUALITIES OF STAFF

United, respectful, striving to excel

## HIGH PERFORMANCE GOAL

ATP/WTA Top 100 singles rankings

## ATHLETES

Gritty, respectful and physical



In recent years the Tennis NZ high performance strategy has experienced a significant re-shaping in line with the overarching strategic framework that will guide our sport through to 2022 and beyond. The purpose of the following documentation is to provide all of our stakeholders clarity around the changes that have taken place in high performance and the resultant implications for all of our stakeholders.

## OUR OBJECTIVES

- New Zealand players are **winning** on the international stage
- A transparent and effective performance pathway supports the development of athletes
- The national competition structure is fit for purpose
- Increased quality and number of performance coaches available to our athletes
- Winning individual and team performances at both senior and junior level internationally

## STRATEGIC GOALS

- Tennis NZ Performance system delivering minimum four world-class training environments throughout New Zealand as a part of a structured, collaborative and systemic build in performance.
- New Zealand qualifies a minimum of one junior representative team for World Finals.
- A minimum of 1 male and 1 female player achieving a top 100 junior ranking, whilst seeing concurrent increases in number of players progressing through the different stages of ITF competition.
- Provide opportunity for Performance Coaches to gain experience at international events. Also to facilitate collaboration and professional development opportunities for Performance Coaches within NZ.
- Minimum of 1 male and 1 female player achieving Top 100 Junior ranking year on year with concurrent increases in number of players progressing through the different ranking stages
- The performance tournament structure aligns with athlete development requirements and includes competitive experiences from age group National events through to ITF world tennis tour pro events.

The athlete development criteria describes objective standards for players considering professional careers that are interested in being part of the Tennis NZ High Performance programme. Tennis NZ believes that a combination of a clear understanding as to the standards evidenced by the criteria, in addition to individual athletes representing strong personal qualities (respect, commitment, grit) will increase the chances of New Zealand being successful on the world stage (ATP/WTa top 100).

Tennis NZ will financially support these athletes based on the rigorous standards described above. The shift that has taken place here in recent years to re-commit to domestic daily training environments as a priority is one that we fully intend to continue to prioritise in the current strategy.

# 1.0 LONG TERM ATHLETE DEVELOPMENT

The L.T.A.D. is a process that takes into consideration the maturity of a child and offers a more strategic approach to a child's development.

By following the seven different factors described below, this gives a better chance to maximise the potential and enjoyment for each player.

**The health and well-being of all children is the central tenet of L.T.A.D.**

## LONG TERM

Allows 8 -12 years of extensive practice to excel. There is no emphasis on quick results that could result in injuries, burnout and not reaching the child's optimal performance level

## THE BASICS

To become a tennis player, a player needs to have developed these skills so she/he is comfortable on and off the court: agility, coordination, balance, hand/eye coordination, reaction and speed.

## EARLY VS LATE SPECIALISATION

Children should be exposed to a variety of sports, games and physical activities until they at least turn 12 years old. Specialising early can contribute to injuries, muscle unbalance and lack of development of basic movement and sport skills.



**DEVELOPMENT AGE - Kids do not grow at the same rate and growth is not a linear progression.**

Not all children enter adolescence at the same age and there are also different lengths of time to complete the process. This process starts at around the age of 10-11 years for girls and approximately two years later for boys. Adolescence usually takes 3- 4 years to complete, however there can be a variance of 2-4 years depending on the individual. This difference in developmental age can create advantages and disadvantages for the individual athlete.

These advantages and disadvantages create challenges and opportunities for the sport system. The late developers have a longer period of time to develop physical literacy and important fundamental motor and sport skills. Prior to puberty, the child has a developmental window that is perfectly designed for the acquisition and refinement of sport skills.

## OPTIMAL WINDOWS OF TRAINABILITY

Depending on the development age of the player, there is an appropriate time to learn the different physical and technical skills required.

## PERIODISATION

Becoming a tennis champion or just a keen tennis player requires various needs to be considered.

A coach needs to be able to assess each specific requirements of the player and to be able to adapt and plan the practices according to a competitive schedule.

There are 3 different phases in periodisation:

MacroCycle: Full year

MesoCycle: Term

MicroCycle: Week

## PLANNING COMPETITION

It is very important to plan competitions according to the level and the ambition of the player.



# 1.1 TENNIS PLAYING STAGES

## FOUNDATION

A player in the beginner stage is someone of any age who is having their first tennis experiences and learning the basic technical and tactical aspects of tennis, learning the rules of tennis and developing positive attitudes towards competition. It is at this stage where players are most likely to fall in love with tennis if they are supported and develop the basic skills. Around 60% of all tennis players in New Zealand fit into this stage.

### WHO ARE TYPICAL BEGINNER PLAYERS?

Players of any age learning technical, tactical, physical and mental fundamentals of tennis. Beginner children aged 4 - 12 are likely to be participating in a Tennis Hot Shots programme and beginner teens and adults will likely be taking part in Tennis Xpress or a similar introductory tennis programme.

## DEVELOPMENT

This stage represents a broad range of players with a reasonable level of skill who can regularly execute all aspects of playing tennis. Enjoyment and competition are the key drivers for these players, but at the same time performance, challenge and improvement are often key motivators. During this stage, these aspirations across a wide age range need to be catered for through the offering of more in depth and advanced coaching and fun 'have a go' type programmes. Around 40% of all tennis players fit into this stage.

### WHO ARE TYPICAL DEVELOPMENT PLAYERS?

Players of any age who have developed relevant technical, tactical, physical and mental skills to compete in tennis to some level. This is a broad group that ranges from progressing through a Tennis Hot Shots Coaching programme, to business house and interclub players, and through to Regional Age Group representatives.

## PERFORMANCE

This stage can begin from a young age and involves those athletes who have the ability to play tennis to a high level and are likely to be moving towards national representative tennis and players who are competing in international tennis competitions. It is at this stage that many performance players will become part of talent identification programmes designed to lead to High Performance tennis, and be competing on international tours as a full time professional athlete. Less than 1% of all players fit into this stage.

### WHO ARE TYPICAL PERFORMANCE PLAYERS?

Players of any age who have an advanced level of technical, tactical, physical and mental tennis skills. Performance players aged 18 and under are typically competing in National Age Group Championships and Junior ITF tournaments. Those over 18 may be competing in the US College system, or playing tournament circuits in Europe and other destinations, or may be gaining experience competing at the entry level on the pro circuit (Futures). Performance players may also be representing their region/country in inter-region or international events.

## HIGH PERFORMANCE

At this stage athletes are able to translate their training and technical skills into competing at a world-class level and achieving excellence in tennis. Less than 1% of all players fit into this stage.

### WHO ARE TYPICAL HIGH PERFORMANCE PLAYERS?

High performance athletes have mental and physical maturity required to compete at the highest level of tennis. They exhibit the highest levels of technical, tactical, physical and mental tennis skills. High Performance athletes spend the majority of their career competing on professional tennis circuits overseas (Futures, WTA or ATP Tournaments). These athletes may also represent New Zealand playing in Davis Cup or Fed Cup.

# 1.2 PERFORMANCE PATHWAY FRAMEWORK

TENNIS NZ TALENT PROGRAMME	FOUNDATION STAGE: Club/Coach Led, Association/Region supported, Tennis NZ enabled 7-10	DEVELOPMENT STAGE: Talent Development Coach/Regional Programme Led, Tennis NZ Supported 10-14	PERFORMANCE STAGE: National Junior Programme, Tennis NZ led, Regional programme/talent development coach supported 15 +	HIGH PERFORMANCE STAGE: National Programme/transition to top 100
 <b>PHYSICAL</b>	<p>An athlete is beginning to develop a tennis-specific skill-set whilst simultaneously continuing to grow from a general motor skill perspective. Athletes begin to be exposed to appropriate competition. (the ITF has mandated that all 10U competition will be delivered using the green ball as a minimum international standard).</p>	<p>Fun and enjoyment of the training environment and competition continues to be primary driver, intensity in training increases, increased specificity around individual developmental priorities and competitive experiences.</p>	<p>Training to perform: A player is close to fully establishing their brand of game style and skill set in order to transfer these skills on to the international stage with increasing regularity.</p>	<p>Elite professional that demonstrates following capacities: Highly competitive on a consistent basis, able to problem solve their way through adversity repeatedly, handles adversity (crowd/conditions/injury). Technically, relatively stable and difficult to be exposed from a technical standpoint under pressure. Tactically, innately familiar with own game style and how best to impose on to opponents. Minimum of 2 x weapons from a tactical perspective. Contributes back to Tennis in New Zealand culturally.</p>
	<ul style="list-style-type: none"><li>• Able to move proficiently perform the basic Fundamental Perceptual Motor Skills (FPMS) such as tracking and reception skills, jumping, hopping, skipping, side-stepping, and running, throwing, catching and striking.</li><li>• Able to coordinate upper- and lower-body during karaoke steps and lunge variations.</li><li>• Able to transition in to and out of all locomotor patterns (i.e. side-step to run to side-step).</li><li>• Displays 100% effort most of the time.</li></ul>	<ul style="list-style-type: none"><li>• Able to perform acquired locomotor skills at higher speeds, while maintaining correct form.</li><li>• Displays improving coordination and fine motor control in all movement patterns (i.e. during ladder work).</li><li>Fundamental motor skills:<ul style="list-style-type: none"><li>• Able of throw overarm accurately at high speed and for distance.</li><li>• Displays athleticism in single-handed catch (right and left hands) of tennis balls and frisbees. Able to land safely when required to jump or dive.</li><li>• Able to strike balls to position, in virtually a 360 arc.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Possesses excellent locomotor and fundamental movement skills:</li><li>• Displays excellent balance and rhythm.</li><li>• Maintains coordinative proficiency through scheduling appropriate warm-up activities and cross training initiatives.</li><li>• Able to reprogram (or belatedly adjust) movement patterns having anticipated incorrectly.</li></ul>	<ul style="list-style-type: none"><li>• Displays excellent balance and rhythm.</li><li>• Maintains coordinative proficiency through scheduling appropriate warm-up activities and cross training initiatives.</li></ul>
	<p>Developing a coordinated link between perception and action:</p> <ul style="list-style-type: none"><li>• Able to judge and respond to different ball trajectories (high, low, short, deep) from all areas of the court.</li><li>• Able to adjust and respond to differential ball speeds and spins.</li><li>• Attempts to take balls on the rise as often as possible.</li><li>• Assumes sound support / hitting positions:</li><li>• Able to use open and semi-open stances.</li><li>• Able to hit off different supports (i.e. particularly back leg and two legs) but still largely endeavour to transfer weight forward.</li><li>• Integrates greater horizontally leg drive (transfer of weight forward) in groundstroke production.</li><li>• Maintains balanced, neutral shoulder-head alignment.</li></ul>	<ul style="list-style-type: none"><li>• Able to perceive and use cues related to player's court position and racket preparation/swing.</li><li>• Responds earlier to differential ball speeds and spins.</li><li>• Takes or visibly working on taking a larger number of balls on the rise.</li><li>• Able to volley consistently in short volley exchanges.</li><li>• Able to adjust stance according to tactical intention and grip.</li><li>• Able to hit off all supports (i.e. two feet, back foot, front foot, outside foot, inside foot), using their feet's interaction with ground favourably.</li><li>• Employs aggressive horizontal leg drive, with increasingly vertical component in groundstroke and serve production.</li><li>• Maintains balanced, neutral shoulder-head alignment.</li><li>• Adjusts stance according to tactical intention.</li></ul>	<ul style="list-style-type: none"><li>• Able to perceive cues related to player's court position, racket preparation/swing and body alignment.</li><li>• Responds earlier to differential ball speeds and spins.</li><li>• Takes a larger number of balls on the rise, off both sides and on returns.</li><li>• Able to better hold shot and play behind moving opponent (especially from inside-out / inside-in fore-hand set-up).</li><li>• Able to perceive and more quickly respond to high speed serves.</li><li>• Able to adjust shot in response to surprise approach to the net (i.e. serve and volley)</li><li>• Automated stance-tactical intention relationship.</li><li>• Able to hit with increasing velocity off all supports (i.e. two feet, back foot, front foot, outside foot, inside foot).</li><li>• Optimises use of lower body in stroke production.</li><li>• Maintains balanced, neutral shoulder-head alignment.</li></ul>	<ul style="list-style-type: none"><li>• Able to reprogram (or belatedly adjust) movement patterns having anticipated incorrectly.</li><li>• Technical excellence achieved. All skills are robust, whereby no mechanical flaws exist to jeopardise their performance under stress.</li><li>• Able to develop high racket velocities (horizontal and vertical) but able to vary rhythm and manipulate tempo from all court positions and on all surfaces.</li><li>• Able to improvise irrespective of situation or surface.</li><li>• Able to direct all strokes to all court locations.</li><li>• Able to adapt to all court surfaces.</li></ul>
 <b>TECHNICAL</b>	<p>Implements basic singles tactics in all five game situations:</p> <ul style="list-style-type: none"><li>• Proficient at hitting the ball ball over and in (consistency).</li><li>• Able to move player (accuracy) using both width and length of the court.</li><li>• Tried to maintain and re-assume a ready position just behind or in front of the baseline (court position).</li></ul> <p>Able to execute simple attack, defend and counter-attack across all 5 game situations</p> <p>Able to construct points by understanding cause and effect relationships between:</p> <ul style="list-style-type: none"><li>• What is likely to happen when balls are hit to certain parts of the court.</li><li>• Taking the ball early and the pressure imposed on an opponent.</li><li>• The need to play specific sequences of shots (patterns or play) to achieve desired outcomes.</li></ul> <p>Understands different players' roles and concept of team play in doubles.</p>	<ul style="list-style-type: none"><li>• What they do well and uses those strengths accordingly. Able to move to maximise opportunities to use their weapon.</li><li>• Opponents have weaknesses. Able to exploit them.</li><li>• The continued need to play specific sequences of shots, and potentially adapt those sequences, to achieve desired outcomes.</li><li>• The benefits of playing the ball early rather than just trying to hit hard.</li><li>• Visibly tries to implement their own game-style irrespective of court surface.</li><li>• Able to attack, counter-attack and defend against various styles of play.</li></ul>	<ul style="list-style-type: none"><li>• Generally tries to implement their preferred game-plans on all surfaces.</li><li>• Optimises use of own weapons.</li><li>• Able to independently formulate, implement, evaluate and - if necessary - adapt advanced singles tactics in all five game situations.</li><li>• Able to effectively adapt tactics to all court surfaces, weather conditions, opponents and situations (i.e. in presence of unexpected physical impairment/cramps).</li><li>• Better able to anticipate opponent's shot tendencies from tactical (based on court position, racket preparation and body alignment) as well as technical (based on technical limitations) standpoints (particularly baseline play and on return of serve).</li><li>• Proficient at detecting/anticipating preferred plays (i.e. tendencies) by their opponents on big points.</li><li>• Maintains scouting diary.</li></ul>	

Complete & Integrated Player Development				
 MENTALITY		<ul style="list-style-type: none"><li>Intrinsically motivated.</li><li>Visibly working on doing things well.</li><li>Willing to solve problems and seek answers.</li><li>Enjoys learning and playing.</li><li>Displays 100% effort, has fun (which still very much drives participation).</li><li>Displays 100% effort most of the time.</li><li>Able to set simple goals.</li></ul>	<ul style="list-style-type: none"><li>Intrinsically motivated.</li><li>Shows pride in performance.</li><li>Willing to solve problems and seek answers.</li><li>Seeks out challenges.</li><li>Enjoys learning and playing.</li><li>Displays 100% effort, and desire to impose their strengths on an opponent regardless of match score.</li><li>Sets performance (short, medium and long-term) goals, centred on developing physical, technical, psychological or tactical skill. Also able to set and work to specific and measurable long-term outcome goals.</li><li>Demonstrates respect for the game, their opponents, coach(s) and parents.</li></ul>	<ul style="list-style-type: none"><li>Automated, individualised and effective psychological performance enhancement routines (i.e. for concentration, emotional control, motivation, and control of thoughts to bring about optimal performance state).</li><li>Intrinsically motivated.</li><li>Able to plan and prepare. Sets and achieves SMARTER goals. (Goal Dedication and Drive).</li><li>Individualised use of all post-match strategies to optimise practice, match and tournament performance.</li><li>Possesses general and sports confidence.</li><li>Possesses good imagery ability.</li></ul>
	PERSON	<ul style="list-style-type: none"><li>Able to interact with peers in a variety of different sports settings.</li><li>Able to co-operate in pairs and teams.</li><li>Able to and enjoy interacting with / learning from a number of coaches or instructors.</li><li>Able to work cooperate and play with both boys and girls.</li><li>Displays respect for other players and coaches.</li><li>Understands and capable of fair play.</li><li>Able to identify role model sportspersons.</li></ul>	<ul style="list-style-type: none"><li>Able to separate their own self-worth from their results in competition or their ranking.</li><li>Displays respect for officials, coaches and other players. Aware of posture and need to make eye contact with tournament officials and helpers.</li><li>Enjoys and participates in other sports, social and academic activities outside of tennis.</li><li>Able to give a post-match speech, thanking people and speaking positively about opponents.</li><li>Shows sportsman like conduct.</li><li>Displays sound interpersonal skills and appreciative of the resources required to achieve optimal performance.</li><li>Feels team spirit and a sense of responsibility and belongingness in team competitions and doubles play.</li><li>Beginning to display leadership skills.</li><li>Respects cultural diversity.</li><li>Progressively copes with the changes that accompany puberty.</li></ul>	<ul style="list-style-type: none"><li>Displays continued respect for volunteers, officials, coaches and other players. Aware of posture and need to make eye contact with tournament officials and volunteers.</li><li>Proficient at giving post-match speeches, thanking people and speaking positively about opponents.</li><li>Shows sportsman like conduct.</li><li>Appreciative of the resources required to achieve optimal performance as well as the benefits received from tennis. Willing to give back to the development of young players.</li><li>Enjoys responsibility and spirit of team competitions and doubles play.</li></ul>
TOURNAMENT PATHWAY	Foundation Stage: THS tournaments, interclub	Regional events, National events, individually specific international travel	National events, increasingly exposed to specific international opportunities, those international tours may begin to increase in duration, National junior representative team travel	ATP/WTA Tours, ITF world tennis tour (transition/junior), Davis/Fed Cup representation
COACH PATHWAY	Foundation Stage: Coaching Assistant Course OR ITF Level 1 Qualification (Junior Development Coaching Course). Hot Shots, progressions, engaged, competitive experiences throughout THS	ITF Level 2 Qualification (Club Professional Coaching Course). Talent development coach, regional coach, strength and conditioning coach	ITF Level 2 (Club Professional Coaching Course), Sport New Zealand development opportunities e.g. Performance Coach Advance. National Coach roles, TNZ performance staff (including S and C), talent development coach continues to support, specialist SSSM servicing as required	ITF Level 3 Qualification (High performance Coaching Course), development opportunities with TNZ Performance Team as well as with High performance Sport New Zealand (if working with carded athletes). 1:1 Coach: Player ratio, Strength and conditioning coach, SSSM servicing with regularity (on the road), manager/agent.

## 2.0 PROGRAMME STAGES

Since 2017, the philosophy of the High Performance team is:

- Establishment of daily training alongside the Tennis NZ National Programme
- To uphold a level of excellence in standards, behaviours and culture.

There are many ways to achieve greatness in tennis. However, there are key elements to optimise the chance of success.

As seen in the Long Term Athlete Development (L.T.A.D.), a child needs to be part of a training environment for ten years to optimize their chances for success. Tennis NZ has therefore created and encouraged different programmes in line with a player's development and skill.

As the player matures and is aligned with their personal interests and potential, different training options and possibilities arise. Initially in their club environment, then extending to their region and ultimately moving up to national and international level.

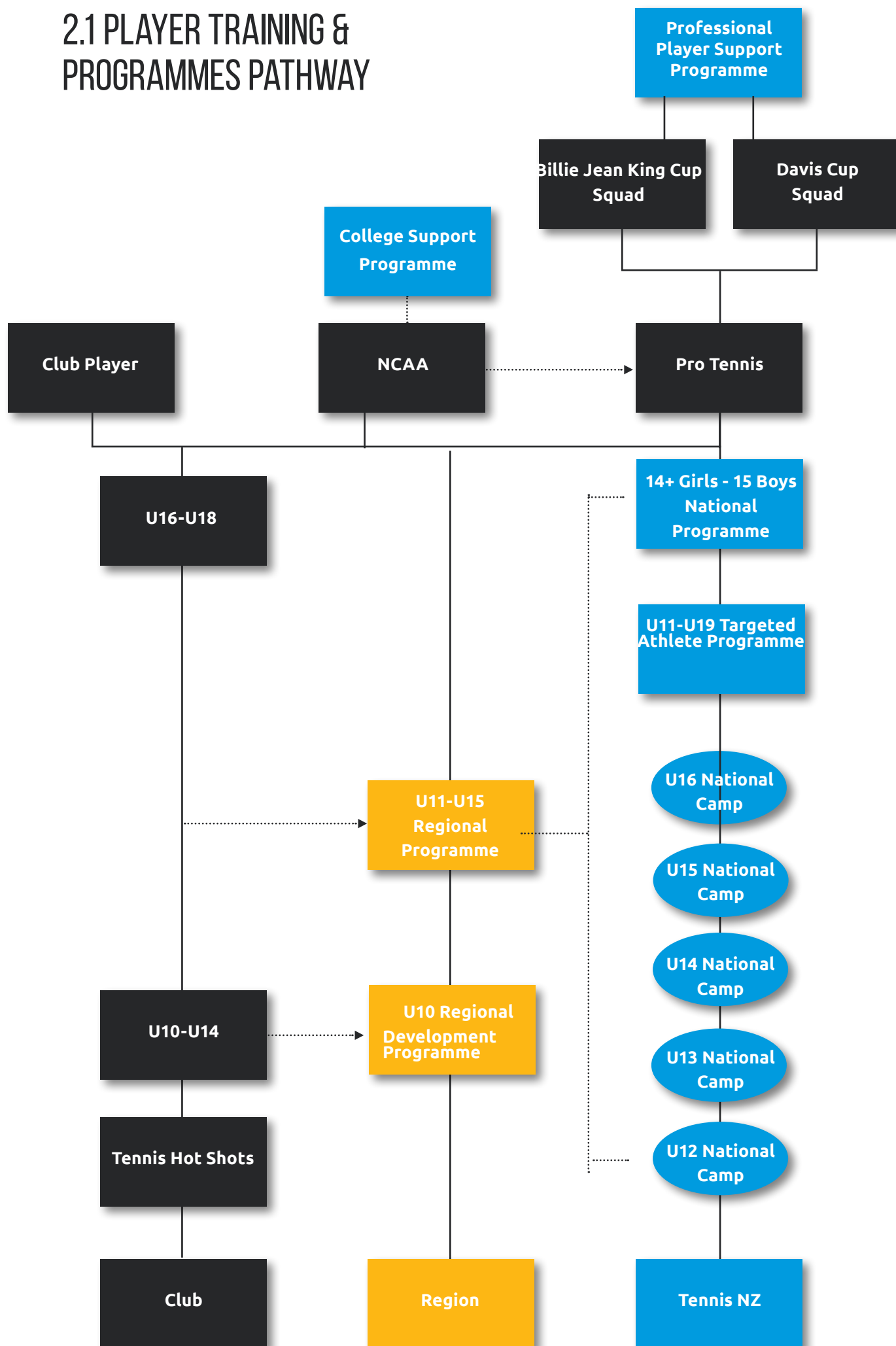
The High Performance team's aim by the end of 2020 is to:

- Have a consistent high performance environment existing across New Zealand's three major cities - Auckland, Wellington, Christchurch (these cities have suitable indoor-outdoor facilities)
- Have a system that is consistent across the clubs, right through to the National Programme.

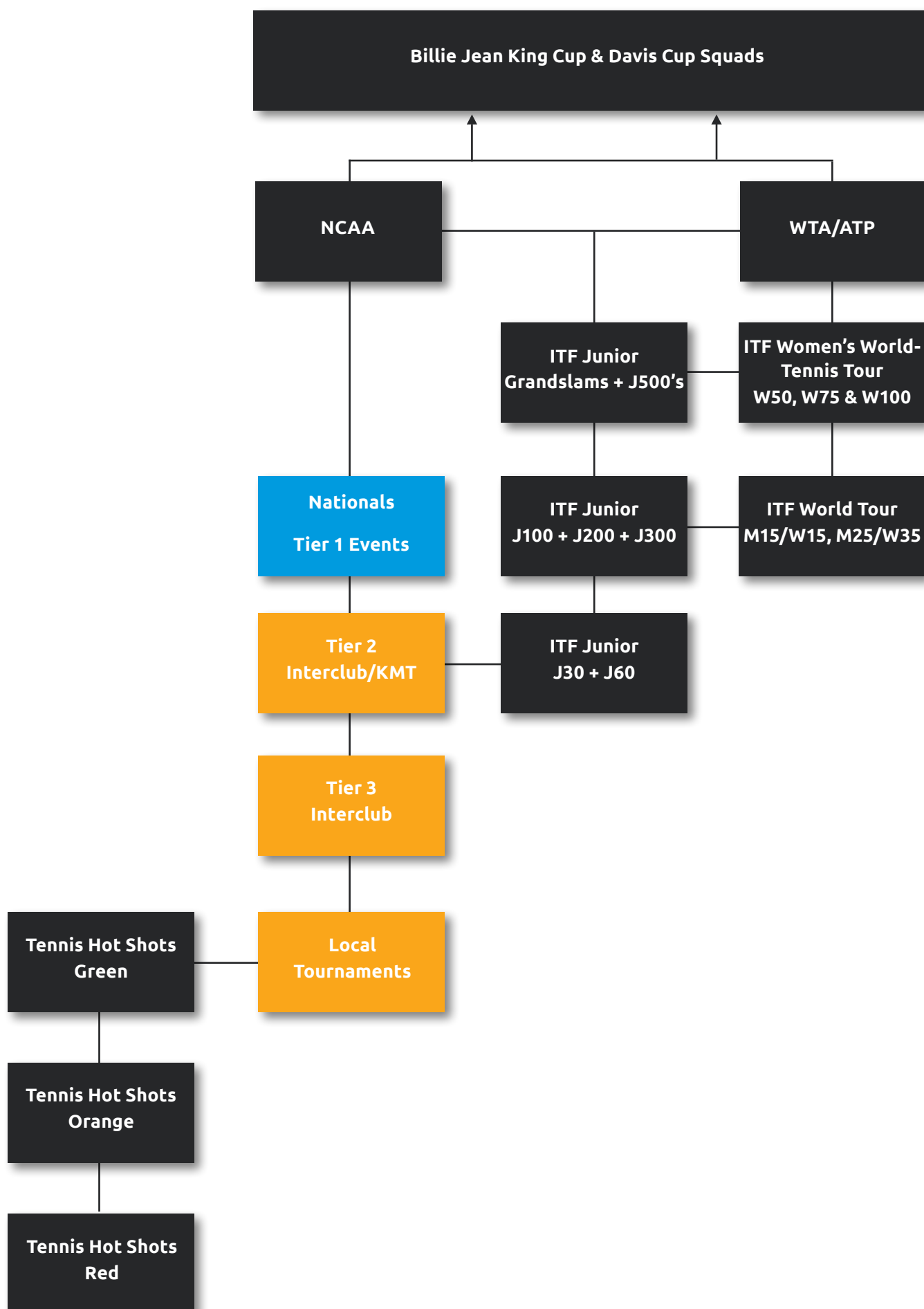




## 2.1 PLAYER TRAINING & PROGRAMMES PATHWAY



## 3.1 COMPETITIVE PATHWAY



## 2.2 TENNIS CLUB PROGRAMME

It is vital to choose a programme that fits a player's values and objectives. It is important to note that research shows the clubs who follow the L.T.A.D. framework give children a better opportunity to achieve their goals.

Tennis is a game that requires play, not just learning. Hours spent on the court practicing and competing should reflect recommendations given by Tennis NZ (refer to section 2.8).

Before enrolling in a club programme, parents and caregivers should ensure the coach is qualified and can provide a detailed schedule outlining both private and group sessions along with strength and conditioning hours.

Depending on the age and level of the player, below are three different programmes available which can be adapted to the individual.

- Tennis Hot Shots for 6 years old to 10 years old (<https://tennis.kiwi/play/hotshots>)
- Development programme for 11 and older
- High Performance programme for players with a more competitive mind set





## 2.3 REGIONAL PROGRAMME

Regional programmes are expected to uphold standards and behaviour aligned to a world class tennis programme with a strong focus on the 11-15 year old age bracket:

- Players are selected by the regional performance team and the National Head of High Performance coaching team with selection based on both results (tennis and fitness) and potential
- Each region has a selection criteria aligned to Tennis NZ criteria
- It a programme designed to be a complimentary to players existing programme bringing the best players together
- The programme is run by regional coaches in coordination with private coaches and supported by Tennis NZ National coaches

As well as developing and giving a complimentary experience for the players, the programme aims to:

- Provide leadership for developing performance coaches in line with Tennis NZ performance coach development guidelines
- Build relationships with private coaches
- Gain greater insights and meaningful contribution as to the challenges and opportunities that exist for coaches at association/club level
- Help build the next layer of players who could be selected for the regional/national programme



## 2.4 NATIONAL PROGRAMME

The national programme operates at the Albany Tennis Park in Auckland and starts at age 14+ for females and 15+ for males:

- The national programme is responsible for leading and delivering a high performance tennis programme to selected players while improving individual athlete performance via a specific and targeted approach
- Eligibility for entry into the Tennis NZ National Programme is contingent upon athletes meeting the requisite levels of commitment and upholding consistently high standards in terms of attitude and behaviour
- The support provided to the athletes can be found in the “Criteria Document Appendix”
- The programme drives and upholds national standards and expectations aligned to world’s best practice. In addition, both staff and athletes will desire a consistent level of excellence for all high quality high performance coaches, and particularly those who are determined to positively impact the development of New Zealand athletes



## 2.5 COLLEGE SUPPORT PROGRAMME

Kiwi athletes who wish to continue their tennis journey in a post-junior capacity have the enormous and significant opportunity that NCAA tennis provides in terms of resourcing and support. This enables the athlete to continue to chase their dreams on both an academic and sporting front.

The experience that NCAA sport provides is hugely enriching. In the right programme with the right coaching staff, athletes can continue to progress at elite levels from a developmental perspective.

Further details regarding academic eligibility requirements for New Zealand athletes can be found here: <http://www.ncaa.org/student-athletes/play-division-i-sports>

For players focused on pursuing professional tennis, Tennis NZ provide support via the College Support Programme.

This programme is designed to support players via on-tour coaching support during the college breaks (May-August and December). The aim of this being to facilitate ranking progression and build professional on-tour habits. in order to transition successfully to the pro tour after graduating college.







Papamoa Tennis Club - Tauranga



## 2.6 PROFESSIONAL PLAYER SUPPORT PROGRAMME

This programme established in 2024, is designed to support for players who wish to pursue a professional tennis either directly from Juniors or post college graduation.

These are players who are also part of or working towards selection for the Davis Cup or Billie Jean King Cup which represents the pinnacle of National representation for New Zealand athletes, alongside Olympic representation.

The programme aims to provide coach support, S&C programming and scheduling support to these players to help players to optimise their potential and take the next step on rankings ladder.



## 2.8 PLAYER DEVELOPMENT RECOMMENDATIONS

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Players, coaches and parents often ask what volumes of playing and training are required for a promising young player to break through into the top levels of junior and professional tennis. The following recommendations have been formed from data collected from successful tennfederations including Tennis Canada, Tennis Australia USTA, FFT and the LTA.

PLAYING				
AGE	#OF TOURNAMENTS PER YEAR	SINGLES MATCHES PER YEAR	DOUBLES MATCHES PER YEAR	# OF PEAKS
5-6 years old	0			0
Boys 7-9	7-12	21-36		0
Girls 7-8				
Girls 9	8-10	24-30	16-20	0
Girls 10	10-15	30-45	20-30	0
Girls 11	10-15	30-45	20-30	0
Boys 9-10	10-15	30-45	20-30	0
Boys 11-12	15	45-60	30	0
Girls 11-12	15-20	45-60	30	0
Girls 13-14	15-20	45-60	30	2-3
Boys 13-15	15	45-60	30	2
Girls 15-16	24-28	72-84	48-56	3
Boys 16-18	27-30	71-90	54-60	3
Women 17-21	22-26	66-78	44-56	3
Men 19-23	27-30	56-60	54-60	6
Women22+	22-26	66-78	44-56	6
Men 24+	20-25	40-50	50	6

PRACTICING				
AGE	FITNESS HOURS PER WEEK	TENNIS TRAINING PER WEEK	OTHER MATCHES PER YEAR (Interclub/ practice matches)	TOTAL HOURS PER WEEK
5-6 years old	4 (2.5 of an other sport)	1-4	15-25	5-8
Boys 7-9	4.5-5 (2.5-3 other sports)	4-9	25-40	8-12
Girls 7-8				
Girls 9	4.5-5.5 (3 other sports)	6-8 hs (2-3 privates included)	30-40	10-15
Girls 10	5-6 hs (3 of other sports)	8-10 (2-4 privates)	30-40	12-17
Girls 11	5.5-7 (3)	10-12 hs (2-4)	30-40	15-18
Boys 9-10	5-6hs (3)	8-10(2-4)	30-40	15-18
Boys 11-12	5.5-7hs (3)	10-12	48	16-18
Girls 11-12	4-5	12-14	48	16-18
Girls 13-14	5-8	12-14	48	18-24
Boys 13-15	5-8	12-14	48	20
Girls 15-16	6 if Tennis priority 10 if physical priority	18-22	48	28
Boys 16-18		18-20	48	28
Women 17-21		22	N/A	28
Men 19-23		22-24	N/A	28
Women22+		22	N/A	24
Men 24+		18-20	N/A	24

## 3.0 COMPETITIONS

In order to plan a perfect competitive schedule Tennis NZ recommends players should follow these rules as closely as possible:

- At an early age, play Tennis Hot Shots events. This develops skill in a competitive environment
- Participate in competitions at the right level of play and chose competitions that are ideal to help develop the player's game - not just to gain easy successes
- Select competitions using a 3 to 1 win/loss ratio to determine the suitability of the competition
- Compete as much as possible
- Always base your training environment on preparation for competition, giving enough time to make technical, tactical, mental and physical changes
- Play doubles in competitions when available
- Getting coaching at a tournament is a very important factor of improvement. A player should try to have his coach with him/her as much as possible. Playing tournaments as part of a team or as an organised tour is a very good way to get the competition experience and the immediate feedback from the coach.



## 3.2 COMPETITIONS & HOW TO ENTER DETAILS

EVENTS	AGE	RANKING	HOW TO ENTER
Tennis Hot Shots	5-10		
Local event	11+	S10+	<a href="https://tnz.tournamentsoftware.com">https://tnz.tournamentsoftware.com</a>
Tier 3	11+	S10+	
Tier 2	11+	S7+	
Kiwi Money Tournament (KMT)	13+ girls 14+ boys	S4+	
Interclub	11+	S12+	Via your club
Nationals Age Group	11+	S5+	<a href="https://tnz.tournamentsoftware.com">https://tnz.tournamentsoftware.com</a>
Tier 1	11+	S5+	
Junior Masters	11+	S7+	
ITF J30-J60	13+ girls 14+ boys	S3+	<a href="https://ipin.itftennis.com">https://ipin.itftennis.com</a>
ITF J100, J200, J300	14+ girls 15+ boys	S2+	
ITF J500 and Junior Grand Slams	15+ girls 16+ boys	S2+	
ITF WTT M15/W15, M25/W35		S1	
ITF Womens World Tennis Tour (W50, W75 and W100)	16+		
ATP Challenger	17+	S1	<a href="https://www.atppz.com">https://www.atppz.com</a>
ATP	18+		
WTA	17+		<a href="https://www.wtapz.com">https://www.wtapz.com</a>
BJKC Cup & Davis Cup			By selection committee
Australian Tournaments	12+	S6+	<a href="https://tournaments.tennis.com.au/">https://tournaments.tennis.com.au/</a>
Europe Tournaments	12+	S4+	<a href="https://ipin.itftennis.com">https://ipin.itftennis.com</a> <a href="https://tenniseurope.org">tenniseurope.org</a>



## 3.3 IMPORTANT COMPETITIONS IN NZ & ABROAD

NEW ZEALAND RANKING		WORLD
JANUARY		
ITF M15 Te Anau ASB Classic ITF J60 ITF J100 Tier 2 Auckland Tennis NZ Tier 2 Wellington		Australian Open
FEBRUARY		
ITF J100 Tier 1 12U and 14U Kiwi Clay Camp and Championships		WTT Timaru
MARCH		
Tier 1 NZ Secondary Schools		World Junior Team Cup (U14)
APRIL		
Tennis NZ Tier 2 Christchurch Tennis NZ Tier 2 Wellington Tennis NZ Tier 2 Hamilton U12-U14 National Team event		Junior Fed Cup Qualification (U16) Junior Davis Cup Qualification (U16)
JUNE		
		French Open U11 & U13 Australian Teams event
JULY		
Tennis NZ Tier 2 Dunedin Tennis NZ Tier 2 Albany		U15 Australian Teams Event Wimbledon
AUGUST		
Tier 1 Kiwi Indoors 12U, 14U and 16U		ITF B200 Oceania Closed
SEPTEMBER		
ITF J30		US Open 12U ATF Intercontinental Teams Event
OCTOBER		
Junior Masters ITF J30 ITF J60		Asia Closed
DECEMBER		
U12-U14-U16-U18 Nationals Te Anau Invitational Wellington Open NZ Champs		WTT Wellington M15/W15 WTT Papamoa M15/W35



## HIGH PERFORMANCE

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