



## SARA Goaltending Strategy

### BACKGROUND AND CONTEXT

In the past, availability of SARA goalies for all SARA teams was often a limiting factor, particularly at the older age groups (Junior – U16 and older). In addition, goalies were not evaluated objectively during the tryout process and coaches often picked goalies that they preferred, with no process or quantitative information to refer to when the evaluation process was challenged. Because of these two main factors, particularly the latter, the goalie coordinator position was created (see Appendix A: Role of SARA Goaltending Coordinator). This position was primarily created to develop a goalie-specific evaluation process that measured the technical skills of goalies, facilitated goalie training and development opportunities and worked with the equipment manager for matters related to goalie equipment (i.e., sticks, age-appropriate pad size, etc). Since this time, the goalie limitations have been arguably less than in the past, however, the objectives for goaltenders were never measured, nor was there ever a formalized strategy with clear objectives and goals.

There are two main aspects that should be given primary attention related to goaltenders as follows:

1. Opportunity to “try” the position and awareness of the position to parents, coaches and players which make up **Recruitment**; and
2. **Development** and **Retention**.

### OBJECTIVES

Based on these two focus areas, the objectives of SARA’s goaltending strategy are as follows:

1. Breakdown the perceived barriers of the goalie position through increasing awareness to parents, players and coaches and providing players the opportunity to “try” the position in a stress-free environment (not under the duress of a game).
2. Increase the amount of goaltenders for all SARA teams with specific targets (i.e., # of goalies) for each age group and team.
3. Provide goalie-specific and age-appropriate instruction opportunities measured through hours of instruction per goalie per season (e.g., 6-10 hrs/goalie/season seems reasonable for AA and A goalies).
4. Determine the best avenue for financial incentives to goalies as part of their registration.



## **STRATEGIES TO ACHIEVE THE OBJECTIVES**

The following outlines the strategies aimed at achieving the specific objective, and the goal (where measurable) for each objective. The following strategies are aimed towards opportunity to “try” the position, awareness of the position and recruitment goals followed by strategies to increase goalie development and retention.

### **1. Opportunity, Awareness and Recruitment**

- Complete 2-3 basic goaltender clinics for U10 and U12 goalies to go over the basics. These should ideally occur between October and December on a Friday evening so that they don't conflict with other practice ice slots/games. Additionally, we should have some of the older goalies within SARA facilitate and instruct the sessions.
- Create a basic goalie information flyer for the website that is aimed at parents and kids (basic stance, equipment and use lifecycle, the position in general, goalie psychology 101)
- Use smaller nets for active start and U10 Step 1
- Develop a few specific goalie drills for coaches of all ages, particularly at the younger age groups, to incorporate regularly, and also discuss with coaches how to have goalies prepare before practice and start of practice so they can translate into game preparation (goalie preparation memo for practices and games).
- Develop policy on goalie rotation for U10 and U12 age groups (to be discussed at RAB meeting as well)
- Recruit 2 “very” interested goaltenders for each U10 Step 2 and Step 3 teams to move up to U12;
- Have at least 1 goalie for each U12A team and U12B teams, and 2 part time goalies for each U12C team (and perhaps 2 for U12B);
- Have two goalies for each AA team in SARA (i.e., U14, U16, U19);
- Have at least one goalie for each A team older than U12, perhaps even 2 at U16 and older groups (obviously this would be based on numbers moving up from younger age groups); and
- Have at least one goalie for each B team older than U12.



## **2. Development and Retention**

- Provide appropriate age-specific training to goaltenders throughout their SARA careers. This can include basic exposure and awareness of the position at the U10 and U12 levels through SARA instructed/facilitated sessions, as also discussed as part of the recruitment strategy.
- Ideally, ongoing general skill training through Gold in the Net, or something similar, will be provided for ages U12 through U14 (and perhaps U10, depending on individual skill level).
- Advanced ringette goaltending development will be provided by 5-Count (Keely Brown and Heather Conkin), Above The Crease (ATC), and The Goalie Academy. Measurement indicators for goalie training could be based on hours of instruction per goalie (e.g., 6-10 hours of goalie-specific training per season is likely the high end for AA and A goalies). But this can be determined through further discussion.
- Understand and identify the costs required to play the position, and determine a fair and balanced incentive for goalies through the registration process (i.e., likely subsidized registration fees).

### **Additional References and Background Information**

- The Coach's Goaltending Handbook
- Hockey Canada Player Development – Goaltending
- AMHA Professional Goalies Positioning Strategies
- Various Drills for Beginner, Intermediate and Advanced
- Goalie Evaluation Sheet



## Background



### **GOALTENDERS:**

To be a good goaltender you must be an efficient skater. Your goaltender does not necessarily have to be the fastest skater on the team, but the best in terms of control and mobility. Pushes from post to post and ability to get quickly to plays laterally are essential for goalies to be able to perform at a high level.

Goaltenders must learn to push with strength and stop hard when needed. So when doing t-push or shuffle drills it is suggested that everything is done in sequence. Example: a coach should be calling out for the goalie to PUSH-STOP-PUSH-STOP-PUSH-STOP etc. giving one second in between pushes. This will give the goaltender time to recover and will keep him from developing bad habits by doing the drill too fast.

The ability for a goaltender to change directions quickly is also an absolute must as today's game is a lot about trying to create a situation to get a goaltender moving in the wrong direction. In order to do this, and be effective, skating drills are a natural part of goaltender development.

#### ***Beginner***

- 75% Movement and positional skills
- 20% Save movement
- 5% Tactics

Beginner development should be built on practicing individual technical skills 75% of total practice time

#### ***Intermediate***

- 50% Movement and positional skills
- 20% Save movement
- 30% Tactics and transition

Intermediate development should be built on practicing individual technical skills 50% of total practice time

#### ***Advanced***

- 35% Movement and positional skills
- 10% Post-save consequences
- 40% Tactics and transition
- 15% Advanced positioning

Advanced development should be built on practicing individual technical skills 35% of total practice time



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## **Appendix A**

### **Role of SARA Goaltending Coordinator**