

**COMMUNITY UMPIRE TOOLKIT**  
**UMPIRE EDUCATOR**  
**STARTER GUIDE**



**FOR GENERAL ENQUIRIES**

Phone: +61 3 8621 8600

Email: [infonet@netball.asn.au](mailto:infonet@netball.asn.au)

[www.netball.com.au](http://www.netball.com.au)

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**NETBALL AUSTRALIA HAS A KEY ROLE TO PLAY IN CREATING NEW INITIATIVES AND NATIONAL PARTNERSHIPS THAT FURTHER THE DEVELOPMENT OF UMPIRES WITHIN AUSTRALIA.**

# MESSAGE FROM THE CEO

Netball Australia recognises that across the country and for many years, club and association umpire educators have developed and implemented highly successful beginner umpire programs. These programs and initiatives are the backbone of Australia's umpiring system and create opportunities for umpires to progress through the national pathway.

At the very heart of these programs is a highly skilled and dedicated workforce of umpire convenors and umpire coaches (umpire educators), working tirelessly and selflessly to develop others for the betterment of netball in Australia. In fact, each year in Australia more than 1000 umpires are awarded their C badge accreditation, which is testament to the work occurring at the club and association level.

Netball Australia has a key role to play in creating new initiatives and national partnerships that further the development of umpires at all levels of the sport, and in ensuring Australia remains at the forefront of umpire development.

In recognition of the wonderful achievements and to continue to support the development of umpires across the country, Netball Australia in partnership with Netball World Cup 2015 is proud to provide the Community Umpire Toolkit.

The aim of the Community Umpire Toolkit is to provide club and association umpire educators with nationally developed, contemporary resources to complement and support existing programs and initiatives. The toolkit provides additional tools to help deliver fun and interactive umpire education sessions.

On behalf of Netball Australia, I would like to thank all those involved in the development of this outstanding resource.

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**KATE PALMER**  
**CHIEF EXECUTIVE**



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# COMMUNITY UMPIRE TOOLKIT

Welcome to the Community Umpire Toolkit. This toolkit is designed to assist umpire convenors and umpire coaches (umpire educators) to deliver fun, interactive umpire education sessions that teach the rules of netball to new umpires, and for new umpires to learn how to apply them in a practical, games-based environment.

Umpires new to the game will be provided with a learning environment that allows them to feel connected, respected and energised in their role.

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## WHO IS IT FOR?

The Community Umpire Toolkit is a resource designed to assist umpire convenors and umpire coaches (umpire educators) to teach the rules of netball in a fun and interactive way. The toolkit provides nationally developed, contemporary resources aimed at supporting and complementing existing introductory or beginner umpiring programs and initiatives.

The Community Umpire Toolkit provides many opportunities for umpire educators to incorporate the activities into their existing programs or develop an introduction to the umpiring program for the first time.

Additional support materials are also available at [netball.com.au](http://netball.com.au).

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## HOW DOES IT WORK?

The Community Umpire Toolkit has been developed with two key objectives in mind:

- To provide umpires with a basic knowledge of the rules of the game and umpiring techniques through the provision of fun and engaging classroom based activities.
- To provide umpires with the opportunity to apply the rules of the game and practise their umpiring techniques in a safe and supportive games-based environment.

Umpire educators have several choices for creating fun and motivating sessions and can either choose to design their own programs and incorporate activities from the toolkit into the sessions or follow the suggested program structure.

The Community Umpire Toolkit is not a course or structured program and does not seek to replace the Level One Umpires' Course, but rather to support the development of the beginner umpire in a fun and interactive environment and complement the learning and development journey.

A photograph of a man and a woman in white athletic wear talking on a grassy field. The man is on the left, wearing a white Adidas polo shirt, and the woman is on the right, wearing a white Nike polo shirt and glasses. They are both smiling and looking at each other. The background is a blurred green field.

## WHO IS THE TARGET AUDIENCE?

The Community Umpire Toolkit has been designed with the beginner umpire in mind. All umpires learn at different rates. The real skill lies in being able to adapt the program and time required accordingly. Being able to be flexible, remembering to have fun with learning and teaching with knowledge, along with patience and care is all that is required.



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## WHAT IS IN THE TOOLKIT?

### WHAT IS THE UMPIRE TOOLKIT?

The Community Umpire Toolkit is a collection of umpiring activity cards for use within existing introductory or beginner umpiring programs. The activity cards are sorted into the following three sections:

Choose cards according to the objectives of your session. All activities can be modified to challenge and include umpires with a range of knowledge of skills. There are three types of activity cards that appear within each section:

### ADDITIONAL RESOURCES

The Community Umpire Toolkit also comes with an Additional Resources section.

Use these activities at the end of the program as a fun way to finish up or include at any point during a session.

#### GETTING STARTED

Activities aimed at the basics regarding pre-match responsibilities, areas of control and the tools of the trade.



#### RULES IN ACTION

Activities to introduce the fundamental rules of netball.



#### UMPIRING TECHNIQUES

Activities to develop umpiring techniques of position, vision and timing, penalising infringements, awarding penalties and basic hand signals.



#### WORKSHEETS

Classroom-based games and activities designed to provide umpires with a basic knowledge of the rules of the game; umpiring techniques and how to get started.

#### GAMES

Practical games designed for umpires to apply the rules of the game and practise umpiring techniques in a safe and supportive environment.

#### ACTION PHOTOS

Action photo shots designed to promote discussion around the rules of netball.

#### UMPIRE BINGO

A fun activity for the whole group to play. Uses questions from the Section 1 Theory Exam to test the knowledge of umpires. Played similarly to bingo, umpire's must fill their entire bingo card to win the game.

#### UMPIRING MEMORY

A game that tests an umpire's knowledge and memory. Played by matching up rules and infringements or infringements and penalties, umpires attempt to win by collecting the highest number of pairs.





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# UMPIRING ACTIVITY CARDS

The Community Umpire Toolkit is a collection of umpiring activity cards for use within existing introductory or beginner umpiring programs.

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## WHAT IS ON A CARD?

- **SECTION**  
Getting Started, Rules in Action, and Umpiring Techniques
  - **LEARNING TOPIC**  
Related to the section. Use this when determining what to teach based on your sessions' overall objective.
  - **RULE REFERENCE**  
A link to the learning topic and the Official Rules of Netball.
  - **RELATED PENALTY**  
Indicates the penalty relevant to an infringement of the rule.
  - **OBJECTIVE**  
Related to the learning topic. Provides an overview of the learning objective for the activity.
  - **AREA**  
Indicates where the activity can be conducted.
  - **TIME**  
An estimate on time required to complete the activity. This may need to be shortened or lengthened based on the size of the group and area available.
  - **EQUIPMENT**  
Describes the equipment required to effectively conduct the activity.
  - **WHAT TO DO**  
Instructions on how to set up and/or play the activity.  
  
Modify as required based on the size, knowledge, and skill of the group.
  - **ASK THE UMPIRES**  
Suggested questions to ask the umpires to promote additional thinking and discussion around the particular learning topic.
  - **UMPIRE COACHING TIPS**  
Key coaching points related to the specific learning topic.  
  
These help to reinforce the most important aspects of the learning topic and provide additional relevant information.
  - **QUICK QUIZ**  
Finish each session with the quick quiz section to test understanding of learning.
-

SECTION

WHAT TO DO

GETTING STARTED



UMPIRING

TOPIC

TOOLS OF THE TRADE

ACTIVITY OBJECTIVE

To introduce umpires to the tools of the trade required to assist in effectively fulfilling their umpiring duties through a fun and engaging classroom based activity.

PENALTY

AREA REQUIRED

Your choice of indoor or outdoor playing area.

OBJECTIVE

EQUIPMENT REQUIRED

- ① Tools of the Trade worksheet per umpire.
- ① Rule book per umpire.
- ① Pen or pencil per umpire.
- ① Finger grip whistle (demonstration).
- ① Ring or band for Centre Pass (demonstration).
- Uniform examples.

EQUIPMENT

10 MINUTES DURATION



TIME

WHAT TO DO

- Prior to the session, photocopy enough of the **Tools of the Trade** worksheets so there is one per umpire.
- On the day, provide each umpire with a copy of the **Tools of the Trade** worksheet to complete.
- Once everyone has had an opportunity to complete their worksheet, discuss as a group and pass around the various **Tools of the Trade** items.
- Use the **Ask the Umpires** questions to promote further discussion around the topic, and reinforce the most important aspects of the learning by referencing the **Umpire Coaching Tips**.

ASK THE UMPIRES

- Why is it important to know and understand the rules of netball?
- What other ways could you keep track of the Centre Pass?
- Why is good presentation important?
- Are there any other Tools of the Trade you think are important?

ASK THE UMPIRES

UMPIRE COACHING TIPS

- Whistle: one of the most important methods of communication during a game. Make sure yours has a good quality finger-grip and always carry a spare.
- Clothing and footwear: ensure your clothes are clean, neat and predominantly white in colour. You should also be wearing suitable footwear – no thongs or sandals!
- Rule book: as an umpire, you must know the Official Rules of Netball well. The rule book should always be your first point of reference.
- Ring/band for Centre Passes: umpires must keep track of all Centre Passes. It is important to develop an easy way to keep track of the Centre Passes and one that you feel comfortable with.
- Immediately after a goal is scored, both umpires must indicate the direction of the Centre Pass, and if they disagree the umpires shall appeal to the scorer.

COACHING TIPS

TOOLS OF THE TRADE 1

RULES IN ACTION

UMPIRING

SHORT PASS

USE YOUR RULE BOOK TO COMPLETE THE FOLLOWING



RULE ON THE COURT

PENALTY

HAND SIGNAL

Draw the Short Pass hand signal.



RULE AT A THROW IN

PENALTY

SHORT PASS UMPIRE WORKSHEET



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# UMPIRING ACTIVITY CARDS

The quick quizzes found on the activity cards can be used in a number of different and interesting ways.

## QUICK QUIZ INSTRUCTIONS

### Game Show Quiz

- Divide the group into two teams and line them up one behind the other.
- As the game show quiz master, call the first participant from each team out the front.
- Read the first question aloud.
- The first participant to blow their whistle and answer the question correctly gets one point for their team. It is important that they can't blow their whistle until the whole question has been read.
- The two participants return to the end of their line and the next two participants step forward.
- At the end of all the questions, the team with the highest number of points wins.

### Game of Pairs

- Participants pair up and have a piece of paper and pen/pencil between them.
- Read the first question aloud and start a stopwatch.
- Participants have up to ten seconds to write their answer to the question.

- As soon as the ten seconds are up, move on to the next question.
- At the end of the quiz, pairs provide their piece of paper to another pair for marking.
- Read out the answers to each of the questions.
- The person with the highest number of correct answers wins.

### Individuals

- Each participant has a piece of paper and a pen/pencil.
- Read the first question aloud and start a stopwatch.
- Participants have up to ten seconds to write their answer to the question.
- As soon as the ten seconds are up, then move on to the next question.
- At the end of the quiz, participants provide their piece of paper to another participant for marking.
- Read out the answers to each of the questions.
- The person with the highest number of correct answers wins.



# HOW TO USE THE TOOLKIT



There are several options for creating fun, interactive and motivating sessions and programs.

## OPTION 1

Utilise a current introductory or beginner umpiring program and insert the relevant activity card/s from the Community Umpire Toolkit, based on the objective of each of the sessions. To do this:

- Understand the learning objective for the session.
- Identify the relevant activity card that matches the learning objective.
- Read through the objective on each of the card/s and determine which to use.
- Before conducting the session, organise the equipment required (based on the number of umpires, playing area and the equipment that is available).
- Deliver the session, using the selected Community Umpire Toolkit activity card and the instructions provided on each.
- Review the lesson immediately afterwards to identify what worked well, what didn't and what needs to be remembered for next time.

## OPTION 2

While the activity cards in the Community Umpire Toolkit have been designed to complement pre-existing programs or initiatives, they can also be grouped together as follows to run a full introductory or beginner umpiring program:

WEEK	1	2	3	4	5
<b>LEARNING OBJECTIVE</b>	Introduce umpires to the tools of the trade, areas of control and how/when to blow the whistle.	Introduce umpires to their pre-game responsibilities and the different types of penalties.	Introduce umpires to the different Playing Areas, Offside and Out of Court rules.  Teach umpires how to start play and when a goal is considered scored.	Introduce umpires to the rules of Footwork, Playing the Ball and Obstruction.	Introduce umpires to the Over a Third, Held Ball, Short Pass and Contact Rules.
<b>ACTIVITY CARDS</b>	Tools of the Trade. Areas of Control. Communication — Blowing the Whistle.	Pre-game responsibilities. Awarding Penalties.	Playing Areas, Offside and Out of Court. Start of Play. Scoring a Goal.	Footwork. Playing the Ball. Obstruction.	Over a Third. Held Ball. Short Pass. Contact.
<b>PRACTICAL UMPIRING EXPERIENCE</b>	Practice match between umpires or training match.	Practice match between umpires or training match.	Year 5/6 match at 10.30am.	Year 5/6 match at 10.30am.	Year 5/6 match at 10.30am.
WEEK	6	7	8	9	10
<b>LEARNING OBJECTIVE</b>	Revision of the Obstruction and Contact rules.  Teach umpires basic vision techniques.	Revision of the Obstruction and Contact rules.  Introduce umpires to the Stoppages rule.	Teach umpires the basic hand signals.  Conduct a fitness session specific to umpiring.	Revision on infringement, hand signals and penalties  Revision.	Revision.
<b>ACTIVITY CARDS</b>	Obstruction. Contact. Vision.	Stoppages. Obstruction. Contact.	Hand signals. Fitness.	Infringements, hand signals and penalties. Umpire memory game.	Umpire Bingo.
<b>PRACTICAL UMPIRING EXPERIENCE</b>	Year 5/6 match at 10.30am.	Year 5/6 match at 10.30am.	Year 5/6 match at 10.30am.	Year 5/6 match at 10.30am.	Year 5/6 match at 10.30am.

*The above is based on a ten week program; however any of the weeks can be combined to create a shorter program.*

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## OPTION 3

Why not create a new program? To help map out week-to-week learning objectives and identify the supporting activity cards, use the program planner in Appendix A. An important principle of planning is to be flexible. Plans should vary according to the progress of the group, rather than the other way round.

Here are some guidelines related to program planning:

- Allow time for consolidation. Repetition is important in learning.
- Be flexible and adapt the plan as the program proceeds.
- Consider using the last two weeks of the program for reflection and review by playing games such as Umpire Bingo and Umpire Memory.

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## THE OTHER OPTION IS TO BE BRAVE

If you are feeling adventurous, we encourage you to be brave and even create new activity cards. Use the activity card planner provided in Appendix B to create your own new activities and introduce these into your sessions.

If you wish, you can even share your new activities with Netball Australia by sending them to [learning@netball.asn.au](mailto:learning@netball.asn.au)

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## EQUIPMENT KIT BAG

The following equipment items will support the delivery of the various activities within the Community Umpire Toolkit.

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Whistle.</li><li>• Official Rules of Netball.</li><li>• U for Umpiring Exam Guide.</li><li>• 0.9m (3 feet) stick or measuring tape.</li><li>• Name tags.</li><li>• Butchers paper and/or whiteboard and access to a printer/photocopier.</li><li>• Pens/pencils/whiteboard markers and scissors.</li><li>• Cones and balls.</li><li>• Patches/bibs.</li></ul> | <p>Participating umpires require:</p> <ul style="list-style-type: none"><li>• Whistle.</li><li>• Official Rules of Netball.</li><li>• Clothing appropriate to umpire in.</li><li>• Ring or band to keep track of centre passes.</li><li>• Notebook/pen.</li><li>• Water bottle.</li><li>• Hat and sunscreen.</li></ul> |
|---|--|



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## HOW TO STRUCTURE A BEGINNER PROGRAM

There are many ways in which a beginner or introductory umpiring program can be structured, and there is really no right or wrong way in how to approach it.

There are many factors which can influence the type and structure of a program, including:

- Competition structure – time and standard of games, and age group available to umpire on.
- Support of club/association committee to implement a 'beginner' program.
- Availability of a club house and/or courts in which to run education sessions.
- Age, knowledge and experience of participants.
- Time available.
- Support personnel to assist.

### BEGINNER UMPIRES

The most important first step for an umpire is to take a whistle and try. The beginner umpire will lack confidence and should start umpiring initially at club trainings or lower level competitions, concentrating on:

- Blowing the whistle for the Centre Pass.
- Following play up and down the Side Line and behind the Goal Line as necessary.
- Blowing the whistle when a goal is scored on the end being controlled, and immediately calling and indicating the next Centre Pass.

Progression to umpiring rules infringements should be taken in easy stages. Footwork and ball handling are good ones on which

to concentrate at first, then the timing of three seconds.

Recognition of Contact and Obstruction will be gradual, and the umpire should begin by watching for specific things rather than the rule in its entirety. The rule book should always be readily available for quick reference.

As an umpire improves, so will their confidence and understanding of the rules and procedures. Much can be learned from sharing views with other umpires and watching senior umpires officiating in top grade matches. This practise should be encouraged for the beginner umpire and fostered through regular opportunities for ongoing communication.





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**THERE IS REALLY NO RIGHT OR WRONG WAY TO APPROACH STRUCTURING A BEGINNER UMPIRING PROGRAM.**



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## HOW TO STRUCTURE A BEGINNER PROGRAM

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### STARTING OUT

When establishing a beginner program, some useful tips to help get you started are:

#### Club and Association Support

- Gain support from the club/association committee to run an introductory or beginner umpiring program. Support includes:
  - Promoting the opportunity throughout the club/association, such as posters, newsletters, website, and Facebook.
  - Fostering a safe and supportive environment for beginner umpires by rewarding and recognising positive spectator behaviour.
  - Communicating with coaches and teams about the importance of beginner umpire programs.
  - Recognising the beginner umpire program as an important development pathway within the club/association.

#### Program Development

- Ensure the program is structured in a logical way, introducing the basics first. Remember, all umpires learn at different rates and the skill is to adapt the program and time accordingly.

- Understand what facilities are available to run the education sessions and what level of games will be utilised for the practical components. This is important as it impacts on the program design.
- Set dates, times and venues.
- Develop an enrolment form for prospective participants.
- Confirm umpire participation through a formal letter. This ensures umpires are aware of where they need to be, and when, and what they need to bring with them.
- Understand the key performance indicators of a C badge – these are the knowledge and skills that need to be taught.
- Utilise the activity cards within the Community Umpire Toolkit to deliver sessions that are fun, interactive and engaging.
- Ensure there is a healthy balance between learning the rules of netball and applying the rules in a practical, games based environment.



**UMPIRE  
EDUCATION  
SESSION  
(EG. 15-30  
MINUTES)**

**PRACTICAL  
UMPIRING  
EXPERIENCE ON  
A JUNIOR GAME  
WITH SUPPORT**

### **Program Promotion**

- Develop different communication materials to promote the program and provide information to potential umpires on what it is, how long it will run for, and the benefits of participating.
- Promote, promote, promote! Look for opportunities through the club/association newsletters, Facebook pages and websites to promote the program.
- Notify clubs/teams who will have the beginner umpires on their games. Prepare letters to go to each of the parents/caregivers of these teams/clubs explaining the program and the importance of supporting the umpires.

### **Program Delivery**

- Plan ahead and have all the necessary equipment and activity cards prior to the session.
- Be flexible and remember to have fun with the learning.
- Teach with knowledge, patience and care.
- Engage 'happy helpers' to support — they don't need to know how to umpire, they just need to be willing to encourage the umpires.
- Ensure there is adequate support for the umpires when they are out on the court giving it a go. This support can be from other, more senior umpires or mums, dads, grandparents, brothers, sisters, aunties or uncles who are willing to help out.

### **Celebrate and Recognise**

- Take the time at the end of the season to recognise the achievements and commitment of those in the program. A good idea might be to do this at the same time as the player presentations.
- Ideas include certificates, new whistles, t-shirts, drink bottles or hand towels.

## UMPIRING EXPERIENCE

**An umpire's ability and confidence will improve the more occasions they have to practise their craft. It is equally important to have the right support at the right time during these matches.**

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### THE IMPORTANCE OF PRACTICAL UMPIRING EXPERIENCE

Umpiring matches is one of the most important development opportunities for any new umpire. Following the education session, it is important to identify appropriate matches to provide umpires the opportunity to put their newly acquired knowledge and skills into practice.

Always ensure:

- The club or association is supportive of the program.
- The relevant teams (coaches, players and parents) have been informed of the program and the importance of the program.
- There is sufficient support from umpiring personnel to coach and mentor the umpires, focusing especially on the key learnings from the education sessions.
- There is support from other 'happy helpers' including mums, dads, grandparents, brothers, sisters, aunties or uncles who are willing to help out.

### PROVIDING EFFECTIVE FEEDBACK DURING THE PRACTICAL UMPIRING EXPERIENCE

Being aware of how umpires respond to feedback is very important. The following tips will assist in providing effective feedback:

- Always be positive and encouraging.
- Only provide feedback during a break or after a game, focusing on technique and not decisions, as this may affect an umpire's consistency. If an umpire is making incorrect decisions, understanding why can help inform how to fix it.
- Try not to overload the umpire – focus on one or two key areas only.
- Reinforce the use of correct terminology.
- If there is an urgent need to speak to a beginner umpire during a game, for example, rough or dangerous play, do so when the ball is in the other umpire's area of control.
- Coach the umpire; don't umpire the game for them, and never run beside an umpire when they are umpiring.



## ROLE OF THE UMPIRE EDUCATOR

The role of the umpire educator is crucial to the success of all umpiring programs at a club or association. The umpire educator is highly skilled and dedicated, and works tirelessly and selflessly to develop others for the betterment of netball in Australia.

Umpire educators wear many hats, including that of teacher, coach, mentor, friend, role model, motivator and counsellor.

They are the person who introduces the umpire to the rewards and challenges of umpiring and influences their progress through the various levels of the Netball Australia umpire pathway.

## WHAT MAKES A GOOD UMPIRE EDUCATOR?

An effective umpire educator:

- Has a genuine concern to help others develop, both technically and mentally.
- Knows and understands the rules of netball.
- Understands and appreciates the strengths and weaknesses of individual umpires.
- Is well organised, on time, and plans ahead of education sessions.
- Is a good communicator.
- Is able and willing to learn.
- Is motivated and enthusiastic.
- Knows and understands the umpire pathway.

## THE INCLUSIVE UMPIRE EDUCATOR

Being inclusive is a fundamental requirement for being a good umpire educator. Being inclusive means adapting and modifying practices and activities to ensure that every umpire regardless of age, gender, ability level, disability or ethnic background is included.

Good umpire educators are able to adapt and modify aspects of their coaching and communication to create an environment that caters for individual needs and allows everyone to take part.

The onus of inclusion always rests with the umpire educator.

## COMMUNICATION SKILLS

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### COMMUNICATING EFFECTIVELY WITH UMPIRES

- Always greet umpires warmly by name or by some form of physical acknowledgment when they arrive at a session.
- Wear appropriate dress and take a positive, enthusiastic approach (having a sense of humour helps).
- Ensure all umpires can be seen when speaking to them, and that they can see you.
- Speak clearly using words your umpires can understand – vary the tone to keep the interest up.
- Listen carefully to questions and comments, and respect their views (being a good listener is an essential skill).
- Be positive and constructive when both giving and receiving feedback from umpires.
- Be aware of body language and watch for umpire's body language for clues on how they are reacting.



EYE CONTACT



CHOICE OF WORDS



TONE OF VOICE



BODY LANGUAGE



LISTENING

### COMMUNICATING WITH AN UMPIRE'S PARENTS AND CAREGIVERS

Parents and caregivers can have a big impact on how umpires feel about their involvement. They can provide a source of either support or stress, particularly for younger umpires.

It is important to establish a positive relationship with parents and caregivers right from the start of the program. A good way to start is by writing a letter, or holding a meeting to meet and greet and discuss the program.

- Emphasise the importance of the umpires having fun, learning new skills and making new friends.
  - Discuss the role of the parents and caregivers. Stress the importance of supporting and encouraging the umpires.
  - Discuss the program, what the umpires will require, and how parents and caregivers can assist.
-



**CAN SEE ALL PLAYERS WITHIN THEIR AREA OF CONTROL**

**IS A GOOD COMMUNICATOR**

**CAN PERFORM HAND SIGNALS CLEARLY AND ACCURATELY**

**HAS GREAT ABILITY TO CONCENTRATE, AND KNOWS AND UNDERSTANDS THE RULES**

**SHOWS RESPECT FOR THE GAME AND HAS A FRIENDLY AND PLEASANT MANNER**

**IS PHYSICALLY FIT TO UMPIRE AND KEEP UP WITH PLAY**

## **TRAITS OF A GOOD UMPIRE**



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# UMPIRING PATHWAYS

The **Umpire Accreditation system** is an educational pathway based on Netball Australia umpiring courses, as well as umpiring instruction and mentoring.

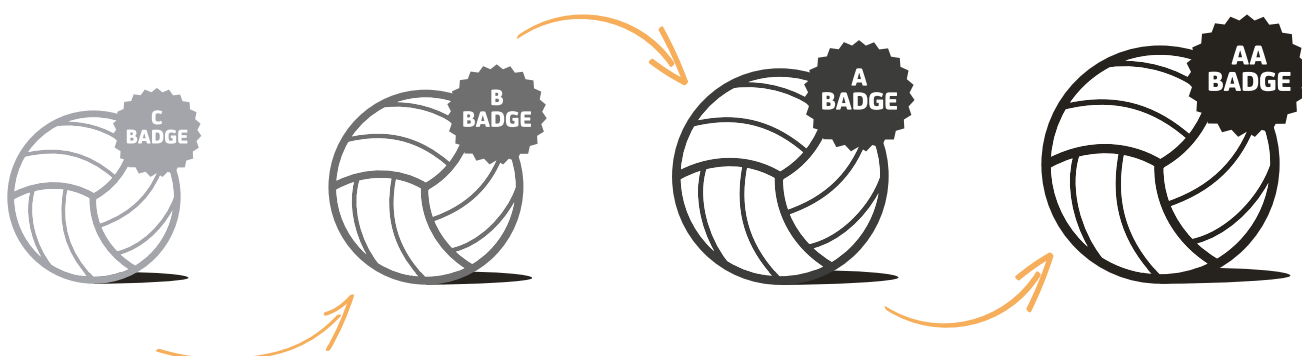
## NETBALL AUSTRALIA NATIONAL UMPIRE DEVELOPMENT FRAMEWORK

The Netball Australia National Umpire Development Framework (NUDF) is a support document of the Community Umpire Toolkit and outlines the national umpire accreditation system for umpires wishing to progress through the pathway in Australia.

The Netball Australia Umpire Accreditation system is an educational pathway based on Netball Australia umpiring courses, Rules in Action courses and practical umpiring instruction through an experienced mentor system.

Assessment is based on theory examinations, practical evaluation through established key performance indicators, self-reflection and, where possible, video analysis.

The culmination of this accreditation system, for those who choose, leads to practical assessment in a four-tiered system of badges, namely C, B, A, and the highest national award, the AA (All Australian).



Umpire Accreditation System.  
Badge Hierarchy.



## C BADGE KEY PERFORMANCE INDICATORS

This is an entry level badge where the two major elements of control and basic decisions must be clearly evident. This is a beginner badge ONLY. Testers should not expect a perfect display.

### Prerequisites

- Completion of Level 1 Umpire Education Course.
- A pass of 70% or more in the Section I Theory Examination (current for six years).

### Match responsibilities

- Before the start of play check that the court, its surrounds, goalposts and the ball conform to the rules.
- Off the court inspect players for uniforms and jewellery, adornments and the correct length of fingernails.

### Voice

- Firm and decisive, generally heard easily.

### Manner

- Confident and pleasant.

### Whistle

- Crisp and clear.

### Clothing

- Umpires shall wear clothes distinct from those of the players, preferably white or cream in colour, in addition to suitable shoes.

### Fitness

- Has good coverage of the court for the entire game.

### Positioning

- Level with or just a little ahead of play and following around behind the goal circle, although not always in the best possible position.
- Show knowledge of repositioning to ensure a clear view of play.
- No umpire shall be on court except to take a Toss Up.

### Terminology

- Should be using correct terminology.

### Control

- A candidate being tested at this level must be able to demonstrate that they are in control of the game before they can umpire effectively. Therefore, the basic umpiring techniques of good positioning; clear, crisp whistle blowing; firm, confident manner, and audible calls need to be displayed.
- As umpires progress in standard at this level, these umpiring techniques will be supported by sound basic decisions which complement the standard of the game.

### Decisions

Consistency is important at any level. An umpire worthy of a C Badge should be able to:

- Recognise all forms of stepping.
- Display a range of knowledge of other minor rules such as Held Ball, Offside, Over a Third, etc.
- Conduct a Toss Up, if applicable, in accordance with the rule book.
- Penalise all obvious Obstructions and Contact.
- Demonstrate an awareness of the 'Advantage' rule and its application and apply this on all occasions where advantage goal is scored.
- Call each Centre Pass. Error or doubt can be forgiven, provided the umpire checks with the scorer and instructions are given to scorers and timekeepers.
- Show understanding of hand signals.
- Call and indicate when the Throw In is to be taken and show awareness of possible infringements on court and at the Throw In.
- Demonstrate good knowledge of general rules together with reasonable consistency of their interpretation.



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# NETBALL AUSTRALIA CODE OF BEHAVIOUR

In addition to Netball Australia's General Code of Behaviour, umpires must meet the following requirements with regard to their conduct during any activity held by or under the auspices of Netball Australia, Member Organisations or Affiliates.

- 
- Umpire in accordance with the Official Rules of the Game.
  - Treat all players, coaches, match officials and other umpires with respect.
  - Place the safety and welfare of the players above all else.
  - Ensure the court and its surrounds are compliant with the rules.
  - Take appropriate action to manage dangerous play.
  - Maintain a high standard of personal behaviour at all times.
  - Be a positive role model through behaviour and personal appearance, projecting a favourable image of netball and umpiring at all times.
  - Be courteous, respectful and open to discussion and interaction.
  - Maintain or improve your current performance level and seek continual improvement.

## ADDITIONAL RESOURCES

In addition to the Community Umpire Toolkit there are a number of resources available to support the delivery of umpiring programs and initiatives. These include:

### Physical resources:

- National Umpire Development Framework.
- Official Rules of Netball.
- Level One Umpires Manual.
- U for Umpiring.
- National High Performance Umpire Pathway.

### Websites:

Netball Australia  
[netball.com.au](http://netball.com.au)

Australian Sports Commission – Officiating  
[ausport.gov.au/participating/officials](http://ausport.gov.au/participating/officials)

Play by the Rules  
[playbytherules.net.au](http://playbytherules.net.au)



IN SPORT



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## APPENDIX A – PROGRAM PLANNER

WEEK	1	2	3	4	5
LEARNING OBJECTIVE					
ACTIVITY CARDS					
PRACTICAL UMPIRING EXPERIENCE					
WEEK	6	7	8	9	10
LEARNING OBJECTIVE					
ACTIVITY CARDS					
PRACTICAL UMPIRING EXPERIENCE					

## APPENDIX B – SESSION PLANNER

ACTIVITY  
OBJECTIVE

RULE  
REFERENCE

TIME NEEDED

PENALTY

AREA REQUIRED

EQUIPMENT  
REQUIRED

### ○ WHAT TO DO

### ○ ASK THE UMPIRES

### ○ UMPIRE COACHING TIPS



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## NATIONAL NETBALL SUPPORT NETWORK

The strength of any system depends on how effectively it communicates relevant information to the people to whom it matters most.

Netball Australia, in partnership with its state and territory Member Organisations, aims to provide timely and up-to-date information that is relevant and useful.

For further information on any programs or initiatives, please contact your state or territory netball association.

### NETBALL ASSOCIATIONS BY STATE OR TERRITORY

#### Netball ACT

Phone: (02) 6241 4088

Fax: (02) 6241 2434

[act.netball.asn.au](http://act.netball.asn.au)

#### Netball NSW

Phone: (02) 9951 5000

Fax: (02) 9951 5099

[netballnsw.com](http://netballnsw.com)

#### Netball NT

Phone: (08) 8945 1733

Fax: (08) 8945 1433

[nt.netball.asn.au](http://nt.netball.asn.au)

#### Netball QLD

Phone: (07) 3848 6330

Fax: (07) 3848 6221

[netballq.org.au](http://netballq.org.au)

#### Netball VIC

Phone: (03) 9321 2222

Fax: (03) 9321 2233

[netballvic.com.au](http://netballvic.com.au)

#### Netball WA

Phone: (08) 9380 3700

Fax: (08) 9380 3799

[netballwa.com.au](http://netballwa.com.au)

#### Netball SA

Phone: (08) 8238 0500

Fax: (08) 8238 0555

[sa.netball.com.au](http://sa.netball.com.au)

#### Netball TAS

Phone: (03) 6230 1870

Fax: (03) 6234 3577

[tas.netball.com.au](http://tas.netball.com.au)

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#### **DISCLAIMER**

This Community Umpire Starter Guide and Toolkit contains comments of a general nature only and is not intended to be relied upon as a substitute for specific professional advice.

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Netball Australia, David Callow.

#### **DESIGN BY**

Caramel Creative.

#### **EDITORIAL CONSULTANTS**

Elizabeth Hilhorst.



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## NETBALL HQ

191 Johnston Street Fitzroy VIC 3065

PO Box 13285 Law Courts VIC 8010

Phone: +61 3 8621 8600

Fax: +61 3 9614 4308

Email: [infonet@netball.asn.au](mailto:infonet@netball.asn.au)

[www.netball.com.au](http://www.netball.com.au)



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