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MESSAGE FROM THE CEO

Netball Australia recognises the outstanding contribution from our community umpires and umpire educators across Australia, in developing and implementing meaningful umpire programs. These programs are the backbone of Australia's umpiring system and are important in supporting our national umpire pathway.

Behind these programs is a workforce of dedicated umpire convenors, coaches and educators who give up their time and expertise to assist in the development of the community umpires' network. In fact, because of their hard work, there are currently over 2,000 C badge umpiring accreditations awarded across Australia each year, which is a testament to the outstanding work happening at our grassroots level.

It is a major role of Netball Australia to continue to create and evolve new and existing initiatives, in conjunction with our national partnerships, to enhance the development of our umpires at all levels across our sport. Australia remains one of the leading nations in umpire development and this continued development will ensure that we remain to be the forerunners in this area.

In recognition of this wonderful achievement and to continue to support and develop our grassroots umpires across our communities, Netball Australia is pleased to relaunch our Community Umpires Toolkit.

The Community Umpire Toolkit has provided clubs and association umpire convenors and coaches with a valuable resource which has been used to complement and support existing programs and initiatives. The Toolkit has been updated to reflect recent changes to the rules whilst still providing the tools required to assist in the delivery of fun and interactive umpire education programs.

On behalf of Netball Australia, I would like to thank all umpire convenors and coaches who contribute to the growth of our umpire network. We hope this resource will become a valuable tool in continuing to grow our umpiring numbers.

Kelly Ryan
Chief Executive

Acknowledgements

Netball Australia acknowledges the eight state and territory Member Organisations for their valuable contribution to the development and production of the resource. This includes the state and territory-based resources provided to Netball Australia to support the development of content within the activity cards.

Disclaimer

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01

WARM UP

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.

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 umpiring program for the first time. Additional support materials are also available at netball.com.au.

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 Foundation Online Umpires Education Course, but rather to support the development of the beginner umpire in a fun and interactive environment and complement the learning and development journey.

WHO IS THE TARGET AUDIENCE?

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



WHAT IS IN THE TOOLKIT?

WHAT IS IN THE COMMUNITY 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:

GETTING STARTED	RULES IN ACTION	UMPIRING TECHNIQUES
Activities aimed at the basics regarding pre-match responsibilities, areas of control and the tools of the trade.	Activities to introducing the fundamental rules of netball.	Activities to develop umpiring techniques of position, vision and timing, penalising infringements, awarding penalties and basic hand signals.

ACTIVITIES

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

WORKSHEETS	GAMES	ACTION PHOTOS
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.	Practical games designed for umpires to apply the rules of the game and practise umpiring techniques in a safe and supportive environment.	Action photos designed to promote discussion around the rules of netball.

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.

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



UMPIRING ACTIVITY CARDS

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

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 a quick quiz to test understanding of learning.

RULES IN ACTION

OBSTRUCTION

RULE REFERENCE 7 11

RELATED SANCTION
PENALTY PASS

ACTIVITY OBJECTIVE
To provide umpires with the opportunity to apply the **Obstruction** rule in a games-based activity.

AREA REQUIRED
Your choice of indoor or outdoor playing area.

EQUIPMENT REQUIRED

- 1 Rule book per umpire.
- 1 Whistle per umpire.
- 1 Stopwatch.
- 1 Set of patches or bibs.
- Coloured cones (14).

10 MINUTES DURATION

UMPIRING

WHAT TO DO

- From the Centre Circle, randomly place seven sets of cones, in pairs, at varying distances around one half of the Court — some at exactly 0.9m (three feet), some less than and some more than.
- Ask the group except for one (the umpire) to pair up.
- Each pair is to stand at a set of cones facing one another.
- One person in each pair is to wear a patch/bib. The patches/bibs are the attacking team.
- The 'umpire' is to take up their position on the side of the Court, 'controlling the half' where the cones are laid out and the participants are standing.
- Starting with a Centre Pass, the umpire blows their whistle and uses the correct hand signal to indicate the start of play.
- The attacking team, who must remain stationary at their cones, throw the ball around in any direction they like, ensuring that each attacking player has caught the ball once. Attackers must pass the ball within three seconds.
- Each time the attacking player has caught the ball, the defending player (the player without the patch/bib) must put their arms up to defend the pass, again remaining stationary at their cone.
- At the same time, the umpire moves up and down the Side Line and onto the Goal Line, attempting to be in the best position to see the player with the ball and their defending player.

- Each time an attacker catches the ball, the umpire must make one of three calls — 'short', 'long', or 'correct' — in relation to the distance between the attacker and the defender.
- Once the last attacking player has caught the ball and the umpire has made their final call, they blow their whistle to indicate the end of play.
- Select another umpire from the group and start again.
- After all umpires have had a turn, the umpire who has the most number of correct calls wins.
- Use the **Ask the Umpires** questions to promote further discussion around the rule, and reinforce the most important aspects of the learning by referencing the **Umpire Coaching Tips**.
- Always finish each training session with the **Quick Quiz** section.

ASK THE UMPIRES

- How does positioning affect your ability to judge defending distance?
- If the player with the ball decides to step forward, backward or sideways onto the other foot, is the distance for Obstruction still measured from the spot where the landed foot was, even if this is lifted from the ground in the stepping movement?

OBSTRUCTION 11

RULES IN ACTION

UMPIRE COACHING TIPS

- Remember that Obstruction must also be judged with reference to three seconds and the footwork skills of the thrower.
- The Sanction for Obstruction is a Penalty Pass.
- The Sanction is taken where the infringer was standing, unless this places the non-offending team at a disadvantage.
- The infringer must move quickly to the position indicated.
- The infringer must stand beside but away from the player taking the sanction so as not to impede that player.

QUICK QUIZ

Refer to the instructions within the Starter Guide

OBSTRUCTION QUICK QUIZ

UMPIRING

- The infringer must remain in this position and not move or take any part in play (including verbal comments) until the ball has been released.
- Understand that the legal distance (0.9m) is measured from the nearer foot of the defending player to:
 - The landed foot of the receiver, or
 - The landed foot the thrower uses to pivot on, or
 - The spot on the ground from which the landed foot was lifted, or
 - The nearer foot of the thrower who lands simultaneously on both feet and does not move either.
- Legal defending has two aims:
 - Attempting to prevent the opponent from throwing or moving in the direction desired.
 - Attempting to intercept the pass.
- Be aware of a player with the ball who shortens the distance. Know that if the defending player takes up the correct distance from the original landed foot, they do not have to readjust their defending position.
- Understand that a defending player may take up the correct distance prior to or after a player with the ball shortens the distance.

QUICK QUIZ

- 1. A player is within a distance of 0.9m (three feet) of an opponent without the ball. Would the player be penalised for Obstruction if outstretched arms were used to:
 - Deflect or catch a pass? NO
 - Deflect or catch a feint pass? NO
 - Obtain a rebound from an unsuccessful shot at goal? NO
- Signal momentarily for a pass? NO
- Signal momentarily to indicate the intended direction of movement? NO

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QUICK QUIZ INSTRUCTIONS

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

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.





02

FIRST QUARTER

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:

WEEKS 1-5				
1	2	3	4	5
LEARNING OBJECTIVE				
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.
ACTIVITY CARDS				
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.
PRACTICAL UMPIRING EXPERIENCE				
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.
WEEKS 6-10				
6	7	8	9	10
LEARNING OBJECTIVE				
Revise the 'Obstruction' and 'Contact' rules. Teach umpires basic vision techniques.	Revise the 'Obstruction' and 'Contact' rules. Introduce umpires to the 'Stoppages' rule.	Teach umpires the basic hand signals. Conduct an umpiring-specific fitness session.	Revision on infringement, hand signals and penalties. Revision	Revision
ACTIVITY CARDS				
Obstruction Contact Vision	Stoppages Obstruction Contact	Hand signals Fitness	Infringements, hand signals and penalties Umpire memory game	Umpire Bingo
PRACTICAL UMPIRING EXPERIENCE				
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.

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.

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.com.au.

EQUIPMENT KIT BAG

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

- Whistle.
- Official Rules of Netball.
- U for Umpiring Exam Guide.
- 0.9m (3 feet) stick or measuring tape.
- Name tags.
- Butchers paper and/or whiteboard and access to a printer/photocopier.
- Pens/pencils/whiteboard markers and scissors.
- Cones and balls.
- Patches/bibs

Participating umpires require:

- Whistle.
- Official Rules of Netball.
- Clothing appropriate to umpire in.
- Ring or band to keep track of centre passes.
- Notebook/pen.
- Water bottle.
- Hat and sunscreen.





03

SECOND QUARTER

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 practice should be encouraged for the beginner umpire and fostered through regular opportunities for ongoing communication.

STARTING OUT FOR THE FIRST TIME

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

Club/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, emails and social media channels.
- 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 email. 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.

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, emails, social media channels 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.

UMPIRE EXPERIENCE

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, aunts 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.
- Provide feedback during a break or after a game, focusing on how to improve rather than decisions that were incorrect. If an umpire is making incorrect decisions, understanding why can help inform how to fix it.
- If providing feedback during a break, focus on technique and not decisions, as this may affect an umpire's consistency.
- 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, do so when the ball is in the other umpire's area of control.
- Coach the umpire; don't umpire the game for them.

REMINDER

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.



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.



04

THIRD QUARTER

COMMUNICATION SKILLS

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.

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 sending an email, 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.
- Notify clubs/teams who will have the beginner umpires on their games. Prepare emails to go to each of the parents/ caregivers of these teams/clubs explaining the program and the importance of supporting the umpires



CAN SEE ALL PLAYERS WITHIN THEIR AREA OF CONTROL

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

IS A GOOD COMMUNICATOR

CAN PERFORM HAND SIGNALS CLEARLY AND ACCURATELY

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



05

FOURTH QUARTER

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 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).



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 Foundation Online Umpires Education Course.
- A pass of 70% or more on the Rules of Netball Theory Examination (current for four 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.



06

COOL DOWN

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.
- Foundation Online Umpires Education Course
- National High Performance Umpire Pathway.

WEBSITES:

Netball Australia
netball.com.au

Australian Sports Commission – Officiating
ausport.gov.au/participating/officials

Play by the Rules
playbytherules.net.au





APPENDIX A - PROGRAM PLANNER

WEEKS 1-5				
1	2	3	4	5
LEARNING OBJECTIVE				
ACTIVITY CARDS				
PRACTICAL UMPIRING EXPERIENCE				

WEEKS 6-10				
6	7	8	9	10
LEARNING OBJECTIVE				
ACTIVITY CARDS				
PRACTICAL UMPIRING EXPERIENCE				

APPENDIX B - SESSION PLANNER

SESSION PLANNER	
ACTIVITY OBJECTIVE	RULE REFERENCE
TIME NEEDED	PENALTY
AREA REQUIRED	EQUIPMENT REQUIRED
WHAT TO DO	
ASK THE UMPIRES	UMPIRE COACHING TIPS

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
www.act.netball.asn.au

Netball NSW Phone:
(02) 9951 5000
www.netballnsw.com

Netball NT Phone:
(08) 8945 1733
www.nt.netball.asn.au

Netball QLD Phone:
07 3426 9500
www.netballq.org.au

Netball VIC Phone:
(03) 9321 2222
www.netballvic.com.au

Netball WA Phone:
(08) 9380 3700
www.netballwa.com.au

Netball SA Phone:
(08) 8238 0500
sa.netball.com.au

Netball TAS Phone:
(03) 6282 1824
www.tas.netball.com.au

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DISCLAIMER

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