

# CONTENTS

<b>Background</b>	<b>1</b>
<b>Key Components of a Quality Cricket System in Secondary Schools</b>	<b>3</b>
<b>Key Elements of an Effective Coaching Structure for Secondary Schools</b>	<b>5</b>
<b>Key Element 1: Sound Organisation and Management</b>	<b>7</b>
<b>Key Element 2: Coaching Philosophy</b>	<b>8</b>
<b>Key Element 3: Appoint a Coaching Coordinator</b>	<b>10</b>
<b>Key Element 4: Have a Season Focus</b>	<b>11</b>
<b>Key Element 5: Design and Adopt a Coaching Plan</b>	<b>11</b>
<b>Key Element 6: Number and Availability of Coaches</b>	<b>15</b>
<b>Key Element 7: Development of Coaches</b>	<b>16</b>
<b>Key Element 8: Coach Mentoring System</b>	<b>18</b>
<b>Key Element 9: Selection of Coaches</b>	<b>19</b>
<b>Key Element 10: Team Selections</b>	<b>20</b>
<b>Key Element 11: Talent Identification</b>	<b>22</b>
<b>Key Element 12: Acknowledgement of Coaches</b>	<b>23</b>
<b>Conclusion</b>	<b>24</b>
<b>References</b>	<b>24</b>
<b>Appendix 1: Players' Contact Details</b>	<b>25</b>
<b>Appendix 2: Player's profile</b>	<b>26</b>
<b>Appendix 3: School Coaching Plan</b>	<b>27</b>
<b>Appendix 4: Practice Session Plan</b>	<b>28</b>

# AN EFFECTIVE COACHING STRUCTURE FOR SECONDARY SCHOOLS

## BACKGROUND

*'Sport fulfils an important role in the life of many schools, and the lives of the students who participate in it. At its best, sport in a school is an integral part of the educational process, playing a crucial part in developing well balanced, well adjusted young people. School sport properly planned and coached helps develop key values and qualities in the students involved; allows them to learn about themselves: and helps them fulfil their potential as significant human beings. It is for these reasons that a school should value its sporting programme highly and be proactive in creating the best possible programme for its students. In relation to this, the standard and success of a school's sports programme is largely determined by the quality and relevance of the coaching that occurs within it. Developing suitably qualified coaches working within sustainable and effective coaching structures therefore must be a priority.'*

[Tim Kotzur, Key Elements of an Effective Coaching Structure for Schools, in The Sport Educator, 11 [3], p18]

The importance of **COACHES and COACHING** was accorded the highest **PRIORITY** in a recent survey of 171 secondary schools conducted by New Zealand Cricket. The survey identified the most important requirement for the continued growth and development of the game of cricket at that level was:

### **'THE AVAILABILITY, TRAINING AND ENCOURAGEMENT OF COACHES'**

The survey reinforced the high value that secondary schools place on cricket coaches. It revealed that:

1. In those secondary schools where cricket is played, but is not the main summer sport [33% of the surveyed schools] the main reason for this was the lack of suitably qualified coaches to foster the game as few teachers and parents were prepared to organise and/or coach teams.

They suggested that the main measures that would assist in growing and sustaining the game were the training of teachers to be able to coach students, having regular support visits from qualified coaches and development personnel, and getting more assistance from parents with the organisation and/or coaching of cricket.

2. In the majority of the surveyed secondary schools [67%], cricket is the main summer sport. There are a variety of reasons for this, including the promotion of the game within the school through a well organised programme that ensures teams are available to cater for all ages, interests and abilities and are provided with quality coaching. All these variables are dependent upon committed, enthusiastic teachers and/or parents who service and support the game as coaches and/or managers – organising the programmes, running the teams and coaching the players.
3. In those secondary schools that experienced changes [increases and/or decreases] in their total number of teams attributed them largely to the degree of availability of teachers and/or parents to organise, manage and/or coach teams.
4. Over one-third or 37% of the first elevens in the secondary schools surveyed did not have a suitably qualified coach.
5. The surveyed secondary schools believed that the most important role New Zealand Cricket could play at this level to sustain and/or revitalise the game was:

- ◆ To provide coach education opportunities for teachers and to acknowledge their coaching contribution

- ◆ To provide access to expert technical coaching through regular visits by qualified coaches, development personnel and high profile cricketers who could conduct coaching clinics in schools

Therefore, a major long-term goal and a significant step forward for secondary school cricket, and ultimately New Zealand cricket, would be to have:

**‘A QUALIFIED COACH WITH EVERY SECONDARY SCHOOL CRICKET TEAM’**

*‘The competent school cricket teams have either teacher coaches or a coach and a teacher as manager; they have the benefit of people who work with the team. They understand the team concept and although technically they may not be as competent as some coaches they are able to get good results from their teams through good team dynamics, tactics and strategies, discipline and management.’*

[Phil D’Auvergne, 1996, The Factors that Distinguish High Performance Cricket Teams within New Zealand Secondary Schools, Massey University Research Report]

One of the main objectives of the New Zealand Cricket national development programme is to provide appropriate advice, guidance, assistance and resources to support and revitalise secondary school cricket. To facilitate this a **SCHOOL SUPPORT** package has been produced by New Zealand Cricket for use in secondary schools.

The **‘SCHOOL SUPPORT’** package comprises two main components:

1. A **‘SCHOOL SUPPORT: HEALTH CHECK’** which is a checklist of ‘best practice’ to be used by Community Cricket Co-ordinators with secondary schools to assist them analyse their systems in order:
  - To provide an audit of their cricket policies, procedures and performance**
  - To establish areas for improvement or further development and establish action plans**
2. A **‘SCHOOL SUPPORT MANUAL’** which is a series of informative resource booklets designed to be used by Community Cricket Co-ordinators with secondary schools:
  - To provide them with advice, guidance, information and assistance on how to make improvements or further developments in their cricket structures, facilities and organisation**
  - To support them with exemplars of ‘best practice’ which could be adopted and adapted for their use**
  - To offer them funding support, where appropriate**

This resource, which concentrates on developing effective coaching structures in secondary schools is part of the **SCHOOL SUPPORT MANUAL**. It is designed to help teachers and/or parents access coach education and to assist schools structure their programmes to maximise the use of their coaching personnel.

**KEY COMPONENTS OF A QUALITY CRICKET SYSTEM  
IN SECONDARY SCHOOLS**

**ORGANISATION and  
MANAGEMENT**

- Level of **INTEREST, APPRECIATION** and **ATTITUDE** to cricket in a school by the Principal and/or senior management
- **PROMOTION** and **PROFILE** of cricket in a school and the community
- **CRICKET PHILOSOPHY** of a school
- **ORGANISATION** and **ADMINISTRATION STRUCTURE**
  - ◆ Teacher-in-Charge of Cricket
  - ◆ Organising Committee
  - ◆ School as a Club
  - ◆ Standards and expectations eg. dress, discipline, commitment
  - ◆ Procedures and Policies
- **FINANCIAL RESOURCES**
  - ◆ Subscriptions
  - ◆ Fundraising
  - ◆ Sponsorship

**FACILITIES and EQUIPMENT**

**FACILITIES**

- Pavilion
- Equipment storage
- Pitches [turf and/or artificial]
- Practice lanes [turf and/or artificial]
- Indoor training options

**EQUIPMENT**

- Cricket gear
- Bowling machine
- Covers

**GROUNDSTAFF**

- **AVAILABILITY, ENTHUSIASM, EXPERTISE** and **SUPPORT** of groundstaff with sufficient **TIME** and appropriate **EQUIPMENT** to prepare grounds, and playing and practising surfaces

**KEY ELEMENTS OF A  
QUALITY CRICKET  
SYSTEM IN A  
SECONDARY SCHOOL**

**PLAYERS**

- **NUMBER, EXPERIENCE** and **SKILL** of players
- Appropriate **COMPETITIONS** and **GAME FORMATS**
- **PLAYER RECOGNITION**
- Seamless **TRANSITION** of players to community **CLUBS**

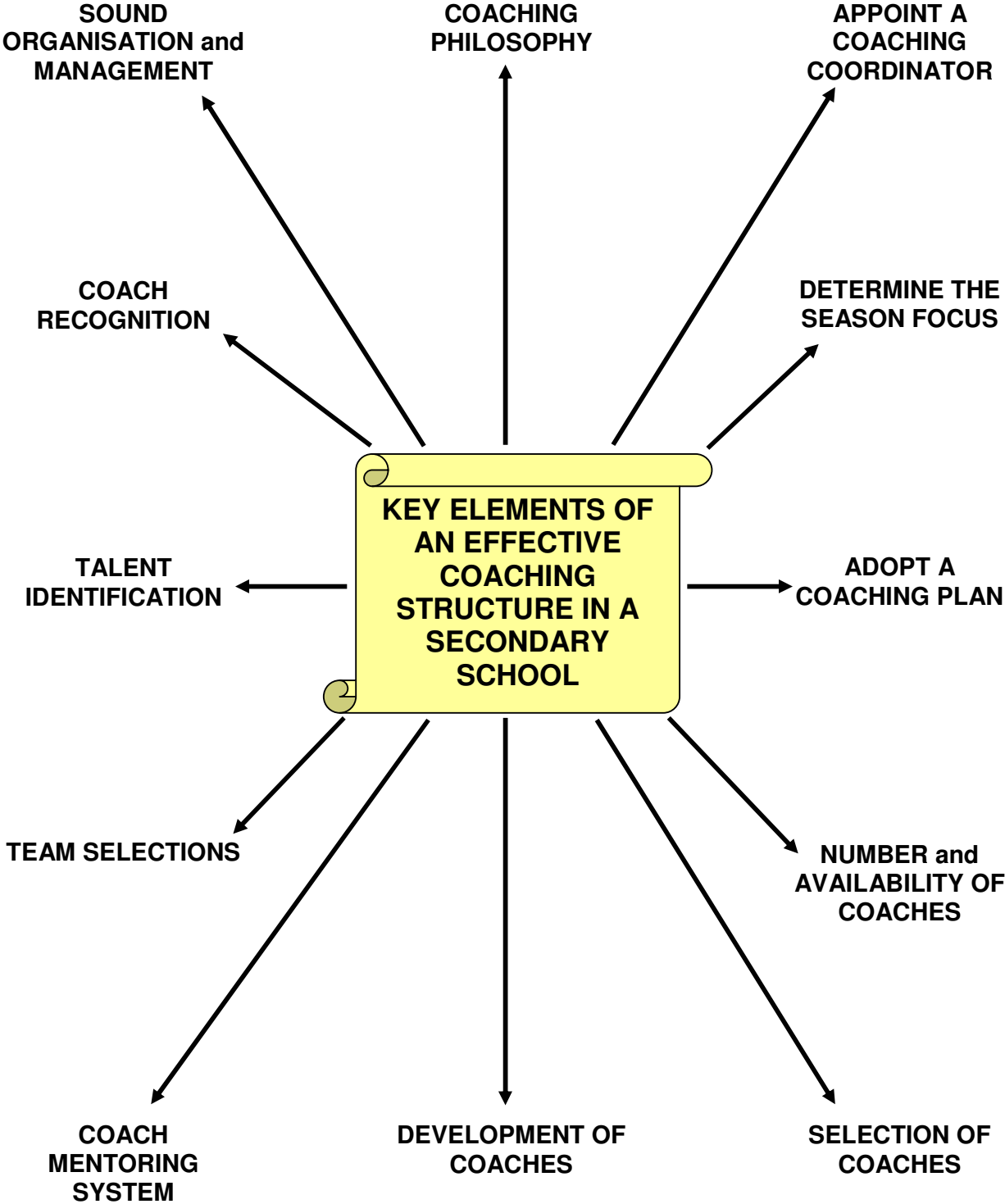
**COACHES and COACHING**

- **NUMBER, INTEREST, EXPERTISE** and **AVAILABILITY** of coaches
- **COACHING STRUCTURE**
  - ◆ Director of Coaching
  - ◆ Coaching Plan
  - ◆ Coach Education
  - ◆ Coach Acknowledgement
- **TEAM SELECTION**
- **TALENT IDENTIFICATION** and **DEVELOPMENT**

For cricket to flourish in a secondary school it needs to develop an integrated **QUALITY CRICKET SYSTEM** which incorporates all or most of the elements comprising the **KEY COMPONENTS** of a such a system. These include the **ORGANISATION** and **MANAGEMENT** of the game, the **PLAYERS**, the **COACHES** and **COACHING**, and the **FACILITIES** and **EQUIPMENT** required to support the game.

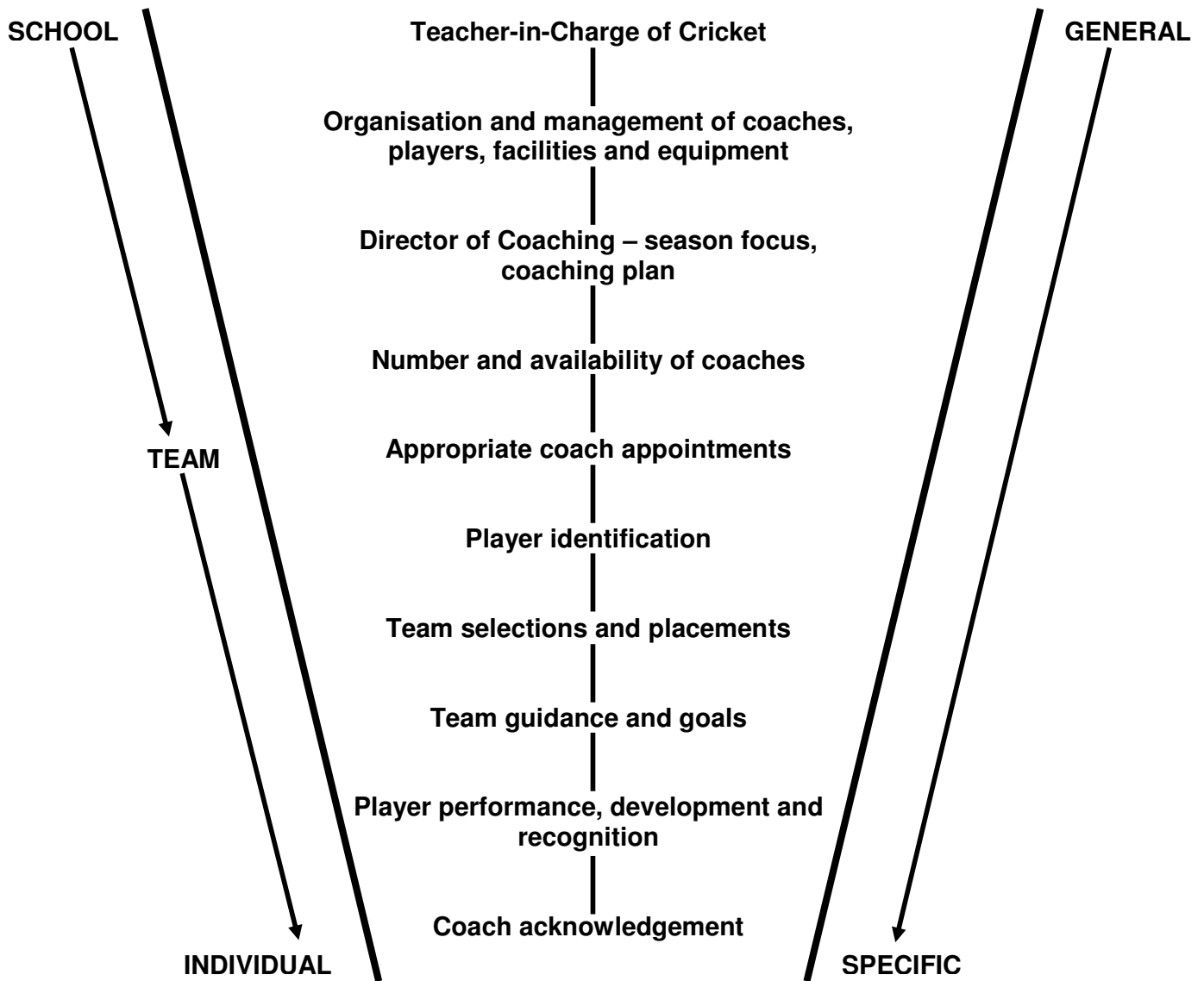
This resource provides advice, guidance and information on the off the field aspect of a quality cricket system which is the provision of **COACHES** and the establishment of an **EFFECTIVE COACHING STRUCTURE** within a secondary school.

**KEY ELEMENTS OF AN EFFECTIVE COACHING STRUCTURE FOR SECONDARY SCHOOLS**



Each of these key elements is crucial to developing an effective coaching structure and as such needs to be integrated into a coordinated school cricket coaching programme. Too often the concept of coaching in a secondary school is that of individual coaches focusing on their own teams and functioning independently of each other. To be effective in the long-term a coaching structure needs to encompass all coaches and players within an organisational framework that best caters for their interests, needs and abilities.

## A COORDINATED SECONDARY SCHOOL CRICKET COACHING STRUCTURE



## **KEY ELEMENT 1: SOUND ORGANISATION and MANAGEMENT**

One of the key elements crucial to having an effective coaching programme is to ensure that cricket in a secondary school is **WELL ORGANISED, EFFECTIVELY PLANNED** and **EFFICIENTLY MANAGED**. In most secondary schools responsibility for this lies with the **TEACHER-IN-CHARGE OF CRICKET**.

One of his/her major roles should be to develop in consultation with the Principal and/or senior management, and put in place a number of organisational **POLICIES** and/or **PROCEDURES** which allow coaches to promote best practice and reflect the rules, standards, expectations and traditions of the school. These provide coaches with a strong support framework within which to operate thereby reducing the uncertainty that many coaches experience in secondary schools because they are unsure of what to do and/or what is expect of them.

**POLICIES** and/or **PROCEDURES** need to be established to cover the following:

- **Discipline or behaviour on and off the field**
- **Uniform or dress code**
- **Team selection**
- **Talent identification**
- **Training or practice commitment**
- **Team commitment**
- **Sportsmanship and fair play**
- **Facility and equipment use**
- **Transport**
- **Health and safety**

The Principal and/or senior management need to ensure that all players are made aware of these and understand what is required of them on and off the field. Coaches need to reinforce these with their players.

Schools need to develop an **INDUCTION** or **ORIENTATION PROGRAMME** for new coaches so that they can become familiar with these. A **COACH'S HANDBOOK** detailing these support structures and frameworks provides an invaluable source of reference for both the new and experienced coach.

A **COACH'S HANDBOOK** should also include information on:

- **Contact details of the Principal, Teacher-in-Charge of Cricket and Coaching Coordinator**
- **The role of the coach**
- **The school's coaching philosophy**
- **The season's focus**
- **The school's coaching plan**
- **A Coaches 'Code of Conduct'**
- **A schedule of practice times and the use of facilities**
- **Playing conditions including the hours of play, draw, points, results procedures and umpiring**
- **Location of venues**
- **A form for players' contact details [see Appendix 1: Players' Contact Details]**
- **A form to record each player's cricket profile [see Appendix 2: Player's Profile]**
- **The New Zealand Cricket coach development pathway and coach education opportunities and requirements**
- **The New Zealand Coaches Association**
- **Details of coaching courses and/or specialist coaching clinics**
- **Result cards for the local cricket association and for providing a summary of the highlights of each match for school assemblies and newsletters**

## KEY ELEMENT 2: COACHING PHILOSOPHY

When putting in place an effective coaching structure for a secondary school, it is critical that the whole programme is geared toward meeting the needs of the students involved.

An effective coaching programme must be underpinned and guided by a clear **PHILOSOPHY** [ie. Why do we play? To win? To have fun? To participate? To develop skills? Or maybe a combination of these?]

### REASONS FOR PLAYING CRICKET

Research shows young people enter cricket for a number of reasons; they have a different order of priority for boys and girls, although for both their major reason is to have fun. If as a secondary school you can help them satisfy these objectives it will increase their desire to continue participating in the game.

<b>MAIN REASONS WHY BOYS PLAY CRICKET [in rank order]</b>	<b>MAIN REASONS WHY GIRLS PLAY CRICKET [in rank order]</b>
<ol style="list-style-type: none"><li>1. To have fun</li><li>2. To do something they are good at</li><li>3. To learn new skills</li><li>4. To be physically fit</li><li>5. To improve their skills</li><li>6. To compete</li><li>7. The challenge</li><li>8. To be in a team</li><li>9. The excitement</li><li>10. The action</li></ol>	<ol style="list-style-type: none"><li>1. To have fun</li><li>2. The team spirit</li><li>3. To be in a team</li><li>4. The teamwork</li><li>5. To be physically fit</li><li>6. To learn new skills</li><li>7. To improve their skills</li><li>8. To get exercise</li><li>9. The action</li><li>10. The excitement</li></ol>
<i><b>'Boys tend to be more orientated towards skill development and competition'</b></i>	<i><b>'Girls tend to be more focused on their involvement with the team and on skill development'</b></i>

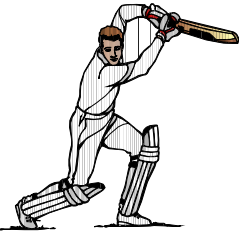
*[Cadeyrn Gaskin, 2000, Occupying the Crease: The Influence of Parents and Coaches on New Zealand Adolescent Participation in Cricket. A Presentation Based on a Report Prepared for New Zealand Cricket.]*

This philosophy needs to embody what the school is trying to achieve through its cricket programme and in doing so provide a clear focus so everyone is working together and going in the same direction. This needs to be clearly communicated to all coaches, players and supporters. So everyone knows what is expected of them.

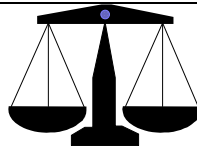
## COACHING PHILOSOPHY

It is important for a secondary school to establish a broad approach to coaching within which individual coaches can operate. The most common approaches to coaching are to help players develop their skills, to have fun, and to win. A school needs to decide the order of importance of skill development, fun, and winning?

### APPROACHES TO COACHING



**PLAYER  
CENTRED  
APPROACH**



**WIN CENTRED  
APPROACH**

**PARTICIPATION  
SKILL DEVELOPMENT  
TEAMWORK  
FAIR PLAY**

**FUN  
ENJOYMENT  
PERFORMANCE  
SUCCESS**

**ACHIEVEMENT  
COMPETITION  
WINNING**

While the challenge of competition and striving to win are the essence of sport and are important objectives in cricket, learning to compete is part of a process young cricketers need to be guided through. They can't achieve success without the essential cricket skills and a strong sense of teamwork and fair play. These are the building blocks for their continued participation and enjoyment of the game.

Remember **'Players First, Winning Second'**. While this adage recognises that striving to win is an important, even vital, part of cricket, it clearly emphasises that it should not be made at the expense of the players' enjoyment and development.

A coaching philosophy then should foster a positive competitive environment in which all players are encouraged to learn and improve their basic skills and game sense, to achieve success, to enjoy the quality of the experience and to do their best to develop their full sporting potential.

### KEY ELEMENT 3: APPOINT A COACHING COORDINATOR

One of the main elements in putting together an effective coaching programme is to appoint a **COACHING COORDINATOR**. His/her primary responsibility should be to provide leadership and direction for the coaches and players involved in cricket in the school. They must set and be seen to be setting high standards, and promoting best practice among coaches.

One of their major tasks is to work closely with the Teacher-in-Charge of Cricket to establish a **SEASON FOCUS** and develop a coordinated **COACHING PLAN** for the school, and to assist in designing varied and challenging practice sessions. Another key task is to make the job of the cricket coaches easier through the efficient organisation and management of the coaching programme by ensuring all coaches are aware of their roles, the standards and expectations of the school, have opportunities to share experience, swap ideas and receive current coaching information, and have access to facilities and equipment, especially cricket balls, so they can run quality practices.



## KEY ELEMENT 4: HAVE A SEASON FOCUS

An effective coaching programme needs to focus on the 'big picture'. Adopting a coordinated **SEASON FOCUS** and developing a **COACHING PLAN** help to achieve this.

Perhaps the best way to determine a **SEASON FOCUS** and to set **SEASON GOALS** is to hold a pre-season meeting of all coaches chaired by the Teacher-in-Charge of Cricket or the Coaching Director. This gives all coaches the opportunity to have an input into the broad vision and direction for the season. The meeting also provides an opportune time:

- To discuss and formulate **POLICIES** and/or **PROCEDURES**
- To discuss **TEAM SELECTIONS**
- To establish a schedule for the even distribution and use of practice and playing **FACILITIES**
- To ascertain **EQUIPMENT** needs

Giving all coaches, experienced and beginner, from the Year 9 elevens through to the first eleven, a collaborative say makes them feel valued, builds loyalty to the programme and gives them a sense of ownership over what they are doing. It also keeps them informed and allows coaches of all levels to get together to share experience, swap ideas, gain knowledge and update skills.

Regular follow-up meetings for coaches during the season enables them to evaluate the programme and make any necessary changes. It also provides the chance for coaches to access information on coach education courses and to receive coaching in-service or professional development.

## KEY ELEMENT 5: DESIGN and ADOPT A COACHING PLAN

An essential element of an effective cricket coaching structure within secondary schools is developing and implementing a **COACHING PLAN**.

A **COACHING PLAN** is a written outline of the **COACHING PROGRAMME** for the season. It provides a broad overview of the season and may incorporate pre-season, during the season and end-of-season activities. It must take into account the **FACILITIES** and **EQUIPMENT** available for practice sessions and the **AGE, ABILITY, and COMPETITIVE** level of the teams within a secondary school.

A coaching plan usually comprises:

1. A **CALENDAR** of practice sessions and matches.
2. A set of **CORE SKILLS** that cover the essential, identified **GENERIC GAME** and **TEAM NEEDS**, together with a list of appropriate **DRILLS** to develop these. These skill drills need to be prioritised, then divided and spread through the coaching plan. These **CORE** skills and drills can then be used as the basis of your weekly practice sessions. Implementing such a programme within a secondary school ensures that the **FUNDAMENTAL** batting, bowling, fielding, wicketkeeping and tactical skills crucial for success in cricket are targeted and developed in all players, thus giving them a sound **FOUNDATION** on which to build [[see 'Sample School Coaching Plan' and Appendix 3: School Coaching Plan].
3. A **PRACTICE PLAN** for each practice session detailing the type of practice, objectives, facility and equipment requirements, introduction and warm up, skill development in terms of which skills will be focused on and drills will be used, cool down and conclusion including match arrangements [eg. opposition, venue, start time, travel details] [see 'Sample Practice Session Plan' and Appendix 4: Practice Plan Format].
4. A range of **PROCEDURES** for measuring the **EFFECTIVENESS** of each player's **PERFORMANCE** at practice.

## SAMPLE SCHOOL COACHING PLAN

FOCUS	BATTING	BOWLING	FIELDING/WK	TACTICS
<b>GENERIC GAME and TEAM NEEDS</b>	<ul style="list-style-type: none"> <li>■ Develop a sound technique and the ability to watch the ball closely</li> <li>■ Learn to occupy the crease</li> <li>■ Be positive and score runs consistently</li> </ul>	<ul style="list-style-type: none"> <li>■ Develop a sound and safe action and the ability to concentrate on line and length</li> <li>■ Be positive and take wickets consistently</li> <li>◆ Pace bowlers by learning to bowl fast and to move the ball</li> <li>◆ Spin bowlers by learning to spin the ball hard and developing a range of variations</li> </ul>	<ul style="list-style-type: none"> <li>■ Develop sound techniques of catching, stopping, retrieving, throwing and wicketkeeping</li> <li>■ Learn the requirements of different positions in the field</li> <li>■ Be positive, alert and concentrate on every ball</li> </ul>	<ul style="list-style-type: none"> <li>■ Develop a knowledge and understanding of a variety of strategies and tactics</li> <li>■ Learn to use these to establish game plans and apply them to different situations and challenges</li> <li>■ Be positive in looking to dominate and striving to win</li> </ul>
<b>SESSION 1 SKILLS</b>	<ul style="list-style-type: none"> <li>■ Grip, Stance, Guard and Backswing</li> </ul>	<ul style="list-style-type: none"> <li>■ Basic grip for pace bowlers</li> <li>■ Basic grip for spin bowlers</li> </ul>	<ul style="list-style-type: none"> <li>■ Midfield Catching</li> </ul>	<ul style="list-style-type: none"> <li>■ Basic field placements and attacking variations for each bowler in a team</li> </ul>
<b>SKILLS DRILLS</b>	<ul style="list-style-type: none"> <li>■ Check set up</li> <li>■ Practice backswing in relation to moving onto the front foot</li> </ul>	<ul style="list-style-type: none"> <li>■ Upright seam – observation</li> <li>■ Practice with a round wooden disk or ball with the seam painted white</li> <li>■ Practice spinning the ball across a stump or line</li> </ul>	<ul style="list-style-type: none"> <li>■ Pairs catching</li> <li>■ Catching tennis or catching zones</li> </ul>	<ul style="list-style-type: none"> <li>■ Use a whiteboard to demonstrate the different fields for different bowlers</li> <li>■ Encourage players to think about how to 'load' a field to make it difficult for a batsman to use his/her preferred shots</li> </ul>
<b>SESSION 2 SKILLS</b>				
<b>SKILLS DRILLS</b>				
<b>SESSION 3 SKILLS</b>				
<b>SKILLS DRILLS</b>				

## **COACHING – THE BASICS**

There are no set rules for being a good coach. It is necessary, however, to try and ensure each coaching session is well organised, safe and enjoyable. Aim for all players to learn and remember what you have taught. Remember there is no substitute for good planning and sound practice.

### **‘Keep the organisation simple’**

#### **SUGGESTED PROGRAMME FOR EACH COACHING SESSION**

- Short introduction to discuss previous game or activity – give and ask for feedback
- Outline the aims and requirements of the session
- Warm-ups
- Demonstrate a skill or technique – check that players understand what they have to do
- Have players practise the skill or technique
- Practise in game-like situations either on an open wicket or in the nets
- Warm downs
- Short conclusion to sum up the session and give reminders for the next game and practice session

#### **HOW TO COACH THE SKILL**

- Organise players in front of you
- Explain what the skill is
- Demonstrate side on, and then front on
- Players demonstrate back to you and you make any corrections that may be necessary
- Divide players into groups to practise the skill
- End by repeating the main points

### **‘Effective coaching is enthusiasm and repetition’**

#### **DO’s FOR AN EFFECTIVE COACHING SESSION**

- **DO** plan your session beforehand
- **DO** be prompt – start on time and make it clear you expect your players to arrive on time
- **DO** establish control with firm guidelines for the session
- **DO** keep sessions varied, interesting and fun
- **DO** give equal time to all players regardless of ability – let them all have a go
- **DO** give positive feedback and praise
- **DO** ask for feedback and listen
- **DO** be a positive role model
- **DO** finish on time

## SAMPLE PRACTICE SESSION PLAN

<b>DATE:</b> Wednesday 12 November	<b>SESSION NUMBER:</b> 6
<b>TIME:</b> 3.45 – 5.15pm	<b>VENUE:</b> School field and nets
<b>MAIN OBJECTIVES OF THE SESSION:</b> <ul style="list-style-type: none"> <li>■ To prepare for a one day game – briefly discuss batting targets [ ie. run targets per 10 overs]</li> <li>■ To have batsmen practice turning over the strike by placing the ball into gaps [use marker cones in the net to show field placings] in the field to ensure run targets are achieved</li> <li>■ To get bowlers to put batsmen under pressure and restrict run scoring by bowling to set fields and have an ‘umpire’ call ‘no-balls’ and ‘wides’</li> <li>■ To encourage fielders to attack the ball in the infield and return it quickly and accurately to the wicketkeeper/bowler</li> </ul>	
<b>REQUIREMENTS – EQUIPMENT and FACILITIES:</b> <ul style="list-style-type: none"> <li>■ 2 bats, 3 sets of batting pads and gloves [one set for left-hand batsmen], 3 boxes, 1 set of wicketkeeper’s pads, gloves and inners, 3 sets of stumps, 10 cricket balls, 6 marker cones</li> <li>■ Availability of school artificial nets – 2 lanes</li> </ul>	
<b>SESSION OUTLINE:</b>	
<b>1. INTRODUCTION: [5 minutes]</b> <ul style="list-style-type: none"> <li>■ Discuss with the team last Saturday’s match. Identify match highlights and what needs to be covered to improved our performance and also to be worked on to prepare for the first one-day game of the season</li> </ul>	
<b>2. WARM UP: [10 minutes]</b> <ul style="list-style-type: none"> <li>■ Use a running between wickets drill to warm up</li> </ul>	
<b>3. TYPE OF SESSION: [65 minutes] [Net Session]</b> <ul style="list-style-type: none"> <li>■ Explain to players the objectives of the net session</li> <li>■ Divide the team into 3 groups of 4 players – give each group something to work on <ul style="list-style-type: none"> <li>◆ GROUP A - 1 batsman, 3 slow and/or spin bowlers in net 1</li> <li>◆ GROUP B - 1 batsman, 3 medium and/or fast bowlers in net 2 <ul style="list-style-type: none"> <li>NB: i. Each batsman to have 10 minutes batting – 5 minutes in each net against the different types of bowler then change over – with the aim of placing the ball in the gaps between the marker cones</li> <li>ii. Bowlers in each net alternate the ‘umpiring’ role and/or record key performance indicators</li> </ul> </li> <li>◆ GROUP C - Drill 1 - 1 wicketkeeper, 3 fielders – attacking the ball and underarm throwing <ul style="list-style-type: none"> <li>NB: After each interval of 10 minutes groups rotate to ensure everyone gets the opportunity to bat, bowl, field and wicketkeep</li> </ul> </li> </ul> </li> </ul>	
<b>4. CONCLUSIONS:</b> <ul style="list-style-type: none"> <li>■ Use</li> </ul>	
<b>5. CONCLUSION: [5 minutes]</b> <ul style="list-style-type: none"> <li>■ Reinforce the main points of the session in terms of what has been taught</li> <li>■ Briefly discuss tactics for this week’s game</li> <li>■ Remind players about this week’s game – opposition, venue, travel arrangements and meeting time</li> <li>■ Thank players for the session and encourage them to do their own practice at home</li> </ul>	
<b>EVALUATION:</b> <ul style="list-style-type: none"> <li>■ Evaluate how the session went. Identify areas you can improve on and the team and individual players need to practise in future sessions <ul style="list-style-type: none"> <li>◆ Running between wickets, especially ‘backing up’ and ‘calling’</li> <li>◆ Bowlers bowling to their fields [Bowlers to think about setting a field for their bowling]</li> <li>◆ Batsmen placing the ball in the gaps</li> </ul> </li> </ul>	

## **KEY ELEMENT 6: NUMBER and AVAILABILITY OF COACHES**

Crucial to the effectiveness of any cricket coaching programme in a secondary school is the availability of **COACHES**, especially qualified coaches. Increasingly in a secondary school this is the most difficult element to which to find suitable and sustainable solutions. However, it is essential that each cricket team in a secondary school has a coach:

- To take an interest in the players
- To provide guidance and direction
- To instil and reinforce attitudes to the game and their team – commitment, competitiveness, confidence, pride and loyalty
- To teach cricket etiquette and the laws of cricket
- To organise practices
- To teach skills, strategies and game sense
- To arrange, supervise and run matches

Secondary schools have **EIGHT** potential sources from which to recruit **CRICKET COACHES**:

1. **Teachers**
2. **Current students**
3. **Members of students' families eg, parents, grandparents, brothers, sisters**
4. **Former students or old pupils**
5. **Students undertaking sports education courses at universities, polytechnics and colleges of education that need to complete coaching practiciums as part of their course requirements**
6. **Community volunteers**
7. **Coaches from community clubs which have developed a link with the school**
8. **Paid professional coaches**

In trying to ensure every team in a secondary school has a coach it is essential to tap all these potential sources to access sufficient keen, suitably qualified coaches. Every possibility must be explored by the Teacher-in-Charge of Cricket and the Coaching Director, including the targeting of quality coaches to become involved. Frequently, however, the easiest option is to do nothing. As a consequence the game suffers, the profile of cricket within a secondary school deteriorates, and opportunities for young people to play and enjoy the sport are denied.

While most of the coaches recruited from these sources will have a direct connection to the school and will give freely of their time to coach, increasingly qualified coaches are seeking reimbursement for their services. Schools need to be aware that to run an effective coaching programme they may have to raise funds to pay coaches. In addition to fundraising and/or accessing funds from Gaming Machine Charitable Trusts, secondary schools must realise that the concept of 'user pays' is now the norm in relation to participation in most sporting and recreational activities and so need to become more proactive in setting realistic subscriptions for students playing cricket.

For those secondary schools who are fortunate to have teachers prepared to coach teams it is important not to take them for granted. Some secondary schools reimburse such teachers for their extracurricular time, commitment and services to cricket coaching. At the very least it is vital that secondary schools cover the actual and reasonable expenses of coaches involved in coaching cricket in terms of items such as the travel, clothing and equipment costs incurred in coaching and/or supervising a cricket team.

Above all it is vital to remember that to retain the support, interest and involvement of coaches secondary schools need to value and recognise their contribution and make their task easier through the sound organisation and management of the game. Don't forget that the school, along with each team, and every player needs to acknowledge the tremendous input and efforts of the cricket coaches. There is no doubt they make a real difference.

## **KEY ELEMENT 7: DEVELOPMENT OF COACHES**

The development of suitably qualified coaches is one of the key elements of any cricket coaching programme. Providing coaches with the opportunity to undertake **COACH EDUCATION COURSES** and acquire coaching qualifications is important in this respect.

The Director of Coaching has an important role to play here, through organising and providing professional development opportunities such as coaching updates, specialist coaching clinics, and access to local association coach education courses for all coaches involved in the programme so they are able to keep abreast of the latest trends and best practice.

### **COACH DEVELOPMENT OPPORTUNITIES**

New Zealand Cricket acknowledges the critical role coaches play at all levels. To assist the development of coaches New Zealand Cricket provides the following opportunities:

#### **1. COACH EDUCATION COURSES**

New Zealand Cricket has assembled a comprehensive coach education programme which offers a progression of training courses designed for the beginner through to the experienced coach [see the 'Coach Development Pathway']. Coach training for all the course up to and including Level 2 is delivered by the Major Cricket Association coaching staff, while the Level 3 course is the domain of New Zealand Cricket's high performance personnel.

#### **2. NEW ZEALAND CRICKET COACHES ASSOCIATION**

The New Zealand Cricket Coaches Association is for all cricket coaches. It has been formed to unite, educate, inform and update cricket coaches at all levels throughout New Zealand. Membership is by subscription of \$30 per year.

#### **3. NEW ZEALAND CRICKET COACHES CONFERENCES**

The annual New Zealand Cricket Coaches Conferences provide an ideal chance for coaches of all levels to keep in touch and stay informed.

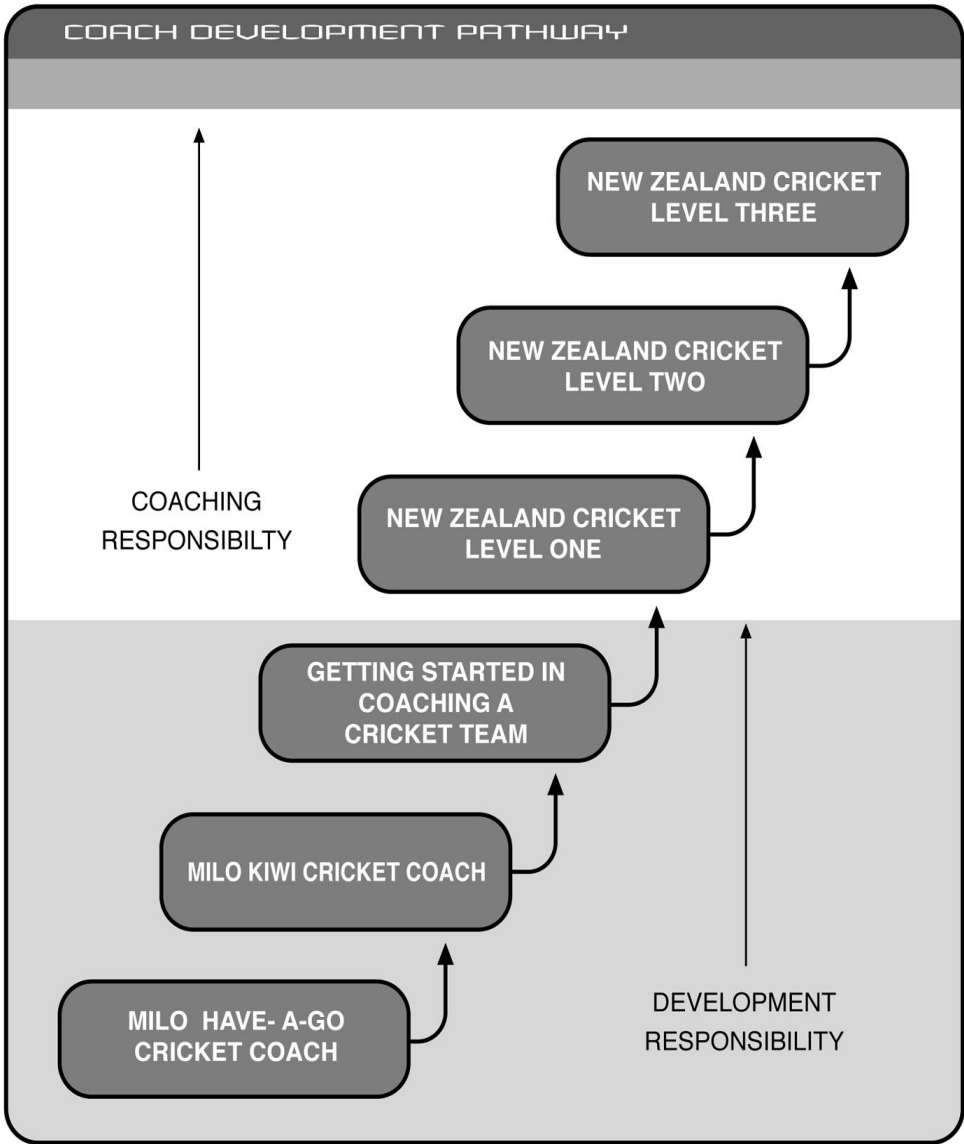
**Details on all of the above can be obtained from Major and District Cricket Associations and/or:**

**Mark Lane, Coaching and Development Associate, New Zealand Cricket, High Level 6,  
164 Hereford Street, P O Box 958, Christchurch.**

**Tel: [03] 366 2964 Fax: [03] 365 7491 Email: [mlane@nzcricket.org.nz](mailto:mlane@nzcricket.org.nz)**

**Alec Astle, National Development Manager, New Zealand Cricket,  
Level 6, 164 Hereford Street, P O Box 958, Christchurch.**

**Tel: [03] 366 2964 Fax: [03] 365 7491 Email: [aastle@nzcricket.org.nz](mailto:aastle@nzcricket.org.nz)**



## KEY ELEMENT 8: COACH MENTORING SYSTEM

Some type of **MENTORING** system needs to be in place in a secondary school's coaching programme if the young or inexperienced coach is to develop their expertise and mature into an effective coach.

By pairing the young or inexperienced coach with an experienced coach in a school's programme there is a valuable reference to bounce ideas off, seek advice from, unload problems to and generally learn from.



## KEY ELEMENT 9: SELECTION OF COACHES

Some secondary schools have only a limited number of teachers available to coach cricket, and so frequently they are used to coordinate interested volunteers, mainly parents, to manage/supervise teams either for a season or on a rotating basis each Saturday. Other schools make coaching arrangements with clubs.

Selecting coaches and **MATCHING** them to the right team is also an important part of developing an effective coaching programme. Coaches need to be suitably matched in terms of their qualifications, expertise and experience with the age, abilities and interests of the players in a team. In those secondary schools who have sufficient coaches there is a need to distinguish between those who can coach competently and those who can best manage, supervise practices, and possibly umpire and/or score in a match. The former are perhaps best placed with a team whose players want to specialise in the game and require intense and competitive opportunities, while the latter may be best utilised with teams whose players are looking for a more social and recreational experience. Having the right coach for each team is crucial to the ability of specific teams to fulfil their potential and ensures that the programme heads in the right direction.

Knowledge and understanding of the game are certainly important qualities to look for in a coach, as are the ability to relate to players, to inspire and enthuse, to adapt the intensity of coaching to the level and ability of the team, and have people management and organisational skills when matching coaches with teams. Some coaches are better suited to coaching junior teams, while others have attributes that make them better suited to senior teams.

At the junior level, the coaching emphasis should be on basic **SKILL DEVELOPMENT** and **ACTIVE INVOLVEMENT** to encourage interest, enjoyment, teamwork and the development of a **POSITIVE ATTITUDE** to the game. While at the 1<sup>st</sup> XI level the coaching focus is more on **REPETITION** to build concentration and confidence, on developing each player's **PHYSICAL, TECHNICAL, PSYCHOLOGICAL** and **TACTICAL SKILLS**, and on motivating players and the team to achieve peak individual and team **PERFORMANCES** through **GOAL SETTING** and **GETTING**.

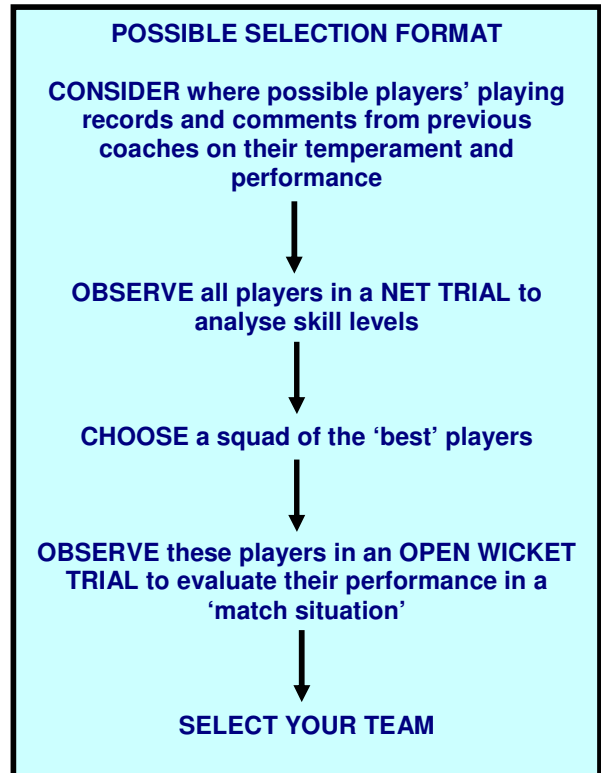


## KEY ELEMENT 10: TEAM SELECTIONS

As a coach you may be required to take a team that has already been selected by your school or club. As such you will have little or no input into the selection process or the composition of the team. However, it is likely that you will have to assume the role of selector and choose your own team.

Selecting a team is always a matter of opinion and no coach can ever be certain in advance that he/she has selected the best combination of players. Nevertheless, there are certain basic requirements that are necessary to choosing the 'best' team. These include:

1. A sound knowledge and understanding of the game.
2. The ability to assess the strengths and weaknesses of players, both in technique and temperament.
3. A format for observing, analysing and collecting information about players.
4. A system for recording the details and assessments of the capabilities of every player so that when it comes to selecting the team judgements can be made on the basis of accurate information rather than just relying on memory.
  - ◆ This will also allow you to inform those players not selected as to why they were not chosen and where they need to make improvements to gain selection in the future.



## POSSIBLE RECORDING SYSTEM

<b>PERFORMANCE RATING</b>		
<b>5</b>	<b>3</b>	<b>1</b>
<b>EXCELLENT</b>	<b>SATISFACTORY</b>	<b>NEEDS ATTENTION</b>

NAME	BATTING			BOWLING			FIELDING		
	STYLE and POSITION	COMMENT	RATING	STYLE and TYPE	COMMENT	RATING	POSITION	COMMENT	RATING
Richard JAMES	RH 4/5	Steps away Hits across the line	2	RA Fast	Hurries up batsmen Tendency to spray balls down legside	4	Midfield and outfield	Good hands Strong arm Accurate throws	4
Matthew ALLAN	LH 1/2	Technically correct Handles fast bowling well	5	LA Offspin	Very slow through the air Exaggerated loop	3	Wicket keeper	Very tidy Moves well At best standing back	4

In selecting a team the 'best' seven or eight players often 'pick' themselves so most consideration will revolve around the last few places. The balance of the team then becomes significant in terms of what the team requires to fill the necessary gaps to get the right mix of batsmen [defensive v attacking], bowlers [pace v spin, downwind v upwind] and a wicketkeeper. A frequent problem in junior and youth cricket is the abundance of allrounders.

Don't forget when announcing the team to congratulate those selected and offer feedback to those who were unsuccessful.

***"It is a heart-warming experience to find a young protegee, see him/her develop and live up to your dreams. It can't happen very often and no selector can make anyone a great player. He/she can merely do his/her best to see that the right ones get their opportunities."***

***[Sir Donald Bradman]***

## KEY ELEMENT 11: TALENT IDENTIFICATION

Frequently overlooked in a school's coaching programme is **TALENT IDENTIFICATION**. The early and accurate identification of cricket talent in a school is important because it detects and directs students who possess attributes needed for success in cricket. Having such players involved in playing cricket for the school helps to raise the overall standard, quality and profile of cricket within a secondary school.

Talent identification programmes are often conducted on an 'ad hoc' basis, and often mistakenly identify early maturers who, while giving the programme a boost in the early years, tend to come back to the field by 14 or 15.

Talent identification programmes need to be systematic and objective to ensure maximum long-term results. They are perhaps best accomplished as a top down and bottom up exercise with all coaches having the opportunity to contribute information which must be accurate, up-to-date and complete. This involves the:

1. **Establishment of a player profile database on each cricketer detailing their playing record, abilities and development opportunities [see Appendix 2: Player's Profile]**
2. **On-going analysis of match performance and attitude to the game**
3. **Continuous observation through the school's network of coaches, Director of Coaching and Teacher-in-Charge of Cricket**
4. **Placement of players in teams appropriate to their age, abilities, interests and experience**
5. **Entrance of these teams into association competitions appropriate to the age, abilities, interests and experience of their players**
6. **Provision of coaches that have the skills necessary to match the ability of the players in each team**
7. **Provision of additional specialist coaching opportunities and/or support for talented or high performance players**



## **KEY ELEMENT 12: ACKNOWLEDGEMENT OF COACHES**

Most coaches give up their time to coach for nothing. They love the game, have a genuine interest in and care for young people, and enjoy imparting their knowledge and experience. Some see it as part of their broader role as teachers, others see it as their responsibility as parents where they have the appropriate coaching skill to help their children and at the same time assist the school. Too often the efforts, energy and enthusiasm of coaches goes unnoticed and unrecognised. Not that they become involved in the game for such reasons, however, everyone likes to feel valued and have their contribution acknowledged.

In a number of secondary schools the provision of tracksuits and caps/hats for all their coaches demonstrates the school's commitment to cricket and to coaching, and creates for coaches an immediate sense of belonging and of being valued, as well as an expectation of professional presentation and performance.

Thank you letters, appropriate gifts from teams and/or the school, and possibly an evening for coaches and managers with a few drinks and finger food supplied by the school in appreciation of their efforts will go a long way to securing their services and support for next season. The latter also provides an opportunity for the Principal, Teacher-in-Charge of Cricket and Director of Coaching to thank and recognise the input of cricket coaches. Remember coaches are an investment in growing and sustaining the game, and in developing young cricketers in the school.

## CONCLUSION

Building a successful cricket programme in a secondary school is never easy. It takes time, commitment, vision, and above all the energy, enthusiasm and dedication of teachers and parents prepared to become involved and assist organise and run the programme.

To ensure the continued improvement of the programme it is important for the Director of Coaching to review existing policies, procedures and practices, and provide feedback to coaches on their efforts and identify where they need assistance to help them to improve and grow.

The above is about best practice. It is a blueprint from which secondary schools can develop an effective **COACHING PROGRAMME** that will benefit coaches, players and the future of the game.

## REFERENCES

- Astle, A. M; 1997, Coaching in a Secondary School. Case Study: Palmerston North Boys' High School. Presentation made to New Zealand Cricket Academy and printed in New Zealand Cricket Coaches Association, 'Cuttings for Coaches', February/March 1998.
- Astle, A. M; 1999, Secondary School Cricket. A New Zealand Cricket survey and report on the state of cricket in secondary schools.
- D'Auvergne, P; 1996, The Factors that Distinguish High Performance Cricket Teams within New Zealand Secondary Schools. Massey University Research Report.
- Gaskin, C; 2000, Occupying the Crease: The Influence of Parents and Coaches on New Zealand Adolescent Participation in Cricket. Presentation based on a report prepared for New Zealand Cricket.
- Kotzur, T; 1999, Key Elements of an Effective Coaching Structure for Schools, in The Sport Educator, 11 [3], p18-20.

## ACKNOWLEDGEMENT

This School Support resource booklet was written and compiled by  
Alec Astle, National Development Manager,  
New Zealand Cricket



## APPENDIX 2 PLAYER'S PROFILE

<b>NAME:</b>	<b>DOB:</b>
<b>ADDRESS:</b>	
	<b>TELEPHONE:</b>
<b>PARENTS' NAMES:</b>	

PLAYER ABILITIES			
BATTING	BOWLING	FIELDING	WKTKEEPING
<b>TYPE:</b>	<b>TYPE:</b>	<b>POSITION:</b>	
<b>NUMBER:</b>			

PLAYING RECORD		
YEAR	SCHOOL TEAMS	REPRESENTATIVE TEAMS

PLAYER SCHOOL STATISTICS						
YEAR	BATTING		BOWLING		FIELDING/WK	
	RUNS	AVERAGE	WICKETS	AVERAGE	CATCHES	STUMPINGS

PLAYER DEVELOPMENT	
YEAR	ADDITIONAL COACHING OPPORTUNITIES

<b>GENERAL COMMENTS:</b>
--------------------------

**APPENDIX 3  
SCHOOL COACHING PLAN**

<b>FOCUS</b>	<b>BATTING</b>	<b>BOWLING</b>	<b>FIELDING/WK</b>	<b>TACTICS</b>
<b>OVERALL GOALS</b>				
<b>SESSION 1 SKILLS</b>				
<b>SKILLS DRILLS</b>				
<b>SESSION 2 SKILLS</b>				
<b>SKILLS DRILLS</b>				
<b>SESSION 3 SKILLS</b>				
<b>SKILLS DRILLS</b>				
<b>SESSION 4 SKILLS</b>				
<b>SKILLS DRILLS</b>				
<b>SESSION 5 SKILLS</b>				
<b>SKILLS DRILLS</b>				
<b>SESSION 6 SKILLS</b>				
<b>SKILLS DRILLS</b>				

**APPENDIX 4  
SAMPLE PRACTICE PLAN FORMAT**

<b>DATE:</b>	<b>SESSION NUMBER:</b>
<b>TIME:</b>	<b>VENUE:</b>
<b>MAIN OBJECTIVES OF THE SESSION:</b>	
<b>REQUIREMENTS - EQUIPMENT and FACILITIES:</b>	
<b>SESSION OUTLINE:</b>	
1. INTRODUCTION:	
2. WARM UP:	
3. TYPE OF SESSION:	
4. COOL DOWN:	
5. CONCLUSION:	
<b>EVALUATION:</b>	