



 **Hockey**
AUSTRALIA



Junior Hockey Policy

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WHY A JUNIOR HOCKEY POLICY

THE JUNIOR HOCKEY POLICY & HOW IT AFFECTS CLUBS

WHAT IS HOCKEY AUSTRALIA'S JUNIOR HOCKEY POLICY?

Junior sport refers to the organisation and management of sport and pre-sport activities for young people aged 5 to 17 years. Hockey Australia's Junior Hockey Policy (JHP) is a set of guidelines developed with input from clubs*, state/territory associations and the Australian Sports Commission (ASC). The *Guidelines* are designed to assist hockey clubs by encouraging the provision of safe, enjoyable and accountable environments for everyone involved in junior hockey.

WHO IS THE JHP AIMED AT?

The JHP will be useful for people in all junior hockey clubs which includes:

- junior hockey participants;
- parents/guardians;
- teachers;
- coaches;
- team managers;
- umpires;
- administrators;
- other volunteers.

WHY IS THE JHP IMPORTANT TO CLUBS?

As duty of care issues become increasingly important, junior hockey providers must be familiar with, and put into practice, procedures to ensure junior participants have a positive hockey experience. The health and welfare of junior participants must be central to all objectives which include providing:

- fun experiences
- safe and supportive environments
- skill development
- challenges and the joy of achieving
- access for all to participate
- a clear pathway for improvement
- equal opportunities for all junior participants

HOW DOES THE JHP AFFECT CLUBS?

The purpose of the JHP is to assist in the provision of quality hockey experiences for junior participants. The JHP will encourage the provision of safe, enjoyable and accountable environments for everyone involved in junior hockey. There is no direct cost associated for clubs in adopting the JHP.

The JHP consists of six *Guidelines*, each of which contains an *Introduction* and the relevant *Issues to Consider* in that area followed by specific *Strategies* to address these issues. The items contained within the *Strategies* boxes are designed as suggestions of how a club could improve its capacity to deliver a quality hockey experience for junior participants. Clubs are advised to identify and prioritise those strategies which may require attention.

* 'Clubs' refers to community hockey organisations, and for the purposes of the JHP, also refers to local/regional associations

1. A GAME FOR EVERYONE, A GAME FOR LIFE

MAKING HOCKEY ACCESSIBLE FOR ALL JUNIOR PARTICIPANTS & PROVIDING A QUALITY HOCKEY EXPERIENCE

INTRODUCTION

Long term involvement in hockey is the key focus of the JHP and all other topics are focused on helping to achieve this.

Getting young people to be active is important because it is an integral component of a healthy lifestyle. Hockey can assist in preventing lifestyle diseases and promotes physical, psychological and social well-being.

Quality experiences in junior hockey can provide the entry to a lifelong involvement in hockey and offer:

- enjoyment and recreation with pleasurable social involvement;
- fulfilling individual potential in hockey.

Hockey can have important lifestyle benefits so it should be accessible for all junior participants, and they should have equal opportunity to have full involvement and progress within the sport. An understanding of what junior participants look for in hockey helps clubs provide positive experiences that encourage junior participants to remain active participants throughout their lives.

Hockey provides an opportunity to develop physical, social and emotional abilities and therefore should be accessible to all junior participants. A wide variety of skills and abilities developed in hockey transfer to non-athletic careers and can influence social issues such as community pride, identity, and leisure.

Marginalisation still occurs on the basis of disability, ethnicity, gender and sexuality, geographical location, cultural background and socio-economic status. A less obvious factor that shapes participation, but one of growing importance, is the way junior participants perceive their body image.

Recognising the difficulties from the perspective of junior participants, and the restrictions they have on being involved, allows hockey to meet the challenge of all junior participants having the fundamental right to be involved in the game. Meeting legal obligations related to equity of opportunity must also be considered.

ISSUES TO CONSIDER – A GAME FOR EVERYONE, A GAME FOR LIFE

- Hockey should be accessible to all people as ‘a game for everyone’.
- Hockey provides entry to a healthy lifestyle, and long ranging social benefits and life skills.
- It is important to understand what motivates junior participants to stay in hockey so it can be best delivered.
- Early positive hockey experiences are vital in keeping junior participants involved.
- Providing modified versions of hockey such as Rookey and Hook in2 Hockey generates interest and allows for success at an early age.
- Some junior participants may not be given the chance to reach their potential because of their perceived sporting ability.
- Clubs and coaches must take care not to judge a young person’s ability and interest in hockey by their body shape.
- Junior participants with disabilities should have dual pathways through integrated hockey and disability hockey.
- Participation of junior participants from Culturally and Linguistically Diverse (CLD) backgrounds can be very sport-specific with rates of overall participation generally lower than for Anglo-Celtic backgrounds.
- Values and stereotypes associated with hockey can be a barrier to participation.
- Junior participants in some rural and remote areas have fewer opportunities to participate in hockey.
- Junior participants from low socio-economic groups have fewer opportunities and find it more difficult to participate in hockey than those from high socio-economic groups.
- Clubs need to make equitable decisions so that opportunities for individuals are not affected by ability, body shape, disability, ethnicity, gender, geographical location, socio-economic status or sexuality.
- Providing access and equity for junior participants in hockey is not only an ethical and legal issue, but also leads to:
 - junior participants being motivated to stay involved in hockey in the long term;
 - an increase in the size of the talent pool for elite performance.

1.1 STRATEGIES FOR ONGOING PARTICIPATION

- Increase enjoyment by maintaining involvement through fun and achievement.
- Offer junior participants social and appropriate competitive opportunities.
- Encourage parents/guardians to help junior participants balance the demands on their time to allow time for hockey.
- Cater to the opinions of adolescents with regard to uniform requirements, especially when it is recreational hockey.
- Encourage junior participants to stay in hockey by offering varied opportunities and roles in administration, coaching, officiating etc.

1.2 STRATEGIES FOR PRESENTING HOCKEY

- Accommodate individual differences by offering a broad range of options that include activities and competition structures for a wide range of abilities.
- Offer hockey situations that allow all participants a realistic probability of succeeding in personally relevant ways.
- Give junior participants opportunities so they feel they have been given a fair go.
- Offer hockey at times and for durations to suit junior participants and their parents/guardians (e.g. short seasons, short training sessions).
- Work with schools to provide hockey when and where it best suits junior participants.
- Offer modified versions of hockey such as Rookey and Hook in2 Hockey
- Keep costs to a minimum.

1.3 STRATEGIES FOR MOTIVATION

- Make sure the first hockey experience for junior participants is positive.
- Provide experiences so junior participants feel the satisfaction of belonging (e.g. a buddy system, welcoming them back).
- Encourage positive attitudes in everyone working with junior participants.
- Educate parents/guardians on why and how to encourage and support their children to participate long term.
- Involve junior participants themselves in organising competitions and social activities.
- Give junior participants a chance to contribute to decision making in their hockey activities.
- Encourage involvement by using good role models.

1.4 STRATEGIES – ABILITY

- Provide equal opportunity for junior participants regardless of their ability to reach their potential.
- Avoid letting the need to win override giving all junior participants a fair go.
- Avoid indicating any negative perceptions about the ability of a participant.

1.5 STRATEGIES – BODY SHAPE

- Be aware of the anxiety associated with evaluations of junior participant's bodies.
- Avoid creating situations where attention is focused on the critical appraisal of junior participant's bodies.
- Consider flexibility in rules for uniforms to cater for all body shapes.
- Do not make judgements related to hockey ability or future potential based on body shape.

1.6 STRATEGIES – DISABILITY

- Provide opportunities in hockey for junior participants with disabilities.
- Educate and support parents/guardians in encouraging and assisting their junior participants with disabilities to participate in hockey.
- Educate clubs to help them include junior participants with disabilities (e.g. provide welcoming environments).
- Provide assistance to schools in catering for junior participants with disabilities.
- Make club facilities and services accessible for junior participants with disabilities.

1.7 STRATEGIES – ETHNICITY

- Work with community leaders and leaders of CLD groups to improve hockey opportunities for junior participants from CLD backgrounds.
- Promote junior hockey programs specifically to encourage junior participants from CLD backgrounds to participate in hockey.
- Provide support for administrators of CLD groups to integrate their participants into competitions.
- Provide opportunities for CLD parents/guardians to be involved in junior hockey as coaches, umpires and administrators.
- Be flexible (e.g. uniform requirements and playing days) to avoid infringing on cultural and religious beliefs and practices.
- Provide access to cross-cultural training to those club personnel providing hockey to Indigenous and CLD Australians.

1.8 STRATEGIES – GENDER AND SEXUALITY

- Target girls or boys with specific programs for developing their skills and confidence.
- Offer a choice of single gender or mixed teams and competitions.
- Refer to Hockey Australia's Member Protection Policy (MPP) in dealing with a situation where a young person is being treated in an inappropriate way by their peers or other people.

1.9 STRATEGIES – GEOGRAPHICAL LOCATION

- Modify activities to increase opportunities for participation (e.g. reduced team size, mixed gender/age teams, using parents/guardians and teachers to make up a team).
- Provide competitions which suit the locality and facilities available.
- Increase opportunities to travel (e.g. parent/guardian rosters, car pooling, bus transport)
- Assist with accommodation and travel for training and competition away from home.
- Provide a pathway from rural and remote communities to urban-based hockey.
- Provide opportunities for high performance coaching in rural and remote communities.
- Consider how communities can work together to provide services.

1.10 STRATEGIES – INDIGENOUS AUSTRALIANS

- Assist in establishing junior competitions in Indigenous urban, rural and remote communities, and make sure there are links to a wide range of competitions.
- Provide education and development for Indigenous communities.
- Provide coaching expertise, resources and opportunities for Indigenous junior participants.
- Offer culturally relevant support for Indigenous junior participants who relocate to participate in hockey.
- Provide cross-cultural awareness training, available through state/territory Departments of Sport and Recreation, when working with Indigenous junior participants.
- Assist with travel to allow participation of Indigenous junior participants.

1.11 STRATEGIES – SOCIO-ECONOMIC STATUS

- Encourage community involvement by supporting junior participants from low socio-economic areas.
- Partner with organisations servicing low socio-economic areas (e.g. Salvation Army, Red Cross).
- Investigate offering opportunities in schools located in low socio-economic areas.
- Lower or eliminate participation fees for junior participants from low socio-economic areas.
- Assist junior participants and their families by lending or loaning out equipment and resources.
- Reduce the need to buy uniforms (e.g. make club and school uniforms the same, or just wear anything of a certain colour).
- Coordinate and subsidise assistance for travel to and from training and competition (e.g. bus services for all community sporting groups to use).
- Financially assist low socio-economic junior participants selected for representative teams.

1.12 STRATEGIES – EQUAL OPPORTUNITY

- Provide equal opportunity for all young people to participate regardless of their ability, cultural background or socio-economic status.
- Opportunities should not be affected by body shape, gender or sexuality.
- Write a selection policy and distribute it to all parties concerned.
- Check to make sure selection policies are being implemented.

KEY MESSAGE – A GAME FOR EVERYONE, A GAME FOR LIFE

Hockey has many benefits for junior participants that contribute to their holistic development, and continue to advantage them as adults.

Experiences within junior hockey are important for continued participation. To motivate junior participants to make a lifelong commitment to hockey, clubs should:

- listen to their views on what makes an enjoyable hockey experience for them;
- present hockey to fit their needs
- at all times, give them a 'fair go'.

Above all, junior participants must be treated with respect regardless of their capabilities, and experience a safe and accountable environment led by caring people. Addressing access and equity issues will increase the opportunities for junior participants to enjoy hockey and fulfil their goals.

With hockey being such a valuable opportunity not only to socialise, but to improve health and well being, removing barriers is vital for increasing participation of young Australians.

2. PEOPLE MAKING HOCKEY HAPPEN

DELIVERING A POSITIVE HOCKEY EXPERIENCE TO JUNIOR PARTICIPANTS THROUGH COLLABORATION & COMMUNICATION

INTRODUCTION

People in many roles provide the infrastructure for junior hockey and make it a positive experience. Participants in junior hockey potentially come into contact with, and are influenced by, a diverse range of people including:

- junior participants;
- parents/guardians;
- teachers;
- coaches;
- team managers;
- umpires;
- administrators;
- other volunteers.

These people are an important resource in junior hockey because they provide the necessary infrastructure for its delivery. They also determine the social atmosphere of hockey.

The importance of their contribution cannot be underestimated because of the close relationship between the quality of leadership found in hockey and the quality of the hockey experience for junior participants.

With programs that are coordinated among clubs, and the sharing of facilities and resources, junior participants can get more comprehensive and consistent access to hockey experiences.

Consultation and cooperation are essential for effective and efficient junior hockey participation. A wide range of hockey providers are responsible for organising and conducting junior hockey including state/territory associations, regional associations, clubs, and schools as well as commercial and non-profit groups.

All of these agencies are partners in junior sport and their cooperation and goodwill is vital to the successful delivery of junior hockey. Consultation and cooperation provide many benefits including:

- identifying gaps and overlaps in delivery and resolving cooperative approaches to them;
- consistency in the provision of junior hockey with regard to age groupings, competition rules etc;
- sharing hockey services and resources.

ISSUES TO CONSIDER – PEOPLE MAKING HOCKEY HAPPEN

- Many people are involved in the delivery of junior hockey including, parents/guardians, teachers, coaches, umpires, administrators and other volunteers.
- Provide opportunities for junior hockey participants to become volunteers via coaching, umpiring and administration.
- Parents/guardians are a primary influence on a young person's participation and are an important source of volunteer assistance.
- Coaches need to be multi-skilled and competent in communicating, planning and organising. They must also set a good example as a role model.
- Umpires maintain order and safety during competition. They are also educators, teaching junior participants the rules of the game.
- Administrators provide leadership and management (e.g. working with volunteers, training personnel and ensuring leadership succession).
- The role of volunteers is important to hockey delivery and must be supported.
- Many roles are needed to provide a quality hockey experience and motivate junior participants to:
 - make a long term commitment to hockey;
 - pursue their goals in hockey.
- When schools and community organisations work positively together in providing hockey, junior participants benefit.
- Links among providers can improve gaps and overlaps in junior hockey delivery.
- Sharing services and resources benefits junior participants (e.g. facilities, equipment and personnel).
- Organisations offering different hockey programs should liaise to see what ideas they can borrow and how they can help each other.
- Contact government departments to access their expertise and resources in building links and delivering programs.
- With collaboration and consultation clubs can enhance the delivery of hockey so:
 - all junior participants will make a long term commitment to hockey
 - talented junior participants will continue onto elite levels of hockey

2.1 STRATEGIES FOR JUNIOR PARTICIPANTS

- Follow the advice in the *Code of Behaviour for Players* and *Play by the Rules* (see Appendices – Resources).
- Respect the rights and worth of all participants whatever their gender, ability, cultural background etc.
- Always play fairly and acknowledge others' good play.
- Do not provoke or use physical or verbal abuse against anyone.
- During training and competition, behave in a sporting manner towards other participants, coaches, umpires, parents and spectators.
- Play by the rules of hockey at all times and act within the spirit of the game.

2.2 STRATEGIES FOR PARENTS AND GUARDIANS

- Follow the advice in the *Code of Behaviour for Parents/guardians*.
- Take an active role in contributing to junior hockey by taking on a volunteer position.
- Look for opportunities to promote fairness, safety and respect for all (coaches, umpires, team mates and other teams).
- Focus on children's and team's efforts rather than winning or losing.
- Make it clear that the interests of children are more important than winning.
- Recognise that junior participants play hockey for fun, friendship and personal achievement.
- Ensure children are ready for safe participation at training or competition, including wearing protective equipment (e.g. mouthguards, shin pads, hats and water bottles).

2.3 STRATEGIES FOR SCHOOL TEACHERS

- Promote the benefits of hockey and encourage junior participants to be involved.
- Play Rookey in school and utilise the Rookey Educational Resource, 'Rookey Ed'.
- Provide junior participants and their parents/guardians with information on hockey programs (e.g. Rookey and Hook in2 Hockey) and on clubs in the local area.
- Form links with clubs to increase opportunities for junior participants to participate and progress in hockey.
- Update knowledge and skills through professional development means such as hockey's National Coaching Accreditation Scheme (NCAS) Training Program and/or the National Officiating Accreditation Scheme (NOAS) Training Program.

2.4(1) STRATEGIES FOR COACHES – COMMUNICATION

- Give praise, positive feedback, reinforcement and encouragement after mistakes and achievements.
- Motivate junior participants by doing and saying things that make them feel accepted and successful.
- Be a good listener.
- Counsel junior participants when they do not act appropriately or violates rules.
- Resolve conflicts and defuse difficult situations.

2.4(2) STRATEGIES FOR COACHES – SETTING AN EXAMPLE

- Display control and respect for all involved (opponents, other coaches, umpires, administrators, parents/guardians and spectators).
- Develop team respect for the ability of all participants including opponents as well as for the judgement of umpires and opposing coaches.
- Work with others, especially umpires, to show junior participants how they should behave.
- Speak to all participants using inclusive and respectful language.
- Be a positive role model with regard to lifestyle factors (e.g. no smoking or alcohol use in front of participants).

2.4(3) STRATEGIES FOR COACHES – DEVELOPING A COACHING PHILOSOPHY

- Be guided by the *Code of Behaviour for Coaches*.
- Discuss with other coaches reasons for coaching.
- Reflect on the things that bring satisfaction in coaching.
- Ask a mentor to assist in self-development.

2.5 STRATEGIES FOR UMPIRES

- Be guided by the *Code of Behaviour for Officials*.
- Check that the goals (inc. netting), playing surface and surrounding areas are safe to play on.
- Regulate the conduct of competition and explain rules to help participants understand how the rules apply to competition situations.
- Caution participants before incurring an infraction in an effort to change their behaviour.
- Acknowledge participants when they demonstrate good behaviour.
- Be fair, consistent, and positive during all interactions with those involved in junior hockey.
- Control negative reaction and comments from spectators.
- Set a good example through positive actions and words.
- Know what is expected of umpires and keep up to date with the latest trends and safety practices.
- Update knowledge and skills through professional development means such as hockey's National Officiating Accreditation Scheme (NOAS) Training Program.

2.6(1) STRATEGIES FOR ADMINISTRATORS – MANAGEMENT

- Obtain all *Codes of Behaviour*, and distribute to the relevant club personnel and display them prominently at the club venue/ground.
- Plan and monitor risk management making sure all policies (e.g. child protection, responsible alcohol use) are communicated and actioned.
- Actively target potential volunteers for recruitment and involvement.
- Look for opportunities to recognise volunteers' contribution (e.g. at functions or competitions) with awards, certificates, gifts etc.
- Conduct an audit of parent/guardian skills.
- Acknowledge parents/guardians' input (e.g. newsletters, award presentations etc).
- Develop partnerships with, and maximise the contribution of others (e.g. parents/guardians and schools).
- Promote the JHP within the club and distribute the brochures and the policy document to the relevant club personnel.

2.6(2) STRATEGIES FOR ADMINISTRATORS – VOLUNTEERS

- Promote opportunities for volunteers so they are aware of how they could help.
- Extend junior hockey participation to include volunteering opportunities.
- Establish links with high schools and train students to assist primary school students.
- Provide volunteers with training and resources.
- Develop a mentoring system where experienced volunteers guide new recruits.
- Provide opportunities for volunteers to build partnerships.

2.6(3) STRATEGIES FOR ADMINISTRATORS – TRAINING PERSONNEL

- Provide training and accreditation for club personnel and back-up personnel if possible.
- Document procedures to use when training new personnel.
- When conducting training, document the date, course content, and who completed the training.
- Encourage all personnel to increase their skills through training, accreditation and updating.
- When offering formal training:
 - keep the costs to volunteers as low as possible;
 - offer convenient packages (time, location, modules);
 - provide necessary resources;
 - use a mixed delivery mode (lecture, workshop, and practical sessions) including web-based options;
 - use assessment as a learning tool as well as motivation to learn;
 - provide update opportunities;
 - include mentoring, self-reflection, peer-support etc.

2.6 (4) STRATEGIES FOR ADMINISTRATORS – LEADERSHIP SUCCESSION

- Give junior participants experience in organisation, administration, umpiring, coaching etc.
- Develop a mentoring system where experienced leaders assist others.
- Provide resources for leaders to extend their skills.
- Provide incentives for involvement in leadership roles (e.g. letters for CV from club president).
- Recognise the work of leaders at formal functions.

2.7 STRATEGIES FOR VOLUNTEERS

- Abide by the *Code(s) of Behaviour* relevant to the role.
- Utilise opportunities to increase personal knowledge and skills through training and practical experience.
- Act as a mentor by assisting others to increase their skills.
- Build partnerships with other volunteers.

2.8 STRATEGIES – AVOIDING GAPS AND OVERLAPS

- Form local committees of hockey providers to assess the needs of junior participants in the area and how to most efficiently meet these.
- Coordinate scheduling of school and community events and competitions at all levels.
- Recognise groups that have established strong community links and benefited junior hockey.

2.9 STRATEGIES – SHARING RESOURCES

- Identify how clubs can combine to share resources with other groups at all levels (e.g. national, state/territory, regional and club).
- Exchange services across sports and organisations (e.g. coaching, umpiring, professional development for teachers).
- Recognise individuals and groups who share their resources.
- Offer the use of equipment and facilities.
- Coordinate an approach to share costs such as maintenance and replacement of equipment.
- Consider possible sponsorship conflicts.

KEY MESSAGE – PEOPLE MAKING HOCKEY HAPPEN

People in many roles contribute to the total hockey experience for junior participants. In different ways they:

- make hockey accessible and provide a safe and enjoyable environment for activity with friends;
- teach them hockey skills;
- pass on an appreciation of attitudes leading to a healthy lifestyle;
- teach them important life lessons such as playing fairly and coping with winning and losing.

Most importantly, a positive experience is required for junior participants to maintain a lifelong commitment to hockey.

Links among organisations allow a comprehensive hockey experience for junior participants. Working together facilitates the systematic and coordinated delivery of hockey with the best use of facilities and resources.

3. JUNIOR HOCKEY PATHWAYS

MOVING PROGRESSIVELY THROUGH JUNIOR HOCKEY

INTRODUCTION

Planning a progression for junior participants through the stages in the hockey development pathway produces the best outcomes for taking them from early involvement to being an experienced participant.

Between the ages of 5 to 17 is a time of tremendous development for young people on all levels; physically, psychologically, emotionally and socially. Planning for the progressive development of hockey skills in junior participants requires consideration of:

- identifiable stages of development;
- different levels of ability;
- different rates in gaining skills;
- different interests of junior participants in hockey.

It is the responsibility of hockey leaders to manage the experiences available to junior participants so that activities and challenges are offered in a planned and sequential manner.

ISSUES TO CONSIDER – JUNIOR HOCKEY PATHWAYS

- Developmental changes in junior participants between 5 and 17 years require stages so they can progress in line with their maturity.
- Planned developmental levels should also accommodate individual differences so junior participants can participate at the best level for their ability at any stage.
- Careful planning is needed at every stage to increase the likelihood of:
 - junior participants being committed to lifelong involvement in hockey;
 - talented junior participants having success in elite hockey.
- **Table 1. Recommended Stages of Development for Hockey Participants** (page 16) outlines the suggested training loads and competition structures for junior hockey participants in four stages:
 1. In the **Broad Experiences** stage, gaining fundamental skills in a variety of activities through play is important. This builds the base for a good grounding in skills later used in hockey.
 2. The **Progression** stage requires more time to be devoted to training and competition while gaining a variety of hockey skills.
 3. The **Specialisation** stage sees many junior participants in their teenage years ready to move into specialised training, as they will have developed the physical, psychological and social skills required.
 4. The **Recreation** stage, training is focussed on maintaining hockey skills, and competition is more likely to have an emphasis on socialising and having fun.
- Schools play an important role in the hockey pathway by introducing and promoting hockey to junior participants and their parents/guardians.
- Clubs provide particular expertise in hockey and offer pathways for junior participants to continue in hockey in the long term as a player and/or coach, official, administrator.
- Consistency of hockey provider procedures (e.g. timing of activities, age groupings, rules) can be improved through cooperation and collaboration.

TABLE 1. RECOMMENDED STAGES OF DEVELOPMENT FOR HOCKEY PARTICIPANTS

| | Broad Experiences | Progression | Specialisation | Recreational Participation |
|---|--|---|---|---|
| Ability | Beginner | Intermediate | Advanced | Any level |
| Age Span | 6-9 years | 10-13 years | 14-17 years | All |
| Focus | Fun, learning, general athletic development | Fun, improving wide range of skills | Enjoyment and improving performance | Enjoyment, social and personal satisfaction |
| Considerations | Modifications to equipment, venue and game structure for safety and success (e.g. Rookey and Hook in2 Hockey) | Athletic and behavioural skills for lifelong participation | Fitness, technical and tactical training, goal setting, managing aspirations | Social aspects and events Encourage involvement in other roles (e.g. coach, official) |
| Session Duration | Up to 60 minutes | Up to 90 minutes | Up to 120 minutes | Up to 90 minutes |
| Session Frequency (training and competition) | 1-2 times/week | 1-3 times/week | 2-5 times/week | Up to 3 times/week |
| Session Contents | Play, simple games, opportunities to participate focussing on gross motor skills | Skill development through understanding, training and games | Training and competition with the aims of skill development, game sense and performance | Training and competition with options at various levels |
| Approach to Conditioning | Minor aspect, not a focus | Careful introduction and progression to suit individual development | Evaluate individual to determine focus and gradually progress | Train to avoid negative outcomes (e.g. injuries) |
| Competition | Modified activities with the objective of individual improvement No representative teams Scoring tallies optional; not central objective | Competition with emphasis on all-round development and rotation around all positions Emphasise fair play Representative teams and regional competitions in later years (U13) Scoring tallies | Introduction of inter-state competitions (U15) Emphasis on individual and all-round development Experience competition also through officiating and coaching younger groups | Focus on social competitions Level of competitive intensity appropriate to individual motivation |
| Recognition | Recognise effort and participation | Recognise effort, improvement, application and participation | Recognise effort, improvement and performance | Recognise effort, participation and contribution to the sport |

3.1 STRATEGIES FOR DESIGNING HOCKEY PATHWAYS

- Develop a framework of progressive stages (if not already in place) to take junior participants from beginner to experienced participant.
- Plan and document for each stage the:
 - motor and tactical skills to be gained;
 - knowledge required of the ethics and traditions of hockey;
 - duration and structure of training;
 - number of sessions (training and competition) per week;
 - type, level and frequency of competitive experiences;
 - different competitive structures for boys and girls after the age of 12 years.
- Plan modifications to activities to suit the developmental level, competitive level, gender mix or social needs of participants, by changing:
 - the type of activities offered;
 - the degree of skill difficulty;
 - distances and dimensions of the field;
 - rules such as duration, team size, time for each participant, interchange of participants, rotation of positions;
 - equipment, dimensions and weight.
- Evaluate and improve the delivery of junior hockey through a specific pathway on an ongoing basis.
- Incorporate coaching clinics, and talent identification and development programs into planning.
- Provide a structure to support talented junior participants through access to:
 - quality coaching and use of quality facilities;
 - performance camps to train with others at a similar level;
 - specialised training and regular high level competition;
 - a mentor to provide individual guidance.
- Encourage junior participants to continue their participation in volunteer roles by training to be a coach, umpire and/or administrator.
- Provide consistent pathways across organisations by working together (especially clubs with schools).

3.2 STRATEGIES – ACHIEVING CONSISTENCY AMONG PROVIDERS

- Use the same criteria for activity and competition groupings (e.g. age, school level).
- Use the same types of activities, rules, formats and modifications (e.g. size of competition area, game duration).
- Hold regular meetings to maintain good communication among providers.

3.3 STRATEGIES – FORMING SCHOOL LINKS

- Identify and liaise with local school hockey providers (especially those playing Rookey).
- Coordinate hockey programs to avoid clashes.
- Promote, support and recognise strong links across organisations.
- Set up a database of contacts and programs.
- Provide a checklist of requirements for clubs trying to get access to schools (suitability checks etc).
- Encourage the joint use of facilities.
- Encourage Rookey participants to join a club-based Hook in2 Hockey program.

3.4 STRATEGIES – CLUBS FORMING PATHWAY LINKS

- Evaluate links with other organisations and work towards improving junior participation rates in hockey.
- Identify what the club is able to offer local school(s) and/or other clubs.
- Appoint a key club contact person for all enquiries and communication.
- Make contact with other organisations, and establish how best to work together.
- Keep a database of key contacts.
- Contact the state/territory hockey association and local and state/territory government to see what support they offer.
- Approach local schools regarding holding club registration days at their school and/or at the club venue.
- Provide a professional service (e.g. be organised, on time, and have enough equipment) so other organisations want to build links with the club.
- Request that state/territory or regional Development Officers inform the club when they are conducting Rookey programs in schools and follow up on this opportunity.

KEY MESSAGE – JUNIOR HOCKEY PATHWAYS

An important role of hockey's state/territory associations, regional associations and clubs (including parents/guardians) is to facilitate the movement of junior participants through specially designed pathways according to their talent and interest. There is satisfaction in a job well done when junior participants:

- enjoy their hockey;
- play to the best of their ability;
- continue in hockey throughout their lives.

Links among organisations allow a comprehensive hockey experience for junior participants. Working together provides a smooth transition between school and community hockey helping to keep participants involved long term.

4. HOW MUCH HOCKEY IS HEALTHY

MATCHING JUNIOR PARTICIPANTS GROWTH & MATURATION TO THEIR HOCKEY EXPERIENCES

INTRODUCTION

The changes with growth, particularly during puberty, have implications for hockey, and for how performance is assessed when comparing across an age group.

Physical activity is essential for the normal growth and development of children. However, there are potentially harmful effects for young athletes through the impact of over-training. This can adversely affect the dynamics and timing of growth and physical maturation. Determining when junior participants are ready for additional training and competition is a duty of care required of hockey providers and parents.

Growth is a complicated process because parts of the body mature at different rates, and periods of growth vary considerably between individuals. This differential growth of various body parts has a major influence on the performance of motor skills.

Maturation is the genetically programmed series of changes leading to maturity. Tissues and systems mature at different rates and although every child passes through all the stages of maturation in the same order, there is great variation in developmental rates and the length of time taken to pass from an initial stage to a final stage. Chronological age is of limited value in determining levels of maturity for children.

ISSUES TO CONSIDER – HOW MUCH HOCKEY IS HEALTHY

- Junior participants should be encouraged to participate in a wide range of sporting activities.
- Growth and maturation vary greatly in junior participants making chronological age a poor indicator of developmental status.
- During growth spurts training and competition need to be planned carefully to avoid injury.
- The risk of bone fracture, growth plate injuries, and soft tissue injuries increases during rapid growth.
- Girls who under-eat while training intensely run the risk of stress fractures and in later life, osteoporosis.
- Training and competition schedules need to be planned around the holistic needs of each individual athlete.
- Inappropriate and over-training can have an adverse effect on the growth, development and maturation of junior participants.
- Early specialisation reduces athleticism (competence in a broad range of motor skills) and can lead to early burnout.
- Taking care of junior participants regarding training schedules is important to:
 - keep junior participants in hockey for the long term
 - make sure no potentially talented junior participants are lost from hockey

3.1 STRATEGIES FOR ACCOMMODATING GROWTH AND MATURATION – TRAINING

- Plan and adjust training schedules based on individual growth and maturation.
- Monitor for changes indicating a growth spurt (e.g. faster increase in height, the onset of puberty, and input from parents/guardians) and alter training and competition based on individual needs.
- Educate coaches and parents/guardians on issues related to growth and maturation of junior participants.
- When under-eating is suspected in junior participants who are training intensely, seek professional advice on healthy nutrition.

3.2 STRATEGIES ACCOMMODATING GROWTH AND MATURATION – COMPETITION

- Focus on personal improvement not comparison against others.
- Consider the use of varied criteria for groupings (e.g. skill level, experience, body size rather than chronological age or gender).
- Consider skills, physical maturation and psychological development and allow boys and girls to participate together when these are similar.

3.3 STRATEGIES – TALENT DEVELOPMENT

- Focus on junior participants having fun so that their interest is maintained until they are at an age and stage to specialise.
- Expose junior participants to as many different hockey experiences as possible (e.g. rotate positions and teams).
- Talent identification should not take place formally until the Under 13 age group. See **Table 1. Recommended Stages Of Development For Hockey Participants** (page 15)

KEY MESSAGE

Junior participants grow and mature at different rates. Understanding the implications of this can make hockey participation more rewarding and safer for junior participants if clubs:

- adapt activities to their changing needs especially during periods of rapid growth;
- judge performance according to a young person's stage of development, and not by what others of the same age can do;
- leave decisions about specialisation as late as possible so the best choices are made for junior participants.

5. QUALITY COACHING

SKILLS & STRATEGIES FOR JUNIOR COACHES TO ENSURE QUALITY OUTCOMES

INTRODUCTION

Creating an environment that facilitates junior participants learning about hockey to help them reach their potential with confidence in themselves, is important for a positive hockey experience.

Understanding the learning process and the developmental stages is necessary for quality junior hockey experiences. Young people have preferences for how they like to learn, and their preferences might change depending on the type of task and their prior experiences. Some might like to watch, listen and experiment, and others may like to try an activity first and refine their learning through feedback.

Junior participants typically learn more than one thing at a time. In the process of learning physical skills, junior participants also learn what behaviour is expected, how to work with others, and what they are good at. Recognising that learning is multi-dimensional is important. It highlights the complexity of acquiring skills and how broader social aspects of life impact on junior participants as they learn physical skills.

People in leadership roles should plan for each session and the season ahead. Planning should address not only what is presented but how it will be presented to optimize learning, safety and enjoyment.

ISSUES TO CONSIDER – QUALITY COACHING

- Between the ages of 8 to 15 years is an important learning time for hockey participants. Coaches need special skills in facilitating the learning process during this developmental period.
- Coaches should be provided with training and accreditation opportunities.
- Coaching should be conducted in a positive and encouraging manner and players should be kept as active as possible.
- Comprehensive planning is needed by coaches in planning seasonal programs, program goals and strategies for the sequential development of basic skills, team strategies and level of challenges.
- Junior participants should be introduced to a variety of roles and playing positions within hockey to encourage a better understanding of the game, its rules and traditions.
- An effective coach has the ability to analyse movement quality, give constructive feedback, and use techniques such as questioning.
- Quality instruction is very valuable to supply the base for junior participants so they:
 - want to participate long term;
 - may continue on to elite levels if their talent allows.

5.1 STRATEGIES FOR PLANNING

- Consider the developmental stage of participants (e.g. skill level and experience).
- Consider participants' motivations and expectations.
- Consider the cultural background and particular special needs of participants.
- Decide on learning goals related to movement skills, knowledge and understanding.
- Include a focus on etiquette and standards of behaviour.
- Write an overall management plan (use of space, time, safety, equipment and facilities).
- Select learning tasks to be taught at specific sessions.
- Analyse the tasks into components to be learned.
- Consider participants' activity levels to avoid overload.
- Make sure there are fun elements in all activities.
- Evaluate outcomes after each session, and stages throughout the season, and make changes if needed.

5.2 STRATEGIES FOR COACHING HOCKEY SKILLS

- Keep instructions simple and clear.
- Coach in a positive manner and use language appropriate to the participants.
- Keep the time spent on management tasks (setting up equipment and organising various drills) to a minimum.
- Junior participants should be kept as active as possible during training sessions.
- Keep instruction time for a specific skill to a minimum before participants are allowed to practice.
- Break complex skills into manageable 'chunks'.
- Increase the degree of difficulty as skills improve.
- Make training sessions more challenging by moving from static to dynamic, changing the number of players, and introducing defenders.
- Train under similar conditions to competition whenever possible.
- Give immediate, specific, and constructive feedback.
- Question participants to ascertain whether instruction has been understood.

5.3 STRATEGIES FOR COACHING HOCKEY BEHAVIOURS

- Encourage fair play, self-control, cooperation, teamwork and team spirit.
- Develop respect for the ability of others and for the judgement of umpires, selectors and opposing coaches.
- Discourage anti-social behaviours such as cheating, aggression or 'put-downs' and attitudes such as 'winning at all costs'.
- Promote a healthy lifestyle.
- Help participants build self-confidence in their own abilities.
- Group participants so that everyone has the opportunity to succeed.
- Make sure the hockey experience is fun for everyone.

5.4 STRATEGIES FOR DEVELOPING COACHING SKILLS

- Provide training and accreditation opportunities for all coaches, with the Hockey Australia Community Coaching Accreditation as a minimum standard.
- Develop a club coaching mentor system.
- Source coaching resources and information to develop a club 'knowledge base'.
- Refer to **Guideline 2: *People Making Hockey Happen – Strategies for Coaches* 2.4(1), 2.4(2) & 2.4(3)** (pages 10 & 11)

KEY MESSAGE – QUALITY COACHING

Quality coaching is an essential element for a positive experience for junior participants. When coaches plan and provide sessions based on a good understanding of how junior participants learn and how skills are best developed, junior participants are more likely to:

- enjoy training for and playing hockey;
- become competent in skills and strategies;
- build a good knowledge of the rules, etiquette and traditions of hockey;
- be enthusiastic about a lifelong involvement in hockey.

Above all, it is important that junior participants learn that hockey is fun and safe.

6. KEEPING HOCKEY SAFE

ENSURING A SAFE & SECURE ENVIRONMENT FOR ALL JUNIOR HOCKEY PARTICIPANTS

INTRODUCTION

Hockey clubs have a duty of care responsibility to their members, and as such the delivery of hockey requires attention to the management of risk to prevent injury to provide a safe and supportive environment for junior participants.

Hockey clubs have a legal duty of care to not expose junior participants to risk in any aspect of providing the hockey experience. Areas of concern for which advice, training and procedures (written where possible) should be in place include:

- facilities and equipment;
- the environment;
- training and competition;
- infectious diseases;
- medical conditions;
- drugs;
- weight control;
- dealing with emergencies.

Legal aspects of sport delivery are complex and require safeguards to meet legal obligations to make a safe and equitable environment for junior hockey participants.

To protect the welfare of junior hockey participants and providers, organisations must be aware of the relevant legal and safety issues required. The legislation relevant to the safety and welfare of participants in junior hockey covers:

- discrimination/harassment/vilification;
- child protection;
- drugs;
- health and safety;
- privacy.

All of this legislation emphasises the serious obligations undertaken by any person or organisation involved in providing hockey and therefore the responsibility for the care and/or coaching of junior participants.

The community and the legal system has a high expectation that officers of organisations and members of management committees are aware of their legal obligations and are taking steps to ensure compliance towards the requirements of the relevant legislation(s).

ISSUES TO CONSIDER – KEEPING HOCKEY SAFE

SAFETY ISSUES

- Offering a hockey experience places a legal obligation on clubs to provide safe conditions.
- Facilities, hockey equipment and protective equipment should be provided and inspected in line with relevant standards set.
- Adverse weather conditions require decisions about whether to alter, cancel or postpone activities.
- Junior participants should be educated to make fluid replacement and sun protection a habit.
- Junior participants should be assisted with advice on healthy nutrition.
- Over-training and over-competing of junior participants is preventable when coaches, leaders and administrators monitor for early warning signs and quickly adjust workloads.
- Some conditions favour the spread of infectious diseases, and this can be avoided with preventative measures.
- Pre-involvement questionnaires are required to indicate junior participants with special needs.
- Promote healthy practices for weight control, use of medications, responsible alcohol consumption, and smoke-free environments.
- Emergency situations can arise and clubs should have set procedures to follow.
- Clubs should have members qualified in the delivery of First Aid.
- Protecting junior participants and providing a happy and well controlled environment will help to produce junior athletes who;
 - will want to move into senior levels of hockey and/or;
 - make a long term commitment to participate in hockey.

LEGAL ISSUES

- Legislation exists in a number of areas to ensure the welfare of junior participants in hockey.
- The principal of an organisation can be liable for the acts of people within the organisation (whether people are paid or unpaid in their respective roles).
- Direct or indirect discrimination where anybody is dealt with unfairly on the basis of their age, disability, gender, ethnicity etc. is unlawful.
- Sexual harassment by any member of a club makes that member, and sometimes the senior manager, liable for the offence(s).
- Reasonable steps must be taken to prevent discrimination or sexual harassment. This includes a written policy, plus training and informing club personnel (staff, volunteers and junior participants) of their obligations and rights.
- Under Child Protection legislation teachers/coaches must notify specified government departments if they suspect child abuse.
- To prevent exposure of children to criminal acts, all people working with junior hockey participants should be screened.
- Legislation governs the use of drugs in hockey and provides for testing competitors less than 18 years of age.
- Organisations should have a policy on drugs in hockey, informing junior participants of banned drugs and the consequences of detection.
- OHS legislation requires organisations to ensure the health and safety of everybody in a workplace (this includes all sporting environments).
- Risk management procedures are needed to prevent exposure to health and safety risks.
- With attention to all legal areas, junior participants should be able to feel safe and enjoy their participation in hockey.
- More information on member protection is available from the Hockey Australia Member Protection Policy.

6.1 STRATEGIES FOR FACILITIES AND EQUIPMENT

- Maintain facilities (e.g. field, change rooms, bar/kiosk) according to required standards.
- Inspect venues for hazards and correct these prior to all training and competition.
- Use equipment suitable for the activities and the participant's size and development.
- Be aware of, and comply with, the requirements and recommendations for the use of protective equipment in hockey.
- Use protective equipment for training and competition (e.g. shin pads, mouthguards, gloves and goalkeeping equipment).
- Properly fit equipment.
- Use equipment in accordance with the manufacturers' instructions.
- Maintain equipment and replace when inadequate for fulfilling its intended purpose.
- Enlist the support of role models in wearing safety equipment so junior participants follow by example.
- Undertake an Occupational Health and Safety (OHS) risk management process including the following:
 1. Identify hazards.
 2. Assess risks that could result because of the hazards.
 3. Decide on control measures to prevent or minimise the level of the risks.
 4. Implement the control measures.
 5. Monitor and review the effectiveness of the control measures.

6.2 STRATEGIES FOR THE ENVIRONMENT

- Have written procedures (e.g. pamphlets, posters etc.) disseminated addressing:
 - what to do in adverse weather;
 - sun protection;
 - maintaining fluid balance.
- Ensure water is easily available for fluid replacement.
- Make sure junior participants protect themselves against sun exposure.
- Enlist the help of parents/guardians to dress and prepare their children to be ready for participating safely during training and competition.

6.3 STRATEGIES FOR TRAINING AND COMPETITION

- Prepare junior participants for hockey through quality, safe training methods with a focus on fun and enjoyment.
- Set guidelines for workloads in accordance with the principles of training (i.e. progression, overload, specificity, variation, individual differences, adaptation, and reversibility).
- Monitor for early warning signs of body stress and when a case arises, investigate cause and alter workloads until resolved.
- Make available and encourage the use of simple tools to prevent negative outcomes (e.g. athlete training logs, charts to plan periodised schedules, feedback mechanisms for athletes to tell coaches how they're coping).
- Formally discourage unsafe practices (e.g. training camps with significantly increased workloads, lack of warm up and cool down).

6.4 STRATEGIES FOR INFECTIOUS DISEASES

- Reduce risk of infection by warning junior participants not to share personal items (e.g. mouthguards, drink bottles, towels etc).
- Adopt, and follow, specific rules for dealing with incidents involving blood (e.g. blood rule).
- Provide updated information on practices related to HIV and check for understanding and implementation of practices required.

6.5 STRATEGIES FOR MEDICAL CONDITIONS

- Provide junior participants with a pre-involvement questionnaire about their disabilities, medical conditions and specific needs.
- Provide personnel qualified in First Aid.
- Plan for the inclusion of junior participants with special needs.
- Provide updated information on practices related to medical conditions such as asthma and Attention Deficit and Hyperactivity Disorder (ADHD).

6.6 STRATEGIES FOR PREVENTING DRUG USE

- Provide education for junior participants so they understand that drugs can harm performance and their health.
- Ban tobacco and alcohol use as part of socialising after junior hockey training or competition.
- Circulate a policy to inform all participants, coaches etc about which drugs are prohibited and the consequences of detection.
- Make information and confidential assistance available to anybody needing help with an issue related to prohibited drugs.
- Advise junior participants and deliverers what to do if they suspect drug abuse.
- Provide training and education for all involved with junior hockey.

6.7 STRATEGIES FOR WEIGHT CONTROL

- Provide junior participants with education on healthy practices for weight control.
- Discourage junior participants from using laxatives and diuretics to reduce weight.
- Seek expert assistance when concerns arise.

6.8 STRATEGIES FOR DEALING WITH EMERGENCIES

- Have records available with details on how to contact parents/guardians of junior participants.
- Provide written procedures for medical emergencies.
- Provide First Aid kits suitable for hockey.
- Provide First Aid training for the relevant club personnel e.g. coaches/team managers.
- Review emergency procedures and change if necessary.

6.9 STRATEGIES FOR DISCRIMINATION AND SEXUAL HARASSMENT (D&SH)

- Obtain and consult the publication *Harassment-Free Sport* (see Appendices – Resources).
- Provide and promote a policy containing:
 - that discrimination and sexual harassment (D&SH) will not be tolerated under any circumstances;
 - that action will be taken against any person who breaches that policy;
 - a definition and examples of D&SH;
 - a statement that D&SH is against the law;
 - a statement of the circumstances in which D&SH can occur;
 - the consequences for the person if the policy is breached;
 - the responsibilities of persons in the organisation in relation to preventing D&SH;
 - information on where individuals can get help, advice or make a complaint about D&SH.
- Conduct training for people involved in the organisation on D&SH.
- Appoint a Member Protection Information Officer (MPIO) or contact the state/territory association to get the contact details of the nearest MPIO.
- Contact the state/territory Department of Sport and Recreation (DSR) about the availability of brochures and posters on D&SH.
- Keep records of training delivered (including date and contents).
- Keep records of any complaints lodged.
- Inform juniors and their parents/guardians of:
 - their legal rights;
 - the name of the MPIO for reporting problems;
 - mediation and independent counselling that is available for conflicts arising between coach, young person and/or parents/guardians.
- More information on member protection is available from the Hockey Australia Member Protection Policy.

6.10 STRATEGIES FOR CHILD PROTECTION

- Consult *Child Protection in Sport* before preparing a policy or procedures on this issue.
- Inform everyone in the organisation including junior participants of appropriate standards of behaviour, and what is unacceptable.
- Screen applicants for positions working with junior participants.
- Advise junior participants and deliverers what to do if they suspect abuse.
- Advise junior participants and deliverers about the avenues for them (junior participants in particular) to discuss any concerns they have about somebody's behaviour.
- Deal with any complaint confidentially and investigate and resolve it quickly.
- Distribute Hockey Australia *Codes of Behaviour* to ensure club personnel are aware of the guidelines for the following:
 - relationships between coaches and junior participants;
 - meetings between coaches and junior participants;
 - travelling practices with junior participants.
- Appoint an MPIO to provide a contact point for junior participants, coaches, parents/guardians and administrators.
- Develop a formal complaint system to make sure all cases are investigated extensively.
- Consider risks and legal implications of junior participants fundraising for hockey (e.g. selling raffle tickets door-to-door).
- More information on member protection is available from the Hockey Australia Member Protection Policy.

6.11 STRATEGIES FOR PRIVACY

- Obtain a copy of the Hockey Australia *HockeyNet Privacy Policy*.
- Ensure compliance to the legislation requirements for privacy protection.
- Do not use visual or audio material of junior participants in any public medium without the written consent of the parents/guardians.

KEY MESSAGES – KEEPING HOCKEY SAFE

To provide a fun, safe and rewarding hockey experience for junior participants, state/territory associations, regional associations and clubs need to:

- provide safeguards to comply with legal requirements dealing with the physical and psychological welfare of junior participants;
- make sure clubs meet their duty of care to participants;
- see that junior participants are treated fairly in all aspects of hockey provision.

Best practice by clubs means minimising risk to junior participants. This requires:

- providing training for club personnel working with junior participants;
- establishing and monitoring risk management procedures;
- following through with all the welfare related guidance offered, particularly by the ASC and SMA;
- working towards a national reporting system of emergencies and changing procedures to reduce these.

The goal is to make everyone involved with junior hockey, 'safety conscious'.

GLOSSARY

COMMONLY USED ABBREVIATIONS AND TERMS IN THE JHP

ACRONYMS

| | |
|------|--|
| ADHD | Attention Deficit and Hyperactivity Disorder |
| ASC | Australian Sports Commission |
| CLD | Culturally and Linguistically Diverse |
| DSR | Department of Sport and Recreation |
| JHP | Junior Hockey Policy |
| MPIO | Member Protection Information Officer |
| MPP | Member Protection Policy |
| NCAS | National Coaching Accreditation Scheme |
| NOAS | National Officiating Accreditation Scheme |
| OHS | Occupational Health and Safety |
| SMA | Sports Medicine Australia |

KEY TERMS

| | |
|---------------------------|---|
| Administrator | A person responsible for managing the delivery of hockey. |
| Adolescence | The transition period between puberty and adult stages of development, generally from the age of 12. |
| Carer | Any person given the responsibility for supervision of a junior e.g. guardian or relative. |
| Children | Junior participants aged 5 to 12 years. |
| Club | Community hockey organisations (N.B. for the purposes of the JHP 'clubs' also refers to local/regional associations). |
| Coach | A leader, teacher, instructor or mentor in junior hockey. |
| Codes of Behaviour | Hockey Australia set of guidelines/ requirements of acceptable behaviour with regard to conduct. |
| Community Sport | All sport provided for junior participants by sports clubs and other community organisations outside the school system. |
| Competition | A structured contest measuring performance against an opponent, oneself or the environment. |
| Disability | Activity limitations or participation restrictions that are related to an impairment of body structure or function. |
| Duty of Care | Responsibility to act in a required manner of care. |

| | |
|--|---|
| Elite Hockey | Hockey performed at national and international levels. |
| Etiquette | Implicitly understood correct behaviours in hockey. |
| Hockey Experience | The holistic concept of learning hockey skills and behaviours through training and competition in a fun and safe environment. |
| Hockey deliverers/ providers | All those involved in delivering junior hockey i.e. volunteers, parents/guardians, coaches, teachers, umpires, administrators, schools, clubs, plus government and private providers. |
| HockeyNet | Hockey Australia's national database and results system. Privacy Policy for HockeyNet can be found at www.hockey.org.au . |
| Hook in2 Hockey | Hockey Australia's national club-based participation program. |
| Junior Hockey | The organisation and management of hockey activities for junior participants aged 5 to 17 years. |
| Junior Participant | Any person between the ages of 5 and 17 taking part in hockey. |
| Member Protection | A term used widely in the sport to mean the practices and procedures that protect an organisation's members. |
| Member Protection Information Officer | The first point of call in a club or sporting organisation for any enquiries, concerns or complaints about harassment and abuse. The officer provides confidential information and moral support to the person with the concern or who is alleging harassment |
| Member Protection Policy | A Hockey Australia policy available from www.hockey.org.au . |
| Negligence | Duty of care breached through a careless act or omission resulting in damage. |
| Official | Umpire, scorer, manager or technical official, in hockey. |
| Pathways | Planned steps for junior participants to progress from beginner to experienced participant as a player, official, administrator, coach and/or team support person. |
| Practice | Repeated performance to gain or improve a skill. |
| Rookey | Hockey Australia's national schools program and modified game. |
| Rookey Ed | A cross-curricular resource provided to schools involved in Rookey. |
| Schools | Educational institutions: primary, special and secondary. |
| Screening | Also known as Police Checks or Working With Children Checks. The aim of conducting these checks is to screen out those people who have a history of abusing or exploiting children and/or violence. Checks should therefore be conducted on individuals filling positions, either paid or unpaid, that requires direct contact with children. See Hockey Australia's Member Protection Policy for more information. |

| | |
|-------------------------|---|
| Session | Includes training or competition. |
| Selection Policy | The basis for selection decisions and junior participant's rights in relation to such decisions. |
| Sport | A human activity capable of achieving a result requiring physical exertion and/or physical skill, which by its nature and organisation is competitive and is generally recognised as sport. |
| Training | The systematic process of improving hockey performance through instruction and practice. |



USEFUL AGENCIES

NATIONAL & STATE/TERRITORY HOCKEY ASSOCIATIONS

HOCKEY AUSTRALIA

Level 1, 433 – 435 South Rd
Bentleigh
VIC 3204
Ph: (03) 9555 1500
Fax: (03) 9555 1565
ha@hockey.org.au
www.hockey.org.au

HOCKEY ACT

196 Mouat Street
Lyneham
ACT 2602
Ph: (02) 6257 2374
Fax: (02) 6257 6191
www.hockeycanberra.org.au
admin@hockeycanberra.org.au

HOCKEY NSW

PO Box 440
Sydney Markets
NSW 2129
Ph: (02) 9764 1911
Fax: (02) 9764 2588
www.hockeynsw.com.au
admin.support@hockeynsw.com.au

NT HOCKEY ASSOCIATION

PO Box 667
Darwin
NT 0801
Ph: (08) 8981 5824
Fax: (08) 8981 3890
www.nthockey.asn.au
wayne.king@nthockey.asn.au

HOCKEY QUEENSLAND

PO Box 246
Morningside
QLD 4170
Ph: (07) 3399 6577
Fax: (07) 3399 6969
www.hockeyqld.com.au
office@hockeyqld.com.au

HOCKEY SA

PO Box 56
Enfield Plaza
SA 5085
Ph: (08) 8349 4044
Fax: (08) 8349 4873
www.hockeysa.com.au
admin@hockeysa.com.au

HOCKEY TASMANIA

PO Box 193
Riverside
TAS 7250
Ph: (03) 6327 2877
Fax: (03) 6327 4105
www.hockeytas.org.au
eo@hockeytas.org.au

HOCKEY VICTORIA

PO Box 32
Parkville
VIC 3052
Ph: (03) 8379 4280
Fax: (03) 8379 4277
www.hockeyvictoria.org.au
admin@hockeyvictoria.org.au

HOCKEY WA

PO Box 1090
Bentley MDC
WA 6983
Ph: (08) 9351 4300
Fax: (08) 9458 5524
www.hockeywa.org.au
admin@hockeywa.org.au

USEFUL AGENCIES

NATIONAL & STATE/TERRITORY DEPARTMENTS OF SPORT & RECREATION

AUSTRALIAN SPORTS COMMISSION

PO Box 176
Belconnen
ACT 2616
Ph: (02) 6214 1111
Fax: (02) 6251 2680
asc@ausport.gov.au
www.ausport.gov.au

SPORT & RECREATION ACT

PO Box 147
Civic Square
ACT 2608
Ph: (02) 6207 2111
Fax: (02) 6207 2071
sport.act@act.gov.au
www.sport.act.gov.au

NSW SPORT & RECREATION

Locked Bag 1422
Silverwater
NSW 2128
Ph: (02) 9006 3700
Fax: (02) 9006 3800
info@dsr.nsw.gov.au
www.dsr.nsw.gov.au/index.asp

NT SPORT & RECREATION

GPO Box 1448
Darwin
NT 0801
Ph: (08) 8982 2358
Fax: (08) 8982 2306
participation.dsr@nt.gov.au
www.dcdsca.nt.gov.au

SPORT & RECREATION QUEENSLAND

PO Box 187
Albert
QLD 4002
Ph: (07) 3237 0098
Fax: (07) 3235 4723
sports.house@srq.qld.gov.au
www.sportrec.qld.gov.au

SA OFFICE FOR RECREATION & SPORT

PO Box 219
Brooklyn Park
SA 5032
Ph: (08) 8416 6677
Fax: (08) 8416 6753
recsport@saugov.sa.gov.au
www.recSPORT.sa.gov.au

SPORT & RECREATION TASMANIA

GPO Box 646
Hobart
TAS 7001
Ph: (03) 6233 5627
Fax: (03) 6233 5800
sportrec@development.tas.gov.au
www.osr.tas.gov.au

SPORT & RECREATION VICTORIA

GPO Box 2392V
Melbourne
VIC 3000
Ph: (03) 9666 4267
Fax: (03) 9666 4300
info@sport.vic.gov.au
www.sport.vic.gov.au

WA DEPARTMENT OF SPORT & RECREATION

PO Box 66
Wembley
WA 6913
Ph: (08) 9387 9700
Fax: (08) 9387 9726
info@dsr.wa.gov.au
www.dsr.wa.gov.au

RESOURCES

WEBSITES

HOCKEY AUSTRALIA WWW.HOCKEY.ORG.AU

THE OFFICIAL WEBSITE OF HOCKEY AUSTRALIA PROVIDES NEWS, INFORMATION AND RESOURCES FOR EVERYONE INVOLVED IN AUSTRALIAN HOCKEY.

AUSTRALIAN SPORTS COMMISSION WWW.AUSPORT.GOV.AU

INFORMATION ON THE FOLLOWING TOPICS IS AVAILABLE TO VIEW OR DOWNLOAD FROM THE *ETHICS IN SPORT* SECTION:

- HARASSMENT-FREE SPORT
- POSITIVE BEHAVIOUR
- ANTI-DOPING
- CHILD PROTECTION
- MEMBER PROTECTION
- POLICE CHECK
- CODES OF BEHAVIOUR (GENERAL, ADMINISTRATOR, COACH, OFFICIAL, PLAYER, PARENT/GUARDIAN AND SPECTATOR)
- POLICY, GUIDELINES AND FORMS
- LEGISLATION
- RESOURCES
- RESEARCH

CLUB DEVELOPMENT NETWORK WWW.AUSPORT.GOV.AU/CLUBS

THE CLUB DEVELOPMENT NETWORK IS A FREE, WEB-BASED PROGRAM THAT SUPPORTS THE DEVELOPMENT AND MANAGEMENT CAPABILITY OF SPORTING CLUBS.

PLAY BY THE RULES WWW.PLAYBYTHERULES.NET.AU

PLAY BY THE RULES PROVIDES INFORMATION AND ONLINE LEARNING ABOUT HOW TO PREVENT AND DEAL WITH DISCRIMINATION, HARASSMENT AND CHILD ABUSE FOR THE SPORT AND RECREATION INDUSTRY.