



KORFBALL LEVEL 1 REFEREE COURSE MANUAL

May 2016 Edition

Key features:-

The course is for korfball players or others over the age of 17 leading towards refereeing competency at B Grade Level .

The first 3 modules cover the basic principles requirements of the Australian Sports Commission for all sports but are made korfball specific. These are available separately as the *Korfball Referee Basic Principles Workbook*

A practical component for rules interpretation and game refereeing is required with a Korfball Australia approved director (Presenter and/or Assessor).

For information on general requirements for course presenters and assessors, recognition of prior learning etc see the *Korfball Referee Accreditation Framework* or contact

NationalTechnicalCoordinator@korfball.org.au



COMPONENTS AND THEIR ASSESSMENT

The approximate time required is noted under each module.

Module	Learning	Assessment	Who
1. Self Management (2 hours)	Display professionalism, integrity and ethical conduct in your role as an official. Prepare for the requirements of refereeing and how to review your own performance.	<i>Korfball Referee Basic Principles Course</i> workbook.	Self or group with director to check out activities in workbook. Available from NTC NationalTechnicalCoordinator@korfball.org.au
2. Managing the competition environment (1 hour)	Manage the risks of refereeing in a competition and abide by the legal responsibilities expected of an official.		
3. People management (2 hours)	Use a range of communication strategies to develop effective relationships, minimise conflict, and deal with disputes effectively.		
4. Korfball Specific features (2 hour)	Recognising what you need to be aware of when refereeing young people of certain ages. Recognising the importance of referees in the korfball administration environment and the processes for achieving Level 1 competency.	Discussion and with organisation requirements to support your training	Workshop Part 1 (Approx. 1 hour) With a KA approved director or nominated representative
5. Korfball Rules Interpretation (2 hours)	The interpretation of the rules in a range of role playing situations and communication in various forms including signals.	Role plays and discussions with a senior referee	Workshop Part 2 with a KA approved director or nominated representative
		Referee Test YR1 30 questions on rules decisions and signals recognition	Test (takes about 20 minutes) through NTC
6. Refereeing Experience* (minimum 4 games or equivalent)	Competently put into practise aspects of the above modules as a designated a "Probationary Referee" (Trainee Referee) at equivalent B grade level as determined by KA for each state/territory	Observed and assessed refereeing (including joint and full refereeing).with use of Check Sheets.	With a KA approved assessors and mentor supporters.

Modules 1,2 and 3

These are the major theory modules of the course and cover the basic principles for any form of refereeing or officiating. They follow, and are the alternative to, the Australian Sports Commission's *Officiating Basic Principles Course* but are now in a korfball specific format.

The **Korfball Referee Basic Principles Course** is in the form of a Workbook which participant can work through alone, in small groups and/ or with the guidance of a referee. The Workbook is then presented for assessment of these first three modules to the Course Director or to the National Technical Coordinator by email. This should be completed before taking the next modules

Participants who have done the *Korfball Youth Leader Award at Gold level* will not need to be reassessed but might need to have the contents handy for reference.

Module 4 Korfball Specific Features

Like all sports, Korfball has certain values, expectations and ways of conducting the sport. Korfball referees need to be aware of these and in particular the needs of different age groups and how they might affect the way you referee. To this end, the ***Korfball Youth Development: Guidelines for Korfball Activities*** booklet has been developed. This should be the basis for this part of the course. It is available for downloading from the Korfball Australia website.

Read through the booklet and particularly note the **implications for referees** for each age group.

This module will normally be covered as part of **Workshop Part 1** detailed below.

Module 5 Korfball Rules Interpretation

This module requires the leadership of a Korfball Australia approved director (an accredited Level 2 referee usually) so that uniformity in rules interpretation is maintained across all states.

This is Workshop Part 2

It should be in the form of

- rules explanation for meaning
- discussion of rules interpretation in specific playing situations (e.g. beginners, youth, league)
- opportunity for participants to have explanations for their personal understanding
- communication by the referee (include official signals)
- opportunity to interpret exam type questions

This should be for at least 2 hours duration overall.

The Referee Test for Level 1 is 20 questions on decision making situations and 10 questions on signals recognition. They are examples for a list of 50 questions requiring multiple choice answers and these are available through the course Director or from the

NationalTechnicalCoordinator@korfball.org.au

Module 6 Refereeing Experience

Each participant should have the equivalent of 4 games or 4 hours observed refereeing with feedback from the assessors and the participant. See *Korfball Referee Course Assessment Sheets in the Workshop 1 below*.

The refereeing experience for Module 6 should be built up over a period of time which should include activities such as

- Joint refereeing (running with a qualified referee) for equivalent of at least 2 games
- refereeing alone under supervision for at least 2 assessed games

before being observed and assessed as competent or requiring further experience.

The extent of assessors. It is most important that the participants get regular support in all their games or parts of games. The support should include constructive criticism based on points found in the Referee Checksheets.

During this period the participant may be designated a “**Probationary or Trainee Referee**”. It is up to the Referee Director to decide, preferably in consultation with other coaches and referees as to when the participant will be designated a **Referee Level 1**. Participants should be assessed as competent or requiring further experience at least after 4 games or within half of one playing season. If requiring further experience assessed for competency at least after 4 more games.



REFEREES COURSE LEVEL 1 Workshop 1

This workshop covers Module 4 Korfball Specific Features for the Level 1 Course. It also covers the requirements for Module 6 Refereeing Experience and a general overview of being a referee in the korfball sport's community.

Note; Some of the Checksheets, particularly A to F, are revision of parts of Module 1,2 and 3 but are included since they influence the success of all refereeing activity.

Introduction

The workshop in the context of the whole course;

- we are moving from theory to practical
- we will explore guidance towards practical success
- through assessment and accreditation

For an overview of the competencies you need to achieve See *Checksheet / Level 1 Referee Competencies page25*

1. The referee in the wider community

1.1 expectation of people giving a service that they have knowledge and skills to perform these expertly and safely

1.2 The *Australian Sports Commission* for all sports sees the need for all referees to:-

- recognise their role and expected conduct
- Be able to minimise and manage risks
- Referee in appropriate ways

2. The referee in the korfball community

The points in 1.2 and 3 above are also the **expectations** of *Korfball Australia* (KA) and the *International Korfball Federation* (IKF).

For guidance in meeting these expectations coaches have

The IKF Code of Conduct

See Checksheet A: IKF Code of Conduct page 8

3. Specific Roles and their importance to your community (e.g. club)

Examples?

See Checksheet B: Qualities of a good referee page 9

See Checksheet J Policy for Referees page 26

4. What do I need to know? (Refereeing Knowledge)

4.1 rules and signals

Look at reasons why you and players should know the rules.

4.2 risk management

Risk management is mainly taking a common sense approach to minimizing risks of injury.

The main considerations are

- being aware you have a legal responsibility as a referee
- applying risk management principles (ways of doing things)
- having minor incident management procedures

See Checksheet C: Risk management page `11

4.3 special attention

- recognise and take into consideration the development stage of the group and/or individuals
- with younger players there is a need to talk more encouraging korfball skills and social behaviour

See Checksheet D Implications for Refereeing Young People page 13

4.4 game situation roles of others

- the coach
- players
- captain/division leaders
- administration

5 What do I need to be able to do?

5.1 Minimise risk

5.2 Referee appropriately

- Communicate,

See Checksheet E Communication page 16

5.3 Deal with conflict

See Checksheet F Dealing with conflict page 18

5.4 Develop your refereeing and get support

- Self reflection
- Assessments
- mentoring

See Checksheet F Personal development page 18

6 The Referee Test

You need to know the rules and the signals and the Test is one way of motivating to learn them and one way of testing your knowledge and ability to interpret them. There are 50 questions from which 20 will be selected for the Test and 10 questions on recognition of signals. Get these and the answers to prepare for the test from the Coordinator.

7 Getting final recognition

Naturally now you need to get as much experience of refereeing as possible. Get support for this with

- Referees helping you run a game
- Referees and coaches to assess aspects of your games and keep records

- *Checksheet G REFEREE PERFORMANCE CHECK SHEETS*
- Get a mentor to discuss aspects of the game, rules etc with you.
- When you think you are ready check with the Coordinator to arrange final assessment.
(this helps by having the record of assessments of your games)

Note: Local state competitions Organiser or referee Director may be organising this for you.

See Checksheet K Recognition Procedures page 28

8 On-going Development

One never stops learning and having the Level 1 accreditation is just the beginning. As referees we are all expected to continue improving our knowledge and skills and a program of support is available for all referees which also includes keeping a log of your professional development over the three year period of your accreditation. *See Checksheet L Referees Log Book page 30*

CHECKSHEETS

Checksheet A: IKF Code of Conduct

The IKF's Code of Conduct for Korfball

1 Play to Win

It is recognised that winning is the object of playing any game. However, never set out to lose. If you do not play to win, you are cheating your opponents, fooling yourself and deceiving those who are watching. It is an insult to any opponent to play at less than full strength. You should play to win until the final whistle and never give up against stronger opponents nor relent against weaker ones.

2. Play Fair

Winning is without value if victory has been achieved unfairly or dishonestly. Even though it may be easy, never cheat. Playing fair earns you respect, while cheats are detested. Remember: It's only a game and games are pointless unless played fairly.

3 .Accept Defeat with Dignity

Learn to lose graciously. Good losers earn more respect than bad winners. Don't seek excuses for defeat. Nobody wins all the time. You win some, you lose some. Genuine reasons for losing will always be self-apparent. Congratulate the winners with good grace. Don't blame the (assistant) referee, the jury or anyone else.

4. Observe the Rules of the Game

All games need rules to guide them as without rules there would be chaos. Make an effort to learn the rules so that you can understand the game better. Knowing the rules can make you a better player but it is just as important to understand the spirit of the rules.

5. Respect Opponents, Team-mates, Referees, Officials and Spectators

Fair Play means respect for everyone concerned, your opponents, team-mates, referees, jury and spectators. Without opponents there is no game. Remember, they have the same rights as you have, including the right to be respected. You play in a team in which all the members are equal so your team-mates or colleagues must also be respected.

Referees are there to maintain discipline and Fair Play so always accept their decisions without arguing, and help them to help you enjoy the game more. Officials are also part of the game and must be respected accordingly. Spectators and media give the game more atmosphere. They want to see the game played fairly, but must also behave fairly themselves at all times. Media attention is vital to increase the number of spectators significantly.

Checksheet B: Qualities of a good referee

Behaving and acting professionally involves all the following

1.2.1 Preparation

Being prepared to referee requires

- Having appropriate uniform
- good personal presentation
- being physically ready for movement on court
- being prepared mentally
- knowledge of what assistance you will have
- awareness of any risks

1.2.2 Acting professionally

Acting professionally requires

- Supporting the codes of conduct of korfbal
- Being honest in your conduct
- Treating everyone with respect and empathy
- Seeking always to improve your refereeing

1.2.3 Analysing and improving your own performance

Every game is a performance by you so it is a good idea to do the following:-

- Reflect on what you did, what you got right and what you got wrong, what you could improve
- Get others to observe and give feedback on your refereeing
- Respond constructively to all feedback
- Work with referee groups to improve general performance
- Seek information regularly that might contribute to improving your knowledge, understanding and skills.

Managing the Competition Environment

2.1 Responsibilities

In a game you have responsibilities

These are a duty to:-

- Enforce the rules
- Protect participants
- Warn participants
- Ensure that the game can be conducted safely
- Control and supervise the competition

Checksheet C; Risk management essentials

Whatever environment we are in and whatever we are doing there are risks. Naturally in a competitive physical situation in a confined space there are risks but these can largely be minimised if we have good **risk management**. Below are some tips for this;-

Risk management essentials

- **Always inspect and clear the competition area of visible dangers.**
- **Cancel the contest or event if there is environmental safety issues** (e.g. Indoor court unfit, extreme heat or thunderstorms where lightning if outdoors).
- **Inspect and control use of both player dress**(e.g. jewellery), **posts protection and other possible hazards** (e.g. walls and spectator positioning, young children supervised).
- **Enforce the rules of the sport and control the conduct of participants** (a warning to 'tone down' behaviour before things get out of hand can be effective).
- **Know how to deal appropriately with injury situations.** (e.g. stop the game, check injured person and/or call in first aid officials for that game such as coaches)
- **Keep an officiating diary and record any incidents that occur during a competition.**
- **Seek regular evaluation of your performance and make sure you know about changes to the rules.**
- **Undertake training in conflict management.**
- **Have insurance to cover potential claims made against you and also to cover medical expenses or lost income if you are injured.**

Risk Management – Blood Rule

Some other risks you might need to manage or at least be aware of and who will attend to the risks if there are issues include these;-

Blood rules for referees to act upon.

The risk of being infected with a blood-borne virus through participation in sport is very low, however infection is possible.

All sports at both professional and amateur levels should implement blood rules:

- A player who is bleeding or has blood on their clothing must immediately leave the playing field or court and seek medical attention.
- The bleeding must be stopped, the wound dressed and blood on the players body cleaned off (if the uniform is bloodied it must be replaced) before they return to the competition.

- Competition must cease until all blood on the ground or equipment is cleaned up.

If officials are in a situation or position where they have to handle blood or anything with blood on it they should wear gloves to minimise the risk of infection.

While the risks are low, the risk can be minimised even further by following the sport's blood rules. It is important officials are aware of their sports policy on blood borne diseases.

If an official has concerns about their risk of having been infected with a blood borne virus, they should consult their doctor or visit their local community health service.

2.4 Risk Management – injury procedures

STOP procedure

The STOP procedure allows the referee to assess whether the injury seems severe and to determine whether the participant should continue with the activity

- **S**top
 - **T**alk
 - **O**bserve
 - **P**revent further injury (via the three options below)
1. Severe injury - Get help
 2. Less severe injury - Rest, Ice, Compression, Elevation, Referral (RICER)
 3. Minor injury - Play on (after appropriate treatment, assessment and rest)

The above actions would normally be directed by a team coach but you need to be aware of them and know who will take responsibility for these at your game (usually team coaches).

Checksheet D Implications for Refereeing Young People

This is an excerpt from the booklet *Korfball Youth Development* available on the Korfball website.

Under 12

Rationale (What we can reasonably assume can be expected for this age group)

1. There will be a broad range of levels of maturity in these children but for all the emphasis should be on fun and mass participation.
2. Physically, as the children get older so the differences between boys and girls will be greater with girls, generally, at least a year ahead of boys.
3. The attention span of children is shorter the younger they are and they do not readily understand complicated game rules, training drills or game tactics.
4. Success is important in developing self-confidence and an eagerness to learn more.
5. Emphasis should be placed on the acquisition of basic skills – physical and social, avoiding extrinsic rewards, such as trophies, but developing a healthy self-image.
6. Peer acceptance is important as is how they perceive their participation in developing their self-image. Rewards then need to recognise the positive contribution to the team by developing particular skill.

Implications for Referees

1. Be aware of the limitations due to maturity of the children being refereed and the Rationale, physical and social skills noted above.
2. Change the rules to be appropriate to meeting the needs, capabilities and interests of the children particularly at younger age levels.
3. Explain clearly decisions made during the game so children become aware of the rules.
4. Make positive comments related to physical and social skills of players during the game.

Under 14

Rationale

1. Continued emphasis should be placed on acquiring the physical and social skills relevant to korfball.
2. Peer influence is even stronger with 13-14 year olds and the development of positive self-image continues to need positive reinforcement.
3. Girls will advance through this stage faster than boys due to earlier physical maturation. Basic motor co-ordination skills need to be continually reinforced during the growth spurt associated with puberty.
4. In training and play, consideration needs to be given to the problem associated with the development of sexuality, for example developing a crush on the coach or other players.
5. During this period, significant gains in endurance and strength will be made through training. But training procedures should be seen to be closely associated with game requirements.
6. The opportunity for developing leadership roles, for decision making and goal setting should be given more emphasis at this level to both genders.

7. Girls and boys of these ages will often make strong commitments but are likely to suddenly relinquish them or only maintain them for a short period of time.
8. Alcohol and drug related issues may begin at this age and korfball policy needs to be strict and clear about their use and dealing with the issues in korfball situations.

Implications for Referees

1. Be aware of the limitations due to maturity of the children being refereed and the Rationale, physical and social skills noted above.
2. Explain clearly decisions made during the game so children become aware of the rules.
3. Make positive comments related to physical and social skills of players during the game and ensure gender equality of both genders .

Under 17

Rationale

1. Continuing emphasis should be placed on acquiring the physical and social skills relevant to korfball.
2. The development of a positive self-image through positive reinforcement continues to be important.
3. Focus on the reward of maximum effort as they begin to come to terms with their capabilities.
4. There should be a higher degree of involvement by individuals and groups of both genders in decision making, goal setting and problem solving along with the acceptance of responsibilities. The development of social skills relevant to these activities is important.
5. An understanding of mental and physical preparation can be developed in this age group.
6. The female players will mostly have completed their growth spurt but many males will still be going through this at ages 15-16. Points to consider will be
 - a. females generally being more agile and better coordinated than males
 - b. late maturing males lacking the co-ordination, power or endurance of the earlier maturing males.

At this age young people are more prepared to make a long term commitment to a sport but sometimes have difficulties in balancing their commitment with other needs, such as school studies or socialising with friends

Implications for Referees

1. Be aware of the wide differences in maturity of players, both physical and emotional yet be strict in the interpretation of the rules.
2. Support players with explanations of decisions during games.
3. Short sessions on the role of referees and interpretation of rules will be appropriate leading towards interest in refereeing junior games.

Under 19

Rationale

1. The range of life styles will be greater with this age group with many requiring greater concentration on academic studies to lead into tertiary studies, some in tertiary study and others in the work force.
2. Consideration will be needed to take account of different levels of maturity especially emotional.
3. There is a need to have support for players moving in and out of more intensive competition so there is no loss of self-esteem.

4. Many at this level will be able to drink alcohol legally and care needs to be voiced of drinking responsibly and of obeying guidelines to alcohol and drug related rules as they relate to korfball activities.
5. Players should now be able to be getting involved in the full range of korfball activities such as coaching, refereeing and administration under close supervision.

Implications for Referees

1. Be aware of the differences in maturity of players, both physical and emotional yet be strict in the interpretation of the rules.
2. Support players with explanations of decisions during games.
3. Short sessions on the role of referees and interpretation of rules will be appropriate and support the interest in becoming referees by both genders.

Checksheet E Communication

3.1 Communication - basics

To do that you rely a great deal on **communication** with everyone involved including the players, coaches, officials and spectators. We need strategies to make sure this works well for you and everyone else.

Communication and listening tips

Sometimes you need to be assertive such as when a player questions a decision and at other times less assertive and calm when explaining a situation. Generally you need a

- a strong clear voice
- a confident, decisive manner
- appropriately chosen words.

You also need to listen effectively, so you can respond appropriately. You should ensure that you

- Listen attentively
- Listen reflectively by restating in ordinary speech what the person said
- Do not interrupt
- Avoid emotional responses (listening stops when an exchange becomes heated).
- Keep your head up and smile when possible!

Sometimes you might need to complete a written report after the competition. You need to ensure that their written reports are:

- accurate
- timely
- legible

It is essential that what is reported is honest, respectful, and that the report is delivered with integrity.

3.2 Communication - Body Language

Body Language

Body language is an important part of communication.

It can let others know information about us, and can alert us to the intentions of others.

You can create a positive atmosphere with your own body language by :

- **Making eye contact, but don't stare or glare**
- **Using your hands confidently when talking (but don't point at a person)**
- **Nodding when someone else is talking to indicate you are listening**
- **Standing upright and don't slouch.**

3.3 Communication – using whistle and signals

Using a whistle and signals

The whistle is a communication tool often, used by you as a referee to intervene within the competition or indicate the start or finish of a period of play or race. It is important that you:

- Blows the whistle loudly and confidently
- Follows up with a clear Korfball approved visual signal or verbal instruction.

They can be used for indicating an infringement, the status of play, or as a safety measure. It is important that you:-

- Use signals in a timely manner
- Emphasise or 'exaggerate' the signal so that it can be clearly seen by all.

As a general rule, communication will be most effective for everyone when you use more than one method of communication to convey a message; for example, a whistle and a hand signal. Here are the main ones:-

- One way and two way verbal communication with players and officials.
- Use of the whistle to stop play, gain attention and indicate
- Use of flags to communicate (by assistant referee – lines person)
- Positive body language
- Listening to players and officials
- Responding to requests for information
- Confronting and dealing with dissent
- written reporting

Checksheet F dealing with conflict

3.4 Dealing with conflict

Conflict can sometimes arise but it can most often be avoided if you are really focused keeping in mind the above points during a game. Also in korfbal we expect players, coaches and officials to support the referee. However it is useful to know how to deal with conflict from various groups.

Dealing with conflict with a player

- Prevention is always better than cure! If action is taken early in the game, conflict is less likely to occur.
- Make players aware of your presence by reacting immediately to rule/law infringements (when appropriate).
- Be approachable.
- Be prepared to listen to what a player has to say.
- Remain objective, no matter what prior knowledge of layers/teams you have.
- Be definite and firm with decisions and communication.
- Look sharp and act sharp - this will gain respect for you as an official.
- At the beginning of the competition, provide structure and guidance, but also start a dialogue with the players. Acknowledge the players abilities and experience and invite constructive viewpoints from players.
- Speak clearly and firmly in heated situations. This will indicate confidence in managing the situation.
- Stay cool and calm if things starts to get heated.

Dealing with conflict with a coach

- Don't take criticisms personally.
- Remember that coaches see the competition from a different perspective to you the referee.
- Be prepared to listen to a coach (only if you are treated respectfully).
- Allow the coach to have their say (don't interrupt).
- Meet the coach (with a colleague) in a private setting when discussing their issues/complaint.

- Focus only on the issue/s and don't be distracted.
- Reinforce I can only call it as I see it!
- If the conflict situation is during a competition (eg half time) invite the coach to discuss the matter following the competition.

Dealing with conflict with a parent

- Recognise that parents can become very emotive and lack objectivity when their child is participating in a competition.
- Treat parents with respect.
- Be prepared to listen to a parent (only if you are treated respectfully).
- Enable the parent to have their say (don't interrupt)
- Meet the parent (along with a colleague) when discussing their issues/complaint.
- Seek a private setting for any discussion with a parent/s.
- If the conflict situation is during a competition (eg half time) invite the parent to discuss the matter following the competition.

Dealing with spectator abuse

In korfball we are very strongly against any abuse and we are fortunate that it rarely happens. However here are some points if it does;-

- Focus on the 'here and now' – on what is happening in the competition.
- Remain composed.
- Don't respond in any way to the abuse, either verbally or non verbally.
- Block out the abuse by focussing on the matter at hand.
- Develop a simple strategy to regain concentration if you have been distracted by spectator abuse – this could be a couple of questions to yourself about some aspects of refereeing eg technical or procedural “where is the ball/players, where should I be positioned at the moment?”,
- Be aware of actions you can take, or are expected to take in response to abuse.

Checksheet G Personal development

Your refereeing should be stimulating, rewarding and enjoyable. It can be further assisted by being involved in the following;-

4.1 Self reflection

Self reflection

- You should review an action - what went well and what did not.
- You should identify an aspect of your refereeing performance that needs to be changed/improved.
- You should then develop a strategy for the change/improvement.
- The strategy should be implemented at the next competition/event.
- You should review the action/s and repeat the process.
- You need to reinforce in your mind the things that went well in the refereeing performance.

4.2 Mentoring

Mentoring

Mentoring is where you establish a professional relationship with another referee or group of referees to assist you improving your refereeing.

- Participants in a mentoring relationship should set some ground rules early – clear expectations from both parties on how the relationship will work.
- Mentors need to assist you develop some clear and realistic goals they are going to work on.
- Mentors should support and assist you to achieve ‘your’ goals.
- Mentors should ensure you take responsibility for ‘driving’ the relationship.
- Mentors should encourage you.

- Mentors need to look for the good things you have done and reinforce that with you.
- Mentors need to facilitate a discussion with you when discussing progress on a goal - don't tell.
- Mentors should be prepared to listen to you - use plenty of questions.
- Mentors should encourage you to explore answers to issues.
- It is important that mentors avoid you becoming dependent on them.
- Mentors should respect the privacy of their discussions you - confidentiality is important.

Checksheet H REFEREE PERFORMANCE CHECK SHEETS

Below are a series of check sheets for practical assessment of trainees. They may be changed to focus on particular aspects. Critical comments should always suggest possible means of improvement.



Referee Practical Assessment Form 1

For Probationary Referees focusing on general factors.

Probationary Referee_

Supervisor_

NAME		Date
Match		League/grade
Assessor		Status
Factor	Particular points	Constructive Comment/check
Appearance	<ul style="list-style-type: none"> • Appropriately dressed (clothing and footwear) 	
	<ul style="list-style-type: none"> • Neat general appearance 	
Preparation	<ul style="list-style-type: none"> • Checked required forms, timekeepers, scorers etc 	
	<ul style="list-style-type: none"> • Checked safety requirements of court inc posts, surface, First Aid 	
	<ul style="list-style-type: none"> • Checked players appropriate, uniform, no jewellery etc 	
Timeliness	<ul style="list-style-type: none"> • Arrival on time and ready before destined start time. 	
	<ul style="list-style-type: none"> • Keeping time (e.g. stoppage) if required 	
Attitude	<ul style="list-style-type: none"> • Appearing positive towards refereeing the game and the players 	
	<ul style="list-style-type: none"> • Appearing confident in decision making 	
	<ul style="list-style-type: none"> • Display honesty and impartiality 	
	<ul style="list-style-type: none"> • Being professional in dealing with officials etc 	
	<ul style="list-style-type: none"> • 	
Court positioning	<ul style="list-style-type: none"> • Being close to play at all times 	
	<ul style="list-style-type: none"> • Getting into best position 	
Control	<ul style="list-style-type: none"> • Control of contact 	
	<ul style="list-style-type: none"> • Control of negative play 	
Decision making	<ul style="list-style-type: none"> • Quickness and firmness in making decisions 	
	<ul style="list-style-type: none"> • Communication of decisions verbal 	
	<ul style="list-style-type: none"> • Communication with signals 	
Rules interpretation	<ul style="list-style-type: none"> • General correctness 	
	<ul style="list-style-type: none"> • Specific rules to watch 	
Other things to consider		
Signature of assessor		



Referee Practical Assessment Form 2

For Coaches and others observing a Probationary Referee

Probationary Referee_

Observer.....Position.....

Date..... Game.....Grade.....

The purpose of reflecting on a Probationary Referee is to help them understand what they are doing well and what they need to focus on to improve. Please comment on aspect such as those mentioned below but please add any others you feel are important to be considered.

Considered any of these + others (please insert)	Comment (e.g. done well +needs to focus more on..)
Court positioning	
Communication of decisions (verbal and especially appropriateness and clarity of signals)	
Decision making (e.g. quickness and firmness)	
Rules interpretation	
Control	
Other	



Referee Practical Assessment (Advanced) Form 3

For more advanced probationary referees with the focus on rules interpretation

S=Satisfactory NFC=needs Further Consideration

Name		Referee status		Date
Match			League & grade	
Assessor			Assessor status	
Category		S	NFC	Comments
Referee's approach	Personal presentation			
	Match preparation/admin.			
Communication	Verbal			
	Signals			
Control of contact and misconduct	Appropriateness			
	Dangerous play Prevention of escalation Handling of contact/misconduct And use of advantage And of forms of penalties			
positioning	Closeness to play			
	Positioning for best decision Use of court			
Decisions	Travel			
	Defended shots			
	Re-starts			
	Free pass			
	Penalties			
	Time-outs			
Additional comments	Substitutions			
	Other, i.e.			
Assessor signature				

Checksheet I Level 1 Competencies

At the conclusion of Level 1 a referee should be able to:

- 1.1 Identify the roles and responsibilities of the referee
- 1.2 Understand the refereeing implications of the Korfball Australia Codes of Behaviour /Policy statements
- 1.3 Have knowledge of the Rules of Korfball and Signals and refereeing implications.
- 1.4 Utilise effective communication techniques to develop player understanding of The referee's decisions during a game.
- 1.5 Understand the implications for referees of players at different stages of development.
- 1.6 Identify and implement good refereeing practices to reduce risk
- 1.7 Implement minor incident-management procedures
- 1.8 Have effective methods of dealing with conflict situations
- 1.9 Competently referee at B Grade level* according to specified criteria for Level 1.
- 1.10 Utilise an appropriate self-reflection method to evaluate and improve the quality of refereeing management and communication
- 1.11 Understand referee education pathways and professional development requirements and opportunities

Checksheet J Policy for Referees



POLICY FOR REFEREES

Korfball Australia (KA) recognises the most valuable contribution of referees to the conduct of games for the satisfaction of all and to the maintaining and improving of the level of korfball activities.

KA will support the development of referees through setting standards, supporting the preparation to meet these and maintaining them when they are met nationally or through regional associations where appropriate.

As a referee appointed by Korfball Australia (KA) or a member organisation you are expected to meet the following requirements in regard to your conduct at all times. (*italic number at the end of each point lets you know which item in the KA General Policy it relates to*)

1. Comply and encourage compliance with KA standards, Constitution, By-Laws (including but not limited to the Anti-Doping and Member Protection By Laws) and policies. **(1)**

2. Encourage in your refereeing everyone involved adhering to the rules and spirit of the sport of korfball as described in
 - the *IKF Code of Conduct*
 - national and international guidelines, regulations and rules that govern KA and the game of korfball and the particular competition in which you are participating. **(2)**

3. Make a commitment to providing high quality refereeing by
 - Maintaining and/or improving your current level of referee accreditation
 - Seeking continual improvement in your refereeing through performance appraisal and education in particular the latest rules interpretations.
 - Supporting Referee Groups formed to support the above points
 - Maintaining highest level of uniform and personal appearance
 - Maintaining relevant records and for your 3 year cycle of renewal. **(3)**

The following points are made specific to your refereeing duties

4. **Always be conscious of the referee's responsibility in a game**
 - Enforce the rules
 - Protect participants
 - Warn participants
 - Ensure the game can at all times be conducted safely
 - Control and supervise the competition

5. Treat all players and others involved in a game with respect at all times.
 - Be honest, fair, unbiased and consistent with them **(4)**

6. Promote a climate of mutual support before, during and after games
 - Encourage players to others to respect one another and to expect respect for their orth as individuals regardless of their level of play or gender. **(4)**

7. Encourage and facilitate players in a game taking responsibility for their own
 - Behaviour

- Performance
 - Decisions
 - Actions. **(4)**
8. Provide feedback to players in a game, where appropriate, in a caring sensitive manner.
 9. Refrain from any form of personal abuse or harassment towards players or others in a game.
 - Including verbal, physical and emotional abuse
 - Be alert to any forms of abuse or harassment or denegration directed towards players in a game (5)
 10. Be especially aware of the physical and social development of different age groups and the implications for refereeing specific age groups
 11. Ensure that the venue, equipment and facilities are safe and suitable for the age, experience, ability and physical and psychological conditions of the players.**(10)**
 12. Ensure that players and others involved are suitably prepared for a game
 - Check the players for safe apparel and adornments
 - Ensure player are not under the influence of drugs
 - Check for dealing with injuries (e.g. First Aid box, First Aid officials)
 - Be aware of risk management procedures related to safety and health
 - Be aware of and prepared to manage injury situations **(14)**
 - Show concern and caution towards sick, injured or disabled players. **(13)**
 13. Respect the customs of other cultural groups
 - Especially where issues that may arise when playing
 - When visiting foreign countries or playing against teams from other cultures (11)
 14. Be aware of your important position in the korfball community and do not engage in any activity that could bring you, your squad, or any korfball organisation into disrepute. **(12)**
 15. Support the activities that lead towards gender equality and equity in refereeing (16)

Checksheet K Recognition Procedures



KORFBALL LEVEL1 REFEREE APPLICATION FOR RECOGNITION

This is an application to be awarded a Level1 Certificate.

Name Date of this Application

Mobile/phone No. email

Address

Korfball contact (e.g. club/affiliation)

Names of Mentor and others involved in Verification, their status and contact details

Names	Status (e.g. KALv1Referee)	Contact (email/mobile)

Complete the ***Korfball Referee Verification Section*** below.

1. Forward this Application to NationalTechnicalCoordinator@korfball.org.au
2. Forward the **Administration Fee** of \$20 to be made payable to
Korfball Australia BSB 035-048 Ac.163474
3. Email National Technical Coordinator when you have done this or acknowledge here the date paid.

Process then;

When this Application has been received, the National Technical Coordinator has to check that the verification process was sound.

If so, and the Administration fee has been paid, a recommendation will go to award the certificate to the Korfball Australia Board. Then the certificate will be sent by email or in hard copy for an appropriate presentation, and the KA Database for coaches will be amended to include the applicant.



Korfball Referee Verification Level 1

Module <i>Minimum hours only shown below</i>	Learning	Completion criteria	Verified ready date	Name of person verifying
1. Self Management	Display professionalism, integrity and ethical conduct in your role as an official. Prepare for the requirements of refereeing and how to review your own perfor	Completed the Workbook for the Referee General Principles Course including answering all questions appropriately.		
2. Managing the competition environment	Manage the risks of refereeing in a competition and abide by the legal responsibilities expected of an official.	Has completed the equivalent of a minimum 2 hours discussion of the rules and their interpretation including the referee signals with an appropriately qualified referee.		
3. People management	Use a range of communication strategies to develop effective relationships, minimise conflict, and deal with disputes effectively.	Has completed the Workshop 1 and demonstrated appropriate communication strategies and conflict management in a game situation		
4. Korfball Specific features	Recognising what you need to be aware of when refereeing young people of certain ages. Recognising the importance of referees in the korfball administration environment	Has completed the Workshop 1 and demonstrated competency in dealing with the administration of the refereeing environment including risk management		
5. Korfball Rules Interpretation	The interpretation of the rules in a range of role playing situations.	Has completed and passed the Rules Test for level 1 Referees and attended the Referees Rules Interpretation Workshop. Interprets the rules and use of signals appropriately in the refereeing environment		
6. Refereeing Experience* (minimum 4 games or equivalent)	Competently put into practise aspects of the above modules. Designated a "Probationary Referee"	Observed and assessed by a range of referees and coaches as a competent referee at B Grade level.		

Also append, any assessments (e.g. checksheets of games performance) if verifying referees think necessary.

Checksheet L Referees Log Book



REFEREE LOG BOOK

LEVEL 1

The purpose of referee professional development is to help you maintain and improve your level of refereeing expertise. We believe if you can engage in this you will be more successful with your refereeing and players will enjoy their games more.

To support you, Korfball Australia requires a referee to reach a specified number of points of professional development over a range of activities for each accreditation level. This program of activities also assists those who can help you to focus on ways to support your development.

Activities and points are noted below for each referee level. You have three years in which to complete professional development (PD) requirements.

This Log is to provide evidence of your experience and on-going education. Have separate entries for any courses, workshops, meetings etc. For actual refereeing this can be noted as a single entry with grade, dates and hours. Attach any appropriate refereeing assessment documents if you think they are relevant.

When re-accreditation is due send your completed Referee Log Book to your Korfball State Referee Director or to the National Technical -Coordinator. Check first if there is a Re-Accreditation Fee and if so pay that to the appropriate account.

For further information regarding any aspect of this process or recording your professional development contact your local State / Territory Coaching Director or the National Technical Coordinator at Korfball Australia.

ACTIVITIES TO MAINTAIN ACCREDITATION

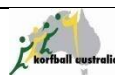
Korfball Australia Refereeing Accreditation is valid for three (3) years. The period starts when a Korfball Australia certificate of accreditation is issued.

KA REFEREE LEVEL 1

PROFESSIONAL DEVELOPMENT CRITERIA

Points to be completed: 40 (Minimum practical component: 20 hours) 1 point = 1 hour unless otherwise designated.

Choose from these activities (only Practical refereeing is compulsory)	Time Commitment Maximum Points that can be claimed for each activity
Practical refereeing (minimum 20 hours)with at least 10% per annum observed/assessed and recorded	30
Attend an accredited First Aid Course	3
National/State/Regional association approved refereeing workshop/meetings (2 points per hour)	10
Referee related course / workshop / seminar conducted by recognised body (eg, State Department Sport & Recreation)	5



Korfball Australia Refereeing Accreditation Framework

REFEREE Log Book of**Professional Development Practical Assessment**

A template for self or assisted evaluation of refereeing

Performance Criteria	Comment
Bearing	
• Clothing, pre-match preparation,	
• Communication; use of signals, use of whistle	
• authority	
Awarding and handling	
• conduct and misconduct	
• time outs and substitutions	
• free pass; re-start; penalties	
recognising	
• state of play	
• defended shots	
• unfair contact	
• running	
• cutting	
Control of contact	
• Accuracy; strictness, dangerous play	
• Correct use of "advantage"	
• Prevention of escalation	
• Awarding penalties	
positioning	
• Closeness to play	
• Positioning adjusted to the needs of the game	
• Speed of movement around court	
Additional points to consider if as Assistant/Line referee	
• Clarity of signals with referee	
•	
•	
Reflection	
• Reflection on own performance	
• Reflection on performance from assessor's comments	

Copies of this template and the Log of Activities can be obtained from your Referee Director. Final record may be kept and presented electronically

