

CONTENTS

Background	2
Identification of Lines and Links	3
The Role of the CCCs	6
Club-School Links	9
School-Club Links	11
Conclusion: An Integrated Cricket Community	12
Appendix 1: School Leavers Database: Cricketers Origins and Destinations	14
Appendix 2: Club-School Links: Starting the Process Checklist	15

EFFECTIVE CLUB-SCHOOL and SCHOOL-CLUB LINKS

BACKGROUND

“Cricket clubs need to recognise the work that goes on in sport in schools, and not just wait for children to leave school and expect them to come and join up. There are so many activities for young people these days, cricket can’t sit back and say “They will come to us”, you’ve got to go out and get them.”

[Kate Hoey, UK Minister for Sport in ‘The Cricketer’, October 2000, p17]

‘Linking young people’s sports activity within school to that of an outside club is now an important part of sports development. By developing collaborative programmes and school/club links there is a greater chance of young people sustaining their interest in sport throughout their adult life.’

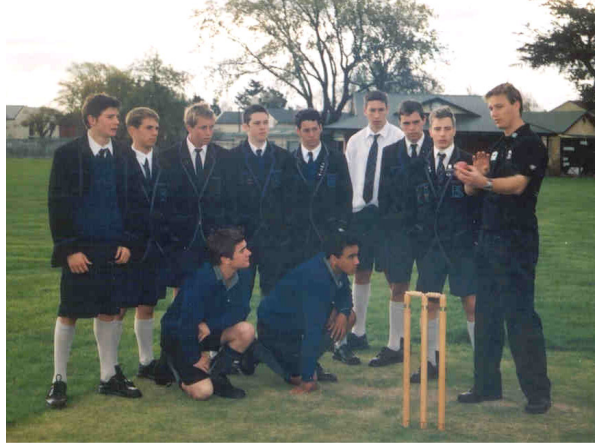
[Staffordshire District Council]

A key aspect of the **COMMUNITY CRICKET INITIATIVES** and a critical task of the **COMMUNITY CRICKET COORDINATORS [CCCs]** is the establishment of effective **LINKS** between schools and clubs within a community* . Preferably these links are natural ones, where there is already an affinity, affiliation, or historical connection between the schools in an area and the local cricket club; or if none exists then a link is identified and fostered by a CCC in the best interest of those involved.

For a variety of mainly social reasons [eg. less teachers prepared to organise and coach cricket teams, more and varied sporting and leisure options for young people, changing employment patterns and work routines for parents, less commitment by families to sports clubs] there is now a greater need for schools, especially secondary schools, and cricket clubs to work cooperatively together to improve their effectiveness in delivering the game and servicing their cricketers. One way of doing this is by secondary schools and cricket clubs developing a rapport and from this a mutually beneficial relationship which ensures the best use of personnel, resources and facilities, and allows young players to make an easy transition from youth to adult sport and continue their involvement in sport for life.

* A community can be defined as a rural area, a town, a suburb or adjoining suburbs, or a cluster of a cricket club and one or more secondary and primary schools in close proximity to one another and/or share a mutual interest, set of values or orientation.

For cricket clubs to have a viable future they must consider as a critical part of their strategic planning the need to develop and implement effective **RECRUITMENT** and **RETENTION STRATEGIES**. In particular, this includes identifying, establishing and fostering **LINKS** with the one or more **FEEDER** or **CONTRIBUTING SECONDARY SCHOOLS** in their community. In this way a cricket club is able to work with a secondary school to support and/or improve its cricket programme, share resources, target prospective players' by providing them with details about the club and its cricket programme, and then encouraging them to join and play for the club. For most this will mean playing for the cricket club when they leave school, in some instances it may mean the cricket club will provide a playing outlet for current school players because their school does not cater for them or cannot provide the appropriate level of competition to match their abilities.



High profile club player talking to keen school cricketers

IDENTIFICATION OF LINES and LINKS

A few cricket clubs in New Zealand have established for a number of reasons a **FORMAL LINK** with one or more secondary schools, others have developed **INFORMAL LINKS**. Many cricket clubs, however, have made no effort to build any links with the schools in their community. Instead of recruiting young cricketers of differing abilities from their local secondary school, they have traditionally just relied on approaching the 'best' players from secondary school first elevens, or expected new players to turn up to the club each season to fill the ranks of their teams. To supplement this some clubs have advertised pre-season in local newspapers for new players, and a few have been pro-active in sending a club official or high profile player to one or more local secondary schools to meet with players in order to promote the value of their cricket club and encourage leavers to come and play for them.

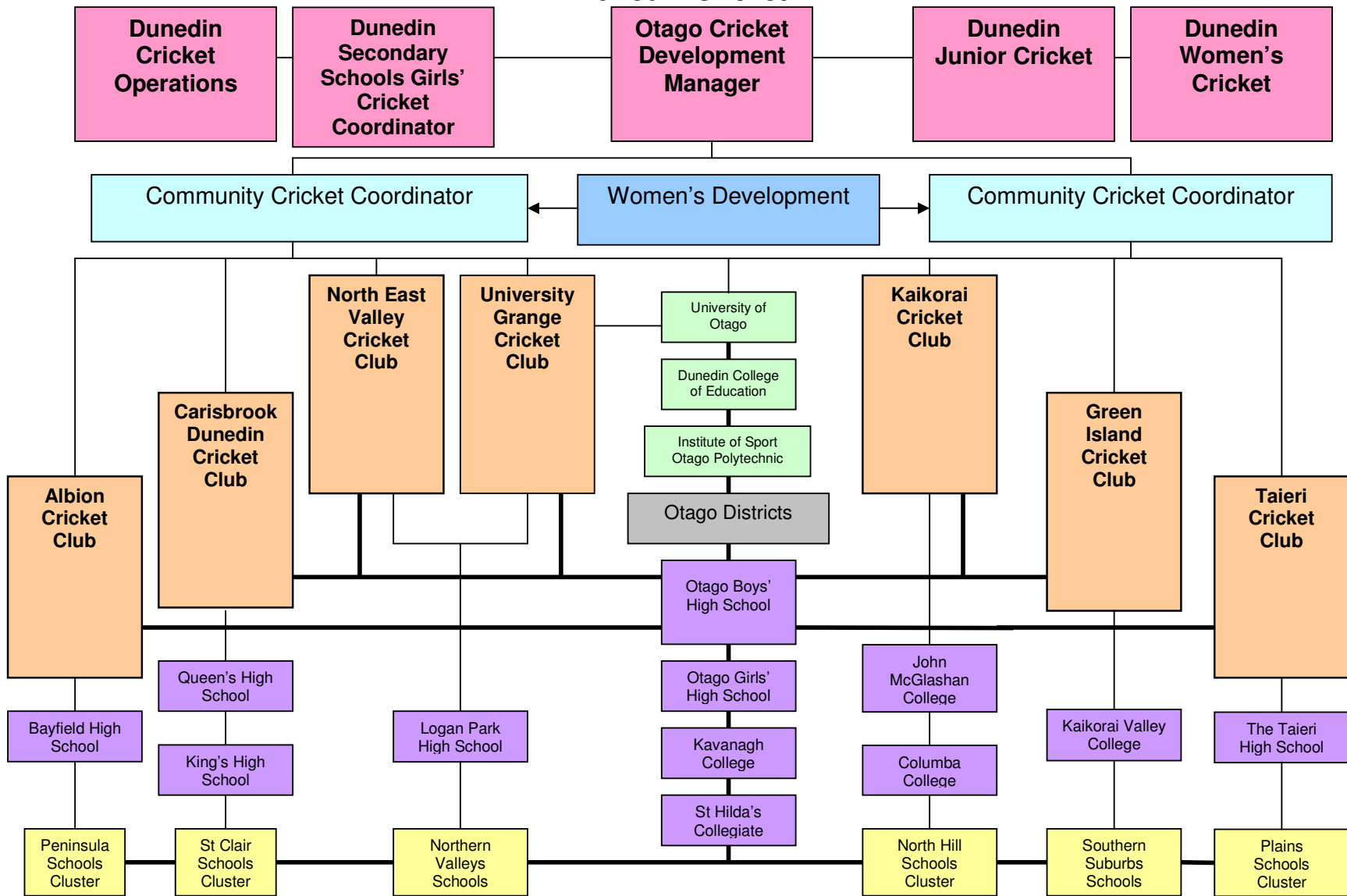
Instead of having this ad hoc system of connecting our cricket clubs and secondary schools together and recruiting players, cricket needs to adopt a more organised procedure for forming linkages between the key levels of the game to ensure that players do not drop out at the transition points. To do this **FORMAL LINKS** between cricket clubs and local secondary schools need to be identified and the relationship developed for the betterment of both the stakeholders and the game, and to ensure that young players are encouraged to move easily between the two and as such are not lost from the sport.

A major task for the CCCs as part of the **COMMUNITY CRICKET INITIATIVES** is to initially meet with cricket clubs and secondary schools and determine what links already exist, if these are appropriate and operational, and how any remaining secondary schools and cricket clubs should be aligned. Once this has been completed a flow diagram showing the appropriate **LINES** can be drawn to clearly illustrate the **CLUSTERS** of schools and cricket clubs within an area [see diagram: 'Community Development Relationships - Dunedin Cricket']. This is a useful way of portraying how a 'cricket community' is structured and should fit together. **

** It should be noted that some secondary schools, especially the major traditional boys' secondary schools, because of the large number of cricketers they continuously supply to a competition, often have links with several cricket clubs, or if they are linked to one cricket club, their players not only feed into that club but also into a number of others in the competition.

Community Cricket Lines and Links

Dunedin Cricket



[Source: Modified from original by Keith Gardner, Development Officer, Otago Cricket Association]

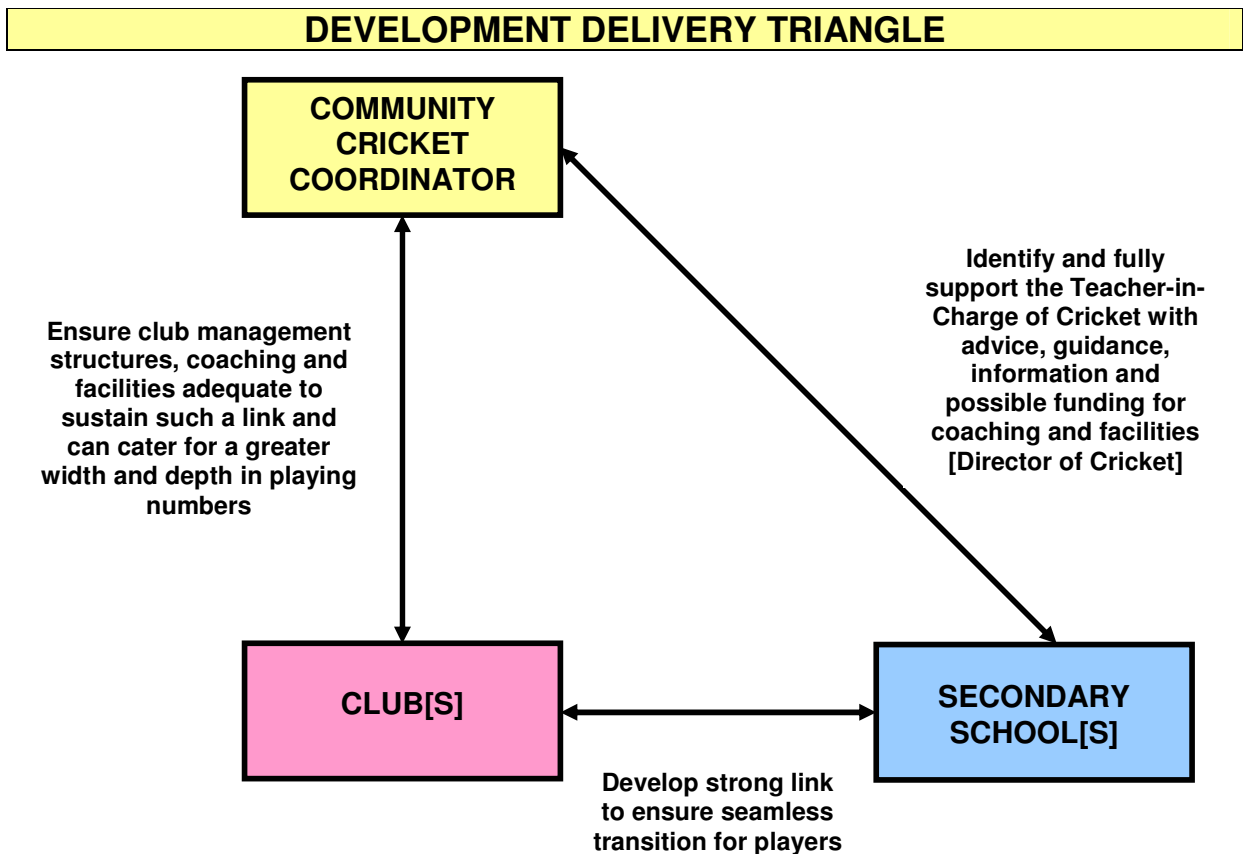
THE ROLE OF THE CCCs

Once these lines have been identified between secondary schools and cricket clubs it is then the role of the CCC in collaboration with key stakeholder personnel to assist:

- **SECONDARY SCHOOLS** ‘begin the process of developing backward linkages to contributing primary and intermediate schools and forward linkages to clubs to promote and grow the game in these schools, encourage the development and exchange of facilities, offer coaching support and provide a seamless transition for young players.’ **[KEY PERFORMANCE INDICATOR]**
- **CRICKET CLUBS** ‘develop backward linkages to contributing primary, intermediate and secondary schools to promote and grow the game in these schools, encourage the development and exchange of facilities, offer coaching support and provide a seamless transition for young players.’ **[KEY PERFORMANCE INDICATOR]**

To achieve these **OUTCOMES** the CCCs need to facilitate the necessary links to create a vibrant **DEVELOPMENT TRIANGLE** between themselves and the local cricket clubs and secondary schools [see diagram: ‘Development Delivery Triangle’]. Initially, this should focus on the cricket clubs to ensure they are in a position to sustain possible flows of players from secondary schools and be able to cater for their different interests and abilities. This includes having the appropriate coaching and support structures for these young players. Critical to this are club personnel with such designated roles as ‘**COACHING COORDINATOR**’ and ‘**LIAISON OFFICER**’. The former to ensure club practices are organised and meet team and player needs, and the latter to liaise with schools in the community and provide support for the entry, orientation and accommodation of new players into the club.

Subsequently, the CCCs need to establish contact with the secondary schools and identify in each a teacher responsible for coordinating cricket [**‘DIRECTOR OF CRICKET’**] in order to familiarise themselves with their cricket programme, determine their needs with respect to organising and running cricket, and to take stock of their facilities.



Finally, the triangle should be completed by the CCCs arranging a meeting between a school's '**DIRECTOR OF CRICKET**' and the club's '**LIAISON OFFICER**' to begin the process of establishing **FORMAL LINKS** to enable the school and the cricket club to join forces in the best interests of the players and the game. For this to happen and be maintained certain factors need to be present:

- **CONTINUITY** – the link once made needs to be fostered by the CCC to ensure it is maintained
- **COMMUNICATION** – must be effective and ongoing between the cricket club and the school with regular joint meetings to review progress
- **QUALITY RESOURCES and EXPERTISE** – whenever these can be brought into the relationship [eg. practice facilities, equipment, funding, coaching] they add real value to the link
- **QUALITY OPPORTUNITIES** – need to be provided by both the cricket club and the school to give young cricketers the best chance to benefit from the connection with the club and to see the club as their potential playing destination beyond school

Key to the CCCs building a meaningful **DEVELOPMENT TRIANGLE** and in doing creating effective relationships between secondary schools and clubs links include:

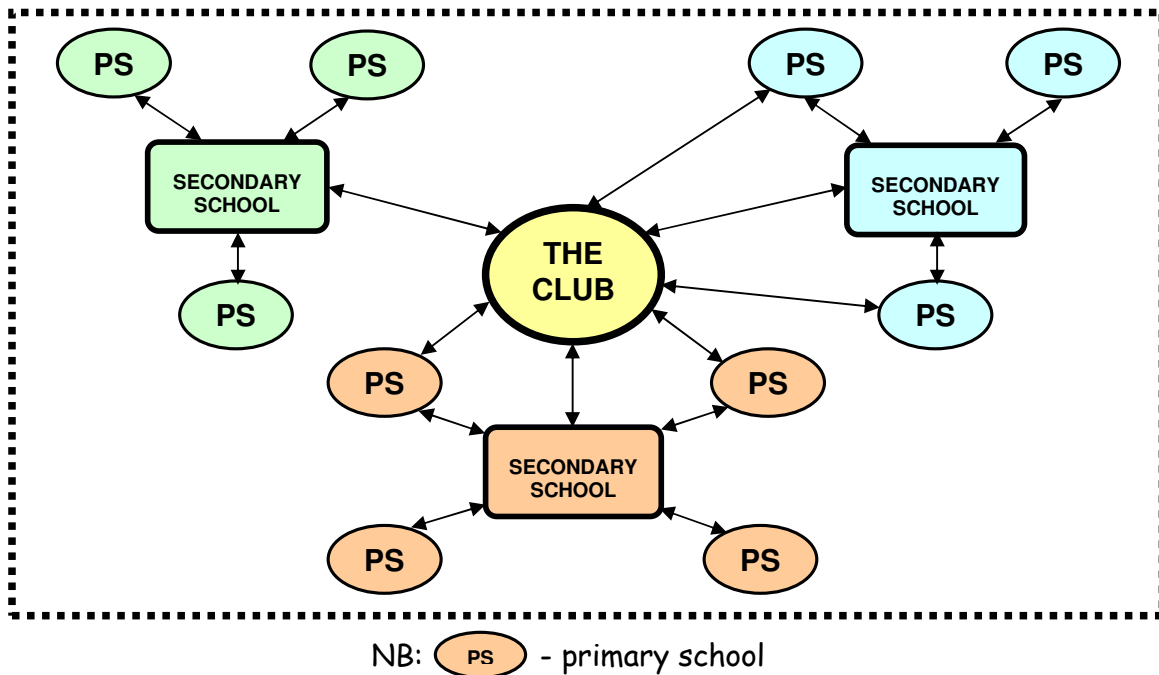
1. CCCs making secondary schools aware of the local cricket clubs within their community and being proactive in introducing the Director of Cricket in each secondary school with the appropriate personnel [eg. Liaison Officer, Coaching Coordinator] within each of the local cricket clubs
2. CCCs running the 'Cricket Leadership Course' within the Year 12 Physical Education course where students can gain 3 credits if they successfully complete the achievement standard 2.7, or with Year 13 students undertaking a sports management course, or with Year 12 or 13 students in a sports option or elective. This can be used to involve club coaching personnel and/or introduce a high profile club player to the students and staff as part of the course
3. CCCs providing secondary schools with Year 8 databases of prospective cricketers and any of their parents keen to be involved in coaching, and to complete databases of Year 13 school leaver cricketers so they can be made available to local cricket clubs [see Appendix 1: School Leavers' Database – Cricketers' Origins And Destinations]

CLUB-SCHOOL LINKS

There are numerous opportunities for **CRICKET CLUBS** as the 'hub' of cricket within a community to involve themselves with local secondary schools to assist with the development of the game and its players, and ensure that these young cricketers have a viable outlet to play the game when they leave school [see diagram: The Cricket Community: The Club as the Hub']. Good club-school links can provide young people with positive experiences, which ensure the pathway from school cricket to involvement in your cricket club is bridged. Successful club-school links have significant benefits for both groups, but are an especially important **RECRUITMENT STRATEGY** for cricket clubs in terms of sustaining and strengthening their membership base. Some possibilities of **CLUB-SCHOOL LINKAGES** include cricket clubs:

1. Developing a close rapport with the Director of Cricket and/or Sports Coordinator within a secondary school [see Appendix 2: Club-School Links: Starting the Process Checklist]
2. Assisting organise and run cricket in a school
3. Adopting and coaching a school team

THE CRICKET COMMUNITY: THE CLUB AS THE HUB



4. Offering schools coaching assistance through either a club coach or coaches, or through your senior players
5. Offering to provide teachers with in-service coaching, especially on how to set up and run effective practices
6. Inviting senior school teams to an occasional practice with your top club teams either using your club facilities and/or at the secondary school
7. Providing schools with access to your cricket club facilities eg. grounds, practice nets, clubrooms
8. Bringing the cricket club to the school by either playing pre-season games against the school or by playing some competition rounds at the school
9. Developing a club run competition afterschool [eg. Super 8s] as a transition step from school to club teams
10. Encouraging secondary school student players to coach and/or umpire juniors within your club. The MILO Have-A-Go Cricket and MILO Kiwi Cricket programmes provide ideal opportunities for this
11. Donating equipment to schools and/or provide information on appropriate equipment and where best to obtain it
12. Getting club personnel and/or high profile club player[s] to visit schools and speak to those students leaving school or to assembly to promote your cricket club and its activities
13. Providing secondary schools with information and background on your cricket club and its personnel including the number and ability levels of your teams, cost of subscriptions, practice times and venues, contact details of club personnel [eg. liaison person, club captain, coaching coordinator]. Try and include a colourful information sheet or flyer summarising the main features of the club that can be displayed on a noticeboard
14. Advertising club events at secondary schools
15. Offering incentives [eg. playing caps or shirts, equipment], awards [eg. trophies, competition prizes] or scholarships to school players
16. Offering a free or attractive subscription for school leavers joining your cricket club, then a variable fee structure for differing ages and teams competing in different levels of competition to encourage ongoing participation by young players leaving school

17. Appointing a liaison person for schools and for new secondary school students joining your cricket club to ensure they are looked after and placed in appropriate teams when they join your ranks
18. Inviting teachers from local secondary schools to play for your cricket club

SCHOOL-CLUB LINKS

The relationship between secondary schools and clubs should be a **MUTUALLY BENEFICIAL** one in which both groups need to be proactive in creating the rapport and maintaining the contact. Undoubtedly the strongest links will be forged around the giving and sharing of information and skills, helping each other and working together. While cricket clubs can provide schools with access to facilities, equipment, competitions and personnel, likewise **SECONDARY SCHOOLS** can also actively foster the connection. The following **SCHOOL-CLUB LINKAGES** can be developed through secondary schools:

1. Fostering the involvement of the local CCC within your school so he/she can provide advice and guidance on facilities and resources, assist with coaching, offer coach education courses, run the 'Cricket Leadership Course', develop a rapport with student cricketers and take an interest in their achievements, complete a database of those players leaving school, and then aid them make a successful transition to a cricket club
2. Holding, displaying and distributing promotional information on all the local cricket clubs giving details of activities, practice times and contact details
3. Providing access to personnel from cricket clubs [eg. liaison officer, club chairman, high profile players] to come to:
 - Address assembly or a gathering of cricketers who will be leaving school and are looking to join a cricket club
 - Assist with coaching teams, individuals or specialist groups
 - Provide coaching assistance to teachers and/or parents
4. Encouraging the cricket club to use your school facilities eg. grounds, practice nets
5. Organising collaborative events or activities with the local cricket club – for example:
 - Pre-season or end-of-season school versus club matches
 - Joint practice sessions for senior school and club teams

- The school to invite the club coach to run a series of coaching sessions at your school for one of the teams or a select group of players [eg. spinners, wicketkeepers]
- The school to arrange with the club for a particular team or group of players to visit the club and have a series of coaching sessions with its club coach

CONCLUSION – AN INTEGRATED CRICKET COMMUNITY

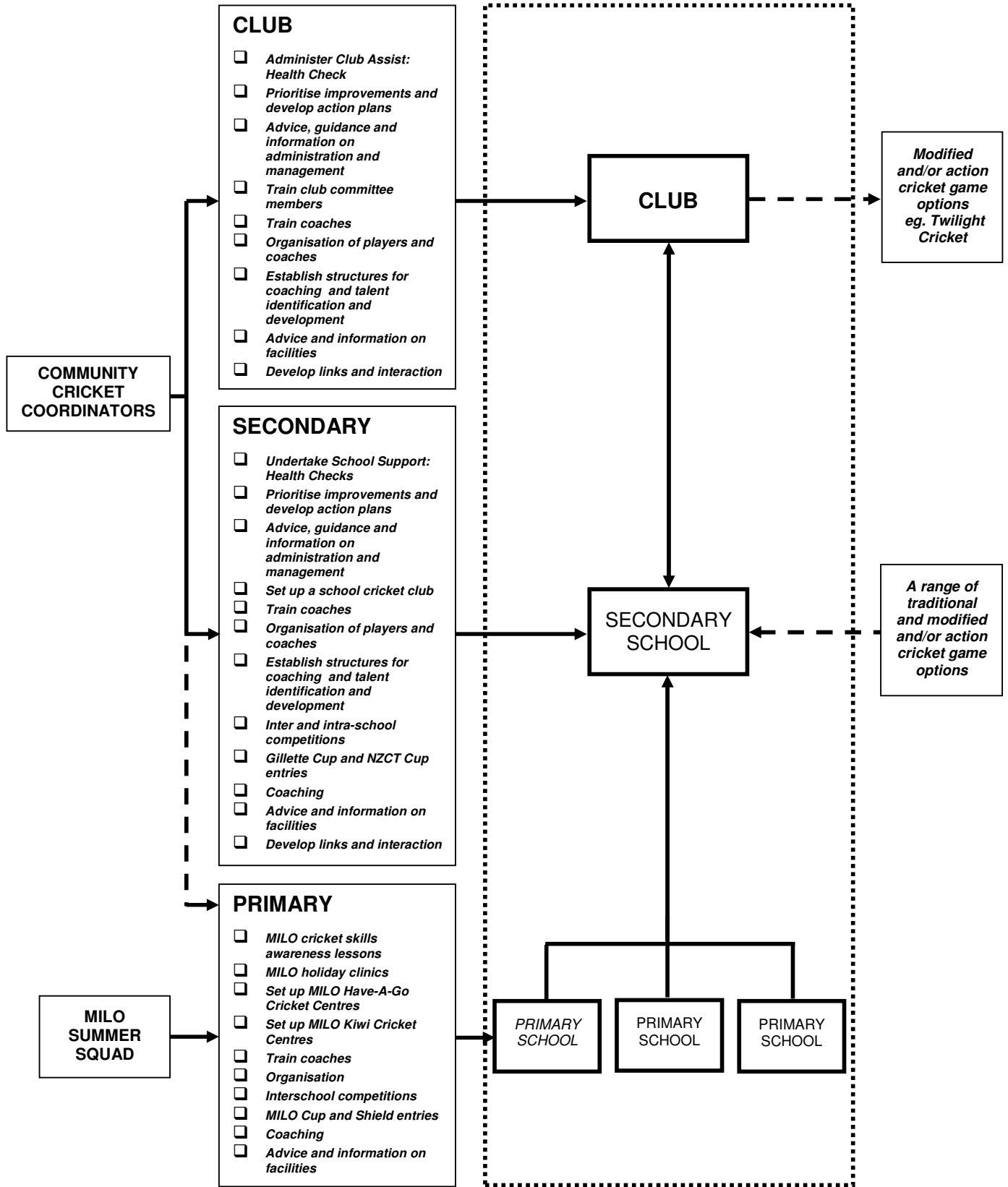
Building viable links between cricket clubs and schools is essentially not only to the long term future of the game, but to the lifelong participation by young people in cricket within the community. The creation and maintenance of such links needs to be an active process with personnel in both cricket clubs and schools taking the time and making an effort to build a rapport in the interest of the game and its participants. A key to this is **COMMUNICATION** between the different levels [primary, secondary, club] of the game not only about their programmes, but more importantly about current players and their parents involved in cricket coaching and/or administration who are moving to the next level. Creating a **DATABASE** of this information that can be passed onto the next level [eg. cricket clubs] is crucial to the smooth transition of players and coaches.

Currently the lack of integration between the levels frequently means that players fall through the cracks because of a lack of interest in, and/or mistrust of, what happens in the other levels. To reduce such player attrition cricket clubs should be, with the assistance of their local CCC, looking to create an effective, **INTEGRATED** cricket structure within their communities [see diagram: 'Community Cricket Links: An Integrated Model']. Such close links, especially between secondary schools and clubs, provide for a seamless transition between school and the cricket club and help ensure that young cricketers stay involved in the sport.

ACKNOWLEDGEMENT

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

COMMUNITY CRICKET LINKS: AN INTEGRATED MODEL



**APPENDIX 1
SCHOOL LEAVERS' DATABASE
CRICKETERS ORIGINS and DESTINATIONS**

PLAYER DETAILS					
NAME	AGE	M/F	ADDRESS	TELEPHONE	SCHOOL

CRICKET PROFILE				
CURRENT TEAM	BATSMAN TYPE	BOWLER TYPE	WICKETKEEPER	REPRESENTATIVE TEAMS

FUTURE PLANS		
PLANS FOR NEXT YEAR [STUDY/CAREER]	POSSIBLE DESTINATION [TOWN/CITY]	POSSIBLE CRICKET CLUB [NAME OF CLUB]

CRICKET CLUB DESTINATION and FOLLOW-UP						
CRICKET CLUB PLACEMENT INSIDE ASSOCIATION [NAME OF CLUB]	FOLLOW-UP CONTACT WITH CRICKET CLUB LIAISON PERSON			CRICKET CLUB PLACEMENT OUTSIDE ASSOCIATION		
	LIAISON PERSON NAME	TELEPHONE	DATE	CDM or CCC NAME	TELEPHONE	DATE

APPENDIX 2

CLUB-SCHOOL LINKS: STARTING THE PROCESS CHECKLIST

The following **CHECKLIST** will assist your cricket club in effectively contacting and developing a relationship with your local secondary school[s]:

- Contact the secondary school to determine the best way to communicate with them and the person responsible for organising and running cricket.

List their details below:

NAME: _____

SCHOOL: _____

ADDRESS: _____

TEL: _____ **FAX:** _____ **EMAIL:** _____

- If appropriate, send cricket club information to the school contact [Director of Cricket], and follow this up with a telephone call
- If appropriate, arrange a meeting with the Director of Cricket to introduce yourself and discuss creating a link between the club and the school. Try and involve your local Community Cricket Coordinator in this meeting to assist facilitate the ongoing process of building the relationship
- If possible, offer to conduct a coaching clinic at the school for players and/or teachers, or arrange for a high profile club player to visit the school and speak to an assembly or group of interested cricketers
- If conducting a coaching clinic or attending an assembly, make sure you demonstrate a professional approach [eg. confirm attendance prior to the session, wear appropriate dress, be prepared, be aware of your presentation and language]