

# The Referee Development Pathway





Have you ever asked:

- *“What do I need to DO to get to the next level?”*
- *“I am supposed to be setting ‘season goals’ but what does that mean?”*
- *“I am running a sub five-minute Bronco. Why am I not yet doing First Grade?”*
- *“Why did that person go up a grade and I didn’t?”*



# Hard work over 12 months



Thanks to the Referee Development Working Group:

Frank Meiklejohn, Julius Ambat,  
Ant Moyes and Mike Eyde

Also thanks to:

**Graham Cooper** Head of Community Match Officials RugbyAU

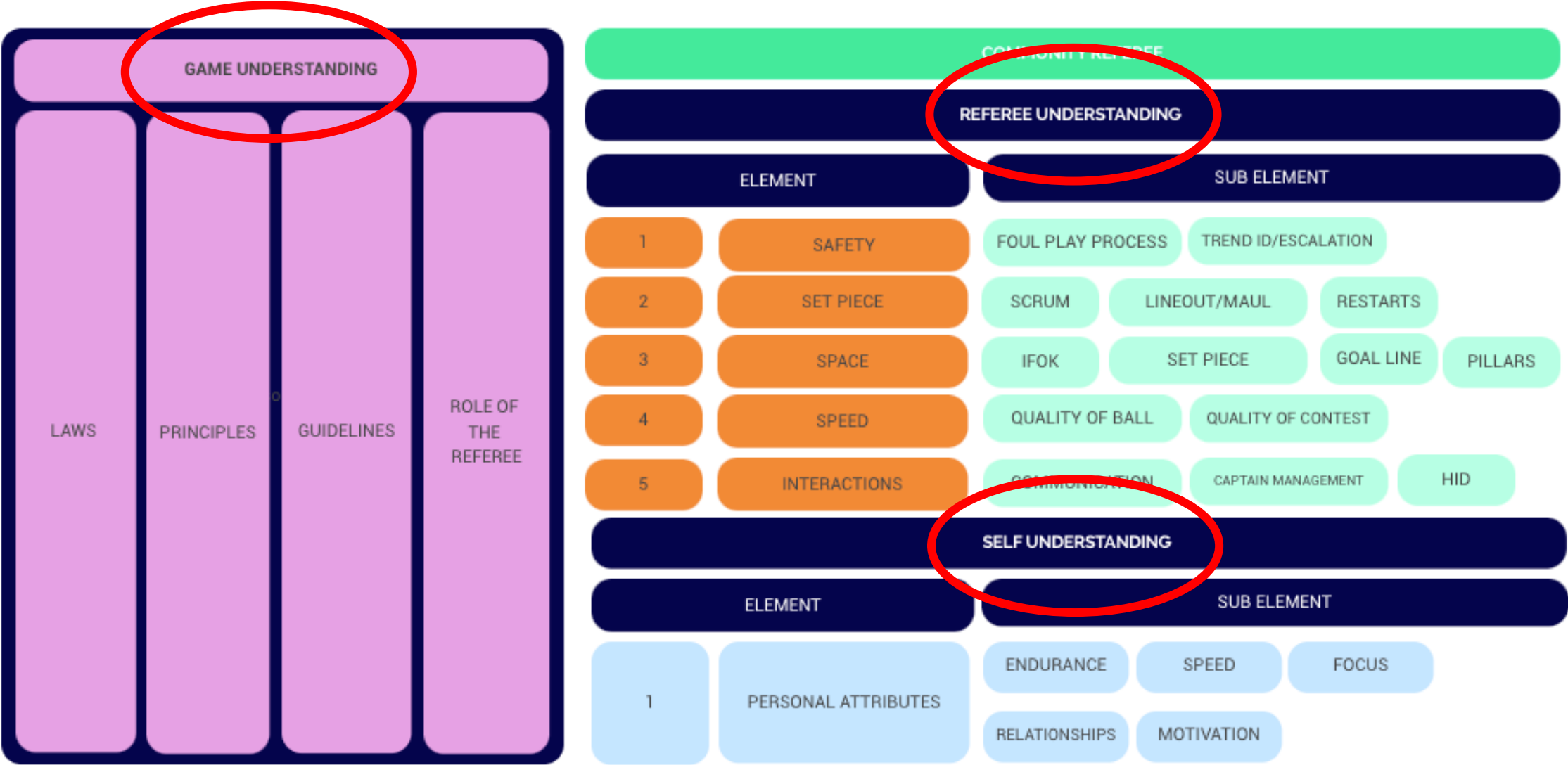
**Rohan Hoffmann** Match Official Workforce Manager RugbyAU

# Remember this?



- **Game Understanding** - Laws, Principles, Guidelines, Role of the Referee
- **Referee Understanding** - Game Play, Player Welfare, Game Management
- **Self-Understanding** - Personal Attributes, Character and Cultural Fit

# Overview of the Framework





A spiral curriculum...  
Each element of  
the framework will  
be revisited with  
increasing levels of  
depth

## *Caution:*

*These should not be read as a set of 'tick box items', but rather as a holistic picture of a typical referee's profile at a particular level within our association.*



| Level title                                 | Typical Grading level                 |
|---|---------------------------------------|
| <b>Novice</b> Level Referee                 | Junior and newly qualified referees   |
| <b>Suburban</b> Level Referees              | Typical grading up to and including F |
| <b>Expanding Performance</b> Level Referees | Typical Grading E->C                  |
| <b>Elevated Performance</b> Referees        | Typical Grading B->A                  |

|                     |  |
|---------------------|--|
| Key elements        |  |
| Laws                | The set rules that regulate the actions and participation in the game. |
| Game Principles     | A set of principles within which the game is played.                   |
| Guidelines          | The structures that provide the ways for different people to interact. |
| Role of the referee | The responsibilities of the referee in application of all the above    |

# What does this mean in practice?



| Novice level referee  | Suburban Performance Level   | Expanding Performance Level  | Elevated Performance Level   |
|---|--|--|--|
| <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"> <li>• Demonstrates basic knowledge associated with Laws of the Game.</li> <li>• Displays basic understanding and application of Law Knowledge.</li> <li>• Demonstrates composure.</li> <li>• Able to describe aspects of game play.</li> </ul> | <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge associated with Laws of the Game and application of Law knowledge through “Whistle, Signal, Talk”.</li> <li>• Demonstrates composure in pressure scenarios.</li> <li>• Reads some aspects of game play.</li> <li>• Can articulate Referee role in some aspects of the game.</li> </ul> | <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and an ability to contextually apply in the Laws of the Game.</li> <li>• Demonstrates composure and control in pressure scenarios.</li> <li>• Demonstrates competence working in a “Team of Three” situations.</li> <li>• Competently reads team’s attack and defence tactics.</li> <li>• Has a developed understanding of role of Referee to key aspects of the game.</li> </ul> | <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"> <li>• Demonstrates a superior knowledge and application, both contextually and consistently, the Laws of the Game.</li> <li>• Maintains a high level of composure and control in pressure scenarios.</li> <li>• Demonstrates competence leading a “Team of Three”.</li> <li>• Demonstrates accomplished game management that is logical and consistent.</li> <li>• Competently reads team intent within a wide variety of contexts.</li> <li>• Has a highly developed understanding of role of Referee in all aspects of the game.</li> </ul> |
|   |  |  |  |

| Suburban Performance Level  | Expanding Performance Level   |
|---|---|
| <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"><li>• Demonstrates sound knowledge associated with Laws...</li><li>• <b>Demonstrates composure in pressure scenarios.</b></li><li>• Reads some aspects of game play..</li></ul> | <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"><li>• Demonstrates thorough knowledge and an ability to contextually apply...</li><li>• <b>Demonstrates composure and control in pressure scenarios.</b></li><li>• Demonstrates competence working in a “Team of Three” situations...</li></ul> |



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|   |  |  |  |



Key elements

Game Play





Player Welfare

Game Management

- Decision Making
- Communication
- Positioning & Transitioning
- Philosophy

# Over to you




| Novice level referee   | Suburban Performance Level   | Expanding Performance Level  | Elevated Performance Level  |
|--|--|--|---|
| <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"> <li>• Basic skills and processes.</li> <li>• Demonstrates basic application of Game management skills and processes.</li> </ul> | <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"> <li>• Straightforward knowledge of skills and processes.</li> <li>• Demonstrates basic application of game management skills and processes. At times reactive to game play.</li> <li>• Some acknowledgement of the context in Game Management processes.</li> </ul> | <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"> <li>• Display  clear understanding and application of processes including an emerging philosophy  within a range of game contexts.</li> <li>• Applies Game management skills and processes in a logical manner. Adapts to game contexts.</li> </ul> | <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"> <li>• Displays detailed understanding and application of processes including own philosophy.</li> <li>• Demonstrates competence in a wide range of game contexts, adapting and reading the game as required.</li> <li>• Competently applies Game  management skills and processes.</li> </ul> |
|  |  |   |   |

| Strands                   |                     | Sub-Strands   |             |              |
|---------------------------|---------------------|---------------|-------------|--------------|
| 1                         | Personal Attributes | Endurance     | Speed       | Focus        |
| 2                         | Character           | Relationships | Resilience  | Motivation   |
| 2a<br>NSWRRRA<br>specific | Cultural Fit        | Leadership    | Team values | 'Gives back' |



# Over to you



| Novice level referee  | Suburban Performance Level  | Expanding Performance Level   | Elevated Performance Level   |
|---|---|---|--|
| <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"> <li>• Demonstrates basic speed and endurance.</li> </ul> | <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"> <li>• Demonstrates basic speed and endurance.</li> <li>• Desirable standard: Kentwell/Barraclough: 5:30 Bronco. Other 1<sup>st</sup> grade 6:00 Bronco.</li> </ul> | <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"> <li>• Demonstrates sound approach to speed, endurance, recovery and nutrition.</li> <li>• Minimum standard of 5:15 Bronco with a growth approach.</li> </ul> | <p>For this area of the Framework a referee at this level will:</p> <ul style="list-style-type: none"> <li>• Demonstrates thorough approach to speed, endurance, recovery and nutrition.</li> <li>• Minimum standard of 5:00 Bronco with a growth approach.</li> </ul> |
|   |   |    |  |

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