

Auckland Hockey

Draft Junior Strategy Submissions Called For from AKH Clubs

Background - late in 2020 a draft strategy was developed internally at AKH with expert help to take into account HNZ and SNZ changes signalled for 2021 and 2022. Earlier this year the draft consisting of a Background document, Recommendations, Proposed Changes for 2021-2022, FAQs and an ages and stages Curriculum was circulated to and discussed with :

1. The AKH Board by Manoj
2. 2020 Junior Coordinators at HPHC, SDHC, WDHC and SHC as a Sample of coordinators by Sandie Mackie.
3. An umpires group consisting of Neil, Howard, Cam Wilson and Bruce Brownsey by Manoj and James
4. A 2021 Junior Coordinators zoom meeting by Sandie, Denise and Manoj
5. The Lead Coaches group by Manoj

Main themes of feedback from the above parties were as follows:

1. Ensure all clubs are consulted with before any finalising of Strategy.
2. Proposed changes agreed with in principle.
3. Proposed changes will be able to be implemented with an education piece for junior umpires.
4. A clear mandate to not have a split season of full and half field hockey for Yr 7-8 but rather 3 options for team entries based on player stages : a) full season of 11 aside b) half /half season of 6 aside and 11 aside and c) full season of 6 aside.
5. Proposed changes agreed with in principle.

The next step for AKH is to request formal written feedback on the Draft Strategy document from AKH Clubs via Presidents by 3rd May. It is our expectation that Club Presidents will collate feedback from Junior Club Captains, Junior Coordinators or Age grade coordinators and Junior and LEAD Coaches in clubs who will be affected in particular by the proposed changes.

Following receipt and consideration of the feedback the Board will finalise and AKH communicate the Junior Strategy by 10th May for implementation in the 2021 or 2022 seasons or across both seasons.

To assist clubs to provide formal written feedback the following documents are attached:

1. Draft Strategy (excl Officials strand of the Age and Stage Curriculum).
2. Background to the AKH Curriculum Document with foreword by Kevin Towns Life Member.
3. Translated articles from overseas - Food for Thought article.
4. Year 7 and 8 Hockey proposal to Junior Coordinators
5. HNZ infographic on Small Sided Games plus SNZ Poster on Changes in Youth Sport
6. Feedback form to use.

Any queries in relation to the Draft Junior Strategy document should be made directly to Manoj by Club Presidents, Lead Coaches or Club Junior Coordinators/age grade coordinators.

Kind Regards
Manoj

Manoj Daji
CEO Auckland Hockey

AKH Youth Development Curriculum
By M Daji CEO

Foreword by Kevin Towns

Many coaches begin with little or no collateral when taking on the task of coaching a team, particularly those who are helping out their daughter's or son's team for the first time. I acknowledge the internet has a plethora of information however putting together something that is relevant to your team (whatever level), the association and club can be extremely difficult. Add to that the confusing dialog used by coaches, there are no standards across the Hockey coaching world something that I found extremely hard to become familiar with as more and more full time (professional!!) coaches emerged international and domestically.

Players deserve a planned and staged approach to their development if they are to progress through the grades to whatever level they look to attain while gaining the maximum enjoyment. Hockey by its very nature is a difficult game requiring; speed, hand eye co-ordination, quick reflexes, fast hands combined with core strength and a game awareness making it a challenge for many. Putting these attributes aside and learning the basic skills and a less complex approach many more players can contribute and gain a tremendous enjoyment from participating.

My congratulations to all involved in creating this very important resource, I am sure there will be many iterations of this framework over time.

It is my belief that this initiative by Auckland Hockey will provide the foundation for many coaches and players leading to higher standards and more importantly enjoyment for our game, Hockey.

Kevin Towns

Background

All good programmes in schools or tertiary institutions or sporting organisations are underpinned by a framework or curriculum that sets out the ages and or stages that key content should be delivered to students or athletes to help their progression to mastery of a subject or sport and at the same time guide the teacher or coach.

Good curriculums have building blocks that allow the teacher or coach to provide students and athletes the ability to recognise the areas they need to develop if they are to improve their mastery of content and progress to the next level.

In addition, teachers or coaches can put their own spin on the delivery of the content as long as key principles or concepts are taught to students and athletes so when they come to applying their mastery of knowledge they are not only proficient but make sound decisions under pressure of a match or examination.

Some of the best ages and stages programmes in sport have come out of the Netherlands and via the Ajax football academy. The legacy of these programmes is far reaching and can be seen in the style of play displayed by many great players and teams including the 1974 Dutch National team, Johan Cruyff, Barcelona FC, the Dutch Men's Hockey teams who won Olympic gold in 1996, 2000 and the World Cup in 1998 and more recently Manchester City FC and the Dutch Women's hockey team who won Olympic Gold in 2008 and 2012. Ajax Football academy always had the goal of developing "total" football players, players that possess attacking, midfield and defensive skills and can play anywhere on a football pitch.

Closer to home, Auckland Hockey teams at the provincial level have been fortunate to have had coaches in the 70s and early 80s who had been schooled in a curriculum or methodology that had been successful and coached by the late Cyril Walter, his great rival the late Ivan Armstrong and at the junior level in Auckland, the late Syd Torkington. Many coaches who had been influenced by these three men went on to become great coaches in their own right at various levels, none more so than Kevin Towns, the former Wellingtonian and National player who used the fuel of non-selection for the 76 Gold medal winning team (he was a non-travelling reserve) to catapult a coaching career that saw him become a three time Olympic coach.

In sport, as in life, old school reinvents itself and becomes the new ideas of the day, a cyclical thing. The most successful sporting organisations adapt these old school principles and concepts to fit a modern context for the benefit of current players. Kiwis are a modest bunch when it comes to sport, generally punching higher than expectation with limited resources over history. An area I believe many sports in NZ have dropped the ball with is the cross-pollination of concepts, ideas and methods from other codes. Take, the ALL Blacks and Rugby in NZ, considered the greatest over a long period of time. How many other sporting codes have sought out their rugby contacts to discuss the reasons and methods for Rugby's success and then tried to adapt the same ideas and methodology for their own sport? Very few I would suggest.

Second, kiwi coaches are generally shy in asking for help, guidance or wisdom and knowledge, perhaps for showing a sign of weakness? The funny thing about this is that there are very few successful sportspeople in the world who aren't willing to share their stories and thoughts on various topics. If we are to be the best we must learn from the best or the teachings of the best.

In developing this curriculum I have tried to gather the best information from many sources over many years and I am highly appreciative of the hours of time given up by respected people in our great game and in NZ Sport and overseas including the likes of Ryan Archibald, Kevin Towns, Warren Birmingham, Ramesh Patel, Peter Daji, Anna Lawrence, Andreu Enrich, Maurits Hendriks, Santi Freixa, Jason McCracken, Shane Mcleod, Dipak Patel, Ant Strachan and the late Syd Torkington. Thank you all.

This document has been a long time coming both in Auckland and in NZ. Infact, HNZ does not have a curriculum of its own at the time of writing.

I dedicate this Curriculum that will serve future generations with the expectation that it will be adapted over time to Kevin Towns, or KT, AKH Life Member, and NZ's only three time Olympic Coach and former NZ Player. Thank you KT, you taught me the best lesson a young coach could ever learn – “ plan, plan and then plan again, not doing so is preparing for a less than positive outcome for the players.”

M Daji QSM

CEO AK Hockey April 2020

AKH Youth Curriculum for Years 1-13

A. Vision

To provide a simple and clear framework and practical resource for coaches to use in developing athletes and providing them with the tools and foundation to reach their personal goals in hockey for life.

B. Key Principles and Concepts

At each stage of a player's development there are key principles and concepts to be imparted, learned and mastered both at the individual and team level. The execution of these principles and concepts requires players to have sound fundamental skills which are embedded into their experiences as young players and form the foundation. In other words, the alphabet and number learning needed for developing the ability to read and write and do mathematics at advanced levels.

These Key Principles and concepts can be divided into the 4 following categories:

1. Attacking with the ball
2. Defending without the ball
3. Transitioning from attack to defense
4. Transitioning from defense to attack.

Attacking with the ball

- First touch
- 3 v 1
- circle within the circle play
- protecting the ball
- draw and pass
- receiving open
- give and go, get ahead of the ball
- guard concept
- left foot highway passing
- vision on the ball
- overload or overlap
- triangle passing
- maintaining possession
- vertical passing
- stick to stick passing
- stick to space passing

Defending without the ball

- Closing down space
- Cover defence
- Pushing up and out
- Ball and player awareness
- Channeling
- Avoiding elimination
- 2 v 1 defence
- Protect the castle
- Intercepting
- Reverse pressure
- Defend in front
- Zonal marking
-

Transitioning from attack to defense

- Pressure after loss
- Anticipation
- Defend in front
- Shortest route back
- Protect the hotline
- Out of congestion and into space
- Find a teammate in space
- Maintain possession
- Width and depth

Transitioning from defense to Attack

- Out of congestion and into space
- Find a teammate in space
- Maintain possession
- Width and depth and height

C. What is the Optimal way to teach the Principles and Concepts?

An observation from European coaches of the way kiwis coach our children would be that we teach our skills in isolation. Eg trapping or receiving statically and repetitively as opposed to practicing the skill as part of a game like scenario and on the move.

There is no way of getting away from the repetition aspect of mastery if we want our players to be truly good at something however the old adage applies that “ practice doesn’t make perfect only perfect practice makes perfect”. Infact, repetition is a good thing if it comes with a certain randomness, variety, technique correction by coaches and progressive element(s).

We can teach concepts and principles and skills in a more dynamic way through the use of small-sided games. These can be via very basic 2v1, 3v 1, 3v 2, 5v5 small games or through more complex small games originating for many codes from the TGFU(Teaching games for understanding) revolution of the early 90s in Physical Education programmes.

Many coaches feel ill-equipped to design effective small sided games. This should not be of concern to development coaches around the world as there is a plethora of resources detailing small sided games for hockey.

Do understand though that the best small sided games for hockey have been designed usually with some or all of the following constraints in mind:

1. Space - shape of field
2. Time – duration, rest and teaching time, time pressure
3. Players – numbers, numerical advantage, dual team players
4. Scoring – goals, points, time
5. Technical – touches, rules
6. Tactical – teaching certain principles or concepts, differing roles, positions.
7. Goals – goalkeepers, numbers of goals
8. Rules – new rules, old rules, no rules
9. Umpiring – self-umpiring, coach umpiring, suspensions, bias.
10. Sensitive – impaired vision, hearing, calling, touch

RESOURCES:

1. Small Sided games by Andreu Enrich from Spain, now an FIH educator, with e-version available online from Amazon ,there are 50 small-sided games you can use depending on which part of the curriculum you are focusing on at a particular session with players or teams.
2. Warren Birmingham and Joe Hanks have developed 12 small sided games in the AKH Development Coaching Booklet.

Activity for coaches:

From the 30 small-sided games worksheets provided list for each game the specific principles and concepts being reinforced under the 4 main categories.

FOOD for THOUGHT - Talent Development – What does the research from Holland say?

In this commentary (with the help of a translator) I provide a summary having reviewed some relevant studies and articles that have been published about Talent Development by the Netherlands Hockey Board (KNHB). The visions and opinions of various experts in Holland evoked an incredible amount of reaction, both on social media and among the articles themselves. I have highlighted in yellow the key points for our NZ context.

M Daji

October 2020

What did the scientific research say?

- **Primary school aged children have less motor skills than 30 years ago.**

It is what many suspected with children playing more on consoles, spending less time outside and longer in parents cars (Vandorpe et al).

- **Most top athletes have played a wide variety of sports.**

For 93% of former Dutch players in the era 1996-2014 specialisation often did not start before 14 and they played at least one other sport growing up (USOC, KNHB).

In the German study by Gullich 78% of the Gold medal winning Mens German Hockey team at London played between 1-3 other sports up to the age of 14.

- **Achieve more in less time**

A high level of coordination can be better achieved by a combination of fewer training hours in different sports and movement forms than more training hours in one sport (Fransen et al).

- **Main Sport and Donor Sport, the Athletic Skills Model (ASM) - Savelsbergh**

ASM is based on broad motor development in different sports, followed by specialisation. An important aspect of the ASM is the donor sport. That is, a sport that supports the athlete to become good at their own main sport. ASM is a model that is being applied consciously or unconsciously in more and more youth training programs. The model suggests young athletes will become better in their main sport through a wider range of fundamental movement skills, with less risk of injuries.

It does not necessarily mean that you do other sports in addition to hockey , but that other sports or forms of exercise (eg Judo, Touch rugby)are incorporated into hockey sessions in which a lot of fun is experienced.

One of the Dutch professors who supports the ASM model designed a left-handed hockey stick as a development tool, because a basketball study had shown that it is good to learn to dribble first with the non-dominant hand, and only after that with the dominant hand, reaching a higher level of skill overall. This has to do with the functioning of the different hemispheres of the brain. The same professor saw that old-fashioned skills such as climbing, scrambling , cycling and even just walking to school are a lot less common than in the past with children spending more time in cars being driven to sports. In one test he noted that children who walk or cycle to school scored better on physical activity than their peers who were dropped off by parents or bused to school.

What does Max Caldas the Dutch National Mens Coach say?

Max believes in broad motor skill development in children, a variety of sports, and development over performance.

“ In my opinion the best hockey players in the Netherlands are mainly the ‘best movers’. I advocate for a broad sports development for youth with multiple sports. This is my experience from Argentina where I grew up and there are mainly multi-sport hub clubs.” He played Basketball, Squash, Padel, Volleyball and went swimming and played hockey from the age of 7. In the summer he played games of 5v5 or 3v3 without coaches , all ages, all sports, boys and girls mixed together, freeplay, not organised sessions. Caldas thinks that there are different ages for every sport when it comes to the appropriate age for specialisation. Another important point for the NZ context. He believes hockey five times a week as a youth player is too one-sided and can be the reason for hockey drop outs during or after secondary school. Also, youth academies should be focused on development not winning. His pet hate is the emphasis on performance in children’s sport. Unfortunately in most parts of the world different sports compete with each other for participants by all playing on the same day. This can be limiting for children. One Dutch club says Caldas does kickboxing and Judo with its youth players, something that he likes. “ Judo has to do with power, pushing and pulling, which happens quite a lot in the circle with Hockey.” In

recent years Caldas has incorporated Rugby and Judo into his National team sessions.

What do two respected Heads of Youth Academies say?

Contrary to the opinions of the KNHB Talent Co-ordinator and the KNHB Club Technical Policy Consultant both Youth Academy Heads believe that you should train three times a week with Under 12s (10-11yr olds). At Den Bosch they have been selecting in the 6-7 year old cohort since the 90s and doing motor skills tests. In addition, Den Bosch believe they are doing the correct amount of training at the junior/youth levels:

Under 8s – once per week

Under 10s – twice per week

10-16 yr olds – three times per week

17-18 yr olds – four times a week for selection/rep teams

They also emphasise quality over quantity evidenced by the under 12s three sessions incorporating other sports.

At Groningen Under 12s must catch up on missed sessions and they believe selection at 12-14 should definitely be made. They understand that each child develops differently from another so they monitor the second teams closely. They unashamedly want to win national championships with the Under 12 first teams!

A great initiative at Groningen going for the last 15 years is free practice available on Monday afternoon (7-11 year olds) and Sunday mornings (up to 16 year olds) with Mondays being just games and Sundays technique training, including lots of hitting, with around 100 children turning up voluntarily.

What is the opinion of the KNHB Club Technical Policy consultant, Billy Bakker's favourite U15 National title winning Youth coach?

Lutger has a clear opinion: "remove the Berlin wall between the selection(first) teams and the other teams." Since 2000 he has coached dozens of clubs throughout Holland. "In the Under 10s, you often see the first and second teams get a good coach while it is a benevolent parent for the thirds and fourths. Parents want their children in the top Under 15s

because they have a coach, psychologist and video analyst and they might train 4 times per week. The second team might only train once per week and if the top team needs a fill in player they are likely to get the player from the top U13 side. So, motivated children in lower teams drop out disappointed. Make the difference between the teams less big. At AHBC we used to stipulate that the coach of the U16s would also coach the second and third teams. The technical coordinator had responsibility to train all of the youngest youth and junior teams.”

Result Goals v Process Goals

Lutger says ideally Youth academies must be about teaching values, helping children to set their own goals and be autonomous, and accept the consequences of their choices. Ask the players what they want to achieve in a given season, it cannot be about brightening up the Coach’s CV but must be about the development of players. Interestingly he asks how will the rest of the season go if the championship (result goal) is out of the picture after a few weeks or days? Or do you still have enough process goals (eg we want to be a team there for each other and helping each other) that you can still achieve together?

Recent Hockey Concerns

Children are not starting a new season fresh and fit like before.

At U10s and U8s players are being selected into A and B teams,etc.

From 12 years onwards we can see children make independent choices and whether they are actually intrinsically motivated.

Why are Clubs selecting so young and over training children?

In Lutger’s opinion : “ I see boards and clubs scared of missing the boat if they don’t play in the top grades, scared they will lose members or worried about attracting sponsorship. Boards need to facilitate the ambitions of the members instead of their own. The goals must be:

1. We have a club where people come together, and we want to be a platform for everyone.
2. What are the values we want to radiate?
3. Challenging the youth to make independent choices.

Too many injuries

Lutger ends with a warning: “injuries are increasing, overuse injuries mainly, but also because children are under too much pressure. If you create an unsafe learning environment with passionate coaches who are mainly there for their own careers and who see becoming a champion as the holy grail, you will also have children who do not think independently but who are mainly performers. They then no longer listen to themselves and cross borders in order to be able to travel with the express train, with all the consequences that entails. Also, we have parents who often project their own past on to their child, often unconsciously, watching practices and placing pressure on them. Sadly, the end result is children who say “ I don’t like this anymore, it’s not fun.”

What does the KNHB Talent Coordinator say?

“ I totally agree with Rob Reckers, 2004 Silver medalist, who thinks some of our Under 11s are training way too much, sometimes five times per week. A ten year old boy or girl must also meet up with friends, play tennis, play football and do homework. He saw many sessions where kids were running shuttles before, during and after training. At one camp he saw a 14 year old with a protein shake after training! An ice cream because they did their best , or a tasty hamburger, I understand not every session, but children copy their role models, so explain to them some things are not intended for them. He advocates for going back to training our kids (under 12) twice a week again with a match on the weekend. If they want more, then play another sport at the park, freeplay, for fun.”

For children training twice and a competition game is the maximum

“ On the one hand children move less, the reaction of some clubs is to train more, on one sport. The children then get better faster but they are overloaded leading to injuries like heel complaints and hamstring injuries in 13 year olds. It is because they are doing too much specific training in one sport at a young age, ultimately developing a narrower range of motor skills. Hockey and Tennis are a fantastic combo but also Hockey and Football, Gymnastics and Judo.”

The Johan Cruyff discussion

“ So we are seeing more burnout around 15 and 16 years of age and kids dropping out, a big shame. How can we do things differently? Johan Cruyff thought that children should learn to play football on the street and in the park. There you develop yourself technically and tactically. I totally agree with that. Unfortunately now we train kids under supervision, deliberate practice. We must get back to children playing (the game is the best teacher or coach), playing makes them better, lots of freeplay where they have space on a field and nothing else, let them play hockey without limitations.”

The role of club and parents

“ Some clubs are imposing obligations on children and parents, for example, children must be available 6 weeks before the first match or they must attend 3 trainings per week, etc. This isn't a good thing. Parents must step in, too much hockey at a really young age (u12) reduces the chance that they will be a lifelong hockey player. Children who call up friends to play outside together, must be encouraged. This is very important for their development. They might play some hockey, but also other sports. Kids who hang around the club all day long on the small fields playing with friends with a smile, that's gold. You get top hockey players from that, not training 5 times per week when you are ten.”

Year 7 and 8 Hockey

Advanced level junior players (those typically having played Hockey since Age 5) are recommended to be placed in teams that will be entered into the Advanced and Experienced 3+ Years grades. These grades will have a full season of 11 aside Hockey.

Intermediate level junior players (those typically having played Hockey since Age 9) are recommended to be placed in teams that will be entered into the Experienced 2-3 years grades. These grades will have a split season of 6 aside Hockey (4 weeks) and 11 aside Hockey (10 weeks).

Development level junior players (those starting at Age 10-12) are recommended to be placed in teams that will be entered into the Development 1-2 years grades. These grades will have a split season of 6 aside Hockey (5 weeks) and 11 aside Hockey (9 weeks).

Beginner Level junior players (those new to hockey or may have been playing for 1 year) are recommended to be placed in teams that will be entered in the Beginner 6 aside grades. These grades will have a full season of 6 aside hockey.

It is important to note that all Hockey underneath the Yr 7-8 level at AKH is already played under Small Sided games (SSG) formats (either 6v6, 5v5, etc) on half, quarter or one eighth size hockey pitches. The SSG formats are considered by Auckland Hockey to be a great developmental tool for players at the **U11** age group and below. The rationale for these SSG formats is supported by HNZ and the infographic attached.

It should be noted however, that the NSW study referenced in the HNZ infographic has not resulted in Yr 7 and 8 club competitions in the long term being changed to half field hockey formats. Infact, in both the 2021 NSW State U13 Championships and 2021 Aus National U13 Carnival the 11 aside format will be played.

However, AKH's considered research by experts, and evidence from our Global Scan mentioned above, suggested to us that many of our Year 7 and 8 players in the city are ready to play and indeed look forward to playing 11 aside full field hockey, especially if they have been playing since the age of 5.

While HNZ ask that all Associations look to transition to only half field SSG formats from 11 aside Hockey for this age group in 2021 and all associations align by 2022, we are confident that our "non one size fits all approach" is genuinely better for our junior stakeholders, many of whom will progress to Youth and Secondary School 11 aside Hockey in Year 9. In addition, we feel validated by our approach being that applied in five of the world's elite Hockey nations including World Numbers 1 and 2, Belgium, Holland and Australia.

We are happy to know that our changes also align with our Representative offerings in the U13 age group space in a post Covid environment where **all** of our U13 and U15 Rep stakeholders will have opportunities ranging from SSG formats to 11 aside exchanges in both New Zealand and overseas.

As is good practice our 2021 proposed changes for year 7 and 8s will be reviewed at the end of the season in preparation for 2022.

Manoj Daji
CEO Auckland Hockey

THE BENEFITS OF

SMALL SIDED GAMES

SMALL SIDED GAMES VS TRADITIONAL FULL FIELD GAMES

2X

MORE METRES RUN

5X

MORE GOAL SHOTS

4X

MORE GOALS SCORED

4.5X

MORE PASSES MADE

4.5X

MORE PLAYER TOUCHES

* NEW Small Sided Games study

GAME

AWARE

ENGAGE

= ENJOY

Players are more involved because; the structure encourages more decision making.

They get more touches & they run more!

► ESSENTIAL SKILL DEVELOPMENT

- Passing
- Receiving
- Leading into space
- Recognising space & opportunities

► BENEFITS OF SMALL FIELDS

- 1 Coaching made easier with positioning and structure
- 2 Help children develop a:
 - Give & Go Assist methodology
 - Strong foundation for full-field game
 - Positive style of play



For further information visit hockeynz.co.nz/about-us/hockey-is-changing

WAS IT BEING WRITTEN OFF TOO EARLY?

*Some kids take time to shine.
Don't let them walk away too soon.*



**KEEP UP WITH
THE PLAY**

**YOUTH SPORT IS CHANGING.
THE THINKING IS CHANGING.**

KeepUpWithThePlay.org.nz



**SPORT
NEW ZEALAND
IHI AOTEAROA**

WAS IT BEING EXPECTED TO PLAY LIKE PROFESSIONALS?

*Asking too much can
push kids out of sport.*



**KEEP UP WITH
THE PLAY**

**YOUTH SPORT IS CHANGING.
THE THINKING IS CHANGING.**

KeepUpwithThePlay.org.nz



— WAS IT — SPECIALISING IN ONE SPORT TOO SOON?

*Specialising limits their development.
That's when kids walk away.*



**KEEP UP WITH
THE PLAY**

**YOUTH SPORT IS CHANGING.
THE THINKING IS CHANGING.**

KeepUpWithThePlay.org.nz



**SPORT
NEW ZEALAND
IHI AOTEAROA**

— WAS IT — BELIEVING YOU HAVE TO BE IN THE TOP TEAM?

*Whatever their level, kids who
aren't encouraged drop out.*



**KEEP UP WITH
THE PLAY**

**YOUTH SPORT IS CHANGING.
THE THINKING IS CHANGING.**

KeepUpWithThePlay.org.nz



**SPORT
NEW ZEALAND
IHI AOTEAROA**

WAS IT TOO MANY PRACTICES A WEEK?

*Overtraining can burn them out.
That's when kids quit the game.*



**KEEP UP WITH
THE PLAY**

**YOUTH SPORT IS CHANGING.
THE THINKING IS CHANGING.**

KeepUpwithThePlay.org.nz



AKH Club Feedback Form – re Draft Junior Strategy 2023

This form should be attached and sent to ceo@akhockey.org.nz no later than 5pm on 3rd May by Club Presidents.

Person completing this form: _____

On behalf of club: _____

This form takes into account the views of which club stakeholders: President/Committee Members/ Junior Coaches/ Junior Players/Lead Coaches. Please circle as many as you like.

1. Use this section to comment, provide feedback or endorse the **recommendations listed in the Draft Strategy document:**

2. Use this section to comment, provide feedback or endorse the **proposed changes for 2021-2022 listed in the Draft Strategy document:**

3. Use this section to comment, provide feedback or endorse the **AKH Curriculum (with officials strand to be added) document, and its background document.**

4. Use this section to ask **questions outside those in the FAQs.**

5. Use this section to comment on or ask **questions about the translated articles from Holland.**

6. Use this section to ask further questions about the proposed model for Year 7 and 8 Hockey competitions this year.

7. Use this section to comment or ask any questions about the HNZ Small Sided game infographic and SNZ posters.

8. Any further comments:

9. Our club's preference is for the proposed changes to be implemented in 2021/ 2022 / or across both seasons. (please highlight or circle)

Thank you for your feedback.
Auckland Hockey