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School-Community Links : Taking Cricket in Sport Education Beyond Bell Times

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SCHOOL-COMMUNITY LINKS: TAKING CRICKET IN SPORT EDUCATION BEYOND BELL TIMES

by

Adrian Lister

A thesis submitted in partial fulfillment of the requirements of the award of:

Bachelor of Education with Honours

In the
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School of Education
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Mount Lawley Campus
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USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.

ABSTRACT

The aim of this study is to provide an in-depth analysis of several schools and their attempts to forge school-community links with local clubs during a season of SEPEP Cricket. This research complements ongoing research of the SEPEP curriculum model by focusing on the type of school-community links possible during a season of SEPEP Cricket.

Teachers suggested a range of school-community link strategies that sought to increase the participation of students in community sporting programs through links developed with school sport and physical education programs. Adopting quantitative and qualitative research methods, mainly survey and interview data collection procedures, the perceptions of teachers, students and development officers concerning SEPEP Cricket and the development of school-community links were investigated.

The major findings revealed that teachers, students and development officers believed that school-community links strategies implemented have, in conjunction with the SEPEP Cricket season, produced superior educational outcomes for students when compared with a traditional physical education program. Teachers were found to have high levels of experience teaching, coaching and playing cricket that allowed them to make successful links with clubs, and development officers viewed their role to be one of support and guidance. In conclusion, the key influences which foster school-community links and take physical education beyond bell times were discussed with

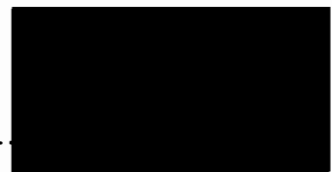
recommendations made to improve the delivery and access of young people to community cricket through SEPEP and school-community links.

DECLARATION

I certify that this thesis does not to the best of my knowledge and belief:

- (i) incorporate without acknowledgement any material previously submitted for a degree or a diploma in any institution of higher education;
- (ii) contain any material previously published or written by another person except where due reference is made in the text.

Signature ...



Date 19. 2. 2001

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TABLE OF CONTENTS

	Page
Use of theses	i
Abstract	ii
Declaration	iv
Acknowledgements	v
Table of contents	vi
List of tables	xii
List of figures	xiv
List of appendices	xiv
CHAPTER 1: INTRODUCTION TO THE STUDY	1
Background	1
National context for physical education and physical activity	2
Sport in physical education programs	4
Sport Education in Physical Education Program (SEPEP)	6
Community based sport and the rise of sport education	8
ACB SEPEP Cricket Project	11
Executive Summary – Phase I	13
SEPEP Cricket	13
School-community links	13
Executive Summary – Phase II	14
SEPEP Cricket	14
School-community links	14

Statement of the problem	16
Aims of the study	17
Research questions	18
Summary	19
CHAPTER 2: LITERATURE REVIEW	20
Physical education in Australian schools	20
Adolescents and sport	21
Current trends in adolescent sports participation	22
Research in sport education	24
School-community links	28
Summary	36
CHAPTER 3: CONCEPTUAL FRAMEWORK	37
Introduction	37
Key variables and concepts: The sport and PE interface	38
Summary	43
CHAPTER 4: METHODOLOGY	44
Research design	44
Project participants	45
Data collection procedures	46
Design of instruments	49
Timeline for data collection and analysis	50
Trustworthiness of data	52
Ethics approval	53

Summary	53
CHAPTER 5: FINDINGS	54
ACB SEPEP Cricket Project Participating Schools Phase III	55
Teachers, students and development officers	56
Teachers and SEPEP Cricket	58
Teachers cricket characteristics	58
Teaching cricket and SEPEP in schools	60
Teachers plans for SEPEP Phase III	62
Links chosen by teachers	65
Cluster schools and clubs	65
Teachers as link focus	66
Links for girls	66
Student links	67
Super 8's school competition	68
Development officer links	68
Cross-curricular links	69
Other links	69
Teachers' perceptions of students and SEPEP	70
Resources	72
Teachers' plans for development officers	73
Development officers and SEPEP Cricket	76
Involvement with SEPEP schools	76
Development officers: requests and issues raised by teachers	77

Students and SEPEP Cricket	79
Students characteristics	79
Student perceptions of SEPEP Cricket	80
SEPEP student roles	82
Students and school-community links	83
Summary of student perceptions	88
Teacher stories	88
Mr. Waugh	89
Mr. Taylor	91
Mr. Border	94
Mr. Hughes	95
Mr. Chappell	97
Mr. Simpson	100
Mr. Gilchrist	101
Mr. Hassett	103
Mr. Lawry	106
Mr. Yallop and Mr. Warne	109
Summary of teachers' stories	114
Development officer stories	116
Mr. Jones	116
Ms. Goss	119
Mr. Lillee	121
Mr. Hookes	123

Mr. Boon	125
Mr. Healy	128
Summary of development officer stories	130
Summary	131
CHAPTER SIX: DISCUSSION	132
Understanding school-community links	132
School-community links strategies for cricket	134
Successful school-community link strategies	138
Factors effecting school-community links	140
Teacher perceptions	142
Development officer perceptions	145
Student perceptions	148
Perceptions of SEPEP	149
The sport and physical education interface	153
Summary	157
CHAPTER SEVEN: CONCLUSIONS AND RECOMMENDATIONS	158
SEPEP Cricket and school-community links	158
Research questions	164
Research question one	164
Research question two	164
Limitations of the study	165
Issues and future considerations	165
Recommendations	167

Recommendation 1	167
Recommendation 2	168
Recommendation 3	169
Recommendation 4	170
Recommendation 5	171
Recommendation 6	172
Recommendation 7	173
Suggestions for further research	174
Summary	175
REFERENCES	177
APPENDICES	181
Appendix 1: Guidelines for school-community links	181
Appendix 2: Statement of disclosure	186
Appendix 3: Letter of consent	187
Appendix 4: Interview transcript - teachers	188
Appendix 5: Interview transcript - development officers	190
Appendix 6: Teacher survey 1	191
Appendix 7: Teacher survey 2	196
Appendix 8: Student survey 1	201
Appendix 9: Student survey 2	203
Appendix 10: Development officer log book	208

LIST OF TABLES

Table	Page
1. Teacher and school participation by state and setting	56
2. Students by year group breakdown and school setting	57
3. Teachers cricket playing and cricket coaching experience	59
4. Cricket offerings in whole school programs	61
5. SEPEP seasons previously taught by teachers	61
6. Length of SEPEP Cricket season	62
7. Teacher intentions for SEPEP Cricket in 1999	63
8. Phase III schools and school-community links focus	63
9. Teacher use of community club during SEPEP Cricket season	65
10. Students are responding positively to the following SEPEP characteristics	70
11. Teacher feelings on student response to SEPEP Cricket	70
12. SEPEP develops better learning outcomes than traditional PE	71
13. Teachers like the following about the SEPEP Cricket season	71
14. Teachers and use of cricket resources	72
15. Intended use of development officer during 1999 SEPEP Cricket season	74
16. Teacher plans for the development officer to visit SEPEP class	74
17. Teacher use of the development officer during the SEPEP Cricket season	75

18. Teacher contact with the development officer during the SEPEP Cricket season	75
19. Purpose of visits during the SEPEP season	77
20. Duration of school visits	77
21. Types and frequency of teachers cricket queries	78
22. Issues/concerns raised by teachers	78
23. Students SEPEP experience (percent)	79
24. Student cricket experience	80
25. Students perceptions regarding PE and cricket before and after the SEPEP (percent)	81
26. Students like PE and SEPEP (percent)	82
27. SEPEP cricket characteristics (percent)	82
28. SEPEP student roles during SEPEP Cricket season	83
29. My class had contact with the local community club (percent)	84
30. Students liked the contact with local clubs during the SEPEP Cricket season (percent)	84
31. I like school-community links because (percent)	85
32. Students indicated they would play interschool cricket/community club cricket (percent)	85
33. Students would like to perform the following roles in a school cricket/community club cricket competition (percent)	86

34. How important are the following in preventing you from playing in a community cricket club (percent)	87
35. Student perception of school-community links promotions within the school (percent)	87

LIST OF FIGURES

Figures

1. The Conceptual Framework for the Study: The sport and PE interface	38
2. School-community link strategies for SEPEP cricket.	135

LIST OF APPENDICES

Appendices

1. Guidelines for school-community links	181
2. Statement of disclosure	186
3. Letter of consent	187
4. Interview transcript – teachers	188
5. Interview transcript – development officers	190
6. Teacher survey 1	191
7. Teacher survey 2	196
8. Student survey 1	201
9. Student survey 2	203
10. Development officer log book	208

CHAPTER 1: INTRODUCTION TO THE STUDY

Background

The partnership that exists between sport and physical education has long been heralded as one that is mutually beneficial to both parties, however it has failed to live up to expectations. Sport and physical education as educational partners have many similarities. When working in partnership, they can deliver programs that will increase the opportunities for young people to pursue active and healthy lifestyles.

Shenton (1996, p17) quotes directly from a report compiled by the Officer of Her Majesty's Chief Inspector of Schools in her introduction:

Beyond the school lies a plethora of choice of club and leisure services activity, some of it recreational and some providing high level coaching. At present it does not interrelate well with that provided in schools. Only a clearer local and regional mapping of what is on offer, and a better coordination of both information and provision, will allow young people to find their way through the maze. Good schools make an effort to guide pupils into further opportunity at their level of expertise, but not all schools feel that this is their prime function. If talent is to be nurtured and developed as fully as young athletes deserve, ways must be found to ensure that the transition is smooth and the path open.

If a true partnership is to be developed between physical education and sport then both partners will need to show a sense of cooperation, mutual respect and an understanding of how each can assist the other. Shenton (1996) believes rather than debating the merits of each other's skills or abilities, that physical education and sport can move into the 21st century working together, ensuring the education of our young people to a lifelong involvement in physical activity through fostering successful partnerships.

National context for physical education and physical activity

The last decade has seen an unprecedented change in the way education and its delivery is viewed in Australia, both at federal and state levels. The focus has shifted from an objectives based approach to an outcomes based approach to education, as recommended by the Australian Education Council (1989). Following on from the emergence of the national curriculum is the Finn Review (1991) and the Mayer Report (1992). These reports were essentially driven by the notion that all sectors of Australian society should contribute to the “economic productivity” of the nation (Alexander, Taggart & Thorpe, 1995, p4). A number of key competencies were outlined that ensured schools focussed their efforts on providing learning environments commensurate with developing in all school leavers these key competencies (Alexander et al., 1995).

In 1991 a national conference was held at Deakin University addressing the “crisis in Australian school physical education”, where primary and secondary teachers, teacher educators and administrators from around Australia were invited to gather and to offer their critiques (Tinning and Fitzclarence, 1992, p287). The following year a Senate Inquiry released the Crowley Report (1992), which investigated the position of physical education and sport in schools. This inquiry was complemented by further inquiries (Moneghetti, 1993; House, 1994) into the role of physical education in schools in Victoria and Western Australia (Alexander et al., 1995).

The inquiries specifically sought to offer recommendations as to the delivery of quality physical education and sporting experiences for the future. The subsequent reports were based on the submissions from key stakeholders such as teachers,

schools, parents, universities, community groups and associated sporting organizations with an overall focus on meeting the needs of students in our school system in today's postmodern society. The inquiries were conducted with an awareness that the needs and interests of today's children and adolescents in terms of physical education and sport had changed (Tinning & Fitzclarence, 1992; Locke, 1992) and continue to do so at a rapid rate (Carlson, 1995; Alexander et al., 1995; Roberts, 1996; Taggart & Sharp, 1997).

The reports and recent research findings require all physical education teachers to reflect and reassess what adolescents like about physical education and sport in developing and implementing meaningful programs. Without this information and appropriate changes to programs and pedagogies the aim of physical education teachers to develop lifelong physical activity in individuals will be difficult to achieve.

The face of education in Western Australian schools reflects the national position and is currently undergoing a significant transition, where the focus of education has shifted from an objectives based approach of Unit Curriculum (Education Department of Western Australia, 1986) to an outcomes based approach (Curriculum Council of WA, 1998). With national curriculum change as the driving force in this transition, teachers now find themselves in the position where they are being called on to initiate programs and pedagogies that ensure all students achieve the specified outcomes. Outcomes that are now much broader and lifeskill related (eg interpersonal skills and self-management skills that highlight communication and decision-making) now

complement the objectives of motor skill and fitness that were the key elements of the 1986 Unit Curriculum.

In developing a Curriculum Framework for use in Western Australian schools, the Curriculum Council of WA, the Education Department and teachers are now examining, engaging and experimenting with the Curriculum Framework (Curriculum Council of WA, 1998) to conceptualise the impact of an outcomes based approach to education and the effect on the quality of physical education experiences currently offered within both the HPELA and the whole school curriculum. By 2004 schools and teachers will need to implement fully the Curriculum Framework and have programs in place that facilitate student achievement in outcomes based education.

Sport in physical education programs

Daryl Siedentop first introduced sport education to Australia in 1982 at an international conference on Sport, Physical Education, Recreation and Dance that coincided with the holding of the Commonwealth Games in Brisbane. The sport education model was proposed as an alternative to the dominant multi-activity model that permeated most physical education settings (Siedentop, 1982).

In his address, Siedentop (1982) reported that physical education was failing to meet the needs of students by presenting short, irrelevant units of physical education that were teacher directed and consisted mainly of skills and drills, that was in effect “divorcing sport from the way it’s experienced in the community” producing inferior outcomes than that thought possible (Alexander et al., 1995).

The sport education model since Siedentop's initial address has been refined and developed and ongoing research into the model and its characteristics continues. Siedentop, Mand and Taggart (1986) proposed a series of curriculum models that they believed physical education teachers could use in developing quality physical education programs. Models proposed by Siedentop et al. (1986) included the fitness model, the concepts model and the adventure model, and the first full description of the sport education model. It was suggested that a quality physical education program could then be developed through the use of one curriculum model or by the use of a number of models in operation together.

Bevan Grant (1992) in New Zealand conducted further research into the sport education model. His research investigated the integration of sport into the physical education curriculum and reported on teachers' work with the sport education model in providing quality physical education experiences. Grant found that much success was had with large numbers of secondary schools scheduling sport education as part of the PE curriculum.

By 1992 the success of sport education in New Zealand and the Senate Inquiry into physical education and sport laid the foundation for a national trial of the sport education in physical education model in Australia. This trial was specifically designed to allow teachers to explore the sport education concept (Medland, Thorpe, Alexander & Taggart, 1995) and professional development support in the form of workshops was offered to teachers participating in the trial. Based mainly on the prior work of teachers in New Zealand with the sport education model, the Sport and Physical Activity Research Centre (SPARC) at Edith Cowan University conducted

systematic research that sought to firmly entrench the position of sport education in physical education programs.

Subsequent trials of the sport education model at a national and state level throughout Australia by SPARC have proven to be successful and a resource was developed titled Sport Education in Physical Education Program (SEPEP; Alexander, Taggart, Medland & Thorpe, 1995). The increased recognition, by both sporting providers and schools given to sport education as a curriculum model that focuses on student centred learning approaches in developing outcomes, as outlined in national curriculum documents, may even be greater in years to come with Australia's hosting of the year 2000 Sydney Olympic Games, and an anticipated and hoped for flow on of support and commitment to the status of sport and sport education in this country (Evans, 1993).

Sport Education in Physical Education Program (SEPEP)

SEPEP is a student centred learning approach that is an attempt to deliver sport in schools much the same way it is experienced in the wider community. Characteristics of SEPEP that differentiate it from the other traditional physical education multi-activity programs are:

1. An extended unit/season;
2. Teachers and students share managerial and instructional duties;
3. Students play on matched, mixed ability teams in a formal competition;
4. Records are kept and publicised;
5. Additional student roles to that of player;
6. Modified games and rules; and

7. A festive end of season event.

(Alexander et al., 1995, p4)

Alexander et al. (1995) with the development of the Sport Education in Physical Education Program (SEPEP) curriculum model have provided teachers with a viable alternative to the multi-activity model. SEPEP recognises that the best way to teach sport in PE is to present the learning experiences in such a way that they resemble the same processes of sport found within the community (Siedentop, 1998; Alexander, Taggart & Luckman, 1998; Hastie, 1998). Outcomes in skills for physical activity, knowledge and understandings, interpersonal skills, self-management skills and attitudes and values are achieved in such a way with SEPEP that it "...captured the imagination and interest of students." (O'Sullivan, Siedentop & Tannehill, 1994, p428).

Unlike the multi-activity model which is typical of unit curriculum, sport education is able to produce achievement in the five major learning outcomes in HPELA, as the model uses a student-centred approach to learning that parallels the philosophy that underpins an outcomes based approach to education (Siedentop, 1998; Alexander et al., 1998; Hastie, 1998). The SEPEP model also recognises the importance of establishing school-community links that allow students to effectively move between school and community sporting programs and at the same time produce in students the major learning outcomes as specified in the national curriculum (Alexander et al., 1995; Alexander et al., 1998; Taggart & Cameron, 1998). Further recognition is given to the way junior sport is experienced in the community as SEPEP, through the use of modified games, structures the season to cater for evenly mixed and matched

teams, student and duty team roles including coaching, umpiring and scoring aspects. There are four specific aims related to SEPEP and the implementation of school-community links which are:

1. Students become aware of the community facilities and competitions;
2. Community, club and sport development officers are aware of the school programs;
3. Students would be capable of occupying positions in community sporting clubs; and
4. Students are encouraged to become involved in sport for life.

(Alexander et al., 1995, p4)

Research conducted into SEPEP regarding implementation of the model has pointed to the role certain organizations and their staff have to play in the establishment of effective links between school and community (Alexander, Taggart, Thorpe & Medland, 1994; Medland, Thorpe, Alexander & Taggart, 1995). In improving the pathways for their own sports and in developing strategic plans that cater for the participation needs and interests of today's postmodern youth, development officers have a key role to play.

Community based sport and the rise of sport education

The Active Australia goals agreed to by federal and state governments in 1996 (Australian Sports Commission, 1997) have seen new pathways developed that will be guided by a definitive strategy that recognises the need for linkages between infrastructure, opportunities for participation and services in sport that realise the social, health and economic benefits of lifetime participation in sport and recreation.

No doubt physical education will have a key role to play in the Active Australia program, especially considering it is well placed to foster the necessary attitudes and programs that will influence the next generation of Australians. To be recognised as an Active Australia school it will be necessary to develop quality physical education programs that utilise the infrastructure, opportunities and services involved with sport and physical activity providers in achieving the major outcomes of their programs and to provide a foundation for lifelong physical activity for its students.

Evans (1990) raised the issue of duplication observed in both the physical education curriculum and community sporting programs whereby a proliferation in the numbers of sporting clubs throughout Australia has resulted in fewer school sport opportunities for students. Furthermore, he claims that due to this combination in the growth of community based sports and a decline in the status of school sport “we have to re-think how best to provide a safe and satisfying sport environment for children and adolescents.”(p288)

With this in mind, Evans (1990) is in no doubt that secondary school will phase out school sport in favour of quality physical education programs with a focus towards new and innovative curriculum models, like sport education. By adopting a curriculum model such as sport education as part of a quality physical education program, Evans believed that students would see an increase in the provision of sport at school that may also provide for appropriate linkages between school and community sport. Evans (1993) when discussing the role of sports development officers in the sport education of teachers, although mainly concerned with primary teachers, noted that the role of sport development officers can only become prevalent

with an increase in the opportunities for school children to participate in community sport after schools hours.

Campbell (1995) cites further examples of secondary specialists working in primary schools and of sports development officers linking with local authorities to work alongside teaching staff offering guidance and technical support. She adds however, that teachers should remain the “custodian of the curriculum program” and that sports personnel should have the adequate training and experience working with children.

Alexander et al. (1994) also commented in regards to the relationship that sport development officers have during trials of the sport education model. They discussed the positive outcomes of teachers work with sporting development personnel in which they find there is growing national support for the inclusion of the sport education model in physical education programs. Some sports having discussed it at an executive level, with a view to the future development of their sport and the resources required to manage this through school-community link initiatives.

The Australian Cricket Board (ACB) is acutely aware that for the national team to remain strong and successful, the development of the game at the grassroots level is required. To this end the ACB has been proactive in seeking and developing new pathways and avenues for those wanting to continue their cricketing experience. The development plans demonstrate an understanding that pathways need to be provided for varying levels of skill and challenge. Consequently, the ACB has pathways for elite and talented cricketers through to those simply wanting to keep fit and have fun on a purely recreational basis (ACB Junior Cricket Policy, 1998).

The policy document highlights the importance with which the ACB views the roles teachers and schools assume in developing these grassroots levels and has made a strong commitment to assisting and supporting the continued development of cricket in schools. Specifically the ACB wants to work with schools and teachers to provide a well-managed and consistent approach to cricket programs within the community and to provide the best possible sporting experiences for all junior cricketers by encouraging the development of confidence and self esteem through participation at the appropriate level (ACB Junior Cricket Policy, 1998).

ACB SEPEP Cricket Project

The “Go Aussie, go” theme that emanates from the TV set depicts a group of children engaging in their favourite pastime, a game of backyard cricket. The images portray the way cricket is enjoyed within the community and that the children playing are the torchbearers for cricket in Australia, now and in the future. In recent times, where “C’mon Aussie, c’mon” was the catchcry, cricket was played in driveways, in backyards, at the beach, in local parks and club cricket nets were brimming with youngsters keen to hone their skills and emulate their idols. The introduction of many junior cricket programs, aimed at improving the number of youngsters at the grassroots level over the last decade, has seen junior cricket numbers rise to an all time high.

Indeed, the ACB has recognised that to ensure its future it must establish viable links for the delivery of cricket within the community and assist PE teachers in offering quality cricket programs that takes physical education beyond bell times (Taggart & Cameron, 1998). In conjunction with the ACB, the Sport and Physical Activity

Research Centre (SPARC) at Edith Cowan University in WA set out to trial the Sport Education in Physical Education Program (SEPEP) as a curriculum model for the teaching of cricket in schools. Such a model was seen to complement the current climate whereby the focus of education is outcomes based.

SEPEP was chosen as it was seen to increase students' willingness to independently seek participation in sport at a community level by providing experiences that reflect those encountered in the community such as sports tradition, rules, strategies and skills, organization and administration (Taggart & Cameron, 1998). Additionally, SEPEP was seen as an appropriate model for establishing viable school–community links whereby students interested in playing cricket outside of PE had a support framework that encouraged, rather than hindered participation.

Initial findings from Phase I and II of the SEPEP Cricket Project have indicated that both teachers and students believe that the teaching of cricket using SEPEP produced significant outcomes that support further use of the model in delivering a quality cricket program in schools. Results showed that after a SEPEP season of cricket, 32% of primary, and 43% of secondary students expressed an interest in joining a community cricket club (Taggart & Cameron, 1998).

The executive summary findings from the initial phases of the ACB SEPEP Cricket project (PI & PII) informed the research design of this study. A summary of the major recommendations contained within the executive summaries that relate to SEPEP Cricket and school-community links (Taggart & Cameron, 1998; Taggart &

Luckman, 1999) is presented as a preface to the recommendations to be made by this study into the final phase of the project.

Executive Summary – Phase I recommendations

Taggart and Cameron (1998) reported on investigations into the SEPEP model as an innovative curriculum model for the teaching of cricket in schools. SEPEP Cricket was implemented in 36 participating schools to 1,353 students. The recommendations based on the first year of the ACB SEPEP Cricket Project saw the first emergence of teacher, student and development officers' perceptions concerning SEPEP Cricket and school-community links strategies.

SEPEP Cricket

- Teachers and students need support material and/or professional development to improve the quality of student coaching;
- Teachers need to be provided with professional development experiences to design strategies for the development of cricket skills that cause students particular difficulty;
- The finding that SEPEP Cricket is attractive to large numbers of girls emphasises the need for specific research to investigate this outcome; and
- Teachers and development officers must be encouraged to experiment with different forms of modified games.

School-community links

- Students who identify an interest in playing cricket outside PE need to be supported by school-community links; and

- Development officers need to evaluate the ‘relative worth’ of their involvement in schools, particularly by comparing the benefits of SEPEP and other programs.

Executive summary – phase II recommendations

Taggart and Luckman (1999) took the project into the second year and focussed on extending the SEPEP model by implementing “The Next Step” for phase II schools and developing school-community links for the next phase of the project.

Recommendations made focussed on developing and further extending the SEPEP model, however the focus for the final phase of the project was the implementation of school-community links.

SEPEP Cricket

- The development of specific resources for the student coaches to be considered and development officers, and /or club personnel develop strategies to work with student coaches; and
- Development officers need to be proactive in working with teachers to discover areas of need and to provide ongoing professional development support.

School-community links

Development officers need to encourage the link between cricket clubs and schools.

This may mean:

- Aligning SEPEP Cricket with community cricket seasons;
- Working with selected clubs to develop link strategies;

- Organizing for PD workshops prior to SEPEP seasons;
- Providing teachers with copies of the state cricketing organization development plans for junior cricket to obtain a better understanding of the available pathways;
- Providing for ongoing support and professional development for teachers who need to improve their cricket skills; and
- Discussing link strategies with clubs.

If junior cricket clubs are to benefit from student interest engendered by SEPEP

Cricket then they need to provide:

- A club infrastructure that can accommodate increased numbers of young people;
- Alternative versions of cricket that cater for the full range of student cricket abilities;
- Local schools with information concerning club contacts, season details and the versions of cricket they offer; and
- For discussions with development officers.

Teachers require the following information before they can develop link strategies:

- Cricket development plan; and
- Local cricket club information.

These findings and others will inform Phase III of the project that is specifically concerned with the development of school-community links that provide sound and developmentally appropriate pathways for students to proceed along following a

SEPEP Cricket season. The perceptions of teachers, students, sport development officers and clubs associated with Phase III of the project will no doubt influence the blueprint and/or strategies adopted by the ACB, state organizations, schools and clubs in the future development of not only cricket, but in the educational development of all children throughout Australia.

Statement of the problem

For cricket, PE teachers, clubs and the community the success of the ACB SEPEP Cricket Project will be dependent on how school-community links are developed and whether schools establish viable links with the community that produce increased participation at a community cricket level. It is essential for all stakeholders that they recognise that sport is one of adolescents' favoured leisure activities (Clough, McCormack & Traill, 1993; Roberts, 1996; Taggart & Sharp, 1997) and that they have clearly defined views regarding the values associated with participation in sport along with quite firm ideas on what would encourage them to become more involved in sport.

At the moment it can be argued that physical education and community sports do not link effectively. The provision of extra curricular sporting opportunities for secondary students especially in the government schools sector, is rarely offered in schools nowadays and along with the community push for physical education to encourage students to adopt an active lifestyle, there is a need for the development of effective school-community links (Laventure, 1992).

In devising levels of implementation for the SEPEP model, Alexander et al., (1995) viewed school-community links as an advanced strategy that is best implemented after a number of SEPEP seasons to allow time for, both the teachers and students to fully grasp the concept and develop programs that reflect their individual school contexts. Indeed, the context of the school and its access to community sport provisions can hinder or improve the likely success of school-community linkages.

To effectively take SEPEP Cricket beyond the bell times, teachers and cricket development officials with the future development of children and sport at stake, will require an understanding of specific cases of schools and communities attempting to implement effective and educationally sound linkages that foster both the school and community programs. By providing an in-depth analysis of schools in their attempts to make links with community sporting groups, it is hoped that it may assist ongoing research into the delivery of quality cricket programs in school physical education programs.

Aims of the study

The aim of this study was to report on specific cases of schools and their attempts to implement school-community links as part of their SEPEP Cricket seasons. The schools were selected from those participating in Phase III of the ACB SEPEP Cricket Project for 1999 and the data collected was in the form of surveys, interviews, collected student and teacher resources/materials and development officer logs. This study seeks to provide a better understanding of the school-community links attempted by schools through the description of the link strategies implemented by teachers during a season of SEPEP Cricket. The findings will assist in the future

development of the SEPEP model, particularly with regard to school-community links for cricket thus providing guidelines for all sports with the goal of enhancing participation of students in PE and sport.

Research questions

Major research question one

1. How do teachers, schools, clubs and State Cricket Associations encourage student participation in community cricket during a SEPEP Cricket season?

Research question one - subsidiary questions

- a) What type of school-community links are chosen by teachers?
- b) What level of planning and organization is required in implementing school-community links?
- c) What role do teachers, students and development officers assume in the implementation, planning and monitoring of school-community links?
- d) What factors support or impede the effectiveness of school-community links?

Major research question two

2. What are the perceptions of teachers, students and development officers regarding the major influences for the development of school-community links?

Research question two – subsidiary questions

- a) What support is required by teachers, students, development officers and clubs to achieve viable school-community links?
- b) How does the SEPEP model foster successful school-community linkages?
- c) What level of consultation was required of teachers with development officers in the development of school-community link strategies?

Summary

This chapter has specifically sought to introduce the existing contexts for the development of school-community links within quality physical education programs, especially the sport education model that is a result of the changing educational process and its delivery. In addition, this chapter discussed the likely implications for sport and physical education and the issues that must be addressed before achieving viable linkages that foster lifelong physical activity in students. The need for continued research into the SEPEP model so that a greater understanding of the type of links possible during a season of SEPEP Cricket is required.

The main aim of both junior sport and school physical education is to promote the lifelong participation of children and adolescents in physical activity. This aim is achievable if both sport and physical education take the time to understand the uniqueness of the partnerships that they develop and coordinate the delivery of effective links that allow for students to progress between school physical education and community sporting settings along developmentally appropriate pathways.

CHAPTER 2: LITERATURE REVIEW

Physical education in Australian schools

The status and appeal of physical education in secondary schools has been described as marginalised and boring, lacking meaning and focus for teachers and students, lacking accountability and failing to meet the needs and interests of adolescents (Tinning & Fitzclarence, 1992; Locke, 1992; Carlson, 1995; MacDonald & Brooker, 1997). Recent research (Tinning & Fitzclarence, 1992; Carlson, 1995) indicates that many adolescents see school physical education as boring and/or place little meaning on the subject in their lives, while in comparison school physical education is suffering an image problem amongst teenagers, it appears that physical activity and sport (especially outside of class in a social setting) forms a significant part of their lives (Taggart & Sharp, 1997). By investigating the place of adolescents in the postmodern world, physical education teachers should recognise the need to re-think physical education offerings (Tinning & Fitzclarence, 1992; Locke, 1992; Carlson, 1995; MacDonald & Brooker, 1997; Taggart & Sharp, 1997) in an attempt to provide programs that meet the needs and interests of adolescents.

For physical education to inspire the adolescent youth of today, a re-thinking of the dominant model that has carried physical education thus far, the multi-activity model (Tinning & Fitzclarence, 1992; Locke, 1992) is required. At the moment it can be argued that curriculum offerings across Australia are characterised by short units of instruction at an introductory level that alienates students and fails to assign meaning to their physical education experiences (Carlson, 1995; Macdonald & Brooker, 1997). As a result, physical education teachers will need to develop more equitable and enjoyable physical activity programs for adolescents (Taggart & Sharp, 1997) and

develop a broader understanding of adolescent sport if physical education is to engage students. By investigating the place of adolescents in the postmodern world, physical education teachers should recognise the need to re-think physical education offerings in an attempt to attract and enthuse adolescents whom value physical activity away from school (Tinning & Fitzclarence, 1992; Locke, 1992; Carlson, 1995).

Adolescents and sport

Activity levels and interests of adolescents are changing rapidly (Tinning & Fitzclarence, 1992; Carlson, 1995). Tinning and Fitzclarence (1992) reflect on the current situation in the West Indies where basketball has replaced cricket as the most popular sport for Caribbean youth. Increasing expansion of US pay TV conglomerates has led to an increase in the number of basketball games televised and also an increase in advertisements featuring high profile US sports stars such as Michael Jordan.

On reflection, the cultural changes that form the discourses used to describe society, its processes and the place of the individual within postmodern society are more global (Tinning & Fitzclarence, 1992) as the information era delivers new information anywhere in the world at the click of a mouse or computer key. The speed at which adolescents nowadays are subjected to changing social conditions should be of concern to all educators, parents and the wider community as a whole.

Activity levels and interests of adolescents are changing at a rapid pace (Tinning & Fitzclarence, 1992; Taggart & Sharp, 1997) as they are subject to an ever changing set of social conditions that are productions of the postmodern era where the information

superhighway dominates individuals perceptions of images and meanings around the globe. Today, adolescents' time and energies are spread across a diverse range of activities, as they are called on to produce their own biographies (Tinning & Fitzclarence, 1992; Roberts, 1996). Furthermore, the construction of such biographies is impacting on the adolescents' physical activity interests and rates of participation in most forms of sport, as they have greater freedom in which to assert their independence when compared to youth of earlier times.

Current trends in adolescent sports participation

Physical activity and sport is now enjoyed in settings where adolescents can choose who they play with, where they play and when they play (Roberts, 1996; Taggart & Sharp, 1997). This raises legitimate concerns for physical education teachers, parents, sporting organizations and the wider community when planning to meet the physical activity needs of adolescents. Adolescents have indicated a preference for playing sport on weekdays after school (Taggart & Sharp, 1997) with few sporting organizations able to meet or even being aware of this possibility. Taggart and Sharp (1997, p56) suggest that "quality experiences scheduled at adolescent preferred times will promote more frequent involvement" and they warn that unless traditional sports offer "alternative competitive structures, variable schedules and socially enhancing sport," they will experience a decline in adolescent participation rates. This is supported by earlier research conducted by Clough et al., (1993, p6) when they state that "being able to play when they wished rather than at set times would have encouraged about 60% to play more, with the older year groups rating this highly."

Taggart and Sharp (1997, p57) found that adolescents did not find teachers to be important sources for “accessing sporting opportunities.” They challenge physical education teachers to establish school-community links with community sporting clubs that will extend physical education beyond bell times and “confirm its role in promoting active participation in lifelong physical activity.”

Daley and O’Gara (1998) investigated age/gender motives for participation in extra curricular activities and revealed that age/gender variables were the most significant motivation for participation of secondary school students. Year 7 students are motivated by different reasons to participate in extra curricular physical activities than year 10 students and boys and girls also report motivational differences for their participation. Specifically, Daley and O’Gara (1998, p50) suggest that children’s initial experiences with sport are motivated by extrinsic factors such as environmental situations, but as they progress through adolescence and the secondary school setting, these motives become ever increasingly intrinsic in nature, as demonstrated by the Year 10 responses that showed, “significantly higher skill acquisition, achievement/status and team affiliation scores than Year 7 children.”

The team affiliation scores indicate that many older students feel the need to associate with sports that allow them to enjoy the social aspect of sport. However the Year 10 responses also display a need for recognition and success that are, both intrinsic motives, representing their desire to find their place in the pecking order. It is important then that, “when children become older, sport and exercise settings which cater for multiple motives need to be considered and integrated into the general program of physical education” (Daley & O’Gara, 1998, p51).

Further evidence from the UK also demonstrates that recognising the needs and interests of adolescents in school and community programs favourably influences their participation rates (Roberts, 1996). Roberts believes that, “school and community provisions for sport have in fact reflected and responded to trends in young people’s leisure styles because schools and local authorities have been sensitive to ‘what works’...” (p105). In fact, most British physical education teachers have been calling for more time in which to teach the national curriculum and develop cross curricular activities to meet the demand caused by students varying leisure interests, skill levels and increasing cultural differences that indeed complement the ever expanding diversity of community sport provisions in the United Kingdom (Laws, 1996).

Research in sport education

SEPEP has been described as a curriculum model for the teaching of sport in upper primary school and secondary school settings (Alexander et al., 1995; Taggart et al., 1995; Curnow & Macdonald, 1995; Taggart & Sharp, 1997). Research conducted into the sport education model continues to demonstrate that this is a model that has the necessary components to “prepare students who are knowledgeable and activist regarding a particular local sport culture” (Siedentop, 1995, p23).

Since the national trials of SEPEP in 1994, studies into sport education have investigated such areas as primary school PE (Taggart, Medland & Alexander, 1995), low skilled students (Carlson, 1995), gender inclusivity and equity (Curnow & Macdonald, 1995), assessment (Taggart, Browne & Alexander, 1995), and benefits to students and teachers through sport education (Hastie, 1998).

Taggart et al. (1995) refer to “superteachers” when arguing that through the teaching of SEPEP in primary schools it is possible to involve PE and non-specialists in a collaborative learning framework that recognizes the “potentially integral educational status of PE” (p16). Superteachers are primary school teachers that assume the responsibility for the sport and PE curriculum program for every child in the school, attend professional development, go on camps, organize swimming and athletics carnivals and deal with any issues related to the learning area. These teachers often have additional teaching duties and little has been done to involve the classroom teacher in the PE program over the years (Taggart et al., 1995).

Furthermore, when a PE specialist has been cast in the role of superteacher (Taggart et al., 1995) and incorporates innovative pedagogies to the PE program “it is not long before they either burn out, move back to the classroom, upward to administration (with their superteacher status intact) or to another school, in most cases taking all traces of the PE program with them”(p16). The isolation of the superteacher will continue for as long as the opportunities for the implementation of “program models and associated program pedagogies that invite shared responsibility and professional development” are neglected. Taggart et al., (1995, p16) challenge teachers in primary schools to say “goodbye superteacher” and work together on “the collaborative task of physically educating children” and offer SEPEP as a model for achieving integrated physical education.

Carlson (1995) in her research found that eight low-skilled girls reported having developed greater responsibility towards their team, receiving team support from fellow students and feeling valued as team members following a season of sport

education. The girls had increased confidence to participate in class leading to an improvement in their perceived skill levels. Individual responsibility, team support and a feeling of trust and belonging were the main factors in the skill improvement of the girls during a season of sport education (Carlson, 1995). The students no longer felt they had to “abdicate responsibility” for their performance and avoid participation in sport, as they now knew that with the practice and coaching opportunities afforded by sport education they can become intrinsic team members (Carlson, 1995).

Indeed, Curnow and Macdonald (1995) support Carlson’s findings with regards to having adequate time for implementing the sport education model. Carlson (1995) found that time is an essential element in developing skill improvement in students and in developing the necessary trust, commitment and understanding of each other’s strengths and weaknesses. Curnow and Macdonald (1995) further suggested that their research into gender inclusivity and equity was hindered by the time constraints on PE in Queensland schools whereby the sport education sessions scheduled lasted only for 30 minutes. They believed that this had an adverse influence on the students’ levels of participation and behaviour with the boys often ridiculing the girl’s efforts and dominating in games and practices even with the teacher “scrimping” an extra 15 minutes (Curnow & Macdonald, 1995).

Due to the student centred approach adopted to teaching and learning, assessment in sport education has allowed the teacher to spend more time assessing and monitoring student outcomes as students take responsibility for their learning. By “moving off centre stage” not only can assessment become more authentic but “the sport education model provided new opportunities for teachers to talk to one another about

assessment” (Taggart et al., 1995). SEPEP is better placed than traditional PE models as students can demonstrate high order outcomes that have been previously lacking in traditional PE and have rarely been assessed.

Traditionally, assessments in PE were carried out at the end of a short unit of instruction and reflected mostly a teacher’s subjective judgement of student achievement. SEPEP delivers a pedagogy that allows for authentic forms of assessment that actually measure student performance in areas such as problem solving, leadership and working strategically (Taggart et al., 1995).

Hastie (1998) outlines the main benefits to students and teachers experiencing seasons of sport education as a part of the PE program on a yearly basis. He advocates that students benefit from sport education through “an increased investment in physical education, an increased level of learning in games units, and increased opportunities for marginalised students” (p24).

Teachers benefit through reduced levels of direct instruction, allowing the teacher to become more of a facilitator, which equates to increased interactions with individual students and student coaches (Hastie, 1998). They are able to “focus on student behaviours” and this gives students the encouragement and intrinsic desire to be involved without teacher prompting. Hastie (1998, p26) states:

Given that students generally show a strong liking for sport education units, this curriculum model might provide an alternative for teachers whose students view physical education as unimportant or boring.

School-Community Links

Emanating from both the Crowley Report (1992) and the House Report (1994) were calls for the establishment of effective links between school physical education programs and community sport and the need for a greater level of coordination in developing pathways that links school physical education with community sport (Evans, 1990; Alexander, Taggart & Thorpe, 1995; Taggart & Sharp, 1997; Alexander, Richards, Watt & Crawford, 1997; Taggart & Cameron, 1998). The phenomenon of School-Community links is relatively new and untried, particularly from a community perspective, although some work has been conducted in the United Kingdom with regards to fostering partnerships, developing sound youth sports policies, community networking, modified sport and effective pathways between schools, community sport, physical activity programs, government departments and local councils (Davies, 1995; Munn, 1995; Horsley, 1995; Campbell, 1995; Laws, 1996; Roberts, 1996; Shenton, 1996; Smith, 1997).

Evans (1990) argues that while sport education and school-community links are noble causes, he cautions that unless certain obstacles such as increased funding for school sport, recognition for staff involved in extra-curricular sport, and duplication in school and community programs are overcome then school sport will continue to languish. The problem for community sport and school sport (Evans, 1990) is that they can no longer exist as separate entities especially if sport is to continue to play “a major role in the lives of Australian children.” (p288)

In citing an excerpt from a document titled Sport Education (1987) released by the Education Department in Victoria, Evans (1990, p287) agrees that teachers need to

establish working relationships with community clubs to increase the opportunities for children to participate in a range of sports.

School and community sport administrators will need to work together to ensure that school sport teaching and coaching complement, and are complemented by, community club practices to ensure a consistent and logical sport education continuum for students.

Research by Davies (1995) examined the effect teachers' attitudes had on the development of cricket in junior and primary schools in South Glamorgan. He cites a survey conducted by the National Cricket Association (NCA) that distributed surveys to 7,000 clubs in Britain seeking information relating to the clubs provision for junior cricket. The NCA study concluded that "increased pressure on teachers' time and the general decline in sport in schools" was making it increasingly difficult for cricket to remain as part of the National Curriculum. Clubs were critical of some schools for allowing cricket to become a "minority sport" and highlighted the lack of cricket in schools (97%) as the main factor preventing students from taking up the sport. However, some clubs were involved with schools (40%) and of the clubs currently not involved with schools indicating that "they would be willing to help develop cricket at their local school" (68%) if the chance arose.

Davies (1995) found that teachers considered that their teacher training did not provide them with the necessary knowledge to teach cricket with only 24% confident of teaching cricket in schools. Over a third of teachers were not trained in physical education and many felt that teachers would benefit from increased opportunities for professional development courses aimed at increasing teachers' cricket skills (50%). Furthermore, teachers liked the idea of local cricketers coming into the school to assist with cricket coaching (83%) and were in strong support of clubs and schools

establishing links (78%). Indeed, Davies (1995) recognizes that for cricket to flourish in schools, partnerships must be developed with external agencies that can assist in the provision of facilities, coaching and equipment. He called for a program of introducing schools to clubs to be “inaugurated forthwith.” (p32)

Throughout the study, teachers’ attitudes towards cricket in its traditional format were negative. Davies (1995, p32) states that:

The majority of respondents paint a dismal picture of their perceptions of traditional cricket, as a slow, time-consuming, often dangerous activity, offering participants little in the way of excitement or participation.

Davies (1995) found that teachers believed that modified versions allow for increased levels of participation and success for students and there are less demands on teachers from managerial and instructional aspects. Many schools do not possess the facilities and/or equipment to make the game safe and enjoyable resulting in teachers becoming more reluctant to develop traditional formats for these reasons. He makes a case for the introduction of modified versions at the school and junior club level with benefits for all concerned. Ironically, South Glamorgan primary schools have since terminated traditional cricket and now play cricket through organized Kwik Cricket leagues (Davies, 1995).

An interesting example of schools and clubs working in partnership is the Moseley School in Birmingham where they have a partnership lease agreement with the local club. Munn (1995, p6) states that:

The Attock Cricket Club, which plays at senior league level, has partnership lease with the school in recognition of its new base and its community development role with the school.

In addition it is part of an overall Council Community Sports Club that through a “coalition for the future” of clubs, governing bodies, sports development agencies, schools and teachers will see the school prosper from the development of a strong community link (Munn, 1995).

Horsley (1995) also recognised that there are a number of stakeholders who are accountable for the delivery of sport for young people and that there is an urgent need for these stakeholders to determine what their specific roles and responsibilities should be to ensure an effective network of sporting participation pathways for adolescents. She proposed a framework for the establishment of a sporting network for youth while recognising that there was a unique partnership that has been constructed between physical education and sport. She further hoped that this partnership would continue but with greater roles to play in the fostering of each partner.

The increasing accountability being given to schools under local management guidelines meant that they can now negotiate with both the private and public sectors in forming partnerships beneficial to the needs and interests of the school, students and community. With these new found powers schools, can now to assume the role of managing and marketing the use of school facilities to maximise after-school sport opportunities and community use (Campbell, 1995).

In Western Australia the Be Active School and Community Project (BASC) ran for three years from 1995 to 1998 operating in approximately 90 primary and secondary schools (30 schools per year). Its main purpose was to develop strategies that

increased students levels of physical activity in the school and in the local community (Alexander et al., 1999). Two project officers and a steering committee were established to develop, implement and monitor the strategies to improve students' access to physical activity. The three main objectives of the BASC Project were:

1. To enhance the quality of physical activity programs implemented in schools;
2. To assist schools to effectively advocate and promote the value of daily physical activity in the lives of children and adolescents; and
3. To help schools establish school and community links.

(Alexander, Richards & Sharp, 1999, p.4)

School-community links was viewed as an important aspect in developing quality PE programs in Western Australian primary and secondary schools. Alexander et al. (1999, p6) defined school-community links as:

The planned interaction of school and community personnel in the delivery of quality physical activity programs that move all students along clear physical activity pathways from school health and physical education programs into community based physical activity programs.

The BASC model saw teachers, in collaboration with local community groups plan to improve and monitor the effectiveness of a school physical education program in promoting student learning in the health and physical education learning area (Alexander et al., 1999). Through a series of professional development seminars funded by Healthways, teachers participated in an “ongoing cyclic process” whereby they worked in partnership with other schools, sporting clubs and local councils to develop, review and improve the quality of PE programs in schools with a focus on school-community links. In particular, a value for regular physical activity for all

students as expressed by their physical activity rate both in and out of school hours was sought (Alexander et al., 1999).

During the project, a case was reported that demonstrated how effectively partnerships could be formed between sport providers in the wider community and physical education. The Albany Junior Sport Enhancement Group (AJSEG) was formed as a direct result of the BASC Project. The group is responsible for the management and coordination of junior sports providers and related agencies in the Albany region with a clear vision to providing sporting experiences for its junior sports aspirants.

The evaluation report on the first two years of the project found that schools, teachers, students, parents and communities believed that school-community links delivered increased levels of participation in physical activity in and out of school (Alexander et al., 1997). This was further supported by the final report (Alexander et al., 1999) whereby school-community link strategies implemented appeared to have been achieved, with schools involved for the three years of the project reporting greater involvement of parents, non-PE staff, sporting clubs and local government, as well as increased physical activity options available to students, as a direct result of BASC initiatives.

Respondents to the BASC surveys agreed (61%) that participation by students in physical activity and sport outside of school increased as a direct result of the BASC project (Alexander et al., 1999). Over 80% of respondents agreed that the project

would have a lasting effect on the schools physical activity programs, students' levels of and attitude towards physical activity in and out of school (Alexander et al., 1999).

Based on the case studies from BASC schools, a resource has been developed for use by schools, teachers, parents and community sporting groups (Richards, Watt, Alexander & Sharp, 1999). It outlines a number of strategies that can be implemented to enhance the physical activity rates of students and to develop school-community links through schools and communities working in collaborative partnership.

Patterson, Auld, Cuskelly and Tomson (1999) studied a sample of 33 schools around Australia who had been identified as establishing excellent links with their local communities. By examining the roles of the school and the community in physical education programs it was found that most schools believed they could not "satisfactorily meet students' physical activity needs and interests" without assistance from the community (Patterson et al., 1999).

Case studies were developed for each school that highlighted, "a number of common needs for schools wishing to make links with their communities"(p17). From these common needs a school-community links model was developed that showed how schools identified the physical activity needs of students, located links within the community and created strategies that enabled links between school PE programs and community sport. Schools' needs identified within the model relate to activities and events, staffing, facilities, funding, program participants, incentives and evaluation in adopting a particular school-community link focus (Patterson et al., 1999).

In addition Patterson et al. (1999, p20) discuss two further ingredients considered essential to encouraging a physically active lifestyle among young people:

- A community of others both in and out of the school who participate in physical activity (the “who”); and
- The opportunity to participate (the “where” and the “when”).

The model not only recognises that it further improves the access to sport for those students who are already physically active, but it is important in reaching and encouraging at risk students who otherwise would lead a “sedentary lifestyle” by moving them to at least the “moderately active category” (Patterson et al., 1999, p20).

Overall, the main factor influencing the linking of school and community programs was the quality of the staff involved developing the link. Patterson et al. (1999) in reporting the results of the study stated that, “without exception, all schools in the study identified one factor that was crucial to their program – dedicated teachers” (p20).

Alexander and Luckman (1998) reported that a national survey of SEPEP teachers revealed that nearly two thirds of the sample surveyed “rarely or never established links” with community sporting programs. Teachers’ responses indicated that while school-community links strategies can be implemented during a season of SEPEP, only a few teachers reported having made links and that most were with local sporting competitions at a secondary level.

Recent research by Wright et al. (2000) into the effectiveness of the Sports Search program in linking students with community sports funded by the Australian Sports

Commission, also reported adverse findings regarding schools linking with community sports. Sports Search is widely used throughout Australian schools and enables students to find the sports that best match their needs and interests through an interactive computer program that asks for a response to a series of questions and then allows students to search a database that links them to sports and club details.

Wright et al. (2000) found that few schools had the processes in place to link with community sport and that few teachers listed this as a priority during the study. Indeed, more than half the teachers did not make use of the sports information database during the study. Teachers when interviewed all agreed that students should follow up leads themselves in making links with sporting clubs and appeared to apply a low priority to linking with sports (Wright et al., 2000).

Summary

Chapter two highlights what the literature has to say about the school-community links phenomenon. As research investigating school-community links is relatively new, especially to Australia, there is little written regarding the topic. However the recent commitment by some researchers to the area will no doubt see an increase in the numbers of research projects that serve to improve our knowledge base concerning the development of effective linkages between school physical education and community sporting groups. This is important if PE is to move beyond the bell times.

CHAPTER 3: CONCEPTUAL FRAMEWORK

Introduction

A conceptual framework is established when the researcher identifies the key variables and discusses their relationship/s to the phenomenon being investigated. Establishing relationships between key variables, past and present theoretical positions and relating them to the phenomenon can develop a framework that allows for the key research questions to be grounded in theory (Anderson, 1998). It is important that the conceptual framework presents all the key concepts, that the relationships are defined and that they follow logic that links it with the field being studied, which allows for the results to be discussed in a reflective manner.

This research will attempt to describe the views and thoughts of key participants during a national cricket project and their attempts to develop links between school PE and community clubs. By investigating the phenomenon from this perspective it is hoped that it will provide a sound basis for describing the phenomenon of school-community links and how teachers, development officers and students' perceptions shaped their roles during a season of SEPEP Cricket. As school-community links is a relatively new and untried educational initiative it makes sense to provide a sound description of the phenomenon in practice, as the ability to learn from exceptional cases or phenomenon that relates to implementation of new educational initiatives will allow others to reflect on good practice for future implementations (Anderson, 1998).

Key variables and concepts: The sport and PE interface

In reviewing the literature it became apparent that if this research intends to investigate how to develop successful linkages between school PE and community cricket programs, then it needs to examine the key participants. This will involve obtaining their perceptions with regards to the relationship, and the best method of fostering ongoing partnerships that recognise the benefits of students progressing from school to community sporting groups.

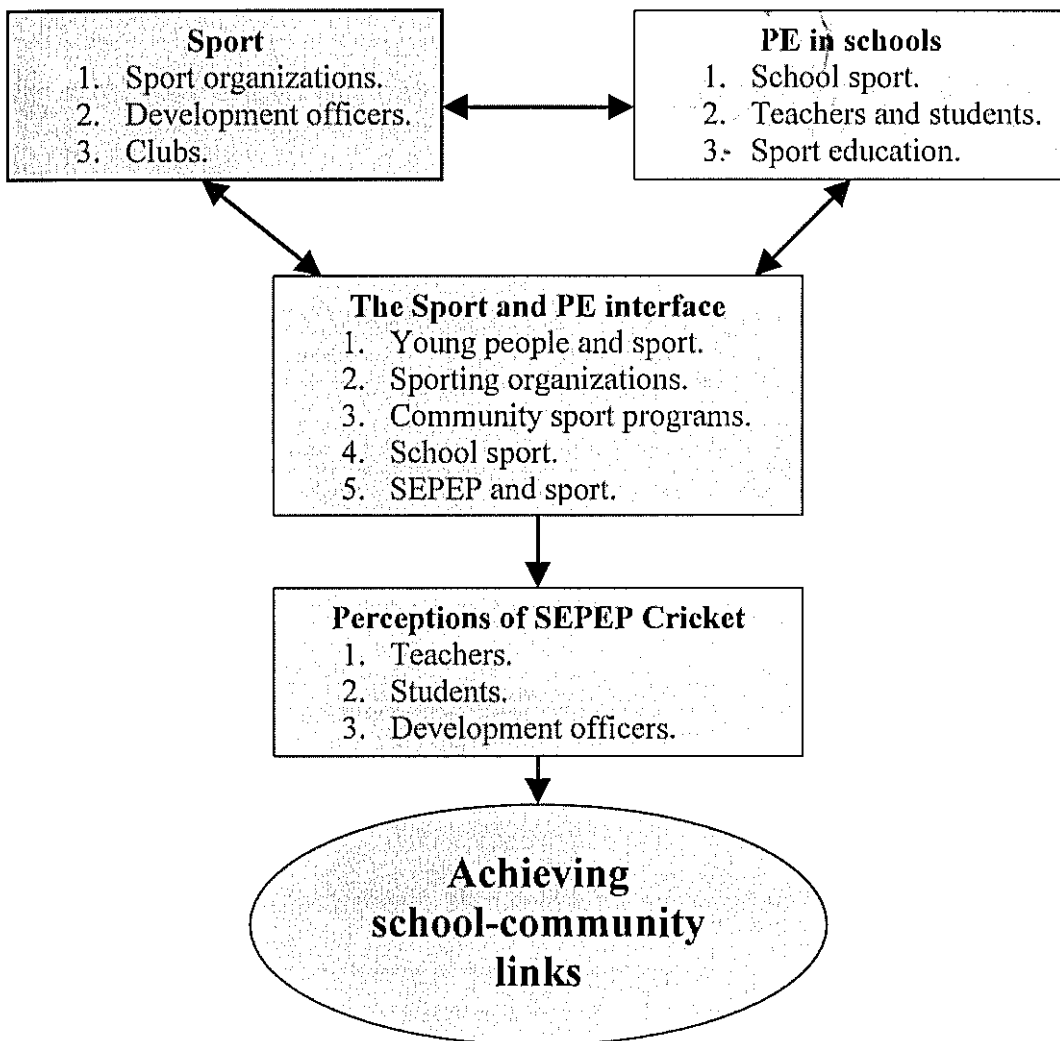


Figure 1. The Conceptual Framework for the Study: The sport and PE interface.

The developed framework recognises that a number of key variables will have an effect on how each participant views their role in developing school-community links during a season of SEPEP Cricket. Furthermore, it demonstrates that the relationships between the variables need to be examined to determine whether one or more of the variables has any influence on the successful development of school-community links that takes SEPEP Cricket beyond bell times.

Murdoch (1990) when discussing the sport and PE interface, proposed a series of models that describe the differing attitudes and perceptions towards sport and PE. One of the models discussed was *the integration model*. This model called for the coordination, co-operation and liaison of local community sporting programs (including clubs, recreation centres and local councils) with school PE programs which had a distinct emphasis in developing viable programs that are focussed on a local and regional mapping of the needs of students rather than a national one.

This is an important aspect of Murdoch's model as she states that, "it is only at the local level that the potential for a realistic and appropriate strategy can be found because no one pattern will be appropriate for all regions" (Murdoch, 1990, p71). Figure 1 clearly demonstrates the relationship between sport, PE and community sporting programs in an attempt to capture aspects of Murdoch's *Integration Model*, which recognises that for linkages to develop, there needs to be a greater understanding of the roles that each participant plays in the formation of school-community links strategies that are educationally sound.

The Murdoch *Integration Model* (Murdoch, 1990) is based on the following assumptions:

- We are addressing the age range of ‘before 5 through 18 and after’ in continuity;
- Young people are currently underachieving in both physical education and sport;
- No one agency can completely address the issues and offer independently any satisfactory solution;
- Physical education and sport should be integrated throughout the period of provision for the child from pre- to post school and both in and out of school in the most appropriate way; and
- The progress of a child through his or her education in the area of physical activity and sport should be developmentally smooth, and the responsibility for ensuring this should rest primarily with those in education. This does not mean, however, that only those in education can provide what the child needs (p72).

Within the model proposed by Murdoch (1990) it can be seen that clear references are made with regards to the impending implementation of a national curriculum, new outcomes based approaches to education, the attitudes and biographies of young people, community sporting programs, and key participants such as sport governing bodies, development officers and PE teachers, schools and other related professional bodies. Furthermore, the above components of the *integration model*, while emanating from the United Kingdom, can be applied to this research, as to some

degree the same forces are currently changing the landscape of education throughout Australia.

The impact of the national curriculum and the impending implementation of state curriculum documents throughout Australia, that apply outcomes based educational approaches to the way in which school programs and assessment criteria are structured, recognise the rapidly changing environment in which young people now find themselves. In addition the new focus on outcomes based educational approaches is having a major impact on the types of curriculum models and innovative pedagogies being developed that will further assist in the ongoing development of major learning outcomes in students. The multi-activity model so heavily relied on by physical education teachers will no doubt require reassessment (Siedentop et al. 1986; Locke, 1992; Tinning & Fitzclarence, 1992; Alexander et al., 1995). This is because it currently does not link well with community sport programs and does not provide students with sufficient time to even attempt to master the outcomes detailed in new curriculum documents.

The rise of sport education and innovative pedagogies such as SEPEP have offered physical education teachers, specialist physical education and generalists teaching in primary schools the opportunity to utilise a curriculum model that reflects the community sport aspects when teaching sport in PE (Alexander et al., 1995; Taggart & Cameron, 1998). At the same time, it is structured to cater for student centred learning that allows for the adoption of an outcomes based approach to education. In addition to this, SEPEP views the establishment of school-community links as a

valuable outcome of its program and includes strategies for developing school-community linkages.

Many sporting organizations and governing bodies have indicated a strong desire to adopt SEPEP (Alexander et al. 1994; Medland et al. 1994; Taggart & Cameron, 1998) as a component of their programs that will, firstly deliver quality sporting experiences to young people throughout Australia, and secondly improve the rates of participation of young people in community sport settings through school-community link initiatives. The ACB has been at the forefront of this movement as it seeks to improve the access and availability of quality cricket programs in schools through the SEPEP curriculum model and increase participation rates, not only through playing but in officiating, organising and managing competitions.

By conceptualising the process of developing school-community links it must be understood:

- That the national/state curriculum documents will affect decisions made by teachers and schools regarding the educational experiences they choose to adopt as part of their programs;
- That the complex lives of young people in today's postmodern society require that programs meet the needs and interests of postmodern youth, targeting social aspects of sport.
- That school-community links is viewed as an advanced strategy when implementing the SEPEP model;
- That for sport and PE to provide for educationally and developmentally appropriate pathways for students to move between school and community

sporting programs stakeholders need to be informed as to current educational initiatives; and

- That school-community links can take PE beyond bell times by encouraging young people to develop attitudes and values for lifelong participation in sport and physical activity.

The major research questions asked by this research seek to understand how teachers, schools and sporting organizations, implementing SEPEP Cricket develop school-community links and what are their perceptions as to the major influences that effect the development of school-community links during a SEPEP Cricket season. By investigating specific cases of schools and communities attempting to implement effective and educationally sound linkages between school cricket programs and community programs through the use of the SEPEP curriculum model, it is hoped that the findings from this research will assist ongoing research into the delivery of quality cricket programs in secondary school physical education.

Summary

This chapter has presented a conceptual framework for the investigation of the key variables in determining how they effect the development of school-community link strategies during a season of SEPEP Cricket. The key variables have been selected after extensive consultation with the relevant literature, which has encompassed both local and global views into research of the school-community link phenomenon.

CHAPTER 4: METHODOLOGY

To adequately address the research questions that have been developed in line with the conceptual framework, a range of methods were required that captured the necessary information. As school-community links is a relatively new phenomenon, a design that incorporates both quantitative and qualitative research approaches, enabling a sound description of the phenomenon from the perspectives of the key participants can be developed and is required to answer the research questions. This chapter will identify the research design, selection of participants, timeline for research and the procedures for data collection and analysis. Prior to undertaking this research, ethics approval was sought and the required consent from participants obtained.

Research design

Essentially this study will use a phenomenological approach and will utilise descriptive research methods and a variety of quantitative and qualitative data collection methods to obtain sufficient information for a thorough description of the school-community links phenomenon. This research will describe the phenomenon by situating the study within an interpretive paradigm and will take the perspective that to truly understand a phenomenon, the meanings that are derived by key participants are the most important aspect of such research. Eichelberger (1989), when discussing the fundamental assumption of phenomenology, states “that human experiences can be catalogued and described in order to learn how we get meaning from our experiences.” (p5)

Quantitative data will use teacher and student surveys designed to investigate their experiences during their SEPEP Cricket seasons. Qualitative data to be collected includes a series of interviews and informal discussions with teachers and development officers prior to, during and on completion of SEPEP Cricket seasons. Additional qualitative data derived from such sources as curriculum documents, teacher developed resources and materials, and development officer logs and evaluations were also collected.

Project participants

As this research was conducted in conjunction with the ACB SEPEP Cricket Project, participants were drawn from a national sample of schools, teachers, students and development officers in each state of Australia who were part of phase III of the project. The sample of ten schools (n=10) participating in this phase of the project were thoroughly investigated at specific stages and the perceptions of the teachers, students and development officers were analysed in relation to the school-community links strategies implemented.

As part of the requirements of the project, each teacher attended a professional development workshop where the SEPEP concept was presented and then agreed to run a SEPEP Cricket season during term 3 or term 4, 1999. The school's programs were supported by access to cricket development officers who assisted with some aspects of the SEPEP season. Teachers also had access to the research team at SPARC in their role as action researchers. Selection criteria for entering this phase of the project meant that teachers had to have previously taught at least one SEPEP Cricket season prior to 1999.

At the SEPEP workshops, teachers were introduced to a number of school-community links strategies they could implement at a beginning, intermediate or advanced level. Strategies selected were identified from the findings that emanated from the BASC project (Alexander et al., 1999) and earlier national trials of the SEPEP model (Alexander et al., 1995 see Appendix 1 for workshop handout). The final decision about which strategy or strategies to be implemented rested with the teacher who was best positioned (Murdoch, 1990) to select and implement the strategy chosen based on their knowledge concerning local availability of community sporting programs and that were in line with state cricket development plans discussed with state development officers during the workshops.

All Development Officers (n=6) with school-community link schools were interviewed regarding their involvement with teachers in establishing school-community links. During the project, data were collected from Development Officers concerning their contact with teachers and schools. Five of the six Development Officers returned their log books, however all were interviewed and provided sufficient data to ascertain their level of involvement (Appendix 5).

Data collection procedures

The main data collection procedure that will inform the research findings was the information gleaned from key participant interviews. Anderson (1998) suggests that the researcher who makes use of this type of interview is seeking to discover information from a small sample of select individuals and is directed at, “ a respondent who has particular experience or knowledge about the subject being discussed.” (p191)

Interviews were conducted by telephone, which has many advantages when considering the national context of this research, as the cost of face to face interviews would be expensive. A rapid coding of responses was achieved by recording responses through voice telephone to tape recording devices that allows for the researcher to recheck and reverify respondents answers and the context in which they were given (Anderson, 1998).

The survey data provided the main source of information identifying students' roles and perceptions of their participation in school-community link strategies during the SEPEP Cricket season. By administering the surveys to large numbers of students who were also geographically dispersed, the information was best gathered through the use of this method (Anderson, 1998). Any major issues or points of interest requiring further information for clarification were rechecked with the teachers and development officers during interviews. The surveys contained questions that required a response on a Likert scale and a number of open-ended questions where the answers provided can be analysed in conjunction with the Likert responses (Appendix 6,7,8,9).

Teachers were asked to complete two sets of surveys that sought their thoughts and feelings along the same lines as the student surveys administered. The surveys were designed to specifically seek the level of teachers' experience with the teaching of cricket and provide an insight into their experience with SEPEP as a curriculum model for use in physical education programs.

To ensure the trustworthiness of this research (Lincoln & Guba, 1985) a request was made to teachers and students for samples of their work that included such items as, SEPEP season programs, resources and curriculum documentation that relates to the implementation of school-community link strategies will through triangulation with the other data collected increase the trustworthiness of this study. The examination of documents and artefacts added further credibility to the study (Anderson, 1998) as the conceptual framework sought to understand the phenomenon as it relates to new curriculum documents at both a national and state level.

To further increase the trustworthiness and credibility of the findings, a process of member checks was also conducted (Lincoln and Guba, 1985), whereby the project officer, contacted each teacher and development officer at least twice during the course of the study, to reaffirm the focus and goals of the project. Any further data that was deemed crucial in increasing the knowledge and understanding to be learned from the study was gathered during these contacts. This process allowed for the participants to further share their stories and for accurate information to be kept.

The writer of this study was the project officer responsible for phase III of the ACB SEPEP Cricket Project. Much of the data collected as part of this study was a direct function of the role that was that of the project officer. Subsequently the writer has worn “two hats” during the course of this study but has through a series of member checks, triangulation of multiple sets of data and axial coding limited the influence of researcher bias.

Design of instruments

The surveys administered to teachers and students included both open-ended questions and a series of questions that were to be answered using a Likert scale with both devices allowing for the measuring of opinions and attitudes (Anderson, 1998). Open-ended questions were developed based on an analysis of the relevant literature and of the findings made by the phase I and phase II reports into SEPEP Cricket. Students could provide more information through the use of a Likert scale where they are required to agree or disagree on a five-point scale, as this form of question is very common with students as they experience quite readily in the school system. A copy of the surveys administered can be located in Appendices 6,7,8 & 9.

The surveys were pilot tested in the preceding phases of the project, with additional questions comprising the school-community links focus pilot tested by members of the project team at SPARC. The project officer developed the questions for phase III and small changes were made to the construction and language of the questions prior to the dispersing of surveys to teachers and students.

Analysis of the surveys was conducted by calculating the frequencies and percentages for each response so that comparisons could be made among groups and between groups (Anderson, 1998). The analysis, using the Statistical Package for the Social Sciences (SPSS), presented the data in the form of tables of responses whereby the frequencies and percentages were compared and discussed in line with respondents' answers to open-ended questions.

Interviews with teachers and development officers were analysed using a process of open, axial and selective coding (Neuman, 1994) that involved organizing the raw data into conceptual categories, making comparisons between the themes identified and inductively selecting data that could be reduced into the key aspects of the study. The interviews specifically addressed the research questions and sought to clarify earlier statements that reinforce the survey data collected. Furthermore the responses to the interview questions were analysed in conjunction with teacher-developed resources, curriculum documents and development officer logs. A copy of the proposed interview outline can be found in the Appendix 4 and 5.

A cross-case analysis of the teachers and their perceptions of school-community links was also incorporated. This involved searching for shared characteristics among the teacher stories, which were developed from the interviews, survey data and project officer communications. This analysis is included in the findings and acts as a summary of teachers' experiences within a season of sport education.

Timeline for data collection and analysis

For the purposes of this research it is best to represent the methodological procedures in the form of a timeline, which indicates in chronological order the sequence of data collection and interview schedule for participants involved in this study.

Prior to season:

- ACB SEPEP Cricket Project professional development workshops for Phase II/III conducted in all states with a clear focus on school-community links.
- Identify schools community link focus for SEPEP Cricket season.

Start of season:

- Organise and make appointments for teacher interviews, development officers' interviews and mail surveys.
- Confirm school-community link focus with teachers.

During season:

- Survey 1 completed by teachers and students.
- Member checks: project officer contacted teachers and development officers by telephone, email and fax communication at least twice to verify data.
- Teacher/student work samples.
- Development officer logs.
- Analyse/review data: triangulation, multiple sets of data, and multiple settings.
- Survey 2 to teachers and students for season conclusion.

Conclusion of season:

- Survey 2 completed and interview conducted with teacher.
- Interview with development officers.
- Member checks.
- Teacher/student work samples.
- Survey 2 completed by students.
- Development officer logs returned.
- Analyse/review data: triangulation, multiple sets of data, and multiple settings.

Post season:

- Final check with key participants.
- Analyse/review data: triangulation, multiple sets of data and multiple settings.
- Peer debriefings.
- Reflect and re-analyse.

Trustworthiness of data

The main method for ensuring the trustworthiness was the triangulation of all data, where answers are sought to the research questions through examining multiple sets of data and the use of multiple methods for obtaining the data. Interviews were analysed to determine common threads that allowed for an explanation of the phenomenon in conjunction with the other data collected in the form of surveys, development officer logs, teacher/student work samples and curriculum documents.

Lincoln and Guba (1985) believe that the trustworthiness in qualitative research can be constructed using four criteria as guidelines: which are credibility; transferability; dependability; and confirmability. Credibility refers to the confidence one may have in the truth of their findings, transferability relates to how the findings can be generalised, dependability responds to the question of how stable the findings are when measured over time and confirmability is maintained by the objectivity and reliability of the data.

To ensure the trustworthiness of data collection devices, namely the survey and interview questions, the material was independently checked and assessed by peers prior to their use in the field. This involved members of the project team proof

reading and making adjustments to the survey and interview questions as well as teachers previously associated with the project reviewing and suggesting changes. This provision and that for the review of teacher/student work samples, curriculum documents and development officer logs assisted in the triangulation of data, that when analysed, discussed and reviewed within the framework developed for this study, allows the research questions to be answered.

Ethics approval

Letters of approval for interviews (Appendix 2 and 3) and survey data were sent to all schools involved and permission sought from the principals and parents for the conducting of interviews with teachers and the collection of teacher and student work samples. Approval from the ACB and state cricketing organizations was also obtained prior to conducting this research. All participants had the right to withdraw from the study and will have access to the findings if interested. Pseudonyms have been used to protect the confidentiality of the participants involved in this study.

Summary

This chapter outlines the method/s for answering the research questions and highlights the type and scope of data collection devices utilised. By using multiple methods to answer the research questions this study can be confident that information obtained provides for a solid description of the school-community link phenomenon and how it relates to the SEPEP curriculum model.

CHAPTER 5: FINDINGS

This chapter will highlight the findings regarding teachers, students and development officers' perceptions before, during and after a season of SEPEP Cricket and the implementation of school-community links strategies. Distinct sections have been created for reviewing the findings for each of the key participants in the study. The sections presented represent a careful analysis of the data and have been developed to assist with the discussion of the findings and recommendations relating to the development of school-community links during a season of SEPEP Cricket. In addition a series of case studies have been included that focus on teachers and development officers perceptions of the implemented school-community links strategies.

A presentation of the findings from teacher surveys, teacher interviews and teacher/student work samples collected during the course of the SEPEP Cricket season are triangulated with other data to ensure a thorough description of the school-community links phenomenon and how it affects the quality of school physical education programs. Teachers' opinions, thoughts and views derived from the interview data are integrated with the survey data to enrich the trustworthiness of the findings concerning the role of the teacher in establishing links with the community and a description of the factors influencing the implementation of school-community links during a season of SEPEP Cricket.

Survey data has been analysed from both student and teacher perspectives and linked with teacher stories from interviews regarding a range of student behaviours that provide a deeper understanding of students interaction with SEPEP in relation to

school-community links initiatives and cricket. These include students' value of, and level of physical activity, their roles, perceptions of cricket and SEPEP outcomes. Development officers assumed a key role during the final phase of the ACB SEPEP Cricket Project and as such their perceptions regarding the success or failure of school-community link strategies was valuable. As well as their perceptions the findings presented detail the type of contact and role they had in developing school-community links between schools and clubs. Data obtained from development officers in the form of log books and interviews will be analysed and presented in an effort to gain a better understanding of their role in promoting SEPEP to both schools and communities. Furthermore, teachers survey responses regarding development officer involvement during a season of SEPEP Cricket were examined together with their perceptions concerning the role of development officers in developing school-community links.

Each section outlines the experiences and perceptions of the key participants throughout the final phase of the project and identifies issues relating to the teaching of SEPEP cricket in schools. Finally, common themes from all the data are highlighted with the major factors and influences that effect the development of school-community links during a season of SEPEP Cricket.

ACB SEPEP Cricket Project Participating Schools Phase III

Ten schools, ten teachers, six development officers and approximately 400 students participated in the school-community links phase of the ACB SEPEP Cricket Project during 1999. The teachers and students completed surveys at the start of their SEPEP seasons and another towards the conclusion of their SEPEP seasons so that before and

after responses to the study could be compiled. All ten teachers completed Survey 1 and all but one teacher returned Survey 2. Student numbers were higher on Survey 1 (n=393) than on Survey 2 (n=209). Details of participating schools are presented in Table 1.

Table 1

Teacher and school participation by state and setting

State	Teacher	Primary	Secondary	Government	Non-government
Victoria	2	1	1	1	1
Queensland	2	2	0	1	1
New South Wales	0	0	0	0	0
Tasmania	2	1	1	1	1
South Australia	2	1	1	1	1
Western Australia	1	1	0	1	0
Northern Territory	1	0	1	0	1
ACT	0	0	0	0	0
TOTAL	10	6	4	5	5

All quantitative data is presented as frequencies or percentages were appropriate, with percentages rounded to the nearest whole number. Where percentages do not add up to 100 non-responses occurred or missing surveys were responsible.

Teachers, students and development officers

Teachers in the study (n=10) were all males. Six taught in primary school settings and four taught in high school settings. All four high school teachers are physical education specialists and all the primary teachers are all from a physical education specialist background and/or have responsibility for the delivery of the sport and physical education programs within their school.

A development officer from each state was responsible for assisting and communicating with participating teachers regarding all aspects of their SEPEP Cricket season. Students (n=393) completing and returning Survey 1 (male 57%; female 43%) compared with students (n=209) completing and returning Survey 2 (male 61%; female 39%). Table 2 provides a breakdown of the year level for students involved. The largest group were the year 7 students with 4 of the 10 classes involved being from this cohort.

Two of the classes were from boys' schools with both primary and high schools on the same campus. Taking the two year 7 classes into account and the one year 7/8 class, which is an example of middle schooling curriculum, the student sample was made up of five out of ten classes containing boys and girls upwards of 11 years of age up to the 15 year olds in the year 10 cohort, which can be considered moving towards and being part of high school educational systems.

Table 2

Students by year group breakdown and school setting

Year group	Frequencies	
	Primary schools	High schools
Year 5/6	1	
Year 6/7	1	
Year 7	4	
Year 7/8		1
Year 8/9		2
Year 10		1

The other participants mentioned in the data and who are for all intents and purposes are key participants in this study, but who have not been formally evaluated by direct

survey or interview, are the clubs that links were made with and the involvement of the many volunteers, officials and parents who contributed. Indeed teacher and student surveys administered allowed some scope for analysing their involvement and together with interviews highlight the significant contributions made by clubs and volunteers throughout the link process.

Teachers and SEPEP Cricket

Teachers are instrumental in forming any study or project that had as part of its agenda a school-community links focus. Indeed the perceptions of teachers in framing what is learnt about school-community links from this study has been considered essential if a clearer understanding is to be obtained concerning the forces driving program implementation in schools currently and in the future.

Teachers' cricket characteristics

All teachers involved had a cricket background either as players, coaches or administrators at a school or community level. Five of the ten teachers have played cricket at a junior club level, with the number of teachers having played cricket at a senior club level increasing to seven (Table 3). Two of the ten teachers have played at an elite level with four out of the ten teachers and six out of the ten teachers respectively having played both social and recreational forms of the game. Social competitions may include mixed indoor competitions and the recreational forms include the backyard and beach versions, which have long been a part of popular Australian culture.

Table 3

Teachers cricket playing and cricket coaching experience

Playing	Yes	No
At a junior level	5	5
At a senior level	7	3
At an Elite level	2	8
In social competitions	4	6
For recreation (e.g. beach, park)	6	4
Coaching		
Level 0 or higher	8	2
A junior community team	5	5
A senior community team	5	5
An intraschool team	6	4
An interschool team	10	0
No coaching experience	0	10

Coaching experience was high among the teachers with eight out of the ten teachers holding a level 0 cricket coaching qualification or higher. Half the sample have coached junior or senior community cricket teams. Interestingly all have coached interschool cricket teams and not one teacher indicated a lack of coaching experience relating to cricket.

I coach under 17's locally as well but that is along the same lines as the national guidelines but yes I'm aware that there are modifications particularly under 11's & under 13's level.

(Mr. Waugh interview, 1999)

I am pretty much the school community link, I'm assistant coach at Leg Gully District Cricket Club in the TCA competition so if any of the boys where going to come out to the club which we've probably got 4 or 5 of them at the moment, pretty much do it through me, also we have got a development officer which is available for schools which I haven't used but they are available to come out if need be, and the reason I chose obviously my cricket club is because we want to get the better players going to my club.

(Mr. Border interview, 1999)

Furthermore, most teachers reported that they are present members of community cricket clubs and/or local associations with a long-term involvement rather than short-term involvement in cricket. In fact most are in an excellent position because of their cricket involvement, to forge school-community links by experiencing cricket on both sides of the school-community link.

By having involvement with clubs, many of the teachers became the link for clubs in schools and made students very aware of this. Teachers assumed a variety of roles within the school and club spheres with some occupying positions such as Director of Coaching and Primary Schools Girls Competition Co-ordinator on top of their professional commitments. Other roles mentioned concerned coaching and organizational aspects.

I'm involved with the club I act also as director of coaching... so I would also be there on training nights to then take them through some fun activities and get them going to in that particular instance.
(Mr. Hassett interview, 1999)

I've been given a portfolio of looking after girls cricket in Queensland primary school girls cricket so I decided to make that my focus and try to promote girls cricket amongst primary schools in Queensland and I'm starting first of all in the Gold Coast South District working from there.
(Mr. Lawry interview, 1999)

Moving here as a cricketer and being involved in junior cricket for a number of years I was a little bit unhappy with the way junior cricket was organized in the town. I'd been doing SEPEP for about 3 or 4 years with Sofcrosse and then I moved into cricket and got involved with SACA. It seems that school-community links was something that I'd been involved with in other areas outside of my teaching. I'm involved with the Rec and Sport Department here in South Australia, just as a rep here in the country.
(Mr. Chappell interview, 1999)

Teaching cricket and SEPEP in schools

Teachers' level of playing and coaching experience is also reflected in the offerings of cricket as part of whole school programs (Table 4). Cricket is played in sport time by

five of the ten schools with cricket a part of all ten schools' physical education programs. In 1999 this was SEPEP Cricket. Nine of the ten schools cater for some form of interschool cricket. Two of the schools offer cricket as a PE elective and three of the ten schools offer cricket as an elective for sport.

Table 4

Cricket offerings in whole school programs

	Yes	No
During sport time	5	5
During PE time	10	0
As an interschool sport	9	1
As an elective for PE	2	8
As an elective for sport	3	7
As an intraschool sport	4	6

Teachers experience with the SEPEP model was extensive. Four of the ten teachers indicated that they have taught more than 5 seasons of SEPEP, two indicating 3-5 seasons and the remaining four 1-2 seasons previously (Table 5). Two teachers having participated in national trials of SEPEP back in 1994, "I guess we've been doing SEPEP a long time now we're a national trials school even in the early stages in 1994" (Mr. Yallop and Mr. Warne interview 1999).

Table 5

SEPEP seasons previously taught by teachers

SEPEP Seasons	Frequencies
0 seasons	0
1-2 seasons	4
3-5 seasons	2
More than 5 seasons	4

The length or time allocated for each SEPEP Cricket season varied from teacher to teacher. While one teacher conducted the season over four weeks, all others were of 8 or more weeks with two teachers planning to implement their SEPEP season over 12 weeks (Table 6).

Table 6

Length of SEPEP Cricket season

Weeks	Frequencies
4 weeks	1
8 weeks	4
9 weeks	1
10 weeks	2
12 weeks	2

Teachers' plans for SEPEP Phase III

When asked whether they would be forging links with a community cricket club eight of the ten teachers answered yes (Table 7). The one teacher not forging links in 1999 focussed on cross-curricular outcomes during the SEPEP Cricket season as the school had a policy that all boys play for the school on Saturday mornings. Teachers had varying attitudes to the way they would implement their SEPEP Cricket seasons. Seven teachers thought they would utilize the development officer more and six would attempt to introduce more student roles for 1999.

Table 7

Teacher intentions for SEPEP Cricket in 1999

	Yes	Maybe	No
Utilize the D.O more	4	3	2
Introduce more student roles	4	2	3
Conduct an end of season event	5	1	3
Forge links with a community cricket club	8	1	1

At the SEPEP workshops teachers were asked to indicate a likely school-community link focus for their upcoming SEPEP Cricket seasons. Early in their SEPEP Cricket seasons the project officer made contact with teachers to confirm their chosen link strategy and made contact with the development officer for the region (Table 8).

Table 8

Phase III schools and school-community links focus

State	School	School-community links focus
WACA Mr. Lillee	Black Swan PS Mr. Gilchrist	School team in Warrior Shield Super 8's competition.
SACA Mr. Hookes	Redback Grammar Mr. Simpson Stormy Bay PS Mr. Chappell	Linkages for elite cricketers via school cricket team. Saturday morning Super 8's primary school competition.
TCA Mr. Boon	Batters College Mr. Hughes Spinners HS Mr. Border	Links with TCA development officers to conduct school clinics. To link with Leg Gully CC.
VCA Mr. Jones	Wanderers SC Mr. Yallop Kangaroo Paw PS Mr. Taylor	Link with Stumpy Bails CC. Cluster schools approach. Link with Parkhill CC. Club to conduct school clinics. Cluster schools approach.
NTCA Mr. Healy	Top End College Mr. Waugh	Locate clubs/competitions for players.
QCA Ms. Goss	Surfside PS Mr. Hassett Coastal PS Mr. Lawry	Organizing a girls' team in Saturday competition. Girls interschool primary schools competition.

All teachers agreed that school-community links is an important element when developing a quality physical education program. Although agreeing that school-community links is an important element in developing a quality physical education program, teachers had well defined views regarding the type of link they see developing in the context of their own experiences and curriculum offerings.

It is important to show the students where sports may lead if they wish to continue outside school. However, the PE program shouldn't necessarily focus on developing club standard players. Many clubs don't cater for the lower abilities as well as they can be within the school situation.
(Mr. Hughes survey response, 1999)

It was an important part of our inter-school sports project throughout the year.
(Mr. Taylor survey response, 1999)

For the sport to continue to grow, we need students playing the sport out of school.
(Mr. Hassett survey response, 1999)

It is the transition step for students to develop lifelong interest in the sport and helps address the drop out rate from sport when students exit education.
(Mr. Yallop and Mr. Warne interview, 1999)

In linking with community clubs teachers made use of club personnel, facilities or equipment at varying levels with many opting not to seek the involvement of particular link options with clubs during the SEPEP Cricket season. Teacher use of coaches and club facilities was reported by two teachers with one teacher having made use of an umpire, administrator or a club's equipment during the season (Table 9).

Table 9

Teacher use of community club during SEPEP Cricket season

	Yes	No
Coach	2	6
Umpire	1	7
Administrator	1	7
Facilities	2	6
Equipment (such as bats)	1	7

Links chosen by teachers

The targeted strategies have been grouped into several categories to enable a clearer understanding of the teacher's implementation of SEPEP and their chosen school-community link focus. A number of teachers selected one or more of the links described in this section during the SEPEP season.

Cluster schools and clubs

Two teachers chose to adopt links with community cricket clubs and at the same time develop links with other schools in their immediate vicinity. Mr. Taylor is a Physical and Sport Education (PSE) co-ordinator at a regional primary school and developed links with three surrounding primary schools as part of an interschool sports project prior to this study. In addition he organized coaches from the local club to conduct clinics at the school on Saturday mornings for SEPEP students. He also organized SEPEP professional development for the teachers associated with the project at the four schools.

Mr. Yallop, a secondary physical education specialist, had pre-existing school-club links, which provided the impetus for his school-community link focus in the form of club members visiting the College and the employment of a trainee from the club to

assist with feeder primary schools, and extends students cricket skills at the College. Furthermore, he linked with the Mr. Taylor's school during the SEPEP season. The students were invited to extend their coaching abilities by assuming the roles of peer coaches assisting the primary students with their SEPEP roles. As a culmination to the project the students also officiated at an end of season gala day that was the culmination of the first teacher's interschool sports project.

Teachers as link focus

In all cases the teacher was considered to be a link between the school and the community. All reported that at some stage during the SEPEP Cricket seasons they informed students of the local clubs in the immediate vicinity that they could join and distributed any club information they had to students.

However, this category specifically recognizes and gives status to the three teachers who, through their involvement with local clubs at a community level in playing, coaching or administrative roles, fostered links with their own clubs and identified this strategy as the key aspect of their chosen links with clubs. Mr. Waugh and Mr. Border were players or coaches at a local club, with Mr. Waugh playing cricket at the same club as the development officer. Mr. Hassett was the director of coaching at his club and developed a link for girls to move into club cricket.

Links for girls

Two teachers developed links specifically aimed at increasing the opportunities for girls to play in weekend and school competitions. Mr. Hassett, through his role as director of coaching at the local club, organized a girl's team in the local Saturday

morning competition after a number of girls showed an interest in playing at a club level. A key highlight of this link was that the teacher managed to organize a mother of one of the girls to coach the team and assisted her with gaining her Level 1 coaching qualifications through a subsidised program.

Mr. Lawry was responsible for the implementation of an interschool cricket competition in Queensland primary schools specifically for girls. This was the main focus of his link with the aim being to increase the participation of girls in cricket at school first before establishing pathways to the club level. The school has strong links with the two local clubs who share the schools facilities at the weekend. A beneficial arrangement between the school and club resulted in the school having its cricket facilities improved and the sharing of these facilities.

A further two teachers reported that several girls made the transition to cricket at the community level with Mr. Border's team having two girls selected in a representative girls side and Mr. Simpson having two girls playing in the school team in the Saturday morning schools competition.

Student links

One student was the school-community link officer for his class during the SEPEP Cricket season. He let Mr. Waugh know of his involvement with a local club and the other students in the class were made aware of this during the course of the season. In this capacity the student acted as the 'go between' for the class and his cricket club through informing his fellow students of training times, club details and how to join during SEPEP sessions.

Super 8's school competition

Mr. Chappell introduced a Saturday morning Super 8's competition for primary aged students in a regional community that had previously been lacking. Due to the remoteness of the area and the lack of any structured competition besides the more senior grades primary students were often making up the numbers. Small clinics were held prior to the games and students were able to interact with their parents in a range of activities developed from the MILO Have-a-go resources. The parents are also involved through coaching and setting up at the ground. The teacher oversees the competition and organizes the transport of equipment to the ground on Saturday mornings.

Mr. Gilchrist attempted to link his SEPEP season with the local Warrior Shield competition and to have local club/s visit the class to help students with their skills. While certain obstacles prevented him from implementing his preferred focus he was still able to promote the opportunities for students playing cricket beyond the school gate by organizing SEPEP students to participate in a Super 8's demonstration during the lunchtime break of a test match in Perth.

Development officer links

Mr. Hughes at an independent school sought the assistance of the development officer to increase the students' skill level so that they become better players and can then play for the school side or progress to community clubs. The College has a firm policy that boys play cricket for the school first rather than a local club on weekends. However, the teacher did see the opportunity for a club link towards the end of year

10 in the form of club information from coaches and administrators before some students left the education system for good.

Most teachers throughout the study had some form of assistance or input from the development officer. But Mr. Waugh through his playing and coaching commitments has developed a strong personal and professional relationship with the development officer and therefore has sought to promote his involvement more during the SEPEP season in an effort to encourage students to seek out cricket playing options other than those to be found at school.

Cross-curricular links

Mr. Simpson decided not to forge school-community links as all boys played cricket for the school on Saturday mornings. Instead the focus was in developing a SEPEP Cricket cross-curricular program, which also involved other teachers at the school, during his SEPEP Cricket season to develop integrated lesson ideas and educational outcomes for cricket across different learning areas. Mr. Simpson in conjunction with the other teachers has produced a cross-curricular resource for SEPEP Cricket based on their work during 1999.

Other links

Mr. Yallop, Mr. Warne and the physical education department employed a first grade cricketer from the local club through the AFL Traineeship program to assist in the feeder primary schools and in extending the abilities of the students attending the College during the SEPEP Cricket season. The role was also seen to assist the teachers with developing school-community links by promoting the face of the club at

the school to students so that they became familiar with how a club operates and so they feel more confident to approach the club about playing.

Teachers' perceptions of students and SEPEP

Teachers' believed that students responded positively to a number of SEPEP characteristics especially modified games, student roles and duty team roles (Table 10). Students adopted a range of roles as outlined in the SEPEP manual.

Table 10

Students are responding positively to the following SEPEP characteristics

	Yes	No
Modified games	8	0
Managerial/instructional roles	8	0
Additional roles to that of player	8	0
Festive end of season event	5	3

All teachers believed that students enjoyed the modified game selected and enjoyed the SEPEP Cricket season (Table 11). Games chosen included Super 8's, Kanga and dual pitch versions.

Table 11

Teacher feelings on students response to SEPEP Cricket

	SA	A	D	SD
Enjoyed the modified game	5	3	0	0
Enjoyed the SEPEP Cricket Season	5	3	0	0

Teachers suggested that SEPEP develops better learning outcomes for students in cricket rather than the more traditional forms of physical education (Table 12). All teachers agreed that students achieved better learning outcomes in umpiring, coaching and organizing competitions than traditional physical education lessons.

Table 12

SEPEP develops better learning outcomes than traditional PE

	SA	A	D	SD
Umpiring	3	4	0	0
Organizing competitions	4	3	0	0
Coaching	2	4	0	0

At the conclusion of the SEPEP Cricket season, teachers were asked about their feelings concerning the teaching of physical education and the teaching of cricket. Of the eight responses five teachers strongly agreed or agreed that they enjoy teaching physical education. However, two teachers disagreed with the statement that they enjoy teaching. Of the seven responses to the question for teachers asking whether they enjoy teaching cricket following a season of SEPEP Cricket all either strongly agreed or agreed to the question (Table 13).

Table 13

Teachers like the following about the SEPEP Cricket season

	SA	A	D	SA
I enjoy teaching PE	2	3	2	0
I enjoy teaching cricket	6	1	0	0

Resources

Resources for the teaching of cricket such as Kanga Cricket, Milo Have-a-go, Milo A-Z manuals and SEPEP resources were utilized by teachers in developing lessons and activities for the students during their 1998 SEPEP Cricket seasons. The SEPEP manual was the most used of the resources with seven of the ten teachers indicating that they used the resource (Table 14).

Table 14

Teachers and use of cricket resources

Resources	Yes	No
Have-a-go and KANGA	6	1
Milo A-Z Manual	5	3
SEPEP Manual	7	1
Seek cricket coaching resources	2	2
Seek umpiring resources	4	1

Five of the ten teachers made use of the school-community links module in planning for their SEPEP seasons. Survey data also revealed that four of the ten teachers are looking for umpiring resources and two teachers are looking for cricket coaching resources to support the already existing resources they and students may access during their SEPEP Cricket seasons (Table 14).

At the conclusion of their SEPEP Cricket season, teachers were asked if they required a cricket specific SEPEP resource to improve their programs. Eight teachers agreed that they needed a SEPEP specific cricket resource to improve and extend their programs. Teachers were very specific on the type of content to be included in any SEPEP Cricket resource to be developed for future seasons. Content should include

SEPEP background, cricket specifics such as basic skills and techniques, rules and umpiring, modified games, coaching checklists, assessment strategies, cross-curricular strategies and examples of community linkages. It should be made available in a similar format to that of the SEPEP manual and/ also be made available in CD Rom, video or hard disk format. No mention was made by any teacher regarding the development of a cricket website for students (Teacher survey responses, 1999).

Teachers' plans for Development Officers

Development officers have a particular role to play in promoting and developing the game of cricket both in educational and community settings. During the school-community links phase of the project it has become quite clear that teachers and students seek the support of development officers in a number of areas and their assistance has been widely acknowledged.

Teachers planned to use the Development Officer in a number of ways during the SEPEP Cricket season. Seven teachers thought they would communicate with the development officers by phone, with six teachers planning to have the Development Officer conduct skill instruction with student coaches and/or assist with the implementation of modified games such as Kanga 8's, Super 8's and dual pitch during the SEPEP Cricket seasons (Table 15).

Table 15

Intended use of Development Officer during 1999 SEPEP Cricket season

	Yes	No
Telephone contact	7	3
Skill instruction	6	4
Implementation of games	6	4
Observation only	0	10
Observation and interaction	2	8
Offer advice and ideas	3	7

Seven teachers intended for development officers to make between one and three visits to the school during the SEPEP season. One teacher planned for 4-6 visits from the development officer with two teachers choosing not to have visits from the development officer during the course of their seasons (Table 16).

Table 16

Teacher plans for the Development Officer to visit SEPEP class

Visits	Frequencies
0 times	2
1-3 times	7
4-6 times	1
More than 6 times	0

Survey 2 data revealed that teachers had less contact with the development officers than initially planned for during their SEPEP seasons (Table 17). Three teachers sought the assistance of the development officer for support in the areas of skill instruction and two for game implementation.

Table 17

Teacher use of Development Officer during SEPEP Cricket season

	Yes	No
Skill instruction	3	5
Implementation of games	2	6
Observation only	1	7
Observation and interaction	1	7
Offer advice and ideas	0	8

Slight variations occurred during the SEPEP seasons in the level of contact teachers had with development officers when compared with earlier survey responses. Three teachers had chosen not to have any contact by phone or in visits from the development officer (Table 18). Some teachers did however maintain greater levels of contact during the SEPEP Cricket seasons. Two teachers had phone contact with the development officer on more than six occasions and one teacher had more than six visits from the development officer during the course of his season.

Table 18

Teacher contact with Development Officer during SEPEP Cricket season

By telephone	Frequencies
0 times	3
1-3 times	2
4-6 times	1
More than 6 times	2
Visits	Frequencies
0 times	3
1-3 times	2
4-6 times	3
More than 6 times	1

Development Officers and SEPEP Cricket

During the SEPEP Cricket season both development officers and teachers had similar views regarding the role of development officers in forging school-community links. Five development officers returned detailed log books for analysis and all six development officers were interviewed concerning their involvement in the final phase of the project.

The following sections present the log book data combined for each state and territory with subsequent summaries from development officer interviews, that are divided into individual states and territories cases, which allows for a thorough representation of the roles the development officers saw themselves performing during the SEPEP Cricket season, especially in regard to school-community links.

Involvement with SEPEP schools

The development officer visits to schools occurred at the beginning and end of SEPEP seasons. November was the busiest month with five contacts between development officers and schools. Development officer visits normally coincided with school program schedules in planning for clinics or visits (Table 22).

The development officers responded to a whole range of cricket specific requests during the SEPEP Cricket season. Table 19 summarizes the main purpose for development officers visits to schools. The majority of visits (61%) dealt with conducting skill clinics for the students and addressing issues relating to teacher requests for assistance with school-community link strategies.

Table 19

Purpose of visits during SEPEP season

	Frequencies
Skill clinics	8
Assessment	1
Umpiring and scoring	2
Demonstrate games	3
End of season event	3
School-community links	6
Total	23

Visits lasted anywhere from 45 minutes up to a five hours depending on the nature of the request. On 16 occasions development officer spent more than 2 hours at the school either working with teachers or students (Table 20). Over the length of the SEPEP seasons, development officers made 25 visits to schools and SEPEP classes.

Table 20

Duration of school visits

Less than 1 hour	1-2 hours	Greater than 2 hours	Total number of visits
1	8	16	25

Development officers: requests and issues raised by teachers

The development officer logs also sought to categorize the type and nature of teacher requests made to development officers during these visits. The requests mainly concerned cricket specific skills, drills and practices and queries as to game modifications and umpiring/scoring skills and rules (Table 21). The majority of

requests however dealt with cricket specific skills and activities (72%) for inclusion during the SEPEP season.

Table 21

Types and frequency of teacher cricket queries

Type of request	Frequencies
Batting skills	8
Bowling skills	8
Fielding skills	6
Skill practices and drills	6
Rules, umpiring and scoring	7
Game modification formats	4
Total	39

Any issues or concerns raised by teachers either on the phone or during visits were recorded in the log books by the development officers or later forwarded to the project officer. Teachers had few concerns or issues throughout the course of the season as listed in Table 22.

Table 22

Issues/concerns raised by teachers

Issues/concerns	Frequency
Decline in school cricket and coaches available	1
SEPEP roles	1
Organization issues for end of season	1
Rules and game modifications	2
Motivation of students	1
Total	6

Students and SEPEP Cricket

SEPEP Cricket had a strong impact on students' perceptions and values regarding their participation in cricket both at school and in the wider community. The data presented in this section outlines student perceptions and values concerning cricket and school-community links before and during a season of SEPEP Cricket. A combination of student survey data and teacher perceptions assessing the level of student participation during the SEPEP season captures the process from a student perspective.

Student characteristics

In terms of SEPEP Cricket experience, while the teachers were generally veterans the students were generally new to the concept. From the surveys it was determined that the majority of students (66%) were experiencing their first season of SEPEP and with a large number of students (70%) having never played SEPEP Cricket prior to this season (Table 23).

Table 23

Students SEPEP experience (percent)

	Yes	No
First try at SEPEP	66	34
Have you played SEPEP Cricket before	30	70

Thirty one percent of students were cricket club members or had been a member the season prior to the commencement of the SEPEP season. A further 35% of students play for the school team in interschool competitions with 32% interested in joining a

cricket club next season (Table 24). Sixty percent of students were not interested in joining a club next season prior to the season. Teachers, all experienced cricketers, were all aware that a number of students play for clubs already, have joined local clubs or have recently played cricket beyond the school gate.

Table 24

Student cricket experience (percent)

	Percentage %
I am a member of a community club 1999/2000	12
I was previously a member of a cricket club 1998/1999	19
I play cricket for a school team (not including PE)	35
I am interested in joining a cricket club next season	32
I am not interested in joining a club	60

Student perceptions of SEPEP Cricket

Prior to the commencement of the SEPEP season, students were surveyed regarding their perceptions and values of physical education and cricket (see Table 25).

Students enjoyed playing cricket (76%) and would like cricket to be a part of the schools physical education program (66%). Students believed that they had the ability to umpire (44%), organize (42%) and coach (35%) a game of cricket. Prior to the commencement of SEPEP seasons 25% of students wanted to join a local club with most students knowing where a club plays (43%) and how to join (40%). Only 15% of students would want to organize a team in a local competition (Table 25).

Table 25

Student perceptions regarding PE and cricket before and after the SEPEP Cricket season (percent)

		SA	A	D	SD
	B = Survey 1 A = Survey 2				
I enjoy playing cricket	B 25 A 38	51	9	4	3
I would like cricket to be a part of my school's PE program	B 23 A 42	43	15	6	11
I would feel comfortable umpiring a game of cricket	B 13 A 14	31	24	16	21
I have the ability to organize a cricket competition	B 9 A 9	33	29	11	18
I have the ability to be a good cricket coach	B 10 A 11	25	32	15	16
I want to join a local club	B 8 A 18	17	35	24	25

Following the SEPEP Cricket season, students' enjoyment of cricket had increased (76% - 87%) with moderate increases for umpiring (44% - 48%) and organizing competitions (42% - 49%). More students believed they had the ability to be a good cricket coach than on pre-season surveys (35% - 45%). An increase in the numbers of students wanting to join a local club was evident with 32% of students indicating a desire to play cricket beyond the school gate and also indicated that they liked physical education being taught with SEPEP (78%). Students would like to play cricket in physical education again (72%) and following their first season of SEPEP would like to do another SEPEP season (76%). Eighty seven percent of students surveyed liked physical education classes (Table 26).

Table 26

Students like PE and SEPEP (percent)

	SA	A	D	SD
I like PE	57	30	1	2
Like PE being taught with SEPEP	33	45	10	9
Like to do another SEPEP season	40	26	15	13

SEPEP student roles

The students assumed a variety of roles during their SEPEP Cricket seasons and responded positively to a number of key SEPEP characteristics regarding their roles. Students agreed that having more responsibility (87%) and working with other students (89%) throughout the season were important aspects in the implementation of SEPEP Cricket. Overall the figures relating to the implementation of SEPEP characteristics are favourable (Table 27).

Table 27

SEPEP Cricket characteristics (percent)

	SA	A	D	SD
Having more responsibility	43	44	5	2
The modified game	38	44	16	4
Playing in competition	53	31	7	4
To help the teacher organize	27	44	16	5
Working with other students	45	44	5	1
Being a player	69	24	3	3
Umpiring	33	35	19	10
End of season event	40	15	4	6

Being a player (93%) and playing in competitions (84%) were rated highly by students as well as the opportunity to help the teacher organize and plan sessions

(71%). Students enjoyed the modified game aspects (82%) and the umpiring roles expected of duty team members (68%). Just over half the students (55%) enjoyed the end of season component, bearing in mind that only several classes managed to organize an end of season festive event as a culmination to their SEPEP seasons.

Students performed a variety of roles in the SEPEP season. Virtually all students were players with scoring, umpiring and duty team roles being the most popular choices for student roles during SEPEP seasons. Coaching and captain roles because of the leadership component are less in number but are still important student roles nonetheless. Three students indicated that during the SEPEP Cricket seasons they adopted the student role of school-community link officers (Table 28).

Table 28

SEPEP student roles during SEPEP Cricket season

	Frequencies
Player	204
Umpire	137
Captain	65
Coach	54
Sports Board	35
Publicity	17
Duty	97
Scorer	139
Equipment	25
School-Community Links	3

Students and school-community links

During the SEPEP Cricket season students reported having contact with a community cricket club in a number of ways (Table 29). A coach visited from the local club to

conduct clinics and/or oversee student coaching sessions (30%), students made use of the clubs equipment such as bats and balls (16%) or had an umpire address the students concerning the rules of cricket (7%). Six percent of students actually visited the club during the school-community links phase with 12% of students joining clubs during the SEPEP Cricket season.

Table 29

My class had contact with the local community club (percent)

	Yes	No
A coach visited us	30	62
An umpire visited	7	85
We visited the club	6	86
We used their equipment	16	74
Joined a local club	12	78

The students enjoyed having the visits from club coaches (60%) while some liked the contact they had with the community cricket club (38%).

Table 30

Students liked the contact with local clubs during the SEPEP Cricket season (percent)

	SA	A	D	SD
Visiting cricket coach	36	24	10	10
Contact with the community cricket club	15	23	16	15

Following the SEPEP Cricket season students are quite clear on what they liked about the school-community links focus during their seasons. Fifty one percent of students agree that they know where and how to join a local cricket club with the same number of students believing that they could occupy positions in a local cricket club based on

their experiences with duty team roles and student roles during their SEPEP seasons.

Post-season student surveys indicated that 32% of students want to join a club team and play some form of community cricket (Table 31).

Table 31

I like school-community links because (percent)

	SA	A	D	SD
I now know where and how to join a local cricket club	20	31	24	17
I am capable of occupying a position in a local cricket club	20	31	26	15
I want to join a team	15	17	28	27

This could be related to the format experienced when playing cricket at school and in the wider community. When asked about playing interschool and community cricket, and the particular game they would like to play, students viewed the adult game as the least preferred option (46%). The most preferred option was indoor cricket (64%) with Super 8's (51%) and the modified game played in their SEPEP season (59%) also being rated highly by students (Table 32). No teachers played the indoor format during their seasons with Super 8's, dual pitch and modified forms the most preferred formats during the SEPEP Cricket seasons.

Table 32

Students indicated they would play interschool cricket/community club cricket if the following games were played (percent)

	SA	A	D	SD
The adult game	27	19	21	22
Super 8's	27	24	16	19
Indoor	34	30	11	15
A game like we played in SEPEP	32	27	12	19

Throughout the season the students were exposed to a number of SEPEP characteristics that foreground the roles that students were likely to experience when playing cricket for a community cricket club. At the conclusion of the season, students felt that they could perform a number of roles within the structure of a community club or local competition. The most preferred club role was scoring (59%), with umpiring roles (47%) and coaching roles (46%) the next most popular roles in the community clubs. Students indicated a willingness to organize teams (41%) and organize competitions (36%) in interschool or community fixtures. Publicity officer roles preferences accounted for 36% of students.

Table 33

Students would like to perform the following roles in a school cricket/community club cricket competition (percent)

	SA	A	D	SD
Umpiring	17	30	28	25
Coaching	17	29	27	24
Organizing teams	11	30	33	22
Organizing competitions	10	26	36	24
Scoring	24	35	21	17
Publicity	11	25	33	24

Cricket times clashing with other activities (66%) was identified by students as the most important factor preventing large numbers from playing or accessing community cricket. Students rated not knowing how to get to training and games venues (61%) and not knowing where the nearest club is (48%) as important factors in preventing them from playing in a community club. Being very good at cricket (Table 34) was not viewed as an important factor by 61% of the students in preventing them playing in a community club.

Thirty nine percent of students indicated that the game was different to the one they experienced during their SEPEP seasons as an important factor (56%).

Table 34

How important are the following in preventing you from playing in a community cricket club (percent)

	Very important	Important	Not important
It clashes with other activities	31	35	32
Not very good at cricket	13	22	61
I don't know where the nearest club is	21	27	49
I can't get to training/games	26	35	36
The game is not like the one in SEPEP	16	23	56

Promotions by clubs and teachers throughout the school in the form of poster promotions (32%), registration form (13%) and club contacts (18%) promoting the school-community link and club information were the most evident forms of promotion found by students in schools during the SEPEP Cricket season (Table 35).

Table 35

Student perception of school-community links promotions within school (percent)

Promotion	Frequencies
Poster promotions	32
Registration forms	13
Club contacts	18
Indoor centres	11
Other promotion	10

Summary of students perceptions

Only about a third of students wanted to join a community cricket club (32%) with most knowing where and how to join a club (51%) following a season of SEPEP.

Twelve percent of students actually joined clubs during the SEPEP Cricket season and students agree that they could occupy roles within a club other than player if given the opportunity (51%).

Three students were appointed school-community links officers for their classes or school. Overall students indicated they would like to perform umpiring (47%), coaching (46%), organizing teams (41%), organizing competitions (36%), scoring (59%) and publicity (36%) roles in a community club. They preferred the modified games of cricket such as Super 8's (51%), indoor cricket (64%) and dual pitch versions played during SEPEP (59%) rather than the "adult" version (46%) of the game for interschool or community cricket competitions.

Teacher stories

The following teacher stories are used to describe in detail the links chosen by teachers and the role they, their students and development officers assumed in the course of a season of SEPEP Cricket. The teacher stories seek to outline each teacher's experience and perceptions regarding the implementation of school-community links during a season of SEPEP Cricket through a collection of interview data, survey responses and anecdotal artefacts.

Mr. Waugh

Mr. Waugh is a physical education specialist at Top End College located in Darwin in the Northern Territory. During this study Mr. Waugh taught SEPEP to a year 9 mixed class of 11 boys and 12 girls. Mr. Waugh decided that due to the considerable interest shown by the students during previous SEPEP Cricket seasons he would encourage the development of strong links he has with clubs in the local community. He had developed these links through his playing and coaching contacts. Mr. Waugh has a strong personal and professional relationship with Mr. Healy through his involvement with the Northern Territory U/17's and having played cricket with him.

Well up here in Darwin it is fairly easy to get across, because we are a small community and being in the cricket field myself it wasn't too hard to actually implement links. Having played with Mr. Healy we were able to set something up, so as the development officer he came across and we developed it more on the association level. We got involved with my club and his club, and our community link developed from there.
(Mr. Waugh interview, 1999)

Mr. Waugh indicated that during 1999 he would be seeking more involvement from Mr. Healy and promoting of community contacts to the students to develop the interest of students at a faster rate (Mr. Waugh survey response, 1999). He viewed this role as one of facilitating the links for students with clubs in the surrounding Darwin area.

Well basically three clubs because there is also another club where a lot of the kids live close to and as a result of their SEPEP experiences last year they went of their own accord and joined up with that club as well so indirectly we've got three...Eagle Cricket Club, Hawk Cricket Club and Crow Cricket Club.
(Mr. Waugh interview, 1999)

When questioned concerning the role of students and the development officer in developing school-community links, Mr. Waugh felt that by increasing the involvement of Mr. Healy and promoting clubs he would be able to provide students

with pathways for further participation in cricket outside of the school environment based on “their new found enthusiasm” (Mr. Waugh survey responses, 1999). He saw his role as empowering the students through this newly found enthusiasm to move beyond the school gate and increase their cricket participation at a community level.

In addition to Mr. Waugh’s club contacts one of the students in the class became a school-community link by offering to be a go between for interested students and his club.

Particularly with the Eagle Cricket Club one of the kids in the class actually played for them previously and he actually provided us with the go between, between the class and Eagle Cricket Club so he actually became the link himself.

(Mr. Waugh interview, 1999)

The role of Mr. Healy was understood by Mr. Waugh to be more of a promotional and supporting one, but nevertheless an important one when considering school-community links in a remote region. He summed this up as, “the role of the Mr. Healy is to provide the face of NT cricket and provide tangible evidence of what is available” (Mr. Waugh survey response, 1999).

Although data collected at the end of the SEPEP Cricket season seemed to indicate that Mr. Waugh had not had the level of involvement with clubs that he would have liked he viewed his chosen strategies as moderately successful. He believes forging links with clubs will be an area that will continually improve and that links may have been more successful had clubs and associations been made more aware as to the goals of SEPEP and the ACB in trailing such an initiative (Mr. Waugh survey response, 1999).

Mr. Taylor

Mr. Taylor is the Physical and Sport Education (PSE) coordinator at Kangaroo Paw Primary School, an exemplary physical education school in the Ballarat region of Victoria. As an exemplary physical education school Kangaroo Paw PS is identified as a school achieving best practice in its physical and sport education programs. It is officially recognized by the Victorian Education Department and receives additional funding to maintain the status and delivery of physical education in the school.

It became apparent that SEPEP Cricket is only one of a number of sports Mr. Taylor and the school targeted to improve the delivery of and access to sport and physical activity for students attending Kangaroo Paw. The school-community links phase of the ACB SEPEP Cricket project fitted in nicely with what Mr. Taylor has been trying to achieve through his Interschool Sports Project in making links with community clubs and sporting associations.

The project developed as a result of the demise of Aussie Sport and the subsequent loss of Sports Expos for students in Ballarat and surrounding regional areas (Mr. Taylor artefact, 1999). Kangaroo Paw PS, three other schools and state sporting associations ran SEPEP seasons in cricket, basketball, badminton and volleyball to try and improve access to physical activity for young people in Ballarat.

Indeed the benefits of forming such a link strategy provide both sides of the link with an incentive to formulate a long-term relationship. The schools, teachers and students receive the benefit of coaching and use of facilities while the sporting associations and clubs approached benefit by offering and introducing their sport to 280 year 5/6 students during a series of mini clinics leading up to SEPEP seasons in the sports

promoted (Mr. Taylor survey responses, 1999). Furthermore the link was viewed as important in developing students' levels of physical activity.

The focus largely of the whole program has been to introduce children to a number of sports but also to bring in the contact with the local associations so that they are aware of how to go about joining and how to play the game they have been given the basic skills, they also get told how they can go about joining what times and costs and all that involved so they actually become familiar with local sport associations.

(Mr. Taylor interview, 1999)

From a SEPEP Cricket viewpoint, the teacher and school had already established strong links with the Parkhill Cricket Club in previous years when the club had visited the school and held clinics for a large number of students. Mr. Taylor reported that the club was very keen to formalise the link in the near future by becoming the grassroots contact for students wishing to continue playing cricket outside of the school program offerings.

We have a pretty close contact with Parkhill Cricket Club and they have given us information on how to go about joining them and they are going to conduct a clinic here at school again for us as they have done in the past.

(Mr. Taylor interview, 1999)

The teacher and a parent established the initial link with Parkhill CC and organized for coaches from the local club to conduct a Saturday morning clinic for the students at Kangaroo Paw PS on the school oval. The clubs was quite happy to oblige and the link between the school and the club is continuing to develop successfully.

It was through contacts that I have with Parkhill they were very keen to come and offer us a clinic and I was very keen to have them here for the same thing. One of the parents is actually a member of the team there one of the parents of the kids here, and he's organized a couple of quite good coaches from Ballarat to come out and run a couple of excellent clinics for us.

(Mr. Taylor interview, 1999)

In recent times the club had changed many of its formats to accommodate more young people in the Ballarat region. Mr. Taylor revealed that this has been in response to a drop off in numbers among the junior ranks and the club's vision for swelling the senior ranks by making the club more appealing for junior players.

They are ... short on junior players ... they are trying to build up their bottom levels as you know is what you do to move kids through the pathway I suppose to senior cricket and at this stage they are lacking in juniors. They've gone about changing some of their procedures ... they have bought in a new nice coloured uniform and offering a uniform to the kids to come along and play. They have got things to help with training such as a bowling machine and stuff, which are good fun things for kids. It really highlights ... makes cricket more enjoyable for them I think.
(Mr. Taylor interview, 1999)

The role of the students in developing school-community links was to adopt the SEPEP principles by working co-operatively and developing their skills. All teachers participating in the interschool project developed by Mr. Taylor assisted this process by attending a SEPEP professional development session. Prior to the SEPEP seasons for each sport development officers, teachers and students were exposed to skills and modified game approaches during a three-week series of mini clinics. For the SEPEP Cricket seasons in term 4, the development officers introduced the Kanga 8's format to the teachers and students (Mr. Taylor artefact, 1999).

As a culmination to the SEPEP Cricket season and the Inter Schools Sport Project an end of season round robin carnival was held amongst the schools involved with games occurring on 15 ovals. Secondary students from nearby Wanderers Secondary College, a Phase III SEPEP Cricket school who had also assisted Kangaroo Paw PS students during their SEPEP Cricket season with some peer coaching, umpired the

round robin matches allowing the teachers to spend more time discussing strategy with student coaches and players (Mr. Taylor artefact, 1999).

Mr. Taylor in overseeing the Inter School Sports Project stated that, “much initial planning and subsequent organization was required to commence the project” (Mr. Taylor survey response, 1999). The project was funded through a PSE project grant, which was used to cover costs of venue hire, professional development, SEPEP manuals and buses for the four schools involved. Initial support was also received from the Central Highlands Sports Assembly.

During the SEPEP Cricket season Mr. Taylor and the school maintained close contact was with Parkhill Cricket Club through the local coaches attending the mini-clinics during the SEPEP Cricket season and strong links are seen to be foregrounded in future delivery of SEPEP Cricket at Kangaroo Paw PS in the years to come. Indeed the level of feedback from the other schools and the sporting associations involved view the Inter Schools Sports Project as a success.

Mr. Border

Mr. Border is a high school physical education teacher at Spinners Senior High School in Tasmania. He taught a year 10 class of 15 boys and 14 girls in a season of SEPEP Cricket during term 4 1999. The school-community link chosen by Mr. Border reflected his playing and coaching experience with cricket in his role as assistant coach of Leg Gully District Cricket Club in the Tasmanian Cricket Association (TCA). In effect Mr. Border became the link for his students and promoted his club as an avenue for the better students to move towards should they want to continue playing cricket beyond the school gate (Mr. Border interview, 1999).

By becoming the link focus the teacher viewed his role in developing school-community links as providing information about the club and fostering interest among the students. In this role Mr. Border was "...the main messenger" handing out playing information for the local boys under 15's and under 17's competitions. The students were aware of the Mr. Border's involvement with community cricket (Mr. Border survey response, 1999).

Mr. Border also organized for two interested girls to attend the selection trials for the Southern District Tasmanian Girls team with both girls being selected in the final team. This opportunity arose through the teacher's involvement with the Leg Gully Cricket Club and his knowledge concerning the structure of cricket in Tasmania (Mr. Border interview, 1999). Indeed his involvement with the club has seen a number of boys joining the club and playing in the local competitions.

Mr. Hughes

Mr. Hughes is a physical education specialist at Batters College in Hobart, Tasmania. In developing the school-community link for the SEPEP Cricket season he had to take into account the College's policy regarding boys involvement in cricket while attending the school. Mr. Hughes teaches over a range of year levels as the college caters for boys only. Of the year seven class of 31 boys ten play for the school on Saturday mornings. It is college policy that the boys, from year seven to year ten, play cricket for the school on Saturday mornings and having had some good players emerge from school ranks it is logical to move the boys in this direction rather than towards community cricket.

I mean we've obviously got some international cricketers that have come through the school and they come in and say "Look we played cricket for the

school first and it gave us a solid good grounding. From there move onto club cricket.” So we’ve adopted that line in developing our cricket program.
(Mr. Hughes interview, 1999)

The chosen school-community link focussed on organizing junior development officers from the TCA or from local clubs to assist in skill development of the students. Mr. Hughes had good reasons for adopting this strategy as by developing the skill level of the students it is hoped that the students become better cricketers and hopefully choose to progress to community clubs at the conclusion of their schooling
(Mr. Hughes survey response, 1999).

Sure what we decided to do cause I was working with a grade 7 group their basically really young and just sort of getting into the schools and trying to develop their skills of cricket, we’ve looked at bringing in JDO’s either from the TCA or from TCA Clubs to come in and basically build the skills of the boys rather than trying to get them out into community clubs to actually play. We’ve used the links that through the clubs and the TCA have obviously got people specialized in cricket so we are trying to look at bringing them into hopefully to develop the skills of the boys mainly.
(Mr. Hughes interview, 1999)

During the SEPEP Cricket season Mr. Hughes viewed his role as that of the administrative link between the class and development officer to ensure that the sessions ran smoothly. Time constraints and college requirements are two factors, which Mr. Hughes feels impacts on the level of planning and organization involved in establishing the links with development officers.

Co-ordination of visits, timing of visits, avoidance of other interruptions within the school, correct paperwork to College administration are all factors to consider. The actual impact on teaching is minimal. Once these are done the lessons run smoothly. Getting time to do this is difficult.
(Mr. Hughes survey response, 1999)

Describing the role of students and development officers in developing school-community links Mr. Hughes felt that students needed to behave in a manner

acceptable to the College so that development officers would view the sessions as valuable and therefore would wish to return. The role of the development officer during the SEPEP Cricket season was to provide sessions and activities that were challenging and enjoyable for the students involved (Mr. Hughes survey response, 1999).

Although firmly committed to having the boys play for the school on Saturday mornings, Mr. Hughes does see a chance for a link with the year ten students towards the end of the year by promoting the types of sports and clubs available. By having development officers visit the school and fostering that strong link with the TCA the students would be more inclined to seek out cricket options when leaving school especially when coupled with a SEPEP Cricket program.

I think the link can still be there, towards the end of year 10. We normally speak with our year 10's towards the end of the school year about sport opportunities outside the school. Now if they are after any information they can come to me and get contacts for cricket, rugby, soccer or footy. If they are not already involved, because most of them by that stage have already started looking there anyway, we try to help. But from our point of view with cricket we want the boys to stay and play here.
(Mr. Hughes interview, 1999)

Mr. Chappell

Mr. Chappell has been a physical education specialist at Stormy Bay Primary School on the Eyre Peninsula in South Australia for the last 20 years. Over the last few years Mr. Chappell has been teaching softcrosse using SEPEP, and was introduced to SEPEP Cricket by visiting development officers during their visit to the Eyre Peninsula. During the school-community links phase of the SEPEP Cricket Project he taught SEPEP to 50 boys and 53 girls in year 7. A key attraction of this program for Mr. Chappell was the school-community links aspect of the project as he is involved

at the local government level with Active Australia and maintains contact with the South Australian Department of Recreation and Sport in his commitment to developing sporting opportunities for students attending Stormy Bay PS (Mr. Chappell interview, 1999).

Mr. Chappell chose as his focus on school-community links was to change the primary schools cricket competition held on Saturday mornings to a Super 8's format run, along SEPEP lines with the students and parents organizing and running the competition. It was hoped that this strategy would increase the opportunities for students in the younger grades to participate in Saturday morning competitions that are structured for the age level and ability, rather than filling the numbers in the traditional local under 17's competitions (Mr. Chappell interview, 1999).

Furthermore Mr. Chappell felt that community cricket on the Eyre Peninsula was hampered by the lack of available coaches so by having greater numbers of parents involved with the students now playing Super 8's provided increased opportunities for students at Stormy Bay PS to participate in cricket beyond the confines of the school.

Local clubs also now had the opportunity to promote their club to students on Saturday mornings as well as interacting with interested students and providing information on joining.

It is a bit of fun, everybody having a go, getting the parents involved and organizing themselves, well they didn't want to initially, but they have been out regularly now and they really enjoy their Saturday mornings. It is short, they know that they don't have to teach how to play the cover drive with precision, it's just a case of making sure that it works OK, and that's been great from cricket locals prospective. They can give some PR to the game now that every Saturday morning there is about 90 kids on the oval. It is packed, everybody is having fun and they have been able to get some good press around it.

(Mr. Chappell interview, 1999)

Mr. Chappell viewed his role as “vital” in developing school-community links as Stormy Bay is a remote community and the population is small. Being an ex-cricketer he had developed a number of key cricket contacts in the community and therefore was in a good position to make use of these contacts in developing these links. The link had to be developed to match the physical activity needs of students and the local community and it was through a regional mapping approach that the focus was determined. Interestingly, Mr. Chappell felt that the link he has established in Stormy Bay could not be relocated elsewhere in the state, “Now if we tried to put this model into Adelaide it would not work” (Mr. Chappell interview, 1999).

Clubs in the local community have been informed of the scope of the SEPEP Cricket program and as such students have been encouraged by Mr. Chappell to contact clubs and create the need for change in game formats to increase the cricket playing opportunities available to them as part of their role during the SEPEP Cricket season. Mr. Chappell viewed the role of development officers as one of advocacy whereby they should liaise with the local cricket association to support the need for change in game formats for students wanting to play Saturday morning cricket in Stormy Bay (Mr. Chappell survey response, 1999).

In previous years the South Australian Cricket Association (SACA) conducted Super clinics in remote regions to promote the game to students. Mr. Chappell felt that while the clinics were great for skill and technique, the lack of follow up by development officers had been poor. While not organizing a visit from SACA during the SEPEP Cricket season for 1999 he now feels that he can contact the regional cricket manager based at Point Calm and he will follow up at any stage queries or

requests that Mr. Chappell has made. The regional cricket manager has a massive area to cover, the Eyre Peninsula and the entire Mid North, and from Mr. Chappell's perspective does a great job with talent identification and spotting.

The Stormy Bay PS students now play in a Super 8's Saturday morning primary schools competition with several year seven's moving into club based teams due to the success of the chosen link strategy. Mr. Chappell believes that school-community links will only be successful if you have an interested and committed teacher with extensive community contacts (Teacher survey responses, 1999).

Mr. Simpson

Mr. Simpson is a physical education specialist at Redback Grammar a private school in South Australia. During 1999 Mr. Simpson taught SEPEP to three year 7 classes comprising of 33 boys and 23 girls. Being at a new school and having to teach year 7's for the first time Mr. Simpson had to move back into a "teaching role" during the SEPEP Cricket season (Mr. Simpson survey responses, 1999). Furthermore, Mr. Simpson did not focus on school-community links as years 7, 8 and 9 play cricket for the school on Saturday mornings in the Independent School Sports Association cricket competition.

Instead Mr. Simpson focussed on cross-curricular links aspects of the SEPEP Cricket Project and in conjunction with teachers from other learning areas at the school produced a cross-curricular resource for teaching SEPEP Cricket in schools. However he still viewed school-community links to be an important element in

offering students alternatives towards the end of year 10 at which time it becomes less of a conflict in terms of his responsibilities to the school cricket program.

Like next year our older students will be in year ten which is about the time that I will start contacting clubs to come out and have a look and to speak to our kids ... I see the PE program as a vehicle for doing that, not necessarily just the weekend sport but also perhaps club sports and community sports as long as it is a vehicle for getting them involved.
(Mr. Simpson interview, 1999)

During the SEPEP Cricket season Mr. Simpson saw his role to be that of developing an interest for students to play for the school. To accommodate this development officers and South Australian Pura Cup cricketers visited the school over a couple of days during the SEPEP Cricket season and assisted with coaching sessions and Super 8's games.

Two girls in Mr. Simpson's SEPEP class have made the transition to the schools competition on Saturday mornings. While the girls must play in the boys team, due to lack of girls and experience in the traditional form of the game, he believes that they are both enjoying their involvement with the school team apart from the minor hiccup.

I think they obviously had an interest beforehand but I sort of gave them the vehicle to explore their strengths and say "Yes I can do it" and "Have-a-go". They both say they have been enjoying it and one of the girls dropped a catch and it cracked her on the collarbone so she was out last week with a bruised collarbone, but she is back this week.
(Mr. Simpson interview, 1999)

Mr. Gilchrist

Mr. Gilchrist is the physical education specialist at Black Swan Primary School located in the eastern suburbs of Perth, Western Australia. He taught SEPEP to 66 boys and 64 girls across years 5,6 and 7 at the school. During the SEPEP Cricket season Mr. Gilchrist was given the added responsibility of Acting Deputy Principal on

top of his normal physical education duties at the school. This had an adverse effect on the level of planning and organization for his chosen school-community links focus and other aspects of his SEPEP Cricket season.

I have had dramas in that my role has changed this year and its been a big, big nightmare for me in terms of my normal program being acting deputy for this term and with that I have had other responsibilities. I've been off on camp for a week I've come back from camp and the Monday/Tuesday after that I had to go to a deputy's course and that bit into my year 6 & 7 PE time in big chunks. (Mr. Gilchrist interview, 1999)

This increased workload meant that this season there was no involvement of development officers within his SEPEP Cricket season. In the past, the involvement of the development officer has been a core part of Mr. Gilchrist's SEPEP Cricket program and a role that Mr. Gilchrist views as important in promoting the games to students.

I normally get them out for a session. I've had the DO out the last couple of years to do a bowling session and things like that but I haven't chased them up this time around purely because I really haven't had the time, which is a shame in terms of my organization and with all these other time limitations what I've had to do is sort of make a compromise and I actually spoke to the kids about this the other day. (Mr. Gilchrist interview, 1999)

Mr. Gilchrist attempted to integrate his SEPEP season with the local Western Warriors Shield competition and with other schools in the area. It was hoped that the at the end of season finals, that club representatives from the local Cygnet and Duckling Cricket Clubs attend the day to help with umpiring and present the shield to the winning school (Mr. Gilchrist interview, 1999). Mixed reactions from the other schools approached and pressure on sports teachers at the schools approached to hold a schools triathlon during term 4 were major obstacles in Mr. Gilchrist's attempt to develop school-community linkages during SEPEP Cricket.

But the sports teachers in this association are under pressure from their schools and have decided that we are not going to do anything in term 4 apart from our triathlon, which is very early in term 4. Every one is on camp and every one is off doing other things so trying to drum up participation for the Warriors Shield this year has been a real struggle. We haven't had it yet but it looks like there is our school and Banksia Hill are keen. We've actually gone outside of our little cell to ask other schools in the district whether they'd like to come in with us as well and I've had mixed responses from them. Some people have indicated that they're interested but then when we try to nail them down to a date we run into problems. So there are still just the two schools and possibly Bowler coming in and maybe Wentworth Park as well.

(Mr. Gilchrist interview, 1999)

Mr. Gilchrist's increased workload due to his added responsibilities within the school during term 4 meant his school-community link program was not successful as he had limited time to follow through with much of the planning and organization considering the scope of his chosen link (Mr. Gilchrist interview, 1999). However he still managed to promote the game of cricket to his students and the avenues available to them in the community through other means.

We've got our year 7's going to the WACA this Friday for the test match to take part in a lunch time demonstration of Super 8's. The kids are really excited and have been practising at lunchtimes leading up to the test match, which has been great.

(Mr. Gilchrist interview, 1999)

Mr. Hassett

Mr. Hassett is an experienced classroom teacher who taught SEPEP Cricket to 19 boys and 27 girls in three year 7 classes at Surfside Primary School in Ipswich, Queensland during the third phase of the SEPEP Cricket Project. Mr. Hassett decided to focus on organizing a girl's team in the local competition, as a desire was shown by some of the girls in his previous SEPEP classes to play cricket in a local club team.

The emphasis was on getting a girls cricket team commenced. One of the reasons for that is that sometimes they have had girls who try out for cricket teams in the past and they would pull out because maybe they're the only girl

in the team or they would feel some sort of perhaps implied criticism from the boys and so there were a number that were asking about cricket. We had development officers sometimes come and take them through drills etc, but that's where it often ended for those girls so that was the reason for trying to get one off the ground.

(Mr. Hassett interview, 1999)

In his role as director of coaching at the local club, Mr. Hassett was able to coordinate and facilitate the introduction of a girls team in the local cricket competition. Mr. Hassett felt in this capacity the girls would have a recognizable face at the club and this would assist their transition from school cricket to club cricket.

I'm associated with a club so I would also be there on training nights to then take them through some fun activities and get them going.

(Mr. Hassett interview, 1999)

During past SEPEP Cricket seasons a number of mums have approached Mr. Hassett about the possibility of a girl's team playing cricket outside school hours. This past experience led Mr. Hassett to invite one of the mums to become the coach of the team and this further reinforced his reasons for choosing to adopt the girl's team strategy for his school-community link focus.

One of the problems that I had was that their approaches didn't always come from the children. I can recall some mums saying to me they would like their girls to play but, there was always the problem of having a coach and that was a concern. So how do we get a coach or somebody to look after them? Even if I could go down there and act as a guide for a while, I couldn't be there all the time because of my commitments and the games would be on a Saturday. I'd need somebody there to look after them so when one of these parents approached me I sort of threw it back on her and said, "Basically what are you doing for the summer?" She knew very little about cricket but I let her know that's all right everyone starts somewhere. If she was prepared to pick up the gauntlet and run with it I'd ease her along at training and take training for a while. I would just explain some drills and take some drills, give her some handouts that she could read, give her the Have-a-go materials and basically lead her through it so that's how it got started.

(Mr. Hassett interview, 1999)

The mum decided to become the coach of the girl's team and with Brian's support and assistance she is now a Level 1 cricket coach. She has been taking the girls for training after school and is now more comfortable in her role as coach.

That particular mum has gone along with me to an umpiring evening so that she's been learning how to do the umpiring and scoring. She's just finished the first weekend of her Level 1 last weekend at a nearby town. I happened to find out that a Level 1 was being run. She did want to do the Level 0 but the Level 0 was cancelled because of lack of numbers. So I found out that there was a Level 1 being run over two weekends and that it was being subsidised by the QCA. She was keen to go along to that so she did the first day on Sunday just gone and finishes her Level 1 next Sunday.

(Mr. Hassett interview, 1999)

Apart from the initial SEPEP workshop Mr. Hassett had no contact with the Ms. Goss, the development officer, during the SEPEP Cricket season, "Not since that day we had down in Brisbane" (Mr. Hassett interview, 1999). In survey returns Mr. Hassett indicated that he felt he did not have the need to seek the involvement of Ms. Goss during the SEPEP Cricket season and/or his school-community link focus (Mr. Hassett survey responses, 1999). This may stem from his previous experience with Queensland Cricket Association (QCA) and his own organization at the beginning of the project.

I haven't found that development officers to have really any input at all. I haven't really made a lot of contribution that way. I remember the first year I think we had a lady that was looking after it from Queensland cricket point of view and I'd made several phone calls and left messages to have them come out and there was never a response.

(Mr. Hassett interview, 1999)

Mr. Hassett's attempt to enter a girl's team in the local competition and link with his local club was "very successful" (Mr. Hassett survey response, 1999). A girl's team now plays in the local competition on Saturday mornings and from all accounts the mum is enjoying her role as coach.

Well its gone very well actually ...the girl's team is up and running playing in the local competition on Saturday mornings. I think she's really enjoying it. She's got her own daughter playing ... we've started with 2 or 3 or 4 or something the first training night and we are up to about 10 or 11 in the team at the moment so its really encouraging.
(Mr. Hassett interview, 1999)

Mr. Lawry

Mr. Lawry is a primary school teacher with 20 years experience and teaches physical education at Coastal Primary School in Queensland. During 1999 he taught SEPEP to 35 boys and 16 girls in years 5,6 and 7. In addition to his teaching duties Mr. Lawry also took on the task of implementing a girls interschool cricket competition for the first time in primary schools throughout Queensland.

I've been given a portfolio for looking after girls cricket in Queensland primary schools, so I decided to make that my focus and try to promote girls cricket amongst primary schools in Queensland. I'm starting first of all in the Gold Coast South District and working from there.
(Mr. Lawry interview, 1999)

Mr. Lawry decided to focus on this as a pathway for increasing the participation of girls in cricket at school and then at a community level. The schools competition, scheduled games during the week, had eight teams from four schools participating and adopted a Super 8's format (Mr. Lawry interview, 1999). The school-community link focus was aimed at improving the participation rates of girls in school cricket by exposing them to SEPEP and Super 8's initially and then to seek club links once the numbers of girls participating has increased.

Furthermore, Coastal PS already has links with two clubs in the area: the Surfside Cricket Club and Coastal Cricket Club. The school and club have recently resurfaced the school's synthetic wicket with the school making use of the wicket during the

week and the clubs on the weekends. This arrangement has been beneficial to both as by having the club use school facilities on the weekends they were able to obtain funding to build drink and shade facilities.

Definitely we are working with our local clubs in the area Surfside Cricket Club and Coastal Cricket Club and we've done a deal with them with the synthetic wicket and they get the use of it on the weekend and we've got it during the week so it has improved our facilities by having it. By having club cricket on our ovals during the weekends and that we were able to get our grant to build drink and shade facilities.

(Mr. Lawry interview, 1999)

In describing his role in developing school-community links, Mr. Lawry viewed his role as a dual one being concerned with both the administrative and coaching spheres for the girls primary school Super 8's competition in and out of school. A high degree of planning and organization has gone into implementing the link for girls and finding the time to work with the children as well as normal teaching duties has been a concern for Mr. Lawry. However, he believes it will develop into a large competition.

Well we need to work with the girls on the fundamentals of cricket and also then I need to look at the administrative side of things, I needed to organize the schools and get the schools and do the draw, and a set of rules for the competition and so on and so forth ... Yes it is time consuming its not easy dealing with schools teachers and principals at the schools. I feel it will blossom into a really large competition so I think girls need something to help the players, touch football and netball and so on I did it with soccer here about 10 years ago and now we have 56 schools in our district playing soccer.

(Mr. Lawry interview, 1999)

During the SEPEP Cricket season, the teacher had minimal contact with the development personnel at the QCA with one visit during the season and phone contact on a few occasions. While agreeing that development officers are very good at promoting cricket in schools he believes that girls are often alienated as boys cricket is the main focus from development officers. At the conclusion of the season Mr.

Lawry remarked that in terms of getting started he needed to work more with the development officer in developing his link focus around girls cricket.

Yes they have visited throughout the season yes. They're very good they're very good promoting cricket not necessarily girls cricket but this working with schools they work with both girls and boys. Well I think the development officers have to keep up with what they are doing they are doing a great job, but they need to do more and get into the schools and spread the word we got do that for the girls the girls have got to see some of these girls that are playing in the state teams or national teams amongst the schools and clubs and promote them give them their heroes.

(Mr. Lawry interview, 1999)

Mr. Lawry has some strong views concerning the development of cricket in Queensland and believes that a more aggressive role is needed in helping raise the coaching qualifications of teachers and club personnel. He viewed their role to provide teachers and coaches with new ideas for games and activities. Specifically he views the development officers as having to "train the teacher" as he sights a lack of qualified personnel in primary schools in Queensland at the present time.

Now we have also got to get some of these development officers to try and train some of the teachers. I think that is the other thing that we are not doing to well at the moment especially among the schools. I think there is a lack of qualified people amongst schools teacher, if we can work on it where we have a lot of pupil free days where these guys and girls can get in and take a half a day and do a Level 0 course with the teachers than things may improve.

(Mr. Lawry interview, 1999)

Mr. Lawry found that SEPEP and school-community links provide teachers with some clear options for developing better outcomes in students than traditional physical education classes. SEPEP gives students a sense of responsibility and increases their organization skills and together with school-community links encourages teachers and students to make links with clubs.

I think it is because I think just going from my involvement here with school and the community outside it is very similar what you do or I've done I think it would probably be the same in most areas how things work. It gives them a sense of responsibility, where they have got to take everything and do a lot of

the organization themselves. I think with anything I find whether it be canoeing, soccer or table tennis I'd use the same approach and when they actually got to get involved and be responsible for their mistakes or their successes I think it is a great thing.

(Mr. Lawry interview, 1999)

Mr. Yallop and Mr. Warne

Mr. Yallop and Mr. Warne teach secondary physical education at Wanderers Secondary College near Ballarat in Victoria. During term 4, Mr. Yallop taught SEPEP Cricket to 20 year 8/9 boys over a ten-week season. Both are experienced teachers with Mr. Warne being the head of the physical education department at the College. Since the inception of SEPEP throughout Australia in 1994 Mr. Yallop and Mr. Warne have taught SEPEP eight times a year to boys and girls, in a wide variety of team and individual sports. They have also in-serviced other teachers in SEPEP across Victoria and developed resources (Mr. Yallop and Mr. Warne survey response, 1999) on top of their normal teaching duties.

In the very first season of SEPEP Cricket at the college the physical education department developed links with Stumpy Bails Cricket Club, a local Victorian Cricket Association (VCA) club. The link developed through an invitation from the College to the club president to attend the end of season event at the conclusion of their SEPEP season. The College and the club have since continued and extended the link.

We certainly had community links right from the very first season. We invited the local president of Stumpy Bails Cricket Club at that stage and the club donated some trophies to all the teams. The president came in and presented those, so you know it was a minimal involvement and did take a lot of extra work in that first season, but the club links had been there from the very first season.

(Mr. Yallop interview, 1999)

Planning and organization are issues, which were confronted early on in establishing links and Mr. Yallop still sights time as being a crucial factor in maintaining a strong club link. Mr. Yallop also believes that it is more a teacher work issue than any negativity on the part of the club. He communicated that during the SEPEP season he tried to take a proactive stance with regards to his link strategies but was often frustrated for one reason or another.

Proactive but still have room to improve. Frustrated by time constraints on my part, but clubs seem very willing. Prioritising some time is important. It does take time and reorganization as it impacts your teaching in positive and negative ways. The effort is worth it as links bring into the school new faces and new ideas, but it does take effort.
(Mr. Yallop survey response, 1999)

During the interview process, both Mr. Yallop and Mr. Warne pointed out some of the highlights of the link with Stumpy Bails CC in past seasons such as having club members help students with scoring and umpiring during SEPEP classes. Developing the link was a formative process but now is an inherent part of the program with club members still involved with duty teams during the SEPEP Cricket season and many students actively involved in community cricket teams (Mr. Warne interview, 1999).

In selecting the focus for the school-community link during the SEPEP season, Mr. Yallop and Mr. Warne further emphasised the strong relationship that has developed between the College and the club by employing a VCA first grade cricketer, as an AFL trainee, to assist with key aspects of the College's sport and physical education program. The trainee happens to be the son of the club president as well as an ex-student of the College who had participated in SEPEP Cricket seasons himself while attending the College.

We were able to employ ex-student and VCA first grade cricketer on a full time basis at the College as an AFL Trainee to work in the College and the

feeder primary schools as well as to assist with sports administration and extend talented and struggling students with cricket skills.
(Mr. Yallop and Mr. Warne survey response, 1999)

The reasons for selecting the link focus were based on the success that club members had when visiting the school to assist students during their SEPEP season and the teachers' perceptions of the success with previous link strategies adopted in earlier seasons. The club's involvement is a core aspect of the cricket program at Wanderers in providing pathways for talented students to move between the physical education program and club cricket. As Head of Department, Mr. Warne discussed the reasons from a departmental viewpoint when talking about school-community links and students participation in levels in community sport.

We've found that if you can have someone in, even if it is on a limited basis like our first season such as someone from the club such as the president or their senior coach making a few presentations. Even if it is encouragement awards on pieces of paper there is that human face to the club that the kids say, "Well I do know someone down there", now they can make that link. I think that gives the kids confidence then to go outside of the school program and actually into the community. Schools are in a unique position, but we only have the kids for a limited time and if you are going to develop sport for life skills you can't just do it at school because by 17 or 18 when they leave school if they are not playing community sport or they haven't made those links to community sport you know that could effectively mean the end of their sporting involvement. By developing school community links I think you put in process a much longer relationship with sport for the kids.
(Mr. Warne interview, 1999)

Furthermore Mr. Yallop and Mr. Warne were invited to link with Kangaroo Paw PS in a cluster school approach whereby Wanderers students were encouraged to assist the primary students with coaching and umpiring during their SEPEP seasons. At the conclusion of the Kangaroo Paw PS SEPEP Cricket program an end of season tournament involving four primary schools was held with the secondary students umpiring the Super 8's games across 15 ovals.

We've worked well with Mr. Taylor. We've had a fantastic experience the other day where Mr. Taylor had organized 30 Super 8's teams at grade 5 & 6 level in the local primary schools and played a competition day across 15 ovals and we took all of our year 9 and 10 boys up who'd been involved in SEPEP Super 8's and they were able to completely administrate the day in terms of umpiring and scoring and despite the inclement weather he just did a fantastic job. It gave us a format for our kids to be actually official umpires and official scorers in front of people they didn't know. They don't always take the role seriously when they do it in front of their mates, there's more chance that they will fool around, but when you place them in a sort of carnival day atmosphere where they know none of the players and their seen as the officials who are running it, they really took on the role very well and very seriously I might add. But some of the hidden benefits to come out of it are that all the primary school teachers who were there with those 30 teams were suddenly freed up from scoring and umpiring and they were able to work more closely with their teams in terms of coaching and starting to develop some strategies.

(Mr. Yallop interview, 1999)

The VCA have also had a high level of involvement by assisting with skills clinics and games demonstrations during the early stages of the SEPEP Cricket season.

Apart from the SEPEP workshop, both Mr. Yallop and Mr. Warne had significant contact with Mr. Jones in the form of an umpiring/scoring forum for students officiating in the Super 8's gala day (VCA Development officer log, 1999). This contact also included a post gala day debriefing with those involved in running the event.

Mr. Yallop and Mr. Warne believe they have received tremendous support and assistance from the VCA. They recognize that the development officers are accountable for much larger regions than previously following the recent restructure of the state's cricketing development regions and should be commended for the work they do.

I know all of our regional managers in Victoria have changed and they've doubled their areas, so now the current regional manager has to cover all of Ballarat and all of Geelong. It's a very large area and it probably covers about, geographically not population wise, probably a quarter of the state for

one development manager, so I think they've been chasing their tails. I can't commend them enough for what they do.

(Mr. Yallop interview, 1999)

The SEPEP Cricket season that Mr. Yallop planned for his year 9 boys used Super 8's as the modified game during the round robin sessions. With the guidance and assistance of the VCA during games sessions the SEPEP Super 8's has become one of the most successful units in the physical education program at Wanderers.

I think cricket has got the basics in place with the Super 8's concept. As a modified form of cricket it fits SEPEP beautifully and one of our most successful units is the SEPEP Super 8's.

(Mr. Yallop interview, 1999)

Mr. Yallop felt that the links forged during the season were also successful. The club supplied umpires and coaches, videos, equipment and trophies as well as attempting to run its pre-season program in a SEPEP format to further encourage students to move beyond the school cricket program and into clubs. Some support in the form of secretarial/aide support, a school-community links notice board in the school and reduced or nil cost for community facility use by schools.

Very successful. They provided umpires and coaching, videos, equipment and trophies/certificates. It even worked in reverse, with the club attempting to run its pre-season program along SEPEP principles.

(Mr. Yallop and Mr. Warne survey response, 1999)

In the final analysis, the school-community link strategies implemented by Wanderers Secondary College during SEPEP Cricket seasons had short term success with the cluster/school link with Kangaroo Paw PS. By providing both a former student and first grade cricketer responsible for improving the skill levels of students at primary feeder schools and at the college, the pathways for students to make the transition from school cricket to club cricket are now firmly in place.

I think if we look at the school benefits of establishing a school club link I think our kids become much more aware of the club facilities and the programs available by having club personnel here. Look at some of the reports about why kids actually don't go out and play community sport, it is because they don't know anyone, they find it difficult to make the transition when there is not a face to a name and just having posters up in the local shop windows doesn't really help.
(Mr. Warne interview, 1999)

Summary of teachers' stories

A number of key elements emerged through the cross-case analysis of the teachers' perceptions and understandings of school-community links. Teachers tended to share a set of common characteristics that had an influence on the success of the links implemented. The analysis reveals the following shared characteristics. The teachers were:

- All male;
- Experienced physical education and generalist teachers;
- Assume core responsibility for sport and physical education offerings at the school.
- All are experienced cricketers and have developed a number of community contacts through playing and coaching cricket. Many occupy club positions;
- The school-community links chosen reflect a regional mapping of the local community and cricket offerings;
- All were high in SEPEP experience. Most have taught a number of SEPEP seasons in a range of sports; and
- SEPEP is an important aspect in the link process and all observe that SEPEP produces better outcomes for students than traditional PE.

While all the teachers were male some strategies were developed that recognized the increased desire by girls to play community cricket. Two of the teachers (Mr. Hassett interview, 1999; Mr. Lawry interview, 1999) implemented school-community link strategies aimed at increasing girls' participation. Mr. Hassett organized a girls' team in the local Saturday morning competition and Mr. Lawry began the initial stages of a long-term strategy aimed at developing a girls' interschool primary competition. It is hoped that by increasing opportunities for girls at school first that it would assist in forging links with community clubs in later years (Mr. Lawry interview, 1999).

A number of teachers implemented more than one school-community link strategy during the SEPEP Cricket seasons. The most popular links selected were links with clubs, cluster school approaches and links for girls. Teachers unable to successfully implement school-community links still managed to promote links in some form, whether it was simply handing out club information or organizing an excursion to watch the Australian test team in action (Mr. Gilchrist interview, 1999).

Two innovative links that emerged during the course of this study involved the sharing of school facilities and related funding grants to upgrade school facilities (Mr. Lawry interview, 1999), and the recruitment of a first grade cricketer to work with a school, through an AFL traineeship (Mr. Yallop & Mr. Warne interview, 1999). In other cases sharing of club equipment and facilities such as cricket nets and bowling machines occurred either in SEPEP sessions or on the weekends (Mr. Taylor interview 1999; Mr. Chappell interview, 1999).

Overall, the cases that were highlighted provided an account of teachers working with SEPEP and developing school-community links. Much can be learned from their experiences, practices and reflections. Indeed most saw the links as formative and continuing into future SEPEP Cricket seasons.

Development officer stories

This section details findings relating to the data obtained from development officer interviews and a range of log book data. A discussion regarding the approach taken by each state cricketing association and their interaction with teachers and students will be examined to provide a clearer understanding of their role and participation during the SEPEP Cricket season. Each story briefly outlines the development officers' involvement and interaction with teachers in developing school-community links during SEPEP Cricket.

Mr. Jones

Involvement

During the SEPEP season, Mr. Jones viewed his initial involvement in terms of establishing links and assisting teachers with their SEPEP seasons as low as he had only recently joined the VCA. On visiting the project schools for the first time he was, "surprised by the amount of cricket being played in schools" and the wider community in the Ballarat region (Mr. Jones interview, 1999).

In becoming aware of the project and the school community links aspect, Mr. Jones was able to coordinate skill and modified game demonstrations at the primary school while also spending time developing secondary students umpiring skills in preparation for the gala day end of season event organized by the primary school (Mr. Jones

interview, 1999). The gala day was the culmination of the cluster schools SEPEP seasons involving four primary schools in the Ballarat region.

Development officer roles

Mr. Jones rated the work being done by the primary teacher in organizing and planning his link focus as outstanding. He believes that the success of the gala day was attributed to the teacher's high levels of planning and organization.

Mr. Taylor takes on and manages a huge role in setting up and organizing the SEPEP Cricket end of year gala day. He is very experienced and it is a credit to him as his hard work that day ensured the day was a huge success for all involved.

(Mr. Jones interview, 1999)

Mr. Jones made sure that the student umpires were in-serviced prior to the gala day, that Victorian Bushrangers squad members were available for the presentations and that the ovals were marked.

Developing school-community links

Mr. Jones believes that educational initiatives and community sporting programs that have succeeded in one school or community may not achieve the same level of success in another community. The links need to be structured to match the needs of the participants and communication between the key players developing the links is essential.

I think having a good feel for the town or community is important. This way programs can be structured to suit the participants. The same blueprint that works in one location will not necessarily work in others. Flexibility and being able to form strong lines of communication between the key players is essential to developing good working relationships.

(Mr. Jones interview, 1999)

Mr. Jones believes that development officers need to have the time to assist schools with implementing their SEPEP Cricket seasons and forming a solid foundation for future visits to and interaction with SEPEP Cricket classes (Mr. Jones interview, 1999). At the same time, a club's database that registers and updates clubs information concerning memberships numbers, competition structures and junior teams could be a good way to promote and develop school-community links (Mr. Jones interview, 1999).

In discussing strategies for the development of junior cricket in Australia, Mr. Jones views SEPEP as a main component of any development plan and views the universal implementation of SEPEP in schools as beneficial to the development of cricket and school-community link strategies. He observes that students' skill levels are higher in SEPEP than traditional physical education programs and the opportunities to forge links with clubs during the SEPEP season are better.

The SEPEP program needs to be promoted in schools as from what I have seen the skill levels are higher. Schools that are not PE based need more assistance and time and this makes it difficult for DO's. The ability for schools to link with community clubs and organizations will be beneficial for the future development of cricket. SEPEP is critical and needs to be universally adopted in schools.
(Mr. Jones interview, 1999)

Areas for support

Two main issues concerning school-community links and clubs were raised during the interview process. The issues identified related to regional support structures for clubs and girls access to community cricket. Firstly, Mr. Jones commented that a regional committee could be established that is responsible for the local cricket structure and links between clubs and schools. Secondly, he feels that clubs need to become more active in making cricket accessible to girls.

Associational and regional support for grassroots development is needed. Maybe a regional committee in place who are responsible for the overseeing of the local structure and initiating pathways for kids to move from school to community clubs. The indoor game is huge in Ballarat with many women wanting to play. But, long term the same problems still exist for women wanting to play cricket, such as venues, resources and having nowhere to play. Clubs need to embrace girls playing cricket as much enjoyment and excitement is present amongst the girls I see exposed to SEPEP Cricket in the region.

(Mr. Jones interview, 1999)

Ms. Goss

Involvement

Apart from the SEPEP workshop held in Brisbane, Ms. Goss had limited contact with the two schools involved in the school-community links phase of the project (Ms. Goss interview, 1999). One teacher had no contact with Ms. Goss during the SEPEP season with the second teacher having one visit and a couple of phone calls (Teacher survey responses, 1999).

The lack of communication between the QCA and the teachers had little effect on the teachers chosen link strategy, however it seems that past relationships between the teachers and Ms. Goss may have influenced the level of contact during the season. No log book was returned from the QCA making analysis difficult as it was based solely on the Ms. Goss interview. Ms. Goss recognized that there is a high level of planning and organization required at the beginning of the SEPEP season and that teachers are best placed to forge links with local clubs (Ms. Goss interview, 1999).

Development officer roles

Little or no involvement was had with teachers in SEPEP Cricket seasons and as a result it was difficult to determine the exact role that Ms. Goss assumed during the

final phase of the SEPEP Cricket Project. In the weeks leading up to the SEPEP workshop, the project team at SPARC (Project officer notes, 1999) recruited the schools and teachers in Queensland to attend the SEPEP workshop in an exercise that involved using contacts in Brisbane to identify interested schools and teachers as well as promotion in a Queensland physical education journal. It was the QCA's position that they had done all they could to recruit schools to the project for 1999 and they could not assist the project team any further in locating schools (Project officer communication, 1999).

During one visit, a development officer conducted a clinic and assisted with duty teams during the SEPEP session (Mr. Lawry interview, 1999). While the teacher believed that development officers do a good job promoting cricket in schools, he felt that development officers need to be working more with girls and promoting avenues for them to play in community teams.

Developing school-community links

During the interview Ms. Goss referred to a number of issues that impact on the development of school-community links during a SEPEP Cricket season. She sights a decrease in extra curricular opportunities for students in Queensland schools and a crowded school curriculum as the main factors impeding successful linkages between clubs and schools (Ms. Goss interview, 1999).

Ms. Goss believes some schools are expecting the development officer to program and implement their physical education curriculum, failing to realize that development officers have large portfolios of schools and only have a certain amount

of time in which to schedule clinics. Coaching is still a major concern as clubs are also experiencing a lack of qualified coaching staff, with many coaches lacking the skills to motivate children.

Areas for support

This issue could be addressed specifically by creating a school-community links manager to coordinate cricket development in schools with the support of regional development officers, clubs, teachers and schools. In this instance, local clubs may visit schools with the development officers to conduct clinics and be proactive in promoting cricket to students and gaining access to schools (Ms. Goss interview, 1999).

In having the clubs visit the schools with the development officer or school-community links manager clubs can be educated regarding the benefits and advantages of implementing SEPEP in schools, especially the school-community link initiatives. Indeed first grade clubs would be very receptive to professional development as part of their development plans to feeder clubs. (Ms. Goss interview, 1999)

Mr. Lillee

Involvement

Mr. Lillee was responsible for looking after the school-community links phase of the SEPEP Cricket Project and had limited involvement with the one primary school involved. Mr. Lillee was new to the organization and therefore the data available from the log book and interview detailing his role in developing school-community links during the SEPEP season was limited.

Development officer roles

The teacher at the school involved in the project had assumed the Deputy Principal position at the school during term 4. This increased his workload and made it extremely difficult to implement all aspects of his SEPEP Cricket program. The teacher had planned to link with local clubs and the local Warrior Shield competition, which is a Super 8's competition. Mr. Lillee offered his support and assistance in any way possible to try and alleviate some of the teachers SEPEP commitments. In the end, the teacher conducted an abbreviated SEPEP season in which they organized for a group of students from the school to attend a test match in Perth and be a part of the Super 8's demonstration during the lunch break at the WACA (Mr. Lillee interview, 1999).

He viewed the development officer role in school-community links as a matter of having sufficient time to develop the program and achieve success. A sizeable gap still exists in the ability of development officers to spend adequate time devoting themselves to individual schools and link strategies due to "de facto teaching" at schools lacking a PE specialist on staff (Mr. Lillee interview, 1999).

Developing school-community links

With the teacher unable to implement his chosen link, the interview sought to capture the Mr. Lillee's perspective regarding school-community links and any additional information from fellow development officers at the WACA concerning developing school-community links for SEPEP Cricket. He believes that encouraging school-community links is an effective strategy for integrating students into community sporting programs.

School-community links is effective as it is difficult to expect kids to approach clubs all by themselves. By having the school, teacher or local club in partnership you have a process in place that promotes amongst kids a familiarity with the personnel involved.
(Mr. Lillee interview, 1999)

Areas for support

Mr. Lillee identified sharing of school and club resources as areas needing support and believes that clubs need to become more aware of SEPEP characteristics and the purported benefits when linking with schools. Resources need to be developed that explain to clubs SEPEP Cricket and the types of activities and/or strategies, which can be used in developing links.

Mr. Hookes

Involvement

Mr. Hookes had minimal involvement with school-community links schools in South Australia. The two schools involved in this final phase of the SEPEP Cricket Project developed different approaches to the implementation of their SEPEP seasons.

Mr. Chappell at a regional primary school organized a Super 8's competition for primary school students on Saturday mornings as his chosen link focus and did not encourage a visit from the development officer during the season. Mr. Simpson focussed on developing links with other learning areas by developing ideas for integrated SEPEP Cricket lessons. He liaised with the other teachers in the school and at the conclusion of the season had produced a cross-curricular SEPEP Cricket resource outlining the integrated SEPEP lesson ideas. SACA officers visited the school and conducted two clinics with three different classes over a two-day program during the SEPEP Cricket season.

Development officer roles

Mr. Hookes had confidence in the ability of the Mr. Chappell to organize and implement the link with little assistance from SACA. Mr. Chappell requested no visits or contacts but Mr. Hookes maintained phone contact on at least two occasions. Due to the Mr. Chappell's level of community involvement, Mr. Hookes had no need from his perspective, to assist.

Mr. Chappell is heavily involved in community sport and therefore had already developed excellent links. The country context would have also influenced his choice of links.
(Mr. Hookes interview, 1999)

While not specifically focussing on school-community links, Mr. Hookes promoted the local clubs and community programs available to students in the wider community during clinics that were conducted for the students at the second SEPEP school and during August at Mr. Simpson's school.

Time is a constant constraint on the ability of development officers to assist with innovative programs such as SEPEP and school-community links. However, development officers are very important to the process as they have an extensive knowledge about both sides of the link (Mr. Hookes interview, 1999).

Developing school-community links

Mr. Hookes viewed the development of school-community links as dependent on the region/area that the school and community are located. Schools and clubs need to be aware of the existence of programs incorporating school-community links and forming partnerships with key organizations and people is a key success factor.

A willingness to be involved coupled with an awareness of and knowledge of the link trying to be achieved will aid the development of successful links. This is especially true for forming links with schools in the secondary setting.

Knowing that cricket is structured in South Australia as primarily a school sport until players reach the under 14's level it makes sense that clubs develop a school link in order to recruit players. In order to do this effectively clubs need to assist schools with their cricket programs.
(Mr. Hookes interview, 1999)

Areas for support

The main area identified by Mr. Hookes as requiring support would be in the form of assistance to clubs so that they can make effective links with schools. Professional development is an option available to clubs but still much depends on the personnel within the club and the length of the time the links have been in place. Mr. Hookes believes that all clubs need to be aware of, and active in developing school links because ultimately it becomes their recruitment base (Development officer interview, 1999).

Mr. Boon

Involvement

Two schools participated in the final phase of the SEPEP Cricket Project, a private college and a government high school. Mr. Boon made a visit to each of the schools and performed a range of tasks related to the implementation of SEPEP Cricket seasons ranging from skills and drills to Super 8's implementation. The contact with the private school was more frequent than the high school as a working relationship had developed between Mr. Hughes who is now employed by the TCA (Mr. Boon interview, 1999).

Development officer roles

During the SEPEP seasons Mr. Boon assisted with implementing SEPEP seasons and providing teachers with advice concerning aspects of SEPEP and school-community links. During visits it was also his role to promote cricket to students by outlining the different options available to them.

During visits we promoted cricket in schools by talking with the students about opportunities outside of school to play and participate.
(Mr. Boon interview, 1999)

While Mr. Boon had a firm grasp of the roles and responsibilities assumed by development officers in developing cricket in schools and the wider community, he questions the role of clubs and feels that their role needs to be investigated to determine their worth in schools.

Cricket needs to continue moving into schools and maintain a visible presence. Visits to schools promoting the game by development officers, school clinics, organizing of carnivals and offering teachers assistance are roles that continue to be assumed by development officers. The role of clubs needs to be explored in greater detail.
(Mr. Boon interview, 1999)

Developing school-community links

The main factors that impede the development of school-community links during the SEPEP Cricket season concern time constraints between school finishing times and club training nights due to parent work commitments making it difficult to organize mid-week competitions. With physical education staff having little involvement in extra curricular school teams, the opportunities to develop links with community cricket are fewer (Mr. Boon interview, 1999).

Both teachers have had extensive involvement with community cricket over the years, either in playing or coaching roles and this has been beneficial in regards to the level of students skill development and participation during their SEPEP seasons. Mr. Border is the assistant coach of Leg Gully Cricket Club, a first grade side in the TCA competition, and Mr. Hughes has now taken a position at the TCA in the Cricket Department in light of his extensive cricket experience and his understanding of school based cricket.

In addition, TCA senior clubs throughout Tasmania have a junior development officer (JDO) assigned to their region specifically for developing junior cricket at the club. This reflects the development plan of the TCA in promoting and developing the game throughout the state.

Senior clubs in Tasmania have a development officer working at the club to promote and assist with the development of the club. They assist junior clubs in their region through funding and coaching. A junior committee person also attends meetings of the TCA board.
(Development officer interview, 1999)

Areas for support

Areas that require additional support or assistance to improve the delivery of cricket in schools and the local community include an educational process for clubs, “as the kids just don’t walk in the door off the streets anymore” and the need for increased levels of human and material resources for teachers in schools implementing cricket programs like SEPEP (Mr. Boon interview, 1999).

For example during the SEPEP Cricket season, but unrelated to the project, the TCA organized a country schools competition that involved eight primary school teams travelling to Launceston for a two-day carnival. The TCA supplied JDO’s, resources,

materials and organized fixtures with the students having the experience of playing on turf wickets. However, as teachers were required to attend along with students, relief payments had to be paid to the schools who sent teachers. In the end the amount paid for relief teachers was \$5500, a substantial cost considering the TCA had provided or supplied JDO's, materials and resources for the carnival (Mr. Boon interview, 1999).

The TCA receives almost \$40,000 a year from the Tasmanian Education Department for running cricket programs that reaches almost 50,000 students a year. This support is vital for the TCA to promote the game to young people in schools and should not be eroded by teacher relief payments (Mr. Boon interview, 1999).

Mr. Healy

Involvement

Due to a strong personal and professional relationship with Mr. Waugh, at the one school participating in the final phase of the SEPEP Cricket Project, Mr. Healy played a major role in the development of school-community links and promoting the game of cricket to students at the school involved (Mr. Healy interview, 1999).

Mr. Healy made several visits to the school to discuss school-community links and had phone contact on a number of occasions with Mr. Waugh for the purposes of organizing the SEPEP workshop held prior to the Northern Territory cricket season. During the visits he observed that the students were responding positively to the SEPEP Cricket season and that Mr. Waugh was in superb control (Mr. Healy interview, 1999).

Development officer roles

During the SEPEP season Mr. Healy viewed his role as being a supportive and assisting one. By providing the face of Northern Territory cricket and promoting local clubs in the surrounding areas, he allowed Mr. Waugh to become the link between the clubs and assisted Mr. Waugh in this regard (Mr. Healy interview, 1999).

In the Northern Territory, Mr. Healy spends six months in Darwin and the other six months in Alice Springs due to the tropical weather. Only one development officer and an assistant are responsible for developing cricket through the entire Northern Territory. With large distances to travel and small populations to visit, the development of cricket in the Northern Territory is a tough assignment.

Mr. Healy has during this season and in past seasons made contact with a physical education specialist at the Northern Territory Aussie Sport Unit in locating schools for the SEPEP Cricket Project and in promoting SEPEP Cricket as an example of a quality physical education program (Mr. Healy interview, 1999).

Developing school-community links

Due to the geographical location, weather is an important factor when trying to devise school-community link strategies. It is generally too warm to schedule SEPEP Cricket seasons for term 4 to coincide with the summer cricket programs throughout the remainder of Australia and with the large distances between schools and clubs it makes it difficult to foster effective school-club linkages (Mr. Healy interview, 1999).

Clubs in the Darwin community, located close to the school, were informed of the SEPEP Cricket seasons and one club recruited heavily through scheduling a Have-a

go clinic. In the Mr. Waugh's class one student played for a local club and he was approached to become the link between the class and the club for interested students (Mr. Healy interview, 1999).

Areas for support

Besides the logical human, temporal and material resources that improves the accessibility to schools and clubs, the only issues to be raised by the development officer concerned girls cricket and strategies for improving the pathways for aboriginal students to play community cricket. Unlike other areas of Australia, the Northern Territory has a large indigenous population and although the numbers playing cricket are relatively small when compared with football and basketball codes Mr. Healy believes that encouraging indigenous youth to play cricket still remains an area that is untapped (Mr. Healy interview, 1999).

Summary of development officer stories

From the development officer stories, it seems that the effort and involvement of development officers was marginal. Only Mr. Jones spent considerable time working with the project schools in developing school-community links and assisting the implementation of SEPEP Cricket through skill clinics, umpiring forums for students and helping with a the gala day event. The remaining development officers maintained minimal contact but did however conduct clinics at schools when requested, but for most teachers this is were the support ended.

While many development officers have an expert understanding of cricket and the educational system making them key people in the promotion of cricket in schools

and the wider community, a more pro-active stance in linking schools with clubs is required. Development officers are responsible for large regions and have a large clientele to service. However, this study demonstrates that development officers are integral parts of the sport education process and view SEPEP as important to the development of cricket in schools.

Summary

This chapter presented a thorough description of the results and findings in an effort to provide a better understanding of the school-community links phenomenon during a season of SEPEP Cricket from the perspectives of the key participants. Teacher, student and development data presented in this chapter detailing their experiences and perceptions of SEPEP Cricket can now be discussed in relation to the literature and conceptual framework for this study.

CHAPTER SIX: DISCUSSION OF FINDINGS

This chapter presents a discussion based on the findings that describe the phenomenon of school-community links from the perspectives of the key participants involved.

The findings are related to the relevant literature and linked to the conceptual framework for the study. The initial sections of the discussion will provide an overview of the findings concerning the school-community links phenomenon and then will explore the perceptions of teachers, students and development officers in reference to SEPEP Cricket and the school-community link strategies.

Understanding school-community links

During the study the teachers, students and development officers who were involved had wide experience with the SEPEP model and different school-community link strategies. The teacher and development officer stories presented detailed an account of the SEPEP Cricket season and school-community link strategies, and provided a wealth of data concerning the implementation and development of school-community links within the Australian educational system and the community club cricket scene.

Many of the link strategies chosen during SEPEP workshops and were adopted during SEPEP seasons, indicated a regional understanding or mapping of the local community and a shared understanding of the students' physical activity needs and interests (Murdoch, 1990; Clough et al., 1993; Daley & O'Gara, 1998; Shenton, 1996). Teachers agreed that they are in the best position to decide on the different types of links that the school physical education program can make with sport, and exercised this judgement during the course of this study (Murdoch, 1990; Campbell, 1995; Roberts, 1996).

Teachers adopted a number of different approaches in making links with the wider community during their SEPEP Cricket seasons which was dependent on the teachers' level of cricket experience and their ability to make links with local community cricket clubs. Eight teachers established different types of links for students with community cricket that extended physical education beyond bell times. This was a key aim of this study and the ACB SEPEP Cricket Project (Taggart and Cameron, 1998).

Most teachers reported they are currently members of community cricket clubs and/or local associations with a long-term, rather than short-term involvement in cricket. In fact most are in an excellent position, because of their cricket involvement, to forge school-community links having experienced cricket on both sides of the school-community link. The teachers agreed school-community links are an important element when developing a quality physical education program with Mr. Taylor seeing it as the key aspect of his SEPEP program (Mr. Taylor interview, 1999).

Furthermore school-community links was seen as a way to increase the numbers of students wanting to play cricket in a community cricket club (25%-32%). This figure equates to a seven percent increase over the SEPEP season, which meant that students responded positively to the teachers planned school-community link focus and the input from community personnel. Exposure to clubs during the SEPEP season also resulted in an increase in the number of students knowing where a club plays (51%), and how to join (51%), as well as clubs and development officers gaining an insight into the school's physical education program. These elements map strongly with the four objectives outlined in the school-community links module of the SEPEP model

and other proposed school-community link theoretical models (Alexander et al., 1995; Horsley, 1995; Alexander et al., 1999; Patterson et al., 1999).

Student roles and contact with the community club/development officer during the SEPEP sessions were seen to be more relevant to the needs and interests of students. SEPEP sessions provided them with additional roles to that of a player, which fostered meaningful physical educational experiences rather than traditional physical education formats (Alexander et al., 1995; Carlson, 1995; Taggart & Cameron, 1998; Siedentop, 1998; Alexander et al., 1998; Hastie, 1998). Following the SEPEP Cricket season, students indicated that they liked playing cricket (87%) and enjoy cricket being taught with SEPEP rather than the more traditional curriculum models (78%).

Overall the school-community links approach adopted by schools, teachers, students, development officers and clubs was successful in promoting cricket to students both in and out of school. Pathways for students at most schools are now in place if they develop an interest and desire to continue their cricket involvement beyond bell times.

School-community links strategies for SEPEP Cricket

The links chosen by teachers for their SEPEP Cricket seasons were selected based on these two aspects: the teachers' understandings of the type of links that would be best suited to the physical activity needs, and the interests of students, and the school's sport and physical education programs. Teachers adopted a diverse range of link approaches and found SEPEP to be a vehicle for achieving links (Alexander et al., 1994; Alexander et al., 1995; Taggart & Cameron, 1998).

Figure 2 illustrates the type of links chosen by the teachers that linked SEPEP Cricket seasons with community sport. A brief description of each link strategy and a discussion of the teacher, student and development officer perceptions of the success of the link strategies selected follows and include any factors they believe impeded the implementation of link strategies.

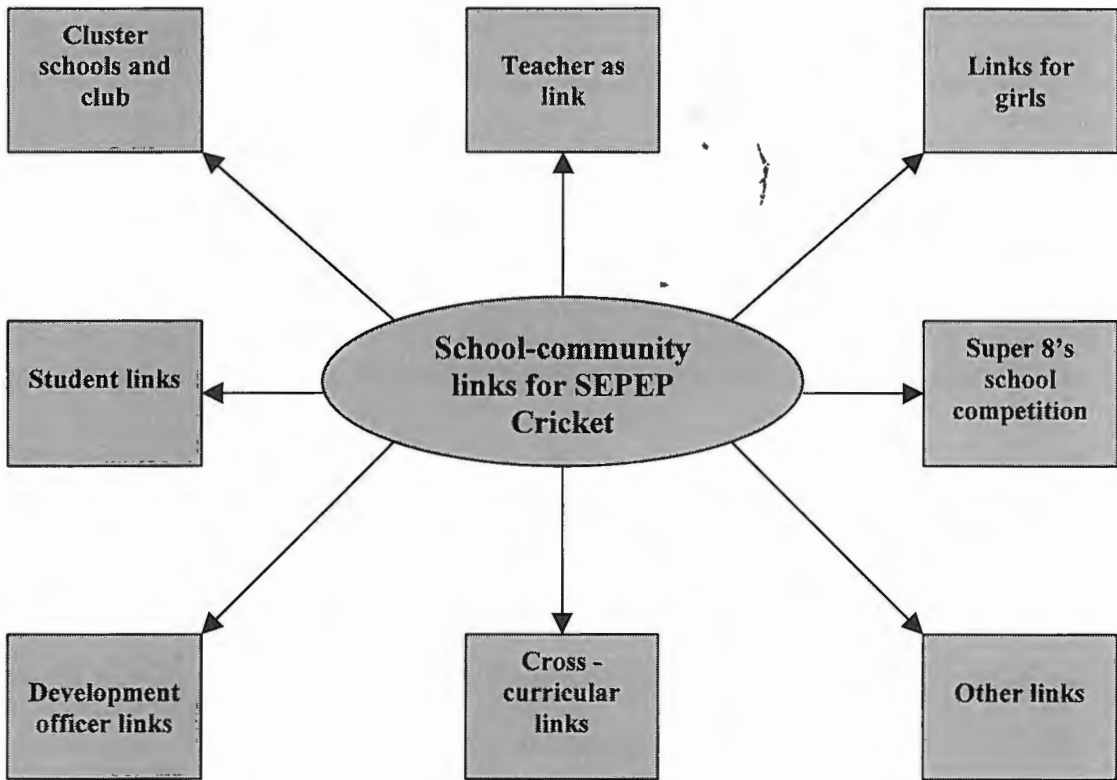


Figure 2. School-community link strategies for SEPEP Cricket.

Cluster schools and clubs are linked to schools, whether it be primary or secondary, that are close and can work together in forging links for young people with community sport. During SEPEP Cricket, the cluster schools approach was seen to include peer coaching sessions between secondary and primary settings that concluded with a gala day event involving four primary schools and one secondary

college. Clubs were also involved during the seasons offering students coaching clinics and advice on a range of duty team roles during SEPEP sessions and during Saturday morning clinics. The links were highly successful and planning is already underway for extending this link next season (Mr. Taylor interview, 1999).

Teachers who played or coached at clubs through their involvement, established links with their own clubs and took on the role of facilitator in promoting the links. Most teachers in the study could be considered to be linked with community sport based on their past and present experience with cricket both at a school and local level.

Students were well aware of which teachers played or coached at clubs. One teacher knew that if he has a bad day at the crease over the weekend, then the students are quick to point it out to him on his return to school on Monday mornings (Mr. Border interview, 1999).

The links developed by teachers for girls involved the establishment of a girls team in a local competition, and the establishment of a primary school girls interschool competition. Teachers indicated that girls through their involvement in past SEPEP seasons declared an interest in playing cricket for a club team and therefore felt they would try and forge links for girls. Both links are developing with each achieving a fair degree of success in their first season. Research into the SEPEP model concerning marginalized students has shown that girls have access to equal amounts of practice and playing opportunities during sport education classes (Curnow & Macdonald, 1995; Hastie, 1998).

During the study one teacher reported having a student in his class who became the link person between the SEPEP class and his local cricket club. The student was introduced to the class and during SEPEP sessions had the opportunity to promote his club to fellow students. By being the school-community link officer, the student promoted his club by informing interested students about training nights and club details. Two further students indicated during the study that they had assumed the role of school-community links officer (Student survey data, 1999).

Two teachers attempted to make links with community sport by organizing a Super 8's competition for primary school students that sought to increase the students' access to community cricket. For one teacher this involved organizing a new competition from the ground up and a primary school Super 8's competition is now played in Stormy Bay on Saturday Mornings (Mr. Chappell interview, 1999).

Unfortunately the second teacher found work obstacles prevented him from establishing his intended links with primary schools and clubs in the organization of a local Warrior Shield Super 8's tournament.

The remaining links that were created during the SEPEP season involved teachers planning for increased involvement of development officers, and the integration of other learning areas through cross-curricular initiatives in private school settings. The private schools participating in this final phase of the cricket project had established policies in place that required students to play for school teams on the weekend. Because, of this, a link would be better utilised towards the end of the students' schooling whereby students can be encouraged to seek participation in community sport. At this stage, the link strategies would not conflict with school policy.

The final link strategy involved a secondary college employing an ex-student and first grade club cricketer from the local community club at the school to assist primarily with improving the skill levels of students in feeder primary schools, and at the College. He was employed on an AFL Traineeship to support the schools intensive cricket programs. The trainee had previously experienced SEPEP Cricket as a student at the College and staff of the PE Department believed students would benefit by having him at the school (Mr. Yallop and Mr. Warne interview, 1999).

Successful school-community link strategies

These school-community link strategies all enjoyed some degree of success during the course of the SEPEP Cricket seasons. Teachers and development officers both reported that generally, links have been established between schools and community cricket. This also included schools links with other schools, and formation of schools teams in weekend competitions. This contradicts earlier teacher perceptions of school-community links and SEPEP (Alexander & Luckman, 1998) as teachers willingly made contacts with key contact people and local sporting organizations.

The networks of contacts and partnerships formed by sport and PE are alive and well among participating schools and teachers. No doubt the more time that these links have to develop between schools and clubs, the more innovative the partnerships will be. For example, at Coastal PS a joint venture between the local cricket and the school has resulted in the sharing of a newly laid wicket on the school oval, as well as the construction of shade and drink facilities. The school has access to these facilities during school hours with the club assuming control after school and on weekends. Other successes have been seen in the United Kingdom where schools have

partnership leases with community cricket clubs and local councils. This type of partnership (Munn, 1995) is referred to as a “coalition for the future” and such a relationship can be seen to become more prevalent as clubs become based at school sites.

With physical education classes, the local management in schools includes the sharing of physical resources, both in and out of the school, as well as the human resources of teachers, parents, coaches and community sporting organizations to ensure the best use is made of all possible resources in providing physical activity opportunities for young people (Davies, 1995; Munn, 1995). All stakeholders involved in any school-community link strategy need to understand and explore the type of links that can be made with the community and the types of resources available to achieve link initiatives (Murdoch, 1990; Davies, 1995; Munn, 1995; Campbell, 1995; Shenton, 1996; Roberts, 1996; Alexander et al., 1997; Alexander et al., 1999; Patterson et al., 1999; Wright, 2000).

With the increased priority given to schools to be responsible for their own management and administration schools are in a better position to investigate the needs and interests of students in their own communities and structure physical education programs to match the local context. Local management recognizes that no one agency can adequately address the full range of students needs and interests, and that links will only be successful if sport and PE make the effort to develop and maintain partnerships with the relevant key people identified in the community as important to the overall success of the partnerships (Campbell, 1995; Laws, 1996; Horsley, 1996).

Factors affecting school-community links

The participants highlighted a number of factors, which were a major influence on the development, and success of the link strategies. Besides the level of teachers' experience with teaching and cricket, and regional mapping factors teachers, development officers and students perceived the following to be major factors during the SEPEP Cricket season.

Two areas that require support are community coaching qualifications and access to club personnel. Experienced SEPEP teachers and development officers can assist less qualified teachers, coaches and parents obtain professional development. At the present time teachers and development officers believe that some teachers and club personnel need extra support to make links achievable. Access to Level 0 and Level 1 coaches at clubs should be a requirement for clubs wishing to make links with schools.

Development officers who are new to state cricketing organizations need time to assimilate project parameters concerning linking with schools and communities. Success is very much dependent on the time available to work with schools, teachers, students and clubs. Development officers generally recognize the potential benefits that are associated with school-community links strategies on their workloads, and for the development of the game. With clubs and schools starting to work together, development officers can effectively begin to develop the game rather than just promoting it.

Links for girls with community sport are more difficult to develop, with both teachers and development officers stating that if girls take up cricket in the large numbers that were quoted, then presently resources in the local community could not handle such an increase in participation. Indeed other at risk groups including students with special needs, inactive students and indigenous students need more support in making links with community sport and as yet few strategies for these groups have been explored in studies concerning school-community links.

Traditional forms of cricket still permeate most of the community clubs. Although Super 8's is becoming more prevalent in community programs, teachers and students still complain about the lack of opportunities for the less skilled students to play. Modified competitions in other sports are increasingly popular among students.

Clubs need to become more active participants in school programs, however work commitments and school schedules make it difficult for club personnel to always attend. Development staff, schools and clubs need to work closely together to provide more flexible alternatives for students in regards to game formats, training and competition times.

School policies requiring students to represent their school in weekend competitions tend to target the elite and more highly skilled players. Although encouraging the better players, those students who are less skilled and would not participate in the school teams have no access to competitive cricket in community settings. In these instances, students are not even given the opportunity to officiate as parents and

teachers take on the role. This is rather surprising considering the success students have in duty team roles during the SEPEP seasons.

Regional schools often find it difficult to access development staff, and therefore need to access other people in the community who have the relevant skills to develop these links. This can be difficult for new teachers in remote areas who have no established community or local contacts.

Teacher perceptions

Teachers had positive attitudes in regard to their chosen school-community link strategy. All teachers demonstrated a thorough understanding of the links that were most likely to succeed during the SEPEP Cricket season based on their knowledge concerning access of students to community sport and the context of the school physical education program within these communities. Research shows (Murdoch, 1990; Evans, 1990; Alexander et al., 1995; Roberts, 1996; Shenton, 1996; Alexander et al., 1999; Patterson et al., 1999; Wright, 2000) that this regional mapping of who, where and when is a necessary component for forming successful partnerships between PE and sport.

Mr. Chappell felt that he would be unable to relocate his link elsewhere within South Australia, especially in metropolitan and rural centres, as his approach developed through an identified need in the community for a primary school aged competition for his students (Mr. Chappell interview, 1999). Several other teachers expressed that their links developed through students interest (i.e. links for girls) and/or school

policy (i.e. development officer links) reflecting the influence that local contextual factors have on the development of school-community links.

In some instances, the links had previously been established and were key parts of the SEPEP Cricket seasons. Clubs worked with students in SEPEP teams, fostering coaching, umpiring and scoring roles. Schools worked together in organizing student learning activities as a part of a cluster schools approach were innovative strategies that need to be supported. This type of school-community link approach recognizes that link strategies must be educationally sound, rather than being solely concerned with increasing the playing stocks of the local club (Murdoch, 1990; Shenton, 1996; Taggart and Sharp, 1997).

At present, community cricket for junior players is still very much based on a traditional format (Davies, 1995; Taggart & Cameron, 1998). Until clubs recognize that students, parents and families are increasingly becoming more selective in how they spend their available leisure time and prefer Super 8's and modified versions of cricket, the game will continue to lose children to sports that provide innovative modified programs and scheduling such as Grasshopper Soccer and Touch Rugby (Mr. Lawry interview, 1999).

Teachers believed that their experience in playing and coaching cricket (including the teaching of cricket in PE) was a significant factor in the development of links with clubs. Teachers in this position already had established links with their own clubs and saw the opportunity to make good use of their network of contacts developed through a relationship with cricket outside of school. This specific finding concerning

teachers' level of experience within a particular sport, and its contribution to the development of school-community links has not been mentioned or examined in any previous studies (Murdoch, 1990; Shenton, 1996; Alexander, 1994; Alexander et al., 1995; Alexander & Luckman, 1998; Alexander et al., 1999; Patterson, 1999; Wright, 2000). A teacher's cricketing experience was found to be a major factor in the success teachers had in implementing links with clubs and community competitions.

Contacts with key people and community networks had been developed by all the participating teachers over the duration of their teaching lives, and were considered important tools for physical education teachers in the present educational climate. These key contacts have allowed teachers a certain degree of freedom and confidence in locating and establishing links. The contacts teachers made with sporting associations and bodies precipitated professional development for teachers in SEPEP and school-community link aspects at schools involved during this study. One teacher organized funding from a local sports association responsible for overseeing the development of sport in the region, to assist with professional development and implementation of his SEPEP Cricket season (Mr. Taylor interview, 1999).

The level of planning and organization required in the implementation of the school-community links that were chosen varied from teacher to teacher and was dependent on the type of link/s adopted. Teachers making links with their own clubs felt that the level of planning and organization involved was minimal when compared with some teachers during the study who had many meetings during the season in establishing a link focus and maintaining higher levels of contact with development officers.

Teachers generally agreed that school-community strategies could be encouraged in the teacher's first seasons of SEPEP but they tended to think that the process was more formative, especially when concerning the involvement of clubs in schools and the level of expertise of the teacher in the selected sport. Teachers were of the same opinion that if they had to implement link strategies in a sport they were less familiar with, then most would need to plan for further development officer involvement and may not experience the type of success they have had with SEPEP Cricket (Evans, 1993).

Significantly, when compared to other studies (Alexander & Luckman, 1998; Wright, 2000) that reported that the lack of importance teachers have previously placed on developing school-community link initiatives, this study indicates that SEPEP teachers agreed that that school-community links were an important element in a quality PE program and should be one of the tools teachers utilize in improving the rates of and access to community sporting programs for adolescents (Taggart and Sharp, 1997).

Development officer perceptions

Development officers were fully supportive and displayed a considerable knowledge of SEPEP programs in schools and the increased attention given to the phenomenon of school-community links. Development officers have become strong advocates for the universal implementation of SEPEP Cricket in schools and possess a good understanding of both sides of the link process (Alexander et al., 1994, Alexander et al., 1995; ACB Junior Cricket Policy, 1998).

Ideally they view their role as one of promoting and developing the game of cricket to as many prospective children as they can. This makes schools an obvious target, as development officer regions are often sizeable, from both a geographic and population perspective. Schools provide large numbers of students that can be reached at the one time and at the same location, which makes partnerships with schools and teachers a necessity rather than a choice for state cricketing organizations (ACB Junior Cricket Policy, 1998). Furthermore school-community links are now an additional strategy they can offer teachers as an extension of their SEPEP seasons as well as developing pathways for grassroots participation by students.

Development officer logs and stories indicate that teachers were generally in control of their SEPEP programs and doing a good job in developing links and organizing meaningful learning experiences for students. Development officers concurred that teachers needed some assistance due to the teachers' experience of teaching, playing and coaching cricket in and out of school. Evans (1993) felt that development officers were in fact becoming 'defacto PE teachers' for primary schools and that teachers with poor skills in a sport rely on development officers to implement programs. This was certainly not the case for SEPEP Cricket.

This study found that teachers valued the input of the development officer, even though they felt confident teaching cricket, and nevertheless welcomed them at various stages throughout the SEPEP season and in a variety of roles. During the SEPEP seasons, development officers were willing participants at end of season events, school clinics and in SEPEP sessions with student team officials such as

coaches, umpires and scorers. They also organized Pura Milk Cup players to attend end of season events and present awards to teams and outstanding players.

The commitment of development officers to develop links between clubs and schools was marginal. Schools are very selective in the type of partnerships they sought with outside agencies and development staff often had a role to play in locating clubs that had qualified personnel and facilities to cater for students needs and interests (Davies, 1995; Campbell, 1995; Taggart & Sharp, 1997). While the SEPEP teachers in this study had established cricket networks to draw on for developing these links, not all teachers especially generalist primary teachers, had access or knowledge concerning link strategies. Development officers need to be active in identifying clubs that would make appropriate partners for schools in their area.

With expert teachers implementing SEPEP Cricket programs in schools, development officers can spend further time assisting teachers who are not experienced cricketers with support and advice. They can also advocate for SEPEP Cricket to become a part of school programs to produce better learning outcomes for students. In this way resources and development can be better used in schools with development officers reaching and/or targeting at risk students, such as girls and indigenous youth, in a redistribution of their time and efforts, (Development Officer interview, 1999).

The role of community cricket clubs during the SEPEP season also needs to be further developed. Development officers believe that clubs linking with schools need to adopt a pro-active stance in assisting schools with their SEPEP Cricket programs. The benefit of clubs linking with schools is well understood by the development

officers interviewed during the course of the study. Indeed, the development officers identified quality of teaching staff, more involvement from clubs, SEPEP implementation in schools and resource materials as key areas that require support in the continued development of school-community links for SEPEP Cricket seasons.

Student perceptions

School students enjoyed their SEPEP Cricket seasons and liked the school-community aspects implemented by teachers during the seasons. School-community link strategies in combination with SEPEP characteristics was seen to influence students values concerning their level of involvement in physical activity beyond the school gate (Alexander et al., 1995; Taggart & Cameron; 1998; Alexander et al., 1999). This was seen through students joining clubs during the 1999/2000 season (12%), or expressing an interest to join following the SEPEP Cricket season (32%).

Indeed, participation in duty team roles during the SEPEP season resulted in students valuing the additional roles in community club structures, especially the roles of coaching, umpiring and scoring. Many believed that they could occupy coaching, officiating, managerial and administrative positions within local cricket clubs and would like to experience this side of cricket when they joined clubs. These students stated that they would like to perform umpiring (47%), coaching (46%), organizing teams (41%), organizing competitions (36%), scoring (59%) and publicity (36%) roles in a community club, which is a major factor in making clubs more attractive to students wishing to join community cricket clubs.

Students enjoyed the contact with community cricket clubs during the SEPEP season (38%) and liked having club coaches and members visiting the school and offering them advice and support during SEPEP sessions. Some students were able to visit a club and utilize the clubs training facilities and equipment (22%). Following the SEPEP season, students felt that their cricket skills were good enough to play in a community team, however some indicated that clubs and sports providers needed to adopt more flexible training and competition formats if they were to join. Getting to training or venues was rated as the most important constraint that prevented students playing in a community club (61%).

SEPEP is positively shaping the values of young people to sport and PE. Tinning and Fitzclarence (1992) when discussing the changing face of physical education in Australian schools cited the paradox whereby students enjoy physical activity in the community, but find PE to be boring and lack meanings in the context of their constructed postmodern biographies (Roberts, 1996). SEPEP as a curriculum model is providing students with meaningful learning activities that match their needs and interests in the context of their daily lives (Alexander et al., 1995; Taggart & Sharp, 1997; Taggart & Cameron, 1998) and is a model that successfully extends physical education beyond bell times.

Perceptions of SEPEP

SEPEP was seen by teachers and development officers to not only raise the status of sport and physical education in schools, but also raised the status of the sport in the community by establishing links and exposing students to community sporting opportunities. It was reported that 12% of students actually joined community clubs

during the 1999/2000 cricket season (Student survey data, 1999). The interaction that visiting community clubs had with schools during the SEPEP Cricket season was worthwhile with club personnel participating in a diverse range of activities including coaching clinics and assisting with duty teams and student roles. The promotion of their club to students at end of season festive events was also a feature of teachers' links with clubs and sporting organizations. Students liked the contact with community clubs during the SEPEP Cricket seasons (38%) with nearly two-thirds enjoying a visit from a cricket coach (60%). One club also ran their pre-season in conjunction with the school's planned SEPEP season to take full advantage of the link (Mr. Yallop and Mr. Warne survey response, 1999).

However, clubs were still very conservative in the type of cricket offered to young people. Traditional cricket was still the favoured format for community cricket (Teachers interviews, 1999), although Super 8's competitions were starting to become popular. Students were very clear on the format that they favoured with the data showing that students preferred the modified games of cricket such as Super 8's (51%), indoor cricket (64%) and versions played during SEPEP (59%) seasons rather than the "adult" version (46%) of the game for interschool or community cricket competitions.

The development officers attached to state cricketing organizations during the course of the school-community links phase of the project had fluctuating levels of contact with schools in implementing the SEPEP season and school-community link foci. The highest levels of contact occurred at the beginning and ends of seasons further reinforcing their role in introducing and promoting the game of cricket to students.

Development officers' identified conducting clinics, game demonstrations, improving students basic cricket skills, attending end of season events and assisting schools with the establishment of pathways between school and community programs as their key role during SEPEP Cricket seasons.

The move towards outcomes focussed education and the corresponding change from teacher centred, to student centred approaches to learning are shaping educational systems throughout Australia. Teachers and students in schools participating in the final phase of the SEPEP Cricket Project have had the opportunity to experience a curriculum model that encourages outcomes based educational approaches to teaching and learning (Alexander et al., 1995; Taggart et al., 1995; Siedentop, 1998; Alexander et al., 1998; Hastie, 1998; Taggart & Cameron, 1998).

Teachers and students indicated that better outcomes were achieved using the sport education model for teaching cricket that supported the previous research into sport education (O'Sullivan, Siedentop & Tannehill, 1994; Alexander et al., 1995; Carlson, 1995; Siedentop, 1998; Alexander et al., 1998; Hastie, 1998; Alexander & Luckman, 1998; Taggart & Cameron, 1998). These reinforce the findings concerning student outcomes during the SEPEP Cricket seasons. Teachers and students are clearly adopting a positive attitude towards the curriculum change that is taking place in Australian schools.

All teachers agreed and student data concurred that better outcomes for umpiring and organizing competitions were achieved with SEPEP. All teachers agreed that coaching outcomes are better produced through student exposure to coaching roles in

the SEPEP model than traditional physical education lessons. Indeed, teachers reported that outcomes in skills for physical activity, knowledge and understandings, interpersonal skills, self-management skills and attitudes and values are achieved in such a way with SEPEP that it "...captured the imagination and interest of students." (O'Sullivan, Siedentop & Tannehill, 1994, p428).

The SEPEP model exhibits many parallels with community junior sporting programs. Its unique characteristics distinguish it from more traditional forms of physical education and as a result this has seen large numbers of teachers and students experience the model since the national trials of SEPEP throughout Australia in 1994 (Alexander et al., 1998).

Throughout the SEPEP Cricket seasons, teachers implemented a majority of the characteristics that distinguish SEPEP from alternative forms of physical education models. This included extended seasons, teams were selected that were evenly mixed and matched, modified formats of cricket were scheduled as round robin tournaments, and festive end of season events were planned that allowed students to socialise into the role of participant through student and duty team roles (Siedentop, Mand & Taggart, 1986; Alexander et al., 1995; Carlson, 1999; Alexander et al., 1998; Taggart & Cameron, 1998).

Students reacted positively to these aspects and more often than not assumed the additional roles in managerial and instructional aspects of the SEPEP model.

Students expressed that they enjoyed the modified games, the additional roles and the added responsibility of increased managerial/instructional aspects to their physical

education classes through SEPEP. The improved outcomes for students in managerial/instructional skills and social skill aspects achieved by students during the SEPEP Cricket season were supported by research into the SEPEP model (Alexander et al., 1995; Carlson, 1995; Taggart et al., 1995; Alexander et al., 1998; Taggart & Cameron, 1998; Hastie, 1998).

The sport and physical education interface

Throughout this study teachers, students and development officers' views regarding the many facets of the sport and physical education interface were investigated. All had strong views about the way sport is experienced in the community and during school time. Teachers and development officers concurred that it was important to recognize what their specific roles and responsibilities should be to ensure an effective network of sporting participation pathways for adolescents (Murdoch, 1990; Horsley, 1995; Roberts, 1996; Taggart & Cameron, 1998; Alexander et al., 1999).

Recent research (Tinning & Fitzclarence, 1992; Carlson, 1995) indicated that many adolescents see school physical education as boring and/or place little meaning on the subject in their lives, however during the SEPEP Cricket season students responded positively to the student and duty team roles as well as the increased responsibility of having to organize and manage things for themselves.

In fact, the SEPEP Cricket teachers recognized that school physical education programs needed to be structured in accordance with the needs and interests of students during the course of the SEPEP Cricket project. Many of the links chosen by teachers emphasized this aspect. Programs need to be more equitable and enjoyable

for adolescents with teachers needing to have a broader understanding of adolescent sport if physical education is to engage students (Taggart et al., 1995; Taggart & Sharp, 1997). Teachers' experiences in schools and the wider community in this study has resulted in some innovative programming in the design of their SEPEP seasons, particularly links with communities for girls, Super 8's, cluster school and club link approaches.

Evans (1990) claimed that due to a combination of the growth of community based sports and a decline in the status of school sport, "we have to re-think how best to provide a safe and satisfying sport environment for children and adolescents"(p288). Results from this study concerning the level of school sport, especially cricket, contradict Evans (1990) and Davies (1995) findings regarding a decline in school sport. During the SEPEP Cricket seasons, all schools placed a strong emphasis on the delivery of school sport for students, either in the form of interschool or intra school cricket competitions, as well as offering cricket as a sport and physical education elective as part of the physical education curriculum. Many of the interschool sport programs were scheduled after school or on Saturday mornings depending on the structure of the competition. Teachers were involved in this aspect (Mr. Taylor; Mr. Chappell; Mr. Hassett) but adopted more of a facile approach in working with clubs, parents and students reflecting SEPEP principles.

The discussion of findings revealed that primary teachers involved in this study were very much "superteachers" (Taggart et al., 1995). Most of the primary teachers were curriculum leaders and solely responsible for delivering sport and physical education opportunities to students, professional development for primary teachers, organizing

incursions from development officers, players and club personnel, as well, excursions to test matches. They assumed responsibility for the implementation of SEPEP Cricket seasons and school-community links due to their experience in teaching, coaching and playing cricket. Many had dual roles in the community, as a teacher in the school and as a cricket player or coach, working and living on both sides of the link. Furthermore, teachers in more than one instance adopted several link strategies throughout the SEPEP seasons, highlighting the positive effect of this dual role.

Mr. Taylor viewed “shared responsibility and professional development” with teachers participating in the cluster schools project as an important element of his cluster schools project (Mr. Taylor interview, 1999). Assuming the role of curriculum leader, Mr. Taylor organized professional development workshops for the primary school teachers prior to implementing their SEPEP seasons (Taggart et al., 1995). In addition, he managed the organization of a successful round-robin gala day event with SEPEP teams, from each of the four schools involved. Funding was successfully sought by Mr. Taylor for the costs associated with professional development and resources for the cluster schools project (Mr. Taylor interview, 1999).

Indeed Mr. Gilchrist’s “superteacher” status saw him promoted to deputy principal at Black Swan PS during term 4, disrupting his planned SEPEP Cricket season for the students and had a negative impact on the development of school-community links (Mr. Gilchrist interview, 1999). Taggart et al. (1995) suggested that specialist PE teachers working in primary schools are often “moved upward to administration (with their superteacher status intact)... in most cases taking all traces of the PE program with them” (p16).

While the PE program suffered somewhat as a result of Mr. Gilchrist's appointment, because the planned links were difficult to implement, he managed to plan a shortened SEPEP season that still maintained several student roles, student coaching sessions and a round robin competition. Students also participated in a lunchtime Super 8's demonstration at the WACA ground during an Australian test match (Mr. Gilchrist interview, 1999).

Many of the other secondary teachers can also claim "superteacher" status. Mr. Simpson developed with fellow classroom teachers a cross-curricular resource for SEPEP in his first year at a new posting. This outcome was very much a collaborative project between a PE specialist and classroom teachers that sought to offer sporting experiences as an integrated learning experience for students across different learning areas. This is the type of "shared responsibility and professional development" that Taggart et al. (1995) challenged primary teachers and PE specialists to overtake.

Presently the "superteacher" status afforded to primary school teachers acting in the role of specialist remains intact, but with SEPEP continuing to be implemented by dedicated teachers seeking "shared responsibility and professional development", opportunities exist for sport and PE to adopt innovative pedagogies such as SEPEP to provide for integrated educational experiences for primary school children (Taggart et al., 1995).

The dedicated teachers in this study demonstrated that the quality of staff involved in implementing school-community link strategies, as a part of school physical

education programs, have a major influence on the overall success of these link initiatives. Patterson et al. (1999) when reporting the results of schools encouraging school-community links stated that, “without exception, all schools in the study identified one factor that was crucial to their program – dedicated teachers” (p20).

Summary

This chapter provided a discussion with reference to the understandings, views and perceptions of the key participants concerning the SEPEP Cricket and school-community links strategies. The discussion focussed on teacher, development officer and students perceptions of the SEPEP Cricket season and examined the types of links chosen by teachers and the level of success they achieved. Barriers and factors that impeded the development of the link approaches were also discussed as a prelude to the conclusions and major recommendations to be outlined in the following chapter.

CHAPTER SEVEN: CONCLUSIONS AND RECOMMENDATIONS

This chapter concludes the study and offers major recommendations based on the understandings gained by the key participants during this research. The SEPEP model and school-community links was successful, and participants indicated that learning outcomes were superior to those achieved in traditional physical education formats.

Results from this study suggested that all teachers, students and development officers believed that school-community links are an important aspect of the implemented SEPEP Cricket programs, and all agreed that the links chosen had achieved some degree of success in modifying student perceptions of cricket, both in and out of school. The major recommendations are directed at the continued development and research into the SEPEP model and school-community links strategies for a season of cricket.

SEPEP Cricket and school-community links

The SEPEP model (Alexander et al., 1995) supported links with community sport and teachers were of the opinion that these links foster increased student participation, not only in SEPEP sessions, but also in school sport and community clubs/programs. The links chosen by the teachers emphasised the four aims of the SEPEP model in relation to school-community link strategies that need to be implemented. The four aims are:

1. Students become aware of the community facilities and competitions;
2. Community, club and sport development officers are aware of the school programs;
3. Students would be capable of occupying positions in community sporting clubs; and

4. Students are encouraged to become involved in sport for life.

(Alexander et al., 1995, p4)

Students positively reported that SEPEP and school-community links made PE meaningful when compared with traditional PE lessons. They particularly liked the interaction found in student and duty team roles, as well as, the interaction of development officers, Pura Cup players and club personnel involved in their SEPEP Cricket seasons. Club personnel made visits to schools and held clinics for SEPEP students. One of the most popular aspects of school-community links for students was the visiting club personnel who gave up their time to assist the students with coaching, umpiring and scoring duties. The SEPEP model produced better outcomes in these areas as well as having had a positive impact on students' perceptions concerning the type of roles they could perform within a community club.

Club involvement varied, however, there were clear examples that highlight the positive work being done by clubs to increase participation levels among students. One club aligned its pre-season with the school SEPEP program and adopted many of the SEPEP characteristics to encourage student participation (Stumpy Bails CC). A second club offered weekend clinics at the school and brightly coloured team uniforms in an attempt to boost junior membership at the club (Parkhill CC). The sharing of facilities and equipment was also evident with school-community links adopted between schools and clubs in the formative stages of development (Surfside CC and Coastal CC).

The links that were developed not only increased students' involvement and participation in community cricket now provided pathways for students in future seasons to make the transition to clubs following their SEPEP seasons. However, links developed with clubs need to be carefully examined to ensure that coaches and club personnel have the relevant experience and training of working with children. Students who approach clubs based on their SEPEP experiences need to be supported by competition formats and club training sessions that meet their rapidly changing needs and interests in today's postmodern world. Students indicated a willingness to join a community cricket club following the SEPEP season and a small percentage actually joined clubs during the season through linking with community clubs.

Students should be encouraged to join clubs through the continued implementation of modified games formats such as Kanga Cricket and Super 8's and more innovative scheduling of competition times that recognize students' preferred times for playing. It should be noted that there was a high student response for indoor cricket as their preferred format for playing interschool or community cricket. No teacher indicated that they played indoor cricket during the SEPEP seasons, yet students have rated this format highly. While the reasons for this are unclear as to why indoor cricket was rated so highly by students as their preferred format, and data was not sought as to the number of students playing indoor cricket. This study however suggests that indoor cricket may have achieved this status through its scheduling of competitions on weeknights, the fact that participants can play a number of times a week, is an action packed version of the traditional game, and it is a social experience. Links for indoor cricket need to be further investigated to support these contentions.

Links devised by teachers for their SEPEP Cricket seasons consisted of a combination of strategies that proved to be successful in improving the access to community cricket for young people. The links were:

1. Cluster schools and clubs

Cluster schools are links between schools that are close together who can work together in forging links for young people with community sport. Clubs were those involved during the season that offered students coaching clinics and advice on a range of duty team roles during SEPEP sessions and during Saturday morning clinics.

2. Teachers as link focus

Teachers as a link focus were those teachers who played or coached at clubs and through their involvement, established links with their own clubs and took on the role of facilitator in promoting the links. Most teachers in the study were linked to community sport based on the past and present experience with cricket both at a school and local level.

3. Links for girls

The links for girls involved the establishment of a girl's team in a local competition and the establishment of a primary school girl's interschool competition. This has mainly developed because in past SEPEP seasons, girls have shown an interest in playing cricket for a club team, therefore links were developed to try and improve their access to community clubs for girls.

4. Student links

Student links involved students assuming the role of school-community links officer through their involvement with local cricket clubs. They were able to inform students in their SEPEP classes about training nights and club details, as well as becoming a recognized face for other students visiting the club.

5. Super 8's school competition

A Super 8's competition increased the access to community cricket for primary school students. This involved the development of a new competition for students from the ground up, as well as a primary school Super 8's competition being played on Saturday mornings in Stormy Bay.

6. Development officer links

The increased involvement of development officers was successful in private school settings, with teachers more inclined to make links with clubs or assist students with participation options in community sport nearing the completion of their schooling.

7. Cross-curricular links

The integration of SEPEP Cricket and other learning areas through cross-curricular initiatives that sought to increase student achievement on learning outcomes.

8. Other links.

The final link involved a secondary college employing an ex-student and first grade club cricketer as a member of the PE team to primarily assist with improving the skill

levels of students in feeder primary schools and at the College. He was employed on an AFL Traineeship to support the schools intensive cricket programs.

One question that must be asked is whether these links would have developed at all if it were not for the “superteachers” (Taggart et al., 1995) involved in this study. Indeed this group of teachers, in terms of teaching and cricket experience, are uniquely positioned to develop partnerships with many assuming coaching and playing roles in the community. It is through this wide network of community contacts that includes clubs, parents, development officers and local sports assemblies, that teachers were able to have success. Teachers who were less experienced would need more time to develop contacts and for links to develop.

A teacher’s level of experience with the sport concerned, normally gained through many years teaching or playing the sport has been shown to have a major effect on the development of school-community links for SEPEP in this study. The fact that teachers are playing and coaching cricket in the community provides students with positive role models for sports participation and for pursuing active healthy lifestyles (Patterson et al., 1999). This also explains the reasons why high participation levels for cricket are being recorded in the schools as part of the PE curriculum or after-school/interschool programs. These teachers see an obvious place for sport and PE within their school and make the case regularly for its inclusion in their capacity as “superteachers”.

Research questions

Research question one

How do teachers, schools, clubs and state cricket associations encourage student participation in community cricket during a season of SEPEP Cricket season?

A number of partnerships and links were established between teachers, schools, clubs and state cricketing organizations throughout the course of this study. Teachers were best placed to formulate these links and to seek support from other schools, their own clubs or from development officers. A number of different school-community link strategies were chosen by SEPEP teachers to increase student participation between community cricket and their school. The chosen strategies reflected a regional mapping of the community cricket scene and an understanding of local contextual factors that support or impede student participation.

Research question two

What are the perceptions of teachers, students and development officers regarding the major influences for the development of school-community links?

The participants highlighted a number of factors during this study, which have a major influence on the development and success of link strategies. The major influence and one that seemed pivotal to the success of implemented link strategies, involved the cricket experience of the teachers involved in this study. Development officers recognized that the teachers in this study are “exemplar” teachers, as well as, possessing a thorough cricket knowledge developed through years of playing and coaching. Besides the level of the teachers’ experience, other major influences included regional/contextual factors, such as changes in teachers work status and school location, development officers who were new to the job, traditional versus

modified forms of cricket, access to clubs and competitions for girls, community coaching qualifications, club personnel availability and private school program barriers.

Limitations of the study

Decisions made by the researcher during the design of the study impacted on the quality of the research and at times limited the quantity and quality of the data collected. The major limitation of this study was that the findings can only be generalized to the teachers, students, development officers and clubs who participated in this study and cannot be representative of the entire population. The participants' perceptions and understandings are their own, which makes comparisons and generalizations to the general population impossible to consider within the confines of this study.

Issues and future considerations

During this study a number of issues arose that limited the scope of the research findings. No student interviews were conducted during the course of this study. To improve this study, in-depth interviews with students who joined community cricket clubs during the SEPEP Cricket seasons regarding their perceptions of SEPEP and school-community links would have provided more compelling data to reinforce the student survey data collected. Student perspectives and understandings were difficult to judge based on the survey data alone.

The fact that schools were located throughout Australia meant that the school-community links chosen were not directly observed in this study. Future research into

school-community links needs to identify schools that have significant links with community sport and a case study or action research methodology be adopted so that the researcher can make observations during the course of the SEPEP season. The fact that the researcher had no direct access to schools and teachers attempting links during the SEPEP Cricket season made it difficult to accurately assess the link strategies implemented.

The promotion of staff and turnover of development officers during the course of this study influenced the development of school-community links, as new staff had to familiarize themselves with the aims and goals of the project before being able to participate at appropriate levels. Two development officers were new to the project and were given the responsibility of cooperating with SEPEP Cricket schools. This impacted on the level of contact the development officers had with schools and the development of school-community links. Furthermore it was noted that at least three state cricketing organizations had just undergone, or were in the process of restructuring their development plans and regions during the study. The type of impact that restructuring had on the role of development officers and state cricketing associations in these states is hard to measure.

The community cricket clubs linking with schools and other participants were not interviewed or surveyed regarding their perceptions and understandings of SEPEP Cricket and link strategies. Club personnel visiting schools or teachers during the SEPEP seasons should have completed surveys or been available for interviews. The scope and limitation of honours research was a factor in not approaching clubs and

other participants that through teacher and development officer interviews played a major role in the development of school-community links.

Recommendations

Recommendation 1

Professional development

Prior to the SEPEP Cricket seasons teachers, club personnel and development officers should participate in workshops to identify a focus for their SEPEP season and a school-community links strategy.

An opportunity exists for experienced SEPEP Cricket teachers to develop partnerships with state cricketing associations and deliver workshops to less experienced SEPEP Cricket teachers in their local communities. A mapping of “the who, the why and the where” is a pre-requisite in developing school-community links, and professional development in the form of workshops prior to the SEPEP Cricket season will accommodate this finding. Contextual aspects such as club infrastructure and personnel available can easily be addressed if clubs are present during workshops.

Workshops could be developed that include:

- Level 0 and Level 1 coaching courses for teachers, parents and club personnel;
- Professional development for less experienced teachers in SEPEP and time for planning their SEPEP Cricket seasons;
- A discussion of the regional/contextual factors that effect the implementation of school-community links and examples of good practice by key stakeholders;

- Clubs and parents have been shown to play a role in SEPEP Cricket during the final phase and extending professional development opportunities so that they can be involved is important; and
- Clubs and parents should network with teachers, development officers and community organizations implementing, monitoring and planning link initiatives.

Recommendation 2

Determining school-community links

The school-community links to be chosen should remain the function of the teacher that are educationally sound and meet the interest and needs of the students and community.

Ultimately teachers are accountable to principals, parents, students and the wider community for the educational achievement of students as a result of their implemented programs and therefore need to consider the selected link/s carefully.

Evaluation and assessment should be frequent to provide a true snapshot of the links chosen and for adjustments to be made to the links and programs in place.

Teachers in making their decision need to consider:

- The type of school-community links strategies to be selected and implemented;
- Attempting several links to increase pathways for students;
- Annual monitoring and evaluation of the link process through student surveys or journals;

- Club characteristics such as infrastructure, coaching qualifications of club personnel, access for boys and girls, and modified game formats to identify appropriate clubs to formulate links; and
- The type of facilities, equipment and resources required. This may involve the sharing of school and club facilities.

Recommendation 3

Implementing SEPEP Cricket

The implementation of SEPEP Cricket should be a shared process between the teacher and students.

Many of the decisions to be made concerning the implementation of SEPEP Cricket require the input of students working with teachers early on in the process. The decisions to be made should address the number of student roles, team sizes and modified game format adopted for round-robin competitions. Additionally the following are recommended as important in developing links through implementing SEPEP Cricket:

- The SEPEP season is scheduled to coincide with the start of the cricket season and professional development needs to be undertaken well before;
- The sports board needs to nominate a school-community links officer to liaise with the teacher in approaching clubs, organizing incursions and excursions from clubs and development officers, and communicating with parents and the remainder of the school;
- Ensure that school clinics held by development officers or club personnel occur at the beginning of the SEPEP Cricket season during teacher directed sessions;

- The student roles of coaching, umpiring and scoring are integrated into SEPEP Cricket seasons to foster links with clubs in these areas; and
- End of season event to be scheduled with invitations sent to clubs, parents and other schools.

Recommendation 4

Teachers

Teachers need to be supported and recognized for adopting or developing links with clubs during SEPEP Cricket seasons.

Not all teachers are as experienced as the teachers described in this study and require support, guidance and assistance to develop resources for implementing SEPEP and school-community links in schools. This can be achieved in a number of ways and recognizes the scope of teachers work outside of the school program:

- Access to program incentives and funding to reduce the costs to the school for coaching courses and professional development;
- A “Go Aussie Go Schools Network” with access to a website for teachers, students and parents that has links to appropriate websites for young people with interactive activities such as SEPEP and MILO program materials, quizzes, competitions and prizes, chat facilities with players and other schools;
- The development of a SEPEP Cricket resource for use by schools, teachers, students, development officers and community cricket clubs; and
- A MILO cricket newsletter for schools and free subscriptions for teachers to “Off the Long Run”, a periodical published for Australian cricket coaches.

Recommendation 5

Students

Students require further exposure to the SEPEP model and the continued support that is derived from having club members participate in SEPEP programs.

Students continue to adapt readily to SEPEP characteristics and the school-community links strategies that can be implemented which have had a positive effect on students' perceptions of cricket at school and in the community. Their needs and interests are rapidly changing and programs such as SEPEP Cricket have the ability to focus students in meaningful sporting experiences. SEPEP Cricket can be improved by implementing the following as key aspects for students:

- Student assessments that are structured to investigate the provision of sports clubs in the local community and physical activity options for youths (i.e. Sports Search);
- Sports Board reviews of school-community links and new suggestions regarding the type of links selected;
- Students who are identified as cricket club members to become ambassadors for the club (i.e. school-community links officers);
- Continued involvement of club personnel in the development of student and duty team roles; and
- Access to community sporting programs that offer students the chance at future employment through vocational opportunities such as coaching, umpiring and leadership programs.

Recommendation 6

Development officers

Development officers must reassess their position in schools and become more accountable for developing rather than just promoting cricket in schools.

Teachers generally view development officers as experienced practitioners and cricketers with intimate knowledge of both sides of the link and therefore are key people in the success of school-community link strategies. They need to develop a wider network of clubs working with schools who are capable of offering young people a number of different pathways to continue playing cricket outside of school programs. They need to:

- Have Level 2 coaching qualifications or higher which should be updated regularly;
- Continue to provide professional development and support for teachers;
- Appoint a school-community links officer to promote cricket programs in schools and clubs such as SEPEP, Super 8's programs and coaching accreditation courses. As a specifically created position the school-community link officer can be attached to schools or clubs in clusters;
- Emphasise that interschool cricket competitions need to incorporate SEPEP characteristics and should be mandatory for school programs receiving funding or visits from development officers;
- Reduce the number of school clinics and provide more coaching development for teachers who lack cricket experience;
- Promote the game to schools and clubs together with recruitment and junior development;

- Advocate for the inclusion of modified games formats in clubs to ensure the success of clubs linking with schools; and
- Compile a database of teachers with cricket coaching qualifications so that professional development for teachers and schools is undertaken to improve SEPEP seasons and for developing school-community link initiatives. These teachers can assist with SEPEP and school-community link professional development such as teacher and club workshops, and in developing appropriate resources.

Recommendation 7

Clubs

Clubs need to be encouraged to develop links with schools and be able to access appropriate support structures to assist in this area.

Possibilities that support this recommendation include:

- The extension of the Club Assist program to incorporate school-community links and the access to funding grants available to club and schools establishing a link;
- Clubs need to offer alternative forms of cricket to increase numbers and implement professional development opportunities to improve coaching/administration in clubs;
- Make cricket more attractive for young people by offering coloured uniforms and be more flexible in scheduling cricket competitions around the preferred playing times for young people;
- Access to Level 0 and Level 1 coaches at clubs should be a requirement for clubs wishing to make links with schools;

- Adopt SEPEP characteristics for training sessions and on competition days, especially student and duty team roles, and the mixing and matching of teams in modified game formats such as Kanga Cricket and Super 8's; and
- Encourage juniors to occupy managerial and administrative positions or be supported in developing these skills through coaching and officiating courses at a club level.

Suggestions for further research

Further research is needed into the access of girls to community clubs and competitions. This should include an investigation into whether community cricket can handle the anticipated increase in the number of girls wanting to participate at a community level. As well, an examination of the available options for girls playing club cricket and the provision of resources, support and competitions at a school and community level is required if girls are to have equitable access to cricket in the community.

A main finding of this study was that indoor cricket was students preferred option for playing interschool or community club cricket needs to be further investigated, especially within the context of developing school-community links for cricket and in the provision for indoor cricket in schools. The reasons that may have resulted in this finding suggest that indoor cricket appeals to students, as games are scheduled on weekdays and they can socialise with family and/or friends, numerous times a week (Taggart & Sharp, 1997).

Strategies for students with special needs and indigenous students also need to be investigated to fully realise the potential of the SEPEP model. Action research or case study projects would be beneficial in raising an understanding of physical activity options for at-risk groups.

The role of development officers in SEPEP seasons and their involvement in schools has also been questioned. At present it seems that many schools still lack a dedicated PE professional or have no teachers willing to assume the responsibility for coaching cricket, relying only on the development officer for the implementation of the program. This results in schools receiving annual visits reducing the effectiveness of development officers to offer meaningful learning experiences for students. This is because schools have no real intention of extending programs for students when the development officer takes their students for sport or physical education.

In-depth case studies of successful links and examples of good practice (Murdoch, 1990) are needed to continue the ongoing development of theories and models concerning the growing trend towards schools and communities formulating partnerships and links that are mutually beneficial. These studies could specifically target individual link strategies such as cluster links and links with clubs, or investigate assessment devices for school-community link programs.

Summary

The outcomes of this study suggest that school-community links are important in developing effective partnerships between PE and sport. The sport education model is an innovative curriculum model that has increased rates of student participation in

cricket at school and in the wider community. By developing school-community links and making it core to the SEPEP season, teachers' observed an increase in student achievement in a number of outcomes relating to skill development, self-management and interpersonal skills.

This chapter outlined recommendations and suggestions for the future development of SEPEP Cricket and school-community links. This study recognizes that students' needs and interests are spread across a wide range of diverse activities, and that if PE and sport are to develop active healthy lifestyles in students, than partnerships must recognize the role that physical activity and sport assume in the lives and biographies of adolescents.

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APPENDIX 1

GUIDELINES FOR SCHOOL-COMMUNITY LINKS

Why School-Community Links?

1. Students become aware of the community facilities and competitions.
2. Community, club and sport development officers are aware of the school programs.
3. Students should be capable of occupying positions in community sporting clubs.
4. Students are encouraged to become involved in sport for life.

For Phase III teachers the area of School-Community links is the focus for your 1999 SEPEP Cricket seasons. In planning, implementing and monitoring your season you may wish to consider:

- Which school and community personnel may be required to assist? At what stage of the season?
- Which community based programs can I link my SEPEP Cricket season with?
- Who can I contact about programs in my locality?
- What are the best pathways considering the abilities and developmental attributes of my students?
- What do my students best like about SEPEP Cricket? Can I find clubs that share a similar philosophy?
- Do I have sufficient interest to register a school team in the local competition? Is the local competition modified?
- How can I encourage parents, clubs and local government to show interest in developing pathways for students that show an interest in cricket? How about pathways for girls? Where can they play?

Be Active School and Community (BASC) Project

The Be Active School and Community (BASC) Project ran for three years from 1995 to 1998 operating in approximately 30 primary and secondary schools in Western Australia. Its main purpose was to develop strategies that increased student's levels of physical activity in the school and in the local community.

The work done by the BASC team involved the trialing and monitoring of many strategies designed to foster school-community links.

School-Community Links refer to:

“The planned interaction of school and community personnel in the delivery of quality physical activity programs that move all students along clear physical activity pathways from school health and physical education programs into community based physical activity programs”

Alexander, K., Richards, K. and Sharp, S. (1999) *Be Active School and Community Project Final Report 1995-1998*.

The SEPEP model recognises that school-community links are best developed after a couple of seasons, getting use to the broader themes first, before continuing with the establishment of viable school-community links:

Physical Education program

- SEPEP Cricket – Module 10 School-Community links.
- Form a School-Community Links Officer as one of the student roles.
- From this a School-Community links committee can be formed.

School-Community personnel

- Teachers, HOD's, students and parents.
- Cricket Development Officers.
- State/Territory organizations.
- Local council and government depts.
- Cricket clubs and indoor cricket centres.

Level of School-Community Links

- Some links require more planning and organization than others do.
- Some links are more appropriate than others depending on the educational context – primary v's secondary.
- Links should be developmental – not just age related but skill related also.
- Establish pathways that cater for different levels of student ability and interest. Programs should cater for all students and be equitable in the availability.

Which pathways to develop?

Encouraging students to participate in community cricket requires a keen understanding of their wants and needs. As teachers we wish to see that our students move into areas outside of school that ensure their safety and cater for their

developing needs and interests. Specifically the links that need to be established must consider the environment that you are sanctioning. Input from some of the sources mentioned below will be essential to the success or failure of the links you attempt to establish:

- Development Officers and their respective cricketing associations.
- Students and their needs for “social sport”.
- Parents and any concerns they may have (ie after school hour events, financial cost, work commitment).
- Clubs and community recreation facilities regarding access to facilities, competitions, fee structures, modified cricket and type of club.
- Local council/government – what can they do to assist?
- Primary schools in the case of secondary schools and vice versa.
- Other teachers.
- Local organizations that offer non-playing alternatives (eg. Umpiring organizations, Sports Trainer courses, accredited coaching courses, club management).

Strategies for School-Community links

The strategies suggested here by no means cover the whole range of strategies available, nor do they reflect any level of development or appropriateness, as these are the issues that only you can provide answers too. Teachers are best placed and best to judge the type of school-community links that will benefit their school, students and community.

However, they have been successfully implemented and trialed by teachers, students and schools associated with the BASC project:

- Involvement of local sporting clubs in clinics and visits.
- Local sporting club registers.
- Have a go days.
- Girls at risk program.
- Active girls committee.
- Sports Fun programs linking local high and primary schools.
- Sharing use of school facilities and grounds with parent groups, other schools and community groups.

(From BASC Final Report, 1999)

Cricket Phase III Suggestions

School-Community link strategies that you may wish to trial with your SEPEP Cricket season:

Beginning

- Students to organise in their SEPEP teams a visit to a local cricket club or indoor cricket centre and compile a report that forms part of assessment.
- Students who are already members of a local cricket club may act as ambassadors for the club and may even be your classes School-Community Links Officer.
- Provide space on the school notice board or in school newsletters for information regarding clubs, contacts and special events.
- Organise between the local club, secondary school and primary school to allow secondary students to conduct coaching and information sessions.
- Ask Development Officers to provide promotional material, such as posters of star players, which represent the best aspects of playing cricket. Promote in various places around the school.

Intermediate

- Coordinate SEPEP Cricket program with community season to allow for local clubs to conduct registration days on school grounds during your season.
- Invite clubs to conduct training sessions on school grounds to encourage students to join particularly at the start of the community season.
- Development Officers can conduct skill sessions during your SEPEP Cricket season and advise on the best club/competition the students skills would be best suited too.

Advanced

- Promote the establishment of school teams in local cricket competitions.
- Parents and coaches can use school equipment and facilities after school and can link with the Development Officers for further support on weekends or after school.
- Schools and clubs can organise to pool resources such as facilities, but can also devise sponsorship initiatives that benefit both the school and club (eg School/Club Action support group).
- Investigate resources and support available from Ministry of Sport and Recreation that can be integrated within your SEPEP Cricket season (ie Sports Fun, Challenges and Achievement through pathways in sport [CAPS], the Volunteer Involvement program).

Strategies adapted from Physical Activity Strategies for School Communities (in print) BASC Project.

Cricket Development Program

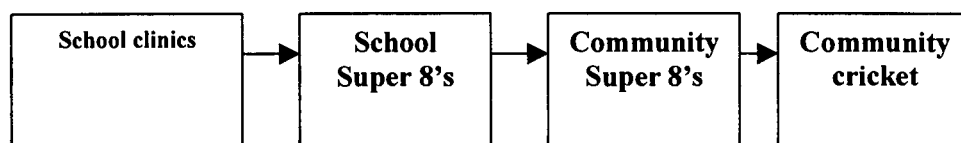
Example of WA model for the delivery of junior cricket in Western Australia:

Aim: To develop a statewide Super 8's competition in metropolitan and country regions.

Why: To provide easier and cheaper access to the game of cricket.

How: Develop a stronger pathway between school and community.

Building blocks...



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Resources are available through SPARC:

Sport and Physical Activity Research Centre (SPARC)

Paula Pettit

Administrative Assistant

Edith Cowan University

Bradford St

Mount Lawley WA 6050

PH:

Fax:

APPENDIX 2

STATEMENT OF DISCLOSURE

To _____ (participant)

My name is Adrian Lister and I am a university student currently undertaking research into school-community links and SEPEP Cricket in secondary schools. As your school is part of Phase II/III of the ACB SEPEP Cricket Project I would like to be able to interview all teachers and state development officers regarding the perceptions, opinions and attitudes with regards to the SEPEP curriculum model. However, before I do the university requires your informed consent to use any information provided.

All participants have the right to withdraw or refuse to answer any questions and at any time without prejudice.

Participants will be interviewed twice throughout the course of the study with the interviews being tape-recorded by Telstra Conference Call. There will be no cost to participants.

Any questions concerning the ACB SEPEP Cricket Project can be directed to **ADRIAN LISTER (PRINCIPAL INVESTIGATOR)** of Edith Cowan University (SCHOOL) on [REDACTED]

If you have any concerns about the project or would like to talk to an independent person, you may contact **ANDREW TAGGART** on (08) [REDACTED]

Yours sincerely

Adrian Lister

APPENDIX 3

LETTER OF CONSENT

ACB SEPEP Cricket Project 1999

I _____ (the participant) have read the statement of disclosure and have been informed about all aspects of the research project. Any questions I have asked have been answered to my satisfaction.

I agree to participate in this activity, realising I may withdraw at any time.

I agree that the research data gathered for this study may be published provided neither my school nor I are identifiable in any way.

Participant or authorised representative

Date

Investigator

Date

APPENDIX 4

INTERVIEW TRANSCRIPT - TEACHERS

How do teachers, schools, clubs and State Cricket Associations encourage student participation in community cricket during a SEPEP Cricket season?

What are the perceptions of teachers, students and development officers regarding the major influences in the development of school-community links?

What type of school-community links are chosen by teachers?

What level of planning and organization is required in implementing school-community links?

What role do students assume in the implementation, planning and monitoring of school-community links?

How do PE teachers, schools and development officers monitor links following a SEPEP Cricket season?

What factors support or impede the effectiveness of school-community links?

Which school-community link strategies are best suited for the development of junior cricket in Australia?

What support is required by teachers, students, development officers and clubs to achieve viable school-community links?

How does the SEPEP model foster successful school-community linkages?

What level of consultation was required of teachers with development officers in the development of school-community link strategies?

APPENDIX 5

ACB SEPEP Cricket Project: Phase III

Development Officers Interview Questions

1. What was your level of involvement with teachers and students in developing school-community link strategies?
2. What did you do to assist teachers and students develop school-community links?
3. What else could you have done to assist in developing school-community links?
4. What level of planning and implementation is required in implementing school-community links?
5. What do you believe to be the major influences in the development of school-community links? What factors support or impede the effectiveness of school-community links?
6. What extra support do you believe is required by development officers to assist teachers in developing school-community links?
7. Which strategies are best suited for the development of junior cricket in Australia?
8. What do you think is required to assist clubs in forming school-community links?
9. Do club personnel require some form of professional development to introduce the concept? Do you think clubs are capable of forming links with schools? Which clubs should be targeted?

APPENDIX 6

TEACHER SURVEY 1

ACB SEPEP CRICKET PROJECT

TEACHER SURVEY 1

Phase II/III, 1999

Please complete this questionnaire no later than 4 sessions into your SEPEP season.
Return the questionnaire to SPARC as soon as possible.

Teacher: _____ Date: _____

School: _____

Year Group/s: _____

Number of students: Boys: _____ Girls: _____

Season commenced: _____ Season ends: _____

You may wish to tick more than one box for each question.

1. How many SEPEP seasons have you previously taught?

- 0 seasons
- 1 - 2 seasons
- 3 - 5 seasons
- More than 5 seasons

Further comments:

2. How often did you teach cricket in your PE program?

- | | (1998) | (1994 - 1997) |
|--------------------|--------------------------|--------------------------|
| 0 times | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 - 5 times | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 - 10 times | <input type="checkbox"/> | <input type="checkbox"/> |
| More than 10 times | <input type="checkbox"/> | <input type="checkbox"/> |



3. Last year cricket was offered in the total school program:

- a) During sport time
- During PE time
- As an interschool sport

- b) As an elective for PE
- As an elective for sport
- As an intraschool sport
- Not offered at all
- Other (explain below)

Further comments:

4. I have played competitive cricket:

- At a junior level
- At a senior level
- At an elite level
- In social competitions
- For recreation (eg, beach, backyard)

Further comments

5. My cricket coaching experience includes:

- Level 0 or higher coaching award
- Coaching a junior community team
- Coaching a senior community team
- Coaching an intraschool team
- Coaching an interschool team
- No coaching experience
- Other (explain below)

Further comments

6. Did you utilise the services of a cricket Development Officer in 1998 in your SEPEP Cricket season?

- Yes Go to question 7
- No Go to question 8

7. How did you utilise the services of the Cricket Development Officer in 1998?

- Telephone contact
- Skill instruction
- Implementation of games
- Extension for high ability students
- Remediation for low ability students
- Observation only
- Observation and interaction during games
- Offer advice and ideas from other programs
- Teaching a sample session
- Teaching a series of sessions
- Others (explain below)

Further comments

8. How do you intend to use the Development Officer in the 1999 SEPEP Cricket season?

- Telephone contact
- Skill instruction
- Implementation of games
- Extension for high ability students
- Remediation of low ability students
- Observation only
- Observation and interaction during games
- Offer advice and ideas from other programs
- Other (explain below)

Further comments:

9. During the SEPEP Cricket season I plan for the Development Officer to visit my class:

- 0 times
- 1 - 3 times
- 4 - 6 times
- more than 6 times

10. Which of the following resources did you use in 1998 in your teaching?

- Have-A-Go/Kanga Cricket Program
- Milo A-Z Manual
- SEPEP Manual
- Cricket Development Officers

- Others (Please specify)

11. For 1998/1999 these were my teaching priorities:

	for 1998	for 1999
• Introducing the SEPEP concept to the class	<input type="checkbox"/>	<input type="checkbox"/>
• Organising the modified game	<input type="checkbox"/>	<input type="checkbox"/>
• Working with the Sports Board	<input type="checkbox"/>	<input type="checkbox"/>
• Working with the Coaches	<input type="checkbox"/>	<input type="checkbox"/>
• Working with the Umpires	<input type="checkbox"/>	<input type="checkbox"/>
• Ensuring the Publicity Officer role is well developed	<input type="checkbox"/>	<input type="checkbox"/>
• Developing student interpersonal skills (such as group cohesiveness, problem solving, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
• Developing students social and emotional skills	<input type="checkbox"/>	<input type="checkbox"/>
• Developing students management skills	<input type="checkbox"/>	<input type="checkbox"/>
• Being more of a facilitator and less teacher directed	<input type="checkbox"/>	<input type="checkbox"/>
• Teacher directed coaching sessions	<input type="checkbox"/>	<input type="checkbox"/>
• Student directed coaching sessions	<input type="checkbox"/>	<input type="checkbox"/>
• Developing student's level of cricket skills in		
<i>Bowling</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Fielding</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Catching</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Throwing</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Wicketkeeping</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Batting</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Rules understanding</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Strategies/tactics</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Good sporting behaviour</i>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please explain) _____

12. My assessment of students in the SEPEP cricket season is based on outcomes in the areas of:

	1998	1999
Motor Skill performance	<input type="checkbox"/>	<input type="checkbox"/>
Umpiring	<input type="checkbox"/>	<input type="checkbox"/>
Administration/organisation	<input type="checkbox"/>	<input type="checkbox"/>
Coaching	<input type="checkbox"/>	<input type="checkbox"/>
Good sporting behaviour	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>
Contributing to a team/cooperation	<input type="checkbox"/>	<input type="checkbox"/>

13. How many SEPEP seasons has your 1999 SEPEP cricket class previously participated in?

- 0 seasons
- 1-2 seasons
- 3-4 seasons
- 5-6 seasons
- 7 or more seasons

14. What do you intend to do with SEPEP Cricket to during 1999?

	Yes	Maybe	No
Become less teacher directed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrate season in other curriculum areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop assessment tools to reflect broader educational foci	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilise the DO more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek cricket resources to assist student:			
<i>Coaches</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Umpires</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop other staff interest in SEPEP Cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve student-led coaching sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve student organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve student cricket skills in:			
<i>Bowling</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Fielding</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Catching</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Throwing</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Wicketkeeping</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Batting</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Rules understanding/umpiring</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Strategies/tactics</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Scoring</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Good sporting behaviour</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct an extended season (ie. 10 weeks/20 sessions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduce more student roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct an end-of-season festive event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forge links with community cricket club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(please specify) _____

School-Community Links: Focus

15. (a) Please indicate the strategy chosen as your main focus in developing School-Community Links for 1999:

- (b) Why did you select your School-Community links focus?

16. (a) How would you describe your role in developing School-Community links?

- (b) How would you describe the role of students in developing School-Community links?

- (c) How would you describe the role of development officers in developing School-Community links?

17. What level of planning and organisation is required to develop School-Community links and how does it impact on your teaching?

15. Do you require professional development to improve your implementation of School-Community Links?

19. In devising school-community links for your SEPEP Cricket season have clubs in your community been informed of the scope of your program?

Thankyou for completing the survey

APPENDIX 7

TEACHER SURVEY 2

**ACB SEPEP CRICKET PROJECT
TEACHER SURVEY 2
Phase II/III, 1999**

This survey is to be completed after your SEPEP cricket season has concluded.

Teacher: _____ **Date:** _____

Role: **Classroom teacher** **PE Specialist**

School: _____

Year group/s: _____ **Number of classes:** _____

Males _____ **Females** _____

Duration and frequency and time program:

_____ **weeks;** _____ **lessons/week;** _____ **minutes/lesson**

Tick the response that best reflects your opinion.

	SA	A	D	SD
1. Information presented in the SEPEP Cricket workshop was helpful in the implementation of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The following components of the SEPEP Cricket workshop were of assistance in implementing my program:				
• Introduction to SEPEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other teachers comments during the introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Practical component run by the Development Officers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Discussing options for Phase II/III	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3a. In terms of getting the season started, what additional information did you need?
(Please state)



3b. What would have been of assistance in the workshop that was not covered? (Please comment)

4. How did you use the Development Officer during the SEPEP cricket season?

- Skill instruction
- Implementation of games
- Extension for high ability students
- Remediation of low ability students
- Observation only
- Observation and interaction during games
- Offer advice and ideas from other programs
- Other (please explain below

Further comments:

5. How often were you in contact with the Development Officer?

- a) By telephone
 - 0 times
 - 1-3 times
 - 4-6 times
 - more than 6 times
- b) Visits
 - 0 times
 - 1-3 times
 - 4-6 times
 - more than 6 times

6. When planning and implementing your SEPEP cricket program which of the following resources did you use?

- Have-A-Go/Kanga Cricket Program
- Milo A-Z Manual
- SEPEP Manual/Book
- Community cricket club:
 - coach
 - umpire
 - administrator
 - facilities
 - cricket equipment (such as bats, balls, wickets)

Other (please state)

7. What modules from the SEPEP manual/book did you use?

- | | |
|-----------------------------------|--------------------------|
| I didn't use the SEPEP manual | <input type="checkbox"/> |
| Understanding SEPEP | <input type="checkbox"/> |
| Teacher's role | <input type="checkbox"/> |
| Student roles | <input type="checkbox"/> |
| Programming | <input type="checkbox"/> |
| Game modifications | <input type="checkbox"/> |
| Selection | <input type="checkbox"/> |
| Competition formats | <input type="checkbox"/> |
| Publicity | <input type="checkbox"/> |
| End-of-season event | <input type="checkbox"/> |
| School-community links | <input type="checkbox"/> |
| Equity | <input type="checkbox"/> |
| Assessment | <input type="checkbox"/> |
| Making use of available resources | <input type="checkbox"/> |
| Trouble shooting | <input type="checkbox"/> |

8. Indicate which of the following SEPEP characteristics you have implemented:

- | | Intended | Achieved |
|--|--------------------------|--------------------------|
| Extended season | <input type="checkbox"/> | <input type="checkbox"/> |
| Modified games | <input type="checkbox"/> | <input type="checkbox"/> |
| Modified team sizes | <input type="checkbox"/> | <input type="checkbox"/> |
| Students share managerial and instructional duties | <input type="checkbox"/> | <input type="checkbox"/> |
| Students are on mixed, matched ability teams | <input type="checkbox"/> | <input type="checkbox"/> |
| Students play in a formal competition | <input type="checkbox"/> | <input type="checkbox"/> |
| Records are kept and result publicised | <input type="checkbox"/> | <input type="checkbox"/> |
| Students take on additional roles to player | <input type="checkbox"/> | <input type="checkbox"/> |
| Festive end of season event | <input type="checkbox"/> | <input type="checkbox"/> |
| I have moved more into the role of facilitator | <input type="checkbox"/> | <input type="checkbox"/> |

Other (please state)

9. The students are responding positively to the following SEPEP characteristics:

	Yes	No
Extended season	<input type="checkbox"/>	<input type="checkbox"/>
Modified games	<input type="checkbox"/>	<input type="checkbox"/>
Modified team sizes	<input type="checkbox"/>	<input type="checkbox"/>
Students share managerial and instructional duties	<input type="checkbox"/>	<input type="checkbox"/>
Students are on mixed, matched ability teams	<input type="checkbox"/>	<input type="checkbox"/>
Students play in a formal competition	<input type="checkbox"/>	<input type="checkbox"/>
Records are kept and result publicised	<input type="checkbox"/>	<input type="checkbox"/>
Students take on additional roles to player	<input type="checkbox"/>	<input type="checkbox"/>
Festive end of season event	<input type="checkbox"/>	<input type="checkbox"/>
I have moved more into the role of facilitator	<input type="checkbox"/>	<input type="checkbox"/>

Other (please state)

10. I have integrated SEPEP cricket in the following learning areas:

Language	<input type="checkbox"/>
Maths	<input type="checkbox"/>
Health	<input type="checkbox"/>
Society and Environment	<input type="checkbox"/>
Science and Technology	<input type="checkbox"/>
Arts	<input type="checkbox"/>

Other (please state)

11. I have been unable to integrate SEPEP cricket across the curriculum because of:

Limited contact with the students	<input type="checkbox"/>
Limited access to teachers in other learning areas	<input type="checkbox"/>
Limited time in my PE lessons	<input type="checkbox"/>
Timetable restraints	<input type="checkbox"/>
I need more resources to assist with integration ideas	<input type="checkbox"/>

Other (please state)

- | | | | | | |
|-----|---|----|---|---|----|
| 12. | Integrating PE across the curriculum is an important element in quality PE | SA | A | D | SD |
| 13. | SEPEP has the potential to encourage PE to be integrated across the curriculum | SA | A | D | SD |
| 14. | Briefly outline the modified game that was implemented in your program (eg. Super 8's, Super 6's, dual pitch etc.). Comment on any rules or ideas that were used. | | | | |
-
-
-

15. How was the modified game selected?
-
-
-
-

- | | | | | | |
|-----|--|----|---|---|----|
| 16. | The students enjoyed the modified game | SA | A | D | SD |
| 17. | All students were active as players in the game | SA | A | D | SD |
| 18. | My students enjoyed the SEPEP cricket season | SA | A | D | SD |
| 19. | I believe SEPEP cricket is best suited to the following types of students: | | | | |
| | • highly skilled | SA | A | D | SD |
| | • average skilled | SA | A | D | SD |
| | • low-skilled | SA | A | D | SD |
| | • co-educational classes | SA | A | D | SD |
| | • girls only classes | SA | A | D | SD |
| | • boys only classes | SA | A | D | SD |
| | • with previous cricket experience | SA | A | D | SD |
| | • without prior cricket experience | SA | A | D | SD |

Other (please state)

20. After the SEPEP season

	SA	A	D	SD
I enjoy teaching PE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy teaching cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable with teaching a cricket unit using a teacher directed approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable with teaching a cricket unit using a student centred approach (eg. SEPEP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. I have been pleased with student progress in the following:

	SA	A	D	SA
Batting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bowling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fielding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Throwing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wicket Keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Umpiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organising competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being a team leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Through the implementation of SEPEP I believe the students achieved better learning outcomes than traditional PE in the following areas:

	SA	A	D	SA
Batting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bowling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fielding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Throwing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wicket Keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Umpiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organising competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being a team leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. I have been pleased with the level of student participation in the:

	SA	A	D	SD
Modified game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher directed skill sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student directed coaching sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-community links approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross-curricular activities I have implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional roles (eg. coach, publicity officer, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please state)

24. How successful were the strategies you selected for forging links with local cricket clubs?

25. What extra support is required by teachers and students to assist with developing School-Community links?

26. The development of School-Community links is an important element when developing a quality PE program.

SA A D SD

Comments:

27. Do you need a SEPEP Cricket Resource to improve your program.

SA

A

D

SD

28. If a SEPEP Cricket Resource is to be developed:

a) What should it include?

b) How should it be formatted?

c) Include other features?

APPENDIX 8

STUDENT SURVEY 1

**ACB SEPEP CRICKET PROJECT
STUDENT SURVEY 1
Phase II/III, 1999**

Please print your answers to the following questions:

- a) Print your school's name: _____
- b) Please circle your year level: 3 4 5 6 7 8 9 10 11 12
- c) Please circle your age: 8 9 10 11 12 13 14 15 16 17
- d) Are you male or female: M F
- e) How many minutes each week do you spend doing cricket in PE and/or Sport at your school?:
- | | | | | | | | | |
|-------------------|----|----|----|----|----|----|----|-----|
| Cricket in PE: | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
| Cricket in Sport: | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

The following survey is designed to find out what you think about cricket. Please circle the answer that expresses your feeling at this time.

- | | | | | | | |
|----|---|-------------------|-------|----------|----------------------|--------|
| 1. | I enjoy playing cricket | Strongly
Agree | Agree | Disagree | Strongly
Disagree | Unsure |
| 2. | I would like cricket to be part of my school's PE program | Strongly
Agree | Agree | Disagree | Strongly
Disagree | Unsure |
| 3. | I think cricket should be played by boys only | Strongly
Agree | Agree | Disagree | Strongly
Disagree | Unsure |
| 4. | If cricket is taught in our school I think girls and boys should be in the same class | Strongly
Agree | Agree | Disagree | Strongly
Disagree | Unsure |
| 5. | I have a good understanding of the rules of cricket | Strongly
Agree | Agree | Disagree | Strongly
Disagree | Unsure |
| 6. | I would feel comfortable with umpiring a game of cricket | Strongly
Agree | Agree | Disagree | Strongly
Disagree | Unsure |
| 7. | I believe I have the ability to be a good batter | Strongly
Agree | Agree | Disagree | Strongly
Disagree | Unsure |
| 8. | I believe I have the ability to be a good bowler | Strongly
Agree | Agree | Disagree | Strongly
Disagree | Unsure |
| 9. | I believe I have the ability to be a good fielder | Strongly
Agree | Agree | Disagree | Strongly
Disagree | Unsure |

10.	I believe I have the ability to be a good thrower and catcher	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
11.	I believe I have the ability to be a good wicket keeper	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
12.	I have the ability to be a good umpire	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
13.	I have the ability to organise a cricket competition	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
14.	I believe I have the ability to be a team leader	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
15.	I believe I have the ability to be a good cricket coach	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
16.	I enjoy watching cricket matches on television	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
17.	I would like to see a live cricket game	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
18.	I look forward to playing cricket this term	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
19.	I like PE	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
20.	I know how to join a local cricket club	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
21.	I want to join a local cricket club	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
22.	I know where a local cricket club plays	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
23.	I want to organise a team in a local competition	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
24.	How many seasons of SEPEP? cricket have you had before?	0	1	2	3	4 or more

Thankyou for completing this survey

APPENDIX 9

STUDENT SURVEY 2

**ACB SEPEP CRICKET PROJECT
STUDENT SURVEY 2
Phase II/III, 1999**

Please print your answers to the following questions:

- a) Your school's name: _____
- b) Year/Grade level: _____
- c) Age: _____
- d) Are you male (M) or female (F)? _____
- e) Tick the box below that best describes your cricket experience (you may tick more than one box):
- | | |
|--|--------------------------|
| I am a member of a community club now 1999/2000 season | <input type="checkbox"/> |
| I was previously a member of a cricket club 1998/1999 season | <input type="checkbox"/> |
| I have never played cricket in a team (not including Physical Education) | <input type="checkbox"/> |
| I play cricket for a school team (not including PE) | <input type="checkbox"/> |
| I am interested in joining a cricket club next season | <input type="checkbox"/> |
| I am not interested in joining a cricket club | <input type="checkbox"/> |
- f) Was the SEPEP Cricket season your first try at SEPEP?
- Yes No
- g) Have you played SEPEP cricket before?
- Yes No

The following survey is designed to find out what you think about cricket. Please tick the answer that best tells us your feeling at this time. A ruler may help you to correctly line up the boxes.



1. After doing the SEPEP Cricket season I:

	Strongly Agree	Agree	Disagree	Strongly Disagree
• Enjoyed playing cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Had a good understanding of the rules of cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Would like to umpire a game of cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Have good skills in:				
- Batting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Bowling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Fielding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Throwing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Catching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Wicket Keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Umpiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Organising competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Being a team leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Would like to play cricket in an interschool team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Would like to play in a community cricket club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Enjoy watching cricket on TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Would like to go to a live cricket game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Think cricket is a game for boys only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Think that boys and girls should be in the same PE class when doing cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Liked the way PE was taught doing SEPEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. In our SEPEP Cricket season the game we played in the competition:

	Strongly Agree	Agree	Disagree	Strongly Disagree
• Gave me a fair turn at:				
- Batting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Bowling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Fielding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Wicket Keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Everyone was involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The rules were fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The umpires did a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Was enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. I liked the following things about the SEPEP Cricket season (tick only those that your class did in SEPEP Cricket):

	Liked alot	Liked a little	Disliked	Disliked alot
• Students being given more responsibility (eg. coaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The modified cricket game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Playing in a competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Being in the same team for the whole competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Helping the teacher organise the game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Working with other students in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• To be coached by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Being a player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Playing games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Umpiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• End of season presentations/party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Others (print below)

4. When playing SEPEP Cricket I found:

	Very Easy	Easy	Difficult	Most difficult
• Batting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Bowling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fielding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Throwing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Catching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Wicket Keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Umpiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Scoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Organising competitions (Answer only if you did this role)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Coaching (Answer only if you did this role)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Tick the roles you performed during the season:

- | | | | | | |
|-----------|--------------------------|--------------------------------|--------------------------|-------------------|--------------------------|
| Player | <input type="checkbox"/> | Umpire | <input type="checkbox"/> | Captain | <input type="checkbox"/> |
| Coach | <input type="checkbox"/> | Sports Board | <input type="checkbox"/> | Publicity | <input type="checkbox"/> |
| Duty Team | <input type="checkbox"/> | Scorer | <input type="checkbox"/> | Equipment Officer | <input type="checkbox"/> |
| | | School-Community Links Officer | <input type="checkbox"/> | | |

Others (print below)

6. How important do you think the following things are in SEPEP Cricket?

- | | Very
important | Important | Not
important |
|---|--------------------------|--------------------------|--------------------------|
| • Being a good player | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Being a good umpire | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Being a good coach | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Being a good captain | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Helping other players | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Being a fair player | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Encouraging other classmates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Listening to other students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Listening to the teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Talking about SEPEP Cricket with other students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Others (print below)

7. I would play interschool cricket/community cricket club if the following games were played. (please tick more than one box if you wish):

- | | Strongly
Agree | Agree | Disagree | Strongly
Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| • The adult game (eg. hard ball, batting pads, adult rules) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Super 8's | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Indoor cricket | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • A game like the one we played in the SEPEP Cricket season | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Others (print below)

8. I would like to perform the following roles in a school cricket/community cricket club competition:

	Strongly Agree	Agree	Disagree	Strongly Disagree
• Umpiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Organising teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Organising competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Scoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Publicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Others (print below)

9. How important are the following in preventing you from playing in a community cricket club:

	Very important	Important	Not important
• Cricket times clash with my other activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I'm not very good at cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I don't know where the nearest cricket club is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Cricket is too expensive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Games are too long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The game is not the one we played in SEPEP cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I can't get to training's, playing venues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other activities are more fun than cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• None of my friends play cricket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am afraid of being injured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Others (print below)

10. How do you feel about these parts of the SEPEP season?

	Liked alot	Liked a little	Disliked	Disliked alot
• Coaching sessions run by the:				
- Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Visiting cricket coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Contact with the community cricket club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Competition games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Others (print below)

11. My skills have improved in:

	A lot	A little	Stayed the same	Not improved
Batting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bowling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fielding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wicket keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Umpiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being a team leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Others (print below)

12. I was able to work on SEPEP cricket (outside of PE) during class lessons of:

	Yes	No
Health	<input type="checkbox"/>	<input type="checkbox"/>
Language/English	<input type="checkbox"/>	<input type="checkbox"/>
Maths	<input type="checkbox"/>	<input type="checkbox"/>
Computer	<input type="checkbox"/>	<input type="checkbox"/>
Arts	<input type="checkbox"/>	<input type="checkbox"/>
Science and Technology	<input type="checkbox"/>	<input type="checkbox"/>
Society and Environment	<input type="checkbox"/>	<input type="checkbox"/>

Others (print below)

13. Indicate below your feelings on SEPEP and cricket:

	Strongly Agree	Agree	Disagree	Strongly Disagree
• I would like to do cricket in PE/Sport again	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I would like to do another SEPEP Cricket season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I would like to do a SEPEP season in a different sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. During the SEPEP season:

	Yes	No
• My class had contact with the local community cricket club:		
- a coach visited us	<input type="checkbox"/>	<input type="checkbox"/>
- an umpire visited us	<input type="checkbox"/>	<input type="checkbox"/>
- we visited the club	<input type="checkbox"/>	<input type="checkbox"/>
- we used their bats and balls	<input type="checkbox"/>	<input type="checkbox"/>
• I assisted with contacting a local cricket club	<input type="checkbox"/>	<input type="checkbox"/>
• I helped plan sessions and events with the local cricket club	<input type="checkbox"/>	<input type="checkbox"/>
• I organised a team in a local cricket competition	<input type="checkbox"/>	<input type="checkbox"/>
• I joined a local cricket club	<input type="checkbox"/>	<input type="checkbox"/>

15. I like School-Community links because:

	Strongly Agree	Agree	Disagree	Strongly Disagree
• I now know where and how to join a local cricket club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am capable of occupying a position in a local cricket club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I want to join a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Briefly comment on your favourite aspect of the SEPEP cricket season:

17. During your SEPEP season did you see any promotion in your school by local clubs/indoor centres?

- Posters
- Registration forms
- Club contacts
- Indoor centres
- Other

Thankyou for completing this survey

APPENDIX 10
Development officer log book

Date: _____ **Type of contact:** _____ **Phone/Visit/Other (please circle)**

Length of visit: _____ (hours)

School: _____ **Teacher:** _____

Purpose of visit:

What I did on the visit:

I was asked questions related to:

- | | |
|-----------------------------------|--------------------------|
| Batting skills | <input type="checkbox"/> |
| Bowling skills | <input type="checkbox"/> |
| Fielding skills | <input type="checkbox"/> |
| Skills practices/drills | <input type="checkbox"/> |
| Rules, umpiring, scoring | <input type="checkbox"/> |
| Game modifications/formats | <input type="checkbox"/> |
| Other (please add) | <input type="checkbox"/> |

What issues/concerns did the teacher raise?

Did you feel your visit was beneficial? Why/why not?

At this stage:

- a) **What are your strengths of SEPEP Cricket at your school?**

- b) **What improvements would you suggest be made?**

- c) **Any further action planned?**