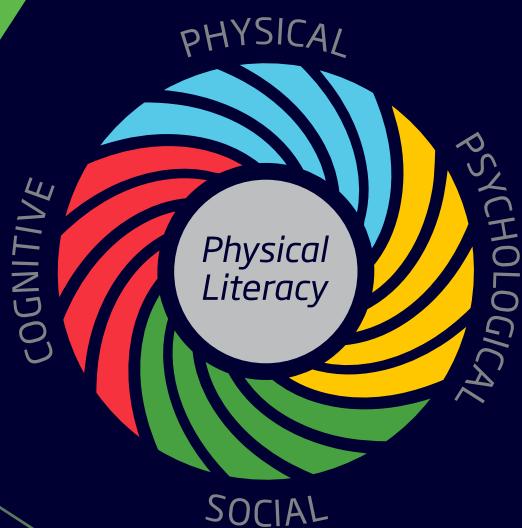




Australian Government
Australian Sports Commission

The Draft Australian Physical Literacy Standard

Explaining the Standard



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Version 1

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Australian Sports Commission

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A Message from the Minister

The release of the Draft Australian Physical Literacy Standard (the Standard) is a critical step in the Australian Government's commitment to improving the long term health and wellbeing of Australians.

We are committed to building healthy and active Australian communities; ensuring all Australians are equipped with the tools required to be physically active for the future health, wellbeing and prosperity of the nation.

Australia has a rich sporting tradition and playing sport is synonymous with the Australian way of life. Participating in sport and being physically active provides well-known social, health and economic benefits to individuals and the broader society.

This Government is fulfilling our intention to see more Australians – particularly young Australians – participating more often.

Through the Sporting Schools Program the Australian Government has provided funding to more than 6,000 schools, enabling young people from across Australia to experience the benefits of physical activity and sport.

Building on these successes, we want to ensure all Australians have the tools required to be physically active for life. Physical Literacy will, for the first time, help Australians to identify and develop the necessary skills that support lifelong movement and physical activity.

Investing in strategies to support Australians to develop the skills, knowledge and behaviours that lead to lifelong physical activity will ensure a healthier Australia for generations to come.



The Hon. Greg Hunt

*Minister for Health and Sport
Australian Federal Government*



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Foreword



“Never before has it been more important to encourage Australians to start moving and keep moving.”

Australia’s sporting way of life and our health as a nation are under serious threat because of the decline in physical activity. So how do we get more Australians moving and keep them moving throughout their lives? It’s a complex problem. What is much easier to see is the negative consequences if we don’t make a move now.

Our children are not developing the fundamental movement skills we possibly took for granted generations ago. This is having a lasting impact on the confidence and motivation of Australians to participate in sport and physical activity throughout their lives and in turn, the physical and mental health of our nation is being compromised.

The Australian Sports Commission (ASC) is committed to finding a solution, but in order to do so, we must work collaboratively across the sport, education and health sectors to find a consistent approach.

The ASC is taking the lead to define physical literacy for Australia to support collaboration across sectors. In doing so, we have developed the *Australian Physical Literacy Definition* and *Draft Australian Physical Literacy Standard*.

To put it simply, physical literacy is about building the skills, knowledge and behaviours to help us lead active lives. By clearly defining physical literacy and establishing a standard, we will all have a shared understanding on what it is, how it should be taught and how it can be measured.

For the first time, Australians of all ages and levels will have a consistent guide to support their development through movement, enabling them to enjoy taking part in sport and physical activity throughout their lives.

Kate Palmer
Chief Executive Officer
Australian Sports Commission

Introduction

The Draft Australian Physical Literacy Standard (the Standard) promotes a shared vision, clarity of understanding and a common language around effective and high-impact development of physical literacy. It draws on practice, both locally and internationally, and is informed by research into what supports lifelong engagement in movement and physical activity.

Physical literacy is lifelong holistic learning acquired and applied in movement and physical activity contexts.

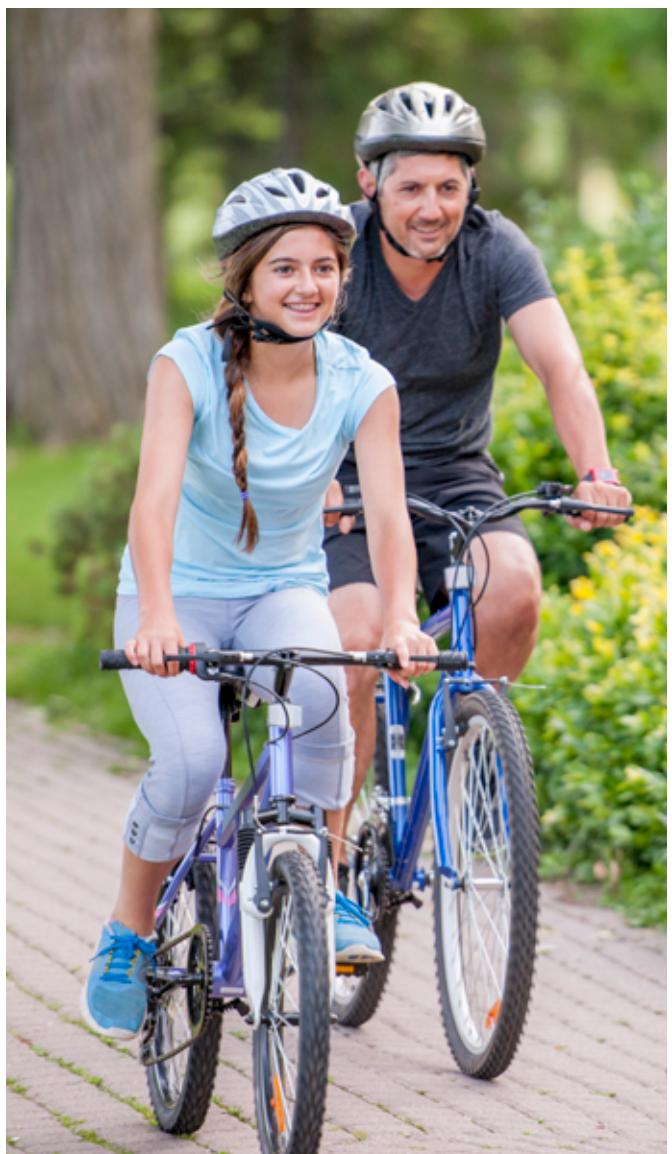
It reflects ongoing changes integrating physical, psychological, social and cognitive capabilities.

It is vital in helping us lead healthy and fulfilling lives through movement and physical activity.

A physically literate person is able to draw on their integrated physical, psychological, social and cognitive capabilities to support health promoting and fulfilling movement and physical activity - relative to their situation and context - throughout the lifespan.

The Standard follows the development of the Australian Physical Literacy Definition (the Definition), and combined, represent a framework that all Australians can use to develop physical literacy.

By defining physical literacy, all sectors can consistently and deliberately explain it and therefore measure its impact in counteracting the decline in movement while supporting the increase in participation across sport, physical activity and recreation.



How does a person develop physical literacy?



Physical literacy is about building the skills, knowledge and behaviours to help us lead active lives. It is the holistic learning that occurs through movement and physical activity integrating physical, psychological, social and cognitive capabilities.

How and what a person learns is affected by their context including individual, environmental, societal and cultural factors, as well as their learning situation. For example, a person without access to water may not have the opportunity to improve their movement in water and swimming ability.

The nature of movement an individual engages in, and the context in which it occurs, can both influence whether the resulting development in physical literacy is integrated across the domains.

For example an individual who uses an exercise bike for 30 minutes per day at the exact same settings might maintain a level of physical activity (and fitness), but they are unlikely to be developing integrated skills across all four domains. Whereas a child participating in a minor game of tag may have greater opportunity to develop integrated skills across the domains such as agility (physical), tactical awareness (cognitive), fair play behaviours (social) and confidence in playing with others (psychological).

All individuals learn differently and at different rates across different skill sets. For this reason, progression within each element may occur independently and may or may not be closely connected to progression in another element.

Learning through movement is a non-linear process, meaning development does not necessarily progress in a straight line. It can move forward or back or skip a level.

Across a lifetime, an individual may both progress and regress in different aspects of physical literacy based on their context. The Standard focuses on what is possible, thereby providing a means to encourage movement and physical activity regardless of the starting point.



The Draft Australian Physical Literacy Standard



The Standard is designed to support a consistent understanding of physical literacy and how it can be developed, so that all Australians can use it, including children, parents, coaches and educators.

The Standard is a framework that supports the development and assessment of physical literacy.

It identifies elements that contribute to holistic development through movement and reminds us to focus on developing in a holistic and integrated way through psychological, social and cognitive aspects of movement and physical activity – not just the physical.

Development of the Standard has been informed by relevant **Australian Curriculum** outcomes within the Health and Physical Education Learning Area and across the General Capabilities.

It has also drawn inspiration from Belonging, Being and Becoming – The **Early Years Learning Framework for Australia** and the Australian Sports Commission's Athlete development model – the **Foundation Talent Elite Mastery (FTEM) Framework**.

Through this, the Standard complements existing frameworks to support physical literacy development through early childhood, school and into adult life.

The Standard is unlike anything that currently exists in Australia. It:

- characterises a range of movement-related skills, knowledge and behaviours into interrelated domains, elements and levels
- identifies a person's capability across all four domains (Physical, Psychological, Social and Cognitive) and accommodates the entire range of abilities, ages and backgrounds
- provides a common language around effective and high-impact development of physical literacy that enables lifelong participation in movement and physical activity
- allows a person to make informed decisions relating to their physical literacy proficiency and areas for their growth.

Guiding Principles for Development of the Standard



A diverse range of stakeholders representing sport, education, health and academic fields have contributed to the development of the Standard. The following series of guiding principles have been developed for consideration when interacting with the Standard.

1. We all have the potential to learn through movement and physical activity.

The Standard should not be regarded as a prescriptive expectation for development - rather it provides aspirational examples of what a person can work towards to enhance their physical literacy.

the terminology used within the Australian Curriculum Health and Physical Education Learning Area to explain the same concept.

The Definition and draft Standard represent preliminary steps in attempting to define and describe physical literacy for all Australians. The Standard is currently provided as a draft and the ASC welcomes feedback to support its refinement. **Please get in touch via physical_literacy@ausport.gov.au**

2. Everyone will progress at different rates through the stages of the Standard.

It is the aspiration that all Australians would continue to develop the behaviours and abilities that contribute to an active and healthy adult life.

3. Sport, recreation and physical activity for fitness are extremely good ways of building physical literacy, however there are other ways to build it too.

It can be developed through other forms of physical activity such as incidental movement e.g. encouraging the use of stairs rather than lifts, standing desks, walking meetings etc.

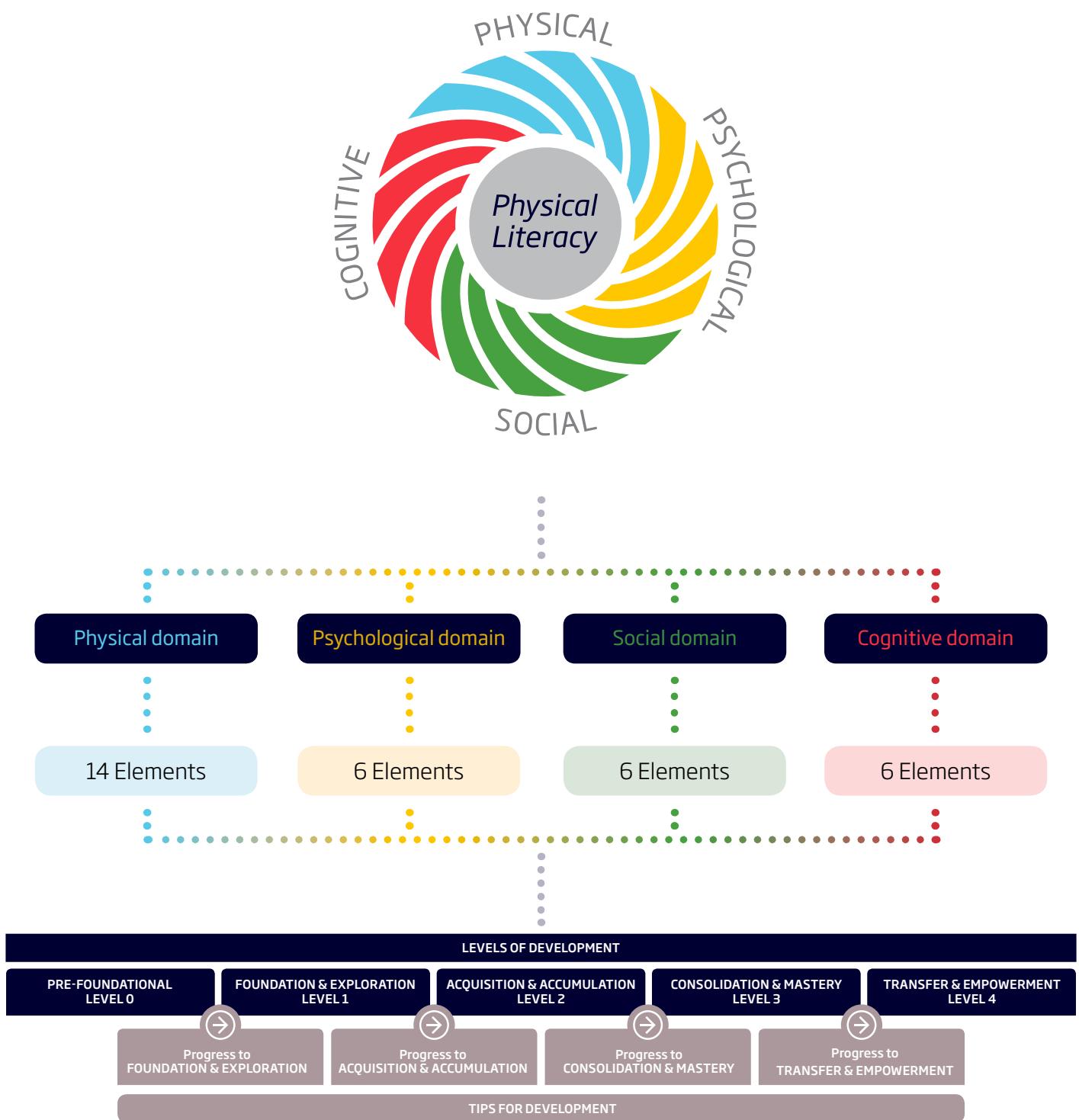
4. The language of the Standard aims to be accessible and resonate with all Australians, including parents, coaches and educators.

This means that some of the language used might not be the same as that found in other existing frameworks. For example the Physical Domain refers to movement skills rather than locomotion;



Components of the Standard

The Standard contains a number of components that together outline the elements that contribute to the development of physical literacy.



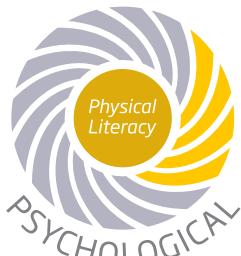
Domains

There are **four interrelated domains** within the Standard that together support holistic development of physical literacy to help Australians lead active, healthy and fulfilling lifestyles.



Physical domain

The skills and fitness a person acquires and applies through movement.



Psychological domain

The attitudes and emotions a person has towards movement and the impact these have on their confidence and motivation to move.



Social domain

A person's interaction with others and the environment in relation to movement.



Cognitive domain

A person's understanding of how, why and when they move.

Elements

The Standard's four domains are made up of multiple capabilities that develop physical literacy. These are referred to as **elements**.

All elements are interrelated and can be applied in different ways to various tasks and contexts. Additionally, not every element is crucial to every context or task. A person will need to consider which elements are relevant to their own development in order to pursue the activities that will help develop or maintain physical literacy.

Physical domain	Psychological domain	Social domain	Cognitive domain
Movement skills (Land)	Stability / balance	Motivation	Ethics
Movement skills (Water)	Flexibility	Self-regulation (Emotions)	Relationships
Movement using equipment	Agility	Self-regulation (Physical)	Collaboration
Object manipulation	Strength	Self-awareness	Safety & risk
Cardiovascular endurance	Reaction time	Confidence	Society & culture
Muscular endurance	Speed	Engagement & enjoyment	Connectedness (Community & environment)
Coordination	Power		Tactics

Levels of Development

Each element has five **levels of development** that outline the stages a person can progress (or regress) through.

The first level is Pre-Foundational (Level 0). At this level, individuals have no ability or very limited capabilities within an element and generally links to the early childhood stage of life.

The remaining four levels represent a progression in development as individuals move to higher levels of proficiency in physical literacy. Development across the levels may be independent from one element to another, and from elements in other domains. This is due to the strong relationship between an individual's context and their overall development of physical literacy.

PRE-FOUNDAINAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
<p>At this level a person is experiencing, playing or exploring very little or limited forms of movement.</p> <p>Example: Being pushed/pulled or supported on an object that moves.</p> 	<p>At this level a person is learning and exploring their capabilities for movement.</p> <p>Example: Exploring a range of ways to play and be active in outdoor or natural settings.</p> 	<p>At this level a person is frequently practicing and refining their capabilities for movement.</p> <p>Example: Practices attacking and defensive strategies in a game.</p> 	<p>At this level a person performs and analyses their capabilities for movement.</p> <p>Example: Seeks and applies innovative tactics in games to achieve an outcome.</p> 	<p>At this level a person is able to transfer their capabilities for movement to new and different situations.</p> <p>Example: Training and participating in various endurance events such as marathons, cycling, triathlons, climbs, hikes etc.</p> 

Tips for Development

Each element has a **tips for development** section to provide general and practical advice to support proficiency within an element.

By developing proficiency in many elements across all four domains, a person can build physical literacy to support participation in movement and physical activity.

The table below shows the Tips for Development for the Strategy and Planning element from the Cognitive domain.

Development →	Progress to FOUNDATION & EXPLORATION →	Progress to ACQUISITION & ACCUMULATION →	Progress to CONSOLIDATION & MASTERY →	Progress to TRANSFER & EMPOWERMENT →
	<ul style="list-style-type: none">Help participants identify their strengths and formulate methods to help them develop these.Encourage participants to be creative and try different methods to solve movement challenges	<ul style="list-style-type: none">Encourage participants to seek feedback on their performance from peers, teachers, coaches and parentsProvide opportunities for participants to reflect on their performance and identify ways they can perform more successfully next timeEncourage participants to consider skills they can transfer and apply from other activities or previous experienceDemonstrate defensive and attacking play in modified gamesUse and apply movement skills and strategies from other contexts to generate solutions to unfamiliar movement challenges	<ul style="list-style-type: none">Discuss with participants the strategies they have adopted and evaluate their effectivenessIdentify factors that enabled them to achieve success in movement activities and explain how these factors can be transferred to other learning contextsDesign and refine movement concepts and strategies to manipulate space and their relationship to other players in this space	<ul style="list-style-type: none">Engage in Games Sense scenarios which focus on developing and implementing strategies in different environments and scenariosModify games or rules to extend, exaggerate or emphasise particular strategic aspects to support participant developmentUse established criteria to apply and evaluate the effectiveness of movement concepts and strategiesSelect strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges, with and without equipment

To view and download the complete Standard visit ausport.gov.au/physical_literacy

Physical Literacy Development Milestones

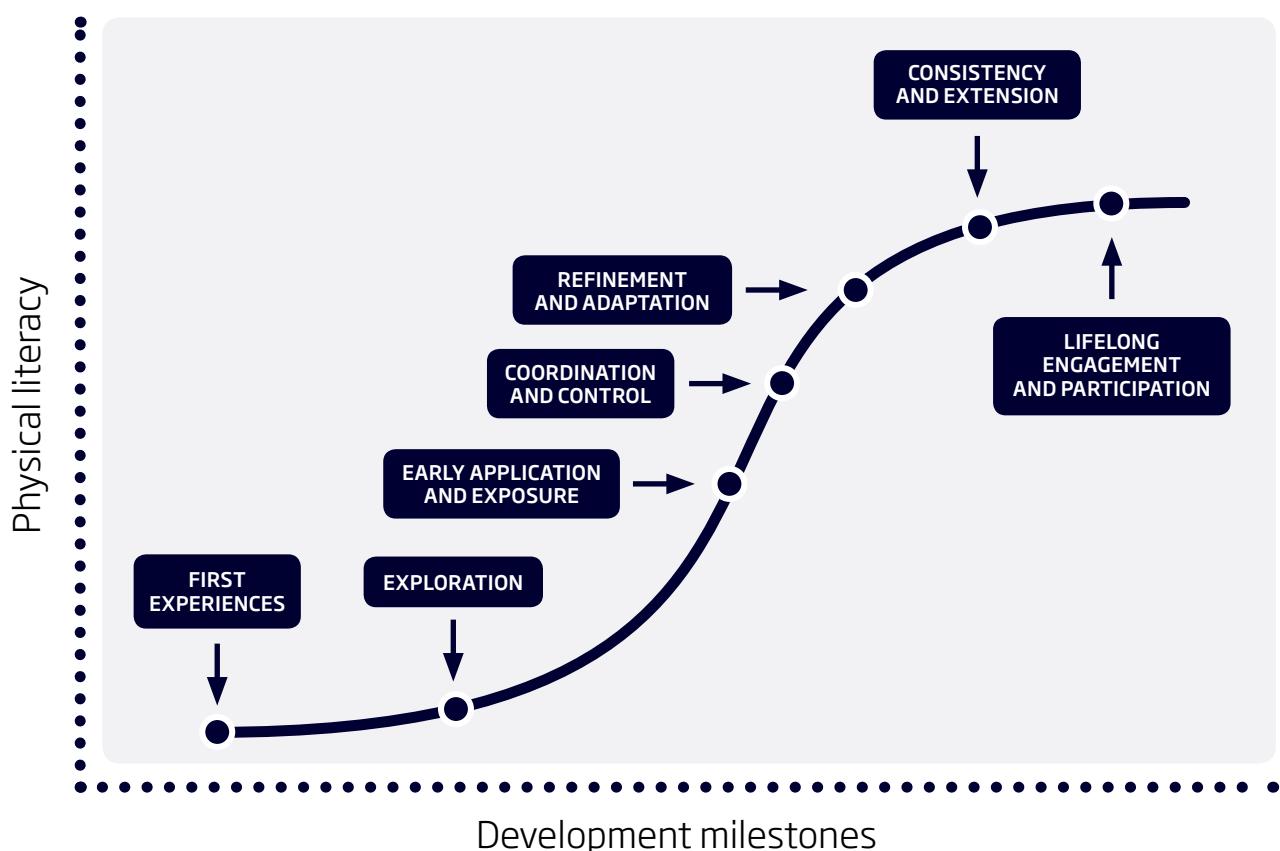
To support the application of the Standard, Development Milestones (Milestones) for physical literacy have been created. These represent aspirational milestones drawn from the Standard that promote lifelong participation in movement and physical activity.

Each milestone includes suggested levels of proficiency for all elements within the Standard as a target for development to support a participation pathway for all.

To view and download the Physical Literacy development milestones visit ausport.gov.au/physical_literacy

The Milestones can be used in a number of ways, including:

- helping to identify a person's current stage within the physical literacy participation pathway
- understanding how Physical Literacy can be developed across the Standard to move to the next stage in the participation pathway
- providing a guide for the development of skills required to support lifelong participation in movement and physical activity
- to identify the other areas a participant or athlete may need to focus on in order to develop in a more holistic way i.e. not just the physical aspects of movement.



Guidance for use



The Standard is intended for individuals interested in developing their physical literacy and those who work with others to support their development.



Individuals – can self-assess their current capability in relation to their context and identify areas for development to support progression of physical literacy. This includes those who might be returning to physical activity after a long break or injury, a person wanting to try a new sport, or young people looking to further develop aspects of their physical literacy after completing school.



Parents – will have a reference point to understand what their children should be learning through movement to develop effective physical literacy. Parents can use this to support and track their child's development at home, in school and on the sporting field.



Schools, Teachers and Early Childhood Educators – can use a physical literacy approach to support whole-of-child development, by focusing on explicitly teaching the skills that support movement for life. It can assist educators to assess the capabilities of students and to identify areas for development across all four domains.



Sporting and recreation organisations, and coaches – can adopt a physical literacy approach in their participation products and offerings, including athlete development and training programs, to support the development of more well-rounded participants and athletes.



Policy makers – can adopt physical literacy through their systems and policies across health, education, sport and recreation, as a tool that improves individual and societal health and wellbeing.

Glossary

Development levels:

The five levels of development that a person can progress (and regress) through within the Standard.

Development milestones:

Aspirational milestones drawn from the Standard that promote lifelong participation in movement and physical activity.

Domains:

The key areas of learning that together combine to support the development of physical literacy – physical, psychological, social and cognitive.

Draft Australian Physical Literacy Standard (the Standard):

A framework that defines and organises the elements, skills, knowledge and capabilities that support a person to develop physical literacy. The Standard maps pathways for development, progression or regression, thereby helping people to build and maintain physical literacy throughout their lives.

Elements:

The capabilities for development within the physical literacy domains.

Physical Literacy:

Physical literacy is lifelong holistic learning acquired and applied in movement and physical activity contexts.

- It reflects ongoing changes integrating physical, psychological, social and cognitive capabilities.
- It is vital in helping us lead healthy and fulfilling lives through movement and physical activity.
- A physically literate person is able to draw on their integrated physical, psychological, social and cognitive capabilities to support health promoting and fulfilling movement and physical activity – relative to their situation and context – throughout the lifespan.

 /PlaySportAustralia

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 ausport.gov.au/physical_literacy