

## A conversation around physical literacy

Transcript of Timeout Talk 3 conducted on 7 May 2020

[00:00:00] Well, welcome very much. My name is Gareth Long, and I'd like to welcome you to the Australian College of Physical Education and the latest in the Timeout Talks webinar series, which is brought you in collaboration with Sport New South Wales and the New South Wales Office of Sport. Thank you for joining us for the next hour or so. We're really excited about today's topic of physical literacy and I'm particularly excited to get the opportunity to chat with today's panel. Before we do that, we'll just do a little bit of housekeeping. I'd like to introduce you to my friend and colleague, Michael McKnight, who's Partnerships Manager here at ACPE. And Michael will explain to you how the chat room will run and what his role will be today. How are you going Michael?

[00:00:52] Thanks Gareth and good evening everyone and welcome to what is now our third Timeout Talk of the series, whether you've just signed in tonight or whether you were with us in the previous sessions I hope you're all well tonight. I'll be moderating the session this evening, so if you have not already done so, please take this opportunity to introduce yourself. Let us know where you're from, whether it's in New South Wales, Australia or the world. And throughout the sessions, put forward any questions that you may have for any of our panellists this evening. Just wanted to remind everyone also that all of our sessions are recorded and they're available on that Timeout Talks resource library. So that's about all from me Gareth, so over to you and thank you everyone and enjoy the session this evening.

[00:01:34] Thanks, Mike. And for people that are new to these webinars, we try to split into three sections. The first part is a Q&A with our panel, who I'll introduce soon, then because it's a conversation, we will put you into breakout rooms for the second part of the webinar. And that really gives you a chance to chat with people from, initially we thought across New South Wales, but I think today is going to be across Australia and across the world. And we're really pleased to have so many people join us today on today's [00:02:07] **co-work.** [0.0s] I'm looking down there. We've got about 118 people and it seems that people are still joining. So we're really keen that this isn't just a listening experience. There's a wealth of experience out there, more so out there than there's going to be on the pane, so please pick everybody's brain if you get a chance. So that's the second part. And the third part, we will come back and you will get a chance - you've been putting questions in the in the chat room, you'll continue to do that. Michael will select some. So you can really drive the direction of the webinar in that third part. So hopefully that will make it an engaging hour.

[00:02:45] So today's discussion is around physical literacy. As I said, it is intended to be a conversation rather than a lecture or a presentation. Hopefully by the end of it

[00:02:57] everyone will leave with a clearer understanding of what physical literacy is, particularly in the Australian context. We'll be looking at the background of how that's been developed in Australia and perhaps of a commitment to considering what physical literacy might mean for your context and that's really important to us.

[00:03:15] And so it gives me great honour to introduce our panel tonight. My role is I'm going to try to stick to asking the questions, but I might chip in occasionally with a few thoughts. But I'm really keen that we hear mainly from our two experts on the panel. So firstly, I would like to introduce Pierre Comis. Pierre's early years in the sector, expansive participation roles in the AFL in western Sydney, at the NRL and Cricket New South Wales before his move to the Australian Sports Commission way back in 2007. He implemented the Active After-School Communities program throughout Sydney, went on to influence the design of sporting schools and oversee sports engagement and partnerships, before being appointed director of national participation outcomes and then director of Physical Literacy Leadership. And it's at this stage when I first met Pierre, who became my boss, and so I can speak firsthand of Pierre's passion and his dedication to physical literacy in Australia. And despite Sport Australia closing the physical literacy team at the end of last year, Pierre has moved on quickly, started a consultancy service and then was appointed head of schools and participation at Special Olympics Australia in February, and accepted a position on the board of the Blue Earth Foundation. Pierre remains connected to several key projects, broader initiatives that are bringing physical literacy to life in Australia.

[00:04:43] How you doing Pierre?

[00:04:46] Yeah, really well, Gareth. Thank you for that introduction. Really looking forward to the conversation today, and from what I can see, it's a really vast group that we've got from a range of sectors and from all over the world, it seems. So, yeah, really looking forward to getting on with this one.

[00:05:03] Brilliant. And secondly, I'd like to introduce Dr. Juaniita Weissensteiner. Juanita is the principal adviser of Pathways for the New South Wales Office for Sport, advising and supporting sport pathways within New South Wales from the grassroots to the podium. It's a diverse role, and Juanita provides education, guidance, mentoring to state

and national sporting organisations, institutes of sport, regional academies, schools, universities, clubs, coaches, participants and their parents, so a really diverse role.

[00:05:34] Prior to this appointment, Juanita was the national manager of the Athlete Pathways and Development Section at the AIS. A physiotherapist by background, Juanita is an original co-author of the FTEM - Foundation, Talent, Elite and Mastery Athlete Framework - and Juanita has worked directly with over 30 Australian national NSOs and consulted internationally. Juanita also collaborated on Sport Australia's physical literacy framework while she was at the AIS.

[00:06:02] Thank you so much for joining us Juanita. I'm just going to unmute you.

[00:06:11] Oh, there we go. Absolute pleasure. Very honoured to be on this panel and really looking forward to our discussion. And thank you, everyone, that's joined on. It's really impressive.

[00:06:29] OK, so before I ask Pierre and Juanita some questions, I thought it would be useful just to quickly spend some time outlining some of the recent data from the Ausplays surveys, which a lot of you will be familiar with.

[00:06:42] Just so we get a picture of the current landscape around physical activity, participation in Australia. So excuse me for reading some of these and the bits from my sheet here.

[00:06:55] So there's some good news according to Ausplay. It seems that adult participation in sport and physical activity has increased in the last two decades. This increase is largely in non-sports activities as opposed to sport-related activities. Twenty-two per cent of adults participate through a club or association, compared to 45 per cent of kids. There are still lower participation rates for some people. For example, people living in remote areas in Australia, people with a disability. There is some interesting research around other groups as well, and I'll just pick one out that interests me particularly. Research by the Dutch Football Association also shows that children born in the final quarter of the year are 15 to 20 per cent more likely to quit playing than those born in the first quarter. So some groups we might expect that perhaps some groups that are emerging as well. Sixty-two per cent of adults participate three times a week, but only 34 per cent of those adults meet Australia's physical activity and sedentary behaviour guidelines.

[00:08:04] And I've tried not put any judgement on any of these stats, but this one is a worry. Only 20 per cent of 15 to 17 year olds meet those guidelines. And a few more. Fifty-nine per cent of children below 15 participate once a week outside of organised school activities. And we know that some sports have a participation cliff. The dropout rate for children getting to the age 14 and 15, and I had it described to me really well the other day. They said it's like a light filling a bath and recruitment is good with filling the bath, but we might not be putting the plug in and we're losing a lot of participants. We know that motivations for 15 to 17 year olds, unfortunately Ausplay doesn't go much lower than that, apart from proxy reporting. So we know motivations for 15 to 17 year olds to participate is by and large enjoyment. That's 72 per cent of the reasons compared to, say, 14 per cent of their reasons for performance-based. So enjoyment is really important. I don't know, but I reckon there'll be people that'll be able to contribute information in the chat room on what the impact of COVID has been on participation. Seemingly when I walk the dog there seems to be more families and more people being physically active down the park, but I'm not sure that's necessarily the case. And this moment does provide us an opportunity to consider what's needed for different participants. So the schools, associations, clubs, coaches and volunteers to consider. Is it just going to be the case that those that were participating before are going to restart? What can we do to help those return who used to participate but perhaps stopped before the lockdown?

[00:09:46] And can we reach those who have never participated or participated informally?

[00:09:53] So that's all very well, but why physical literacy today? I'll just give a couple of reasons as to why we're discussing physical literacy when we're not been talking about physical activity and participation. The World Health Organization's Global Action Plan on physical activity aims to reduce physical inactivity by 15 per cent by 2030. And physical literacy is called out in the section on active people as a way of promoting enjoyment and participation. Australia's National Sport Plan, Sport 2030, physical literacy is identified as one of the government's priorities to get people moving. And internationally, and Sport England's Active Life Survey of Children and Young People claims that physically literate children and young people were more likely to be active twice as much, according to that document. And it seems that there's potential that physical literacy is an important driver of physical activity in that it increases individual's capacity and commitment. And I'm gonna finish with a quote I particularly like from [00:10:58] **John Kearney** [0.2s] and his his co-authors.

[00:11:01] Physical activity behaviours are manifestations of physical literacy. So that's why we're looking at physical literacy or one of the reasons we're looking at physical literacy today and hopefully that brings some context on tonight's discussion. That is enough of me. Let's get the important people on. Pierre, I'm going to start with you if that's okay and your question' quite a general one. Can you explain to us what physical literacy is and particularly what does it look like in Australia?

[00:11:34] Yeah, absolutely, Gareth, I think this is often, you know, a good place to start in any discussion about physical literacy, because for a long time now it has been a widely debated term. And your intro I think, hit the nail on the head in terms of physical literacy becoming a lot more prominent in recent years as a strategy or a method to address physical inactivity. And more and more research is suggesting that that's the case, as you alluded to. In really simple terms, just noting the broad audience that we have here on this webinar, physical literacy, let me start by saying, is not just about developing physical skills. It is not just fundamental movement skills. It's not just PE in schools. It is a lot more than that. It is lifelong learning and it's very holistic in nature. And the way that we represent that here in Australia is to use words like developing one's knowledge, one's skills and one's understanding. And we talk about those behaviours leading to confidence and then the motivation required to lead an active life. So it's a lot more than just the output of being physically active, it's that intrinsic knowledge and understanding and particularly the motivation to be active throughout life. I mentioned just before as people were joining, we've got Margaret Whitehead on the call and it's a great honour to be able to speak with her in the audience because the International Physical Literacy Association, where she is heavily involved, has got a standard definition that is used worldwide.

And we, some years ago when I was at Sport Australia, through a range of researchers, actually pulled together a group to try and define and contextualise physical literacy for the Australian environment. Hopefully, most people have had the chance to explore the definition and the framework, we'll touch on it briefly tonight, but if you want to know more then the Sport Australia website is where you need to go. But back in 2016, there was a group of 18 researchers, national and international, that were pulled together by the then Sports Commission, and they were led by the Australian researchers Richard Keegan, Lisa Barnett and Dean Dudley. Very proud to say that Juanita was one of the 18 that contributed to development of that consensus statement in 2016, that then accompanied an Australian definition. And it's the definition that I'd like to talk about before we get into the framework, because we often don't do this. And what I want to do tonight is talk about it in four components. What I mean by that is the first part of our

definition here in Australia talks about the core essence of what physical literacy is, and that is that it's lifelong holistic learning, that it's acquired and applied in movement and physical activity contexts. The second part of the definition is the composition, and that is that it reflects ongoing changes that integrate physical, psychological, cognitive and social capabilities, and they are our four domains here in Australia. The next part of the definition is around the importance, so why is physical literacy important? And our definition states that it's vital in helping us lead healthy and fulfilling lives through movement and physical activity. And then potentially the statement that I'm drawn to the most, which is the aspiration at the end of the definition and the aspirational statement is that a physically literate person is able to draw on their integrated physical, psychological, cognitive and social capacities to support health-promoting and fulfilling movement and physical activity relative to their situation and context and throughout their lifespan.

So that was the definition that we landed at here in 2017, quite holistic in nature to accompany that was what was then called a draft standard, which essentially visually depicted the four domains of learning and the 32 elements within those domains. I won't harp too much on the draft standard because we did move in to some practical application of that standard through some pilots that ran throughout the course of 2018 with La Trobe University here across Australia, and we also gathered a lot of feedback and plenty of consultation on that draft standard and definition. Where we landed in 2019, as many people hopefully would be aware, was a final framework. So the Australian physical literacy framework as you know it today was essentially the draft standard, all of the feedback considered, all of the learnings out of the pilots and a bit of tweaking with the lead research group to develop that framework, which has 30 elements within it across the four domains. And accompanying that was the launch of a National Position statement on physical literacy, which was endorsed by over 60 organisations at the time of its launch last year. I might get you, Gareth, if you don't mind, maybe throw a copy of the framework up on the screen just to ensure people can see it there. So you'll see, you know, on the left where we've got some writing there, some words. We talk about building skills, knowledge and behaviours as I mentioned, but the key part here is really to understand that the four domains are all interrelated and that to develop a physical literacy, we really want holistic learning through each of those four domains.

To give you a bit of an explanation, again trying to break this down into simple terms, but the researchers agreed very early on that there needed to be an example from which to build upon. And the example they used is one that anyone who's done high school grade science would be able to connect with. And if you think of the periodic table of the

elements, this is sort of the analogy that was given to the Australian framework in that chemical elements can combine to create compounds. You know, you combine hydrogen and oxygen and you end up with a compound of water. In much the same way, we want coaches, teachers, practitioners, parents to be able to combine a number of elements from a number of domains together to develop different movement sequences and different capabilities for movement through physical activity and sport. From my perspective, the thing that I love most about the Australian framework and why I think it was such an important piece of work to land last year is that it now provides the sport and the education sectors in particular with the common language to talk about the development of children through sport and physical activity. What I mean there is that in the education setting we talk about curriculum outcomes. We talk with jargon that is specific to learning in an educated environment, whereas in sport we talk about technical skill development and proficiency in terms of the output and movement capability. And so what the framework does is provide those sectors with a language that applies to both and is able to potentially, aspirationally for me, have a bit of a unique passport or report card, if you like, upon which we are able to actually assess or measure an individual's physical literacy journey, which is, as hopefully most people know, is non-linear. It's lifelong.

People will progress and regress throughout life based on context, based on environmental factors. And so we want to be able to chart an individual's progress and only ever compare them to themselves. We don't compare the physical literacy of one individual against another. It's a very individual, unique journey. And I think that's a really important point to dwell on here. Probably the last thing I'll just mentioned here, Gareth, is, you know, having worked in the sector for many years before coming to Sport Australia, I and many people on this call will be very familiar with the Game Sense approach to coaching. They'll be familiar with the Playing for Life philosophy that evolved from that.

What I say is that taking an approach of physical literacy to how we coach and develop, particularly our younger children, our younger Australians, is a lot deeper and more meaningful than merely a physical activity intervention that increases output at a point in time. What we're trying to do here is actually develop a sustained lifelong connection to physical activity so that we're actually getting behavioural change that is generational. We're actually ingraining these new behaviours, these new healthy habits in children when they're younger in a very sustainable way through a learning construct, which is what the notion of physical literacy is or developing one's physical literacy. So I hope I haven't gone too deep or too complex there. I think the framework speaks for itself in a

very simplistic way. And hopefully people have had the chance to have a look at it and consider the holistic nature that is physical literacy and how we speak about it here in Australia.

[00:20:21] Thank you Pierre. Took me back to numerous coffees at work to hear you talk about physical literacy. Great to hear it again.

[00:20:30] Juanita, many people listening will be aware of your work on the F10 framework. I wonder if you can explain to us how and where physical literacy aligns to this model.

[00:20:44] All right. I'm still muted, I think.

[00:20:47] No, I've unmuted you. You're good to go.

[00:20:50] Oh, fantastic.

[00:20:51] I'm getting better at this.

[00:20:53] Great. So I was hoping you might have that FTEM slide, Gareth.

[00:20:57] Yeah. Let me just share.

[00:20:59] Thank you.

[00:21:04] How's that?

[00:21:05] Fantastic. Okay, so, yeah, everyone, if you're not familiar with FTEM, the acronym stands for Foundations for F, T stands for Talent, so relating to the pre-elite pathways in sport, and E and M relate to elite and mastery, which is the pinnacle of high performance. This is the original FTEM framework that I put together co-authored at the AIS with my great colleagues then in around 2011-2012, Dr. Jason Gulbin, Morag Croser, Elissa Morley and Alicia Matthews at that time. We put it together because we were tasked with giving advice to national sporting organisations and helping them review and refine their pathways. What they were doing in a foundational grassroots level, what they were doing in the talent levels and what they were doing at the high performance levels. The impetus behind it, though, was that we were really aware even at that time in 2010-2011, that we needed to do something to address, you know, the critical foundations of



sport, an active lifestyle. We were very aware then having great conversations with colleagues, notably Professor Lou Hardy from the Uni of Sydney, who shared that heard startling evidence from the span studies where there was a decline in fundamental movement skills of New South Wales schoolchildren, particularly schoolgirls. So we at FTEM, we really wanted to put an emphasis on what were the key building blocks to lifelong activity, [00:22:52]ea [0.0s] recreational sport and also critically a platform for high performance sport. So I recall when we were putting this together, we did touch base with a couple of high performance directors at that time, and I remember one of them was the high performance director of Hockey Australia.

And she pressed on me how critically important this was because they were seeing athletes at a national junior level that had poor physical literacy, that was compromising their skill acquisition, their skill refinement. But it was also leading, she thought, to compromise in performance and injury and so forth. So that's why we put such an emphasis on the F levels in the early FTEM model. And as Pierre touched on, I had the great fortune to work with Sport Australia, Pierre and his colleagues, and just to shout out to my great colleague at Office of Sport, [00:23:51] Jackie Newin, [0.4s] who was actually in that formative group too. It was a wonderful piece of work and I was very honoured to work with such wonderful academics. I guess at that time they could see there was a great synergy of what we were doing in FTEM across the national sporting organisations. The synergy of FTEM with the physical literacy strategy. Just too add that FTEM, I had the great privilege to share FTEM with the IOC in 2014 and was recognised in the consensus statement on youth development at that point. So I guess if we go to the next slide, Gareth. So I guess my [00:24:35]learning [0.0s] by in 2018 I left the AIS where I was working in athlete pathways and it had given me that time to really review and look at that original FTEM framework and listen to I guess the feedback - there was a misconception that it was all about high performance and people weren't getting the fact that the core foundations of the F levels were really critical to that framework. So I had an opportunity with New South Wales, New South Wales Government, New South Wales Office of Sport to really revisit FTEM and to put together an FTEM New South Wales

[00:25:14] and that's what you're seeing here. And I guess the learnings from my work in collaboration with Sport Australia, with the physical literacy strategy, I wanted to ensure that FTEM New South Wales was aligned with the key tenets of Sport Australia's physical literacy framework, and that it truly represented the span, you know, the life course of physical literacy. So what you will note here that I've added a pre-foundation phase, which is new. It's an evolution from the original FTEM, and this is just to ensure that we're covering off the life course here. So as Gareth touched on, I guess I've got a really diverse

role. It's a fantastic role. I'm very honoured and I'm learning all the time, but I guess my role really requires me to help with strategy, you know, with policy, but to work with people that are supporting physical literacy and development - the coaches, the parents, the schools, the teachers, the clubs and so forth. And I guess I wanted to relate physical literacy to the landscape of New South Wales, the sporting landscape and the active recreational landscape, because we have wonderful work that's happening in the Office of Sport in outdoor education in particular, so that this would be a fit for that, too. So we really use FTEM New South Wales as a strategic blueprint to help educate, to review, refine, to bring everyone together, to collaborate and align. But most importantly, and you'll see on the left side there, it really presents a whole of system approach for facilitating physical literacy and subsequent participation for all New South Wales citizens across the life course from toddler to senior. And I feel that through FTEM New South Wales, we've been able to really translate and operationalise FTEM. We've been able to relate it to these ambassadors that we've got featured here, personify it and bring those critical dimensions together. Now what does that look like at each level for the baby, you know, for the developing, the kid doing his fundamentals on the bike for those kids playing active playing and playing beach cricket? What's the integration of those physical literacy dimensions? At what level should they be at, how do we best integrate them with the right support at the right time? So that's really how I feel FTEM New South Wales complements and is in line with Sport Australia's physical literacy framework.

[00:27:56] Thank you Juanita, thank you very much. And I'm going to speak quite briefly on the topic of the relationship of physical literacy to physical education and movement in schools.

[00:28:08] Now, this has been debated in academic papers by people way cleverer than me. And so these are my thoughts, and the purpose of them are hopefully to generate a conversation and discussion in the chat room. I see we have a lot of people from education here today, so I will be interested in people's perspectives on this. Firstly, though, I think it's important to recognise the work of New South Wales Department of Education in Australia. They were, as far as I know, the first organisation to apply physical literacy to its own context. It was developed before the national physical literacy framework that Pierre shared, so their physical literacy continuum was applied to [00:28:52] PDHP, [0.0s] as we say in New South Wales, health and physical education teaching concepts from K to 12.

[00:28:58] And I think it recognised the physical literacy as an outcome, not a program. I think it's had an impact on the planning, teaching and assessment of physical education

in New South Wales. So clearly they're not the same thing, physical literacy and PE. There are similarities and there are parallels both, as Pierre has always said, are more than just developing the physical.

[00:29:27] Both are holistic in their nature and contribute to the development of the whole person and that individual person, student-centred approach, so physical education and physical literacy share that in that they are about developing the individual. And certainly I think there are clear links between physical literacy and the subject's skills propositions and some of the general capabilities inherent in the syllabus. There are definitely some parallels there. And I'm biased because physical education is my background. That's what I taught in school is what I teach here. And so I would argue that in schools, high quality physical education is the best subject to develop a lot of those elements in the physical literacy framework that Pierre put up. Not to say that other subjects can't contribute to it, but my subject, our subject is the best. UNESCO says that physical literacy is the foundation of physical education, and I certainly agree with that. And that's why things like the Play for Life cards, Sport Australia not only mapped them against the curriculum, but also against the physical literacy framework and other NSOs like the FFA, the Football Federation of Australia, were looking and really having physical literacy is the philosophy that shapes that their working primary schools going forward.

[00:30:58] So I think that understanding where [00:31:01] peer [0.0s] aligns with physical literacy and how it fits into the framework, I think only contributes, can only add weight to the subject's important place in education. There are differences, clearly.

[00:31:13] Physical education is a compulsory subject that stops when children leave school, physical literacy continues.

[00:31:22] And likewise, some elements that Pierre put up may not be developed in PE. Connection to place may more ideally be developed in someone's own community moving with equipment. It's probably more likely to be developed at a skate park or riding a bike down the park and equally not just the PE teachers responsibility to develop physical literacy. You know, the role of parents is absolutely critical here. So it's really important to note that physical education is not solely responsible for helping the development of physical literacy. Physical literacy isn't and shouldn't be about adding something extra to PE teachers of what they've got to do, but instead perhaps helping identify and shout about the subjects crucial contribution. And on that note, Sport Australia developed in partnership with ACHPER a really great resource. And it's great to see Bernie Holand there who is really a key part of this work.

[00:32:22] So ACHPER produced a really great resource centred around a whole of school approach called Physical Literacy A Guide for Schools, which identified eight areas of which high quality physical education program was one within school. So some of the other areas include inclusive co-curricular programs, cross-curricular approaches and links with families and communities to schools are clearly a site that are really important and have massive potential for developing physical literacy. But it's not just the role of physical education. And that's influenced, most of you'll be familiar with Sporting Schools that's had an evolution. And we now have Sporting Schools Plus, which looks to implement programs that can activate this whole of school approach to developing physical literacy. And I'm not going to go into the argument, it might be something for the chat, but I'm not going to go into the debate about whether physical literacy can contribute to other areas of school life, academic performance, concentration, reduction in low level disruption, student wellbeing and connection to school. But certainly, please have that discussion in the chat room. And certainly where I work at the Australian College of Physical Education, we think it's really important for our trainee teachers to understand physical literacy. We just, for example, just written a new unit around physical literacy in children that is compulsory for advanced education students. So we feel it's really important and that there are clear links. I'd love to see some of the debate going on in the chat room around that. So that that's enough from me. We're going to have one more question to Pierre.

[00:33:59] One more question to Juanita. I'm going to be a bit rude to ask our panellists to be as succinct as possible so that we can get to you guys chatting before 7 o'clock.

[00:34:12] So Pierre, we're on pause at the moment. So in your opinion, what can sport and organised physical activity providers do to (a) evaluate the effectiveness of their current programs in developing physical literacy? Or and what can they do if they're currently considering new programs?

[00:34:32] In the interest of saving time, Gareth, I'll answer you with one thing here, and probably the best way to approach it is to refer to the program alignment guidelines that were developed at the end of last year. We released those that at Sport Australia, the Physical Literacy Program Alignment Guidelines, really a step by step process that allow you to take a holistic participant centred approach to reviewing an existing program, your product suite, your coach development framework, participation strategies as well as guide the development of new ones. So not just review what's already there. I think you alluded to the Football Federation in Australia undertaking sort of that review within

schools. I've been doing some work with Netball Australia recently, reviewing their offerings for the school, the community and the club environment, and a number of other sports have started to express an interest or a desire in going down that road. Certainly in my new role here at Special Olympics Australia, physical literacy or a physical literacy approach and use of the framework is underpinning the development of our national school strategy and driving a broader, inclusive sport approach in trying to bridge the gap between participants with and without intellectual disabilities. So using a physical literacy approach to review or design, I think the easiest tool to utilise and it's there and it steps you through the process is those program alignment guidelines. So I'll give them a quick shout in terms of answering the question very succinctly.

[00:36:03] Thank you Pierre, and recognition to a former colleague, Lisa Simpson, for being instrumental in those designs. The reason that didn't come up here, by the way, is because I have the slides in the wrong place. So I always make at least three mistakes every session.

[00:36:19] Probably putting the fourth one on my record. Juanita, how is an understanding of physical literacy important for the people involved in supporting participants and athletes on their developmental journey?

[00:36:35] Yeah, it's critically important, you know, to empower them, to educate them, for them to understand where the participant is on that physical literacy journey and ensuring that they effectively facilitate physical literacy in that individual. Now, the right support at the right time, which is a catchcry really that we use in FTEM New South Wales. So it's empowering the individual, but also having that right environmental stimulus and the right guidance and support. So I just want to call out two specific groups that I work with quite a bit, parents and coaches. Now parents I consider are critical facilitators of a child's physical literacy and most are very invested and they require guidance and support. So I was just thinking with the people that are listening out there, parents, what you can do to promote physical literacy is utilise engaging interactive educative approaches. Talk about the benefits of active play. I'm a huge advocate of active play, my work, my PHD and my cricket and talk about the importance of outdoor play, the right repertoire of fundamental movements skills, and then also the integration, how fundamental movement skills, active play, sport participation really grow the individual or those dimensions of physical literacy and in terms of coaching, again a critical facilitator of physical literacy as Pierre spoke about.

[00:38:16] Reviewing and delivering new curriculum, is it touching on all of those dimensions of physical literacy? Is it at the right level for that individual? And how are you integrating those dimensions? Is it through game-based ecological sort of approaches? So that's something I would suggest. But also the coaches, you know, are you empowering knowledge structures in your participants? And are you also empowering them in terms of their social skills, their understanding of integrity and positivity?

[00:38:57] There's been some questions that are coming up in the chat. Michael's been monitoring it and I'm going to hand over to Mike now to - we've probably got time for a couple of questions and more [00:39:08] advice. That's all I [0.8s] hand over to you Michael.

[00:39:11] No problem, thank you, Gareth. And yes, thank you, everyone, for contributing the questions into the chat. There are some fantastic questions coming on there. I am wary of the time, so what we're gonna do in our resource library, we're going to include the questions that we don't get to tonight and have them answered for you on our resource library for the Timeout Talks, okay, so a couple of questions to go here.

[00:39:30] So I'll probably direct the first one to Pierre. This was from Anne. And feel free, obviously all the panellists to jump in on this as well. Now Anne asks, do schools give parents advice on how to develop their child's physical literacy?

[00:39:46] There's a really great question Anne. Gareth will probably weigh in here, too, I've got no doubt. My view of that is that it's very ad hoc. So I would argue that the different jurisdictions of the state system, the Catholic, the Independent, have all got very different approaches. They're all very, very good at developing resources that support schools to engage with families and parents. You know, the details of those. I'm not across in great detail in terms of the suite of resources available, but I do know that like most things, when you have a supportive principal, when you have an advocate for physical literacy or for physical activity, physical education more broadly within the school, then generally those things are likely to be occurring on a more prevalent basis. But I certainly think there are a range of ways that schools can talk to parents about the benefits of physical literacy, and that's where hopefully the language, the common language provided by the framework and some of the examples in other case studies that I know were on the Sport Australia website and I know that are accessible from a range of different providers, can become useful tools potentially. Gareth, I don't know whether you maybe had a view on that one as well.

[00:41:01] Just to add very quickly and certainly some schools would be very good at communicating what they do and what they do in all subject areas like physical education.

[00:41:12] And I suppose physical literacy is saying that schools are getting their heads around, what some schools are getting their heads around. I think if I go back to the resource developed by ACHPER. the Physical Literacy Guide for Schools, some of those areas components provide real good guidance for schools. You know, it's about the policy, about a culture of the school. Does it value physical literacy? And if it does value physical literacy, it's more likely to share and educate parents about it. And two of the components as well are those links to family and links to community. So I think that resource is really good examples and guidelines for schools to be able to do that, because I guess the purpose of the question was schools could do this and really support parents and help parents understand, so a great question.

[00:42:02] Awesome. Thank you, gentlemen. One more question, I think and Juanita I'll send this one way. So this was from Nick and he would like to know what, if any, impact does specialisation of young athletes have on their physical literacy? So it's quite an interesting one.

[00:42:25] Great Nick, fantastic question. Very, very critical aspect.

[00:42:31] It was a key thing that came up in discussion of the IOC consensus statement where it was very obvious that a lot of kids, because of an emphasis on organised sport, were specialising too early and not ampling enough sports, specialising very early, and that was leading to injury, you know, burnout and dropout. So through FTEM New South Wales, we really advocate a more diversified foundations where kids are sampling through organised and unorganised formats, lots of sports and delaying specialisation. And usually we say rule of thumb, it's around 13 to 15 years of age. But obviously, there's some outlying sports like gymnastics, diving that are a more early specialising sports. But still, even in no sports, you really advocate that there's more sampling across other sports.

[00:43:27] I'm going to jump in if that's okay, Mike, and I'm going to give here an opportunity, I'm going to give him 30 seconds to sort of summarise tonight and perhaps a call to arms for tonight's audience. He didn't know I was going to do this?

[00:43:42] You're killing me here. I don't know. I've never spoken for under 30 seconds, you're challenging me.

[00:43:47] I'm not counting, go on.

[00:43:49] Very good, look, I guess, from my perspective, and if I put my former hat on as director of physical literacy at Sport Australia over the last few years, I think the sector to which I now belong in my current role within NSOD, the sector now has the tools. The sector now has the resources. We've talked about a few of those this evening. There are plenty more out there. It's really the call to arms is a good term, Gareth, because the time is now for the sports sector to unite behind the approach. We have a pandemic that existed before COVID and that was the inactivity crisis around the world. And I don't want us to get caught up in thinking about physical literacy in terms of just how an identification or producing better quality athletes. That's one outcome of a physical literacy approach. But first and foremost, in my opinion, it's really about getting a country moving. It's ingraining a behaviour change that is about more physical activity, more opportunities to move and more opportunities for a healthier lifestyle. There is a national physical activity strategy in development, the New South Wales Office of Sportt is well progressed in a state strategy. There is a lot of momentum in this space. A great resource released today as well from the crew at Sydney University to explore that here around a systems approach. I guess the call to arms from me is really that sport, health and education have the tools now and have the common language that the framework provides to actually unite in this quest to get our country moving and address this health issue that we have, this inactivity issue. There's people out there that understand physical literacy in this country. We bat well above our weight. We've got amazing researchers, an amazing academic community. There are a number of practitioners and organisations that are bringing it to life. I encourage you to reach out. I encourage you to collaborate. My dream, you know, despite not being in the role at Sport Australia anymore, is that the sector goes on to bring physical literacy to life and to focus on developing a generation of children where physical activity is the norm. Their attitudes, their emotions, their motivation to be active is ingrained. And they obviously will become the next suite of participants. The next suite of parents. And we hope that we have that generational impact.

[00:46:08] Thank you. I'm glad I only got 30 seconds [00:46:11] of what [0.1s] you might have gone over. But that was an excellent summary.



[00:46:15] Really, really appreciate that. I'm just going to share the screen for one last time. And you know, Pierre mentioned in his earlier answer about the Sport Australia's physical literacy program alignment guidelines, and that's available on the Sport Australia website. This is a great resource for the people who want to explore this in more detail, what it means to their club, their association, their organisation.

[00:46:43] And before I thank our panel, which I will do shortly, I'm just going to hand back to Michael to talk us through that slide.

[00:46:53] Beautiful. Thank you, Gareth. So really looking forward to next week's session. So we've got two sessions lined up again on Tuesday and Thursday next week.

[00:47:04] The first one being inside media and sport. So on Tuesday, we're going to have Simon Hill join us, who has been on Fox Sports for nearly 14 years and has previously held roles with CBC and SBS TV. So I'm really looking forward to this one. So Simon is going to share an inside insight into the real relationship that exists between sport and media. And also, obviously, consider the impacts of COVID-19 and how that will change the future consumption of sports for fans right across Australia. So this Timeout Talk will delve deep into the ever evolving beast that is sports media and it will be a probably a one-on-one conversation, so it's a great opportunity for listeners to engage with Simon ask questions of interest as well.

[00:47:48] And then on the Thursday, we had our session, Mental Health for Sport. Here, we're being joined by Debbie Swibel who is a suicidologist, a criminologist, practising counsellor and psychotherapist. Debbie is also the trainer at Lifeline, Sydney. We're also being joined by Dan Hunt, who has over 150 NRL games for the Dragons and is also the current founder of the Mental Health Movement Company.

[00:48:13] Now, obviously, together they will be discussing the signs and symptoms of poor mental health, provide an understanding of your emotions and importantly, suggest strategies to help maintain both good mental and physical health. And obviously COVID has had a far reaching impact on the sport worldwide, so this really is an hour long session, which we hope will grow listeners understanding of mental health and more importantly, leave them with some suggested strategies [00:48:40] by out to give their,.

[1.3s] So both Timeout Talks are live

[00:48:43] now on the Sport New South Wales website, s, you can register yourself this evening. Other than that, thank you to everyone that tuned in this evening. Take care, enjoy the weekend and look forward to hopefully seeing you next week. Over to Gareth.

[00:48:56] So thanks. Firstly, thank you for everybody that's delayed their dinner and taken time to join us and contributed in the chat rooms, contributed in the breakout rooms. Really hope it's been a conversation, perhaps a conversation starter that could continue. Thank you for putting up with my English accent and particularly Mike's New Zealand accent.

[00:49:16] Hopefully we've been able to understand, but particularly I'd really like to thank our two expert panellists Juanita and Pierre for volunteering and contributing your time and lending your experience and your expertise to help our understanding and physical literacy. Thank you, Juanita.

[00:49:36] Thank you, Gareth.

[00:49:37] And thank you very much Pierre.

[00:49:38] . Thanks, Gareth. Good to be with everyone. Have a good night.

[00:49:43] So you could have left the meeting already, but you're allowed to leave the meeting now and in about 10 seconds I will close the meeting. Have a great evening most of you or a great morning if you're got somewhere else in the world.

[00:49:56] All the best. Thanks, guys. Thank you. Bye, guys. Thank you.