

IPLA Newsletter

April 2020



Welcome

The IPLA would like to warmly welcome you to the first, of hopefully many, quarterly newsletters. Due to the active and diverse nature of the organisation alongside the continually growing membership base, it is essential that we keep up to date with the various physical literacy projects currently ongoing internationally. Perhaps, more so now than ever, it is important to communicate opportunities for learning, development and growth while highlighting examples of best practice and celebrating success across physical literacy advocacy, research and practice. We would like to sincerely thank all of the contributors for taking the time to share with us and would encourage any queries regarding submissions for future editions to be directed to Cara Shearer: c.shearer@2016.ljmu.ac.uk



Above: Nigel Green leading advocacy projects across India

Advocacy: India

Contributed by Nigel Green...

The project is currently working with three schools in the Delhi/Gurgaon/New Delhi area of India. The aim is to improve the Physical Education provision by focusing on physical literacy. He has been working with the schools for two years now where workshops and lesson observations along with discussions, provide the setting to move PE forwards. Curriculum planning, pedagogical approaches and assessment have all been considered within the development in relation to the schools facilities, staffing and underlying philosophy. The largest school has 5000 pupils and 30 PE teachers where the younger pupils have an hour of PE a day. As the children progress through the school their PE time gradually de-

creases, but even in grade 11 and 12 they have 2 hours a week. As with any school, each school has its problems to consider.



Eighteen classes (540 children) come out for PE on to the limited facilities, so space is at a premium. The second largest school 2500 pupils have some excellent facilities but a more limited range of activities due to space. The smallest school has a very small space, so again the range of activities that can be provided is limited. This being said, each department is keen to improve its provision by adopting a physical literacy focused approach to teaching PE. This means establishing where the children are at the start of each module/unit of work using a Core Task. This then informs how they teach the children with planned and differentiated task utilising

varied pedagogies focusing on physical, affective and cognitive learning outcomes.

The schools are finalising written material related to the activities they teach, ensuring progression, variation in pedagogy and differentiation are all included, along with the Core Tasks. The schools also intend to capture what is working well, celebrate progress and share what is being done in PE. At the same time they are also checking what is happening, challenging practice and discussing ways to improve through teacher peer and school to school observations.

For further information about the ongoing work in India contact Nigel: nigel.green@physical-literacy.org.uk



Advocacy: Collaborations, Operations and Media

Contributed by Simon Padley ...

Since the International Physical Literacy Conference and AGM in 2019 the newly formed IPLA sub teams have been working hard to create and operationalise a new strategy for the growth of the work of the IPLA. We are encouraged to see the increasing adoption of the concept into policy, planning, and curriculum documents worldwide but are still conscious of the challenges around the understanding and outworking of the philosophical foundations of original work that reaches far beyond the adoption of fundamental skill development.

The IPLA has produced a number of strategic documents with significant intents to better track and trace the growth of physical literacy worldwide and understand the work being carried out both through individuals and corporations. The IPLA now runs a strategic structure with co-vice chairs overseeing group leaders responsible for specific areas of the IPLA's work. Nigel Green has been spearheading our advocacy work travelling internationally to train, consult and challenge organisations and nations within the physical literacy network. Within this work we have worked to refine and identify key priorities for the next year and beyond

which will be summarised below.

Firstly, it is difficult to know, even within our own networks, what work is being done. With this in mind a key priority has to be the auditing and understanding of existing work so we can start to partner with, and build links, between and across individuals and groups already exploring work in the field. Such an audit will allow us to connect groups working on similar foci to help develop consistency of approach and philosophy. Watch out for requests coming soon for a precis of your work to build our IPLA audit trail.

In uniting our work the production of simple advocacy materials will help to build a brand identity that is easily recognised worldwide to allow people to better connect with the concepts' historical roots and body of work both in research and education strands. Watch out for templates etc. being made more widely available soon.

One of the challenges around the concepts' growth is the number of interesting opportunities now presenting themselves. The IPLA is, therefore, working hard to identify and prioritise strategic links and partnerships that can help the rapid development of the concept worldwide. These links need to be strategically positioned across fields of education (primary, secondary, tertiary, state

and independent sectors, universities) and policy and programme builders (NGB's etc). Once identified these partners become the foundational locations for case studies of work, research of impact and hubs for training etc. Keep looking out for opportunities to partner with the work and feel free to contact IPLA members to discuss ideas further.

All this work enables a platform to be built whereby the IPLA can become more efficient and effective in future 'kite marking' of working partners and organisations, maintaining the integrity of the concept, building a stronger brand identity, therefore allowing us to better operationalise key national and international bodies with a clear evidence base for the efficacy of the concept in building a healthier nation in their approach to physical activity throughout the life course. To this end the IPLA strategic team will be working to refine our vision further into workable objectives to ensure we are best placed to grow our impact and outcomes within our new frameworks of operation.

Please get in touch with Simon Padley to discuss any of this work further:

simonjpadley@gmail.com

Advocacy: Taiwan

Contributed by Nigel Green...

The Quality Physical Education (QPE) programme is being led by the National Taiwan Normal University with Henry Chen overseeing the workshop sessions. Nigel Green and Dwayne Sheehan went out to Taiwan last year to provide workshops to support the QPE programme by focusing on physical literacy. Nigel went out again in March 2020 to provide three, two day workshops for 120 teachers.

The workshops were designed to provide an introduction to physical literacy for the teachers and then practical sessions in table tennis, basketball and volleyball where Core Tasks and progressive differentiated learning schemes, with associated pedagogies and assessment were shared and experienced. The teachers then reflected on

pedagogical approaches and assessment strategies related to their teaching and considered how to move this project forwards. The overall aim is to improve the physical education experiences of pupils in schools and the teachers are appreciating how a focus on physical literacy can support this aim.



It is refreshing to see the openness of the university lecturers and PE teachers to reflect on their current practice and con-

sider alternative ways of teaching where individual needs are considered in relation to planning and delivering lessons. Nigel was also invited to some demonstration lesson at two schools where discussions about lesson structure and assessment were enabled by each school.

For further information about the ongoing work in India contact Nigel Green:

nigel.green@physical-literacy.org.uk



Advocacy: AIESEP symposium

Contributed by Cara Shearer...

Members of the IPLA travelled to the city of Liège in Belgium and were welcomed by the University of Liège to the AIESEP symposium. The one day event was centered around design thinking and encouraged physical literacy practitioners, researchers and advocates to embrace the innovative technique to discuss and create strategies to overcome contemporary challenges facing physical literacy. Design thinking is a non-linear, iterative process which seeks to provide solution based outcomes to complex and often challenging issues. Due to the interactive nature of the session, lively and constructive debates were encouraged alongside team activities to work together, creating a means of overcoming any issues that the participants deemed important to consider within the physi-



cal literacy concept. Margaret Whitehead was asked to provide a summary of the day for delegates, to share any reflections from the event. Margaret commented that despite the number of different groups working separately on tasks throughout the day, common themes emerged within the search for pragmatic solutions. These included the importance of interdisciplinary working, the need for multilevel representation

across various sectors and the continued call for examples of what physical literacy may look like in practice in order to facilitate understanding.



The symposium provided an excellent opportunity for networking with European colleagues and generated avenues for future partnership working.

For further information on the AIESEP symposium please contact Cara Shearer: c.shearer@2016.ljmu.ac.uk



Research: New Danish assessment tool for measuring physical literacy

Contributed by Peter Elsborg ...

Danish Assessment of Physical Literacy (DAPL): a new Danish assessment tool for measuring physical literacy will be developed and disseminated in a new project. Physical Literacy is an umbrella concept which is gaining increasing attention. It entails the affective, cognitive and physical aspects that are significant for movement and physical activity behaviour through life. DAPL are currently being validated and tested in a sample of approximately 1000 school pupils across eight Danish schools. When validated, DAPL will be made publicly available and ready for direct implementation. For example, physical education teachers can use DAPL for evaluating their teaching efforts. The project is carried out as a

collaboration between Center for Clinical Research and Prevention, Steno Diabetes Center Copenhagen, Danish School Sport, DGI and University of Copenhagen. The project is supported by TrykFonden.



The above picture shows data collection in progress. Data collectors Peter Elsborg (postdoc and Jens Riis Møller (Student helper) explaining the motor skill activity for a group of participants. The main re-

searchers within the projects are Peter Elsborg (Steno Diabetes Center Copenhagen), Paulina S. Melby (Danish School Sports and University of Copenhagen) & Peter Bentsen (Center for Clinical Research and Prevention).

For further information about the ongoing research in Denmark please contact Peter Elsborg:

peter.elsborg@regionh.dk



Research: Update from Physical Literacy for Life first meeting – Erasmus + Project

Contributed by Nigel Green...

A very well organised initial meeting. There is a clear lead from the International Sport and Culture Association ([ISCA-http://isca-web.org/english/](http://isca-web.org/english/)) who have been involved in EU projects for 25 years. They have links in 89 countries with 260 organisations and have been involved in 65 EU projects. Examples of initiatives are the European School Sports Day and Now We Move plus many more. They have close links with European Union Physical Education Association ([EUPEA-https://eupea.com/](https://eupea.com/)) and other associations such as Steno Diabetes Centre Copenhagen ([SDCC https://www.sdcc.dk/](https://www.sdcc.dk/)), Sports Union of Slovenia (SUS), DGI Denmark (<https://www.dgi.dk/om/english/about-dgi>), BG Active Bulgaria, Unio Barcelona d'Associació Esportives (UBAE) Spain, University of Strasbourg, Human Kinetics Faculty University of Lisbon, who are involved in the project.

The meeting spanned three days and considered the initial aims of the project. The project is being guided by Dean Dudley from Macquarie University Australia. I was able to share a presentation on the concept Physical Literacy and then the group considered each of the key Intellectual Outputs in turn:

- **Definitions and dimensions of physical literacy**

A European definition was deemed to

be a way forward, taking into account the range of definitions worldwide. Interestingly, Australia was asked to come up with their own definition when they were developing their latest material and were told that it was not the same as other countries. Leximancer (<https://info.leximancer.com/>) is a tool that clusters key words from text so the intention is to feed in a range of related text from literature related to the definition to see what comes out. The Leximancer apparently draws links with the words and is like a supercharged Wordle. We need to ask all of our members to provide country/organisation documentation that mentions a definition of physical literacy.:

- **Online self-assessment tools for different target groups**

Teachers/coaches, curriculum and adults. Pilot questionnaires had been developed and used by Lisbon but the general consensus was that drawing together an 'institutional self-survey' may be a better way forward. I think Sport for Life has done one of these. Images may be the way forward for individual progress monitoring – Lisa Barnett in Australia is working on this with a graphic designer on cartoon images of particular activities.

- **The physical literacy advocacy toolbox**

ISCA led this aspect and have obvious

experience in advocacy. A Greta Thunberg focus was considered to be an ideal way forwards - the negative impact we have is on holistic health and PL can contribute to turning that around. Problem and solution is a good way to work – Medals focus v population health and wellbeing or both? Advocacy is a real challenge but is the key to sharing the concept.

- **Training booklet for physical literacy**

As we worked on this aspect it became apparent that the whole project was more of an advocacy focus than a production of materials. IO3 would be focussed at policy makers and governments whereas IO4 would be focussed at teachers/coaches etc. where exemplar material could be shared. Challenging the practitioner environment.

Some points to reflect on:

1. Is or should physical literacy be a key competence?
2. Language is a real issue – translation and complicated terminology. How can we get around that? Images/Caricatures?

For further information about the Erasmus + project contact Nigel Green:

nigel.green@physical-literacy.org.uk

Research: Greater China Region Physical Literacy Symposium

Contributed by Raymond Sum...

The Greater China Region Physical Literacy Symposium was held in December 2019. This symposium was officially supported by the IPLA. To strengthen the development of physical literacy's concepts, implementation programmes and assessment works in the Greater China Region, 19 Chinese researchers from Mainland China, Taiwan, Macau and Hong Kong were invited to have keynote speeches, oral presentations or

workshops. There were 66 participants in this symposium. The symposium also included a school visit to observe an active classroom which was designed to foster physical literacy.



In addition, two interactive workshop were facilitated where the Canadian Assessment of Physical Literacy-2 (CAPL-2) was introduced and its application in

Hong Kong discussed and the development and application of sport education and related pedagogy methods explored. Several topics were discussed including the application of related pedagogies and assessments, the planning and progression of the season, and the changing roles between teachers and students.

For more information on the Greater China Region Physical Literacy Symposium or to access the full report of the conference use the QR code provided or contact:

Raymond Sum: kwsun@cuhk.edu.hk



Research: Highlighted Publication

Contributed by Elizabeth Durden-Myers...

The Embodied Nature of Physical Literacy: Interconnectedness of Lived Experience and Meaning (Durden-Myers, E.J., Meloche, E.S. and Dhillon, K.K., 2020. *The Embodied Nature of Physical Literacy: Interconnectedness of Lived Experience and Meaning. Journal of Physical Education, Recreation & Dance, 91(3), pp.8-16.*) is a recent publication featuring in the Journal of Physical Education, Recreation & Dance. The article aims to discuss the nature of embodiment in relation to physical literacy with particular attention given to

the interconnectedness of embodiment, lived experience and meaning. Furthermore, the authors propose that embodiment, lived experience and meaning can be used to unpack the concept of physical literacy. This unpacking of physical literacy requires a shift in phenomenology in practice. In sum, it is suggested that using post-intentionality through practice to centralize physical literacy as a fundamental tenet in physical activity. This article adopts the definition of physical literacy offered by the International Physical Literacy Association (IPLA, 2017): "The motivation, confidence, physical com-

petence, knowledge and understanding to value and take responsibility for engagement in physical activities for life."

For further information about the publication please contact:

Elizabeth Durden-Myers:

liz.myers@physical-literacy.org.uk

The full article can be found by following the link below and a copy has been circulated alongside this newsletter:

<https://www.tandfonline.com/doi/full/10.1080/07303084.2019.1705213>

Education: First university in Scotland to deliver IPLA Foundation Course

Contributed by Gillian Bartle...

University of Dundee Primary students (@UoD_ESW) became the first in Scotland to receive the internationally recognised Physical Literacy Foundation Course.

In this photo are 28 MA Ed (Primary Education) students, who elected a Physical Education module in their second year. Staff member Gillian Bartle led them to successfully achieve their Physical Literacy Foundation Course, as did two other staff from the School of Education and Social Work.

Physical Literacy is an umbrella concept capturing the importance of physical activity from 'pre-birth to the end of life' and these students will continue to teach PE in primary school settings informed by the approach. An internationally recognised qualification, Physi-



cal Literacy is defined as "the physical competence, confidence, motivation and knowledge and understanding to value and take responsibility for engagement in physical activity for life" (IPLA, 2017).

For further information regarding the delivery of the IPLA foundation course in Scotland please contact

Gillian Bartle: g.bartle@dundee.ac.uk

Education: IPLA Foundation Course– Free Interactive Webinar

Contributed by Liz Taplin:

As part of our Education & Training strand, the International Physical Literacy Association created an enjoyable entry level course that aims to develop a shared understanding of physical literacy.

The course helps participants to become confident with the use of the term 'physical literacy' and addresses potential misunderstanding. The content also helps participants to appreciate how the concept is relevant in their personal and professional lives.

The Foundation Course provides clarity regarding the definition of physical literacy; encourages examination of the

physical literacy is a journey metaphor; and invites an exploration of the impact on practice – everything needed to understand and appreciate the physical literacy concept.

An online version of the course has been delivered for some time now, but Liz Taplin is now offering this live interactive webinar for free. The course will run at least once a month, for the next twelve months, with the format and start times varying to allow participation from all over the world.

The course is delivered in English.

The dates for the next three courses are shown below. Booking is through Eventbrite as indicated. Any queries,

including requests for bespoke arrangements, please contact:

Liz Taplin: liz@liztaplin.com

liz.taplin@plymouth.ac.uk

Upcoming course dates:

- Wednesday 15th April 2020: 10.00 – 16.00 (London / GMT+1)
- Wednesday 28th May 2020 08.00-10.00 (London / GMT+1)
- Wednesday 17th June 2020 14.00 – 20.00 (London / GMT+1)

Eventbrite Link:

<https://www.eventbrite.co.uk/e/physical-literacy-course-15th-april-2020-tickets-101664266558?aff=erelexpmlt>