



Australian Government
Australian Sports Commission

The Draft Australian Physical Literacy Standard

*Development milestones for
lifelong participation*



Draft Australian Physical Literacy Standard
Development milestones for lifelong participation

© Australian Sports Commission 2017

ISBN 978-1-74013-125-4 (PDF)

Ownership of intellectual property rights in this publication

Unless otherwise noted, copyright (and any other intellectual property rights, if any) in this publication is owned by the Australian Sports Commission.

Creative Commons licence

With the exception of the Commonwealth Coat of Arms and photographic images, this publication is licensed under a Creative Commons Attribution 3.0 Australia Licence.

Creative Commons Attribution 3.0 Australia Licence is a standard form license agreement that allows you to copy, distribute, transmit and adapt this publication provided that you attribute the work.

A summary of the licence terms is available from <http://creativecommons.org/licenses/by/3.0/au/deed.en>.

The full licence terms are available from <http://creativecommons.org/licenses/by/3.0/au/legalcode>.

The Australian Sports Commission’s preference is that you attribute this publication (and any material sourced from it) using the following wording – Source: Licensed from the Australian Sports Commission under a Creative Commons Attribution 3.0 Australia Licence.

For general enquiries:

Tel: (02) 6214 1111
Fax: (02) 6214 1836
Email: asc@ausport.gov.au
Website: ausport.gov.au



Table of contents

Introduction	4
The journey to lifelong participation	5
Development milestones to lifelong participation	7
First experiences	8
Exploration	9
Early application and exposure	10
Coordination and control	11
Refinement and adaptation	12
Consistency and extension	13
Lifelong engagement and participation	14

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 the lifelong holistic learning acquired and applied in movement and physical activity. It brings together the skills, capabilities and knowledge which we know contribute to well-rounded people who value and participate in an active life.

The Standard is a framework that supports the development and assessment of physical literacy. It identifies what contributes 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.

The Standard is designed to build a consistent understanding of physical literacy outlining how it can be developed and used by everyone including children, parents, coaches and educators.

It helps a person to identify and reflect on their proficiency in capabilities across four integrated domains (Physical, Psychological, Social and Cognitive), and provides a roadmap for further development in these domains and overall physical literacy.

To support the application of the Standard, Development milestones for lifelong participation (Milestones) 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 with the Standard as a target for development to support a participation pathway for all.

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.*
- *To complement existing learning frameworks such as the Australian Curriculum and The Early Years Learning Framework for Australia.*
- *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.*

To view and download information on the Draft Australian Physical Literacy Standard, visit ausport.gov.au/physical_literacy

The journey to lifelong participation

The ASC has identified key stages along the journey to lifelong participation that Australians can use to identify their own journey and work towards the next. Each stage is described as a milestone that outlines the skills, knowledge and behaviours that make up each stage. The milestones are not age-specific and are applicable to all, regardless of context, age, current level of ability and background. The milestones are aspirational to support and encourage all Australians to know how to become capable and motivated lifelong participants in movement and physical activity.

1. First experiences

When engaging with movement for the first time, or relearning patterns of movement, a person in this phase is developing largely through exposure to a range of unstructured movement experiences.

2. Exploration

During this stage, a person begins to explore and develop the fundamentals of movement through exposure to increased amounts of unstructured indoor and outdoor play, as well as understanding ways to interact and collaborate with others through movement.

3. Early application and exposure

While continuing to develop the fundamentals of movement and coordination, a person in this phase begins to apply learnings in increasingly structured ways, through engagement with a range of activities and modified sports with adapted rules and equipment.

4. Coordination and control

At this stage, a person begins to develop habits to support lifelong engagement in movement and physical activity. This is supported through quality and consistent practice and experiences, allowing learners to consolidate their skills, in order to participate in various movement contexts.

5. Refinement and adaptation

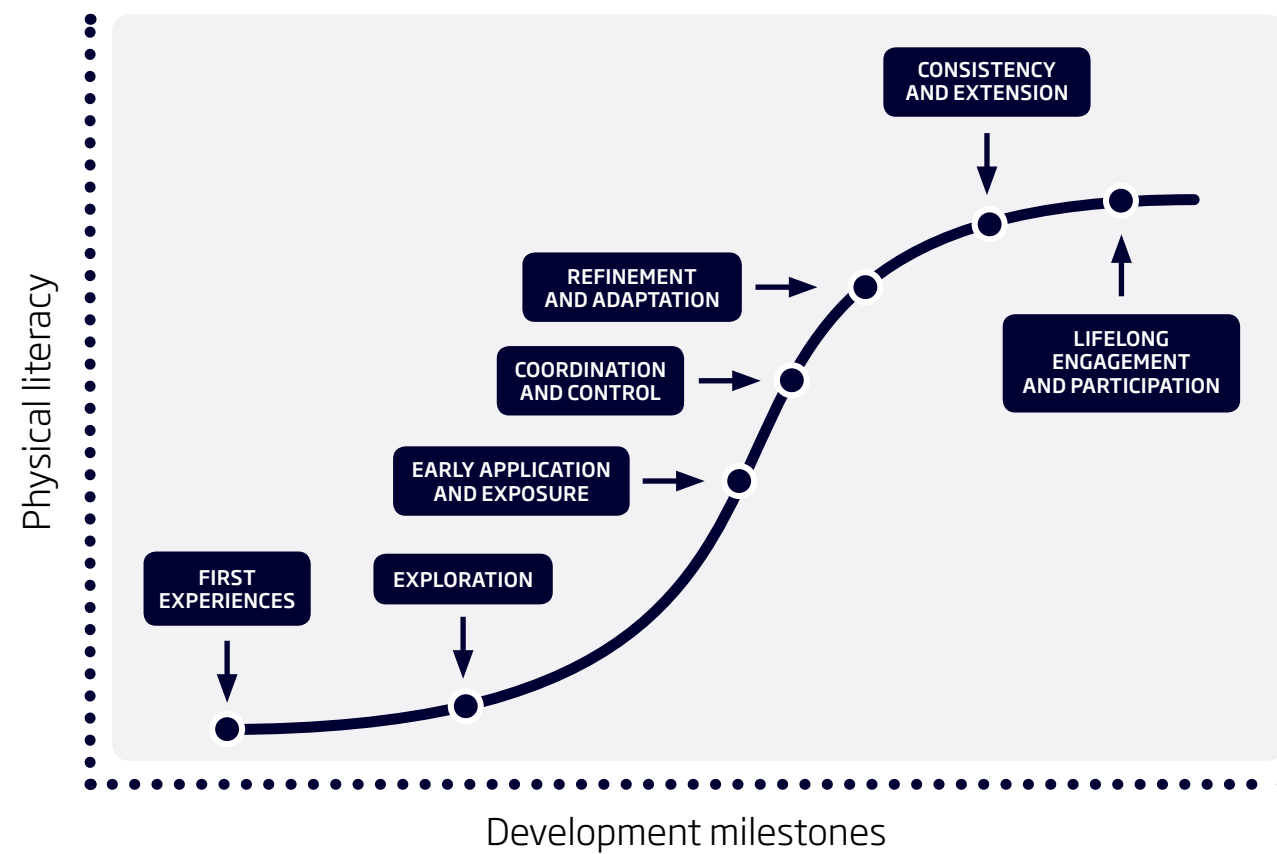
Characterised by an increased focus on practice and development, a person at this stage will develop a sense of autonomy in movement skills and settings. They will apply these across a range of movement and physical activity contexts or possibly in a primary form of physical activity or sport.

6. Consistency and extension

By this stage, an individual has formed strong habits and motivation towards movement, displaying enhanced self-efficacy and determination to try new experiences and face new challenges within movement contexts.

7. Lifelong engagement and participation

At this stage, a person is motivated and confident to participate in many forms of regular physical activity. They have developed the requisite skills, knowledge and behaviours to be motivated and able to participate in movement and physical activity throughout life and as their context and life circumstances change over time.



*Development milestones
to lifelong participation*

First experiences



When engaging with movement for the first time, or relearning patterns of movement, a person in this phase is developing largely through exposure to a range of unstructured movement experiences.



Physical

In the Physical domain, a person begins to explore new movement skills through a variety of natural and built environments including land and water. They experience movement, developing coordination, stability and manipulation skills and explore the use of equipment. During this stage, a person learns about moving at different speeds and experiences movement in reaction to stimuli and events. They become aware of their body's range of motion and experience methods for controlling and moving multiple body parts at the same time whilst performing simple movements.



Psychological

In the Psychological domain, a person begins to explore their emotions and responses to different movement activities and settings, building awareness of how their body feels before, during and after movement and physical activity. They begin to explore and practise new movements, experiencing new ways to move and play, gaining a greater sense of control and self-awareness. During this stage, a person can participate in movement and physical activity in response to stimuli, incentive or direction from others. They seek and experience positive emotions when exploring and engaging in different forms of movement or physical activity.



Social

Within the Social domain, a person begins to recognise the concept of fairness in movement activities and may react to situations during play that they perceive to be unfair. They begin to recognise risks and adopt protective behaviours within movement contexts in order to participate safely. A person at this stage will focus primarily on self-exploration, displaying only a basic ability to respond, call and mimic when interacting with others. During this period, a person will begin to identify and explore natural and built environments where movement and physical activity can take place.



Cognitive

In the Cognitive domain, a person begins to build awareness of known environments and objects through the exploration of movement experiences. They create movement knowledge by experiencing movement, but are not yet able to consciously make sense of the purpose of these movements. During this stage, a person explores movements, and most responses are impulsive, reactive and unplanned with limited awareness of rules in movement contexts.



Exploration



During this stage, a person begins to explore and develop the fundamentals of movement through exposure to increased amounts of unstructured indoor and outdoor play, as well as understanding ways to interact and collaborate with others through movement.



Physical

In the Physical domain, a person can adopt and refine movement skills, performing them with control and accuracy within different environments. They can use a range of modified or traditional equipment to travel across, in and through these environments, and establish an understanding of how the body can be used to manipulate different objects. During this stage, a person will continue to explore their cardiovascular and muscular response to movement and physical activity tasks, furthering their ability to coordinate movement and exert force. They are able to respond appropriately to stimuli, utilising directional change, stability and balance to do so.



Psychological

In the Psychological domain, a person can recognise the way emotions influence actions, show awareness of the feelings and needs of others and are able to express their emotions constructively. They are aware of how their body feels before, during and after movement and physical activity, and recognise the physical effects that different movements and settings have on their body. They proactively engage in a variety of movements and physical activities for enjoyment and express personal preferences, needs and wants in relation to participation, gaining confidence from activities which they can complete or excel in.



Social

In the Social domain, a person can recognise good and bad behaviours in relation to fairness and equity, distinguishing between right and wrong in movement and physical activity settings. They can recognise and avoid risks by adopting protective behaviours, and begin to identify values that are important or culturally significant to them. During this stage, a person shows understanding of the characteristics of positive and negative relationships and can work constructively with others by cooperating in familiar settings.



Cognitive

In the Cognitive domain, a person learns about different environments and begins to apply knowledge when exploring movement activities and settings. They recognise, understand and recall key knowledge in relation to movement activities, but are not yet able to consciously make sense of the purpose of the movement, with most responses being unplanned and reactive. During this stage, a person understands and is able to follow fundamental rules in selected movement and physical activities, and can learn and execute a discrete tactic to solve a specific movement problem.



Early application and exposure



While continuing to develop the fundamentals of movement and coordination, a person in this phase begins to apply learnings in increasingly structured ways, through engagement with a range of activities and modified sports with adapted rules and equipment.



Physical

Within the Physical domain, a person can adapt movement skills and perform them with control, precision and efficiency in a diverse range of movement contexts. At this stage, a person understands their capacity to develop cardiovascular and muscular endurance in order to enhance performance. They continue to practise and refine their body's range of motion to increase flexibility in static and dynamic movements, as well as refining control and movement of multiple body parts to execute specific movement actions or techniques. A person can respond appropriately to multiple stimuli, continuing to develop speed, agility, and performing movements with fluency and efficiency.



Psychological

In the Psychological domain, a person can identify and practise strategies for managing their own and others' emotional responses. They can recognise how their body feels before, during and after movement and physical activity, and explore the physical effects that different movement patterns and settings have upon their body. At this stage, a person is motivated to participate in physical activity which helps to increase feelings of confidence and enjoyment within them. They can identify and describe their strengths and areas for improvement, and develop strategies to improve these in physical activity settings.



Social

In the Social domain, a person can understand and explain concepts and consequences in relation to fairness, equality, integrity and inclusion across various movement contexts. They can proactively plan and engage strategies to promote safe inclusion for themselves and others. At this stage of development, a person understands characteristics of both positive and negative relationships, and ways to manage these in a range of settings to promote collaboration amongst others to achieve positive outcomes.



Cognitive

In the Cognitive domain, a person can understand the foundations of movement activities whilst analysing the causes and consequences of movements. They can explain why they participate in a particular movement or physical activity whilst demonstrating contextual understanding by identifying and adhering to rules. During this stage, a person can plan a movement strategy for a movement outcome. They can learn and execute a discrete tactic to solve a specific movement problem.



Coordination and control



At this stage, a person begins to develop habits to support lifelong engagement in movement and physical activity. This is supported through quality and consistent practice and experiences, allowing learners to consolidate their skills, in order to participate in various movement contexts.



Physical

In the Physical domain, a person is able to adapt movement skills, performing them with control in a diverse range of physical activity and movement contexts. They accumulate cardiovascular and muscular endurance to enhance performance in a variety of physical tasks and develop the strength to lift, pull, push, rotate, resist or move objects, practising and refining the body's range of movement to increase flexibility in static and dynamic movements. During this stage, a person develops speed and power to manipulate objects, agility to change direction with speed and fluency, and enhances reaction time to respond appropriately to stimuli.



Psychological

In the Psychological domain, a person can identify and employ strategies for expressing and responding to their own and others' emotional responses. They have the ability to manage physical signals such as fatigue and pain before, during and after different movement and physical activities. They want to participate in activities, gaining increased feelings of confidence. They derive positive affect, enjoyment and motivation through deliberately engaging in multiple movement and physical activity contexts. During this period, they identify and describe their strengths and areas for improvement, developing strategies to improve these in movement and physical activity settings.



Social

In the Social domain, a person can understand and explain concepts and consequences in relation to fairness, equity, integrity and inclusion across various movement contexts. They proactively plan and practise strategies to promote safe participation in various movement settings for themselves and others. A person at this stage understands the characteristics of positive and negative relationships, and ways of managing these in a range of settings, including the ability to apply strategies and communication skills to support collaboration with others. They understand the way the local community, along with the natural and built environment, influences their movement and physical activity.



Cognitive

In the Cognitive domain, a person understands the foundations of movement activities and analyses the causes and consequences of these movements. They can explain why they participate in a particular movement or physical activity. They devise strategies, formulate plans to assist in successfully performing movement outcomes, and understand and applying multiple but discrete tactics to solve movement problems.



Refinement and Adaptation



Characterised by an increased focus on practice and development, a person at this stage will develop a sense of autonomy in movement skills and settings. They will apply these across a range of movement and physical activity contexts or possibly in a primary form of physical activity or sport.



Physical

In the Physical domain, a person can perform movement skills optimally with control, precision and efficiency in controlled and dynamic physical activities, and in new and unfamiliar environments including land and water. They optimise body control to coordinate the movement of multiple body parts in a range of actions and techniques, developing strength to lift, pull, push, rotate, resist or move objects. During this stage, a person accumulates muscular endurance to perform a variety of movements and physical activities. They intentionally develop speed and strength to generate power, and the skills they can utilise when manipulating objects and performing movements and activities.



Psychological

In the Psychological domain, a person can understand the consequences of expressing emotions, and implement strategies to regulate expression during movement and physical activity. They identify and practise strategies to manage physical signals such as fatigue and pain before, during and after physical activity. During this stage, a person values and wishes to participate and takes action to achieve a goal. They derive positive affect enjoyment and motivation through deliberately engaging in multiple movement and physical activity contexts. They identify and use strategies to assess, adapt and modify their response to a range of different movements.



Social

In the Social domain, a person appreciates movement experiences from multiple cultures and societies, respecting the values, rights and responsibilities of themselves and others in movement experiences. They analyse appropriate responses in order to demonstrate moral principles and respond appropriately to mitigate risk across multiple, diverse and novel movement settings. During this stage, a person is able to draw on a range of skills to build and maintain respectful and responsive relationships, identifying and applying a range of strategies and communication skills to support collaboration with others.



Cognitive

In the Cognitive domain, a person uses awareness of different environments to practise and refine movement skills to navigate different movement and physical activity settings. They understand the foundations of movement activities, analyse the causes and consequences of movements, and can justify the reasons why they participate. During this stage, a person creates and adapts rules that promote fair play and inclusive participation. They devise strategies and plans to assist in successfully performing movement outcomes.



Consistency and extension



By this stage, an individual has formed strong habits and motivation towards movement, displaying enhanced self-efficacy and determination to try new experiences and face new challenges within movement contexts.



Physical

In the Physical domain, a person is able to perform movement skills optimally with control, precision and efficiency in static and dynamic settings. At this stage of development, a person can recognise the need to develop cardiovascular and muscular endurance to enhance performance of movement and physical activity tasks. They can coordinate the movement of multiple body parts to perform a range of actions and techniques, displaying increased flexibility, balance and stability. At this stage, a person will intentionally develop a combination of speed and strength to generate power to manipulate objects, and respond appropriately to stimuli when performing movements.



Psychological

In the Psychological domain, a person is able to control and reflect on their emotional responses to movement and physical activity. They begin to explore and push their upper physical limits, and apply strategies and techniques to manage and overcome perceived physical barriers. They are intrinsically motivated to participate in regular activities for pleasure, fun or satisfaction, without the need for immediate reinforcement or reward. A person at this stage will draw upon feedback to gain accurate insight into their strengths and areas for development. They will derive positive affect, enjoyment, motivation and confidence through deliberately engaging in multiple contexts.



Social

In the Social domain, a person can distinguish between ethical and non ethical responses. They can respond appropriately to mitigate risks to themselves and others across diverse and challenging movement and non movement settings. They value diversity and its contribution to movement and physical activity and reflect these values when experiencing new or different cultural experiences. During this stage, a person is able to draw on a range of skills to build and maintain different types of relationships, and apply strategies and communication skills to support collaboration with others in order to achieve positive outcomes.



Cognitive

In the Cognitive domain, a person uses awareness of different environments to practise and refine movement skills to navigate around different objects including people. They understand the foundations of movement activities, analyse the causes and consequences of movements, justifying the reasons why they occur. During this stage, a person is innovative in the way they create and adapt rules that promote fair play and inclusive participation. They devise strategies and plans to assist in successfully performing movement outcomes, developing and applying multiple, but discrete, tactics to solve movement problems.



Lifelong engagement and participation



At this stage, a person is motivated and confident to participate in many forms of regular physical activity. They have developed the requisite skills, knowledge and behaviours to be motivated and able to participate in movement and physical activity throughout life and as their context and life circumstances change over time.



Physical

In the Physical domain, a person can perform movement skills optimally with control, precision and efficiency, in static and dynamic movement contexts, across new and unfamiliar environments. They continue to refine control of different equipment and practise object manipulation skills with increased control and accuracy. They can optimise body control to perform a range of movements and techniques, having enhanced their flexibility, stability and balance through refined practise within static and dynamic movement settings. A person will continue to refine their use of speed and force to perform movements across a variety of environments, enhancing their response to single or multiple stimuli through appropriate movement.



Psychological

In the Psychological domain, a person recognises the consequences of expressing emotions, and implements strategies accordingly to regulate these emotions during movement and physical activity. A person values and wants to participate in physical activity, and through engagement with different movement settings maintains a feeling of confidence. At this stage, a person will continue to explore and push their upper physical limits, applying strategies and techniques to manage physical barriers. They will draw on feedback from themselves and others to gain accurate insight into their strengths and areas for development. From this, they can prioritise appropriate strategies to support their ongoing development.



Social

In the Social domain, a person can analyse and evaluate appropriate responses in order to demonstrate moral principles across diverse movement settings. They understand characteristics of positive and negative relationships, and ways to manage these within movement and physical activity contexts. They can apply a range of strategies and communication skills to encourage collaboration with others to achieve positive outcomes. A person at this stage values diversity and its contribution to physical activity, reflecting these values when experiencing new or different cultural movement experiences. They recognise and actively explore ways which members of their local community interact with the natural and built environments.



Cognitive

In the Cognitive domain, a person possesses and utilises complex environmental knowledge, spanning multiple contexts, to enable effective movement. They identify, understand and analyse key features of multiple movement activities, including causes and consequences, and apply this knowledge in various movement environments. At this stage, a person justifies decisions as to why they participate in physical activity, including an ability to preference personal reasons over external reasons. They are innovative in the way they create and adapt rules to promote fair play and inclusive participation. They devise strategies and plans to assist in performing movement in order to overcome movement barriers.



/PlaySportAustralia



#PlaySportAus



ausport.gov.au/physical_literacy