

Collaborative Evaluation & Research Group

Supporting Innovative Research and Evaluation



Physical Literacy Scoping
Project: Children and Families

Final Report

FEDERATION UNIVERSITY
COLLABORATIVE EVALUATION &
RESEARCH GROUP

SUPPORTING INNOVATIVE RESEARCH AND EVALUATION

Physical Literacy Scoping
Project: Children and Families

2022/2023

Final Report

ACKNOWLEDGEMENTS

The Collaborative Evaluation and Research Group (CERG) Federation University Gippsland, acknowledges Aboriginal and Torres Strait Islander people as the traditional owners and custodians of the land, sea and nations and pay our respect to elders, past, present, and emerging. The CERG further acknowledges our commitment to working respectfully to honour their ongoing cultural and spiritual connections to this country.

The CERG would like to acknowledge the Latrobe Health Innovation Zone (LHIZ) for funding the development of the centre and for its ongoing support.

The CERG would like to thank

- The Latrobe Health Assembly for supporting and funding this project.
- The Physical Literacy Working Group members for their contribution and significant work prior to this project.
- The program participants for their time and valuable contribution.

ABOUT THE AUTHOR

The Collaborative Evaluation and Research Group (CERG) Federation University Gippsland is an innovative initiative that aims to build evaluation capacity and expertise within Gippsland. As a local provider the CERG understands the value of listening to the community and has the ability to deliver timely and sustainable evaluations that are tailored to the needs of a wide variety of organisations.

Professor Joanne Porter is the Director of the CERG. Joanne has led a number of successful research projects and evaluations in conjunction with local industry partners. She has guided the development of the CERG since its formation in 2018.

The team that conducted this project included:

- Sam Fenton (Lead)
- Professor Joanne Porter
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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Physical Literacy Scoping Project: Children and Families was an initiative of the Latrobe Health Assembly (LHA) Physical Literacy Working Group (PLWG). The research project was funded by the Latrobe Health Assembly and completed by the Community Evaluation Research Group (CERG) in partnership with Institute of Education, Arts and Community (IEAC) at Federation University.

The scope of the project included: Enabling community agencies; engaging stakeholders from health promotion, physical activity, education, sport, recreation, and recreation planning; Identifying and prioritising projects; identifying existing support, funding and initiatives and identifying needs for training, education, and ongoing support.

This research project included:

- Ten Interviews with stakeholders.
- Three workshops with the project staff, related agencies, and community members.
- Development and administration of a community survey.
- Evaluation report and presentation and dissemination of evaluation findings.

The analysis of literature, data and outcomes from the workshops has resulted in a list of informed and actionable recommendations which will provide the basis for the 'ideate' and 'experiment' phases of the triple diamond innovation process.

1.2 KEY FINDINGS

Key findings from the Community Survey

A total of 82% of participants in the survey were female, mostly over 30 years of age, and 14% reported having a child with disability. Only two participants identified as Aboriginal and Torres Strait Islander descent. While many are aware of activities and have access, much lower scores for awareness of support and confidence with activities.

There were a number of reasons why participants felt that they were not able to access activities such as chronic health issues, work commitments and associated costs. As one participant highlighted:

"As a family we do not have capacity to take our children to activities and supervise them while there. Reasons are: disability, mental ill-health, and work responsibilities".

Participants were asked to provide suggestions on what would help to improve access to physical activities. Most comments related to reducing the costs associated with participating in physical activity including membership to leisure centres and sporting facilities.

"Cheaper admission fees & costs for Leisure Centre activities"

They suggested that the size of the family should be considered in costings. There was a large number of responses that indicated participants were time poor with no time to exercise and that more information online would improve access to physical activities.

The participants had a lot of suggestions on how physical activity could be improved.

"A central database for sports available in your area"

“Better paths on side of roads and footpaths that connect up and go somewhere so you don’t have to ride on the side of main roads which is dangerous and frightening ... opportunities to meet new people and socialise in a safe friendly environment”.

“More engagement between the community and local sports teams and activity groups.”

The participants made a number of suggestions on how physical activity can be made to be safer.

“Better lighting and more connection between spaces (paths)”

“Public toilets at all parks and sporting facilities. Pool like fencing from roads and water areas for parents with children”

“Better paths that connect to create a nice bit walking /running track loop, better lighting and more water stations”

Thematic analysis of interviews of stakeholders and Community Members

Three major themes developed from the analysis of interviews:

1. Developing a shared understanding.
2. Supporting and increasing access.
3. Working group call to action.

Developing a shared understanding

Responses reflected common elements from definitions of physical literacy in recent literature regarding competence, confidence, motivation, knowledge and understanding of physical activity.

“Physical literacy would be people understanding the benefits of physical activity and then being able to understand how they can do that in a way that’s relevant for them.”

“[I]t’s combining the physical competence of an individual together with their level of confidence and motivation to actually be active.”

Connecting families to each other through existing spaces, groups, programs, services, and organisations such as sporting clubs was a recurring element of a shared understanding across participants. This further reinforces the importance of social health and connectedness to participants in a range of interviews.

“If we can get more children participating, hopefully they develop more confidence and feel more connected”.

Supporting and increasing access

Participants often reinforced the need to provide a feeling of belonging for the whole community.

“I think it’s about providing opportunity for all, and they all feel as well placed to be there as others. That a key thing”.

Building community knowledge toward physical literacy was seen as important.

“We need that general community motivation, knowledge so that people might think, “I might do that, that might help”.”

Participants repeatedly discussed the need to break down barriers to participation and engage the whole community to improve physical literacy. Opportunities to create access or promote activities to a wider audience were mentioned.

“In order to foster participation in physical activity, you need the right environments. And you only get the right environments if the infrastructure is there”.

An opportunity was the level of belonging bestowed upon perceived groups within the community, and a desire to provide experiences that welcome all.

“[A] big thing for me is that welcoming environment right at the start”.

Evidence provided by participants suggested that funding criteria for infrastructure, support and programs could be influenced.

“It wouldn’t hurt if the funding bodies and funding programs etcetera had eligibility criteria which were heavily weighted towards providing physical literacy”.

The possibility of physical literacy considerations for infrastructure were discussed.

“We go through our 176 playgrounds in a 15-year cycle, if we can make small changes when we do that, we can tick that additional box that provides physical literacy”.

Cost as a major barrier to physical literacy in the Latrobe Valley was a theme that continued throughout interviews, reflecting data from the community survey.

“They don’t have the capacity to pay the fees or buy the equipment”.

Working group call to action

There is opportunity for the PLWG to be a central point for a wide range of stakeholders as they are a group that can operate independently of agendas that pertain to specific industries, government, and organisational groups.

“Everybody that kids come in contact with, they’ve got to be pushing the same agenda”.

“I think then we need to bring those key leaders around the table to look at what that research is showing and how we can actually work together”.

“There’s no forum to actually just say, get every sporting club together”.

“Just open up the communication”.

The need for a community development approach came through.

“The community has to have a voice in this, and I’d see that as really important”.

“Cookie-cutter approaches haven’t worked for a long time, so we need to understand our community”.

Utilisation of existing spaces that can support physical literacy was a common call to action.

“I’d love to see more leadership through schools... to not just open up the school to community, but to actually invite the school community in”.

The need for alignment came up across many conversations. Some in particular pertaining to the physical literacy working group developing a stronger presence and better utilising the capacity of its members.

“I feel like we could work better together. Whether that is just sharing of resources, knowledge, and connections. Whether it is knowing each other better, to know exactly what each other can offer”.

1.3 KEY RECOMMENDATIONS

1. Develop a charter and identity for the PLWG.
2. Develop messaging to the community and stakeholders based on the charter
3. Develop a workshop to educate the community and stakeholders
4. Develop a framework for a strategic alliance or consortium of key stakeholders for the improvement of physical literacy in Latrobe Valley
5. Map opportunities to connect families to existing spaces, groups, and services, potentially building on *Creative Latrobe Concept*, and *Looking forward - Connecting up* projects
6. Connect with Latrobe City Council Recreation Planning (and other departments) to understand and effectively engage with the council planning cycles

See page 41 for a full list of recommendations.

Key commendation

The physical literacy working group (PLWG) consists of a team of dedicated and highly experienced community experts who have completed a significant amount of work on understanding physical literacy in Latrobe Valley. The work completed by the group is the foundation for this project.

2. PROGRAM

2.1 INTRODUCTION

The Physical Literacy Scoping Project: Children and Families was an initiative of the Latrobe Health Assembly (LHA) Physical Literacy Working Group (PLWG). The project was developed to provide the PLWG with set of recommendations that would provide a sense of shared understanding of physical literacy among the group, community, and stakeholders, and provide a set of recommendations that would provide clarity to the purpose of the group and actions they could take to have a positive impact on the communities of Latrobe Valley.

Stakeholders were identified in consultation with LHA staff who could provide the insights needed to identify the possibilities that exist in Latrobe Valley to improve physical literacy outcomes. Data collected from interviews with the stakeholder provided material for a community survey. Background information from research, meetings and workshops was provided by the PLWG to inform the research.

2.2 POLICY CONTEXT

- Living Well Latrobe: 2022-25 Municipal Public Health and Wellbeing Plan
- Latrobe City Council Plan 2021-2025
- Victorian Public Health and Wellbeing Plan 2019-2023

2.3 PROGRAM OVERVIEW

CERG team members developed a project plan based on the LHA PLWG requirements through several drafts in consultation with LHA. After a consultation period with the PLWG the final draft was approved and the project was initiated, including a submission to the Federation University Human Research Ethics Committee (HREC) for approval of the research project including the interviews, community survey and workshops.

Following a thorough consultation and approval process, the interviews were conducted, which provided data to refine the community survey and upcoming workshops. The first two workshops were based on the foundations of physical literacy informed by the literature, and were conducted with stakeholders to discuss possibilities, challenges, and priorities.

Ten stakeholders across community development, recreation, recreation planning, health promotion, sport, physical literacy bodies and Latrobe valley community were interviewed. Two workshops were held with stakeholders and one with the LHA PLWG. A survey was distributed via social media and posters, and 130 community members participated.

The interviews, workshops and community survey data were analysed, and a preliminary report was provided to the PLWG. Following this initial analysis, a final workshop was held with the LHA PLWG and other interested parties to discuss preliminary findings, synergies, possibilities, challenges, and priorities to inform the final recommendations.

2.4 SCOPE

The scope of work for this project includes:

1. Enabling relevant community agencies to empower citizens to develop competence, confidence, and motivation to participate in a wide range of physical activities.
2. Engaging stakeholders from health promotion, physical activity, education, sport, recreation, and recreation planning in developing recommendations for services and resources that foster physical literacy.
3. Identifying and prioritising projects to accomplish improved physical literacy outcomes in the community (competence, confidence, motivation, and participation).
4. Identify existing support, funding, and initiatives toward physical literacy outcomes.
5. Identify needs for training, education, and ongoing support to improve physical literacy outcomes.

The following research activities were conducted as part of this project:

- Interviews and workshops with the project staff, related agencies, and community members
- Development and administration of a community survey
- Interviews / surveys of participants of the formal training
- Evaluation report and presentation and dissemination of evaluation findings

The key deliverable for this project is a list of informed and actionable recommendations which will provide the basis for the 'ideate' and 'experiment' phases in the triple diamond innovation process.

2.5 PROJECT DELIVERY / ACTIVITIES

Deliverables	Timeline
1. Draft of project plan.	Aug 2022
2. Conduct literature review. 3. Meet with the Physical Literacy Working Group, review of project data and reports to date. Choose cohort to investigate further.	Aug 2022
4. Development and submission of ethical application 5. Development of a community survey	Sept 2022
Phase 1 data collection and analysis 6. Interviewing relevant community agencies in physical literacy, health promotion, education, physical activity, recreation and recreation planning 7. Interview of project staff, project lead, community members associated with the project 8. Distribution of the community survey 9. Engagement workshop 1: Physical Literacy enabling spaces 10. Engagement workshop 2: Providing a range of developmental opportunities	Nov 2022
11. Analysis of stakeholder interviews and community survey data	Dec 2022
Phase 2 data collection and analysis 12. Engagement workshop 3: Physical Literacy Working Group 13. Data collection and analysis of trial outcomes of workshop activities 14. Survey / interviews	Dec 2022
15. Submission of evaluation report	7 February 2023
16. Journal Publication writing and submission	Feb – June 2023

4. PHYSICAL LITERACY SCOPING PROJECT FINDINGS

4.1 Survey Data Analysis

A physical literacy survey was distributed via an online survey platform, Qualtrics, in November 2022 in Latrobe City local government area (LGA), Victoria. A total of 130 surveys were returned using a mixture of open and closed questions. Demographic data including gender, age, postcode, English language, and Aboriginal and Torres Strait Islander status were explored in conjunction with a series of questions on activity participation. A total of 28 surveys were excluded following data cleaning resulting in the final data set consisting of 102 surveys. The data was extracted out of Qualtrics to Microsoft Excel and then to SPSS V26 software for statistical analysis.

The majority of the participants were female (82%, $n = 64$) with 17% ($n = 13$) male, one who preferred not to say (1%, $n = 1$) and two participants identifying as of Aboriginal and Torres Strait Islander descent. The participants ranged in age from 20 to 80+ years with the majority aged between 30 to 39 years (21%, $n = 21$) and 40 to 49 years (21%, $n = 21$) (Figure 1.1).

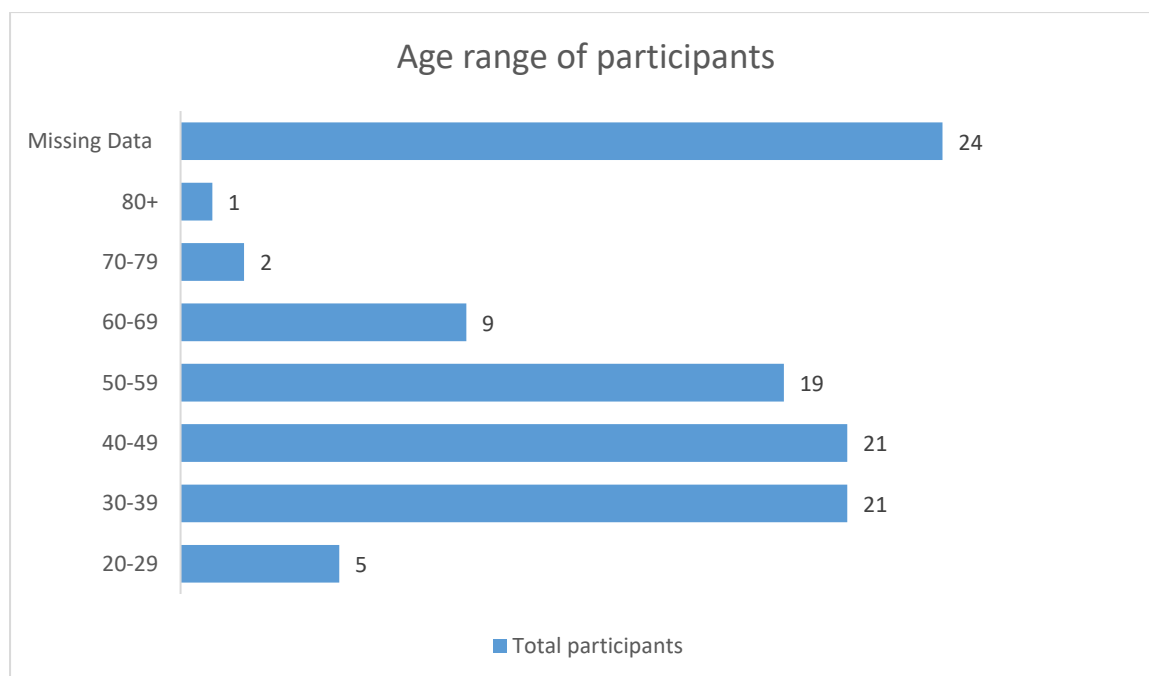


Figure 1.1 Age ranges of survey participants

The participants had a number of children under the age of 18 and over 18 ranging from one child to six children. In addition, 14 participants (14%) have a child with a disability (Figure 1.2).

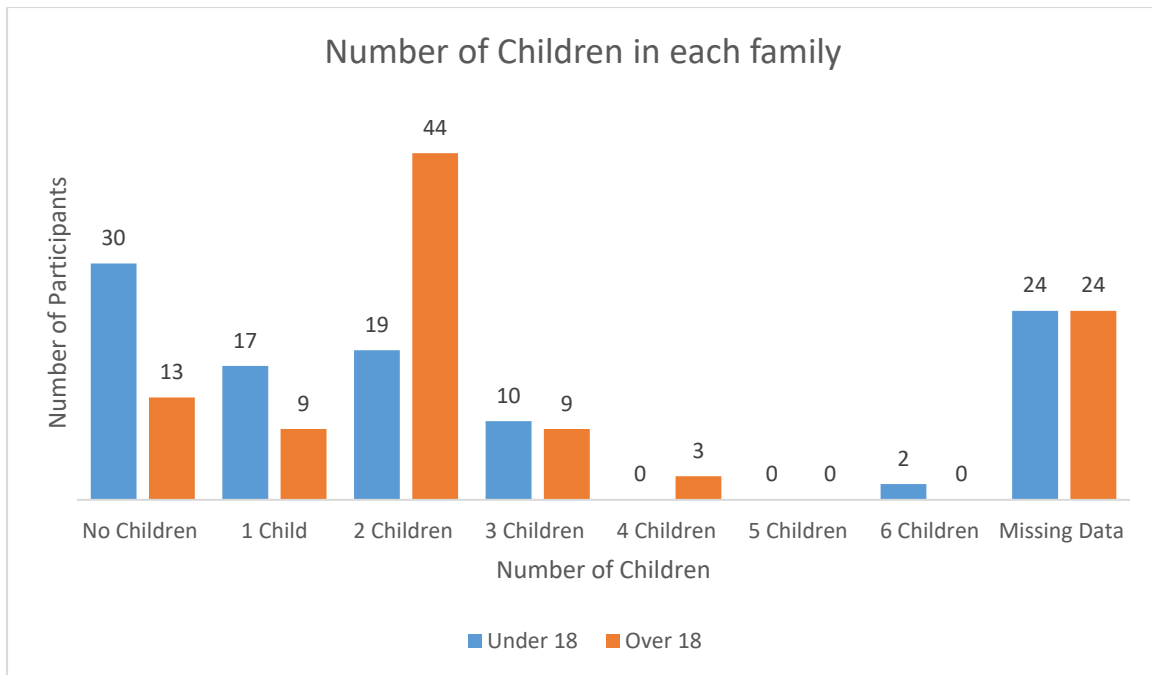


Figure 1.2 Number of Children

A total of 89 participants answered the question asking how safe they felt to exercise or participate in activities outside of the home. A total of 61% ($n = 62$) indicated that they felt safe or very safe with only 2% ($n = 2$) indicating that they did not feel safe at all (Figure 1.3).

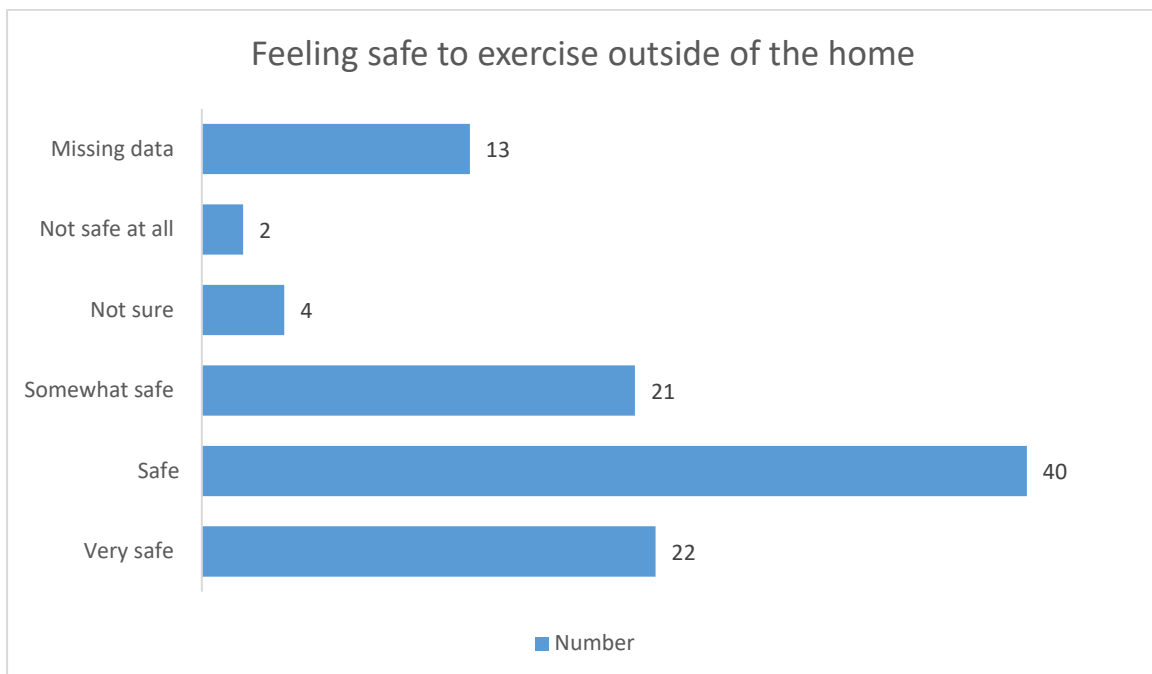


Figure 1.3 Feeling safe to exercise outside the home

Participants engaged in physical activity in varying degrees of frequency ranging from every day to monthly. The majority of participants were active 2 to 3 times a week (51%, $n = 52$) (Figure 1.4).

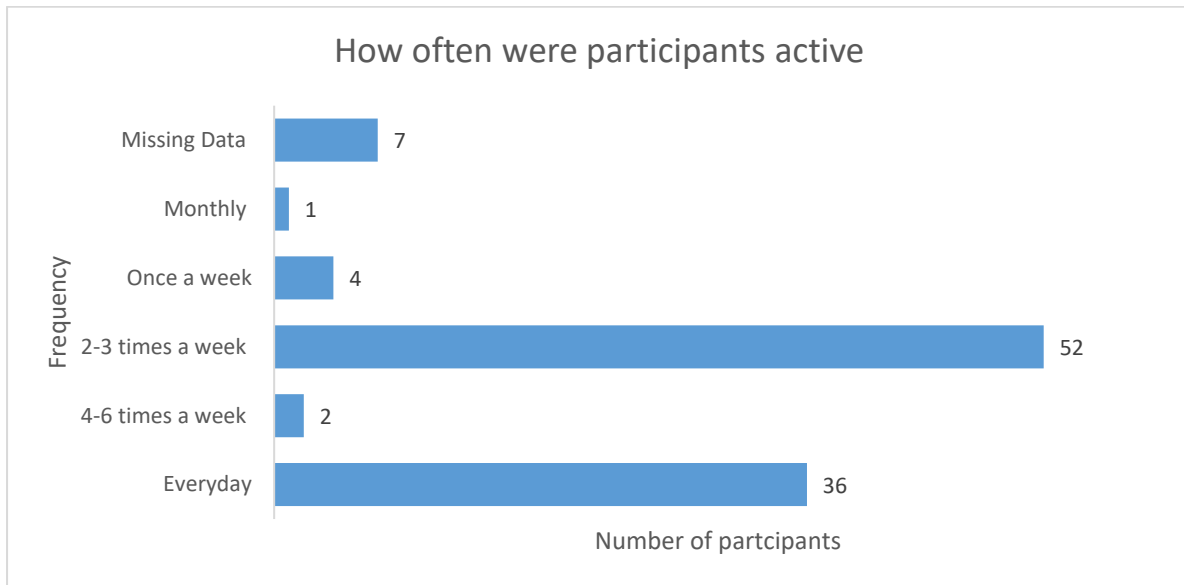


Figure 1.4 How often participants engaged in physical activity

Participants were asked to rate a series of statements using a Likert scale from strongly agree, agree, neither agree nor disagree, disagree to strongly disagree. There was a high number of participants who were aware of the range and types of activities available to them (41%, $n = 42$ strongly agree / agree) and were able to access the activities (97%, $n = 99$ strongly agree / agree). A total of 59% ($n = 60$) felt confident with the activities, however there remained a number of participants who were not aware of the support available to them to participate in activities (Neither agree nor disagree / Disagree and Strongly disagree combined 47%, $n = 47$) (Figure 1.5).

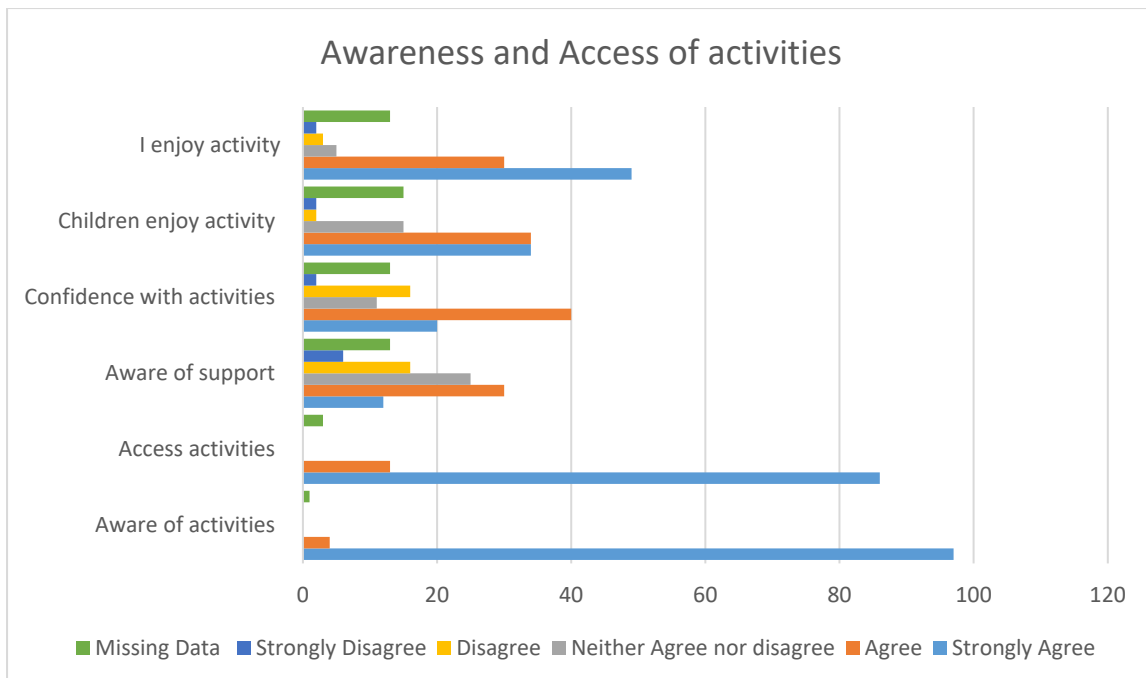


Figure 1.5 Awareness and access of activities

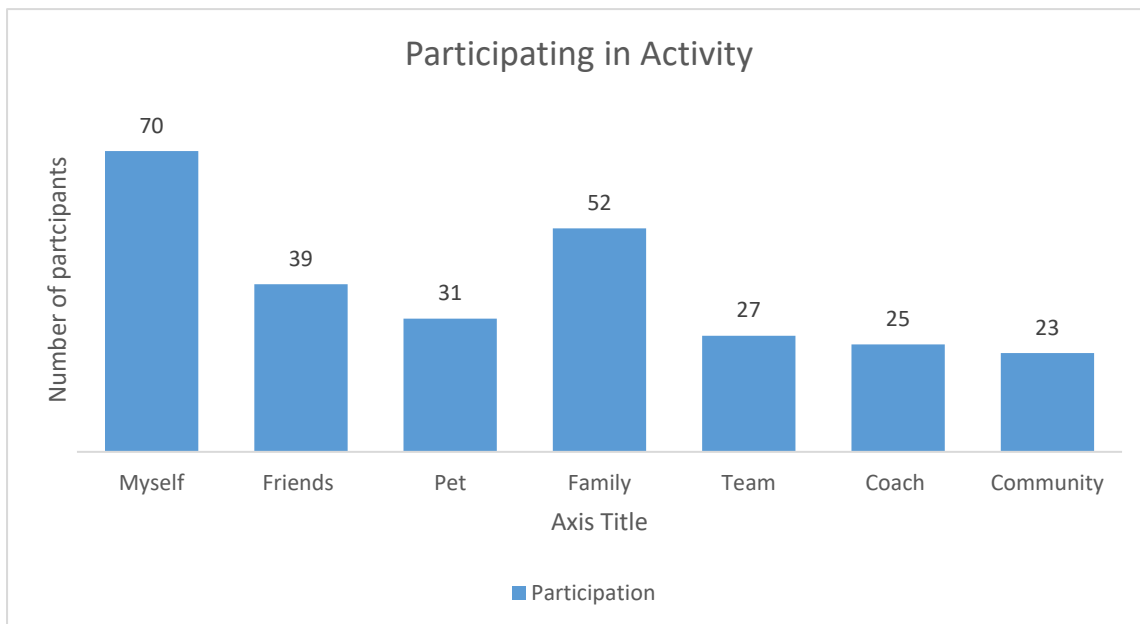


Figure 1.6 Participating in activity

Participants were asked to indicate all types that related to the way in-which they engaged in physical activity. The majority of participants indicated that they did exercise by themselves ($n=70$) followed by with family ($n = 52$) and then friends ($n = 39$). Pets and team sports were also popular with a smaller number engaging with community activities ($n = 23$) (Figure 1.6).

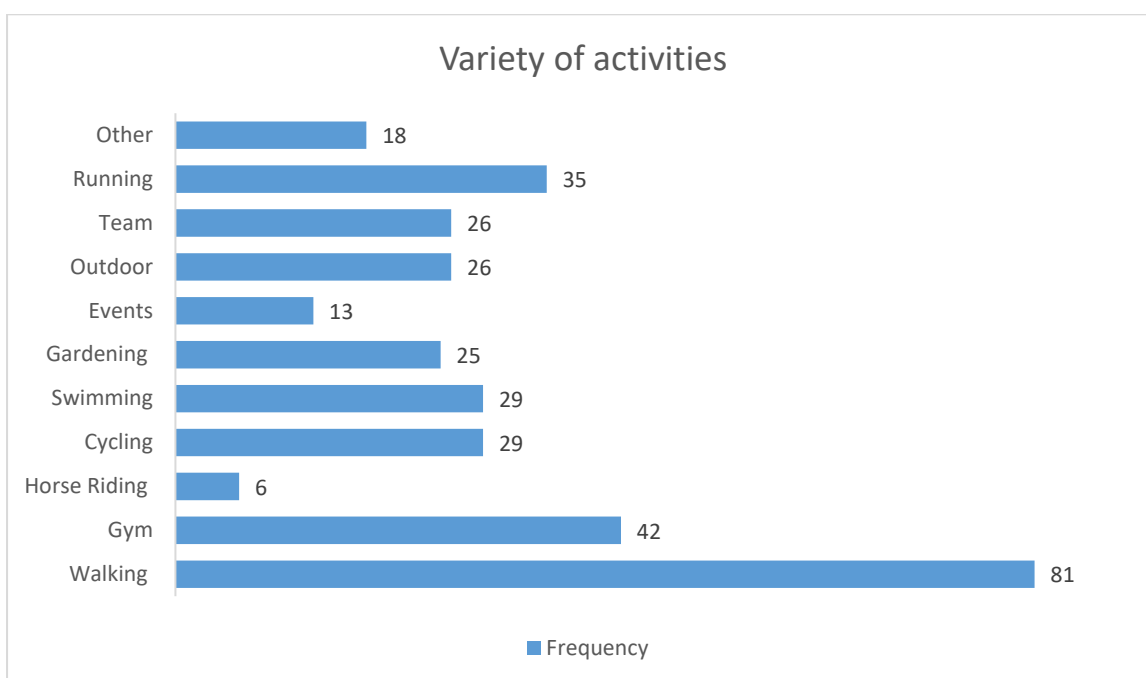


Figure 1.7 Variety of activities

There were a number of different types of activities noted by the participants with other representing online gaming, Pilates, and yoga. As shown in Figure 1.7, the most popular activity was walking, followed by going to the gym and running.

The participants had a lot of suggestions on how physical activity could be made to be more fun in the community.

“Better safety in the neighbourhood so that I had more confidence taking my two young children out on my own for activities”

“We have some great free and accessible spaces for physical activity in our town. Perhaps some fun activities or games to do while out walking”

“Better paths on side of roads and footpaths that connect up and go somewhere so you don’t have to ride on the side of main roads which is dangerous and frightening ... opportunities to meet new people and socialise in a safe friendly environment”.

“A few of those fitness stations with various exercise equipment in a public area.”

“More engagement between the community and local sports teams and activity groups.”

When asked where they felt safe doing physical activity the participants mentioned the time of day, location and facility. However, there were a number of things that resulted in people not feeling safe while doing physical activities.

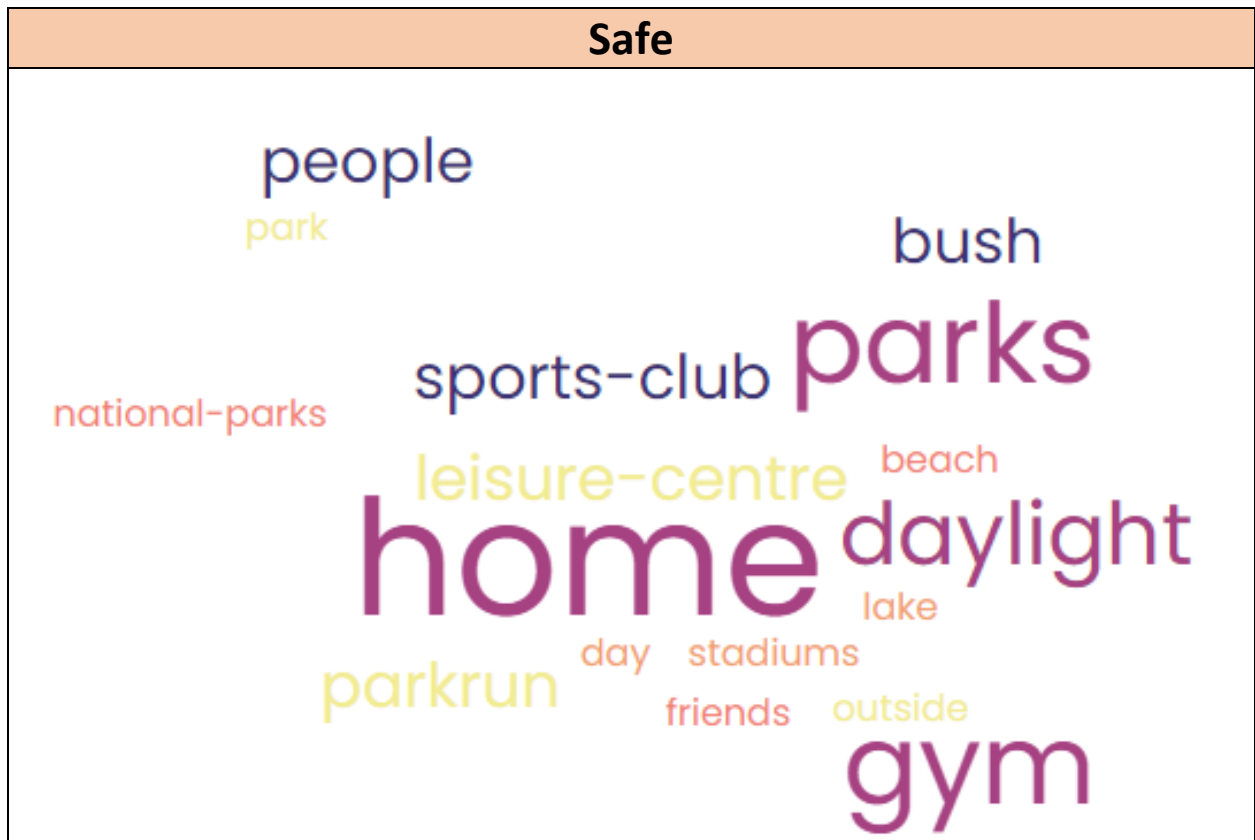


Figure 1.9 Where do you feel safe to participate in physical activity?

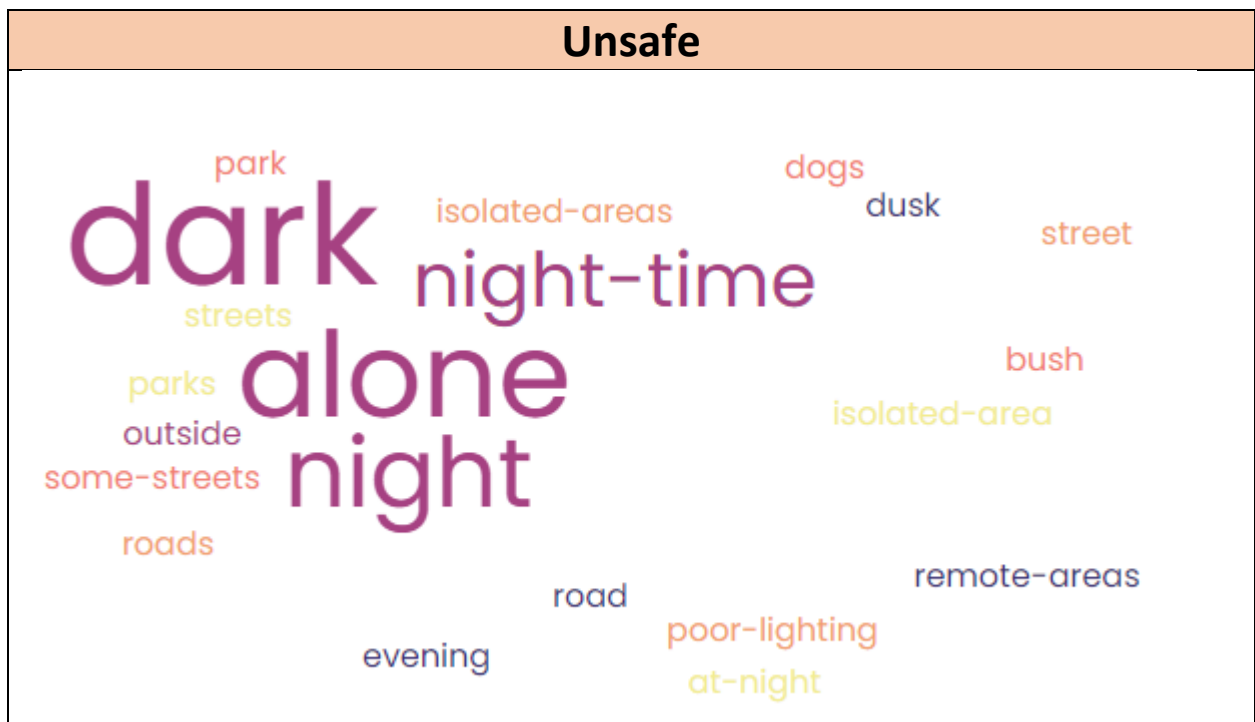


Figure 1.10 Where do you feel unsafe to participate in physical activity?

The participants made a number of suggestions on how physical activity can be made to be safer.

“Police presence, organised events”

“Better bike paths would be good, clear of rubbish”

“Family oriented environment close to shops, cafes and First aid if required”

“Better lighting and more connection between spaces (paths)”

“Public toilets at all parks and sporting facilities. Pool like fencing from roads and water areas for parents with children”

“Better paths that connect to create a nice bit walking /running track loop, better lighting and more water stations”

“I think we are very lucky here with great facilities for our kids and us to enjoy a huge variety of sports”.

4.2 THEMATIC ANALYSIS OF INTERVIEWS

Ten participants from were invited after consulting with LHA to identify the stakeholders who were best positioned to provide quality data for this project. The interviewees represented health promotion, recreation, recreation planning, sport, education, physical literacy research and the PLWG. The interviews ranged from 20-30 minutes and were conducted online via Microsoft Teams, using a set interview schedule approved by the Federation University Human Research Ethics Committee. Data were transcribed and processed for thematic analysis. Five academics from Federation University conducted the thematic analysis using a six-phase approach (1). Fifteen themes were initially generated from the data, which were synthesised to three major themes with additional subthemes:

Major theme	Subtheme
1. Developing a shared understanding	<ul style="list-style-type: none">• Defining physical literacy• Health and wellbeing benefits
2. Supporting and increasing access	<ul style="list-style-type: none">• Participation for all• Creating inclusive spaces• Funding considerations
3. Working group call to action	<ul style="list-style-type: none">• Building strong partnerships• Strategic actions

These themes are illustrated in the following analysis with verbatim quotes directly from participants in this research. The selected quotes are representative of collective themes which were repeated across a range of responses to interview questions.

4.2.1 Theme 1: Developing a Shared Understanding

This theme was refined to two categories:

1. Defining Physical Literacy
2. Health and Wellbeing Benefits

Defining Physical Literacy

A common thread in participant's understanding of physical literacy is the relationship to literacy as a foundational concept upon which physical literacy can be understood.

“Physical literacy is understanding the role that physical activity plays, how to access it, how to gain the most benefit from it, why it's good for you. So, I guess the whole use of the word ‘literacy’ actually means that you have a good understanding of what you need to do, how you need to get there, what the benefits are, what the motivators are going to be, setting goals, all of that stuff”.

Being able to understand the options available for physical activity and how to utilise those options in a personally relevant way appeared in several responses. Variety or range of activities is also an important element evident from the responses.

“My understanding of physical literacy would be people understanding the benefits of physical activity and then being able to understand how they can do that in a way that's

relevant for them. Like, what options are available around the range of things from organised recreation, organised sport, through to active recreation as well as active transport and all that sort of stuff”.

Some responses reflected common elements from definitions of physical literacy in recent literature regarding competence, confidence, motivation, knowledge and understanding of physical activity.

“In the simplest of terms, it’s combining the physical competence of an individual together with their level of confidence and motivation to actually be active. And we talk about the knowledge and the skills and the understanding of how to move and how to move with purpose and how to be motivated to move essentially”.

Understanding the importance or impact of physical activity toward improving physical and mental health also emerged.

“So it’s about understanding their physical needs and the impact their physical abilities and strength, and how being physically active can just have so much impact... How much you can manage to do positively and not just physical strengthening, your mental strength and everything to do with every organ in your body basically”.

All participants shared common elements in their understanding of physical literacy and their role in fostering physical literacy through their work and through their roles in the community through parenting, volunteering and participating in clubs and community groups. There was a consistent understanding of the importance of physical literacy as a holistic concept with intrinsic value to each individual in our community.

Health and Wellbeing Benefits

Social health and wellbeing were discussed throughout the interviews, extending the benefits of physical literacy throughout the community.

“If we can get more children participating, hopefully they develop more confidence and feel more connected and able to then be confident to be the same in the workplace”.

Connecting families to each other through existing spaces, groups, programs, services and organisations such as sporting clubs was a recurring element of a shared understanding across participants. This further reinforces the importance of social health and connectedness to participants in a range of interviews.

“I’m involved myself as a parent in a local football club for my son and they are forever putting on programs and family activities that are not just about football, they are about bringing families together. They are about providing movement and active recreation opportunities in a myriad of ways that are really centred around driving the social domain of physical literacy, which in turn develops the psychological domain of confidence and motivation and self-regulation and those things, without necessarily having to be doing football training or footy per se. So, I think there’s a big role for community clubs to play in that space as well”.

Additional support through mentoring and other means to foster connections to improve outcomes was repeatedly mentioned.

“Through connection outside of home as well and mentoring and having other opportunities is obviously really good for social emotional wellbeing”.

Another type of support mentioned was parental support and role modelling within families and within the wider community.

“As a parent encouraging them [Children] to be involved in all things, encouraging them to be involved in sport, encouraging them to walk to school, encouraging them to ride their bikes around and go for a scoot or take the dog for a walk”.

Providing a range of activities was seen as important, including organised and non-organised activities. Broadening the community’s understanding of physical activity supported by funding, promotion, events emerged as part of the health and wellbeing theme.

“I think community events that possibly offer a range of activities that aren’t, you know, specific just to the sporting side of things. There might be art activities or different things on”.

“Pre-COVID in Churchill, they had really big ‘come-and-try a whole heap of sports’ day. Someone brought all those sporting groups together to put that event on. And there’s that coordination role of promoting when available. And there needs to be some funding... around promoting different forms of activity”.

Connection of people, services and spaces to improve the health and wellbeing of the community was a strong thread throughout this theme. There was a sense that there have been many successful attempts at **improve** community health and wellbeing in the past, however there is a strong need to support sustainable social interaction around community spaces, activities and services.

4.2.2 Theme 2: Supporting and Increasing Access

This theme was refined to three categories:

1. Participation for All
2. Creating Inclusive Spaces
3. Funding Considerations

Participation for All

Including the whole community is a challenge that a range of participants kept coming back to. There was a common thread of going beyond clearly identified groups and searching for an inclusive approach for the whole community.

“I think there’s a whole range of things that either assist or prevent people from participating. That’s the important thing to understand. There’s the usual ones which are pretty easy to name off the top of your head, but there’s also people who struggle and don’t fit into any of these normal categories. They’re not kids who have got disabilities, they’re not people from a cultural background, they’re not Aboriginal, they’re just kids whose parents either don’t have the capacity or the resources to be able to support them in that”.

Participants often reinforced the need to provide a feeling of belonging for the whole community, and to engage new participants to be active and socialise who have previously been left out or opted out of participating in services, events and activities.

“I think stigma or disconnection between groups or groups of people often make it hard for people to feel like they can attend certain events that are on or be involved. I think it’s about providing opportunity for all, and they all feel as well placed to be there as others. That a key thing I’m always trying to consider”.

“How do we kind of reach those people that don’t fit the mould, or fit within the programs that currently exist? We need some general stuff too. We need that general community motivation, knowledge so that people might think, “I might do that, that might help”. I think that’s a pretty big untapped area”.

The role of sporting clubs in engaging the whole community was often discussed. In particular, opportunities were identified for clubs to collaborate with those ‘outside’ of their organisation to improve physical literacy outcomes such as improved social health in the community.

“A lot of our footy clubs, netball clubs, they actually compete against each other for members, but that’s not ideal. So, they’re not looking at it in terms of inclusiveness, whether that’s for the low socioeconomic, the disengaged, whichever group, the migrant families, the refugees that are here”.

A theme that repeatedly emerged was the utilisation of school spaces. Schools have the land, space, staff, and funding to continually improve and foster physical literacy. There was a strong sense of opportunity in tapping into the space and organisational capacity of schools to improve access for all to physical literacy enhancing opportunities.

“I think involving the parents is important too. I can’t see why schools can’t, for parents who are not working or whether their father or mother is bringing up the kids. Why can’t they have some Tai Chi at the school from 8:00 to 8:30 or even bring in other activities that the parents can be involved in”.

Participants repeatedly discussed the need to break down barriers to participation and engage the whole community to improve physical literacy. Opportunities to create access or promote activities to a wider audience were mentioned. These opportunities also have a common element of connecting community members socially and culturally, breaking down barriers between perceived ‘groups’ within the community.

Creating Inclusive Spaces

An important aspect of this research was the identification of physical literacy enriched environments as the foundation of physical literacy.

“In order to foster participation in physical activity, you need the right environments. And you only get the right environments if the infrastructure is there”.

Physical literacy provides a holistic lens to incorporate social, developmental and motivational aspects of the enjoyment of physical activity which may not be fully understood or utilised through levels of government and funding bodies. Evidence provided from participants suggests that within

local council there is an appetite for improving physical literacy through the provision and maintenance of spaces and infrastructure.

“When we design a regional playground, it has equipment that babies through to kids, through to teenagers, through to adults, and then the elderly in terms of balance and things like that, that they can actually use the space to maintain their balance or their strength and things like that”.

“We go through our 176 playgrounds in a 15-year cycle, if we can make small changes when we do that, we can tick that additional box that provides physical literacy for the elderly or older generations. They’re things that we can easily make changes without much effort. That’s what I’m really hoping to get out of this”.

An aspect commonly identified in the context of a barrier, or an opportunity was the level of belonging bestowed upon perceived groups within the community, and a desire to provide experiences that welcome all.

“I think a big thing for me is that welcoming environment right at the start... You welcome them and make them feel a part of something... That first interaction that you have with a parent, or a family is the most important one and makes up the parents’ mind, whether they’re going to come back or not”.

A key finding from this research was that behind each organisational role, there is an individual person with hopes and dreams, likes and dislikes. In order to understand the constraints and possibilities for future projects, it is necessary to liaise with a range of stakeholders a range of agencies including local council, and as such strong relationships with the individuals involved can facilitate progress and promote mutual understanding.

Funding Considerations

Evidence provided by participants suggested that funding criteria for infrastructure, support and programs could be influenced.

“It wouldn’t hurt if the funding bodies and funding programs etcetera had eligibility criteria which were heavily weighted towards providing physical literacy in whatever demographic is most important at that time or in general, because that’s how we get things actually from being in a paper document onto the ground, to being actually used”.

Concern was expressed about the type of projects or infrastructure that receive funding, which relate to specific sections of the community. The answers provided to interview questions indicated that physical literacy could provide a basis for considering the whole community in planning and decision making.

“The things that are eligible for funding are heavily focussed on female participation, or youth participation to that extent as well. So that has seen a lot of improvements made in facilities too, based on the fact that if it’s not female friendly, or if you can make something female friendly, then you’ll get money to do it. So that’s a really important piece of the puzzle I think”.

There were several mentions of low literacy and low digital literacy levels in Latrobe Valley. As a result, needed recipients of funding and vouchers are missing out while those familiar with paperwork and social media have a disproportionate advantage.

“Vouchers and incentives, it’s really difficult for families to access and know how to access those, even down to things like having emails set up that they look at regularly, so there’s kind of a digital literacy side to it”.

A strong common theme is cost and access spaces, experiences and services that improve physical literacy.

“Low socioeconomic families. Often your drug-addicted, unemployed – all that sort of stuff. They don’t have the capacity to drive their kids to an archery club that’s in a different town, for example, or even in a different part of the town. They don’t have the capacity to pay the fees or buy the equipment, all those sorts of things. And some of them don’t even understand that it means you turn up weekly for coaching sessions and you are committed to those sorts of routines”.

Enjoyment and attractiveness of spaces and activities was repeatedly mentioned by participants when identifying what has worked well.

“A bike park is probably the most popular piece of recreational infrastructure we’ve provided in the last 20 years in terms of locally, but also our tourism attraction. We’ve got people coming from anywhere on the eastern side of Melbourne coming out to Moe to ride on the bike park. That’s a good example of something that you probably wouldn’t have thought to invest in, or you thought that it was too much to invest in something like that. And it’s a significant cost to maintain it, but that cost is, I believe, easily justified when it comes to the investment in the area, but also the participation”.

Building physical literacy into funding models, strategic planning processes and infrastructure projects

4.2.3 Theme 3: Working Group Call to Action

This theme was refined to two categories:

1. Building Strong Partnerships
2. Strategic Actions

Building Strong Partnerships

Opportunities to create an anchor point for wide range of stakeholders to engage in the concept of physical literacy for holistic community development was a common thread through interviews. This suggests an opportunity for the PLWG as they are a group that can operate independently of agendas that pertain to specific industries, government and organisational groups.

“If we can all get to see that good health, good education and being physically active all go hand in hand, we’re going to get the message through. I think everybody, whether it’s GPs [General Practitioners], nurses, the maternal child health nurse, the kindergarten teachers, everybody that kids come in contact with, they’ve got to be pushing the same agenda”.

“I think then we need to bring those key leaders around the table to look at what that research is showing and how we can actually work together to make sport and recreation and physical literacy something that all families can be a part of”.

The absence of unified and widespread collaboration between organisations such as schools and sport clubs were often discussed.

“There’s no forum to actually just say, get every sporting club together that’s in Morwell, get them together with the schools for example, and just have an opportunity to say, “Ok, what could we do?”. What are the possibilities for some clubs to share, “hey we’re doing this really well, this is working” and give other people examples and a bit of problem-solving about what’s not working. Just open up the communication”.

Community development approach was discussed as an important aspect to empowering the community to have a voice and take ownership of physical literacy initiatives independent of political or organisational agendas.

“The community has to have a voice in this, and I’d see that as really important. Not just organisations delivering programs that happen to be politically supported at the present time, because that may not work here. Cookie-cutter approaches haven’t worked for a long time, so we need to understand our community, and I think the role particularly of community members of the Health Assembly is really important in being able to do that”.

Early education and School spaces were a very strong repeating theme across a wide range of participants. It is commonly understood that schools provide a common ground for different section of the community. The element of safety and trust in schools was also important in the discussion point in the utilisation of school spaces.

“I’d love to see more leadership through schools... to not just open up the school to community, but to actually invite the school community in and take a deliberate approach to providing structured programs and offering for families to consume together on the school grounds”.

“Schools for a start because that’s the captured audience of children, and whether it’s primary or secondary”.

Early childhood education was also discussed in the context of the importance of early childhood development and its relationship to physical literacy. Reinforcing the need for connection with community and families, the families were identified as important stakeholders.

“I think the early learning centres that we are in touch with as well would be really key. Those families, they are really, really important stakeholders that we need to communicate with and build connections with”.

There was strong evidence from participants that schools are well positioned to better utilise their spaces through engagement with community and service providers who would readily participate if given the opportunity. Furthermore, schools are carefully designed to cater for the development of physical literacy.

Strategic Actions

The need for a local alliance to improve physical literacy was a strong theme. The diversity within the Latrobe Valley community was mentioned several times as both a problem and an opportunity to develop a strategic direction toward improving physical literacy. Listening, researching and acting on information received at the community level was presented as an unmet need through several responses.

“We have to respond to local needs as opposed to looking at what might work somewhere else and thinking that will necessarily work here. There needs to be a bit more planning, consultation and research done, I think, just to make sure that you are addressing local need rather than a general need... Understanding the local nuances, the local situation, each community in Latrobe Valley is distinctly different. Each community has access to distinctly different levels of facilities”.

“I feel like we could work better together. Whether that is just sharing of resources, knowledge, and connections. Whether it is knowing each other better, to know exactly what each other can offer”.

Following a community development approach requires empowering the community to have a voice and make decisions. The challenge of handing over to community was discussed. Education and support were a key factor in building the organisational and governance skills needed for community members to build a sense of agency and competence.

“The agencies have to back off and let the community, encourage them. Then the community can say, “well we need this from this agency, or this agency”. Once they get organised and know what they want”.

The value and importance of building strong relationships and working closely with families was discussed throughout the interviews across many contexts.

“I think the closer to the families the better, just because there is that rapport and relationship and you hope that they know that agency or people from that agency. It feels more personal and more cared and thought about, as opposed to some random place that I may have heard of, or that people on the ground haven’t actually heard of”.

As well as a desire to connect more closely with the community, a need for an alliance or consortium that advocates for physical literacy outcomes was repeatedly expressed. This idea was followed with advice on which stakeholders need to be involved. This often included a range of stakeholders from government at different levels, community development, education, funding bodies, sporting assemblies and representatives from different sections of the community.

“So, the systems approach is really about uniting all of the sectors through an approach and a plan that brings them together so everyone plays their part together, as opposed to, you know, one sector or another trying to do their own thing and have probably much less effect than they otherwise would have”.

In order to develop a physical literacy-based consortium or alliance, having a framework was seen as important.

“To me, it’s more important about the consortium side of it than who actually hold the money, because if you have a structure and you have a framework, you have a plan, you have all of that, the key components of that plan have an identified agency next to them to deliver that component, it doesn’t really matter where the funds sit”.

4.3 SUMMARY OF WORKSHOPS

Three workshops were held throughout this project at the Morwell Innovation Centre. All workshops were offered in hybrid format where participants could join via Microsoft Teams or attend in person. The first two workshops were approximately one hour in length, and the final workshop was approximately three hours.

The first two workshops were held with interview participants to clarify themes, ideas and to develop shared understanding of physical literacy across these stakeholders. The purpose of these workshops was to encourage dialogue across a range of stakeholders around themes of physical literacy enriched spaces and providing a wide range of developmental opportunities. This approach is considered a first step in developing a shared understanding. These workshops served as a means to developing a shared understanding of physical literacy among participants. This was achieved by building on the meaning of physical literacy expressed through interviews and providing some education based on current literature on the concept, models and practical application. The lens of physical literacy was placed across a series of discussions and activities, and a sense of the importance of a holistic approach to physical activity was collectively shared.

Final workshop

The final workshop Consulting with the LHA Physical Literacy Working Group (PLWG) and other community members on opportunities and priorities based on the literature review, previous workshops, community survey and interview data analysis to date. The outcomes of this workshop are used to inform the recommendations in this report.

Ahead of this workshop, the PLWG and its activities were discussed with Pierre Comis, CEO Special Olympics Australia, who provided the following quote in support of the PLWG and this project:

“We need to build evidence on the ground. That helps to then advocate for government departments to come on board”.

Pierre Comis is also a member of the Asia-Pacific Society for Physical Activity (ASPA) [Physical Literacy Special Interest Group](#) (SIG), which was discussed in the workshop in the context of potential alignment with the PLWG. In particular, the charter provides four elements that participants from the workshop agreed, align with the values and activities of the PLWG. The four elements discussed were:

- Leading the advancement of physical literacy.
- Fostering a shared understanding of physical literacy.
- Advocating for inclusive delivery through health, sport, education, and the arts.
- Connecting people, organisations, and sectors to deliver physical literacy outcomes.

The group discussed synergies that exist with other LHA projects:

- Creative Latrobe Concept.
- Looking forward - Connecting up.

The data gathered from the final workshop (see appendix 1) were based on the following questions:

- What is the essence of physical literacy (PL)?
- What are the opportunities for the physical literacy working group (PLWG)?
- What are the three top priorities for the PLWG?

The first question on the essence of PL indicates the current state of shared (or not) understanding of PL within the PLWG. The other workshop questions were introduced at the start of the workshop and completed by the participants at the start and at the conclusion of the session. The workshop details were then provided to PLWG members who could not attend the workshop, and a survey was provided for them to add their answers.

The key outcome of this final workshop for the PLWG based on the summary of evidence from the research, which are:

- Advocacy.
- Communicate, collaborate and engage with the community.
- Research.
- Develop a charter aligned with the Asia-Pacific Society for Physical Activity Physical Literacy Special Interest Group.
- Promote the re-aligned group to the community with clear messaging
- Work with council staff and planning processes to achieve physical literacy outcomes.
- Work toward physical literacy informed funding models

The questions and answers from the workshop are presented below, along with a simple word-cloud analysis, where words used more often are represented by larger size.

5. LITERATURE REVIEW

This brief literature review begins by presenting the global to local context of physical activity relating to health, in which physical literacy as a concept has grown and proliferated through policy, programs, curriculum, groups and organisations. Success and feasibility factors in physical literacy initiatives are discussed, and examples of how different countries have adopted physical literacy are presented. The competing physical literacy discourses in Australia are examined and a potential issue with the adoption of Sport Australia's framework is identified, leading to a need for community voice in physical literacy. Finally, key points are summarised relating to feasibility and success factors in community physical literacy.

The need for physical literacy

Globally, there is a push for physical activity policy to address the shortfall in meeting physical activity guidelines (2), citing the global health bill of insufficient physical activity at \$54 billion in 2013 (3). It is estimated that the cost of sedentary behaviour in Australia is around \$13.8 billion on an annual basis (4). Furthermore, in the 2022 Active Healthy Kids Global Alliance Report Card, Australia received a D- for overall physical activity because only a quarter of Australian children are meeting the physical activity guidelines (5).

Within the Latrobe City municipality, more than two-thirds of participants in recent research responded that they would like to increase their physical activity, and 58 percent of them are not meeting daily activity guidelines (6).

Across the seven small townships of Latrobe, children in their first year of full-time school report lower levels of development in physical health and wellbeing than the Victorian and National average (7). This relates to physical readiness for school, physical independence and gross and fine motor skills. According to the Australian Early Development Census, almost 28% of children surveyed were either developmentally at risk or vulnerable (7).

While Latrobe has sporting club participation rates that are favourable compared to the Victorian estimate, participation in non-organised physical activity is significantly less favourable than the Victorian estimate (8).

PL is considered to be a concept with capabilities of improving lifelong engagement in physical activity and reducing sedentary behaviour to reduce non-communicable disease (2). This rationale largely relates to the development of motor skills that support lifelong physical activity, which in turn affects capacity for healthy behaviours to avoid non-communicable diseases. This is a view that is

well supported by an evidence informed conceptual model of physical literacy developed by Cairney, Dudley (9) which positions PL as a determinant of health.

The rise of physical literacy

Physical literacy (PL) is broadly recognised as the capacity to live an active lifestyle (10). Concepts of physical literacy have gained considerable traction across the world since Margaret Whitehead (11) provided an inspirational and articulate call to action for a wider, more holistic and philosophical approach to physical activity. Physical literacy is a concept that values movement for health and human flourishing across the lifespan (12). The concept itself is not new (13), however, it has gained considerable attention since Margaret Whitehead, considered a leading author, produced her seminal work on the topic in 1993.

There has since been a surge in high quality reviews on the topic of PL (14-19), which followed studies that explored the ways in which PL might impact education, sport and health across the world (10, 19, 20). Physical literacy informed practice has been developed through programs in community sport and physical education (21, 22), and recently in Australian primary schools through the physical education, physical literacy project (PEPL) (23). Such projects are in response to an emerging need to investigate PL implementation, promotion and evaluation strategies in a variety of contexts (24, 25).

Finding a middle ground in defining physical literacy

The increasing need for better health and physical activity outcomes, along with the increasing focus on PL heightens the need for understanding outcomes in the community. A well-known barrier to achieving PL outcomes is the lack of consensus on a definition of PL (15). To address this, Young, O'Connor (17) provided a concept analysis of PL using a 'ladder of abstraction', ranking the various definitions of physical literacy from concrete (holistic root definition developed by Whitehead (11), to abstract (physical competency definitions uncoupled from the root definition). Following Young, O'Connor (17), this project adopts the definition of PL at the medium level of abstraction (26):

The motivation, confidence, physical competence, and knowledge and understanding to value and engage in physical activity for life.

According to Young, O'Connor (17), this is the definition that has gained the most traction in the literature, maintaining a connection to the philosophical foundation of the concept, while simple enough to understand it's attributes for deployment in a wide variety of contexts.

In a global scan of the PL environment, initial findings from The Aspen Institute (27) found that the most established initiatives have strong, effective messaging and well-developed grass-roots support. A study by Foulkes, Foweather (28) explored the feasibility of PL interventions in pre-schools and developed recommendations for successful implementation, including the following: staff training; collaboration with researchers and stakeholders; flexible intervention design; provision of resource materials; and alignment with organisational charter and policies.

A PL approach involves focusing on the interests of children and the meaning they place on their environment, tasks and content (29), rather than the delivery of content that is defined by predetermined, performative outcomes. In a wide-ranging literature review of meaningful experiences in education, Beni, Fletcher (30) stated that:

[T]hose who commit to lifelong physical activity tend to do so for the intrinsic motivational benefits of participation (such as personal meaningfulness, challenge, satisfaction, and joy) rather than for extrinsic motivational benefits (such as weight loss or disease prevention (p. 292).

Across the world

Physical literacy has been steadily growing through policy, health promotion, sport, and education. In India, it was proposed to the supreme court that physical literacy is a fundamental human right, and that children and families should be able to access school playgrounds and sporting equipment outside of work hours with the appropriate safety and security measures in place (31). In 2014, the USA introduced five national standards for K-12 education based on the 'physically literate individual' (22). In Canada, physical literacy is promoted nationally through Canadian Sport for Life and Public Health and Education Canada (16). The concept also proliferates policy and funded programs in sport and schools throughout the United Kingdom (16).

Physical literacy discourses in Australia

In Australia, there are three key areas of development, debate, and discussion (discourses) in physical literacy spanning health, sport, and education. Sport Australia has taken the lead and with good reason. In Wales, for example, the government invested 1.78 million pounds in a physical literacy program for schools (16), which indicates the potential of the concept to attract funding and support. The health discourse centres around physical activity guidelines and the potential to address health issues related to lack of physical activity and sedentary behaviour (3-5, 32). Education in Australia has a high potential to incorporate physical literacy into the Australian Curriculum: Health and Physical Education (AC:HPE), however, progress has been stifled by debate around a

universal consensus of what physical literacy is and whether it would improve the curriculum (33-35).

Table 1: Summary of Physical Literacy Discourses in Australia

Health (economic rationale)	Sport (dominant)	Education (high potential)
Leading justification of need for PL based on health benefits of PA.	Dominant National framework driving policy and research	Potential general capability in AC:HPE (Macdonald & Enright 2013)
Evidence informed conceptual model positions PL as a determinant of health (Cairney, Dudley et al., 2019).	Definition, position statement, guide for schools, guide for sport, research tools based on framework.	Fits with AC:HPE value movement proposition.
\$13.8 billion estimated annual cost of inactivity in Australia (Keegan et al., 2013).	Deployed in primary schools through pilot PEPL project. Top down approach with teacher coaches.	Used explicitly in NSW curriculum and potential 6 th proposition in the AC:HPE (Brown & Whittle 2021)
Score of D- in Active Kids Report Card. ¼ of Australian kids meeting the physical activity guidelines (Hesketh et al., 2022).	Deployed implicitly through National guide for schools, potentially displacing the curriculum (Brown & Whittle 2021)	Small scale deployment through instructional design, pre-service teacher education (Dinham & Williams, 2019)
Emphasis on cost. \$54 billion estimated global health bill of inactivity in 2013 (Ding et al., 2016).	Performative 'checklist' approach with 30 elements.	Emphasis on movement confidence and competence, inclusion, positive self-esteem and empowerment

Potential issues

Health, sport, and education are three industries in and of themselves, and as such compete for finite resources in government support and funding. Sport Australia has taken the lead with the recently introduced the Australian Physical Literacy Framework (APLF) position statement (36), and associated resources, including program alignment guidelines and guides for schools and sporting clubs (37). A criticism of such top-down frameworks is that they can potentially displace or distort the curriculum and programs of schools (34). A potential issue with one industry taking the lead is a lack of consensus, shared understanding and aligned strategy for improving quality of life.

Alternative to Sport Australia’s positioning strategy, Canada has taken a consensus approach (38) which has resulted in traction with policy and global leadership in physical literacy. Consensus and shared understanding across industries may offer greater opportunities for traction of the physical literacy concept, as shown in the Canadian example.

What is missing?

Missing from the Australian discourses is the voice of the community, where there is a gap in the literature regarding community development approaches to physical literacy. Durden-Myers and Keegan (39) suggest that building capacity to support the development of PL would require a collaborative approach to develop training in physical literacy that is context specific and supportive in developing knowledge, understanding and confidence in delivering PL outcomes. This approach is in contrast to implementing a top-down framework such as the Sport Australia model, hence there is

a need for ground-up, community led innovation to develop physical literacy in different cultures and contexts.

In response to the community level gap in training and development in physical literacy, community practitioners and stakeholders in physical literacy education were engaged in a recent study (40). By consulting with practitioners on the ground, it was found that physical literacy education should be a collaborative community effort, and that forming partnerships and alliances with collective messaging and communication is a future direction recommended. This research also emphasised that physical literacy is a life-long concept, and so various age groups, abilities and interests should be considered in environments and programming.

Where to start?


Paul Jurbala (20), in a thorough analysis of physical literacy, developed a proposed virtuous cycle of physical literacy development. The cycle offers twelve intuitive steps toward improved quality of life through physical literacy, and importantly, identifies a clear and explicit path for both research and practical application for organisations and community groups. The 12 steps in this cycle are (20):

1. Enriched movement environment
2. Extensive developmental participation
3. Increased movement repertoire
4. Improved efficiency across repertoire
5. Improved adaptability to new movements
6. Increased self-efficacy
7. Increased disposition to try new activities
8. Increased success in new activities
9. Retention in new activities
10. Increased participation
11. Improved health
12. Improved quality of life (p. 378).

The first three steps offer foci for practical application for community groups and organisations. Enriched movement environments are commonly seen in early childhood education settings, however from a physical literacy perspective, this should extend to all ages and abilities. The provision of extensive developmental participation (step 2) and increased movement repertoire (step 3) would need to be considered in the design of spaces and infrastructure as a basis of developing physical literacy.

In summary

This brief review of the literature has revealed the following key points relating to the need to build a community voice for physical literacy in Australia and achieving success in physical literacy programs, advocacy and support:

- Enriched movement environments are foundational to physical literacy
 - Grassroots support and collaboration are part of a successful approach in building community capacity for physical literacy.
 - Forming alliances with strong collective messaging and communication is a suitable direction forward for whole community physical literacy education.
 - Community led innovation is needed to develop physical literacy specific to different contexts.
 - Consensus and shared understanding across industries can lead to greater traction in policy and programs.
 - Lifelong engagement in physical activity results from intrinsic rewards of joy, challenge and personal meaning, which should inform the development of physical literacy.
 - To be feasible, physical literacy interventions should include training, collaboration with researchers and stakeholders, flexible design, provision of resource materials, and alignment with organisational charter and policies.
 - Provision of spaces, programs and activities should consider a wide range of developmental opportunities for all ages, abilities and interests.
- 

6. DISCUSSION & RECOMMENDATIONS

The rapid rise of physical literacy across the world and in Australia suggests a need to find a more holistic way of engaging in health and physical activity. This was reflected throughout evidence provided in literature, interviews, community survey and the workshops conducted in this project.

The scope of this project included:

1. Enabling relevant community agencies to empower citizens to develop competence, confidence and motivation to participate in a wide range of physical activities.
2. Engaging stakeholders from health promotion, physical activity, education, sport, recreation and recreation planning in developing recommendations for services and resources that foster physical literacy.
3. Identifying and prioritising projects to accomplish improved physical literacy outcomes in the community (competence, confidence, motivation and participation).
4. Identify existing support, funding and initiatives toward physical literacy outcomes.
5. Identify needs for training, education and ongoing support to improve physical literacy outcomes.

Enabling community agencies

The research conducted across LHA, stakeholders and the community has been synthesised into recommendations to provide the PLWG with actionable items to be used in the ideate and prototype phases of the triple diamond process. The clarity of direction for the PLWG going forward with a sense of purpose, shared understanding of physical literacy and common goals provides a sustainable platform for ongoing support and development of a network of community agencies who are able to respond to the needs of the community in improving physical literacy outcomes.

Engaging stakeholders

Stakeholders from all these areas were engaged through the ten interviews and first two workshops, which provided rich data for analysis. The initial analysis and ideas were presented in the final workshop with the PLWG to identify which ideas and recommendations resonated with the group. A unique aspect of this research was the development of a relationship with these stakeholders and the building of shared meaning of physical literacy throughout the interviews and workshops. Through this engagement, stakeholders have looked at their work roles and organisational activities through lens of physical literacy, seeing new dimensions that can lead innovative possibilities, relationships and networks built on a shared understanding.

Identifying and prioritising projects

There are strong synergies with existing projects that LHA are involved in, particularly *Creative Latrobe Concept*, and *Looking forward - Connecting up*. However, the most pressing priority for the PLWG in moving forward relates to the development of a charter and identity from which all future activities will be anchored.

There is potential for the PLWG to develop a charter and identity and align with the Asia-Pacific Society for Physical Activity (ASPA) Physical Literacy [Special Interest Group](#) (SIG). Potential synergies with the SIG that could support the development of an identity and charter for the PLWG include:

- Leading the advancement of physical literacy
- Fostering a shared understanding of physical literacy
- Advocating for inclusive delivery through health, sport, education, and the arts

- Connecting people, organisations, and sectors to deliver physical literacy outcomes

Based on analysis of the literature, interviews, community survey and workshops, this report provides twelve recommendations in order of priority and sequence for the physical literacy working group to consider.

The PLWG came together for the final workshop in this project, where preliminary findings from the project were presented, and priorities were identified. The key priorities identified by the PLWG in the final workshop for this project are:

- Advocacy
- Collaboration
- Research
- Work with council to establish rec plans and seek funding
- Fund programs that work
- Communication and engagement with the community
- Developing a vision statement for the group
- Understanding the purpose and vision for the group, then communicating and promoting this to community and partners
- Messaging
- Relationship building particularly with council
- Promoting our work

These priorities are captured in the recommendations on page 41 of this report.

Existing support, funding and initiatives

Interviews and workshops revealed that each stakeholder has an appetite and capacity to build on existing activities and projects to incorporate physical literacy. However, the challenge for the PLWG is to develop close relationships with these stakeholders to understand the constraints and possibilities that exist within each organisational role. Latrobe City Council (LCC) is a key organisation with a range of stakeholders in different departments. This project engaged with community development and recreation planning departments at LCC. Considering that movement enriched environments are foundational to physical literacy, LCC is a key agency providing a wide range of services and support for funding, infrastructure and services across the Latrobe Valley.

The community development department is involved in health promotion and the two projects mentioned previously: *Creative Latrobe Concept* and *Looking forward - Connecting up*. While these projects are not currently physical literacy projects, they present an opportunity to leverage the work that has already been completed and reinvigorate these projects with a physical literacy lens.

The recreation planning department has oversight of the development and management of recreation spaces across the Latrobe Valley, including playgrounds, sporting grounds, parks and a variety of other recreation spaces. This makes recreation planning a key support in developing physical literacy enriched environments which is foundational to supporting physical literacy outcomes.

Existing support and infrastructure through schools and sporting clubs was a common theme throughout the research. Interview responses and workshop discussions centred around the infrastructure, funding, support and organisational systems that exist in schools and sporting clubs. An important element of schools and sporting clubs is the social capital through networks and trust that they have with the community.

Training, education and ongoing support

All participants in this research represent a network and community in the early stages of understanding the concept of physical literacy and how it can be applied to improve health and human flourishing. While not all recommendations from this report will be immediately feasible, each recommendation carries with it the need for training and support. Throughout this project, participants have shared their understanding of physical literacy and participated in workshops to build a shared understanding of the concept. In order to keep building on this shared understanding of the concept, what it means in the Latrobe Valley community and how it can benefit the community, a workshop for stakeholders and community members could be developed in partnership with Federation University with support from the ASPA Physical Literacy SIG. This would serve to foster a shared understanding of physical literacy that is specific to the Latrobe Valley region, providing a holistic basis for innovation and collaboration toward health and human flourishing in the region.

6.1 LIMITATIONS

There were limitations related to this evaluation that must be considered. These include:

1. The study findings are contextualised to the settings and interviews and do not seek to be generalisable in other contexts.
2. Incomplete data sets from community surveys where responses were not provided to questions
3. People from Non-English speaking backgrounds may not be represented in the data.

Data collection not was not affected by COVID.

Despite these limitations, the evaluation is considered to present a credible assessment of the project.

6.2 RECOMMENDATIONS

The following recommendations, based on the literature, interviews, workshops and community survey are presented in order of logical sequence and priority for the physical literacy working group (PLWG) to consider.

1. Develop a charter and visual identity for the PLWG.
2. Clarify messaging to the community and stakeholders based on the charter
3. Develop a community education workshop in partnership with Federation University supported by the ASPA Physical Literacy SIG to educate the community and stakeholders
4. Develop a framework for a strategic alliance or consortium of key stakeholders for the improvement of physical literacy in Latrobe Valley
5. Build a database and/or map opportunities to connect families to existing spaces, groups, clubs, and services. Potentially building on *Creative Latrobe Concept*, and *Looking forward - Connecting up* projects
6. Connect with Latrobe City Council Recreation Planning (and other departments) to understand and effectively engage with the council planning cycles
7. Investigate possibilities to influence funding criteria for infrastructure to support physical literacy outcomes.
8. Develop low to no cost opportunities to improve physical literacy that do not require travel
9. Explore strategies to incorporate physical literacy/and or the importance of positive role modelling into parental support and education through health networks
10. Expand community access to school and sporting club spaces
11. Trial physical literacy-based space interventions and evaluate space use before and after
12. Conduct an action research project using a community development approach to empower and support the community to develop physical literacy

7. METHODOLOGY

7.1 CONCEPTUAL FRAMEWORK

The approach of the CERG to this evaluation was informed by a Participatory Evaluation and Co-Design Framework.

PARTICIPATORY EVALUATION

A participatory evaluation framework puts people from the community and those delivering the programs, projects and services at the centre of the evaluation. Participatory evaluation is a distinctive approach based on the following principals:

- That evaluation should be a co-designed, collaborative partnership through 360° stakeholder input including project participants and project funders;
- That integral to evaluation is an evaluation capacity-building focus within and across projects;
- That evaluation is a cyclical and iterative process embedded in projects from project design to program assessment;
- That evaluation adopts a learning, improvement and strengths-based approach;
- That evaluation supports innovation, accepting that projects will learn and evolve;
- That evaluation contributes to the creation of a culture of evaluation and evaluative thinking;
- That there is no one or preferred data collection method rather the most appropriate qualitative and quantitative methods will be tailored to the information needs of each project.

CO-DESIGN

Co-design is a process and approach that is about working with people to create ‘interventions, services and programs which will work in the context of their lives and will reflect their own values and goals’¹. Co-design can be done in many ways but is about collaborative engagement that is bottom-up, creative, and enables a wide range of people to participate and importantly to steer decisions and outcomes. Co-design is not a consultation process but a partnership approach where ‘end-users’ actively define and shape strategies and outcomes. The role of the ‘expert’ is to facilitate this process.

¹ VCOSS (2015). *Walk alongside: Co-designing social initiatives with people experiencing vulnerabilities*. V. C. o. S. Service. Melbourne.

7.2 EVALUATION METHODOLOGY

The evaluation of the project utilised a variety of data collection tools in a mixed methods approach providing information about process, outcomes, impact and capacity building. Qualitative and quantitative data was collected and analysed as described below.

QUANTITATIVE DATA

Quantitative data were captured through the community survey, distributed via an online survey platform, Qualtrics. Demographic data including gender, age, postcode, English language, and Aboriginal and Torres Strait Islander status were explored in conjunction with a series of questions on activity participation. A total of 28 surveys were excluded following data cleaning resulting in the final data set consisting of 102 surveys. The data was extracted out of Qualtrics to Microsoft Excel and then to SPSS V26 software for statistical analysis.

QUALITATIVE DATA

Semi-structured interviews were held with 10 participants. Participants were invited via email and if they indicated interest in participating, they were sent a calendar invite with a plain language information statement and consent form attached.

Participants from relevant agencies in the community were invited to participate in an interview lasting approximately 20 – 30 minutes using a semi-structured interview technique. Interviews were individual via virtual technology at a mutually convenient time. Interviews were audio-recorded and transcribed verbatim for thematic analysis. The data analysis occurred using the six steps approach to thematic analysis as detailed by Braun and Clarke (2006).

Semi-structured interview questions were designed to guide the researcher to capture all desired information while providing flexibility for the participant to elaborate on their experience (see Appendix 2).

Data Analysis

A thematic analysis technique was used for the qualitative data with findings presented under theme headings together with participant quotes. The thematic analysis utilised Braun and Clarke's six step process which included familiarisation with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report (Figure 2)².

² Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2). pp. 77-101. ISSN 1478-0887.

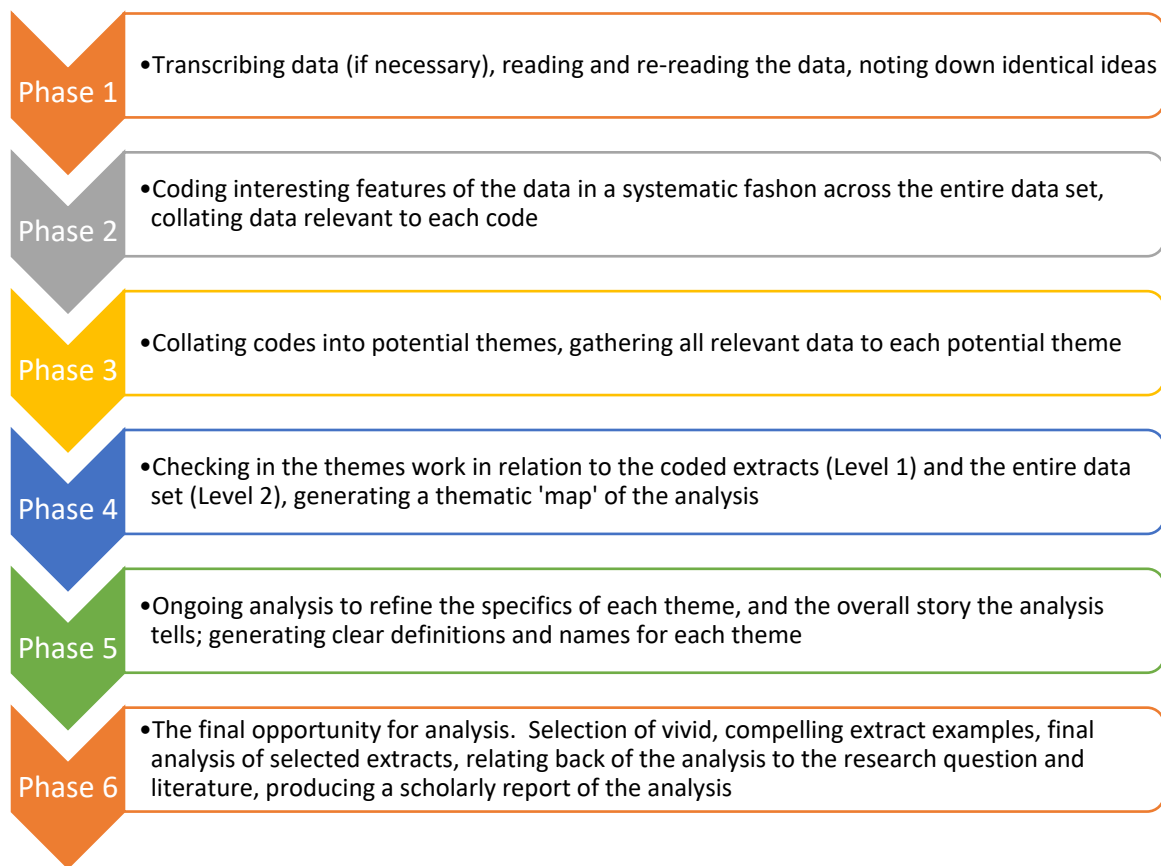


Figure 2: Six Step Thematic Analysis

As qualitative analysis is an inductive process, some interpretation of the data was required to create the thematic map. It was actively acknowledged that the researcher’s interpretations would inform the results of this study, hence, any prior conceptions of the topic were reflexively bracketed to the best of the researcher’s abilities³.

³ Berger, R. (2013). Now I see it, now I don’t: Researcher’s position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219-234. <https://doi.org/10.1177/1468794112468475>

8. ETHICAL APPROVAL AND PRACTICE

This project titled *Physical literacy scoping project: Children and families*, was approved by the Federation University Low Risk Human Ethics Committee, reference 2022/178.

Federation University aims to promote and support responsible research practices by providing resources and guidance to our researchers. We aim to maintain a strong research culture which incorporates:

- Honesty and integrity;
- Respect for human research participants, animals and the environment;
- Respect for the resources used to conduct research;
- Appropriate acknowledgement of contributors to research; and
- Responsible communication of research findings.

Human Research and Ethics application 2022/178 was approved by Federation University Human Research Ethics Committee prior to data collection and analysis. Consent to participate in the study and for participant's de-identified transcripts to be used for research and evaluative purposes was obtained via signed informed consent forms before commencing the interviews. Participant anonymity was maintained by removing any identifiable information from the evaluation.

9. ABBREVIATIONS

LHA	Latrobe Health Assembly
CERG	Collaborative Evaluation & Research Group
IEAC	Institute of Education, Arts and Community
PLWG	Physical Literacy Working Group
ASPA	Asia-Pacific Society for Physical Activity
SIG	Special Interest Group
PL	Physical Literacy

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APPENDIX 1: FINAL WORKSHOP RESULTS

What is the essence of PL?



- Awareness of Self
- Mixed Abilities
- Good health
- Confusing Action
- New jargon
- Framework Sport Health
- Basic movement skills
- Structured play
- Confidence
- Connection Socialisation Confidence
- Socialisation Play Coordination
- Motivation Confidence

APPENDIX 2: STAKEHOLDER AND COMMUNITY MEMBER INTERVIEW QUESTIONS

- Can you tell me a bit about your living situation and who you live with?
- What is your understanding of physical literacy?
- What is your role in providing opportunities for children and families to participate in, enjoy, and build competence and confidence in a wide range of physical activities in Latrobe Valley?
- What opportunities currently exist in Latrobe Valley for children and families to participate in, enjoy, and build competence and confidence in a wide range of physical activities?
- What has previously worked well in your sector for children and families to participate in, enjoy and build competence and confidence in a wide range of physical activities?
- What is/has previously not been working well in your sector for children and families to participate in, enjoy, and build competence and confidence in a wide range of physical activities?
- What should be done to improve access for children and families to participate in, enjoy, and build competence and confidence in a wide range of physical activities?
- What stakeholders/agencies can help improve access for children and families to participate in, enjoy, and build competence and confidence in a wide range of physical activities?
- How could different stakeholders/agencies work together to help improve access for children and families to participate in, enjoy, and build competence and confidence in a wide range of physical activities?
- If there were a lead agency coordinating a project to improve access for children and families to participate in, enjoy, and build competence and confidence in a wide range of physical activities, who should it be, and why?
- Any other comments, or suggestions?

APPENDIX 2: ETHICAL APPROVAL LETTER

From: [Research Ethics](#)
To: [Sam Fenton](#)
Cc: [Elissa Dabkowski](#); [Anna Fletcher](#); [Joanne Porter](#); [Alexander Prins](#)
Subject: 2022/178 - ethics application resubmission dated 15-11-2022 - APPROVED
Date: Tuesday, 15 November 2022 9:58:05 AM

Dear Sam,

I am pleased to advise you that the Low Risk Human Ethics Committee has approved your ethics application, titled *Physical literacy scoping project: Children and families*, reference **2022/178**.

Approval period: 15/11/2022 to 15/11/2027

This approval is subject to the following conditions:

1. The project must be conducted strictly in accordance with the proposal approved by the Committee, including any amendments made to the proposal required by the Committee.
2. The Chief investigator must advise the Committee, via email to research.ethics@federation.edu.au, immediately of any complaints or other issues in relation to the project which may warrant review of the ethical approval of the project.
3. Where approval has been given subject to the submission of copies of documents such as letters of support or approvals from third parties, these are to be provided to the Ethics Office prior to research commencing at each relevant location.
4. **Amendment requests** must be submitted to the Committee **PRIOR** to implementation of such changes. Amendments cannot be implemented prior to receipt of approval from the relevant ethics committee. Amendment requests may include:
 - Changes to project personnel
 - Project extension (note, extensions CANNOT be granted retrospectively)
 - Amendments to project procedures
5. **Annual and Final Reports** MUST be submitted by the following deadlines:
 - *Annual Progress Reports* - annually on the anniversary of the approval date. Amendment requests will not be accepted for projects with overdue annual reports.
 - *Final Report* - within one month of project completion, which may be prior to the expiry of ethics approval. Submission of a final report will close off the project.
6. It is incumbent on the research team to keep track of reporting requirements and submit reports on time. Reminders may not be sent by the Research Office and should not be relied upon.

7. If, for any reason, the project does not proceed or is discontinued, the Committee must be advised via the submission of a Final Report.
8. The Human Research Ethics Committee may conduct random audits and/or require additional reports concerning the research project as part of the requirements for monitoring, as set out in the National statement on Ethical Conduct in Human Research.
9. The Ethics Team must be notified of any changes to contact details for any member of the research team. This may include, but is not limited to address, phone number and/or email address.
10. Failure to comply with the National Statement on Ethical Conduct in Human Research 2007 and all updates, and/or with the conditions of approval, will result in suspension or withdrawal

of approval.

If you require any further information, if something is not clear or you would like to provide feedback, please contact the Ethics Team via email at research.ethics@federation.edu.au or call +61 3 5327 9765.

We wish you all the best for this research.

Kind regards,

Research Ethics Team

Research Services | Research and Innovation

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Federation University Australia acknowledges the Traditional Custodians of the lands and waters where its campuses are located, and we pay our respects to Elders past and present, and extend our respect to all Aboriginal and Torres Strait Islander and First Nations Peoples.