

Physical Literacy – The Pursuit of Practice (IPLA Video)

Slide	Outline	Transcript
1	IPLA Title	Welcome to an IPLA Information video
2	P.L. The Pursuit of Practice	The philosophy of Physical Literacy will be discussed, together how underpinning concepts provide the stable foundation for application and practice.
3	World view and adopting a holistic approach	There are many concepts which embed the term literacy including digital, health, leisure, to name a few. However, in order to apply and develop the concept of literacy, the definition requires attention. Highlighting key definition terminology from the United Nations Educational, Scientific and Cultural Organisation, literacy includes, understanding, interpreting, creating and communicating.
4	Philosophy of Physical Literacy	So how does this apply within the context of Physical Literacy? Understanding and the appreciation for the underpinning construct of Physical Literacy is important to enable the application in the everyday context, in which the philosophy provides the foundations and fundamentals to support implementation and practice, both in a daily and physically active capacity.
5	Monism	Monism underpins the holistic approach to Physical Literacy, considering embodiment and human existence as a whole, the mind and body linked and intertwined, influenced and relatable to experiences fostered throughout life. In practice, how can monism be facilitated and explored?
6	Existentialism	It is important to note that the exploration and experiences throughout life provide opportunities for distinct individual interactions with the surrounding world, thus the understanding of existentialism. Through knowledge, processing and appreciation these will enable us to understand individual capabilities and possibilities.
7	Phenomenology	From this understanding Phenomenology emerges, considering the uniqueness of experiences. The way in which each individual perceives and experiences the world is distinct, garnering information throughout a life course. How can the practical environment facilitate unique experiences and support individual appreciation of their own uniqueness?
8	Individual and Groups	Appreciating and understanding the underpinning theory of Physical Literacy, practitioners are in a unique position to truly facilitate an environment which supports the holistic develop of each individual. Whether in isolation or a group setting, constructing multifacted experiences which fosters interactions through understanding, interpreting, creating and communicating.
9	Unlock the Potential	Therefore, as practitioners, we are in the unique position to unlock each individuals' potential, illuminating their capabilities, providing a learning environment which supports the achievement of goals, whilst developing confidence, competence and motivation, both intrinsically and within society.
10	Process	Highlighting the key components of Whitehead's (2019, p. 8) definition of Physical Literacy, motivation, confidence and physical competence are just the beginning, in which the 'knowledge and understanding to value and take responsibility

		for engaging in physical activities for life' are as equally important. Therefore, Physical Literacy is the construct and interaction of multiple mechanisms, working together and in harmony to support a physically active journey, building and developing over time.
11	Time and planning	Integrating these components of literacy and more specifically, Physical Literacy, within a practical environment, is key when planning and developing activities. How do the activities within a sport or physical activity session develop individual experiences; knowledge and understanding of themselves and the surrounding world; facilitate interaction and develop physical competence; motivation and build confidence?
12	Step-by-step progressions	The affective domain constitutes for the individual behaviours related to the development of Physical Literacy, in which a step-by-step and progressive approach will assist to motivate individuals, embarking and/or continuing on their physical literacy journey. Relevant not just to the physical outcome and achievement, but the process for nurturing and encouraging to build resilience and perseverance.
13	Physical Domain	Reflected in the philosophy and definition of Physical Literacy, the physical and psychomotor is but one domain, in which outcome is not the goal. The development of meaningful experiences which foster the development of movement in a variety of context, building competency, curiosity and exploration. How do your practical activities facilitate these attributes?
14	Cognitive Domain	The cognitive domain considers the knowledge and understanding in a variety of context, from health and lifestyle to physical activity and the sporting environment as examples. The processing of information to develop knowledge and understanding is important in adopting a holistic approach and perspective, both as a practitioner and participant. How can activities develop cognitive functioning? How can we facilitate individuals to question how and why in their approach?
15	Experiential possibilities	When the theory supports the practice and a holistic approach is adopted, the experiential possibilities are endless.
16	Interconnectivity	An area to consider is interconnectivity and the approach adopted to work together, interactions with the environment and people – inclusive of the practitioner and participants. Within a physical activity and/or sporting context, an appropriate starting point may be to identify and facilitate the interactions – What activities will foster this component? How and when will interactions be developed? Why will the activities achieve this and why are they important?
17	First step	In taking this first step, the concept and context of Physical Literacy can then be built. The foundations set for fostering an experiential learning environment to develop creativity, interest, engagement, motivation and competence in a variety of activities can be pursued. Thus, enabling individuals to embark and/or continue a physical literate journey.
18	Childhood	Throughout childhood, the development of each domain can be facilitated – the affective to build motivation, confidence, psychosocial attributes; the physical to holistically develop physical competence and interactions; the cognitive to foster

		enquiry, engagement, knowledge and understanding. Not only do these apply to the practical and sporting environment, but characteristics for life.
19	Adulthood	However, how do these continue to be explored within adulthood? Progressing throughout one's life journey and the increased knowledge, understanding and experiences, how can individuals be supported to acknowledge and appreciate individuality, to be inquisitive and continue to discover their capabilities and possibilities?
20	Facilitate the Enquirer	As practitioners, facilitating the enquirer is imperative, creating and providing opportunities for individuals, which can be applied in a range of context, aiming to enhance the understanding and choices made throughout life. How can we support individuals to perceive not only the world around them, but their own development and contribution?
21	Life course	From birth, Physical Literacy can be facilitated. Unique understanding of experiences and how individuals perceive these, additionally making the Physical Literacy journey distinct and bespoke; no Physical Literacy journey will be the same.
22	The cultivated path	Therefore, is it important to recognise that the pathway of life and, in this case the Physical Literacy journey is never set. As practitioners, we are in an equally unique position, with responsibility to create an environment which enables individuals to create their own path. As a practitioner, reflect on your own practices, interconnectivity and impact – how do you support Physical Literacy for life?
23	Bibliography	
24	Thank you	
25	IPLA	