

Unpacking the Physical Literacy Consensus Statement for England

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Introduction

Research shows that physical literacy is important to children and young people's physical activity levels in developing a positive lifelong relationship with activity. Children who experience a holistic, physical literacy informed approach to physical activity, are more likely to be happier, more resilient and twice as likely to engage in sport and physical activity.¹

Improving physical literacy for children and young people is a priority for Sport England in their 10-year '*Uniting the Movement*' strategy. Children's activity levels have remained low for many years, and we need to change our approach to increase these. Only 3.4 million children (47%) from a total of 7 million met the Chief Medical Officers' guidelines in 2021-22.² And 37% of adults don't meet the minimum recommended levels of physical activity.³

¹ [Active Lives Children and Young People survey](#), academic year 2021-22, page 31.

² [Active Lives Children and Young People survey](#), academic year 2021-22, page 7.

³ [Active Lives Adult Survey](#), November 2021-22, page 5.



Physical literacy has deep philosophical roots that prioritise the holistic integration of mind-body-environment, which provides a sound rationale for enhancing our engagement in physical activity. Physical literacy is relevant for all ages and everyone working to improve their activity levels, health and wellbeing. National data shows that the least affluent in our society, those from minority ethnic groups, and people with a disability or long-term health condition are consistently less active than the most affluent.

Increasing physical activity levels is a complex challenge, especially when trying to support those who experience inequalities, related to access, opportunity and similar challenges. We therefore need to focus on creating positive and meaningful experiences for everyone. Physical literacy provides a framework to reflect on our practices through a different lens and to consider how we can ensure practitioners provide physical activity environments that allow everyone to flourish.

Physical literacy relates to many areas of work, from physical education, school sports and activities, active environments, community sport, recreation, health and play. The only way to develop physical literacy across our nation is by giving people positive meaningful physical activity experiences in all these areas. Designing practices which support people's holistic development through experiences in a broad range of activities, may motivate them to continue to engage in physical activities throughout life.

Physical Literacy Consensus Statement for England

The first Physical Literacy Statement for England was published in September 2023 [Physical Literacy Consensus Statement for England published | Sport England](#). This was the result of a year-long project involving an expert panel of 60 academics and practitioners from sectors including health, education, early years and youth, as well as sport and physical activity. It was steered by a research consortium led by Liverpool John Moores University. The panel considered existing research, new insights from children and young people, two public consultations and other definitions of physical literacy.

The statement represents a shared understanding of what physical literacy is and how it relates to our physical activity experiences. It provides a point of reference for policymakers, organisations and practitioners wishing to better understand physical literacy. It builds on over thirty years of research and development around physical literacy, including the pioneering works of Professor Margaret Whitehead.



Who is this resource for?

This document provides more detail for people wanting to deepen their knowledge and understanding after reading the Physical Literacy Consensus Statement for England. It is aimed at national and local organisations working in the sport, physical activity, education, and health sectors. Each key message in the statement is expanded below and linked to research and practice that underpin physical literacy. The document also suggests where to go for further information.

By deepening our understanding of physical literacy, we can support others to develop holistically and build a strong relationship with movement and physical activity that endures across their lifetimes.

Consensus Statement

Physical literacy is our relationship with movement and physical activity throughout life

Understanding physical literacy

Physical literacy refers to the degree to which we have a positive and meaningful relationship with movement and physical activity⁴. It is a complex and ever-changing relationship.

It reflects our connection and commitment to movement and physical activity, influenced by various factors such as our thoughts, feelings, engagement, and experiences.

Why physical literacy matters

The quality of our relationship with movement and physical activity profoundly influences our choice to be active.

Having a positive and meaningful relationship with movement and physical activity makes us more likely to be and stay active, benefiting our health, well-being and quality of life.

Supporting physical literacy

How we move, connect, think and feel⁵, during movement and physical activity plays a crucial role in shaping our physical literacy.

By doing activities that we enjoy, find meaningful, and value, we deepen our connection with movement and physical activity, and foster an ongoing commitment to maintain an active lifestyle.

⁴ The phrase “movement and physical activity” is used as an umbrella term encompassing a wide range of activities that involve movement, including but not limited to sport, active recreation, play, exercise, lifestyle activities and active transport. We acknowledge the importance of engaging in different types of movement and physical activities for a positive and meaningful relationship with movement and physical activity.

⁵ ‘move, connect, think and feel’ represents physical, social, cognitive and affective areas of learning and development, respectively. See supporting figure.



Our experiences affect our physical literacy

The people we interact with, the communities we are part of, the culture we experience, and the places and spaces we move in, powerfully influence our physical literacy. These influences may be positive or negative.

Positive experiences of movement and physical activity that meet our needs and support our development encourage us to be active in the future.

Physical literacy is personal

Everyone has their own strengths, needs, circumstances⁶, and past experiences that affect their relationship with movement and physical activity.

Our physical literacy is therefore unique, and changes over our lifetime.

Physical literacy is our relationship with movement and physical activity throughout life

The term Physical Literacy has been used to describe ideas such as becoming physically educated, enhancing the quality of life, promoting physical health and movement vocabulary. Physical literacy has developed significantly over the last thirty years as a result of new research in a range of disciplines including education, health, sport, physical activity, movement science, embodiment and neuroscience.

Professor Margaret Whitehead is seen as the founder of physical literacy as we understand it today. Her books *Physical Literacy Throughout the Lifecourse*⁷ and *Physical Literacy Across the World*⁸ are recommended for anyone wanting to delve deeper into physical literacy.

Physical literacy elevates the idea that our mind and body are interconnected. Physical literacy is about our relationship with movement and physical activity throughout life for everyone. The term literacy is often used to describe how effectively we interact and engage with written and spoken language. However, physical literacy is about how we interact with physical environments and activities. It is about how we move, connect, think and feel with movement and physical activity throughout our lives.

⁶ We acknowledge and recognise that individuals have diverse experiences and relationships with movement and physical activity dependent on their personal characteristics, circumstances and wider socio-economic factors. This includes age, disability, gender, marriage and civil partnership status, pregnancy, race, religion or belief, sex, sexual orientation, socioeconomic status, educational background, caregiving responsibilities, health conditions, and cultural influences.

⁷ Whitehead, M. (2010) *Physical Literacy Throughout the Lifecourse*. Routledge.

⁸ Whitehead, M. (2017) *Physical Literacy Across the World*. Routledge.



Understanding physical literacy

Physical literacy refers to the degree to which we have a positive and meaningful relationship with movement and physical activity. It's a complex and ever-changing relationship.

It reflects our connection and commitment to movement and physical activity, influenced by various factors such as our thoughts, feelings, engagement, and experiences.

Positive and meaningful relationship

Physical literacy, as a concept, considers our meaningful relationship with movement and physical activity throughout life, for everyone, at any age and at any level of ability. It helps us understand how we value and engage in movement and physical activity. Physical literacy also helps us consider the importance of holistic development, including emotional (how we feel), cognitive (what we know and understand), social (how we connect with others) and physical (how we move) development. It is this holistic approach that makes physical literacy unique as it moves beyond the development of movement skills alone. This holistic approach is essential if we are to create positive and meaningful relationships with movement and physical activity throughout life.

Complex and ever-changing

Our movement and physical activity experiences form a patchwork of memories that tell our movement story. For some of us, this patchwork contains positive memories and encourages us to continue movement and physical activity. Some of us may think the patchwork contains fewer positive experiences because of encounters that were negative or meaningless. Our relationship with movement and physical activity is personal, unique, complex and ever-changing.

Connection and commitment

It is obvious, but we will probably feel more positive about the activities that we enjoy taking part in or happen in the places that we like to be, or with people we want to be with, or where we feel a sense of achievement. These positive, meaningful experiences influence our decisions about being active throughout our lives.

Thoughts, feelings, engagement and experiences

Physical literacy is influenced by factors like memories of swimming, games on the beach with family and friends, or falling off a bike. Falling off a bike doesn't necessarily mean that we will be put off riding if we are encouraged and supported to learn how to ride. This support may



impact our future enjoyment of an activity. Our responses would be influenced by factors including who we were with, where we were, how successful we were in those activities, what other people said and did, and our relationship with those people.

Why physical literacy matters

The quality of our relationship with movement and physical activity profoundly influences our choice to be active.

Having a positive and meaningful relationship with movement and physical activity makes us more likely to be and stay active, benefiting our health, well-being and quality of life.

Exploring and understanding physical literacy lets us think differently about our relationship with movement and physical activity and look at it through a different lens. This can be from an individual perspective or any role we have which may influence and impact other people's relationships with movement and physical activity.

Physical literacy considers everyone's physical, emotional, social and cognitive engagement in movement and physical activity: how we move, connect, think, and feel. Focusing on physical literacy encourages us to develop and maintain values, attitudes, knowledge, and skills required to live a healthy, active lifestyle. It also encourages us to support individuals on their physical literacy journeys, focusing on improving holistic health and wellbeing, and allowing everyone to flourish through engagement in movement and physical activity.

The Quality of Our Relationship

Having a positive and meaningful relationship with movement and physical activity makes us more likely to be and stay active. If we enjoy doing something, we are more likely to want to repeat it. However, if we have negative experiences that put us off movement and physical activity, then our long-term relationship may be impacted.

Our Choice to Be Active

We are aware of the physical and mental benefits activity provides. However, it is not easy to be active and lead a healthy life. Access to opportunities can be hindered by economic, social, geographical and cultural inequalities. Our role is to remove barriers by supporting individuals to access opportunities, and ensure they experience meaningful, motivational and beneficial activities throughout their lives.



Physical literacy helps us understand why people choose to engage or disengage from physical activity. It acknowledges that individuals are unique and bring their own interests, preferences and experiences to physical activity contexts. It highlights the importance of providing personalised opportunities. Each person's experiences shape their attitudes towards movement and physical activity and influence whether or not they choose to be physically active at different times throughout their lives.

A positive and meaningful relationship with movement and physical activity will benefit our health, wellbeing and quality of life.

Physical literacy provides clear direction for a lifelong engagement in physical activity that positively contributes to our quality of life. If we understand how our previous experiences shape our ideas and appreciate how our engagement impacts our health and wellbeing, we should be more motivated to engage in movement and physical activity throughout our lives. Providing positive and meaningful learning experiences are key to encouraging people to move and be physically active throughout their lives. Movement ought to be personally relevant, rewarding and life enhancing.

Supporting physical literacy

How we move, connect, think and feel during movement and physical activity plays a crucial role in shaping our physical literacy.

By doing activities that we enjoy, find meaningful, and value, we deepen our connection with movement and physical activity, and foster an ongoing commitment to maintaining an active lifestyle.

Move, connect, think and feel

Our experiences in moving, connecting, thinking and feeling when we are active will make a difference to whether we have a positive relationship with movement and physical activity throughout our lives. Providing positive experiences and empowering individuals to find meaning, enjoyment and value in movement and physical activity is crucial in fostering physical literacy.

Table 1 below shows how each of these components are important in facilitating engagement in movement and physical activity.

Table 1: The relationship between move, connect, think, feel and behaviour.⁹

Move (Physical Competence)	Connect (Social / Value)	Think (Knowledge and Understanding)	Feel (Motivation and Confidence)	Behaviour
✓ Yes	✓ Yes	✓ Yes	✓ Yes	Engaged
✗ No	✓ Yes	✓ Yes	✓ Yes	Frustrated
✓ Yes	✗ No	✓ Yes	✓ Yes	Disconnected
✓ Yes	✓ Yes	✗ No	✓ Yes	Confused
✓ Yes	✓ Yes	✓ Yes	✗ No	Disengaged

A person who takes part in physical activity but lacks the physical skills and competency to engage effectively may become frustrated and lose interest. If a person does not feel connected to the activity, experience or environment, they might not enjoy or value their experience and feel disconnected. If a person does not understand what they are supposed to do in an activity or doesn't know why it is important they may feel confused. If a person doesn't feel confident in an activity or the experience has not motivated them, they may be less likely to want to engage in that activity in the future.

Enjoyment, meaning and value deepen our connection with movement and physical activity

We are all on a unique physical literacy journey, from birth to old age. We all have different capabilities, needs and experiences based on our culture, community and opportunities. Physical literacy encourages personal growth and development and recognises that we can develop on our own terms, in our own way. Providing safe, inclusive and supportive environments related to people's individual needs requires empathy and understanding from the individuals and organisations who provide physical activity and movement experiences. Tailoring challenges, opportunities, varied movement and physical activity experiences to our

⁹ Adapted from Durden-Myers, E. J (2020). Operationalising Physical Literacy within Physical Education Teaching Practice through Professional Development. (*Unpublished PhD thesis*), The University of Bedfordshire, United Kingdom.



individual needs allows us to make progress and develop self-confidence and self-esteem. That is how we deepen people's commitments to maintaining healthy, active lifestyles.

By focusing on the design and provision of engaging physical or virtual environments, we can positively impact on enjoyment, meaning and valuing of movement and physical activity. Enthusiastic teachers, parents and coaches influence individuals through proactive and supportive relationships and by providing positive experiences that impact on how we move, connect, think and feel towards movement and physical activity. If we are motivated to engage in movement and physical activity and can access and connect with an activity, other individuals or environments, then we are more likely to enjoy and maintain an active lifestyle.

Ongoing commitment to maintaining an active lifestyle

Developing values, attitudes, knowledge, and skills related to physical activity is important for our holistic health and wellbeing¹⁰, as is supporting individuals to take responsibility for their engagement in all aspects of their physical activity. Encouraging individuals to reflect upon their physical activity engagement and set personal goals or targets, relative to their interests, can be a tool for celebration and motivation.

It is important to acknowledge the physical, social, and environmental influences that support or hinder the development of physical literacy. Fostering positive experiences is vital. We need to think about how accessible and inclusive opportunities are and ensure experiences are person-centric, meaningful and enjoyable. It is important that practitioner and sector stakeholders make sure they provide inclusive, accessible and person-centred activities that meet the needs of individuals.

¹⁰ Penney, D., Brooker, R., Hay, P., & Gillespie, L. (2009). Curriculum, pedagogy, and assessment: Three message systems of schooling and dimensions of quality physical education. *Sport, Education and Society*, 14, 421–442. doi:10.1080/13573320903217125

Our experiences affect our physical literacy

The people we interact with, the communities we are part of the culture we experience, and the places and spaces we move in, powerfully influence our physical literacy. These influences may be positive or negative.

Positive experiences of movement and physical activity that meet our needs and support our development encourage us to be active in the future.

Physical literacy is the thread that connects families, education, community provision, environmental planning and policy making to movement and physical activity. If we provide a common way of looking at and providing positive and meaningful physical experiences for everyone, then parents, practitioners and policymakers will see experiences from a physical literacy perspective.

Social interaction

The influence of other people is important when developing positive and meaningful relationships with movement and physical activity. One of the strongest messages from research is that physical activity and movement should make people feel happy and be fun and enjoyable. Parents, carers, friends, family and practitioners influence is important. From birth through the subsequent years, opportunities to play and explore movement and physical activity provide a springboard for engagement in more structured physical activities. Wider family, friends, teachers, coaches, community groups, social workers and health professionals all have a role to play in developing the physical literacy of those around them, and in influencing an individual's relationship with movement and physical activity. Physical literacy is an individual journey, but the contribution that others make is key to broadening and supporting the range of opportunities people can engage with and the enjoyment they get from engaging in movement and physical activity.

Communities

Children's experiences in the early years, such as meeting other families in a park, toddler gymnastics, or local playgroup gatherings and then through formal schooling, where more structured play and other environments become more important, are influential times. Other influences, within the wider community, might impact on how easy or difficult it is for us to access and engage in movement and physical activities. Poor or expensive transport links, lack of sustained volunteers to run clubs, rurality of a community, lack of infrastructure, and safety are influential factors in accessing opportunities to develop our physical literacy. Key stakeholders are important in finding ways to connect and enhance community provision to enable individuals to thrive through movement and physical activity.

Culture

When connecting individuals and communities with positive movement and physical activity experiences we should be mindful of cultural and spiritual diversity. Physical literacy embraces all cultures and recognises that different cultures have different approaches and attitudes towards engagement in movement and physical activity. Coaches, educators, health professionals and policy makers can develop inclusive spaces and places and provide different experiences that are relevant for the unique cultural aspects of our physical literacy journeys.

Places and Spaces

Encouraging exploration of a range of environments and opportunities gives us the opportunity to experience many movement challenges and develop physical literacy in the widest sense, for instance, in/on water, on snow, and within nature. Different environments might offer different types of equipment, such as diving boards, hula hoops, play dough, sand. The possibilities are nearly endless, and being able to access a range of experiences is key to how we move, connect, think and feel in safe places and spaces. Human Kinetics short blog on [what is physical literacy and why it is important for children today](https://humankinetics.me/2018/06/27/what-is-physical-literacy/)¹¹, might be a useful introduction to some of these ideas. What is physical literacy and why is it important for children today? Opportunities should provide rich and varied experiences and develop the foundations for lifetime engagement in physical activity.

Meeting individual needs

Physical literacy is an inclusive approach to meeting individual needs. For people with roles providing, promoting or developing movement and physical activity, this means creating opportunities for everyone. For example, embracing neurodiversity, physical differences, spiritual or religious beliefs, or combinations of these, and modifying practices, accordingly, allows everyone to be included. Practical experiences can be adapted so the physical activity environments enable anyone and everyone to enjoy moving according to what they choose to do. Positive personal progressive experiences of physical activity in earlier childhood and into early adulthood may cement how people value movement throughout life. Research is available¹² which shows the relationships between participation in physical activities in younger age ranges and life stages beyond adolescence. The research supports how fun and meaningful positive experiences for children and young people promote ongoing relationships with movement and physical activity.

¹¹ Ellerton, H. (2018). What is physical literacy and why is it important for children today? Harrogate, UK: Human Kinetics. Accessed online: 17/07/2023. Available at: <https://humankinetics.me/2018/06/27/what-is-physical-literacy/>

¹² Sport England, (2019). Active Lives Children and Young People Survey 2017-18 Attitudes Report. Sport England. Accessed online: 17/07/2023. Available at: [Research gives insight into children's attitudes to sport and physical activity | Sport England](https://www.sportengland.org/research-reports/active-lives-children-and-young-people-survey-2017-18-attitudes-report)

Individual development

If an individual's movement experiences were negative in the past, and not fun or meaningful, then we need to support them to help overcome these experiences. It is important we help individuals (re)build a positive relationship with movement. If individuals choose not to, or cannot develop holistically then they risk becoming inactive, or not capitalising on their physical literacy potential.

Physical literacy is Personal

Everyone has their own strengths, needs, circumstances and past experiences that affect their relationship with movement and physical activity.

Our physical literacy is unique, and changes over our lifetime.

Individuality

Physical literacy is our relationship with movement and physical activity¹³. We all have a unique attitude towards how we move and understand why physical activity contributes to our own health and wellbeing throughout life. We have already seen that our interests are influenced by many factors including capabilities, family and cultural contexts, the environment, social and community networks. By developing our own physical literacy through participation in movement and physical activities we understand what, why and how to take advantage of opportunities around us. We need to ensure that children are provided with inclusive and meaningful experiences that are tailored to the individual and add tools such as participant voice and empowering communities to help understand and respond to people's individual needs.

Past experiences influence our relationship with movement and physical activity

Our relationship with movement and attitudes towards being physically active are developed from birth. Influences on an individual will affect relationships and attitudes, so past experiences contribute to a person's continuing physical literacy journey¹⁴. As we said, a person's collage of movement experiences may be positive or negative, but the key message is that a person's relationship with movement changes throughout life. We all remember positive experiences related to physical activity. These might be enjoying PE at school, playing

¹³ Durden-Myers, E.J., Bartle, G., Whitehead, M.E. and Dhillon, Karamjeet K. (2022) Exploring the Notion of Literacy Within Physical Literacy: A Discussion Paper. *Front. Sports Act. Living*, 4:853247. DOI 10.3389/fspor.2022.853247

¹⁴ Sport Wales (2014) Infographic. Available at: <https://www.sport.wales/content-vault/physical-literacy/>



active games with friends, or being successful in challenges such as completing a 5km run. The more positive experiences we have, the more likely we are to want to repeat them.

We may also have negative experiences like being made to be competitive when we did not want to, getting unfriendly comments from peers, or finding an activity too difficult. These negative experiences can have lasting effects on people's choices to be active. Being encouraged to share movement and physical activity experiences with a group of friends might alter feelings and develop a more positive attitude towards future choices.

Unique

Physical literacy journeys are unique and not determined by age or developmental stage. Fostering a variety of movement experiences from a young age introduces people to a bank of meaningful and enjoyable physical activities. Those involved in delivering structured physical activities should appreciate the importance of providing opportunities for individuals to practise in safe and supportive ways. Key people like teachers and coaches with an understanding of the uniqueness of each person's physical literacy affect future participation by listening to and involving people in their movement and physical activity choices. By working together, physical literacy journeys are tailored to suit individuals, helping them overcome past negative experiences. Parents and carers can have a similar impact in the early years of life as well as through school years. Physical literacy embraces the importance of personal preferences, choices, and different needs of each unique journey.

Changes over our lifetime

Physical literacy progress in life is not always linear. We might experience injury, pregnancy, change of job, illness and other life changes that interrupt and/or influence our participation in physical activity. If people's past movement experiences were positive, this influences how they adapt, respond or re-engage in activity to continue being physically active throughout their lives.

We encourage different movement and physical activity experiences (cultural, competitive, play-based, recreational) through different types of environments including water, snow, land and air. Choosing physical activity experiences requires knowledge and understanding about what is accessible and available in and around a community. Family, coaches, friends, and practical issues such as cost or nearness to home are just some of the factors that might help sustain continued physical literacy progress.

Ageing alters capabilities such as reach and balance. Physical literacy can support everyday acts such as climbing the stairs and reducing the risks of falls by developing and maintaining movement and mobility. Developing physical literacy enables people to adapt to potential



changes throughout life. Active ageing¹⁵ through physical activities such as walking sports like walking netball offer important social, mental, emotional and physical health opportunities which become increasingly important as we get older.

Physical literacy influences each stage of life by optimising movement and physical activity experiences to create sustained engagement in physical activity for health and wellbeing.

Physical literacy can transform how we engage in movement and physical activity, including how we plan and design movement and physical activity experiences for others. The IPLA believe passionately that societies, when enriched by approaches that nurture physical literacy, will be more active, more often throughout their lifetime, leading to a healthier, happier and flourishing population.

About the IPLA

The International Physical Literacy Association (IPLA) is a registered UK charity that encourages and supports organisations to advance physical literacy to inspire and empower individuals to choose physical activity for life.

We coordinate a global community committed to the development of physical literacy. The IPLA supports individuals and organisations in creating a wider range of inclusive, purposeful, engaging, relevant and rewarding physical activity experiences for all.

For more information about our organisation, please visit our website: <https://www.physical-literacy.org.uk/>

If you or your organisation would like to understand how to incorporate physical literacy into your work, then please reach out to the IPLA for further information. Contact us at <https://www.physical-literacy.org.uk/contact/>

¹⁵ World Health Organization. (2002). Active ageing: a policy framework. Accessed: 04/08/23. Available at: https://apps.who.int/iris/bitstream/handle/10665/67215/WHO_NMH_NPH_02.8.pdf?sequence=1&isAllowed=y



Authorship team

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Liz is a physical literacy and physical education researcher, and teacher educator with over 15 years' experience within education across the primary, secondary and higher education sectors. She is currently a Reader in Physical Literacy at Bath Spa University and a Senior Lecturer In Secondary Physical Education at the University of Gloucestershire. Liz is also a Past Chair and current Research and Innovation Lead for the International Physical Literacy Association (IPLA).

Nigel Green

Nigel Green is a physical education and physical literacy consultant having been a Senior Lecturer in Physical Education at Liverpool John Moores University from 2009 - 2018. He taught physical education in four secondary schools for 29 years prior to this, during this time he led three departments, a faculty (including PE, Art, Music, Dance and Drama) and a networked community. Nigel has been involved in training teachers and providing professional development for over thirty years, in the UK and more recently in India, Taiwan and many other countries worldwide. As Chair of the International Physical Literacy Association, Vice Chair of the North Western Counties Physical Education Association, and UK representative on EUPEA, Nigel demonstrates a commitment and passion to promote and support the development of physical education and physical literacy worldwide.

Karen Rhys Jones

Karen Rhys Jones is a Teacher Educator and Subject Leader for Physical Education at Wrexham University (WU). As Principal Lecturer she leads WU's Initial Teacher Education programmes. Karen is a Sport Wales Physical Literacy Consultant and the Education and Training Lead for the International Physical Literacy Association (IPLA). Karen is currently involved in a range of national wellbeing projects and is currently studying for her Professional Doctorate where her research focus is Physical Literacy and trainee teachers.

Trevor Smith

Trevor is Managing Director of Sportsmith Ltd - a physical activity and sport consultancy. He is also Vice Chair of the International Physical Literacy Association. With a Diploma in Leisure Management, he has nearly 40 years of successful experience managing and coordinating national and local public sector sports and leisure services departments, voluntary sector delivery teams and private sector organisations to design, develop and deliver community engagement, participation and sports development programmes across the world. His work has included programme and training delivery in the education, leisure services, community services, youth services and culture and heritage sectors in Europe, Africa and Asia. This has



included designing and delivering major event legacy participation programmes and government strategies for sports development, physical education, physical activity and health promotion. His recent projects include the design and delivery of physical activity and engagement experiences and programmes in Qatar, supporting UK property developers to design sport and physical activity into the built environment, and working as an Equality, Diversity and Inclusion Mentor across the UK sport sector.

Gillian Bartle

Gillian is a physical literacy and post-qualitative researcher, and teacher educator. She trained as a physical education teacher and has over thirty years' experience teaching throughout the UK, across all sectors, including further and higher education. Gillian's ESRC funded PhD 'Materialising Physical Literacy: rethinking physical education' investigated methodologies of how to research physical literacy in the practice of primary education students. She is a Lecturer at the University of Stirling and a Lecturer in Education at the University of Dundee. Gillian is Country Lead (Scotland) for the International Physical Literacy Association and as an Olympic Scholar, she is GB & NI Representative for the International Olympic Academy Participants' Association.