

Starting points for teaching: plotting students on the Physical Literacy continuum

The better we understand student development and progression in the aspects of physical literacy the more able we are to enhance student learning outcomes through our teaching.

This information sheet outlines one approach to using the continuum to track and monitor student progress.

STEP ONE

Become familiar with what is expected of students across each of the aspects of physical literacy.

Start at the cluster for the stage students are in now.

Clusters represent the end of the Stage, so think of this as what students should be working towards.

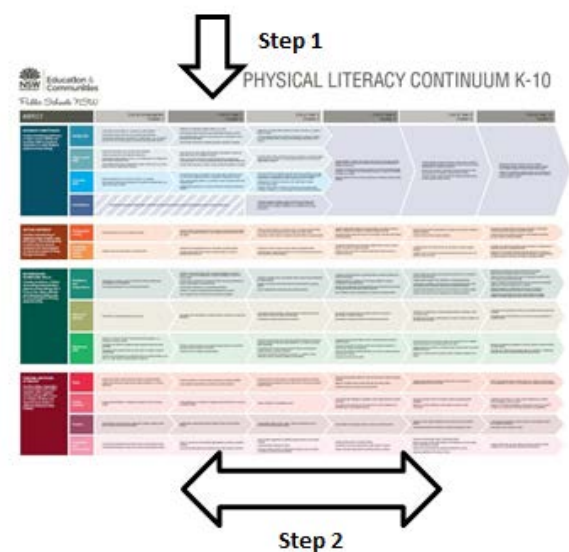
Read through all aspects for this cluster first.

STEP TWO

Focus on one critical aspect at a time.

Look at all the markers for this cluster.

Then read through the cluster markers before and after this cluster to develop a sense of the development of skills and knowledge.



STEP THREE

Make a judgement on the achievement of cluster markers.

Read the marker descriptions and determine for each if the student meets these criteria by using a yes or no.

If you answer no to all markers in a cluster, you will need to select an earlier cluster to make an alternate judgement for that marker.

If you answer “Yes”, then consider if the student does this “Mostly” or “Sometimes”.

Sometimes = Student demonstrates the marker occasionally in a variety of activities or physical activity contexts OR they demonstrate the marker regularly but only in one physical activity context (e.g. a category of games such as target games or in a context such as dance) but not other contexts.

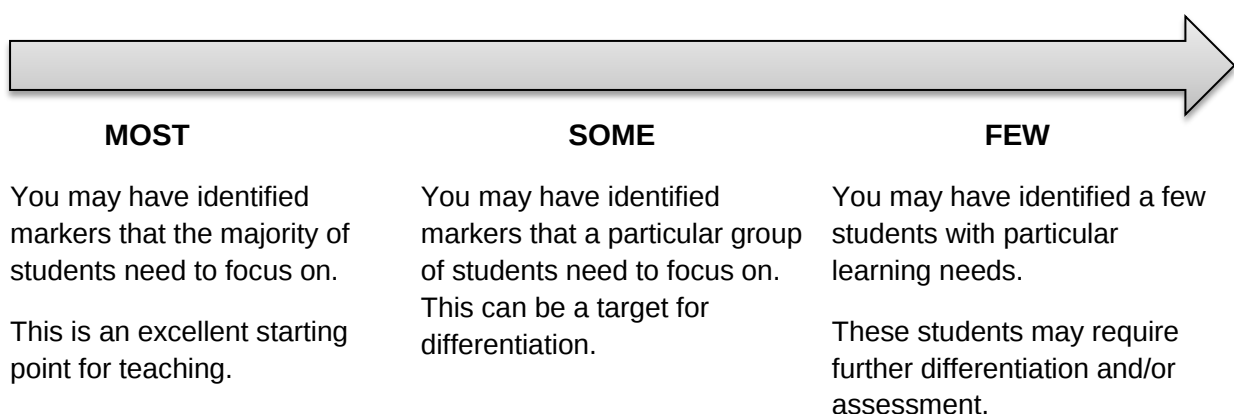
Mostly = Student demonstrates the marker regularly and consistently across a variety of activities or physical activity contexts.

If you are confident* that students have achieved the majority of markers in that cluster then they are working toward the next cluster which is where you will focus your teaching.

Draw on your existing data and knowledge of the students at this point to make this judgement.

*Note: This is a starting point for teaching and possibly further assessment. There may be particular markers that you are unsure of and may need to gather more information. These can be the focus for further teaching/assessment.

WHERE TO NEXT?



USEFUL TIPS

- **Regularly revisit** - The more reflection and observation of students you do, the more you will understand how the critical aspects develop. By using and revisiting the continuum, you will also build further knowledge about student physical literacy development.
- **Whole – part – whole** - Look at all the aspects for one cluster first. This will give you a sense of the whole student and show how the critical aspects interrelate. Then focus on one or more particular aspects. Finally, look back at how these connect.
- **Look forward** - Keep in mind where your students need to be to access stage appropriate outcomes in the PDHPE syllabus (the cluster closest to their Stage).