



HIPE 2018

**BUDAPEST, HUNGARY
15-16 NOVEMBER**

The role of schools in health-enhancing physical activity (HEPA)
HIPE for HEPA



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‘PhyLit’: Physical literacy as a key competence for lifelong learning

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3 Youth Sport Trust International (YSTI), UK (Coordinator)

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5 Sports Union of Slovenia (SUS), Slovenia



'PhyLit' Team!



Kick-off meeting, January 2018, Lisbon

3rd meeting, June 2018, Ljubljana.



2nd meeting, April 2018, Paris



4th meeting, October 2018, London

Tibor Navracsics,
Commissioner for Education,
Culture, Youth and Sport.
Launch of the public
consultation on the review of
key competences for lifelong
learning, Brussels, 22 February
2017



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“Today, young people need a broader set of competences to find fulfilling jobs and become independent, engaged citizens who contribute to society. Education and training have a crucial role in enabling young people to develop these competences, giving them the best possible start in life”.

Plan of the presentation

- Aim
- Framework
- Definitions
- Literature review / model
- Self assessment tools
- First results
- Implementation
- Conclusion - expectation



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Aim of the 'PhyLit' Project

To introduce the **Physical Literacy** as key competency of the European Council Framework for Key Competences for Lifelong Learning.

For developing PL

- Construct conceptual framework
- Practical perspective
- Create a share understanding

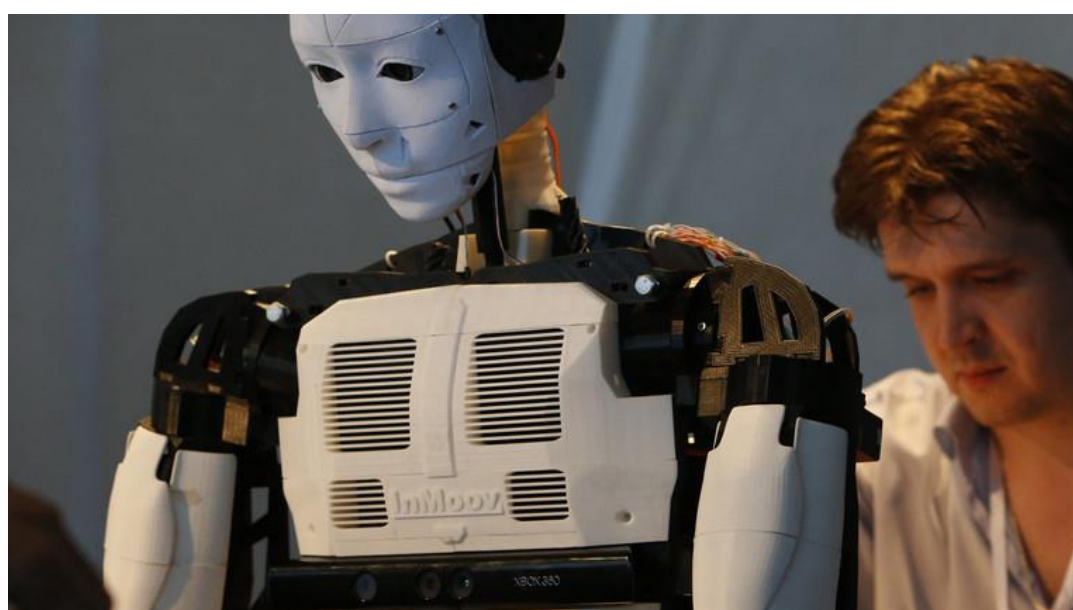
Framework

Based on the conclusions of the Review (on Key competences 2006) the Council Recommendation on Key Competences for Lifelong learning on 22 May 2018.

The Reference Framework sets out eight key competences (EU)

- Literacy competence
- Multilingual competence
- Mathematic competence and competence in science, technology and engineering
- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

The [Council Recommendation on Key Competences for Lifelong Learning](#)



Top 10 skills

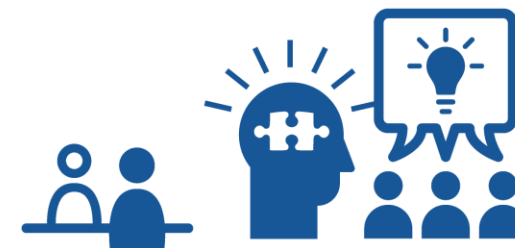
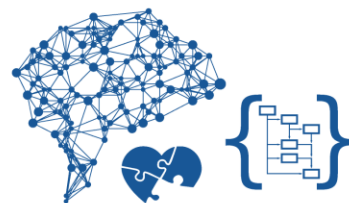
PROBLEM SOLVING
CREATIVITY
EMOTION
DECISION MAKING
COGNITIVE FLEXIBILITY

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity





A Conceptual Framework for Competencies Assessment



Transversal Competences

- **Thinking and learning**
- **Cultural competence, interaction and self-expression**
- **Taking care of oneself and managing daily life**
- **Multiliteracy**
- **Competence in information and communication technology (ICT)**
- **Participation and involvement**



Framework

- **UNESCO** (2004) identifies **Literacy** as being more than just reading and writing.
- **Literacy is a fundamental human right and the foundation for lifelong learning.**

OCDE – The future of Education and Skills – the future we want 2030 physical education skills needed for the future



Framework

- Physical Literacy as “the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for **engagement in physical activities for life**” (IPLA, 2017).



- The updating and development of the Key Competences Framework is the opportunity to include new Competences, as **Physical Literacy**.

Variations on the body – a plaidoyer

- **While animals lack such a variety of gestures, postures, and movements, the fluidity of the human body mimics the leisure of living beings and things; what's more, it creates signs. Already here, within its movements and metamorphoses, the mind is born. The five senses are not the only source of knowledge: it emerges, in large part, from the imitations the plasticity of the body allows. In it, with it, by it, knowledge begins.**

- *A translation of Michel Serres' Variations sur le corps (Paris: Le Pommier, 1999) by Randolph Burks.*

PHYSICAL LITERACY

Learning in the XXIst Century (F. Taddei, 2017)

- **optimizing the way we are learning differently.**
- So can we investigate that question, and can we do it not only as individuals which we all do, but also **collectively**, and we can build a sort of **collective intelligence** around this, a sort of a citizen science of learning?
- This research must be able **to rely on all the disciplines**, not only those which have long been interested in these subjects such as the didactic, psychology, sociology and educational sciences, but also those emerging in information sciences ...
- or even the cognitive sciences and biology, enlightening in particular the influence of the biological rhythms of the nutritional balance, **physical activity on learning throughout life.**
- François Taddei , CRI, Paris – Toward a learning society, letter to the minister of education

Learning cities (UNESCO)

A community where all our parents, teachers, coaches, and practitioners are informed and supported. A community where all our seniors are vibrant active. A community where all our children feel healthy, happy, and thriving.

It takes a community to raise a physically, socially, intellectually, mentally, and emotionally healthy child.

Different international approaches to the definition and components of physical literacy

The results are organized in three main categories, (presented in tables and through a narrative synthesis (review to be published))

1. Definitions of PL,
2. Philosophical approaches to PL,
3. Components of PL.

- Physical literacy (PL) is a journey and an inclusive concept that highlights the tremendous value of movement for health, active citizenship and human flourishing (Durden-Myers, Whitehead & Pot, 2018).



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Physical literacy – 3 philosophical approaches

- **Monism** : mind and body are interdependent and indivisible
 - **wellbeing is viewed as a holistic concept** – mental and physical health being equally important (Durden-Myers, 2018)
- **Existentialism** argues that every individual is a result of the interactions and experiences. Argument to promote positive experience in PA, and why **PA should be experienced in different environments** .
- **Phenomenology** : we are a **product of our experiences** and suggests that perception, through our embodied nature, form **unique perspective in how individual view the world**.

[Niek Pot](#),^{*1}, [Margaret E. Whitehead](#),^{*2}, [Elizabeth J. Durden-Myers](#) ^{*3}

Physical Literacy From Philosophy to Practice, in *Journal Teaching of PE*, Volume: 37 Issue: 3 Pages: 246-251

Attribute for an individual who is making progress in his – her PL journey



Has motivation to take part in PA



Has the confidence when taking part in diverse PA



Moves efficiently in diverse PA



Has awareness of movement needs and possibilities in different PA



Can work interdependently and with other in different PA



Knows how to improve performance in different PA



Knows how PA can improve well-being



Has the self-confidence to plan an effect a physically active lifestyle

Aims

1. Build an **evidence-base and advocacy materials** to influence policy makers to consider a key competency for **Physical Literacy** in the Lifelong Learning Framework of the European Council.
2. Build and **test a self-assessment tool** to support practitioners in reflecting on their current practice in providing a high quality **Physical Literacy** offer.
3. To identify **best practice guidance** to support practitioners in improving their current practice and its impact on young people.

Project design and implementation – Phase I

- Literature reviews

1. EU and other national/international policies on skills for lifelong learning and on **Physical Literacy**.
2. International approaches to the definition and description of the components of **Physical Literacy**.
3. Approaches to the incorporation of **Physical Literacy** into physical education curricula, sport programmes and physical activity initiatives.

Project design and implementation – Phase I

- Literature reviews on the PL construct

Australian Sport Commission

Australian Physical Literacy Standard

Project design and implementation – Phase II

- **Self-assessment tool**
 1. [PL self-assessment questionnaire](#)
- **Tools to identify good practices**
 2. [PL curriculum questionnaire](#)
 3. [PL coaches and teachers' questionnaire](#)

Links for online questionnaires

PLSAQ - <https://www.1ka.si/a/183358>

PLCQ - <https://www.1ka.si/a/186784>

PLCTQ - <https://www.1ka.si/a/188311>

Project design and implementation – Phase III

As for the definition of Physical Literacy as key competency

Using information gathered from literature reviews and feedback from piloting of self-assessment tool to produce a definitive description of the components of the **Physical Literacy** as a Key Competency:

- Text on political orientations review
- Text on PL construct literature review



Follow up – work to do

- “Current literature contains different representations of the physical literacy construct.
 - The costs and benefits of adopting an exclusive approach versus pluralism are considered.
 - Recommendations for both researchers and practitioners focus on identifying and clearly articulating the definitions, philosophical assumptions and expected outcomes “
 - to evaluating the effectiveness of this emerging concept.
-
- L.C. Edwards, A.S. Bryant, A.S. Richard, J. Keegan, K. Morgan, A.M.Jones (2017), Definitions, Foundations and Associations of Physical Literacy: A Systematic Review, Sports Medicine, Vol. 4, pp113-123

Conclusion... Expectations

- Increase awareness and understanding of the value of **Physical Literacy** as a key component of a rounded education.
- Highlight effective methods of using physical education, physical activity and sport as a means of developing PL.
- **Working to influence European policy on the adoption of a Physical Literacy Key Competency.**

'PhyLit': Physical literacy as a key competence for lifelong learning



THANK YOU



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