

# Physical Literacy Approach Maturity Model

## Physical Literacy Approach

The Physical Literacy Approach is one of the Three Approaches promoted by Sport New Zealand, and aims to deepen understanding about what is meant by 'quality support, opportunities and experiences'.

The approach emphasises putting the person or people involved at the centre of our decision-making, and considering and understanding their needs and choices in physical activity participation.

Putting 'the person' at the centre also means considering 'the person' in ways that makes sense to them, for example, within the context of their family, whānau, and environment.

This approach supports organisations to consider how they can support people's Physical Literacy.

A person's Physical Literacy is a combination of their motivation, confidence, and competence to be active, along with their knowledge and understanding about what role and value being active has for them and their lives.

Everyone has their own unique Physical Literacy that contributes to their overall wellbeing.

A person's Physical Literacy is not static or linear but constantly shaped by their experiences and interactions with others and their environment.

Quality opportunities and experiences support and shape Physical Literacy in a positive way, leading to people valuing and choosing physically active lifestyles.

A person's Physical Literacy reflects their context, environment, culture and world. It affects how, why and if they participate in physical activity.

By using this approach, our work:

- promotes the contribution to being active has to overall wellbeing
- is about fostering ongoing motivation, confidence and competence to be active, along with developing the knowledge and understanding of what value being active can have
- requires us to consider the quality of the support, opportunities, and experiences we design, facilitate and deliver. These need to recognise and respond in a holistic way, involving the physical, social, emotional, cognitive and spiritual dimensions of people.
- is focused on supporting people to value and choose physical activity (in a way that meets their needs) throughout their lives.

## Physical Literacy Maturity Model

Sport NZ has prepared a 'maturity model' for each of the Three Approaches.

This Physical Literacy Maturity Model is a self-assessment tool that aims to support your organisation to understand Physical Literacy maturity in multiple areas across the organisation. It will help you to identify the areas where your organisation has made progress and where it needs to develop as you embed the approach within your organisation. Using the model can help you to focus your time and energy effectively to support the Physical Literacy of New Zealanders.

## Content of the maturity model

The model is broken down into four domains: knowledge, attitudes, behaviour, and process, to help us understand the components of success within the Physical Literacy Approach.

Each domain is broken down into four levels of maturity: emerging, developing, consolidating and highly developed, with descriptions of what you might see within an organisation at each level. These will help you to explore where your organisation is currently operating and what you could focus on to further embed the approach within your organisation.

## How to use the Physical Literacy Approach Maturity Model

The model should be completed at an organisational level (as opposed to an individual) and reflect the organisation's current level of maturity.

The value of the model is in the conversation within your organisation to determine where you are currently, and more importantly, what should happen next.

To complete the maturity model, an organisation should:

- Consult with all relevant people across all tiers of the organisation (e.g. board, leadership, delivery). This could be completed team by team, and the team reflections contribute to reflections on the organisation.
- Work through the model section by section.
- Facilitate a discussion on the current practice within your organisation to reach a consensus on the current level of maturity under each theme. This should include considering examples of work that might demonstrate the level you are currently operating at. The examples and questions can help to guide these discussions.
- Record the lower level of maturity if there is a disagreement and if only one part of the level is reached.
- Identify priority areas and actions to support progression to the next level of maturity.
- Complete the tool annually to assess progression and identify future activity.

## Embedding a Physical Literacy Approach

LEVEL OF MATURITY			
Emerging - 1	Developing - 2	Consolidating - 3	Highly developed - 4
Please note, this scale helps inform and define the number of staff, management and board members that each description relates to: Some – up to 25% of people, Many – up to 50% of people, Most – up to 75% of people, Mostly all – over 75% of people			
Knowledge			
<input type="checkbox"/> <p><b>Some</b> staff, management and board members have <b>basic knowledge</b> of the concept of Physical Literacy and can apply that knowledge with many partners, schools/kura, organisations, and communities.</p>	<input type="checkbox"/> <p><b>Many</b> staff, management and board members have <b>good knowledge</b> of the concept of Physical Literacy and can apply that knowledge with many partners, schools/kura, organisations, and communities.</p>	<input type="checkbox"/> <p><b>Most</b> staff, management and board members have <b>great knowledge</b> of the concept of Physical Literacy and can apply that knowledge in a practical way with most partners, schools/kura, organisations, and communities.</p>	<input type="checkbox"/> <p><b>All</b> staff, management and board members have <b>excellent knowledge</b> of the concept of Physical Literacy and can apply that knowledge in a practical way with all partners, schools/kura, organisations, and communities.</p>
Attitudes			
<input type="checkbox"/> <p><b>Some</b> staff, management and board members believe in the value of operating in a way that supports people's Physical Literacy and <b>somewhat believe</b> this will help to improve outcomes with some partners, schools/kura, organisations, and communities.</p>	<input type="checkbox"/> <p><b>Many</b> staff, management and board members believe in the value of operating in a way that supports people's Physical Literacy, and <b>believe</b> this will help to improve outcomes with many partners, schools/kura, organisations, and communities.</p>	<input type="checkbox"/> <p><b>Most</b> staff, management and board members believe in the value of operating in a way that supports people's Physical Literacy and <b>believe</b> this will help to improve shared outcomes with most partners, schools/kura, organisations, and communities.</p>	<input type="checkbox"/> <p><b>All</b> staff, management and board members believe in the value of operating in a way that supports people's Physical Literacy and <b>strongly believe</b> this will help to improve shared outcomes with all partners, schools/kura, organisations, and communities.</p>
Behaviour			
<input type="checkbox"/> <p><b>Some</b> staff, management and board members demonstrate behaviour and actions and make decisions that support people's Physical Literacy and practices with some partners, schools/kura, organisations, and communities.</p> <p>The Physical Literacy Approach <b>does not play a significant role</b> in the success of initiatives and projects.</p>	<input type="checkbox"/> <p><b>Many</b> staff, management and board members demonstrate behaviour and actions and make decisions that supports people's Physical Literacy with many partners, schools/kura, organisations, and communities.</p> <p>The Physical Literacy Approach <b>plays a minor role</b> in the success of initiatives and projects.</p>	<input type="checkbox"/> <p><b>Most</b> staff, management and board members continuously demonstrate behaviour and actions and make decisions that supports people's Physical Literacy with most partners, schools/kura, organisations, and communities.</p> <p>The Physical Literacy Approach is <b>mostly involved</b> in the success of initiatives and projects.</p>	<input type="checkbox"/> <p><b>All</b> staff, management and board members continuously demonstrate behaviour and actions and make decisions that supports people's Physical Literacy with all partners, schools/kura, organisations, and communities.</p> <p>The Physical Literacy Approach <b>plays a significant role</b> in the success of all initiatives and projects.</p>
Processes			
<input type="checkbox"/> <p><b>Some</b> staff, management and board members actively incorporate Physical Literacy principles into planning, monitoring and evaluation of initiatives with some partners, schools/kura, organisations, and communities.</p> <p>Our board <b>does not incorporate</b> Physical Literacy principles into strategy decisions and receives updates on the impact of the approach.</p>	<input type="checkbox"/> <p><b>Many</b> staff, management and board members actively incorporate Physical Literacy principles into planning, monitoring and evaluation of initiatives with many partners, schools/kura, organisations, and communities.</p> <p>Our board <b>minimally incorporates</b> Physical Literacy principles into strategy decisions and receives updates on the impact of the approach.</p>	<input type="checkbox"/> <p><b>Most</b> staff, management and board members actively incorporate Physical Literacy principles into planning, monitoring and evaluation of initiatives with most partners, schools/kura, organisations, and communities.</p> <p>Our board <b>mostly incorporates</b> Physical Literacy principles into strategy decisions and receives updates on the impact of the approach.</p>	<input type="checkbox"/> <p><b>All</b> staff, management and board members actively incorporate Physical Literacy principles into planning, monitoring and evaluation of all initiatives with all partners, schools/kura, organisations, and communities.</p> <p>Our board <b>fully incorporates</b> Physical Literacy principles into strategy decisions and receives regular updates on the impact of the approach.</p>

## What this might look like in practice

### Knowledge

Our organisation has excellent knowledge in:

- understanding the components of Physical Literacy (motivation, confidence, competence, knowledge and understanding about the value of being active)
- reviewing, reflecting, and where necessary, adapting activities, events and programmes by looking at how they support individual's Physical Literacy
- comprehending how the holistic nature of individuals (physical, social, emotional, cognitive and spiritual) impacts upon physical activity participation
- comprehending how physical activity impacts on individuals and their whānau and communities in a holistic way (physically, socially, emotionally, cognitively and spiritually)
- advocating and communicating the contribution of physical activity to wellbeing, to a range of organisations and stakeholders
- understanding life stage and developmental considerations in physical activity provision
- articulating and discussing the concept of Physical Literacy using language that is appropriate for the communities we work in.

### Attitudes

Our organisation believes that it is important to:

- understand, celebrate and cater for the diversity and uniqueness of participants
- engage and value the views of people they want to work with in almost all decision-making and planning processes
- focus and promote the holistic impact of physical activity experiences
- support our partners and communities to consider how they foster a lifelong value and commitment to physical activity for everyone in their communities
- continue learning, sharing and discussing as an organisation how the concept of Physical Literacy is impacting our work.

### Behaviour

Our organisation seeks to:

- explore new ways to enhance the understanding across communities of the value of being active
- use the idea of 'quality support, opportunities and experiences' as a lens to test and review programmes, policies and practices
- build collaborative networks across a diverse range of partners to further reinforce the contribution being active has to overall wellbeing
- clearly demonstrate how a focus on Physical Literacy influences the activities, events and programmes of the organisation
- prioritise learning and development opportunities across the organisation to further develop Physical Literacy knowledge and practical implementation
- explore new ways of connecting with people not currently active to consider how best to support their Physical Literacy journey.

### Processes

Our organisation has processes and systems in place to:

- articulate, promote and celebrate the wider value of physical activity
- share knowledge, expertise, and best practice across our organisation and with our board about using the concept of Physical Literacy
- support new staff, management and board members to build their knowledge and understanding of the Physical Literacy Approach
- support the ongoing capability of staff through our workforce development plan
- support staff in annual planning and to incorporate Physical Literacy principles within annual plans.

### Questions we might ask to improve

- What evidence do we have that tells us our staff, management and board members have excellent knowledge of the Physical Literacy Approach?
- How do we support new staff, management and board members to understand the approach and apply it within their work?
- How often do staff, management and board members engage in learning opportunities to further develop their knowledge on themes that are related to the approach?
- What does the approach look like in practice across the teams within our organisation? How do we support teams in their work?
- How do we know staff can apply the approach with partners, schools/kura, organisations, and communities? How do we capture this?
- What processes and systems do we have in place to help support sharing knowledge and best practice across our organisation?
- How often does the board receive updates on progress related to the approach?
- How strong is the approach within our strategy?
- How do we capture the impact of the approach that tells us we are making a difference?

Add you answers:

### Things we might do to move across the maturity model

- Work closely with Sport NZ, or other capable agencies, regarding the Three Approaches and where we might target our efforts from a Three Approaches perspective.
- Identify where else we might access further information and support – locally, nationally and internationally.
- Identify current internal strengths regarding Physical Literacy and provide opportunities for cross-organisation support.
- Identify and understand the level of knowledge and understanding of the approach across our staff, management and board members.
- Identify and understand the barriers, challenges or roadblocks we face in implementing the approach.
- Incorporate the approach within staff annual working plans and reporting.
- Utilise examples within the planning, development and delivery phase of projects and initiatives.
- Provide regular sharing opportunities and updates of the impact of the approach at team, staff and board meetings.
- Facilitate workforce development sessions that focusses on topics related to the approach, e.g. developmental principles and physical activity, understanding participant needs, positive learning environments, motivation.
- Provide support to new board members during their induction.
- Support the board when refreshing the organisational strategic direction.
- Utilise the maturity model in ongoing reflection.

Add you answers: