



Active Insight: Evidence in Action

Tip #1211



Structuring Sustainable Leadership Opportunities

Overview

Sustainable leadership opportunities strengthen participation, confidence, wellbeing, and belonging through structured movement experiences supporting meaningful engagement and leadership development. Inclusive recreation environments encourage communication, teamwork, and positive decision-making while strengthening participation pathways and continuity. Students benefit from supportive leadership opportunities promoting motivation, active involvement, and lifelong physical activity participation across educational communities successfully together consistently.

Key Teaching Ideas

Leadership sustainability experiences strengthen engagement by encouraging communication, collaboration, and meaningful movement participation throughout recreational settings. Establish sustainable leadership opportunities supporting confidence, teamwork, and positive decision-making during activities. Encourage shared participation approaches, reflective leadership strategies, and supportive discussions helping students strengthen relationships, maintain engagement, and develop sustainable physical activity habits supporting lifelong recreation involvement successfully across communities consistently.

Practical Application

- Establish sustainable leadership opportunities.
- Encourage shared participation approaches.
- Include reflective leadership strategies.
- Monitor leadership engagement regularly.
- Access recognition participation consistently.

Next Steps

Access Respectful Relationships resources supporting sustainable leadership and inclusive participation opportunities.

Respectful Relationships approach is informed by the Resilience, Rights and Respectful Relationships teaching and learning materials (Department of Education and Training Victoria, 2018), social and emotional learning frameworks (CASEL, 2020), and contemporary research in gender equality, consent, and respectful relationship education.

