



Active Insight: Evidence in Action

Tip #562



Developing Student Leaders Over Time

Overview

Developing student leaders in Years 3–10 supports students to apply, reflect, and refine leadership and movement skills progressively. Structured opportunities enhance confidence, build responsibility, and support wellbeing. This approach promotes meaningful participation across physical activity contexts and inclusive learning environments over time. It encourages students to strengthen communication, decision-making, and collaboration skills through ongoing leadership experiences. Embedding leadership development across movement contexts supports resilience, independence, and participation.

Key Teaching Ideas

Provide progressive leadership opportunities that support students to apply and refine leadership and movement skills. Use student-led activities, collaborative challenges, and reflective practices to strengthen engagement and confidence. Encourage students to communicate effectively, support peers, and apply leadership strategies across movement contexts. Provide opportunities for mentoring, teamwork, and goal setting through physical activity experiences. Foster supportive environments that build wellbeing, resilience, confidence, and participation.

Practical Application

- Provide regular leadership roles supporting development and confidence consistently
- Rotate roles supporting progression and varied leadership experiences across students
- Use reflection supporting awareness of leadership strengths and growth areas
- Provide feedback supporting improvement and effective leadership behaviours consistently
- Celebrate leadership reinforcing confidence and meaningful participation outcomes

Next Steps

Build leadership progressively. [Game Sense](#) leadership opportunities strengthen confidence, responsibility, and meaningful participation across contexts.

The Game Sense model is informed by Teaching Games for Understanding (Bunker & Thorpe, 1982), the Game Sense approach (Light, 2013), and contemporary skill acquisition research including ecological dynamics (Davids & Renshaw).

