



# Active Insight: Evidence in Action



## Tip #1192: Developing Inclusive Leadership Opportunities

### Overview

Inclusive leadership programs are designed so that every student, regardless of movement ability or background, can contribute genuinely to the physical activity life of the school. When teachers intentionally create leadership roles that draw on a wide range of strengths, students who may not excel in competitive sport find pathways to lead through organisation, communication, advocacy, or design. This approach builds a school culture where leadership is understood as a broad set of capabilities rather than a reward for athletic performance, and where all students see themselves as capable contributors.

### Key Teaching Ideas

Inclusive leadership requires teachers to audit the roles available in their program and ask whether they draw on a genuine range of student strengths. Roles such as activity designer, peer mentor, health advocate, or equipment manager are accessible to students who may not be confident movers but who have strong organisational, interpersonal, or creative skills. Teachers can create roles such as activity designer, peer mentor, health advocate or equipment manager to provide opportunities for students with strong organisational, interpersonal or creative skills. Celebrating the contributions of students in non-traditional leadership roles publicly reinforces the message that leadership takes many forms.

### Practical Application

- **Movement Buddies Program:** Establish a peer support program where students with strong movement skills support peers with diverse abilities during playground games, focusing on adapted rules and shared participation rather than competition.
- **Accessible Equipment Manager:** Assign students, including those with physical disabilities, the responsibility of organising and distributing modified equipment for activities, ensuring all necessary items are accessible and ready before the lesson begins.
- **Warm-Up and Cool-Down Co-Designers:** Ask students to co-design warm-up or cool-down routines that include modifications for different movement abilities, then lead the routine with the class.



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- **Inclusive Games Facilitators:** Train students to lead small-group games with a specific brief to adapt rules and roles so that every participant can contribute and feel valued throughout the activity.
- **Health Promotion Advocates:** Ask students to create a short presentation or display on a health topic relevant to their peers, tailoring the message to resonate with a diverse school audience.

## Next Steps

For resources on inclusive leadership and differentiated roles in HPE, visit [Anywhere PD](#) or browse the [Active Education Australia website](#) for practical ideas on building equitable leadership pathways.

## References and Research

1. Australian Curriculum: Health and Physical Education (v9) – Emphasises inclusive participation and the development of personal and social capability through diverse leadership contexts.