BUILD STAFF CONFIDENCE

One supported try can build confidence.

A practical guide to helping staff put an agreed Active Schools strategy into everyday practice. No extra program or lengthy professional learning session is required.

A simple route from support to action

1. Ask

Find out what would make the strategy easier for staff.

2. Support

Offer a model, a partner, a resource or time to practise.

3. Try and learn

Trial once, gather feedback and adjust the support.

1 Start with one agreed school priority

Use the priority and selected strategy already identified in your School Priority-Setting Tool, Strategy Selector or Action Plan. Do not start a new planning process.

Our school priority or agreed strategy:

What staff need help with: Ask staff what would make trying the strategy manageable. A barrier may be about time, resources or access, not a lack of skill.

Start small, keep it voluntary and practical

Use the 15-minute team huddle on page 3, then the one-page trial card on page 5. Participation in peer observation or sharing should be supportive, not a judgement of individual staff.

Who can use this? School leaders, classroom and PE teachers, education support staff, wellbeing teams and other staff involved in an Active Schools priority.

MATCH THE SUPPORT TO THE NEED

Make the next step easier for staff.

Ask staff rather than guessing what they need. Choose one or two supports that will help them trial the agreed strategy.

Ask two questions: "What feels hardest about trying this?" and "What would be the most useful help?" Invite private responses if preferred. Support should reduce workload, not add to it.

- [ ] **Not sure what it looks like**

  Offer: Show a five-minute demonstration or a short example.

  Ask: Could I watch someone try it first?

- [ ] **Unsure how to include everyone**

  Offer: Co-plan accessible choices and reasonable adjustments.

  Ask: Which students or settings need more thought?

- [ ] **Short of time or equipment**

  Offer: Use a ready-to-use activity and existing routines.

  Ask: What can we remove, simplify or prepare?

- [ ] **Not confident leading it alone**

  Offer: Pair staff for one supported trial, with a clear role each.

  Ask: Who could try it with me the first time?

- [ ] **Unsure whether it will work**

  Offer: Run a small trial, listen to students and review together.

  Ask: What would tell us it is worth continuing?

The support we will offer first:

Important: If the obstacle is staffing, time, equipment or policy, leadership may need to address it. Professional learning alone will not remove a practical barrier.

READY-TO-RUN STAFF HUDDLE

A 15-minute team meeting you can use tomorrow.

Use this in a staff, year-level, PE or learning-area meeting. Bring one chosen strategy and, if useful, a short example from its Key Priority Area page.

0-2 min

Set the purpose

"We are trying one small change that supports our Active Schools priority. This is about helping each other, not assessing anyone."

2-5 min

Name the support need

Ask: "What would make this manageable in your context?" Hear from staff who will deliver or support the strategy.

5-9 min

Show one practical example

Demonstrate the strategy, including a choice or adjustment so more students can participate.

9-12 min

Agree a low-pressure trial

Choose one routine, class or setting, the staff support needed and a short trial period.

12-15 min

Set a check-in

Decide when to ask staff and students what worked. Note one thing to keep or adapt.

An example of a two-minute demonstration

Active Classrooms: Show a brief movement break at a natural transition. Offer a choice of standing movement, seated movement or a quieter reset. Explain the start and finish cue, the available space and how staff can adjust the activity for their students.

Then ask: "Which part would you keep, adapt or simplify in your setting?"

LOW-LIFT SUPPORT OPTIONS

Four ways to build capability without a big rollout.

Choose a format that fits the staff, strategy and resources available. You can use these instead of, or before, a longer professional learning session.

SHOW ME

5-10 minutes

One colleague demonstrates a single practice.

1. Choose a practice already in the Action Plan.
2. Model the steps and inclusive options.
3. Ask each person to choose one adaptation.

TRY IT WITH ME

One trial + 5-minute chat

A colleague or education support staff member co-plans or co-delivers.

1. Agree who leads and who supports.
2. Try the practice in one setting.
3. Ask what felt easier and what support is still needed.

GIVE ME A STARTER

5 minutes to prepare

Share one ready-to-use idea instead of a large resource pack.

1. Pick a relevant KPA resource or example.
2. Highlight the first step and equipment.
3. Offer one simple adjustment and a check-in date.

LEARN, THEN APPLY

15-20 minutes + a trial

Use focused professional learning only when a skill or knowledge gap remains.

1. Identify the exact skill staff want.
2. Teach or practise just that element.
3. Agree when and where it will be tried.

Make support available to everyone involved: classroom teachers, PE staff, education support staff and others. Check meeting access, scheduling and opportunities to contribute.

ONE-PAGE WORKING TEMPLATE

Our supported staff trial.

Use this with a colleague or team. Fill in only what helps you begin. Keep details in the existing Action Plan, rather than creating another plan.

Our chosen strategy and relevant Key Priority Area(s):

What support would help staff try it? (model, co-trial, starter or focused learning)

Who can offer that support, and when?

Where and when will we try it? (one class, group, routine or setting)

How will we make the trial inclusive, accessible and safe?

What will we notice or ask staff and students after the trial?

At our agreed check-in, we will:

- ☐ Continue
- ☐ Adapt
- ☐ Pause or stop
- ☐ Share

Check-in date: _____ **Person or team to follow up:** _____

Link to your existing plan: Add only agreed support and changes to the Active Schools Action Plan. Avoid recording identifiable student information here.

SEE IT IN PRACTICE

Two examples of small, supported change.

These are fictional examples, not evidence of outcomes. Adapt the level of support to your context and listen to the staff and students involved.

EXAMPLE 1 / ACTIVE CLASSROOMS

A short movement option during learning

Priority:	Provide more opportunities to move during the school day.
Staff support need:	Some teachers want to see how a brief transition activity can work.
Support offered:	A colleague models a two-minute break with seated and standing options. A buddy helps plan a first trial.
First trial:	Try it twice in one week during an existing transition.
Review and adapt:	Ask staff about feasibility and students about comfort and choice. Keep, adjust or pause based on feedback.

EXAMPLE 2 / QUALITY SCHOOL SPORT

More ways for students to join in

Priority:	Make school sport participation more welcoming and accessible.
Staff support need:	Staff want practical ideas for adapting roles, equipment and formats.
Support offered:	An experienced colleague and education support staff co-design two options, then demonstrate them to the team.
First trial:	Test one adapted activity format in a scheduled sport session.
Review and adapt:	Check staff observations and student feedback, especially from students who rarely participate.

If the first trial feels difficult

Reduce the scope, offer a partner, remove a practical barrier or change the strategy. A trial that needs adjusting is useful feedback, not a failure by staff or students.

Next step: Use the relevant KPA page for resources and examples. Record agreed support and review actions in your Active Schools Action Plan.

Explore the Active Schools Toolkit homepage