

**Investigating a mix of stakeholders delivering quality swimming experiences for children in local primary schools within the Gippsland region, through tertiary education.**

**Background**

**Millbourne Declaration on Educational Goals for Young Australia (2008)**

- Goal 1: Access for all children, especially those in low socio-economic backgrounds
- Goal 2: All young people are literate
- Goal 3: Students learn to become:
  - Citizens
  - Workers
  - Leaders and active citizens
- Goal 4: All young people are healthy and well-being

**Socio-cultural**

The most important factor for the Millbourne Declaration was to do with the need to address the most disadvantaged and talented students. (Kemp, 2011, p. 137)

**How? Commitment to action**

Promoting world class curriculum and assessment, and  
 Improving educational outcomes for the disadvantaged young Australians, especially from lower socio-economic backgrounds

**What?**

Swimming & water safety education

EDFZ616 Experiencing Aquatic Environments  
 - elective - PE stream

future teachers implementing quality swimming and water safety lessons



**Seed has been planted**

- Learning process
- reflect and continue developing
- another way of building my confidence in the students' ability
- Discussion paper - 5 outcomes identified
- 3) Improved participation in education and training more generally for the community

**need for flexibility and communication**

"Institutional possibilities, focused on the role of tertiary education providers in responding to local need through partnerships and flexible governance arrangements." (p. 12)

"Current pathways between schools, TAFE institutes and universities are unclear and inaccessible. A coordinated approach is needed to improve pathways between education providers." (DEECD, 2011, p. 23)

"The nature of an event, message and collaborative design between education partners and industry is important and should be encouraged." (DEECD, 2011, p. 10)

**Barriers**

Social Relationships can be very complex (often underestimated)  
 - university sector was at the mercy of the Swimming Supervisor's competency or lack of competence rather than collaboration  
 - 4 year university degree aligned with a weekend and on job (20 hour) course

- The students' perceptions before registration of confidence and self-judgment of ability
- Lack of staff support (especially from the swimming supervisor)
- Limited funding
- Limited resources (especially in terms of staff and facilities)
- Limited time

↓  
**takes time and effort**

"This info had a ball with the swimming. They were appreciative that it was useful for the clubs. The evening (one week was a pity) for this season. Like I said to you then, my time you're children but there is approach to it, like we're willing to assist"

Learning from the swimming and the opportunity to meet the club members. All aspects that we learned about added to the program. The program from the beginning to the end of the year. The club members and the staff were very helpful and we were able to learn from them. The club members were very helpful and we were able to learn from them. The club members were very helpful and we were able to learn from them.

Course was commended by the CEO of Swim Australia (ASCTA)

**Advantages**  
 quality lessons (low ratio)

- Children enjoyed learning and the environment
- Parents came to watch
- Children were confident and able to swim
- Parents would have the skills to teach their children
- Swimming lessons at TAFE were a great learning opportunity

**timely**



Horsham Uniting Local City Council Australian Government, completion of the local leisure and sports centre redevelopment project.

**Collaboration**

Whitby, Harter, Greer & Jackson, 2010. Found that teachers working collaboratively with external providers to increase participation in swimming, about the value of the physical activity enables teachers to develop confidence and to coordinate.

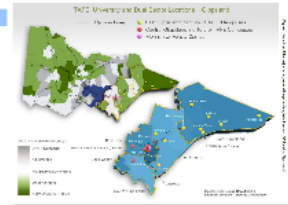
Education Paper 13: Better education for the Gippsland Region (DECD, 2012)

Supported the pathway

Specifically within Gippsland

"school engagement/outreach programs addressing the perception of tertiary education in the primary and secondary school environment" (p. 21).

Advantages building on existing partnerships and strengthening school-to-university pathways (Edwards, 2012, p. 8)



**Table 1: Comparison between providers**

Regional Development Group	Training	Location	ASCTA Accredited	Swimming Lessons	Teacher-GAP
Coolang	Teacher of Swimming and water safety	2015	Yes	Yes	Yes
Geelong	Teacher of Swimming and water safety	2015	Yes	Yes	Yes
Horsham	Teacher of Swimming and water safety	2015	Yes	Yes	Yes
Mildura	Teacher of Swimming and water safety	2015	Yes	Yes	Yes
Traralgon	Teacher of Swimming and water safety	2015	Yes	Yes	Yes

Investigating a win, win situation: delivering quality swimming experiences for children in local primary schools within the Gippsland region, through teacher education.

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ren in local primary schools

Background



# Background

Melbourne Declaration on Educational Goals for Young Australians (December, 2008)

Goal 1: Australian excellence

Goal 2: All young

- Successful learners
- Confident and
- Active and informed

## Socio-cultural

The most important driver for the National Curriculum should be about

## Goals for

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

ould be about

s for our most

7)

# Melbourne Declaration on Educational Goals for Young Australians (December, 2008)

Goal 1: Australian students achieving excellence

Goal 2: All young Australians becoming

- Successful learners
- Confident and creative individuals
- Active and informed citizens

## Socio-cultural

‘The most important driver for the National Curriculum should be about equity and social justice and improved learning outcomes for our most disadvantaged and isolated students’ (Ewing, 2010, p. 127)

How?

## Commitment to action

Promoting world class curriculum and assessment;  
and

Improving educational outcomes for the  
disadvantaged young Australians, especially from  
lower socio-economic backgrounds





What?

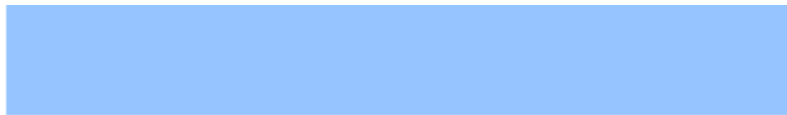


Swimming & water safety  
education

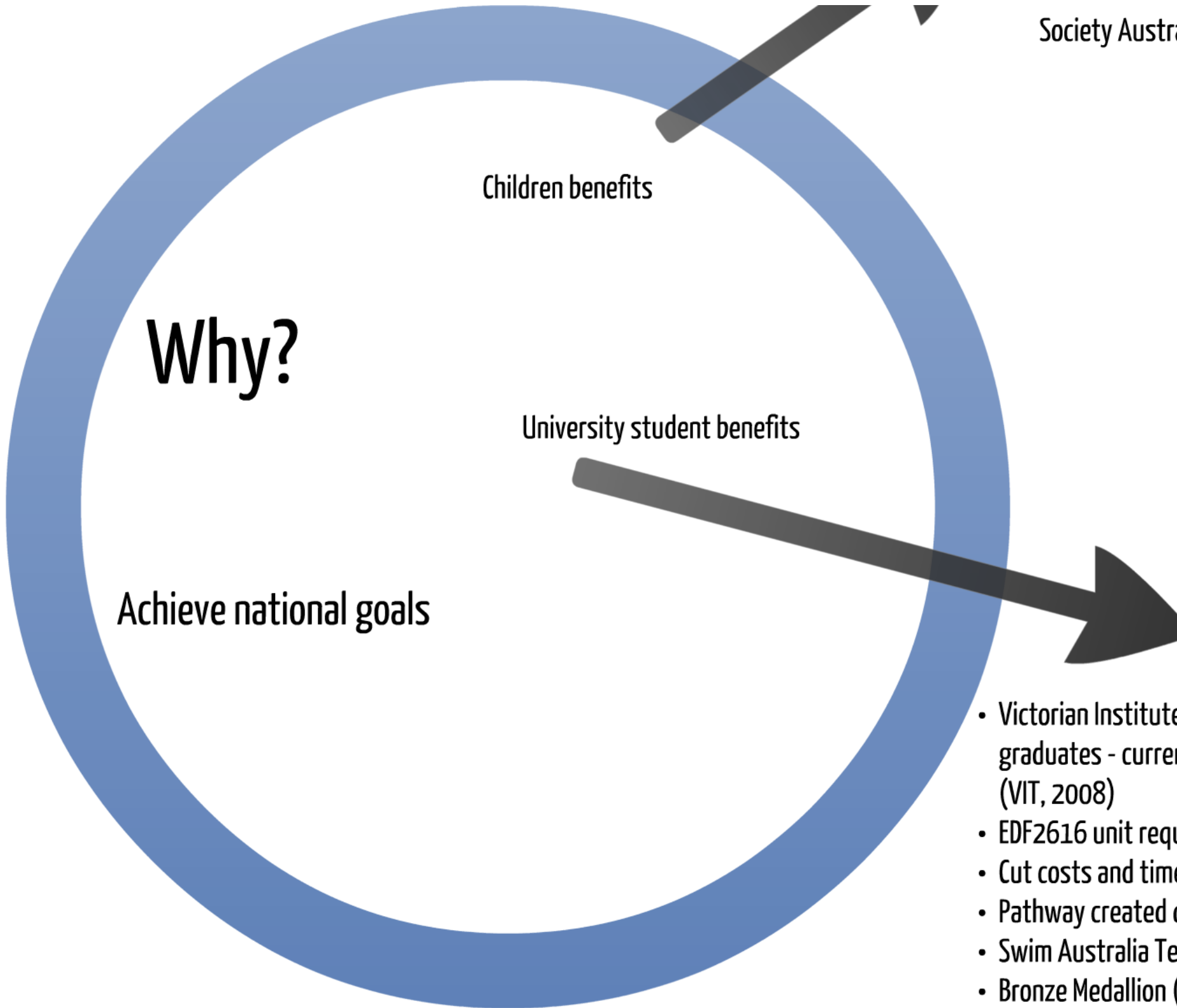
EDF2616 Experiencing  
Aquatic Environments

- elective - PE stream

future teaches implementing quality  
swimming and water safety lessons

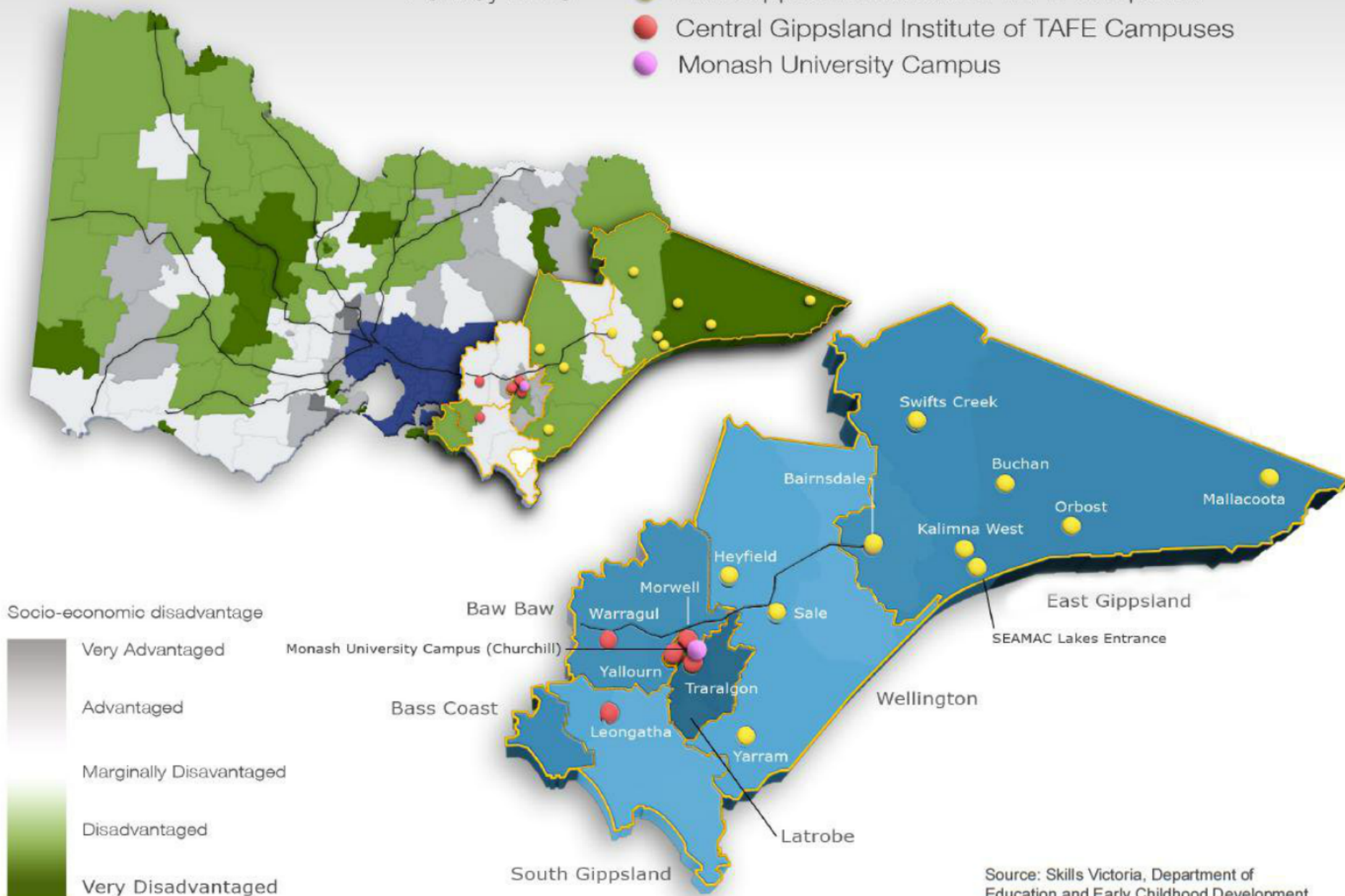


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# TAFE, University and Dual Sector Locations | Gippsland

- Railway Lines
- East Gippsland Institute of TAFE Campuses
- Central Gippsland Institute of TAFE Campuses
- Monash University Campus

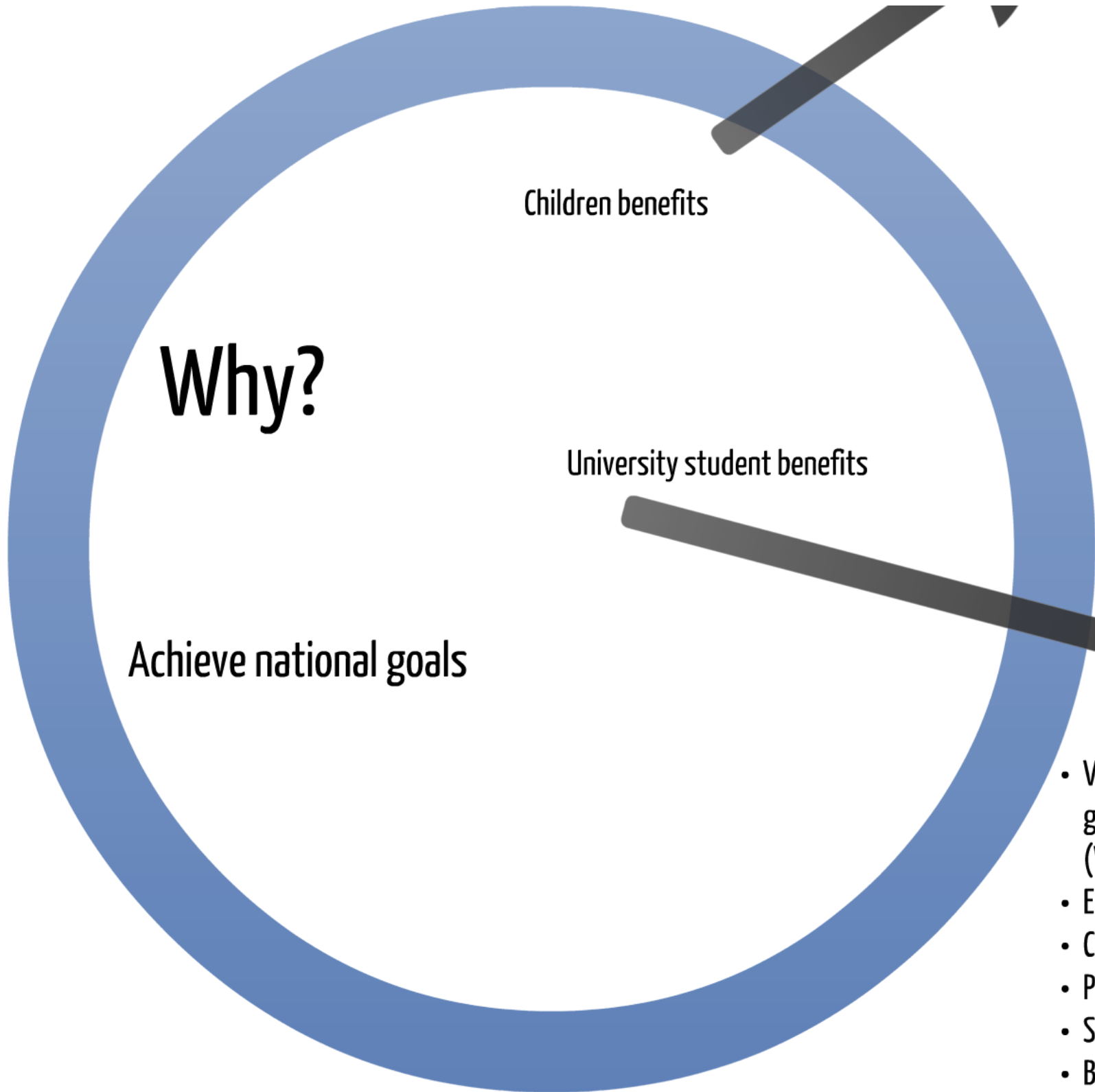


Source: Skills Victoria, Department of Education and Early Childhood Development

Figure 1: Location of the major tertiary education providers, train lines and SES status, Gippsland

## Promote swimming & water safety

- Children chosen (no lessons, created opportunity)
- SES disadvantaged (no cost)
- Rural and isolated schools find it most difficult to conduct aquatic activities (Peden, Franklin & Larsen, 2009)
- best time to prepare children for safe aquatic participation and provide the skills and knowledge needed to have a lifelong safe association with water is during childhood (Royal Life Saving Society Australia, 2010).




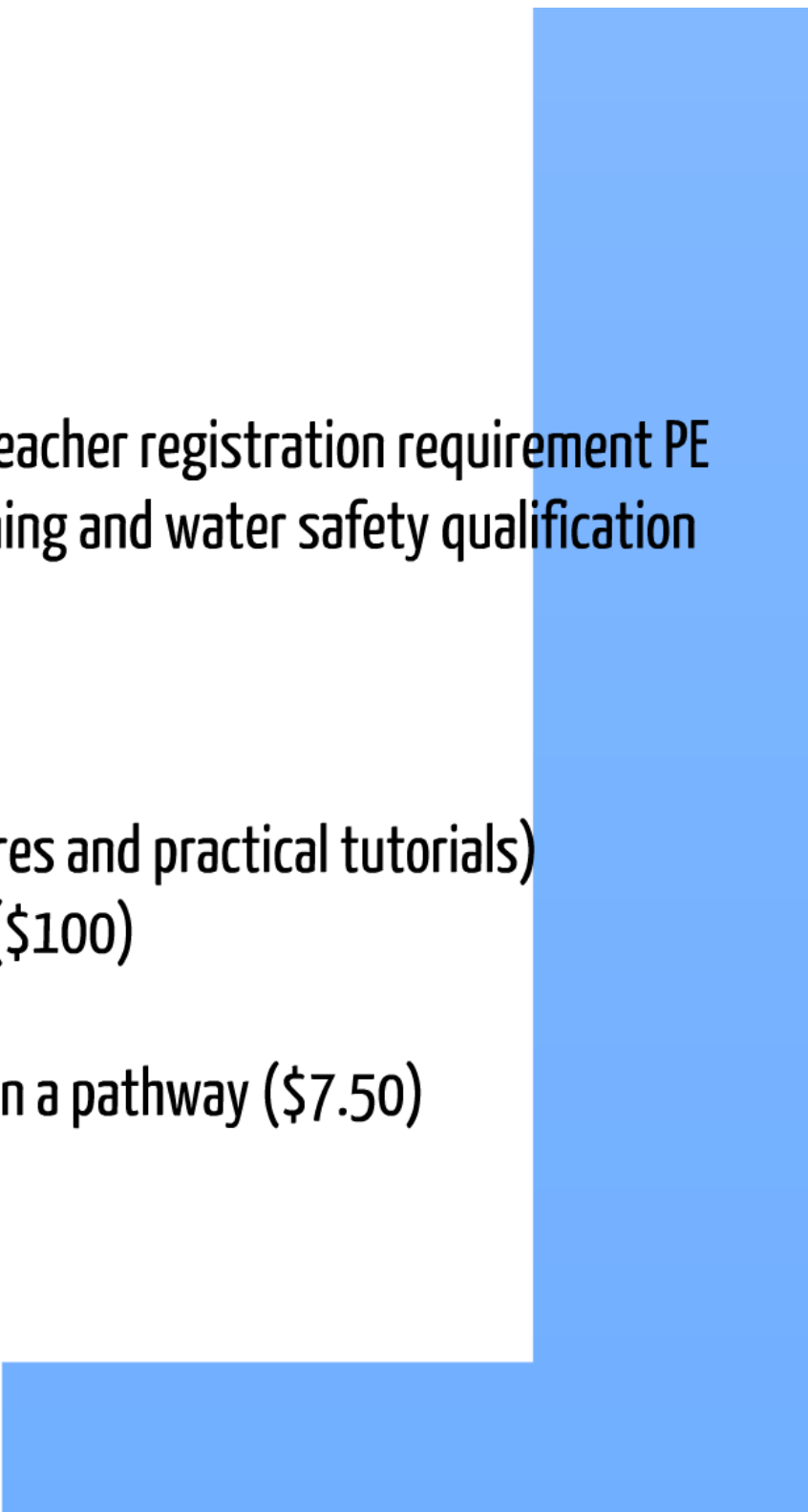
Why?

Children benefits

University student benefits

Achieve national goals

- Victorian Institute graduates - current (VIT, 2008)
- EDF2616 unit requ
- Cut costs and time
- Pathway created
- Swim Australia Te
- Bronze Medallion

- 
- Victorian Institute of Teaching (VIT) teacher registration requirement PE graduates - current teacher of swimming and water safety qualification (VIT, 2008)
  - EDF2616 unit requirement
  - Cut costs and time (\$350 to \$100)
  - Pathway created qualifications (lectures and practical tutorials)
  - Swim Australia Teacher (SAT) ASCTA (\$100)
  - Bronze Medallion (RLSSA) (\$15.70)
  - Resuscitation (RLSSA) -Pathway within a pathway (\$7.50)
- 



Who?

providers



Table 1

## Comparison between providers

<b>Registered Organisation (RTO) Training</b>	Austswim	ASCTA (Australian Swimming Coaches and Teachers Association)
<b>Course</b>	Austswim Teacher of Swimming and water safety	Swim Australia Teacher (SAT)
<b>Minimal cost required by provider</b>	\$215	\$100
<b>Cost for university students</b>	\$215	\$100
<b>Amount of time valid</b>	3 years	4 years
<b>National recognition</b>	RTO 104975	RTO20948
<b>International recognition</b>	–	International Federation of Swim Teachers Association (IFTSTA)
<b>Units of competency</b>	SRC AQU 003B SRC AQU 008B SRC AQU 009B SRC AQU 0010B SRC AQU 0011B SRC AQU 013B SRC CRO 007B	SRC AQU 003B SRC AQU 008B SRC AQU 009B SRC AQU 0010B SRC AQU 0011B SRC AQU 013B SRC CRO 007B

(Australian Government, 2011)

How?

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**Tutorials/Workshops**

Friday Group 1: 10:00-12:00 Group 2: 1:00-3:00

<p>Week 1 4<sup>th</sup> March</p>	<p><b>Lesson Plans</b></p> <ul style="list-style-type: none"> <li>Plan, deliver and review a lesson – SAT Lesson Plans, Mod 10 Austswim</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Pool Orientation, water safety, developing confidence, beginner entries, emergency signal, face in, floating, gliding – SAT Intro to water, Austswim Module 7</li> <li>Floating &amp; movement skills</li> <li>Principles of movement in water - SAT Practical Biomechanics</li> </ul> <p><b>Lifesaving – Swim and Survive</b> (SAT Water Safety &amp; Aquatic Survival)</p> <ul style="list-style-type: none"> <li>Entries and exits</li> <li>Sculling and body orientation skills</li> <li>Underwater skills</li> <li>Survival strategies and techniques (Bronze Assessment)</li> </ul> <p>Practise timed swim for Bronze assessment (optional)</p> <p><b>Timed swim (13mins)</b>(Bronze Assessment)</p> <p>100m of each – Freestyle, breaststroke, survival backstroke and sidestroke</p>
<p>Week 2 11<sup>th</sup> March</p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Quality teaching and learning - freestyle leg and arm action, breathing, combining arms and breathing, evaluating technique, progressions, introduction to backstroke (SAT Swimming strokes, Austswim Module 9)</li> </ul> <p><b>Lifesaving – Swimming and lifesaving strokes</b></p> <ul style="list-style-type: none"> <li>Choice of strokes</li> <li>Freestyle, Backstroke, Breaststroke, Butterfly, Sidestroke. Survival backstroke</li> </ul> <p>Practise timed swim for Bronze assessment (optional)</p>
<p>Week 3 18<sup>th</sup> March</p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Quality teaching and learning – backstroke kick and arm action, evaluating technique, progressions, breaststroke phases, evaluating technique and progressions (SAT Swimming strokes, Austswim Module 9)</li> </ul> <p><b>Lifesaving skills</b> (SAT Water Safety &amp; Aquatic Survival)</p> <ul style="list-style-type: none"> <li>Rescue Principles</li> <li>Awareness</li> <li>Assessment</li> <li>Action</li> <li>After care</li> <li>Initiative Tests (Bronze Assessment) (SAT Rescue)</li> </ul> <p>Practise timed swim for Bronze assessment (optional)</p>

**Tutorials/Workshops**

<p>Week 4, 5 &amp; 6</p>	<p>Professional</p>
<p>Week 7 15<sup>th</sup> April</p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Quality teaching and learning - freestyle leg and arm action, breathing, combining arms and breathing, evaluating technique, progressions, introduction to backstroke (SAT Swimming strokes, Austswim Module 9)</li> </ul> <p><b>Lifesaving – Swim and Survive</b> (SAT Water Safety &amp; Aquatic Survival)</p> <ul style="list-style-type: none"> <li>Entries and exits</li> <li>Sculling and body orientation skills</li> <li>Underwater skills</li> <li>Survival strategies and techniques (Bronze Assessment)</li> </ul> <p>Practise timed swim for Bronze assessment (optional)</p> <p><b>Timed swim (13mins)</b>(Bronze Assessment)</p> <p>100m of each – Freestyle, breaststroke, survival backstroke and sidestroke</p>
<p>Week 8 22<sup>nd</sup> April</p>	<p>Good Friday</p>
<p>Week 9 6<sup>th</sup> May</p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Quality teaching and learning - freestyle leg and arm action, breathing, combining arms and breathing, evaluating technique, progressions, introduction to backstroke (SAT Swimming strokes, Austswim Module 9)</li> </ul> <p><b>Lifesaving – Swimming and lifesaving strokes</b></p> <ul style="list-style-type: none"> <li>Choice of strokes</li> <li>Freestyle, Backstroke, Breaststroke, Butterfly, Sidestroke. Survival backstroke</li> </ul> <p>Practise timed swim for Bronze assessment (optional)</p>

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<p>kick and arm action, evaluating es, evaluating technique and swim Module 9)</p> <p>survival)</p> <p>Rescue</p> <p>tional)</p>

Week 4, 5 & 6	Professional Placement – Assignment 1 due (Friday 1st April)
Week 7 15 <sup>th</sup> April	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Quality teaching and learning – Butterfly kick action, arm action, breathing, coordination of stroke, evaluating technique, progressions, Sidestroke leg action, arm action, breathing, evaluating technique, progressions (SAT Swimming strokes, Austswim Module 9)</li> </ul> <p><b>Lifesaving – Rescue techniques</b></p> <ul style="list-style-type: none"> <li>Rescue techniques (SAT Water Safety &amp; Aquatic Survival)</li> </ul> <p><b>RLSSA CH 6</b></p> <ul style="list-style-type: none"> <li>Non-swimming rescues, swimming rescues, defences, contact rescues, contact towing techniques, spinal injury management (Bronze Assessment) &amp; SAT Rescue</li> <li>Landings</li> <li>Search and Rescue (Bronze Assessment)</li> </ul> <p><b>SAT Rescue</b> – 12m swim, rescue patient-aided 12.5m tow-recovery to side of pool, land, simulated rescue breathing.</p> <p><b>Timed tow (3mins 15 secs)</b> – In clothing (removed at any time), swim 50m, tow unconscious casualty 50m. (Bronze Assessment)</p> <p>Practise timed swim for Bronze assessment (optional)</p>
Week 8 22 <sup>nd</sup> April	Good Friday (no workshop)
Week 9 6 <sup>th</sup> May	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>Quality teaching and learning – Survival backstroke body position, leg action, arm action, breathing, evaluating technique, progressions (SAT Swimming strokes, Austswim Module 9)</li> </ul> <p><b>Lifesaving – Resuscitation (Bronze Assessment) (**CPR is required for SAT) (SAT)</b></p> <ul style="list-style-type: none"> <li>Anatomy and physiology</li> <li>The need for resuscitation</li> <li>DRABCD</li> <li>Signs of life</li> <li>Danger</li> <li>Response</li> <li>Airway</li> <li>Rescue breathing</li> <li>Compressions</li> <li>Chest compressions</li> <li>Cardiopulmonary resuscitation (CPR)</li> <li>After care</li> <li>Learning resuscitation</li> </ul> <p>Practise timed swim for Bronze assessment (optional)</p>

Week 10 13 <sup>th</sup> May	<p><b>Teaching children</b> (practical)</p> <ul style="list-style-type: none"> <li>Student teachers in</li> <li>Each student teach</li> <li>Each group of 4 wi</li> <li>1:15 ratio recomm</li> <li>water</li> <li>1:10 ratio recomm</li> <li>2:30 ratio for swim</li> <li>8 students(30 chil</li> <li>Every student will</li> <li>vary)</li> </ul> <p><b>SAT Teach Assessment tas</b></p>
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Week 12 27 <sup>th</sup> May	<p><b>Teaching children</b> (practical)</p> <ul style="list-style-type: none"> <li>Student teachers in</li> <li>Each student teach</li> <li>Each group of 4 wi</li> <li>1:15 ratio recomm</li> <li>water</li> <li>1:10 ratio recomm</li> <li>2:30 ratio for swim</li> <li>8 students(30 chil</li> <li>Every student will</li> <li>vary)</li> </ul> <p><b>SAT Teach Assessment tas</b></p>

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**SAT CD ROM – Theory Assessment (completed at home) print out certificates and give to lecturer**

**Bronze Assessment** – Theory written Q & A (must get 80% -24 out of 30 correct or above)



Discussion Paper 'A tertiary education plan for Gippsland, Victoria' (DEECD, 2011)



Supported the pathway

Specifically within Gippsland

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# timely



Monash University/local City Council/ Australian Government, completion of the local leisure and sports centre redevelopment project.

# Collaboration

(Whipp, Hutton, Grove & Jackson, 2011) found that teachers working collaboratively with external providers is associated with positive perceptions about the value of the physical activity, enables teachers to develop confidence and is less stressful.

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- Students placed theory into practise
- Relationships built (RTO/local health industry/ local primary schools and Monash



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MONASH University





**swimming**  
australia



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Learning how to teach swimming and the opportunity to teach kids how to swim in prac. All aspects that we learnt about related to teaching primary kids (which hasn't happened in the last 2 yrs of PE). The Unit co-ordinator's explanations and teaching was fantastic with the use of his prior experiences etc. and also his hard work to help us reach success in all tasks.

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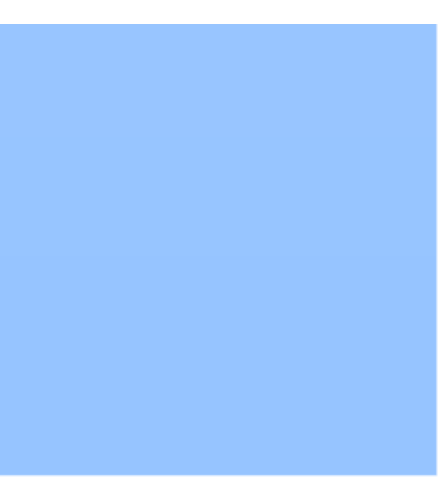
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# Barriers

Social Relationship

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- university sector was at the mercy of the Swimming Supervisor's competency or lack of
- competition rather than collaboration
- 4 year university degree aligned with a weekend and on job (20 hour) course

- The paradox in ideologies between capitalism of business and social justice of education
- Cert IV in Training and Assessment cumbersome and unnecessary
- Some teachers perceived lessons as free time (non contact time)
- Unit is biennial



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"The creation of an open, meaningful and collaborative dialogue between tertiary education providers and industry in Gippsland should be

“Current pathways between schools, TAFE institutes and universities are unclear and inaccessible. A coordinated approach is needed to improve pathways between education providers.” (DEECD, 2011, p. 23).

“The creation of an open, meaningful and collaborative dialogue between tertiary education providers and industry in Gippsland should be encouraged.” (DEECD, 2011, p. 30)



# Seed has been planted

Learning process

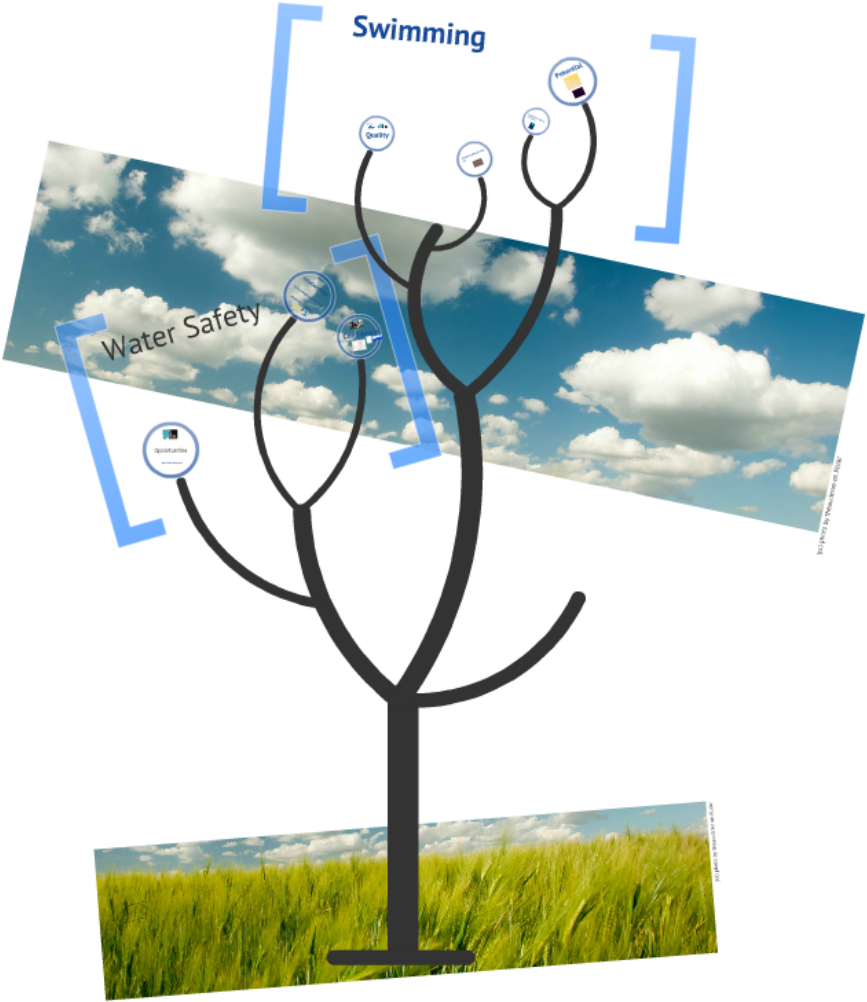
reflect and continue developing

another way of building my confidence in the students' ability

# Seed has been planted

- Learning process
- reflect and continue developing
- another way of building my confidence in the students' ability
- Discussion paper - 5 outcomes identified
- 3) Improved participation in education and training more generally for the community







A background image of a bright blue sky filled with fluffy white clouds. A solid blue rectangle is positioned in the upper left corner. A thick, dark grey curved line starts from the bottom right corner and curves upwards towards the center of the page.

# Water Safety



# Opportunities

*get out of comfort zone*

# relationships

Using strengths of stakeholders

Australian community



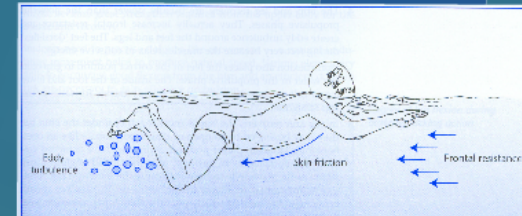


# Confidence



## Breast Stroke

1. shoulders rise and then sink
2. hips move up and down
3. pull, breathe, kick, glide
4. head is relaxed and steady, will rise up and down with shoulders
5. inhale on every stroke
6. arms fully extended in front  
→ aimed downwards (20cm above water)
7. arms make an inverted heart shape



**Swimming**



# Quality

- **Variety & physical world**
- **fun**





# Preparation for life and lifelong PA



# Potential





*Queensland Photographic Services 1800 067 132*

## ST MATTHEW'S CATHOLIC PRIMARY SCHOOL, LOGANHOLME Year 4 Green, 1996



- ROW 4 (L - R)** Danielle Westerneng, Chris Colwell, Anthony Heran, Thomas Ammar, Riley King, Karly Dowden.
- ROW 3 (L - R)** Erin Kellas, Greg Fisher, Nathan Ward, Kate Nutter, Alicia Coutts, Christie Cullen, Geoffrey Veenbaas, Joshua Robinson, Stephanie McAuliffe.
- ROW 2 (L - R)** Michael Wheeler, Cristan Caruana, Andrea Vega, Elizabeth Gemain, Lana Godfrey, Kathleen Haddon, Patrick Kerr, Jayshal Maganlal.
- ROW 1 (L - R)** Mark Long, Tyneale Purdue, Monica Collins, Kyle Shapland, Christopher McGrath, Emily Carpenter, Melissa Wilson, Thomas Rowe.
- Teacher** Tim Lynch.
- Principal** Bev Tronc. **Assistant Principals:** Carmel Flynn (A.P.A), Helen Clarke (A.P.R.E.)



YouTube



# Background

Melbourne Declaration on Educational Goals for Young Australians (December, 2008)

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

## Socio-cultural

'The most important driver for the National Curriculum should be about equity and social justice and improved learning outcomes for our most disadvantaged and isolated students' (Ewing, 2010, p. 127)