

Making Sense of the Big Picture: What the Literature Says

Abstract Community partnerships are not a new concept. What is known is that partnerships are contextual, and therefore, no partnerships are the same. Hence, the purpose of this chapter is to investigate what research suggests to enhance successful partnerships. From a ‘futures perspective’, partnerships are ideal for implementing education curricula, and megatrends predict that in the future, education departments need to be prepared for a quality of life with limited world resources and increased significance of social relationships. Specifically within teacher education, literature suggests there are three elements for successful partnerships between schools and universities: coherence and integration, professional experience that links the theory with practice, and new relationships. Successful partnerships that espouse these elements increase the chance of reaching the hybrid space ideal.

In order for the partnerships to grow in HW & PE within this context, it was vital to visit research and literature. As has been established in the story so far, partnerships are not a new concept and have been in existence for a long period of time. What is known is that no partnerships are the same, as they are contextual. We are reminded by Kirk that we need to continue on the journey of improvement, while “the notion of valuing the physically active life is a point of focus... it is also a complex, many-sided

process that might move us towards a tomorrow that is better than today” (2014, p. 106).

LOOKING TOWARDS THE FUTURE

From a ‘futures perspective’, partnerships are ideal for implementing education curricula. The Australian National Curriculum is underpinned by the socio-cultural perspective (ACARA 2010) and explicitly espouses a ‘futures perspective’. Navigating one’s health with a health preventative focus involves connections and partnerships. This perspective offers guidance for education departments and governments when implementing HPE in schools, and sport generally within communities. A futures perspective considers what schooling for a student presently beginning primary/elementary school may be like when they graduate in 13 years (Macdonald 2013). Megatrends predict that in the future, education departments need to be prepared for a quality of life with limited world resources; world economy shifting from north to south, west to east; associated healthcare costs and the responses in lifestyles and services; and the rising importance of social relationships (Hajkowicz et al. 2012). “A futures-oriented Health and Physical Education (HPE) would provide opportunities for young people to improve their health literacy [lifelong health promoting behaviours] and to become lifelong, critical consumers of health-related information with the skills to access, appraise and apply health-related knowledge” (Macdonald 2013, p. 97).

Health literacy, as the term suggests, is derived from poor literacy skills and the negative influence they have on health outcomes (Nutbeam 2008). This directly relates to the second MDG: achieve universal primary education (WHO Commission on the Social Determinants of Health 2007). As previously mentioned unlike the SDGs, the MDGs applied only to developing countries; nonetheless, the term was adopted by the Australian curriculum reform.

According to Nutbeam, there are two conceptualisations of the term ‘health literacy’: asset and risk; “Both are dependent on the underlying base of literacy and numeracy, and are context and setting specific (Nutbeam 2008, p. 2076).” Nutbeam concludes “Individuals with underdeveloped skills in reading, oral communication and numeracy will not only have less exposure to traditional health education, but also less developed skills to act upon the information received” (Nutbeam 2008, p. 2077). There are dimensions of health literacy; these refer to different

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These major themes underpinning teacher education shape the conceptual framework, diagrammatically represented in Fig. 4.1.

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