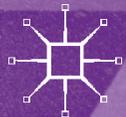


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THE FUTURE OF HEALTH, WELLBEING AND PHYSICAL EDUCATION

Optimising Children's
Health through Local and
Global Community
Partnerships

Timothy Lynch



The Future of Health, Wellbeing and Physical Education

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palgrave
macmillan

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ISBN 978-3-319-31666-6 ISBN 978-3-319-31667-3 (eBook)
DOI 10.1007/978-3-319-31667-3

Library of Congress Control Number: 2016942663

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Printed on acid-free paper

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The registered company is Springer International Publishing AG Switzerland

This book is dedicated to my family—Eftyhia, Eleanor, Nathaniel, and Emilia, whom I love to the moon and back.

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Introduction

Abstract This chapter introduces the partnership story, offering guidance to various local and global community stakeholders in understanding contemporary directions and future priorities for Health, Wellbeing, and Physical Education (HW & PE). According to the United Nations (UN), ‘partnerships’ are essential for implementation of Sustainable Development Goals (SDG), and subsequently, continued efforts towards equality in health and wellbeing. Hence, the partnership journey is significant as it offers insight to the future of HW & PE. This story is timely as ground level ‘partnerships in action’ forms a present gap in research.

This story is about partnerships, educational opportunities, trials and tribulations, learning successes, and gratitude. The storyline presented interweaves narrative threads to emerge ideas, themes, and patterns (Ewing 2010). The purpose of the text is to offer guidance to various local and global community stakeholders in understanding contemporary directions and future priorities for Health, Wellbeing, and Physical Education (HW & PE). According to the United Nations (UN) ‘partnerships’ are essential for implementation of Sustainable Development Goals (SDG) and continued efforts towards equality in health and wellbeing. The partnerships in this storyline are, namely, community collaborations between primary schools, universities, and community-based sports organisations

which United Nations Educational, Scientific and Cultural Organisation (UNESCO) declares are “essential to accommodate broader life-long educational outcomes, including health and well-being, as well as personal and social development” (UNESCO 2015, p. 44). The Vice President for Global Advocacy—World Vision, Mr. Charles Badenoch, stated at the UN Economic and Social Council (ECOSOC) special event—‘2015 Multi-Stakeholder partnerships: Making them work, for the Post-2015 Development Agenda’; that there is a gap in information on partnerships in action, cross sector partnerships that work, and at present, there is a need for reporting from the ground level. “Unfortunately today there is a dearth of data on the effectiveness of partnerships... we need to learn from what works and what doesn’t work... all cross sector partnerships at all levels” (Badenoch 2015). Hence, the sharing and advocacy of this community partnership initiative storyline is significant.

The SDGs recently succeeded the 2000–2015 Millennium Development Goals (MDG), which, however, have a fundamentally different audience. The MDG goals, which applied only to developing countries (Thwaites 2015), “helped to lift more than one billion people out of extreme poverty, to make inroads against hunger, to enable more girls to attend school than ever before and to protect our planet” (United Nations 2015, p. 3). The MDGs included:

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria, and other diseases
7. Ensure environmental sustainability
8. Global partnership for development

THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

The SDGs “apply to all countries, including Australia” (Thwaites 2015), which is the platform nation for the shared partnerships. The SDGs officially succeeded the MDGs at the UN summit on 25 September 2015, when Resolutions were adopted. The SDG plan is to be implemented through collaborative partnerships and build on from the MDGs. ‘Transforming our world: the 2030 Agenda for Sustainable Development’, consists of 17

Goals and 169 targets, all designed to be activated over the next 15 years. These goals “are truly global challenges that require solutions involving all countries” (Thwaites 2015) and include:

- Goal 1: End poverty in all its forms everywhere.
- Goal 2: End hunger, achieve food security and improved nutrition, and provide sustainable agriculture.
- Goal 3: Ensure healthy lives and promote wellbeing for all at all ages.
- Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Goal 5: Achieve gender equality and empower all women and girls.
- Goal 6: Ensure availability and sustainable management of water and sanitation for all.
- Goal 7: Ensure access to affordable, reliable, sustainable, and modern energy for all.
- Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
- Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation.
- Goal 10: Reduce inequality within and among countries.
- Goal 11: Make cities and human settlements inclusive, safe, resilient, and sustainable.
- Goal 12: Ensure sustainable consumption and production patterns.
- Goal 13: Take urgent action to combat climate change and its impacts.
- Goal 14: Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.
- Goal 15: Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
- Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels.
- Goal 17: Strengthen the means of implementation and revitalise the global partnership for sustainable development.

Goal 3 and 4 are representative of HW & PE. In particular specific targets 3.4, 3.d and 4.1:

- Goal 3: Ensure healthy lives and promote wellbeing for all at all ages.

Table 1.1 Nine building blocks for successful partnerships (ICSC 2014, p. 14)

Actors	1. Leadership	<ul style="list-style-type: none"> • Create momentum • Guide process • Foster group cohesion
	2. Partners	<ul style="list-style-type: none"> • Combine the right resources and skills • Create comparative advantage • Prioritise inclusiveness
Process	3. Goal-setting	<ul style="list-style-type: none"> • Create common vision and goals • Ensure high ambitions and precision
	4. Funding	<ul style="list-style-type: none"> • Align with global goals and norms • Seek innovative funding solutions • Diversity funding sources
	5. Management	<ul style="list-style-type: none"> • Invest in professional fund management • Establish independent Secretariat • Invest in full-time professional staff • Ensure professional process management
	6. Monitoring, reporting, evaluation, and learning	<ul style="list-style-type: none"> • Strive for transparency • Create robust and measureable indicators • Learn from mistakes and adapt behaviour
Context	7. Meta-governance	<ul style="list-style-type: none"> • Set minimum criteria for partnerships • Entrust institution with vetting procedures • Explore linkages between partnerships
	8. Problem-structure	<ul style="list-style-type: none"> • Acknowledge differences in problems • Adapt expectations • Design according to problem-structure
	9. Political and social context	<ul style="list-style-type: none"> • Identify problems (e.g. Corruption) • Engage in capacity building • Choose most favourable context

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Context of Partnerships

Abstract Sustainability of partnerships requires problem solving, which considers ‘context’. The context setting within this partnership was Latrobe Valley, Gippsland (Victoria, Australia), but it was also heavily influenced at the time by the Australian national curriculum reform and national HW & PE initiatives. The national curriculum was underpinned by the socio-cultural perspective and explicitly espoused the permeation of a ‘futures perspective’ in health, quality teaching, and teacher education. What began as a pathway seed quickly grew to involve multi-stakeholder partnerships; Australian universities, schools, Australian Registered Training Organisations (RTO), the local health industry (local leisure, and sports centre), Education departments, sport governing bodies at the national level, and a world leading international Initial Teacher Education (ITE) university course in the UK.

In Chap. 1 the ‘what’ was introduced through key themes, themes which closely intertwine with the ‘how’. In particular, the last key theme in the conceptual framework discussed, ‘Problem solving’ (Fig. 1.1). Problem solving has strong connections to the ‘how’ and is often dependent upon

To achieve the 2015 ambitious goals (SDGs) we need to focus on the how, the means of implementation, as much as the what (Badenoch 2015).

ICHPERSD-OCEANIA Retweeted

SHAPE America @SHAPE_America Mar 21

Jim Sallis on what we should focus on in research on PA [physical activities]:
translation, dissemination and implementation. #SHAPESeattle

Fig. 2.1 Key message Jim Sallis proposed at the 130th Society of Health and Physical Educators (SHAPE) America National Convention and Expo, 21 March 2015

context. That is, to solve problems for sustainability one must consider the context. Context, along with stakeholders belief in the project are described as the two essential ‘aspects for success’ within community partnerships (Lynch 2013c). As previously mentioned, the context setting within this partnership was Latrobe Valley, Gippsland (Victoria, Australia), but it was also heavily influenced at the time by the Australian national reform in Health and Physical Education. The national curriculum was underpinned by the socio-cultural perspective (ACARA 2010) and explicitly espoused the permeation of a ‘futures perspective’ in health. Futures perspective in health will be discussed in more detail in Chap. 4. More so, a fundamental for sustainability of partnerships within the Best Start programme was that QPE was experienced by the pre-service teachers.

QUALITY PHYSICAL EDUCATION TEACHER EDUCATION

Professional preparation of pre-service teachers within Australia has been identified as a priority. The Teacher Education Ministerial Advisory Group (TEMAG) report titled ‘Action Now, Classroom Ready Teachers’ recommendations included:

Recommendation 2—The Australian Government acts on the sense of urgency to immediately commence implementing actions to lift the quality of initial teacher education.

Recommendation 14—Higher education providers deliver evidence-based content focussed on the depth of subject knowledge and range of pedagogical approaches that enable pre-service teachers to make a positive impact on the learning of all students.

The Friday Sports programme was designed so that the Year 5 and 6 children from the six participating schools could choose a sport of their interest. The ITE pre-service teachers decided on which sports they would offer taking into consideration their group strengths, equipment, and facilities. The children would then participate in the same sport each week for a one-hour session over five weeks. Each sport group consisted of 20–25 children, were mixed sexes and mixed schools. The aim of the programme was to progressively work towards achieving the objectives of the Sports Education curriculum model; “to develop as competent, literate and enthusiastic sportspeople” (Siedentop 1994, p. 4). Monash University provided the equipment, the human resource of five teacher education students per group who had planned the five week units, and collaboratively with the local health industry (local leisure and sports centre) provided the stadium and field facilities, all at no cost to schools. Subsequently, the implementation of this sport unit built relationships between Monash University (Gippsland campus) Faculty of Education and the surrounding rural primary schools.

The innovative partnership was implemented over four years (2011–2014) and along with the research conducted was prescient with recent international and national partnership policy developments. The process of strengths-based partnerships involved mentoring and leadership, collaborative problem solving, and improved social justice (Fig. 1.1). This research is based upon activating a plan, expressing the experience and sharing the contextual story to assist other stakeholders. As evidenced by Fig. 2.1, it is supported by the most cited PE educator in the world, Jim Sallis. Sallis, has well over 100,000 citations on Google scholar, endorses this journey storyline.

Table 2.1 accentuates the positive contribution community collaboration partnerships (across units EDF1600, EDF2611, EDF2616, EDF3619, and EDF3616) have made towards teacher preparation.

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Creating Local Pathways in University Teacher Education: Planting the Seed

Abstract This chapter shares the very beginnings of the partnership journey, metaphorically as a seed which incrementally developed as opportunities were presented. The university classes for the semester swimming unit EDF2611 were redesigned to create a pathway with the swimming and water safety course qualification—Swim Australia Teacher. Careful mentoring enabled the implementation of ‘hands on’ practical teaching and learning experiences for the university Initial Teacher Education pre-service teachers, quality swimming lessons at no cost for local primary school children (from a disadvantaged socio-economic region), and professional development for teachers.

This partnership journey began small, metaphorically as a seed which incrementally developed as opportunities were presented. It was always the intention of the programme leader to manage partnerships, and consequently, maintain quality assurance and suitability for university ITE. The long-term plan was for programme sustainability involving more schools, children, and a wider range of health and physical education (Fig. 2.1). Discussion of the community collaboration partnerships is in reference to the International Civil Society Centre ‘Nine building blocks for successful partnerships’ (2014, p. 14).

The original problem identified by the author was that university students were developing knowledge and skills within the unit EDF2611 ‘Experiencing aquatic environments’, yet were not recognised within the industry, and therefore, not by the state education institute. Subsequently, students were required to spend \$350 in addition to their university fees to gain a swimming and water safety instructor qualification. This requirement was mandated by the VIT (VIT 2008) for teacher registration as a Primary School Physical Education teacher. This qualification was valued by the programme leader, especially within the Australian context. Furthermore, the programme leader maintained the belief metaphorically speaking that practice sessions should resemble as much as possible the real game. Hence, applying theories in practice provided the challenges necessary for preparation of quality teachers.

ACTORS

Leadership

Swim instructor providers were contacted to investigate the possibility of ITE pre-service teacher ‘recognition of prior learning’ (RPL) for the swimming and water safety knowledge and skills underpinning EDF2611. Furthermore, recognition of a possible pathway between the content covered within EDF2611 lectures and workshop, and the RTO’s swimming and water safety industry units of competency. This unit/module at the Monash University Gippsland campus previously required that students complete swimming and water safety accreditation during their own time and present evidence of the qualification. The leader was a pioneer in what appeared to be a common sense connection and socially just cause within the socio-economically disadvantaged region.

Correspondence with RTO providers was initiated in January 2011 through phone calls and e-mails. It was anticipated by the leader that all providers would share similar swimming and water safety educational aspirations. AUSTSWIM informed the programme leader, who had held a swimming and water safety AUSTSWIM Teacher of Swimming and Water Safety Teacher qualification for over ten years and had various experiences of teaching swimming and water safety spanning from early years to higher education, that he could complete Course Presenter Training, qualifying him for training AUSTSWIM swim instructors (pre-service teachers). The prerequisites for a Course Presenter included:

There were setbacks and barriers to overcome which will be discussed in more detail in Chap. 10. As a result of the programme evaluation, the leader decided to liaise with the primary schools in future collaborations rather than allowing this to be the responsibility of the pool swimming instructors.

Early responses from stakeholders suggested that they were appreciative of the learning experience that the swimming lessons provided, and that partnership efforts should continue. Hence, the initial stages of partnership were established and the goal for swimming lessons achieved. The children from the local primary schools were excited, evidenced by attendance and preparation for the lessons, and smiles on faces. Parents also attended lessons to support their children, and many thankful comments were made by teachers, teaching assistants, parents, and the children.

As previously mentioned, the programme leader deliberately began the initiative with low-set goals. This alleviated any pressure on teachers and schools. Furthermore, it increased opportunities for programme success and stakeholder commitment. Minimising pressure and demands was essential for building trust with schools: principals, teachers, and parents. Furthermore, all publications and discussions held were transparent, and feedback from stakeholders and readers were at all times welcome.

This initial community collaborative effort assisted with building relations for future partnerships. The next community collaboration involved six rural primary schools during semester 1, 2012 (Chap. 7). Not only was sport used to build partnerships but also to deliver quality health and physical education lessons, again offering children sporting opportunities that they may otherwise not receive. Hence, relations with the sports centre and two of the local primary schools continued to grow the following year.

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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

week, we carry out hundreds of inspections and regulatory visits throughout England, and publish the results on our website. (<http://www.ofsted.gov.uk/about-us>)

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

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Global Community Partnership Research

Abstract This chapter investigates a successful teacher education programme in the UK, awarded ‘Outstanding’ by England’s Office for Standards in Education, Children’s Services and Skills. Furthermore, the success of the programme was explicitly contributed by established partnerships with nearby schools. This course, at the time, was not offered within Australia. This study offered valuable insight into a successful primary teacher education programme/course, illustrated good practice, and subsequently, offered possible improvements to the preparation of pre-service primary teachers in Gippsland, Australia.

This research investigates a successful teacher education programme in the UK; awarded ‘Outstanding’ by England’s Office for Standards in Education, Children’s Services and Skills (Ofsted). Furthermore, the success of the programme was explicitly contributed by established partnerships with nearby schools. The Bachelor of Education (Hons) Primary (PE) course was specifically designed to develop generalist primary classroom teachers with a specialisation in PE. This course, at the time, was not offered within Australia; however, national curriculum reform has ignited a renewed interest in the health and wellbeing of children beginning in the early years of education, and subsequently, course designs that enable this. A qualitative, interpretive study using a case study methodology was

adopted. Methods engaged included semi-structured interviews, reflective journals, observations, and document analysis, and participants included all course lecturers. This study offered valuable insight into a successful primary teacher education programme/course, illustrated good practice, and subsequently, offered possible improvements to the preparation of pre-service primary teachers in Gippsland, Australia.

INTRODUCTION

It is argued that the key learning area for children's health and wellbeing, HPE, be a priority in the recent Australian national curriculum reform:

to provide ongoing, developmentally appropriate opportunities for students to practise and apply the knowledge, understanding and skills necessary to maintain and enhance their own and others' health and wellbeing. (ACARA 2012, p. 4)

The implementation of HPE from the early years of primary school increases the likelihood of holistic lifelong health and wellbeing. An issue greatly valued by governments responsible for costs involved with wellness of citizens, the influence of hypokinetic diseases, and the strong connection physical activity has with optimal health and quality of life (Corbin et al. 2011; Robbins et al. 2011; Mackenroth 2004; Howard 2004). The purpose of the HPE learning area is to “offer experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate” (ACARA 2012, p. 2). However, the HPE learning area has had a history of barriers that have impeded quality delivery within all Australian Primary schools, which Sloan suggests has also existed in schools internationally (2010).

‘In-house’ discussions of crisis at HPE conferences and in journals 20 years ago led to a Senate Inquiry (Commonwealth of Australia 1992) into the state of HPE within Australian Education systems. The ‘crisis’ was experienced at an international level also (Dinan-Thompson 2009). The findings in the report by the Senate Standing Committee on Environment, Recreation and the Arts (Commonwealth of Australia 1992) confirmed the ‘in-house’ discussions of crisis (Dinan-Thompson 2009). The Senate Inquiry found that there was in fact a decline in the opportunities for quality HPE in Australian schools, although paradoxically there was unanimous support for the learning area. The problems were mainly with resources and the time allocation to the key learning area which resulted

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Global Insights and Support

Abstract This chapter shares a deeper analysis of insights from the UK case study research, which indicated that partnership complexities were minimised when the relationships were developed over a sustained period of time, where genuine trust is built between stakeholders and not forced. Furthermore, when learning created through partnerships were perceived as relevant by all stakeholders, there was some form of funding, and teacher educators were confident and competent with the children aged 5–11 years. These insights were supported by recent shifts in teacher education. Hence, the global insights offered timely support and direction for the ‘Best Start’ programme.

This international case study investigated quality Initial Teacher Education (ITE) (physical education) also referred to as Quality Physical Education Teacher Education (QPETE). The ITE programme was identified as having strong partnerships with local schools by England’s Office for Standards in Education (Ofsted) and external examiners which were evidenced during data collection. A deeper intention of the case study was to explore partnerships for possible ‘hybrid space’ course features.

ment skills naturally; rather, they need to be provided with quality learning experiences to enable development (Doorn 1999).

Only Case Study Two school lessons observed by the researcher actually confirmed the teacher participants' shared insights and evidenced their understanding of the socio-cultural approach, embedded in the HPE syllabus. This was evidenced through the promotion of social justice and equity principles, where the HPE specialist teacher structured and taught inclusive lessons which acknowledged student diversity and skill levels and created supportive learning environments (QSCC 1999). Such learning environments were created through the use of eclectic pedagogies. At times, a traditional dominant science pedagogy (Tinning 2004) was evidenced with emphasis placed on correct skills and movement techniques. This was achieved through demonstrations, cues, explanations, and by providing feedback to students. At other times, critical socially just pedagogies (Tinning 2004) were evidenced in a diverse range of sports and skills covered and implemented using several minor games simultaneously, enabling students maximum participation and involvement. (ie. Lynch, 2005, pp. 241-242).

The research findings and insights from the UK ITE case study were embedded within the HPS framework. Furthermore, when combined with the data gathered from Australian primary school principals and recent shifts in Teacher Education, such as the Victorian Government 'School Centres for Teaching Excellence' (SCTE) initiative, the global insights offered welcome and timely support along with direction for the 'Best Start' programme leader.

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Developing Local Partnerships in HPE (Win, Win, Win)

Abstract The community collaborative partnership was extended in semester one 2012 as part of unit EDF3619 ‘Sport and physical activity education’. The purpose of this chapter is to share insights of this programme. A key goal for the ‘Friday Sports’ programme was to be a worthwhile and valued experience for the children, and especially, for the four new partnering schools. The partnership enabled accessing new assets for each of the stakeholders and subsequently, enhancing the quality of the learning experience, which they otherwise would not have had. Feedback from the various stakeholders evidenced that the ‘Friday Sports’ programme was successful and very popular.

The community collaborative partnership was extended in semester one, 2012. This was the second of the six units in the Primary Education Physical Education stream to involve local primary schools. In semester one, 2011 as discussed in detail in Chap. 3, a pathway was created through the implementation of swimming and water safety education in Primary schools. Teacher education students studying the unit EDF2611 ‘Experiencing Aquatic Environments’ as an elective gained swimming and water safety discipline knowledge and subsequently qualifications (a Victorian Institute of Teachers registration requirement) in the Australian Swimming Coaches and Teachers Association (ASCTA)—Swim Australia

Teacher (SAT), Royal Life Saving Society Australia (RLSSA) Bronze Medallion and RLSSA Resuscitation courses.

Discussion of the sports partnership implemented as part of unit EDF3619 ‘Sport and physical activity education’ has been presented with reference to the International Civil Society Centre (ICSC) ‘Nine building blocks for successful partnerships’ (2014, p. 14).

ACTORS

Leadership

Primary education Initial Teacher Education (ITE) university students (pre-service teachers), choosing the physical education (PE) major stream at Monash University (Gippsland campus), studied the unit EDF3619 ‘Sport and physical activity education’. Amendments were made to this unit by the leader so that the ‘Friday Sports’ programme would potentially benefit all stakeholders; namely pre-service teachers, local school communities, and the local health industry. This programme ran over five weeks and was the first university–school partnership programme of this nature to be implemented within the Gippsland area.

Leadership involved initiating programme discussions, which was essential for this learning opportunity to be created. Communication initially comprised personal face-to-face relations between the leader and the primary school principals. In January of 2012, during pupil free days for the primary schools, the programme leader visited the three closest Churchill primary schools to meet with the Principals. In some schools, the Principal was available and a meeting/discussion occurred where the leader could share his vision of the pre-service teachers conducting various sports sessions at no cost for the primary children on a Friday. This also gave the Principal the opportunity to share their interest and thoughts in this proposed sports programme. If the school Principal was not available, an appointment was made for a convenient time to meet and contact details were exchanged. Furthermore, a brief explanation of the project was given to the next person in charge. After the three Churchill schools had confirmed their willingness to participate, the number of children was calculated. There were enough teacher education students (40) to involve more than the three Churchill schools, all of which were within walking distance to the facilities.

The leader extended the invitation to other surrounding schools to participate following the same process, namely, visiting schools to meet principals. Having been employed as a Head Teacher in a large school,

Start' programme. Moreso, the leader did not want to burden school communities with thoughts requiring extra time and effort. However, suggestions were made by the leader that there would be good opportunities in the future for grant applications to assist with the programme which may possibly involve some research. Such possibilities were well received by the teachers during discussions. Hence, trust was building and relations were being strengthened between the leader and teachers.

Again, it was the purpose of the leader to "be transparent in communicating successes and drawbacks, strategies, reports and evaluations" (ICSC 2014, p. 25). This was achieved in a paper presented and discussed at the '28th National Society for the Provision of Education for Rural Australia (SPERA) conference' in September, 2012. The paper was later published in the Australian and International Journal of Rural education and was titled 'Community collaboration through sport: bringing schools together' (Lynch 2013a). Communication of programme successes and drawbacks was also written and later published in the Asia-Pacific Journal of Health, Sport and Physical Education in 2013, titled 'School Centres for Teaching Excellence (SCTE): understanding new directions for schools and universities in health and physical education'. Publications and presentations were warmly received by various educationalists. (Lynch 2013c).

This Friday Sports programme was designed using international 'best practice' within PETE. Data was gathered by the leader in early January of the same year. The data gathering UK PETE case study inspired the leader to commit to the programme.

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Partnerships Work: Continuing the Success in Swimming and Water Safety

Abstract The purpose of this chapter is to share the continued swimming education community partnership programme success. Pathways were investigated and initiated in 2011 which began a journey of collaboration between Australian Registered Training Organisations (RTO), the local health industry (local leisure and sports centre) and external swimming instructors employed at the venue, local primary schools, and the university sector; Monash University (Gippsland). The programme accentuated the vital role pre-service teacher education can play in the development of children's swimming and water safety knowledge, skills, and understanding within all communities, especially the socio-economically disadvantaged.

The purpose of this chapter is to share the continued swimming education community partnership programme success. As discussed, pathways were investigated and initiated in 2011 which began a journey of collaboration between Australian Registered Training Organisations (RTO), the local health industry (local leisure and sports centre) and external swimming instructors employed at the venue, local primary schools and the university sector; Monash University (Gippsland). The programme accentuated the vital role pre-service teacher education can play in the development of

children's swimming and water safety knowledge, skills, and understanding within all communities, especially the socio-economically disadvantaged.

As has been stated throughout this storyline, the units (also referred to as modules in the UK) were offered biennially, that is, units were offered once every two years. The rationale for the biennial design was to enable the Initial Teacher Education (ITE) students to cover as many units as possible within the context of having one PE lecturer, who was also the leader and pioneer of the 'Best Start' community partnership. Swimming lessons held in semester one, 2011 were embedded within unit EDF 2611 (Chap. 3). The next time this unit, and subsequently, the swimming lessons could be offered was in semester one, 2013.

ACTORS

Leadership

As it had been two years since the last time swimming lessons were conducted, the leader decided to make one major amendment, to take control of all liaising with schools. In 2011, it was collaboratively agreed that the leisure centre staff would use their established connections with the schools, which although plausible at the time, did prove to be difficult from a university perspective. Details of difficulties that resulted from this process are discussed in Chap. 10.

The leader was required to renew or keep updated qualifications for pathways to remain valid. Renewal of Life Saving Victoria endorsed Service Membership, enabled the pre-service teachers to complete their Bronze Medallion and Resuscitation. This involved the leader completing/updating a Bronze Medallion (accreditation valid for 12 months), a current level 2 First Aid award (accreditation valid for three years) and a current resuscitation award (cardiopulmonary resuscitation [CPR]—accreditation valid for 12 months). Endorsement of the resuscitation (RE) award was vital as it was a requirement for the ITE students (pre-service teachers) to receive their SAT swim instructor qualification (pathway within a pathway).

The leader needed to apply for an updated qualification as a SAT Course Presenter. This was essential for the ITE students to become swimming instructors in the unit pathway. As part of the application, the leader needed to evidence a current CPR, a recent working with children/police check (this was evidenced by current teacher registration within the state of Victoria), swimming professional development undertaken in

were established. Such suggestions were received encouragingly by the teachers and principals involved, and discussions disclosed that this may possibly involve some research.

Transparency was a key theme throughout all lessons within the ‘Best Start’ programme. Swimming lessons were conducted in a public Leisure Centre facility during the day, open for any interested parties to witness; swimming instructors, parents, leisure centre staff, university students, and community members. Further transparency was achieved in a paper presented and discussed at the ‘28th Australian Council for Health, Physical Education and Recreation (ACHPER) International Conference, Melbourne (Australia)’ in November, 2013. The paper was also published in the conference proceedings. (Lynch 2013)

Communication of successes and drawbacks was also presented and discussed during the Teacher Education Research Group (TERG) programme of events, University of East London (UK), 15 January, 2014. The leader was kindly invited and the title of the presentation was ‘Community education collaborations: Health and Physical Education (HPE)’. The presentation and data shared was warmly received by various educationalists and encouraging feedback was given to the leader. It was during this visit to the UK, which involved gathering further data from the ITE Ofsted ‘outstanding’ PE primary programme, where problems with implementing swimming in English primary schools were revealed to the leader. Media reports about schools not meeting curriculum requirements were bountiful in British media reports. Such reports were encouraging for the leader at the time. They assisted him to realise the power of community in addressing this issue of swimming impediments for children and inspired him to continue with his efforts.

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Benefitting from National Initiatives: Tennis Australia ‘Hot Shots’

Abstract The purpose of this chapter is to share the continued ‘Friday Sports’ community partnership programme success. The programme again accentuated the vital role pre-service teacher education can play in the development of children’s health, wellbeing, and physical education (HW & PE). This was the second time ‘Friday Sports’, embedded in unit EDF3619 for the university students (pre-service teachers), was offered for local primary schools. Tennis Australia ‘hot shots’ national initiative was adopted as a platform, and subsequently, became the modified sport for all sessions. Data gathered and feedback received suggested that this major amendment was effective.

Discussion of the successful ‘Friday Sports’ partnership embedded in unit EDF3619 ‘Sport and physical activity education’ (semester one, 2012) was presented in Chap. 7. The purpose of this chapter is to share the continued ‘Friday Sports’ community partnership programme success. The programme again accentuated the vital role pre-service teacher education can play in the development of children’s health, wellbeing, and physical education (HW & PE), within all communities.

This was the second time ‘Friday Sports’ was offered for local primary schools and the second time it was embedded in unit EDF3619 for the Initial Teacher Education (ITE) university students (pre-service teachers). Using the Tennis Australia ‘hot shots’ national initiative as a platform, it was decided that tennis ‘hot shots’ would be the modified sport for

learn a lot about tennis. I had a great time” (personal communication, 19 June 2014). Teachers also offered very positive feedback to the tennis programme: “The program gave both students [children] and pre-service teachers a chance to develop new skills. The students [children] were always engaged and they looked forward to going” (personal communication, 23 June 2014). Another teacher commented that it was an inclusive programme that reached out to the non-sporty children, who “were given some one on one attention and allowed them the chance to ‘shine’”. Some of my less sporty children loved the sessions and a few were keen to start playing. One girl who normally does not enjoy physical activities, brought a racquet from home and was playing at recess time” (personal communication, 4 June 2014). Also, another teacher commented, “The kids absolutely loved it and were engaged for the whole time—even some of my girls who never do sports” (personal communication, 4 June 2014).

While many benefits of the ‘Best Start’ programme have been recognised within the first six stages of the ICSC ‘Nine building blocks for successful partnerships’ (2014, p. 14), the last three stages in the nine building blocks relate to context, problems, and overcoming obstacles.

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Overcoming Barriers and Problem Solving

Abstract The purpose of this chapter is to investigate the difficulties within partnerships, the problems to be solved. The UN state that ‘partnerships’ are essential for implementation of the SDGs but also acknowledge that many barriers must be overcome. This is evidenced by the UN Economic and Social Council special event; ‘2015 Multi-Stakeholder partnerships: Making them work, for the Post 2015 Development Agenda’. There were many obstacles during the Health, Well-being and Physical Education (HW & PE) project and insights are shared for the benefit of stakeholders in a similar context.

This chapter investigates the difficulties with partnerships, the trials and tribulations. The UN states that ‘partnerships’ are essential for implementation of the SDGs and continued efforts towards equality in health and wellbeing. However, they also acknowledge that many barriers must be overcome and problems solved as evidenced by the UN Economic and Social Council special event titled ‘2015 Multi-Stakeholder partnerships: Making them work, for the Post 2015 Development Agenda’. There were many obstacles during the Health, Well-being and Physical Education (HW & PE) project, ‘Best Start: A community collaborative approach to lifelong health and wellness’.

Partnerships often fail due to the complex and cumbersome problems that arise, what Leisinger refers to as ‘wicked’ problems. Wicked prob-

lems are “not evil, but tricky, devious, messy and big, with interacting and evolving dynamics of social societal context” (Leisinger 2015). This is supported by research by Pattberg et al. (2012) who found that less than one quarter of partnerships output aligned directly with their stated goals.

Overcoming barriers and problem solving has strong connections to the ‘how’ of partnerships and is often dependent upon context. Context is the sub-heading for the last three stages of the International Civil Society Centre ‘Nine building blocks for successful partnerships’ (2014, p. 14), referenced throughout the storyline. The building blocks were identified for creating successful multi-stakeholder partnerships based on over 15 years of research from successful and failed partnerships (ICSC 2014).

CONTEXT

Meta-governance

Partnerships are an indication of an emerging property of global governance, namely, fragmentation, which is characterised by uncoordinated and non-hierarchical institutional arrangements, often leading to overlap and competition among initiatives within one and the same issue area. Without coordination, fragmentation could lead to inefficiencies, redundancies, and a seemingly large governance landscape, but with little real impact. (ICSC 2014, p. 28).

The ideal of the community collaborations was to create a ‘hybrid space’, involving “non hierarchical interplay between academic, practitioner and community expertise” (Zeichner 2010, p. 89). The reality of meta-governance is often the reverse of this purpose, where conflict between stakeholders is experienced with counterproductive results.

Competition and overlap was present from the very beginnings of the project (January 2011). There was initial resistance by the leader to complete the Certificate IV in Training and Assessment as while it was clear that this was the requirement for anyone wishing to become a swimming and water safety presenter, it did seem somewhat inconsistent that previous teaching experience was not recognised as ‘training and assessment’. A university lecturer with a number of education degrees—all of a higher AQF Framework level—was then required to complete

to overcome and problems to be solved, efforts and time invested were greatly valued by all stakeholders.

Responses from stakeholders suggested that they all valued the enhanced learning community collaboration generated. The children from the local primary schools were excited, parents attended lessons in support and comments from teachers, teaching assistants, parents, and the children expressed gratitude. We are reminded by Lawrence (2015) that different interests will always exist and they are not a barrier to success, rather “different interests create the intellectual tension that allows you to find better ways to solve problems”.

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Conclusion and Recommendations

Abstract The purpose of sharing this partnership story is to promote quality learning experiences in physical education, and subsequent promotion of health and wellbeing. Data gathered suggest the learning opportunities created through partnerships were relevant, engaging, contemporary, physically active, enjoyable, and developmentally appropriate for all stakeholders, namely, Initial Teacher Education (ITE) university pre-service teachers, primary school children, and primary teachers. This story is about the localisation of non-funded partnerships in Gippsland, Victoria, Australia. Stakeholders were predominantly of the Australian national level but were also international.

The purpose of sharing this partnership story is to promote quality learning experiences in physical education, and subsequent promotion of health and wellbeing. Data gathered suggest the learning opportunities created through partnerships were relevant, engaging, contemporary, physically active, enjoyable, and developmentally appropriate for all stakeholders, namely, ITE university pre-service teachers, primary school children, and primary teachers. This story is about the localisation of non-funded partnerships in Gippsland, Victoria, Australia. Stakeholders were predominantly of the Australian national level, described as vital (Sajdik 2015), but were also international.

This story is told by interweaving journey threads, from which emerge community collaborative themes. These themes include Partnerships, Social Justice, Mentoring and leadership, and Problem-solving. The story offers direction for the future of Health, Well-being and Physical Education (HW & PE) within communities which is timely and relevant given the recent release of the United Nations (UN) Sustainable Development Goals (SDG).

Partnerships are identified by the UN as essential for implementing the SDGs, which apply to all nations around the world. This is significant as Goal Three and Four directly relate to HW & PE. The story that unfolds has a focus on the physical dimension of health which not only has physical health benefits but also promotes mental, emotional, and social wellbeing (UNESCO 2015; Lynch 2005). The physical dimension which in schools is embedded within the PE curriculum is optimised when quality physical education (QPE) is enacted; this involves planned, progressive, and inclusive learning experiences (UNESCO 2015). Both data gathered in this programme and through research (UNESCO 2015) suggest QPE is enhanced when partnerships are established.

Within the Best Start initiative strengths were combined within the local, national, and international communities to “increase the scale of effectiveness of activities, reduce transaction costs, bring together resources and tools that otherwise would not be available to one actor only and it helps to mutually understand perspectives that otherwise would not be understood appropriately” (Leisinger 2015). Thus, the community collaborations creatively optimised the resources available within a rural community through connections with the wider state of Victoria, as well as Australia and UK. Access to basic services, facilities, good parks, playgrounds, play spaces, and close, affordable, and regular transport is reportedly low in rural Victoria (DEECD 2013). Implementation of the HPE learning area was carried out by generalist classroom teachers in all but one of the six partner schools. This particular school had a delegated PE teacher, but the teacher had no specialist training. Hence, collaboration was seen to be advantageous for all stakeholders and for future provision of quality HPE lessons at no or minimal cost. Furthermore, Manning (2014) urges the strengthening of resources in disadvantaged communities for the wellbeing of children. Hence, partnerships were associated with social justice, as was the Australian curriculum.

Within literature and the Australian curriculum, this type of community collaboration adopts a strengths-based approach, embedded within

to improve. Hence, partnership benefits and efforts need to be prioritised and perceived as an investment. Pioneers who lead in partnerships and evidence drive and success need to be supported through funding, time, and workload to allow possible communication opportunities and efforts required to discover possibilities to collaborate.

While the UN is supporting partnerships on a global level, there are gaps in the layers in between global and local. All partnerships begin small at grass-roots level and need fuel to grow as they are built on trust. The localisation of partnerships for this reason requires continued research so that amendments can be made to optimise the opportunities. An obvious barrier that could and should have ended the Best Start programme before it began was the leader requiring a Certificate IV qualification. Another was the university ITE units being taught biennially. Within this journey, it is essential that systems in place within universities, schools, leisure centres, and educational policies that threaten sustainability are identified. Once they are identified, then every effort must be made to minimise policy barriers so that partnerships are achievable and sustainable.

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APPENDIX A

SAT CD ROM: Theory Assessment (completed at home) printout certificates and give to lecturer

Week 1
4 March

Lesson Plans

- Plan, deliver, and review a lesson—SAT Lesson Plans, Mod 10 Austswim

Swimming

- Pool orientation, water safety, developing confidence, beginner entries, emergency signal, face in, floating, gliding—SAT Intro to water, Austswim Module 7
- Floating and movement skills
- Principles of movement in water—SAT Practical Biomechanics

Lifesaving—Swim and Survive (SAT Water Safety and Aquatic Survival)

- Entries and exits
- Sculling and body orientation skills
- Underwater skills
- Survival strategies and techniques (Bronze Assessment)

Practise timed swim for Bronze assessment (optional)

Timed swim (13 mins)(Bronze Assessment)

100 m of each—freestyle, breaststroke, survival backstroke, and sidestroke

- Week 2
11 March
- Swimming**
- 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)
- Lifesaving—Swimming and lifesaving strokes**
- Choice of strokes
 - Freestyle, backstroke, breaststroke, butterfly, sidestroke, survival backstroke
- Practise timed swim for Bronze assessment (optional)
- Week 3
18 March
- Swimming**
- Quality teaching and learning—backstroke kick and arm action, evaluating technique, progressions, breaststroke phases, evaluating technique and progressions (SAT Swimming strokes, Austswim Module 9)
- Lifesaving skills** (SAT Water Safety and Aquatic Survival)
- Rescue principles
 - Awareness
 - Assessment
 - Action
 - Aftercare
 - Initiative Tests (Bronze Assessment) (SAT Rescue)
- Practise timed swim for Bronze assessment (optional)
- Week 4, 5, & 6
Week 7
15 April
- Professional Placement—**Assignment 1 due (Friday, 1 April)**
- Swimming**
- 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)
- Lifesaving—Rescue techniques**
- Rescue techniques (SAT Water Safety and Aquatic Survival)
- RLSSA CH 6**
- Non-swimming rescues, swimming rescues, defences, contact rescues, contact towing techniques, spinal injury management (Bronze Assessment) and (SAT Rescue)
 - Landings
 - Search and Rescue (Bronze Assessment)
- SAT Rescue—12-m swim, rescue patient-aided 12.5-m tow-recovery to side of pool, land, simulated rescue breathing.
- Timed tow (3 min 15 s)**—in clothing (removed at any time), swim 50 m, tow unconscious casualty 50 m (Bronze Assessment)
- Practise timed swim for Bronze assessment (optional)
- Week 8
22 April
- Good Friday (no workshop)

Week 9
6 May

Swimming

- Quality teaching and learning—survival backstroke body position, leg action, arm action, breathing, evaluating technique, progressions (SAT Swimming strokes, Austswim Module 9)

Lifesaving—Resuscitation (Bronze Assessment) (**CPR is required for SAT)(SAT)

- Anatomy and physiology
- The need for resuscitation
- DRABCD
- Signs of life
- Danger
- Response
- Airway
- Rescue breathing
- Compressions
- Chest compressions
- Cardiopulmonary resuscitation (CPR)
- Aftercare
- Learning resuscitation

Practise timed swim for Bronze assessment (optional)

Week 10
13 May

Teaching children (practical demonstration of teaching skills)

- Student teachers in groups of 4
- Each student teacher will have 4 children
- Each group of 4 will represent varying swimming ability
- 1:15 ratio recommended for Austswim swimming instructor to children in water
- 1:10 ratio recommended for SAT instructor to children in water
- 2:30 ratio for swimming lessons
- 8 students (30 children) in the water for 30-min lesson
- Every student will teach a 30-min lesson each week (age and ability will vary)

SAT Teach Assessment task

Week 11
20 May

Teaching children (practical demonstration of teaching skills)

- Student teachers in groups of 4
- Each student teacher will have 4 children
- Each group of 4 will represent varying swimming ability
- 1:15 ratio recommended for Austswim swimming instructor to children in water
- 1:10 ratio recommended for SAT instructor to children in water
- 2:30 ratio for swimming lessons
- 8 students (30 children) in the water for 30-min lesson
- Every student will teach a 30-min lesson each week (age and ability will vary)

SAT Teach Assessment task

Assignment 2 due (Friday, 20 May)

Week 12
27 May

Teaching children (practical demonstration of teaching skills)

- Student teachers in groups of 4
- Each student teacher will have 4 children
- Each group of 4 will represent varying swimming ability
- 1:15 ratio recommended for Austswim swimming instructor to children in water
- 1:10 ratio recommended for SAT instructor to children in water
- 2:30 ratio for swimming lessons
- 8 students (30 children) in the water for 30-min lesson
- Every student will teach a 30-min lesson each week (age and ability will vary)

SAT Teach Assessment task

APPENDIX B

Hi Tim,

As per our telephone conversation, this is a quick email to let you know that the Institute has made the decision to accept the Australian Swimming Coaches and Teachers Association (ASCTA)—Swim Australia Teacher certificate as an alternative equivalent to the AustSwim certificate for graduates from initial teacher education programmes that prepare Physical Education teachers.

This is based on evidence that demonstrates equivalence of the certificates and that graduates with either qualification will meet the following competencies:

- SRC AQU 003B Respond to an aquatic emergency using basic water rescue techniques
- SRC AQU 008B Apply the principles of movement in water to aquatic activities
- SRC AQU 009B Instruct water familiarisation, buoyancy, and mobility skills
- SRC AQU 0010B Instruct water safety survival skills
- SRC AQU 0011B Instruct the strokes of swimming
- SRC AQU 013B Collect and analyse information on the philosophy structure of the Australian aquatic industry
- SRC CRO 007B Operate in accordance with accepted instructional practises, styles, and legal ethical responsibilities

The formal process for inclusion of the Swim Australia Teacher certificate in the *Specialist Area Guidelines* has commenced and is expected to be completed by the end of June.

Thank you once again for your initiative in making the suggestion. Without your initial enquiry, we would not have investigated the possibility and arrived at the outcome which I'm sure will be of benefit to all pre-service teachers preparing to be physical education teachers.

Regards,

VIT Accreditation Manager (personal communication, 21 April 2011)

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