

PIONEER **WITH** **PLYMOUTH** **UNIVERSITY**

The Future of Health, Wellbeing and Physical Education:

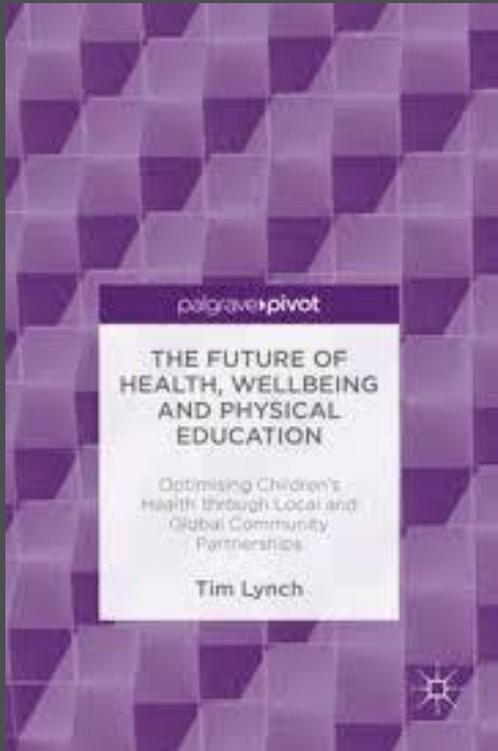
*Optimising children's health and wellbeing
through local and global sustainable
partnerships*

Tim Lynch (EdD)

Plymouth University

Plymouth Institute of Education (Faculty of Arts & Humanities)

Partnerships/ Community Collaborations



- Local community health & wellbeing initiative
- Global influence and support
- Community strengths

<http://www.palgrave.com/de/book/9783319316666>

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Sustainable Partnerships are essential (UN)

- What are SDGs?
- What are MDGs?
- Difference?

- Which SDGs relate to PE?
- <https://sustainabledevelopment.un.org/?menu=1300>
- What do you mean by Health and well-being?

Localising policy

When considering the role of **physical education** in promoting engagement in healthy, active lifestyles through the life course, the development of **partnerships** – between schools and community-based sports organisations and clubs – is essential to accommodate broader life-long educational outcomes, including **health and well-being, as well as personal and social development**. (UNESCO, 2015, p 44).

International Civil Society Centre (ICSC) report

- multi-stakeholder partnerships (MSPs)

“institutionalised trans-boundary interactions between public and private actors, which aim at the provision of collective goods” (2014, p. 6)

“It increases the scale and effectiveness of activities, it reduces transaction costs, it brings 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).

GAP in research and literature?

UN's Economic and Social Council (ECOSOC) Partnerships Forum
'2015 Multi-Stakeholder partnerships: Making them work, for the Post-2015 Development Agenda'

“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).

We urgently need a diverse set of partnerships at all geographic levels: the global, regional, and above all at the national. Trickle down development does not reach the most vulnerable and we need to make sure that these partnerships really focus on the most vulnerable. (Badenoch [Vice President for Global Advocacy – World Vision], 2015).

Partnerships often fail...

analysis of 340 Multi Stakeholder Partnerships (MSP)

- less than one quarter of partnerships output aligned directly with the stated goals

- 38% - no activities were recorded or achieved
- 26% - had some activities but did not align with the stated goals
- 12% - partial match
- 24% - all of the output align directly with the stated goals

(Pattberg, Biermann, Chan & Mert, 2012)

Conceptual Framework

UNESCO designed a national strategy for **quality physical education** (QPE) which advocates inclusion. The five elements of focus include:

- Teacher education, supply and development
- Facilities, equipment and resources
- Curriculum flexibility
- Community partnerships
- Monitoring and quality assurance (2015, p. 23).

International Literature

- Pre-service teachers who participate in practical and real experiences with course work are better able to understand theory, apply the concepts and support student learning (Baumgartner, Koerner & Rust, 2002; Denton, 1982)
- “Even in modern times with technological developments such as virtual classrooms, there is no replacement for the real teaching and learning experiences” (Lynch, 2015)
- “no amount of course work can, by itself, counteract the powerful experiential lessons that shape what teachers actually do” (Darling-Hammond, 2006, p. 9).
- “Although it is helpful to experience classrooms and analyse the materials and practices of teaching, it is quite another thing to put ideals into action” (p. 9).

(Ewing, 2010, p. 127)

‘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’

Hybrid Space

- Hybrid space (Utopia) – ideal environment
- “non hierarchical interplay between academic, practitioner and community expertise” (Zeichner, 2010, p. 89)
- Crossing of boundaries to share expertise on an equal plane (Zeichner, 2010)
- shared partnership knowledge & egalitarianism between stakeholders

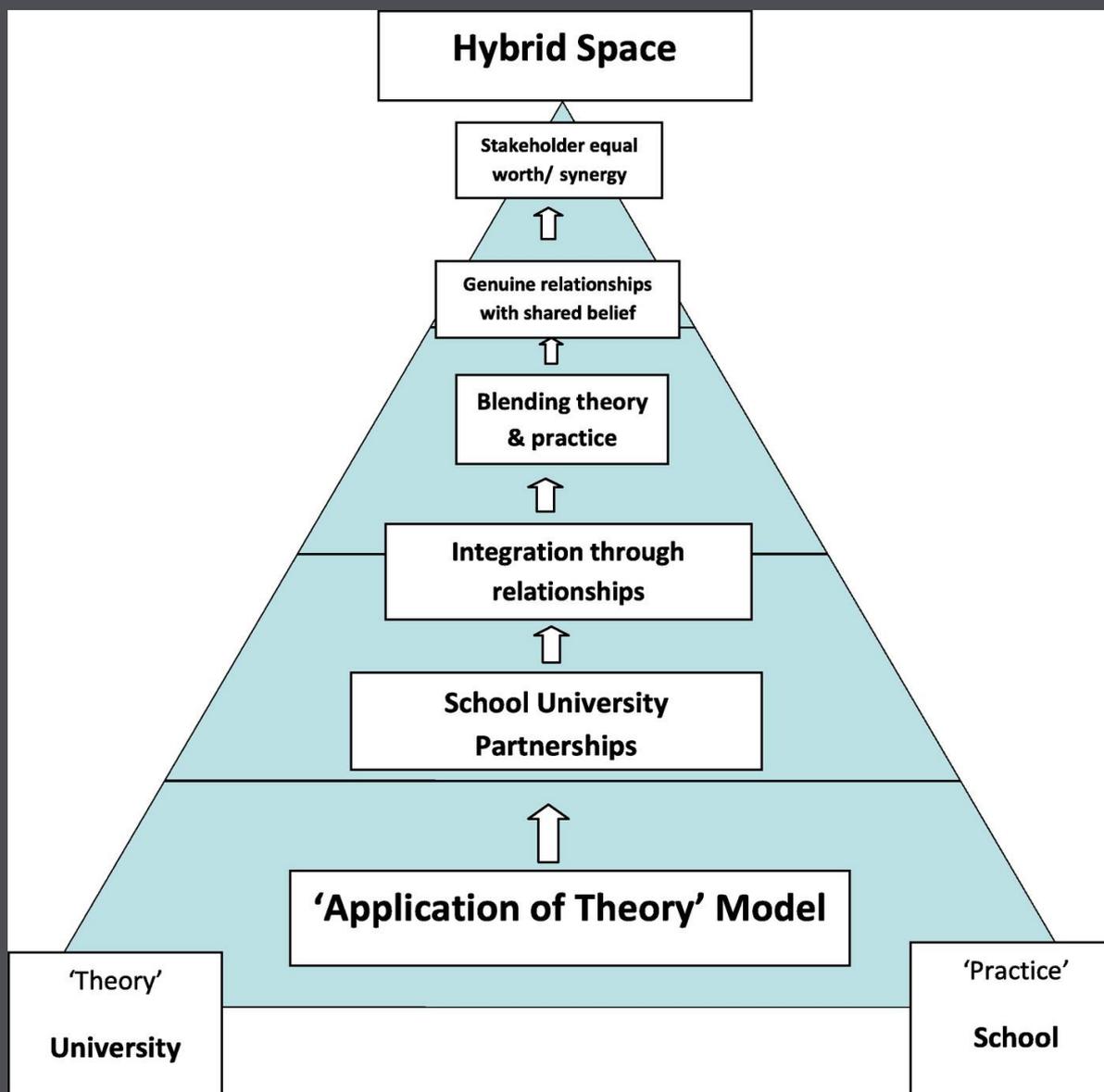


Figure 1. Conceptual framework for the literature review.

Journey - Power of

- human relations
- combining of strengths to overcome impediments
- Creatively optimising resources available within a regional community through establishing connections within the wider state of Victoria, Australia and international communities (UK)

Best Start

A community collaborative approach to Lifelong Health and Wellness



Monash University student Liana Platen and Yinnar South Primary School student Hanna



Monash University student Rachel Williams and Yinnar South Primary School student Heidi

Partnering up in the pool

BY REBECCA SIMONS

STUDENTS have been partnering up to advance aquatic abilities at primary school students.

Yinnar South Primary School students have been busy enough to receive "honours" one-on-one swimming lessons from Monash University education students.

School principal Katy Gerards said it was a great partnership program that allowed the children to receive

valuable tuition at no cost.

"For our students to get one-on-one water experience is great because they can receive positive feedback and it's been through a program supported by"

Monash University health and physical education coordinator Dr Tim Lynch said by completing this component of their training, the education students were then also able to get the swimming instructor qualification.

"They'll then go into school with confidence and competence and the skills needed, which is great because they can come down and get in the pool and help swimming instructors," Dr Lynch said.

"We have a great liaison between the students who are at a great school. If they are up in a school, the situation that they are in could be the best one."

Student teacher Georgia Collins said she enjoyed the

sessions because she was able to use the skills she had developed through coaching at Traralgon Swimming Club and also teaching in a different environment.

"I particularly like working with other people in my course who probably aren't as familiar with teaching kids how to swim, so we found that great because we were able to share my knowledge and what I do with my class," Ms Collins said.



Teachers of tomorrow implementing Health & Physical Education (HPE) lessons for the children of today.



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- Six local rural primary schools
 - Churchill Primary School
 - Hazelwood North Primary School
 - Thorpdale Primary School
 - Churchill North Primary School
 - Lumen Christi Catholic Primary School
 - Yinnar South Primary School

Stakeholders

- **the local health industry** – Latrobe Leisure Churchill (Latrobe City Council);
- **Australian Registered Training Organisations (RTO)**
 - Australia Swim Coaches and Teachers' Association (ASCTA) - Swim Australia,
 - Lifesaving Victoria (Royal Life Saving Society Australia);
 - Tennis Australia
- **local rural primary schools**
 - Churchill Primary School - Churchill North Primary School
 - Hazelwood North Primary School - Lumen Christi Catholic Primary School
 - Thorpdale Primary School - Yinnar South Primary School
- **Churchill Tennis club**
- **International Research and collaboration** - England and Wales Ofsted awarded Primary Physical Education course (ITE)

2011

- Swimming lessons over 3 weeks (80 children and 40 Monash students)
- Churchill North Primary (Yr 2 & 3 children) and Lumen Christi Primary (Yr 3 & 4 children)

2012

- Sport sessions over 5 weeks (netball, basketball, cricket, soccer, football, tee-ball) - Yr 5 & 6 children, all six schools were involved (200 children and 40 Monash students).

2013

- Swimming lessons over 3 weeks (140 children and 70 Monash students)
- Churchill Primary & Lumen Christi Primary (Prep, Yr 1 & 2) and Yinnar South Primary (Prep - Yr 6).
- Assist HPE sports coaching sessions in local schools and clubs (60 Monash students)

2014

- Implement Hot Shots (Tennis Australia) over 4 weeks- Yr 5 & 6 children -all six schools involved (200 children and 60 Monash students).
- Assist with local primary schools outdoor education camp experience (60 Monash students)

2015 & beyond

- Extension of Health and Physical Education learning opportunities across primary schools; dance, perceptual motor program, athletics, gymnastics, cross country, wide variety of physical activities/ sports, health and personal development.



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Journey of collaboration - Win Win Win

(Latrobe Valley Express, June 10, 2013).



■ Monash University student Laura Munn and Yinnar South Primary School student Marcus



■ Monash University student Rachel Williams and Yinnar South Primary School student Travis
PHOTOGRAPHS LAURA FERGUSON

Partnering up in the pool

BY REBECCA SYMONS

STUDENTS have been partnering up to advance aquatic abilities of primary school students.

Yinnar South Primary School students have been lucky enough to receive "fantastic" one-on-one swimming lessons from Monash University education students.

School principal Katy Grandin said it was a good partnership program that allowed the children to receive

valuable tuition at no cost.

"For our (students) to get one-on-one water experience is great; the parents have given really positive feedback and it's been thoroughly enjoyed by everybody," Ms Grandin said.

Monash University health and physical education coordinator Dr Tim Lynch said by completing this component of their training, the education students were then also able to get the swimming instructor qualification.

"They'll then go into school with confidence and competence and the skills needed, which is great because they can come down and get in the pool and help swimming instructors," Dr Lynch said.

"We have a great human resource in the students who are a great team... if they end up in a small school like Yinnar South then there's the situation that they alone could take the kids swimming."

Student teacher Georgia Collings said she enjoyed the

sessions because she was able to use the skills she had developed through coaching at Traralgon Swimming Club and she loved teaching in a different environment.

"I particularly like working with other people in my course who probably aren't as familiar with teaching kids how to swim, so I've found that great because I've been able to share my knowledge and what I do with my club," Ms Collings said.

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Context (began with swimming - 2011)

- Victorian Institute of Teaching (VIT) teacher registration requirement PE graduates - current teacher of swimming and water safety qualification (VIT, 2008 & 2012)
- EDF2611 Experiencing Aquatic Environments - unit requirement (2011)
- 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

RTOs - Comparison between providers

Registered Training Organisation (RTO)	Austswim	ASCTA (Australian Swimming Coaches and Teachers Association)
Course	Austswim Teacher of Swimming and water safety	Swim Australia Teacher (SAT)
Minimal cost required by provider	\$215	\$100
Cost for university students	\$215	\$100
Amount of time valid	3 years	4 years
National recognition	RTO 104975	RTO20948
International recognition	—	International Federation of Swim Teachers Association (IFTSTA)
Units of competency	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

Benefits (swimming – no cost)

- Children enjoyed (smiles and excitement)
- parents come to watch
- Children grew in confidence and ability
- Students placed theory into practice (**were not experts initially**)
- Relationships built (RTO/local health industry/ local primary schools and university)
- Inquiry approach related to assessments – understanding, planning, acting and reflecting on lessons that are 'developmentally appropriate' for children's needs

International Partnerships (UK)

- <https://www.plymouth.ac.uk/courses/undergraduate/bed-primary-physical-education>

The screenshot shows a web browser window displaying the course page for BEd (Hons) Primary (Physical Education) at Plymouth University. The browser's address bar shows the URL: <https://www.plymouth.ac.uk/courses/undergraduate/bed-primary-physical-education>. The website header includes navigation links: COURSES & STUDY, STUDENT LIFE, INTERNATIONAL PLYMOUTH, RESEARCH & EXPERTISE, BUSINESS & PARTNERS, YOUR UNIVERSITY, and ALUMNI & FRIENDS. A search bar is located in the top right. The main content area features a large image of a person in a green high-visibility vest climbing a rock wall. Overlaid on this image is a white box with the following text:

SUCCEED WITH PLYMOUTH UNIVERSITY

Plymouth Institute of Education

BEd (Hons) PRIMARY (PHYSICAL EDUCATION)

Become an outstanding classroom teacher with physical education as a specialism. Get to the heart of what makes the subject special and focus on the key aim of helping every child develop their physical literacy while having fun. We'll support you to gain the skills you need to nurture children's competence, confidence and motivation to become physically active throughout life. Try out your skills in the French Pyrenees with skiing, snowshoe trekking, ice axe work and high altitude walking.

UCAS tariff **280**

UCAS course code **X1X3**

Institution code **P60**

Duration **3 years (with placements)**

Course type **Full-time**

Location **Plymouth**

At the bottom of the page, there is a section for '+ Key features' and a 'WPU UNIVERSITY' logo in the bottom left corner. The Windows taskbar at the bottom shows the time as 5:05 PM on 1/07/2015.

Global Community Research

- Search for courses which qualified graduates to be generalist primary school teachers with a specialism in PE (none in Australia – 2011)
- 2010/2011 inspected by England and Wales Office for Standards in Education (Ofsted)
- Inspection was intense - investigated school placements, module plans and implementation at university and schools, and interviews with ex-students.
- ‘Outstanding’ - identified as having strong partnerships with local schools
- Made contact and requested a visit (possibility of gathering data)
- Jan 2012 & 2014

Visits involved...

- Observed open day for prospective students
- Assisted with interviews for prospective students
- Worked alongside course lecturers & technical assistant (observed lessons)
- Consulted the lecturers and conducted semi-structured interviews
- Meetings and discussions about future collaboration were held with the Initial Teacher Education (ITE) Course Leader & International Coordinator
- Visited two local primary schools for half a day each and met/ had discussions with teachers and children

Global Support & Encouragement

- Identified unique contextual opportunities (aligned to my context in Australia), support network and renewed purpose (overcome impediments)
- Had three schools within a 5 minute walking distance (similar)
- Worked with children in eight of the nine modules (a possibility)
- Course strength was ‘knowing the students (pre-service teachers), they’re not just faces. We get to know our subject groups really well’ (a possibility)
- “The course offers a quite unique and very special experience for the trainee teacher who is specialising in physical education. The commitment of the subject leader and the teaching team is palpable and the time afforded the subject is in excess of many other ‘specialist’ courses that I am aware of around the country... Indeed, (or in my view) this subject area could and should be showcased as a best-practice example”. (course external examiner, 2011)
- “Not going to be PE teachers, they are primary school teachers with a specialism in physical education” – commonality that bonded various stakeholders. They were all teachers working together in the best interest of the children

Insights & Findings

- Strong community connections (strength-based approach)
- Partnerships have been long lasting (course sustainability). Trust is built – not forced
- Genuine professional relationships – shared belief & equal worth (all teachers)
- Lecturer could have been mistaken as a school staff member (experience is important)
- Hall (PE centre) – Third space & possible hybrid space (not in university, not in schools). Formed a bridge/ meeting place.
- Primary schools enabled the content – ‘developmentally appropriate’.
- Funding (initiating & maintaining) & Admin assistant
- Intake numbers in course & quality of pastoral care
- Partnerships extend learning opportunities (not saturate or compete)

Barriers

- Time (lecturer workload)
- Systems (**Educational Structures**) in place (university, schools, leisure centre & educational policies) – Austswim verse SAT
- Industry and education (does not sit flush) – swim presenter qualifications & instructor / teachers
- Funding (equipment & transport)
- Change in schools & university (new staff, courses & campus cut)

Churchill Primary School Prep-Grade 2 team leader

It was a fantastic opportunity for our students as many have never had formal (swimming) lessons before. The low socio-economic situation of many families in this area means that many students are not able to have the opportunity of learning about water safety with instructors. While Churchill Primary School does offer a swimming lesson program we often find that those most in need of lessons find the price too high. By offering free lessons through the University program we had 100% attendance from Prep/One/Two, which is amazing!

The children were very excited about going to the swimming lessons and were looking forward to going each time. They enjoyed getting to know their instructors and it was good to see the university students grow in their confidence of dealing with junior primary school children. Relationships between the instructors and students were just beginning to develop, so it was a shame there weren't more lessons.

We have also received many positive comments from parents about this wonderful opportunity. Many were amazed that the lessons would be offered free of charge. One family has three children in the Prep/One/Two area and normally sending all three to swimming lessons is too expensive. However, this time because they were free, all three children were able to go. Their Mum was so happy she didn't have to exclude any of her children from the lessons. (personal communication, June 13, 2013).

Table 1. Student evaluation of teaching unit (SETU)

Note: This unit made a positive contribution to my experiences during the fieldwork/practicum. More than 15 enrolments and 10 or more completed surveys.

Units involving community collaborations	EDF 1600 2011	EDF 1600 2012	EDF 1600 2013	EDF 1600 2014	EDF 2611 2011	EDF 2611 2013	EDF 3619 2012	EDF 3619 2014
5 – strongly agree 1 – strongly disagree	HPE in schools	HPE in schools	HPE in schools	HPE in schools	Swimming (offered biennially)	Swimming (offered biennially)	Sports/ Tennis (offered biennially)	Sports/ Tennis (offered biennially)
Positive contribution to practice	4.79	4.30	4.70	4.67	4.30	4.75	4.72	4.75
Previous rating (no community collaborations)	(2010) 3.92	(2010) 3.92	(2010) 3.92	(2010) 3.92	(2009) 2.33	(2009) 2.33	(2010) 2.67	(2010) 2.67

Table 2. Student evaluation of teaching unit (SETU) for EDF2611 experiencing aquatic environments for Monash University Gippsland More than 15 enrolments and 10 or more completed surveys.

Year offered EDF2611 Experiencing aquatic environments	Overall Satisfaction with quality (5 – strongly agree, 1 – strongly disagree)	The learning resources in this unit supported my studies (5 – strongly agree, 1 – strongly disagree)	The feedback I received in this unit was useful (5 – strongly agree, 1 – strongly disagree)	This unit made a positive contribution to my experiences during practicum (5 – strongly agree, 1 – strongly disagree)	Overall impression of the ASCTA Swim Australia Teacher course (5 – excellent, 1 – unsatisfactory)
2009 (No partnerships)	2	3.1	2.63	2.33	No course
2011 (1st year of partnerships)	4	4	4	4.3	4.7
2013 (2nd year of partnerships)	4.4	4.61	4.22	4.75	4.8
2015 (Best Start program ceased. No partnerships)	2.6	3.17	2.86	3.63	No course

Table 3 Student Evaluation of Teaching Unit (SETU) for EDF3619 Sport and physical activity education at Monash University Gippsland

more than 15 enrolments and 10 or more completed surveys

Year offered EDF3619 Sport and physical activity education	Overall Satisfaction with quality (5 – strongly agree, 1 – strongly disagree)	The learning resources in this unit supported my studies (5 – strongly agree, 1 – strongly disagree)	The feedback I received in this unit was useful (5 – strongly agree, 1 – strongly disagree)	This unit made a positive contribution to my experiences during practicum (5 – strongly agree, 1 – strongly disagree)
2010 (No partnerships)	2.5	3.57	3.38	2.67
2012 (1st year of partnerships)	4.56	4.67	4.56	4.72
2014 (2nd year of partnerships)	4.40	4.25	4.25	4.75

Qualitative feedback (pre-service teachers – best aspects)

- “Spending time teaching kids and seeing them grow along with ourselves” (SETU, 2012, Q11).
- “Getting to teach students [children] swimming lessons was a highlight as we were all contributing to the children’s learning and helping them to achieve skills that they would otherwise not have the chance to practice” (SETU, 2013, Q11)
- “Learning through experience, including teaching children first hand” (SETU, 2011, Q11). “During the on campus practical Tim Lynch’s passion for the course engaged me and encouraged my participation” (SETU, 2013, Q11).
- “The best aspect of this unit was the primary school focus that the lecturer provided. Everything that was being taught was in relation to how we could use this in a primary school” (SETU, 2011, Q11).
- “Being able to see movements in action and break them down into easy steps for younger students” (SETU, 2011, Q11).
- “The workshops were the best part – they were fun, creative and helpful for education in the future. It will be something that I will take with me in my teaching career” (SETU, 2013, Q11)
- “The best aspect would be that we put our lecture into practice during the workshop, it works brilliantly in getting the information through that was explained” (SETU, 2011, Q11).
- “Obtaining my SAT certificate and CPR certificate. Overall, fun and educational, with a teacher with clear, precise explanations and relating the coursework to field based examples” (SETU, 2011, Q11).
- “The assistance of Tim and the amount of equipment available at the venue” (Swim Australia Teaching [SAT] evaluation, 2011, p. 1).

- “The resources and feedback provided” (SAT evaluation, 2011, p. 1)
- “The resources that were made available within this unit. By participating in activities with the students one day a week, the best opportunity was given to all pre-service teachers. Tim also had all the necessary equipment for tennis available to use and guided us students to receiving resources from Tennis Australia” (SETU, 2014, Q11).
- “Being able to reflect upon your own teaching was a great benefit. Tim was always helpful and extremely approachable! He didn’t seem to look down upon the students but rather was a real person which all students respect!” (2013, Q11).
- “The workshops are always educational and Tim is very easy to approach” (SETU, 2011, Q11).
- The SAT swimming qualification was “Much more effective than if I had done it on my own. Well done on allowing this to be part of our university training” (SAT evaluation, 2011, p. 1)
- “the supervision and assistance provided throughout” (SAT evaluation, 2013, p. 1).
- “Collaborative learning environment. Classroom discussions. Fun, active learning. Interesting discussions. Teacher is easy to approach for help. Positive learning environment” (SETU, 2013, Q11).

Empowerment

- **Pre-service teachers** – extended learning opportunities - ‘hands on’, practical, experiential learning & teaching
- **Local primary school children** – quality swimming & water safety lessons, sport sessions and tennis coaching (at no cost)
- **Classroom teachers** – professional development

Conceptual Framework

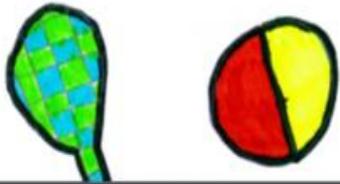
UNESCO designed a national strategy for **quality physical education** (QPE) which advocates inclusion. The five elements of focus include:

- **Provision** - Teacher education, supply and development
- **Creative** - Facilities, equipment and resources
- **Encouraging** - Curriculum flexibility
- **Developing** - Community partnerships
- **Quality** - Monitoring and quality assurance (2015, p. 23).

Letters of thanks

Thankyou to the Hot shots people for giving up their time and teaching us how to play tennis and the techniques. I learned how to do a forehand a backhand, how to get a grip of the tennis racquet; how to pick up a tennis racquet, the best way to hit the tennis racquet and I learned how to go over the bridge then go under the bridge to the top. I always thought tennis was boring but what you have thought me now so I love tennis, I even want to play. So thankyou for teaching me I hope all of you end up being a coach for a tennis team.

Breanna



I would like to thank all the student teachers for teaching me how to play tennis and in involving me with some games too. They taught me how to do a serve, forehand and a backhand. I would like it if we had a day when two teams play a game of tennis then the winning team stays up and then the next team comes up. I really liked how we played games against our own school.

Tamika.

