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Behind the Paper

How do Partnerships Work in Early Childhood for Teacher Education and Industry? United Nations SDG 17

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

Sustainable Development Goal 17 calls for partnerships to achieve global goals, but what does this mean in practice when we combine Initial Teacher Education (ITE) with industry expertise to strengthen the physical education component of early childhood development?

REBECCA SYMONS

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Timothy Lynch

Adjunct Professor, Yew Chung College of Early Childhood Education

Students have been partnering up to advance equalities 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 student

School principal Kim 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 tuition, the experience is great; the parents have given really positive feedback and it's been a benefit for 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 gain 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 lessons," 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."

Legend 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.

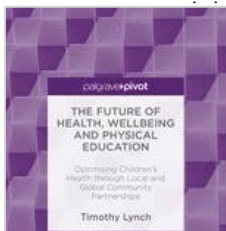
"I particularly like working with other people in my course who probably aren't as familiar with teaching kids how to swim, so I've found that great because I've been able to share my knowledge and with my club," Ms Collings said.

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The Future of Health, Wellbeing and Physical Education

This book uses the example of a partnership journey between universities, schools, the local health industry as well as a number of governments...

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在教育必须面向未来、技术驱动的时代，如何帮助2至5岁的儿童为终身福祉做好准备，这个问题从未像现在这样紧迫。可持续发展目标17呼吁建立伙伴关系以实现全球目标，但当我们把职前教师教育（ITE）与行业专长相结合时，这在实践中意味着什么？到加强这身体的方面的早期的童年发展？

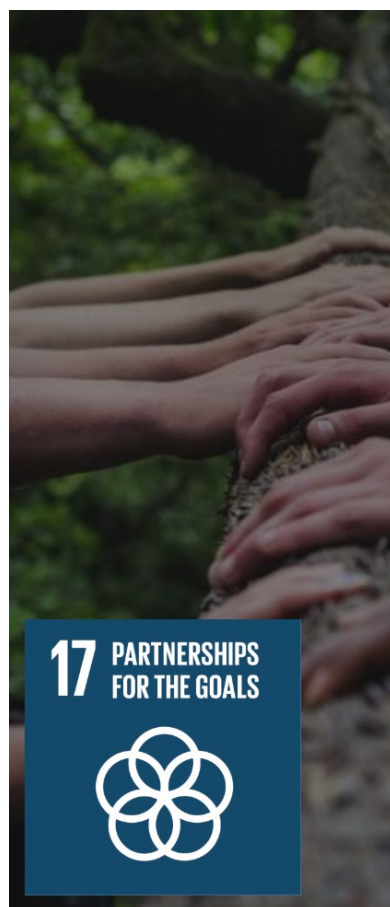
答案在于应用型教学法，它将大学课堂与现实世界的行业标准联系起来，为职前教师创造变革性的学习体验。教师尽管同时地运送质量身体的为最需要帮助的儿童提供维度发展。

九大组成部分：一个框架成功

国际公民社会中心确定了九个基本组成部分：成功的合作关系，组织穿过三域名：演员们，过程和背景[1]。这些基本要素为创建有意义的合作提供了路线图，这种合作超越了良好的意愿，能够产生可衡量的影响。

行动方需要强有力的领导来推动进程并指导方向，而合作伙伴则必须促进团队凝聚力，整合合适的资源和技能，并优先考虑包容性[1]。进程要素包括：设定目标以形成符合全球规范的共同愿景；创新的筹资方案；通过独立秘书处进行专业管理；以及健全的监测和评估体系，以便从错误中吸取教训并调整行为。[1]。最后，语境考虑因素涉及元治理那设定合作伙伴关系的最低标准，并提高对问题结构的认识，从而调整预期。因此，和政治的和社会的语境分析那识别腐败等挑战并参与能力建设[1]。

什么时候 应用 到 早期的 童年 身体 的发展， 这些 建筑 块变换 抽象的 合伙 原则 进入 具体的 路径 那 连接大学、学校和行业伙伴，为儿童的全面发展服务。



连接 这 可持续发展目标： 健康， 教育， 以及合作关系

这 身体的 方面 的 早期的 童年 发展 坐着 在 这 三个关键可持续发展目标的交集。可持续发展目标 3 （良好健康与福祉）旨在通过预防减少非传染性疾病导致的过早死亡，同时促进心理健康和福祉——这些成果直接得益于儿童早期的规律体育锻炼[2]。

研究 确认 那 这 身体的 方面 交付 不是 仅有的 身体的 不仅有益于健康，还能促进心理、情感和社会福祉[2]。

可持续发展目标 4 （质量 教育） 目标 到 确保 全部 孩子们 完全 的质量 小学教育应取得有效的学习成果[2]。体育教育是“终身参与体育活动的切入点”，也是“为所有儿童和青少年提供技能、态度、运动能力的最有效途径”。

“价值观、知识和理解，以终身参与社会”[2]。优质体育教育载入联合国教科文组织1978年《国际宪章》。作为一个基本的、正确的和基本的元素的终身教育[2]。

可持续发展目标 17（合作关系） 为了这目标，认可那合作关系是这对于落实适用于所有国家的可持续发展目标至关重要[2]。在这里，教师职前教育与行业专长相结合，创造出远超各部分之和的价值。

游泳进入这未来：一个行业行动中的伙伴关系

这游泳行业合伙例如如何信息技术 - 行业通过应用型、技术驱动的教学方法，合作能够增强儿童的福祉。项目负责人与澳大利亚游泳教练和教师建立了合作关系。协会（ASCTA）作为注册培训机构合作伙伴，对大学课程进行了战略性重新设计，以符合澳大利亚游泳教师资格[1]。

一个维多利亚州教师协会正式承认……时，出现了关键性的突破。ASCTA证明其与 AustSwim 证书为了身体的教育老师登记[1]。这已淘汰一个350美元财务负担学生之前面对，演示如何合作关系可以通过战略倡导和监管参与来克服系统性障碍[1]。

然而，这段旅程并非一帆风顺。对于距离比赛场地最远达30公里的学校来说，交通费用造成了出行障碍，学生们因此受到影响。在社会经济方面，弱势群体地区付费7.50美元每星期对于已经捉襟见肘的家庭来说，这是一笔不幸的开支[1]。最初由泳池游泳教练负责与学校联络时，沟通不畅造成了问题，最后一刻的确认也影响了安全计划和课程准备[1]。两年后，项目负责人一个主要的修正案：采取直接的控制的全部学校联络相当比依靠休闲中心工作人员[1]。

这些挑战凸显了九大组成部分的重要性——尤其如此。专业的管理，清除目标设定，和自适应从错误中学习。

这亮点：变革性的影响在孩子们以及教师

坚持不懈的回报是巨大的。通过大学项目提供免费课程，预备班/一年级/二年级学生的出勤率达到了100%——“这太棒了！”[1]。老师们表示：“这是一个绝佳的机会。”为了我们的学生作为许多有绝不有正式的课程前”[1]。儿童声音捕获这喜悦：“它曾是乐趣因为我们学会了到游泳。我“喜欢这些游戏”和“游泳教练很友善、很和蔼”[1]。

研究证实，3-5岁参加早期游泳课程的儿童在读写能力、计算能力、数学推理能力、视觉运动技能和口头表达能力方面得分明显更高，表现“很多”。几个月前方的他们的同龄人同龄人”[1]。这证明如何物理方面催化认知的发展 - 一个强大的争论为实现信息技术与产业一体化合作。

职前教师获得了真实的教学经验，将传统上在大学课堂上学到的理论与通常只存在于学校中的基于经验的知识相结合[1]。这解决了教师教育长期存在的“阿喀琉斯之踵”——理论与实践脱节的问题[1]。该项目已收到一个中位数满意等级的4.56出去的5从信息技术学生[1]。

建筑教室的未来

这最佳时间为了孩子们到学习和精炼发动机技能和是高质量的体育教育体验通常在学前班和小学低年级阶段引入[2]。早期学习经历对于持续参与体育活动至关重要。在身体的活动[2]制作它理想的到开始这身体的尽早开始学习之旅。

当教师教育项目与行业合作时，便能形成良性循环：职前教师获得真实的教学经验，并获得行业标准的资格证书；孩子们 使用权 专家主导的 发展 合适的 免费提供体育教育；学校受益于更完善的设施和专业发展；社区建立可持续的健康和福祉促进能力[1]。

这就是应用型教学法的实践——面向未来、技术驱动、脚踏实地。在这 现实 那 学习 通过 移动 涉及 孩子们 从一开始就真正地归属、存在和接受体育教育 [1]。在建设未来教室的过程中，可持续发展目标 17 提醒我们，伙伴关系不是可有可无的附加条件，而是实现所有儿童优质教育和终身福祉的必要基础设施。

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Adjunct Professor, Yew Chung College of Early Childhood Education

Dr. Timothy Lynch, the most cited school practitioner on Google Scholar, is the Western Co-Head of ECE and Primary at Yew Chung International School of Chongqing (China) and Adjunct Professor at Yew Chung College of Early Childhood Education (YCCECE), Hong Kong (China). Timothy is acknowledged by UNESCO as an Inclusive Policy Lab (IPL) expert for education and wellbeing, by the International Alliance for Health, Physical Education, Dance and Sport (IAHPEDS) as Secretary General (Elect) and accredited as a Senior Fellow of the Higher Education Academy (UK Professional Standards Framework). An active teacher, school leader and researcher, he has published widely in the field of education, having taught and researched across the Middle East, Africa, Asia, Europe and Australia.

Timothy has 24 years' teaching and school leadership experience and eight years' working full

Previous experiences include:

- Deputy Principal at The Joseph Varga School
- Deputy Head of Junior School at the British International School of Cairo
- Assistant Headteacher/ Deputy Headteacher at Hornbill School, Brunei – Ofsted outstanding (Ministry of Defence, UK)
- Adjunct Professor at the Universiti of Brunei Darussalam (UBD) in the Sultan Hassanah Institute of Education (SHBIE)
- Plymouth University – Subject Lead in the Institute of Education – Ofsted outstanding (UK) 2015–2017
- Senior Lecturer in the Faculty of Education at Monash University – no. 1 in world QS rankings (Australia) (2011–2015).
- Assistant Professor at University of Canberra

Research interests include; Wellbeing, Special Education, Health and Physical Education, pedagogy and quality teaching practices, Early Childhood Education, curriculum reform, and enhancing learning through the physical. An active teacher, school leader and researcher, he has published widely in the field of education for Yew Chung College of Early Childhood Education (Hong Kong), Swinburne University of Technology (Melbourne, Aus), Universiti of Brunei Darussalam (Brunei), University of Plymouth (Devon, UK), Monash University (Melbourne, Aus) University of Canberra (Aus), Federation University (Aus) and Australian Catholic University (Aus).

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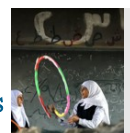
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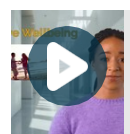
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