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

types of literacy skills and how they are applied in practice: functional, interactive, and critical.

'Functional' literacy skills involve having the fundamental literacy skills to function effectively in everyday situations. Within the Australian curriculum for HPE, this was interpreted in health education by asking 'What is the problem?'(Macdonald 2012). 'Interactive' literacy skills are "more advanced cognitive and literacy skills which can be used to actively participate in everyday activities and to apply new information to changing circumstances" (Nutbeam 2008, p. 2075). In the Australian context, this was interpreted as when one finds resources to make a change to personal health or a school community (Macdonald 2012). The third dimension is 'critical' literacy skills. These are deep, the "most advanced cognitive skills which can be applied to critically analyse information, and to use this information to exert greater control over life events and situations" (Nutbeam 2008, p. 2075). This dimension relates to advocacy within the Australian curriculum for HPE (Macdonald 2012).

As the health literacy dimensions were manipulated and transferred to suit the needs of the curriculum reform in Australian HPE, they can also be identified within the HW & PE programme, 'Best Start: A community collaborative approach to lifelong health and wellness'. Problems identified (functional dimension) are explicitly described in this storyline, and the resources available and created through a strengths-based approach (interactive dimension) are detailed. Finally, advocacy through research, grant applications, and publications (critical dimension) are discussed.

In the future school HW & PE, it is predicted that teachers will be knowledge brokers, directing students to learning partners and partnerships (Beare 2001; Ernst and Young 2012; Slaughter and Beare 2011; Macdonald 2013). Therefore, it is imperative that future teachers know how to do this. Knowledge, skills, and understandings involve developing:

> the ability to understand context and build confidence to adapt curriculum accordingly, thus enhancing learning and teaching. This often requires extension from one's 'comfort zone' in order to experience and understand 'context'. It also requires teachers to be flexible and understanding, an essential role of Teacher Educators in the modern [and future] world. (Lynch 2014, p. 1).

A partnership shift between universities and schools began in the USA and is occurring globally with recent reforms in Finland, Australia, and the

UK (DEECD 2012; Douglas 2014). Such shifts have been experienced in ITE not only in HW & PE-related curriculum (HPE key learning area) but across all education disciplines.

Partnerships in HW & PE-related areas sit within a 'strengths-based' approach which "supports a critical view of health education with a focus on the learner embedded within a community's structural facilitators, assets and constraints, and is enacted through resource-oriented and competence-raising approaches to learning" (Macdonald 2013, p. 100). An example of a strengths-based approach is Antonovsky's salutogenic model. The new Australian HPE curriculum operationalises a strengths-based approach from a salutogenic perspective which involves:

- A focus more so on the promotion of healthy living rather than on preventing illness;
- The viewing of healthy living as multi-dimensional and encompassing physical as well as social, mental, spiritual, environmental, and community dimensions;
- Consideration of health as something dynamic, always in the process of becoming;
- Viewing health as something more and also something else than the absence of disease;
- Acknowledging humans as active agents, living in relation to their environment; and
- That health is not regarded as an end goal in itself, but rather as an important prerequisite for living a good life. (McCuaig et al. 2013, p. 113).

A futures perspective on health, adopting a strengths-based approach from a salutogenic perspective, partnerships, and health literacy, all advocate preparation for life and wellbeing where knowledge and skills can be transferred and adapted across contexts. These perspectives also underpin the health, wellbeing, and physical education project, 'Best Start: A community collaborative approach to lifelong health and wellness'. In particular, the principles of preparation for life were amended to preparation for a successful teaching career for the pre-service teachers.

Kirk advises educationalists of physical education and health to look to the past for lessons about the present and where we might be heading in the future (2014). The history of teacher education will be investigated in the following section beginning with the traditional 'Application of theory model'. The following literature has been amended from Lynch (2015).

Teacher Education

The 'application of theory' is the traditional model that has dominated university ITE (pre-service teacher education). This is where the pre-service teachers learn theories from the experts in university, and then they go and apply in schools (Korthagen and Kessels 1999). Contrastingly, there is literature that suggests that pre-service teachers learn the teaching and learning essentials in practice (Ball and Cohen 1999; Hammerness et al. 2005), which involves direct work in or with schools. Such literature asserts that university and the theoretical experts can be minimised with little detriment to the pre-service teacher quality of preparation (Grossman and Loeb 2008). Furthermore, it is not uncommon for supervising teachers during field placements to know little about the course theory and the teacher educators in universities to know little about the practices in the p-12 classrooms (Zeichner 2010).

Hence, often courses have two separate entities, theory and practice. They consist of a grouping of units/modules that relate to teaching and learning generally, but are unrelated, described as feeble change agents for new teachers (Zeichner and Gore 1990). While there are studies that evidence how courses have combated this disparity (Howey and Zimpher 2006; Patterson et al. 1999), there is limited high-quality research in practice and their impact on pre-service teachers (Clift and Brady 2005).

The application of theory model in the USA originated when teacher education moved from mainstream schools to universities in the 1950s. Teacher education has often been "fairly haphazard, depending on the idiosyncrasies of loosely selected placements with little guidance about what happens in them and little connection to university work" (Darling-Hammond 2006, p. 9). Hence, it is argued the fragmentation with this university model is a result of "departmental divides, individualistic norms, and the hiring of part-time adjunct instructors in some institutions that have used teacher education as a 'cash cow'" (Darling-Hammond 2006, p. 7). There have been numerous attempts at connecting campus courses with field practice, which involve partnerships between schools and universities.

School and University Partnerships

Research evidences university courses collaboratively overcoming barriers of 'Application of theory' fragmentation and disparity. Darling-Hammond

(2006) identifies three common elements in successful courses where the theory meets the practice:

1. Coherence and integration
   Coherence and integration challenge the conventional university model. "Course work is carefully sequenced based on a strong theory of learning to teach; courses are designed to intersect with each other, are aggregated into a well-understood landscape of learning, and are tightly interwoven with the advisement process and students' work in schools (Darling-Hammond 2006, p. 7)." In the powerful and highly successful courses, the unit/module teachers "supervise and advise teacher candidates and sometimes even teach children and teachers in placement schools, bringing together these disparate course elements through an integration of roles" (Darling-Hammond 2006, p. 7).
2. Extensive, well-supervised clinical experience linked to course work using pedagogies that link theory and practice

   The most powerful courses require students to spend extensive time in the field throughout the entire course, examining and applying the concepts and strategies they are simultaneously learning about in their courses along-side teachers who can show them how to teach in ways that are responsive to learners. (Darling-Hammond 2006, p. 8).

   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 et al. 2002; Denton 1982). Even in modern times with technological developments such as virtual classrooms, there is still no replacement for the real teaching and learning experience. For it is argued that, "no amount of course work can, by itself, counteract the powerful experiential lessons that shape what teachers actually do" (Darling-Hammond 2006, p. 9). Darling-Hammond (2006) supplements, "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). Such an environment involves relationships built on trust, where school and university teachers/teacher educators are reciprocally respectful and willing to contribute. It is argued that in order for partnerships/relationships to be sustained in such a learning environment "requires

time, understanding, effort and personable attributes on behalf of the leader, but most importantly it requires all stakeholders to believe that the efforts are worthwhile" (Lynch 2013, p. 262).

Furthermore, teaching 'flexibility' is espoused by Coldrey, who states that the best physical education practitioners throughout the world "do not follow a set of rules and, instead tailor their sessions to the learners they have" (2015, p. 17). This is therefore an important skill for pre-service teachers to practice as part of their teacher preparation. That is, to be given opportunities under careful mentoring, to "create innovative sessions that develop the learners in front of them" (p. 17). This is supported by the UNESCO national strategy for quality physical education. As shared earlier, the third element listed of the five strategy elements is curriculum flexibility (2015, p. 23).

3. New relationships with schools

Establishing partnerships and relationships between schools and universities is easier planned for than implemented. It is argued that it often involves paradigm shifts for teacher educators and teachers, with all stakeholders genuinely believing that it is worthwhile and meaningful (Zeichner 2010). This may result in changes in content at schools and universities/teacher training (Darling-Hammond 2006).

Relationships involve unique partnership contexts, challenges, and tensions (Martin et al. 2011). Furthermore, transformation of people's beliefs about their surroundings can be threatening and stressful for the teachers involved (Sparkes 1991). More so, transformations often result in conflict, loss, and struggle which are fundamental to successful change (Fullan 1982). Darling-Hammond suggests that "universities must engage ever more closely with schools in a mutual transformation agenda, with all of the struggle and messiness that implies" (2006, p. 3).

The dynamics involved in partnerships have made paradigm shifts difficult in practice. "Research has also demonstrated how difficult these partnerships are to enact" (Darling-Hammond 2006, p. 11). Just as curriculum change is complex due to the social dynamics (Fullan 2001; Sparkes 1991), developing new practices within a third space is socially complex (Guitierrez 2008). There are "difficulties related to planning and coordinating a multilevel social process" (Fullan 2001, p. 69) as often it requires change to the way things have traditionally been done.

THIRD SPACE THEORY AND HYBRID SPACES

Hybrid space is grounded in third space theory. Third space originates in hybridity theory which recognises that individuals draw on multiple discourses to make sense of the world (Bhabba 1990). As addressed, the traditional 'Application of theory' model relates to the school being the place of practice where the theory is applied. This perspective is referred to as first place. The second place perspective is where the university is the venue where student and teacher learning occur. The third space involves a crossing of boundaries, "a rejection of binaries such as practitioner and academic knowledge and theory and practice and involve the integration of what are often seen as competing discourses in new ways—an either/or perspective is transformed into a both/also point of view" (Zeichner 2010, p. 92). Pre-service teachers are better prepared by "creating hybrid spaces in teacher education where academic and practitioner knowledge and knowledge that exists in communities come together in new less hierarchical ways in the service of teacher learning" (Zeichner 2010, p. 89). The hybrid space also has the advantage of preparing pre-service teachers' collegial skills relating to school improvement (Darling-Hammond 2006). Research suggests that graduates from such courses "feel more knowledgeable and prepared to teach and are rated by employers, supervisors, and researchers as better prepared than other new teachers" (Darling-Hammond 2006, p. 11).

A shift began in the USA (Berry et al. 2008; Martin et al. 2011) where clinical experiences and pre-service teaching practice are being rethought and reassessed (Zeichner 2010). This is evidenced by The National Council for Accreditation of Teacher Education (NCATE 2010) expert Blue Ribbon Panel's report on clinical preparation and partnerships. This shift is occurring globally with evidence also from recent reforms in Finland, Australia, and the UK (DEECD 2011; Douglas 2014). However, research indicates this is a very difficult process as often the complexity of teacher education is ignored as well as the "settings where learning happens" (Douglas 2014, p. 6). Furthermore, it requires "a paradigm shift in the epistemology of teacher education programmes [courses]" (Zeichner 2010, p. 89).

Hence, a deeper reflection accentuates the complexity of a hybrid space, "a space of cultural, social and epistemological change in which the competing knowledge of discourses of different spaces are brought into 'conversation' to challenge and re-shape" (Moje et al. 2004, p. 43).

In contemplating the complexity, Gorodetsky et al. (2007) mention edge communities, as a third space which promotes equal collaboration and egalitarianism, in a synergistic interplay of knowledge in support of student learning. Reference is also made within the literature to a hybrid teacher educator (Zeichner 2010; Martin et al. 2011), a university-based teacher educator who builds partnerships with local schools to enhance pre-service teacher education. Some universities have established purposeful positions to assume this partnership role often associated with pre-service teacher education and teacher professional development (Boyle-Baise and McIntyre 2008). For many teacher educators and/or possible hybrid educators, establishing a hybrid space requires rethinking ways to connect within the community and involves the discovery of possibilities to collaborate. Hence, effective communication and effort are essential for hybrid spaces to be established and maintained (Lynch 2012).

Specifically within physical education, data gathered by Whipp et al. (2011) found that schools benefit as well as universities. Teachers in schools working collaboratively with external providers, such as hybrid educators and university students, are associated with positive perceptions about the value of the physical activity, enable teachers to develop confidence, and are less stressful. Furthermore, it is argued that there are three key reasons why HPE as a learning area should be prioritised for community collaborations; to promote 'health literacy' within communities; to advocate the enjoyment associated with learning in, through and about movement; and the exemplary role HPE enables in promoting equity in education (Lynch 2013).

There is a gap in research of model courses, illustrating what a 'hybrid space' looks like in practice (Clift and Brady 2005; Floden 2005). There are also a growing number of teacher educators not knowing where to begin or how to progress (Zeichner 2010). Exploring what a successful partnership looks like can assist teacher educators in the way they approach collaborative education and a possible hybrid space. In the context of Britain, "nearly all teacher educators in England enter universities from previous careers in the school or further education sectors" (Murray 2010), which means that working integrally with schools and teachers is something they are familiar with which arguably increases the likelihood of creating a hybrid space. Hence, a successful Teacher Education course within the UK that advocates partnerships was chosen to be investigated (Chap. 5), one that may possibly involve the ideal of a hybrid space.
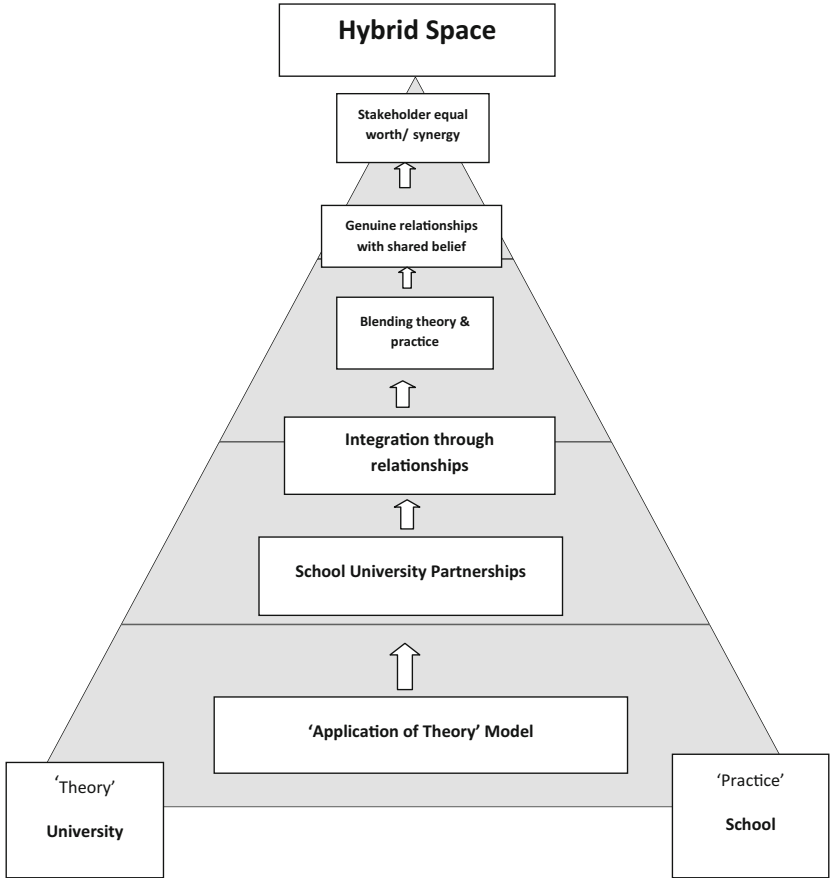
Fig. 4.1 Conceptual framework for understanding higher education and school partnerships

The specific course was awarded 'Outstanding' by England's Office for Standards in Education, Children's Services and Skills (Ofsted).

> Ofsted is the Office for Standards in Education, Children's Services and Skills. We report directly to Parliament and we are independent and impartial. We inspect and regulate services which care for children and young people, and those providing education and skills for learners of all ages. Every

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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