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

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CHAPTER 1

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

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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.

3.4—By 2030, reduce by one-third premature mortality from non-communicable diseases (NCD) through prevention and treatment, and promote mental health and wellbeing.
3.d—Strengthen the capacity of all countries, in particular, developing countries, for early warning, risk reduction, and management of national and global health risks.

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning.
4.1 By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education, leading to relevant and effective learning outcomes.

The World Health Organisation's (WHO) definition of health is "a state of complete physical, mental and social wellbeing, and not merely the absence of disease or infirmity" (WHO 1948). Furthermore, as target 3.4 and research indicates, mental and social wellbeing is promoted by engaging in regular physical activity (Commonwealth of Australia 2014a; Lynch 2015d; Public Health England 2015; Richards 2016; Salmon et al. 2011; Parkinson 2015). Specifically, children 5–12 years are recommended moderate-to-vigorous intensity physical activities for at least 60 minutes a day for social, emotional, intellectual, and health benefits (Commonwealth of Australia 2014b). Physical education "is the entry-point for lifelong participation in physical activity" (UNESCO 2015, p. 6) and quality physical education (QPE) is "enshrined in UNESCO's 1978 International Charter of Physical Education and Sport, which outlines the case for physical education as a fundamental right for all, and an essential element of lifelong education" (UNESCO 2015, p. 11).

The International Charter was developed in June 1977 and May 1978 through the working sessions of UNESCO's Intergovernmental Committee for Physical Education and Sport (CIGEPS) with other relevant organisations such as the International Council for Health, Physical Education, Recreation, Sport and Dance (ICHPER-SD). The International Charter of Physical Education and Sport was established to counteract the already identified problem of the negative attitudes to the status of PE and sport within school systems (Yang 2004; cited in Lynch 2015c). Today, it is universally acknowledged that physical activity is an important part of healthy functioning and wellbeing. Bailey, Hillman,

Arent, and Petitpas frame the benefits of sport-related forms of physical activity as capitals: Emotional, Financial, Individual, Intellectual, Physical, and Social (2013).

The year 2015 was identified as the time for global action to end poverty, *promote* prosperity, and *wellbeing for all*, protect the environment and address climate change. This identification espouses the significance of HW & PE in schools. Paragraph 37 of the 'Transforming our world: the 2030 Agenda for Sustainable Development' Resolution adopted by the UN General Assembly states explicitly the important role sport plays in relation to HW & PE, confirming the significance of the physical dimension:

> 37. Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education, and social inclusion objectives.

International Olympic Committee (IOC) President, Thomas Bach, shared, "This new UN Agenda specifically acknowledges the important role that sport plays promoting healthy lifestyles, education and social inclusion" (http://www.olympic.org/news/un-general-assembly-includes-sport-in-post-2015-sustainable-development-goals/247226). Sport is defined as a logical extension of a school's PE programme (Commonwealth of Australia 1992) which sits within the HW & PE umbrella. "Physical education, as the only curriculum subject whose focus combines the body and physical competence with values-based learning and communication, provides a learning gateway to grow the skills required for success in the 21st Century" (UNESCO 2015, p. 6). Moreso, it advocates inclusion, "a physically educated person demonstrates understanding of and respect for differences among people in physical activity settings" (Gallahue and Donnelly 2003, p. 144). Within Australia, the context for the partnership storyline, this relationship has been espoused over many decades:

> physical education began to be positioned towards the end of the 1940s as the 'foundation stone' for children's participation in sport, as the site in which the skills required for sports participation should be developed, and for the first time making an explicit connection between school physical education and lifelong participation in physical activity (Kirk 2014).

Supplementing sport as an important enabler of sustainable development within the Oceania region, Thwaites explicitly identifies NCD as an Australia-specific SDG target (2015). NCDs include obesity, heart disease, stroke, cancer, chronic respiratory disease, and diabetes and "between six and ten per cent of all deaths from NCDs can be attributed to physical inactivity" (UNESCO 2015, p. 6). Hence, physical activity plays a major role in reducing the risk of NCDs and increasing wellbeing.

Movement Priority

This journey focusses on a PE perspective on health and wellbeing. Wellbeing can be defined as "a state of feeling good about ourselves and the way our lives are going" (Commonwealth of Australia 2014a, p. 1). The key learning area underpinning HW & PE in Australian schools is 'Health and Physical Education (HPE)';

> Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices. (Australian Curriculum, Assessment, and Reporting Authority (ACARA) 2015, p. 4).

Within the dimensions of health, physical, social, emotional, mental, and spiritual, while it is acknowledged that all are significant, it is the 'physical' explicitly named in the nomenclature, and the value of movement, that forms the foundation of the HPE learning area.

> Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students require to participate in physical activities with competence and confidence. The knowledge, understanding, skills, and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan, and in turn, lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined, and valued.
>
> The study of movement also provides challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing. (ACARA 2015, p. 5).

While it is acknowledged that wellbeing can be achieved through all health dimensions, PE is the focus within this initiative storyline and which sits within the Health and Physical Education (HPE) key learning area. According to UNESCO "physical education forms a foundation for positive patterns of behaviour and is the best way to access and systematically engage children and youth in a rounded and healthy lifestyle" (2015, p. 44). While the PE collaborative programme did relate to sports, 'quality physical education' remained the focus at all times. QPE is defined by UNESCO as:

> the planned, progressive, inclusive learning experience that forms part of the curriculum in early years, primary and secondary education. In this respect, QPE acts as the foundation for a lifelong engagement in physical activity and sport. The learning experience offered to children and young people through physical education lessons should be developmentally appropriate to help them acquire the psychomotor skills, cognitive understanding, and social and emotional skills they need to lead a physically active life. (2015, p. 9).

This is why leadership, planning, mentoring, inclusivity, and quality pedagogy are essential elements for pre-service teachers to develop.

Multi-Stakeholder Partnerships

The International Civil Society Centre (ICSC) report defines transnational multi-stakeholder partnerships (MSPs) as "institutionalised transboundary interactions between public and private actors, which aim at the provision of collective goods" (2014, p. 6); furthermore, it is explicitly identified that MSPs are yet to deliver to their potential.

> We urgently need a diverse set of partnerships at all geographic levels: the global, regional, and above all, at the national level. 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).

The HW & PE project, 'Best Start: A community collaborative approach to lifelong health and wellness' combines community strengths involving local and global partnerships, also referred to as a strengths-based approach. What began as a pathway seed quickly grew to involve

an Australian university, 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. Similarly, the strengths-based model was adopted by Sport England 'use our school' initiative who are "committed to helping people and communities across the country create sporting habits for life" (http://www.sportengland.org/facilities-planning/use-our-school/). All local and international partnerships were initiated and developed without funding which makes this initiative appealing and tangible for teacher education globally. This distinct project espouses the power of human relations to optimise learning and equality.

The collaborations involved pre-service teachers teaching HPE lessons to children during their university tutorials, marrying the theory traditionally learnt in university classrooms with the experience-based knowledge located often only in schools. It was envisaged that this marriage enabled a meaningful learning and teaching experience. A lack of connection between the theory and practice is recognised as a perennial problem in Teacher Education courses and termed the Achilles heel of education (Zeichner 2010).

Community partnerships such as 'Best Start—a community collaborative approach to lifelong health and wellness', offers experiential learning where the curriculum is relevant, engaging, contemporary, physically active, enjoyable, and developmentally appropriate for all stakeholders, namely, university pre-service teachers (Table 2.1), local primary school children and classroom teachers. Win-win elements are identified within good partnerships which is why strengths-based approaches are espoused by education authorities globally and nationally. Furthermore, research "has confirmed that pupils are more likely to be physically active in schools with well-established school-community partnerships" (UNESCO 2015, p. 44). This was detailed by the Founder and President of Global Values Alliance Foundation during the 2015 UN 2015 Multi-stakeholder partnership forum:

> 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).

Localising Policy Through Partnerships

The UN SDG agenda provides a focal point for governments, influencing policies and programmes at all levels: global, regional, national, and local. The SDGs and targets are aimed to be contextualised for different nations and their level of development. "The SDGs are relevant to developed countries like Australia" (Thwaites 2015) and should be incorporated into national, state, and local government processes.

Research suggests that the optimum time for children to learn and refine their motor skills and to be introduced to positive HPE experiences is as early as possible, preferably during preschool and early primary school years (Branta et al. 1984; Commonwealth of Australia 1992; Espenschade and Eckert 1980; Kirk 2005; Lynch 2011; 2014a, b, c; 2015a, b, c, d, e). Within the Australian context it is argued that although Australian education policies strongly advocate HPE and physical activity, requirements do not appear to be consistently enacted (Lynch 2014b; Curry 2012). A similar 'gap' also exists on an international scale (Hardman 2008). Curry argues that in Australia while "state governments have standards in place to ensure all children are provided the opportunity to participate in physical education classes, these are rarely met" (2012, p. 17). This is where impetus on partnerships may hold the key to successful policy implementation.

In the UN Secretary General's synthesis report 'The road to dignity by 2030: ending poverty, transforming all lives, and protecting the planet', Ban Ki-Moon stressed 'partnerships' when he wrote:

> The sustainable development goals provide a platform for aligning private action and public policies. Transformative partnerships are built upon principles and values, a shared vision and shared goals: placing people and the planet at the centre. They include the participation of all relevant stakeholders, in which mutual accountability is critical. This means principled and responsible public-private-people partnerships. (United Nations 2014, p. 24).

President Clinton proposed during his keynote address at the UN's ECOSOC Partnerships Forum that SDGs "can only be reached through broad-based partnerships" (United Nations 2015). Opening remarks from the Deputy Secretary General of the UN, Mr. Jan Eliasson (2015) supported Clinton. Eliasson stressed that there must be a shift from a vertical 'silo' approach to one that is horizontal and cross-cutting. "We

must have inclusive partnerships at all levels: local, national, regional and global." It is argued that HPE is an ideal learning area for promoting equity in education (Lynch 2013) and specifically "quality physical education is a platform for inclusion in wider society, particularly in terms of challenging stigma and overcoming stereotypes" (UNESCO 2015, p. 6). Eliasson named Education as a focus for partnerships and explicitly 'innovative initiatives'. "We need to convene partners and pool resources to improve access to basic education. And we need to enhance quality education at higher levels." Whether implementing curriculum in schools or enacting international and national health goals, partnerships are essential. Hence, 'Partnerships' are a key theme interwoven throughout this story (Fig. 1.1).

ECOSOC held the '2015 Multi-Stakeholder partnerships: Making them work, for the Post-2015 Development Agenda' on 28 February 2015. During the Opening statement Martin Sajdik, ECOSOC President, discussed multi-stakeholder partnerships involving engagement of civil society, business, philanthropy, academia, and others, have been mushrooming over the last two decades. Sajdik gave particular emphasis to success at national levels. "Partnerships are important on a global level but it can be vital making them work on a national level. For what really counts and what is noticed by the citizens of the member countries happens on the national level (Sajdik 2015)." While the partnership community collaborations in this storyline did have international connections, the context was predominantly at the Australian national level.

When localising global HW & PE goals such as the SDGs, Manning recommends two fundamentals:

1. To build a set of structured processes and resources that strengthen the developmental system in socially disadvantaged communities to make possible sustainable improvements in the wellbeing of children; and
2. To test the processes for both efficacy in fostering community coalitions empowered to achieve collective impact and transportability to new communities. (2014, p. 44).

Elliott suggests that at the "core of promoting children's health and wellness in early childhood and school environments is communication and partnerships with families, and strong links between school, home and community (2014, p. 191)." Furthermore, Elliott refers to 'connected-

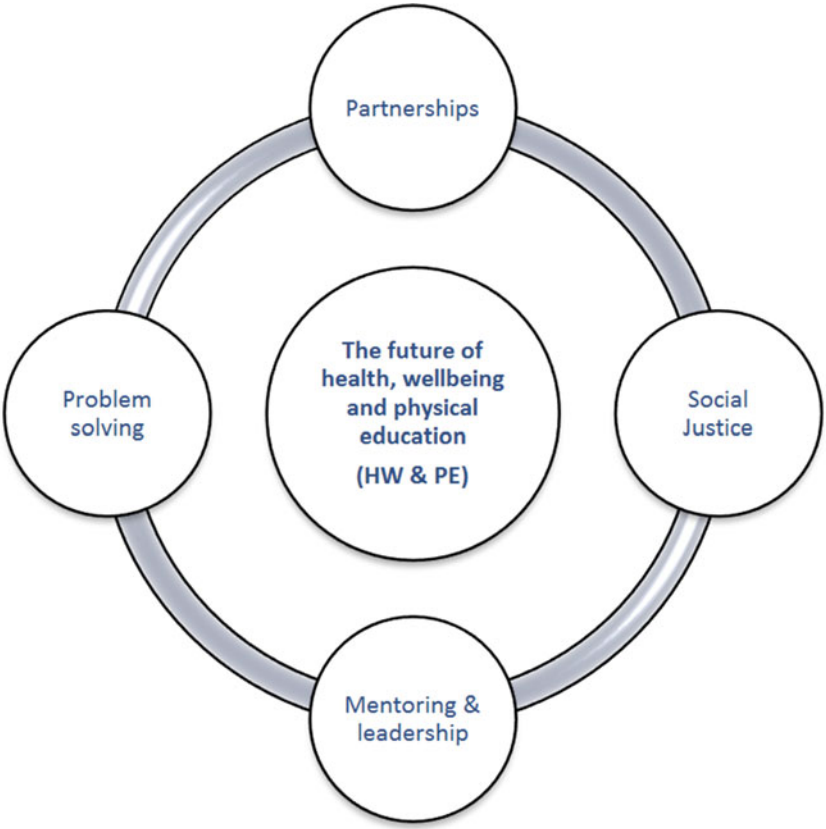

Fig. 1.1 Conceptual Framework for health, wellbeing, and physical education, 'Best Start: A community collaborative approach to lifelong health and wellness'

ness' described as "a deep level of engagement with caring, teaching and learning" (2014, p. 191), relating to a sense of personal self-worth, interpersonal awareness, and healthy relations which advocate socio-emotional harmony. In relation to curriculum and pedagogy, it is essential that children are actively engaged and inspired. Families are unique, and therefore, implementation is contextual. It takes time and interpersonal skills to get to know families, and similarly, to build trust with any stakeholder (Elliott 2014; Lynch 2013).

UNESCO supports Elliott and extends partnerships through physical education, from the family to the broader community:

> 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).

Social Justice: National

Another key theme of this storyline is social justice (Fig. 1.1). A large percentage of the Gippsland region which sets the scene for this initiative comprises of a socio-economically disadvantaged population. The goals established at the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) were "about equity and social justice and improved learning outcomes for our most disadvantaged and isolated students" (Ewing 2010, p. 127). Goals include:

Goal 1: Australian schooling promotes equity and excellence.
Goal 2: All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

These goals have driven the recent Australian Curriculum reform; supported by socio-critical pedagogy in education and underpinned by a socio-cultural perspective. This perspective is inclusive and promotes social justice (QSCC 1999):

> The Health and Physical Education curriculum will draw on its multidisciplinary base with students learning to question the social, cultural and political factors that influence health and well-being. In doing so students will explore matters such as inclusiveness, power inequalities, taken-for-granted assumptions, diversity and social justice, and develop strategies to improve their own and others' health and wellbeing. (ACARA 2012, p. 5).

A commitment to action in achieving the Melbourne Declaration goals include: promoting world-class curriculum and assessment; and improv-

ing educational outcomes for the disadvantaged young Australians, especially those from lower socio-economic backgrounds.

Equity and social justice advocated by international policy such as the UN 2030 Agenda for Sustainable Development, and Convention on the Rights of the Child (CRC) filter down to Australian national policy and curriculum documents such as: Australian Curriculum—Health and Physical Education, The Early Years Learning Framework for Australia—Belonging, Being, and Becoming (Commonwealth of Australia 2009), Eat for health—Australian Dietary Guidelines (Commonwealth of Australia 2013a), A picture of Australia's children 2012 (Australian Institute of Health and Welfare 2012), Australia's Physical Activity and Sedentary Behaviour Guidelines (Commonwealth of Australia 2014b), Staying Healthy (5th edition)—preventing infectious diseases in early childhood education and care services (Commonwealth of Australia 2012), Social and Emotional Wellbeing—A teacher's guide (Commonwealth of Australia 2013b), and Social and Emotional Wellbeing—A guide for children's services educators (Commonwealth of Australia as represented by the Department of Health and Ageing 2012). These policies, guidelines, and curriculum documents have resulted in various national government initiatives.

The Australian Research Alliance for Children and Youth (ARACY) conducted an empirical study involving over 3700 participants. Australia ranked in the top third of the Organisation for Economic Cooperation and Development (OECD) countries for 12 of the 46 indicators and in the bottom third for "jobless families, infant mortality, incidence of diabetes and asthma, young people in education, 3–5 year olds in preschool and carbon dioxide emissions" (ARACY 2013, p. 4). The findings indicated there had been no improvement in the majority of areas from the previous report in 2008 despite considerable policy developments and initiatives (Lynch 2015b). According to Manning "interventions that have occurred have tended to lack important collaborative relationships with key institutions within communities; this is especially the case in socially and economically disadvantaged areas" (2014, p. 44). In this partnership, community collaborative story, international, and national policies were enacted and improvements clearly evidenced.

An apparent pre-service teacher benefit included extended learning opportunities, as lessons provided 'hands on' practical, experiential learning, and teaching, while minimising transaction costs. Lessons also provided local primary school children with quality swimming, sport sessions, and tennis coaching (at no cost). This created learning experiences for the children

that they would otherwise not have had, enabling connections to be made between families, clubs, and facilities. Furthermore, professional development was delivered for classroom teachers, assisting in teacher confidence and competence and subsequently promoting sustainability of children's health.

Various communities were involved in curriculum and pedagogical research and reform. The project creatively optimised the resources available within a regional/rural community through connections with the wider state of Victoria, as well as Australian and international communities. Programme planning was strengthened through international research with data gathered from England's office for Standards in Education, Children's Services and Skills (Ofsted) 'Outstanding' awarded UK Primary Physical Education course case study (2012 and 2014). International partnerships enabled identification of unique contextual opportunities, and created support networks, which subsequently empowered a renewed purpose. This initiative offers new directions for health promotion and PE implementation in local and global communities.

Social Justice: Local

This unique journey began in semester one, 2011 at Monash University—Gippsland campus. Monash University (Gippsland campus) is situated in Churchill, Latrobe Valley, located in central Gippsland, eastern Victoria (Australia). A large percentage of the Gippsland region comprises a socio-economically disadvantaged population, influencing the higher/tertiary education sector:

> School apparent retention rates are significantly lower in Gippsland than in metropolitan regions. Gippsland has the second lowest retention rate of all regions (10 regions) in Victoria. Only three quarters of students who begin Year 10 progress to the beginning of Year 12.
>
> It is accepted that lower retention rates at Year 12 are a contributing factor to lower levels of participation in post-school education in regional areas (Department of Education and Early Childhood Development [DEECD] 2011, p. 8).

The low aspirations of the region towards education are clear; "The submissions outline that there is a low educational expectation on the part of families, which may be due in part to the overall low socio economic status (SES) and educational attainment in parents" (DEECD 2011, p. 21). Furthermore, "the cost of education is a barrier to participation in tertiary

education in Gippsland" (DEECD 2011, p. 23). Creating opportunities and effectiveness of activities with minimal cost was imperative for the pre-service teachers in this context. The children in local primary schools were also affected by socio-economic status (SES).

There are "clear disparities in health, wellbeing, safety and learning and development outcomes between rural and regional children and young people and their metropolitan counterparts" (DEECD 2013, p. 138). Furthermore, within the state of Victoria health outcomes are "poorest in two regions with lower median family income (Gippsland and Loddon Mallee)" (DEECD 2013, p. 139). A recent survey of Victorian government primary school principals indicated that schools in rural, regional, and remote areas were often small in size and faced barriers in HPE implementation. Although 72.5% of the 138 schools surveyed had a HPE specialist teacher,

> Schools with less than 100 children often shared that it was not possible or financially viable to have HPE specialists due to their rural, regional or remote location. Some principals stated that they were disadvantaged and that funding and professional development was needed to assist. (Lynch 2015b, p. 97).

Higher levels of socio-economic disadvantage and geographical remoteness have been associated with the prevalence of obesity and being overweight. Hence, these factors are also linked to rural Victoria (DEECD 2013, p. 43). Furthermore, children in Victorian rural areas are more likely to be at risk of significant clinical problems in relation to mental health at the beginning of school (DEECD 2013). It is recommended that to maintain wellbeing, one should take physical care, through a healthy diet, regular exercise, and adequate sleep which place emphasis on HPE in schools (www.responseability.org). Rural Victorians report having much lower access to: basic services; facilities; good parks; playgrounds; play spaces; and close, affordable, and regular transport (DEECD 2013), which was another community connection benefit of the Best Start initiative.

Mentoring and Leadership

Mentoring and Leadership is another theme of this storyline (Fig. 1.1). Programme planning, learning, and teaching was guided by international research into how best manage the pre-service ITE stakeholders

so that their educational experience was optimised. As mentioned, data was gathered from a university course in south-west England, a model Primary Physical Education course case study was conducted in January 2012 and January 2014. The course was purposefully chosen as it was awarded 'Outstanding' by the national regulatory authority, England's Ofsted (2010/2011). Also, the major course strength explicitly stated in the review was community connections. A qualitative, interpretive study using a case study methodology was adopted to examine the successful primary education course. The research and findings are described in Chaps. 5 and 6.

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). While literature discusses the advantages of the 'hybrid space' ideal, high quality research is limited, if not non-existent within HW & PE. The particular benefits offered by the content, scope, organisation, and educational features of this 'Best Start' initiative are the model and journey experiences. The story that unfolds provides an example of how the UN ideals are transformed into local schools and communities.

UNESCO designed a national strategy for QPE which advocates inclusion. The five elements of focus include:

1. Teacher education, supply, and development
2. Facilities, equipment, and resources
3. Curriculum flexibility
4. Community partnerships
5. Monitoring and quality assurance (2015, p. 23).

The Gippsland 'Best Start' programme was deliberately designed so pre-service teacher confidence and competence could be progressively developed. Beginning with Level 1 higher education courses (first year), the students taught the content using peer teaching episodes (EDF1600 HPE in schools). This led to small group teaching experiences with children from local schools under teacher educator support, school teacher support, and peer support. In Level 2 and 3 (second and third year) the pre-service teachers taught lessons to groups of children from Foundation Year to Year 6 in a chosen sport and tennis (EDF3619 Sport and physical activity education), and swimming and water safety (EDF2611

Experiencing aquatic experiences). The lessons only took place after the pre-service teachers evidenced they were prepared and maximum safety was ensured. The final teaching experiences were implemented independently by the students in second semester of second and third year in the form of a residential camp with primary schools (EDF3616 Camp planning and practices) and coaching experiences within primary schools and sporting clubs (EDF2616 Coaching).

Problem Solving

Partnerships often fail due to the complex and cumbersome problems that arise. An analysis of 340 MSP indicated that less than one quarter of partnerships output aligned directly with the stated goals, hence, overall were generally low in effectiveness:

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 et al. 2012)

The reason given for less than one quarter of global partnerships succeeding comes down to what Leisinger refers to as 'wicked' problems. Wicked problems are "not evil, but tricky, devious, messy and big, with interacting and evolving dynamics of social societal context. This is exactly what we are dealing with in the post 2015 development area" (Leisinger 2015). Within education, such wicked problems are identified and have been associated within curriculum implementation and reform for many years. "It does appear that only surface curriculum change, including teachers' discourses and ideologies in HPE has been previously achieved." (Lynch 2014b, p. 6). Curriculum change is well regarded as a complex process (Sparkes 1991), often socially complex (Fullan 2001). This is a fact which is often ignored (Hall 1992) as educationalists in many countries appear to be extremely resistant to real change (Sparkes 1991). Furthermore, wicked problems directly relate to the key theme of problem solving (Fig. 1.1). Within the specific partnership context, different stakeholders may have different purposes, different interests, different experiences, and different world views, different value systems,

and be bound by different time constraints. Subsequently, they may have different ideas of what the problem may be (Leisinger 2015). Often the problem within educational change is more a question of the 'difficulties related to planning and coordinating a multilevel social process involving thousands of people' (Fullan 2001, p. 69). Furthermore, 'Effective strategies for improvement require an understanding of the process, a way of thinking that cannot be captured in any list of steps to be followed.' (Fullan 2001, p. 71).

Problem solving is crucial for the rapid changes experienced in the world today, and planning for the future (which within itself is a form of problem solving). Problems surrounding sustainability of MSP often permeate because efforts "pit business values for progress, profit and self-interested consumption of the environment against environmental values that stress ecological sustainability, interdependence with the natural works and opposition to exploitation" (Gray 2007, p. 30).

The overarching challenge in partnerships is "to bridge these conflicting values and work together towards supplying a common good" (ICSC 2014, p. 13). In the words of United Nations Secretary General Ban Ki-Moon;

> Implementation is not just about quantity. It is also about doing things together, uniting around the problem. Inclusive partnerships must be a key feature of implementation at all levels: global, regional, national and local. We know the extent to which this can be transformative. (United Nations 2014, p. 24).

The ICSC Report on MSPs "provided an evidence-based assessment of the performance of MSPs for sustainable development" (ICSC 2014, p. 2). For increased success, subsequently minimising problems, the ICSC list nine building blocks for successful partnerships (Table 1.1):

The themes presented provide the elements that shape the conceptual framework that guides the partnership storyline, diagrammatically represented in Fig. 1.1. This community partnership is significant to educators and governments from around the world who are challenged to rethink their connections between university courses, school experiences, and community health promotion, specifically when considering the future of health, wellbeing, and PE.

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

Actors	1. Leadership	• Create momentum • Guide process • Foster group cohesion
	2. Partners	• Combine the right resources and skills • Create comparative advantage • Prioritise inclusiveness
Process	3. Goal-setting	• Create common vision and goals • Ensure high ambitions and precision • Align with global goals and norms
	4. Funding	• Seek innovative funding solutions • Diversity funding sources • Invest in professional fund management
	5. Management	• Establish independent Secretariat • Invest in full-time professional staff • Ensure professional process management
	6. Monitoring, reporting, evaluation, and learning	• Strive for transparency • Create robust and measureable indicators • Learn from mistakes and adapt behaviour
Context	7. Meta-governance	• Set minimum criteria for partnerships • Entrust institution with vetting procedures • Explore linkages between partnerships
	8. Problem-structure	• Acknowledge differences in problems • Adapt expectations • Design according to problem-structure
	9. Political and social context	• Identify problems (e.g. Corruption) • Engage in capacity building • Choose most favourable context

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CHAPTER 2

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).

T. Lynch, *The Future of Health, Wellbeing and Physical Education*,
DOI 10.1007/978-3-319-31667-3_2

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.

Recommendation 19—Higher education deliver integrated and structured professional experience throughout initial teacher education (ITE) programmes through formalised partnership agreements with schools.
Recommendation 22—Higher education providers ensure staff delivering ITE are appropriately qualified, with a proportion having contemporary school teaching experience.
Recommendation 25—Higher Education providers assess all pre-service teachers against the Graduate Level of the Professional Standards.
Recommendation 28—Higher education providers and schools work together to assist pre-service teachers to develop and collect sophisticated evidence of their teaching ability and their impact on student learning for their Portfolio of Evidence. (TEMAG 2014, pp. xiv–xvi).

It is argued that the recommendations listed above were essential for 'Best Start' programme success and are promoted. This is evidenced by the Student Evaluations of Teaching Units (SETU) in Table 2.1.

Furthermore, in December 2015 Australian Education Ministers agreed on a new and improved system for the accreditation of ITE programmes (http://www.aitsl.edu.au/initial-teacher-education/ite-reform). This agreement reinforces the underpinning philosophy of this storyline, that quality and realistic pre-service teacher preparation maximises children's learning. Hence, learning and teaching involving 'quality experiences' is powerful, research suggests that high quality teaching has the largest impact on children's learning outcomes, other than a children's socio-economic background (DEECD 2012, p. 5).

Many of these explicit recommendations are self-evident within teacher education, which does cause reason for concern. This was the first programme of its kind within Gippsland, which offers partial reason as to why there was no financial support, time, and/or workload support for this initiative although it strongly promotes the TEMAG recommendations.

In relation to physical education teacher education (PETE) courses in Australia, and specifically, for primary education, it is reasoned that traditionally quasi-HPE courses have been offered where pre-service teachers may be able to choose electives in general sport often relating to industry or secondary physical education (Lynch 2013d). It is considered that "while these offer opportunities for enthusiasts to study areas of interest, ideal candidates for primary HPE specialists, unfortunately they lack the 'developmentally appropriate' key aspect" (Lynch 2013d, p. 11) that the curriculum reform and literature accentuate. Literature and global recom-

Table 2.1 Student Evaluation of Teaching Unit (SETU). This unit made a positive contribution to my experiences during the field-work/practicum

Units involving community collaborations (5—strongly agree, 1—strongly disagree)	*EDF1600 2011 HPE in schools (modified games)*	*EDF2611 2011 Swimming lessons (offered biennially)*	*EDF1600 2012 HPE in schools (modified games)*	*EDF3619 2012 Sports/ Tennis lessons (offered biennially)*	*EDF1600 2013 HPE in schools (modified games)*	*EDF2611 2013 Swimming lessons (offered biennially)*	*EDF2616 2013 Coaching school sports (offered biennially)*	*EDF1600 2014 HPE in schools (modified games)*	*EDF3619 2014 Sports/ Tennis lessons (offered biennially)*	*EDF3616 2014 Assist with school outdoor education camps*
Positive contribution to practice	4.79	4.30	4.30	4.72	4.70	4.75	4.00	4.67	4.75	4.31
Previous rating (no community collaborations)	(2010) 3.92	(2009) 2.33	(2010) 3.92	(2010) 2.67	(2010) 3.92	(2009) 2.33	(2011) 3.75	(2010) 3.92	(2010) 2.67	(2010) 3.8

More than 15 enrolments and 10 or more completed surveys

mendations further illustrate the significance of the community partnerships within this Best Start initiative.

Specifically within PETE UNESCO state:

> The rationale of a Quality Physical Education Teacher Education (QPETE) programme has at its core a model of the teacher who understands that pupils have a vast range of individual needs and abilities, and can respond to them, who is competent in curriculum areas and classroom practice, and who, as an effective practitioner, is analytical, critically reflective, and professional, as well as one who demonstrates a continuing openness to new ideas. The ability to respond to, and manage change, is a central requisite.
>
> Teachers need also to be learners, and to be able to handle issues in an informed way so as to develop their practice in a changing world. In order to plan, deliver, and evaluate the curriculum effectively, the teacher needs professional skills. Programmes of Study should be driven by clear conceptions and shared sets of institutional provider beliefs about what is valued in, and expected of, a teacher. The principles advocated have global applicability. (2015, p. 78).

Children's Voices

It is important to listen to children and consider their interest and needs when planning for the contextual 'what' and 'how'. The Best Start programme needed to provide "A curriculum that recognises the range of differences that exist between learners and that provides diverse and challenging activities relevant to all pupils, the school, and the community setting." (UNESCO 2015, p. 76). In particular, there should be commitment to embrace difference (Miller and Katz 2002).

Two studies targeting perceptions of Early Years and Primary/Elementary school children in relation to HPE include the empirical Sport Wales School survey (2015) 'Hooked on sport' (Years 3–11) and the dissertation 'An evaluation of school responses to the introduction of the Queensland 1999 Health and physical education (HPE) syllabus and policy documents in three Brisbane Catholic Education (BCE) primary schools.' (Lynch 2005). The Wales school survey involved 110,000 Welsh school children representing almost 1000 schools. This survey is considered as one of the largest of its kind in the world. Findings included:

- Ninety-two percent of children enjoy physical education
- Making sport and physical activity enjoyable and fun is critical to boosting participation by children and young people

- School is the most important place in which children learn the competence and confidence to participate in physical activity
- Pupils who are happy with their sporting ability are twice as likely to try new activities
- Very confident pupils are twice as likely to be hooked on sport
- Pupils who feel their ideas about PE are listened to are nine times more likely to 'enjoy PE a lot'
- Pupils who enjoy sport in school clubs are five times more likely to be hooked on sport
- Children get hooked on sport when they have the ability to take part, they feel comfortable taking part, they have the confidence to take part and they enjoy taking part (http://sportwales.org.uk/research--policy/surveys-and-statistics/school-sport-survey.aspx)

These empirical findings supported the children's perceptions in three Australian case study schools in an earlier deep qualitative doctoral study:

> Thirteen of twenty-four student participants within Case Study Two school named HPE as their favourite school learning area. The student participants from Case Study Two school could specifically identify the comprehensive range of games, skills and physical activities that made the lessons fun and enjoyable for them. Enjoyment and fun for the participants must be considered when designing a HPE program (Garcia et al. 2002) and Case Study Two school was the only Case Study school to have taken the time and effort to design a whole school developmentally appropriate program. Case Study Two school was the only school in the research study with a qualified HPE specialist teacher with a thorough knowledge of the HPE syllabus. The number of students who listed HPE Physical Activity as their favourite learning area supports the theory that teachers can influence students' views about the value of physical education (Solmon and Carter 1995), particularly students' beliefs about physical activity (Lee 2002).

> The early years student participants reported that they enjoyed learning the fundamental movements of jumping, running, skipping, hopping, catching, throwing and combining these in dance. Elementary motor skill acquisition in the early years of primary school develops competence in movement (Garcia et al. 2002) and is the "most formative means to establish a healthy approach towards physical activity" (Queensland Government 2003, p. 1). Further, the early detection of motor problems enables the initiation of intervention programs that can reduce many physical and related emotional

> problems (Arnheim and Sinclair 1979; Commonwealth of Australia 1992; Hardin and Garcia 1982; Haubenstricker and Seefeldt 1974; Johnson and Rubinson 1983; Seefeldt 1975; Smoll 1974) which in turn increases the likelihood of students' enjoyment of physical activity.
>
> Middle and upper years' student participants from the three Case Study schools stated that HPE Physical Activities helped release stress, enhanced motivation, increased self-esteem, team work and concentration rates. There are numerous mental health and social benefits from participating regularly in physical activities. These include better stress management (Chiras 1991), having fun, building relationships, building self-esteem and self-efficacy, and building personal and social skills such as leadership, communication, teamwork and cooperation (Shilton 1997). "Children need exercise to learn. Scientists say it is plausible that by promoting blood flow to the brain, physical activity increases cognitive power." (Rothstein 2000, p. 11). Therefore, physical activity can help students academically in other learning areas. (Lynch 2005, pp. 251–252).

These findings are also supported by UNESCO who declare that physical activity through "regular participation in quality physical education can improve a child's attention span, enhance their cognitive control and speed up cognitive processing" (2015, p. 6). These findings support the initiation of the 'Best Start—a community collaborative approach to lifelong health and wellness' within the Gippsland context.

Gippsland Context

Within the Gippsland context, community collaboration partnerships involved pre-service teachers teaching local children (Prep-Year 6) swimming and water safety lessons (EDF2611 Experiencing Aquatic Environments), modified games (EDF1600 Health and Physical Education in Schools), various sport sessions (netball, basketball, soccer, cricket, Aussie Rules football, tee-ball), and implementing tennis 'hot shots' (EDF3619 Sport and Physical Activity Education). Independent experiences included a residential camp with primary schools (EDF3616 Camp planning and practices) and coaching experiences within primary schools and sporting clubs (EDF2616 Coaching).

School and university partnerships were timely and well received by education departments. The programme was embedded within the Victorian

Government 'School Centres for Teaching Excellence' (SCTE) initiative, which seeks to improve pre-service teacher education programmes through stronger partnerships between schools and universities and a better integration of theory and practice.

Primary education university students (ITE), who chose the PE major stream, were required to study the unit EDF2611 'Experiencing Aquatic Environments'. This was the initial partnership seed and due to the nature of swimming, did have an element of risk. Furthermore, the prerequisite for pre-service teachers electing the unit and PE stream was that they were interested in teaching PE and not that they were competent or confident swimmers. A condition within this unit (EDF2611) and also for the governing authority, Victorian Institute of Teaching (VIT) teacher registration, was that PE graduates from ITE programmes in the primary school have a current teacher of swimming and water safety qualification (VIT 2008). The unit at Gippsland campus previously required that students complete this during their own time and present evidence. The approximate cost of the recommended qualification was $350.

The university semester unit/module weekly one hour lecture and two hour workshop was redesigned to create a pathway with the swimming and water safety course qualification (industry) units of competency. This pathway initiated the partnership journey between Australian 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. Careful mentoring enabled the implementation of 'hands on' practical teaching and learning experiences for the university ITE pre-service teachers. Subsequently, the workshops enabled the comparative advantage of quality lessons at no cost for local primary school children (from a disadvantaged socio-economic Gippsland region). It was only for this innovative initiative that many of the children received any swimming lessons for the year. This was of particular benefit as although a considerable amount of work has been attributed to educating the Australian public about swimming and water safety awareness in a commitment to reducing drowning fatalities, research suggests that rural and isolated schools find it most difficult to conduct aquatic activities (Peden et al. 2009, p. 200). Furthermore, the best time to prepare children for safe aquatic participation and provide the skills and knowledge needed to have a lifelong safe association with water is during childhood (Royal Life Saving Society Australia 2010).

The discussion paper released in August 2011 titled 'A tertiary education plan for Gippsland, Victoria' (DEECD 2011) was written specifically for this context using recent national and state level developments including the Review of Australian Higher Education (Bradley Review 2008). This paper supported such pathways as it "encourages building on existing partnerships and strengthening articulation arrangements between providers" (p. 4). In the written submissions for the discussion paper, specifically focussing on Gippsland, "the need for additional training capacity and improved collaboration between providers of tertiary education and industry was identified as a major concern" (DEECD 2011, p. 10). There are five key outcomes for the Gippsland tertiary education plan, a derivative of the Melbourne Declaration on Educational Goals for Young Australians. The third key outcome supports the swimming and water safety pathway holistic vision:

3. Improved participation in education and training more generally for the community.

The attempt to create what could be described as a logical pathway led to a process of events that although initially on the surface seemed quite simple, involved a complex process of social relationships between stakeholders.

> The challenge is to provide for the alignment of the provision of education and the needs of the local industry. Collaborative relationships between TAFE institutes, universities and local industries are critical to establishing meaningful pathways and sustainable economic growth. (DEECD 2011, p. 11).

The challenge presented various obstacles that were either overcome or evaded, which upon reflection offers insight for all stakeholders in improved future attempts of collaboration between universities with other community sectors or local industries.

Primary ITE university students (pre-service teachers), choosing the PE major stream, also study the unit EDF3619 'Sport and physical activity education'. Through amendments made to this unit, objectives involved the implementation of the Friday Sports programme which was the second community collaboration in the 'Best Start' programme. Friday Sports ran over five weeks and was again the first programme of this nature to be implemented within the area.

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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CHAPTER 3

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 preservice 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).

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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:

- Holds or is willing to work towards a Certificate IV in Training and Assessment (TAA40104) or holds a Certificate IV in Assessment and Workplace Training (BSZ40198)
- Current AUSTSWIM Teacher of Swimming and Water Safety Teacher Licence
- At least two years of school-based teaching experience encompassing a minimum of 300 hours (with a range of age, ability, and class sizes). (personal communication, 31 January 2011)

The programme leader travelled interstate (state of Queensland) to complete the Course Presenter Training over two days, consisting of both theory and practical components. This involved formative assessment during the two days, an assignment completed following the training, and additional 'on the job' training hours. The author completed the weekend AUSTSWIM Course Presenter Training and assessment for $320 and also completed the necessary Certificate IV in Training and Assessment in Melbourne for $1600. A Certificate IV is Level 4 on the Australian Qualifications Framework where Level 1 is a Certificate 1 and Level 10 is a doctoral degree:

- Level 1—Certificate I
- Level 2—Certificate II
- Level 3—Certificate III
- Level IV—Certificate IV
- Level 5—Diploma
- Level 6—Advanced Diploma, Associate Degree
- Level 7—Batchelor Degree
- Level 8—Batchelor Honours Degree, Graduate Certificate, Graduate Diploma
- Level 9—Masters Degree
- Level 10—Doctoral Degree (http://www.aqf.edu.au/aqf/in-detail/aqf-levels/)

The time involved and cost for Certificate IV were major barriers to creating a pathway opportunity within the Gippsland region. However, the Best Start programme leader believed it to be worth the time and cost for the opportunities created for both the university students and the local primary school children.

AUSTSWIM while the most prominent swimming and water safety provider within Gippsland and rural Victoria was not the only provider

of instructor qualifications. There were two programmes associated with courses and qualifications for teaching swimming and water safety in Australia which included:

- AUSTSWIM training of teachers of swimming and water safety
- Australian Swimming Coaches and Teachers Association (ASCTA) Swim Australia Teacher (SAT)

With both courses offering identical units of competency (Table 3.1), the difference other than ASCTA being more affordable for the students was that ASCTA duration of the qualification was four years rather than AUSTSWIM's three. Discussions with ASCTA regarding possibilities of pathways for Monash University Gippsland students, and specifically, gaining SAT qualifications were encouraging. The leader applied for 'Course Presenter Swim Australia Teacher' and was successful. Previous experiences (RPL) was acknowledged which included the AUSTSWIM Course Presenter Training course in Brisbane, Certificate IV (TAE401 10), teacher registration (ability to work with children), and details of at

Table 3.1 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	RTO 20948
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

least five years of specific swimming and water safety experience. ASCTA is Australia's peak professional swimming body and courses are recognised by International Federation of Swim Teachers Association (IFTSTA), thus providing a world-class curriculum for all stakeholders in support of the commitment to action in achieving the Educational Goals for Young Australians.

Swim Australia (ASCTA) was "launched in 1997 by the Federal Minister for Sport and Recreation to assist develop the Learn to Swim program in Australia to its full potential. ASCTA is a not for profit, membership based organisation that strives to achieve the World's best swimming and water safety Teachers and highest performing swimming Coaches" (ASCTA 2011). Swim Australia's aim is for all Australians to learn to swim and gain water safety knowledge through safe, enjoyable, and quality swimming lessons. ASCTA is an Australian RTO offering 35 units of competency, delivered in all states and territories (Australian Government 2011). SAT courses included:

- SAT directed at 4–12 years,
- Swim Australia Teacher of Babies and Toddlers (SAT B & T) directed at 0–4 years,
- Swim Australia Teacher of Competitive Swimming (SAT CS) directed at 7–12 years,
- Swim Australia Teacher Adolescents and Adults (SAT AA) directed at 14 and above,
- Swim Australia Teacher Learners with Disability (SAT LWD), and
- Swim Australia Teacher Culturally and Linguistically Diverse (SAT CALD) (ASCTA 2011).

The Best Start programme leader established pathways with ASCTA for a number of reasons, namely, the financial benefits provided for the university students (ITE) and possibility of the pre-service teachers providing lessons for local primary school children. Such lessons contributed towards ITE pre-service teacher 'On the job competency' assessment, a requirement for the SAT qualification. SAT course applicants were insured for the ASCTA SAT course from enrolment up to one month after course requirements; this included any lessons for local primary children during this time. Furthermore, SAT was nationally and internationally recognised as an equivalent qualification to AUSTSWIM.

Partners

Ideas rapidly evolved, enabling the planned pathway between Monash University Gippsland students and ASCTA SAT to come to fruition. This pathway partnership involved the university students offering lessons to local primary school children. After initial discussions with AUSTSWIM and ASCTA SAT, the third provider to be contacted was Royal Life Saving Society Australia (RLSSA), which in the state of Victoria is known as Lifesaving Victoria. Courses in relation to Swimming and water safety Lifesaving Victoria provided at the time included; Keep Watch, Swim, and Survive, Bronze Medallion (BM), Junior Lifeguard Club and Grey Medallion.

What Lifesaving Victoria offered to the partnership was an opportunity for the students to complete their Resuscitation (RE) qualification during the university workshops, greatly reducing the cost of the course necessities. The students required a current RE accreditation to obtain a SAT qualification; thus, the provision of this training by the Best Start leader enabled a pathway within a pathway. The pre-service teachers also had the option of a BM pathway at the reduced cost of $15.70 (recommended retail price of $150) and RE at the reduced cost of $10.50 (recommended retail price of $50).

Again, because the leader was willing and committed to up-skill, and in this case, became an endorsed service member with Lifesaving Victoria for the cost of $55, he was then qualified to endorse the BM, Resuscitation (RE) and Bronze Rescue (BR) courses. This level of service member involved the leader successfully completing a weekend Bronze Instructor course with RLSSA. Also, the leader needed a current BM qualification and a Cardio Pulmonary Resuscitation (CPR) certificate, to be renewed every 12 months. Hence, pathways created included the opportunity for the university students to obtain qualifications in ASCTA—SAT, RLSSA—BM and RLSSA Resuscitation (RE) courses.

Another partner essential to the Best Start programme was the venue, the local health industry (local leisure and sports centre). This involved establishing a working relationship with external swimming instructors employed at the venue, who initially requested responsibility for the collaboration with the local primary schools. Contact with the local leisure centre was at first made by informal introductions with the centre manager, followed by e-mail and phone calls, which culminated with a formal

Table 3.2 VIT specialist area guidelines (VIT 2015, p. 6)

Physical Education (Primary Teaching)
Major study in Physical Education The major study should include study in human movement (e.g. growth and motor development, exercise physiology, skill acquisition) and in the skill activity areas of aquatics, games, fundamental motor skills, fitness education, dance, athletics, ball handling, and sport education A current first aid certificate (Emergency First Aid Level 2) and a current AustSwim Teacher of Swimming and Water Safety certificate (or a current Australian Swimming Coaches and Teachers Association (ASCTA)—SAT certificate) are required

face to face meeting prior to the beginning of Semester One at the local leisure and sports centre (Wednesday 16 February, 2011). This meeting was productive as it ascertained each stakeholder's purpose of collaboration, established the combined resources and skills, identified advantages for stakeholders and prioritised inclusiveness.

Another stakeholder was VIT who informed the programme leader in semester 1 2011 that they supplemented the VIT Specialist Area Guidelines (Appendix B) under the sub-heading 'Physical education (Primary Teaching)—Major study in Physical Education', to include the ASCTA SAT (swimming and water safety) qualification (Table 3.2).

Process

Goal-Setting

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. The leader previously worked as a classroom teacher, HPE specialist teacher, and school leader, and thus had 15 years primary school experience to draw upon. This assisted the leader in understanding the demands, priorities, and pressures of classroom teachers.

During the face-to-face meeting with staff from the leisure centre, the programme leader was able to share his vision of involving local primary

schools during the unit (at no cost) which was fully supported by the leisure centre's manager. The leisure centre valued providing the swimming pool for the local schools without a charge. It was agreed that the Faculty of Education (Monash University) would hire three lanes during the semester's workshops, and that in the final three weeks when the local school children were to be invited everyone involved in the lessons could use the entire pool for no extra charge. The leisure centre's manager also gave the programme leader a tour of the pool area, showcasing swimming aids and equipment, inviting the leader to utilise these during the workshops for no cost. Facilities, costs, equipment, insurance, access, and spaces were discussed and either finalised or monitored.

It was collaboratively decided that the Best Start programme leader provide the dates and times for the primary schools' free lessons (conducted by the ITE pre-service teachers) to the swimming supervisor who would use the sports centre's contact with the schools, through swimming lessons facilitated during the year, to organise the lessons for children. Priority was to be given to year levels that would otherwise miss out on the opportunity.

Funding

At this initial stage, the resources and skills offered by partners, especially the leisure centre, were sufficient. That is, there was no supplementary financial funding necessary to conduct the university unit EDF2611 and/or the free lessons for the nearby local primary schools. The leisure centre provided swimming and water safety equipment and resources during lessons. Monash University covered regular payments for the pool hire, which included a function room where a portable projector and laptop could be set up by the programme leader.

The two schools arranged by the leisure centre's swimming supervisor were Churchill North primary school (Years 2 and 3) and Lumen Christi Catholic primary school (Years 3 and 4). Both schools were within close proximity to the pool and at walkable distance, which saved money on bus transport. However, the Best Start leader was aware that if the programme was to successfully increase, funding would be essential for future sporting equipment and transport of children from other schools. There were initial costs for the programme leader, such as Certificate IV, Course Presenter course, CPR and BM, and financial course expenses which were reimbursed by Monash University.

Management

As a 'Course Presenter Swim Australia Teacher' and lecturer, EDF2611 unit lectures and workshops for the semester were carefully redesigned using the SAT Course Presenter Kit (ASCTA 2010). Hence, a pathway was created between the university unit objectives and ASCTA RTOs swimming and water safety course units of competency (Appendix A). The SAT course required the pathway involve: ITE pre-service teachers observing lessons delivered during workshops in the public pool by qualified instructors (side-line observations); ITE pre-service teachers (second and third year) recognised for previous Professional Placement experiences with children during their ITE course (teaching competency); it was acknowledged that as a requirement of their Education course that all pre-service ITE teachers had received a working with children (WWC) check; also that they were providing low-ratio quality lessons for local primary school students over the final three weeks (shadow and micro teaching). Lesson plans required satisfactory 'On the job competency' assessment. A lesson plan assignment supplemented the EDF2611 unit's first assessment task in preparation for the lessons over the last three weeks. Furthermore, 'On the job competency' checklist criteria assessed by the programme leader (ASCTA assessor) evidenced: being a responsible teacher; safety; respect; and awareness; competency at lesson preparation and teaching delivery; communication skills; and professionalism in presentation and behaviour.

The ASCTA SAT pathway required the ITE pre-service teachers to supplement the theory covered in workshops by completing the ASCTA SAT CD-ROM and assessment. The self-paced CD ROM was provided within their kit as part of the $100 special university student SAT fee (recommended retail price of $250). The CD-ROM was designed for home study of the theory, to be completed prior to attendance at any SAT course. The Course CD ROM provided video content along with questions at the end of each module of study. Instant feedback was provided to participant's incorrect responses, reinforcing the correct information. Theory acknowledgement included five module topics: The Aquatic Industry, Practical Biomechanics, Introduction to Water, Water Safety and Aquatic Survival, and The Swimming Strokes. This blended learning delivery was successful in other SAT courses, and has been acknowledged for providing theory consistency regardless of where a course is conducted or who presents the course.

Also within the SAT kit was an Accumulative Training Record (ATR) where the university pre-service teachers recorded details throughout the

unit/module of their various experiences evidencing requirements of the SAT course. At the end of semester the university ITE pre-service teachers handed the ATR to the programme leader who read through and signed authenticity as the assessor. The ATRs were then returned to the students who were responsible for sending these into ASCTA along with their CPR certificate and copy of their completed CD-ROM theoretical component. Final administration in the pathway was then between the student and ASCTA office.

The programme leader was also careful not to be involved in any finances. Payments were managed by the Gippsland campus online store, managed by the Finance hub (independent secretariat). The students had the choice to participate in all, some, or none of the ASCTA SAT, RLSSA BM, and the RLSSA CPR course pathways. They were provided a link to the on-line platform where they could make their payment using e-cart and were issued a receipt. They presented a copy of the receipt either electronically or a hard copy to the programme leader to receive their ASCTA SAT Kit or had their name recorded for the RLSSA courses. At the end of the course, the students' names and student ID were forwarded to the respective RTO. Monash University was then invoiced for the exact number of participants, and the funds from the Finance hub was used to make the payment. This professional management process utilised the administration skills of the employees at Monash University and made the process practicable for the programme leader.

Monitoring, Reporting, Evaluation, and Learning

> If each actor, participating in the partnership, in a national platform publishes what they are going to contribute to the national development plan, they are then accountable in each year that they produce. Have they done what they actually said they were going to do?
>
> Absolutely, we need participation from the vulnerable groups and as a child focused agency one of the things we have been fighting for is to have participation always from, always for children. Particularly, the most vulnerable, because children, as they keep saying to me, they are not citizens of tomorrow, they are citizens of today. (Badenoch 2015).

There were various strategies utilised for monitoring during the first semester for swimming. These included a reflective journal maintained by the leader, regular observations, and informal semi-structured interviews

held with all stakeholders, namely, the pre-service teachers, teachers, school principals, swimming instructors and leisure centre staff, children, and parents. Feedback from the various stakeholders evidenced that the swimming programme was a success.

Optimal mentoring was planned for from the outset. The swimming lessons were held in the last three weeks of semester, allowing nine scheduled face-to-face weeks for ITE preparation. This enabled time for building all university pre-service teachers' swimming and water safety confidence and competence. It gave the programme leader time to assess whether they were ready to implement the lessons with maximum safety. As the university pre-service teachers were in the second and third year of their Bachelor of Education course, they had successfully completed a number of teaching placements. The swimming unit/module assessment required planning three swimming and water safety sequential lessons as the first piece of assessment and constructive feedback was provided. The class-time preparation involved sharing lesson segments and activities through peer teaching and learning episodes, allowing for suggestions, possible alternatives, or improvements to be offered by peers. The pre-service teachers were encouraged to use professional judgement with the children they had never met and to bounce ideas off the leader if they required reassurance.

The children from the local primary schools were excited to be taught by the pre-service teachers during the three-week lessons. Parents came to support their children, and comments from teachers, teaching assistants, parents, and the children expressed gratitude for the lessons provided. The leader and pre-service teachers were regularly thanked personally and formal appreciation was corresponded to the leader. For example, one teacher e-mailed; "My kids had a ball with the swimming. They were disappointed that it was only for the extra two weeks (one week was a holiday for this school). Like I said to you then, any time you need children feel free to approach us. We are very willing to assist." (personal communication, 23 July 2011).

Mediums for monitoring, reporting, and evaluating were not explicitly shared or discussed amongst stakeholders. However, data collection was always a priority for the programme leader, who innately believed that this was a good research opportunity. The leader deliberately did not discuss data gathering with stakeholders as he did not want to supplement pressure or burden school communities with extra time and effort requirements.

While success of the programme was discussed between stakeholders, the means of measuring success was not confirmed. It was essential that the schools found the effort of walking to the pool for the lessons, during school hours, valuable. First trust needed to be built amongst stakeholders before extra demands were made.

There were established procedures for monitoring and evaluating the course/programme's success within the Swim Australia (ASCTA) swim instructor course and Monash University. Data were gathered from the participants of both courses and programmes which offered robust and measurable indicators. The leader was commended by the CEO of Swim Australia (ASCTA), Mr. Ross Gage, based on the feedback the education student participants expressed in the SAT student evaluations summary (personal communication, 24 June 2011). The overall satisfaction for the quality of the course received a very high 4.7 out of 5 in the SAT participant evaluations summary (1 being unsatisfactory to 5 excellent). Course value was evidenced by comments made in the ASCTA SAT course evaluations summary. The most helpful aspects of the course included; "Explanations, videos and working with students from primary schools" (SAT evaluation 2011, p. 1); "To be able to understand how to perform the swimming strokes and be able to practise them before teaching" (SAT evaluation 2011, p. 1); also, "Being taught the correct swimming movements, then being able to practice them before micro teaching" (SAT evaluation 2011, p. 1).

This feedback was reinforced in the Monash University SETU, a survey of student satisfaction with the quality of teaching and learning. "The data may be used by Faculty and other University staff within contexts such as (but not limited to) unit enhancement, strategic planning, course and unit review and staff development" (http://www.opq.monash.edu.au/us/surveys/setu/setu-purpose.html). Monash University explicitly state that SETU data may be used for the purposes of research. Thus, feedback from the pre-service teachers offered valid and reliable data.

This unit was offered biennially, and the last time this unit (EDF2611) was taught at the Gippsland campus was in semester 1 in 2009. The overall satisfaction with the quality of the unit median in 2009 (with the same facilities) received 2 out of 5 (5 being strongly agree that they were satisfied with the quality and 1 being strongly disagree). Hence, the unit was not considered by student feedback to be satisfactory. The ITE pre-service teacher overall satisfaction with the quality of the swimming and water safety unit in semester 1, 2011, received a median of 4 out of 5.

This was a 100 % increase from the last time this unit was offered in 2009. It is important to note that all survey feedback referred to in this paper sits within the Gippsland campus category of over 15 enrolments and 10 or more surveys completed.

According to the SETU qualitative data, the best aspects of the units included "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 EDF2611 2011b, Q11). Other students commented "The practical elements of the class, improving swimming skills, learning CPR and being able to practise teaching children while at university with the support of the lecturer" (SETU EDF2611 2011b, Q11); "Being able to implement our lesson plans with children from primary schools" (SETU EDF2611 2011b, Q11); and "The practical side was very rewarding and confidence building in both personal and social spheres" (SETU EDF2611 2011b, Q11). Another comment synthesised various aspects:

> Learning how to teach swimming and the opportunity to teach kids how to swim in prac. All aspects that we learnt about related to teaching primary kids (which hasn't happened in the last two years of PE). Explanations and teaching was fantastic with the use of his prior experiences etc. And also his hard work to help us reach success in all tasks (SETU EDF2611 2011b, Q11).

As is recommended, 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 'Research in Educational Issues' Education for Regional Sustainability Congress held at Monash University in November, 2011. Subsequently, the leader published the chapter 'Investigating a win, win situation: delivering quality swimming experiences for children in local primary schools within the Gippsland region, via teacher education', in the book, 'Developing sustainable education in regional Australia'. (Lynch 2014) Also, the article 'Rips, currents and snags: Investigating the delivery of educational goals for young Australians in the region of Gippsland, Victoria' communicated successes and drawbacks and was published in the Australian and International Journal of Rural Education (Lynch 2012). Following on from these publications came three smaller professional journal articles published in the Swimming in Australia: Journal of ASCTA (Lynch 2012a, b, d).

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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CHAPTER 4

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

T. Lynch, *The Future of Health, Wellbeing and Physical Education*,
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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 alongside 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.

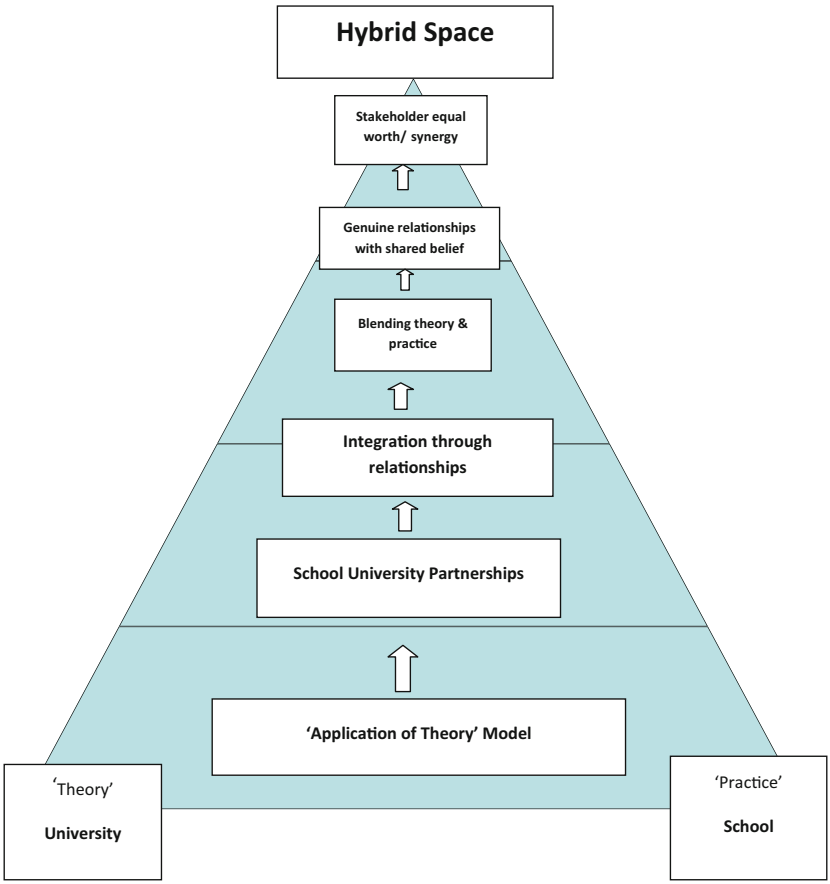

Fig. 4.1 Conceptual framework for understanding higher education and school partnerships

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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CHAPTER 5

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 preservice 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

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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

in a drastic decline in children's skill levels and physical fitness (Tinning et al. 1994). Another major problem was that "suitably qualified physical education teachers were not being employed to teach physical education and school sport to all children" (Commonwealth of Australia 1992, p. xiv). There was also no required accreditation or formal training in physical or sport education as a condition of employment for graduating primary school teachers (Moore 1994). Webster (2001, p. 1) recommended that "pre-service education of primary school teachers include mandatory units directly related to the content strands of the syllabus, with further opportunities for teachers to specialize in PE courses."

These issues still exist today (ACHPER 2011) with some Australian four-year teacher education courses structured in a way that allows beginning primary teachers to graduate with no HPE units completed and then be responsible for the implementation of the HPE learning area for their class. Furthermore, HPE primary specialist teachers are only employed sporadically within primary schools across Australia with, according to Dinan-Thompson (2009, p. 48) questions often raised about "who is teaching HPE, and who is deemed competent to teach HPE in schools". An Australian study conducted by Lynch (2007) concluded: "It is in the Governments best interest to endorse placement of qualified and enthusiastic specialist HPE teachers in all primary schools (p. 22)." Data generated suggested that a lack of quality delivery in HPE physical activities results in a lack of student interest, and is directly related to teacher's lack of understandings about practical ways to implement the social justice underpinnings of the Australian HPE curriculum. "Improving the quality of Physical Education in schools is the best-documented intervention approach to promoting physical activity in youth (ACHPER-WA Branch 1999, p. 9)." Hence, having specialist primary HPE teachers and generalist primary teachers with knowledge and understanding about practical ways to deliver quality HPE experiences will directly affect the holistic health and physical activity participation across the lifespan of today's children.

This study was innovative in its approach to addressing the lacunae in research surrounding the issue that the optimum time for children to learn and refine their motor skills, be introduced to positive HPE experiences and get active is during preschool and early primary school years (Branta et al. 1984; Commonwealth of Australia 1992; Espenschade and Eckert 1980; Lynch 2005; 2008, 2013a, b, 2014, 2015a, b, c, d; Mackenroth 2004; Raitakari et al. 1994). Also, HPE specialists are the preferred providers of HPE in primary school settings (Faulkner et al. 2008; Lynch 2007, 2013c, 2015b Morgan 2008). Paradoxically, primary teacher edu-

cation courses that specialise in HPE in Australia are rare if not non-existent. (Lynch 2015e).

Hence, specialist HPE teachers working within primary schools are often not qualified generalist classroom primary teachers (often secondary HPE trained), and may not have had opportunities to develop pedagogy specifically for teaching children in the primary school sector, or they are generalist classroom teachers with no HPE specialisation. (Lynch 2013b).

Research Purpose

While various studies have found issues with the delivery of HPE in schools and recommend that qualified HPE teachers teach HPE, this study is the first to investigate with the intention to identify what the best qualification preparation for primary school teachers of HPE involves. Hence, this study investigates the implementation of a university course specifically designed to address (structurally) the major problem identified in the Australian Senate Inquiry 20 years ago; a course specifically designed to develop generalist primary classroom teachers with a specialisation in PE.

The overarching general research question that guided conduct of this research was: How are Primary Education HPE teachers' best prepared?

Supplementary research questions were:

1. What is the purpose of the Bachelor of Education (Hons) Primary (PE) course?
2. How does the course function in practice and how are identified partnerships sustained?
3. What evidence is there that the course is successful?
4. Are there any barriers and if so, how are they overcome?

An analytical question arising from the research questions provided a more critical generation of data:

5. What hybrid space features does this course evidence?

Research Design

This qualitative, interpretive study was most appropriate due to the significance of constructed meanings developed from the interpretation of shared experiences and perspectives. "Social realities are

constructed by the participants in their social settings (Glesne 1999, p. 5)." The participants share their experiences and perspectives, which are never wrong.

From within an interpretivist theoretical perspective, a symbolic interactionist lens was applied for the purpose of investigating how the primary education pre-service teachers were prepared to teach PE. Symbolic interactionism as a perspective "focuses on the human being and tries to understand human behaviour" (Charon 1998, p. 12). The key assumptions of symbolic interaction are that "people transmit and receive symbolic communication when they socially interact, people create perceptions of each other and social settings, people largely act on their perceptions, and how people think about themselves and others is based on their interactions" (Neuman 2000, p. 60). The symbolic interactionist lens was applied during interviews, observations, and document analysis.

Research Methodology

The case study research in education is conducted so that "specific issues and problems of practice can be identified and explained" (Merriam 1998, p. 38). The ITE programme was identified as a model programme/course to investigate, identified as having strong partnerships with local schools and subsequently was awarded 'Outstanding' for 2010–2011 academic year by Ofsted. While some courses within Australia offered opportunities for pre-service primary teachers to elect a number of PE units, not one could be identified as a specific primary PE specialism qualified course. The researcher in "qualitative research is often the primary instrument for data collection and analysis" (Merriam 1998, p. 7), noting the differences between what was planned and what actually occurred (Anderson 1990).

Data Generating Strategies

There was only one researcher operating as data gatherer and analyser during this interpretive case study. The methods engaged so as to enable precision of details within the chosen theoretical framework were semi-structured interviews, reflective journals, observations, and document analysis (Table 5.1). The participants were course lecturers and the research questions guided conduct of this research and generated data.

Table 5.1 Research framework within which the specific methodology has been selected

Epistemology	*Constructionism*
Theoretical Perspective	Interpretivism – Symbolic interactionism
Research Methodology	Case study
Data Generating Methods	Interviews: semi-structured Reflective journal Observation Document analysis

Participants and Setting

The researcher initiated contact with the case study through e-mail and phone calls to arrange a visit and subsequent gathering of data. The visits occurred over the period of approximately one month, at the beginning of the UK academic year's second term (January 2012), immediately following the Ofsted 'Outstanding' 2010/2011 award. Furthermore, follow-up research was conducted again in January 2014. The researcher observed open day for prospective students, which included course-specific information from the Programme Manager; interviews for prospective students; worked alongside course lecturers and observed course lessons; consulted the university lecturers involved in the Bachelor of Education (Hons) Primary (PE) course and conducted semi-structured interviews which were audiotaped and later transcribed. Meetings and discussions were held with the ITE Programmes Leader and the International Co-ordinator for the Faculty of Education. This involved gaining permission from the PE Team Leader and Education Programmes Leader to gather data. Observations also included visiting local primary partner schools for half a day.

Analysis of Data

The case study was analysed using Wellington's (2000) simplified version of the 'Constant Comparative Method for Analysing Qualitative Data' and was described. This involved an iterative process of "Immersion; Reflecting, standing back; Analysing—dividing up and taking apart, selecting and filtering, classifying and categorizing; Synthesizing and re-combining; Relating to other work and locating; Reflecting back (returning for more data?); Presenting, disseminating, sharing" (Wellington 2000, p. 141).

Table 5.2 Coding of interview transcript

Interview Transcript	*Coding*
I In a nutshell what does the course involve? How would you briefly describe what it's about? P You are trained to be a primary school teacher, but you need a passion and interest in physical education. The four years is a journey through various different elements, so as well as the nine specialist subject modules across the four years, there are professional studies modules; classroom management, differentiation, teaching styles and all of that. Then there's the foundation subject modules; History, Music, RE (Religious Education), all the foundation subjects. And core modules; English, Maths, Science and ICT as it stands at the moment. It's like splitting it up into quarters, one quarter is specialist subject modules, one quarter is professional studies, one quarter are other subjects and one quarter is teaching placement. They are on teaching placement for quite a significant amount of time	– Course purpose – Course structure – Course modules – Professional Studies – Foundation Subjects and Core modules – Specialist Subject modules – Teaching Placement

In attempt to answer the research questions, units of meaning were formed, coded, and categorised with other similar units. Table 5.2 illustrates a copy of a coded semi-structured interview transcript. The process of analysis forms an audit trail and is diagrammatically represented in figure 5.1.

Verification and Ethical Issues

An ethical clearance was granted from Monash University Human Research Ethics Committee (MUHREC) which involved permission from the UK University for the recruitment of participants and research to be conducted. Confidentiality and anonymity were assured during the study as pseudonyms were assigned to protect the privacy of the participants.

A conscious effort was made by the researcher to be fair in the generation of data, in the interpretation of data, in the formation of theories, and in the presentation of the data. Being able to trust research results is especially important to professionals in applied fields, such as education, "in which practitioners intervene in people's lives" (Merriam 1998, p. 198).

Process of Analysis

Research Question Three: What evidence is there that the course is successful?

STAGE 1 *Data Generation, display and reflection.*

Participants	Data Generating Strategies
Primary Physical Education specialist lecturers	Semi-structured Interview Observations of lessons Document Analysis Reflective Journal
Primary Bachelor of Education Students	Observations of lessons Document Analysis Reflective Journal

STAGE 2 *Data coding and distillation.* Themes from data gathered.

-Ofsted - History of course -partnerships with primary schools
-sharing facilities with schools - teaching various age groups of children
– module evaluations by students - International partnerships - student support networks
- equipment - action plans for improvement - teamwork between course staff
- international experiences for students - school teachers value partnerships
-gender ratios of students - students from around the UK - optimal children contact
-Course covers bus expenses for school children - large enrolment application numbers
-external examiners report - Unistats survey - employment prospects on completion
-teaching placement experiences -feedback given to students for assessment

STAGE 3 *Generation of key themes.* Data themes from stage 2 categorised.

- Course purpose and need - advantage of partnerships -experienced and respected lecturers
- diverse teaching experience - Quality assurance and feedback - popularity amongst students
- unique course

STAGE 4 *Story report and conclusions*

There is an overwhelmingly large amount of evidence that this course is successful. The Ofsted inspection is thorough; it involved observing students teaching in schools, analysis of teaching content and modules, interviewing tutors and students and cluster school representatives. Ofsted awarded the course 'Outstanding'. The external examiner's report stated that the course is unique and recommended it be showcased as a best-practice example. The national student survey, unistats, indicates extremely high student satisfaction with the quality of the course. The course is also very popular amongst prospective students. The evidence of success corresponds to a course that the university students find meaningful. That is, it espouses the purpose of the HPE learning area in Australia to "offer experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate." (ACARA, 2012, p. 2).

Fig. 5.1 Description of data analysis for evidencing course success

As the role of researcher was that of both author and instrument (Patton 1990), bias was consciously avoided and if recognised, minimised.

Member checks involved soliciting informants' views as to credibility of findings and these were utilised to confirm the plausibility and credibility

of interpretations. Themes and conclusions were checked within the other data generating methods, for example, a finding during an observation was further explored during an interview, which as a result, strengthened the quality of the research. This addressed the issue of public disclosure of processes and gave the themes congruence and verisimilitude (Anfara et al. 2002). Credibility of the study was achieved by employing triangulation, the process for using multiple perceptions to clarify meaning (Stake 1994). This was through interviews of all PE lecturers, observations of classes, and various forms of student feedback underpinning document analysis.

Findings

1. *What is the purpose of the Bachelor of Education (Hons) Primary (Physical Education) course?*
   The purpose of the course as stated by formal documentation is to provide a distinctive path to the award of Qualified Teacher Status, qualifying and preparing students to teach in primary schools across England:

   > The course develops students' confidence, understanding and expertise in this curriculum area and prepares students to become specialist teachers of PE; an important and significant role in today's primary school. (BEd Primary Undergraduate course information booklet, 2011)

   This was accentuated by the PE lecturers during interviews. When reflecting on why she chose to study this particular course when younger, the lecturer and Team Leader Toni (Pseudonym) commented, "I knew I wanted to teach all of the subjects but with a particular focus on PE. And this is what we encourage our students to realise, they're not going to be PE teachers they are primary school teachers with a specialism in Physical Education." Another lecturer, Laura (Pseudonym) shared that students will "train as a classroom teacher for a primary school. So that's their main job to be a teacher in a primary school. So they can teach all subjects like English, Maths, Science plus all the foundation subjects like Art and Music. But Physical Education will be a serious specialist subject that they would over the four years have about 290 hours of contact time, of taught time on PE." Graduates of the course are according to Toni: "qualified to teach PE within the primary, specifically for children five to eleven years". Also, in some

cases, although mainly in the private sector, graduates have found themselves "teaching older pupils post Key Stage Two (Year 6)".

The four-year course is not common as expressed by Toni, "We feel our course is unique because we have nine Physical Education modules across the BEd course which equates to 290 taught hours. So our specialists really leave as specialists, ready to lead their subject in their schools." Laura explained that "Within England, there are others (programmes) that will say it's a specialism, but when you look at it in detail it might only be one extra module, or 10 more hours rather than ours which is 290 hours of PE". More so, Laura was unaware of any other course receiving a testamur stating the students' specialism in PE: BEd Primary (PE).

The course has been offered for many years. As Toni shared, "we had various campuses around and the university about three or four years ago decided they wanted to centralise it so all the campuses closed down". The Teachers' College "had a very good long standing, great reputation for training first class teachers. But, despite hesitations by lots of members of staff, it's continuing here at university and there are still the good elements of the course". Laura appended that the College was "set up just after or around the second world war. Toni (colleague) attended the college as a student. Certainly as long as I've worked here they've had PE as a specialism for primary, and I have the impression it is long standing". Conversations confirmed that Toni studied the course in the early 1990s. Toni confirmed "Right from the start there were specialist routes."

2. *How does the course function in practice and how are identified partnerships sustained?*

The course structure is designed to enable students to develop personal skills, knowledge, and expertise in delivering purposeful, relevant, and appropriate PE for children in the primary age range (course website, 2012). The four-year BEd primary course is planned with partner schools and has four strands:

- School experience—teach in a different school every year
- Primary curriculum studies—learn how to teach, plan, and assess all primary school subjects
- Specialist subject—study PE in some depth
- Education studies—explore issues about teaching and learning.

Table 5.3 Module contact hours for Physical Education

Year	EPE 121	ESPE 150	EPE 115
1	Movement Knowledge Stage 1: Motor Development 10 credit points = 25 teaching hours	An introduction to teaching and learning in physical education 10 credit points = 25 teaching hours	Teaching and Learning through school sport 10 credit points = 25 teaching hours
Year	EPE 211	EPE 215	EPE 223
2	Movement Knowledge Stage 2: Gymnastics 10 credit points = 25 teaching hours	Dance as an Art Form 10 credit points = 25 teaching hours	The Outdoor Experience 20 credit points = 50 teaching hours
Year	ESPE 322		ESPE 323
3	Assessment in physical education 20 credit points = 50 teaching hours		Special Educational Needs (SEN) and Physical Education 20 credit points = 50 teaching hours
Year	ESPE 304		
4	Curriculum Leadership in Physical Education 20 credit points = 50 teaching hours		

The primary curriculum studies covered both the core subjects, English, Maths, Science, and ICT, and the foundation subjects, Religious Education, History, Geography, Citizenship, personal social health and economic education (PSHE), Science, PE, Music, Modern foreign languages, Design and technology, and Art and design. This was supported by the Team Leader for the course, Toni.

The following table (Table 5.3) demonstrates how the course equates to 290 hours for the PE specialism.

Furthermore, the course is implemented by lecturers who are experienced teachers. The course website states that all tutors come from teaching backgrounds. The subject leader, Toni, was a graduate of the course and taught for many years in a primary school. Laura attended Teachers' College in 1974, which was a three-year course. "I specialised in secondary physical education, so I did my three years at Bedford. In those days it was an all women's college, one of the best colleges at the time." Laura taught for many years in secondary private and public schools before being employed as a PE specialist in a private primary school. Here she taught "two to seven year olds, and I was there for

16–17 years. And that's where I learnt everything about primary physical education".

Toni and Laura's teaching experience is used to model good teaching practice. Toni shares:

> one of the reasons we've been determined to bring children into our modules is so that we can teach the children and they (pre-service teachers) can at least see us teaching. So it also gives the students of teaching not just in schools but here on campus too.

Strong relations have been developed with partner schools. Toni explains, "We are quite unique I think in that within the faculty we work with children in eight of our nine modules. I know other subjects never work with children at all, so our PE students often say to us 'we're really lucky because we get lots of opportunities to work with children'." Laura also shared "I think out of all the subject specialism PE has the most access to children, and in virtually every module we run children are involved in some way." She appended this with "I think the students will say that's one of the strengths of the PE course, is the contact with the children." The benefit of involving children was supported in an interview with a fourth year student, Oliver, (pseudonym) who was studying the course. He shared that the best thing about the course:

> is going into schools, it is so rewarding. When you are at uni all the time it is great fun but when you actually get in and able to put into practice is when you really feel like you are doing something, where you are really learning something. It is really rewarding to be able to see that you are making a difference in the short space of time.

Toni advised that "we've got three schools within a five minute walking distance" that are often involved. Laura further explained that "we've got some local schools that will bring children into our lectures, either for Toni and I to teach them and our students to watch, or for the university students to get involved and pair up with the children and run things, or to plan their own schemes of work to implement with the children."

The PE team consisted of Toni, Laura, and a third member, a technical assistant, who assisted with equipment set-up and administrative

tasks such as organising school classes' times and dates for visits. Observations by the researcher were supported by the team leader, Toni, who agreed that the teamwork between members was a strength. Toni added, "I would say we would want to build on our team if we could, we have an associate lecturer we buy in, she'll be starting next week to teach our dance module." The equipment the PE department has is quite sufficient, as Laura explains, "we build on what we've got each year and it's very much what you'd find in a Primary school equipment cupboard". Observations confirmed plentiful equipment to cover the classes for children visiting from nearby schools for all aspects of the national curriculum. Laura articulated this as "six activity areas; gymnastics, dance, games, athletics, outdoor education and swimming". Provision of facilities included a large university sports hall which they used on occasions and a hall that they had access to at all times and was used as their base. This was able to be used for lectures/tutorials and practicals with an overhead projector and seating, along with a large timber floor space and equipment storage. This is where observations of lessons took place and where the children from schools often visit for classes.

3. *What evidence is there that the course is successful?*
   The most salient evidence that the course is successful is the Ofsted 'Outstanding' grading. This inspection involved investigating school placements, content covered and implementation at university, and interviews with ex-students. The following excerpt from the interview with Toni explains this process:

> Our latest Ofsted inspection was in March this year (2011), and I think the report is dated April. We had six weeks' notice and they came for a week and there were five or six inspectors. They were looking at all of Primary provisions, not just specifically at the BEd (PE) course, but the whole of the BEd course. They spent time interviewing us as tutors and interviewing our students from each of the 4 years, interviewing the post grad students doing the PGCE, and spent time working with our partner schools. They went into some of our cluster schools to get a good representation, they spoke with associate lecturers and teachers there. Also watched students teach in the schools and looked at our grading of them. It was quite intensive. In terms of Physical education we had an opportunity to talk to one of the Ofsted inspectors. I met with one of them and told them all about our course, the modules the students take, the feedback we get from students, the external examiners report.

Details about the external examiner's report were clarified by Toni, "We have a Physical Education external examiner and he comes down twice a year and looks at student evaluations and at our action plans." Document analysis from previous external examiner reports evidenced that the team was consistently acknowledged for the coherence of its programme and the quality of its marking. Comments from the external examiner's report included:

> The programme 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 to the subject is in excess of many other 'specialist' programmes that I am aware of around the country… Indeed, (in my view) this subject area could and should be showcased as a best-practice example.

Another comment made by the external examiner acknowledged the benefits of having strong professional relationships with local schools:

> The range of modules and their assessments are pitched at appropriate levels and meet the needs and requirements of students at their respective stages of training. A very positive feature of the modules is the amount of contact that students have with pupils (in both the school and university setting).

A national student survey completed by the fourth-year students offered a rating which also evidenced course success. Unistats is an independent website offering a range of statistics on university courses from around the UK. A Key Information Set is an official overview of comparable courses for prospective students. A synopsis of the results from the fourth-year students is provided in Table 5.4:

The fourth-year student Oliver advocates studying the BEd Primary course for "It was 'outstanding' in all Ofsted. I know a lot of people that have come through the course already here and they have all got

Table 5.4 Student survey for BEd (Hons) Primary (Physical Education) course

Overall, students were satisfied with the quality of the course	94%
Students agreed that staff made the subjects interesting	91%
Students agreed that staff are good at explaining things	99%
Students agreed they got sufficient advice and support	87%
Students in work/study six months after finishing	90%

jobs and they are great teachers." Toni commented that "We have very positive feedback, we have average size of 22 per year, so that at any one time we have 90–100 students specialising in Physical Education. At the end of each module they fill in a module evaluation, so we as part of our annual review and planning process look at the evaluations of the students. They're always very positive."

The BEd (Hons) Primary Physical Education course is popular. Toni shares, "We certainly get a huge number of applicants." Laura informed, "we get roughly 200 people apply each year and about 80 people being interviewed and roughly 35 places being offered for 20–25 people actually starting the course each year." Observations by the researcher during interviews for prospective students confirmed the large number of applicants.

4. *Are there any barriers and if so, how are they overcome?*
   The main barrier identified by the lecturers interviewed was the lack of outdoor space which has been overcome through having good relations with the nearby schools. Laura states, "Our main problem here is a lack of outdoor space, we don't have an official outdoor space, so to go outside and play netball or hockey we would have to go to one of the local schools or to hire a facility." Sharing of facilities is also reciprocated as explained by Toni:

> One of the schools their hall is tiny and they have 30 children, so they have to break it (PE lessons) into three sessions of PE, they bring 10 children in at a time. So when they come up to our hall, which to them is a huge space, their children get a lot from it, using all the apparatus and equipment that we have got as well, so it's a win-win situation really for both of us.

This sharing of facilities and working in partnership was observed by the researcher who spent half of a day in a nearby primary school. The public school had 362 children and the researcher was welcomed to the school by the Head Teacher where he attended the weekly school assembly and observed PE lessons from various classes. Laura arranged the visit and lessons so that the researcher could observe the children's skills and understanding.

Another barrier identified by both lecturers was the lack of priority that many primary schools had for PE. Toni shared that often students return from school experience and "the main barriers that they talk about are teachers' attitudes to the subject and the lack of priority

given to physical education." Toni gave the example of where third-year university students have reported during school experience that "PE has stopped and it's the middle of November because they (school) are practising for the school play, hall is taken up by the stage and they want to know what to do." Laura stressed, "it's not given a high priority by an awful lot of teachers because they're afraid of it". As Toni discusses, efforts to overcome this barrier are made through PE lessons involving children: "The teacher comes with them (children) and often teaching assistants and sometimes parents as well. They value it as well, they see it as an opportunity to get CPD (Curriculum Professional Development)."

Also, value was given to the responsibilities of Head Teachers within primary schools. Their decisions can also create challenges as they choose who to employ to teach PE and what previous experience and qualifications they have. Toni suggests, "We say that to our PE students as well. Don't assume you're going to walk straight into the job, there maybe someone already doing the job who doesn't have a background in physical education."

Another major challenge identified by the teacher educators was funding. Toni was concerned that funding for the residential outdoor education camp may be terminated and that the pre-service teachers who "are already paying their tuition fees" may be forced to contribute or fund raise. Laura spoke of the UK School Sports Partnership model which aligned primary schools with secondary schools to offer support for sport. "So this whole thing is called a partnership, you've probably got eight secondary schools and 40 primary schools and it worked really well." Funding ceased and it has collapsed in most areas. Toni and Laura also expressed the tightening of research grants within universities since the global financial crisis. The final research question was analytical.

5. *What hybrid space features does this course evidence?*
   Course features that espouse development towards a hybrid space (cf. Fig. 4.1) include school/university partnerships, integration through relationships, blended theory and practice, genuine relationships and shared belief, stakeholder equal worth and synergy. The partnerships between the university, schools, and community groups were evidenced within the overall planning and course schemes of work. Furthermore, partnerships were long lasting and supported by course sustainability.

Researcher time in the field was enough to observe the genuine professional relationships and shared belief, equal worth, and synergy of stakeholders. This was discussed by the teacher educators during the interviews where they overcome flaws and difficulties in field experience by deliberately involving children from local primary schools in almost all modules (units) of work. This education opportunity is reciprocated by the schools that contributed to the Ofsted review, allowing the university to use sporting facilities and also teachers who assisted Toni in conducting practice interviews for fourth-year pre-service teachers.

The visits to the schools were pertinent in observing the mutually respectful relationships between teacher educators and staff members. Laura contacted both schools the day before to ask if it was possible to visit with the researcher from Australia. The verbal greetings and body language of the school's staff members were genuine and welcoming. The Head Teacher in one school, who was busily preparing a few final notes before school assembly, found the time to discuss features of the school and kindly invited both the teacher educator and researcher to assembly. The teachers from different year levels made the effort to teach some PE in the afternoon so the researcher could observe the level of the children and the various pedagogies they implemented. Furthermore, they were not threatened by the experience. In some instances, the lessons were adopted from PE classes they had observed from pre-service teachers and teacher educator lessons. There was genuine mutual respect for the teacher educators' knowledge and teachers' and school staff's expertise. There was a common goal of enabling the best opportunity for the children, and the atmosphere was non-threatening which subsequently promoted synergy. An outsider could have easily have considered Laura to be a member of both schools' staff.

Another pertinent contributing feature is the hall that formed the site for the PE specialism course, the PE centre. The hall is used by the teacher educators for lectures/tutorials and practicals with an overhead projector and seating, along with a large timber floor space and equipment storage. It is important to note that the hall is not located within the university grounds. Rather, it is situated half way between the university grounds and the schools and acted as a bridge between the university and the schools, a physical and metaphorical meeting place where all stakeholders were welcome, a third space and possibly a hybrid space.

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CHAPTER 6

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.

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Global Insights

Data suggest that it is a strong possibility that a hybrid space exists within this UK ITE physical education (PE) course. However, determining a definite answer and the degree to which a hybrid space appears would require longer time and research into the case study. What can be determined is that if the course has not yet developed a hybrid space, they certainly appear to be in the process of creating one (cf. Fig. 4.1). Nonetheless, the Bachelor of Education (BEd) primary Physical Education Teacher Education (PETE) course is evidenced as being high quality according to students, unique by lecturers, coherent and best practice by external examiners, popular amongst prospective students, and 'Outstanding' as perceived by Ofsted.

One recurring enabler of hybrid space features was previous teaching experience of teacher educators. This is supported by Murray who states that English teacher education primary courses consist of teacher educators from teaching backgrounds (2010). Toni and Laura perceived themselves as teachers and the pre-service teachers as teachers (with a specialisation in PE). What this enables is an environment where the majority of stakeholders are on an equal status; as teachers. This was observed by the natural and comfortable disposition teacher educators had around the school, and reciprocally, teachers and staff had with them. Hence, within this case study, previous teaching experience did seem significant in integrating various teacher educator roles and establishing sustaining partnerships.

Darling-Hammond (2006) identifies three common elements in successful programmes/courses where the theory meets the practice, for which data in this case study evidence all three and offer significant insights.

1. Coherence and integration
   The 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). The teacher educators deliberately adopted responsibility in providing the pre-service teachers with practical and theoretical preparation which was specifically tailored to the individual module for that semester and the context for the partnering school/s. Furthermore, the teacher educators "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 pre-service teachers participate in practical and real experiences with course work and are, therefore, better able to understand theory, apply the concepts, and support student learning (Baumgartner et al. 2002; Denton 1982). As argued by Darling-Hammond; "no amount of course work can, by itself, counteract the powerful experiential lessons that shape what teachers actually do" (2006, p. 9). The teacher educators were experienced teachers which resulted in confidence and competence. They were in a familiar environment in schools and enjoyed their time amongst other educators.
3. New relationships with schools
   Relationships involve unique partnership contexts, challenges, and tensions (Martin et al. 2011). 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 messiness did seem to be limited by the teacher educators and their ability to perceive themselves as teachers, which immediately enabled egalitarianism. The hall being situated away from the university also assisted in a third space, place of meeting. Finally, the Teaching Assistant's role was to liaise amongst the schools, which covered the administration burden. This enabled Toni and Laura to focus on teaching and enabled the partnerships to be manageable. Therefore, it could be argued that a "non hierarchical interplay between academic, practitioner and community expertise" (Zeichner 2010, p. 89), that is a 'hybrid space' was created by the teacher educators Toni and Laura, with the assistance of the Teaching Assistant.

Challenges for hybrid spaces identified by the teacher educators included a general lack of understanding amongst educationalists (generalist classroom teachers) of the importance of PE. However, while this was a challenge, it was also a 'strength' in the partnerships, enabling the teachers and children to perceive the learning opportunities as meaningful and worthwhile. Hence, the collaborations promoted 'health literacy' within communities; advocated enjoyment associated with learning in,

through, and about movement; and enabled equity in education (Lynch 2013c). Finally, the course had been generously funded in the past which Zeichner (2010) contends, most good examples of hybrid spaces are supported with external funding in some way.

Deeper Contextual Insights

The general purpose of this study was to give insights into various dynamics of this award-winning programme. Careful analysis of data and further reflection suggest that the community connections do offer strong possibilities for programme/course quality improvement, and therefore, a strengths-based approach in Health and Physical Education is conceivable (Macdonald 2013). There are, at times, difficulties in this process (Douglas 2014); however, complexities appear to be minimised when the relationships are developed over a sustained period of time, where trust is built between stakeholders and not forced. Strength of partnerships is increased when the university lecturers are experienced, successful teachers and school leaders with the ability to act as hybrid teacher educators.

Within this context, the course was developmentally appropriate for teaching children PE in the primary school and, therefore, perceived as very relevant by all stakeholders. It also appeared to supplement and extend the various schools' PE learning opportunities and not saturate or compete with existing curriculum. Head Teachers had an important role in leading and determining the PE implementation within their school, deciding how this would be enacted and by whom. Finally, funding was made available for this course and was a necessary ingredient for initiating and maintaining partnerships. Zeichner (2010) states that most good examples of hybrid space partnerships are supported with external funding in some way.

Such partnerships may involve a change in beliefs for some teacher educators, often those who are perceived as theoretical experts. Furthermore, a hybrid space may be a foreign teaching and learning process for some, only familiar with the 'application of theory' model. It is commonly acknowledged that partnerships are also socially complex. However, education departments globally are advocating the change in efforts to strengthen teacher education. This shift has appeared to be problematic for many teacher educators as they are not familiar with the process and there is limited research into PETE. Hence, this research is significant as it explores a successful BEd Primary PETE course in England and "takes into account

the settings where teacher education learning happens" (Douglas 2014, p. 6). Through sharing the data gathered—regarding course partners and roles, the perceived university benefits, university challenges, and identification of hybrid space features—this study contributes to the knowledge within this field.

The findings did suggest within this context that there were connections between having teacher educators with teaching experience in primary schools and the partnerships established. The teacher educators were also confident and competent with the children aged 5–11 years and felt comfortable working in, with, and amongst primary school educators and communities. The various stakeholders perceived themselves as 'teachers' working together in the best interest of the children.

The findings of this UK research into a successful ITE PE primary education course enabled global insights for the 'Best Start' Gippsland initiative. It offered a guiding framework for continued efforts towards course improvement and stronger partnerships.

Support

The international research into 'How are primary education Health and Physical Education (HPE) teachers best prepared?' offered support for the development of partnerships for the health, wellbeing, and physical education (HW & PE) project, 'Best Start: A community collaborative approach to lifelong health and wellness'. The recent national curriculum reform in Australia emphasised the importance of the key learning area HPE 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).

Therefore, it is axiomatic and essential for pre-service teachers to be prepared to do this.

A decline in opportunities for quality HPE in Australian schools was identified as a major problem in the Senate Inquiry 20 years ago. Furthermore, "suitably qualified physical education teachers were not being employed to teach physical education and school sport to all children" (Commonwealth of Australia 1992, p. xiv). It can be argued that this is still a major problem in Australia as no course designed to develop

generalist primary classroom teachers with a specialisation in HPE could be identified at the time the research was conducted. This is a major structural flaw which evidences a top-down approach to curriculum delivery rather than a bottom-up that is often espoused by literature and education departments. This explains such questioning as "who is teaching HPE, and who is deemed competent to teach HPE in schools" (Dinan-Thompson 2009, p. 48).

Hence, this study was completed in the UK, where a unique and highly successful course was identified for developing pre-service teachers' expertise in providing purposeful, relevant, and appropriate physical education for children in the primary age range. This achieves Webster's recommendation of "pre-service education of primary school teachers include mandatory units directly related to the content strands of the syllabus, with further opportunities for teachers to specialise in PE courses" (2001, p. 1). This study investigates how a role model UK primary education programme achieves this and in doing so advocates the purpose of the HPE learning area in Australia "to offer experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate." (ACARA 2012, p. 2). This PE purpose was accentuated through partnerships with local primary schools and optimised opportunities for pre-service teachers to work with children. As evidenced by the external examiner's report, this course is heightened by the teaching experience of the lecturers/tutors and the coherent and progressive design.

This study offered support for the development of partnerships in Gippsland, to best prepare teachers to implement developmentally appropriate HPE experiences. To prepare generalist and specialist HPE teachers who are confident and component "to provide ongoing, developmentally appropriate opportunities" (ACARA 2012, p. 4) for children in schools so that they can "practise and apply the knowledge, understanding and skills necessary to maintain and enhance their own and others' health and wellbeing" (ACARA 2012, p. 4). Such a primary course being offered by universities is in the best interest of children's health and wellbeing.

'Best Start' programme was endorsed internationally by the National Education Physical Education Teacher Education Advanced Standards (USA). The Advanced Standards document states, "This integration of content and pedagogical knowledge results in and contributes to the development, application and communication of a teacher candidate's PCK (pedagogical content knowledge), which, in turn, advances the can-

didate's expertise and enhances student learning" (National Association for Sport and Physical Education 2008, p. 2).

The research findings are underpinned by the Australian Teacher Education Ministerial Advisory Group (TEMAG) report recommendations titled 'Action Now, Classroom Ready Teachers'. This report (cf. Chap. 2, p. 31) suggests a sense of urgency to lift quality of ITE: using evidence-based content and pedagogy that make a positive impact on the learning of students; to deliver integrated and structured professional experience throughout initial teacher education programmes through formalised partnership agreements with schools; furthermore, ensure that staffs delivering initial teacher education are appropriately qualified, with a proportion having contemporary school teaching experience (TEMAG 2014).

The research findings are also consistent with data gathered in relation to Australian school principals' perceptions about the preparation of primary health and physical education teachers (Lynch 2013d, 2015). This study investigated Primary School Principal's perceptions of a University Pre-service Teacher Education course where the graduate teacher is qualified as a generalist primary classroom teacher and a HPE specialist. Surveys were completed by 376 principal participants from a cross-section of Australian Government schools representing every state and territory, region and size. The study indicated two key findings:

1. Principals in Australian Government primary schools of various sizes and locations, strongly desire to have specialist HPE teachers in their schools.
2. Principals in Australian Government primary schools want HPE specialist teachers who are interested and passionate about working with primary aged children in, through and about HPE. Furthermore, HPE specialists who are able, willing, and qualified to teach as generalist classroom teachers (Lynch 2013d, p. v).

The research findings from the UK ITE PE programme also advocated the global Health Promoting Schools (HPS) framework. The concepts outlined in the national curriculum documents that laid the foundations for the 1999 Queensland HPE syllabus, and later, the 2013 Australian Curriculum (HPE), are closely aligned with the HPS principles (Centre for Primary Education 1998; Lynch 2013c). The Australian HPS Association was established in 1994 and HPS developed in Australia around the same

time as the development and implementation of the 1999 HPE curriculum documents.

> Health promoting schools are schools which display, in everything they say and do, support for and commitment to enhancing the emotional, social, physical, and moral wellbeing of all members of their school community. (Centre for Primary Education 1998, p. 2)

The HPS concept was developed to promote health in education (World Health Organisation 1996). The HPS Model encompasses programme implementation as it describes the broad, holistic framework for the implementation of health education beyond the boundaries of the classroom (Queensland Government 2003). It offers "a suitable approach because it encompasses a range of influences internal and external to the school environment" (O'Dea and Maloney 2000, p. 4). The HPS model comprises three overlapping elements: (1) curriculum, teaching, and learning; (2) school organization, ethos, and environment; and, (3) partnerships and services. The overlapping components "need to be considered as a whole rather than as separate entities" (Australian Health Promoting Schools Association 1996, p. 1).

Implementing across the three elements allows for a more comprehensive promotion of health (World Health Organisation 1994), and therefore, forms an ideal framework for the strands of HPE: enhancing personal development; developing the concepts and skills for physical activities; and promoting the health of individuals and communities (Queensland Government 2003).

Doctoral research evaluating school responses to the introduction of the HPE curriculum in three case study schools (Lynch 2005) found that the degree the HPS framework was embedded within the learning setting correlated with the quality of teaching and learning experience offered:

> Case Study Two school severely lacked grassed areas and space, with the result that students had to have a split play time, allowing them just thirty minutes of play each school day. Their sporting equipment was in good order and supply, as too were their teaching resources which were held in the school library. To overcome the disadvantage of having a lack of space, Case Study Two school had developed partnerships and services as per the Health Promoting Schools Model (Australian Health Promoting Schools Association 1996). Case Study Two school had formed a strong partnership with the local Junior Rugby club, located approximately 400 metres

from the school. The upper school (Years Four–Seven) walked down to the rugby club most Tuesdays and Thursdays during their first and major break, because there they have more room to play various sports. The school used the rugby field for most Physical Education lessons for the students from Years Three to Seven, depending on the sporting facilities required for particular physical activity skills. The rugby park was also used for the AFL [Australian Football League] Auskick program that was conducted after school hours. The HPE program in Case Study Two school also used approximately twenty-five parent helpers for the Years One and Two Perceptual Motor Program. The HPS model endorses the implementation of Health Education beyond the boundaries of the classroom (Queensland Government 2003) and promotes the school/parent partnership in the development of children's activity levels (Medland and Taggart 1993). Ultimately the school/parent partnership further educates parents about the need for children to participate in physical activities as the parents have the primary responsibilities for instilling good health habits (Howard 2004). Using parent helpers in the Perceptual Motor Program also models for the children their parents being involved in physical activities (Saltmarsh 2001). (ie. Lynch, 2005, pp. 241-242).

Where as:

Case Study Three school had ample facilities and space, a wide range of sporting equipment and teaching resources. The school was located beside a large basketball stadium, however no partnerships had been formed or maintained between the two. There was a distinct lack of parent participation during organised physical activities in comparison to Case Study Two. (ie. Lynch, 2005, pp. 241-242).

Hence,

Of the three Case Study schools it appeared that only the Case Study Two school was implementing quality physical activity lessons on a regular basis. Only Case Study Two school had a whole school curriculum program which was developmentally appropriate and progressive, enabling immediate and lifelong benefits (Graham et al. 1998). Only Case Study Two school implemented a Perceptual Motor Program in the early years of the school which developed the locomotor skills of walking, running, hopping, vertical jumping, horizontal jumping, galloping, sliding, skipping, and leaping, and the manipulative skills of throwing, catching, dribbling, striking, kicking, and punting balls (Olrich 2002). Children do not acquire fundamental move-

> 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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CHAPTER 7

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

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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,

the author valued and prioritised approaching the principals when making initial contact with the primary schools. In total, ten schools were approached during the pupil free days, what was the beginning of the academic year within Australia.

Partners

Community collaborative partnerships were further developed between Monash University (Gippsland campus) Faculty of Education, the local health industry (local leisure and sports centre) and six local rural primary schools; Churchill Primary school, Hazelwood North Primary school, Thorpdale Primary school, Churchill North Primary school, Lumen Christi Catholic Primary school, and Yinnar South Primary school.

The Friday Sports programme was designed to enable Year 5 and 6 children from the six participating schools to choose a sport that they would like to participate in during the one-hour sessions over the five weeks. Each sport group consisted of 20–25 students, were mixed sexes and mixed schools. Monash University provided the equipment, and the human resource of five teacher education students per group.

The pre-service teachers planned the five-week units, and Monash University, 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 rural primary schools.

Rural communities are defined by the National Centre for Vocational Education Research (NCVER) as "being not metropolitan; not major regional centres; not remote; and having a population within town boundaries of less than 10,000" (Clayton et al. 2004, p. 6). The towns of Churchill, Yinnar, Thorpdale, and Hazelwood North where the primary schools were located all meet the definition of rural communities (Table 7.1).

Table 7.1 Rural community size and distance to travel to venue

Locality	*Persons (Australian Bureau of Statistics, 1996)*	*Distance from Churchill (km)*
Churchill (3 schools)	4882	0
Yinnar (1 school)	477	13
Thorpdale (1 school)	447	27
Hazelwood North (1 school)	1220	6.7

Process

Goal-Setting

The long-term plan for the 'Best Start' programme was to involve more schools, children, and a wider range of health and physical education. Although relations had been previously initiated with the sports centre and two of the local primary schools through swimming, these did require strengthening, which was an overarching goal for the programme. For four of the schools involved, it was the first time they were collaborating with Monash for physical activities, and in some instances, the first time within any curriculum area. Naturally, it was a goal for this to be a worthwhile and valued experience for these new schools. The partnership enabled accessing certain assets for each of the stakeholders that enabled improvements to the quality of the learning experience that they otherwise would not have.

The axiomatic benefit of the sports programme from a university perspective was that the teacher education students were provided with an opportunity to teach and reflect on real life experiences, placing the theory into practice. The programme provided children in local Primary schools with quality physical education lessons. It also provided professional development for teachers within schools. Within the realm of the university, another goal of the programme was to progressively work towards achieving the objectives of the broad framework for unit EDF3619, the Sports Education curriculum model; "to develop as competent, literate and enthusiastic sportspeople" (Siedentop 1994, p. 4).

Funding

The local leisure and sports centre expressed their support for the sport activities involving the local primary schools by subsidizing the cost. The goal for the leisure centre was to promote physical activities within the community and also the facilities that they offered. Monash were charged for two netball courts only and used three courts and the hockey field. This enabled the leader's vision of involving local primary schools during the unit at no or minimal cost. This collaboration reinforced a larger partnership established between Monash University, the local City Council and the Australian Government, coinciding with the completion of the local leisure and sports centre redevelopment project in 2011.

Initial discussions with local principals in January (2012) revealed that implementation of the HPE learning area was carried out by generalist classroom teachers in all but one of the six schools. This particular school had a delegated PE teacher but the teacher had no specialist training. Furthermore, some schools outsourced the HPE learning area for the approximate annual cost of $10,000 through the 'Bluearth' programme. Hence, collaboration is seen to be advantageous for all stakeholders and for future provision of quality HPE lessons at no or minimal cost.

While assets were pooled and shared, there was no funding or grants for this sports programme despite numerous applications for internal and external funding. Costs for transport for some schools and equipment for the number of participants did become problematic and is discussed in more detail in Chap. 10.

Management

Not having previous knowledge of the children, the leader decided that upper primary (Year 5 and 6) were developmentally appropriate and best suited to the Sports Education curriculum model, often associated with secondary schools. This model was a non-negotiable for unit EDF3619 'Sport and physical activity education' as it was adopted as a core framework for secondary pre-service teachers at another Monash campus.

Each sport group consisted of five teacher education students and 20–25 children, were mixed sexes and mixed schools (this included mixed school systems). The sports were conducted in two sessions on a Friday. The first session was between 10:30 and 11:30 a.m. and the children had the choice of four sports; netball, basketball, tee ball, and cricket. The second session was between 1:15 and 2:15 p.m. and the sports offered included netball, basketball, football (Australian Rules), and soccer. There were therefore approximately 20 Monash University students in each session which was designed to coincide with their unit tutorial/workshop times, and approximately 100 children. Schools were aligned with the session time that the author had established with the principals during the initial meetings as most suitable. Figure 7.1 outlines the details provided to school communities and the university pre-service teachers.

It was clarified that schools were responsible for the implementation of their own school excursion policies (drink bottles, permission forms, first aid, and teacher supervision). Also, it was reinforced that while the univer-

Monash University/Latrobe Valley Term Two Friday School Sports – Year 5 & 6

What

Friday Sports is an opportunity for the Monash University Education students (who have chosen units of interest in Physical Education) to conduct modified sport lessons for Year 5 & 6 children in the local area.

Where

These lessons will be held at the Latrobe Leisure Centre Churchill, both inside the stadium and on the Hockey Field. There is no cost for the use of the facilities and in the case of rain all sports will be conducted within the stadium.

When

The first five weeks of term two: Friday April 20, 27 and May 4, 11 & 18. Some schools will attend between 10:30 and 11:30 am, others will attend between 1:15 and 2:15 pm.

Why

The children benefit and the university students (future teachers) benefit.

How

There will be 4 sports for the children to choose from during their school's session. This will be prepared before the first week so that schools are evenly mixed together. The children will remain in their particular sport for the five weeks.

Monash University will provide the equipment, facilities and the university students who have planned a five week modified sport unit. The schools will be responsible for the implementation of their own school excursion policies (drink bottles, permission forms, first aid and teacher supervision). While the university students are very capable and have a great deal of potential, they are not qualified teachers and their experience is limited.

Each school is responsible for arranging their own transport to and from the Latrobe Leisure Centre – Churchill.

Proposed Schedule – Latrobe Leisure Centre Churchill

Time of session	Schools	Number of children	Modified Sports
10:30 -11:30	Lumen Christi (Yr 5 & 6)	40	Netball, Basketball
	Churchill North (Yr 5 & 6)	39	Tee Ball & Cricket
	Yinnar South (Yr 5 & 6)	1	
		—	
		80	
1:15 –2:15	Churchill (Yr 5 & 6)	55	Netball, Basketball
	Hazelwood North (Yr 5 & 6)	35	Football & Soccer
	Thorpdale (Yr 5 & 6)	16	
		106	

Fig. 7.1 Programme details for Schools and University students

sity students (pre-service teachers) were very capable and had a great deal of potential, they were not qualified teachers and support was encouraged and necessary. Furthermore, each school was responsible for arranging their own transport to and from the Latrobe Leisure Centre—Churchill. The leader accentuated from the outset with all stakeholders that by working collaboratively we could enable the programme to be supervised efficiently. This was reiterated when addressing the children and teachers on the first week of the programme. It was clarified that this meant respecting all adults regardless of whether they were from a school, university, or leisure centre. Throughout the programme, the teachers worked collaboratively with the pre-service teachers.

The pre-service teachers were given clear guidelines for preparation. They were to choose their own groups (of five students) and as a group decide on a sport that they felt comfortable to implement considering the facilities, equipment, the various ages and abilities of the children, group interests, and expertise. Also, a sport they believed would be beneficial for the children. The groups were to cooperatively implement the sessions and were required to prepare a unit 'sequence of lessons' outline. Lessons were to focus on a particular skill (or strategy), to be progressively developed through fun games (aim of a prerequisite unit) and/or modified version of the sports. The games and lessons were to be:

1. Safe for all players.
2. Inclusive—all players could participate. This involved having the skill level to participate safely and at an enjoyable level.
3. Engaging—the players' participation was optimised. Waiting time was eliminated or minimal.
4. Enjoyment was prioritised. (Lynch 2013b, p. 27).

Lessons were required to be flexible and inclusive, this entailed having realistic expectations, being developmentally appropriate, and, as lead teachers, having the confidence to adjust rules and plans as required. The identified skill and/or strategy was to be the focus for each of the five week's lessons and each pre-service teacher was required to take leadership for a particular week and plan the lesson's activities in detail.

The Friday Sports began in Week Seven of the university semester. The university pre-service teachers were in the second and third year of their Bachelor of Education course and had therefore successfully completed a number of teaching professional placements. Furthermore, most pre-

service teachers had been observed teaching swimming lessons. In classes leading up to Week Seven pre-service teachers discussed scenarios, perspectives, and shared teaching reflections. Progressive planning and some of the teaching episodes planned were taught to peers and feedback was offered. This involved time during classes for each group to explain to their peers what they had planned as the five-week sequence and teaching some of the activities.

During the five-week programme time was allocated before and after the primary school sessions so that reflection could take place, queries could be voiced and answered, equipment could be prepared, and space could be maximised. Pre-service teachers used online technology systems (Moodle 2 and Blackboard) for communicating and planning when not on campus.

Monitoring, Reporting, Evaluation, and Learning

Through implementing 'hands on' practical teaching and learning, subsequently the workshop sessions enabled the provision of quality transparent lessons demonstrating pre-service teachers' (ITE university students') course content understanding and pedagogy knowledge to peers, teachers, teacher assistants, and parents from the local schools. They were also conducted in a public Leisure Centre facility open for any interested parties to witness.

Methodologies for monitoring and evaluating the learning during the 'Friday Sports' programme included a reflective journal maintained by the leader, ongoing observations, and regular informal interviews held with all stakeholders; namely the pre-service teachers, teachers, school principals, leisure centre staff, children, and parents.

Feedback from the various stakeholders evidenced that the 'Friday Sports' programme was a success. School staff and children articulated their wish to continue working collaboratively in the future. This was evidenced by schools who originally notified Monash that they were not available in certain weeks, changing their initial plans to attend the Friday Sports sessions, or in one case attending half of the one-hour session to appease the children.

Similar to swimming lessons, the children from the local Primary schools were excited to be taught by the pre-service teachers during the five-week sport sessions. Parents came to support their children and comments from teachers, teaching assistants, parents, and the children expressed gratitude

for the lessons provided. The leader and pre-service teachers were regularly thanked personally and formal appreciation was corresponded to the leader.

Similar to the pre-service teacher feedback for swimming, ITE students valued the opportunity to provide learning and teaching experiences for the primary children through the 'Friday Sport Programme'. Student Evaluation of the Teaching Unit (SETU) EDF3619 in Gippsland evidenced once again students' perspectives of programme improvement. The students' overall satisfaction with the quality of the unit received a median of 4.56 out of 5 (5 being strongly agree that they were satisfied with the quality and 1 being strongly disagree). The last time this unit was offered at the Gippsland campus was in semester one in 2010 and the overall satisfaction with the quality of the unit median was 2.5 out of 5.

Comments articulated by the pre-service teachers evidenced purpose and value of the learning experience created. Best aspects of the unit included "Being able to take what we have learnt in the unit and actually teach primary students" (SETU EDF3619 2012, Q11). Also, "The practical interaction with the students was great. I felt this experience was very valuable and I had the opportunity to learn much more than listening to theory in a tutorial. This was my favourite unit this semester" (SETU EDF3619 2012, Q11). The best aspects of the unit included "having the children from local primary schools coming in so we could work with them and put our lesson plans into action to see what worked and what didn't" (SETU EDF3619 2012, Q11). Also, "The chance to take our own class was a great opportunity" (SETU EDF3619 2012, Q11).

The "practical component" (SAT evaluation 2011, p. 1) was unanimously expressed as a strength and the Friday Sports programme (last five weeks) was regarded as the best aspect of unit EDF3619 'Sport and Physical Activity Education'. Further practical support statements included; "Being hands on and teaching students" (SETU EDF3619 2012, Q11); "Doing Sports Ed with the Grade 5 & 6 students" (SETU EDF3619 2012, Q11); and "Seeing the kids enjoying themselves and having fun" (SETU EDF3619 2012, Q11). The success of the programme was best summarised by the ITE student comment that the best aspect in EDF3619 'Sport and Physical Activity Education' was "Spending time teaching kids and seeing them grow along with ourselves" (SETU EDF3619 2012, Q11).

Once again, the leader deliberately did not discuss data gathering with stakeholders, as many of the teachers were being introduced to the 'Best

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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CHAPTER 8

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

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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 rational 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

the last 12 months, a list of intended swimming professional development planned for the next 12 months, and current Australian Swimming Coaches and Teachers Association (ASCTA) membership. It was a more streamlined process and less time consuming renewing qualifications rather than attaining for the first time.

Partners

Partnerships between Australian RTOs (ASCTA and Life Saving Victoria), the local health industry (local leisure and sports centre) and external swimming instructors employed at the venue, local primary schools, and Monash University (Gippsland) were all strengthened in 2013. The 2013 ITE students (pre-service teachers) had previously heard about the swimming programme and were excited to be given the opportunities of teaching the children and obtaining swimming qualifications. They often asked the leader if the partnerships would be embedded within the unit as was the case in 2011.

This collaborative journey began in semester one, 2011 and culminated in 39 Monash University (Gippsland) students conducting three swimming lessons over three weeks to approximately 80 children. The children were Grades Two and Three (Churchill North Primary School) and Grades Three and Four (Lumen Christi Catholic Primary School). In semester one 2013, the popular swimming programme enrolment increased by 79 % to approximately 70 Monash University (Gippsland) students, enabling swimming and water safety lessons to cater for 140 children. The children deliberately targeted included Preps, Grade One, and Grade Two from Churchill Primary school and Lumen Christi Catholic Primary school, and Prep to Grade Six from Yinnar South Primary school. The increase in pre-service teachers enrolled in the unit reinforced the feedback that it was perceived as meaningful in 2011.

Similar to initial contact made in 2011, both ASCTA and Royal Life Saving Society Australia (RLSSA) (Life Saving Victoria) swimming organisations were flexible in their disposition and continued to offer large discounts in courses making them affordable for the university students. Both providers aimed to promote swimming and water safety to its full potential and in a professional manner. Prioritising ‘education’ was a commonality of both RTOs which enabled strong collaborations with Monash University Faculty of Education.

Process

Goal Setting

The overarching goal for the swimming education partnership was to increase children's opportunity to learn to swim, thus increasing their safety around water, as well as increase pre-service teachers competence and confidence for teaching swimming and water safety. This socially just goal had shifted from the initial goal of having ITE students (pre-service teachers) recognised for swimming pathways covered during course units of work. Research suggests that the more knowledgeable teachers are about swimming and water safety concepts, the more confident they will be in teaching this aspect of the curriculum (Peden et al. 2009). There are a number of barriers for swimming and water safety education in schools, in particular, the cost involved, for which a collaborative approach is recommended (Larsen 2013). Again, it was a goal that there was no cost for children to participate in the swimming lessons, and for some, it was the only swimming and water safety lessons they received. This was important to the leader who was aware of the contextual barriers the Gippsland families faced.

There was increasing concern that water safety education was decreasing (Peden et al. 2009). Within Australia, "over the past 10 years the aquatic industry observed a decline in the swimming skills of children and teenagers and this has been reflected in the national drowning statistics particularly in the 15–24 years age group" (Larsen 2013). In addition, drowning remains one of the largest causes of accidental deaths in the UK (Paton 2014). Recent media articles suggest that such decline is a result of financial difficulties amongst various families and school communities. Many school principals have considered axing swimming for this reason (Paton 2014; Thompson 2012).

> Meadow Heights Primary School principal [Victoria, Australia] Kevin Pope said poverty was a major factor in a quarter of his pupils missing out on swimming lessons this year. "A swimming program that costs $100 a kid, and you've got three kids at the school—to come up with $300 is very challenging". (Thompson 2012).

Australia is not alone, alarming reports have been experienced in other nations, to even greater degrees. It was reported in England 15 years ago

that hundreds of schools were breaking the law by not teaching children how to swim as part of the curriculum (Russell 2000). More recently, it was found in a study conducted by the English Amateur Swimming Association that 45 % of children aged seven to 11 could not swim 25 metres and that 6.6 % of schools do not teach any swimming (Paton 2014).

It is argued that swimming and water safety is under-represented in the recent Australian curriculum (HPE) and that the diminished role of swimming is paradoxical to the purpose of the national curriculum reform; a socially just education. It is further argued that every boy and every girl deserves the right to learn how to swim and be safe around water, especially in a country such as Australia with a culture closely associated with enjoying water activities (Lynch 2015).

In England, the recent national curriculum emphasised swimming above and beyond any other physical education movement focus area. The English Department of Education expressed "We agree that swimming is an important skill to learn for life, which is why it is compulsory in the national curriculum for primary-age pupils and, by the age of 11, children should be able to swim at least 25 metres unaided" (Paton 2014). The National curriculum in England explicitly states:

Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently, and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]
- Perform safe self-rescue in different water-based situations. (Department of Education 2013).

Australian primary schools often use qualified swim instructors from externally provided programmes. Research by Peden et al. (2009, p. 202) found that "Aquatic activity was outsourced at 88.1 % of primary schools surveyed and were most commonly outsourced to commercial learn-to-swim teachers". Hence, RLSSA has requested Government assistance through making swimming and water safety lessons compulsory for all

primary school children; financial support for parents struggling with the cost of lessons; and funds for programmes tailoring towards rural, Indigenous, and multicultural communities (Larsen 2013).

Funding

As was the case in 2011, the resources and skills offered by partners, especially the leisure centre was sufficient. That is, there was no supplementary financial funding necessary to conduct the university unit EDF2611 and/or the free lessons for the nearby local primary schools. The leisure centre again provided swimming and water safety equipment and resources during lessons. Monash University covered regular payments for the pool hire, including the increased number of EDF2611 classes being offered on a Wednesday, and Friday supplementing the original Friday morning sessions. Again, the function room was available for classes, where a portable projector and laptop could be set up by the programme leader.

It was predetermined by the leader that funding would become available with the success of the programme. This did not eventuate; there was no funding or grants for the sports programme despite numerous applications for internal and external funding. Costs for transport did influence the schools invited by the leader. Therefore, only schools within close proximity to the pool (leisure centre) and at walkable distance (Churchill Primary school and Lumen Christi Catholic Primary school) were initially approached, and then schools who could organise transport at no cost (Yinnar South Primary school) were catered for.

Management

As mentioned earlier, enrolment increased by 79 % to approximately 70 Monash University (Gippsland) students, enabling swimming and water safety lessons to cater for 140 children. This tripled the number of classes. In 2011, schools visited on a Friday morning only, and in 2013, classes extended to include Friday and Wednesday afternoons. Furthermore, the leader decided to focus on the early years of schools for the lessons in 2013.

The best time to prepare children for safe aquatic participation is during childhood (RLSSA 2010). This is advocated by Kirk (2005) who states that early learning experiences are crucial to continuing involvement in physical activity. Kirk stresses that currently only particular sections of

the population are in a position to access quality experiences in schools and sporting clubs. In particular, children from lower socio-economic groups often miss out on quality early experiences. Furthermore, there is a growing body of research that suggests health, specifically social, mental, and physical well-being is the result of social conditions and social status (Douglas 2013). This complex situation relates directly to the national HPE Framework. Within Australia, "The most important driver for a National Curriculum should be about equity and social justice and improved learning outcomes for our most disadvantaged and isolated students" (Ewing 2010, p. 127). This is evident through the goals established at the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) which drives the national reform. Furthermore, a finding of the Gonski report was that "Strategies to address educational disadvantage in school are most effective when integrated with, and complementary to, approaches to support early childhood development" (Australian Government 2011, p. xxxi). It was for this reason that the leader decided to control the ages and schools who were involved in the swimming lessons, so that the early years could be targeted; Preps, Grade One, and Grade Two.

Monash University (Gippsland campus) pre-service teachers choosing the PE major stream studied the unit EDF2611 Experiencing Aquatic Environments. General pre-service teachers could also choose this unit as an elective within their education course. Creating pathways between RTOs, namely, ASCTA and RLSSA, was necessary to enable the implementation of legal, safe, and free swimming and water safety lessons for the primary school children. Such collaborative pathways are recommended for Swimming and water safety; "A collaborative approach is required to tackle this problem and we all need to take responsibility in ensuring that children do not miss out on learning these essential life saving skills" (Larsen 2013). When planning the unit, swimming lessons for the local schools were deliberately held in the last three weeks of semester allowing approximately nine scheduled face-to-face weeks for swimming and water safety workshop preparation. This enables time for building all university pre-service teachers' confidence and competence in the pool. It also allows time to assess whether each pre-service teacher was ready to implement the lessons with maximum safety.

Again, pre-service teachers were required to plan swimming and water safety sequential lessons for children of a particular age and ability as their first piece of unit assessment. Constructive feedback was provided and

class-time preparation involved sharing lesson segments and activities through peer teaching and learning episodes. This allows time for suggestions, possible alternatives, or improvements to be offered by peers. Hence, the pre-service teachers followed the cycle of four stages for an inquiry approach during the unit: understand; plan; act; and reflect (Queensland School Curriculum Council 1999).

During the period of swimming lessons, the children were placed by their class teacher in swimming ability groups (beginners, developers, established for age) of approximately four. The pre-service teachers, on average, worked in pairs and were responsible for the same group of children, for 30-minute lessons each week over the three weeks. Each pair of pre-service teachers would take two 30-minute lessons during the workshop. Hence, a ratio of at least 1:2 swim teachers to children was maintained. As mentioned previously, in 2013 early years' children were targeted for the lessons as this was consistent with research as the best time to introduce children to enjoyable experiences in the water (Kirk 2005; RLSSA 2010).

Monitoring, Reporting, Evaluation, and Learning

Feedback from all stakeholders overwhelmingly evidenced the success of the university unit and swimming lessons. The SETU, university pre-service teacher overall satisfaction with the quality of the unit, continued to improve. The introduction of the pathways and lessons for local primary school children saw a 100 % improvement in overall satisfaction with the quality of the unit from 2009 to 2011, and this increased quality trend continued in 2013. The pathways (ASCTA and RLSSA) have also resulted in pre-service teacher improved resources, meaningful feedback, and practical value (Table 8.1).

Comments within SETU advocated meaningful learning experiences throughout the unit, "Getting to teach students 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 EDF2611 2013a, b, Q11). "Learning through experience, including teaching children first hand" (SETU EDF2611 2013a, b, Q11), "Organising and implementing swimming lessons" (SETU EDF2611 2013a, b, Q11). "The partnership with the Churchill Leisure Centre was fantastic, having the swimming lessons in the pool was a great learning experience and the chance to complete swimming qualifications

Table 8.1 Student evaluation of teaching unit

Year EDF2611 offered	*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 SAT course (5—excellent, 1—unsatisfactory)*
2009	2	3.1	2.63	2.33	No course
2011 (First year of community collaboration)	4	4	4	4.3	4.7
2013 (Second year of community collaboration)	4.4	4.61	4.22	4.75	4.8

More than 15 enrolments and 10 or more completed surveys

was great." (SETU EDF2611 2013a, b, Q11). "The best aspect was that we could put the theory into practice rather than just assume what would happen" (SETU EDF2611 2013a, b, Q11). "Really enjoyed taking the students (children) for lessons and being able to offer a lot of my previous experience with swimming to my class" (SETU EDF2611 2013a, b, Q11). "Putting what we learnt into practice—being given opportunities to teach kids how to swim" (SETU EDF2611 2013a, b, Q11). "Swimming lessons with the students, having the option to do Swim Australia qualification and bronze medallion" (SETU EDF2611 2013a, b, Q11).

In the 2011 ASCTA SAT course evaluations summary, pre-service teachers remarked that the course pathway was a very positive experience. This was consistent with the feedback in 2013 where pre-service teachers commented that the best aspects were: "The supervision and assistance provided throughout" (SAT evaluation 2013, p. 1), "The assistance of the leader and the amount of equipment available at the venue" (SAT evaluation 2013, p. 1), "The resources and feedback provided" (SAT evaluation 2013, p. 1), "Doing the course over a period of time" (SAT evaluation 2013, p. 1), "Demonstrations and explanations of things in and out of the pool" (SAT evaluation 2013, p. 1).

Responses from stakeholders during the culminating lessons suggest that they all valued the enhanced learning community collaboration/partnerships generated. The children from the local primary schools were always excited to be taught swimming lessons by the university pre-service teachers. This observation was evidenced by teachers' and children's comments; "The swimming program was highly beneficial for the students in my class. It gave many the chance to experience the water in a controlled and safe environment, one that some rarely get to engage with" (personal communication, June 13, 2013). Children were quoted as stating "It was fun because we learnt to swim. I liked the games" (personal communication, June 13, 2013); "It was like fun because all the things we learnt about swimming. I got to swim with my friends. The swim teachers were kind and sweet" (personal communication, June 13, 2013); and "I felt happy because I got to do swimming on a Friday too. The people were nice to me" (personal communication, June 13, 2013).

Parents came to support their children and comments from teachers, teaching assistants, parents, and the children expressed their gratitude for the lessons provided. One teacher stated that many parents "commented that it was good that the children were able to access the lessons and that they were free" (personal communication, June 13, 2013). The Yinnar

South Primary school principal contacted the local newspaper to share the programme with the wider community and was quoted in the article; "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" (Symons 2013).

The Churchill Primary School Prep-Grade 2 team leader summarised the benefits of the programme and gratitude within this context:

> 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).

Methodologies for monitoring and evaluating the learning during the swimming programme included a reflective journal maintained by the leader, ongoing observations, and regular informal interviews held with all stakeholders; namely the pre-service teachers, teachers, school principals, leisure centre staff, children, and parents. Once again, the leader deliberately chose not to discuss data gathering with stakeholders, as there were always new teachers being introduced to the 'Best Start' programme and trust was being built. However, suggestions were continued by the leader for future grant applications with teachers and principals where relations

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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CHAPTER 9

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

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all sessions, a major amendment to 2012, when children were offered a number of modified sports to choose from. Data gathered and feedback received suggested that this was effective. Tennis Australia developed tennis 'hot shots' as an introductory developmentally appropriate programme for children where they can enjoy playing tennis with modified racquets, balls, and courts.

As previously addressed, the units within the PE major were offered biennially, that is, units were offered once every two years. Furthermore, keeping consistent with all partnership chapters, the storyline is shared with reference to the International Civil Society Centre (ICSC) 'Nine building blocks for successful partnerships' (2014, p. 14).

Actors

Leadership

In January 2014, the leader of the project 'Best Start: A community collaborative approach to lifelong health and wellness' was a guest speaker for Tennis Australia. The conference titled 'University Education Day' comprised delegates representing 12 Australian universities and Australian Council for Health, Physical Education and Recreation (ACHPER). It was held in the Tennis Australia Boardroom, during the 2014 Australian Tennis Open, and the presentation was titled 'HPE in the primary school: generalist teachers, specialist HPE teachers and tennis development'. The leader reflected on experiences and thoughts from associations with schools, universities (teacher education), and community collaborations in relation to the development of tennis within primary schools which was appreciated (Lynch 2013a).

> Hello Tim
>
> Just a brief note to say thank you for attending the University Day at Melbourne Park. I really enjoyed your presentation and insights with regards to specialist and generalist teachers.
>
> I look forward to staying in touch.
>
> Let us know if we can be of further assistance. (Tennis Australia personal communication, 22 January, 2014)

This initiated strong relations with the Tennis Australia 'Tennis in schools manager' and the 'Coach education coordinator'. The University Education Day was part of the national promotion for the implementation of tennis 'hotshots', an introductory programme to tennis for children in schools and communities. The leader envisaged that equipment could be supplied by Tennis Australia, Monash University Faculty of Education, and the local leisure centre could provide the facilities (hockey field and stadium) and pre-service teacher health and physical education (HPE) expertise.

The leader travelled to Melbourne where he received a day of in-servicing for the 'hot shots' programme and collected equipment from Tennis Australia's home at Melbourne Park. Online 'hot shots' tutorials were available and utilised to assist the pre-service teachers learning. They were also encouraged to sign up for the Teacher Ambassador Programme, where they could receive free 'hot shots' teacher resources. The article 'School Centres for Teaching Excellence (SCTE): understanding new directions for schools and universities in health and physical education' published in the *Asia-Pacific Journal of Health, Sport and Physical Education* (Lynch 2013b) was shared with the education coordinators. This enabled a common understanding and enabled Tennis Australia to be aware of the leader's intentions for implementing 'hot shots' within the Gippsland context.

School visits were made by the leader to stoke interest for the 'Friday Sports' programme. While all schools were initially interested in the programme, just a few days before, some schools reneged on their intentions due to costs for transport or clashes with other educational priorities. This will be discussed in detail in Chap. 10.

Partners

Partnerships instigated with Tennis Australia were timely with the release and promotion of the 'hot shots' education programme. Tennis Australia "is the governing body for the sport of tennis in Australia. The organisation exists to promote tennis and to conduct domestic and international tournaments on behalf of Australia, including the Australian Open and the Davis Cup for the Australian Davis Cup Team" (https://en.wikipedia.org/wiki/Tennis_Australia).

Another new partner to the Best Start programme was Federation University. In May 2013, Monash University announced that it was to

transfer its Gippsland campus to be part of a new Federation University Australia (formally Ballarat University). This was described as a merger and occurred on 1 January 2014. Monash ceased making offers to new students, and made arrangements with Federation University for teaching its continuing students. Hence, Federation University became a partner by default and the ITE students (pre-service teachers) remained students of Monash University.

The local tennis club held discussions with the leader and offered support in the form of using tennis courts, assistance from tennis coaches, and in return, the children were given flyers with the tennis club's details. While the tennis club were not heavily involved, they did become new partners and had the potential to play a large role in the future. The local health industry (local leisure and sports centre) continued their support of the local primary school children through the availability of facilities at reduced costs for Federation and Monash universities.

While all six schools involved in the Best Start programme initially expressed intentions in having their children participate, this was reduced to five schools, and then two days before the first session another two schools reneged. Subsequently, the Friday Sports were conducted over four weeks, and the schools that participated included Lumen Christi (Year 3–6), Churchill Primary (Year 5 and 6), and Yinnar South (Year 3–6).

Process

Goal Setting

Although the involvement of local primary schools during the unit (at no cost) remained the major goal, the programme leader was forced to lower his expectations for the Best Start programme. This was due to the impact the change of institution, from Monash University to Federation University, had on the community. While the change was promoted as an exciting new chapter in Gippsland's history, it was received by the school and university community as an exodus. There was no denying that relations between the schools and university had been affected in a negative way. The Gippsland community was losing a renowned university ranked globally in the top 1%. Subsequently, the partnership was not taken as seriously, and in some cases, the pressure for schools to be involved had deteriorated and memories of previous learning experiences, in some schools, lost.

The 2012 goals for the Friday Sports programme remained. From a university perspective, the teacher education students were provided with an opportunity to teach and reflect on real-life experiences. Equally as important, this programme provided children in local primary schools with quality HPE lessons, whilst at the same time educating and/or reinforcing teachers within schools with practical quality HPE. Another goal of the programme was to progressively work towards achieving the objectives of the broad framework for unit EDF3619, the Sports Education curriculum model: "to develop as competent, literate and enthusiastic sportspeople" (Siedentop 1994, p. 4).

Funding

Hope for funding in this programme had all but disappeared. After applying for 12 internal and external grants for the Best Start project, in addition to working collaboratively with the Monash University Gippsland philanthropist to no avail, the leader chose to stop donating time and effort to this cause. It was decided that instead of applying for grants that opportunities where partnerships with a win–win result would be explored. This was the situation for Swimming Australia, one of the strong partnership stakeholders.

Tennis Australia was another stakeholder of strength, similar to Swimming Australia. For this reason tennis 'hot shots' was chosen by the leader to be the focus for the 'Friday Sport Program' in the biennial unit. While some children had experienced tennis, surprisingly most had not. Tennis Australia supplied 18 'hot shots' mini tennis courts, 100 racquets, and 200 modified tennis balls. The 60 pre-service teachers provided four weeks of tennis 'hot shots' lessons to children from Lumen Christi (Year 3–6), Churchill Primary (Year 5 and 6), and Yinnar South (Year 3–6).

Management

Not having previous knowledge of the children, the leader originally decided that upper primary (Year 5 and 6) were developmentally appropriate and best suited to the Sports Education curriculum model and within the sport of 'hot shots' tennis. However, after two schools gave late notice of their unavailability, the schools already involved were offered for other year levels to participate, just one day before the sessions were planned to begin.

Similar to the Friday Sports sessions in 2012, each tennis group consisted of four teacher education students and approximately ten children with mixed sexes and mixed schools (this included mixed school systems). The sports were conducted in two sessions on a Friday. The first session was between 10:30 and 11:30 am and the second session was between 1:15 and 2:15 pm. There were approximately 30 Monash University students in each session which was designed to coincide with their unit tutorial/workshop times, and approximately 150 children. Schools and pre-service teachers were sent programme details in a similar format to Fig. 7.1.

It was clarified that schools were responsible for the implementation of their own school excursion policies and that while the university students (pre-service teachers) were very capable and had a great deal of potential, they were not qualified teachers. Each school was responsible for arranging their own transport to and from the Latrobe Leisure Centre—Churchill. Respect for all adults regardless of whether they were from a school, university, or leisure centre was also reinforced, and as had been always the case, the teachers worked collaboratively with the pre-service teachers.

The pre-service teachers were given clear guidelines for preparation. They were to choose their own groups (of four students) and were required to prepare a unit 'sequence of lessons' that outline using tennis 'hot shots'. Lessons were to focus on a particular skill (or strategy), to be progressively developed through fun games (aim of a prerequisite unit) and/or modified version of the sports.

Lessons were required to be flexible and inclusive, and the identified skill and/or strategy was to be the focus for each of the four week's lessons, and each pre-service teacher was required to take leadership for a particular week and plan the lesson's activities in detail. During the four-week programme, time was allocated before and after the primary school sessions so that reflection could take place, queries could be voiced and answered, equipment could be prepared, and space could be maximised.

Monitoring, Reporting, Evaluation, and Learning

'Best Start' had a positive atmosphere that had been developing over the years, and this year surprisingly amongst some schools the vibe appeared to have diminished. Despite this, data gathered from stakeholders suggested continued success. Methodologies for monitoring and evaluating the learning during the 'Friday Sports—hot shots' programme consistently included a reflective journal, ongoing observations, and regular informal

interviews held with all stakeholders, namely, the pre-service teachers, teachers, school principals, leisure centre staff, children, and parents.

The previous discussions the leader had with teachers and principals during the Best Start programme had paid dividends as teachers began sending e-mails to the leader detailing what they thought were the best aspects. Furthermore, letters from schools were also received at the Faculty of Education. These were letters of thanks addressed to the pre-service teachers from the children (Fig. 9.1). Such actions, in what was to be the last of the 'Best Start: A community collaborative approach to lifelong health and wellness' lessons for schools, were a fitting way for the programme to conclude. The teachers acted without any probing as a sign of appreciation.

The overall ITE student satisfaction (pre-service teachers) with the quality of the unit (Student Evaluation of Teaching Unit—SETU) received a median of 4.4 out of 5; more so, the 'positive contribution to experiences during practicum' received a median of 4.75 out of a maximum 5. University pre-service teachers shared that the best aspects of the unit was "Being able to teach children and the feeling of satisfaction when the children learn from what you taught them and when they enjoy the sport" (SETU EDF3619 2014, Q11). Another commented, "I thoroughly enjoyed the opportunity to plan and implement lessons with the local schools. It was challenging and engaging" (SETU EDF3619 2014, Q11). "Being able to work with students [children] in the physical activity aspect. The group work was helpful and encouraging" (SETU EDF3619 2014, Q11). Comments also acknowledged the resources provided by the new partners, Tennis Australia:

> The resources that were made available within this unit. By participating in activities with the students [children] one day a week, the best opportunity was given to all pre-service teachers. The leader had all of the necessary equipment for tennis available to use and guided us to receiving resources from Tennis Australia. This unit has provided myself with the most knowledge and experience for teaching! (SETU EDF3619 2014, Q11)

The children commented to their teachers, and as previously mentioned, posted letters of thanks to the university. One boy wrote, "I learnt how to backhand and it was a great program" (personal communication, 19 June 2014). Another girl expressed her enjoyment: "I would like to say it was an awesome four weeks with our coaches and I got to

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.

Breeanna

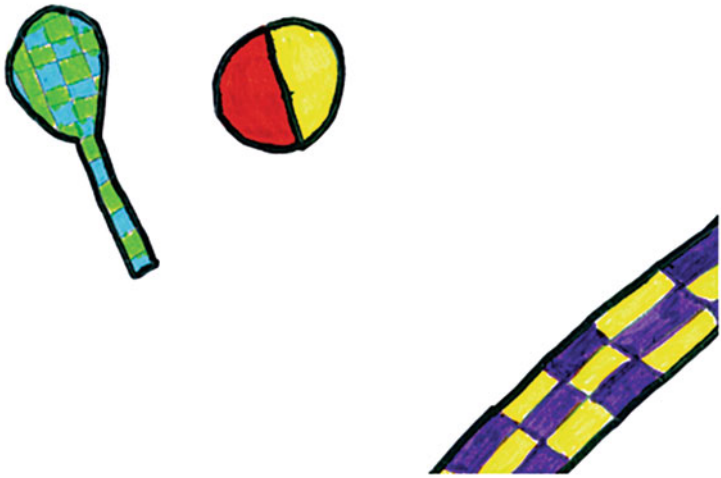

Fig. 9.1 A letter of thanks from a child

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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CHAPTER 10

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-

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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

further study to demonstrate that he could meet the unit of competencies for a Certificate IV in Training and Assessment. The leader's experience included fifteen years full-time teaching experience in schools; at the time he had two years full-time teaching experience at higher education, over ten years' experience in working in association with swimming and water safety, and he also held current teacher registration. Hence, it did appear that "some policies and regulations governing funding and the delivery of training are seen by rural providers as working against their efforts to supply innovative solutions to meet the training needs of their communities" (Clayton et al. 2004, p. 5). This course requirement for training purposes was at a cost ($1600), was time consuming, and created a definite barrier.

The paradox in ideologies between capitalism of business and social justice of education, specifically the Melbourne Declaration on Educational Goals for Young Australians (December 2008), did not always sit flush when establishing partnerships. On a global scale, a similar polarisation has been identified as a fundamental contradiction between governments and the private sector and one that needs to be reconciled for moving forward with the SDG agenda.

It was during a weekend Presenter course where the AUSTSWIM business ideology was revealed to the leader. AUSTSWIM adopted a business model not consistent to the education (swimming and water safety promotion) that was being proposed by the leader. It was explained that AUSTSWIM was owned by all stakeholders (presenters and qualified swim teachers), where Presenters became franchise owners, who were qualified and registered to sell the AUSTSWIM product (personal communication, February 5, 2011). It was recommended that Presenters charge enrolments $350 of which $215 went to AUSTSWIM for the administration costs and $135 went to the Presenter (personal communication, 16 February 2011). The university proposal therefore required a franchisee (university lecturer with AUSTSWIM Presenter qualifications) presenting at a discounted price. Such a proposal was inconsistent with the business model in two ways; one, it made other Presenters appear to be quite expensive in comparison to the maximum charge for the students of $215, and two, it could potentially deduct business away from other franchisees within the Gippsland region.

Competition had also penetrated deeply within the community. The programme leader was introduced to the Leisure Centre's Swimming Supervisor during the first meeting. The supervisor also supported the

pathways being created although explicitly advocated preference for AUSTSWIM as a provider over the chosen ASCTA SAT. This was to be expected within country Victoria where policies were at times only in place for AUSTSWIM as a swimming provider (Gosper 2012). However, it was surprising for the programme leader as AUSTSWIM had a close philosophical and working relationship with Swim Australia, the Royal Life Saving Society of Australia (RLSSA) and Surf Life Saving Australia (SLSA) (AUSTSWIM 2009).

Furthermore, AUSTSWIM recognised professional development from these organisations for accreditation points towards re-registration and vice-versa. According to "Swim Australia chief executive Ross Gage, AUSTSWIM was blocking other RTOs from licensing instructors" (Gosper 2012), which was illegal. This pathway involved change, which subsequently resulted in benefits for the community and yet within this context was also being perceived as competition. "Competition rather than collaboration is an issue commonly identified in the research on vocational education and training in rural communities" (Balatti and Falk 2000; Centre for Research and Learning in Regional Australia 2001; Clayton et al. 2004; Owen and Bound 1998).

After semester one 2011, the leader decided to liaise with the primary schools in all future collaborations rather than allowing this to be the responsibility of the pool swimming instructor/s. This initial arrangement proved to be problematic and misrepresentative. Confirmation of which schools, classes, numbers, and ability groups attending were left to the very last minute, which was difficult for the author and education students who were preparing lessons and wanted to optimise safety. Another barrier that caused initial damage to the collaborative pathway, and as such the ASCTA reputation, which was difficult to rebuild within the community, was the misinformation the Swimming Supervisor provided the primary school community about the lessons. The first time the author met with the classroom teacher and teaching assistants, he needed to reassure them about the safety of the lessons and defend the SAT Swimming and water safety programme. The Swimming Supervisor referred to the SAT programme the university students were completing as a subordinate programme. Such an action could only be rationalised because "the training market is a competitive one" (Clayton et al. 2004, p. 28). This behaviour was not consistent with the AUSTSWIM proclaimed close philosophical and working relationship with Swim Australia (AUSTSWIM 2009).

During the primary school swimming lessons, there were problems with a Swimming Supervisor advising education students to use strategies that were not appropriate or of quality practice. An example of this was when a child in Year 2 did not want to participate in an aspect of the lesson. The education student was understanding and gently encouraged the child to have a rest and then have another attempt when he felt comfortable. The Swimming Supervisor moved across to the student and child, assertively demanding that the student force him to do the activity and not to give him a choice. The education student knowingly did not respond to the Swimming Supervisor and continued the correct practice. Later it was reinforced by the classroom teacher that the education student had managed the particular child very well and built a good rapport which was evidenced by the child's application. This was one example of the difficulties in attempting to align a four-year university degree, comprising in-depth studies in discipline content and pedagogy, with that of a qualification completed in a weekend and supplemented by 20 hours of on the job experience.

Further, Robertson (2008, p. 19) suggests that even the next sequential qualification from the swimming instructor, the Certificate IV in Training and Assessment, "does not embed the opportunity to develop the suite of knowledge bases required for autonomous training in diverse and complex environments". Naturally, alignment of a tertiary education university degree with the industry course was not flush, an argument that cannot be ignored when marrying up two education disparities.

Another example of perceived competition occurred during the tennis 'hot shots' programme in 2014. The president of the local Tennis Club immediately contacted the leader upon hearing of the free tennis lesson programme. Initially, she was defensive and curious about the intentions of the school lessons and was concerned that it was going to be competition for the tennis club; even poaching potential tennis players away. After a discussion, the president realised that tennis promotion was the winner and that stakeholders could work together with a shared mission.

Political and Social Context

Collaboration involves a complex process of social relationships and "partnerships are embedded in a political and social context that will influence their chances to thrive" (ICSC 2014, p. 29). There was improvement for

the various stakeholders and most importantly for the children who were provided lessons; however, there was political and social influence.

There were no partnerships between the university, schools, and community organisations when the 'Best Start Programme' began, nor was there a history of partnership success. The curriculum change implemented resulted in curriculum reform for the university students and the primary school children. Ewing (2010, p. 148) describes the terms with clarity:

> Change arguably refers more generally to undertaking something new: a movement from one state, form or direction to another. Curriculum reform implies more than change—it is a direct assertion that this change will bring about improvement or enhancement. Curriculum re-form therefore suggests that students will benefit from the innovative practices, materials or the teacher's change in beliefs and pedagogical approach. In other words, their experiences at school will in some way improve.

There were many obstacles that had to be overcome or evaded to enact what appeared on the surface to be a simple and common sense approach to optimising the HW & PE experience. The intention of the programme was advocated and perceived as being 'in the best interest of the children' which provided a shared mission and motivation across stakeholders.

The drive to continue providing opportunities to develop children's HW & PE was intended to be the localisation of the Convention on the Rights of the Child (CRC). CRC "is the most recognised international treaty setting out the basic rights of children, along with the obligations of governments to fulfil those rights. It has been accepted and ratified by almost every country in the world." (Garvis and Pendergast 2014, p. 8). The Convention has 54 articles which have four fundamental principles: non-discrimination; best interests of the child; survival, development and protection; and participation.

'The best interests of the child' refers to "Laws and actions affecting children should put their best interests first and benefit them in the best possible way" (Garvis and Pendergast 2014, p. 8). In particular, "article 31 of the Convention of the Rights of the Child, which outlines the right of the child to engage in play and recreational activities, and the outcome document of the twenty-seventh special session of the General Assembly on children, entitled 'A world fit for children' which stresses the promotion of physical, mental and emotional health through play and sports"

(United Nations General Assembly 2015, p. 3), supported that the programme was advocating children's best interest.

The strengths-based collaborations involved HPE curriculum change for schools and university teacher education. Previous teaching experiences would often be reflected upon to maintain realistic expectations in attempt to overcome barriers, to better understand the complexities involved when dealing with many different individuals with at times different priorities, and subsequently to enable sustainability.

The Best Start programme was timely, as community collaboration within the context of Gippsland was strongly supported by the Discussion Paper 'A Tertiary Education Plan for Gippsland, Victoria' (DEECD 2011) and formed Gippsland educational objectives. This was written specifically for the context of Gippsland using recent national and state level developments including the Review of Australian Higher Education. This paper stated that it "encourages building on existing partnerships and strengthening articulation arrangements between providers" (2011, p. 4). Also, light was shed on the difficulties faced by many stakeholders in efforts to do so; however, it was urged that such pathways were essential for sustainability of Gippsland's education.

The Discussion Paper suggested that positive experiences for children and their families built an optimistic image of Monash University within the community. The Discussion Paper listed raising aspirations and improved awareness as a targeted strategy, specifically "school engagement/outreach programs addressing the perception of tertiary education in the primary and secondary school environment" (2011, p. 21).

Real change involves transformation of people's beliefs about their surroundings which can be threatening and stressful for the teachers involved (Sparkes 1991). Furthermore, transformations often result in conflict, loss, and struggle which are fundamental to successful change (Fullan 1982). The appellation 'real change' is referred to by Dinan-Thompson (2001, p. 9) more appropriately as 'authentic change' which includes the "important elements of emotion and the role of interactions in teacher change". Hargreaves (1997, p. 109) warns that if emotional dimensions are ignored during curriculum change then "emotions and feelings will only re-enter the change process by the back door". Therefore, authentic change takes into consideration the micro-politics which often cause change to fail (Datnow 1998; Dinan-Thompson 2002; Sparkes 1990). Community partnerships may be perceived as stressful and threatening for

various stakeholders. Hence, for partnerships and relationships to be sustained requires time, understanding, effort, and personable attributes on the behalf of the leader, but most importantly, it requires all stakeholders to believe that the efforts are worthwhile.

Dynamics are involved when collaboratively working with a number of stakeholders and when changing curriculum. There were barriers that needed to be overcome for future growth and for similar programmes to succeed. Initial problems did appear to relate to the busy nature of schools. There were schools where every effort was made by the author to invite them to participate but no interest was expressed. Ten schools were approached and six agreed to be involved. Dissimilar to the author and many of the Principals, not all school leaders valued this opportunity. One school's secretary made the decision of 'no interest' on behalf of the school and the Principal did not reply to telephone calls, e-mails, or three personal visits. At times, teachers had not read e-mails and one school chose sports for the children randomly (Friday Sports programme) and then requested that they could change sporting groups the following week.

As previously mentioned, choosing stakeholders and partners wisely was an important strategy. Partnerships with a win–win result were carefully sought. Relations could not be forced, neither could trust as stakeholder commitment and belief was essential. This was the situation for Swimming Australia and Tennis Australia, who were undeniably the strongest partnerships established.

Problem Structure

> It is important not to design all partnerships according to a pre-set template, but rather to explore its envisaged functions and then determine what the most appropriate structure is. (ICSC 2014, p. 32).

The author approached the community collaborations with realistic expectations of the possible micro-political dynamics involved in establishing relationships requiring change. Interestingly, within this 'Best Start' programme journey it was not such identified complexities involving relationships that were the major impediments. Generally, the willingness of stakeholders to be involved within the partnership was an imminent strength. Rather, it was the systems in place, also referred to as the prob-

lem structure. Structural problems existed within the university, schools, leisure centre, and educational policies.

"The literature on vocational education and training in rural and remote communities identifies a series of barriers that impact upon effective training delivery." The following complicating factors were seen to be influential in training delivery in rural communities:

1. Smaller numbers in training meant that, generally, the finances, resources and infrastructure for supporting such delivery were correspondingly limited.
2. Isolation created particular problems in terms of accessing training and finding the qualified teaching staff to provide training. Lack of public transport was a major factor in lack of access.
3. The impact of outside training providers was controversial. While their value was acknowledged for the expertise and facilities that they could bring to the community, they were not seen to have the community's best interest at heart, due to their lack of one-on-one interaction and failure to generally follow up.
4. 'Thin' markets—or markets characterised by low activity and thus lacking depth and volume—meant a lack of diversity in training programmes able to be offered, with funding being the main barrier to the provision of a broader range of programmes.
5. Access to relevant workplaces was problematic, not only from the viewpoint of finding places but also because of the problem of public liability and the high increasing cost of insurance.
6. Coordination, promotion and marketing of training packages across all businesses and education and training sectors within rural communities is not sufficiently effective. (Clayton et al. 2004, p. 7).

In reflection, the arrival of the author, his efforts to supply innovative solutions to meet the training needs of the Gippsland community and the introduction of ASCTA may have been perceived at times by the local community as that of an 'outsider'. With an open training market, it is possible for training providers who are registered to deliver within a state or across several states, to bid to conduct training anywhere within their scope. Inevitably, this brings some external training providers into rural communities (Clayton et al. 2004, p. 19). While their value was acknowledged for the expertise and facilities that they could bring to the

community, they were not seen to have the community's best interest at heart, due to their lack of one-on-one interaction and failure to generally follow up.

The choice in ASCTA SAT nationally recognised course RTO20948 was an easy one to make, but again one that was made difficult due to change caused for organisations within country Victoria (Gippsland), where policies were at times in place for only AUSTSWIM as a swimming provider (Gosper 2012). The paradox in ideologies between capitalism of business that some providers adopt and social justice of education, specifically the Melbourne Declaration on Educational Goals for Young Australians (December, 2008), did not enable particular partnerships to be established.

Specifically within education, ideologies between capitalism of business and social justice of education, do not sit flush (Lynch 2012). This is a contentious issue not only amongst various stakeholders when creating pathways and negotiating articulation arrangements, but is exasperated within the university sector itself. Universities are committed to excellence in research and education; in particular, Monash University has academic strengthening initiatives that have seen it recently rise considerably in international university rankings. However, while the university "strives to embrace social justice through practical pathways for engagement, the drive for excellence is [remains] the primary mission of the university" (personal communication, October 13, 2011).

From a university perspective, there were also structural barriers to contend with within the Faculty of Education. The six units offered to the primary education university students, choosing the PE major stream were discipline units managed from another Monash University campus and designed for industry (Sport and Outdoor Recreation) and/or secondary education. They were not primary education focused which required careful manipulation so that the original objectives were met. This is often difficult as the unit needed to be developmentally appropriate for primary children without changing the set assessment. Each unit of work had unique dynamics that required unique structures. Another barrier was within the structure of the PE major stream where the unit is only offered biennially. Having units offered only once every two years was not ideal for establishing ongoing relationships with schools and personnel.

The major problem for the community collaborations and partnership growth was funding. However, this was not an issue as much with relations to the provision of swimming lessons. It was surprising at the time

that there was no funding available for either unit in Gippsland or equipment for the development of such a well-received programme despite numerous applications for internal and external funding. The Health and Physical Education community collaborative lessons were espoused by the Department of Education and Early Childhood Development (DEECD) School Centre for Teaching Excellence initiative, yet this did not prosper any financial assistance.

When approaching schools situated a distance from the venue for the Friday Sports programme the cost of transport was a barrier. While the three Churchill schools were able to walk to sessions, other schools' only option to participate was to travel distances of up to 30 km by bus. Thorpdale primary school children were required to pay $7.50 each week over the five weeks to attend the Friday Sport sessions which was an unfortunate expense. Purchasing equipment was problematic and even more so when some equipment went missing from the community stadium. The issue with funding has been stressed by the Gonski report which found that similarly "school funding is not simply a financial matter. Rather, it is about strengthening and securing Australia's future." (ABC News 2012) It is argued that, "every child should have access to the best possible education, regardless of where they live, the income of their family, or the school they attend." (ABC News 2012). Strengths-based partnerships will often require financial assistance for initial course development, extension, and sustainability. Plans were made to continue to develop swimming and sport sessions within the schools and to extend HPE learning opportunities across primary schools' HPE curriculum. The innovative UK ITE successful PE programme received funding and also had a full-time administrative position within the department, who played a substantial role in partnership establishment and organisational tasks.

Unbeknown to all stakeholders there were plans made by Monash University and governments that offered an explanation for the lack of funds and which eventually led to the demise of the 'Best Start' programme and the introduction of Federation University. Again, this decision did appear to be built on a financial platform.

Finally, finding resolutions to barriers situated within policies and systems is time consuming. Time is needed to meet with schools and Principals, to negotiate with RTOs; to complete further qualifications; to negotiate with the local health industry; to complete funding applications; and to calculate one's approach to overcome obstacles, problem solve, and satisfy stakeholders. While there were a number of obstacles and barriers

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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CHAPTER 11

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.

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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

a futures and salutogenic perspective. This perspective "views healthy living as multi-dimensional and encompassing physical as well as social, mental, spiritual, environmental and community dimensions" (McCuaig et al. 2013, p. 113). Thus, it advocates preparation for quality life and well-being, which involves knowledge and skills to be transferred across contexts. However, while Australian education policies strongly advocate HPE and physical activities, requirements do not appear to be consistently enacted (Curry 2012), and this is similar internationally (Hardman 2008; Sloan 2010). It is argued that partnerships hold the answer, and we are encouraged to keep striving towards public–private–people partnerships (United Nations 2014).

The story presented is the model of a HW & PE project: 'Best Start: A community collaborative approach to lifelong health and wellness'. The initiative models the UN ideals contextualised into local schools and communities. 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 ITE university course in the UK.

This story is told using the 'Nine building blocks for successful partnerships' (ICSC 2014) framework for reporting. 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). The categories of actors, process, and context allow for the 'what' as well as the 'how' to be shared, offering guidance and strategies for various stakeholders in understanding contemporary and future directions for HW & PE. The dynamics detailed, which include both impediments and successes, allows insight for community leaders, teachers, teacher educators, policy makers, as well as community members, more generally, to consider suitability and possibilities for partnerships within their context.

Research suggests that partnerships between universities and schools are difficult to enact (Darling-Hammond 2006), with many teacher educators not knowing where to begin or how to progress (Zeichner 2010). While there were various problems during the programme, the major obstacle underpinning Best Start was the lack of funding. Eventually, this led to the termination of the four-year programme which Zeichner (2010) suggests is to be expected, as strengths-based partnerships will

often require financial assistance for initial course development, extension, and sustainability.

Changes were made as a result of evaluation during the programme; one, for example, was the leader's decision to liaise with schools directly. This was because when the swimming supervisor managed communications, there was no preparation time for the pre-service teachers. As a result, QPE planning, progression, and inclusion were affected. At the "heart of promoting children's health and wellness is communication and partnerships… with strong links between school, home and community" (Elliott 2014, p. 191). Problems also related to the variance between capitalism of business and the social justice of education. This was particularly obvious when choosing an RTO for swimming and water safety qualifications.

Despite copious feedback and data that evidenced success and education enhancement, there were larger priorities for the region and higher education institutions. Gippsland 'Best Start' programme began in semester one 2011 and ceased in semester two 2014 due to decisions that were beyond stakeholders' control. Unbeknown to all stakeholders, there were plans made by Monash University and governments that offered an explanation for the lack of funds and which eventually led to the demise of the 'Best Start' programme. In May 2013, Monash University announced that it was to transfer its Gippsland campus to be part of a new Federation University Australia (formally Ballarat University). This was described as a merger and occurred on 1 January 2014. Monash ceased making offers to new students, and made arrangements with Federation University for teaching its continuing students.

The four-year programme was deliberately designed so pre-service teacher confidence and competence could be progressively developed. Beginning with Level 1 higher education courses (first year), the students taught the content using peer teaching episodes (EDF1600 HPE in schools). This led to small group teaching experiences with children from local schools under teacher educator support, school teacher support, and peer support. In Level 2 and 3 (second and third year), the pre-service teachers taught lessons to groups of children from Foundation Year to Year 6 in a chosen sport and tennis (EDF3619 Sport and physical activity education), and swimming and water safety (EDF2611 Experiencing aquatic experiences). The lessons only took place after the pre-service teachers evidenced they were prepared and maximum safety was ensured.

The Best Start programme was supported by the TEMAG report (2014) recommendation for prioritisation of quality ITE through uni-

versities and school collaboration. The apparent pre-service teacher benefit was extended learning opportunities, as lessons provided 'hands on' practical, experiential learning and teaching. Lessons also provided local primary school children with quality swimming, sport sessions, and tennis coaching (at no cost). Furthermore, professional development was delivered for classroom teachers. As the partnership setting was in a socio-economically disadvantaged area, equity and social justice advocated by international policy and literature, such as the UN SDGs and Convention on the Rights of the Child (CRC) which had filtered down to Australian curriculum documents, were enacted and satisfied.

As proposed by the discussion paper 'A tertiary education plan for Gippsland, Victoria' and 'Action Now, Classroom Ready Teachers' report, learning and teaching over the four-year 'Best Start' programme (2011–2014) obtained outstanding results. While data was gathered by various methods, the SETU were specifically designed for planning, reviewing, and staff development, offering valid and reliable data. Another indicator of teaching and learning quality was the growth of the units. At Monash University (Gippsland), on average 55 of the 80 (69 %) first-year intake Bachelor of Primary Education students chose to study the PE major stream during the Best Start initiative. While the course cohort intake remained the same, these numbers continued throughout second and third year where they increased as much as 79 % in biennial units, from 39 (2011) to approximately 70 (2013) for swimming. This growth increased the future development of health and wellbeing for children in schools, as quality and realistic pre-service teacher preparation maximise children's learning (DEECD 2012).

University ITE students (pre-service teachers) who traditionally selected the PE discipline were often passionate about being physically active. Many of these students were involved in sports at a high level and represented their town in traditional popular sports such as Australian football, soccer, netball, cricket, and basketball. These students brought with them a most valuable quality for advocating learning through the physical in primary schools. However, the growth in the Best Start programme offered at Gippsland saw increasingly more students selecting PE not because they were confident and high achievers in sports, not because PE was necessarily their favourite subject at school, but because they wanted to be the best teacher that they could be. For example, the prerequisite for pre-service teachers electing the swimming unit was that they were interested in PE or learning more about swimming, not that they were competent

or confident swimmers. They wanted to learn and grow in all dimensions of quality teaching and learning, and they were aware of the essential role the 'physical' and holistic health and wellbeing plays in the development of the child.

The data clearly found that the effort of creating and developing the Best Start partnership programme was vindicated. Children's voices in previous studies such as the Sport Wales School survey 2015 and the implementation of the HPE curriculum in three case study schools (Lynch 2005) were supported. Children enjoyed developing the ability to take part, feeling comfortable taking part and having the confidence. Furthermore, school is the most important place in which children learn the competence and confidence to participate in physical activity, where all children can be accessed. Parents came to support their children, and comments from teachers, teaching assistants, parents, and the children expressed their gratitude for the lessons provided. The Churchill Primary School Prep-Grade 2 team leader summarised best the benefits of the Best Start programme and gratitude within this context:

> It was a fantastic opportunity for our students [children] 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, 13 June 2013)

Efforts in adopting a strengths-based approach to learning are intended to create a shared collegial environment, also referred to as a 'hybrid space', a "non hierarchical interplay between academic, practitioner and community expertise" (Zeichner 2010, p. 89). This fosters respect and support for all stakeholders, increasing the individual pre-service teacher development. Teachers reinforced support and encouragement for the university students (pre-service teachers) and were also introduced to the latest educational practices (and vice versa) as advocated by Whipp et al. (2011). It was accentuated from the outset that by working collaboratively, respecting and supporting all stakeholders, the programme would be supervised efficiently and would enhance learning opportunities.

This journey is significant as innovative initiatives in education partnerships, underpinning the Best Start project, are explicitly targeted and advocated by the UN. Furthermore, partnerships and the reporting of partnership successes and failures are urgently required so that effectiveness can be increased, specifically shared knowledge and understanding of how to solve problems. The story is significant for education departments around the world who want to optimise QPE and wellbeing. Within this particular context, the leader reflected on previous experiences to carefully persuade the stakeholders to believe in the opportunities provided. He did this by being a knowledge broker and directing stakeholders to learning partnerships (Beare 2001; Ernst and Young 2012; Slaughter and Beare 2011), had realistic and achievable goals, placed no pressure on stakeholders, oversaw pre-service teacher planning, ensuring all needs were catered for, experiences were at all times inclusive and progressive, utilised the human resources available such as the administrative team assistance, didn't personally access any money at any time, and carefully and meticulously planned and monitored the programme for quality assurance. Hence, UNESCO's national strategy for QPE was addressed:

1. Teacher education, supply, and development
2. Facilities, equipment, and resources
3. Curriculum flexibility
4. Community partnerships
5. Monitoring and quality assurance (2015, p. 23).

Although partnerships are not new, there was limited high-quality research in practice (Clift and Brady 2005); thus, the international research of an Ofsted 'Outstanding' awarded UK ITE programme, explic-

itly acknowledged for its established partnerships with nearby schools, and offered valuable insight for quality preparation of teachers in PE. This study illustrated for the leader: the importance of having strong, genuine, and respectful relations developed over time with partner schools; all stakeholders having a shared belief in the partnership; partnerships needed to be long lasting and be supported by course/programme sustainability; that a lack of space and other obstacles could be overcome (QPE maintained) through sharing assets with partners; and funding is often an issue but much can be done with a small amount. Another pertinent feature of interest was the UK ITE hall, which was situated halfway between the university grounds and the schools. This hall acted as a metaphorical bridge, a third space, and possible hybrid space.

These insights were transferred to the Gippsland context, and in particular, the leisure centre facilities used during the Best Start programme (pool, stadium, and hockey fields). The facilities were also situated halfway between the university grounds and the partner schools forming a third space. The programme and research story are relevant and significant for the preparation of pre-service teachers and are underpinned by the philosophy that quality and realistic pre-service preparation maximises children's learning. Teachers of today and in the future need to be "analytical, critically reflective and professional as well as one who demonstrates a continuing openness to new ideas. The ability to respond to, and manage change, is a central requisite." (UNESCO 2015, p. 78).

This research story suggests that governments, universities and schools, and policy and decision makers can and need to learn from partnership programmes such as Best Start. There is extensive evidence and literature, suggesting that partnerships improve the quality of education and specifically HW & PE. It is inevitable that governments, universities, and schools need to keep changing and searching for relevant and purposeful methods of learning in this new age. For 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" (Kirk 2014, p. 106).

While a hybrid space is an ideal, and at times may appear unrealistic and even not possible, it is argued "universities must engage ever more closely with schools in a mutual transformation agenda, with all the struggle and messiness that implies" (Darling-Hammond 2006, p. 3). The fundamentals of education are built upon continually attempting to enhance quality. This involves constantly searching and finding new ways

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

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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	Professional Placement—**Assignment 1 due (Friday, 1 April)**
Week 7 15 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

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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 preservice teachers preparing to be physical education teachers.

Regards,

VIT Accreditation Manager (personal communication, 21 April 2011)

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