Community collaboration through sport: bringing schools together

Timothy Lynch EdD.
Why?

Context - Monash Gippsland (Faculty of Education)

The goals established at the Melbourne Declaration on Educational Goals for Young Australians
Context - Monash Gippsland (Faculty of Education)

Purpose

• Build partnerships
• Teacher Education students deliver quality Health and Physical Education lessons in local schools
The goals established at the Melbourne Declaration on Educational Goals for Young Australians

Goals driving

- Australian schooling promotes equity and excellence
- All young Australians become
  - Successful learners
  - Confident and creative individuals
  - Active and informed citizens

(Ministerial Council on Education, Employment, Training and Youth Affairs, 2008)
Socio cultural

“about equity and social justice and improved learning outcomes for our most disadvantaged and isolated students” (Ewing, 2010, p. 127).
How? Commitment to action:

- Promoting world class curriculum and assessment; and

- Improving educational outcomes for the disadvantaged young Australians, especially from lower socio-economic backgrounds
DEECD School Centre for Teaching Excellence initiative (SCTE)

- improve pre-service teacher education programs through stronger partnerships between schools and universities
- a better integration of theory and practice
- 7 partnerships between different Victorian universities and regions became operational in 2011 (DEECD, 2012).

Department of Education and Early Childhood Development
2 separate units (HPE)

- Semester 1 2011 EDF2611 Experiencing Aquatic Environments (3 weeks)

- Semester 1 2012 EDF3619 Sport and Physical Activity Education (5 weeks)

- Began Small and are growing
Swimming and water safety
EDF2611
Swimming & Water Safety Lessons

Why? - Children benefits

- Achieve national goals
  39 university students providing low ratio, quality lessons free of charge for 80 children from two local primary schools

- Promote swimming & water safety
  - Children chosen (no lessons, created opportunity)
  - SES disadvantaged (no cost)
  - Rural and isolated schools find it most difficult to conduct aquatic activities (Peden, Franklin & Larsen, 2009)
  - 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).
Swimming & Water Safety Lessons

Why? - University student benefits

• Victorian Institute of Teaching (VIT) teacher registration requirement PE graduates (VIT, 2008)
• EDF2616 unit requirement
• Cut costs and time ($350 to $100)
• Pathway created qualifications (lectures and practical tutorials)
  • Swim Australia Teacher (SAT) ASCTA ($100)
  • Bronze Medallion (RLSSA) ($15.70)
  • Resuscitation (RLSSA) - Pathway within a pathway ($7.50)
<table>
<thead>
<tr>
<th>Registered Training Organisation (RTO)</th>
<th>Austswim</th>
<th>ASCTA (Australian Swimming Coaches and Teachers Association)</th>
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<tbody>
<tr>
<td>Course</td>
<td>Austswim Teacher of Swimming and water safety</td>
<td>Swim Australia Teacher (SAT)</td>
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<tr>
<td>Minimal cost required by provider</td>
<td>$215</td>
<td>$100</td>
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<tr>
<td>Cost for university students</td>
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<td>Amount of time valid</td>
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<td>International recognition</td>
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</tbody>
</table>
Community Collaboration
Swimming

- Monash University (Gippsland, Faculty of Education)
- Registered Training Organisations (RTO)
  - Australian Swimming Coaches and Teachers Association (ASCTA)
  - Royal Life Saving Society Australia (RLSSA) [Lifesaving Victoria]
- Local health industry (Latrobe Leisure Churchill – Latrobe City Council)
- Churchill North Primary School
- Lumen Christi Catholic Primary School

- Being established for the first time.
Friday Sports Program
EDF3619
Friday Sports Program EDF3619

- 200 children
- 6 schools
- 20-25 students per sport group (mixed sexes/schools/systems)
- The aim of the program was “to develop as competent, literate and enthusiastic sportspeople” (Siedentop, 1994, p. 4)
- Monash University provided
  - equipment,
  - 5 teacher education students (planned the five week units),
  - collaboratively with local leisure and sports centre provided the stadium and field facilities, all at no cost to schools.
Organising Friday Sports

- visited Principals (Churchill) – on board
- aligned times of sessions with tutorials
- invited more schools (became selective)
- Monash students selected their groups and then sport offered (comfortable, equipment & facilities, they thought would be beneficial)
- Lessons/sessions implemented cooperatively by Teacher Ed students
Monash students preparation

- Cooperatively prepared a unit ‘sequence of lessons’ outline
- Lessons were required to be flexible and inclusive
- Focus on a particular skill each week
- Each student led for a particular week and plan the lesson’s activities in detail (lesson plan)
- Realistic expectation of diverse abilities (had never met the children)
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.
Program details for schools and university students.

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.
<table>
<thead>
<tr>
<th>Time of session</th>
<th>Schools</th>
<th>Number of children</th>
<th>Modified Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30 -11:30</td>
<td>Lumen Christi (Yr 5 &amp; 6)</td>
<td>40</td>
<td>Netball, Basketball</td>
</tr>
<tr>
<td></td>
<td>Churchill North (Yr 5 &amp; 6)</td>
<td>39</td>
<td>Tee Ball &amp; Cricket</td>
</tr>
<tr>
<td></td>
<td>Yinnar South (Yr 5 &amp; 6)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>1:15 –2:15</td>
<td>Churchill (Yr 5 &amp; 6)</td>
<td>55</td>
<td>Netball, Basketball</td>
</tr>
<tr>
<td></td>
<td>Hazelwood North (Yr 5 &amp; 6)</td>
<td>35</td>
<td>Football &amp; Soccer</td>
</tr>
<tr>
<td></td>
<td>Thorpdale (Yr 5 &amp; 6)</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>106</td>
<td></td>
</tr>
</tbody>
</table>
New - Curriculum change

Whipp, Hutton, Grove & Jackson (2011) found that teachers working collaboratively with external providers is associated with positive perceptions about the value of the physical activity, enables teachers to develop confidence and is less stressful.

clarified when addressing the children and teachers that this meant respecting all adults regardless of which school or university they were from.
National reform

Where does this sit with the new Australian curriculum: Health and Physical Education?

Professor Doune Macdonald
University of Queensland
Lead Writer of the Australian curriculum: Health and Physical Education
My vision - opportunities

Begin Early
- Natural play structure
- Fewer competing activities
- Early detection of motor problems
- Early start of intervention programs – reducing physical and emotional problems

Extend
- Athletics, Gymnastics, Dance, Perceptual Motor Program, Outdoor Ed., wide range of games & modified sports, focus on Health & Personal development
Earlier
the better
Theory and Practice

SETU Comments – best aspects

- The project (readiness and implementation) is well planned and executed. The team has a strong understanding of the project and is proactive in addressing any issues. The project is well managed and organized.

- The project team is highly engaged and collaborative, with regular meetings and updates to ensure progress is on track.

- The project has clear goals and objectives, with a focus on achieving the desired outcomes.

- The project is well documented, with comprehensive records and reports.

- The project team is open to feedback and suggestions for improvement.

- The project has a clear timeline and milestones, with regular reviews to assess progress.

- The project has a strong communication plan, with regular updates to stakeholders.

- The project has a clear budget and financial management plan.

- The project has a strong risk management plan, with proactive strategies to mitigate potential risks.

- The project has a clear measurement and evaluation plan, with metrics to assess project success.

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Benefits

- 5 pillars for the current curriculum construction
- Educatve – part of a school curriculum for learning
- Strengths based approach – optimising individual, community and societal resources
- Movement – medium for learning Health and Physical Education
- Health literacy – helps students understand structural barriers to achieving health and wellbeing
- Critical Inquiry – content and pedagogy is inclusive (Macdonald, 2012).
School perspective

- children were excited to be taught swimming and sport lessons by the education students
- Parents came to support their children
- comments from teachers, teaching assistants, parents and the children expressed their gratitude for the lessons provided
- changing their initial plans to attend the Sports sessions

“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, July 23, 2011).
## University perspective

<table>
<thead>
<tr>
<th>Unit</th>
<th>Student Evaluation of Teaching Unit (SETU) Overall Satisfaction (Gippsland)</th>
<th>Previous SETU rating Overall Satisfaction (Gippsland)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF2611 Experiencing Aquatic Environments</td>
<td>4 /5</td>
<td>2 /5</td>
</tr>
<tr>
<td>EDF3619 Sport and Physical Activities</td>
<td>4.56 /5</td>
<td>2.5 /5</td>
</tr>
</tbody>
</table>

5 being strongly agree (satisfied with quality of unit)
1 being strongly disagree
SETU Comments – best aspects

“Being able to take what we have learnt in the unit and actually teach primary students” (SETU EDF3619, 2012, Q11).

“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).

“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, 2011, Q11).
• “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, 2011, Q11)

• “Being able to implement our lesson plans with children from primary schools” (SETU EDF2611, 2011, Q11)

• “The practical side was very rewarding and confidence building in both personal and social spheres” (SETU EDF2611, 2011, Q11).

• 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). Tim’s 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, 2011, Q11).
“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).

“The chance to take our own class was a great opportunity”. (SETU EDF3619, 2012, Q11).

“Seeing the kids enjoying themselves and having fun” (SETU EDF3619, 2012, Q11).

“Spending time teaching kids and seeing them grow along with ourselves” (SETU EDF3619, 2012, Q11).
Pathways perspective

• ACTSA Swim Australia Teacher overall satisfaction - quality of the course 4.7/5 (1 being unsatisfactory to 5 excellent)

“To be able to understand how to perform the swimming strokes and be able to practise them before teaching” (SAT evaluation, 2011, p. 1)

“Explanations, videos and working with students from primary schools” (SAT evaluation, 2011, p. 1)

“Being taught the correct swimming movements, then being able to practice them before micro teaching” (SAT evaluation, 2011, p. 1).

“observing other teaching” (SAT evaluation, 2011, p. 1)

“The ‘teacher-student’ format ensured the material was thoroughly covered with hands on experiences” (SAT evaluation, 2011, p. 1).
Community collaborations optimising health and wellbeing are ideal for implementing the new Australian HPE curriculum
Barriers

• System – Certificate IV in Training & Assessment

• “Austswim has monopolized learn-to-swim and water safety training for more than 25 years” (Gosper, 2012).

• Funding – exhausted of internal & external applications. Need transport help (Thorpdale $7.50 per week) & equipment (do not have a budget??)
Context & belief

Aspects of success

eliberately tailored for a specific context; and stakeholders are open to the possibility of development and success (belief).

‘A Tertiary Education Plan for Gippsland, Victoria’ (DEECD, 2011)

- 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).

- “low aspirations and attitudes towards education in Gippsland are a major concern” (2011, p. 22).
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Assisted schools

• Health and Physical Education (HPE) learning area was carried out by classroom teachers in all but one school, which had a delegated Physical Education (PE) teacher (with no specialist training).

• some schools outsourced the HPE learning area for the approximate annual cost of $10 000 through the ‘Blueearth’ program.
Belief

- Community partnerships may be perceived as stressful and threatening for various stakeholders.

- For partnerships and relationships to be sustained requires time, understanding, effort and personable attributes.