The Future of Health, Wellbeing and Physical Education: Optimising children’s health and wellbeing through local and global sustainable partnerships

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Partnerships/ Community Collaborations

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

Sustainable Partnerships are essential (UN)

• What are SDGs?
• What are MDGs?
• Difference?

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

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

• multi-stakeholder partnerships (MSPs)

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

“It increases the scale and effectiveness of activities, it reduces transaction costs, it brings together resources and tools that otherwise would not be available to one actor only and it helps to mutually understand perspectives that otherwise would not be understood appropriately.” (Leisinger, 2015).
“Unfortunately today there is a dearth of data on the effectiveness of partnerships... we need to learn from what works and what doesn’t work... all cross sector partnerships at all levels” (Badenoch, 2015).

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

analysis of **340 Multi Stakeholder Partnerships (MSP)**
- less than one quarter of partnerships output aligned directly with the stated goals
  - 38% - no activities were recorded or achieved
  - 26% - had some activities but did not align with the stated goals
  - 12% - partial match
  - 24% - all of the output align directly with the stated goals

(Pattberg, Biermann, Chan & Mert, 2012)
UNESCO designed a national strategy for quality physical education (QPE) which advocates inclusion. The five elements of focus include:

- Teacher education, supply and development
- Facilities, equipment and resources
- Curriculum flexibility
- Community partnerships
International Literature

• Pre-service teachers who participate in practical and real experiences with course work are better able to understand theory, apply the concepts and support student learning (Baumgartner, Koerner & Rust, 2002; Denton, 1982)

• “Even in modern times with technological developments such as virtual classrooms, there is no replacement for the real teaching and learning experiences” (Lynch, 2015)

• “no amount of course work can, by itself, counteract the powerful experiential lessons that shape what teachers actually do” (Darling-Hammond, 2006, p. 9).

• “Although it is helpful to experience classrooms and analyse the materials and practices of teaching, it is quite another thing to put ideals into action” (p. 9).
‘The most important driver for the National Curriculum should be about equity and social justice and improved learning outcomes for our most disadvantaged and isolated students’
Hybrid Space

• Hybrid space (Utopia) – ideal environment

• “non hierarchical interplay between academic, practitioner and community expertise” (Zeichner, 2010, p. 89)

• Crossing of boundaries to share expertise on an equal plane (Zeichner, 2010)

• shared partnership knowledge & egalitarianism between stakeholders
Figure 1. Conceptual framework for the literature review.

*Teacher education physical education: In search of a hybrid space*, Timothy Lynch; *Cogent Education*, 2015, 2: 1027085.
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Journey - Power of

• human relations

• combining of strengths to overcome impediments

• Creatively optimising resources available within a regional community through establishing connections within the wider state of Victoria, Australia and international communities (UK)
Best Start

A community collaborative approach to Lifelong Health and Wellness

Partnering up in the pool

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

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

• **the local health industry** – Latrobe Leisure Churchill (Latrobe City Council);

• **Australian Registered Training Organisations (RTO)**
  - Australia Swim Coaches and Teachers' Association (ASCTA) - Swim Australia,
  - Lifesaving Victoria (Royal Life Saving Society Australia);
  - Tennis Australia

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

• **Churchill Tennis club**

• **International Research and collaboration** - England and Wales Ofsted awarded Primary Physical Education course (ITE)
2011
• Swimming lessons over 3 weeks (80 children and 40 Monash students)
  - Churchill North Primary (Yr 2 & 3 children) and Lumen Christi Primary (Yr 3 & 4 children)

2012
• Sport sessions over 5 weeks (netball, basketball, cricket, soccer, football, tee-ball) - Yr 5 & 6 children, all six schools were involved (200 children and 40 Monash students).

2013
• Swimming lessons over 3 weeks (140 children and 70 Monash students)
  - Churchill Primary & Lumen Christi Primary (Prep, Yr 1 & 2) and Yinnar South Primary (Prep - Yr 6).
  • Assist HPE sports coaching sessions in local schools and clubs (60 Monash students).

2014
• Implement Hot Shots (Tennis Australia) over 4 weeks - Yr 5 & 6 children - all six schools involved (200 children and 60 Monash students).
  • Assist with local primary schools outdoor education camp experience (60 Monash students)

2015 & beyond
• Extension of Health and Physical Education learning opportunities across primary schools; dance, perceptual motor program, athletics, gymnastics, cross country, wide variety of physical activities/sports, health and personal development.
Journey of collaboration - Win Win Win

(Latrobe Valley Express, June 10, 2013).

Partnering up in the pool

BY REBECCA SYMONS

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

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

School principal Katy Grandin said it was a good partnership program that allowed the children to receive valuable tuition at no cost.

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

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

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

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

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

“I particularly like working with other people in my course who probably aren’t as familiar with teaching kids how to swim, so I’ve found that great because I’ve been able to share my knowledge and what I do with my club.” Ms Collings said.
Context (began with swimming - 2011)

• Victorian Institute of Teaching (VIT) teacher registration requirement PE graduates - current teacher of swimming and water safety qualification (VIT, 2008 & 2012)
• EDF2611 Experiencing Aquatic Environments - unit requirement (2011)
• Cut costs and time ($350 to $100)
• Pathway created qualifications (lectures and practical tutorials)
• Swim Australia Teacher (SAT) ASCTA ($100)
• Bronze Medallion (RLSSA) ($15.70)
• Resuscitation (RLSSA) - Pathway within a pathway
## RTOs - Comparison between providers

<table>
<thead>
<tr>
<th>Registered Training Organisation (RTO)</th>
<th>Austswim</th>
<th>ASCTA (Australian Swimming Coaches and Teachers Association)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Austswim Teacher of Swimming and water safety</td>
<td>Swim Australia Teacher (SAT)</td>
</tr>
<tr>
<td>Minimal cost required by provider</td>
<td>$215</td>
<td>$100</td>
</tr>
<tr>
<td>Cost for university students</td>
<td>$215</td>
<td>$100</td>
</tr>
<tr>
<td>Amount of time valid</td>
<td>3 years</td>
<td>4 years</td>
</tr>
<tr>
<td>National recognition</td>
<td>RTO 104975</td>
<td>RTO20948</td>
</tr>
<tr>
<td>International recognition</td>
<td>_</td>
<td>International Federation of Swim Teachers Association (IFTSTA)</td>
</tr>
<tr>
<td>Units of competency</td>
<td>SRC AQU 003B, SRC AQU 008B, SRC AQU 009B, SRC AQU 0010B, SRC AQU 0011B, SRC AQU 013B, SRC CRO 007B</td>
<td>SRC AQU 003B, SRC AQU 008B, SRC AQU 009B, SRC AQU 0010B, SRC AQU 0011B, SRC AQU 013B, SRC CRO 007B</td>
</tr>
</tbody>
</table>
Benefits (swimming – no cost)

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

- https://www.plymouth.ac.uk/courses/undergraduate/bed-primary-physical-education
Global Community Research

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

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

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

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

- Time (lecturer workload)
- Systems (Educational Structures) in place (university, schools, leisure centre & educational policies) – Austswim verse SAT
- Industry and education (does not sit flush) – swim presenter qualifications & instructor / teachers
- Funding (equipment & transport)
- Change in schools & university (new staff, courses & campus cut)
It was a fantastic opportunity for our students as many have never had formal (swimming) lessons before. The low socio-economic situation of many families in this area means that many students are not able to have the opportunity of learning about water safety with instructors. While Churchill Primary School does offer a swimming lesson program we often find that those most in need of lessons find the price too high. By offering free lessons through the University program we had 100% attendance from Prep/One/Two, which is amazing!

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

We have also received many positive comments from parents about this wonderful opportunity. Many were amazed that the lessons would be offered free of charge. One family has three children in the Prep/One/Two area and normally sending all three to swimming lessons is too expensive. However, this time because they were free, all three children were able to go. Their Mum was so happy she didn’t have to exclude any of her children from the lessons. (personal communication, June 13, 2013).
Table 1. Student evaluation of teaching unit (SETU)

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

<table>
<thead>
<tr>
<th>Units involving community collaborations</th>
<th>EDF 1600 2011 HPE in schools</th>
<th>EDF 1600 2012 HPE in schools</th>
<th>EDF 1600 2013 HPE in schools</th>
<th>EDF 1600 2014 HPE in schools</th>
<th>EDF 2611 2011 Swimming (offered biennially)</th>
<th>EDF 2611 2013 Swimming (offered biennially)</th>
<th>EDF 3619 2012 Sports/ Tennis (offered biennially)</th>
<th>EDF 3619 2014 Sports/ Tennis (offered biennially)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive contribution to practice</td>
<td>4.79</td>
<td>4.30</td>
<td>4.70</td>
<td>4.67</td>
<td>4.30</td>
<td>4.75</td>
<td>4.72</td>
<td>4.75</td>
</tr>
</tbody>
</table>
Table 2. Student evaluation of teaching unit (SETU) for EDF2611 experiencing aquatic environments for Monash University Gippsland

More than 15 enrolments and 10 or more completed surveys.

<table>
<thead>
<tr>
<th>Year offered EDF2611 Experiencing aquatic environments</th>
<th>Overall Satisfaction with quality (5 – strongly agree, 1 – strongly disagree)</th>
<th>The learning resources in this unit supported my studies (5 – strongly agree, 1 – strongly disagree)</th>
<th>The feedback I received in this unit was useful (5 – strongly agree, 1 – strongly disagree)</th>
<th>This unit made a positive contribution to my experiences during practicum (5 – strongly agree, 1 – strongly disagree)</th>
<th>Overall impression of the ASCTA Swim Australia Teacher course (5 – excellent, 1 – unsatisfactory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 (No partnerships)</td>
<td>2</td>
<td>3.1</td>
<td>2.63</td>
<td>2.33</td>
<td>No course</td>
</tr>
<tr>
<td>2011 (1st year of partnerships)</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4.3</td>
<td>4.7</td>
</tr>
<tr>
<td>2013 (2nd year of partnerships)</td>
<td>4.4</td>
<td>4.61</td>
<td>4.22</td>
<td>4.75</td>
<td>4.8</td>
</tr>
<tr>
<td>2015 (Best Start program ceased. No partnerships)</td>
<td>2.6</td>
<td>3.17</td>
<td>2.86</td>
<td>3.63</td>
<td>No course</td>
</tr>
</tbody>
</table>
Table 3  Student Evaluation of Teaching Unit (SETU) for EDF3619 Sport and physical activity education at Monash University Gippsland
more than 15 enrolments and 10 or more completed surveys

<table>
<thead>
<tr>
<th>Year offered</th>
<th>Overall Satisfaction with quality (5 – strongly agree, 1 – strongly disagree)</th>
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<th>This unit made a positive contribution to my experiences during practicum (5 – strongly agree, 1 – strongly disagree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 (No partnerships)</td>
<td>2.5</td>
<td>3.57</td>
<td>3.38</td>
<td>2.67</td>
</tr>
<tr>
<td>2012 (1st year of partnerships)</td>
<td>4.56</td>
<td>4.67</td>
<td>4.56</td>
<td>4.72</td>
</tr>
<tr>
<td>2014 (2nd year of partnerships)</td>
<td>4.40</td>
<td>4.25</td>
<td>4.25</td>
<td>4.75</td>
</tr>
</tbody>
</table>
Qualitative feedback (pre-service teachers – best aspects)

• “Spending time teaching kids and seeing them grow along with ourselves” (SETU, 2012, Q11).
• “Getting to teach students [children] swimming lessons was a highlight as we were all contributing to the children’s learning and helping them to achieve skills that they would otherwise not have the chance to practice” (SETU, 2013, Q11)
• “Learning through experience, including teaching children first hand” (SETU, 2011, Q11). “During the on campus practical Tim Lynch’s passion for the course engaged me and encouraged my participation” (SETU, 2013, Q11).
• “The best aspect of this unit was the primary school focus that the lecturer provided. Everything that was being taught was in relation to how we could use this in a primary school” (SETU, 2011, Q11).
• “Being able to see movements in action and break them down into easy steps for younger students” (SETU, 2011, Q11).
• “The workshops were the best part – they were fun, creative and helpful for education in the future. It will be something that I will take with me in my teaching career” (SETU, 2013, Q11)
• “The best aspect would be that we put our lecture into practice during the workshop, it works brilliantly in getting the information through that was explained” (SETU, 2011, Q11).
• “Obtaining my SAT certificate and CPR certificate. Overall, fun and educational, with a teacher with clear, precise explanations and relating the coursework to field based examples” (SETU, 2011, Q11).
• “The assistance of Tim and the amount of equipment available at the venue” (Swim Australia Teaching [SAT] evaluation, 2011, p. 1).
• “The resources and feedback provided” (SAT evaluation, 2011, p. 1)
• “The resources that were made available within this unit. By participating in activities with the students one day a week, the best opportunity was given to all pre-service teachers. Tim also had all the necessary equipment for tennis available to use and guided us students to receiving resources from Tennis Australia” (SETU, 2014, Q11).
• “Being able to reflect upon your own teaching was a great benefit. Tim was always helpful and extremely approachable! He didn’t seem to look down upon the students but rather was a real person which all students respect!” (2013, Q11).
• “The workshops are always educational and Tim is very easy to approach” (SETU, 2011, Q11).
• The SAT swimming qualification was “Much more effective than if I had done it on my own. Well done on allowing this to be part of our university training” (SAT evaluation, 2011, p. 1)
• “the supervision and assistance provided throughout” (SAT evaluation, 2013, p. 1).
• “Collaborative learning environment. Classroom discussions. Fun, active learning. Interesting discussions. Teacher is easy to approach for help. Positive learning environment” (SETU, 2013, Q11).
Empowerment

- **Pre-service teachers** – extended learning opportunities - ‘hands on’, practical, experiential learning & teaching

- **Local primary school children** – quality swimming & water safety lessons, sport sessions and tennis coaching (at no cost)

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

- **Provision** - Teacher education, supply and development
- **Creative** - Facilities, equipment and resources
- **Encouraging** - Curriculum flexibility
- **Developing** - Community partnerships
Letters of thanks

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

Breeanna

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

Tamika.