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Benefitting from National Initiatives: Tennis Australia 'Hot Shots'

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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

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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