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# Context of Partnerships

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## 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

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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).

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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.

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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