Seed has been planted

- Learning process
- School and community developing
- Education and training program continues to develop
- B improves growth in public education including more generally

Advantages
- QL (quality lessons, low ratio)

Collaboration
- Family involvement
- Education and training program

Barriers
- Proper facilities and resources for participation
- Limited number of hours due to the following
- Program requires commitment from a variety of stakeholders
- Time commitment

Commitment to action
- Promoting world-class facilities and amenities
- Improving educational outcomes for the disadvantaged youth
- Focus on providing quality education and training

Future needs: Enhancing quality
- Improving public education
- Enhancing water and pool

Potential barriers
- Institutional processes
- Cultural and regional differences
- Limited resources

Challenges and opportunities
- Need for more investment
- Collaboration with community leaders
- Scaling up the program

Background
- Victorian Government's "Swim and Survive" Program
- "Every Kid Can" Victorian Government's initiative
- National Water Safety Program Alliance

My Why?

My Why?

My Why?

My Why?
Investigating a win, win situation: delivering quality swimming experiences for children in local primary schools within the Gippsland region, through teacher education.
Creating a win, win situation: children in local primary schools
Background
Background

Melbourne Declaration on Educational Goals for Young Australians (December, 2008)

Socio-cultural

The most important driver for the National Curriculum should be about...
Goals for

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:
- Successful learners
- Confident and creative individuals
- Active and informed citizens

---

would be about

goals for our most

7)
Goal 1: Australian students will achieve international excellence.

Goal 2: All young Australians will achieve:
- Successful learning outcomes
- Confident and creative contributors
- Active and informed citizens

Socio-cultural

‘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’ (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
What?

Swimming & water safety education

EDF2616 Experiencing Aquatic Environments
  • elective - PE stream

future teaches implementing quality swimming and water safety lessons
Why?

Achieve national goals

Children benefits

University student benefits

- Victorian Institute of Teaching graduates - current (VIT, 2008)
- EDF2616 unit requirement
- Cut costs and time
- Pathway created for students
- Swim Australia Teacher Certificate
- Bronze Medallion Certificate
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).
Why?

Achieve national goals

Children benefits

University student benefits

- Victorian Institute of Teaching graduates - current (VIT, 2008)
- EDF2616 unit required
- Cut costs and time
- Pathway created
e.g. Swim Australia Teacher
- Bronze Medallion Cert IV
• Victorian Institute of Teaching (VIT) teacher registration requirement PE graduates - current teacher of swimming and water safety qualification (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)
Who?
<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><strong>Course</strong></td>
<td>Austswim Teacher of Swimming and water safety</td>
<td>Swim Australia Teacher (SAT)</td>
</tr>
<tr>
<td><strong>Minimal cost required by provider</strong></td>
<td>$215</td>
<td>$100</td>
</tr>
<tr>
<td><strong>Cost for university students</strong></td>
<td>$215</td>
<td>$100</td>
</tr>
<tr>
<td><strong>Amount of time valid</strong></td>
<td>3 years</td>
<td>4 years</td>
</tr>
<tr>
<td><strong>National recognition</strong></td>
<td>RTO 104975</td>
<td>RTO20948</td>
</tr>
<tr>
<td><strong>International recognition</strong></td>
<td>–</td>
<td>International Federation of Swim Teachers Association (IFTSTA)</td>
</tr>
<tr>
<td><strong>Units of competency</strong></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>
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(Australian Government, 2011)
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
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Lesson Plans</th>
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</thead>
</table>
| 4th March | Swimming  
- Plan, deliver and review a lesson – SAT Lesson Plans, Mod 10 Austswim  
- Pool Orientation, water safety, developing confidence, beginner entries, emergency signal, face in, floating, gliding – SAT Intro to water, Austswim Module 7  
- Floating & movement skills  
- Principles of movement in water - SAT Practical Biomechanics  
Lifesaving – Swim and Survive (SAT Water Safety & Aquatic Survival)  
- Entries and exits  
- Sculling and body orientation skills  
- Underwater skills  
- Survival strategies and techniques (Bronze Assessment)  
Timed swim (13min) (Bronze Assessment)  
100m of each – Freestyle, breaststroke, survival backstroke and sidestroke |
| Week 2 | 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 | 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 & Aquatic Survival)  
- Rescue Principles  
- Awareness  
- Assessment  
- Action  
- After care  
- Initiative Tests (Bronze Assessment) (SAT Rescue)  
Practise timed swim for Bronze assessment (optional) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Professional Placement – Assignment 1 due (Friday 1st April)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7 15th April</td>
<td>Swimming</td>
</tr>
<tr>
<td></td>
<td>• 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)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Lifesaving – Rescue techniques</th>
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</thead>
<tbody>
<tr>
<td>• Rescue techniques (SAT Water Safety &amp; Aquatic Survival)</td>
</tr>
<tr>
<td>RLSSA CH 6</td>
</tr>
<tr>
<td>• Non-swimming rescues, swimming rescues, defences, contact rescues, contact towing techniques, spinal injury management (Bronze Assessment) &amp; SAT Rescue</td>
</tr>
<tr>
<td>• Landings</td>
</tr>
<tr>
<td>• Search and Rescue (Bronze Assessment)</td>
</tr>
<tr>
<td>SAT Rescue – 12m swim, rescue patient-aided 12.5m tow-recovery to side of pool, land, simulated rescue breathing.</td>
</tr>
<tr>
<td>Timed tow (3mins 15 secs) – In clothing (removed at any time), swim 50m, tow unconscious casualty 50m. (Bronze Assessment)</td>
</tr>
<tr>
<td>Practise timed swim for Bronze assessment (optional)</td>
</tr>
</tbody>
</table>

| Week 8 22nd April | Good Friday (no workshop) |

| Week 9 6th May | Swimming  |
|---|
| • Quality teaching and learning – Survival backstroke body position, leg action, arm action, breathing, evaluating technique, progressions (SAT Swimming strokes, Austswim Module 9) |

<table>
<thead>
<tr>
<th>Lifesaving – Resuscitation (Bronze Assessment) (<strong>CPR is required for SAT)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anatomy and physiology</td>
</tr>
<tr>
<td>• The need for resuscitation</td>
</tr>
<tr>
<td>• DRABCED</td>
</tr>
<tr>
<td>• Signs of life</td>
</tr>
<tr>
<td>• Danger</td>
</tr>
<tr>
<td>• Response</td>
</tr>
<tr>
<td>• Airway</td>
</tr>
<tr>
<td>• Rescue breathing</td>
</tr>
<tr>
<td>• Compressions</td>
</tr>
<tr>
<td>• Chest compressions</td>
</tr>
<tr>
<td>• Cardiopulmonary resuscitation (CPR)</td>
</tr>
<tr>
<td>• After care</td>
</tr>
<tr>
<td>• Learning resuscitation</td>
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<td>Practise timed swim for Bronze assessment (optional)</td>
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</tbody>
</table>

Tutorials/Workshops Friday Group 1: 10:00-12:00 Group 2: 1:00-3:00

<table>
<thead>
<tr>
<th>Week 10 13th May</th>
<th>Teaching children (practi)</th>
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<tbody>
<tr>
<td>• Student teachers in class</td>
<td></td>
</tr>
<tr>
<td>• Each student teaches</td>
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<td>• 8 students (30 children)</td>
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<th>SAT Teach Assessment (class)</th>
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<td>Assignment 2 due (Friday)</td>
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<th>Teaching children (practi)</th>
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| SAT CD ROM – Theory Assessment (complete) |

| Bronze Assessment – Theory written Q & A (complete) |
### Tutorials/Workshops

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<td>20th May</td>
<td>27th May</td>
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</table>

#### 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 Test**

---

**SAT CD ROM – Theory Assessment (completed at home)**

Print out certificates and give to lecturer

**Bronze Assessment** – Theory written Q & A (must get 80% - 24 out of 30 correct or above)

Supported the pathway

Specifically within Gippsland

Supported the pathway

Specifically within Gippsland

“school engagement/outreach programs addressing the perception of tertiary education in the primary and secondary school environment” (p. 21).

“encourages building on existing partnerships and strengthening articulation arrangements between providers” (p. 4).
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timely

Monash University/local City Council/ Australian Government, completion of the local leisure and sports centre redevelopment project.

Collaboration

(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.
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Advantages

Low lessons (low
Advantages

quality lessons (low ratio)

• Children enjoyed (smiles and excitement),
• parents came to watch
• Children grew in confidence and ability
• Students placed theory into practise
• Relationships built (RTO/local health industry/ local primary schools and Monash

[Logos and images of organizations]
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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.”

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 2 yrs of PE). The Unit co-ordinator’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.

Course was commended by the CEO of Swim Australia (ASCTA)
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Barriers

Social Relationship

underestimated
Barriers

Social Relationships can be very complex (often underestimated)
- university sector was at the mercy of the
  Swimming Supervisor’s competency or lack of
- competition rather than collaboration
- 4 year university degree aligned with a weekend
  and on job (20 hour) course

  • The paradox in ideologies between capitalism of business and
    social justice of education
  • Cert IV in Training and Assessment cumbersome and
    unnecessary
  • Some teachers perceived lessons as free time (non contact time)
  • Unit is biennial

↓

takes time and effort
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need for flexibility and communication

“Institutional possibilities, focussed on the role of tertiary education providers in responding to local need through partnerships and flexible governance arrangements.” (p. 12).
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“Current pathways between schools, TAFE institutes and universities are unclear and inaccessible. A coordinated approach is needed to improve pathways between education providers.” (DEECD, 2011, p. 23).

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"The creation of an open, meaningful and collaborative dialogue between tertiary education providers and industry in Gippsland should be encouraged." (DEECD, 2011, p. 30)
Seed has been planted

Learning process
reflect and continue developing
another way of building my confidence in the students'ability
Seed has been planted

- Learning process
- reflect and continue developing
- another way of building my confidence in the students'ability
- Discussion paper - 5 outcomes identified
- 3) Improved participation in education and training more generally for the community
Water Safety
Opportunities

can help you get out of comfort zone
relationships

Using strengths of stakeholders

Australian community
Confidence
Swimming
Quality
- Variety & physical world
- fun
Preparation for life and lifelong PA
Potential
ST MATTHEW'S CATHOLIC PRIMARY SCHOOL, LOGANHOLME
Year 4 Green, 1996

ROW 4 (L - R)  Danielle Westermeng, Chris Colwell, Anthony Heran, Thomas Ammar, Riley King, Karly Dowden.
ROW 3 (L - R)  Erin Keelas, Greg Fisher, Nathan Ward, Kate Nutter, Alicia Coutts, Christie Culler, Geoffrey Veenbaas, Joshua Robinson, Stephanie McAuliffe.
ROW 2 (L - R)  Michael Wheeler, Cristian Caruana, Andrea Vega, Elizabeth Gemain, Lana Godfrey, Kathleen Haddon, Patrick Kerr, Jayshal Maganlal.
ROW 1 (L - R)  Mark Long, Tyneale Purdue, Monica Collins, Kyle Chapland, Christopher McGrath, Emily Carpenter, Melissa Wilson, Thomas Rowe.

Teacher       Tim Lynch.
Principal     Bev Tronc.  Assistant Principals: Carmel Flynn (A.P.A), Helen Clarke (A.P.E.).
Background

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Goal 1: Australian schooling promotes equity and excellence
Goal 2: All young Australians become:
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- Confident and creative individuals
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