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To Whom It May Concern

It is with great pleasure that I have been afforded the opportunity to articulate a statement of professional impact and support for Assistant Professor John Williams to the position of Associate Professor at the University of Canberra. I have known John for four years in a professional capacity and have collaborated with him on countless educational initiatives in the discipline of Sport Pedagogy, Health and Physical Education at the University of Canberra – a discipline that John has rightly earned the reputation of one of Australia’s most respected preeminent scholars – a status that is not limited within our national shores but also validated and recognised internationally. These countless educational initiatives have been remarkably transformative to the growth of tennis in Australia amongst coaches, in-service and pre-service specialist Physical Education and generalist teachers. I intend to elaborate in greater detail with regard to his expertise and influence in the proceeding paragraphs.

In the first instance, John has been instrumental in providing invaluable suggestions and avenues of contemporary dialogue and innovative perspectives within the discipline of Health and Physical Education to further the development and subsequent design – via his unique expertise in the area of pedagogy and sport sociology – in a number of Tennis Australia’s educational resources designed to provide contemporary educational collateral and a strong sense of educative purpose to achieve one of Tennis Australia’s key objectives – the promotion of tennis and physical activity within schools and the education of tennis coaches and teachers in connection to current and relevant pedagogical models that serve to enhance their respective teaching and coaching practices.

Due to John’s input and professional expertise, tennis has developed curriculum aligned resources for Primary (P-6) and Secondary (7-10) school teachers. These resources were designed to reinstate tennis back on the agenda during curriculum time and to assist teachers to develop students’ movement competency and confidence to promote lifelong physical activity. These resources are now considered and viewed as the dominant discourse amongst other National Sporting Organisations (NSOs) and indeed within school sport and physical education. The resulting development of these resources have provided professional learning opportunities in the form of over 20 conference presentations (both nationally and internationally) for ACHPER, PE Pulse and AISNSW PDHPE – all applying tennis as a vehicle to promote the educational objectives of these professional associations.



With humility in mind, I feel I am well positioned to comment on John's positive influence and expertise in the discipline of program design and teaching capability. I currently manage a Tennis for Tertiary program at Tennis Australia that involves 26 Universities nationally. This project involves the infusion of tennis as a practical vehicle to cater for each institution's theoretical teaching and coaching units. The program that John leads at the University of Canberra is prominent and considered 'best practice' within this project and demonstrates leadership and pedagogical innovation. In comparison to other tertiary institutions in Australia that provide Health and Physical Education training, John's courses and units in connection to Health and Physical Education at the University of Canberra provide the most comprehensive variety of pedagogical models within pre-service teacher training in Australia. These models include; Mosston and Ashworth's Spectrum of Teaching Styles; Constraints-Led approach theory; Game Sense; Metzler's Instructional Models; Teaching for Personal and Social Responsibility (TPSR) and Teaching Games for Understanding (TGfU). John's ability to introduce and present these models in both a theoretical and practical perspective provide the students at the University of Canberra – when they graduate – with an advantage to enter the profession of teaching with a wide range of teaching skills to thrive and make a positive impact on the physical activity levels and health of students from P-10. This outcome relates strongly to enhancing teaching in a manner designed to cultivate a culture of continued improvement and high engagement in addition to increasing student engagement and satisfaction with learning through quality teaching.

As an adjunct Associate Professor at the University of Canberra, I have had the privilege of both collaborating with John during these theoretical and practical sessions in addition to observing his teaching skills and engagement with students. In my professional opinion, John possesses both the knowledge and teaching acumen that represents, at the very least, the position of an Associate Professor within your institution. This observation is informed by my interaction with the majority of tertiary institutions in Australia that are designed to train Health and Physical Education teachers.

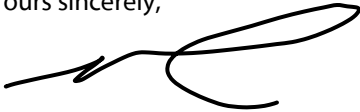
In relation to service and engagement, which includes contributions to the University and the broader academic community, and engagement with the wider community, business and industry, John has organised several educative initiatives designed to both inform and professionally develop both in-service and pre-service teachers. This was evident in his organisation of two professional development opportunities for teachers in Canberra. The first involved a breakfast symposium to discuss how ACT teachers assess the Australian Curriculum Focus Area of Games and Sports – which included both a theoretical and practical element. This initiative also resulted in a collaborative research outcome with Associate Professor Shane Pill from Flinders University and I which was subsequently published in the journal of Sport, Education and Society entitled – *'I think everyone is on board with changing how we do things, but we are yet to find a best fit model': A figurational study of assessing games and sport in physical education*. John also organised and conducted an ancillary professional development opportunity for teachers in the ACT which focused on 'safe' practices in Physical Education. Both initiatives were extremely well received and served to promote a collective 'thirst' amongst teachers in the ACT for further workshops.

Lastly, John has been a regular keynote and feature presentation speaker at Tennis Australia's Tennis for Tertiary Education forum during the Australia Open for the past 3 years. This forum comprises of Australia's most prominent pedagogues and

experts in the discipline of Sport Pedagogy and Health and Physical Education. His presentations, insights and expertise are insightful, contemporary and highly valued amongst his peers.

In conclusion, articulating on paper the magnitude of an individual's professional reputation and standing in addition to adequately documenting and illustrating one's influence – in this case, John's professional relationship with Tennis Australia in addition to his teaching skills – is challenging. Therefore, I invite you to make contact with me should you wish to understand, in more detail, the prominence of John's association with Tennis Australia in addition to his contributions to the Health and Physical Education students at the University of Canberra as well as the numerous educational initiatives and projects that have occurred over the past four years in addition to many other projects that are currently in development.

Yours sincerely,



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