

**Submission
No 28**

INQUIRY INTO REVIEW OF THE NEW SOUTH WALES SCHOOL CURRICULUM

Organisation: United Taekwondo

Date Received: 6 August 2020



UNITED TAEKWONDO



ABN : 70 118 826 270

The Hon. Mark Latham, MLC
Parliament House
Macquarie Street
SYDNEY NSW 2000

Dear Sir,

RE: Review of the New South Wales School Curriculum - Terms of Reference 3(c)

“A strong sense of wellbeing enables students to explore, experiment and actively engage in their learning environment with confidence and optimism.”

My name is Paul Mitchell, they call me Master Paul and I am the Founder and Master Instructor for United Taekwondo. What we do is provide an environment where students are inspired to achieve greatness through self-belief, not through physical contact.

In 2006 I registered as an Active After School Communities Coach and over the next 8 years my organisation taught at 250 locations with over 7,000 children becoming involved in martial arts activities. At the end of the program in 2014 I am proud to announce that the Australian Sports Commission selected me as the best coach out of 3,500 coaches in NSW/ACT.

In 2018 I returned to the school system to continue my work in combatting bullying and found out that you need to be associated with a National Sporting Organisation (NSO) that is registered as a Sporting Schools Provider to be able to run a taekwondo program in schools. I contacted Australian Taekwondo and shared my knowledge and experience with them. Over the next two years I worked closely with Australian Taekwondo to help them become registered as a Sporting Schools Provider and I am delighted to announce that we are now officially the 36th Sporting Schools Provider.

I am writing to you to offer my experience and expertise with regards to:

Term of Reference 3(c) Whether and to what extent schools should be involved in the ‘social and emotional development’ of students, as per the Melbourne/Alice Springs Declarations, and growing popularity of ‘wellbeing programs’ in NSW schools

Almost 25% of school students in Australia, or an estimated 910,000 children, experience bullying at some stage during their time in school. The consequences of bullying last for many years after schooling is complete.

Each year, 543,000 bully perpetrators instigate more than 45 million bullying incidents. This means that, on average, male bully victims experience 51 bullying incidents and female bully victims experience 48 bullying incidents each year, or more than one incident per school week.



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There are three main types of bullying: **overt bullying**, which is most easily identified because it is visible, be it physical, verbal or visible exclusion; **covert bullying**, which is more difficult to detect and includes spreading rumours; and **cyber bullying**, a newer form of traditional bullying that transpires online and is difficult to define and measure.

The trauma that occurs as a consequence of bullying is felt both immediately at school and long after students have completed school. Whilst the bullying itself may stop after school, the potential consequences may continue to impact family and community members and the health system, in addition to the individual involved.

This analysis has identified that the costs associated with bullying total an estimated \$2.3 billion, incurred while the children are in school and for 20 years after school completion, for each individual school year group. The estimated costs are experienced by individuals, families and communities and can be broken into two components:

- By the time each student cohort has completed its schooling years (generally this is 13 years), victims of bullying, perpetrators, their families, schools and the community will have experienced an estimated \$525 million in costs associated with bullying.
- After school completion, the consequences of bullying continue and are estimated to cost \$1.8 billion for each single cohort of students over a period of 20 years. This is driven by impacts to productivity, chronic health issues, and impacts on family and the community from continued bullying behaviour that can extend to violence.

The complete report “**The economic cost of bullying in Australian schools**” has been attached with this submission.

Recommendation - Early Intervention

“Attitude Reflects Leadership”

From my experience you need to have an intervention program that deals with bullying at an early age. I have found the greatest success happens when our program is taught holistically across the whole school. Once you build respect and resilience in young people it gives them a sense of belonging, purpose and meaning, and of having empathy for the circumstances of others. They become confident and creative individuals, successful lifelong learners, and are encouraged to give back to society in a meaningful way. The program promotes a new way of thinking which results in having children enjoy coming to school, build lasting friendships and develop the confidence to be successful in all areas of life.

Originally our program, Taekwondo Kickstarters, was developed for black belts to teach a government funded program to primary school children which encouraged them to take up taekwondo outside of school hours and maybe one day represent Australia at the Olympics.



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I have taken the program to the next level and made it available for primary school teachers and university students studying to become a primary school teacher. It has some unique features:

It is simple, effective, and available online. Primary school teachers can now learn how to share the benefits of martial arts with their students.

They have the following resources available:

- Online Training – teach them in detail how to perform the techniques used in program
- You Tube videos – teaching them how to teach the techniques to their students
- 10 Lesson Plans – each lesson plan has video links to demonstrate how to deliver the techniques with the confidence and authority of a martial arts instructor
- 10 Stories – narrated by Master Paul that resonate with the children and show them their true potential and instils the school's values and good practices
- Anti-Bullying Pledge – the students sign the pledge so that they agree to respect one another, include one another and help someone who is bullied.

University students studying to become primary school teachers can get additional experience working in a school when they run the program. This will provide them with not only an income but hours of invaluable teaching experience and the ability to build relationships with the staff at schools that may employ them when they graduate. A far better part time job for them than working in a bar or café. This will result in well-rounded university graduates and lessen the dropout rate from tertiary education (having a beneficial effect on the Australian economy).

Our program inspires children into a state of listening and learning. Then the teacher shares a story that resonates with them. This helps develop leadership skills such as effective communication, problem solving, demonstrating empathy and relationship building. Inclusive leadership enables schools to truly discover what is possible for their students and helps the teachers and students work towards improving educational outcomes.

Thank you for taking the time to read my submission. I am available to discuss any aspect of it at a time that suits you.

Yours Sincerely

Paul Mitchell
Founder & Master Instructor
United Taekwondo