Tim Lynch

- Teaching experience
- Education Systems
- BCE HPE network panel (1999-2001)
- Studies and research
Doctor of Education (2002- present)

TITLE OF STUDY:
Evaluating school responses to the new Queensland Health and Physical Education Documents (1999) in Brisbane Catholic Education Primary Schools.
Research Problem

- How is HPE taught in these schools?  
  Why?

- Equality
  - HPE KLA
  - Role it plays within each BCE school
Past research

- Physical Education Pedagogy
- Action Research
CH 1. Context of the research

- HPE history of:
  - discourses - military, scientific, health & sporting
  - Underpinned by ideologies - sexism, elitism, healthism, individualism, meritocratism & mesomorphism

- Hidden curriculum

- ‘Crisis’ - social and cultural forces

- Senate Inquiry 1992
  (supported in-house discussions)
Context of the research

- New policy was recommended
- 1989 Ten Common and Agreed National Goals for Schooling in Australia
  "to provide for the physical development and personal health and fitness of students, and for the creative use of leisure time" (equal status)
- 1991, Australian Education Council (AEC) recommended- statements and profiles (OBE)
Context of the research

- 1996 BCE appointed HPE Co-ordinating education officer
- Constructed intersystemically (EQ, CEC, AIS)
- HPE/ Science- first syllabuses
- 3 strands (equal weighting) - 1.5 hrs per week
Context of the research

- Adopted socio-cultural approach
  - recognises that students are influenced by physical, social, cultural, political & economic environmental forces
  - crisis social & cultural meaning
  - HPE teachers task is to ‘make’ the healthy citizen
  - relating to critical pedagogy (understanding new kids & new times)
Context of the research

- Implementation responsibility of each system

- BCE implementation 1999-2001
  - Significant status (new syllabus & EB3)
  - Entitled teachers 120 minutes release time

- Whole School approach
  - adjust syllabus to BCE school context
**Context of the research**

- Developmental effects - likelihood
  12 months less EQ, Change is stressful for teachers, Increased workload - adverse effect on quality

- Australia - Health Promoting Schools (HPS)
  developed in juxtaposition to curriculum
HPS model

- Scope of HPE considered WHOLE
- Enhancing the emotional, social, physical & moral well being of community members
Context of the research

BCE Implementation assumingly complete?
Since 2001 - no direct support (HPE officers, PD)
Webster (2001) NSW primary schools - HPE taught by generalist teachers

Pedagogy?
Context of research

- **Recent literature** - HPE is failing
- **Aim** - bring about cultural change (Howard, 2004)
- **Programs** -
  - *Building a Healthy Active Australia, Get Active*
- **CHANGE** - caused by technological advancements, social and environmental pressures
- **Raises question over the implementation of the socio-cultural HPE syllabus?**
Context of the research

- BCE involved - Strategic Renewal Framework all KLA 2002-2006

- Caution - superficial change (Sparkes)

- Success - determined by teachers & students in classrooms

- Teachers and students FOCUS
  Has change from crisis occurred at a deep level?
Research Problem

How thoroughly and systemically developed is the implementation of the new HPE syllabus in BCE primary schools?
The Research Purpose

To explore the implementation of the new Queensland HPE syllabus (1999) in three BCE primary schools of varying enrolment numbers.
Research Questions

How is HPE taught?

1. How are teachers implementing the HPE curriculum documents (1999, OBE)?
   3 strands, HPE specialist, 1.5 hours a week, quality lessons?

2. What readily accessible resources do schools have to assist with the implementation of Health and Physical Education?
3. What are teachers’ perceptions of the HPE Key Learning Area?

4. What are children’s perceptions of the HPE Key Learning Area?
Significance of the Research

- Assess BCE needs and developments
- Voice teachers’ and students’ perspectives
- Enable the final stages of implementation
- Contextualise major HPE issues
- Contribute towards the Strategic Renewal Framework
- Timing is significant - literature on HPE syllabus responses
- Lack of study for HPE in BCE
CH. 2 Review of Literature

- Conceptual Framework
Exploring the implementation of the new Queensland Health and Physical Education documents (1999) in three primary schools of varying enrolment numbers, within Brisbane Catholic Education (BCE)

The importance of the HPE KLA in a Catholic Primary School

Beginning in the early years

Catholic Context

Quality HPE

Improved performances in other learning areas

Lifelong participation

Health benefits

HPE Syllabus as a policy for implementation.

Reasons for development

HPE syllabus as policy

Policy construction process

Policy implementation within BCE

Curriculum Change

Measuring the implementation degree of development

Focus areas of HPE school curriculum

Considerations for evaluative case studies

Evaluation model

Reasons for development

Focus areas of HPE school curriculum

Considerations for evaluative case studies

Evaluation model
The importance of HPE within a Catholic context

- Operates in conjunction with RE (integrated)
- Catholic school only experience of Church
- 8 Catholic qualities promoted by HPE
- Social critical curriculum
Health benefits

- Physical fitness & activity minimises the risk of disease, maximises wellness
- Mental Health and social benefits
Academic benefits of HPE

- Improved performances in other curriculum areas

- Shouldn’t expect increased academic benefits all of the time (Senate Committee, 1992)
Optimum time to begin HPE implementation in the primary school

- Pre-school and early years (early detection of motor problems, early intervention programs, confident)

- Inadequate skills – limits participation in lifelong physical activity
Quality HPE is increased

- **Specialist HPE teacher**
  
  (quality instruction/ pedagogy)
  
  - needs to be fun (want to engage)
  
  - Inclusive lessons (diverse abilities & interests)

- **Open ended tasks**
  
  - individual challenges
  
  - modified team sports

- **Benefits the unskilled & obese youngsters the most**
Exploring the implementation of the new Queensland Health and Physical Education documents (1999) in three primary schools of varying enrolment numbers, within Brisbane Catholic Education (BCE)
New HPE documents developed

- **Crisis** - social & cultural forces
- Policy frameworks required changes *(previous primary HPE syllabus 1972)*
- Senate Inquiry recommended new policy
HPE syllabus as policy

- New syllabus is a public, incremental, educational policy
The policy construction process

- Constructed under the QSCC & the representatives from the education systems

- Independent school systems (QCEC & AISQ) only marginally involved
HPE policy implementation within BCE

- Network of lead teachers
- Whole School Approach
- School administration responsible for syllabus implementation
- Ongoing consultancy support ended in 2001
Curriculum Change

- Complex process
- Top-down approach
- Bottom-up approach
- Partnerships working horizontally, collaborative relationships between administrators, curriculum developers, researchers, teachers & parents
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Reasons for development

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Evaluation model
Specific areas of school HPE curriculum to be investigated

- Senate Inquiry - problem issues caused crisis - benchmark (resources, teachers & time)
- socio-cultural approach
- BCE implementation challenges (social justice, inclusive curriculum, resources, quality experiences)
- teaching time for each strand
- HPS model ideal framework for evaluation of all 3 strands
Factors needing to be considered for choosing evaluative case studies

- Evaluative case studies are most appropriate - what was planned and what actually occurred

- Chose suitable teachers & cross-section of schools
Curriculum evaluation models most appropriate

- Relate to 2 metaphors
  - factory (object manufactured)
  - travel (guided tour)

- Improvement/ accountability

- Social agenda/ advocacy

- Combine - social mission & sound evaluation
CH. 3 Research Design

Theoretical Framework
Epistemology
Theoretical Perspective

Constructionism
Interpretivism
Symbolic Interactionism
Research Methodology

Evaluative and multiple case study

Evaluative - identify degree of implementation

Multiple - three case studies
Participants & Data Gathering Strategies

Data Collection Methods
- Interviews; Semi-structured
- Interviews; Focus group
- Reflective journal
- Observation
- Document Analysis
<table>
<thead>
<tr>
<th>Categories of participants</th>
<th>Data Collection Strategies</th>
<th>Maximum TOTAL of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher EdD thesis 2004</td>
<td>Semi Structured Interview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interview Focus Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Observation of class</td>
<td></td>
</tr>
<tr>
<td>Specialist HPE/ Key Teacher</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Years</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Middle Years</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Upper Years</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Years</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Middle Years</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Upper Years</td>
<td>8</td>
<td>25-30 student approx</td>
</tr>
<tr>
<td>Maximum TOTAL for each category</td>
<td>4</td>
<td>24</td>
</tr>
</tbody>
</table>

- Early Years: 0 students
- Middle Years: 8 students
- Upper Years: 8 students

Maximum TOTAL for each category: 94
CH 4 & 5 Analysis of data

- Narrative/ Descriptive report (capture the stories & culture)
- Analysis through Wellington’s 6 staged ‘Constant Comparative Method’
- Analysis is iterative
General stages in making sense of qualitative data (Wellington, 2000, p. 141).

- **Immersion**
- **Reflecting, standing back**
- **Analysing:**
  - dividing up, taking apart
  - selecting and filtering
  - classifying, categorizing
- **Synthesizing, re combining**
- **Relating to other work, locating**
- **Reflecting back** (Returning for more data?)
- **Presenting, disseminating, sharing**

**Process of data analysis**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Analysis of each case study/school using Wellington’s table of analysis.</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Narrative/Descriptive report given for each case study.</td>
</tr>
<tr>
<td>Stage 3</td>
<td>Cross case analysis again using Wellington’s table of analysis.</td>
</tr>
<tr>
<td>Stage 4</td>
<td>Narrative/Descriptive report given for cross case study analysis.</td>
</tr>
</tbody>
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Where am I at?

- Chapter One  Context, Problem & ID
- Chapter Two  Literature Review
- Chapter Three  Method design
- Chapter Four  Presentation of Data
- Chapter Five  Discussion
- Chapter Six  Conclusion & Recommendations

- Presently writing Ch. 5 & 6
Future research plans

- Similar research
- Investigate the impact the social critical curriculum has had on teachers HPE pedagogy
- Students perceptions of what quality HPE involves
- Benefits of group physical activity for new mothers and mothers of young children (proposal due- Health Promotion Queensland)
Tentative completion date of thesis is June, I am on task.

Look forward to further research opportunities