

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

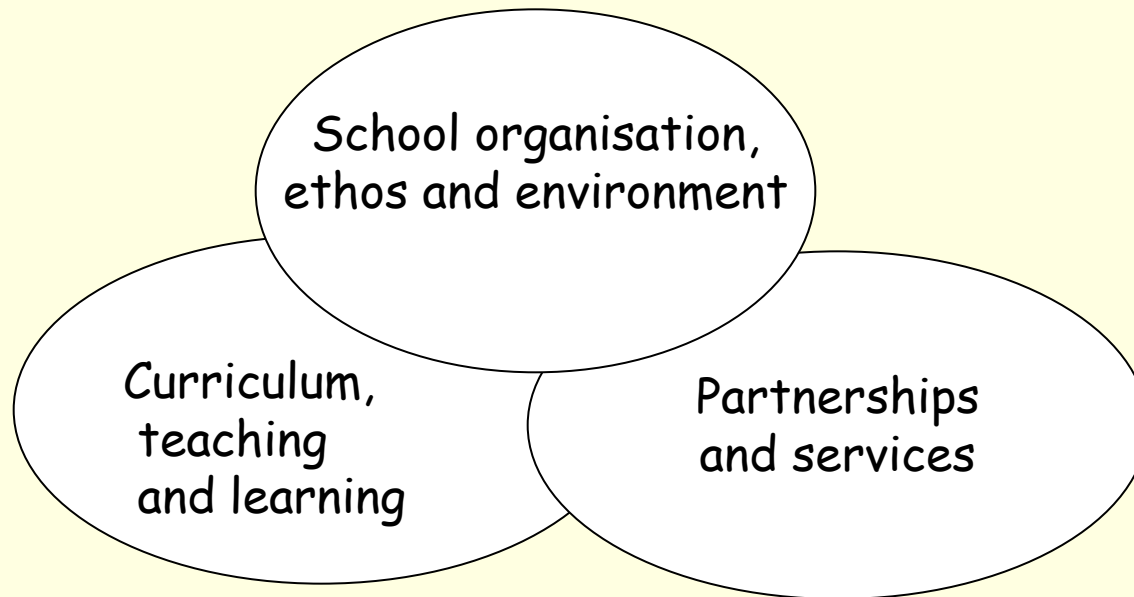
- **Implementation responsibility of each system**
- **BCE implementation 1999-2001**
 - Significant status (new syllabus & EB3)
 - Entitled teachers 120 minutes release time
- **Whole School approach**
 - adjust syllabus to BCE school context

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 thorough 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?*

Research Questions continued

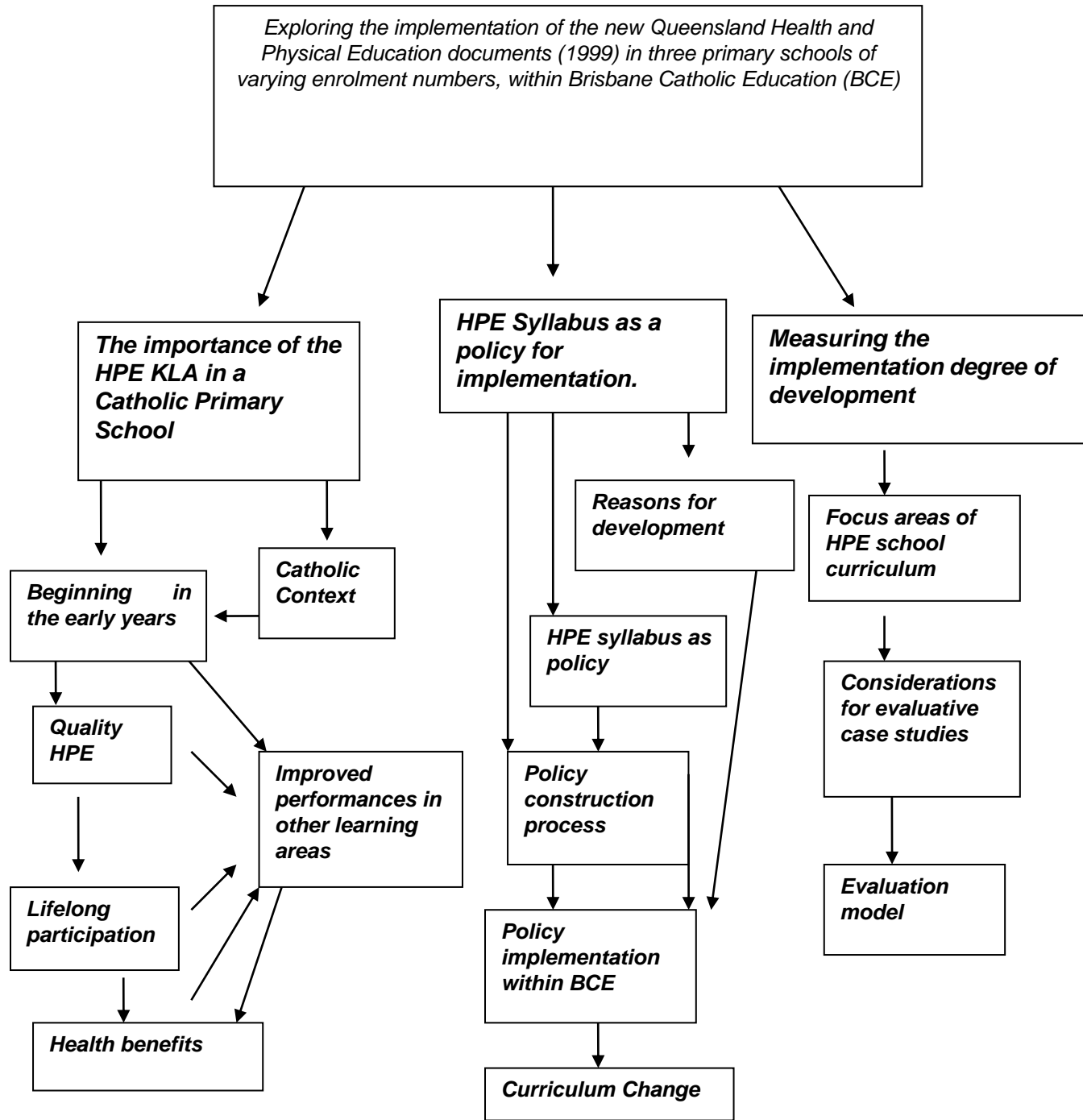
- 3. What are teachers' perceptions of the HPE Key Learning Area?*
- 4. What are children's perceptions of the HPE Key Learning Area?*

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**



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**

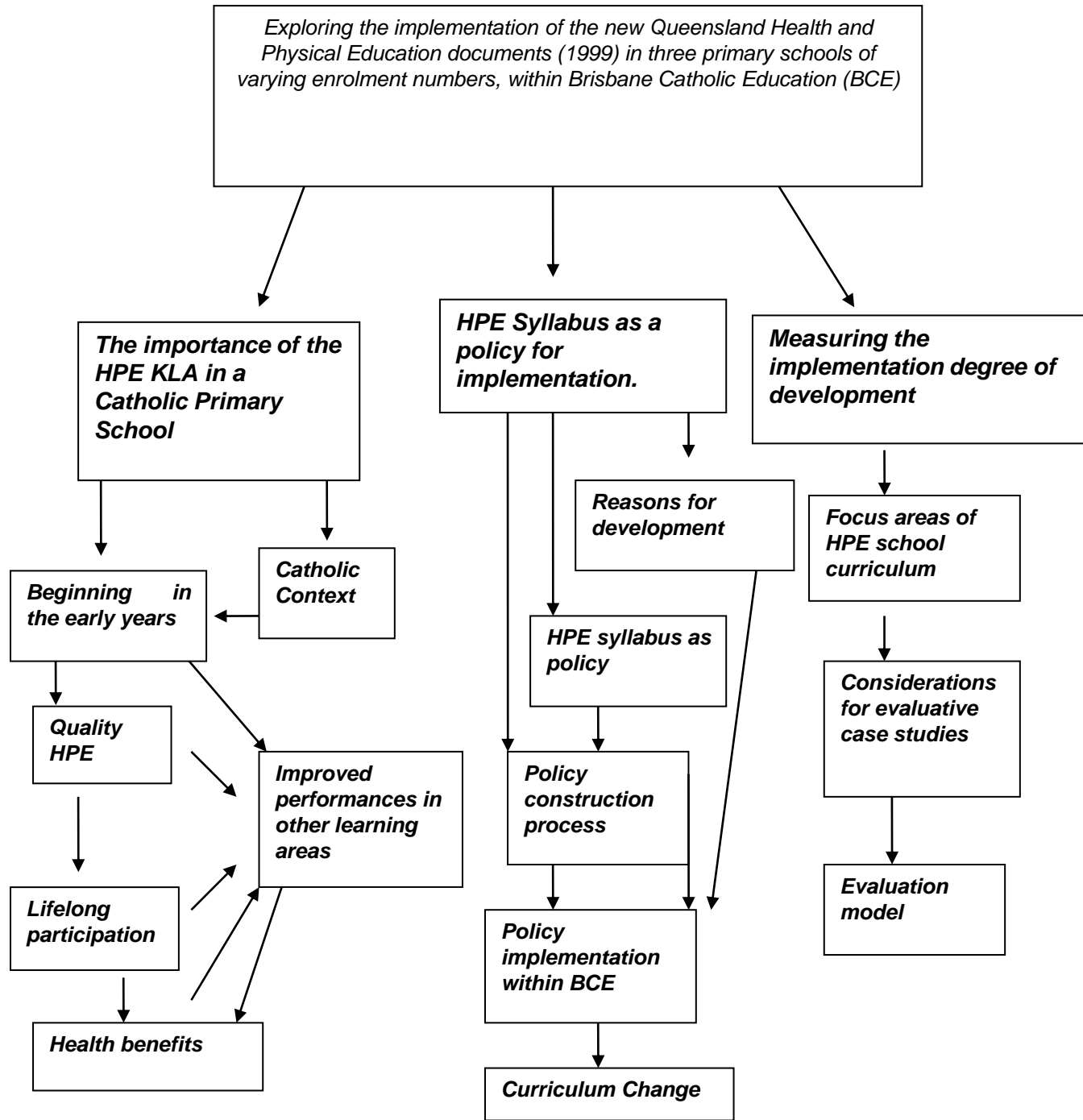
 - (quality instruction/ pedagogy)

 - 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**



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

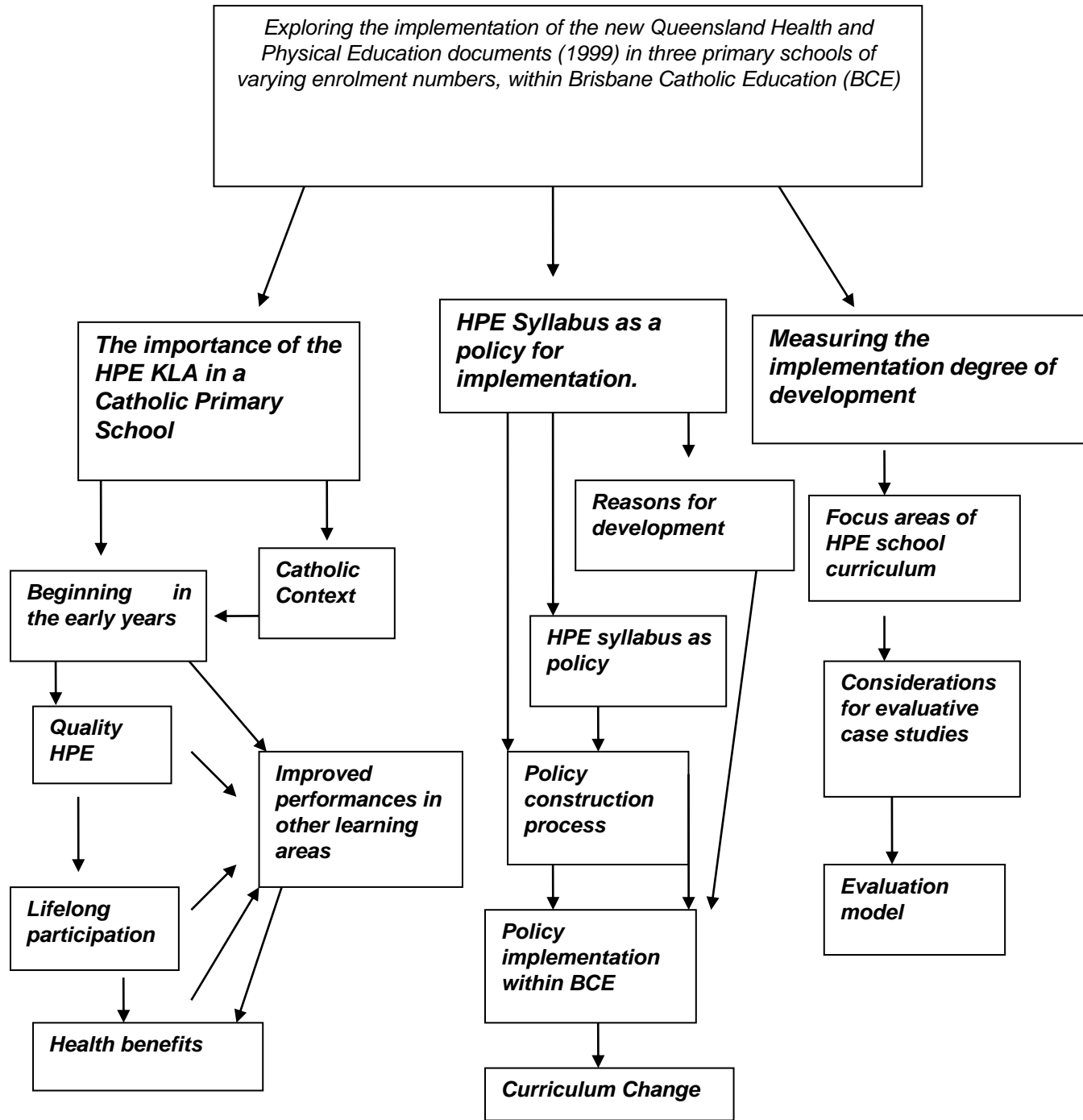
- Constructed under the QSCC & the representatives from the education systems
- Independent school systems (QCEC & AISQ) only marginally involved

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



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

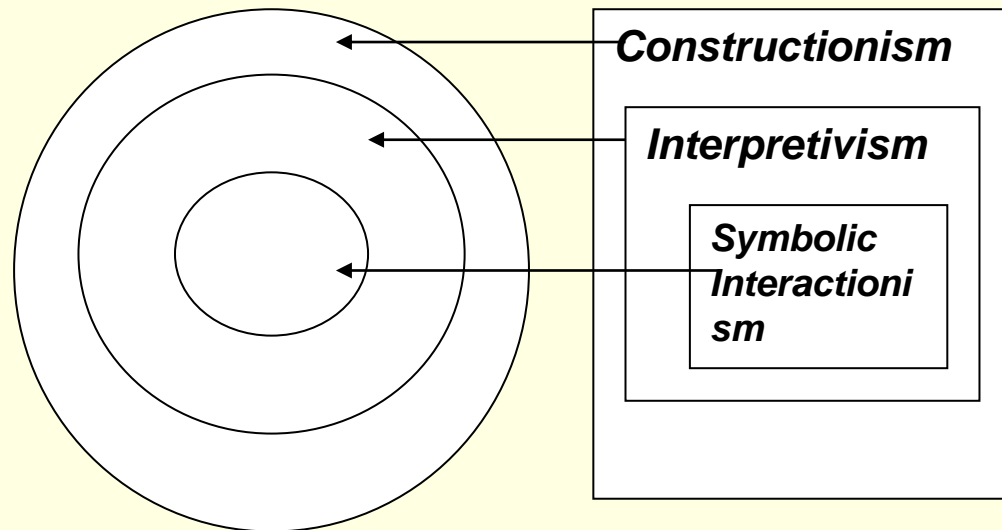
- Relate to 2 metaphors
 - factory (object manufactured)
 - travel (guided tour)
- **Improvement/ accountability**
- **Social agenda/ advocacy**
- **Combine-** social mission & sound evaluation

CH. 3 Research Design

Theoretical Framework

Epistemology

Theoretical Perspective



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

Categories of participants		Data Collection Strategies							
Researcher EdD thesis 2004		Semi Structured Interview		Interview Focus Group		Observation of class		Maximum TOTAL of participants	
Specialist HPE/ Key Teacher		1		0		1		1	
Classroom Teachers	Early Years	1	3		0		1	3 (only if no HPE teacher)	
	Middle Years	1					1		
	Upper Years	1					1		
Students	Early Years	0		8	24		25-30 student approx	75-90 approx	
	Middle Years			8			25-30 student approx		
	Upper Years			8			25-30 student approx		
Maximum TOTAL for each category.		4		24		91 (93 maximum)		94	

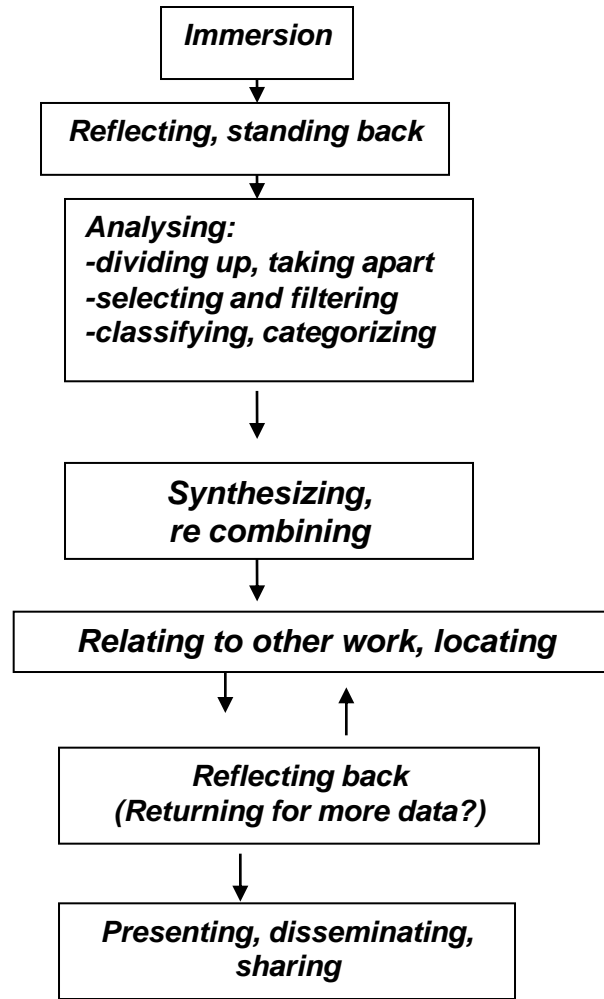
CH 4 & 5 Analysis of data

- Narrative/ Descriptive report
(capture the stories & culture)
- Analysis through Wellington's 6 staged
'Constant Comparative Method'
- Analysis is iterative

Process of data analysis

Stage 1	Analysis of each case study/ school using Wellington's table of analysis.
Stage 2	Narrative/Descriptive report given for each case study.
Stage 3	Cross case analysis again using Wellington's table of analysis.
Stage 4	Narrative/Descriptive report given for cross case study analysis.

General stages in making sense of qualitative data (Wellington, 2000, p. 141).



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
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- ❖ 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)

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- Tentative completion date of thesis is June, I am on task.
 - Look forward to further research opportunities