

Research Proposal

Doctor of Education

TITLE OF STUDY:

Evaluating the implementation of the new Queensland Health and Physical Education Documents (1999) in Brisbane Catholic Education Primary Schools.

1.0 Introduction

- Teaching experience
- BCE HPE network panel
- Systems involvement
 - BCE, Independent, Public
- Emphasises equality
 - KLA in BCE
 - role in each school

2.0 Context of the research

- History of discourses & ideologies in HPE
- 'Crisis' - social and cultural forces
- Senate Inquiry 1992
(supported in-house discussions)
- New policy was recommended
- 1989 Ten Common and Agreed National Goals for Schooling in Australia
- 1991, Australian Education Council (AEC) recommended- statements and profiles (OBE)

2.0 Context of the research continued

- HPE Statement & Profile, Senate Inquiry
 - foundation for syllabus
- 1996 BCE appointed HPE Co-ordinating education officer
 - (SI more support from Ed departments)
- SCAN (withheld from study)
 - resulted in increased efforts with other systems & substantial increase in BCE HPE Ed Officers
- Constructed intersystemically (EQ, CEC, AIS)

2.0 Context of the research continued

- HPE/ Science- first syllabuses (neglected)
- 3 strands (equal weighting) - 1.5 hrs per week
- Adopted socio-cultural approach
(crisis-cultural meaning)
- Implementation responsibility of each system
- BCE implementation 1999-2001
Significant status (new syllabus & EB3)
- Whole School approach
 - adjust syllabus to BCE school context

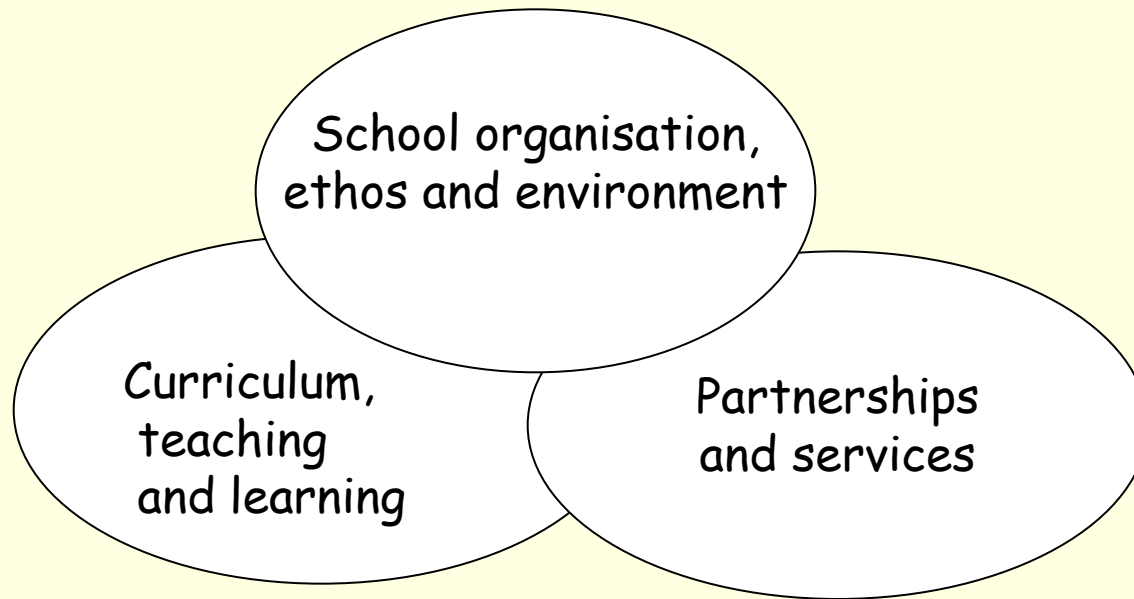
2.0 Context of the research continued

- Developmental effects (realistic likelihood)
 - 12 months less implementation than EQ
 - Change stressful for teachers
 - Increasing workload (S&P)
adverse effect on quality

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

HPS model

Scope of HPE considered **WHOLE**



2.0 Context of the research continued

- BCE Implementation assumingly complete?
- Since end 2001
 - No BCE direct support (HPE officers, PD)
- Recent literature
 - Physical activity declined world wide
 - Australian HPE is failing

Caused by technological advancements, social and environmental pressures

2.0 Context of the research continued

- BCE
 - Strategic Renewal Framework all KLA 2002-2006
 - No specific mention or importance given to HPE
- Caution - superficial change
- Success - determined by teachers & students in classrooms
- Teachers and students FOCUS
 - Has change from crisis occurred at a deep level?

3.0 Research Problem

How thorough and systemically developed is the implementation of the new HPE syllabus in BCE primary schools?

4.0 The Research Purpose

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

5.0 Research Questions

- **How is the key learning area Health & Physical Education taught within three BCE primary schools?**
 1. *How are teachers implementing the HPE curriculum documents (1999, OBE)?*
 - 3 strands
 - HPE specialist?
 - 1.5 hours per week?
 - Quality lessons?
 - Crowded curriculum and lack of resources?

5.0 Research Questions continued

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

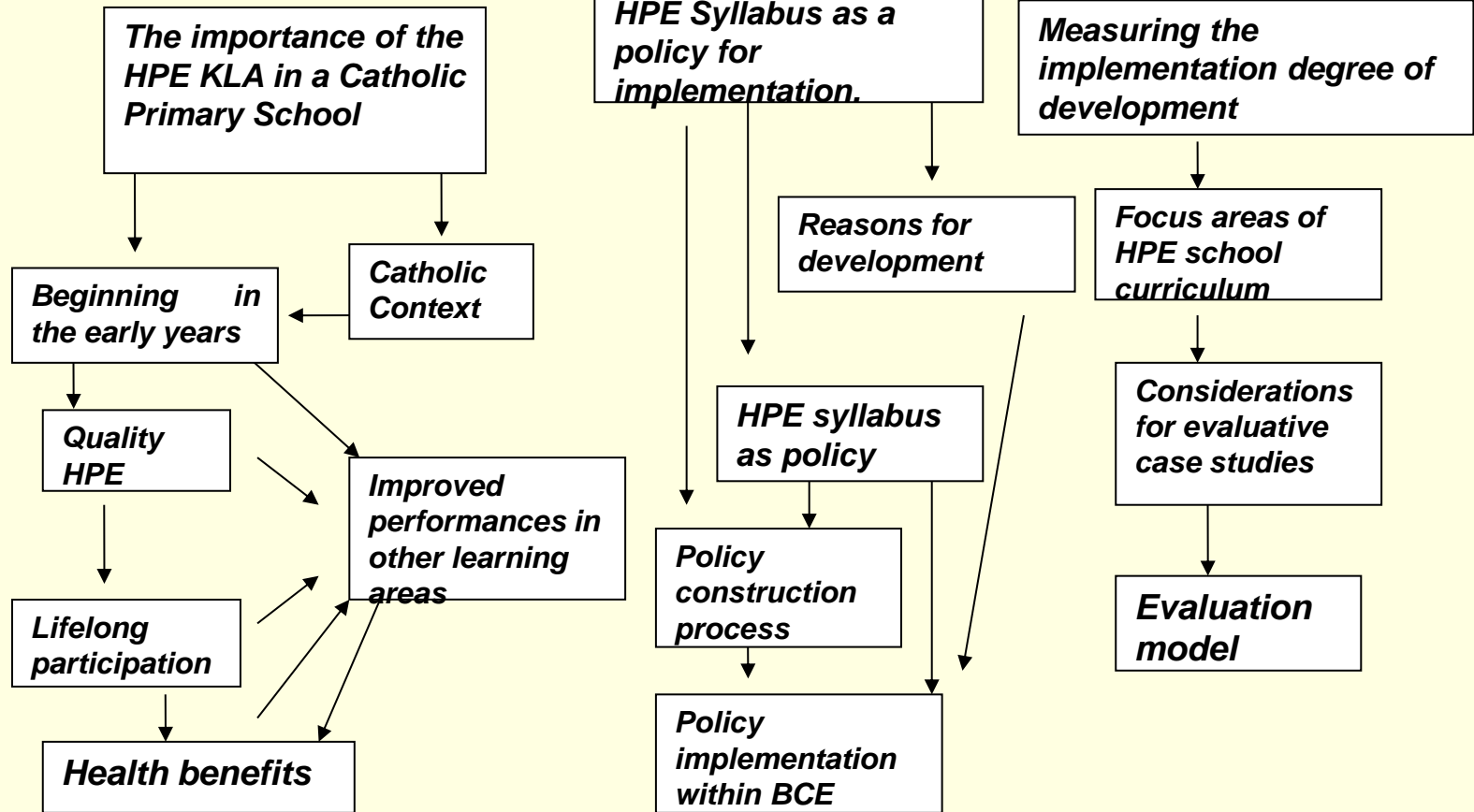
6.0 Significance of the Research

- 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 (lacuna)
- Lack of study for HPE in BCE

7.0 Review of Literature

7.1 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)



7.1 The importance of HPE within a Catholic context

- Operates in conjunction with RE
 - Enhancing Personal Development
- More significant
 - Catholic school only experience of Church
- Groome (2002)
 - 8 Catholic qualities
- Enhance gospel message (John Paul II)
- HPE authentic Christian values

Health benefits

- Physical fitness & activity minimises the risk of disease, maximises wellness (Commonwealth of Australia, 1992)
 - coronary heart disease
 - good cholesterol
 - lower colon cancer
 - bone density
 - reduces adult onset diabetes
 - asthmatics
 - reduces obesity & blood cholesterol

Health benefits continued

■ Mental Health and social benefits

- improvements in clinical depression
- better stress management
- self esteem & self efficacy
- fun
- relationships
- personal & social skills (leadership, communication, teamwork & co-operation)

Academic benefits of HPE

- Improved performances in other curriculum areas
- Vanves (France), Trois Rivieres (Quebec)
Hindmarsh (South Australia)
 - Improved health, fitness, discipline, enthusiasm, academic results, self confidence, skills, social abilities & lower body fat content
- Shouldn't expect increased academic benefits all of the time (Senate Committee, 1992)

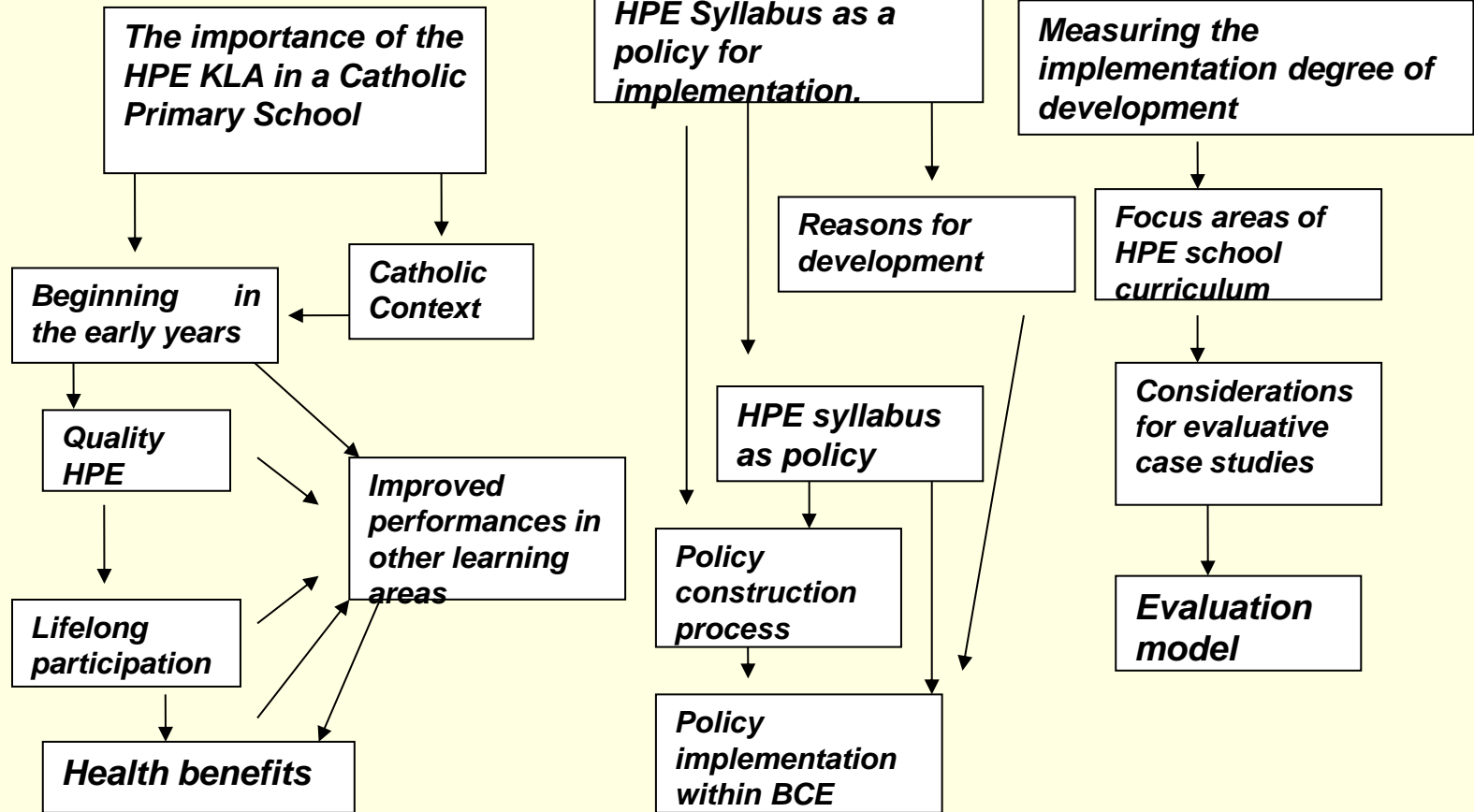
Optimum time to begin HPE implementation in the primary school

- Pre-school and early years
- Enables:
 - early detection of motor problems
 - early intervention programs
 - active children become active adults
 - feeling of competence- full range of movement
- Inadequate skills
 - limits participation in lifelong physical activity

Quality HPE defined

- Quality HPE is increased
 - Specialist HPE teacher
(quality instruction)
 - 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**
- **Senate Inquiry recommended new policy**

7.3 HPE syllabus as policy

- Policy is the authoritative allocation of values (Kogan, 1975)
- New syllabus is a public, incremental, educational policy
(Dinan-Thompson, 1998)
- Public- QSCC syllabus development process
- Incremental - dependent upon previous policies & practices

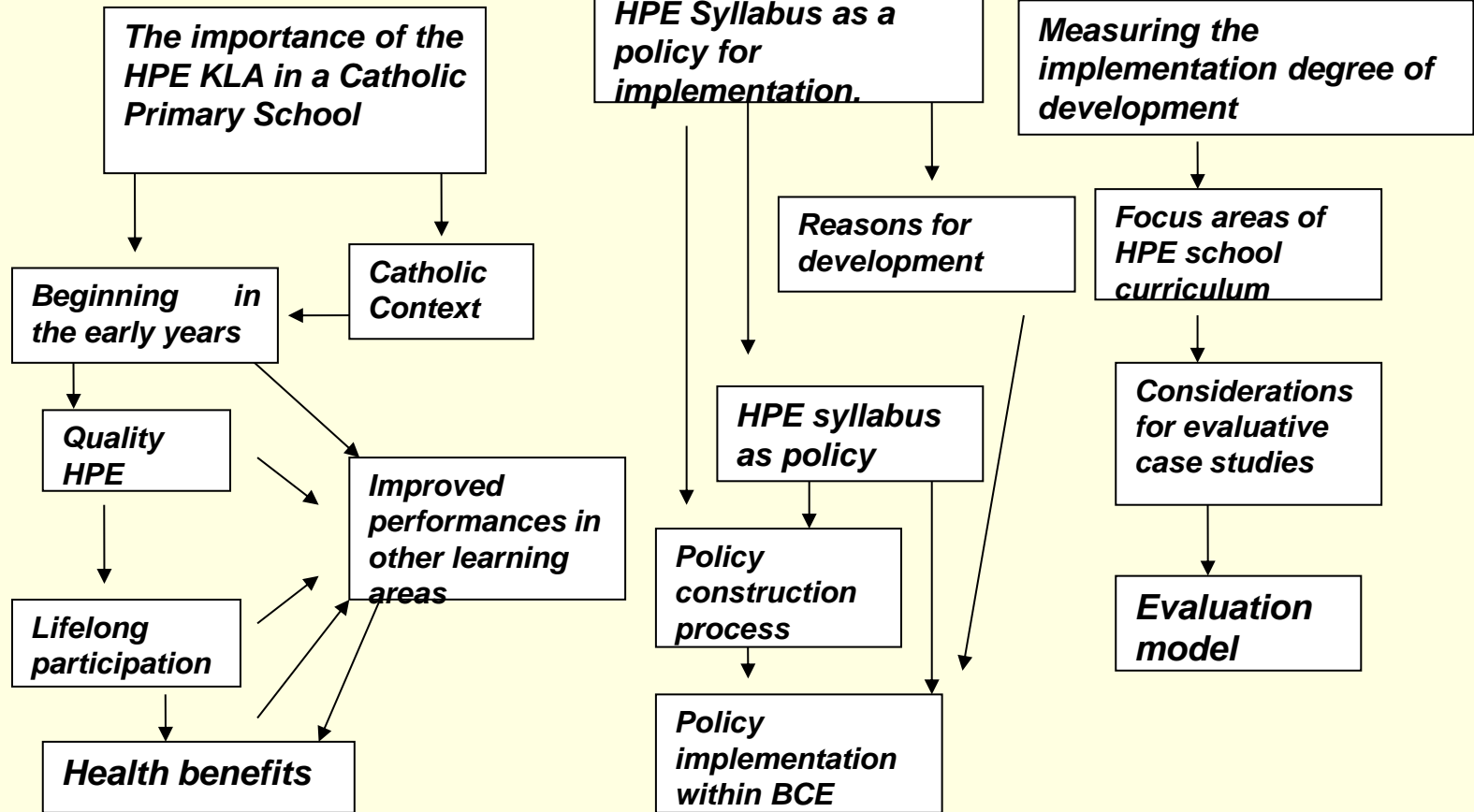
The policy construction process

- 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

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)



Specific areas of school HPE curriculum to be investigated

- Problem issues in the crisis - benchmark
 - shortage of resources, HPE teachers, time allocation
- Investigate
 - socio-cultural approach
 - BCE implementation challenges
 - 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” (Anderson, 1990)
- Choose suitable teachers & cross-section of schools
- Aware of the skepticism of teachers towards academics

Curriculum evaluation models most appropriate

- Relate to 2 metaphors
 - factory (object efficiently manufactured in a factory)
 - schooling as travel (memorable guided tour)
 - OBE approach teaching is the act of guiding facilitating learning (QSCC, 1999)
- **Improvement/ accountability** – fully assess a program's merit & worth, seek unequivocal answers to evaluation questions
- **Social agenda/ advocacy** – make a difference in society through evaluation, equal access to educational opportunities & services, benefit the disadvantaged
- **Combine**-envisage that both a social mission & a sound evaluation will be achieved

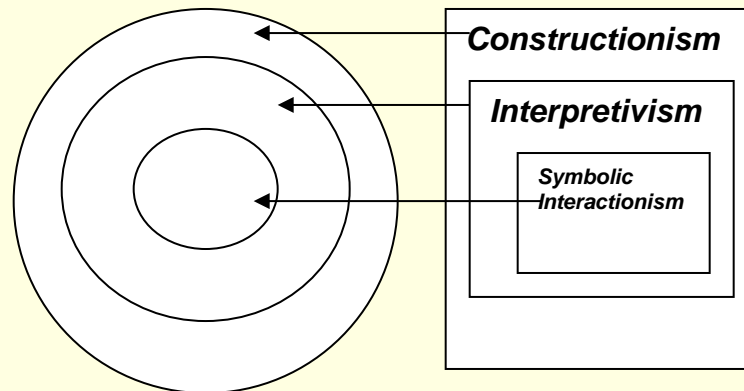
8.0 Research Design

8.1 Theoretical Framework

8.1.1 Epistemology -Teachers & students share their stories
(all perspectives are correct)

8.1.2 Theoretical Perspective

- Interpretations depend on contexts & perspectives
- Use a Symbolic Interactionist lens (emphasis is on change & development) –meaning from symbols



8.2 Research Methodology

Evaluative and multiple case study

Evaluative - identify degree of
implementation

Multiple - three case studies

8.3 Participants & 8.4 Data Gathering Strategies

■ **Data Collection Methods**

- Interviews; Semi-structured
- Interviews; Focus group
- Reflective journal
- Observation
- Document Analysis

8.3 Participants &

8.4 Data Gathering Strategies continued

■ **Interviews; semi structured**

(cannot observe thoughts & feelings)

- HPE teacher a priority

- 3 classroom teachers

(lower, middle & upper)

- Audio taped & later transcribed

(interaction with participant)

- attempt to create relaxed environment

(build trust & rapport)

8.3 Participants &

8.4 Data Gathering Strategies continued

- Interview; focus group
 - 8 students from 3 classes
 - 2 Boys & Girls - high level of interest
 - 2 Boys & Girls - little interest
 - Provide synergy (depth & insight)
 - Audio taped & transcribed

8.3 Participants &

8.4 Data Gathering Strategies continued

■ **Reflective Journal**

- field notes & insights

■ **Observation**

- classes for HPE physical activity lessons
- visits to schools (field notes in reflective journal)

■ **Document Analysis**

- HPE work programs (confirm & interrogate in interviews)
- Physical artifacts (sports equipment & facilities)

Categories of participants		Data Collection Strategies						
		Semi Structured Interview		Interview Focus Group		Observation of class		Maximum TOTAL of participants
Researcher EdD thesis 2004		1		0		1		1
Classroom Teachers	Early Years	1	3	0		1	3 (only if no HPE teacher)	3
	Middle Years	1				1		
	Upper Years	1				1		
Students	Early Years	0		6	18	25-30 student approx	75-90 approx	90
	Middle Years			6		25-30 student approx		
	Upper Years			6		25-30 student approx		
Maximum TOTAL for each category .		4		18		91 (93 maximum)		94

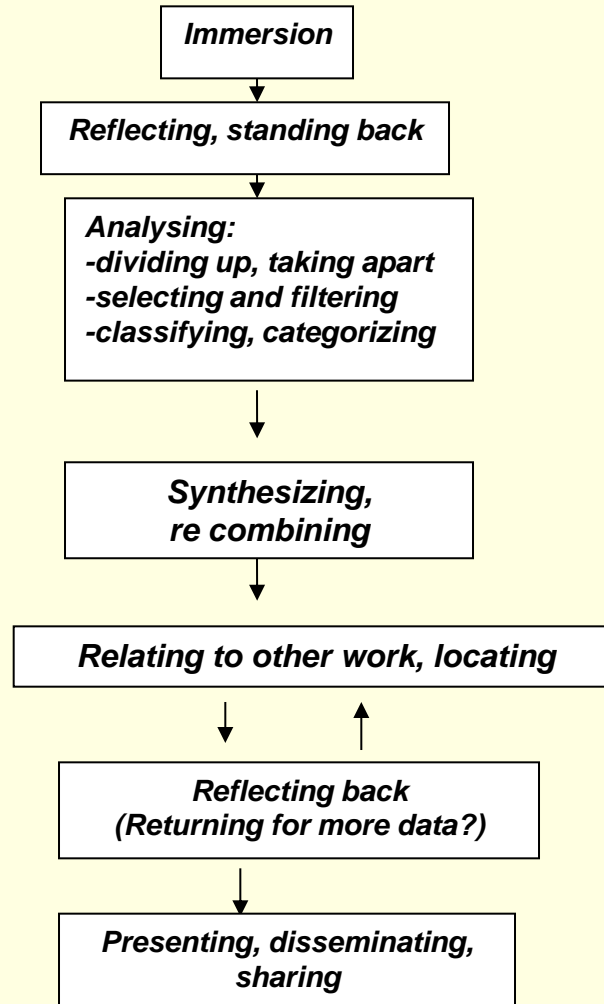
8.5 Analysis of data

- Narrative/ Descriptive report
(capture the stories & culture)
 - Narrative - tells a story
 - Descriptive - bring story to life,
sense of being there
- 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)



8.6 Verification

- Conscious effort to be fair
 - forming theories
 - presentation of data
- Researcher is both author & instrument
- Descriptions of meaning
 - show substantial overlap
- Narrative/ descriptive report-walk reader through the stages
 - gives themes congruence & verisimilitude, adds trustworthiness, credibility (strengthens the quality)

8.6 Verification continued

- Prolonged engagement with data sources (observing same class as interviews) adds strength
- Member checks to confirm interpretations (credibility)
- Triangulation gives credibility (corroboration of evidence)
- Engagement- 1 month per school
 - entire research over 3 months
- Investigator's position- how & why issues emerged
- Peer debriefing (supervisors critically reflect)-dependable
- Audit trail- thick description of development

9.0 Ethical Issues

- **Two ethical clearances-** ACU, BCE
- **Clearly explain to participants**
 - voluntary basis
 - purposes of activities
 - extra work if needed
 - researcher not there to evaluate them or their teaching styles
- **Researcher will be friendly & respectful to participants**
 - develop strong & honest relationship (valid insights)
- **Participants protected from embarrassment**
 - check & amend transcriptions
- Assign pseudonyms for assurance of confidentiality & anonymity to protect privacy of participants & schools
(VIP HPE teachers-only 1)

10.0 Limitations & delimitations of the study

- Limitations -research issues beyond the researcher's control
- Delimitations - research issues within the researcher's control
- **Level of changes due to implementation** (limitation)
 - no access to Scan, assume BCE HPE experiencing a crisis also
- **Measuring scope of HPE curriculum** (delimitation)
 - HPS model adopted
- **Only 1 researcher** (limitation)
 - chose only 3 schools
 - school admin deliberately not chosen

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)

