What Makes Programmes Work: The Importance of Teachers in the Implementation of Physical Activity Programmes in Educational Settings

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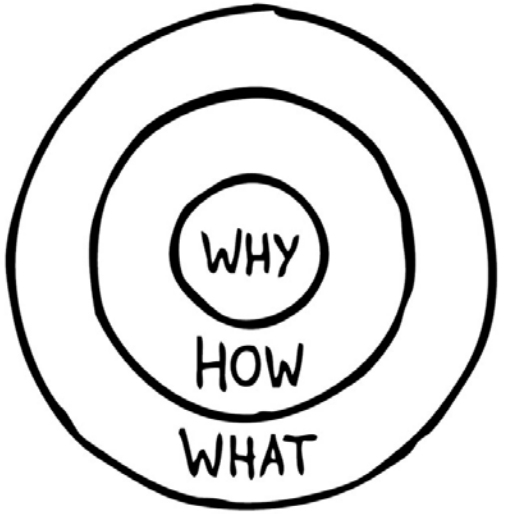
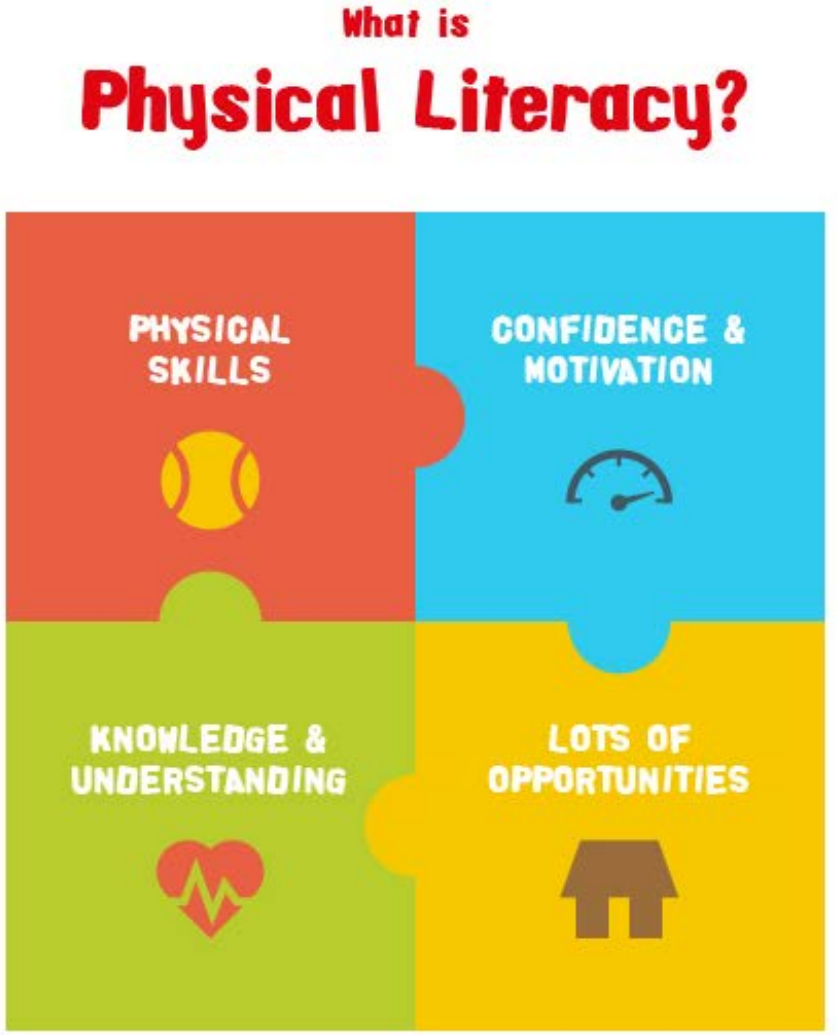
Planning for Sustainability of Programmes

- Delivered by educators/teachers
- Upskilling to build own knowledge and confidence for teaching and facilitating development of physical literacy
- Embed within values of whole school



(Sinek, 2009)

Physical Activity and Physical Literacy

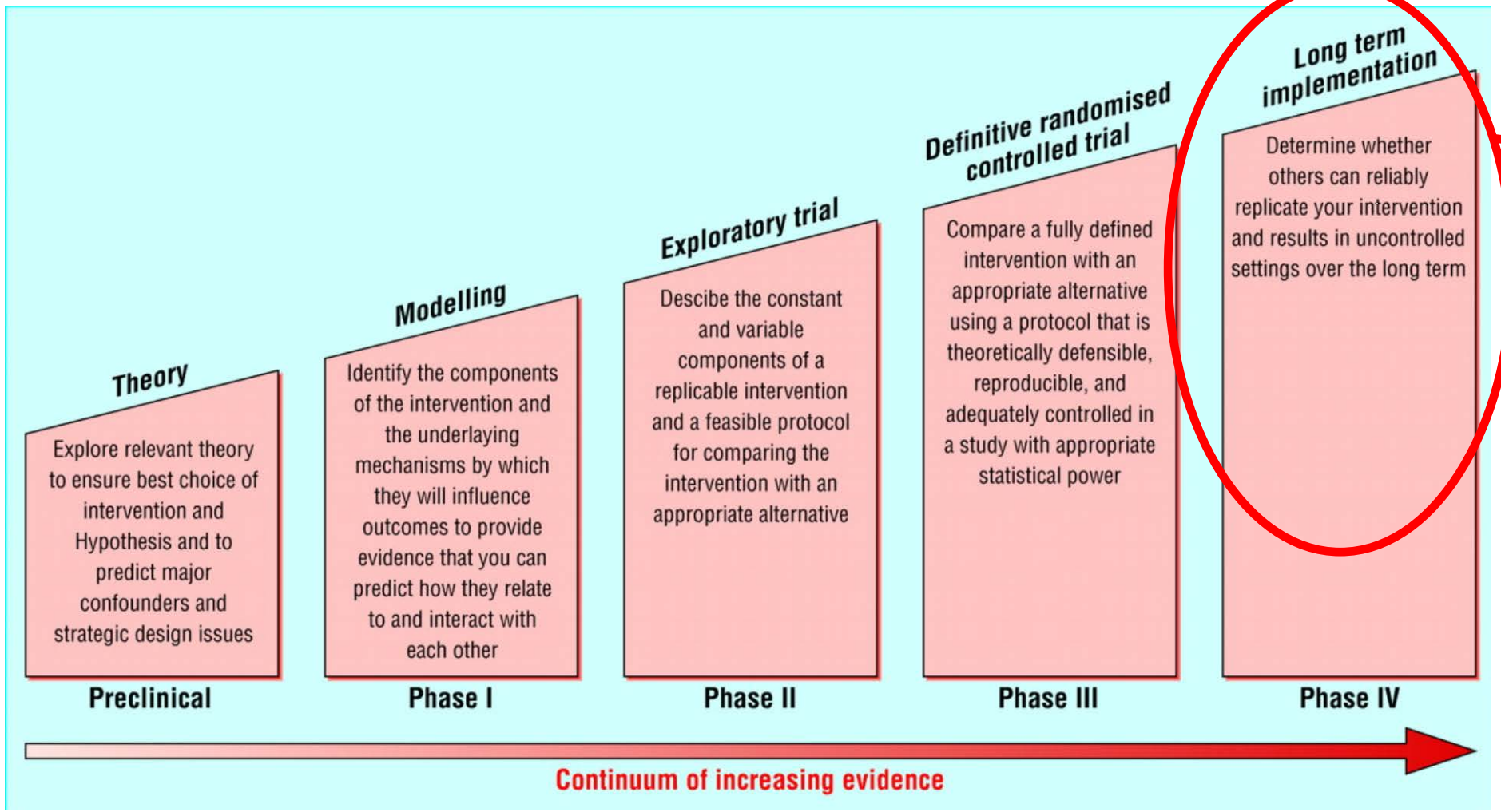


(Sport Wales, 2016)

Physical Literacy Programmes in the Educational Setting

	Programme	*Partners*
Early Childhood Care and Education (ECCE)	KIDs ACTIVE MOVE AND PLAY EVERY DAY	DCU Ollscoil Chathair Bhaile Átha Cliath Dublin City University; early childhood ireland; Irish Heart Foundation; UCC Coláiste na hOllscoile Corcaigh, Éire University College Cork, Ireland
Primary School	Moving Well Being Well	DCU Ollscoil Chathair Bhaile Átha Cliath Dublin City University; GAA; Ath Cliath; Insight; ACTIVE SCHOOL MORE SCHOOLS, MORE ACTIVE, MORE OFTEN; An Roinn Oideachais agus Scileanna; Mayo Education Centre; hi Healthy Ireland
Post-primary School	I-PATH PE 4 ME	DCU Ollscoil Chathair Bhaile Átha Cliath Dublin City University; Irish Heart Foundation; UCC Coláiste na hOllscoile Corcaigh, Éire University College Cork, Ireland; SPORT IRELAND; PDST Professional Development Service for Teachers / An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

Phases in Development of a Complex Intervention



"Others can reliably replicate the intervention over the long term"

Medical Research Council Framework (Campbell et al., 2000)

Overview of Measures

Children and Youth

Physical

- Anthropometrics (BMI, waist circumference)
- Daily Physical Activity

-*Subjective* (self-reported or parent-reported)
-*Objective* (accelerometer or pedometer)

- FMS
- Health-Related Fitness (strength, flexibility, cardiorespiratory endurance)

Psycho-social

- Motivation
- Self-Efficacy
- Body Image
- Wellbeing
- Knowledge and Understanding
- Attitudes to PA

(*Quantitative*)
Self-report questionnaires

(*Qualitative*)
Focus Groups

Teachers

Quantitative
- Perceptions of Physical Literacy
- Confidence to teach PA

Qualitative
- Focus Groups
- Semi-structured Interviews

Weekly Evaluation Sheets

Kids Active (Pilot Intervention)

EarlyChildhoodIreland.ie/ kids-active-programme

N = 161 children (age 3-5)
N =32 educators (22 intervention / 10 control)
9 ECCE services (5 intervention / 4 control)
6 weeks

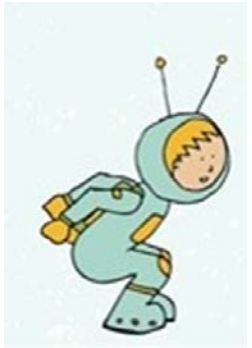
- PA (accelerometers while in service)
- FMS (4 skills)
- Educator confidence to teach PA questionnaire

Results

- Increase in educator confidence ($p < .05$)
- Increase in proficiency of overhand throw ($p < .05$)

Resource Pack

- 2 x 2-hour Training Sessions
- 4 FMS Cards and Posters
- 6 Themed Activity Cards (5 suggested activities each)
- Private Facebook Group



The Irish Times, February 2017

Kids Active (Pilot Intervention)

Strengths

Positive feedback from educators
Adults and children enjoyed programme
Children self-selected to do activities (child-led) and loved FMS characters

Increase in educator confidence to teach PA

Improvement in FMS of intervention group

Challenges

Low engagement with Facebook group

Low response rate for weekly evaluation forms

Difficult to capture fidelity of unstructured intervention

Qualitative research not feasible in timeframe

Dissemination to rest of service?

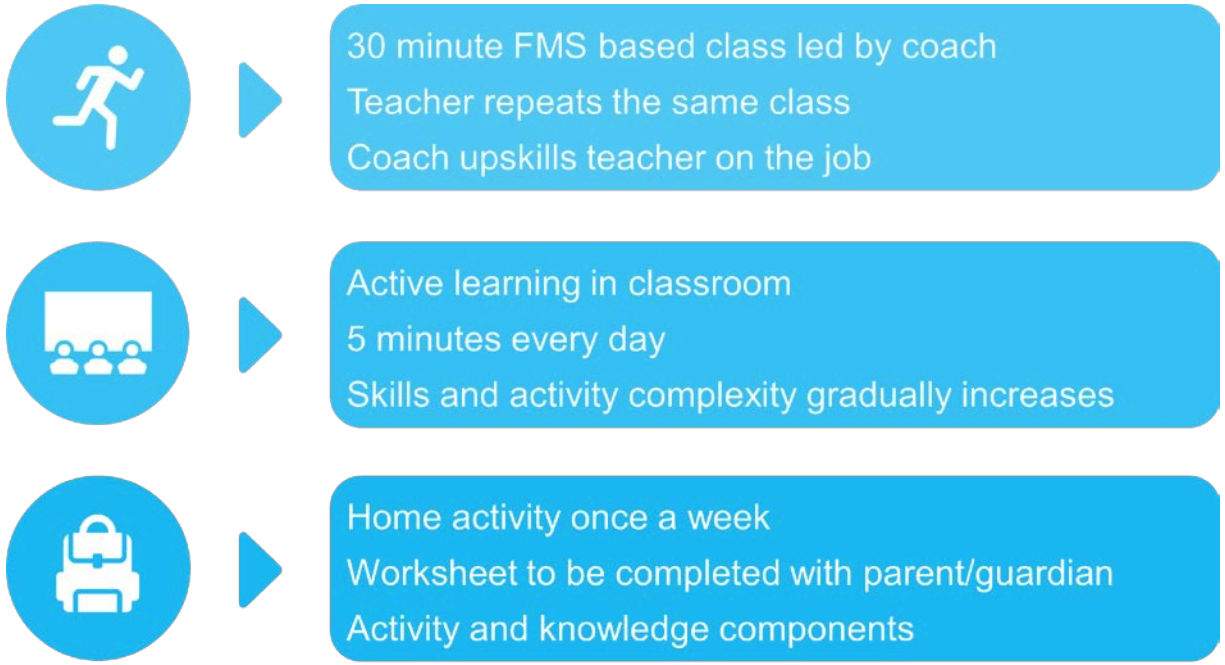
Facebook Group

Evaluation Sheets

Moving Well-Being Well

Phase 1 – Data collected from 2148 children in 44 primary schools throughout Ireland

Phase 2 – Pilot Intervention



Next Steps:
Exploratory Trial (N ≈ 1000) **Including qualitative data (teachers and children)**

Active School Flag

Evaluation of Implementation from School's Perspective

www.ActiveSchoolFlag.ie

Data collected from Active School Flag (ASF) Coordinators (teachers)

Each classified into one of four categories of engagement
(from beginning ASF process to renewing after 3 years for second flag)

- Online Surveys (N = 236) drawing on ASF objectives and success criteria, as well as perceived benefits, challenges and motivations
- Focus groups/ semi-structured interviews (n = 19)

Findings

- Amount of paperwork and time required were considered challenges by the majority of respondents
- Most teachers reported perceived benefits such as improved focus and attention of children and the least active children increasing PA

Results used as inputs to optimise programme going forward and to inform further research

Y-PATH
(Youth-Physical Activity Towards Health)

Irish Heart Foundation

DCU

UCC Coláiste na hOllscoile Corcaigh, Éire University College Cork, Ireland

SPORT IRELAND

PDST Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

Multicomponent post-primary whole-school physical activity and physical literacy programme

Targets PA, FMS and health-related knowledge, attitudes, motivation and self-efficacy

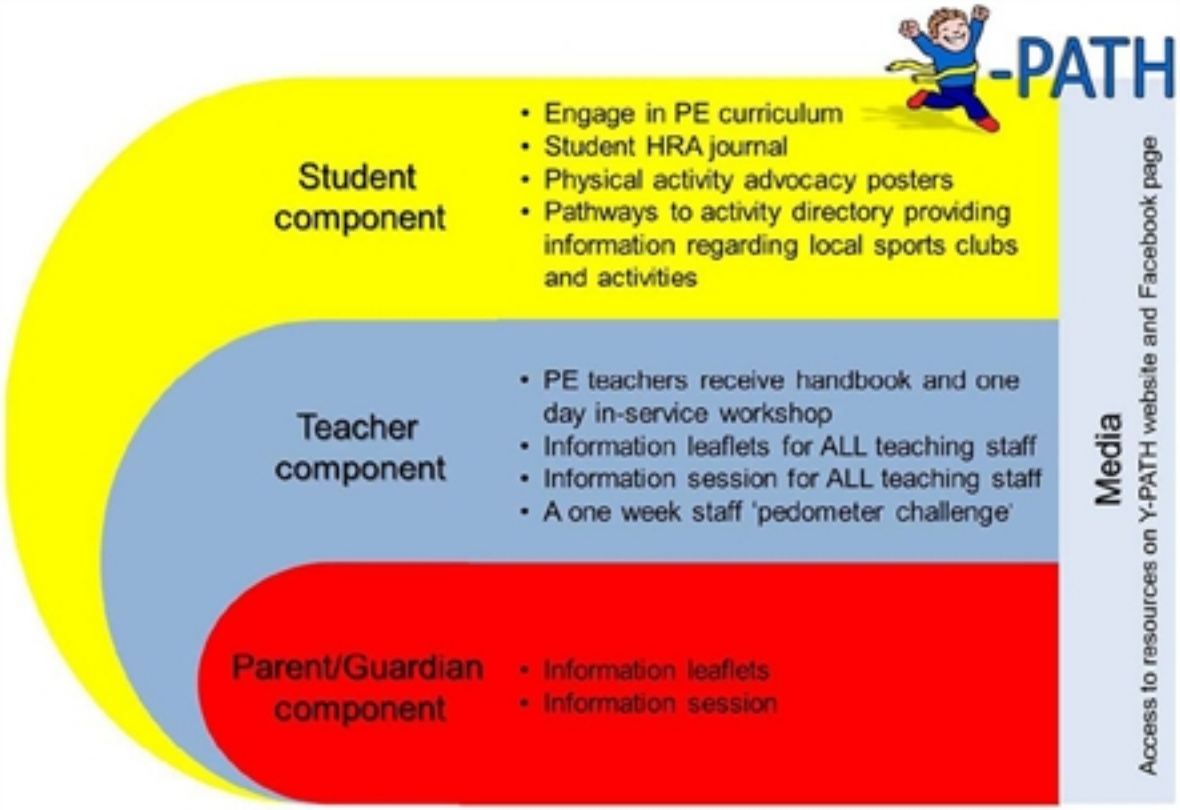
Delivered to PE teachers through mixture of online and face-to-face training

Components:

1. PE component (PE 4 ME)
2. Parent/Guardian component
3. Whole-school component (all teachers)

www.IrishHeart.ie/courses/y-path

Y-PATH Randomised Control Trial



(McGrane et al., 2018)

- N = 482 (age 12-13)
- 20 post-primary schools (10 intervention; 10 control)
- 1 full academic year (2013 - 2014)

Baseline, post-intervention and 3-months post-intervention

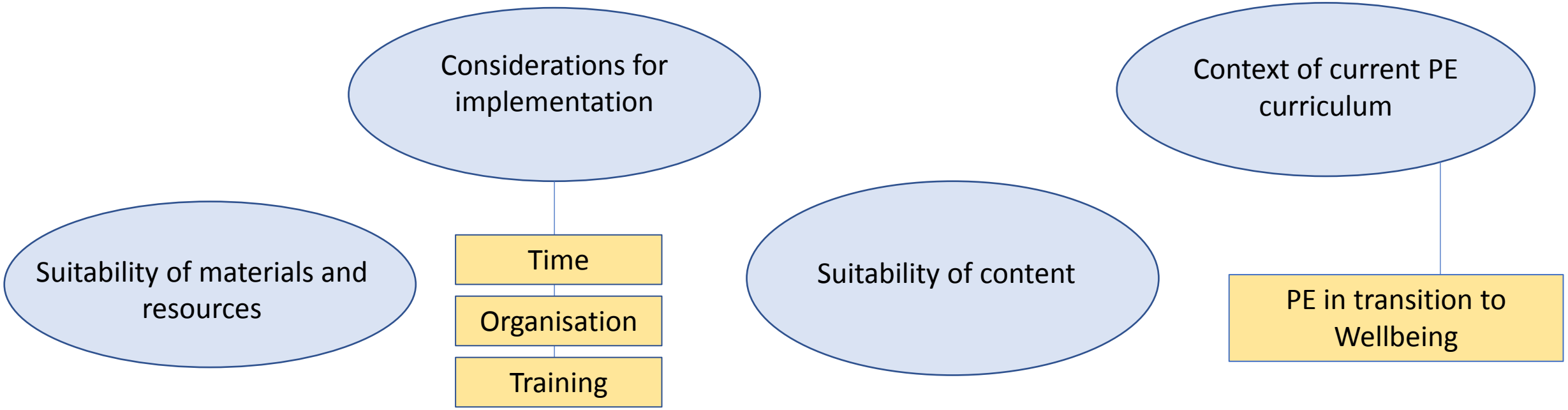
Significant positive intervention effects for total FMS (p <.0001) regardless of gender, BMI or PA level

Before wide scale implementation….

Focus Groups and semi-structured interviews with pupils and teachers (2017)

Specialist PE Teachers (N = 15) from 9 schools after 12 weeks of implementation

Teachers identified challenges of:



Y-PATH PE 4 ME

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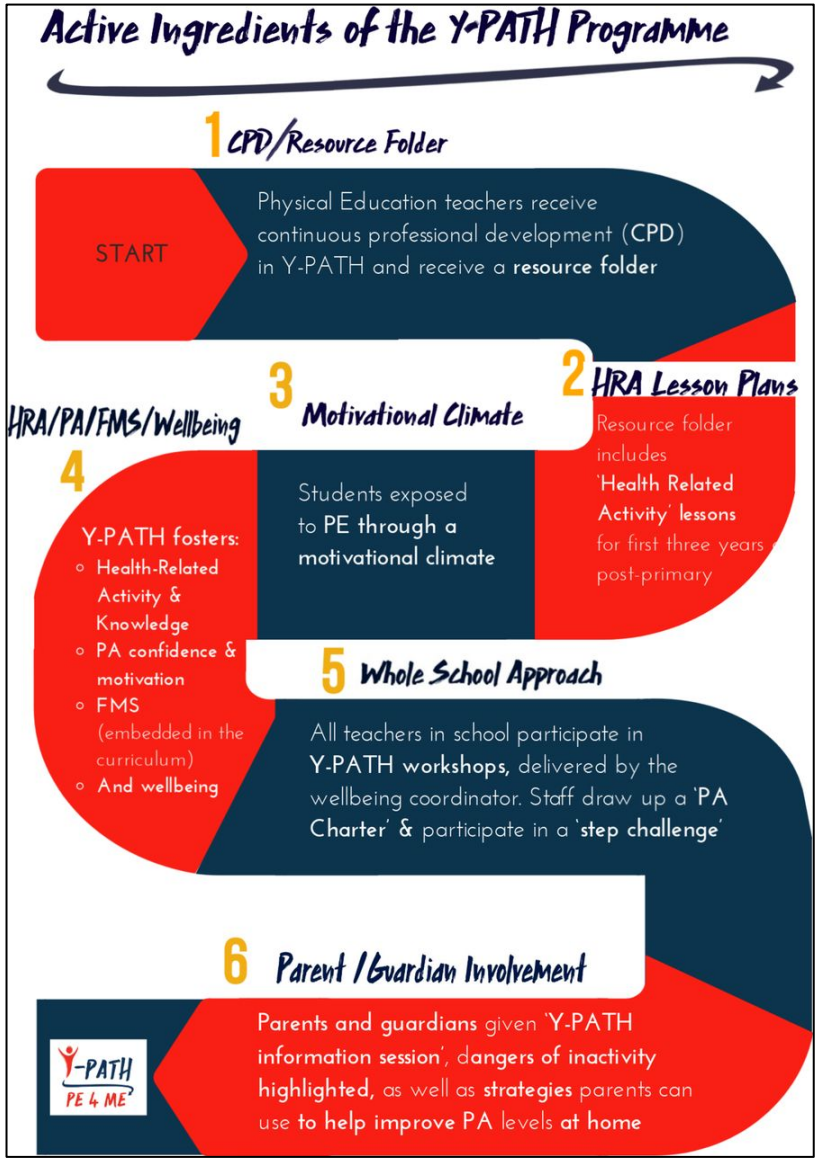
National roll-out launched October 2018 after 8 years of research and development

Two PE teachers in <u>every post-primary school in Ireland</u> will be offered CPD in Y-PATH programme between 2018 and 2021



(Belton et al., 2018)

Capturing teacher perspectives on implementation in (pre)school PA programmes

Learnings and Future Directions

1. Careful selection of measures (outcome and process)
2. Simplify process of data collection from teachers where possible (hard copy or online, time burden, feasibility)
3. Qualitative aspect = crucial
4. Consider how programme facilitates buy-in of all staff members (not just PE teachers or those considered “sporty”)
5. Ensure plan for disseminating messages/training to all staff if delivering programme through cascade model

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