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APPENDICES

APPENDIX A

2005 HANDBOOK DESCRIPTIONS FOR EDPE UNITS OF STUDY

EDPE143/243
Movement and Skill I
School of Education

This unit is concerned with analysis and instruction in a variety of physical activities. All pedagogical approaches to the teaching and coaching of these activities, appropriate to school-aged children, will be examined in the unit. This involves both theoretical and practical aspects of these areas, however, there is greater emphasis on practice. Students will be assessed using a variety of techniques including reports, workbooks, practical analysis and practical participation.

EDPE201
Advanced PDHPE Curriculum Studies
School of Education

This unit aims to extend student knowledge, understanding and skills relevant to effectively teaching PDHPE (Personal Development, Health and Physical Education) and sport education. Administrative procedures surrounding the organisation of sport and teaching of sport related skills are presented. A diversity of teaching topics will be explored including, fundamental motor skills, sensitive issues, emergency care and teaching students with special needs. Assessment will be by two written assignments and peer teaching.

EDPE214
Teaching Primary PDHPE
School of Education

This unit is designed to provide an introduction to K-6PDHPE (Personal Development, Health and Physical Education). PDHPE (NSW) involves the theoretical topics such as growth and development, motor learning, skill acquisition, special needs, legalities, and health education. Personal development is addressed through a syllabus approach and the interplay between health and physical competence. Practical aspects of this unit include: gymnastics, games, and dance. Assessment includes programming, peer teaching and formal examination.

EDPE245
Human Physical Performance I
School of Education

This unit is designed to examine the foundations of human physical performance. It examines basic human motor development through a lifespan perspective. The primary school-aged period for children is then a focus with specific application to sporting performance. Physical activity is also explored, with particular focus on social factors impacting on sports and children involvement in such. Students will be assessed using essay, case study and research seminar techniques.

EDPE246
Human Physical Performance II
School of Education

This unit is concerned with analysis and instruction in the area of team sports. All pedagogical approaches to the teaching and coaching of team sports, appropriate to school-aged children, will be examined in the unit. This involves both theoretical and practical aspects of these areas, however, there is a greater emphasis on practice. Students will be assessed on their own skilled performance, observational skills in assessing human performance and planning for instruction in areas of activity covered by the unit.

EDPE340/440
Scientific Principles of Sports Coaching
School of Education

This unit is designed to introduce students to the theory, practice and socio-cultural aspects of effective sports coaching. This unit includes the Level 2 General Coaching Principles Syllabus of the Australian Sports Commission's Coach Accreditation Scheme. These studies will be further reinforced with an analysis of coaching methodology through appropriate fieldwork assignments.

EDPE342/442
Motor Skill Acquisition
School of Education

This unit focuses on the principles underlying the acquisition of motor skills. It examines the stages involved in skills learning; the mechanical principles involved in skilled performance; and the application of this to the practical setting.

EDPE343/443
Health Promotion in the Schools and the Community
School of Education

This unit is concerned with examining the nature of health promotion, and the role of health promotion within schools and the wider community. Further, his unit will investigate current health promotion trends and programs, and the perceived effects of these programs on individual and community health.

EDPE344/444
Special Issues in Health and Physical Education
School of Education

This unit will examine selected special and/or contemporary issues which affect health and physical education curriculum. In particular it will cover issues relating to the treatment of special groups, in both a psych-social and pedagogical context.

EDPE345/445
Studies in Health and Physical Education
School of Education

The aim of this unit is to advance student understanding in the areas of physical and health education methodology and theory. Additionally, this unit examines the nature of effective teaching and program implementation of curriculum as it relates to schools and applied educational settings. Assessment strategies incorporate a range of practical and applied experiences including research project, practical assessment, essay and report writing. The 12 credit-point version of this unit is undertaken for postgraduate study only, and special permission from the uni co-ordinator is required.

EDPE541
Applied Anatomy and Exercise Science
School of Education

This unit is designed to extend students' knowledge of human gross anatomy as it applies to sport and exercises. In particular it examines the application of functional anatomy and anthropometrical measurements to the performance of athletes and/or children performing movement skills.

EDPE542
Neuropsychology of Motor Learning and Dysfunction
School of Education

This unit is designed to extend students' knowledge of the biological basis of human behaviour as it applies to motor learning and to motor dysfunction. It is a unit which examines the neurological, psychological and physiological aspects of motor learning in children. In particular, the unit examines the application of theoretical base to the teaching of children experiencing movement difficulties. The theory and practice of 'Special Physical Education' is an integral part of this unit.

EDPE941
Health and Physical Education in the Primary School
School of Education

This unit is concerned with the fundamentals of curriculum theory and teaching in the area of Personal Development, Health and Physical Education. The unit examines theoretical and practical aspects of the Primary/ Key Learning Area through a variety of learning experiences. Assessment will be through formal examination and a curriculum based assignment.

APPENDIX C

PTPEPS SURVEY QUESTIONNAIRE

OFFICE USE ONLY
UNIT NO: EDPE 914
SEMESTER: 1
YEAR: 2009
SURVEY NO:

University of New England
Health, Physical Education and Sports Science Team
2009

UNE Students'
Preparation to Teach Physical Education
In Primary Schools

(Human Research Ethics Committee Approval No: HE06/160)

TIME TO COMPLETE: 10-15 minutes

HAVE YOU PREVIOUSLY COMPLETED THIS SURVEY? ☐

IF YES, PLEASE STATE YEAR and SEMESTER ☐

This survey is part of a research study conducted by Annette Freak. The focus of the study is the preparation of generalist primary teachers to teach the Physical Education (PE) component of the primary school curriculum. The purpose of this survey is to collect information that will enable description of this preparedness across different groups of students at The University of New England. In this study these groups are identified by the number of EDPE units have completed during their teaching degree. Your participation in this survey is voluntary however your consent to participate in this study is greatly appreciated.

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services
University of New England
Armidale NSW 2351
Phone: 02 6773 3449
Fax 02 6773 3543
Email: ethics@une.edu.au

PLEASE COMPLETE ALL SECTIONS OF THIS SURVEY

Demographic and Background Information

Instructions: Please fill in one circle ◠ for each question.

1. What is your gender?
   Male ◠ Female ◠

2. What is your age?
   Under 25 ◠ 26 to 30 ◠ 31 to 35 ◠ 36 to 40 ◠ over 40 ◠

3. Did you attend a NSW public (government) primary school for the majority of your primary schooling?
   Yes ◠ No ◠

4. How would you describe the location of the primary school/s you attended?
   Metropolitan ◠ Regional ◠ Rural ◠ Remote ◠ Other ◠

5. In the senior years of your secondary school education, did you study a physical education related subject (e.g. 2 unit PDHPE)?
   Yes ◠ No ◠

6. During your school-aged years, did a parent or carer work in school education?
   Yes ◠ No ◠
   If Yes, how often would that person teach PE or sport?
   Never ◠ Rarely ◠ Sometimes ◠ Often ◠

7. Was a teacher or coach a major influence on your career choice?
   Yes ◠ No ◠
   If Yes, was that teacher or coach involved with PE or sport?
   Yes ◠ No ◠

8a. Of the different types of teaching, was primary school teaching your first choice?
   Yes ◠ No ◠
   If No, was physical education teaching your first choice?
   Yes ◠ No ◠

8b. Which award are you enrolled in at present?
   B.Ed ◠ B.GS/B.Teach ◠ Other ◠

9. Were you accredited to coach sport <u>before</u> enrolling at this university?
   Yes ◠ No ◠
   If Yes, please indicate the highest level of accreditation.
   Level 0 ◠ Level 1 ◠ Level 2 ◠ Level 3 ◠ Other ◠
   AUSTSWIM Instructor ◠ Active After-school Community Coach ◠

10. Are your semester academic results (grades) higher for EDPE units when compared with all units?
   Yes ◠ No ◠ Unsure ◠

11. Once you are qualified to teach, do you intend to teach in NSW?
   Yes ◠ No ◠ Unsure ◠

12. Once qualified, do you have a preference for either metropolitan, regional, rural or remote schools?

Yes ○ No ○

If Yes, which is your first preference?

Metropolitan ○ Regional ○ Rural ○ Remote ○ Other ○

13. When you complete an application for employment as a teacher, will you list playing and coaching sport as a Special Interest?

Yes ○ No ○

Additional comments related to: **Demographic and Background Information**

1. Personal Experience of School PE and Sport

Instructions: Please indicate your level of agreement with each statement. Fill in one circle ○ for each row. If the statement does not apply to you fill in the circle beneath N/A.

	Strongly Agree					Strongly Disagree	N/A
MEMORIES OF PRIMARY SCHOOL PE							
1. I have positive memories of primary school:-							
• Physical Education	○	○	○	○	○	○	○
• Sport afternoons	○	○	○	○	○	○	○
• Sporting carnivals	○	○	○	○	○	○	○
• swimming carnivals	○	○	○	○	○	○	○
• athletics carnivals	○	○	○	○	○	○	○
• cross country carnivals	○	○	○	○	○	○	○
• Representative Sport	○	○	○	○	○	○	○
2. I find early experiences of PE (e.g. Kindergarten) more difficult to recall than later experiences (e.g. Year 6).	○	○	○	○	○	○	○
3. At primary school, I can remember participating in activities related to dance.	○	○	○	○	○	○	○
4. At primary school, I can remember participating in activities related to gymnastics.	○	○	○	○	○	○	○
5. At primary school, I can remember participating in activities related to games and sports.	○	○	○	○	○	○	○

6. At primary school, I can remember being taught several fundamental movement skills such as running, throwing and jumping. ○ ○ ○ ○ ○ ○ ○

REFLECTING ON MY EXPERIENCE OF PRIMARY PE

7. As I look back on my experiences now, I can see that when I was a student in primary school I had:-	Strongly Agree					Strongly Disagree	N/A
• a quality program of physical education	○	○	○	○	○	○	○
• regular and frequent PE lessons	○	○	○	○	○	○	○
• quality teaching of PE	○	○	○	○	○	○	○
• opportunities to develop personal competence in movement skills	○	○	○	○	○	○	○
• learning that enabled me to enjoy success in physical activities including sport.	○	○	○	○	○	○	○

8. I think my experience of school PE and sport has influenced the views I brought to this university about:							
• what PE is or could be (conceptions of PE)	○	○	○	○	○	○	○
• the importance of PE to primary school education	○	○	○	○	○	○	○
• the role of teachers responsible for delivery of PE	○	○	○	○	○	○	○

Additional comments related to: **Personal Experience Of School PE And Sport**

THIS COMPLETES SECTION ONE. PLEASE CONTINUE TO SECTION 2.

2. Learning to Teach Primary School PE and Sport

OPPORTUNITIES TO LEARN

9. Please indicate the EDPE units you will have completed by the end of this semester and the mode of study by placing a tick in the box ☑ or boxes.

EDPE UNIT OFFERINGS	Completed	Internal	External
EDPE214 Teaching Primary PDHPE	☐	☐	☐
EDPE941Health and Physical Education in Primary School	☐	☐	☐
EDPE201 Advanced PDHPE Curriculum Studies (Primary)	☐	☐	☐
EDPE143/243 Movement and Skill	☐	☐	☐
EDPE245 Human Physical Performance	☐	☐	☐
EDPE341 Sports Coaching: school-aged children	☐	☐	☐
EDPE441 Advanced Sports Coaching	☐	☐	☐
EDPE340/440 Scientific Principles of Sports Coaching	☐	☐	☐
EDPE342/442 Motor Skill Acquisition	☐	☐	☐
EDPE343/443 Health Promotion in Schools and the Community	☐	☐	☐
EDPE345/445 Advanced Studies in Health and PE	☐	☐	☐
EDPE344 Special Issues in Health and PE	☐	☐	☐

10. Have you had the opportunity during the professional experience component of your initial teacher education to:

- observe quality teaching of primary school PE in a school?
  YES ○ NO ○ Unsure ○
- demonstrate quality teaching of PE syllabus content?
  YES ○ NO ○ Unsure ○

LEARNING OUTCOMES

	Strongly Agree				Strongly Disagree		N/A
11. I feel confident and competent working with primary school-aged children.	○	○	○	○	○	○	○
12. I feel confident and competent to plan and program for safe and effective learning in Physical Education.	○	○	○	○	○	○	○
13. I feel confident and competent to plan and program for safe and effective learning in sport.	○	○	○	○	○	○	○
14. I feel confident and competent to teach dance to classes of primary school-aged children.	○	○	○	○	○	○	○

15. I feel confident and competent to teach gymnastics to classes of primary school-aged children. ○ ○ ○ ○ ○ ○ ○

16. I feel confident and competent to teach games and sports to classes of primary school-aged children. ○ ○ ○ ○ ○ ○ ○

17. I feel confident and competent to teach movement skills to classes of primary school-aged children. ○ ○ ○ ○ ○ ○ ○

18. I feel prepared to teach primary school physical education. ○ ○ ○ ○ ○ ○ ○

19. Is there a learning experience from an EDPE unit that has contributed MOST to your perceptions of preparedness to teach primary school PE?

YES ○ NO ○

If YES, please describe that learning experience.

_____

_____

_____

_____

_____

_____

_____

LEARNING EXPERIENCES

	Strongly Agree					Strongly Disagree	N/A
20. The learning experiences in my most recent EDPE unit required me to:							
• question my existing views of PE or Sport	○	○	○	○	○	○	○
• critique assumptions I held about PE or Sport	○	○	○	○	○	○	○
• discuss different points of view	○	○	○	○	○	○	○
• resolve a problem of contemporary PE or Sport	○	○	○	○	○	○	○
• plan a course of action that was different to my previously held plans	○	○	○	○	○	○	○
• acquire new skills that would be needed to enact new or different plans of action	○	○	○	○	○	○	○
• acquire the knowledge and understanding needed to enact new perspectives on PE or sport	○	○	○	○	○	○	○
• try new roles in teaching PE or coaching sport that I had not previously envisaged	○	○	○	○	○	○	○
• build the confidence and competence required to fulfil different teaching and coaching roles	○	○	○	○	○	○	○
• integrate new perspectives into my practices	○	○	○	○	○	○	○

Additional comments related to: **Learning to Teach Primary School Physical Education**

THIS COMPLETES THE SURVEY

Please return the survey either in the paid, self addressed envelope or to the person who issued it to you.

THANK YOU FOR YOUR PARTICIPATION

If you are interested to participate further in this research, please list your UNE email address in the space provided.

_____ @une.edu.au

This address will be used by Annette Freak to send you further information and arrange follow up interview dates and times.

APPENDIX D

COVER LETTER

UNE
THE UNIVERSITY
OF NEW ENGLAND

School of Education
Armidale, NSW 2351 Australia
Telephone [Int'l +61 2] (02) 6773 4221 / 6773 2560
Fax [Int'l +61 2] (02) 6773 2445 / 6773 5078
email: education@une.edu.au

Dear EDPE Students,

My name is Mrs Annette Freak, and as part of my doctorate studies at UNE I am investigating the preparation and preparedness of pre-service primary school teachers, to teach physical education to classes of primary school-aged children.

As your study of this EDPE unit draws to a conclusion, I am asking for 10-15 minutes of your time to complete the attached survey, which is specifically designed to collect information about experiences from the perspective of UNE EDPE students. The survey is anonymous and ethics approval (HE06/160) has been granted by the UNE. My PhD supervisors are Dr Judith Miller and Mr John Haynes.

I would be most grateful if you could:

- Complete all sections of the attached survey
- Return your completed survey in the stamped, self-addressed envelope as soon as possible

May I take this opportunity to wish those who may be completing their final EDPE unit well in your future teaching careers and/or sports coaching. To those contemplating future study, I look forward to working with you in semesters to come.

Thanks in anticipation of your time,

[redacted]

Annette Freak
PhD student and Lecturer in Health and Physical Education
The University of New England
Telephone (02) 6773 2453
Email: afreak@une.edu.au

Open to change - Open to challenges - Open to our communities

APPENDIX E

HUMAN RESEARCH ETHICS COMMITTEE APPROVAL NOTICE

THE UNIVERSITY OF NEW ENGLAND

HUMAN RESEARCH ETHICS COMMITTEE

MEMORANDUM TO:	Mrs A Freak/Dr J Miller/Dr L Graham/Mr J Haynes School of Education

This is to advise you that the Human Research Ethics Committee has approved the following:

PROJECT TITLE:	An investigation of the efficacy of a Physical Education specialisation pathway during the initial teacher education of generalist primary teachers
COMMENCEMENT DATE:	27/10/06
COMMITTEE APPROVAL No.:	HE06/160
APPROVAL VALID TO:	27/10/09
COMMENTS:	Nil. Conditions met in full.

The Human Research Ethics Committee may grant approval for up to a maximum of three years. For approval periods greater than 12 months, researchers are required to submit an application for renewal at each twelve-month period. All researchers are required to submit a Final Report at the completion of their project. The Progress/Final Report Form is available at the following web address: http://www.une.edu.au/research-services/ethics/hrec_pages/final.report.doc

The *NHMRC National Statement on Ethical Conduct in Research Involving Humans* requires that researchers must report immediately to the Human Research Ethics Committee anything that might affect ethical acceptance of the protocol. This includes adverse reactions of participants, proposed changes in the protocol, and any other unforeseen events that might affect the continued ethical acceptability of the project.

In issuing this approval number, it is required that all data and consent forms are stored in a secure location for a minimum period of five years. These documents may be required for compliance audit processes during that time. If the location at which data and documentation are retained is changed within that five year period, the Research Ethics Officer should be advised of the new location.

[redacted]

27/10/06

Fiona Pearson
Secretary

APPENDIX F

INFORMATION SHEET FOR PARTICIPANTS

AN INVESTIGATION OF THE PREPAREDNESS OF PRE-SERVICE GENERALIST PRIMARY TEACHERS TO TEACH PHYSICAL EDUCATION

INFORMATION SHEET FOR PARTICIPANTS

INVESTIGATORS:

Mrs Annette Freak	UNE PhD Student	6773 2453
Dr Judith Miller	UNE Postgraduate Supervisor	6773 5071
Mr John Haynes	UNE Postgraduate Supervisor	6773 5091

Reviews of initial teacher education have documented some concerns about the preparation of teachers. As a doctoral student, I am interested to investigate the notion of 'teacher preparedness' in the context of pre-service generalist primary teachers and Physical Education. Further, I wish to explore approaches to teacher education that may address the concerns reported in the literature. This research has approval of the Human Research Ethics Committee, of The University of New England (HEO6/160 Valid to 27/10/2009).

At this stage of this investigation, survey data has been collected from most EDPE students. I appreciate you indicating on this survey your interest in participating further in this study and agreeing to participate in a research interview. Please know that all conversation during the interview will be recorded. These voice recordings will be later transcribed and analysed. It may be necessary to check the findings of the analysis with you at a later date. Please know however that you are free to withdraw from the study at any time.

I envisage that the results of my larger study will benefit students enrolled in future EDPE units at UNE. I also envisage that your participation in this study may advantage your professional learning. Access to the findings of this research will be in thesis format held in the Dixon Library collection. Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at:

Research Services

University of New England

Armidale, NSW 2351.

Telephone: (02) 6773 3449 Facsimile (02) 6773 3543
Email: Ethics@pobox.une.edu.au

If all your queries have been addressed, please complete the formal consent form attached.

Annette Freak

PhD Student/ Lecturer in Health and Physical Education

Telephone: (02) 6773 2453; Email: afreak@une.edu.au

PLEASE RETAIN A COPY OF THIS INFORMATION

APPENDIX G

CONSENT FORM FOR STUDENTS

AN INVESTIGATION OF THE PREPAREDNESS OF PRE-SERVICE GENERALIST PRIMARY TEACHERS TO TEACH PHYSICAL EDUCATION

CONSENT FORM FOR PARTICIPANTS

I have read the information contained in the 'Information Sheet for Participants' and any questions I have asked have been answered to my satisfaction. I agree to participate in this activity, realising that I may withdraw at any time without prejudice and that whether or not I participate in the investigation my results in any subject will not be affected. I agree that the research data gathered for the study may be published, provided my name is not used. I also understand that, should any information regarding the study change so that it differs from the information sheet I have been given, I will be provided with an additional information sheet containing these details and a reviewed Consent Form.

Consent to Participate in an Investigation of the Preparedness of Pre-service Generalist Primary Teachers to Teach Physical Education

Project ID No: HEO6/160

Student Surname: _____

First Name: _____

Telephone contact: (for research purposes only)

Home:_____ Mobile: _____

Email contact: (for research purposes only) _____

Participant's Signature: _____

Date: ___ / ___ / ____

Investigator's Signature: _____

Date: ___ / ____/ _____

APPENDIX H

EXCERPT FROM A MANUALLY CODED TRANSCRIPT

Personal Log	**Transcript** (Significant statement underlined)	**Analytic Log** (Meaning for each significant statement)
Attempted to use direct quotes from previous answer to set up Q7a from interview guide. CC appeared to have carefully considered his response to this question. Participant's answer was articulate and systematic so I let him speak uninterrupted for as long as he wished. Method of providing Interview Guide to participants before interview proving beneficial.	AF: So if you went to a school that "did not prioritise PE and just went out in a spare twenty minutes" we just went out and played "with no particular practice in mind", Q7a: What would you do to address this situation? CC: Firstly, I would start it in my own sort of classroom. I would have my own sort of timetabling it, like it depends on a lot of factors you know like composite class, but just say in a hypothetical situation where you are in charge of your own class and in charge of the whole class for a whole week, I would sort of start with having like a timetable where PE would be in it with its own dedicated time and have it so there is dedicated theory time and practice time so like three times a week and just rotate it. If a student mentions something like it could be bullying in the playground then that is the perfect opportunity to go "I need to address this as quickly as possible". So then have that as a plan but be willing to modify it. Just start from those humble beginnings then maybe try and incorporate the Stage group or class next door. Well that was one positive aspect of my last prac PE was not done independently. It was only once a week where the class went out by itself. They used to go out with the Stage groups. Our class was 5/6 and the class next door was Year 6 and they used to go out together. So then you'd have another teacher as well which also made organising a little bit easier. You had two sets of eyes and you could actually run more than the one activity so that again I	Strategies to address situation in school where practice of PE was very different to those of CC. Start with own class • Timetable PE (dedicated time; theory + practice; 3 times/wk; rotating) • In-charge (teacher autonomy) • Plan to address student interests and concerns as they arise • Be willing to modify plans Incorporate other classes • Try - class next door or Stage groups • Team teach (run more than one activity; 2 sets of eyes) Progress to whole school • Get involved in whole school planning

Was considering at this point whether to use the VLI to ascertain CC preparedness to lead up this process. May have missed opportunities to probe for richer descriptions for each stage of change e.g. further meaning attached to developmental perspectives expressed	found that was very important. So in order to address that situation I would sort of change it in my own classroom, then try and incorporate it as a Stage, so have it as a whole Stage thing depending on the size of the school and then of course get involved in like whole school planning. So let the Principal know, try to incorporate it into the other Stages, make it worthwhile because if I am teaching Stage Three and kids come from Early Stage One all the way to Stage two without having like the building blocks, like to have that scaffold and then suddenly get in there and say "alright kids let's get in there and let's do this" that is just culture shock. They are not going to be ready for that. So.	• Progression of strategies • Inform Principal; incorporate other Stages • Base argument on developmental perspective (building blocks; scaffold; readiness) • Make PE worthwhile

Note: highlighted text shows procedure to aggregate formulated meanings.

KEY

(*Theme clusters* by colour and description. This excerpt shows contributions drawn from this transcript excerpt to the '*exhaustive description'* for the major *'theme cluster'* which emerged from analysis of the full text from all nineteen transcripts.)

…… Personal Conception of Primary School PE

Physical Education should have dedicated time on the school timetable three times a week to address relevant and worthwhile topics. These topics may include primary school children experiences inside and outside of the school.

…… Personal disposition/Background

Professional experience in a primary school has informed view for possibilities for change.

…… Teacher knowledge

Generalist teacher is in-charge of decisions related to class (autonomy).

…… Commitment to Primary School PE

Expand conceptions of PE beyond "kids just playing games." Commitment to a whole school plan for PE with dedicated time for both theory and practical. This school program to be delivered by teachers working in Stage teams.