Notice of the Final Oral Examination
for the Degree of Master of Science

of

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BSc, Hons (University of Lincoln, 2007)

“A pragmatic feasibility trial examining the effect of Job Embedded Professional Development on teachers’ capacity to provide physical literacy enriched physical education in elementary schools”

School of Exercise Science, Physical and Health Education

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9:00am PDT
Remote Defence

Supervisory Committee:
Dr. Patti-Jean Naylor, School of Exercise Science, Physical and Health Education, University of Victoria (Supervisor)
Dr. Sandra Gibbons, School of Exercise Science, Physical and Health Education, UVic (Member)
Dr. John Cairney, School of Human Movement and Nutrition Sciences, University of Queensland (Outside Member)

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Dr. Stephen Berg, Faculty of Education, UBCO

Chair of Oral Examination:
Dr. Mary Ellen Purkis, School of Nursing, UVic

Dr. Stephen V. Evans, Acting Dean, Faculty of Graduate Studies
Abstract

A gap in physical literacy-oriented (PL) professional development (PD) for generalist teachers exists and thus their capacity to develop PL and maximize student health is potentially limited. Specifically, a job-embedded professional development (JEPD) approach has been found to be an effective strategy for improving teacher knowledge and confidence. We explored the feasibility of a novel JEPD program (10 weeks) and its impact on teachers’ capacity to deliver PL enriched physical education (PE) and student PL. A pragmatic feasibility trial with mixed methods included quantitative measurement of teacher PL knowledge and confidence (pre) and knowledge, confidence, satisfaction and intention (post), as well as self-reported change, to evaluate impact on teacher capacity and practices. A pre-post comparison of student PL outcomes (motor skills using PLAY Basic) during the JEPD and teacher implementation phase explored the impact on student PL. 15/44 teachers participated in surveys and 11/44 completed interviews (87% female, mean age bracket = 25-44 years). Confidence to deliver PL enhancing PE increased significantly after JEPD (p<.0001). Teachers were highly satisfied with the JEPD (X =4.67/5) and intended to change their practice (X =4.09/5). At 3 months, teachers reported changes including enhanced lesson planning, increased activity variety (often from the JEPD), intentional skill development, student focused discussions, introductory, transition and closing activities and more equipment adaptations. During JEPD, with the exception of throwing (p <.0001), children’s (47% female, mean age = 7.9 (1.7)) change in running, jumping, kicking and balance walk backwards did not differ from usual practice (UP). During teacher implementation motor skill competence regressed; confounding factors such as seasonality could not be ruled out. JEPD appears feasible and effective for changing teacher capacity to deliver PL enhancing PE however, post JEPD teacher implementation and outcomes need further exploration.

Keywords: physical literacy; physical education; professional development; physical activity; in-service teacher training; children; elementary school; teachers