



EuPEO Online Multiplier Stakeholder Event IRELAND

**Dr. Fiona Chambers &
Dr. Wesley O'Brien**

30th June, 2021,
University College Cork, Cork



Objectives Today

1. Overview of the **EuPEO project** for Irish stakeholders
2. General feedback for Irish Stakeholders on the **Manual for External Assessment (MEA)** and the **Toolkit for Internal Monitoring (TIM)**.
3. European **Pupil Questionnaire (EPQ)** – what do Irish schools need to know about the data collected?
4. European **School Questionnaire (ESQ)** – what do Irish schools need to know about the data collected?
5. Physical **Self-Concept (PSC)** for Irish adolescents - what do Irish schools need to know about the data collected?
6. European **Country Questionnaire (ECQ)** – what does the Department of Education and Skills (DES) in Ireland need to know about the data collected?
7. Closure: **Parting words from Ireland** – how did participation go, and the future directions of this EuPEO project for sustainable integration in Irish schools.



WHAT WILL I LEARN?



WHAT WILL I LEARN?

Part 1: Overview EuPEO

- The European Physical Education Observatory (EuPEO) Project's mission is to promote, throughout Europe, a quality Physical Education, School Sport and other forms of quality School Physical Activity experience within European sports policies, considering UNESCO's reference framework for quality physical education and the recommendations of the Group of European Experts for Health-Physical Enhancing Activity (HEPA).
- The project is innovative because it establishes bridges between previously published recommendations and concepts/sets of indicators for monitoring and evaluating the physical education curriculum.
- EuPEO will provide an integrated understanding of the aims and objectives of Physical Education between countries of the European community and monitoring the conditions for carrying out Physical Education, School Sports and extracurricular physical activities.

BRIDGING THE GAPS BETWEEN ...




...TOWARDS A **QUALITY PHYSICAL EDUCATION**
THROUGHOUT **EUROPE**

Part 2: General feedback Manual for External Assessment (MEA) & the Toolkit for Internal Monitoring (TIM)


- **MEA** - defined as a methodological e-book to be integrated into the platform supported by the EuPEO webpage. This will correspond to the guidelines for national use of the EuPEO platform and will consist of two targeted questionnaires addressed to national representatives of Physical Education teachers and other external or governmental bodies (ECQ and NELAS).
- **TIM** be defined as a methodological e-book composed by a set of instruments based on quality indicators of Physical Education, to be used within each school as a monitoring procedure on the improvement of these indicators (ESQ, EPQ, EULAS-P, EULAS-T).


GENERAL MEA & TIM FEEDBACK: STAKEHOLDERS & PARTICIPANTS 30TH JUNE 2021

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MEA PROCESS FEEDBACK

Pilot Stage	Main Challenges	Key Recommendations
Data Collection	<ul style="list-style-type: none"> ● Accessing such prominent stakeholders for PE in Ireland challenging ● Length of Questionnaire 	<ul style="list-style-type: none"> ● What is in it for them (WIIFT)
Data Treatment and Analysis	<ul style="list-style-type: none"> ● Must be completed by one person working at a national level for the subject of PE in Ireland 	Needs to be one questionnaire completed by the Department of Education and Skills

TIM Process Feedback *ESQ*

Pilot Stage	Main Challenges	Key Recommendations
Data Collection	<ul style="list-style-type: none"> ● Questionnaire too long ● Access to schools ● Final year of compulsory schooling is Third year which is an examination class. Seems to be different age-group in each country so comparison is difficult? 	<ul style="list-style-type: none"> ● Shorten questionnaire. ● Pick an age-group that is the same in each country to compare like with like?
Data Treatment and Analysis	<ul style="list-style-type: none"> ● What is the benefit to the school and to its pupils - this is not clear? ● Comparison of school data across European PE structures challenging. 	<ul style="list-style-type: none"> ● Clearly articulate 'what is in it for them'? ● Pandemic?

TIM PROCESS FEEDBACK *EPQ*

Pilot Stage	Main Challenges	Key Recommendations
Data Collection	<p>Questions were complex, which may result in pupils skipping across questions</p> <p>Questions do not take account of literacy levels or diversity of pupil ethnicity etc.</p>	<p>Create a shorter questionnaire. Pare back to the most relevant questions for the observatory.</p> <p>Co-create with teachers and pupils.</p>
Data Treatment and Analysis	<ul style="list-style-type: none"> ● The outputs were a little late in the school year to share with pupils ● Comparison of school data across European PE structures challenging. 	<p>Inform pupils of the results.</p>

TIM PROCESS FEEDBACK

EULAS-T - FEEDBACK

Pilot Stage	Main Challenges	Key Recommendations
Data Collection [not completed]	<p><u>THOUGHTS?</u></p> <p>The questionnaire a little difficult for teachers to digest.</p> <p>Questionnaire difficult to understand.</p>	<p>Make report easy to use and understand. Show how results can inform policy and practice - Guidelines needed.</p> <p>Important to work with small group of teachers to help add cultural relevance to questionnaire.</p>
Data Treatment and Analysis [not completed]	<p>Standardise how raw data is analysed for a wider European teacher comparison of PE offerings at school level.</p>	<p>We need to share with school - Set up stronger communication with schools in 2021 and beyond.</p>

MEA RESULTS HIGHLIGHTS

- **VERY INTERESTING TO HAVE A 'PICTURE' OF PE IN IRELAND AT NATIONAL LEVEL. CLEAR OPPORTUNITY TO USE THIS TO ADVOCATE FOR THE SUBJECT NATIONALLY.**
- **PE, PA AND SPORT ARE INTERCONNECTED - PERHAPS, THE OBSERVATORY SHOULD COVER OTHER STAKEHOLDERS OUTSIDE OF PE NATIONALLY? *THE PANDEMIC HAS SHOWN THAT THESE BOUNDARIES ARE NOW BLURRED.***

TIM RESULTS HIGHLIGHTS

- **TIME TO COMPLETE QUESTIONNAIRE - OFTEN PE TIME IS USED TO DO THIS.**
- **THE QUESTIONNAIRE IS QUITE LONG IN ITS CURRENT FORM - JUST FOCUS ON WHAT WE NEED TO KNOW FOR THE OBSERVATORY AND THIS WILL APPEAL TO STUDENTS AND TEACHERS GOING FORWARD.**
- **SHARE THE RESULTS WITH PUPILS (SIMILAR TO TODAY'S MSE PLATFORM).**
- **STANDARDISE DATA ANALYSIS APPROACH AT EUROPEAN LEVEL FOR CROSS-CULTURAL COMPARISON AND MEANINGFUL PE DATA INTERPRETATION.**
- **DATA NEEDS TO BE ACCESSIBLE TO SCHOOLS, TEACHERS, AND STUDENTS.**

PART 3: EPQ DATA

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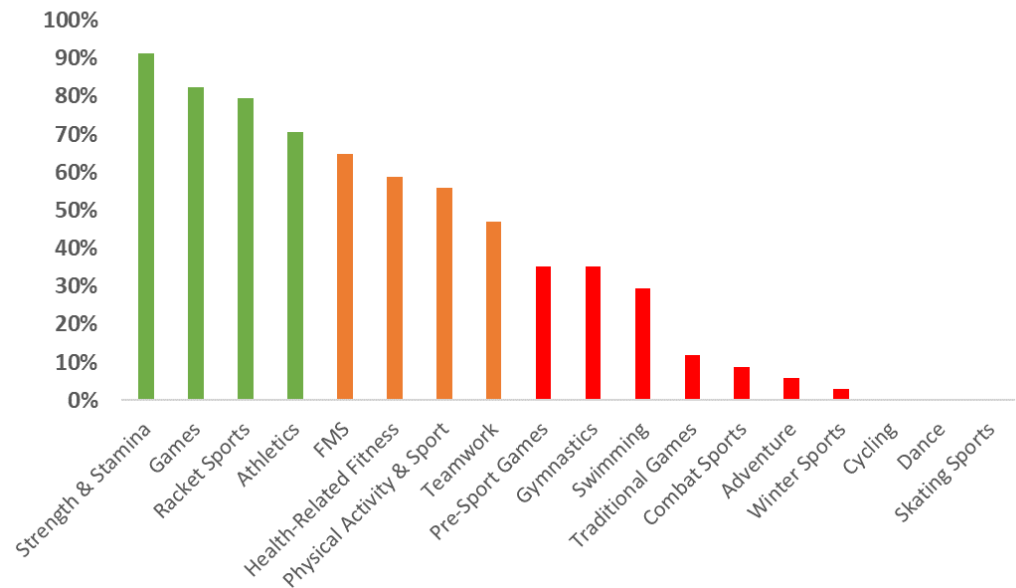
EPQ IRELAND FINDINGS 2020

1.1. Academic Year Physical Education Curricular Offerings

Table 1. Frequency table of physical education curricular offerings in Ireland during the 2019-20 school year.

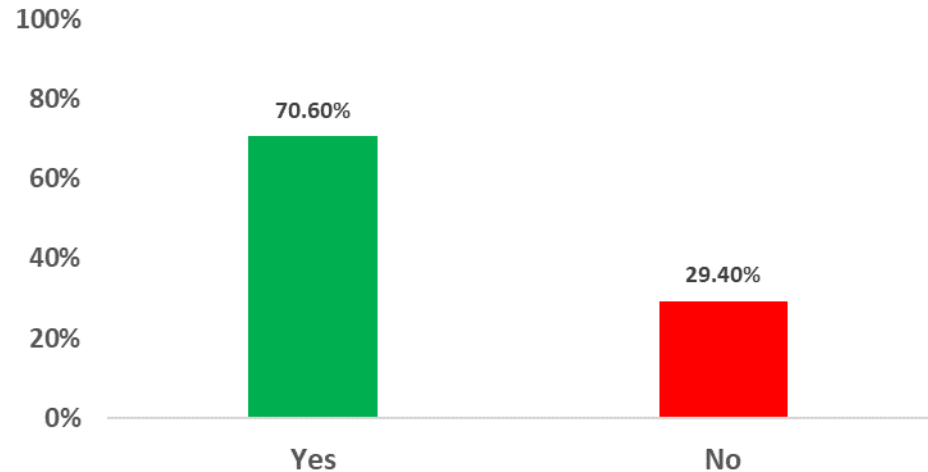
FMS	64.7%	Winter Sports	2.9%
Pre-Sport Games	35.3%	Gymnastics	35.3%
Strength & Stamina	91.2%	Adventure	5.9%
Athletics	70.6%	Racket Sports	79.4%
Games	82.4%	Skating Sports	0%
Cycling	0%	Swimming	29.4%
Combat Sports	8.8%	Traditional Games	11.8%
Dance	0%	Physical Activity & Sport	55.9%
Health-Related Fitness	58.8%	Teamwork	47.1%

Most prevalent physical education curricular offerings Ireland: 2019-20 school year.



EPQ IRELAND FINDINGS 2020

Engagement in Physical Education Assessment



1.1. Student Learning in Irish Physical Education

- Interesting, of the 79.4% of students who reported that teachers imparted student learning knowledge to them, 66.7% outlined that a report from their teacher was the most prevalent learning methodology used.
- 88.2% of student respondents reported that they receive their Physical Education grade at some point in the year.

1.1. Learning Outcomes in Irish Physical Education

- The two most important learning outcomes for students in Physical Education are 1) Health-related and 2) Social-related outcomes

Table 2. The two most importantly reported learning outcomes in Irish physical education during the 2019-20 school year.

Health-Related	58.8%	Social-Related	55.9%
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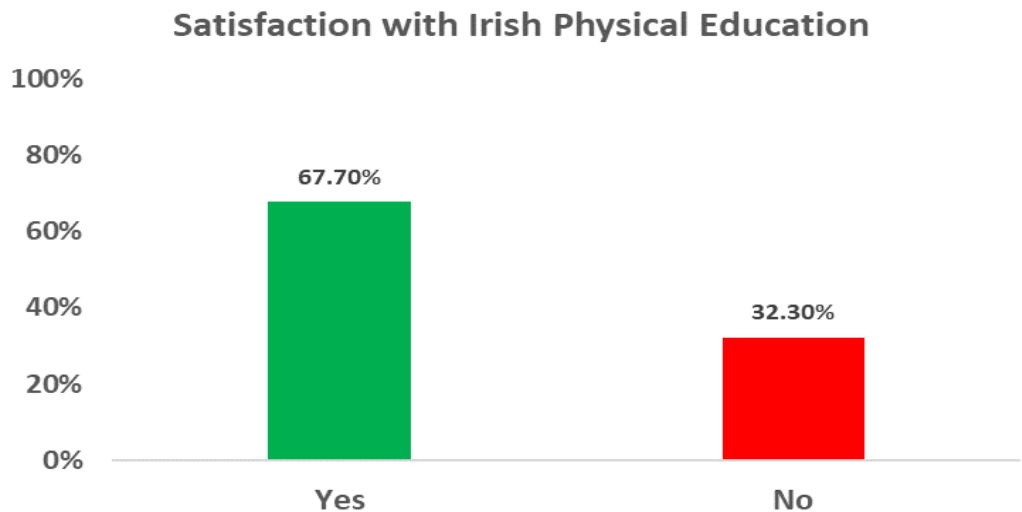
EPQ IRELAND FINDINGS 2020

1.1. Student Values on Irish Physical Education

- The three most important Physical Education values for students attending class are 1) Health, 2) Participation, and 3) Respect

Table 3. The three most important Physical Education values for students attending class during the 2019-20 school year.

1. Health	85.3%	2. Participation	82.4%	3. Respect	82.4%
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1.1. EPQ Comments Fiona and Wesley

- In the curricular offerings questions, there is potential for student confusion due to variable similarity e.g. strength and stamina content versus health-related fitness content.
- In terms of cognitive maturity, we feel that third year Irish students (14 to 16 years of age) are not developmentally ready to answer questions of Physical Education assessment types e.g. peer and self-assessment understanding.
- Given the Physical Education focus of the EPQ, consider omitting questions on physical-self worth, recess and school sport questions, as these variables are more related to the psychological correlates of physical activity participation, and whole-school physical activity participation focus.

PART 4: ESQ DATA

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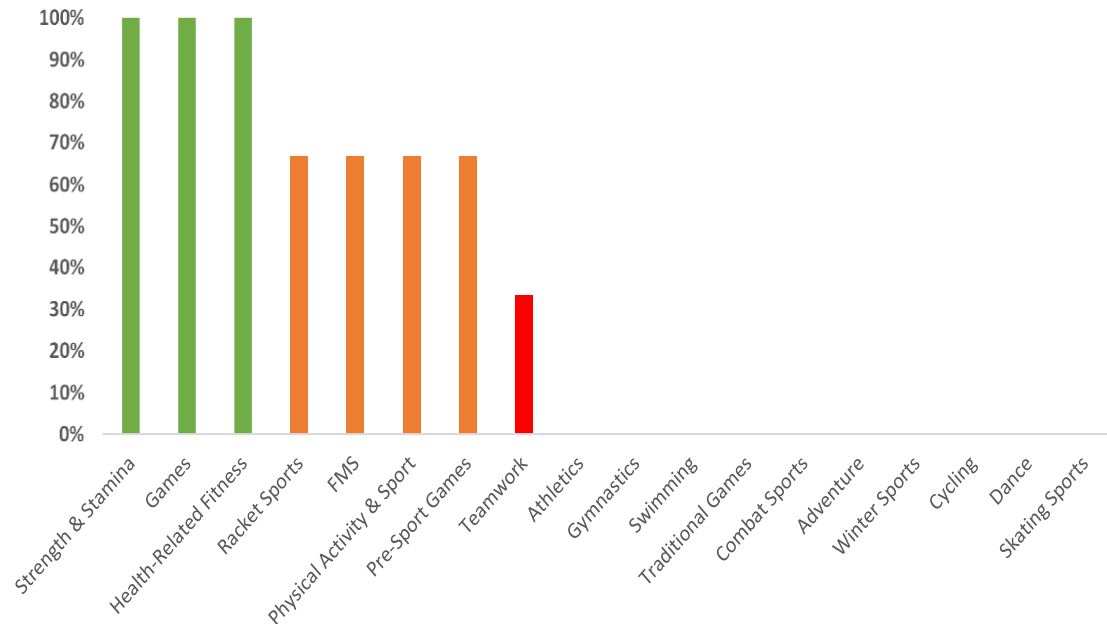
ESQ IRELAND FINDINGS 2020

1.1. Academic Year Physical Education Curricular Offerings

Table 1. Frequency table of physical education curricular offerings by teachers (n=3) in Ireland during the 2019-20 school year.

FMS	66.7%	Winter Sports	0%
Pre-Sport Games	66.7%	Gymnastics	0%
Strength & Stamina	100%	Adventure	0%
Athletics	0%	Racket Sports	66.7%
Games	100%	Skating Sports	0%
Cycling	0%	Swimming	0%
Combat Sports	0%	Traditional Games	0%
Dance	0%	Physical Activity & Sport	66.7%
Health-Related Fitness	100%	Teamwork	33%

Most prevalent physical education curricular offerings by teachers 2019-20 school year.



ESQ IRELAND FINDINGS 2020

1.1. Assessment by Teachers in Irish Physical Education

- Interesting, 33.3% of teachers identified that there is Physical Education assessment criteria designed at the school level. Of those who identified Physical Education assessment criteria at the school level, 100% acknowledge the formative assessment guidelines in practice.
- 0% of teachers regularly share assessment feedback with parents or legal guardians.
- 66.7% of teachers acknowledge that the school designs its own learning outcomes for Physical Education.

1.2. School Sport and After School Activity Availability

- Interesting, 100% of the schools offer school sport and after school activities, in addition to Physical Education class.

Table 2. Availability of schools to offer school sport and after school activities

School Sport	100%	After-School Activities	100%
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1.3. Active Transport

- Interesting, 0% of the schools formally promote active transport among students.

1.4. Weekly Physical Education Teaching Frequency

Table 3. Number of weekly lessons taught in Physical Education by teachers

Teacher 1	1 lesson p/wk	Teacher 2	4 lessons p/wk	Teacher 3	13 lessons p/wk
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ESQ IRELAND FINDINGS 2020

1.1. Time Allocation Physical Education Class

Table 4. Time per lessons taught in Physical Education by teachers

Teacher 1	0 minutes	Teacher 2	40 minutes	Teacher 3	80 minutes
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1.2. Physical Education Teacher Duties and Research

- Interesting, 67% of the Physical Education teachers from the schools that participated do not engage in research.

1.3. Physical Education Department

Table 5. Number of Physical Education teachers each school has

School 1	2	School 2	4	School 3	6
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1.4. Government Support

- Interesting, 100% of the Physical Education teachers from the schools identified that they receive CPD support for Physical Education. A further 66.7% of the Physical Education teachers believe that the government place a value on such CPD development for Physical Education teachers.
- However, 100% of the Physical Education teachers also identified that they DO NOT receive support to improve the experience of students in Physical Education.

1.5. NGB Involvement in Physical Education Class and Extra-Curricular Activities

Table 6. Availability of NGB's in 1) Physical Education and 2) Extra-Curricular activities

Physical Education	0%	Extra-Curricular Activities	33%
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ESQ IRELAND FINDINGS 2020

1.1. Communities of Practice – Collaboration Other Schools

- Interesting, 0% of the Physical Education teachers from the schools identified that they collaborate or share learning material with other schools to benefit the PE curriculum, however, 100%, of the Physical Education teachers from the schools identified that they collaborate or share learning material with other schools to benefit school sport.

Table 7. Communities of practice among physical education teachers to benefit 1) Physical Education Curriculum and 2) School Sport

Physical Education Curriculum	0%	School Sport	100%
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1.2. Collaboration with HEI's and Universities

- Interesting, 100% of the Physical Education teachers from the schools identified that they collaborate with HEI's/universities to benefit their CPD, and 66.7%, of the Physical Education teachers from the schools identified that they collaborate with HEI's/universities to benefit Initial Teacher Education.

Table 8. HEI/university connections among Physical Education teachers to benefit 1) CPD and 2) Initial Teacher Education

CPD	100%	Initial Teacher Education	66.7%
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1.3. Collaboration with PEAI

- Interesting, 100% of the Physical Education teachers from the schools identified that they collaborate with the PEAI to benefit their CPD.
- Interesting, 100% of the Physical Education teachers from the schools identified that consulting with the PEAI assists their monitoring and evaluation procedures in practice.

1.4. Special Educational Needs (SEN)

- Interesting, 66.7% of the Physical Education teachers from the schools identified that the budget provided to Physical Education and School Sport does not enable the school to maintain adequate and accessible equipment and facilities for all, including SEN pupils.

ESQ IRELAND FINDINGS 2020

1. ESQ Comments Fiona and Wesley

- Given the Physical Education focus of the ESQ, consider omitting the volume of questions relating to governmental cooperation, NGB's, inter-school competitions, private sports clubs and facilities.
- While these questions are lengthy and beyond the Physical Education space at times, the questions are also not comparable to many of the questions posed of students in the EPQ.

PART 5: PSC DATA

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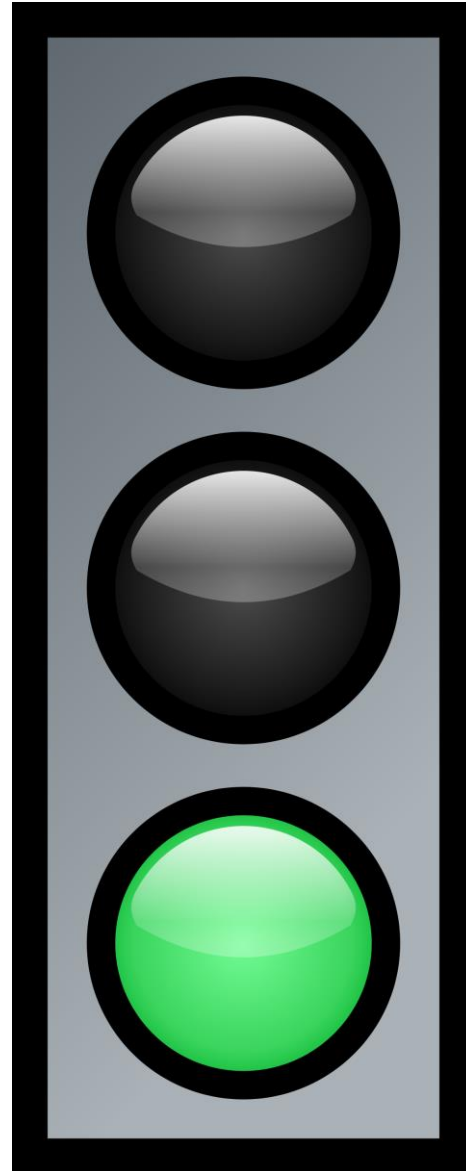
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EULAS-P – Self-Perception in PE

22 item scale on Physical Self-Concept
1-4 scale (Not True to Very True)

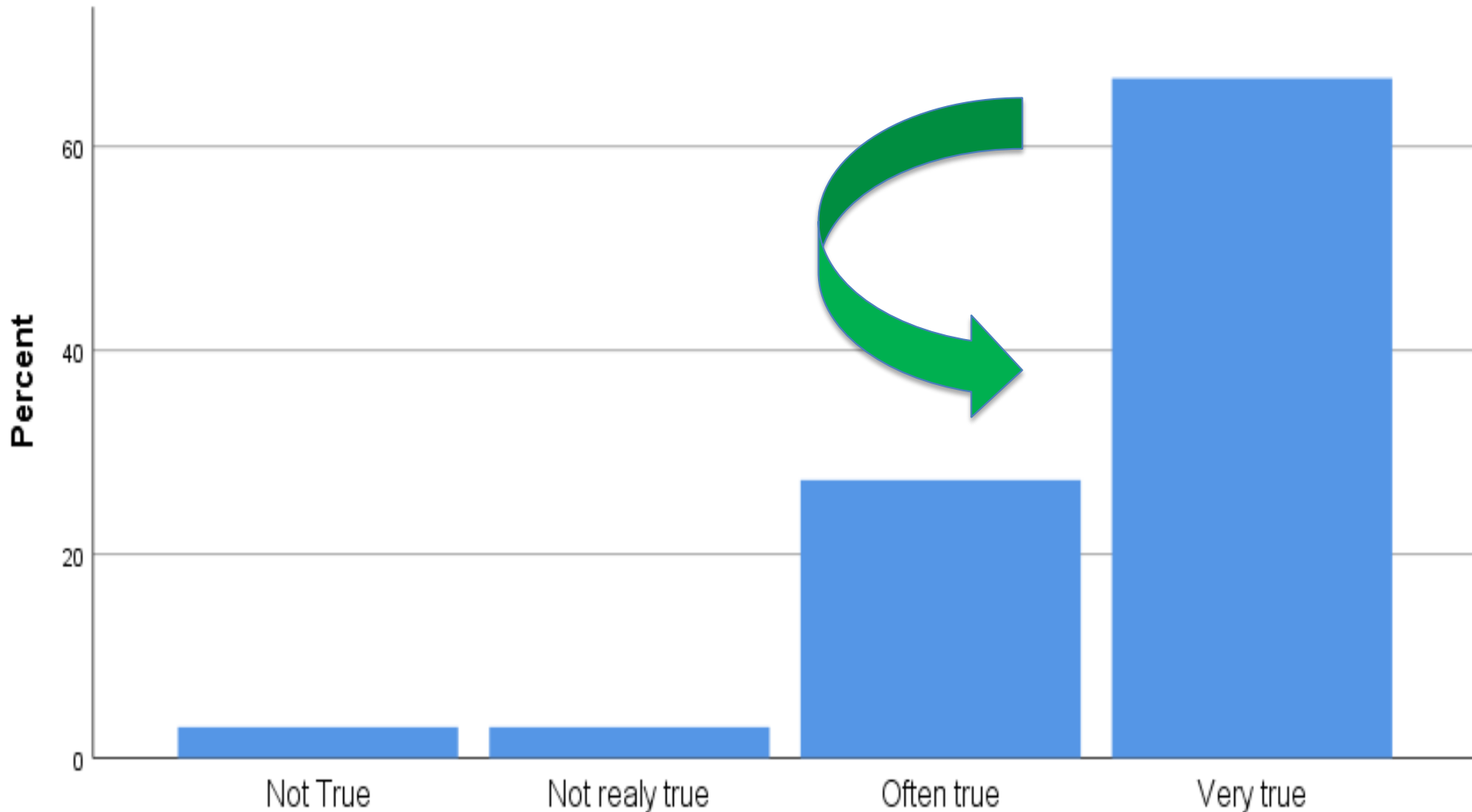


High Areas
of physical
self-
concept



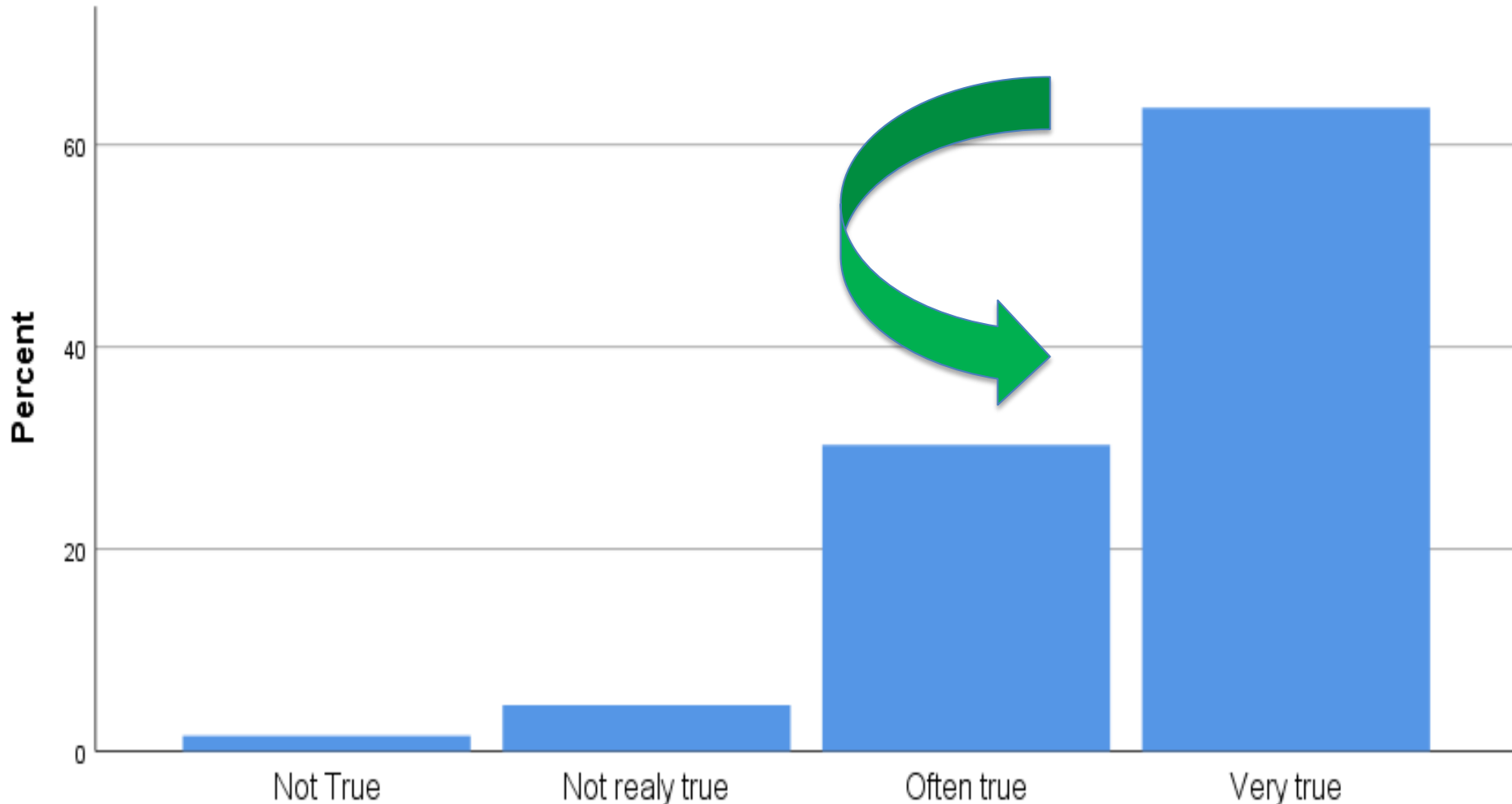
I can do two things at the same time

PSP[05]. The purpose of this question group is to see how people describe themselves physically. Please consider the following Scale: 1- Not True; 2- Not Really True; 3- Often True; 4- Very True. [I can do two things at the same time...]



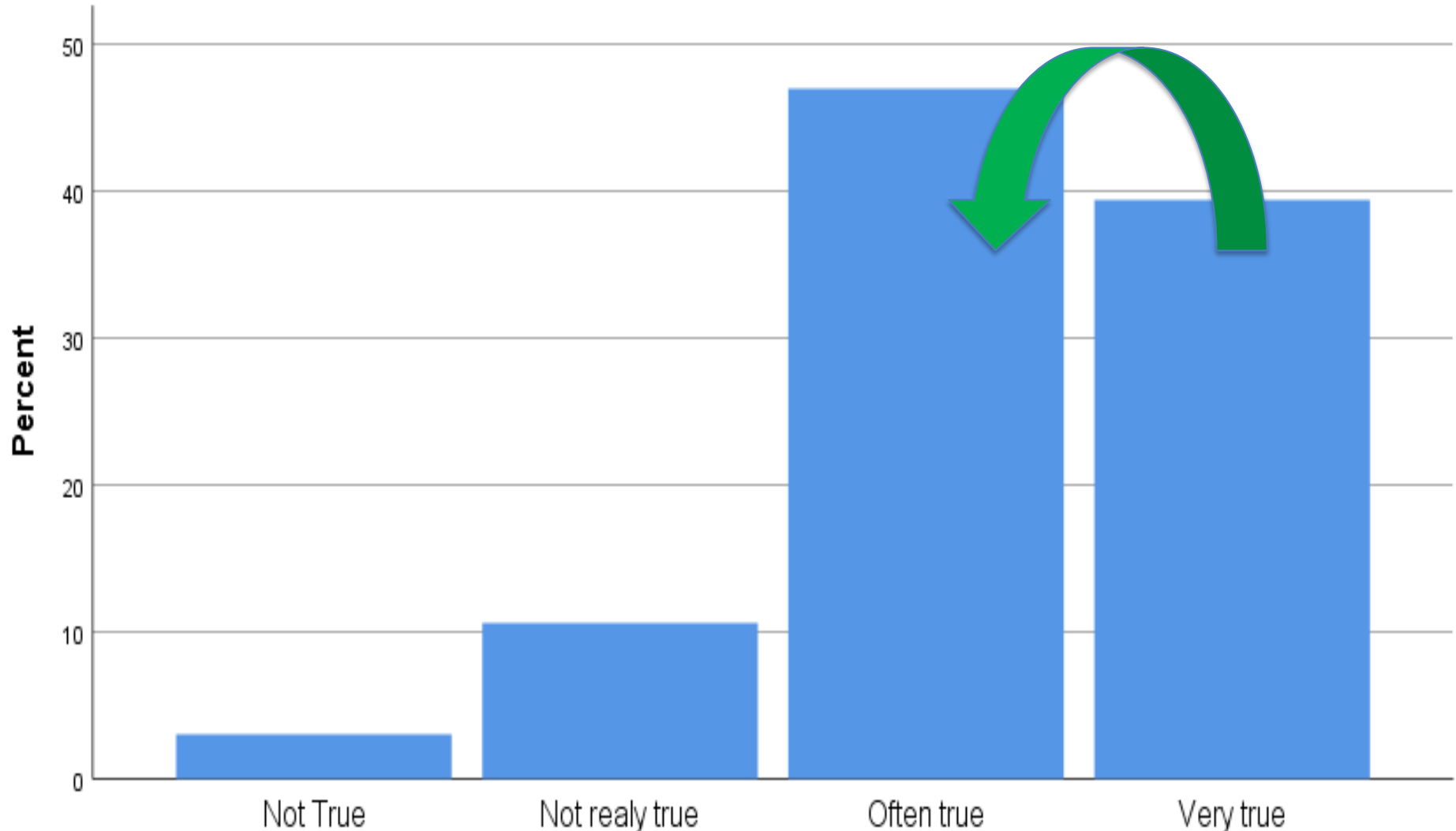
I can join two things together

PSP[15]. The purpose of this question group is to see how people describe themselves physically. Please consider the following Scale: 1- Not True; 2- Not Really True; 3- Often True; 4- Very True. [I can join two things together...]

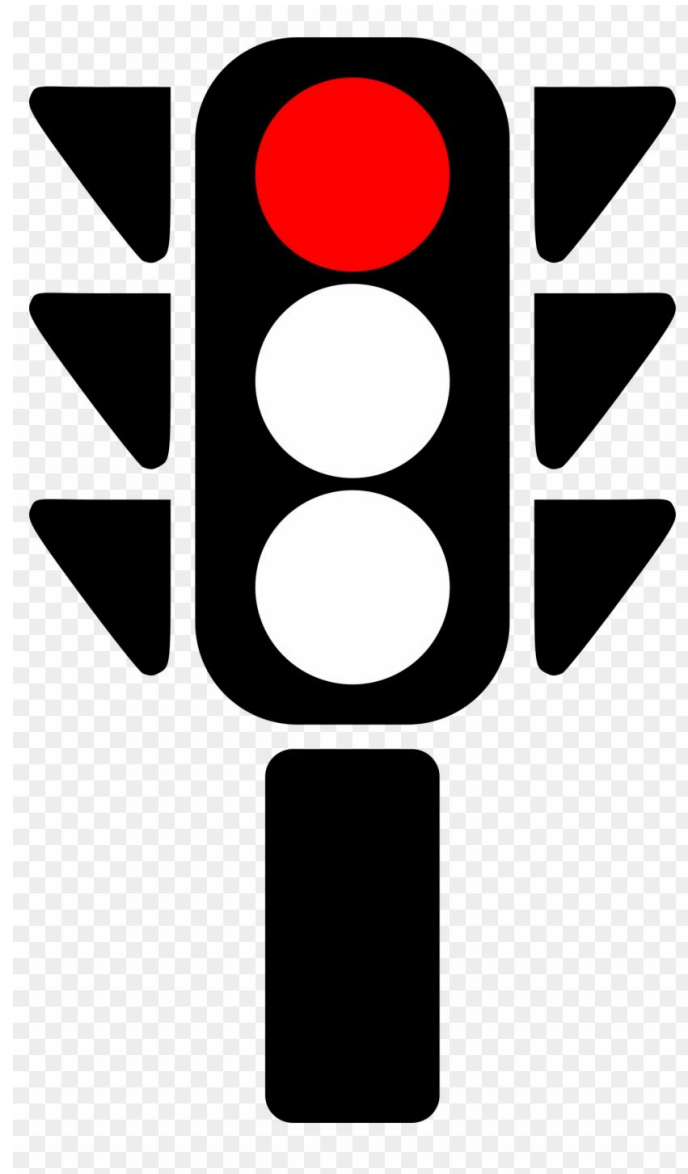


I can move quickly

PSP[21]. The purpose of this question group is to see how people describe themselves physically. Please consider the following Scale: 1- Not True; 2- Not Really True; 3- Often True; 4- Very True. [I can move quickly.]

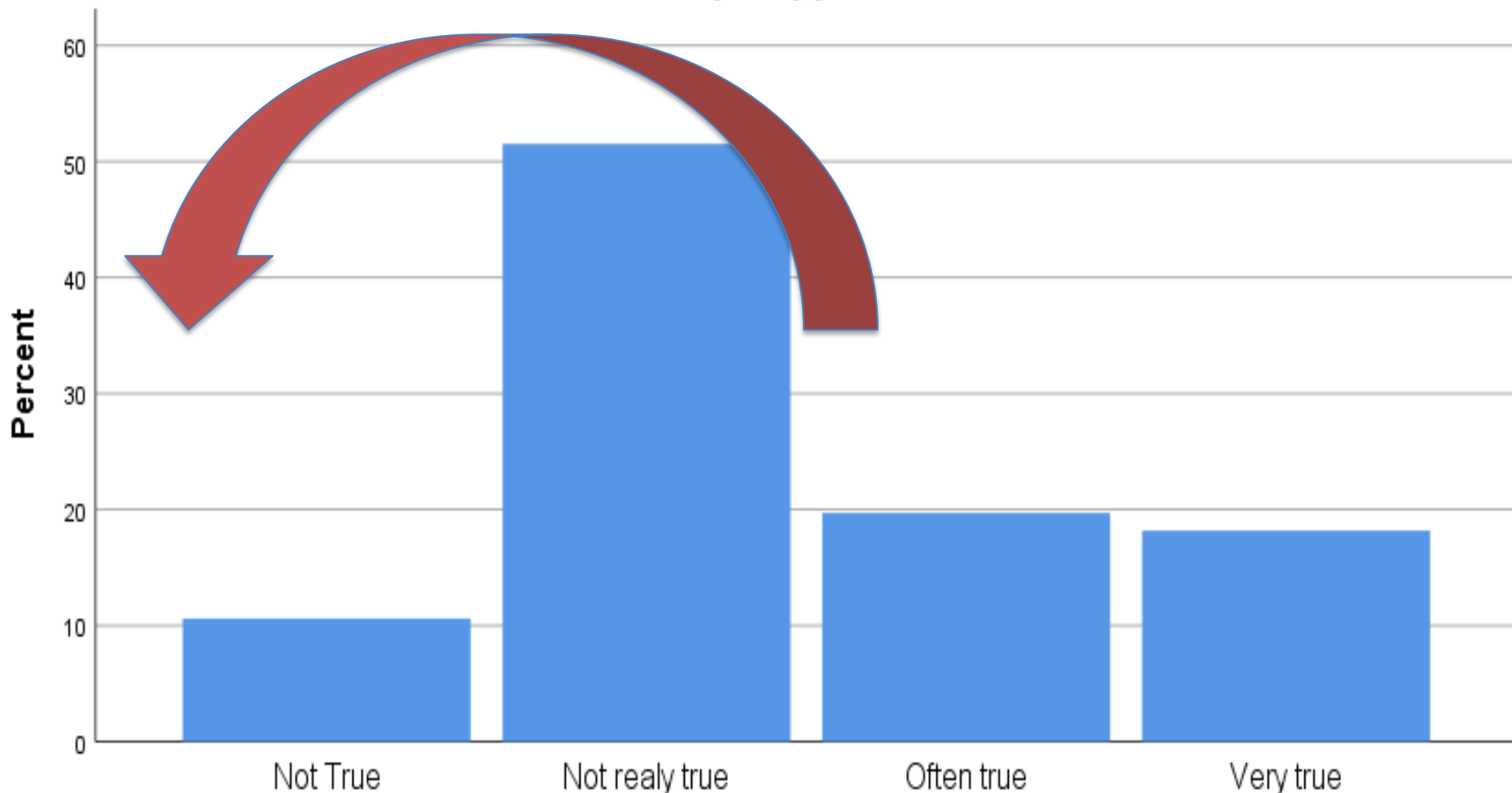


Low Areas
of physical
self-
concept



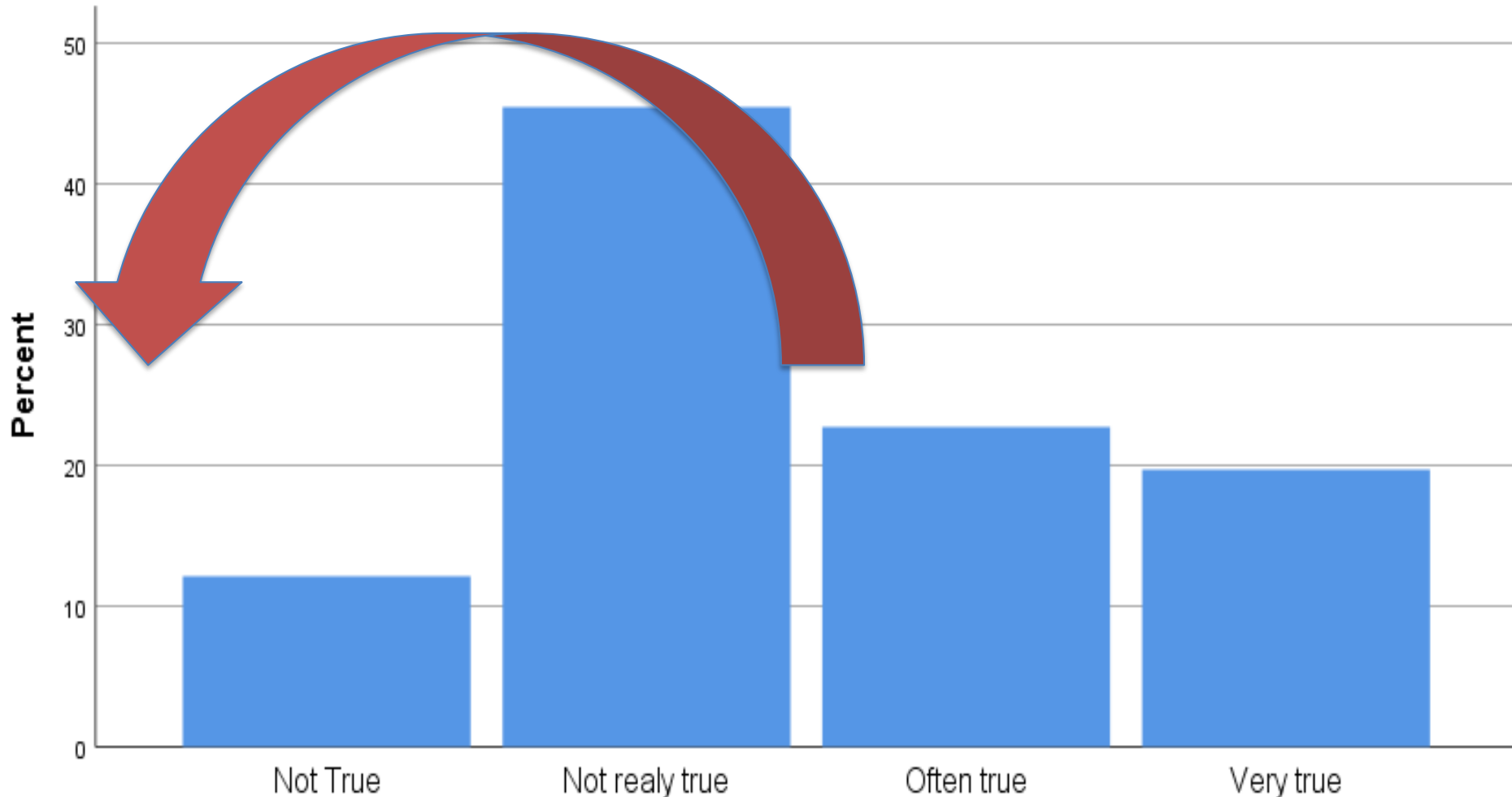
I am good at bending my body

PSP[09]. The purpose of this question group is to see how people describe themselves physically. Please consider the following Scale: 1- Not True; 2- Not Really True; 3- Often True; 4- Very True. [I am good at bending my body.]



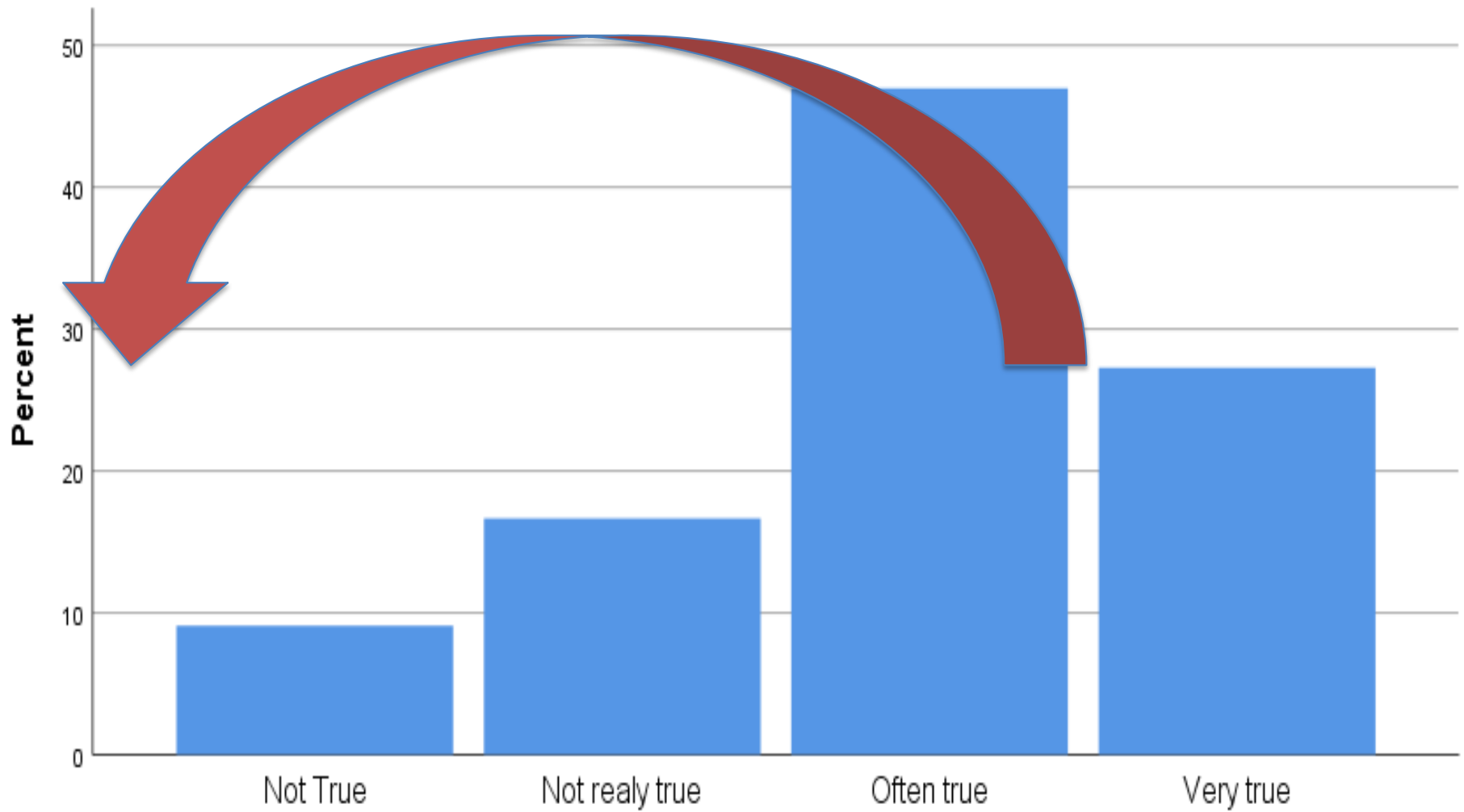
I am flexible

PSP[04]. The purpose of this question group is to see how people describe themselves physically. Please consider the following Scale: 1- Not True; 2- Not Really True; 3- Often True; 4- Very True. [I am flexible.]



I can lift things easily

PSP[18]. The purpose of this question group is to see how people describe themselves physically. Please consider the following Scale: 1- Not True; 2- Not Really True; 3- Often True; 4- Very True. [I can lift heavy things easily.]



EULAS-P RESULTS HIGHLIGHTS

- **PHYSICAL SELF-CONCEPT (PSC)** IS A COMPLEX AND MULTIFACETED VARIABLE. THIS PSC VARIABLE IN EULAS-P HAD 22 STATEMENTS ALONE.
- IRISH YOUTH APPEAR TO HAVE A HIGHER PSC IN EXECUTING MULTIPLE TASKS AND MOVING QUICKLY (**SKILL RELATED PHYSICAL FITNESS**)
- IRISH YOUTH APPEAR TO HAVE A LOWER PSC IN TASKS THAT REQUIRE FLEXIBILITY AND STRENGTH (**HEALTH-RELATED PHYSICAL FITNESS**)
- **OTHER AREAS TO EXPLORE:** PERCEIVED SELF-COMPETENCE, SELF-ESTEEM, SELF-WORTH, SELF-EFFICACY ETC... **WHICH IS THE STRONGEST PREDICTOR FOR CHILDREN'S PE PARTICIPATION?**

PART 6: ECQ DATA

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ECQ IRELAND FINDINGS 2020

1.1. Highlighted Findings ECQ Ireland

- Compulsory Physical Education Qualifications are only required to teach the subject of Physical Education in lower and upper secondary education settings only.
- There is a high support for Physical Education CPD generally across all education settings in the existing policy documents.
- The current induction phase for Physical Education teachers in secondary education settings is unstructured.
- CPD for in-service Physical Education teachers in Ireland is compulsory.
- The subject of Physical Education belongs to the core curriculum of Ireland.
- Many of the required Physical Education content in Ireland is either a required or optional activity in early childhood education setting right up to the upper secondary education setting. Nice continuity between curricula, and a rich robust curricula in place for secondary school settings in Ireland now.
- It is accepted at country-level that the Physical Education curriculum across all education settings supports the inclusion of all students with SEN.
- The average time for weekly recommended Physical Education in early education settings is 60 minutes, in primary education settings is 60 minutes, in lower and upper secondary education settings is 80 minutes.

1.2. ECQ Comments Fiona and Wesley

- Given the differentiation between the Physical Education curricula at early education, primary education, lower and upper secondary education, it is probably unreasonable to assume that valid data in Ireland can be collected meaningfully from one country-wide expert in Ireland. The depth to the different education settings for Physical Education are varied, and the questions posed for a country-wide expert would be challenging.
- It is our recommendation that country wide expert is selected from each of the four different education sectors for Physical Education.

PART 7: PARTING WORDS FROM IRELAND

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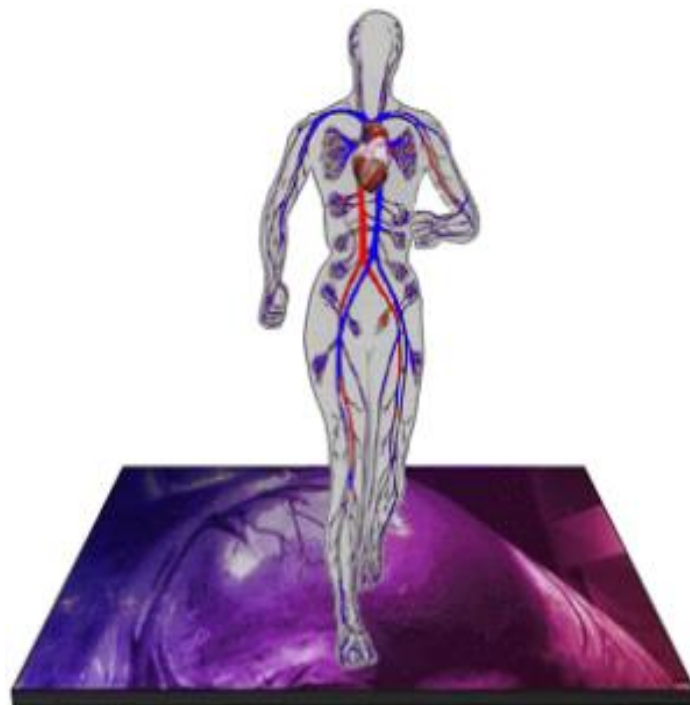
DATA ANALYSIS





University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

 Sports Studies
& Physical Education
B. Ed. Sports Studies & Physical Education



[Email: F.Chambers@ucc.ie](mailto:F.Chambers@ucc.ie)

 [@DrFiChambers](https://twitter.com/DrFiChambers)

[Email: wesley.obrien@ucc.ie](mailto:wesley.obrien@ucc.ie)

 [@wesleyob1](https://twitter.com/wesleyob1)

*Thank
You*