



PEPAYS Ireland Forum, 2022

(Re)connecting as a Community - Grand Challenges and Opportunities for Research and Practice

Book of Abstracts



11th June 2022 – Department of Physical Education and Sports Sciences,
University of Limerick.

Contents

Parallel research presentations Session 1 Room 1: School-based Physical Activity Promotion	3
Parallel research presentations Session 1 Room 2: Health and Wellbeing	6
Parallel research presentations Session 1 Room 3: Learning to Teach	9
Parallel research presentations Session 2 Room 1: Physical Education Curriculum	13
Parallel research presentations Session 2 Room 2: Coaching Effectiveness/Developing Talent	17
Parallel research presentations Session 2 Room 3: Health and Wellbeing	22
Research poster presentations	25

Parallel research presentations Session 1 Room 1: School-based Physical Activity Promotion

Title: Are School-Based Interventions Promoting the 24-Hour Movement Guidelines among Children? A Systematic Scoping Review

Authors: Javier Rodrigo-Sanjoaquín, Julien Bois, Alberto Aibar, Léna Lhuisset and Javier Zaragoza

Aims: The 24-hour movement behaviours can influence sustainable long-term benefits in children, but their implementation and effectiveness have not yet been reviewed in the school setting. Thus, the aim of this systematic scoping review was to provide an overview of school-based interventions targeting physical activity (PA), sedentary behaviour (SB), and sleep in 5-12 years-old children. **Methods:** A structured bibliographic search of 5 databases was conducted to retrieve peer-reviewed intervention studies published in English language, from January 2010 through December 2020. **Results:** Among the 37 studies included with a total sample size of 27,145 primary school-aged children, a 62% of them (i.e., 23 intervention studies) effectively improved PA and/or reduced SB after the intervention. Only one study assessed sleep behaviour and PA was the most improved outcome within effective intervention studies. The average duration of the intervention studies was between 7 to 10 months. **Conclusion:** As a main gap, we identified that current school-based interventions do not promote the whole 24-hour movement behaviours among children because there is a lack of intervention studies addressing sleep behaviour. Also, this first international review of the 24-hour movement behaviours in the school setting found that there is a reduced number of intervention studies including at least a follow-up measure, being difficult to interpretate their sustainability.

Title: Communicating Physical Activity to Adolescents: What works? A Scoping Review update

Authors: Grady, C., Ng, K., Murtagh E., Woods, C.

Background: Worldwide, adolescents are not meeting the minimum recommended physical activity (PA) guidelines to achieve health benefits furthermore, only 3.6% can report the correct recommendations. The school is an ideal PA promotion setting, no other institute has the same reach or influence on the adolescent population however, an effective communication strategy for PA messages for adolescents is needed. **Aim:** The purpose of this review is to explore how, when, who, where and what (i.e. the content, context and mode of delivery of) PA messages to communicate with adolescents. **Methods:** This review will follow the Levac et al scoping review framework and the PRISMA-ScR checklist to ensure the review methods are systematic. Search terms included 'physical activity', 'adolescents' and 'communication'. Sources include databases, grey literature and the reference lists of extracted articles will be checked from the year 1995 onwards. Endnote reference management and Rayyan review software will be used throughout the review. 10% of titles and abstracts were double screened and once a high level of agreement was achieved the remaining articles could be screened by one reviewer. The same

process will be repeated for full text screening. An excel table will be used to extract key results which will be synthesised narratively and descriptively. Results: 16, 943 articles were retrieved from the five databases of which 4,480 were duplicates. A PRISMA flow diagram will demonstrate the final articles included and results will be presented and summarised as recurring themes. The results will be discussed in relation to existing literature and future implications for research, policy and practice. Conclusion: To the best of the authors knowledge this will be the first scoping review to explore the PA messaging context among adolescents. The findings will help inform a strategy for communicating PA messages to adolescence in relation to the content, context and mode of delivery.

Title: Examining the 24 Hour Activity Cycle of Irish Adolescents: A Repeated Measures Study

Authors: Maeve Conneely, Kwok Ng, Grainne Hayes, Catherine Woods

Aim/Objectives; The main aim of this research was to examine the 24 Hour Activity Cycle (24HAC), proportion of the day spent in sleep, Sedentary Behaviour (SB), static and dynamic Light Intensity Physical Activity (LIPA) and Moderate to Vigorous Physical Activity (MVPA), in a cohort of Irish adolescents. Specific objectives included the investigation of seasonal and annual differences in the 24HAC across the whole week, on weekdays and weekend days, stratified by gender. Methods; Repeated measures data was collected in two schools in Ireland as part of the Active School Flag Post Primary Feasibility Study in Autumn 2018, spring 2019 and autumn 2019. The 24HAC was derived from activPAL3 micro data using a 7 day, 24 hour wear protocol. Separate repeated measures tests examined differences in the activity cycles across time points. Estimated Marginal Means and Post Hoc Pairwise Comparisons with Bonferroni adjustment were used to estimate and examine mean differences and the magnitude of effects were quantified using Cohen's D and Hedges D. Results; Participants (N = 54, 14.22 ± 1.59 years, 67% female) had an average 24HAC of; 39.13% of the day in sleep, 41.14% of the day in SB, 12.04% of the day in standing, 4.26% of the day in LIPA and 3.24% of the day in MVPA. 70% met current sleep guidelines and 22% met current PA guidelines. Seasonal differences included less sleep and more static LIPA in spring compared to autumn. Day type differences included less sleep, more SB, less LIPA and more MVPA on weekdays than on weekend days. Gender differences included more PA and less SB in males than females. Conclusion; Insufficient PA and sleep and excessive SB were prevalent in this cohort of Irish adolescents. Differing activity cycles highlight opportunity for tailored interventions to maximise health and wellbeing.

Title: Evaluating the implementation of physical activity-promoting public policies in Ireland: A Pilot Study using the Physical Activity Environment Policy Index (PA-EPI).

**Author: Kevin Volf, Liam Kelly, Aurelie Van Hoye, Enrique Garcia Bengoechea
Catherine Woods**

The Physical Activity Environment Policy Index (PA-EPI) is an evaluation tool which draws on the knowledge of national stakeholders to identify the extent of implementation of physical

activity promoting national policies. The purpose of this study was to pilot test the implementation of the PA-EPI tool in practice. This study was undertaken in 8 steps. Steps 1 to 4 involve collecting information about the policy actions and context in Ireland. Information on public policies that promote physical activity was collected by a methodology involving searches of government websites and snowballing. This information was validated by feedback from government officials. Steps 5 and 6 involve rating the extent of the implementation. We identified a panel of 31 independent physical activity practitioners and academics who rated evidence of implementation on a five-point scale. The median implementation scores were calculated and a four-category scorecard of implementation scores (“None / Very little”, “Low”, “Medium” and “High”) was generated. Stages 7 and 8 involve identifying implementation priorities for the future and dissemination. A workshop was arranged that allowed participants to suggest implementation recommendations that would increase implementation scores. These recommendations will be ranked by the panel via an online survey. Sixteen fully completed the rating survey. A further four participants partial completed the survey bring the response rate of the survey to 65%. Of the 45 statements of the PA-EPI, one statement received a rating of “None / Very Little”, 25 received a rating of “Low” and 19 received a “Medium” rating. Seven independent stakeholders participated in the workshop. We generated a list of 56 implementation recommendation and a shortlist of 10 priority recommendations. Our study demonstrates the feasibility of using the PA-EPI to evaluate policy implementation. The PA-EPI can be a powerful tool for allowing physical activity promoters to advocate for action by policymakers.

Parallel research presentations Session 1 Room 2: Health and Wellbeing

Title: Self-Esteem, Meaningful Experiences & The Rocky Road. A qualitative exploration of the contexts of physical activity that impact positive mental health in adolescents

Authors: John Murphy, Dr Bronagh McGrane, Dr Rhiannon Lee White, Dr Mary Rose Sweeney

Aim: Explore which contexts of physical activity have the strongest associations with wellbeing and mental health in Irish adolescents.

Methods: Participants (n = 58; male = 27, female = 31) from five schools in the South East of Ireland aged between 16 and 18. Each participant attended one of thirteen focus groups that were sub-divided into categories of adolescents who played a team sport, who played an individual sport, and who identified as largely inactive outside of school. An inductive thematic analysis was conducted using a six-phase procedure. Transcripts were examined and initial codes were identified and refined by the authors as nine candidate themes were proposed.

Results: Five higher order themes were identified as contributing to enhanced mental wellbeing through physical activity and sport in Irish adolescents. Achievements and improvements from sport lead to increased self-esteem and broader increases in self-confidence outside of physical activity. Meaningful experiences such as representing pride of place, the wider community or a friend group was identified as very important to adolescents. Transferable psychological skills such as resilience and a growth mindset can be developed through the losses and setbacks that are common place in sport. Physical activity acts as a facilitator of connection and can help many adolescents to meet new friends and develop relationship with like-minded people. Physical activity provided an opportunity for mindfulness and distraction from other life stresses such as schoolwork or troublesome relationships.

Conclusion: Opportunities for physical activity should include an aspect of choice or autonomy; room for progression, improvements or opportunities to develop a level of competence; and include opportunities for social interaction. It appears that autonomously motivated physical activity experiences provide the greatest levels of satisfaction for adolescents' psychological needs and therefore are the most effective method of enhancing mental wellbeing through physical activity.

Title: Validity and Reliability of the Project FLAME Perceived Movement Competence Scale in Irish adolescents.

Author: Conor Philpott, Diarmuid Lester, Brian Donovan, Sarahjane Belton, Lisa Barnett, Wesley O'Brien

Aims/Objectives: This study aimed to establish the reliability and validity of the Project Flame Perceived Movement Competence Scale among Irish adolescents aged 12-16, in addition to

examining sex-specific adolescent perceived movement competence data in the wake of Covid-19.

Methods: Concurrent validity between the Project FLAME Perceived Movement Competence scale (PF-PMC) and the pictorial scale of Perceived Movement Skill Competence (PMSC) was assessed with a sample of 147 participants (63 female; mean age $13.61 \pm .93$ years). A subsample of 106 participants ($n= 54$ female) partook in the 7-day test-retest reliability of the PF-PMC scale. Gender differences between males and females in their perceptions of movement across the two scales (PF-PMC and PMSC) were also explored.

Results: Concurrent validity reported positive associations between all PF-PMC and PMSC scale measures, with a strong overall relationship between both measures observed ($r = 0.83$). Good-to-excellent intra-class correlations values were reported across the 7-day test-retest reliability of the PF-PMC measures at the individual skill and the subset level, with an excellent overall ICC value of $= 0.87$ reported.

Conclusions: The validity and reliability findings indicate that the current PF-PMC tool is fit for purpose and can be used among Irish adolescents. More longitudinal approaches to collecting perceived movement competence data and adapting the tool for global usage are key priorities for future research. Examining the influence of Covid-19 on both male and female adolescent self-perceptions is an additional necessity for all researchers.

Title: A multi-sport investigation into the life skills deemed important for positive youth development and the strategies used to develop them

Author: Aaron O'Connell & Dr Philip Kearney

Aims/objectives: Although there has been significant research on life skill development in recent years, no study had compared multiple sports (team, individual, and adventure) in respect of which life skills are deemed important for positive youth development, and how they are developed by coaches within their respective sport domains. The aims of this qualitative research were to investigate the life skills coaches are developing within various sports' contexts and the strategies they use to develop them.

Methods: Semi-structured interviews were conducted with eighteen experienced athlete-centred coaches representing 13 sports (5 team, 5 individual, and 3 adventure), and currently coaching 12-18 year-old athletes. Coaches were also asked to supply an example of their session plans to provide another layer of insight into their development of life skills in their athletes.

Results: An inductive thematic analysis revealed four higher order themes (life skills, deliberate planning for life skills, life skills developed as a by-product, and transfer discussion). Results identified a total of 38 life skills as being important to the coaches with fourteen of these being common between the three different categories of sports. While the coaches were seen as developmental coaches from a perspective of life skills, they varied in the extent to which they planned for life skills development, and the majority of them did not include life skills in their session plans. Instead, life skills emerged more as by-products of sport participation or coach behaviour. Interviews revealed that transfer discussions were largely unplanned and reactive in nature.

Conclusions: This study highlighted a disconnect between recognition of the value of life skills and the failure to plan and allocate proper time to the teaching and transfer of them. Given the lack of planning, it is argued that life skills development was not optimised and was largely left to chance.

Title: Are all domains created equal? An exploration of stakeholder views on the concept of physical literacy on the island of Ireland

Author: Sarahjane Belton, Sinead Connolly, Cameron Peers, Hannah Goss, Marie Murphy, Elaine Murtagh, Jennifer Kavanagh, Méabh Corr, Kyle Ferguson and Wesley O'Brien

Background: The purpose of this study was to gather empirical data from key stakeholders working with young people in areas related to physical literacy across the Republic of Ireland and Northern Ireland, to capture their current understanding and awareness of the physical literacy to help inform the development of the first all-island consensus statement for physical literacy.

Methods: A total of 1,241 participants (52% male), from a range of stakeholder groups (health, physical activity, sport, recreation and education) completed a researcher developed physical literacy questionnaire. A one-way MANOVA was carried out to investigate differences across stakeholder grouping in terms of perceived importance of three domains of physical literacy. Overlap of independent confidence intervals was analysed to determine importance of the physical literacy domains within stakeholder groups.

Results: A majority (63%) of respondents indicated they were aware of an existing definition of physical literacy, but this varied by stakeholder group (e.g. 86% for higher education, versus 47% of coaches). Participants working in higher education (69%), or working as physical education specialists (67%), were more likely to rate themselves as experts or near experts in physical literacy, while coaches, education generalists, and decision makers were more likely rate themselves as having no expertise (9%, 12% and 12% respectively). Non-specialist teachers and physical education teachers rated the importance of all domains of physical literacy significantly higher than decision makers, and significantly higher than coaches in the cognitive and affective domains. All stakeholders significantly rated the importance of the physical/psychomotor domain of physical literacy higher than the affective or cognitive domains of physical literacy.

Conclusions: Developing a shared vision for physical literacy ought to account for the differences observed across stakeholder groups. Gaining consensus on and clarifying a definition of the term and its domains is important to underpin policy development. Engaging and understanding the voice of stakeholders is critical in ensuring the relevance, ownership of and commitment to physical literacy statement operationalisation.

Parallel research presentations Session 1 Room 3: Learning to Teach

Title: An Investigation of the Roles, Relationships and Experiences of Part-Time Placement Tutors in their Supervision of Student Teachers on School Placement

Author(s): Dr. Trish Fitzpatrick (Supervisors Dr. Dan O' Sullivan, Dr. Tracey Connolly & Dr. Kathy Hall)

Abstract:

This research was conducted as part of a doctoral study focused on the experiences of part-time placement tutors in initial teacher education. Much research has been conducted on student teachers and co-operating teachers in school placement, but placement tutors, especially part-time placement tutors, have received considerably less attention. Yet research indicates that part-time placement tutors are the mainstay of many initial teacher education programmes.

The goal of the study was to explore the experiences, roles and relationships of part-time placement tutors in school placement. A multiple case study of six part-time placement tutors during a year of school placement was conducted. A tripartite theoretical framework using the constructs of Identity, Multi-membership and Third Space informed the study. Data collection methods included individual interviews, observations and a researcher diary. Thematic analysis was used to analyse the data.

Three main themes (with several associated subthemes) were identified. Theme One: 'Becoming a part-time placement tutor in initial teacher education' indicates that part-time placement tutors come with a biography of 'once a teacher' and a strong teacher identity which informs their practice. Theme Two: 'The lived experiences of part-time placement tutors in initial teacher education' provides substantial evidence that part-time placement tutors enact a multifaceted, complex and 'dual role' in school placement. Theme Three: 'Part-time placement tutors in the landscape of school placement' reveals that part-time placement tutors operate on the fringes of two communities of practice, the school and university, and the prevailing system does not support opportunities for Third Space learning.

Recommendations for both policy and practice are offered. These include a call for the establishment of a national association for teacher educators, a national program of induction and support for part-time placement tutors and a structured support system for part-time placement tutors within programmes of initial teacher education. It is also recommended that current school-university partnerships become more formalised so that roles of both school-based and university-based teacher educators are clearly defined and supported.

Session One Room Three 'Learning to Teach'

Title: Sometimes those conversations don't happen in schools': Supporting PE specialism graduates to teach PE through an online learning community

Author(s): Cillian Brennan (Mary Immaculate College), Richard Bowles (Mary Immaculate College), Elaine Murtagh (University of Limerick), Luiza Gonçalves (Federal University of Mato Grosso do Sul), Melissa Parker (University of Limerick)

Abstract:

Objectives: Generalist primary school teachers with a specialism in physical education (PESGs) have demonstrated high self-efficacy to teach physical education (PE). These early career PESGs however, are having difficulties utilising their skills effectively due to the impact of organisational socialisation. This study aimed to empower PESGs to advance their PE teaching practices through a professional learning community (Vangrieken et al. 2017).

Methods: Participants were five PESGs teaching in Irish primary schools, a facilitator, and two critical friends. Due to the Covid-19 pandemic, remote teaching was in place for the first four weeks of data collection in February 2021. The year-long data collection included group meetings, critical friend meetings, teacher interviews, and facilitator reflections. Data were analysed using reflexive thematic analysis.

Findings & Discussion: PESGs benefited from opportunities to connect online with teachers who shared a common interest and passion for teaching PE. The online environment created flexible opportunities for situated learning, as teachers supported each other to overcome challenges in their teaching. As trust developed, teachers were empowered to share their expertise in their teaching contexts and support the whole school provision of PE. These communities present an opportunity to support PESGs' progression as early career teachers and can help overcome the threat of workplace washout.

Conclusion: Online professional learning communities provide accessible opportunities for teachers to connect and learn from others with a shared interest, empowering them as teachers and leaders. These communities can help teachers to navigate their micro contexts and overcome the negative impact of organisational socialisation.

Session One Room Three 'Learning to Teach'

Title: 'It's more intense than I ever imagined'. Sharing a journey towards embedding social justice pedagogies in PETE.

Author(s): Antonio Calderon, Ann MacPhail, Brigitte Moody, Elaine Murtagh, Dylan Scanlon.

Abstract:

Purpose: Given the limited research on 'how' social justice pedagogies are enacted in PETE, this ongoing research aims to discover how social justice knowledge and pedagogies might be embedded in teaching and preparing pre service physical education teachers. A group of physical education teacher educators established a community of learners to develop their social justice pedagogies. Informed by Freire's (1973) concept of dialogue, the community have engaged in individual and collaborative self-study (Ovens & Fletcher, 2014) to explore identities, biographies, positionality, and pedagogical practices that can enhance and limit socially just teacher education. **Methods:** This qualitative research has collected data through a series of one hour meetings, using Zoom recordings, personal reflections, prompted break-out

room discussions, photographs/pictures, and brainstorming activities. Encouraged by Parameswaran et al (2020), we analysed the recording using live coding where simultaneous manual coding occurs while listening and watching audio or video recording. Additionally every two weeks we completed, and shared with a critical friend, critical incidences templates designed to enable us to reflect on our teaching through or about social justice. Findings: Through engaging in safe (and in some cases, discomfoting and intense) collaborative dialogue, the journey has provided rich opportunities to examine our values and beliefs, to challenge our positioning and our understanding around social justice. Conclusions: Working through the (pedagogical) lens of ‘discomfort’, ‘enquiry’, ‘compassion’, and ‘respect’ we have progressed to enactment, investigating the realities of teaching through and about social justice. The research results have informed a set of working principles of practice for teacher educators working in social justice space.

Title: Learning in online environments to teach face-to-face in schools: Exploring PE preservice teachers’ experiences in their learning and micro-teaching.

Author(s): Ebru Boynuegri, Antonio Calderón

Abstract:

With the unexpected outbreak of COVID-19 pandemic, technology was forced into education. As this transformation did not follow a natural trend, teachers (Andarwulan et al., 2021) and students (Rosida, et al., 2021) faced challenges. In the current mixed method study, drawing on the paradigms of teacher education (Winch et al., 2015), we explored seven pre-service physical education teachers’ (PPETs’) perceptions of their online learning and quality of their micro-teaching. To understand their perceptions of online learning they received, we used an ad hoc designed online survey that included open-ended items (TALIS in Gilleece et al., 2009). To explore the quality of PPETs’ micro-teaching, we used three course submissions of each PPET. We analysed the data using content analysis. The findings revealed that PPETs found online learning environments highly effective in improving their subject content knowledge (SCK) and pedagogical content knowledge (PCK). However, their perceptions of their overall experience presented points for consideration, such as practical elements and time spent in front of the screen. Our analysis also showed that PPETs were highly successful in their lesson plans, methodologies, and learning intentions; in demonstration and engaging students; and they presented high levels of SCK and PCK. Our analysis also showed that PPETs created a positive rapport and were strong in their presence as a teacher. However, their inclusion strategies, with regard to lesson’s pace, questioning and assessment techniques, needed improvement. The current study revealed that PPETs knew what to teach, based on their SCK, and how to teach, based on their PCK. Tackling inclusion related to situated knowledge, our study showed that PPETs needed more experience in real classrooms. Hence, we suggest that current PE programs may need to reconsider the opportunities they provide for educational first-hand experience, both for in person and online approaches.

Session One Room Three ‘Learning to Teach’

Title: Applying research into practice: A preservice teachers journey focused on sport education and student motivation.

Author(s): Anthony O'Leary and Antonio Calderon

Abstract:

There has been a growing appreciation of the value of preservice teachers using research to inform practice and to enhance teacher professionalism (Flores 2018). Indeed, as Tannehill et al., (2020) highlighted, it is critically important that preservice teachers are able to interpret what the research is telling them about good teaching practices and to be able to find ways to adapt and revise this research for their own practice. The Céim Standards for Initial Teacher Education echoes this aspect when they reinforce the notion of teachers-as-researchers and support the needs of teachers in 'actively engaging in and with research' throughout the teacher education continuum (Teaching Council, 2020). Accordingly, and drawing on occupational socialization theory, the purpose of this paper is to explore the school placement experiences of a preservice teacher applying research into practice, focused on enacting a sport education unit of learning with a focus on student motivation. The procedure involved the preservice teacher in a three step assignment: first, to find six research papers related to an area that would enhance his understanding of the selected topic. Second, the preservice teacher used these understandings and interpretation of the selected research articles to enact an action plan while teaching on eight weeks of school placement. Finally, on completion of school placement, the preservice teacher delivered a presentation and participated in an informal questions and answer session that captured the extent to which the research was transferable to teaching in the specific school context. The main findings highlighted how the preservice teacher found value in the process of accessing, reading, understanding, adjusting and enacting pedagogical research into school placement practice. This piece of work provides a comprehensive example of how preservice teachers can start engaging with research, to explore and reflect on ways to improve or being critical with their own practices.

Parallel research presentations Session 2 Room 1: Physical Education Curriculum

Title: Student Voice Pedagogies and Meaningful PE

Author(s): *Grace Cardiff (Déirdre Ní Chróinín, Richard Bowles, Tim Fletcher)*

Abstract:

Background/Aim: The aim of this research project is to explore the role of student voice in shaping meaningful experiences in primary physical education across time. Objectives: • To identify and refine student voice pedagogies in primary physical education • To explore the role of student voice in influencing the quality of children's experiences in physical education • To explore teacher experiences as 'activity broker' in implementing Meaningful Physical Education in primary physical education across time through self-study

Methods: A qualitative longitudinal ethnographic approach is being employed in this research project, to capture children's experiences of Meaningful Physical Education (PE) in the primary school. Across the period of one year, the primary investigator is teaching PE guided by the Meaningful PE framework, implementing democratic and reflective pedagogies. Through the use of student voice pedagogies, the involvement of the students in planning and decision-making in PE will develop over time, in attempt to nurture a student-centred, collaborate approach to the teaching of PE. Before and/or after each lesson, the children respond to prompts in their PE scrapbook using drawings, text, photographs etc. Focus group interviews will also be conducted later in the year to garner more information about the children's experiences. Alongside the overall ethnographic research, a collaborative self-study (LaBoskey, 2004) approach is being taken in which the primary investigator is describing and analysing their own practice, making judgments on teaching and learning encounters, and interpreting their developing pedagogies (Ovens and Fletcher, 2014). A 'critical friend' approach (MacPhail, Tannehill and Ataman, 2021) has also been employed to challenge assumptions about student voice pedagogies and teaching Meaningful PE.

Results: Although this project is still in the data collection phase, rich, qualitative data has been collected to date, showing how the children are interacting with and benefitting from a student voice pedagogies and the Meaningful PE approach.

Title: Preparing physical education pre-service teachers as practitioner researchers.

Author(s): *Ann MacPhail, Dylan Scanlon, and Deborah Tannehill*

Abstract:

Background/Aim: Engaging with the research process (whether accessing, reading, interpreting, applying or conducting one's own inquiry) can assist pre-service teachers (PSTs) in becoming critical consumers of research and assist in developing their own understanding of the implications research may have for their own teaching. The aim of this study is to share how one specific initial teacher education practitioner-research module scaffolds learning and

associated assessment tasks that align with physical education PSTs' school placement block. In turn, this leads to considering the extent to which such an enactment prepares PSTs to understand, appreciate and experience practitioner research.

Methods: The participants in this study are the 17 PSTs who undertook two core researching physical education modules as part of a two-year Professional Master's in Education programme. Four focus groups were conducted to capture the PSTs' understanding, appreciation and experience of practitioner research. The focus group encouraged PSTs to discuss questions under four main prompts, (i) understanding of 'research to practice', (ii) research informing practice, (iii) research and school placement, and (iv) maintaining research activity.

Results: Having scheduled time that allowed PSTs to share how their research-informed action plans that led to successful practice during school placement was specifically welcomed. It afforded PSTs to report on the extent to which the research they accessed had been relevant to the school setting. By listening to their peers sharing their experiences, PSTs also learned about other instances of research and teaching sharing a mutually beneficial relationship within different learning environments.

Conclusion: Such an infrastructure as that shared in the study supports the importance of integrating research and teaching, with PSTs provided a daily opportunity throughout the school placement block to understand, change and improve their practice in a principled and informed way.

Title: The perceived needs of teacher educators as they strive to implement curriculum change.

Author(s): Claire Walsh, Dr Deborah Tannehill, and Prof Ann MacPhail

Abstract:

Background/Aim: To explore teacher educators' experiences as they prepared pre-service teachers to implement a new physical education curriculum, and to identify their professional needs to support this work.

Methods: Individual interviews were conducted with 14 teacher educators who taught in a physical education teacher education (PETE) programme. Data were analysed in the spirit of grounded theory (Mordal-Moen and Green, 2014).

Results: Time to engage with curriculum, space to come together, leadership to manage the process, and opportunities to meet together in a professional capacity were identified as important for implementation of curriculum change in the PETE programme.

Conclusion: In order to assist teacher educators to deal with curriculum change, we propose a professional learning community (PLC) that focuses on this concept. This space would allow teacher educators to come together to discuss and understand the concepts and principles related to curriculum change. This could help teacher educators develop their conceptual understanding of curriculum implementation, which in turn would allow them to identify similar concepts to dealing with curriculum change regardless of the specific curriculum.

Title: Digital technology and teacher digital competency in Physical Education: A holistic view of teacher and student perspectives.

Author(s): Jason Wallace

Abstract:

Background/Aim: Digital technology is growing in popularity in the enacted teaching and learning process. However, there is ongoing debate regarding the evidence of its impact on teaching and learning in physical education. With an increasing use in education, digitally competent teachers are essential to the success of its integration. The primary aim of this study was to explore perceived teacher competency levels in applying digital technology into the physical education classroom.

Results: Teachers perceived significantly low competency levels in relation to digital technology in physical education. This was a result of both personal and school hindrances which teachers identified as impeding the integration of digital technology in their physical education class. Drawing on a holistic view of the dichotomy of pedagogy and technology, we suggest that this relationship is more complex than the one stated in most digital competence frameworks, therefore a narrow understanding of teacher digital competency in physical education.

Title: The Physical Education subject inspection in Irish Secondary Schools – Initial Findings from Subject Inspection reports.

Author(s): João Costa and Elisabeth von Plettenberg

Abstract:

Background/Aim: School inspections are a common tool all over the world to ensure good education as for the upcoming generations (Ehren & Visscher, 2006). School inspections have two main functions: i) to secure the quality of education and ii) to add more value to student's achievement (Ehren & Visscher, 2006). Previous research has established the value of whole-school inspections. Yet, subject-level inspections have not been reported in the literature. The current study aims to analyse the findings of the Irish Inspectorate reports on post-primary physical education (PE).

Methods: For this purpose, 53 inspections reports during the period of September 2016 and March 2019 were included and thematically analysed. A deductive approach on the findings of the reports followed the themes of the Inspectorate Framework for School Provision and Whole-School Support (SP&WSS), Planning and Programming (PP), and Teaching Learning and Assessment (TLA). Inductive analysis extended each theme to represent the main findings from the reports.

Results: Initial findings show that TLA is the most addressed dimension (44%), followed by SP&WSS (31%) and PP (25%) in the PE inspection reports. By dimension, in PP, the school PE programme and subject planning is the most addressed sub-dimension (40%), followed by professional development and collaboration (27%). In TLA, the instructional aspects are most prevalent (66%), followed by the lesson social environment (27%). In SP&WSS, the support from management is the most frequently addressed (57%), followed by extra and co-curricular activities (15%). This study sheds light on the findings from the Irish inspectorate on post-primary PE and guides future research and practice deriving from a subject-level inspection process.

Parallel research presentations Session 2 Room 2: Coaching Effectiveness/Developing Talent

Title: Designing and delivering an online coach education programme for youth sport coaches: Project FLAME

Author(s): Orla Murphy, Dr. Wesley O'Brien, Dr. Sarahjane Belton

Abstract:

Objective

A need to develop appropriate community-based interventions to improve adolescent motor competence has been previously highlighted in Ireland, particularly as these areas of movement are not being sufficiently developed in both Physical Education and youth sport settings. This current research aimed to assess the implementation considerations of online coach education for Project FLAME (a previously successful school-based intervention for adolescent motor competence), in youth sport settings with community-based coaches through the design and delivery of a pilot online coach education programme.

Methods

Two synchronous online coach education workshops (2 x 75 minutes each) were designed to upskill youth sport coaches on delivering the Project FLAME intervention in their club setting. A sample of 23 coaches from Cork (Ireland) took part in the online workshops (19 males, 4 females). Following participants' completion of the online training, 4 coaches took part in an online focus group discussion relating to their perceptions of coaching motor competence, and their experiences of the online workshops.

Results

Focus group feedback was largely positive, with all coaches satisfied with the quality of training received in the workshops. Thematic analysis of the focus group revealed the following 3 themes: 1) Coaches lacked prior knowledge of motor competence; 2) Coaches identified the role of adults as important influencing factors in promoting adolescent movement; 3) Digital resources used in the workshops were highly valued by coaches as a tool for promoting adolescent motor competence.

Conclusion

Positive findings from this first phase of online coach education delivery suggests that further Project FLAME workshops could be conducted with youth sport coaching cohorts. With the previous success of Project FLAME evident in the school context, heightening the evidence

for such a programme with youth sport coaches may result in further adolescent motor competence improvements, with potential to inform future coach education programmes.

Title: Maturation and age selection biases in academy Gaelic football

Author(s): Fionn Fitzgerald, Mark Campbell, Philip Kearney and Sean Cumming

Abstract:

"Introduction

There is an abundance of research examining the simultaneous effects of relative age and biological maturity status upon player selection in talent academies in popular worldwide youth sports such as soccer (Hill et al., 2020). This study aimed to investigate whether relative age and maturity biases exist in a Gaelic football talent academy.

Methods

In this cross-sectional study, 248 male adolescent Gaelic footballers (from U14-U16; $\text{mage} \pm \text{SD} = 15.1 \pm 0.8$ years) from two county talent academies had their relative age (decimal age) and biological maturity (categorised as late, on-time or early maturing) recorded. Biological maturity was estimated based upon the Khamis-Roche method of percentage of predicted adult height at time of observation which included recording each player's height (cm), weight (kg) and both parents' self-reported heights (cm).

Results

Players born in the first birth quarter of the year were over-represented across all age groups in both academies. A selection bias towards players advanced in maturity status for chronological age emerged in all age groups, with an average of 60% early maturing players across the academies.

Conclusion

There is a clear maturity selection bias evident in youth talent academies in Gaelic football, which is consistent with other research in professional football academies (Hill et al 2020). Policy makers and coaches need to understand the potential effects of growth and maturation on selection of males during adolescence. Education on the topic and strategies to address these biases should be implemented to support early and late developing players during adolescence.

Title: Establishing the optimal number of skill executions to determine a representative profile of Player Laterality

Author(s): Karol Dillon, Phil Kearney, Ian Sherwin

Abstract:

"Aims/objectives: A critical question within notational analysis is how many trials must be captured before a player's profile of skill performances stabilises; that is, how many trials are necessary to give a representative profile of a performer for a given variable. Research often relies upon an arbitrarily selected number of trials, rather than on a mathematical justification. While several methods have been proposed to address this issue, they have not been rigorously compared to each other. This presentation considers how analysts and coaches can determine the optimal number of trials to gain a representative profile of performance.

Methods: All skill executions during 72 games, played by 184 senior intercounty players, were coded using Nacsport. For the purposes of this presentation, the skill (i.e., hand pass, solo, etc), the side of the body used (right, left), and the outcome (success, failure) were analysed for players who had completed at least 50 skill executions. Hughes et al.'s (2001) percentage levels of error method was compared with James et al.'s (2005) confidence interval-based method and Bates et al.'s (1983) sequential averaging technique to analyse the percentage of skills executed on the dominant side, and the percentage success when executing skills on the dominant side.

Results: The number of matches that have to be analysed before a stable profile is observed varies considerably, and is influenced by the individual, the skill, and the variable analysed. For some variables, a stable level of performance may not be possible.

Conclusions: The presentation will discuss the strengths and weaknesses of the various methods. The percentage levels of error method of Hughes et al. (2001) appears to be the most suitable solution to determine the optimal number of trials required to be representative of a player's typical performance.

Title: An Appreciative Inquiry into Coaches' Perspectives on the Inclusion of Young People with Autism in Sport Clubs in Ireland

Author(s): Kate O' Brien (Dr Órla Slattery, Dr Niamh Kitching and Dr Richard Bowles)

Abstract:

"Background: Young people with autism spectrum difference (ASD) engage in fewer physical activities and participate less frequently in sport than their peers. To date, research has focused on the barriers to the participation of individuals with ASD in community sport and there is a noted absence of coaches' voices in available literature.

Aim: Positioned within a social constructivist paradigm, this qualitative study aims to identify facilitators for the inclusion of young people with ASD in sport clubs.

Methods: Underpinned by the socio-ecological model, this study applied appreciative inquiry to explore coaches' perspectives and experiences regarding the inclusion of young people with ASD in their clubs. Thirteen coaches representing eight different individualised sports participated in remote semi-structured interviews. A number of inter-related factors within the club environment were generated through reflexive thematic analysis.

Findings: Current strengths were linked to the sporting context, supportive relationships, and coach qualities. The ideal inclusive club required deliberate resolution with a focus on the needs rather than labels of young people with ASD. The prospective pathway to attain this inclusive setting was noted to warrant increased education, enhanced collaborative practices and improved club organisation. Trepidation was also developed as a finding whereby coaches discussed the inclusion of young people with ASD with fear and uncertainty.

Conclusions: Results indicate that guidance on the inclusion of young people with ASD in clubs is in its infancy and warrants further education on both macro and micro levels. The implications of this study may inform policy and practice across sporting and educational psychology domains and will be of interest to a wide audience, transcending from macro-level organisations including national governing bodies of sport and disability organisations to the micro-level of sport clubs and leisure centres. "

Title: The Application of Single Case Research Design in Sports Coaching

Author(s): Philip Kearney and Evan Talty

Abstract:

Aims/objectives: It is essential that sports coaches monitor their practices to ensure that the methods they apply and the interventions that they conduct are effective. However, sports data is often inherently noisy, and it can be difficult to establish whether a genuine improvement has occurred. Single Case Research Designs (SCRDs) have been used extensively within the domain of sport psychology, but their application within the context of sports coaching is limited. Using exemplar data from an inter-county ladies Gaelic football team, this presentation will outline what SCR D entails and how it might be applied to track individual and team development in the context of sports coaching problems.

Methods: The aim of the example SCR D was to examine the effectiveness of an intervention to enhance the in-game kick passing of a subset of key players. Six players (aged 19-25; intercounty experience 3-5 years; half back, half forward or midfield positions) were chosen due to the critical importance of kick passing in their role. The intervention was initiated during pre-season and consisted of establishing a shared vision for playing style, notational analysis, player reflections, and individual player reviews. Kick location, kick frequency, and kick

accuracy were evaluated from five games from the season before the intervention, and five games post-intervention.

Results: A combination of visual analysis techniques and calculation of Percentage Exceeding the Median scores indicated improvements in kick frequency and kick location due to the intervention, while sustaining performance in kick accuracy. More broadly, the presentation will consider how to implement and evaluate a SCRd in light of the example results presented.

Conclusions: Single case research designs are a flexible, accessible tool for sports coaches looking to evidence the effectiveness of their practice.

Parallel research presentations Session 2 Room 3: Health and Wellbeing

Title: The Relationship between Measures of Student Well-Being and School Experience

Author(s): Michael Lawlor, Dr Elaine Murtagh

Abstract:

Background: Well-being is important in student's educational experience.

Methods: This study examined data from wave three of the Child Cohort of the Growing Up in Ireland study to determine the effect of school experience on well-being. The study also determined the effect of sleep and physical activity on school experiences.

Results: Sleep and physical activity were found to have large effects on students' perception of school experience ($R^2 = 0.825 - 0.839$). All other effect sizes were small ($R^2 = 0.1-0.3$) or trivial ($R^2 < 0.1$).

Discussion: The present study contends that health related behaviours may affect school experiences. These findings may inform continuous professional development as well as policy relating to promotion of student well-being.

Title: The horse is dead. The horse is alive. Are we riding the wrong animal? Lessons from the Youth-fit Project on monitoring health-related fitness in school settings.

Author(s): Brendan O'Keeffe, University of Limerick

Abstract:

Background/Aim: The title of this presentation stems from a series of articles debating the role of fitness testing in schools (1-4). Despite its long history and continued prevalence, the place of fitness testing in physical education remains a divisive topic. Proponents have highlighted the potential educational and health benefits of health-related physical fitness (HRPF) monitoring (2), while critics have questioned the continued use of fitness tests (5). The aim of the Youth-fit Project was to develop a pedagogically sound and scientifically rigorous approach to monitoring HRPF in school-based physical education.

Methods: This project involved four distinct phases, including: a national audit of fitness monitoring practices in secondary schools in the Republic of Ireland (6); an examination of the test-retest reliability of student-administered fitness tests in schools (7); the delivery of the Youth-fit test battery to a randomised and stratified sample of 20 schools; and finally, a systematic evaluation of students and teachers experiences of the Youth-fit test battery (8).

Results: Positive feasibility benchmarks including, recruitment capability, reliability of data collection procedures and participant responses indicate that the Youth-fit test battery represents a feasible, pedagogically sound, and scientifically rigorous approach to monitoring HRPF in schools. Teachers should strongly consider embedding the tests as part of a broader fitness education unit, and using a student-centred, small group administration protocol that is preceded by a test familiarisation session.

Title: Investigating the relationship between Physical Activity, Mental Health and Body Image among Irish Adolescents

Author(s): Aoife O'Mahony and FYP Coordinator - Manolis Adamakis

Abstract:

Background: This study aimed to investigate physical activity (PA), Mental Wellbeing (MW) and Body Image (BI) among Irish secondary school students and to examine if there are any possible correlations between these variables among the participants.

Methods: One hundred students from a mixed secondary school in Cork participates in the study (15.81±0.92 years; 49% males, 46% females, and 5% other gender). Participants completed a self-reported survey, which included demographic information and three previously validated instruments. The International Physical Activity Questionnaire (IPAQ) was used to measure students' PA levels, the Warwick Edinburgh Mental Well-being Scale (WEMWBS) was used as a positively worded instrument to measure elements of MW, and two subscales from the Multidimensional Body-Self Relations Questionnaire -Appearance Scales (MBSRQ-AS) were used to measure elements of BI (Appearance Evaluation and Appearance Orientation). Data was collected between January-February 2022 during a 40-minute class period and was analysed descriptively and inferentially with the use of SPSS 27.0.

Results: Students consumed 3639±2490 kcals in total, of which 1817±1512 kcals in vigorous PA, 798±893 kcals in moderate PA and 1023±943 kcals in walking. MW scores ranged from 22 to 60 (M=47.32, SD=8.12), while Appearance Evaluation and Appearance Orientation scores were 23.54±6.31 and 42.33±7.67, respectively. Statistically significant correlations were observed between Appearance Evaluation on the one hand, and vigorous (r=0.29, p=0.004), moderate (r=0.24, p=0.017), and total PA (r=0.28, p=0.006), as well as MW (r=0.60, p<0.001). Only vigorous PA was significantly correlated with MW (r=0.20, p=0.049), while Appearance Orientation was not correlated with any other variable.

Conclusion: Findings from the current study convey that there are positive significant correlations to be seen between various elements of the dependant variables, especially between various elements of PA and Appearance Evaluation. Further investigation of the relationship between the outlined variables will allow for more specific causations to be explored.

Title: Current Injury Prevention Exercise Programme Practices & Perceptions among Post-Primary PE Teachers

Author(s): Frank Devereux, Enda Whyte, Johann Issartel, Sarahjane Belton, Siobhan O'Connor

Abstract:

Aims: Musculoskeletal injuries are common in adolescents, and recently schools have been suggested as an opportune location for injury prevention strategies. This study aimed to identify the current practices and perceptions of post-primary PE teachers on injury prevention exercise programmes (IPEP), which are key to informing potential implementation strategies.

Methods: Post-Primary PE teachers in Ireland (n=287) completed an anonymous survey (Qualtrics Inc). Outcome measures included current IPEP practices in PE class, teachers'

attitudes towards IPEPs, willingness to implement, and perceived ability to implement an IPEP in PE class. Descriptive statistics were calculated, and Mann-Whitney U tests were used to compare differences between subgroups.

Results: Results indicated that less than 1 in 5 PE teachers used an IPEP in class within the previous two academic years. Of these, no teacher used an existing IPEP exactly as intended, while most teachers were willing to implement an IPEP (80.5%). Those who previously received formal IPEP education or were aware of an existing IPEP had significantly higher perceived ability to implement an IPEP in class ($p < 0.001$) However, PE teachers who were previously aware of an existing IPEP were significantly less willing to implement an IPEP with their PE class ($p = 0.02$).

Conclusions: This study demonstrates that despite a willingness among PE teachers to implement IPEPs in class, few currently do. This may partly be due to the lack of a suitable IPEP for PE class and a lack of self-perceived ability to implement one among PE teachers. Thus, post-primary PE class may be an under-utilised setting for adolescent injury prevention and the development of an appropriate IPEP for PE class warrants further investigation.

Research poster presentations

Title: I Lived the Dream': Young high performance athletes' understanding of the road ahead

Author(s): Richard Connolly & Philip Kearney, University of Limerick

Abstract:

Aims/objectives: The junior-to-senior transition (JtST) is regarded as perhaps the most challenging within-career transition in an athlete's career. Typically, the JtST has been studied retrospectively. In attempt to evaluate the readiness of athletes for the JtST, more recent research has asked junior athletes to project forward and imagine their careers (Henriksen & Mortensen, 2014; Mortensen et al., 2013). The present study investigated young Irish athletes' understanding of how their future careers will unfold, with the aim of (a) providing a perspective on these athletes' readiness for their future careers, and (b) evaluating the usefulness of the 'imagined career' method.

Methods: Participants were guided to imagine that it was the year 2040, and that they were looking back over their career. Seven members of an under-17 inter-county hurling squad and six members of a national athletics development squad submitted an audio-recording of their imagined story (mean duration 6 min 51 sec). Hierarchical content analysis was used to identify the major themes present within their stories.

Results: Seven core themes were identified: (1) Gradual progression; (2) Setbacks; (3) Significant others; (4) Scholarships (athletes only); (5) Education/Dual career; (6) Lessons learned (athletes only); (7) Giving back. Differences between hurlers and athletes in the content of the stories were noted for several themes.

Conclusions: The 'imagined career' method appears to have value for coaches and support staff working with high performance development squads to gain an insight into the readiness of athletes for the JtST. Specifically, the insights gained from athletes' stories can guide further conversations with athletes about their readiness for the JtST, and with coaches/support staff about the development opportunities provided to players.

'Health and Wellbeing'

Title: The Relationship between School Experience and the Social and Emotional Health of Irish Adolescents

Author(s): Niamh O'Loughlin, (supervisor: Elaine Murtagh), University of Limerick

Abstract:

Aim/Objectives The influence of school-related factors in the development of poor/positive mental health in students remains unknown. This project seeks to uncover the relationship between specific school-experiences (i.e., peer relationships, student teacher interactions and bullying) and the social/emotional health of Irish adolescents.

Methods This study utilises data from the ‘Growing Up in Ireland’ study where 13-year old children were interviewed (www.growingup.ie). Data for 7525 children were available for analysis. **Analysis** To determine the overall social and emotional health profile of Irish adolescents the Short Mood and Feelings Questionnaire (SMFQ) which measures depressive symptoms and Piers Harris Self-Concept Subscales were examined, finding the mean, mode and SD score for said scales. Pearson correlations were used to examine the relationship between specific school experiences (teacher interactions, peer relationships and the impact of bullying) and social/emotional health outcomes (measured using the FRE scale, the POP scale and the SMFQ score respectively).

Results The study failed to establish a strong correlation between school experiences and the social/emotional health of Irish adolescents. The strongest correlation was between the number of friends child normally hangs around with and perceived popularity levels.

Conclusion In terms of depressed mood, a mean score of 3.81 compared very favourably with the mean score of 5.4 for 14-year-olds in the U.K. While the sample were more likely to rate themselves as average or above average across all 6 self-concept subscales, between 25%-33% of participants scored in the below average category across all subscales, indicating low self-esteem. While findings failed to establish a strong link between school experiences and social/emotional health outcomes, the strongest correlation was between the number of friends a student has and their perceived popularity. These results are in line with the general notion that the quality of social relationships is important for life satisfaction.

Title: Profiling Roles Models among Irish Youth

Author(s): Mairéad Grogan (Supervisors: Dr, Brendan O'Keeffe and Aron O'Donnell)

University of Limerick

Abstract:

Introduction Role Models (RMs) offer building blocks for identity (Ronkainen et al., 2019) and can potentially, have a significant effect on the beliefs and actions of individuals (Payne et al., 2003). A gap in the literature investigating the impact of RMs on physical activity (PA) and sports participation (SP) in Irish youth is evident. **Purpose of Study** This study seeks to identify who RMs are in the eyes of second level Irish adolescents. It will investigate gender differences and characteristics in RM selection. It also seeks to examine the potential impact RMs have on this cohorts' PA and SP levels.

Methodology **Participants:** A cross sectional sample of 631 second level students (310 males, 289 females, 32 other/prefer not to say) with a mean age of 14.54 (SD = 1.49) participated in the study. Data collected on Qualtrics was cleaned and sorted in Excel prior to transfer to IBM SPSS Version 26 for analysis. The data was categorised into nominal and categorical data. SPSS was used to run basic frequency tests on descriptive statistics and to compare means using cross tabulation and chi-square tests. Statistical significance was set at $p < 0.05$. Opened-ended questions in the questionnaire were categorised using a deductive thematic analysis approach.

Results Sport was the dominant interest amongst youth, reflective in RM selection. Males (73.1%) were more likely than females (61.1%) to have a Sporting Role Model (SRM) (X^2 , $p = 0.014 < 0.05$). Gender heroism was evident in males only; 97.6% of males selected a male

SRM, 0.5% selected a female and 1.9% selected a SRM that could not be classified by gender (cousin, parent, coach etc.). Of the female participants 41.7% nominated a male SRM, 55.8% a female and 2.5% a SRM uncategorisable by gender.

Conclusion Irish male adolescents were more likely to identify as having a SRM than their female counterparts. There was a significant difference in the gender of identifying SRMs with gender heroism and model observing similarity profoundly more evident amongst Irish adolescent males than females.

Title: Comprehension and reliability testing of the COM-B self-evaluation questionnaire with Irish adolescents.

Author(s): Joanna Clifford, Catherine Woods, Elaine Murtagh, Kwok Ng. University of Limerick

Abstract:

Background: Changing learned behaviours can be extremely challenging, but the Behaviour Change Wheel (BCW), a synthesis of 19 frameworks, is a powerful tool for those seeking to design and evaluate behaviour change interventions (Michie, 2014). To guide this work the COM-B self-evaluation questionnaire was developed to examine what aspects of capability, opportunity and motivation would need to change to facilitate behaviour change. However, to date its reliability has not been examined in an adolescent population. Objectives: The aim of the study was to determine the test-retest reliability of the COM-B Self-Evaluation questionnaire and ensure that questionnaire was comprehensible and suitable for the adolescent population.

Methods: Phase1: Cognitive interviewing was conducted to determine adolescent comprehension, information retrieval, judgement, and response suitability to the COM-B Self-Evaluation questionnaire (N=27, age range 14) (Spencer, 2019). Phase 2 assessed 7-day test-retest reliability (N=58, age range 14-15). Intra-class correlation coefficients (ICC'S) were used to determine test-retest reliability. A series of two-way mixed-effects models with measures of absolute agreement were used. ICCs were determined as; greater than 0.81 is considered perfect agreement; 0.61- 0.80 is substantial agreement; 0.41- 0.60 is moderate agreement; 0.21 to 0.40 is fair agreement; and an ICC below 0.20 was considered poor (Landis and Koch).

Results: Phase 1 results showed that that questionnaire was rated favourably in terms of ease of reading and understanding. Minor changes were needed. Phase 2 result indicated the kappa statistics and level of agreement. Of the 12 items evaluated, 20 items showed substantial agreement, 9 displayed moderate agreement and 1 item indicated fair agreement.

Conclusion: Our findings suggest that the COM-B self-evaluation questionnaire has acceptable usability in an adolescent population. Further test-retest studies in a large and diverse sample should be considered.

Title: Implementation evaluation of an Irish secondary level whole school programme: a qualitative inquiry

Author(s): Ms Fiona McHale, Dr Kwok Ng, Dr Dylan Scanlon, Ms Jemima Cooper, Ms Caera Grady, Dr Catherine Norton, Prof Donal O'Shea, Prof Catherine Woods, University of Limerick

Abstract:

Aims/Objectives: The aims of this investigation were to i) identify perceived facilitators and barriers to implementing the Active School Flag (ASF) programme at post-primary level and ii) through the use of the Expert Recommendations for Implementing Change (ERIC) taxonomy, identify and recommend evidence-based implementation strategies to overcome these challenges.

Methods: Focus groups and interviews (N=50) were conducted in three schools with programme implementers i.e. school management (n=5), ASF coordinator (n=4), student-leaders (aged 15-16 years) (n=64) and staff committee (n=25). Transcripts were analysed using codebook thematic analysis and were guided by the Consolidated Framework for Implementation Research. Guided by the results and in alignment with the ERIC taxonomy, implementation strategies were identified and selected systematically to address contextual needs.

Results: Three themes were identified surrounding the facilitators and barriers to implementation: intervention design factors influencing implementation (e.g. capacity building and knowledge of implementers; and interest and buy in for the programme), organisational factors influencing implementation (e.g. optimisation of people and the busy school environment) and interpersonal factors influencing implementation (e.g. communication and collaboration).

Conclusions: The examination of facilitators and barriers to implementation of the ASF has assisted with the identification of implementation strategies including (not limited to) a shared leadership programme for student leaders and a more flexible timeline for completion. A 'try it out' year was also recommended to allow schools self-assess their readiness to engage in the programme. Through guidance on the identification of implementation strategies, we have provided recommendations that may assist in effective implementation of the ASF.

Title: An Evaluation of the Perceived Effectiveness of 'The Daily Mile' Initiative in Irish Primary School Settings

**Author(s): Mr Luke Hanna, Dr Edward Coughlan, Dr Con Burns & Dr Cian O'Neill
Munster Technological University Cork**

Abstract:

Background: Current evidence suggests a large percentage (83%) of Irish primary school children do not meet recommended physical activity guidelines (Woods et al., 2018). The Daily Mile (TDM) is designed to increase the physical activity output of children in primary schools. Emerging research has highlighted the importance of successful implementation of TDM and its potential positive effect on children's health (Marchant et al., 2020). This study aims to evaluate the perceived effectiveness that TDM implementation process has on Irish primary school children's health and wellbeing.

Methods: A mixed-methods study design was adopted with two distinct phases of data collection. The RE-AIM framework, adopted from Glasgow et al. (1999), was used to evaluate TDM. Phase one involved primary school teachers (n=191) completing an online survey questionnaire to examine perceptions related to TDM, post-implementation of the initiative. Two primary schools who implemented TDM were recruited to participate in phase two. Interviews were conducted with each principal, teachers (n=4) participated in a focus group and pupils (n=14) from each school participated in separate online focus groups.

Results: The questionnaire data showed that TDM was regularly implemented by teachers (90.5%) and participation in the initiative appears to positively effect a range of benefits relating to children's health and wellbeing. Inclement weather (66.5%) and a lack of time (56.5%) were reported as the top-ranked implementation barriers. Moreover, analysis of the focus group data suggested that the repetitive nature of the initiative left children feeling disinterested and resulted in some teachers modifying the initiative to maintain engagement levels.

Conclusion: Results suggest the TDM is positively perceived to affect a range of outcomes related to children's health and wellbeing in Irish primary school settings. The long-term implementation of TDM in schools may require principles being progressed and evolved to ensure children remain motivated to participate.

Title: Does Physical Activity and Sport Anxiety have an Influence on Perceived Fundamental Movement Skill Competency?

Author(s): Aoife Grace Dowd, Aoife Grace Dowd (supervisor: Brian Anthony Donovan)

University College Cork

Abstract:

The purpose of this research project was to investigate if levels of physical activity and sport anxiety (PASA) influence perceived self confidence (PSC) in terms of fundamental movement skill (FMS) competence among Junior Cycle adolescents. A sample size of 28, 12 males (42.9%) and 16 females (57.1%) took part. Research identified factors influencing FMS development including age, gender, weight status, PA and self-confidence. This study looked at anxiety. The two questionnaires, Physical Activity and Sport Anxiety Scale (PASAS) and the Physical Self-Confidence Scale (PSCS), were used to establish if there is a relationship between PASA and FMS execution perception. No student perceived themselves 'very confident' at performing all skills (maximum score 150). 1st year boys perceived themselves more competent at executing the various FMS with an average score of 107.5/150 compared to girls 44.2/150. 2nd year boys obtained an average score of 123.7/150 and so perceived themselves more competent at executing the various FMS compared to the girls, 123.7/150. 1st year girls experienced a higher average score of PASA (63.4/80) compared to the boys (38.8/80). Girls experienced more PASA (62.5/80) compared to boys (29/80) among second year participants. A strong negative relationship was found between PSC and PASAS scores for 1st year participants. The correlation coefficient ($r = -0.78$) indicates that PASAS does influence PSC. A strong negative relationship ($r = -0.82$) was found between PSC and PASAS scores for 2nd year participants. This indicates that the second years' PSC and PASAS scores correlate more significantly than the first years. The whole sample had a negative correlation

coefficient ($r = -0.79$). As PASA increases, PSC decreases. To conclude, the more PASA experienced, the less competent one perceived themselves at FMS execution.

Title: Mental Health and Wellbeing Determinants of Physical Activity Behaviour in Irish Adolescents

Author(s): Emily Mulhall (supervisors Padraic Rocliffe and Chloe Forte,) University of Limerick

Abstract:

Aim: The aim was to identify mental health and wellbeing (MH&WB) determinants of physical activity (PA) participation in adolescents and was explored under two hypotheses. Ho1: There will be no difference in the determinant profile of male and female adolescents. Ho2: The determinant profile will not vary across different levels of PA participation.

Methods: 386 students attending post-primary school in Ireland took part in this study from a variety of co-educational ($n=6$), and single-sex schools ($n=1$ female-only, $n=3$ male-only). A virtual self-report questionnaire was completed by participants using Qualtrics software. Depressive symptoms were assessed using the 'QIDS' scale (Rush et al., 2003) Symptoms of anxiety were measured using the STAI-Y2 subscale (Spielberger 1983, Vitasari et al., 2011). Positive mental health symptoms were measured on a MHC-SF (Keyes, 2002). PA levels were measured using PACE+ (Prochaska et al., 2001). Qualitative data was input to SPSS where descriptive and frequency statistics were calculated.

Results/Conclusion: Evidence was found to partially reject Ho1 and Ho2. Only 54.5% males and 38.2% females from this study are meeting the national recommended PA guidelines of 60 minutes of daily MVPA. Females reported higher depressive symptoms in comparison to males, which is in line with current research (Dooley et al., 2015). Depressive symptoms were highest for low PA groups. A significant difference was not reported for this association in this study. This finding however is supported by current literature that highlights the association between greater symptoms of depression and low PA levels (Forte et al., 2020; McDowell et al., 2017; Dooley et al., 2015). Males participating in high levels of PA reported higher levels of anxiety in comparison to low and moderate PA levels which may be due to the physical and mental demands they face competing at a high sporting level (Weber et al., 2018).

Title: An investigation of Leaving Certificate Physical Education (LCPE) - Tracking its progress to date through the Irish PE teacher's looking glass.

Author(s): Erin Hennessy (supervisor: Brigitte Moody), University of Limerick

Abstract:

Aim/Objectives: The primary aims of this research project were as follows: 1. To examine the development of LCPE by gaining insight from LCPE teachers 2. To assess any potential issues or barriers relating to the implementation of LCPE in schools 3. Gain insights into the landscape of curriculum change and how it resulted in the roll out of LCPE

Methods: An inductive qualitative research design was used to carry out the project. The participants were 5 male and 5 female teachers from schools across Ireland and semi-structured interviews were conducted with each participant. Coding of the ten transcripts was carried out to identify common patterns that emerged from the data.

Results: The four themes I took from the data were as follows: Is LCPE a two-edged sword? (status versus pressure), the unique selling point of LCPE, have we put 'the cart before the horse' in terms of curriculum change not yet introduced to JCPE, and that we have nothing to prove but everything to improve going forward.

Conclusion: At present, there appears to be a fine line between positive and negative attitudes among teachers towards the phased rollout of LCPE. While LCPE has been received well among teachers and students in terms of content covered. Also, the introduction of LCPE is a positive step in curriculum change in Ireland, albeit with a biased sample in this study (profession). However, we need to take a step back and encourage policy stakeholders to consider current limitations of the current LCPE climate before we can proceed to its future.

Title: Parental and Family Influences of Children's Physical Activity - Findings from Growing Up in Ireland

Author(s): Rhoda Sohun, Ann MacPhail, and Ciaran Mac Donncha, University of Limerick

Abstract:

Physical activity parenting (PAP) is growing as a research field and refers to parental behaviours intended to influence children's investment in physical activity (PA), which in turn influences children's health and wellbeing. Aim: Using the perspectives of both parent and child from Wave 1 of the Growing Up in Ireland study, this research aims to identify PAP practices engaged by Irish parents and to examine how PAP is embedded within a socioecological context.

Methods: A purposive sample of 116 families in Ireland were included in the study. Families were stratified by social class, location, and family structure. Parents and children were interviewed and a secondary analysis of the interview data was completed. The integrated model of physical activity parenting (Davison et al., 2013) and a PAP conceptual framework (Mâsse et al., 2017) guided data analysis to identify and understand parenting practices that influence children's PA behaviour.

Results: The study found that Irish parents engaged in all twelve PAP practices identified in the conceptual framework. This study focuses on a number of PAP practices that impact children's PA, under the thematic areas of 'demonstrating a supportive infrastructure' and 'enactment of a supportive presence'. Co-participation and facilitation were dominant PAP practices associated with children's participation in structured and organised PA/sport. Gender differences were noted between mothers and fathers during co-activity and weekend activities in the majority of families were child-centred. Facilitation and investment of children's PA was evident across all social class groups but overall, children from middle and higher SES fractions experienced a greater repertoire of structured PA and sport. The availability of community resources was recognised as a significant facilitator of children's participation in PA. Parental

encouragement and parental involvement were central autonomy support behaviours, enacted to differing extents by parents.

Conclusions: This study complements the international knowledge base on how parents influence children's PA behaviour.

Title: A Qualitative Investigation into the Nutritional Education of Adolescents through the Junior Cycle in Irish Education

**Author(s): Lauren Mealy, Conor Philpott, Joao Costa and Emmanouil Adamakis,
University College Cork**

Abstract:

Introduction: Nutrition is a key factor in addressing the global obesity crisis yet adolescents experience a decline in their nutrition as they become more independent from their families and more influenced by their peers. Adolescents have previously offered mixed opinions towards education as a facilitator for healthy eating, however, gaps in their knowledge regarding nutrition as well as high social media usage, create an environment for misinformation. This is a cross-sectional, qualitative study which aims to investigate Irish adolescents' attitudes towards nutritional education in post-primary schools as a facilitator to healthy eating, specifically the education provided through the junior cycle.

Methods: Researcher-led focus groups were conducted across the junior cycle year groups in a female, single-sex secondary school.

Results: Consistent views emerged from the study, with all participants agreeing that further nutritional education is warranted in junior cycle. Furthermore, the data revealed methods to deliver such content from the perspective of students.

Conclusion: Testimonies highlighted adolescents' dependence on online sources to educate themselves, further reinforcing the requirement for nutritional education that is accessible to all.

Title: "One CSPAP step at a time": Promoting a physically active school culture in an Irish urban post-primary school – planning for infrastructural change

**Author(s): Alan Finnegan (Supervisors: Elaine Murtagh and Ursula Freyne)
University of Limerick**

Abstract:

This study investigated the implementation of a whole-school physical activity (PA) promotion model, the 'Comprehensive School Physical Activity Programme' (CSPAP), in an Irish urban post-primary school, evaluating its successes and challenges. The study also explored how the CSPAP can inform the planning of a new school building in an urban setting that is promotive of an active school culture. A convergent parallel mixed methods design was adopted, with three phases of data collection lasting nine months: pre-, during and post-CSPAP

implementation. The CSPAP intervention was nine weeks in duration. Data was collected from students and staff; this included the 'Student PA Opportunities Questionnaire', focus groups, an interview with senior management and a teacher-researcher journal. Data was analysed thematically following the method of Braun & Clark (2006).

Results highlighted a school culture that valued PA through a broad physical education and after-school extra-curricular activities provision. There was a lack of student PA opportunities before and during school, as well as no structured staff PA. Given a lack of on-campus PA infrastructure, the school utilises strong community links to access PA facilities. CSPAP successes included a staff steps initiative which enhanced staff cohesion, and a lunchtime 1st Year dance programme peer-led by 5th Year students. CSPAP challenges were staff time constraints, the school uniform as a PA barrier for female students, and reluctance about classroom movement integration. Green PA spaces in the new school campus was collectively desired. This study helped to address a deficit in post-primary CSPAP literature, and CSPAPs in an Irish context. For sustainable CSPAPs, the findings identify a need for a coordinated and collaborative whole-school implementation effort, with students also leading PA. Barriers to PA participation such as the timing of activities and school uniform should be considered as part of future CSPAP efforts.

Title: Investigating Adolescents' Understanding of Mental Health and their Perspective on What Promotes Positive Adolescent Mental Health

Author(s): Michael Doyle, University College Cork

Abstract:

Introduction: Adolescent mental health has been a major topic in mainstream media as well as academic research in recent years. Research has shown that adolescents display poor levels of mental health and that these levels have declined over the past decade. Little research has been done on adolescents' understanding of what promotes positive mental health and as far as I am aware no study on this topic has been conducted amongst Irish adolescents. Purpose: The purpose of this study is to outline what adolescents understand by the term 'mental health', to find out what they believe promotes positive adolescent mental health and to compare this to what has been shown in literature. Method: This study involved setting up 2 focus groups of 4-5 adolescents aged between 11-14 and to ask them pre-planned questions regarding their understanding of mental health and what promotes positive mental health in adolescents. Thematic analysis was then used to outline the main themes for each of these topics. Results: The results highlighted the main themes of both focus groups regarding students' understanding of what is meant by the term 'mental health' and what they believe contributes to positive mental health. 2 main themes were identified for the first topic, "what, according to adolescents is meant by the term 'mental health'". The most recurring words mentioned for this question were a) emotions and b) the difference between good and bad mental health. For topic 2, 'what do adolescents perceive to be important determinants of positive adolescent mental health?', there were 4 main themes 1) socializing and spending time with family and friends 2) hobbies and doing what you love 3) being organized and having a routine 4) playing sports and being physically active. Discussion: These themes were then compared with research investigating what promotes positive adolescent mental health to see how accurate

these adolescents' perspectives are regarding what promotes positive mental health in adolescents. According to this research, our participants were quite accurate regarding what promotes positive adolescent mental health. Perhaps, adolescents need to be made aware of the dangers associated with some of the identified themes for example excessive physical activity and an over emphasis on competition.

Title: Does Physical Activity and Sport Anxiety have an Influence on Perceived Fundamental Movement Skill Competency?

Author(s): Aoife Grace Dowd, University College Cork.

Abstract:

The purpose of this research project was to investigate if levels of physical activity and sport anxiety (PASA) influence perceived self-confidence (PSC) in terms of fundamental movement skill (FMS) competence among Junior Cycle adolescents. A sample size of 28, 12 males (42.9%) and 16 females (57.1%) took part. Research identified factors influencing FMS development including age, gender, weight status, PA and self-confidence. This study looked at anxiety. The two questionnaires, Physical Activity and Sport Anxiety Scale (PASAS) and the Physical Self-Confidence Scale (PSCS), were used to establish if there is a relationship between PASA and FMS execution perception. No student perceived themselves 'very confident' at performing all skills (maximum score 150). 1st year boys perceived themselves more competent at executing the various FMS with an average score of 107.5/150 compared to girls 44.2/150. 2nd year boys obtained an average score of 123.7/150 and so perceived themselves more competent at executing the various FMS compared to the girls, 123.7/150. 1st year girls experienced a higher average score of PASA (63.4/80) compared to the boys (38.8/80). Girls experienced more PASA (62.5/80) compared to boys (29/80) among second year participants. A strong negative relationship was found between PSC and PASAS scores for 1st year participants. The correlation coefficient ($r = -0.78$) indicates that PASAS does influence PSC. A strong negative relationship ($r = -0.82$) was found between PSC and PASAS scores for 2nd year participants. This indicates that the second years' PSC and PASAS scores correlate more significantly than the first years. The whole sample had a negative correlation coefficient ($r = -0.79$). As PASA increases, PSC decreases. To conclude, the more PASA experienced, the less competent one perceived themselves at FMS execution.

Title: Mental Health and Wellbeing Determinants of Physical Activity Behaviour in Irish Adolescents

Author(s): Emily Mulhall, Padraic Rocliffe, Chloe Forte, University of Limerick.

Abstract:

Background/Aim: The aim was to identify mental health and wellbeing (MH&WB) determinants of physical activity (PA) participation in adolescents and was explored under two hypotheses. Ho1: There will be no difference in the determinant profile of male and female adolescents. Ho2: The determinant profile will not vary across different levels of PA participation.

Methods: 386 students attending post-primary school in Ireland took part in this study from a variety of co-educational (n=6), and single-sex schools (n=1 female-only, n=3 male-only). A virtual self-report questionnaire was completed by participants using Qualtrics software. Depressive symptoms were assessed using the 'QIDS' scale (Rush et al., 2003) Symptoms of anxiety were measured using the STAI-Y2 subscale (Spielberger 1983, Vitasari et al., 2011). Positive mental health symptoms were measured on a MHC-SF (Keyes, 2002). PA levels were measured using PACE+ (Prochaska et al., 2001). Qualitative data was input to SPSS where descriptive and frequency statistics were calculated.

Results/Conclusion: Evidence was found to partially reject Ho1 and Ho2. Only 54.5% males and 38.2% females from this study are meeting the national recommended PA guidelines of 60 minutes of daily MVPA. Females reported higher depressive symptoms in comparison to males, which is in line with current research (Dooley et al., 2015). Depressive symptoms were highest for low PA groups. A significant difference was not reported for this association in this study. This finding however is supported by current literature that highlights the association between greater symptoms of depression and low PA levels (Forte et al., 2020; McDowell et al., 2017; Dooley et al., 2015). Males participating in high levels of PA reported higher levels of anxiety in comparison to low and moderate PA levels which may be due to the physical and mental demands they face competing at a high sporting level (Weber et al., 2018).

Title: An investigation of Leaving Certificate Physical Education (LCPE) - Tracking its progress to date through the Irish PE teacher's looking glass.

Author(s): Erin Hennessy, Brigitte Moody, University of Limerick.

Abstract:

Background/Aim: The primary aims of this research project were as follows:

1. To examine the development of LCPE by gaining insight from LCPE teachers
2. To assess any potential issues or barriers relating to the implementation of LCPE in schools
3. Gain insights into the landscape of curriculum change and how it resulted in the roll out of LCPE

Methods: An inductive qualitative research design was used to carry out the project. The participants were 5 male and 5 female teachers from schools across Ireland and semi-structured interviews were conducted with each participant. Coding of the ten transcripts was carried out to identify common patterns that emerged from the data.

Results: The four themes I took from the data were as follows: Is LCPE a two-edged sword? (status versus pressure), the unique selling point of LCPE, have we put 'the cart before the horse' in terms of curriculum change not yet introduced to LCPE, and that we have nothing to prove but everything to improve going forward.

Conclusion: At present, there appears to be a fine line between positive and negative attitudes among teachers towards the phased rollout of LCPE. While LCPE has been received well among teachers and students in terms of content covered. Also, the introduction of LCPE is a positive step in curriculum change in Ireland, albeit with a biased sample in this study (profession). However, we need to take a step back and encourage policy stakeholders to consider current limitations of the current LCPE climate before we can proceed to its future.

Title: Parental and Family Influences of Children's Physical Activity - Findings from Growing Up in Ireland

Author(s): Sohun, R., MacPhail, A., Mac Donncha, C, University of Limerick.

Abstract:

Background: Physical activity parenting (PAP) is growing as a research field and refers to parental behaviours intended to influence children's investment in physical activity (PA), which in turn influences children's health and wellbeing.

Aim: Using the perspectives of both parent and child from Wave 1 of the Growing Up in Ireland study, this research aims to identify PAP practices engaged by Irish parents and to examine how PAP is embedded within a socioecological context.

Methods: A purposive sample of 116 families in Ireland were included in the study. Families were stratified by social class, location, and family structure. Parents and children were interviewed and a secondary analysis of the interview data was completed. The integrated model of physical activity parenting (Davison et al., 2013) and a PAP conceptual framework (Mâsse et al., 2017) guided data analysis to identify and understand parenting practices that influence children's PA behaviour.

Results: The study found that Irish parents engaged in all twelve PAP practices identified in the conceptual framework. This study focuses on a number of PAP practices that impact children's PA, under the thematic areas of 'demonstrating a supportive infrastructure' and 'enactment of a supportive presence'. Co-participation and facilitation were dominant PAP practices associated with children's participation in structured and organised PA/sport. Gender differences were noted between mothers and fathers during co-activity and weekend activities in the majority of families were child-centred. Facilitation and investment of children's PA was evident across all social class groups but overall, children from middle and higher SES fractions experienced a greater repertoire of structured PA and sport. The availability of community resources was recognised as a significant facilitator of children's participation in PA. Parental encouragement and parental involvement were central autonomy support behaviours, enacted to differing extents by parents.

Conclusions: This study complements the international knowledge base on how parents influence children's PA behaviour.

Title: A Qualitative Investigation into the Nutritional Education of Adolescents through the Junior Cycle in Irish Education

Author(s): Lauren Mealy, Conor Philpott, Joao Costa and Emmanouil Adamakis, University College Cork.

Abstract:

Background/Aim: Nutrition is a key factor in addressing the global obesity crisis yet adolescents experience a decline in their nutrition as they become more independent from their families and more influenced by their peers. Adolescents have previously offered mixed opinions towards education as a facilitator for healthy eating, however, gaps in their knowledge

regarding nutrition as well as high social media usage, create an environment for misinformation. This is a cross-sectional, qualitative study which aims to investigate Irish adolescents' attitudes towards nutritional education in post-primary schools as a facilitator to healthy eating, specifically the education provided through the junior cycle.

Methods: Researcher-led focus groups were conducted across the junior cycle year groups in a female, single-sex secondary school.

Results: Consistent views emerged from the study, with all participants agreeing that further nutritional education is warranted in junior cycle. Furthermore, the data revealed methods to deliver such content from the perspective of students.

Conclusion: Testimonies highlighted adolescents' dependence on online sources to educate themselves, further reinforcing the requirement for nutritional education that is accessible to all.

Title: "One CSPAP step at a time": Promoting a physically active school culture in an Irish urban post-primary school – planning for infrastructural change

Author(s): Alan Finnegan, Dr Elaine Murtagh, Ursula Freyne, University of Limerick.

Abstract:

Background/Aim: This study investigated the implementation of a whole-school physical activity (PA) promotion model, the 'Comprehensive School Physical Activity Programme' (CSPAP), in an Irish urban post-primary school, evaluating its successes and challenges. The study also explored how the CSPAP can inform the planning of a new school building in an urban setting that is promotive of an active school culture.

Methods: A convergent parallel mixed methods design was adopted, with three phases of data collection lasting nine months: pre-, during and post-CSPAP implementation. The CSPAP intervention was nine weeks in duration. Data was collected from students and staff; this included the 'Student PA Opportunities Questionnaire', focus groups, an interview with senior management and a teacher-researcher journal. Data was analysed thematically following the method of Braun & Clark (2006).

Results highlighted a school culture that valued PA through a broad physical education and after-school extra-curricular activities provision. There was a lack of student PA opportunities before and during school, as well as no structured staff PA. Given a lack of on-campus PA infrastructure, the school utilises strong community links to access PA facilities. CSPAP successes included a staff steps initiative which enhanced staff cohesion, and a lunchtime 1st Year dance programme peer-led by 5th Year students. CSPAP challenges were staff time constraints, the school uniform as a PA barrier for female students, and reluctance about classroom movement integration. Green PA spaces in the new school campus was collectively desired.

Conclusion: This study helped to address a deficit in post-primary CSPAP literature, and CSPAPs in an Irish context. For sustainable CSPAPs, the findings identify a need for a coordinated and collaborative whole-school implementation effort, with students also leading PA. Barriers to PA participation such as the timing of activities and school uniform should be considered as part of future CSPAP efforts.

