

SCALING UP AN EFFECTIVE MODEL OF IMPLEMENTATION SUPPORT TO INCREASE PRIMARY SCHOOL TEACHERS' SCHEDULING OF PHYSICAL ACTIVITY: PHYSICALLY ACTIVE CHILDREN IN EDUCATION (PACE)

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Objectives

To describe the process undertaken to design a scalable model of implementation support (Physically Active Children in Education (PACE)), to increase NSW primary schools' implementation of a mandatory PA policy.

Methodology

The PACE implementation model was designed using the Theoretical Domains Framework (TDF) and was informed by considerable formative evaluation which involved i) literature reviews; ii) interviews with primary school teachers and iii) observations of teachers' delivery of PA. Utilising such information, the identified barriers were mapped to TDF constructs, and implementation strategies were then selected. To be included implementation strategies were also required to be empirically supported as effective by systematic review evidence and judged as feasible and acceptable to school communities.

About PACE

The 12 month PACE model of implementation support consists of;

- policy implementation support,
- obtaining executive support,
- identifying and training in-school champions,
- provision of ongoing consultation, and
- provision of and tools and resources.



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A multi-strategy implementation model can significantly increase schools' implementation of a mandatory PA policy.



Lessons Learned

Through a series of randomised controlled trials the PACE model of implementation support was found to be effective, feasible and acceptable.

By way of the Medical Research Future Fund (MRFF) PACE is currently being scaled for delivery in 100 primary schools across three Local Health Districts.

