



## Data set for paper titled: Teacher competencies in health education: results of a Delphi study

Sharon Moynihan, Leena Paakkari, Raili Välimaa, Didier Jourdan, Patricia Mannix McNamara

### Publication date

01-01-2015

### Licence

This work is made available under the [CC BY-NC-SA 1.0](#) licence and should only be used in accordance with that licence. For more information on the specific terms, consult the repository record for this item.

### Document Version

1

### Citation for this work (HarvardUL)

Moynihan, S., Paakkari, L., Välimaa, R., Jourdan, D. and Mannix McNamara, P. (2015) 'Data set for paper titled: Teacher competencies in health education: results of a Delphi study', available: <https://hdl.handle.net/10344/4736> [accessed 24 Jul 2022].

This work was downloaded from the University of Limerick research repository.

For more information on this work, the University of Limerick research repository or to report an issue, you can contact the repository administrators at [ir@ul.ie](mailto:ir@ul.ie). If you feel that this work breaches copyright, please provide details and we will remove access to the work immediately while we investigate your claim.

The following are the codes used for the variables that were assigned codes

<b>Gender</b>	1 = Male 2 = Female
<b>Profession</b>	2 = Lecturer in teacher education 3 = Lecturer (other) 4 = Health promotion consultant 5 = Professor
<b>Country</b>	1 = France 2 = Finland 3 = Norway 4 = Sweden 5 = United Kingdom 6 = Denmark 7 = Ireland 8 = Australia 9 = Portugal
<u>Round 2</u>  <b>One:</b> Communication skills <b>Two:</b> Ability to acquire leadership support <b>Three:</b> General content knowledge of health issues <b>Four:</b> Knowledge of learners and their characteristics <b>Five:</b> Ability to identify and address student learning problems <b>Six:</b> Teacher as a 'researcher' <b>Seven:</b> Willingness to engage in whole school and community health promoting activities <b>Eight:</b> Ability to identify and refer pupils' illnesses and problems (other than learning problems) <b>Nine:</b> Knowledge of health education curricula <b>Ten:</b> Knowledge of various disciplines (related to health science or education eg. Sociology, Psychology) <b>Eleven:</b> Ability to collaborate with other school personnel <b>Twelve:</b> Pedagogical health content knowledge <b>Thirteen:</b> General pedagogical knowledge <b>Fourteen:</b> Ability to advocate for health, social and other services for their students <b>Fifteen:</b> Knowledge about health related careers <b>Sixteen:</b> Teachers' Self-Knowledge <b>Seventeen:</b> Skilful application of general	<i>Semantic differential scale</i>  1 = Not at all important 7 = Very important

<p>pedagogical knowledge</p> <p><b>Eighteen:</b> Skills in planning, implementing and assessing whole school health promoting initiatives</p> <p><b>Nineteen:</b> Willingness to enforce school guidelines</p> <p><b>Twenty:</b> Ability to advocate for school rules and practices that promote health, safety and sustainable development in their schools</p> <p><b>Twenty One:</b> Knowledge of health education/promotion theories and models</p> <p><b>Twenty Two:</b> Ethical thinking skills</p> <p><b>Twenty Three:</b> Willingness to help students and parents manage their illnesses or problems within the school day</p> <p><b>Twenty Four:</b> Knowledge of the determinants affecting health</p> <p><b>Twenty Five:</b> General knowledge of human development</p> <p><b>Twenty Six:</b> Skills in engaging in community based approaches to health promotion</p> <p><b>Twenty Seven:</b> Willingness to display and model health promoting behaviours in their classrooms and in their actions within the school context</p> <p><b>Twenty Eight:</b> Ability to collaborate with families and the community</p> <p><b>Twenty Nine:</b> Knowledge about the operational environment of a school</p> <p><b>Thirty:</b> Teachers sense of self-efficacy in teaching health issues</p> <p><b>Thirty One:</b> Ability to identify and refer fellow staffs problems</p> <p><b>Thirty Two:</b> Knowledge in engaging in community based approaches to health promotion</p> <p><b>Thirty Three:</b> Willingness to advocate for school rules and practices that promote health, safety and sustainable development in their schools</p> <p><b>Thirty Four:</b> Knowledge in planning, implementing and assessing whole school health promoting activities</p> <p><b>Thirty Five:</b> An awareness and ability to be able to use resources affectively</p> <p><b>Thirty Six:</b> Ability to collaborate with pupils</p>	
<p><u>Round 3</u></p> <p><b>Rated No.1</b></p> <p><b>Rated No.2</b></p> <p><b>Rated No.3</b></p> <p><b>Rated No. 4</b></p> <p><b>Rated No. 5</b></p> <p><b>Rated No. 6</b></p> <p><b>Rated No. 7</b></p>	<p><b>1</b> = General content knowledge of health issues</p> <p><b>2</b> = Knowledge of the determinants affecting health</p> <p><b>3</b> = Knowledge of health education curricula</p> <p><b>4</b> = General pedagogical knowledge (of planning, various ways of teaching and appropriate means of assessment, and of</p>

**Rated No. 8**  
**Rated No. 9**  
**Rated No. 10**

classroom management)

**5** = Pedagogical health content knowledge  
(knowledge of and ability to use health specific  
pedagogical knowledge)

**6** = General knowledge of human development

**7** = Knowledge in planning, implementing and  
assessing whole school health promoting  
initiatives

**8** = Knowledge of various disciplines (related to  
health science or education eg. Sociology,  
Psychology)

**9** = Knowledge in engaging in community based  
approaches to health promotion

**10** = Knowledge of health education/promotion  
theories and models

**11** = Knowledge about the operational  
environment of a school (Knowledge about the  
school as a system and how it relates to wider  
society)

**12** = Knowledge of learners and their  
characteristics

**13** = Teachers' Self-knowledge

**14** = Ability to identify and address student  
learning problems

**15** = Skills in planning, implementing and  
assessing whole school health promoting  
initiatives

**16** = Skills in engaging in community based  
approaches to health promotion

**17** = Skilful application of general pedagogical  
knowledge

**18** = Ability to advocate for health, social and  
other services for their students

**19** = Ability to identify and refer pupils' illnesses  
and problems (other than learning problems)

**20** = Ethical thinking skills (the ability to analyze  
the consequences of one's decisions and  
practices on others, and empathic ability)

**21** = Ability to acquire leadership support

**22** = Ability to advocate for school rules and  
practices that promote health, safety and  
sustainable development in their schools

**23** = Ability to collaborate with other school  
personnel and pupils

**24** = Ability to collaborate with families and the  
community

**25** = An awareness and ability to be able to use  
resources effectively

**26** = Ability to collaborate with pupils

**27** = Communication skills (i.e. active listening,  
interpersonal skills, and empowering way of

	<p>conducting dialogue)</p> <p><b>28</b> = Willingness to advocate for school rules and practices that promote health, safety and sustainable development in their schools</p> <p><b>29</b> = Willingness to engage in whole school and community health promoting activities</p> <p><b>30</b> = Willingness to enforce school guidelines</p> <p><b>31</b> = Willingness to display and model health promoting behaviours in their classrooms and in their actions within the school context</p> <p><b>32</b> =Teacher as a 'researcher' (i.e. the ability to think and reflect critically, to use various research to develop teaching, and to continuously develop as a teacher)</p> <p><b>33</b> = Teachers' sense of self-efficacy in teaching health issues</p>
<b>Comp.1 - 33</b>	<p><b>10</b> = Rated No.1</p> <p><b>9</b>= Rated No.2</p> <p><b>8</b>= Rated No.3</p> <p><b>7</b>= Rated No. 4</p> <p><b>6</b>= Rated No. 5</p> <p><b>5</b>= Rated No. 6</p> <p><b>4</b>= Rated No. 7</p> <p><b>3</b>= Rated No. 8</p> <p><b>2</b>= Rated No. 9</p> <p><b>1</b>= Rated No. 10</p> <p><b>0</b>= Not rated in top 10</p>