



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

SSH5078

Inclusion in Physical Education & Youth Sport

- WK26 -

Issues of Inclusion in PE

Mara Mata

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Today's Plan:

- Revisit module's plan;
- Revisit formative assessment;
- Recap last session;
- Analyse different issues of inclusion in PE;
- Set up next week's session.

Draft Curriculum Overview

& Module Pedagogies

WK	Date	Theme	Indicative content
23	30/01	Intro Defining Inclusion	Overview of semester 1 NCPE & Inclusion
24	06/02	Problematizing Inclusion in PE	Equality, Equity and Inclusion in PE contexts
25	13/02	MISSED SESSION	MISSED SESSION
26	20/02	Problematizing Inclusion in PE	Different issues of inclusion in PE
27	27/02	Disability in Sport & PE	Medical vs Social Model of Disability
28	05/03	Disability in Sport & PE Formative Assessment 6th March	Teacher vs Student Perspectives of Disability
29	12/03	Visit to Queen Elisabeth High	Observations & Reflections
30	20/03	Visit Pembrokeshire Dock	Observations & Reflections
31	26/03	Disability in Sport & PE Assessment Prep	Reflections from the visits Discuss formative feedback
32	02/04	Easter <u>ASSESSMENT 03/04 @3pm</u>	2500 words essay
33	09/04	Easter	

Research has drawn attention to the ways in which individuals may variously be disadvantaged as a consequence of being perceived as in same way 'different from the norm' (Penney, 2002).

In light of the quote, critically analyse the key concepts surrounding the topic of inclusion in PE and Youth Sport.

500 words – email your draft to Mara by the 6th of March.

Recapping...



**What did we
talk about in the
last session?**

Recapping...

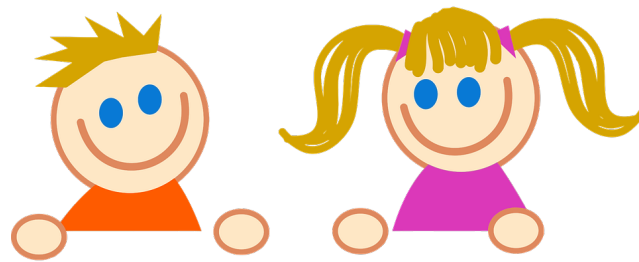
NCPE - Signaling a commitment to **EQUALITY**

NCPE's Inclusion Statement

It's the school's responsibility to include all learners!

Work to **reduce social barriers to inclusion** and offer opportunities to all learners to achieve their full potential.

NCPE's gendered pattern of organisation Single-sex vs Mixed-sex grouping

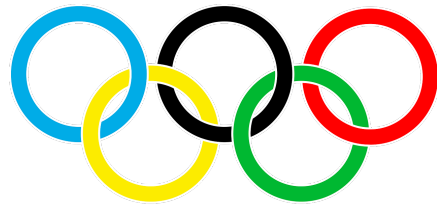


“Access to the curriculum is not synonymous with access to learning”

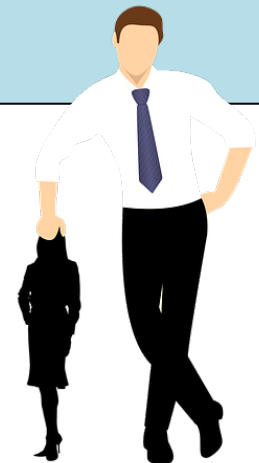
(Williams, 1993, cited in Penney, 2002, p. 114)

**There is no guarantee that all pupils are being given access to the same quality of experience
or the same potential advancement in their learning in PE.**

Problematizing Inclusion in PE



Is PE and School Sport serving to reinforce or reproduce, or challenging prejudices and inequalities in wider society?



Problematizing Inclusion in PE

NCPE

Ability as a key requirement to access sport.

Differentiation

Skill development...

What about the other aspects of learning?

Problematizing Inclusion in PE

Research has drawn attention to the ways in which individuals may variously be **disadvantaged** as a consequence of being perceived as in some way **‘different from the norm’** (careful with simplification!).

Polycymakers

Teachers in schools

Sport providers



What about the subtle ways of accentuating difference?...

Problematizing Inclusion in PE

Extracurricular PE activities from an EQUALITY perspective

More teams = More opportunities

This solution assumes that **EVERYONE** wants to focus on skill development and that that is suitable and desirable for all.

GOLD STANDARD

How about informal opportunities, for fun, with friends?

Extracurricular PE activities from an EQUITY perspective

Extending participation = A different view of 'what the problem is'

It demands the development of a sufficiently varied provision and provides contexts where different identities and interests can be expressed and celebrated.

NEW FORMS OF PE

DIFFERENT VALUES

Key messages

Various perspectives of PE need to be considered: our own, parents, immediate colleagues, senior management in school, pupils and policy-maker individuals. **Everyone has particular views of what PE should be about, how lessons are expected to 'look like' and what children should learn.**

PE reinforces and replicates the values and beliefs of wider society



PE has the potential to challenge social inequalities and consequently change society's wider values.



What is PE?

What does it aim to address?

What are the values of PE teachers?

TASK

(30min)

1. **Read and analyse** a book chapter/magazine article on the table
2. **Share your interpretations with the group:**
 - a. What is the issue?
 - b. Why is it a problem? Why is this important?
 - c. How is PE addressing/replicating the issue?

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500 words – email your draft to Mara by the 6th of March.

THANK YOU!

See you next week!

Questions?

...

Thoughts?

Feelings?

Emotions?

Book your tutorials on Moodle please!

Schedule here!

TUTORIAL