



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

SSH5078

Inclusion in Physical Education & Youth Sport

- WK23 -

Introduction to Semester 2

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Transforming Education; Transforming Lives



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Today's Plan:

- Draft Curriculum Overview (i.e. what we will cover);
- Module Pedagogies (i.e. what we will do);
- Module Assessment 2 (i.e. how you will communicate your learning, formatively and summatively);
- Recapping Semester 1;
- Plenary tasks – Workbook.

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	Problematizing Inclusion in PE	Inclusive practice in PE contexts
26	21/02	Visit Pembrokeshire College	Observations & Reflections
27	27/02	Disability in Sport & PE	Medical vs Social Model of Disability
28	05/03	Disability in Sport & PE	Teacher vs Student Perspectives of Disability
29	13/03	Visit Pembrokeshire Docks	Observations & Reflections
30	19/03	Visit Queen Elisabeth High	Observations & Reflections
31	26/03	Disability in Sport & PE Assessment Prep	Reflections from the visits
32	02/04	Easter <u>ASSESSMENT 03/04 @3pm</u>	2500 words essay
33	09/04	Easter	
34	16/04	Easter	
35	23/04	No session	NGB courses? TBC
36	30/04	No session	NGB courses? TBC

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27	27/02	Disability in Sport & PE	Medical vs Social Model of Disability
28	05/03	Disability in Sport & PE	Teacher vs Student Perspectives of Disability
29	13/03	Visit Pembrokeshire Dock	Observations & Reflections
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Module Assessment

MODULE CODE: SHSS5078

INCLUSION IN PHYSICAL EDUCATION AND YOUTH SPORT

ASSESSMENT TYPE: COURSEWORK - ESSAY

ASSESSMENT/COMPONENT: 2

COMPONENT WEIGHTING: 50 %

WORD COUNT: 2500 WORDS

MODULE TUTOR: Mara Mata / Dylan Blain

“Being a professional educator in today’s society not only means having to develop sound subject knowledge, but it also depends upon acknowledging a moral duty to do what is ‘right’ for the individual and society” (Dowling *et al.*, 2012, p.5).

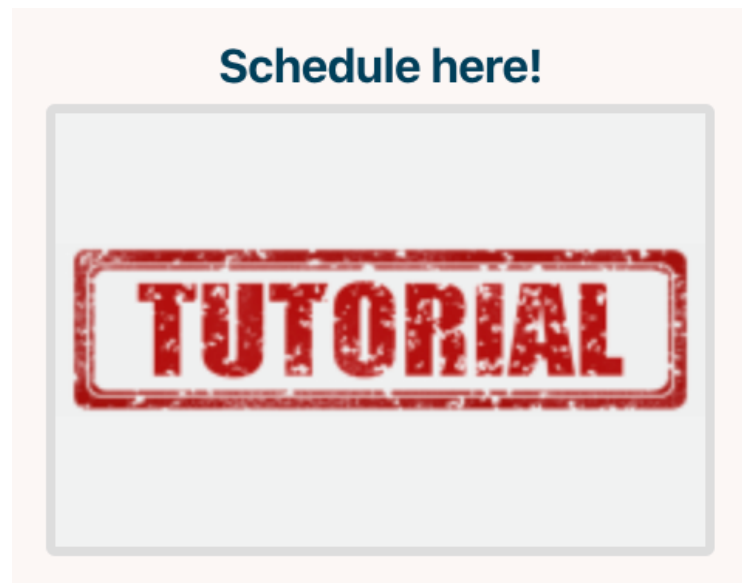
In light of this quote draw on **relevant literature** and on the **observations/reflections** made during the school visits’ to critically discuss how schools are implementing inclusive policies and strategies in their practices.

SUBMISSION DETAILS: 3rd April 2020

ASSESSMENT CRITERIA	Learning Outcome	
Demonstrate a critical understanding of the nature of inclusion in Physical Education and Youth Sport	1, 2	40%
Analyse strategies of inclusive practice in Physical Education and Youth Sport	2,3	35%
Reflect on teachers’ practice in a range of contexts in Physical Education and Youth Sport	1,2, 3	15%
Academic writing (breath of resources used, referencing, quality and readability of writing)		10%

Bywydau
forming Lives

Tutorials on Moodle



Recapping...



What do you know so far? (15 min in pairs)

Consider:

- What do we mean by inclusion?
- Who might feel excluded?
- What barriers? Why don't people engage in PE?
- What is inclusive practice?
 - Considerations for inclusive practice;
 - Pedagogical Strategies.

“The introduction of the National Curriculum established that it was a statutory requirement for all state (i.e. government funded) schools to provide all children with a **broad and balanced curriculum that would include physical education** (see DES, 1989)” (Penney, 2002, p. 110).

Signaling a commitment to **EQUALITY**

However...

- Different schools
- Different range of activities
- Different teachers
- Different values
- Different ways of teaching
- Different pupils

NCPE's Inclusion Statement

Duty of the schools:

- Eliminate discrimination and harassment
- Promote positive attitudes
- Promote **equal opportunities**
- Encourage participation in all areas of school life
- Develop personal and cultural identity that is respectful towards others
- Enable learners to take an active part in multi-ethnic society and prepare them as global citizens
- Work to **reduce social barriers to inclusion** and offer opportunities to all learners to achieve their full potential.

Including all learners

Responsibilities of schools

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document *Rights to Action*, all children and young people must be provided with an education that develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief and sexual orientation further places a duty on schools in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities and encourage participation in all areas of school life.

Schools should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. Where appropriate, schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For learners with disabilities in particular, they should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Schools should seek advice regarding reasonable adjustments, alternative/adapted activities and appropriate equipment and resources, which may be used to support the full participation of all learners including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both English and Welsh through the curriculum. Schools should provide learners with material that is appropriate to their ability, previous education and experience, and which extends their language development. Schools should also encourage the use of learners' home languages for learning.

Equality, Equity and Inclusion

“Equality, equity and inclusion are not easily defined, that their meaning is contestable and that consequently there is a need to pursue their use in particular contexts” (Penney, 2002, p.111).

In addressing issues of equality and inequality we need to recognise that these are in a dynamic relationship with **wider social, political, cultural, and economic contexts** (Penney, 2002).

Overview of some key principles

- **Equality** = Levelling, treating **everyone the same** (irrespective of socio-cultural factors)
- **Equity** = Ensuring that those students who need additional resources have access to them. **Acknowledging different** socio-cultural factors.
- **Inclusion** = **Recognising individual differences** (based on race, gender, ethnicity, biology) and meeting those differences to provide equal opportunity.

What's next?

- Each of these terms will have **different meaning** based on your **own gender, race, ethnicity, social and economic position**.
- Equality, equity and/or inclusion = **Difference? Fairness? Justice?**
- (One way) of understanding differences in equality, equity and inclusion is through **the ways each focus on difference and/or justice**.
- Need to **(critically) reflect**, understand and develop different values, initiatives and practices relating to the **purpose of physical education**.

In preparation for next week...

1) Download the following article from Moodle:

Penney, D. (2002). Equality, equity and inclusion in physical education and school sport. In: A. Laker, (ed). Sociology of Sport and Physical Education: An Introduction. London, UK: Routledge, 110-128

2) Download and complete Workbook 1 in preparation for next week;

3) Bring the completed Workbook 1 to our lecture and let's chat about it!

THANK YOU!

See you next week!

Questions?

...

Thoughts?

Feelings?

Emotions?

Book your tutorials on Moodle please!

Schedule here!

TUTORIAL