



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

SSH5078

Inclusion in Physical Education & Youth Sport

- WK29 -

THEIR perspective & Inclusive Practice

Mara Mata

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Today's Plan:

- Review the assessment criteria;
- Revisit last week's session;
- Explore the perceptions of disabled pupils about their PE teachers;
- Critically explore our understandings of inclusive practice.

ASSESSMENT

“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 reflections from your own, or others’ teaching practice, to critically discuss how schools are implementing inclusive policies and strategies in their practices.

SUBMISSION DETAILS: 3rd April 2020

ASSESSMENT

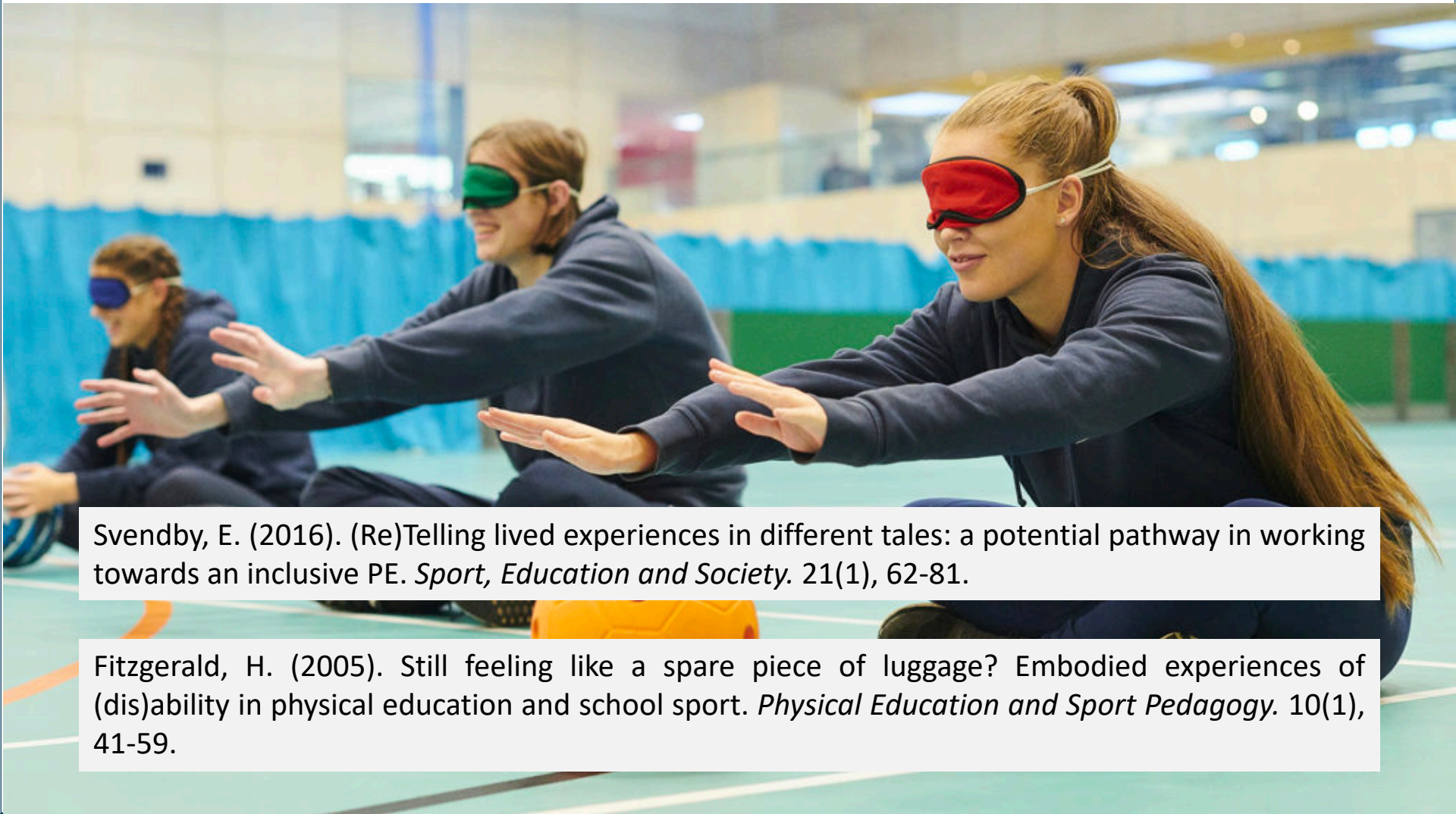
ASSESSMENT CRITERIA	%
Demonstrate a critical understanding of the nature of inclusion in Physical Education and Youth Sport	40%
Analyse strategies of inclusive practice in Physical Education and Youth Sport	40%
Reflect on teachers' practice in a range of contexts in Physical Education and Youth Sport	10%
Academic writing (breadth of resources used, referencing, quality and readability of writing)	10%

Recapping...



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

How do young disabled pupils feel about their PE teachers?



Svendby, E. (2016). (Re)Telling lived experiences in different tales: a potential pathway in working towards an inclusive PE. *Sport, Education and Society*. 21(1), 62-81.

Fitzgerald, H. (2005). Still feeling like a spare piece of luggage? Embodied experiences of (dis)ability in physical education and school sport. *Physical Education and Sport Pedagogy*. 10(1), 41-59.

Young disabled people in PE

Limited understandings of young disabled people's experiences of physical education and school sport (Smith, 2004).



Only when we listen to that we can begin to better understand the actual **nature of physical education and school sport** experienced in our schools and the **consequences** this has on young people's **sense of self** (Fitzgerald, 2005, p.42).

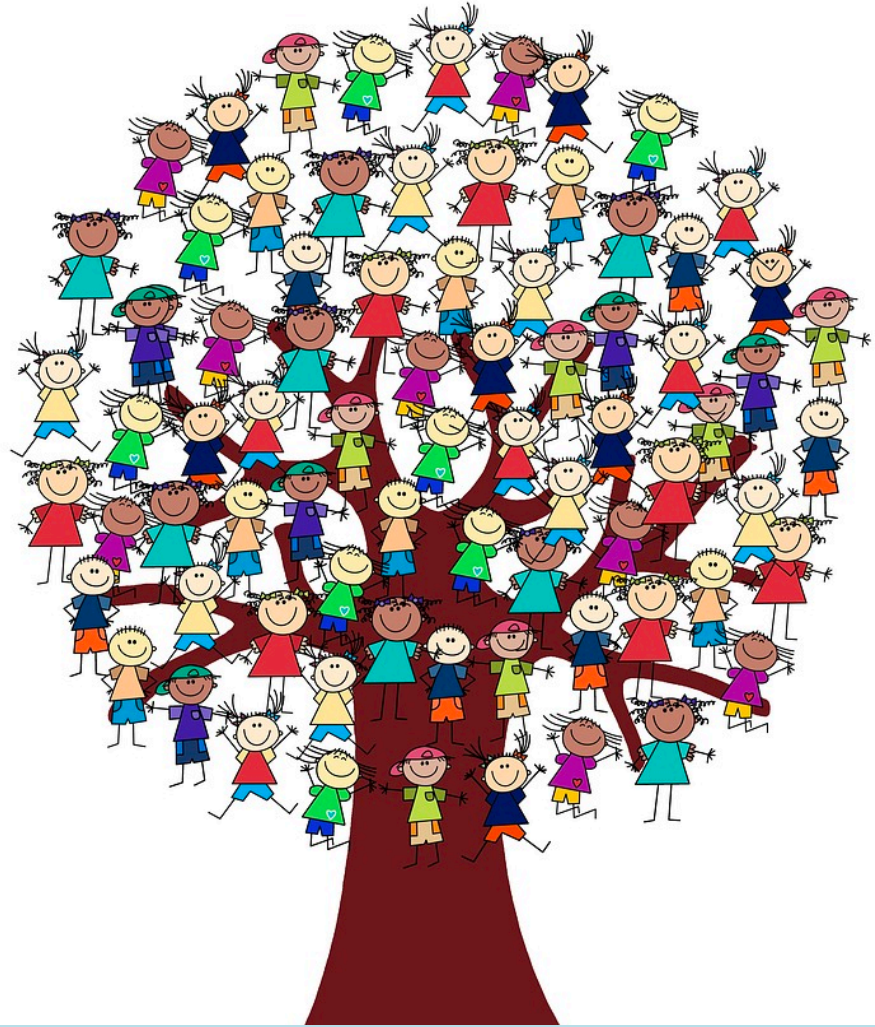
Young disabled people in PE

- Fitzgerald (2005) argues for the need to **extend our understandings of social model** perspectives by **exploring the notion of embodied identities of disabled people** – one of the criticisms of the social model.
- “I centre my concerns on the **insights given from young disabled people themselves**” (Fitzgerald, 2005, p. 42).



INCLUSIVE PRACTICE

- What we know so far
- Aspects to consider



Petrie, K., Devcich, J. and Fitzgerald, H. (2018). Working towards inclusive physical education in a primary school: 'some days I just don't get it right', *Physical Education and Sport Pedagogy*, 23(4), 345-357

Inclusive Education

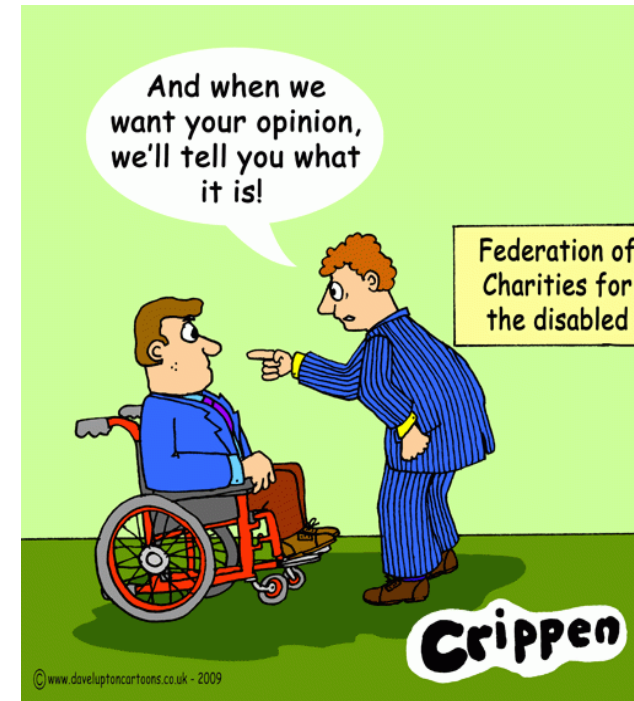
1. Ensuring that all children, regardless of their abilities, are educated in the same environment, where they are supported, have their unique learning needs met, and feel a sense of belonging.
2. Social justice process that embraces an outlook akin to the social model of disability.

- School communities that support reforms, which enable all young people to access education and social opportunities in schools.
- Some have argued that inclusive education should **promote participation** by young people **through involvement and choice** rather than merely positioning them as **passive receipts**.
- Realising the benefits of inclusive education in schools can be challenging when some practitioners value existing practices and do not believe that there is a need to change.

(Petrie *et al.*, 2018)

“The language we use to describe and think about disability will influence our expectations and interactions with them” (Barton, 2009, p.85)

- Students labelled as **not ‘able’ enough**
- Inferior by **others who determine the focus of the PE programme:**
 - Senior leaders
 - Curriculum specialists
 - Syndicate leaders
- There is **little scope for student voice or for teachers** who would like to see some change.
- E.g. Success for All framework (Ministry of Education, 2010)



(Petrie et al., 2018)

"The language we use to describe and think about disability will influence our expectations and interactions with them" (Barton, 2009, p.85)

- Students label
- Inf
- These discourses about disability continue to impact teachers' everyday decisions!
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(Petrie et al., 2018)

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- Inf

These discourses about disability continue to impact teachers' everyday decisions!

s of the PE

– S,

- There is scope for student voice to see some change.

- E.g. Success for All framework (M

E.g. **Pedagogical decisions of teachers, choice of activities in a school curriculum, teachers who value particular kinds of activities and abilities in PE...**



etrie et al., 2018)

PE as a place that perpetuates inequalities and inequities

Assumptions about **ability** are essentially objectified and limited to measures associated with **fitness, talent, and performance** (Evans, 2004)



Inequities are perpetuated in PE

(E.g.: those who do not match up to performance ideals are considered to lack ability)



Disabled students can be positioned in this way

(Petrie *et al.*, 2018)

INCLUSIVE PRACTICE

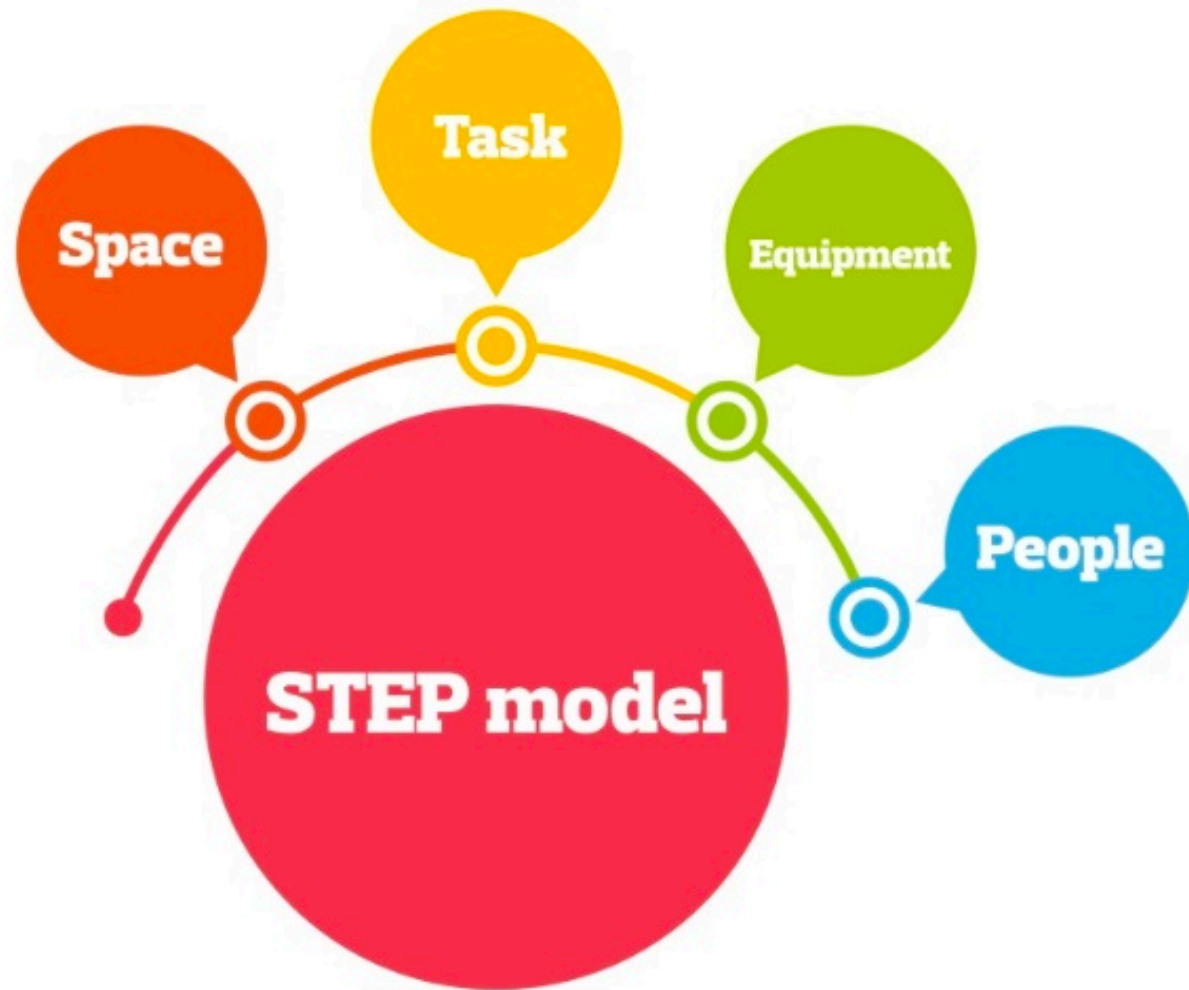
What has been done?

Pragmatic strategies that teachers can draw upon to better support students with different abilities.



- Continuing Professional Development (CPD)
- **STEP:** Space, Task, Equipment, People (Youth Sport Trust, 1996)
- **Inclusion Spectrum** (Black and Stevenson, 2012; Stevenson, 2009)

(Petrie *et al.*, 2018)



(Youth Sport Trust, 1996)

SPACE

Where is the activity happening?

- Shorter or smaller
- Near/ far targets
- Zones – safe or ability
- Larger/ More space
- Throwing: in front of a wall
- Floor based activities
- Start at different times or different places

TASK

What is happening?

- Simplify
- More challenging
- Specific roles
- Rules
- Speed participants/ equipment
- Different forms of involvement
- Differentiated targets
- Non-dominant hand

EQUIPMENT

What is being used?

Type: balls, mats, flags, scarves, feet, cones, bean bags, floats, hurdles, plastic markers, ropes, canes, soft equipment, bats, racquets

Variety: size, shape, colour, texture, weight, environment, play surface, indoor/outdoor, length of handle

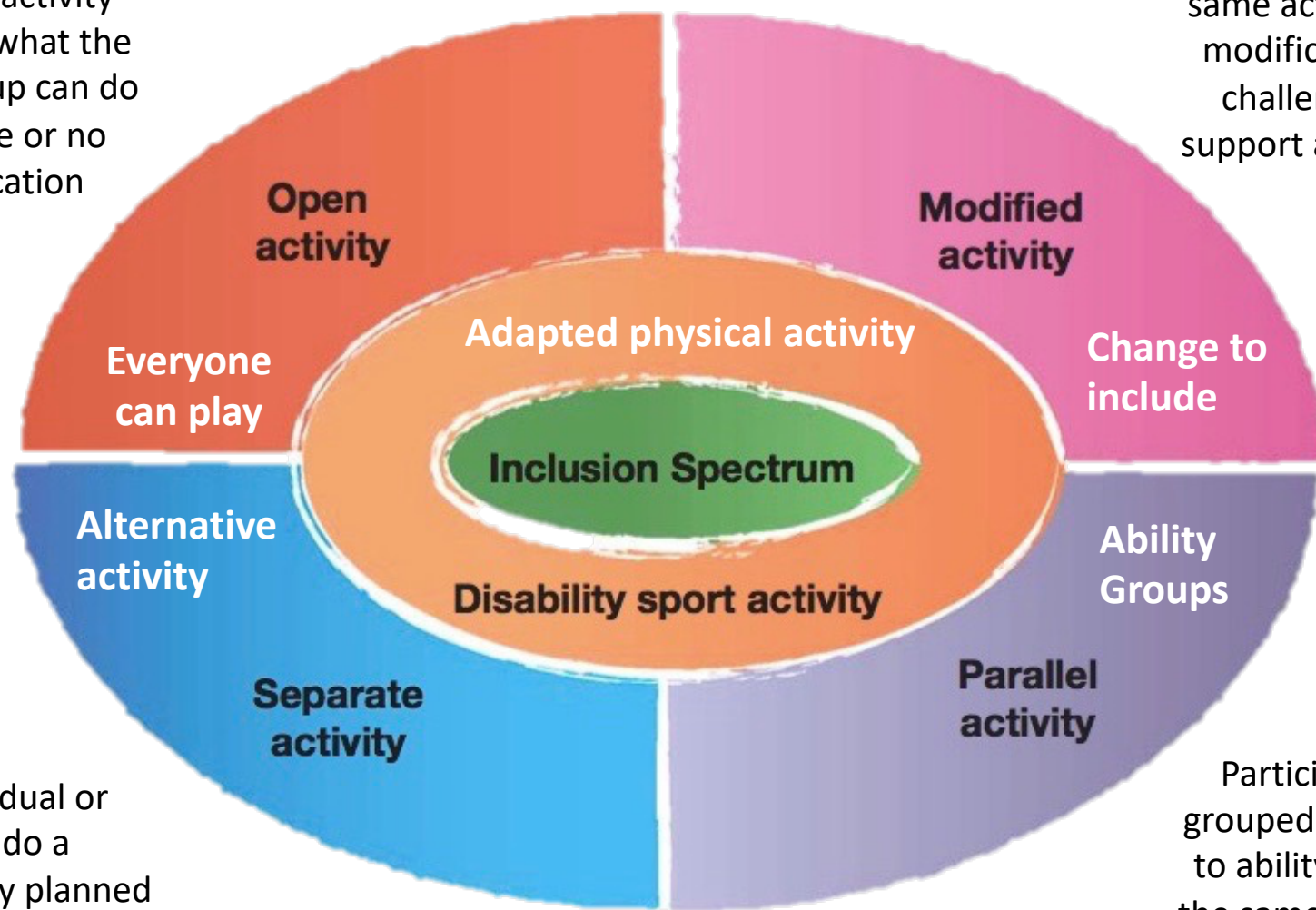
PEOPLE

Who is involved?

- Independently, groups, pairs, teams, friends
- Changing groups
- Own space/ restricted space
- Working in different or the same roles
- Different/ same abilities
- Mixed ability
- Zones
- Buddy system

A simple activity based on what the entire group can do with little or no modification

Everyone does the same activity with modifications to challenge and support all abilities



(Stevenson and Black, 2007 & 2012)

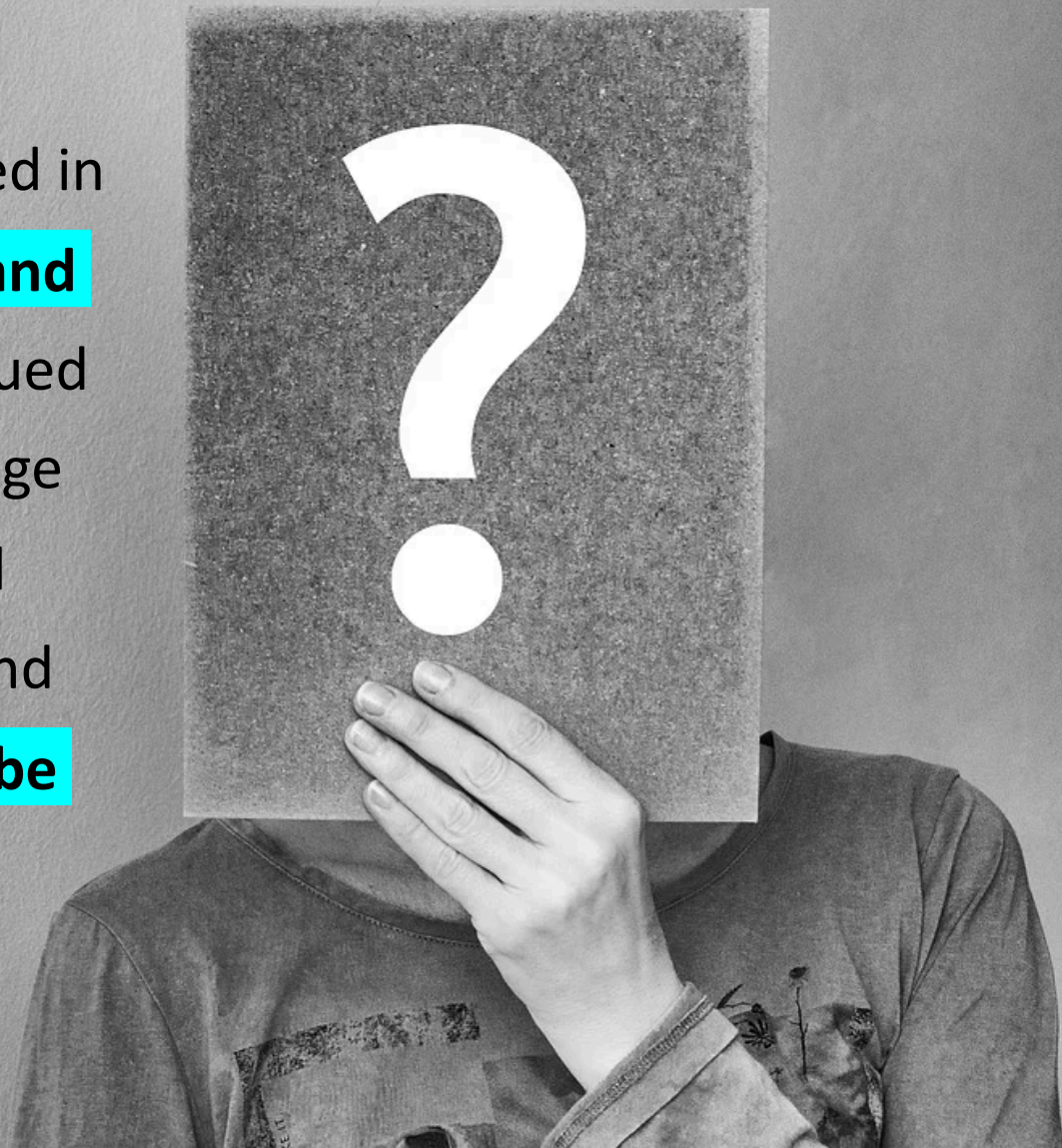
Participants are grouped accordingly to ability – each do the same activity but at appropriate levels

‘Does modifying or tinkering around with sport-based skills and the composition of the groups receiving instruction, equate to inclusive practice?’

(Fitzgerald, 2012, p. 446)



These approaches are couched in the **language of difference and adaption** and it could be argued that they do little to challenge teachers to **move beyond superficial modifications** and question **what it means to be inclusive within PE.**



When disabled pupils:

- sat out of the session (**helpless**);
- supported 'one-on-one' by a teacher aid and isolated from the class (**helped**);
- given a role where they are teacher 'helper'.

What happens:

- "I can't really be involved PE";
- become switched off;
- become downhearted;
- learnt a range of excuses for why they couldn't participate.

Broaden students understandings of what it means to be physically active within PE to generate new understandings and practice about inclusion in PE.



- 1 male Primary PE teacher;
- Journaling: account of his learning and practice;
- Embracing innovation
- Valued the students' role in being more creative

Key arguments from the paper:

- Qualities of an inclusive PE pedagogue.
- Pedagogical knowledge is not enough to promote inclusion. The content and focus of PE in schools needs to be reframed.
- Inclusion can be strengthened when teachers and students work in partnership to co-construct curriculum.



Vickerman's (2007, p. 98) 'Eight P' framework

Table 1. The 'eight P' Inclusive PE Framework.

Philosophy	Understand clearly what the principles, concepts, and contexts of inclusion stand for and their relationship to children with SEN in PE
Purpose	What are the rationales behind strategies for including children with SEN in PE and how their entitlement and accessibility can be created
Proactive	Being ready to identify challenges and solution to issues and problems you may face within a context of taking flexible approaches and a desire to be innovative and creative with your practice
Partnership	Recognising that inclusion needs to take place within a context of consultation and negotiation as part of a holistic approach to PE and children with SEN
Process	Recognising that inclusion takes time and you may not get it right the first time, but being prepared to try out new strategies and learn from the experience of diversity of styles and experiences
Policy	Recognising that having institutional policies on equality of opportunity and inclusion in PE will demonstrate a commitment to and support for the principles of entitlement and accessibility. The key, however, to any policy on inclusion is the impact it has in making a difference, whether that is strategically or at a practical level
Pedagogy	Recognising that in any inclusive process the key aspect of most significance is the teaching, learning, and assessment activity that takes place with the teacher and child with SEN. As part of the process, teachers need to adopt flexible approaches, have high expectations, and be prepared to modify and adapt their pedagogical practice
Practice	If individual stakeholders take note and discuss, reflect, and debate on all the points above, it offers the best chance of you making a difference to children with SEN in working towards ensuring they gain successful PE experiences

Holistic approach to thinking about inclusion > different layers of what inclusion entails

1. Opening the enquiry: what does it mean to be active?

- Avoid providing students with predetermined 'correct' answers > more guided discovery approaches > **more co-construction of knowledge**
- Questions to **get them thinking**
- Range of pedagogical tools (e.g. mind maps) to **put down feelings and thoughts**
- Graphic organisers to broaden thoughts: **different people (babies, you, the elderly) are active differently**. How does it feel for you and for others?

2. Enjoying being active

- Range of ways in which different people are active
- Identity which ones they really like
- Generate discussion > **there is more to the traditional mind-set that sports and running = being active**
- Range of options also opens suggestions to Hamish
- Realisation that all physical activity is important. **They can all be active in different ways**

2. Enjoying being active

- **No good at sports and running does not mean inactive.**
- **Life changes** > sometimes we are more active than other times in life, or the nature of the activity changes.
- **Hamish can recognise that, just like him, the nature of the activity varies for everyone for a range of reasons.**

3. What skills do I need to be a participant – now and in the future?

- Explored what skills are needed for those activities
- **Being active and participating is more than being physically able > interpersonal skills and strategic thinking**
- **TPM (Thinking, People and Movement) Skills** > to engage in a range of activities

3. What skills do I need to be a participant – now and in the future?

- **Transferable skills** to participate in a range of activities (e.g. bowling, cricket and fishing included **principles of aiming and accuracy**)
- 10 most important TPM skills to engage in a range of activities.
- The class **collaboratively** decided what they'd focus on during the year.
Start with **aiming, accuracy and balance** > Easier to include Hamish

4. A co-constructed 'practical' PE curriculum

- **Moving beyond:** PE lesson focused on playing sports and games in line with a multi-activity approach > learning in PE could focus on the development of explicit **skills that were transferable** across a range of **physical activity settings**.
- Used **STEP** to learn how to adapt the tasks to meet the needs of the students, including Hamish (e.g. walking instead of running, purchased a variety of equipment – not just sports balls).
- **Asking the students helped in broadening horizons of what to do:** using a wider range of contexts and activities and catering for a wider range of abilities > **focusing on the learning, not simply the activity**

4. A co-constructed 'practical' PE curriculum

- Working on **aiming and accuracy** through **bowling, darts, modified javelin and others games 'devised' by students** > Not cricket nor softball. Hamish could participate regardless of using a frame or wheelchair.
- **Sports and games vs themed approach to learning** > **repurposing the curriculum and refocusing the learning**
- Exploring balancing principles in a range of activities at a **challenge that they felt comfortable with** (e.g. unicycling vs walking on lines) > **All progressing with a common learning focus!**

5. Reflecting on inclusion as a journey, not a destination

“There were certainly times when **I was challenged** to ensure that the ‘new’ inclusive programme, and modifications to better support Hamish and other students with physical or learning related conditions and behavioural issues, was done in a way that **supported them in all senses** (physical, social, mental/emotional, and spiritual) **and at the same time did not disadvantaged the learning needs of other students**. While I have continued to work to ensure that no one is positioned as helper, helped, or helpless, I acknowledge that amongst the pressures associated with teaching in a primary school, that **my imagination and ability to plan inclusively means that some days I just do not get it right**” (Petrie et al., 2018, p.353).

Working towards inclusion in PE



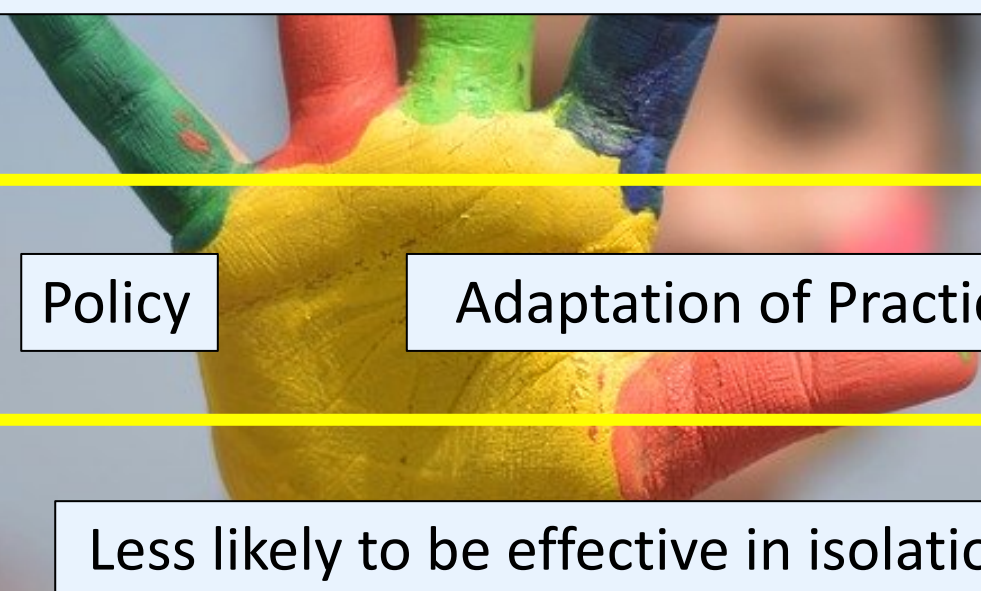
1. Recognise **limitations of one's practice** and the negative **consequences** of it on pupils;
2. Being receptive to **change** > innovate
3. Reflect on one's understanding of **what PE should be about**:
 - More than sports and games;
 - Student voice/choice;
 - Focus on learning rather than specific activities.

4. **Willingness and open minded outlook** outweighs any 'lack of specialism' in ALN or wider PE subject knowledge;
5. Avoid positioning disabled students as **'helped', 'helper' and 'helpless'**;
6. Trough **REFLECTION**, **student collaboration** and **STEP** he was able to disrupt the 'abilist' and normative understandings of PE;
7. Insightful conversations with others to **think differently** > willingness to **create change.**

A close-up photograph of a hand with fingers painted in different colors: green, red, yellow, and blue. The hand is positioned in the foreground, with the fingers spread. The background is blurred, showing a person's face and a colorful patterned shirt. A white rectangular box with a black border is overlaid on the image, containing the text "Inclusion is a multi-layered journey".

Inclusion is a multi-layered journey

There is not one singular solution for inclusion in PE



Policy

Adaptation of Practice

Less likely to be effective in isolation

Combination of actions



Teachers need '**freedom**' to explore

School leaders and policy actors need to acknowledge the holistic possibilities of inclusion within schools

Moving beyond simply modifying activities



“We need to look at ways where **curriculum**, **pedagogy**, and **practice** is a shared endeavour in which **the voices of all participants**, including students, **are heard**. In this kind of inclusive setting, **learning** is prioritised over activities in the form of sports or games, and **understandings of inclusion, difference and possibility are continually interrogated**” (Petrie *et al.*, 2018, p. 355).

THANK YOU!

See you next week!

Questions?

...

Thoughts?

Feelings?

Emotions?

Book your tutorials on Moodle please!

Schedule here!

TUTORIAL