

Children with disabilities in physical education - from marginalization to participation

Theme: Inclusive Physical Education

Presentation Type: Mini-Symposium

ID: 1069

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Purpose: In the context of inclusion, the presentation examines the question of performance equity in inclusive PE and tries to consider the category disability. From an ableism-critical perspective, it is shown that current approaches to teaching in German-speaking sport pedagogy tend to overlook people with disabilities in their immanent performance narratives - which foster exclusion. The analysis leads to suggestions, which conclusions can be drawn for a diversity-sensitive PE. The mini-symposium addresses to what extent students with disabilities are ignored in PE education theory building as well as in curricula and what participatory PE can look like.

Presentation I: Questioning performance equity in inclusive PE

Presenters: Martin Giese & Stefan Meier

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Presentation II: Questioning marginalization in Finnish Core Curriculum

Presenters: Christopher Mihajlovic & Stefan Meier

The analysis of the Finnish Core Curriculum tries to gain insight into the understanding of inclusion within the context of PE policy in Finland and particularly focuses on the inclusion of students having SEN. The findings demonstrate that the official documents build upon a broad understanding of inclusion and diversity, which is not only restricted to students with disabilities. However, the PE curricula provide few practical implications for teaching in diverse classes which may stem from inconsistency across the analysed documents in considering diversity issues.

Presentation III: Questioning participatory instructional development

Presenters: Sebastian Ruin, Jana Baumgärtner & Christoph Kreinbacher-Bekerle

The third presentation deals with a participatory project in Austrian middle schools, in which the possibilities and limits of diversity-conscious instructional

development in PE are to be explored. Here, teachers, students and university lectures cooperate at three selected schools. The process is scientifically accompanied with quantitative and qualitative research. In this presentation, findings from qualitative interview studies with students (n=42; 24 female) and teachers (n=11; 6 female) will be discussed. The focus is on how to implement participatory instructional development in a way that allows everyone's voices to be heard – including those who are otherwise often marginalized.

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