

IDEAS FOR INCLUSIVE PHYSICAL EDUCATION

Physical education is a subject that explicitly teaches the necessary knowledge and skills for working with and relating to others, and provides the learning opportunities to develop these skills (seniorsecondary.tki.org.nz).

In order for students to achieve success in physical education, they need teachers who:

- create supportive learning environments
- encourage reflective thought and action
- enhance the relevance of new learning
- facilitate shared learning
- make connections to prior learning and experience
- provide sufficient opportunities to learn
- inquire into teaching-learning relationship.

Watch the recording from PENZ's Wānanga Wednesday on 19 August 2020 for information, insights, and examples of inclusive practice in physical education.



Here are some ideas to support teachers to be inclusive of all students in their design and delivery of quality Physical Education programmes

Starting out - ideas to think about

There's no one-size-fits-all

All of your students bring a huge variety of skills, needs and interests to their learning. These differences are as unique as their fingerprints. Students want access to learning in the way that works best for them.

Know your student

Talk with the student, family, whānau, specialist teachers and other members of your student's team to come to understand your student and their learning potential. Find out about the student's interests, likes and the things that motivate the student.

Ako

Be a learner as well as a teacher. Reflect on the impact of your practice and actions.

- ▶ What is important (and, therefore, worth spending time on, given where my students are at)?
- ▶ What strategies (evidence-based) are most likely to help my students participate and learn?
- ▶ What has happened as a result of my teaching and what will I need to do next?

You don't need a separate curriculum

Take a flexible, inclusive approach to teaching and you will find very little, if any, adaptation to the curriculum is required. Be flexible in the goals you set, as well as the teaching methods, materials and assessments you use.

Plan and prepare

Talk with and involve your student, their parents, family, whānau and other specialists.

- ▶ Build a team around your student.
- ▶ Develop a good learner profile.
- ▶ Set clear goals and check in often.

It matters how you 'see' disability

Be a disability champion in your school and your classroom. See the student first (not their disability). Look at the world through your student's eyes. Understand how societal attitudes towards disability can create barriers for students. Design your classroom in a way that removes those barriers and works for all students and all ways of living in the world.

S

SPACE

Where the activity is happening

Modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points

T

TASK

What is happening?

Modify the task by changing demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task

E

EQUIPMENT

What is being used?

Modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment

P

PEOPLE

Who is involved?

Modify the people involved by having children work alone, with a partner, smaller teams, bigger teams, as a leader or follower, on different activities or in a small group

Why not try a few of the STEP principles in your PE lessons this week and see what results you get?

Adapted from The PE Project



Useful contacts and resources

Halberg Foundation www.halberg.co.nz

Halberg regional advisers throughout New Zealand work with physically disabled young people and their families to get them involved in sports and recreation. They also collaborate with schools, local sport and recreation organisations, facilities and clubs to raise awareness and capability for the provision of inclusive sports programmes and events. Teachers may wish to participate in Halberg Inclusion Training - a training course on adapting sport, physical activity and recreation to include physically disabled New Zealanders. See <https://www.halbergactive.co.nz/halberg-inclusion-training/>

Inclusive Education www.inclusive.tki.org.nz

Practical guidance for Aotearoa teachers and educational leaders to help them recognise, plan for, and meet the learning and wellbeing needs of diverse learners.

Special Education Online seonline.tki.org.nz

Special Education Online (SEOnline) supports schools and early childhood educators who work with children and young people with special needs. The website provides:

- strategies, tips, and tools relating to a range of different special education needs
- stories and case studies about how schools and ECE centres are doing things
- access to the latest evidence on a range of topics
- guidelines related to supporting children with special education needs
- links to information about Special Education services and support and current Special Education projects.

CCS Disability Action ccsdisabilityaction.org.nz

CCS Disability Action is the largest pan-disability support and advocacy organisation in New Zealand.

CCS Disability Action works with communities, family members, friends, Hapu, Iwi, educators, health providers, social services, businesses, employers, councils, Government, community agencies, community groups and the public to identify and remove barriers that prevent people from achieving their goals