

**Are pre-service teachers adequately prepared?
A survey of attitudes and self-efficacy in the context of inclusive PE**

Oral Presentation
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Abstract (max. 300 words)

Introduction

An inclusive educational approach in German schools has received much attention in recent years due to the UN Convention on the rights of persons with disabilities proposals, which came into force in Germany in 2009. Introducing children with disabilities posed more challenges to the teachers – especially because of the highly differentiated education system in Germany. Pre-service teachers’ attitudes and self-efficacy in the context of teachers’ training in inclusive practices in Physical Education (PE) will be the main focus of this study, as the pre-service teachers’ self-efficacy and attitudes for inclusive practices are one of the strongest predictors of the success of the inclusion reforms (Avramidis et al., 2002). PE stands out because the very nature of sport involves movement and team spirit which means that all children with their varying abilities should be treated in an appropriate manner.

Methods

116 undergraduate students registered for ‘Inclusive Education in PE’ at the German Sport University Cologne were surveyed. Data was collected in the winter semester 2016 and evaluated using the TEIP-scale (Park, et al., 2016), the SACIE-R-Scale (Forlin et al., 2011) and the HainSL-Scale (Meier et al., 2017).

Results

It was found that many pre-service teachers view themselves as inadequately prepared to support children’s learning within the inclusive PE settings. While their attitude towards inclusive PE was mostly positive, this changed when it came to teaching in their own classes. In the case of children with visual or hearing impediments pre-service teachers felt inadequately trained.

Conclusions

The survey opens up new directions of policy within Physical Education Teacher Education (PETE), concerning their attitudes and self-efficacy towards inclusive PE and show, where changes could be useful. New learning and teaching tools to improve pre-service teachers' education for inclusive PE should be a necessary next step towards an inclusive teacher training curriculum.

References (max. 5)

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Key words (5)

Inclusive Physical Education (PE), Physical Education Teacher Education (PETE), attitudes, self-efficacy, diversity