

Abstract (poster submission, 250 words)

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

Teresa Odipo¹, Thomas Abel¹, Monika Thomas²

German Sport University Cologne, ¹Institute of Movement and Neurosciences, ²Institute of Germany Sport Didactics and School Sport

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 which is part of the project "Schulsport2020", 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).

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.

Conclusions

The survey opens up new directions of policy within PE teacher education, concerning their attitudes and self-efficacy towards inclusive PE and show, where changes could be useful. New learning tools will be developed for teachers training concerning inclusive PE.

References

- Avramidis, E. & Norwich, B. (2002). Teacher's attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17 (2), pp. 129-147.
- Forlin, C. & Sharma, U. (2011). The Sentiments, Attitudes and Concerns about Inclusive Education Revised (SACIE-R) scale for measuring teachers' perceptions about inclusion. *Exceptionality Education International*, 2011, Vol. 21, No. 3, pp. 50-65.
- Hecht, P., Niedermair, C. & Feyerer, E. (2016). Einstellungen und inklusionsbezogene Selbstwirksamkeitsüberzeugungen von Lehramtsstudierenden und Lehrpersonen im Berufseinstieg – Messverfahren und Befunde aus einem Mixed-Methods-Design. *Empirische Sonderpädagogik*, 2016, Nr. 1, 86-102.
- Meier, S., Ruin, S. & Leineweber, H. (2017). HainSL – a testing instrument to assess attitudes of (trainee) teachers regarding inclusive physical education. *German Journal of Exercise and Sport Research*, Berlin: Springer.
- Park, M., Dimitrov, D., Das, A., Gichuru, M. (2016). The teacher efficacy for inclusive practices (TEIP) scale: dimensionality and factor structur. *Journal of Research in Special Educational Needs*, Vol. 16, No. 1, 2016, pp. 2-12.

Key words (5)

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