

“Inclusive Physical Education – a Challenge for P.E. Teachers’ Professional Development?”

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Oral Presentation

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AbstractIntroduction

Teachers can be seen as key agents in establishing inclusive educational policies, cultures and practices (Booth & Ainscow, 2011). How do P.E. teachers deal with the challenge of changing from a predominantly exclusive to an inclusive education system? Do they take the inclusive turn as a source for their own professional development?

Methods

As part of an extensive qualitative survey (Leineweber, Meier & Ruin, 2015) twelve P.E. teachers were filmed in class and subsequently interviewed. In the video-stimulated recall interviews the teachers offered insights into their thoughts and actions regarding specific situations in the gym but also beyond thus focusing inclusive P.E. in general. Interviews and video sequences were interpreted according to the standards of qualitative content analysis (Mayring, 2014) and reconstructive video analysis (Herrle & Dinkelaker, 2016), respectively.

Results

First results indicate that those teachers who participated in the study displayed rather positive attitudes towards inclusive P.E. classes and seemed to generally expect dealing with diversity as ‘natural’ part of their job. Yet, irritations and challenges of their pedagogical actions and suppositions could be traced. In the interviews, the teachers rated these irritations mainly as motivation for fostering individual professionalization.

Conclusions

These preliminary findings give rise to questions regarding the impact of the inclusive turn for P.E. teachers on the one hand, as well as occasions for professional development on the other hand. At this point it seems that the shift towards an inclusive education system is *not* that big a deal for the P.E. teachers who participated in the study (which is probably a positive selection). The willingness to deal with diversity can be seen as integral part of P.E. teachers’ professional self (Bauer, 2000). Rather, irritations or barriers and subsequent adjustments that were found proved to be part of an individual professional formation on the job.

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Key words:

inclusive Physical Education – teacher professionalization – professional self – video-stimulated recall interviews