


Chapter 17

Inclusive Physical Literacy for All: Innovating Teaching Strategies to Embrace Diverse Abilities

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ABSTRACT

The purpose of this chapter is to discuss the role of innovation in physical education via the auspice of teaching effectiveness that promotes literacy for all. The main question addressed is how teachers of physical education incorporate innovation as they work to be more inclusive of students with disabilities. This chapter addresses innovation in physical education via teaching effectiveness that promotes physical literacy for all. It includes looking at the ways technology can assist in promoting physical activity for all students. It provides recommendations for how physical education might promote literacy for students with special needs.

INTRODUCTION

Physical education in schools plays a large role in promoting quality movement experiences for all students. Rovegno and Bandhauer (2013) suggested that “*the many forms of physical activity are significant parts of human life.*” Furthermore, they add that “physical education is the only subject area in school devoted to teaching

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children the skills they need for meaningful participation” (p. 11). Physical education needs to be adapted so that it is appropriate for all students since it promotes engagement with skills that are needed in all areas of life. Siedentop (2002) wrote, “*The cultures of physically active play [are] fundamentally important to collective social life, and that bringing children and youth into contact with those cultures through educationally sound practices [is] sufficient to justify physical education as a school’s subject*” (p. 411). Therefore, movement is an essential part of life, and the role of the physical education teacher is to facilitate motor development and motor learning for children (Dapp et al., 2021; Liu et al., 2024; Sutapa et al., 2021). However, the challenge teachers face is to include appropriate, quality experiences for all students.

The word *innovation* in physical education carries a purpose beyond the classic terminology associated within the realm of scholastics and policy (Acut et al., 2024; Nozaleda, 2024). However, is there a pedagogical truth in making sure students fully benefit from teaching practices that promote the growth of each individual student through teaching effectiveness? Teaching effectiveness is located within the realm of teaching practices that promote effective instruction, and teaching innovation is key to the promotion of literacy. This chapter underscores innovation as multifaceted where professional development, organization, evaluation, planning, awareness, and cooperation play a role (Brian & Haegele, 2014; Fiorini & Manzini, 2017; Laughlin et al., 2018; Roth, 2013; Simpson & Taliaferro, 2021). It places innovation at the heart of teachers’ knowledge (Sinelnikov et al., 2016), what Shulman (2011) called content knowledge, because it is the key to innovation. This, then, paves the way to the notion that teaching and effectiveness are multifactorial (Ward & Lehwald, 2018).

Physical education is for all students and must not exclude students with adapted needs (Horvat et al., 2018). UNESCO wrote, “*Physical education and sport can be used as a vehicle to promote the social inclusion of marginalized populations.*” It can be used as a vehicle to increase physical functioning and can promote independence for students with adapted needs (Horvat et al., 2018). Jenny et al. (2020) argued that “*this goal is accomplished through high-quality physical education programs that address the National Standards for K-12 physical education*” (p. 6). They additionally suggested that “*high-quality physical education programs adhere to these standards through well-defined policies and environments that promote physical education for all students*” (p. 6). Note the emphasis on “*education for all students.*” This is accomplished via the auspice of an “*established curriculum, rigorous instruction, and collected evidence of student learning through appropriate assessments*” (SHAPE America, 2021).

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