



DIPPE knowledge, skills & competency framework for generalist primary education teachers in an inclusive physical education context

Please find below the knowledge, competence and skills framework for generalist primary education teachers in an inclusive physical education setting. The framework assumes prior knowledge of general PE teacher knowledge, competence & skill and as such refers to the specific aspects

associated with requirements of an all-inclusive setting. In striving to inclusive physical education for all students the following framework outlines the knowledge, skills and competencies required to enable inclusive physical education.

Competence Skill and Knowledge are understood to mean the following:

Competences (described in terms of responsibility / autonomy)	Skills (described as cognitive or practical)	Knowledge (described as theoretical and/or factual)
1 To adapt school's curriculum in physical education to reflect current conditions and the needs of all students with additional needs in physical education.	Self-evaluation in relation to the ability to implement inclusive PE Ability to analyze current curriculum in relation to IPE Ability to adapt curriculum	Current curriculum of school (school district, nation) Curriculum development principles Disability awareness Disability sport, disability sport organizations, relevant professional organizations
2 To assess the current level of progression and learning of students in physical education.	Ability to identify additional needs in PE Ability to use screening tests as appropriate Ability to assess student readiness (self- perception, motivation etc.) to participate in PE Ability to communicate and cooperate with appropriate support services (APE specialist) Ability to communicate with students, parents/guardians Ability to motivate student to participate	Appropriate screening tests Appropriate support services and resources (APE specialist) Additional needs in relation to physical education and disability issues Theories of motivation and adherence
3 Plan developmentally appropriate learning experiences in inclusive physical education.	Ability to develop individual education plan (IEP), where appropriate with specialist support Ability to plan inclusive PE lesson to ensure appropriate learning for all students	Individual education plan in PE Continuum of support (placement) Appropriate communication strategies Appropriate behavioral management strategies Health and safety issues in relation to inclusive PE Concept of the least restricted environment

Competences (described in terms of responsibility / autonomy)	Skills (described as cognitive or practical)	Knowledge (described as theoretical and/or factual)
4 Create an inclusive learning environment for all students within the physical education classroom	Plan appropriate activities to prepare school /class for inclusion Deliver activities to prepare school/class for inclusion Adapt the environment to facilitate inclusive physical education	Appropriate strategies for preparing school (students) for inclusion attitudinal theories Attitudes (students, staff, parents/ guardians) toward persons with disabilities and their inclusion in IPE Local environment in which IPE is going to take place Appropriate adapted equipment
5 Adapt teaching in order to meet the needs of ALL students in inclusive physical education.	Adapt own teaching style to facilitate inclusion Acquire or adapt appropriate equipment Adapt the games and activities Ability to do task analysis	Teaching styles appropriate for inclusion 5b. task analysis Adapted games Adaptation strategies
6 Support learning and create an inclusive learning environment for ALL students.	Ability to identify and understand the causes of behavioral problems, understanding that for example behavioral issues may denote communication difficulties. Ability to develop behavioral management plan Ability to apply appropriate behavioral management strategies	Causes and consequences of behavioral problems Appropriate positive behavioral management strategies and theories
7 Communicate with students with additional educational needs and others who are directly and indirectly involved in teaching inclusive physical education.	Appropriate communication with students with additional needs Appropriate communication with support staff and agencies, (APE specialist) Working as an inclusive team ability to use appropriate communication tools with parents and other relevant parties.	Appropriate communication strategies for students with additional needs Modes of communication Nature of cooperation and communication with support staff/ teaching assistants Working as a team Parents caring for children with additional needs Rules and roles of other relevant parties.

Competences	Skills	Knowledge
(described in terms of responsibility / autonomy)	(described as cognitive or practical)	(described as theoretical and/or factual)
<p>8 Evaluate the progress of student with additional needs in inclusive PE in relation to his/her Individual Education Plan goals.</p>	<p>Ability to identify additional needs in PE</p> <p>Ability to use the appropriate screening tests</p> <p>Ability to assess student readiness (self- perception, motivation etc.) to participate in PE</p>	<p>Differing methods of assessment</p> <p>Appropriate screening tests</p> <p>Appropriate support services and resources (APE specialist)</p> <p>Special needs relation to physical education and disability issues</p> <p>Assess social and cognitive improvements</p>
<p>9 Support learning and create an inclusive learning environment for ALL students.</p>	<p>Analysis and self-reflection of inclusive PE</p>	<p>Theories and methods of program evaluation</p>
<p>10 Continue to develop own professional skills and knowledge and that of others.</p>	<p>Ability to identify own needs for professional development in inclusive PE</p> <p>Ability to identify the needs of others for professional development in inclusive PE</p> <p>Ability to evaluate the personal impact of further professional development</p>	<p>Appropriate professional development opportunities</p>
<p>11 Advocate for the needs and rights of students with additional needs.</p>	<p>Ability to use advocacy skills</p> <p>Communication skills</p> <p>Presentation skills</p> <p>Networking skills</p>	<p>Importance of advocacy</p> <p>Legislation and relevant national and international policies</p> <p>Disability services, APA and disability sports structures</p> <p>Concept of social capital</p> <p>Educational structures and services</p>