



Laboratoire Unité de recherche
Sport et sciences sociales | UR 1342
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UNIVERSITY OF JYVÄSKYLÄ



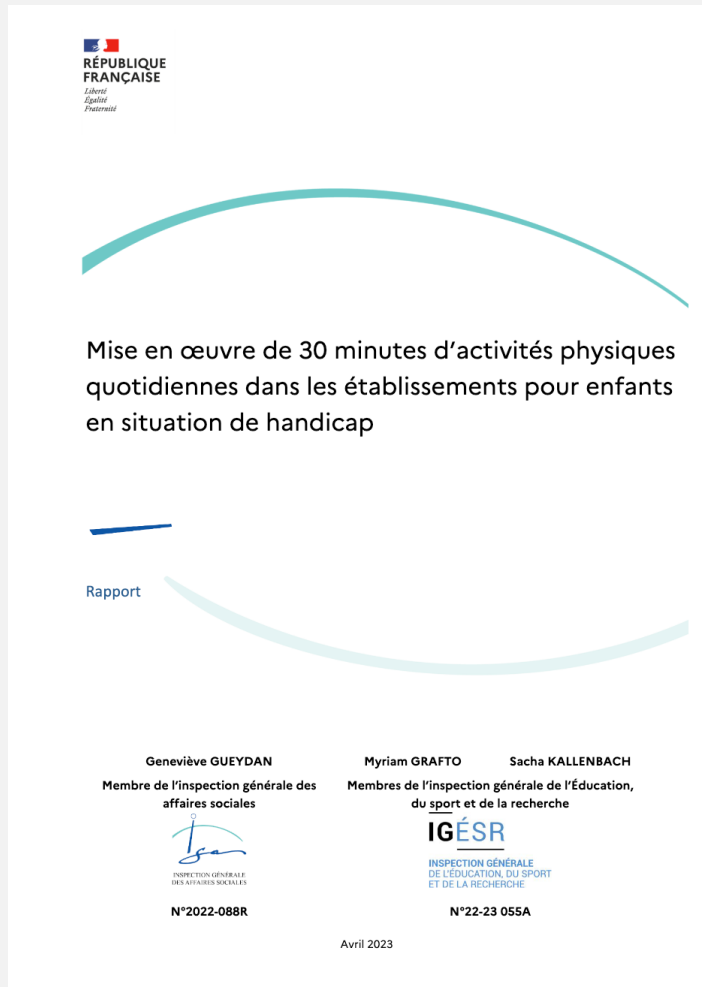
Enhancing Physical Literacy in Specialized Institutions: Navigating Challenges, Embracing Opportunities



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Background to the research project

Political mandate from French government

https://igas.gouv.fr/IMG/pdf/2022-088r-rapport_30_min_apq.pdf

1a. Physical activity for pupils disabilities or CAWD

1. Background

Promoting physical activity

2017, UNESCO; WHO 2021

(Sit and al., 2022;
Carty and al., 2021)

National strategies

(Aubert and al., 2018,
2020, 2022;
Hutzler and al., 2021
Ng et al., 2017)

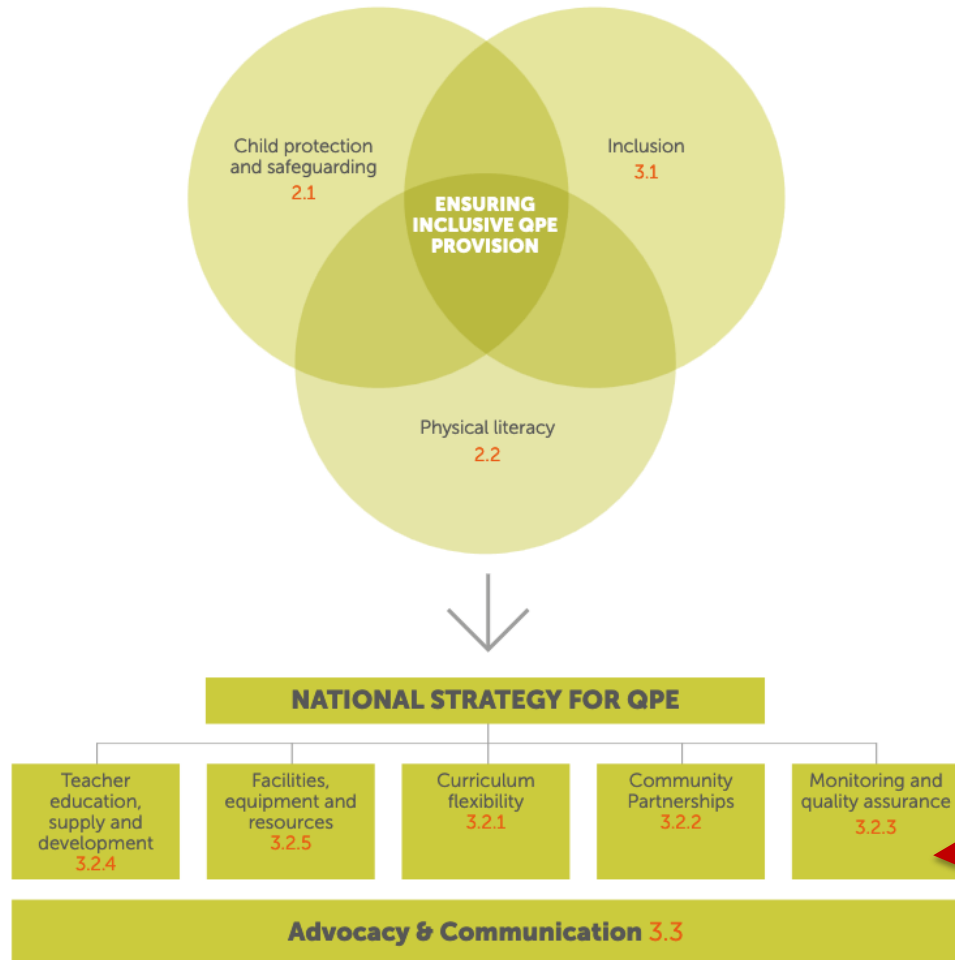
Opportunities and barriers

(Aubert and al., 2020)

1b. The physical literacy literature and inclusion

1. Background

Figure 2: Core aspects of inclusive QPE provision¹⁸



Literature : children, parents, educators' side of the question

(Pushkarenko et al. 2020; 2023)

What about the director of institutions?

Unesco, 2015

2. Research questions

Q1: What strategies do directors and educators in specialized institutions use to integrate sports and artistic practices into their curricula?

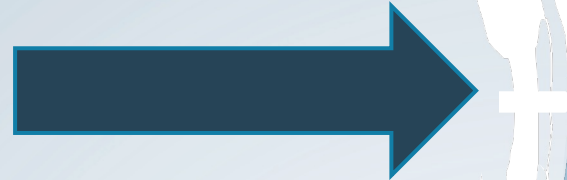
Q2: How do they perceive the impact of these practices on student outcomes?

3. Methods : Gathering views and analyses

**Collection – Directors
(5) and APA referents (3)**

Mars 2023 -Avril 2024

Semi-structured remote
interview



Content analysis

(Bardin, 2013)

- 1. Physical activity (PA) opportunities
- 2. Obstacles and facilitators to PA6
- 3. Inclusion and Child protection
- 4. Physical literacy development



40-250 CAWD

9 different opportunities for PA

4. Results

1. PE-APA



2. Sport-health



3. 30'APQ



4. Arts



5. Free game play



6. Ordinary school



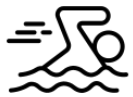
7. Local clubs



8. FFA



9. FFH



Sherborn



Equitherapy



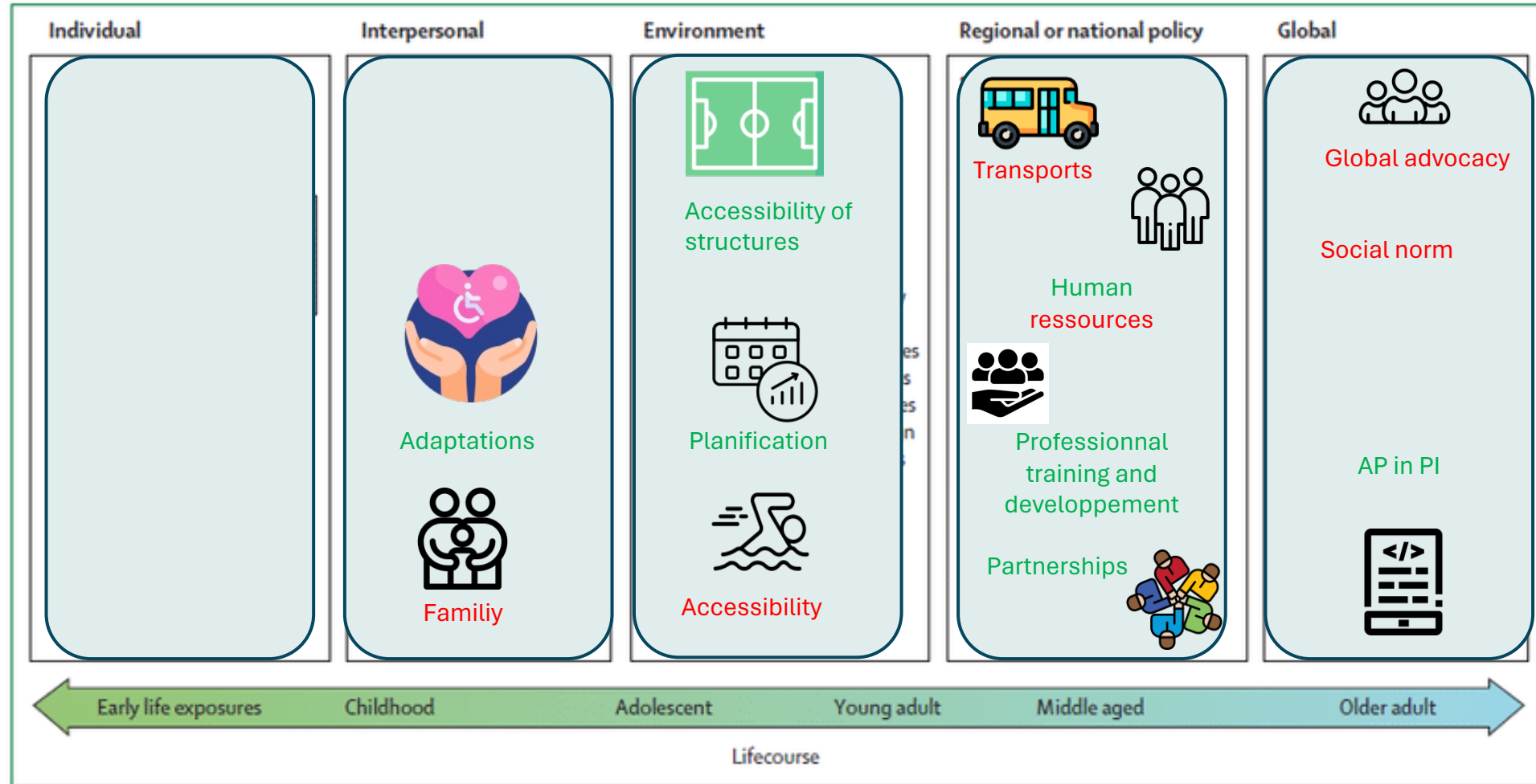
Community association

Partnerships

Local resources



Facilitators and obstacles



(Bauman, A. E., Reis, R. S., Sallis, J. F., Wells, J. C., Loos, R. J., & Martin, B. W; 2012)

Importance of Physical literacy development : the voice of the Directors

4. Results

Social and integration
vision, right and agency

Activity comes first,
regardless of content

Choice of adults and
not children

« *PL is not a priority, learning maths and French...well and more important we won't kid ourselves* »
« *we're the last wheel on the carriage* »

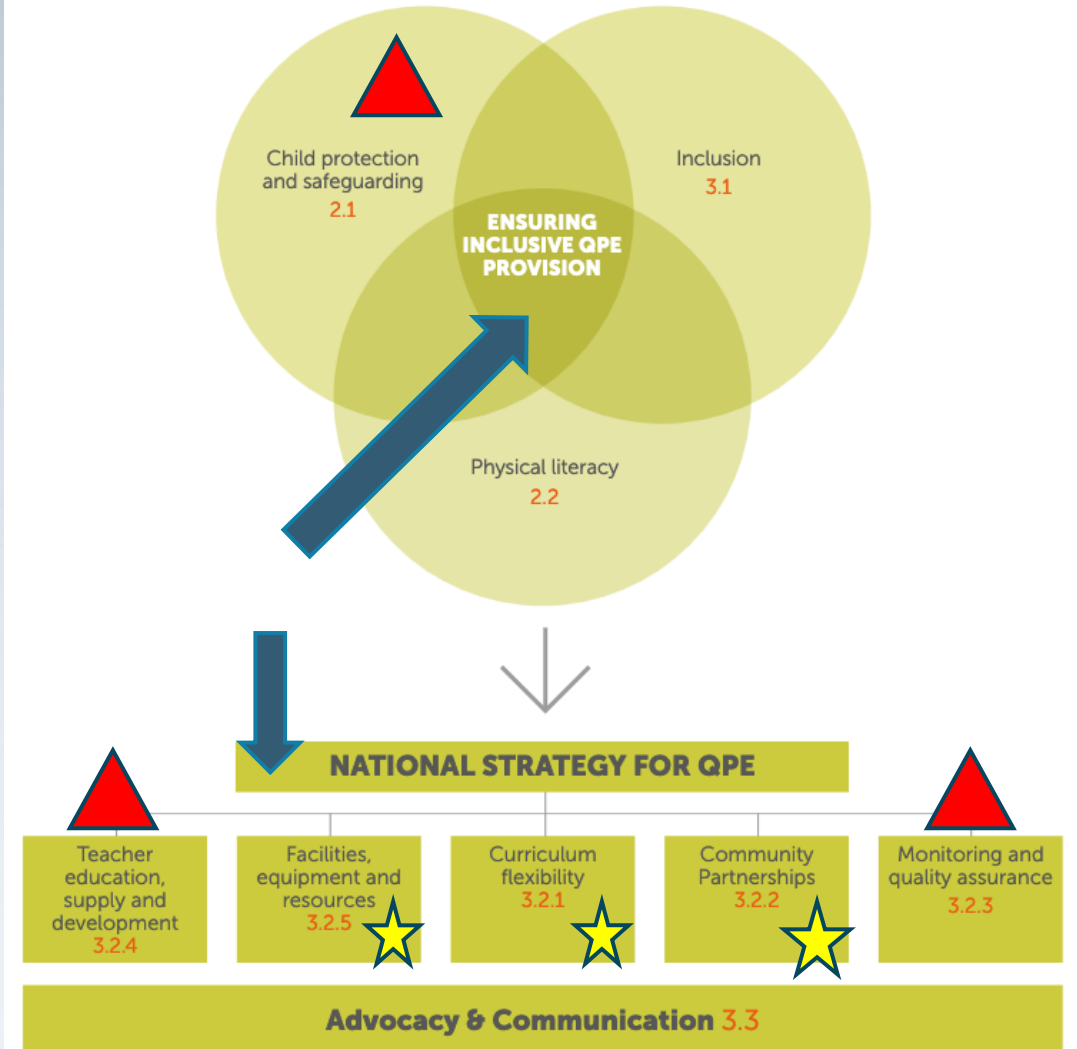
5. Discussion

Q1: What strategies do directors and educators in specialized institutions use to integrate sports and artistic practices into their curricula?

Q2: How do they perceive the impact of these practices on student outcomes?

- Opportunities PL : facilitates equipment and resources, curriculum flexibility, community partnerships (Hutzler et al, 2023)
- Supported by the government, monitoring and quality assurance
- Practices that validate ableism (Whithead, 2019; Pushkarenko et al., 2023)

Figure 2: Core aspects of inclusive QPE provision¹⁸



Encourage institutional leaders to recognize the significance of fostering physical literacy as a fundamental component in the journey of students attending specialized institutions.

**Take home
message**

Une 5^{ème} édition pour célébrer la nature

Festival À CŒURS BATTANTS

En profit de l'Association Adèle de Dombelle

À PROGRAMMER

- Théâtre de l'histoire de la ville et de la région
- Créations originales pour l'Atelier d'Art et de Culture de Dombelle
- Spectacles
- Ateliers de l'Association Adèle de Dombelle
- Concert
- Lectures musicales
- Parcours pédagogiques

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du 30 mai
au 2 juin 2024
à Gueberschwihr

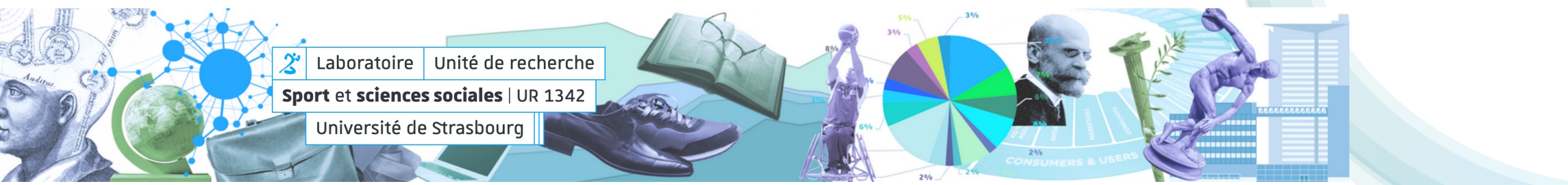


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