

Broken telephone:

Addressing issues of collaborative communication to support physical literacy development in children experiencing disability

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Who are we?



Kyle Pushkarenko, PhD Candidate

Faculty of Physical Education and Recreation

- PhD research focuses on the meanings and understandings of the concept of physical literacy within the context of disability.

Hayley Morrison, PhD Candidate

Faculty of Education

- PhD research focuses on professional development for physical education teachers and educational assistants on inclusive educational practices for children with disabilities.

Who is in the room?



Background & Physical Literacy



“[The learning environment] is the only guaranteed time when all learners work with experienced and knowledgeable practitioners.”

(Almond & Whitehead, 2012, pg. 70)

Inclusive Learning Environments



- Inclusion is a major topic of discussion amongst disability advocates, interventionists, educators and parents.
- As well, there is a large push for inclusion of individuals experiencing disability into general education settings.
- Nevertheless, there have been some perceived barriers as to how the idea has been implemented.

Working the Problem



Sport Canada/PHE Canada (2013)

- Physical Literacy Workshops



With such generality, do these programs provide teachers with enough information to offer instruction to such a heterogenous population?

Physical Literacy - A Unique Journey



Literacy in any form is not generic (UNESCO, 2004)

Physical literacy is considered to be something unique to everyone (Almond & Whitehead, 2012; Whitehead, 2010)

“... flexible approaches that are responsive to the individual circumstances and needs of the learner and the learning environment.”

(UNESCO, 2004, pg. 15)

Putting PL Knowledge into Practice



Teachers need an informed pedagogical approach sensitive to the learners' needs (Almond & Whitehead, 2012)

- Reaching out to learners
- Connecting
- Engaging
- Drawing out
- Stretching

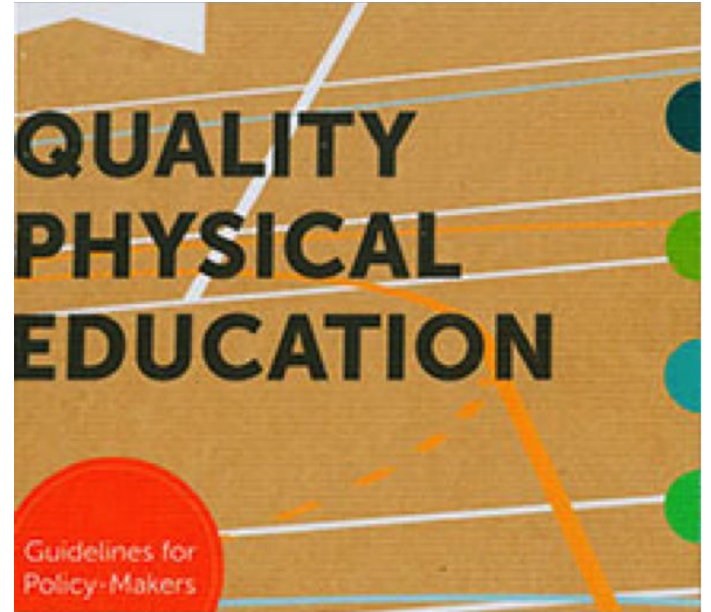


A Collaborative Approach



UNITED NATIONS

Educational, Scientific, Cultural Organization



A Collaborative Team Approach



What is it?

- Supportive environment
- Team members working together to generate short and long term goals
- Planning for practice *and* implementation
- Sharing resources, perspectives and expertise

Together, the team members have a collective responsibility to share their expertise and diverse perspectives, engage in collaborative decision making, and jointly execute the plan through various implementation measures

(Alberta Education, 2006)

A Collaborative Team Approach



Who is involved?

- Shared responsibility
- Everyone's information is of value in the collaborative team: A group of "experts" communicating



"Interdisciplinarity allows for multiple viewpoints and ideas to be exchanged with the aim of effectively addressing a topic of common interest"

(Johnson, McKenna & Levesque, 2016, p. 6)

Communication & Collaboration



Communication Collaboration



*exchanging
information*

&

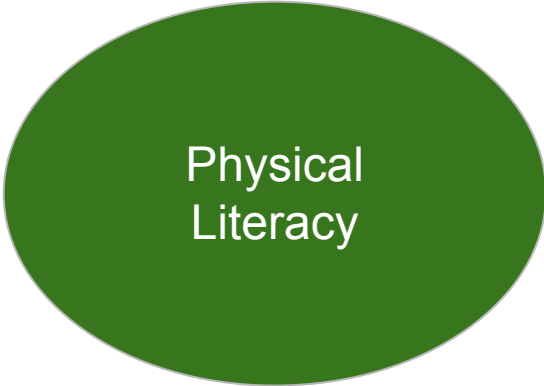


*co-creating
knowledge*

Overview



We support a collaborative team approach to foster physical literacy development of children experiencing disabilities in a variety (home, school, community, etc.) of learning environments.



Physical
Literacy



Collaborative
Team Approach &
Communication

Purpose



The purpose of our workshop is to stimulate conversation between collaborative team members, as to **determine quality information and effective methods of communication** that support meaningful experiences contributing to a child's unique physical literacy journey.

Discussion



1. What types of information do you believe should be shared in order to facilitate meaningful physical activity experiences for children experiencing disability, thus fostering their physical literacy journey?
 - a. What do you **NEED** to know?
 - b. What do you **WANT** to know?
2. What are the best methods and what are the barriers to communicate this information amongst various stakeholders?
3. What sort of guidelines would you highlight as essential for establishing an environment that optimizes the opportunity for meaningful experiences contributing to physical literacy development?

Discussion › What's missing?



- Is there anything missing from the conversation that needs to be shared amongst members?
- Are there any questions or other topics we might need to consider?

Questions/Comments?



Thank you!