

Physical Education and Sport Pedagogy

Main activities and events of the SIG in the past year.

Due to Covid-19, and the associated restrictions, our Annual Invisible College event had to be cancelled. This was unfortunate as we had secured a venue in Liverpool, a keynote speaker and a selection of workshops to create an informative inclusive event. However, we have plans in place to ensure these workshops are disseminated as virtual online events in 2021. The SIG is working on establishing an online presence and community to support the SIG's important scholarship and that of its members.

What are the key issues currently affecting your Special Interest Area?

The current main issue that we face within Physical Education relates to the ongoing presence of Covid-19 restrictions and how PE and school sport is taught and experienced in schools. There are ongoing debates about the position and role of PE within the wider school curriculum, and how different pedagogical practices are best placed to promote positive educational experiences for all students. Many of the SIG members are at the forefront of these debates, pushing the boundaries of our knowledge and current practices. Social distancing and regulations on student interaction has changed how PE can be taught; and thus, there is possible scope for the current paradigm in PE to be shifted as a result of the pandemic. Already, a number of SIG members have published papers that have considered this shift.

Are there any particular developments for your SIG on the horizon, e.g. newsletters, publications, blogs, events, projects?

The SIG is looking to organise a virtual network conference and round table discussions for its members to share in research, debate, and to discuss the evolving landscape of PE and school sport. As a SIG we are looking for interested individuals or institutions to support this event – please contact us if you have any ideas.

What other organizations does your SIG collaborate with?

We have strong connections with AfPE through professional networks and a number of the SIG members are also active members of the American Educational Research Association, Australian Association for Research and Education, AIESEP, and the European Educational Research Association.

How has your SIG worked to encourage diversity amongst your membership? How do you plan to encourage diversity in the future?

As a SIG, we have core members who are from each of the four nations, with good representation from each country. It is also important to note that our SIG members work collaboratively across, not only the four nations, but with colleagues from around the world. This is in part due to a number of our members actively engaging with other key conferences in America, Australia and Europe, but also due to the inclusive nature of our groups. Our last Invisible college was commended by a number of new, early career attendees, who commented upon how welcome they had been made to feel by academics who are at the forefront of the field.

A number of our SIG members have social justice issues at the heart of their research. We are very much aware of the nature of educational spaces, and indeed Physical Education as a profession. That is, White, middle class, non disabled, and heteronormative. We are very aware of this privilege and are mindful of how this can create an alienating environment for members who do not fall into these

categories. We use this awareness to ensure all new members are made to feel welcome and promote work that focuses on marginalised populations.