Social Justice in Physical Education
Critical Reflections and Pedagogies for Change

The physical education classroom can be a site of discomfort for young people who occupy marginalized identities, and a place where the normative beliefs and teaching practices of educators can act as a barrier to their inclusion. This timely edited collection challenges pre-service and in-service teachers to examine the pedagogical practices and assumptions that work to exclude students with intersecting and diverse identities from full participation in physical and health education. The contributors to this volume—who consist of both experienced and emerging scholars from Canada, the United States, the United Kingdom, Australia, and New Zealand—approach their topics from a range of social justice perspectives and interpretations. Covering a variety of areas including (dis)ability, gender, sexuality, race, social class, and religion, Social Justice in Physical Education promotes a broader understanding of the sociocultural, political, and institutional practices and assumptions that underlie current physical education teaching. Each chapter encourages the creation of more culturally relevant and inclusive pedagogy, policy, and practice, and the discussion questions invite readers to engage in critical reflection. Mapping a better way forward for physical and health education, this text will be an invaluable resource for courses on social justice, diversity, inclusive education, and physical education pedagogy.

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Reviews
“This outstanding text presents unique and dynamic interactions between social justice and critical pedagogy. It fills a scholarly void in physical education and teacher education for both graduate and undergraduate students, which involves educating pre-service and in-service teachers, parents, and students. The authors—researchers and experts from a variety of specializations—inform and educate, creating a stimulus for critical conversation and action that will result in positive change in school physical education and in the lives of our youth.”—_Nancy Melnychuk, PhD, Professor Emeritus (PETE), Faculty of Education, University of Alberta_

“This text represents yet another sturdy advance in the praxis of critical pedagogy, both in physical education and education . . . the authors postulate critical pedagogy from their own substantial scholarly and hands-on experience in novel ways that can be easily grasped and applied by practitioners and activists concerned with such issues. Furthermore, each chapter contains abundant scholarly references that can also be used by interested readers to further their own theoretical knowledge on this type of pedagogy.”—_Juan-Miguel Fernández-Balboa, EdD, Departamento de Educación Física, Deporte y Motricidad Humana, Universidad Autónoma de Madrid (Spain)_.

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