



WHAT APPROACHES SHOULD BE FOLLOWED TO PROMOTE A FAIR AND EQUITABLE PHYSICAL EDUCATION? REFLECTIONS OF CRITICAL PEDAGOGY

¿QUÉ PLANTEAMIENTO SE DEBERÍA SEGUIR PARA FOMENTAR UNA EDUCACIÓN FÍSICA JUSTA Y EQUITATIVA? REFLEXIONES DESDE LA PEDAGOGÍA CRÍTICA 

QUE ABORDAGENS DEVEM SER SEGUIDAS PARA PROMOVER UMA EDUCAÇÃO FÍSICA JUSTA E EQUITATIVA? REFLEXÕES DA PEDAGOGIA CRÍTICA 

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Abstract: Critical Pedagogy (CP) represents a significant shift in the way we approach teaching in Physical Education (PE) classes, primarily through the interaction between knowledge production and social justice. Traditionally, educational processes have contributed to continuing processes of social reproduction, often increasing and generating situations of inequality and social injustice. Transformative learning challenges established practices within the dominant culture and conventional educational systems. CP is primarily concerned with overcoming social injustices and inequalities through the express collaboration of the educational system. Therefore, the fundamental objective of this article is to present the ten basic principles necessary to include and/or consolidate CP within PE. How important is Critical Pedagogy in social transformation? What successful experiences are known and have been successfully implemented? Does it truly enable inclusion in the classroom?

Keywords: Adolescents. Educational institutions. Physical Education. Critical Pedagogy

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1 INTRODUCTION

Critical Pedagogy (CP) modifies the traditional teaching paradigm through the transmission of existing knowledge, towards a pedagogy that is concerned with the production of knowledge and just social outcomes (Macdonald, 2002). In this sense, the ultimate purpose of education focuses on training children, adolescents and/or adults to make changes in society to make it more just, egalitarian and equitable (Macdonald, 2002). The concept of social justice is achieved through the conscious relationship between individuals and the realities they have experienced. Thus, people are conscious beings through education as the “practice of freedom” (Freire, 1972), as opposed to acts of domination or oppression.

On the other hand, social transformation/transformational learning tends to involve challenging the taken-for-granted practices of dominant cultures and conventional education systems (Gruenewald, 2003). This transformative process is achieved through equal participation in constructive dialogue, enabling individuals to share their experiences and use the experiences of others to better understand, comprehend, and accept their own views, assumptions and opinions, and how they may be influenced by each other (Brown, 2014). Establishing dialogue in an egalitarian manner has been shown to increase social engagement and participation by employing a consistent counter-narrative that addresses power disparities, different discriminations in education and the lack of real local democratisation (Knijnik; Luguetti, 2020). This transformation is not intended to overcome the conception of transmitting knowledge and skills to students, but rather to get individuals to actively participate in the processes of social transformation, through reflection and questioning. Ultimately, CP is a transformative approach to education that motivates learners to develop better social justice through dialogue and collaboration, as well as improving awareness of abuses in society (Gruenewald, 2003).

In this way, one of the aims of CP is the liberation of all ideologies present in the individual, which encourage the distortion and understanding of reality, and which are a barrier to the development of measures to achieve the individual and social changes required to achieve greater social justice (Freire, 1990, 1997; Meir, 2020). From this point of view, education is an ethical approach and a matter of personal and social commitment. It is not an approach where a particular methodology is developed to transmit knowledge, concepts, ideas, etc., without any connection to the socio-cultural context that surrounds the individual (Freire, 1997).

This term CP draws on the ideas of critical theorists such as Habermas (1971) and Marcuse (1964), as well as the teachings of social activists such as Freire (1970). The exact term was coined by Giroux (1983) and has been applied in different fields and areas of knowledge such as nursing (Harden, 1996), mathematics (Lopes, 2023), second language (Canagarajah, 2005) or teacher training (Kirk, 1986). Widely recognised as an essential component of teacher education (e.g., Devís; Sparkes, 1999; Oliver; Lalik, 2004), PE requires a solid understanding of the fundamental principles guiding its implementation. Despite the progress that has been made, many uncertainties persist that hinder its successful development. To address these

limitations, it is crucial to consider moral-ethical principles, defined as beliefs that allow that allow for the reflection, justification, and evaluation of norms and actions, both one's own and those of others. These principles are indispensable for understanding and effectively applying CP in the educational context.

Firstly, it is a vocation of people to be fully human, and this fullness is not predetermined, but can change their condition. Secondly, freedom, hope, love, and solidarity are prerequisites for becoming fully human. This concept of humanisation requires being with the world (not only in it) ethically and responsibly. Furthermore, this humanisation derives from the generation of awareness in the individual, a process that includes the conditions that limit the humanisation of people as well as the possibilities of transcending these conditions. This awareness also derives from a joint, reflective and profound effort to link theory and practice (Freire, 1970; Giroux, 1983).

From the context of the philosophy of education, CP presents the social movement that blends education with critical theory. In addition, and as noted above, CP analyses the association between oppression, literacy, and praxis. From this emerges the so-called critical consciousness. Students become aware of the contradictions in their economic, social, gender, race/ethnicity, class, and subsequently take action to highlight all these contradictions (McLaren, 2016).

In this sense, human movement has multiple possibilities and resources to enrich the lives of school-age children and adolescents. However, it is also a context where many discriminatory practices and beliefs are developed, which can create barriers for people to be more or less active, involved, committed and able to reach and/or develop their full potential. Thus, CP for PE is based on the idea of carrying out a process to promote students' awareness beyond superficiality and to gain an understanding of the root causes, ideologies and approaches that underpin discriminatory practices and social conventions (Lynch; Mannion, 2021).

For all these reasons, and as previously mentioned, thanks to the generation of critical awareness in students, they are empowered to reflect, question and criticise the current situation of a given problem. This empowerment leads to social change in the search for justice, equality, human freedom, and democracy. The critical aspect of this pedagogy involves a varied and complex set of dispositions, values and issues related to inequalities of power and how these lead to privilege and marginalisation. By describing PE as critical, it refers to the creation of an awareness aimed at questioning the issues associated with power, equality and social justice. This awareness is intended to enhance advocacy, community action and the opportunity for people to enjoy the benefits of life more freely. Concerning the specific training that PE teachers should have, one of the main objectives, at the outset, is to get novice teachers to consider what educational, moral and political commitments guide/guide their professional development and whether they effectively promote critical citizenship, with a high capacity to question established approaches, social awareness and full disposition for social justice (Ovens, 2016).

For all the above reasons, this article will aim to show ten basic principles so that the PE teacher can carry out CP effectively, linking it to knowledge applicable to both Primary and Secondary Education.

1.1 DECALOGUE OF CRITICAL PEDAGOGY IN PE

The teaching profession is key when pedagogy and didactics are intended to develop their full educational potential, especially from a critical approach (Fernández-Balboa, 2004). In relation to pedagogy, Fernández-Balboa reminds us that in its etymological Greek origin, it means teaching the civic and political character of social life to students. On the other hand, the term didactics did not appear as such until the 17th century, when Comenius (1592-1670) coined it definitively in his work *Didactica Magna*. This author attributes to instruction the character of an object of study and gives the teaching method a vital importance, thus opening the doors to the systematisation of teaching action, and didactics (Estebaranz, 1994; Sáenz, 1994). If both terms are taken into account from a critical approach, teachers should be especially aware of the importance of their analysis of social reality (pedagogical approach). Their interpretation of it will definitely influence how students will approach and understand the subject. For all these reasons, the following decalogue is primarily intended to focus attention on a series of key issues that should make us aware of the consequences, sometimes implicit and sometimes explicit, of our daily work.

1.1.1 Avoiding poisonous pedagogy and highlighting authoritarian conscience

The reality of our classrooms allows us to glimpse that there are many and varied methodological and didactic proposals being implemented within them (León-Díaz; Martínez-Muñoz; Santos-Pastor, 2019; León-Díaz *et al.*, 2020). However, their pedagogical origins are often unknown, which unfortunately generates problems of an ideological nature (Fernández-Balboa, 2004).

In this sense, an issue arises when the terms pedagogy and didactics are habitually confused with each other, affecting both the teaching profession and the students (Fernández-Balboa, 2004) and reproducing what the power groups generate in society (Bourdieu; Passeron, 1977). If teachers are to be coherent between what they want to teach, why and what for, it is essential that they have broad pedagogical and didactic knowledge, knowing how to differentiate and identify the consequences of their actions.

In fact, one of the most common problems to be avoided is the hidden curriculum (Jackson, 1968). What is learned at school in a non-explicit and unintentional way is transmitted to the students, of which they are not even aware (Giroux; Penna, 1979). In this sense, Santos-Guerra (2000) uses the term “secondary effects” to refer to the hidden curriculum, due to the marked unintentional, unintended and unwanted nature of situations and the transmission of attitudes and beliefs that occur in the day-to-day classroom.

Perhaps several everyday situations in PE, which often go unnoticed, make this clear to us in a simple way. For example: 1) When the teacher asks a group of boys

to move the goal from one place to another or asks a group of girls to pick up or clean up something that got dirty. In both situations aspects such as strength or ability for certain tasks are assumed according to gender. 2) When the teacher establishes “free time” for sports practice, proposing girls to play volleyball and boys to play football; if it is proposed by the teacher, it incites to think that he/she considers that each sport corresponds to a gender. 3) Or when a dance has to be done for parties and a group of girls is asked to do it; which implicitly establishes that there are no boys who know how to, want to or can dance. 4) Or other related aspects that highlight/can reflect the extent of the hidden curriculum. For example, (a) measuring with standard scales for a diverse population (physical tests); (b) validating discriminatory behaviour among students through silence or undervaluation by the teacher; (c) the use of sporting references that are not socially an example or the invisibilisation of other references (women, racialised, older people, etc.). In all cases, a stereotyping of roles and sports modalities is pre-established (García-López; Abellán, 2024), which invades our daily life in the classroom unconsciously, affecting mental health and perceived competence (Coterón *et al.*, 2013).

The problem increases when students internalise these unintentional behaviours, and it affects their perception of themselves, affecting their self-esteem. Fromm (1986) called this situation authoritarian consciousness and Freire (2002) called it oppressive consciousness, which causes individuals to punish themselves for not being able to achieve what was our job: to make them feel good about their bodies and enjoy doing whatever physical activity they decide to do.

1.1.2 Hegemonic patterns, social patterns to health

The canons of beauty make us believe that it is necessary to be a certain body shape, and everything around us encourages us to think that we are not as we should be. In fact, socially hegemonic patterns are conditioned, among others, by what Lynch and Mannion (2021) identify in the form of “isms”. Along these lines, García-López, Kirk and Abellán (2024) clearly describe several of these concepts: 1) Salutism and fattism, two concepts closely related to health or the lack of it associated with weight, making the individual responsible for it and leaving the mental or social aspects in the background, or even ignoring them. 2) Capacitism and elitism, where disability or overcapacity will position us socially by its relation to the productivity, we will be able to generate and the dominant social position in which it will place us. 3) Racism, understood as the discrimination that can be suffered for having different characteristics or qualities based on ethnic origin. 4) Gender binarism, heterosexism and sexism, centred fundamentally on the association, albeit from different perspectives, of the importance of gender or sex in relation to the social situation in which it places you.

These authors propose that we carry out a salutogenic vision by helping all those children and adolescents who suffer from some of the unfair situations identified in the isms, by providing them with special help through PE and sport. In fact, Kirk (2020) reviews how physical inactivity is a key factor in physical and, above all, mental health, which is increased in vulnerable contexts.

1.1.3 Implementation of the contexts

Undoubtedly, contexts have always conditioned teaching work. In fact, the new curriculum design established with the approval of the LOMLOE (España, 2020) and the identification of a new curricular element such as “learning situations” condition its development to the contextualisation of the curriculum itself (Pérez-Pueyo *et al.*, 2022). In this sense, the analysis of the contexts in which students find themselves, especially in those with high social vulnerability, will require greater attention, but, above all, greater knowledge on the part of the teacher in order to find solutions to rebalance the situation of the most disadvantaged students. For example, Hortigüela-Alcalá *et al.* (2024) show that students who have suffered covert racism in PE, observed in a variety of behaviours and actions linked to the colour of their skin, their accent, their physical features and even their body odour, experience frustration, helplessness and diminished self-esteem, as well as a poor relationship with the subject; but even worse, the consequences on mental health.

The teacher’s sensitivity and attention are therefore key to reversing the situation in socially vulnerable contexts. Mental health problems can also be found in low socio-economic contexts where obesity problems and sedentary lifestyles increase them even more, especially in adolescents (Kirk; Macdonald; O’Sullivan, 2006).

1.1.4 Cult of the body: teaching Physical Education and a good athletic body

One aspect that has always generated controversy in PE is the body that teachers present, as it has always been subject to stereotypes by society (González-Calvo; Hortigüela-Alcalá; Fernández-Balboa, 2020). If we follow the principles of Foucault (1979), we can understand how bodily subjectivities are a key aspect of how the individual reflects and manages his or her body in a neoliberal society. Post-structuralism questions how the “self” is constructed and how power relations are constructed not only through time and space but also through the social, economic, political, etc., context in which the individual is developing (Markula; Pringle, 2006). In this sense, physical places are spaces where patterns are established in people and where new normalising practices appear (Evans *et al.*, 2008). Therefore, the context of the PE is crucial to show this problem.

In this sense, this tendency to be always in shape is, according to some researchers, totally detrimental to the individual, as it stigmatises obese people, forcing them to conform themselves to established social patterns (Webb; Quennerstedt; Öhman, 2010), even though achieving an ideal of an “attractive person” is difficult (Furnham; Swami, 2012). Based on these arguments, from a CP perspective, PE teachers should disengage/familiarise themselves with these practices/concepts and go beyond them, as they are role models for students. Therefore, how teachers conceive of their own bodies will be useful to understanding subjectivities, professional and personal relationships, etc. (Evans; Davies, 2004; Webb; Quennerstedt; Öhman, 2010).

1.1.5 Questioning the Physical Education Curriculum

In Spain, the Organic Law 3/2020, of 29 December, which regulates the Spanish education system, is specified in Royal Decree 157/2022, which regulates the minimum teachings in Primary Education, and in Royal Decree 217/2022, which regulates Secondary Education. In both cases, they develop a series of basic pillars. These, such as the 2030 Agenda and the Sustainable Development Goals (SDGs), children's rights, school success, the gender perspective, the competence approach, digital development and a methodological approach based on scientific evidence and Universal Design for Learning (UDL), focus their attention not only on physical health but also on mental and social health, with special emphasis on social justice (Pérez-Pueyo *et al.*, 2022).

Therefore, one of the objectives established in both the Primary and Secondary Education curricula is to generate successful experiences for all students, without exception, while acknowledging that we face a challenge with those students whose initial level of motivation is very low or nonexistent, due to, among other factors, the hegemonic patterns mentioned earlier (Lynch *et al.*, 2021; García-López; Kirk; Abellán, 2024).

For all these reasons, the learning situations that come to replace the classroom-level specification of the didactic units that until 2020 governed the day-to-day life of the classroom (although some, such as Castilla y León or Castilla La Mancha, maintain the name), are proposed as situations and activities (España 2022a, España, 2022b) that require students to deploy actions associated with key competences and specific competences, contributing to their acquisition and development. To achieve these goals, teachers are required to connect learning with the context and the characteristics of the students clearly, not standardised or pre-established in advance or without considering their needs, interests or social reality (Pérez-Pueyo *et al.*, 2022).

However, another of the most significant changes in this new curricular design is the use of the immediate natural or urban environment (España, 2022a, España, 2022b) to carry out PE sessions. In this sense, if the practice is carried out in vulnerable contexts, the generation of positive experiences should be of special relevance, so that students discover the true potential that physical activity can offer them in their free time. However, the expectations of administrations and society are focused on achieving results that are not always compatible with everything that PE aims to contribute to the integral development of the individual. We must not forget or lose, beyond this obsession focused exclusively on the merely physical linked to overweight (González-Calvo; Otero-Saborido; Hortigüela-Alcalá, 2022; Pérez-Pueyo *et al.*, 2021). The self-regulated approach (Heras-Bernardino *et al.*, 2021), which is proposed at the end of Secondary Education and continues in the 1st year of Baccalaureate and the optional 2nd year of Baccalaureate, called "Physical activity and health" of four hours proposed for Ceuta, Melilla, and centres abroad (España, 2022), aims to adapt to the different contexts and circumstances of the populations in which it is carried out, even

allowing students to choose and negotiate content, as proposed by Lorente-Catalán and Martos-García (2018).

Without a doubt, PE is a subject in continuous transformation, a key aspect when we aim to adapt to the needs of students, and concerned with a society that has room for improvement in the regular practice of physical activity, but, above all, in relation to social justice. Therefore, we must continue working to transform our society positively, since motor skills contribute to achieving social, relational, personal, and psychological improvements. If they are approached in a “pedagogically appropriate and socially responsible” way, PE grows in that more social, useful and emancipatory paradigm (Pérez-Pueyo *et al.*, 2022).

1.1.6 Methodological approach to generate good experiences

When we intend to involve students in the learning process and look for didactic developments, whose pedagogical foundation is based on research and scientific evidence that allows responding to the need for social justice through PE, pedagogical models are, without a doubt, the answer (Méndez-Giménez, 2014; Peiró-Velert; Julián-Clemente, 2015; Pérez-Pueyo *et al.*, 2021).

In this context, various pedagogical models can be developed to generate successful learning experiences, thanks to their ability to adapt to the specific characteristics of the students and the educational environment. Among the most recognized approaches in PE are the sports education model, the personal and social responsibility model, the Teaching Games for Understanding (TGfU) model, and the cooperative learning model, which represent innovative approaches that seek to promote comprehensive learning and go beyond the simple acquisition of physical skills. Furthermore, due to the limitations of these models and the changing demands of society, students, and the educational context, other emerging models arise that attempt to complement the previous models, such as the Self-construction of materials model (Méndez-Giménez; Fernández-Río, 2013), the Attitudinal Style (Álvarez-Sánchez; Gutiérrez-García; Hortigüela-Alcalá, 2025), and Service Learning (ApS) (Santos-Pastor *et al.*, 2021). In this way, the ability of pedagogical models to adapt and accommodate all students through understanding, reflection, experimentation, positive actions, etc., makes them break with previous methods that were very marked (teaching styles) or not very participatory and standardized (managerial methods).

1.1.7 Clothing, fashion

Western countries are characterized, among other aspects, by a constant and widespread influence of consumer culture (Featherstone, 2007). This type of culture is clearly associated with neoliberal influences that often affect the clothing that society demands (Featherstone, 2014). This consumer culture plays an increasingly persuasive role among individuals, and the PE context is no exception (Kirk, 2004). The consumption of certain sports brands, associated with an “ideal body” stereotype, directly influences PE professionals, through the constant influence of the media (González-Calvo; Varea; Martínez-Álvarez, 2017). Thus, the presence of texts and

images, which are constantly produced by the media, significantly reinforce the adoption of a body image and excessive consumption of sports clothing. In this way, these texts and images legitimize practices and trends under previously informed consent (Herman; Chomsky, 2002), which means that, if this socially accepted status is not achieved, one has to consume more to achieve it. Therefore, exaggerated consumption that imposes a sense of homogeneity in society as a trend to follow (Fernández-Balboa, 2017).

Therefore, from the perspective of the CP, we have to reflect, paying attention to fair patterns of moderate consumption and moving away from stereotypes and marked prejudices that tend to normalize behaviours. This can generate frustrations and insecurities in students whenever they are not achieved.

1.1.8 Old Age in PE

Teaching ability is a mix of social, emotional, intellectual, and personal backgrounds, which go far beyond university membership (Karlsson, 2013). Specifically, in PE, previous experiences with physical and sporting activities, as well as one's self-perceptions, will influence the way one teaches (Philpot, 2017).

Teachers acquire a professional identity that is mediated by the interaction between different factors: personal experiences, economic, social, cultural, and institutional context (Hagenauer; Volet, 2014). In this way, the identity of a teacher is understood as a historical and social construction that each individual develops while interacting with different contexts (González-Calvo; Fernández-Balboa, 2018).

Therefore, the age of teachers, which is often questioned, should not be an obstacle when it comes to correctly developing teaching (Flemons *et al.*, 2024). On the contrary, this accumulation of experiences and interactions should help to be more effective in the development of teaching work. Thus, the fact of generating synergies that allow the educational community to be involved over time is a more predictive element of success in the teaching-learning process than the age of the teaching staff. In this sense, being competent, showing enthusiasm and making an effort beyond what the curriculum tells us are much more notable aspects on the part of the students (Flemons *et al.*, 2024).

1.1.9 Disability and Quality Physical Education

The presence of a disability in PE teachers has always been conceived as a barrier to being able to carry out quality teaching. If we consider that the practice of PE has always been subject to many stereotypes (González-Calvo *et al.*, 2020), it is normal to understand this assumption. Thus, society demands in many contexts a body that matches a stereotypical profile, rejecting those that do not fit those profiles. In this sense, people with disabilities are not immune to this rejection/questioning when it comes to carrying out their work as PE teachers (Sparkes; Martos-García; Maher, 2019). This fact generates added pressure on them when they perceive that they are not suitable to carry out their job, as they cannot achieve certain goals or

objectives (Steward; Smith; Sparkes, 2011) and, in this way, it often limits their desire to be a PE teacher (Smith; Sparkes, 2008).

Therefore, joint critical reflection between students and teachers on the importance of accepting diversity in the classroom is necessary. As previously indicated, achieving or having an “ideal” body generates maladaptive consequences in the individual, which are far from being pedagogically constructive for him/her and, therefore, must be questioned from within the classroom. In this sense, for example, it would be more constructive to teach and motivate students to achieve common goals, through the presence of their disability (Hilland *et al.*, 2018).

1.1.10 Evaluation and grading processes also generate discrimination

The evident and unfortunately equivalent concepts of evaluation and grading even today (Hortigüela-Alcalá; Pérez-Pueyo; González-Calvo, 2019; López-Pastor, 2009, 2013) generate a factor of discrimination in PE. In fact, confusing the obtaining of information on acquired learning with the mere administrative process of the final numerical assessment never ceases to surprise today.

In the last 60 years, evaluation and grading processes have been conditioned by the pedagogical approach that supports them, which, too often, has focused on the application of different physical conditions and/or motor skill tests. There are many ways to apply these tests and a wide variety of them, but almost always with the goal of obtaining the grade — whether quarterly or annually, total or partial — leaving aside the importance of the evaluation itself. However, it is true that since 1990 and until today, the curricular approach has explicitly moved away from this focus (Velázquez Buendía; Martínez de Haro, 1993; España 2022). Authors such as López-Pastor (1999, 2009) have studied the deep discriminatory roots that these generate in students and their influence on adherence to PE, which for decades has generated criticism about the use of this type of evaluation systems in PE. In them, the qualification is reduced or based, to a large extent, on the quantification of the results of the physical tests in a numerical grade (Arnold, 1991; Devís; Peiró, 1992; Fernández; Navarro, 1989; Fraile, 1990; Méndez, 2005; Peiró; Devís, 1993; Arrontes; Tinajas; Tinajas, 1995).

Kirk (1990) considered that the status of the subject would only grow if the educational quality of its practice improved, but, above all, due to the convictions and pedagogical quality of its teaching staff; commenting that the use of exams and the addition of biomedical knowledge and/or knowledge on sports regulations would not help to find a coherent and effective solution. In fact, Velázquez and Hernández (2004) established that the evaluation activities in our discipline generated a very specific and determined pedagogical and social image, both in the school and in the social context. If we analyze it today, it is clear that it is far removed from the needs of a significant portion of the student body.

For all these reasons, we must be aware that our way of assessing is conditioned by the pedagogical approach and the didactic development that we carry out, even if it is hard for us to accept it. Moreover, unfortunately, our approach to assessment is probably the one that most conditions our didactic development and, consequently,

places them pedagogically in a position where many would prefer not to be. It could be said that the supposed attitudes and values that teachers believe they defend and promote in their classes are significantly removed from the educational consequences that they provide to their students in a hidden and unintentional way.

2 CONCLUSIONS

PE faces significant challenges related to the transmission of values, social justice and inequalities in the classroom. Avoiding “poisonous pedagogy” and highlighting the problems associated with the hidden curriculum are essential aspects to guarantee conscious teaching practices, capable of transforming students’ experiences in a positive way. Power relations and stereotypes, together with hegemonic patterns such as healthism, ableism or sexism, negatively condition students’ perception of their abilities and affect their self-esteem. Therefore, there is an urgent need for a pedagogical approach that promotes inclusive and equitable learning, breaking away from restrictive patterns, where CP develops its full potential.

In addition, social and economic contexts have a profound influence on the development of the curriculum. The new learning situations proposed by the LOMLOE offer an opportunity to connect PE with the environment and characteristics of the students, promoting meaningful and adapted experiences. However, this task requires sensitive teachers, committed to inclusion and trained to address diversity from a critical perspective.

Finally, the role of teachers as role models is crucial. Stereotypes about the body, age, or abilities of teachers must be overcome in order to build a PE that prioritises comprehensive development over physical or sporting standards. Likewise, assessment processes require a thorough review to avoid discriminatory practices that condition the relationship between students and the subject. PE must continue to evolve towards a transformative, useful and socially responsible approach, in line with the demands of a more just and equitable society.

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Resumen: La pedagogía crítica (PC) representa un cambio significativo en la forma de abordar la docencia en las clases de Educación Física (EF), fundamentalmente mediante la interacción entre la producción de conocimiento y una justicia social. Tradicionalmente, los procesos educativos han contribuido a continuar los procesos de reproducción social, aumentando y generando, en muchas ocasiones, situaciones de desigualdad e injusticia social. El aprendizaje transformador precisamente desafía las prácticas establecidas dentro de la cultura dominante y los sistemas educativos convencionales. La PC se preocupa principalmente por superar las injusticias y desigualdades sociales, mediante la colaboración expresa del sistema educativo. Por todo ello, este artículo tiene como objetivo fundamental mostrar los diez principios básicos necesarios para incluir y/o consolidar la PC dentro de la EF. ¿Qué importancia tiene la pedagogía crítica en la transformación social? ¿Qué experiencias de éxito se conocen y se han desarrollado correctamente? ¿Permite realmente la inclusión en el aula?

Palabras clave: Adolescentes. Centros educativos. Educación Física. Pedagogía crítica

Resumo: A Pedagogia Crítica (PC) representa uma mudança significativa na forma como abordamos o ensino nas aulas de Educação Física (EF), principalmente através da interação entre a produção de conhecimento e a justiça social. Tradicionalmente, os processos educativos têm contribuído para dar continuidade aos processos de reprodução social, ampliando e gerando, muitas vezes, situações de desigualdade e injustiça social. A aprendizagem transformadora desafia as práticas estabelecidas na cultura dominante e nos sistemas educativos convencionais. A PC tem como principal preocupação a superação das injustiças e desigualdades sociais através da colaboração expressa do sistema educativo. Por todas essas razões, o objetivo fundamental deste artigo é mostrar os dez princípios básicos necessários para incluir e/ou consolidar a PC dentro da EF. Qual a importância da Pedagogia Crítica na transformação social? Que experiências bem-sucedidas são conhecidas e foram desenvolvidas com sucesso? Permite realmente a inclusão na sala de aula?

Palavras-chave: Adolescentes. Instituições de ensino. Educação Física. Pedagogia crítica

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CONFLICT OF INTERESTS

The authors declare that this work involves no conflict of interest.

AUTHOR CONTRIBUTIONS

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