



# Chinese Historical Thinking: An Intercultural Discussion (Global East Asia)

*Chun-Chieh Huang*

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Spätestens seit der Ratifizierung der UN-Behindertenrechtskonvention ist Inklusion in aller Munde. Die Umstellung auf ein inklusives Schulsystem bewirkt zahlreiche strukturelle Veränderungen, die ein vielfaches Umdenken erfordern. So müssen sich Lehrkräfte in der Praxis künftig in zunehmend heterogenen Lerngruppen für neue Konzepte und Sichtweisen öffnen. Auch auf wissenschaftlicher Ebene wird eine Annäherung verschiedener Fachdiskurse zweifellos erforderlich. Diese Veränderungen sind auch für den Sportunterricht relevant. Sport ist aufgrund seiner Gegenständlichkeit ein Unterrichtsfach, an dem Diversität und Leistungsunterschiede über den Körper auf besondere Weise deutlich werden. An dieser Stelle bietet der pädagogische Auftrag eines erziehenden Sportunterrichts ohnehin gewinnbringende Ansatzpunkte. Insofern hält das Schulfach viel (Konflikt-)Potential bezüglich eines Umgangs mit Vielfalt bereit.

Vor diesem Horizont liefert der sechste Band der Reihe Schulsportforschung einige konstruktive Beiträge für den Sportunterricht zum Umgang mit der Inklusionsthematik. Inklusion wird hierbei bewusst als Chance begriffen und es werden in diesem Sinne zunächst grundlegende Entwicklungspotentiale für Schule und Sportunterricht dargelegt. Darauf aufbauend ergänzt das Buch den Blick anhand empirischer Daten durch aktorenspezifische Sichtweisen. Schliesslich werden diese beiden Perspektiven zusammen geführt und im Sinne eines konstruktiven Ausblickes für den Schulsport genutzt.

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