



Empowering the Next Generation: Fostering Physical Education through Effective Pedagogy

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Message from the Guest Editors

This special edition aims to interrogate and explore the dynamic elements that contribute to high quality physical education (PE) pedagogy, for teachers, pre-service teachers and physical education students. The philosophical framework is based on an inclusive, accessible approach to design, implementation and assessment of innovative physical education programs.

We aim to frame the journal submissions around (i) an empowering approach that encourages students' choice and voice in activities, (ii) the development of PE classes that offer multiple points of access through a variety of movement patterns and levels of physical literacy, (iii) the critical importance of tapping in to learners' internal motivation and joy of movement and (iv) the social, affective relationships that develop when moving in non-competitive, safe spaces. Authors are encouraged to submit recent research or ongoing project summaries that inspire critical reflective thinking in areas of PE pedagogy, PE teacher education (PETE), equity diversity and inclusion, assessment and evaluation in PE, PE competencies, technology and innovation, quality PE, student experiences in PE, and program planning.





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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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