

Call for Papers

Physical Education Teacher Education in a Global Policy Space

Special Issue of *Asia-Pacific Journal of Health, Sport & Physical Education*

Guest Editors: Mary O'Sullivan and Melissa Parker

This special issue of the *Asia-Pacific Journal of Health, Sport & Physical Education* seeks to focus attention on physical education teacher education by building the knowledge base and broadening the geographical, theoretical and innovative writing about physical education teacher education (PETE), PETE teacher educators and those who shape (policy makers/higher education leadership) and those who experience PETE (including the vision, structure, curriculum, pedagogies and assessment within PETE).

This special issue is keen to include contributions that explore the perspectives of PETE students, school mentors, early career PETE faculty as well as university based teacher educators and stakeholders. We seek to solicit articles on PETE research that interrogate the policy, practice and players involved in PETE from different theoretical perspectives and geographical parts of the world in ways that advance methodological, theoretical and conceptual understandings of physical education teacher education research.

Papers that address, but are not limited to, the following are particularly welcome:

- *Innovations in curriculum, pedagogical approaches, and assessment in PETE (e.g., technological innovations in PETE);*
- *The practicum turn in PETE: exploring the theoretical and methodological issues associated with changing school-university arrangements;*
- *Methodological issues and innovations in mentoring and assessment during school placement arrangements;*
- *Exploring early career PETE teacher educators: recruitment, selection, preparation and support;*
- *Exploring PETE teacher educators: theoretical and innovative support for academics (national and transnational communities of practice within and across disciplines—education, PETE, sport);*
- *Exploring national, transnational and global challenges to PETE in higher education. (e.g. status of PETE programmes, alliances in Higher Education, competing professional and academic demands);*
- *Exploring the voices and lived experiences of pre-service teachers learning to teach Health and/or Physical Education;*
- *Theoretical and methodological contributions to developing the knowledge base of PETE;*
- *Transnational and intersectional, and theoretical perspectives on PE teacher educators.*

Submission and Production processes

All interested authors should review the production timeline below. Submissions of abstracts/expressions of interest for consideration are due **no later than May 27, 2017**, with initial screening of abstracts completed by June 25, 2017, and notifications sent by this date.

Abstracts/expressions of interest should be no more than 400 words covering:
The key special issue theme(s) that the proposed paper will contribute to;
The specific focus of the proposed paper;
The context, theory, research design, methodology relevant to the proposed paper;
The significant contribution to be made by the proposed paper.

Authors of accepted abstracts/expressions will be invited to submit a full manuscript following the production timeline detailed below. Inclusion of the final manuscript in this special issue will depend on feedback and decisions made during the review process. Failure to adhere to deadlines may also jeopardise inclusion.

Production timeline:

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| 1. August 25, 2017 | Deadline for submission of manuscripts for review |
| 2. October 15, 2017 | Feedback/ decision on manuscripts for special issue |
| 3. November 1, 2017 | Revised manuscripts submitted for publication |
| 4. Dec 15, 2017 | Final acceptance and preparations for publication |
| 5. February 2018 | Publication of Special Issue |

Please address any questions to one of the co-editors: Prof Mary O'Sullivan <Mary.OSullivan@ul.ie> or Dr Melissa Parker <Missy.Parker@ul.ie> at the University of Limerick.

Final submission of Abstract/Expression of interest should be submitted to Rebecca Cairns <r.cairns@deakin.edu.au> by **27th May, 2017**.