

Article

Advancing Quality Physical Education: From the Canadian PHE Competencies to the QPE Foundations and Outcomes Frameworks

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Abstract

To foster engaged, resilient, healthy, and active citizens, there is a critical need to elevate the status of quality physical education (QPE) in Canadian schools. Within the K–12 educational context, systemic changes for physical education (PE) daily instructional time, curriculum development, and teacher education are necessary to prepare educators for implementing comprehensive QPE programs that prioritize students' holistic development and foundational movement competence. This manuscript examines the intricate role of the “Canadian Physical and Health Education Competencies” and its Essential and Foundational Elements, PE Competencies Wheel, and Wholistic Verb Wheel serve as a competency-informed approach for supporting PE curriculum updates and policy reform nationwide. Furthermore, the results section explores how the Canadian PHE Competencies serves as a foundation for advancing QPE and introduces two interconnected frameworks: the QPE Foundations Framework and the QPE Outcomes Framework—Skills for Life. Building on the overarching goals of the Canadian Physical and Health Education Competencies, the QPE Foundations Framework outlines essential components for program implementation, while the QPE Outcomes Framework—Skills for Life identifies eight core skills students develop through quality movement experiences. Together, these frameworks offer a transformative and progressive approach for understanding and assessing QPE, with the intention to serve as practical tools for pre-service and in-service educators, Physical Education Teacher Education (PETE) teacher educators, administrators, and policymakers. This manuscript concludes by advocating for enhanced pre-service educator training and ongoing professional development for in-service educators, ensuring all students have access to QPE experiences and equitable opportunities for developing the knowledge, skills, and attitudes to live active and well—for life.



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1. Introduction

Every child has the inherent right to an education that nurtures their “personality, talents, and mental and physical abilities to their fullest potential” (United Nations General Assembly, 1989, p. 14). To prepare children and youth to be responsible and productive members of society, they need an education that equips them for academic challenges as well as the broader opportunities and obstacles in life. Prominent international organizations, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Centres for

Disease Control and Prevention (CDC), and the World Health Organization (WHO), stress the importance of creating educational environments that support the overall development of the whole child—socially, emotionally, physically, and mentally (CDC, 2004; UNESCO, 2021; World Health Organization & UNESCO, 2021; World Health Organization, 2021, 2022). Schools are unique institutions that can reach nearly all children, regardless of gender, age, ability, culture, religion, or socioeconomic status, providing a vital opportunity to support their holistic development (Pulimeno et al., 2020; Martins et al., 2025).

Physical education (PE) plays a fundamental role in a child's development, helping them reconsider their relationship with movement and its impact on their lives (Kohl & Cook, 2013). UNESCO's (2021) "Making the Case for Inclusive Quality Physical Education Policy Development: A Policy Brief" states that "Physical education is the most effective means of providing all children and youth with the skills, attitudes, values, knowledge, and understanding for lifelong participation in society." In this context, PE is essential for helping children develop the skills needed to engage in movement opportunities and health-enhancing behaviours (Bryan & Sims, 2020), thereby promoting long-term health and well-being.

Despite international concerns about the status of PE in schools, there is an urgent need to elevate its importance within the Kindergarten to Grade 12 (K–12) Canadian education system (Kilborn et al., 2016). The current curriculum hierarchy suggests that some subjects are deemed more important than others (Bleazby, 2015; Goodson, 2011). Unfortunately, in many provincial and territorial jurisdictions in Canada, PE remains a lower-status subject, leading to insufficient attention, inadequate teacher preparation, and limited daily instructional time and resources dedicated to it. Consequently, this lower-status position further contributes to a narrowing of the overall PE curriculum (Richards et al., 2018). Nevertheless, there is widespread recognition of PE's critical role in the holistic development and well-being of children and youth, as well as future generations (Auld et al., 2020; Davis et al., 2023; Pulimeno et al., 2020; Sulz et al., 2024; Martins et al., 2025).

With approximately 15,500 public schools across the country, there are about 5.05 million children and youth who could significantly benefit from quality physical education (QPE) programs (Statistics Canada, 2024). QPE extends beyond simply enabling students to move freely in various situations—it challenges the traditional sport-based model of PE (Ennis, 2014), offering students a meaningful, culturally relevant, and holistic education (Davis et al., 2023). Through the emphasis of physical literacy development and incorporation of enriched pedagogical practices (Gledddie & Morgan, 2021), QPE equips young people with the essential knowledge, skills, and attitudes for prioritizing their physical, social, emotional, spiritual, cultural, and mental well-being as they transition into adulthood (Bryan & Sims, 2020; Martins et al., 2025). However, designing QPE curricula that align with shared global competencies/outcomes becomes increasingly challenging due to the absence of a national PE curriculum in Canada. To address this issue, Physical and Health Education Canada (PHE Canada) developed the Canadian Physical and Health Education Competencies (2023) which highlight core PE competencies and outcome themes intended to serve as QPE exemplars for K–12 education systems across the country.

This manuscript examines a meaningful and progressive two-part *QPE Framework* in relation to the Canadian PHE Competencies, and its Essential and Foundational Elements, PE Competencies Wheel, and Wholistic Verb Wheel. The goal of this manuscript is to highlight the invaluable impact QPE has on children and youth's holistic development and to inform and offer practical solutions and resources for PE educators and stakeholders when aiming to understand and implement effective and comprehensive QPE programs in K–12 education systems and Physical Education Teacher Education (PETE) training. Therefore, the following guided discussion questions will be addressed: (1) How can the position of PE within the Canadian K–12 and post-secondary PETE educational system

impact status (higher or lower), PE educator training, curriculum, and daily instructional time? (2) What possibilities exist for developing a PE curriculum that focuses on the whole child and quality programming? (3) What methods and resources could support policy makers, administrators, PE educators, etc., to understand and implement QPE?

2. Theoretical Framework: The Development of the Canadian PHE Competencies

Understanding the role of physical education in fostering children's and youths' holistic development is essential for delivering a QPE program that cultivates the skills, confidence, and motivation necessary for lifelong active living (CDC, 2004; Martins et al., 2025; Martins et al., 2025). Research has consistently demonstrated that participation in QPE enhances physical literacy, empowering students with the competence and understanding to engage in movement across their lifespan (Capel & Whitehead, 2015; Martins et al., 2025). When PE is meaningfully integrated into K–12 education systems, it supports critical thinking, communication, and socio-emotional development (UNESCO, 2021), improves Fundamental Motor Skills and post-secondary physical activity engagement (Mears, 2008), reduces anxiety levels (Parfitt et al., 2009), and positively influences academic performance (Sallis et al., 1999; Trudeau & Shephard, 2008; Schaefer & Wasyliv, 2018; Kohl & Cook, 2013). Additionally, QPE promotes health-enhancing behaviours (Bryan & Sims, 2020; Martins et al., 2025), motivation and positive movement experiences (Houser & Kriellaars, 2023), and social and personal responsibility (Pangrazi & Beighle, 2020). These benefits contribute to students' self-confidence, resilience, and respect for others (Harris, 2018), while advancing civic engagement, inclusion, and overall well-being, regardless of background, ability, identity, religion, or gender (UNESCO, 2021).

In Canada, education falls under the authority of provincial, territorial, First Nation, and, in some cases, federal jurisdictions. This decentralized system leads to diverse PE curricula and policies shaped by distinct cultural, demographic, and geographic factors. The collaborative yet varied approach to curriculum development means that each province and territory follows its own process, sometimes adopting frameworks from other regions (e.g., Yukon implements British Columbia's PE curriculum). These structural differences, combined with multiple layers of responsibility among ministries of education, school boards, and educators, contribute to an inconsistent landscape for physical education across the country. Furthermore, in several jurisdictions (e.g., British Columbia, Yukon, Manitoba, Ontario, and Québec), PE is integrated with health education, further obscuring its distinct identity and diminishing its perceived status as a core subject (see Table 1). While this decentralized approach allows for flexibility in adapting to local and regional needs, it also results in inconsistencies in K–12 policies regarding daily instructional time allocated to PE (see Table 1).

Due to the absence of a standardized national framework and despite the recognized importance of physical education in child development (UNESCO, 2021; Bryan & Sims, 2020; Martins et al., 2025), it's quite possible that PE educators' ability to implement a consistent set of curriculum competencies and outcome standards (Robinson et al., 2023) may be limited in Canadian educational contexts. With this in mind, there remains a critical gap in defining what a "modern" PE curriculum should encompass—particularly when both students and educators often lack a clear understanding of the subject's evolving scope and landscape (Hemphill et al., 2013; Richards et al., 2013). This ambiguity is exacerbated by the absence of national guidelines and a centralized repository of provincial and territorial curricula, making it difficult to align best practices and access evidence-based, practitioner-validated resources. An internal review conducted by PHE Canada identified substantial discrepancies among provincial and territorial PE curricula in areas such as grade-level content, competencies, general learning outcomes, strands, and goals.

Without a cohesive national framework, PE's full potential remains unrealized, limiting both educators' capacity to deliver high-quality instruction and students' ability to develop essential physical literacy skills. To understand these disparities further, [Sulz et al. \(2025\)](#) research article, Contemporary physical education curricula across Canada: an overview and analysis, provides an important analysis of curriculum structures at the elementary level in Canada (see Table 2).

Table 1. PE and DPA Requirements and Recommendations by Province and Territory in Canada. Sourced adapted from: Physical and Health Education Curriculum in Canada: Retrieved from: <https://phcanada.ca/about/physical-and-health-education-curriculum-canada>, accessed on 1 December 2025.

Province (P) or Territory (T)	PE Time Requirements
British Columbia (P) Yukon (T)	No longer specific time recommendations with the new K–10 curricula. Integrated learning occurs between grades 1–6.
Alberta (P) Northwest Territories (T)	Grades 1–9 minimum PE instruction is 150 min per week.
Saskatchewan (P)	Grades 1–8 are required to have 120–150 min of physical education per week (still dependent on school division). Grades 9–10 are required to have 150 min of physical education per week.
Manitoba (P) Nunavut (T)	Over a six-day cycle, K is about 75 min, 150 min for grades 1–6, 134 min for grades 7–8, and grades 9–10 is approximately 55 h over the span of 1 course credit per grade. More details on the breakdown can be viewed at this link: Retrieved from: https://www.edu.gov.mb.ca/k12/cur/physhlth/c_overview.html , accessed on 1 December 2025.
Ontario (P)	There are no mandated minutes for PE, only guidelines. The recommended guideline is 150 min per week.
Quebec (P)	Grades 1–6 are required to have 120 min per week and grades 7–8 receive approximately 60–90 min. There is no time allocation mandated for secondary students (9–12/CEGEP).
New Brunswick (P)	Kindergarten students are required to have 75 min of PE in a six-day cycle (or 16 min/day). Grades 1–6 receive 150 min of PE in a six-day cycle (or, 33 min/day). Grades 7–8 are recommended to have 134 min of PE in a six-day cycle (or, 30 min/day). Grades 9–10 have 2 PE/HE credits with 1 credit equalling 55 h of PE/grade. In grades 11–12, there are 2 credits with each requiring a Physical Activity Practicum consisting of a minimum of 50% of moderate to vigorous physical activity.
Nova Scotia (P)	Grades K–2 are required to have 20 min of physical education per day, Grade 3 is required to have 30 min per day, and Grades 4–6 are required to have 20 min per day. There are no time allocations for grades 7 and up.
Prince Edward Island (P)	Grades K–6 are required to have 75 min of physical education per week or 90 min per 6-day cycle. Grades 7–9 are required to have 60–90 min of physical education per week or 72–108 min per 6-day cycle.
Newfoundland & Labrador (P)	Grades K–3 physical education is recommended to have a portion of 30% of instruction time, at administrator's discretion, as part of an integrated approach with other specialized subjects. Grades 4–6 is 6% recommended physical education time, and therefore also site-based. Grade 7–9 is recommended to have 6% of instructional time. High School requires 2 credits (i.e., 1 year).

Given the disparities as shown in Tables 1 and 2, there was a clear need for an overview and analysis of PE curricula across Canada to further understand such variations and how each province and territory categorize topics (see Table 2). After recognizing these challenges (Tables 1 and 2), a national gathering of experts and knowledge holders took place

in 2019 at the National PHE Conference in Montreal, Quebec, to discuss and address the future of PE in Canada. Despite the subject's persistent obstacles—including its lower academic status, resource limitations, inadequate instructional time, and insufficient teacher preparation—participants unanimously affirmed PE's vital role in students' holistic development. The discussion underscored the need for a comprehensive, systemic approach to revitalizing PE instruction, ensuring equitable access to high-quality programs across jurisdictions. As one participant noted, "To effect meaningful change, we must dispel outdated notions of 'gym' class as merely a venue for athletic development, sports, and competition."

Table 2. Provinces'/Territories' PE Courses and Categorized Curriculum Content, Grades 1–6. Sourced and adapted from Sulz et al. (2025). Contemporary physical education curricula across Canada: an overview and analysis. Retrieved from: <https://www.tandfonline.com/doi/abs/10.1080/025742981.2025.2486622>, accessed on 1 May 2025.

Province/Territory, Course	Categorized Topics (Curriculum Competencies, General Outcomes, Goals, General Learning Outcomes, Strands, Core Competencies, Outcomes)
British Columbia (and Yukon), <i>Physical and Health Education</i>	Curriculum Competencies: physical literacy; healthy and active living; school and community health; mental well-being
Alberta (and Northwest Territories, Nunavut), <i>Physical Education</i>	General Outcomes: activity; benefits health; cooperation; do it daily. . .for life
Saskatchewan, <i>Physical Education</i>	Goals: active living; skillful movement; relationships
Manitoba, <i>Physical Education/Health Education</i>	General Learning Outcomes: movement; fitness management; safety; personal and social management; healthy lifestyle practices
Ontario, <i>Health and Physical Education</i>	Strands: social-emotional learning skills; active living; movement competence: skills, concepts, and strategies; healthy living
Québec, <i>Physical Education and Health</i>	Core Competencies: to perform movement skills in different physical activity settings; to interact with others in physical activity settings; to adopt a healthy active lifestyle
New Brunswick, <i>Physical Education</i>	Strands: movement skills and concepts; movement strategies and tactics; well-being
Nova Scotia, <i>Physical Education</i> ¹	Outcomes: learners will analyze health-related fitness; learners will analyze motivation principles in different types of physical activities; learners will implement fundamental movement skills and movement concepts within dance (and gymnastics, games, active pursuits); learners will apply decision-making skills to fundamental movement skills and movement concepts during different types of physical activities; learners will apply communication and interpersonal skills during different types of physical activities; learners will investigate the well-being and safety of self and others during different types of physical activities in multiple environments
Prince Edward Island, <i>Physical Education</i>	Goals: active living; skillful movement; relationships
Newfoundland and Labrador, <i>Physical Education</i>	General Curriculum Outcomes: in movement (e.g., perform efficient, creative and expressive movement patterns consistent with an active living lifestyle); about movement (e.g., demonstrate critical thinking and creative thinking skills in problem posing and problem solving related to movement); through movement (e.g., demonstrate socially responsive behavior within the school and community; exhibit personal responsibility for the social, physical and natural environment during physical activity; exhibit personal development, such as positive self-esteem, self-responsibility, decision-making, cooperation, self-reflection and empowerment during physical activity)

¹ Only one grade level (grade 4) is offered here for Nova Scotia, as an example. All other grade levels have outcomes similar to these.

With the goal of strengthening PE programs in schools, attendees at the national gathering determined that PHE Canada should take the lead in establishing and disseminating a comprehensive set of national PE standards or competencies. This initiative would provide a consistent framework to support PE curricula across the country, ensuring greater clarity, alignment, and effectiveness in PHE program delivery. By promoting a unified approach, PHE Canada could foster national cohesion and equip educators with the tools needed to align their teaching practices with contemporary educational priorities.

Although a previous iteration of PE competencies—the Contemporary physical education (2000)—was widely utilized by curriculum developers and education leaders, significant shifts in pedagogy, demographics, and sociocultural influences over the past two decades necessitated a comprehensive update. In response, PHE Canada developed a vision for the Canadian PHE Competencies, establishing a national framework to guide PHE curriculum development.

Given the broad scope of this initiative, the Canadian PHE Competencies were not developed in isolation (Davis et al., 2023). A rigorous review process was undertaken to define what constitutes “modern” or “high-quality” PE. This led to the formation of a diverse working group—including practitioners, academics, policymakers, young people, knowledge keepers, and Elders—who engaged in a collaborative process of consultation, review, and revision. This group conducted an extensive scan of existing provincial and territorial PE curricula, identified best practices, and incorporated insights from Canadian, First Nation, and international sources. Through ongoing review and refinement, the competencies were designed to reflect and embed diverse ways of knowing, seeing, and doing, ensuring they are inclusive, culturally responsive, and evidence-based.

The development of the Canadian PHE Competencies was also informed by the Truth and Reconciliation Commission of Canada’s Honouring the Truth, Reconciling for the Future report and its 94 Calls to Action. Specifically, Calls to Action 62 and 63 which address the role of education in reconciliation and Calls to Action 87 to 90 as these highlight the intersection of physical education and sport. To honour these commitments, Indigenous perspectives have been integrated throughout the grade-level competencies, drawing from published works and the authentic contributions of Elders, knowledge keepers, and Indigenous community leaders. By grounding the Canadian PHE Competencies in Truth and Reconciliation and inclusivity, PHE Canada seeks to counteract the declining status of PE in Canada schools (Kilborn et al., 2016); ensure equitable access to the benefits of up to date and quality PE for all students, in all communities, across this land (Bryan & Sims, 2020; UNESCO, 2021); and reinforce PE’s role as a vital, equity-driven component (Harris, 2018; Martins et al., 2025) for promoting “a whole continuum of academic, physical, mental, spiritual, emotional, and social development amidst young people’s complex and dynamic realities” (Davis et al., 2023, p. 6). With this foundation in place, the following section presents an analysis of how the Canadian PHE Competencies align with existing provincial and territorial PE curricula, their implications for advocacy with policy, practice, and PE teacher training reform, as well as the distinct professional development resources that serve as inspirational tools for developing a comprehensive PE curricula and implementing a QPE program within the K–12 Canadian school system.

3. Results

Physical and Health Education Canada officially published the Canadian PHE Competencies in 2023. The design and its contents serve as a framework for guiding education policy makers, curriculum developers, and government officials in their curriculum, policy, and administrative decisions (e.g., provincial and territorial Ministries of Education). The working group members responsible for the development of the Canadian PHE Competen-

cies emphasized its intention to “spark discussion, be considered within the local context, and be built upon by local experts as they work to revamp and enhance existing curricula” (Davis et al., 2023, p. 13). With such vision grounded in meaningful and progressive possibilities for PE, the group stressed the importance of expanding beyond dominant ways of thinking and doing (e.g., Westernized/colonial approaches) by embracing wise practices and incorporating diverse perspectives into the field (Davis et al., 2023, p. 9).

This vision was informed by the understanding that QPE plays a key role in fostering children’s holistic competence for developing the skills, confidence, appreciation, and motivation needed for lifelong well-being. As a collective, the group acknowledged the strong positive correlation between student participation in QPE and improved learning outcomes across other subject areas through the adoption of such expansion. Through these insights, it shaped the development of the Essential and Foundational Elements (Davis et al., 2023, p. 12), which served as guiding principles for the creation of the Canadian PHE Competencies (Davis et al., 2023; Table 3); the PE Competencies Wheel (Figure 1), the Wholistic Verb Wheel (Figure 2), and the transformative two-part QPE Frameworks (PHE Canada, 2025; Figures 4 and 5).

Table 3. Essential and Foundational Elements for PE and HE Curriculum Development (Davis et al., 2023).

Essential Elements	Foundational Elements
• Health and Well-Being • Healthy Schools • Indigenous World Views and Perspectives • Meaningful Learning Experiences • Equity, Diversity, Inclusion • Student Voice and Choice • Whole Student/Wholistic Education	• Asset-Based Approach • Cooperative Learning • Critical Pedagogy • Digital Literacy • Ecological Systems Theory • First People Principles of Learning • Financial Literacy • Food Literacy • Foundational Movement Skills • Global Competencies • Health Literacy • Intersectionality • Land-Based Education • Models-Based Practice • Physical Literacy • Physical Literacy Praxis • Physical and Health Skills-Based Education • Social-Emotional Learning • Social Justice Education • Teaching Games for Understanding • Teaching Personal and Social Responsibility • Trauma Informed Approaches

The subsequent sections in this manuscript introduce and present an overview of the Canadian PHE Competencies’ frameworks, resources, tools, and foundational elements, discussing how they can be applied for advancing the global goals (UNESCO, 2021; World Health Organization, 2021, 2022; World Health Organization & UNESCO, 2021; CDC, 2004; Martins et al., 2025) of QPE during developmental and update phases to PE curriculum and educational practices in Canada (Davis et al., 2023; Sulz et al., 2025; Houser & Kriellaars, 2023).

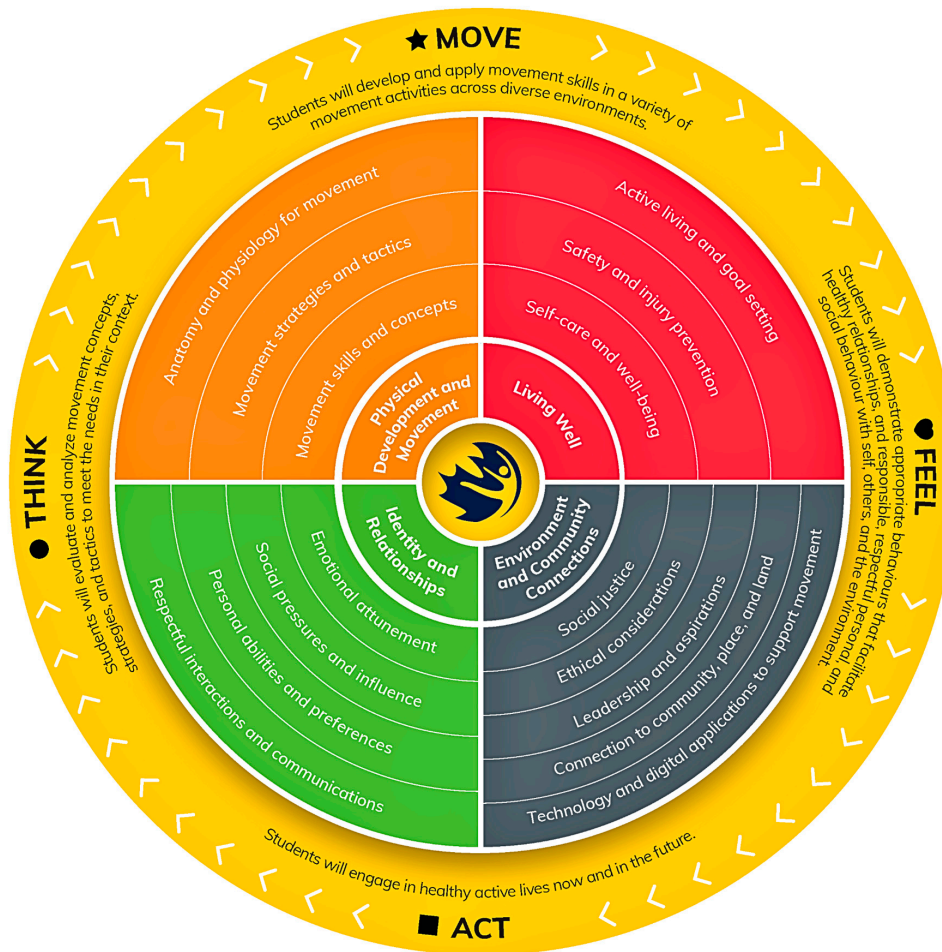


Figure 1. PE Competencies Wheel, Four “Big Ideas” and Fifteen “Learning Themes”, Canadian PHE Competencies, pp. 62–63. Download the wheel: <https://phecana.ca/sites/default/files/content/docs/competencies-wheel-pe-en.pdf>, accessed on 12 September 2025.



Figure 2. Wholistic Verb Wheel and the Four Stages of Continuous Learning (Davis et al., 2023, p. 19).

3.1. Elements of the Canadian Physical and Health Education Competencies

The Canadian PHE Competencies form a theoretical framework for quality physical education and quality health education programs through the integration of seven *Essential Elements* and twenty-three *Foundational Elements* in K–12 Canadian school curricula (Table 3).

The Essential and Foundational Elements in Table 3 incorporate a variety of evidence- and practice-informed approaches and pedagogies, which aim to ensure that PE is and can be meaningful and relevant for all students (Gleddie & Morgan, 2021; Fletcher et al., 2021; Lynch et al., 2022; Ní Chróinín et al., 2024). Therefore, these elements adopt an inclusive approach to fostering equitable and accessible PE curricula (Toulouse, 2016), ultimately contributing to the development of healthy, active, and well-rounded citizens (Davis et al., 2023). The creation of the Essential and Foundational Elements became inspiration for two key resources that guide the Physical Education portion of the Canadian PHE Competencies: the PE Competences Wheel (Section 3.2) and the Wholistic Verb Wheel (Section 3.3).

3.2. PE Competencies Wheel: A Tool for Quality Physical Education Instruction

Following the creation of the Essential and Foundational Elements, the Canadian PHE Competencies working group members were determined to create supplementary resources and professional learning tools to support pre-service and in-service PE educators, Physical Education Teacher Education (PETE) teacher educators, administrators, policy makers, and curriculum developers with an understanding of meaningful, progressive, quality, and comprehensive PE curricula and programs.

Through a Backwards Design process (Wiggins & McTighe, 2005), the first tool the Canadian PHE Competencies working group members developed was the PE Competencies Wheel (Figure 1). The PE Competencies Wheel (Davis et al., 2023) serves as a dynamic tool to support PE educators, policy makers, and curriculum developers in creating quality physical education programs and curricula through meaningful, diverse, and relevant learning experiences.

The design of the PE Competencies Wheel (Davis et al., 2023) was inspired by a children’s spinner toy. Its outer ring (yellow) presents four core competencies—Think, Move, Feel, Act (Table 4). Uniquely, the outer ring intentionally rotates, illustrating how the four core competencies can frame, identify, and describe the PE global/holistic learning objectives across all grades (UNESCO, 2021; Schaefer & Wasyliv, 2018; Sulz et al., 2025; World Health Organization & UNESCO, 2021; CDC, 2004; Martins et al., 2025). For example, to align with the Essential and Foundational Elements as listed in Table 3 (Davis et al., 2023), the rotational feature represents how multiple approaches connect with the central “Big Ideas” (Inner Sections) and “Learning Themes/Outcomes” (Connected to each Big Idea). Each of the four core competencies (Table 4) will interact with the four “Big Ideas” and the fifteen “Learning Themes/Outcomes” (Figure 1), further demonstrating QPE’s direct influence on children and youth’s holistic development (Davis et al., 2023).

Table 4. Four PE Competencies (Davis et al., 2023, pp. 62, 63).

Think	Students will evaluate and analyze movement concepts, strategies, and tactics to meet the needs in their context.
Move	Students will develop and apply movement skills in a variety of movement activities across diverse environments.
Feel	Students will demonstrate appropriate behaviours that facilitate healthy relationships, and responsible, respectful, personal, and social behaviors with self, others, and the environment.
Act	Students will engage in healthy, active lives now and in the future.

3.3. The Wholistic Verb Wheel: Four Stages of Continuous Learning

Figure 2 is the Canadian PHE Competencies second PE tool—the Wholistic Verb Wheel. The Wholistic Verb Wheel (Figure 2) represents a shift from linear learning taxonomies to an interconnected approach inspired by diverse cultural traditions and contemporary learning theories (Davis et al., 2023, p. 19). Drawing from Indigenous wisdom (i.e., Medicine Wheel) (Toulouse, 2016), Eastern philosophies (i.e., Trinity Model and Five Elements Theory) as presented by Dr Chunlei Lu, and Western frameworks (i.e., Bloom’s Taxonomy), and the Inuit, Métis, and First Nations “Wholistic Lifelong Learning Models” as presented by the Canadian Council on Learning and the Inuit Values and Beliefs as described by the Government of Nunavut Uuniit Qaujimajatuqangit (Davis et al., 2023). Additional theoretical underpinnings were gleaned from the University of Glasgow and the University of Wales Trinity Saint David “Learning about Progression” (Hayward et al., 2018), Gibson’s (2021) “From Ideas to Action: Transforming Learning to Inspire Action on Critical Global Goals”, and Ercikan and Pellegrino (2017) who suggest that numerous progression paths are possible and that progress, rather than being linear, may be more like ‘ecological succession’ (Davis et al., 2023).

The Wholistic Verb Wheel (Davis et al., 2023, p. 19; Figure 2) includes four interconnected stages—Acquisition, Formation, Comprehension, and Consolidation—serving as a dynamic compass for strength-based QPE instruction and assessment to a “multiple points of entry” approach. Each stage contains specific verbs (Figure 3) that align with different learning phases (e.g., age-and-stage) while honouring diverse ways of demonstrating knowledge and understanding.



Figure 3. Wholistic Verb Wheel with Corresponding Verb Taxonomies for the Four Stages of Continuous Learning (Davis et al., 2023, p. 19).

The Wholistic Verb Wheel acts as a flexible professional learning tool. Shifts are possible between stages and their accompanying verbs, all while considering student's individual learning journeys and community contexts. Furthermore, the Wholistic Verb Wheel's four stages connect with the PE Competencies Wheel's four core competencies (Table 4) as a means for the many ways students can demonstrate their learning (e.g., assessment approaches) that match and meet their needs and interests (Davis et al., 2023).

3.4. The Quality Physical Education Frameworks: Foundations & Outcomes

Since the launch of the Canadian PHE Competencies in 2023, PHE Canada has been exploring effective ways to implement the Essential and Foundational Elements (Table 3), PE Competencies Wheel (Figure 1) and the Wholistic Verb Wheel (Figure 2) in professional learning opportunities. To amplify meaningful and progressive possibilities within PE, PHE Canada (2025) sought to establish a new pathway for defining and situating what constitutes a QPE program, as well as the outcomes for K–12 students who participate in such programs. In response, a two-part QPE framework (Figures 4 and 5) was developed to serve as a practical tool that administrators, pre-service and in-service educators, and PETE teacher educators can use to explain, understand, design, and implement QPE.



Figure 4. QPE Foundations Framework defines a QPE program which includes Four Core Components with 16 corresponding Sub-Components (PHE Canada, 2025).



Figure 5. QPE Outcomes Framework—Skills For Life defines Eight Core Outcomes students cultivate from participating in a QPE program.

3.4.1. Part One: Quality Physical Education Foundations Framework

The QPE Foundations Framework (Figure 4) is part one of the two-part framework. It consists of four integral and interwoven foundational components that drives a QPE program—Students, Educators, Instruction, and Environment. Each foundational component is further divided into four sub-components that serve as guiding principles and features for creating quality PE learning experiences. Collectively, there are strong interconnections among these foundational components and their respective sub-components for defining a QPE program. The following tables (Tables 5–8) further explain each foundational and sub-component of the QPE Foundations Framework (Figure 4).

The Students section of the QPE Foundations Framework is a foundational component because it focuses on a student-centered approach, ensuring students' characteristics, needs, identities, and experiences are included and affirmed in their educational experiences.

Table 5 explains the sub-components which reflect the four interconnected stages in the Wholistic Verb Wheel (Figure 2), linking the two resources in a more digestible and practical manner for PE educators' professional learning contexts.

Table 5. Students' Experiences.

Students	
Acquisition	A student has no prior knowledge or capacity and acquires new information through experiencing and exploring.
Formation	A student builds on acquired knowledge and capabilities and grasps information through practicing and refining.
Comprehension	A student takes on a proactive role and weaves information together through drawing and testing connections.
Consolidation	A student draws authentic connections through transferring their capabilities into meaning.

Table 6. Quality PE Educators.

Educators	
Key Characteristics	Embody essential characteristic traits such as empathy, enthusiasm, and effective communication to build and sustain caring and trusting relationships for inspiring students.
Continuous Learning	Engage in ongoing professional development and reflective practices to enhance their teaching skills and adapt to the evolving needs of their students.
Evidence- & Practice-Informed Approaches	Are guided by and stay informed about the latest research and best practices in PE to implement effective teaching strategies for improving student outcomes and connections with PE.
Socially Just & Equity-Oriented Practices	Possess foundational knowledge of social justice and equity to effectively address and meet diverse needs to create environments that promote fairness, safety, and access for all students. Actively teaching about and for social justice and equity in their program ensures that every learner feels valued and supported.

Table 7. Learning Environment.

Environment	
Intrapersonal	Internal factors that can positively influence participation because of feelings about oneself, beliefs in one's ability to participate, and feelings of being treated fairly and equally to others.
Interpersonal	Relationship-based factors that enhance participation because of positive feelings and supportive attitudes from others, or encouragement, engagement, and support from teachers, parents/caregivers, friends, or other social networks.
Sociocultural	Cultural and social factors that promote and embrace diversity, acceptance, respect, and understanding regarding people with diverse abilities, varying identities, and background experiences.
Structural	Addresses the physical and organizational elements that make participation possible by considering the environment's safety and accessibility. May include the thoughtful design and layout of facilities, reliable transportation, financial resources, diverse programming options, and participation requirements.

The Educators section of the QPE Foundations Framework highlights four key areas that define the qualities of a QPE educator (PHE Canada, 2025). Table 6 explains how each sub-component—Key Characteristics, Continuous Learning, Evidence- & Practice-Information Approaches, and Socially Just & Equity-Oriented Practices—can serve as guiding principles for PETE teacher educators to utilize when supporting pre-service PE teacher training in Bachelor of Education programs (Melnychuk et al., 2011; Truelove et al., 2021), as well as for in-service teachers and school administrators when seeking to engage in professional

learning opportunities to support areas of growth (Hemphill et al., 2013; Richards et al., 2013). Its intention is to connect the PE educator's praxis with the PE Competencies Wheel "Big Ideas" and "Learning Themes" by indirectly referencing the need to hone key characteristics, prioritize continuous learning, utilize evidence- & practice-information approaches, and embed socially just & equity-oriented practices to recognize what qualities a QPE educator needs to possess to understand the full scope of what a QPE program entails (Figure 1).

Table 8. Instruction & Assessment.

Instruction	
Student-Centered Strategies	Student voice and choice drive programming, creating opportunities for leadership and ownership in the movement journey. This approach fosters joy through movement while encouraging creativity and exploration
Diverse & Relevant Activities	Activities reflect student interests and backgrounds, promoting active participation and meaningful engagement. This approach prioritizes learning processes over outcomes, providing multiple entry points tailored to students' needs, abilities, and developmental stages.
Authentic & Constructive Assessment	Students demonstrate understanding through meaningful, real-world applications while receiving constructive feedback from peers and educators. This collaborative approach highlights strengths, supports growth, and builds student agency in the learning process.
Reflective Learning Culture	Ongoing self-assessment and critical thinking by both students and educators creates a dynamic learning environment that continuously adapts and improves to enhance educational outcomes.

Learning environments are often influenced and connected to internal and external factors (Davis et al., 2023). Therefore, the Environment portion of the QPE Foundations Framework focuses on the social, emotional, and physical aspects of the learning environment either inside (e.g., gymnasium) or outside of the school setting (e.g., land). Table 7 addresses the four intricately connected sub-components of the PE Environment—Intrapersonal, Interpersonal, Sociocultural, and Structural. Understanding each part of the Environment section is crucial as they act as either participation barriers or facilitators (Physical and Health Education Canada, 2023). For example, each sub-component has a direct and indirect influence on the Instruction (Table 8), Students (Table 5), and Educators (Table 6) parts of the QPE Foundations Framework as a whole: the ways students can move through the Wholistic Verb Wheel stages (Figure 2) and the educators ability to connect the PE Competencies Wheel "Big Ideas" and "Learning Themes" (i.e., Instruction) with its four core competencies (Figure 1; Table 4).

The Instruction section of the QPE Foundations Framework is intentionally categorized to guide PE educators' instructional planning with sequential, developmentally appropriate learning. The four sub-components—Student-Centered Strategies, Diverse & Relevant Activities, Authentic & Constructive Assessment, and Reflective Learning Culture—connect through a cyclical process, providing a framework for instructional decision-making. For example, a quality PE program develops instructional goals with a student-centered approach where educators incorporate students voice and choice in the co-design of PE learning experiences: (1) students integrate their perspectives in the type of learning activities they engage with, ensuring they are diverse and relevant learning experiences such as those listed in the PE Competencies Wheel (Figure 1); (2) assessment practices are student-led providing opportunities to demonstrate learning in ways that meet student needs and interests (Lund & Veal, 2013a, 2013b); (3) students are active participants in their learning journey, reflecting on their ability to move through the four stages of the Wholistic Verb Wheel (Figure 2); (4) instructional choices are informed through feedback provided by students, supporting educators' ability to translate curriculum learning expectations into meaningful goals for students (i.e., how to communicate learning objectives while engaging students in deeper reflection about their learning journey).

To extend physical literacy development (e.g., foundational movement competencies) beyond conventional sport-based and performance-focused PE, a high-quality PE program begins with a comprehensive and cohesive planning approach that aligns with and meets curriculum standards (PHE Canada, 2025). The QPE Foundations Framework embraces the broader spectrum of meaningful and relevant movement opportunities (Beni et al., 2016), while prioritizing the wholistic connections in a quality PE learning environment (Davis et al., 2023). The four foundational components and sub-components of the QPE Foundations Framework subtly weave and reflect the design and content features of the PE Competencies Wheel (Figure 1) and the Wholistic Verb Wheel (Figure 2), which in turn, serve as a tangible resource for policy makers, administrators, pre-service and in-service PE educators, and PETE teacher educators for understanding the necessary component for implementing a QPE program.

3.4.2. Part Two: QPE Outcomes Framework—Skills for Life

To further explain the impact that high-quality PE has on children and youth's holistic development, PHE Canada developed the QPE Outcomes Framework—Skills for Life model (Figure 5) to supplement the QPE Foundations Framework (Figure 3) and the Canadian PHE Competencies (2023) PE Competencies Wheel (Figure 1) and Wholistic Verb Wheel (Figure 2) to provide a simple, visual tool for: (1) explaining what possibilities exist and transpire from developing a QPE curriculum that focuses on the whole child; (2) influencing policy makers, curriculum developers, Ministries of Education, and administrators to position PE as a higher status in Canadian K–12 (i.e., increased daily instruction time) by understanding the benefits of participating in QPE; (3) supporting post-secondary PETE educational systems and other professional development entities with pre-service and in-service PE educator training for understanding and implementing QPE programs.

The QPE Outcomes Framework—Skills for Life (Figure 5) was designed to showcase the eight core outcomes in the outer part of the wheel that occur from children and youth participating in Canadian K–12 QPE programs. The incorporation of the QPE Foundations Framework in the center and having only the Students section highlighted is intentional. For instance, blocking out the other three sections in the QPE Foundations Framework (e.g., Instruction, Environment, and Educators) was done to reflect how the eight outcomes (outer wheel) are connected directly to the *Students* experience and it is four sub-components—Acquisition, Formation, Comprehension, and Consolidation (Table 5). Therefore, the eight outer sections of the QPE Outcomes Framework—Skills for Life (PHE Canada, 2025) outlines: (1) the learning possibilities that exist for students participating in a QPE program; (2) what supports or professional growth areas PE educators should prioritize to improve their PE instructional planning to provide students with meaningful and quality learning experiences; (3) a simplified framework for conceptualizing eight key areas students should learn about in QPE programs; (4) the type of skills K–12 students will develop and nurture upon completing a QPE program.

4. Discussion

The Canadian PHE Competencies (Davis et al., 2023) represent a critical step forward in addressing the pressing need for a more comprehensive and inclusive approach to physical education across the country. With this intention, the Canadian PHE Competencies drive transformation in PE curricula, holding curriculum developers accountable for shifting beyond traditional Westernized approaches to PE and embracing evidence-based practices, Indigenous perspectives, and diverse methodologies.

Through the lens of the Essential and Foundational Elements (Table 3), PE Competencies Wheel (Figure 1), Wholistic Verb Wheel (Figures 2 and 3), and the transformative

two-part QPE Frameworks: Foundations & Outcomes (Figures 4 and 5), the Canadian PHE Competencies and PHE Canada's (2025) innovative perspectives for what constitutes as high-quality and effective PE are defined as the following:

“Quality Physical Education extends beyond just movement—it considers the many ways children and youth can think, feel, and act through movement. Quality Physical Education utilizes student voice and choice to guide instruction and the shape of the physical and social environments, allowing students to see themselves and their unique backgrounds, experiences, abilities, and identities reflected in their learning. By integrating student-centered approaches and socially just, equity-oriented, and culturally responsive practices into curriculum, Quality Physical Education creates spaces where every student can feel affirmed, challenged, engaged, safe, supported, and welcomed. The essential and foundational elements of the Canadian Physical and Health Education Competencies provide meaningful and progressive possibilities for making learning trajectories in Quality Physical Education personalized, relevant, responsive, and dynamic by honoring children and youth's spirit and sense of self, and centering their physical, cognitive, social, and emotional development. Through this lens, students in K–12 Physical Education receive quality movement and learning opportunities for experiencing joy through movement and living well; instilling agency and ownership; developing skills and life competencies; understanding self, others, and the world; connecting to community, place, and land; attuning a sense of resiliency; engaging as socially just community members; and, nurturing empathy and respectful relationships. In essence, Quality Physical Education acknowledges the full spectrum of abilities, stages, and learning styles; values the process of skill development rather than specific, immediate outcomes; and provides students with multiple entry points to build foundational movement competencies. Through this approach, Quality Physical Education cultivates safer, inclusive, accessible, and fun learning environments where every student's wholistic well-being and commitment to being active and living well—for life—are fostered. It is this framework that supports children and youth with understanding how to think, feel, and act through movement, helping them build the confidence, competence, and capacity for enjoying and valuing movement and living well, which in turn paves the way for their personal and vocational growth as they transition into adulthood.” (PHE Canada, 2025)

Research shows the inherent value and effectiveness of a high-quality elementary and secondary (K–12) PE programs and consistently underscores the need to include evidence-based and practice-informed approaches and pedagogies (Table 3), as well as diverse perspectives in teaching and learning PE (Davis et al., 2023; UNESCO, 2021; Schaefer & Wasyliv, 2018; Sulz et al., 2025; World Health Organization & UNESCO, 2021). And, whilst an important step in any PE educator's journey is committing to Truth and Reconciliation efforts (e.g., Truth and Reconciliation: 94 Calls to Action), it is imperative that this be done in partnership to affirm and respect Indigenous ways of knowing and doing (i.e., wholism, land-based, recognition of the sacred, interconnectedness, etc.).

More pressingly, PE is becoming an essential and interlinked process with Reconciliation (Toulouse, 2016) as it has the inherent potential to facilitate cultural revitalization through meaningful opportunities for connecting students to their communities and the land. In addition, when PE recognizes and affirms the diverse experiences young people have and need, it has the capacity to embrace the holistic nature of children's development. Therefore, acknowledging and embedding the Truth and Reconciliation: 94 Calls to Action in PE “will begin to help create learning environments where all students are taught to honour each person, and to value broader ways of knowing, understanding, and navigating changes” (Davis et al., 2023). This understanding helps create an environment of safety where Indigenous students can thrive (Toulouse, 2016) and support young people with quality and culturally

affirming learning that strengthens Indigenous and non-Indigenous students to forge new pathways together (Halas, 2011).

The Canadian PHE Competencies and PHE Canada encourage all PE educators, education policy writers, curriculum developers, and government officials to guide jurisdictions' curriculum, policies, and administrative decisions to bolster QPE learning experiences intentionally, initiating a positive chain reaction that inspires innovative thinking about designing quality PE experiences that meet the needs of all learners across the country and prioritize Truth and Reconciliation efforts.

4.1. *The PE Competencies Wheel: Supporting Educators Curriculum Delivery*

The PE Competencies Wheel's (Figure 1) comprehensive framework lays the groundwork for a revolutionized model for delivering high-quality PE. The "Big Ideas", "Learning Themes", and four core competencies—Think, Move, Feel, and Act—were designed to move away from performance-based PE and reflect a progressive shift towards meaningful learning experiences that resonate with all types of learners. For instance, the incorporation of the four core competencies represents the holistic nature of learning and prioritizes the physical, cognitive, emotional, and social domains (Davis et al., 2023); the "Learning Themes" outline diverse and relevant content topics which relate to current best practices, such as the Essential and Foundational Elements (Table 3) in the Canadian PHE Competencies; and, the "Big Ideas" aim to: nurture young people as confident, courageous, and reflective decision-makers who are motivated and competent movers and caretakers (Environment and Community Connections); encourage respect and empathy towards oneself, others, and the environment, while promoting resilience, self-worth, agency, and a sense of accomplishment (Identity and Relationships); empower children to understand their rights and responsibilities for individual and collective well-being (Living Well); transform young people's relationship with movement, by re-evaluating and understanding their motivations and values to feel confident in movement, participate actively, and adopt behaviours that enhance their overall quality of life and well-being (Physical Development and Movement) (Davis et al., 2023).

Collectively, the four core competencies, the "Big Ideas", and their corresponding "Learning Themes" ensure that foundational movement competencies not only enhance physical literacy but also foster social and emotional growth, preparing young people for a well-rounded and active life. This is possible due to the intentional structure of the PE Competencies Wheel. The outer ring, which includes the four core competencies—Think, Move, Feel, and Act—spins to reflect the interconnected nature of approaching and doing PE (Houser & Kriellaars, 2023; Toulouse, 2016), providing a flexible framework for curriculum developers and, by extension, PE educators. For example, when any of the four core competencies—Think, Move, Feel, and Act—interact with the "Big Ideas", students have opportunities to embrace a broader spectrum learning possibilities within the "Learning Themes" which can help them be more equipped to: lead an active way of life; engage in meaningful and healthy relationships with themselves and others; meet their needs and aspirations; be active in and responsive to their surroundings; and approach learning opportunities that meet their stages of development (Davis et al., 2023).

The overall flexibility within the PE Competencies Wheel provides multiple opportunities for it to be adapted to local contexts, align with current provincial and territorial curricula outcomes, support with creating diverse learning experiences, and serve as a tool for instructional planning and assessing as, for, and of learning. The Canadian PHE Competencies encourages curriculum developers, policy makers, and ministries of education to use the PE Competencies Wheel (Figure 1) as a resource when undergoing provincial and/or territorial PE curriculum updates as its structure and components focuses on a PE curriculum that supports the whole child so students can become healthy, safe, challenged, confident, supported, and engaged

learners who are prepared for lifelong well-being (Davis et al., 2023). Notably, many Canadian PETE post-secondary programs are gaining interest in the ways the PE Competencies Wheel can be implemented in their teacher training programs. More specifically, as a professional development opportunity to improve PE pre-service educators' pedagogy and their scope and sequence to create learning and assessment opportunities that support students throughout their PE journey to live actively and well—for life (Davis et al., 2023; PHE Canada, 2025; Lund & Veal, 2013a, 2013b). However, further investigation and research into the ways PE educators specifically can implement the PE Competencies Wheel within their own context for instructional planning and assessment is needed. Figure 6 can serve as a critical reflective tool and guiding resource to ensure diverse and meaningful learning and authentic assessment experiences are implemented:

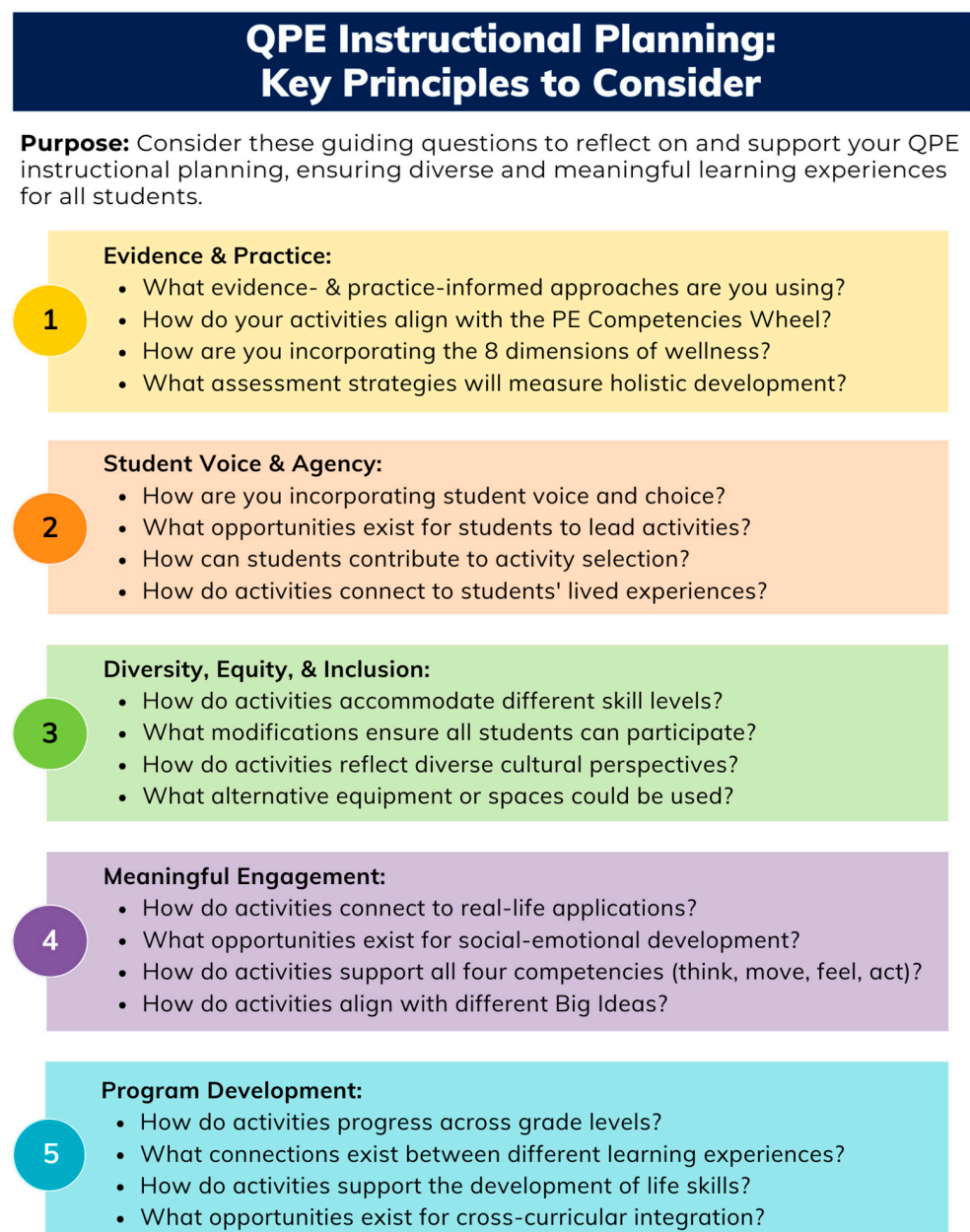


Figure 6. QPE Instructional Planning Guiding Reflection Questions to Deliver a Diverse and Meaningful Learning Experience for All Students.

4.2. *The Wholistic Verb Wheel: A Student-Centered Assessment Tool*

Assessment should not merely measure learning but serve as an integral part of the learning journey itself, inspiring students to explore and grow in their PE experience (Lieberman et al., 2024). Given the diversity of interests, needs, abilities, and experiences in any PE class, it is crucial that all students not only have the right to participate but also have the right to be assessed and supported in ways that foster their development, needs, and interests. Through this approach, students are given opportunities to demonstrate their skills, knowledge, and competencies through meaningful, age-appropriate activities that directly connect to curriculum outcomes and their learning stage (Lund & Veal, 2013a, 2013b).

With this in mind, the Canadian PHE Competencies developed the Wholistic Verb Wheel (Figure 2) with the intention to serve as an assessment resource for explaining the four main learning stages—Acquisition, Formation, Comprehension, and Consolidation (Davis et al., 2023). The Canadian PHE Competencies working group members methodically selected the list of verb taxonomies that align with each learning stage (Figure 3) because the language curriculum developers employ not only influences actions, thoughts, creations, and imaginings but, when applied thoughtfully, can also serve as a powerful guide for directing educators and students toward desired PE curricula goals. Therefore, curriculum developers, policy makers, and ministries of education can use the Wholistic Verb Wheel and its list of verb taxonomies as a framework to update and develop PE curricula outcomes that: focuses on every student's right to participate, nurtures individual development, ensures real-world and personal relevance in assessment methods, and promotes and sustains ways of thinking, moving, feeling, and acting (e.g., PE Competencies Wheel) while learning.

In the context of an educator developing a quality PE program, assessment practices ought to be an ongoing process that moves beyond traditional testing methods and evaluates student learning in relevant and real-life applications, as well as embodied experiences (Gini-Newman & Case, 2015; Lund & Veal, 2013a, 2013b; Gini-Newman & Gini-Newman, 2020; Lieberman et al., 2024). The Wholistic Verb Wheel makes this approach possible due to the multiple entry points that it offers—the four stages of learning—which honour personal journeys, community contexts, and align seamlessly with culturally relevant and inclusive instructional practices (Davis et al., 2023; Richards et al., 2018; Lynch et al., 2022; Lieberman et al., 2024). For example, students may fluidly navigate between stages—Acquisition, Formation, Comprehension, and Consolidation—as they face new movement challenges and experiences because each stage acknowledges that: learning is dynamic and continuously evolving rather than linear, progress occurs at different rates and in response to unique experiences, and personalized learning experiences build agency and ownership which help students develop goals and understand their progress (Gini-Newman & Gini-Newman, 2020).

Furthermore, to build agency and ownership in PE, there are unique opportunities to involve students in the assessment and instructional planning process. This includes PE educators using the PE Competencies Wheel (Figure 1) and the four core competencies—Think, Move, Feel, and Act—in tandem with the Wholistic Verb Wheel (Figure 2) and its four stages—Acquisition, Formation, Comprehension, and Consolidation. For example, when assessing students understanding of their provincial or territorial PE curriculum outcomes, incorporating the four stages of learning, their associated verb taxonomies (Figure 3), and allowing students to choose how they want to demonstrate their skills and knowledge through the various ways they can Think, Move, Feel, and Act can be used in both formative (assessment for & as learning) or summative (assessment of learning) practices. This approach can be advantageous for evaluating student learning and helping

build students' confidence through positive assessment experiences (i.e., connecting to students' interests, needs, and abilities).

Overall, the Wholistic Verb Wheel embodies key implementation principles that enhance its effectiveness. First, it emphasizes equal value, asserting that all verbs are equally important and that grade level does not restrict their usage; learning stages remain fluid and interconnected. Second, it fosters student agency by empowering learners to voice their preferred demonstration methods (Luguetti & Alfrey, 2024), allowing them to move between verbs and stages based on their individual needs which support personalized learning goals, such as those outlined in Individual Education Plans (IEPs). Third, the Wholistic Verb Wheel prioritizes cultural responsiveness by honouring diverse perspectives in assessment, considering community contexts, and adapting approaches to reflect students' backgrounds. Lastly, it promotes assessment flexibility by offering multiple ways for students to demonstrate learning, supporting differentiated strategies, and gathering authentic evidence of progress while providing constructive feedback. This comprehensive approach ensures that the Wholistic Verb Wheel effectively supports the development of the PE Competencies Wheel (Figure 1) and its four competencies (Table 4), while catering to the diverse needs of all students.

4.3. The Development of the Two-Part QPE Framework—Foundations & Outcomes: Inspiring Critical Reflective Thinking of PE Pedagogy

As the Canadian PHE Competencies state, “the benefits of PE include the four intertwined domains of physical literacy: physical (movement competence), cognitive (knowledge and understanding), affective (motivation and confidence), and behavioural (maintenance across the life-course)” (Davis et al., 2023, p. 59). In QPE, these four domains must critically and fundamentally overlap and interact because physical literacy should not be viewed as a final destination but rather, as a lifelong journey. The interplay between the four domains will facilitate change, flexibility, and growth, emphasizing the vital connection between physical literacy and physical education (Davis et al., 2023). Therefore, Canadian K–12 PE curriculum needs to be inclusive and attuned to a continuum of young people's realities. However, within many Canadian jurisdictions, Physical and Health Education are often-times taught by teachers with subject expertise in other areas (Birch et al., 2019; DODDS, 2006; Melnychuk et al., 2011). That is, many students in Canada are being taught PE by teachers with limited or no specialized (quality) pre-service educator training related to PE (Truelove et al., 2021). This creates barriers for many students across Canada, impacting their access to quality PE programs (Hemphill et al., 2013; Richards et al., 2013). As a step forward for providing a well-rounded and comprehensive PE experience for all students, generalist and specialist educators need to receive adequate PETE training and professional development opportunities to develop a program that focuses on: gathering meaningful evidence of student progress, providing feedback that informs both teaching and learning, delivering instruction that is informed by best practices (Table 3) and evidence of learning, and prioritizing moments of reflection to understand how students are progressing and what type of support they need in the future.

With teacher training barriers in mind and after the development of the Canadian PHE Competencies, PHE Canada mobilized to develop a new pathway for supporting pre-service and in-service generalist and PE specialist educators, administrators, and PETE teacher educators' professional growth and understanding of what is involved in the implementation of a QPE program. This resulted in the development of a two-part framework: QPE Foundations and QPE Outcomes—Skills For Life. Both frameworks include the principles of the Canadian PHE Competencies main resources—Essential and Foundational Elements, PE Competencies Wheel, and Wholistic Verb Wheel—but are more applicable to the educator's role in planning and implementing QPE programs since the Competencies

resources are more geared towards curriculum developers, policy makers, and ministries of education. Furthermore, both frameworks are rooted in developmentally appropriate (Gleddie & Morgan, 2021), globally focused (UNESCO, 2021), and student-centered (Alfrey, 2023) pedagogies that are adaptable across contexts (Harris, 2018) and connect to real-life applications (Fletcher et al., 2021). It is important to note that both frameworks are to be used in conjunction. For example, Part One: QPE Foundations Framework (Figure 4) supports PE educators with understanding the foundational components that shape a QPE program which derive from student voice and choice and diverse learning experiences, while Part Two: QPE Outcomes Framework—Skills for Life (Figure 5) focuses on the overarching goals, core benefits, and acquired skills young people cultivate through their participation in a successful QPE program.

The two-part QPE Frameworks: Foundations & Outcomes—Skills For Life (Figures 4 and 5) and their components were intentionally chosen to reflect how the Canadian PHE Competencies define “Quality” in education. The following was adapted from Davis et al. (2023) Canadian PHE Competencies on page 111 to define what “Quality Education” is:

- Comprising well-planned and sequential learning opportunities that lead to the acquisition of information, skills and knowledge to lead active, healthy lives;
- engaging, meaningful, enduring, and developmentally appropriate;
- inclusive, and centered on diverse student experiences, intersectionalities, characteristics, motivations and interests;
- centered on respect for the whole self, others and the environment;
- focusing on a student-centered process of learning and growth;
- anchored in evidence and practice-informed approaches, pedagogies, and assessments; and,
- empowering students to make confident decisions, apply skills and take action to live well.

With “Quality Education” at the base of both frameworks, they can play a pivotal role in building and enhancing educators’ confidence, competence, and capacity for recognizing the benefits (e.g., Outcomes Framework; Figure 5) of quality PE, as well as increasing their comfort for delivering quality PE. For example, by having a better understanding of the foundational components of a QPE program (e.g., Foundations Framework; Figure 4), professional development instructors, administrators, school division leads, and PETE teacher educators can utilize both the QPE Frameworks: Foundations & Outcomes (Figures 4 and 5) to assist in the training of either pre-service and in-service generalist teachers and/or pre-service and in-service PE teachers to: explain the multifaceted nature of QPE for supporting students to live actively and well in the present and future; provide a clearer and more comprehensive visual tool for outlining the essential and foundational components that contribute to an effective and holistic QPE experience; and serve as a guide to support PE educators’ decision-making when reflecting on instructional and assessment approaches, prioritizing continuous learning, and implementing evidence- and practice-informed strategies that promote social justice and equity in PE learning experiences.

4.3.1. Exploring the QPE Foundations Framework: The Structures, Purpose, and Impact

The QPE Foundations Framework (Figure 4) can inspire PE educators, administrators, school division leads, and PETE teacher educators to refine or redefine their PE teaching and learning practices and how to create more accessible, engaging, safer, and impactful PE movement and learning spaces. The foundational and sub-components of the QPE Foundations Framework (Figure 4) are balanced, support one another, and ensure that all elements are effectively enacted to contribute to the holistic development of young people. Each section and its sub-components are further discussed to explain how the Part One

framework (Figure 4) can serve as a tangible tool for understanding the foundation of a QPE program:

1. The “Student” section and the four sub-components reflect the four stages of learning from the Wholistic Verb Wheel (Figure 2)—Acquisition, Formation, Comprehension, and Consolidation. These four interconnect stages focus on a continuous and wholistic approach to learning which can serve as a dynamic compass for PE educators when implementing strength-based instruction and assessment. For example, the four stages honour and prioritize learning processes and skill development over the final destination or outcome. In QPE settings, educators are not assessing the results; they are assessing the process, providing instruction (e.g., cues) along the way and modifying their instruction (e.g., cues) as necessary so the student’s process is done correctly which then leads to the correct result. Learning is not linear. And, as students encounter new or familiar movement challenges and experiences, they may move fluidly between various learning stages. PE Educators can use the Students section when considering individual learning journeys and their unique contexts, as each sub-component offers specific verbs taxonomies that align with different learning phases (e.g., age-and-stage) and the diverse ways students can demonstrate knowledge and understanding, creating a “multiple points of entry” approach to instruction and assessment.
2. No single teaching style is deemed superior, nor should PE lessons be delivered exclusively through one instructional method (Mosston & Ashworth, 2008; Blair & Whitehead, 2015; Capel & Whitehead, 2015). Each PE educator brings unique qualities to their teaching and while some characteristics can naturally enhance one’s craft, others may create barriers that can hold them back. The “Educator” section and its four sub-components are intended to define what qualities an educator needs to be considered a QPE teacher. For example, a QPE educator hones “key characteristics” that inspire students, build caring and trusting relationships, and ensure that all students feel included. To provide students with a meaningful quality PE experience, dedicated QPE educators engage in ongoing “continuous learning” and reflective teaching practices. They are guided by “evidence- & practice-informed approaches” (e.g., essential and foundational elements), apply and advocate for “socially just & equity-oriented practices” (Luguetti & Hordvik, 2024), and are guided by a student-centered philosophy to create positive movement and learning spaces that support diverse needs and interests of every student. The Educators section is connected to all parts of the QPE Foundations Framework. It acknowledges that QPE educators need to have a strong understanding of: various teaching styles that support the diverse ways students learn (Student section); reflective practices on values, social norms, and assumptions (Mezirow, 2009) and the consideration of the contextual learning experiences of both the students and educators (Walton-Fisette et al., 2019) (Environment section); and, intentional strategies that put students at the center of their learning journey to create meaningful PE experiences (Instruction section).
3. QPE learning environments, whether indoors or outdoors or on the land, ice, snow, or water, must emphasize multiple levels of safety—physical, emotional, mental, social, spiritual, and cultural well-being (CDC, 2004). The “Environment” section acknowledges that learning environments are complex and how multiple factors interact to shape students’ learning experiences and sense of belonging in PE. The four environmental sub-components—Intrapersonal (emotional well-being), Interpersonal (social dynamics), Sociocultural (cultural norms and values), and Structural (physical space)—significantly shape students’ experiences, acting as either participation barriers or facilitators. The Environment section is directly connected to other parts of

the QPE Foundations Framework. For example, when PE educators commit to implementing student-centered strategies and utilize evidence- & practice-information approaches, it creates opportunities for students' acquisition to develop in a learning environment that welcomes all types of learners. In addition, when PE educators embed socially just & equity-oriented practices, engage in continuous learning, and build a reflective learning culture, both students and educators can develop a better understanding of how the environmental elements create barriers and be proactive and responsive with identifying and addressing those participation barriers (Ní Chróinín et al., 2024). Furthermore, each Environment sub-component can have a direct influence on student motivation, interactions, and connections with PE and by adapting Instruction to involve Students with co-creating their learning environments, Educators can drastically improve the overall sense of belonging, agency, and ownership in their QPE program.

4. The "Instruction" section and its four sub-components—Student-Centered Strategies, Diverse & Relevant Activities, Authentic & Constructive Assessment, and Reflective Learning Culture—shape teaching and learning in PE. Each sub-component includes important focal points (Table 8) that will support PE educators' decision-making for their planning and implementation of their provincial and/or territorial PE curricula. For example, in QPE programs, all instructional opportunities should be tailored to students' needs, interests, age-and-stage, characteristics, and abilities as this will help students find joy in, for, and through movement, creating opportunities for creativity and exploration (Beni et al., 2016; Houser & Kriellaars, 2023; Luguetti & Alfrey, 2024; CDC, 2004). When both *Students* and *Educators* work together, they are building a deeper understanding and connection to PE *Instruction* and the learning Environment, improving their motivation and positive attitudes towards physical activity, movement, and living well. Incorporating student voice and choice (i.e., Student-Centered Strategies) is a fundamental component of creating quality PE experiences that support *Students'* wholistic development (e.g., Acquisition, Comprehension, Formation, and Consolidation). And, understanding student progress (Student section) requires "Authentic & Constructive Assessment" practices (i.e., thoughtful collection of learning evidence; Wholistic Verb Wheel) as this information guides instructional decisions and helps PE educators create responsive learning experiences (Gini-Newman & Case, 2015; Lund & Veal, 2013a, 2013b; Gini-Newman & Gini-Newman, 2020; Lieberman et al., 2024). QPE educators understand the value in a "Reflective Learning Culture" as it serves as a powerful catalyst for growth in PE, benefiting both students and educators. When embedded thoughtfully, reflective practices can, but are not limited to, guiding Continuous Learning, identifying Environment barriers or facilitators, helping communicate curriculum objectives, and providing self- or peer-assessment opportunities for determining progress in learning. Lastly, the inclusion of "Diverse & Relevant Activities" provides Students with multiple opportunities to find joy in PE and connect various acquired movements and skills with real-life experience, making learning both relevant and impactful (Fletcher & Ní Chróinín, 2021). When implementing Diverse & Relevant Activities, adopting a Meaningful Physical Education (MPE) approach (Fletcher et al., 2021; Fletcher & Ní Chróinín, 2021; Beni et al., 2016; Ní Chróinín et al., 2024) will encourage Students to reflect on how movement experiences relate to their values, challenge social norms, and question assumptions (Mezirow, 2009). And, by Educators implementing "Student-Centered Strategies", this approach will intentionally create opportunities that help Students foster lifelong engagement in movement and physical activity (Luguetti & Alfrey, 2024; Beni et al., 2016; Davis et al., 2023).

The QPE Foundations Framework can help guide and refine PE educators' current teaching practices for developing QPE programs. By addressing environmental factors such as safety, resources, and accessibility, understanding the stages of learning students will progress through, recognizing the educator's role with incorporating learning experiences in various contexts, and the real-world connections instructional and assessment approaches should make, PE educators can foster an learning atmosphere in PE that supports students' wholistic development, encourages meaningful participation, and enhances students' understanding of the relevance and value of physical activity and its role in promoting lifelong health and well-being (Pulimeno et al., 2020).

4.3.2. Exploring the QPE Outcomes Framework—Skills for Life: Benefits and Instructional Goals

After exploring the interconnections among the foundational components and sub-components in Part One: QPE Foundations Framework, Part Two: QPE Outcomes Framework—Skills for Life builds off the components and includes eight core outcomes (outer wheel) that will prepare and support children and youth to live actively and well as they transition into adulthood. The eight outcomes reflect the PE Competencies Wheel (Figure 1) "Big Ideas", "Learning Themes", and four core competencies (Table 4), as well as the Canadian PHE Competencies vision for young people (Davis et al., 2023, p. 13), which is for them to be:

- "affirmed and challenged through inclusive physical and health education;
- respected as unique and individual students;
- confident, courageous, and reflective decision makers;
- motivated and competent movers and caretakers;
- respectful and empathetic towards themselves, others, and their environment;
- resilient persons with a sense of self, worth, agency, and accomplishment;
- knowing of their rights and responsibilities for individual and collective well-being."

Furthermore, the eight outcomes also draw from Kretchmar (2008) joy-based PE, Meaningful Physical Education (MPE) research (Beni et al., 2016), and Beach and Strijack's (2020) work on meaningful student experiences. These features, in addition to the PE Competencies Wheel (Figure 1) and the Canadian PHE Competencies vision for young people (Davis et al., 2023, p. 13), served as the starting point for developing the QPE Outcomes Frame—Skills For Life (Figure 5). For example, rather than leaving meaningful moments to chance, PE educators can use the eight outcomes from QPE Outcomes Frame—Skills For Life guide their programming that helps students discover the deeper value of movement in their lives, extending beyond physical skills alone. Therefore, when PE educators want to create diverse learning experiences that extend physical literacy beyond conventional sporting pursuits, utilizing the QPE Outcomes Framework—Skills for Life (Figure 5) can assist with providing meaningful movement opportunities that resonate with all learners (Beni et al., 2016).

Collectively, these features provide an invaluable pedagogical approach, functioning as a primary filter for PE educator decision-making for enhancing students' journeys in PE. PE educators, administrators, school division leads, and PETE teacher educators can use the Part Two framework as baseline for explaining the benefits of a QPE program and for program planning purposes, such as PE educators using Student-Centered Strategies to determine which eight outcomes are: interesting to the students; missing in their current program; or, figuring out which ones students have not previous been exposed to. This is precisely why the Students section inside the QPE Outcomes Frame—Skills For Life is highlighted in red, while the others are in grey. The eight outcomes in the framework aim to build students' confidence, competence, and capacity to Think, Move, Feel, and Act

(e.g., PE Competencies Wheel; Figure 1), and to enrich learning experiences that promote growth, adaptability, and meaningful connections among peers. With Students at the focus, the framework intends to inspire PE educators to empower students to take ownership of their learning, enabling them to thrive both in and out of the classroom.

In conclusion, these outcomes represent the culmination of a comprehensive QPE program as outlined in the Canadian PHE Competencies and the QPE Foundations Framework (Figure 3). Through infusing the structural goals of the QPE Foundations Framework (Figure 3), the *Essential and Foundational Elements* (Table 3), the PE Competencies Wheel's (Figure 1) corresponding "Big Ideas" and "Learning Themes" and four core competencies, and the Wholistic Verb Wheel's (Figure 2) four stages of learning, and the Canadian PHE Competencies vision for young people (Davis et al., 2023, p. 13), PE should focus on children and youth's ability for living actively and well—for life by ensuring they are and have the opportunity for:

- Experiencing joy through movement & living well.
- Instilling agency and ownership.
- Developing skills and life competencies.
- Understanding self, others, and the world.
- Connecting to the community, place, and land.
- Attuning a sense of resiliency.
- Engaging as socially just and equity-oriented community members.
- Nurturing empathy and respectful relationships.

QPE programs will prepare children and youth to live actively and well across their lifespan. And, these eight outcomes should be the driving force for planning a quality physical education program. However, although the "Students" section in the inner circle of the QPE Outcomes Framework—Skills for Life (Figure 5) is highlighted (red), the eight outcomes in the outer wheel are only possible if all parts of the QPE Foundations Framework's (Figure 3) foundational components and sub-components align. When they do, not only will a QPE program enhance students' physical literacy, but it will also flourish their wholistic development, supporting children and youth's growth both personally and vocationally to become well-rounded citizens (Davis et al., 2023).

4.4. Further Explanation & Example of How the QPE Outcomes Framework Aligns with the PE Competencies

The QPE Outcomes Framework—Skills For Life (Figure 5) is closely interconnected with the PE Competencies Wheel (Figure 1), as demonstrated by the outcome "*Experiencing joy through movement and living well.*" This outcome underscores the importance of fostering a positive relationship with physical activity by encouraging students to engage in diverse movement experiences that align with their interests and intrinsic motivations.

For example, a PE educator might design a unit incorporating a variety of performing arts activities, such as dance, gymnastics, and circus arts, to provide students with opportunities to explore movement in ways that are personally meaningful and enjoyable. By offering diverse options, educators create an inclusive environment where students can experience joy through movement, reinforcing the four key PE Competencies—Think, Move, Feel, and Act.

- Think: Students critically reflect on their physical activity preferences and the impact of movement on their well-being, fostering deeper awareness of how physical activity supports a healthy lifestyle.
- Move: As they engage in various physical activities, students develop movement competence and confidence, enhancing their physical literacy across different settings.

- **Feel:** The emphasis on enjoyment nurtures a positive emotional connection to movement, improving motivation, self-efficacy, and their sense of belonging.
- **Act:** Students are encouraged and empowered to make informed decisions about their physical activity participation, fostering autonomy and a lifelong commitment to movement and living well.

This example illustrates how the QPE Outcomes Framework—Skills for Life (Figure 5) supports the holistic development of students by integrating their physical, cognitive, emotional, and social dimensions of learning, while honouring their spirit and sense of self. Through intentional design, PE educators can create experiences that cultivate lifelong engagement in movement, contributing to students' overall health and well-being. This alignment makes it possible for QPE educators to effectively deliver instruction that fosters the eight core outcomes in the QPE Outcomes Framework—Skills for Life (Figure 5). In addition, it makes it possible for educational jurisdictions to also use the PE Competencies Wheel (Figure 1) and the QPE Outcomes Framework—Skill For Life (Figure 5) to select competencies and outcomes that align with their unique contexts. Lastly, the vast possibilities and approaches to leveraging these QPE pedagogical frameworks can be an intentional and meaningful tool for promoting student agency and ownership to help students thrive both inside and outside the classroom, by reviewing the outcomes and determining growth areas.

5. Limitations

As previously mentioned, in Canada, education falls under provincial, territorial, First Nation, and, in some cases, federal jurisdiction. As a result, physical education curricula, policies, and priorities vary significantly across regions, reflecting distinct cultural, demographic, and geographic contexts (Davis et al., 2023; Table 1). This decentralized approach creates a complex educational ecosystem with diverse relationships, multilayered responsibilities, and varying levels of accountability (e.g., province/territorial ministries of education, school boards, administrators, educators, etc.). Consequently, there is no standardized national PE curriculum or policy (e.g., daily instructional time requirements, etc.), which presents challenges in ensuring consistency and equity in physical education programming across the country.

While the Canadian PHE Competencies were developed as a guiding framework to support quality physical and health education, they are not mandated nationwide. Their adoption and implementation remain at the discretion of individual jurisdictions. However, PHE Canada asserts their necessity in fostering equity and advancing high-quality physical education by providing a shared vision for learning and development of the whole child.

PHE Canada also acknowledges that no single framework can fully capture the diverse perspectives and lived experiences across the country. The QPE Frameworks: Foundations and Outcomes—Skills for Life were designed with the Canadian PHE Competencies in mind to serve as a practical tool for in-service educators and pre-service teacher educators and PETE teacher educators. However, further research is required to explore the evolution of quality physical education and to assess how these frameworks align with both national and global QPE goals, particularly through empirical data and measurable outcomes by evaluating metrics to track long-term impacts and sustainability strategies.

To maintain relevance and effectiveness, PHE Canada remains committed to periodically updating the QPE pedagogical frameworks and the Canadian PHE Competencies to reflect cultural shifts, emerging research, and best practices (Sulz et al., 2024, 2025; Robinson et al., 2023). Furthermore, as the emphasis on holistic well-being continues to grow, the integration of quality health education alongside quality physical education must remain

a priority in both policy, practice, and provincial/territorial PE curricula in Canada (Sulz et al., 2024, 2025; Robinson et al., 2023).

6. Conclusions

Physical education is more than just a subject—it is an opportunity to shape lives, inspire lifelong movement, and create lasting change. Each young person brings unique identities, abilities, backgrounds, and experiences to school, and as a national organization, PHE Canada remains unwavering in its commitment to advocating for equitable and just quality physical education and quality health education in K–12 education systems across the country. QPE lays the groundwork for children and youth to lead healthy, active lives, and the development of quality PE curricula empowers them to navigate the complexities of life, becoming well-rounded citizens who actively contribute to their communities (Davis et al., 2023; UNESCO, 2021; World Health Organization & UNESCO, 2021; World Health Organization, 2021, 2022).

Recognizably, Physical Education Teacher Education (PETE) programs at Canadian universities are essential for preparing the next generation of educators. Throughout the development of the Canadian PHE Competencies, the Essential and Foundational Elements (Table 3), the PE Competencies Wheel (Figure 1), the Wholistic Verb Wheel (Figures 2 and 3), and the two-part QPE Frameworks: Foundations & Outcomes—Skills For Life (Figures 4 and 5), the importance of educators delivering curricula and creating cross-curricular learning opportunities was a central consideration (Davis et al., 2023). And, although the frameworks and content within the Canadian PHE Competencies are geared more towards curriculum developers, stakeholders, and ministries of education, the two-part QPE Frameworks: Foundations & Outcomes—Skills For Life (Figures 4 and 5) are designed to support pre-service and in-service PE educators, Physical Education Teacher Education (PETE) teacher educators, administrators, school division leads, and policymakers for understanding what QPE consists of. The two-part QPE Frameworks: Foundations & Outcomes—Skills For Life (Figures 4 and 5) can act as a tangible and practical tool for enriching learning and movement experiences, as well as promoting growth, adaptability, and meaningful connections for PE educators and all children and youth throughout their PE journey.

Another consideration is the inherent need to elevate PE as a higher-status subject in the Canadian school system due to the positive holistic benefits it provides to young people's development to live well—for life. To uplift PE to a higher status, PHE Canada feels hopeful that the Canadian PHE Competencies and the new two-part QPE Frameworks: Foundations & Outcomes—Skills For Life (Figures 4 and 5) will be a cornerstone for advancing and redefining what QPE is, influencing not just Canadian K–12 PE curricula, but also PETE teacher training, and professionally development opportunities (Davis et al., 2023; Melnychuk et al., 2011; Truelove et al., 2021). However, as a newer framework and path forward, PHE Canada intends to further explore and evaluate the long-term impact these innovative QPE pedagogical frameworks (Figures 4 and 5) will have, and calls on researchers in the field to support these efforts and plans to use the frameworks for inspiring PETE teacher educators, pre-service and in-service generalists and PE specialist teachers, administrators, and school division leaders alike to enhance daily teaching practices, daily instructional time, and PE educator training.

As a transformative shift in the approach to implementing QPE—emphasizing its comprehensive, inclusive, and holistic nature—the Canadian PHE Competencies and the associated pedagogical frameworks (Figures 4 and 5) provide a new and necessary foundation for generalist and PE specialist pre-service and in-service teacher training and students' overall development. Systemic changes, including the rebranding of QPE, its

integration as a core subject (e.g., increased daily instructional time, PE specialist teaching the subject, etc.), critical consideration and reform of PETE teacher training (Melnychuk et al., 2011; Truelove et al., 2021), and the development of enabling policies and resources, are essential to ensuring that every student benefits from quality physical education. And, while the Canadian PHE Competencies clearly define what students should learn in physical and health education; two-part QPE Frameworks: Foundations & Outcomes—Skills For Life (Figures 4 and 5) explains and clearly presents the integral components for implementing a QPE program, but leaves the methods of teaching and assessment to teacher educators, trained educators, and local school leaders which is appropriate as both frameworks can be adapted to fit within the various provincial and territorial PE curricula across Canada.

As we look to the future of QPE in Canadian K–12 school systems, the continued marginalization of PE instruction, lack of teacher diversity (gender identity, sexual orientation, disability, and racial identity; Sulz et al., 2023), teacher attrition and retention disparities and the negative impacts on PE educator well-being (Montemurro et al., 2023; Ferry & Westerlund, 2023) and isolation of PE educators (Spicer & Robinson, 2021; Walters et al., 2025) must be addressed through policy reforms that: prioritize PE as a core subject on par with other essential areas of the curriculum; and, provide in-service generalist and specialist PE teachers with additional supports (e.g., professional development and mentorship opportunities) to build their confidence, competencies, and capacity for implementing QPE instruction effectively (Truelove et al., 2021). This, in turn, creates increased opportunities for both generalist and specialist PE educators to cultivate a quality PE program (Figure 4) that is adaptable, dynamic, and responsive to the diverse abilities and interests of students, contributing further to their global goals and holistic development, such as achieving the eight core outcomes in the QPE Outcomes Framework—Skills For Life (Figure 5).

In conclusion, PHE Canada calls for ongoing professional development and continuous learning opportunities to equip pre-service and in-service educators with the skills, knowledge, resources, and advocacy mindset necessary to build the confidence, competency, and capacity necessary for implementing quality physical education programming in Canadian K–12 schools (Hemphill et al., 2013; Richards et al., 2013). As a leading national organization, PHE Canada remains steadfast in envisioning a future where all children and youth can lead healthy, active lives to live well—for life. The organization will continue to advocate for equitable and just quality PE, ensuring that movement and learning spaces in school communities across Canada are inclusive and accessible, while developing resources to support and advance the professional growth of all educators.

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