



Language and Literacy Education in the Early Years: Practices and Principles for Dynamic and Diverse Contexts

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Message from the Guest Editor

This Special Issue focuses on early childhood language and literacy education principles and practices that address the needs of children and communities in diverse and dynamic contexts, with an emphasis on ensuring high quality, inclusive literacy learning opportunities for all children. In particular, this Special Issue aims to further knowledge and debate around the current opportunities, challenges and tensions that arise in the field of early childhood literacy education and how they might be navigated.

Topics of interest for this Special Interest include, but are not limited to, the following:

- Responsive and personalised learning in early childhood language and literacy education;
- Learning ecologies for inclusive and equitable literacy learning in the early years;
- Threats to inclusive and equitable literacy learning in the early years;
- Harnessing the funds of knowledge and funds of identity that young children bring to literacy learning;
- Inclusive early literacy learning in a technology rich world;
- Literacy education for children in crisis and conflict zones;
- Critical literacies in the early years.





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Message from the Editor-in-Chief

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