Pedagogical Possibilities for Early Childhood Education

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Deadline for manuscript submissions:
closed (1 April 2024)

Message from the Guest Editors

Dear Colleagues,

Early childhood classrooms(from birth to age 8) have been shown to support the development of not only children's academic skills, but also their social/emotional and executive skills. Given what we know about the importance of the early childhood classroom, it is critical that we examine the most effective pedagogies to support academic, social/emotional, and executive function development in young children.

In this Special Issue, original research articles and reviews are welcome. Research areas may include (but not limited to) the following:

1. What pedagogies are effective for in development of early academic skills in all content areas?
2. How can we effectively develop a young child's social/emotional and executive function skills?
3. How can we differentiate instructions to meet the needs of all young learners, including those with disabilities?
4. How do we ensure early childhood pedagogy that represents children from culturally and linguistically diverse backgrounds?
5. How is the home learning environment influenced by pedagogy?

We look forward to receiving your contributions.

Special Issue

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Message from the Editor-in-Chief

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

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