

Special Issue

Using Technologies for Sustainable Inclusive Practices in Early Childhood Education

Message from the Guest Editors

This Special Issue endeavors to unpack is the potential of technologies as a sustainable inclusive practice—for example, in the case of early childhood inclusive science teaching. Inclusive practices in early childhood education are not uncommon. However, whilst this Special Issue aims to provide insights into teachers' technology integration, it is also worth asking how technology can form a sustainable solution for fostering inclusion in ECE settings. As such, this Special Issue brings together research with a bottom-up perspective, focusing on teachers' pedagogy—one that integrates technology as an inclusive approach and serves as a guide for quality learning experiences for children in ECE. This Special Issue aims to illuminate, interrogate, and highlight innovations related to ways in which teachers—both in-service and preservice teaching contexts and academics across ECE and informal education spaces—respond to the experiences, challenges, ambiguities, and tensions around understanding and building teachers' technology integrated sustainable inclusive education practice.

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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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