

Special Issue

Language and Literacy Education in the Early Years: Practices and Principles for Dynamic and Diverse Contexts, 2nd Edition

Message from the Guest Editor

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. Empirical research papers are particularly welcomed, but high-quality conceptual papers will also be considered. 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.

Guest Editor

Dr. Grace Oakley
Graduate School of Education, The University of Western Australia,
Perth, WA 6009, Australia

Deadline for manuscript submissions

closed (28 February 2026)



Education Sciences

an Open Access Journal
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Impact Factor 2.6
CiteScore 5.5



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Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

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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.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's University Belfast, Belfast BT7 1NN, UK

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