

Special Issue

Infant–Toddler Pedagogy: Strategies and Approaches

Message from the Guest Editors

We are pleased to announce a Special Issue dedicated to infant–toddler pedagogy in early childhood education (ECE) settings. Broadly defined, pedagogy is the why, what and how of transformative education. While existing research has extensively investigated pedagogy in primary school classrooms, as well as in relation to children aged 3 years and above in ECE settings, there is a relatively narrower focus on infant–toddler pedagogy with children up to 2 years of age. This Special Issue invites original research, reviews and philosophical papers that address the key themes of infant–toddler pedagogy, and delve into topics relating to the why, what and how of pedagogy with children aged up to 2 years.

Guest Editors

Dr. Sheena Elwick

Dr. Andi Salamon

Dr. Tina Stratigos

Deadline for manuscript submissions

closed (1 February 2025)



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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

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