

Special Issue

Teachers and Teaching in Early Childhood Education and Care: Time to Think Otherwise

Message from the Guest Editors

We invite the submission of empirical and theoretical studies, as well as conceptual works, that highlight contemporary global approaches to understanding and supporting early childhood teachers and teaching. This Special Issue will illustrate diverse methodological approaches to examine pervasive early childhood workforce matters. Topics may include, but are not limited to, the following:

- Early childhood teacher preparation/initial teacher education;
- Early childhood qualifications;
- Quality early childhood workforce;
- Early childhood teacher professional development;
- Retaining early childhood teachers;
- Sustaining early childhood teachers;
- Belonging as an early childhood teacher;
- Pedagogical leadership;
- Leadership;
- Professional identity.

Guest Editors

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About the Journal

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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manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).