

Special Issue

Supporting Inclusivity in Early Childhood Education and Care (ECEC) Community

Message from the Guest Editors

In this Special Issue we explore ways in which inclusivity in and across the early childhood education and care (ECEC) community can be supported. We are particularly interested in effective support examples when working with diverse populations to allow inclusion in early childhood education and care services across a variety of age groups in the years before formal schooling. This could include pedagogical practices, team building, leadership, parental participation, interdisciplinary approaches and other areas related to inclusivity in ECEC communities. We invite contributions from around the world to show snapshots and glimpses of current contexts.

Guest Editors

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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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