

Special Issue

Teaching and Learning in Early Childhood Language and Literacy Education

Message from the Guest Editors

For young children, literacy begins not in the classroom, but with their families and communities, and is a multi-modal, multi-sensory experience where meaning is made through touch, movement, sound, and interaction. And as these rich and varied experiences represent valid and meaningful forms of early literacy, they must be recognized, honored, and built upon by educators and policymakers alike. The early years are a critical period for building the language foundations that will become the pathways to formal literacy. Neuroscientific research affirms that neural pathways formed through early exposure to oral language, print, and storytelling become the building blocks for later reading, writing, and communication. This Special Issue will explore the complexities of the foundations of reading—early language and literacy in the classroom and the community. We seek articles that thoughtfully explore the intersections of early literacy, language diversity, teacher preparation, home–school connections, and curriculum policy.

Guest Editors

Dr. Constance C. Beecher

School Of Education, Iowa State University, Ames, IA 50011, USA

Dr. Sohyun Meacham

College of Education, University of Northern Iowa, Cedar Falls, IA 50614, USA

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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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