

## Special Issue

# Pedagogical Possibilities for Early Childhood Education

### Message from the Guest Editors

Early childhood classrooms (from birth to age 8) have been shown to support the development of not only children's academic skills, but also their social/emotional and executive skills. Given what we know about the importance of the early childhood classroom, it is critical that we examine the most effective pedagogies to support academic, social/emotional, and executive function development in young children. In this Special Issue, original research articles and reviews are welcome. Research areas may include (but not limited to) the following:

- What pedagogies are effective for in development of early academic skills in all content areas?
- How can we effectively develop a young child's social/emotional and executive function skills?
- How can we differentiate instructions to meet the needs of all young learners, including those with disabilities?
- How do we ensure early childhood pedagogy that represents children from culturally and linguistically diverse backgrounds?
- How is the home learning environment influenced by pedagogy?

We look forward to receiving your contributions.

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### Guest Editors

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### Deadline for manuscript submissions

closed (1 April 2024)



## Education Sciences

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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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### Editor-in-Chief

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