Special Issue

Belonging in STEM: Identity Affirming and Inclusive Practices to Support Each and Every Child in Early Childhood Environments

Message from the Guest Editors

This Special Issue aims to explore practices and policies at all system levels to cultivate belonging and foster rightful presence in early science, technology, engineering, and math (STEM) learning. All children are born scientists, mathematicians, and engineers who are curious and ready to explore the world around them. With intentional planning, adaptations, and facilitation of playful and developmentally appropriate interactions and activities, all children can reach their fullest potential in STEM education. Children with disabilities have the right to high-quality instruction and individualized supports to fully engage in STEM learning experiences and develop a positive STEM identity. Yet, young children with disabilities are often denied the opportunity to engage in STEM learning opportunities. We are seeking submissions that represent innovative and evidence-informed approaches to early STEM learning experiences for young children (from birth to six years of age) with disabilities. These will deepen our collective knowledge and understanding of practices and policies that cultivate belonging and foster the rightful presence of each and every child in early STEM learning.

Guest Editors

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Dr. Hsiu-Wen Yang

Dr. Jessica Amsbary

Deadline for manuscript submissions

10 January 2026

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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