



## Exploring Socially Just and Contextually Appropriate Professional Development for Early Childhood Teachers Using Qualitative Methodologies

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Deadline for manuscript  
submissions:

**31 August 2024**

### Message from the Guest Editors

Dear Colleagues,

For this Special Issue, we seek manuscripts that explore socially just and contextually appropriate professional development (PD) for early childhood teachers using qualitative designs (i.e. narrative inquiry, ethnography, collaborative ethnography, grounded theory, action/participatory, case studies, interpretive practices, phenomenology), with a particular interest in:

- Social justice and equity in early childhood programs;
- The importance of social cultural context, place and history in the education of young children;
- Anti-bias teaching practices in early childhood;
- Working with children from diverse background (racial backgrounds, languages, religions and abilities in one classroom)/superdiversity;
- Global citizenship and cultural competence in early childhood teachers;
- Job-embedded professional development to improve practice;
- Professional learning opportunities that enhance collaboration, interactions and the equity of voice in early childhood programs;
- Early childhood teachers' ability/skills to support the social emotional and psychological well-being of children.





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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.

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