



Using Technologies for Sustainable Inclusive Practices in Early Childhood Education

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Message from the Guest Editors

Dear Colleagues,

This Special Issue endeavors to unpack is the potential of technologies as a sustainable inclusive practice—for example, in the case of early childhood inclusive science teaching. Inclusive practices in early childhood education are not uncommon. However, whilst this Special Issue aims to provide insights into teachers' technology integration, it is also worth asking how technology can form a sustainable solution for fostering inclusion in ECE settings. As such, this Special Issue brings together research with a bottom-up perspective, focusing on teachers' pedagogy—one that integrates technology as an inclusive approach and serves as a guide for quality learning experiences for children in ECE. This Special Issue aims to illuminate, interrogate, and highlight innovations related to ways in which teachers—both in-service and preservice teaching contexts and academics across ECE and informal education spaces—respond to the experiences, challenges, ambiguities, and tensions around understanding and building teachers' technology integrated sustainable inclusive education practice.





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Message from the Editor-in-Chief

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