

## Call for Papers

### Special Issue of The Journal of Early Childhood Teacher Education

#### *Topic: Inclusive Early Childhood Teacher Education*

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For nearly four decades, educating young children with disabilities has been the legal responsibility of the public education system. In more recent years, however, school systems have been shifting their approaches to early education toward more inclusive frameworks. Correspondingly, early childhood teachers are entering classrooms that are increasingly diverse. Meeting the needs of all children has altered educational practice and teacher preparation. This theme issue seeks to explore how teacher education programs are meeting the challenge of preparing teachers for inclusive early childhood settings.

Quality inclusive early childhood teacher education includes policies and practices that value the right of *all young children*, to participate in a range of activities as full members of families, communities and society. Preparing teachers who are inclusive in their practice by providing *access, participation* and *supports* for young children and their families requires collaboration. Teacher preparation programs engage in various levels of collaboration between general and special education. Currently, teacher certification in all but a handful of states requires some course content in teaching children identified for special education services. Some programs infuse inclusive practice into course work, others have blended or integrated preparation for teachers in early childhood and special education, while still others are developing collaborative teacher education models that provide a systematic unified approach to teacher preparation for inclusive classrooms.

We seek manuscripts that reflect a variety of perspectives relative to inclusion in early childhood teacher education. These may include:

- Development of new or the evaluation of existing inclusive early childhood teacher preparation program models
- Preparing teachers to use instructional techniques that increase young children's participation in play and learning at a variety of ages (birth-8yr.) and in a variety of settings (e.g., family center-based care, preschool, and primary school).
- Professional development that promotes inclusive practice among experienced teachers
- The growth of pre-service teachers in understanding inclusive education
- Family and professional collaboration in teacher preparation that promotes inclusion
- Interdisciplinary or transdisciplinary approaches to teacher preparation
- Approaches to teacher preparation that promote a sense of belonging for every child

This special issue of JECTE will reflect a variety of recognized methodologies (e.g., quantitative, qualitative, and mixed methods) and is anticipated for December 2011 publication. Articles must follow current *APA Guidelines* and the criteria outlined in *Instructions to Authors* which can be found in the journal or on the website ([www.tandf.co.uk/journals/titles/10901027.asp](http://www.tandf.co.uk/journals/titles/10901027.asp)). For more information about this issue, contact Leslie J. Couse ([leslie.couse@unh.edu](mailto:leslie.couse@unh.edu)). Submit manuscripts as an email attachment by April 10, 2011, directly to the attention of the Guest Editor at [leslie.couse@unh.edu](mailto:leslie.couse@unh.edu).