

Call for Manuscripts

JECTE Special Issue: Fall 2016

Preparing Early Childhood Teachers for Infant Care and Education

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A call to re-envision early childhood teacher education to better prepare pre-service and in-service students to meet the needs of infants and their families has resonated both in the US and abroad. Teacher educators have offered alternative models of preparation and professional development, and there is a growing body of research exploring promising practices. There is a clear consensus that teaching this age group requires specialized preparation and continuing professional development. This theme issue seeks to explore how teacher education programs are meeting the challenge of preparing teachers for work with infants and families in early childhood settings.

The need for better prepared teachers to provide high quality child care, early education, and early intervention for infants invites early childhood educators to re-envision the critical nature of the early years as an essential foundation in preparing early childhood teachers for work in the field. What aspects of early childhood teacher preparation provide opportunities and experiences that enhance understanding and bring meaning to infant care and education? What do teachers learn from teacher preparation programs that clearly situates them to meet the early care and education needs of infants and families?

We seek manuscripts that reflect a variety of perspectives on educating teachers and caregivers to work with infants in early care and education. These may include:

- Development of new early childhood teacher preparation program models that promote and highlight early care and education for infants and families
- Evaluation of existing early childhood teacher preparation program models that address the educational needs of infants and families
- Professional development that promotes quality practice among experienced infant teachers and caregivers
- Challenges facing the field in preparing pre-service teachers to work with infants
- Family and professional collaboration in teacher preparation that promotes quality work with infants
- Interdisciplinary or transdisciplinary approaches to preparing professionals to work with infants
- Pre-service or professional experiences of infant teachers that have important implications for early childhood teacher education

We welcome diverse forms of scholarship including empirical research, commentary, and literature reviews related to preparing professionals to work with infants and families. Articles must follow current *APA Guidelines* (6th Edition) 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.) Manuscripts may be up to 25 pages in length, including references and tables, and will be reviewed by a minimum of three external reviewers.

Submit manuscripts by **April 1, 2016** through *JECTE*'s online submission system, Manuscript Central at <https://mc.manuscriptcentral.com/ujec>. Please specify **SPECIAL**

ISSUE below the title. Early submissions are encouraged. For more information about this issue, contact Susan L. Recchia (recchia@tc.edu).