



Teacher Education: Innovative Practices and Challenges Preventing School Failure

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Message from the Guest Editor

In this Special Issue, original research articles and reviews are welcome. Research areas may include (but are not limited to) the following:

- Assessment in early childhood and identification of students “at risk”;
- Assessment for early intervention;
- Innovative educational tools for assessment and/or intervention;
- Teacher education for the 21st century;
- Teachers’ skills and confidence;
- Information and Communication Technology skills of teachers;
- Implementation of inclusive and no child left behind practices;
- Increasing student engagement;
- Targeting low-achieving students;
- Curriculum reform;
- Support of vulnerable learners;
- Teachers’ capacity building for inclusion;
- Promotion of well-being in schools;
- The role of the teacher in student motivation.

We look forward to receiving your contributions.





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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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