

Special Issue

Accommodating All Students: Instruction through a Social Justice Lens

Message from the Guest Editor

We were confronted with a spectrum of social injustices that continue to tear apart individuals and groups to this day. Within the field of education, developing dialogue to learn and then address these social injustices is fundamental to our work as teachers, researchers and educational administrators. In this Special Issue, we intend to open dialogue regarding social injustices in education, inviting discussion on a personal, group and institutional level regarding the unfairness of some practices and of how the scales can now become more balanced. We intend to illuminate areas of concern, but to also proactively suggest strategies to address the inequities that divide education. As a researcher and practitioner in the field, we invite you to contribute your thinking through autoethnographies, case studies, ethnographies and empirical studies, which spotlight previous injustices and also consider ways to ameliorate and enhance educational systems of the future.

Submissions could include an examination of social injustice embedded with the curriculum, with a focus on decolonising the curriculum by facing the challenging behaviours of previous unjust hierarchies.

Guest Editor

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Deadline for manuscript submissions

closed (1 August 2023)



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About the Journal

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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