

Special Issue

Practices and Challenges in Gifted Education

Message from the Guest Editors

This Special Issue aims to comprehensively explore the effective practices and challenges in gifted education, focusing on inclusivity and equitable access for all students. It will address key areas such as assessment methods, curriculum differentiation, and social-emotional support for gifted learners. The issue will highlight the importance of teacher preparedness and ongoing professional development while also examining the impact of policy implications on gifted education frameworks. The goal is to foster collaboration among educators, policymakers, and communities to enhance the educational experiences of gifted students.

Case studies and best practices detailing successful gifted education programs with examples from various educational systems (local, national, international) are welcomed. Innovative practices that promote inclusivity and support using collaborative models; and partnerships between schools, families, and communities will be highlighted. Future directions in gifted education through policy implications are an especially important contribution with recommendations for improving gifted education frameworks.

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Deadline for manuscript submissions

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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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