

Special Issue

Unlocking Potential: The Future of Gifted and Talented Education

Message from the Guest Editors

“Unlocking Potential: The Future of Gifted and Talented Education” addresses the need for a transformation of education for gifted students to enable them to flourish in the 21st century in the face of many challenges, ranging from global ones, such as climatic devastation, racial tension, war, famine, and political upheaval, to personal ones, such as economic instability, homelessness, relationship concerns, and illness. Consequently, there is a desire by many educators to have strategies and practices to alleviate the suffering experienced on both the universal and individual level. The focus of this Special Issue includes the concept of multiple talents, twice-exceptional 2E students, ongoing assessment, strength-based education, creativity and innovation, creative problem solving, mentoring and AI. These form a pathway that can lead to fulfilment of potential, a deeper sense of awareness, connection, and healing the self and others.

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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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