

Special Issue

Innovative Curriculum and Teaching Practice for Advanced Learners

Message from the Guest Editor

Introduction This special issue addresses the needs of academically talented students, at a time of limited resources, and support for their academic development. Many schools have limited their gifted programs, some have eliminated them, and others have merely neglected them in the face of political interventions in school curricula and limited money to run effective operations. Talented learners also experienced a decrease in test scores during the pandemic, yet no one has mentioned the importance of this fact in respect to their learning. We hope that this special issue will renew concerns about the academic progress of these learners, even in the face of public apathy. **Purpose** This special issue has several purposes: -To address the issue of talent development in schools; -To demonstrate innovative pathways for schools to address the needs of talented K-12 learners; -To explore differentiated learner needs, based on their profiles of strengths.

Guest Editor

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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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