

Special Issue

Teachers and Teaching in Inclusive Education

Message from the Guest Editors

The aim and scope of this Special Issue is to provide its readership with current research evidence on the implementation of inclusive education in different countries, including those from the Global South, whose practices are less highlighted in the academic literature. Overarching Theme: policy formulation, teaching practices, and accountability in inclusive education Sub-themes:

- Inclusive policy formulation and the resourcing of inclusive schools;
- Accountability in inclusive policies and practice;
- School-level practices that lead to policy and standards-driven accountability;
- Teacher preparation for diverse needs and accountable practice;
- Teachers' experiences with adapting instruction;
- Teaching practices and the adequacy of adaptive instructional practices that lead to accountability in student learning outcomes;
- The challenges with achieving optimal educational outcomes for all students;
- Support services for students and teachers.

Guest Editors

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Deadline for manuscript submissions

closed (30 June 2025)



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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.

Editor-in-Chief

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manuscripts are peer-reviewed and a first decision is provided to authors approximately 29.2 days after submission; acceptance to publication is undertaken in 3.9 days (median values for papers published in this journal in the first half of 2025).