

Special Issue

Early Childhood Gifted Education: Pathways to Equity

Message from the Guest Editor

The purpose of this issue is to examine through critical perspectives the current research that highlights how high-quality early education can contribute to developing the strengths and talents of children from diverse backgrounds that will ultimately lead to reducing achievement and equity gaps that are present in current K-12 education. This issue is situated within the growing body of early childhood literature that examines social and cultural concepts of “kindergarten readiness” and policy issues that impact current accountability systems for funded programs. The editor of this Special Issue will particularly seek articles related to the relationship between policies and systems that influence choices for curriculum and instruction and how those choices influence outcomes for young children.

- Early childhood
- Gifted
- Equity
- Critical perspectives

Guest Editor

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Deadline for manuscript submissions

closed (31 December 2022)



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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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