



## Inclusive Education Experiences and Intersections of Identity

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**closed (30 June 2024)**

### Message from the Guest Editors

Dear Colleagues,

Research exploring all aspects that build inclusive education and highlight people's experiences may be considered for this issue including: portraits of persons experiencing inclusion, family experiences at home and at school, assessment tools and practices for inclusive learning communities, use of evidenced-practiced practices, high leverage teaching practices, culturally responsive teaching and inclusion, collaboration and co-teaching, preparation and ongoing professional learning, leadership, policies, technologies, curriculum, architecture, after school and community programs, advocacy, and workplace.

This issue models learning from and with people with neurodiversity and intersections of dis/ability, race, ethnicity, gender, and culture in our communities as the fuel that propels and nurtures inclusive education. Taken together, this Special Issue will further knowledge of evidence-based practices and policies necessary to create inclusive community cultures and educational experiences that enable all to fully participate as well as feel valued and visible.

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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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