

## Special Issue

# Early Childhood Teacher-Student Interactions: Global Perspectives in Turbulent Times

### Message from the Guest Editors

Possible research questions may include, but are not limited to, the following:

- How has the quality of teacher–child interactions in early childhood classrooms changed over the past decade?
- To what extent have high-quality teacher–child interactions buffered children from the adverse effects of social and economic instability?
- How are teacher–student interactions evolving in early childhood settings that are increasingly shaped by technology?
- How have policymakers and practitioners responded to rising levels of educator burnout, and what impact has this had on the quality of classroom processes?
- What new professional development needs have emerged for educators working with young children who have experienced trauma?
- In what ways has engagement with families and communities influenced teacher–student interactions following remote learning experiences?
- What measurement research and assessment tools are still needed to support effective early childhood teacher–student interactions?

We welcome empirical and conceptual submissions from a broad range of disciplines, theoretical perspectives, and methodological orientations.

---

### Guest Editors

Dr. Faiza M. Jamil

College of Education, Clemson University, Clemson, SC 29634, USA

Dr. Robert C. Pianta

School of Education & Human Development, University of Virginia, Charlottesville, VA 22903, USA

---

### Deadline for manuscript submissions

10 December 2025



## Education Sciences

---

an Open Access Journal  
by MDPI

---

Impact Factor 2.6  
CiteScore 5.5



[mdpi.com/si/240764](https://mdpi.com/si/240764)

*Education Sciences*  
Editorial Office  
MDPI, Grosspeteranlage 5  
4052 Basel, Switzerland  
Tel: +41 61 683 77 34  
[education@mdpi.com](mailto:education@mdpi.com)

[mdpi.com/journal/  
education](https://mdpi.com/journal/education)





# Education Sciences

---

an Open Access Journal  
by MDPI

---

Impact Factor 2.6  
CiteScore 5.5



[mdpi.com/journal/  
education](https://mdpi.com/journal/education)



## 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

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's  
University Belfast, Belfast BT7 1NN, UK

---

### Author Benefits

#### High Visibility:

indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

#### Journal Rank:

JCR - Q1 (Education and Educational Research) / CiteScore  
- Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

#### Rapid Publication:

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).