

Special Issue

Family and Teacher Collaborations and Social Intervention as Pillars of Early Childhood Education

Message from the Guest Editor

Dear Colleagues: This special issue aims to explore collaborations between early childhood teachers' and families and the impact of these collaborations on the social/emotional development of young children. To this end we are interested in receiving papers on innovative and impactful collaborations between families of young children and their teachers and the various ways these collaborations enhance the social/emotional development of children and meet the needs of families. Knowing that supporting and collaborating with families is absolutely critical for healthy social/emotional development in early childhood education, papers are welcomed that explore the various ways early childhood teachers form relationships with families, offer social and emotional support to families, and share knowledge of children's social/emotional development.

Guest Editor

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Deadline for manuscript submissions

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Message from the Editor-in-Chief

Societies (ISSN 2075-4698) is an interdisciplinary journal that brings together different scientific approaches to engage with societal questions to enhance our understanding of the social realm throughout history. The journal publishes original empirical research papers, literature reviews, and conceptual papers. Our aim is to publish papers that have a significant impact on addressing present and emerging societal questions. Therefore, we encourage researchers to publish their results in as much detail as possible. For empirical research papers and literature reviews, all experimental details must be provided, so that the results are reproducible. We also encourage the publication of timely theoretical pieces on topics of interest to existing and emerging societal questions. Papers are either published in the open journal or in Special Issues devoted to specific topics of interest to the field.

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