

PREFACE TO THE EDITION

The **International Journal of Teacher Education Research Studies (IJTERS)** continues to serve as a critical platform for exploring and addressing key challenges and innovations in the realm of education. This issue showcases a diverse range of studies that illuminate the evolving dynamics of teaching and learning in a rapidly changing world.

The articles in this issue delve into various aspects of educational practices, offering both theoretical insights and practical solutions. From examining the transformative role of grandparents in early childhood development to the implementation of trauma-informed teaching strategies in diverse classrooms, the breadth of topics underscores the complexity and interconnectedness of modern educational challenges.

Further, innovative discussions around reimagining assessment systems, the profound relationship between teacher well-being and student outcomes, and age-adaptive approaches to knowledge retention reflect a commitment to advancing the field. These contributions not only shed light on critical issues but also inspire actionable strategies for educators, policymakers, and researchers.

We believe this issue of IJTERS will resonate deeply with our readers, fostering critical discourse and contributing to the collective effort of enhancing educational systems globally. We hope that these scholarly works will provoke thought, inspire action, and drive meaningful progress in the education sector.

Dr. Premachandran P
Chief Editor

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