

## Editorial

In this thematically open issue, the editorial board of JECER publishes the work of early childhood education researchers from various countries and disciplines. Firstly, we are pleased to publish two studies on ECE teacher education. **Ukkonen-Mikkola** and **Turtiainen** explored the ECE teacher preparation focusing on learning-at-work processes of the ECE students. Likewise, **Reed** presents an innovative approach in teacher education to enhance learning by collaborative and meaningful process, which exposes the interface between the student and the learning environment. **Halttunen**, in her study, focused on ECE leadership by investigating how leadership was enacted with the ECE staff when one director had several units to lead. In the design research **Aerila**, **Keskitalo** and **Urmson** brought child-centeredness and playfulness to literacy learning. The approach increased children's activity and supported their achievement of a range of learning goals simultaneously and effectively. We are pleased to publish studies addressing diversity in early childhood contexts from two relatively new perspectives. In their article, **Kultti** and **Pramling Samuelsson** focused on the timely, yet relatively unknown research topic of home-preschool collaboration in settings where participants have different language backgrounds and experiences of ECE. Likewise, **Jokikokko** and **Karikoski** focused on a not widely discussed topic by investigating the intercultural learning process of ECE teachers in a multicultural ECE context. Not much is known about parents' perceptions about factors related to their children's fruit-, vegetable- and sugar-enriched food intake. **Ray**, **Määttä**, **Roos** and **Roos**, in their study, found that parents' interaction with their children, with the home environment, the preschool, and the society was related to their children's fruit-, vegetable- and sugar-enriched food intake. **Salomaa**, in her article, presents a model for media educational consciousness in institutional early childhood education. In their study, **Kajamies**, **Mattinen**, **Kaurila** and **Lehtonen** developed the systematic observation method, which enables illustration of emotional support provided by ECE professionals. According to the results, they mainly noted positive or neutral emotional support while negative emotional support remained limited. In the final article of this issue, **Vlasov Hujala**, **Essary** and **Lenskaya**, present their findings from a longitudinal study completed in the USA, Russia and Finland on teachers' views of children's needs in early childhood education during the past two decades. Overall, the articles in this issue offer new insights from various perspectives on ECE and teacher education to provoke discussion as well as promote development and further examinations.

*Johanna Heikka, Leena Turja and Niina Rutanen, Editors*