

Editorial

This thematically open issue presents the work of early childhood education researchers from Finland, Greece, USA, Poland and Norway. Reflecting on the findings of the papers included in this issue, **Viljamaa, Estola, Juutinen** and **Puroila** focus on a phenomenon of belonging in early childhood education. In their article, they investigated what kinds of coming together and falling apart were created in the relations between the children, the researcher, and the environment in the recorded moments in one ECE centre. **Ourda, Gregoriadis, Mouratidou, Grouios** and **Tsorbatzoudis** have investigated the impact of a motor creativity intervention that was implemented in Greek early childhood education. The results reported in their article showed that the intervention was effective in developing children's motor creativity in terms of increasing children's knowledge of health. **Paananen** and **Tammi** examined the connection between teachers' experiences of stress, intensification measures and the amount of sick leaves of the staff in a Finnish early childhood education context. The study reported association between intensification and the sick leaves of the staff. **Strekalova-Hughes** and **Wang** explored intercultural development of ECE teachers working with refugee students in urban public school settings. They conclude that the teachers' work with refugee students is shaped by their lifelong intercultural experiences. **Veijalainen, Reunamo** and **Alijoki**, in their article, focus on the content of children's self-regulation skills and their relation to children's learning, social skills and special needs. According to results, self-regulation skills may assist children to regulate their development conductively and enhance participation in socially shared learning environments. We are also pleased to publish findings of the study from **Aerila, Laes** and **Laes** that focuses on a less researched topic, the humour of children. The article provides new insights into the complexity of children's individual sense of humour. **Kiliańska-Przybyło** and **Górkiewicz**, in their article, describe the "Toy-free week" -project that aimed to enhance creativity and inspire children to create their own toys from available materials. In the final article of this issue, **Vatne** and **Gjems** provide a useful lens in studying and developing ECE teacher preparation in Norway. They investigated teacher educators' conceptions of teaching in the subject field of children's language learning and early literacy in preschool teacher education. Overall, the articles in this issue offer new knowledge to provoke discussion, advance research, and develop practice of ECE. Given the contextual nature of early childhood education, interpreting and utilising the findings from the diverse countries presented in the articles is left in the hands of our readers.

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