

Editorial

The published research articles in this thematically open issue present considerable findings from various aspects of early childhood education. In their study, **Rantala, Uotinen** and **Räikkönen** focused on Finnish consultative early childhood special education teachers' cooperation with parents. Their results indicated that early childhood special education teachers' possibility to influence his/her work practices relates positively to the dimensions of family-centered work approaches. In the study on inclusion in early childhood education in Brazil and Finland, **Ferreira, Mäkinen** and **de Souza Amorim** focused on the relations between teachers' practices and the organization of spaces to promote peer-interaction. The findings of this study provide valuable insights for reflecting on implementation of inclusive practices in diverse educational contexts.

The study by **Rautamies, Koivula** and **Vähäsantanen** explored early childhood education teachers' perspectives on the autonomy of children within the context of ECE. The study findings indicated that teachers support children's autonomy particularly through a sensitive and caring teacher–child relationship. The research findings of this article provide new insights on understanding and supporting children's autonomy in early childhood education contexts. **Hakyemez-Paul, Pihlaja** and **Silvennoinen** explored factors affecting Finnish early childhood educators' views and practices of parental involvement. The findings indicated that the views of parental involvement and the ways of involving parents were certainly impacted by the educators' experience in the field, educational level and the age of the children they work with, whereas the educational background (kindergarten teacher of social pedagogy) did not have any effect on this.

We are also pleased to publish findings of the study from **Kyhälä, Reunamo** and **Ruismäki** on preschool children's physical activity. Their results revealed that compliance with the recommendations for physical activity in early childhood in Finland was low. **Pihl, Peterson** and **Pramling** in their article, present findings of the study which focus on the processes of children's storytelling and remembering in Swedish preschools. They studied how children, speaking Swedish as an additional language, orally retell stories they have been told by their teacher. The article provides new learnings by clarifying how children's retelling and remembering are related to the sense they make of the story and the activity engaged in.

In the study on arrangements of education and care of children in pre-primary education in Finnish municipalities, **Kauppinen** and **Alasuutari** indicated that the organization of education and care vary considerably in the municipalities, especially, when considering the stability of education and care. The study concluded that the wide variation between and within the municipalities in the education and care services of children may risk the educational equality of children.

As the final article of this issue, we publish *Lectio praecursoria* written by **Mertala**. The author, basing on his doctoral dissertation, problematizes one-sided discourses about integration of digital technologies in early childhood education. Multiple viewpoint to digital technology integration can be found, as Mertala has done, by studying children's views and pre-service ECE teachers' opinions as well as different tasks assigned to early childhood education and care. Links to the original dissertation articles are presented in the references.

Overall, the articles in this issue offer new information and views about challenges and possibilities to develop practice of ECEC. The readers may also find ideas for trend lines to future research on ECEC.

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Editors