

Editorial

We are pleased to publish the findings of the study from **Sims, Ellis** and **Knox**, who explored inter-married families in regional Australia. The authors conducted four in-depth case studies of families where one parent is the speaker of a home language different from that spoken by the other parent and the community. They noted the challenges faced by the home-language-speaking parents when combining their parenting role with an additional one of language teaching. **Huttunen's** article provides important insights on forms of parents' participation in network meetings with professionals of early childhood education and health care, and how professionals respond to parent participation. The study revealed that the conversations in the network meetings were dominated by the professionals' actions and that both the parents and the professionals were cautious to deal with sensitive or possibly controversial topics.

In their article, **Kirvesniemi, Poikolainen** and **Honkanen** investigated how educators in early childhood education centres in Finland meet the children's social-emotional needs during everyday practice. They noted moments or longer periods when the educators did not encounter the needs of children. They concluded that particular attention should be paid to categorized gender norms and when acting with quiet children. **Pihlainen, Reunamo** and **Kärnä** explored early childhood education from the children's perspective in Finland. Their findings indicated that the children experienced human relations and everyday life situations, as well as their own and other organized activities, as pleasant things and activities by children.

Mansikka, in his article, examined the concept of pedagogical documentation in early childhood education contexts. Based on the perspectives of Reggio Emilia and poststructuralist thinking, he argues that practices of pedagogical documentation in early childhood education should be based on collective and situation-based reflexivity. In the review on early mathematical skills, **Parviainen** indicated that understanding the simultaneous development and interconnections of mathematical skills is essential for promoting the holistic development of mathematical skills in early childhood. The findings of the study suggest that teaching early mathematics needs to be based on informed approaches and knowledge about what to teach and how.

Rosqvist, Kokko, Kinos, Robertson, Pukk and **Barbour** focused on the phenomenon of child-initiated pedagogies in early childhood education. They examined the diaries composed by educators in Finland, England, Estonia and the USA. Their findings indicated that in the child-initiated pedagogies, the active roles of the educators in enabling reciprocal dialogue, careful consideration of the adult role and structural flexibility were emphasised.

In this issue, JECER also published three short papers: **Millei** on diversity in Finnish early childhood education, **Antar** on the use of electronic media in young children's lives and its effects on brain development and **Sajaniemi, Lounassalo** and **Savolahti** on the science of early childhood education, and its connections to human developmental sciences, natural sciences and societal sciences. The papers offer new learning to provoke discussion of early childhood education.

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