

## Editorial

This issue of *International Research in Early Childhood Education* is made up of six contributions from the UK, Canada, United States, Japan, Sweden, and Norway. The first article by **Myra Barrs and Rose Drury** considers the practice of documentation in the early years education services of Pistoia, Italy. The study's findings showed that the unique practice of documentation provides a window into children's learning journeys, and is a mirror that reflects children's and teachers' experiences, which constitutes an important element in a reflective pedagogy.

Our second paper by **Mariel Gómez and Laurie Ford** focuses on teachers' perceptions of professional development in Chilean state-funded early childhood education. The authors conducted a multiple-case study to explore Chilean teachers' perspectives on professional development. Findings revealed that teachers' experience of professional development could be improved in several ways. The article concludes with practical suggestions for teacher education programs, professional development designers, and policymakers, offered in the light of the results.

Our third paper, by **Shauna Miller, Tina Smith-Bonahue, and Kristen Kemple**, explores the role of organizational climate in relation to preschool teachers' responses to challenging behaviour. The authors examine the impact of various factors related to exclusion of children with challenging behaviors. The results of this study have implications for increasing the availability of behavioral supports and high quality supervision, as a means of stemming the tide of expulsions of children from preschool programs.

Ways to promote the understanding of the psychology of a trickster tale are explored in our fourth paper by **Aiko Oshiro, Agneta Pihl, Louise Peterson, and Niklas Pramling**. The authors reflect on how 5-year-old children in a Japanese kindergarten manage mental state verbs and adjectives when collaboratively retelling a tale heard. The findings show how the children make use of mental state verbs and adjectives denoting intellectual and emotional processes in a joint storytelling as well as afterwards for rendering their impressions of the story.

The programming in preschool with a focus on learning mathematics is the focus of our fifth paper by **Hanna Palmér**. The author shows how a teaching intervention where programming was used can facilitate preschoolers' learning of mathematics, especially in their development of spatial thinking. Palmér concludes that, as a result of an intervention, children developed their ability to mentally compare and connect movements in reality with maps and symbols. Further, the children showed the ability to mentally envision, hold in mind, and conceptualize actions and relationships between paper maps, gridded maps, and symbols. The paper therefore opens up new avenues for practitioners to improve teaching mathematics through programming in preschool.

Our final paper, by **Ove Olsen Sæle, Åse Nylenna Akslen, and Astrid Øien Halsnes** sought how the preservice students perceive physical activity, as a component in a more holistic thinking of children as well as their thinking of the role and responsibility of the teaching staff. The findings show that students' foci change during the education program, from an "I and child" perspective to a more reflective and academic perspective focused more on the role of the leader.

The six papers in this volume highlight the complexity of the role of early childhood and care in meeting children's present and future needs, and the importance of considering sociocultural context when reflecting on practice.

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