

Editorial

Dear colleague readers,

We are pleased to present the 2019 issue of *International Research in Early Childhood Education (IRECE)*. In this editorial introduction, we would like to bring to your attention to the 2019 issue and to present some changes in the editorial and publication policy.

Introducing the 2019 issue

This 2019 issue includes three articles reporting original research and one book review. The paper of **Olsen, ‘Does Cultural Capital Matter in Professional Settings? Educational Value Profiles among the Personnel in Kindergartens’**, presents a study on correlations between social background and educational values of kindergarten teachers in Denmark. The original approach and idea of this research is that it investigates whether the pedagogical efforts of the staff are indebted to their living milieus of upbringing. This study is interesting because it, in a sense, raises the question of the social origin of what is known in theory as human capital. Another important aspect that makes this paper worth reading is that this is one of the few articles that addresses not only learning and development of children in kindergarten (which is the main topic of research in early childhood) but also focuses on the educational values of *teachers*. This is consistent with the policy of our journal: we proceed from the fact that the education and development of the child is largely determined by the quality of teacher training. The focus of research in early childhood education is shifting from the studying of the individual child, and their education and development, to the analysis of the system of interactions of the child with adults and other children, and the role of the adults (e.g., parents, teachers etc.) and their contribution to the development of young children. We will continue to welcome works of this kind and publish them in our journal.

The paper of **Skoglund, ‘When “Words Do Not Work”: Intervening in Children’s Conflicts in Kindergarten’**, is another example of such research in early childhood education. Two research questions frame the study: 1) how do practitioners manage and understand conflict situations where children use physical force toward each other and the attempt to intervene when words do not work, and 2) what sorts of pedagogical reasons seem to motivate intervention when words do not work? We do not think we need to explain how important and relevant these questions are for early childhood practice. Two excerpts from group interviews are presented and analysed in detail using Hedegaard’s (2008) theoretical model of three levels of analysis.

This fits nicely with the third paper published in this issue, which is the review on the book edited by Hedegaard, Aronsson, Højholt and Skjær Ulvik, *Children, Childhood, and Everyday Life: Children’s Perspectives*. This contemporary book comes from 13 authors—Danish, Swedish and Norwegian early childhood scholars. Along with two ‘traditional’ angles—family life and school landscape—it also presents the results of research on *children’s own reflections* of social life and development.

Improving IRECE

Our journal has always been, and will remain, an online free-access journal. *IRECE* does not belong to any commercial publishers, and this has a number of drawbacks: difficulties with promotion, difficulties with preparing manuscripts for publication and so on. However, this gives us a number of advantages—above all, the advantage in supporting academic freedom. Free access is more than just free access—it means more freedom of opinion, more openness and discussions, and the absence of restrictions and constraints that are inevitable when a publication becomes a commercial project. We consider this extremely important for our colleagues who do not have, or have limited access to, commercial academic journals, and for early childhood education practitioners, policymakers and parents. The quality of manuscripts remains the most important criterion for us. We are grateful to the large group of reviewers who are internationally recognised scholars in early childhood education for helping to maintain high quality.

For the development of *IRECE*, we plan the following changes to happen in 2020. First, we invite contributors whose articles are accepted for publication to make and send us a 2–3 minute video in which they can address readers with a short message: why their article is worth reading and to whom it may be useful. Second, we will release articles online for free access throughout the year as soon as they are ready for publication, so that authors will not have to wait a long time for publication. Third, we will continue to publish special issues, and we are happy to invite colleagues who intend to become the editor of a special issue for cooperation. The application—a letter of intent—can be sent to the editorial email available on *IRECE* webpage. Fourth, we are happy to encourage PhD students doing their research in the field of early childhood education to publish in our journal. Fifth, we would like to encourage practical workers and policymakers to publish in *IRECE* as we consider ‘voices from the field’ very important. In other words, our intention is to make *IRECE* a forum for discussion, rather than an organ of academic scholarship.

So, welcome and enjoy reading *IRECE*'s 2019 issue.

Nikolai Veresov and Liang Li

Editors-in-chief