

Dear Reader,

*Educare* is a peer-reviewed journal published regularly at the Faculty of Education and Society, Malmö University, Sweden, since 2005. *Educare* publishes a wide range of research in education and educational sciences and has long been considered a research forum for faculty, practitioners and policymakers in Sweden. The journal strives to be relevant to these stakeholders through its choice of the published topics and the clarity of presentation (see Author Guidelines). The journal accepts original submissions in Swedish, Danish, Norwegian and English. We welcome both experienced and young researchers to contribute to the journal. The editor-in-chief or the editorial board first reviews all articles. In the next step, articles are subjected to a double-blind review by two external reviewers. All submissions are judged based on their relevance from a professional and educational perspective, theoretical and methodological contribution, critical insights and rhetorical quality. *The Norwegian Register for Scientific Journals, Series and Publishers* currently registers the journal as a national peer-reviewed journal within the field of education and educational research with scientific level 1.

This December issue consists of eight articles. In focus are several pertinent educational questions: how pre-service teachers' reflect on interculturality prompted by an international virtual exchange (VE), how control is divided between preschool teachers and special educational needs coordinators (SENCOs) when dealing with special needs children, what are parents' reflections on the transition of their children from preschool to school, how teacher feedback promotes the development of mathematical reasoning in secondary school pupils, how the concept of systematic leadership is addressed in recent Nordic research on kindergartens, what work pre-conditions school-age educare teachers have for support and development of pupils in leisure centres, how preschool teachers develop professional knowledge within the preschool context and, finally, what classroom management choices teachers report making.

Malin Glimäng explores pre-service English subject teachers' self-reflections in an online international, intercultural exchange (VE). In a qualitative content analysis of the students' e-diaries and interviews, three themes emerged: language and power, politeness and participation through digital tools, which were subsequently illuminated through two theoretical concepts of *persona* and *liquid interculturality*. Glimäng's findings illuminate the affordances of VE as a *lingua franca* contact zone where pre-service teachers may develop their pedagogical competencies, self-awareness and understanding of identity and interculturality.

In an interview-based study with 15 preschool teachers, Petra Gäreskog illuminates the perceived conflict of jurisdiction over children with special needs between preschool teachers and special educational needs coordinators (SENCOs). While teachers usually claim control over problem formulation, SENCOs often claim jurisdiction when reasoning about the problem. However, the question of jurisdiction over and, therefore, responsibility for treating the problem remains unclear. This unclear jurisdiction may result in preschool teachers not taking responsibility for treating the problem. In addition, Gäreskog argues that her findings demonstrate the need for strengthening preschool teachers' professional roles and special education knowledge for them to be able to meet all children's needs in preschool confidently.

In a quantitative study of 70 parents' responses to a questionnaire on their children's transition from preschool to school, Johanna Lundqvist and Margareta Sandström discovered that most parents experienced the transition as safe and functional, that about half of the parents felt concerned to a degree about the transition and that parents of children with special needs/needs for extra stimulation felt such concerns more often. Lundqvist and Sandström suggest that this information may be relevant to staff in school and preschool, researchers and other stakeholders in planning future transitions.

Andreia Balan and Anders Jönsson investigate how math teachers' formative feedback may scaffold pupils' mathematical reasoning ability in secondary school. In particular, they are interested in illuminating whether and why teachers feedback deviate from their intentions with the said feedback. To this end, Balan and Jönsson

recorded and analysed four teachers' feedback on pupils mathematical reasoning and conducted and analysed stimulated-recall interviews. The results show that teachers could identify certain deviations from their intentions in their feedback and that these deviations could be attributed to the teachers' individual beliefs and their concerns for the pupils' reaction to feedback.

Through a scoping review of 42 peer-reviewed journal articles within Nordic Childhood Education and Care research published 2014-2020, Johanna Birkeland, Øyvind Glosvik and Wenche Aasen explored the concept of *systemic leadership* as employed in Nordic kindergartens. The qualitative analysis of the selected articles identified six dominating perspectives on systemic leadership, all of which foreground leadership's collective and relational dynamics. The authors claim that despite the growing body of research on the subject, further studies are required to illuminate systemic leadership from different theoretical perspectives, employing quantitative methods and selecting varied participants to study.

Gunnar Augustsson and Assar Hörnell explore the descriptions of their working conditions by 341 experienced school-age educare teachers in leisure centres through a web-based survey with open and closed questions. The respondents' answers expose shortages of staff and resources. Nevertheless, the teachers report working to include all pupils primarily through purposeful reorganisations of physical and social environments in the centres. Several respondents have also foregrounded special educational elements in their practice and indicated the need for further competency development in supporting pupils from a compensatory perspective. Augustsson and Hörnell argue that the teachers' answers to the survey reveal an ongoing conflict between the traditional care focus of the leisure centres and their new educational responsibilities.

Johan Liljestränd takes the inside-out-professionalism perspective when analysing the content of semi-structured interviews with ten preschool teachers to illuminate how the teachers have developed their professional knowledge within the preschool context. The two main themes that emerged in the data analysis emphasise the child's experience and active participation. Thus, Liljestränd claims that implementing preschool teaching can be further assisted by similar research on the existing

preschool teaching practice.

Anja Thorsten, Marcus Samuelsson, Johan Meckbach, Camilla Heiskanen and Anneli Mohlin studied teachers' choices when managing their classrooms through 12 focus-group interviews with 46 Swedish teachers working in primary, secondary and upper secondary school. The qualitative thematic analysis of the data revealed four main themes: the teacher's degree of control; the teacher's role, being strict or personable; the choice of focus – whether on the subject or relations to pupils; and finally, differentiation between the focus on each pupil or the entire class. The authors claim that these results further our understanding of classroom management's complexity and challenges.

Sincerely,

*Anna Wärnsby*

