

Early Years: An International Journal of Research and Development

Editors' Report for the TACTYC Annual General Meeting on November 15th 2010

Papers received, rejected and in revision

Overall the Journal shows a healthy development. Fifty-four papers were submitted in the twelve months since October 1st 2009, one less than in the previous year, and since October 1st 3 more papers have been received. This rate of submission would be ample but for the variable quality of the papers. Of these 57 papers, only 17 have so far been accepted; 27 have been rejected, either without being sent to reviewers, or after review; 2 have been withdrawn; and 1 is currently being revised. The remaining 10 papers are awaiting responses from reviewers or have yet to be assigned to reviewers.

This is a lengthy process because of all the stages involved: editors read the work and consult, reviewers are selected and invited, reminders are sent (repeatedly in some cases), authors are informed of the reviewers' comments, and then a revision period ensues before the 'final' version is submitted. The editors also devote a great deal of time to the actual editing of manuscripts, especially where English is not the author's first language.

Issues in Volume 30, 2010

- The March issue (30: 1) offered a cluster of papers originating from an ESRC seminar series, and was mostly concerned with research findings and policy/practice issues in the four countries of the UK and in the Republic of Ireland.
- The July issue (30: 2) was put together from independently submitted papers from England, Canada, Finland and the United States. A common overarching theme was the ways in which adults interact with young children in early years settings.
- The November issue (30: 3) presents a cluster of invited papers from the Nordic countries (Denmark, Finland, Norway, Sweden and Iceland) on developments following the introduction of first-time early childhood curricula in all countries over the past decade. A common underlying theme is the potential danger of 'schoolification' which curriculum regulation appears to provoke. This final issue of 2010 also includes an impressive list of international scholars who have reviewed papers for the journal.

This issue is in print and due out within the next few days. It contains the following papers:

Realizing children's right to participation in early childhood settings - some critical issues in a Norwegian context

Berit Bae

A turning-point or a backward slide? The challenge facing the Swedish preschool today

Ingrid Pramling Samuelsson and Sonja Sheridan

Icelandic parents' views on the national policy on early childhood education

Johanna Einarsdottir

Critical perspectives on Danish early childhood education and care: Between the technical and the political

Anders Jensen, Stig Bröström and Ole Hansson

Exploring children's learning stories as an assessment method for research and practice

Kristin Karlsdottir and Bryndis Gardarsdottir

Finnish ECEC policy: interpretations, implementations and implications

Eeva-Leena Onnismaa and Marjatta Kalliala

Issues planned for Volume 31, 2011

For 2011, two issues with independent papers (31: 1, 31: 2) are planned, and the final issue of the year will focus on early childhood practice in New Zealand. Editorial Board member Sally Peters (University of Waikato) is co-ordinating this issue for us. The editors prepared a Call for Papers which Sally is distributing across the country. A further Call for Papers for an issue in 2012 on training for work with children under three, which seems to be a neglected area in journals generally, is in preparation. Papers for the March issue (31: 1) are already with the Production Editor at the Taylor and Francis Central Article Tracking System (CATS). These include:

Don't we care? The ethics and emotional labour of early years professionalism

Geoff Taggart

Building on the Early Years Foundation Stage: developing good practice for transition into Key Stage 1

Julie Fisher

Play in the primary classroom? The experience of teachers supporting children's learning through a new pedagogy

Joan Martlew, Christine Stephen and Jennifer Ellis

Empowering aspects of transition from Kindergarten to First Grade through children's voices

Eleni Loizou

Bridging the gap: a longitudinal study of the relationship between pedagogical continuity and early Chinese literacy acquisition

Hui Li, Nirmala Rao and Shek Kam Tse

Editorial Board

Plans for restructuring the Editorial Board are currently being moved forward by the editors. These include contacting some of the long-standing members who are no longer able to contribute regularly and inviting new members to take on an active role in supporting the journal.

Social Science Citation Index

Katie Peace from Taylor and Francis has advised us on the lengthy process involved when applying for acceptance on to the Social Science Citation Index list, which would enable us to report a 'journal impact factor'. We are aware that we need to begin the process before the end of the year, since it is likely to be a long one, with considerable obstacles to overcome.

Final word

The three academic editors, Liz Brooker, Pamela Oberhuemer and Rod Parker-Rees, are grateful as always to Jan Georgeson for her sterling supportive work as assistant editor, particularly in technical matters relating to Manuscript Central.