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Tristan Middleton, Editor of the International Journal of Nurture in Education

It is with great pleasure that I welcome you to the seventh edition of the International Journal of Nurture in Education.

As the new Editor of the IJNE I would like to thank Dr Marianne Coleman for all their work in developing the journal to from its first edition in 2015 to its current position as a well-respected contributor to the field of educational research. In addition, I would like to thank Dr Florence Ruby for their support to Marianne, as outgoing Associate editor, and Arti Sharma, Dr Angeliki Kallitsoglou and the other trustees of nurture**UK** for trusting me to take the IJNE forward as Editor. I would also like to thank the Editorial Advisory Board for their positive contributions to the peer review process.

My aim as Editor is to continue to facilitate the sharing of excellent research articles with the wide education community of nurturers, including practitioners, students, academics and anyone with an interest in providing children with the opportunity to flourish and overcome barriers they experience in their lives. I also believe that it is important to nurture the adult nurturers and, as such, I have worked hard to ensure that the submission process for authors is as positive and supportive as possible. I aim to support new academic writers to reach publication in the IJNE by providing clear, timely and positive communication and feedback to aspiring authors. As such I invite you to consider contributing to future editions of our journal.

This edition begins with Jenny Edmunds' account of their research into the way in which primary school pupils attending nurture groups view their time within the provision. It is so important to listen to the voices of young people and this paper provides us with themes by which to understand young people's perspectives of the positives and challenges they experience as learners in a nurture group.

The second paper also considers perceptions of nurture group provision, in this case, from the perspective of teachers working with children who had attended a nurture group. Eilidh Macpherson and her colleague from Robert Gordon University report on the narrative accounts provided by the teachers, which offer a broadly positive view of the effectiveness of nurture groups, particularly in the development of emotional and social skills.

In the third paper I present findings from my preliminary research, which offers another perspective, in this case how nurture provision is reflected within FSTED reports. This research was limited to consider secondary school OFSTED reports over the period of 1 year. Findings show that nurture as a generic term is broadly used a positive way, however there is a lack of clarity about the use of the term and evaluative judgements about nurture group provision are broadly avoided. Please do contact me if you would be interested in developing this exploratory research to consider a wider range of provision.

Susan Davis presents the findings of her research, with her colleague at Cardiff Metropolitan University, into nurturing support for quiet, shy and anxious children in the fourth paper. This research, taking a collaborative approach with Teacher Education students, evaluated 'Special Me Time', a targeted intervention using nurturing principles. This work highlights the importance of recognising and understanding the unique needs of this group of learners and of finding ways to 'hear' these learners.

The needs of adults working in nurture groups are considered in our fifth paper. Elena Kombou and her colleague from the University of East London consider factors which foster the resilience of nurture group practitioners. They suggest that there is a key role for Educational Psychologists to play in recognising and promoting positive personal and environmental factors in order to promote practitioner resilience.

The sixth paper, from Ruth Carleton and colleagues at the Renfrewshire Educational Psychology Service presents their initial findings relating to the impact of changes to their Renfrewshire Nurturing Relationships Approach (RNRA) in the context of the Covid-19 pandemic. Their action research approach identified the importance of digital and adaptable resources, as well as stress related to the implications of the context of the Covid-19 pandemic are key factors for providers to consider when offering nurturing programmes to schools.

Finally, we have an extended article which is the result of a collaboration between David Colley and the Mulberry Bush Organisation. This paper presents the findings of a research collaboration with nurture practitioners to identify the key elements to be considered when setting up a nurture group provision in a secondary school setting. Findings about prerequisites, operational features and ongoing challenges are identified and the authors also include a summary of considerations, within these three areas, as a short guide to setting up a secondary nurture group.