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## **Welcome**

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

It is with great pleasure that I introduce the 8<sup>th</sup> volume of the International Journal of Nurture in Education.

As we move tentatively into a context where the most significant of Covid-19 restrictions appear to be behind us, an awareness of the subsequent ripples continuing to impact upon both learners and practitioners is now developing. The following months and years look like being a challenging time for children and young people who have experienced traumatic disruption to their development and learning. The adults who support them are also facing many challenges as a result of the pandemic, whilst also needing to develop their practice in light of the needs of children and young people. Within this environment, combined with increasingly hostile effects of national and international events, the need for nurturing approaches remains paramount and it is my belief that our belief in, and passion for, nurture is an important vision which sustains and bonds us together as a community of practitioners.

To help support us and develop our practice I am very pleased to present four new articles from colleagues within the nurturing community.

Patty Cloran and colleagues in Canada have contributed two articles to this volume which examine the implementation of Nurture Groups in their country. The first article offers us a deep exploration of the implementation of Nurture Group practice and helps us to understand the ways in which practice is developing, as well as the facilitators and challenges to implementing Nurture Group practice in the light of Cooper and Whitebread's (2007) work examining different manifestations of Nurture Group practice.

Their second article adds to the growing evidence of the effectiveness of Nurture Group practice in developing the Social, Emotional and Mental Health competencies of children and young people. Their research examines the profiles of Nurture Group participants in two settings in Montreal and gives us a clear understanding of their development following a year of work within a Nurture Group.

Karen O'Farrel and colleagues present us with an examination of an English secondary school which has been awarded nurtureUK's

‘Nurturing Schools Award’, and the relation between the Nurture Group and whole-school practice. This article adds to the growing understanding of the way in which the effectiveness of Nurture Group practice is closely linked to wider school practice and ethos. Using data gathered from both pupils and staff in the school, this case study offers us some key principles relating to whole-school values and systems, leadership, and practical implementation of nurturing practice, through which to understand successful school approaches to nurture.

Andrea Middleton offers an insight into some of the valuable work being carried out by nurtureUK as part of two regional Violence Reduction Unit projects. Data was gathered from lead school practitioners involved in these projects to understand their perspectives on the impact of the practice on their settings and the young people and families involved. The findings offer strong support for these projects as well as providing a common thread through all of the articles in this volume of the International Journal of Nurture in Education in which the importance of relationships between pupils, their families and practitioners is emphasised.

This volume of the journal is also the first to offer a book review, I hope that you find this useful. We would like to include book reviews in future volumes and I would welcome expressions of interest from anyone who would like to review a publication for the next edition of the International Journal of Nurture in Education. Equally, if you have a recently published book which you think would be of interest to our readers, please do contact me.

Readers may notice some minor additions to articles in the journal and changes to the journal website, as we aiming to improve the searchability of the journal and therefore increase article reach and recognition for article authors. We are hoping to register the International Journal of Nurture in Education with the Directory of Open Access Journals (DOAJ) very soon and hope that this will result in an improvement in articles being clearly identified in library catalogues.

Please do remember that at the International Journal of Nurture in Education we are committed to nurturing authors. For authors who submit an article we offer constructive feedback and timely review process and a direct conversation with the editor – I look forward to receiving your articles for Volume 9, to be published in 2023.

## References

Cooper, P., & Whitebread, D. (2007). The effectiveness of nurture groups on student progress: evidence from a national research study. *Emotional and Behavioural Difficulties*, 12(3), 171-190.

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