**Welcome**

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

It is with great pleasure that I introduce the 9th volume of the International Journal of Nurture in Education.

I firmly believe that recognition of the importance of nurture in education, and more widely in professional practice, is gaining traction and momentum. In education there is a growing interest in relational pedagogies as a fundamental aspect of an inclusive education approach.

The articles available in this journal contribute to the growing evidence base of how nurture can make a significant difference to learning and what nurture looks like in practice.

The first two articles in this journal reflect the historical strength of the support for nurture in schools in Scotland.

Dr Larissa Cunningham and Maura Kearney pick up on more recent work which considers a whole-school approach to nurture. This article focuses on early years settings and the use of a professional development framework created by an educational psychology service.

Rachel Rennie and Leah Smart provide us with an interim report about the Nurturing Relationships programme, where 28 schools were supported to embed nurture principles within their setting. They identify the importance of leadership and research-active practitioners to support effective whole-school nurture approaches.

In our third article, Dr John Kirk presents their research into the curriculum of three established nurture group settings. Their findings present some of the key differences between the experienced curriculum in nurture groups and their mainstream classes, as well as the key elements that lead to the success of the nurture provision.

The final article is from Natalie Callaghan. This offers us findings from a study into a nurture group in a special school setting, exploring the effectiveness through the use of the Boxall Profile and the Strengths and Difficulties Questionnaire, and considers the success of re-integration to the classroom.

Readers may remember from volume 8 that we had planned to register the journal with the Directory of Open Access Journals (DOAJ). This has proved to be more difficult than initially anticipated, but we hope to gain full registration soon and that you will soon see the content of the International Journal of Nurture in Education reflected more widely in library catalogues.

Please do remember that we are committed to nurturing authors at the International Journal of Nurture in Education. We offer constructive feedback and a timely review process to all authors who submit an article, as well as a direct conversation with the editor. Please do contact me if you would like to author a review of a recent relevant publication for the next volume.

I look forward to receiving your articles for Volume 10, to be published in 2024.

*This is an open access article licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License*. 