Editorial

This issue of *The Journal of Practice Teaching and Learning* brings together a rich and internationally grounded collection of papers that speak directly to contemporary challenges and innovations in practice learning, supervision, simulation, and educational leadership across social work, nursing, and allied health professions. Collectively, the contributions foreground relational practice, structured pedagogies, psychological safety, and reflexivity as central to effective teaching and learning in increasingly complex professional contexts. The issue concludes with a reflective book review that connects narrative practice to supervision and practice education.

In the first article 'Trauma-informed education and school social work', *Gherardi* examines the increasingly prominent movement of trauma-informed education and its intersections with school social work, with a particular focus on the United States context. The paper argues that although trauma-informed principles align closely with social work values and competencies, the leadership role of school social workers in this area remains under-realised. Drawing on an extensive review of literature across education, mental health, and social work, Gherardi traces the evolution of trauma-informed education and situates school social work as uniquely positioned at the nexus of education systems, mental health support, and social justice advocacy.

A key contribution of the paper is the development of a conceptual framework outlining three domains in which school social workers can lead trauma-informed educational practice: translating trauma knowledge into school contexts, building relational capacity within schools, and advocating for systemic and structural change. The paper moves beyond individualised, deficit-based understandings of trauma to emphasise equity-centred and anti-oppressive approaches that attend to structural violence, racism, and historical trauma.

For practice educators and students, this paper provides a theoretically grounded and practice-relevant articulation of how trauma-informed principles can be meaningfully embedded in educational settings. It invites reflection on professional identity, interdisciplinary leadership, and the ethical responsibilities of social workers in shaping learning environments that are safe, inclusive, and justice oriented.

Writing from Sweden, *Johansson, Gunnarsson, & Bergnehr* explore how Swedish school social workers make practice choices in low-performing schools serving large numbers of underprivileged children. Situated within a decentralised education system, the study uses qualitative interviews to illuminate the tensions, dilemmas, and creative responses that shape everyday practice. Drawing on the concept of "practice choices," the authors demonstrate how school social workers navigate limited resources, ambiguous policy expectations, and competing demands across preventative, promotive, and remedial work.

The findings highlight the predominance of individual-level counselling despite policy commitments to prevention and health promotion, revealing a persistent mismatch between structural expectations and lived practice realities. Participants describe ethical and emotional tensions arising from high caseloads, blurred role boundaries, and the need to prioritise urgent individual needs over broader systemic interventions. At the same time, the study illustrates the reflexive and relational expertise school social workers deploy to build trust, sustain presence, and adapt creatively to challenging contexts.

The paper offers important insights for social work education by acknowledging the complexity of professional judgement and decision-making in constrained institutional environments. It underscores the importance of preparing students for ethical ambiguity, prioritisation dilemmas, and context-responsive practice, particularly in schools located within socio-economically disadvantaged communities.

Riaz, Tabassum and Butcher provide the third article in this issue and presents a quantitative evaluation of a hybrid simulation approach used to train fourth-year medical students in safe blood transfusion practices. Conducted at King's College London, the study responds to concerns that graduating medical students often lack confidence and competence in transfusion procedures despite clear regulatory

expectations. By combining part-task trainers, high-fidelity manikins, and standardised patients, the hybrid model sought to enhance realism, immersion, and skill integration.

The findings demonstrate high levels of student satisfaction, confidence, and perceived preparedness for clinical practice. Students reported increased confidence in prescribing and administering blood transfusions, and overwhelmingly endorsed the value of simulation-based learning. The low variability in responses suggests consistency across the cohort and strengthens the reliability of the findings.

While situated within medical education, the paper offers transferable insights for social work and allied health educators interested in simulation as a pedagogical tool. It reinforces the value of structured pre-briefing, experiential immersion, and reflective debriefing, and highlights how simulation can provide equitable, safe learning opportunities where risk is high. The paper contributes to broader debates about how practice-based competencies can be taught, assessed, and supported through innovative educational design.

Salje reports on a large-scale qualitative study examining undergraduate nursing students' experiences of simulated practice learning (SPL) placements and their role in fostering communities of practice. Drawing on data from 636 students over two academic years, the study explores how SPL creates the time, space, and psychological safety necessary for collaborative learning within diverse cohorts.

Framed by Wenger-Trayner's communities of practice theory, the paper demonstrates how simulated placements enable students to co-construct professional knowledge, develop confidence, and negotiate professional identity. Students valued the safe environment, opportunities for discussion, and peer learning afforded by SPL, particularly in contrast to the variability and inequities often associated with clinical placements. The findings suggest that SPL can address challenges linked to cohort diversity, placement shortages, and uneven learning opportunities.

For educators and practice teachers, this paper provides robust evidence for simulation-based placements as a legitimate and pedagogically rich alternative to traditional practice learning. It invites reflection on how educational institutions can intentionally cultivate communities of practice that support inclusion, belonging, and professional formation across disciplines.

Howarth, Ducat and Neary synthesise literature and expert

perspectives to present twelve practical, evidence-informed tips for establishing and sustaining effective peer group supervision (PGS). Organised into foundational, supportive, and enhancing elements, the tips address common challenges such as unclear purpose, inconsistent attendance, and group dynamics, while foregrounding enablers including trust, structure, feedback, and organisational support. The author situates PGS as a collaborative, non-hierarchical supervision model that supports reflective practice, professional development, and workforce wellbeing across health and social care professions. Drawing on research from nursing, social work, psychology, and allied health, the paper emphasises the importance of psychological safety, protected time, and shared training in promoting meaningful participation.

For practice educators, supervisors, and students, the paper offers actionable guidance that bridges theory and practice. It reinforces the pedagogical value of peer learning and collective reflection, while acknowledging the organisational conditions required for PGS to thrive. The structured presentation of tips makes the paper particularly accessible for use in supervision training and curriculum design.

A second paper by *Salje* is a systematic narrative review which critically synthesises the emerging evidence base on simulated-practice learning placements in undergraduate nursing education. The review identifies three interrelated themes: the institutional adoption of SPL, SPL design, and the benefits and barriers associated with implementation.

The review highlights SPL's capacity to provide equitable, targeted learning experiences that address curriculum gaps, support emotionally demanding learning, and enhance preparedness for practice. At the same time, Salje identifies significant limitations within the literature, including an overreliance on case studies and editorials, and calls for large-scale and longitudinal research to strengthen the evidence base. For educators and policy-makers, the paper positions SPL as a complementary model of practice learning that prioritises student development while raising important questions about resources, staffing, and sustainability.

Appreciation

As always in the last issue of the year, I would like to thank all our authors reviewers, readers and editorial board members who continue to support the journal in various ways. We look forward to working with you in 2026 and beyond.

Professor Prospera Tedam
Editor