Letter from the Editors

Dear dancers and teachers,

Welcome to Volume 10, Issue 2 of The IADMS Bulletin for Dancers & Teachers. We are delighted to continue developing this publication as a space where research and practice meet, and where evidence, professional experience and the artistry of dance can inform one another.

A central question for us as editors is how best to balance the presentation of research evidence with its practical application. We want the Bulletin to offer accessible insights and resources that readers can take into their studios, classrooms and rehearsal spaces. Yet meaningful application sometimes requires us to look more closely at the research itself: how knowledge has been generated, what the findings can tell us, and where the limitations of the evidence lie. As editors, we believe strongly that if we are to adopt research-informed ideas into our dance practices, we need to exercise critical judgement as to what might be appropriate for our own contexts.

This issue offers several opportunities to explore that relationship between evidence and application. We would particularly welcome your feedback on how we are striking this balance. It is not our aim to be a research publication, but we want to know whether you find the research detail useful in helping you decide what is and isn't useful for your work? Or are you more interested in the application ideas we provide with just enough research context to aid your understanding? Your perspectives will help us to continue to shape the Bulletin in ways that are meaningful and useful to our readership.

We are very pleased to introduce a new feature in this issue. We warmly welcome Gigi Berardi, book review editor of the *Journal of Dance Medicine & Science* since its inception, and previously founding editor of *Kinesiology and Medicine for Dance*. Gigi is an esteemed member of the dance science and education community, whose review of *Research Methods in the Dance Sciences* considers the value of this wide-ranging resource for students, educators, researchers and practitioners. We hope this addition will open up further opportunities to share books and other resources that support learning across our community.

This issue brings together contributions that explore physical health, psychological wellbeing and more inclusive approaches to dance practice, education, training and performance. Although the articles address different topics, each invites us to consider how research can inform the decisions we make and the conditions we create for dance practice to flourish.

In *Creating Conditions to Thrive: Trauma-Informed Practices for Dance Education*, Rebecca Gose explores how trauma can influence attention, emotional regulation, relationships and readiness to learn. The article reminds us that creating conditions for dancers to thrive involves attending to the whole person, while recognizing the boundaries of our professional expertise.

Imogen Aujla and Stacey Green share findings from research exploring racial discrimination and wellbeing among dance students in *The Representation and Equity in Dance (RED) Project:*

Enhancing Racial Equity in Dance Education. Their work highlights the relationship between exclusion, unequal treatment and poorer wellbeing for Global Majority dancers, with practical tools and reflective questions to help teachers and dancers examine representation, challenge assumptions and take action towards more equitable training environments.

Peta Baillie's *Do Calf Rises Every Day Really Keep the Doctor Away? A Practical Guide to Chronic Ankle Injury Prevention* translates research on ankle health into accessible guidance for dancers and teachers. The article explores chronic ankle instability, the importance of appropriate rehabilitation, and how the quality of single-leg heel rises can offer valuable information about injury risk.

Finally, in our new book review feature, Gigi Berardi appraises *Research Methods in the Dance Sciences*, edited by Tom Welsh, Jatin P. Ambegaonkar and Lynda Mainwaring. The review highlights the breadth of this resource, from research design and methodology to interpreting findings and translating evidence into practice. It is a fitting addition to this issue, reinforcing the importance of research literacy across dance education, science and professional practice.

As we continue to develop the Bulletin, we invite you to read, question, experiment and reflect. Try out the ideas and resources that resonate with your practice, consider what the evidence might mean in your own context, and share your experiences with us and with one another. Your feedback, questions and contributions are an important part of making this a genuinely collaborative space for learning.

We look forward to continuing the conversation with you.

With very warm wishes,

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