

## ***Teachers and Teaching: Theory and Practice***

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We are truly honored to be taking over the editorship of *Teachers and Teaching: Theory and Practice* (TTTP) as it moves into its 27<sup>th</sup> year.

### **Highlights for *Teachers and Teaching***

The latest publishing report from Taylor and Francis shows that TTTP is in fine health. The most recent data we have indicates that the Journal's Impact Factor was 1.798 in 2018, 2.345 in 2019 and 2.306 in 2020. Article downloads have been steadily increasing since 2012 with another significant increase of 20% from 2019 to 2020. TTTP is a truly global journal with the majority of downloads being from Europe, with Asia, North America and Australasia not far behind, and engagement from Africa growing, and the top ten regions reading articles from TTTP are in order UK, USA, Australia, Netherlands, Philippines, Canada, South Africa, Hong Kong (China), and Turkey. The journal's acceptance rate is 6%.

### ***Top Performing Articles***

<b>Top Performing Articles</b>			
<b>Top Downloaded Article</b>	School culture, leadership and relationships matter	<b>Downloads</b>	4,404
<b>Top Cited Article</b>	Inconvenient truths about teacher learning: towards professional development 3.0	<b>Citations</b>	22
<b>Altmetric Attention</b>	The role of beliefs in teacher agency	<b>Score</b>	182

### ***Most Downloaded Articles in the Past 12 Months***

<b>Article Title</b>	<b>Author</b>	<b>Volume and Issue</b>	<b>Number of Downloads</b>	<b>Open Access</b>
School culture, leadership and relationships matter	Auli Toom	Volume 24 Issue 7	4,404	No
Teacher learning as identity learning: models, practices, and topics	Douwe Beijaard	Volume 25 Issue 1	3,587	No
Teacher collaboration: 30 years of research on its nature, forms, limitations and effects	Andy Hargreaves	Volume 25 Issue 5	2,378	No

### **Working with ISATT**

We recognise TTTP's significance for ISATT, and as importantly, for the wider field of education. During our editorship, TTTP will further develop its position and status as an authoritative source for research and scholarly debate about the work and lives of teachers, and the quality of teacher education and teaching in schools, colleges and universities. We are of the view that there is a continued need for quality research which provides nuanced evidence to inform scholarly debate about how better to attract, recruit and retain high-quality teachers in context of change as well as enable and enhance high-quality teaching in different education sectors worldwide. We have a responsibility to ensure that the Journal

not only speaks to, but has a role to play in shaping and developing knowledge and understanding of these fundamental components of teachers and teaching.

In order to ensure that the Journal's high standards and reputation are maintained and enhanced, we will pay particular attention to the needs of the Journal's different stakeholders, and will continue to work closely with ISATT to ensure that the diverse stakeholders, with overlapping interests, have confidence in its rigour, responsiveness and reliability. We will propose a number of initiatives to support ISATT members publishing high quality research in TTTP. Please look out for an open call for Associate Editors on the Journal's website later this month. We would strongly encourage ISATT member to apply for this important role and join us and our Executive Editors to help secure TTTP's standing in the international academic community.