

Teachers and Teaching: Theory and Practice Report

The state of the journal

There are some very positive stories to tell about the journal. The number of institutions subscribing to the journal has grown steadily from 2521 institutions subscribing in 2017 to 3140 in 2023. The download of articles has increased from 100, 974 in 2017 to 214, 1112 in 2022. The institutions with the top downloads are detailed below.

Top Institutions by Downloads (Past 12 Months)

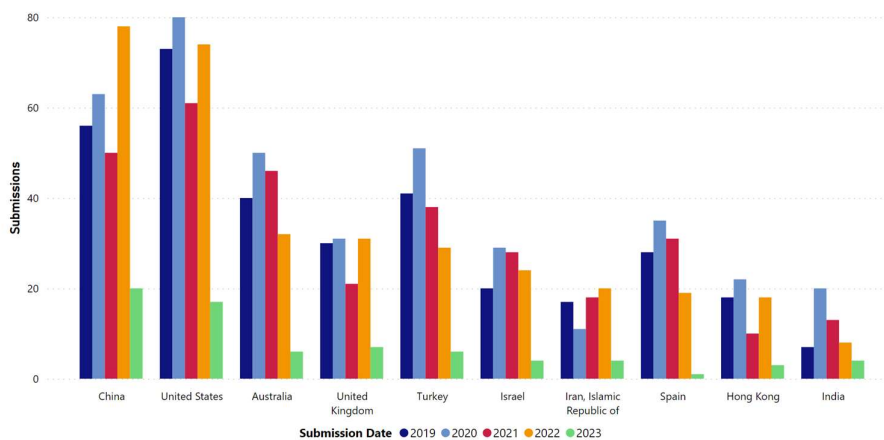
Institution Name	Total No of Downloads
Liberty University	5031
University College London	4510
Beijing Normal University	4280
University of Glasgow	3245
The Education University of Hong Kong (EdUHK)	3103
East China Normal University	3088
University of Sydney	2938
Monash University Library	2807
Queensland University of Technology	2715
Grand Canyon University	2575
Total	34292

Note: Consortia have been removed from this table.

The countries with the greatest number of text downloads are the UK, the US, Australia and China.

This is reflected in the number of submissions from these countries, see below.

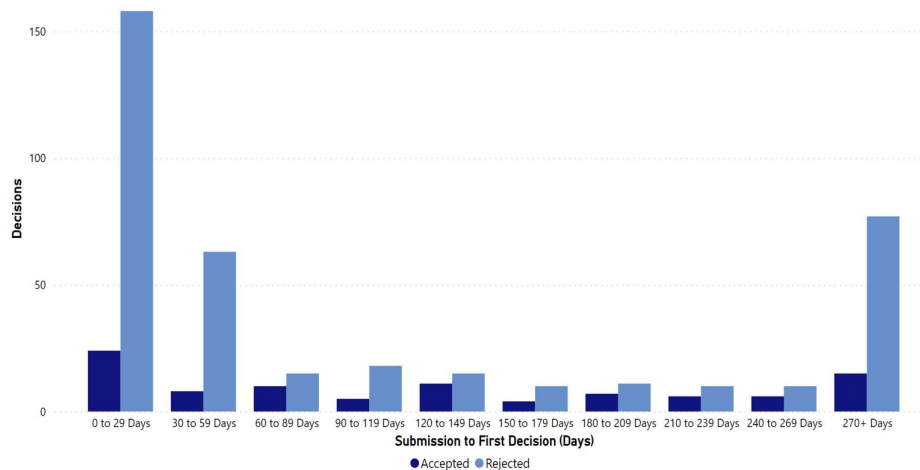
Geography of Submissions



The journal has faced a number of challenges over the last two years. In April I took over the journal as sole editor in chief. The most immediate task has been to address a backlog of papers that had become stuck in the pipeline, they have now been allocated to me and are being addressed as a

matter of urgency with support from the Editors, Executive Editors and Editorial Advisory Board. These challenges are reflected in the table below.

Time from Submission to First Decision (2022)



The Outstanding TTP Article Award 2023

The Outstanding TTP Article Award 2023 was determined in consultation with the Executive Editors and through an evaluation of the papers published in the years 2021 and 2022, Volumes 27 & 28, against the following criteria 1) makes an outstanding contribution to teaching and teacher education, and 2) has a clearly evident research base and is a strong theoretical piece of scholarly inquiry. The paper receiving the award was:

Yvonne Salton, Stewart Riddle & Margaret Baguley (2022) The 'good' teacher in an era of professional standards: policy frameworks and lived realities, *Teachers and Teaching*, 28:1, 51-63.

A special mention was made of the following paper which is to be published in ISATT's 40th Anniversary Handbook:

Charlot Cassar, Ida Oosterheert & Paulien C. Meijer (2021) The classroom in turmoil: teachers' perspective on unplanned controversial issues in the classroom, *Teachers and Teaching*, 27:7, 656-671.

Editorial Board

As indicated above I have taken over as the sole Editor in Chief of the journal. Thanks to Qing Gu for her work on the journal. At this time Rupert Higham also stepped down as Associate Editor. Thanks also to Rupert for his work on the journal. I contacted all Executive Editors and members of the Editorial Advisory Board to explain the changes to the Editor in Chief role and to provide them with

an opportunity to consider their involvement in the journal. Many took this opportunity to step down after many years of excellent service to the journal. On behalf of the journal and all involved, I would like to express our sincere thanks to the following who are departing from their Executive Editor role: Dawn Garbett and Lily Orland-Barak. We would also like to thank the 41 people who have dedicated significant time to their role on the Editorial Advisory Board and have chosen this moment to leave. I am extremely grateful to the Executive Editors and members of the Editorial Advisory Board who have chosen to stay and I am very much looking forward to working with them all as the journal moves into the future. A major rebuild of the Editorial Advisory Board is another immediate task that will require support from the Executive Editors. I am also thankful for the support given by the small editorial team that works closely with me in the day to day running of the journal.

Martin Mills