

**Original citation:**

Thornby, John Albert. (2017) New journal aims to help in transforming teaching. Education Journal (309). p. 31.

**Permanent WRAP URL:**

<http://wrap.warwick.ac.uk/89772>

**Copyright and reuse:**

The Warwick Research Archive Portal (WRAP) makes this work by researchers of the University of Warwick available open access under the following conditions. Copyright © and all moral rights to the version of the paper presented here belong to the individual author(s) and/or other copyright owners. To the extent reasonable and practicable the material made available in WRAP has been checked for eligibility before being made available.

Copies of full items can be used for personal research or study, educational, or not-for-profit purposes without prior permission or charge. Provided that the authors, title and full bibliographic details are credited, a hyperlink and/or URL is given for the original metadata page and the content is not changed in any way.

**A note on versions:**

The version presented in WRAP is the published version or, version of record, and may be cited as it appears here.

For more information, please contact the WRAP Team at: [wrap@warwick.ac.uk](mailto:wrap@warwick.ac.uk)

# New journal aims to help in transforming teaching

**O**n Thursday 22 June 2017, a new journal for teachers, researchers and academics was launched: *The Warwick Journal of Education – Transforming Teaching* (WJETT), published by the University of Warwick's Centre for Professional Education. John Thornby, Editor-in-Chief of WJETT, explained: "Our new journal is aimed at an audience of teachers and school leaders with a view to bridging the gap between academic researchers and practitioners at the chalk-face. It aims to deliver innovative and creative pedagogy, alongside intellectual discourse on a range of educational issues – in an accessible fashion that we hope will be palatable for the practising teacher."

WJETT is intended to be a platform to disseminate best practice and offers an opportunity for practising teachers and senior leaders to share their innovations in teaching and learning. This includes, but is not limited to:

- Practitioner research.
- Large-scale, whole-school or institutional initiatives.
- Case studies.
- Educational leadership.
- Professional development.
- Teacher education.

The journal will act as a catalyst to bring the communities of teaching and educational research closer together, with a view to promoting evidence-based practice within classrooms across the country. These goals are closely aligned to the new Standard for Teachers' Professional Development (DfE, 2016) and the renewed drive for teaching to become a more evidence-informed profession, endorsed by recent reviews of Teacher Education by Donaldson (2011) and Carter (2015), as well as the newly established Chartered College of Teaching.

WJETT uses the term "teacher" in its broadest sense, recognising that education occurs not only in schools, but also nurseries, colleges and universities as well as a host of other contexts, including pupil referral units, faith organisations and professional and subject associations. As such, the journal invites contributions from the Further and Higher Education sectors, as well as Early Years, Primary, Secondary and alternative education settings. We hope that WJETT will appeal to an authorship of academically-engaged practitioners, as well as a readership of teachers and senior leaders who are seeking creative and innovative approaches to tackling the changing landscape of education.

The journal is published online and is free to authors and readers via Open Access. We intend to publish two issues a year as the flow of research and review articles gathers momentum, in addition to occasional special issues. All research and review articles are subject to a double-blind peer review process. The peer review process, using a panel of academics and current practitioners, will ensure that they are sufficiently robust to stand up to critical scrutiny, while remaining accessible and appealing to the principal audience of practising teachers. The journal will also contain interviews and critical reflections."

The inaugural issue of WJETT launched on 22 June 2017 at the University of Warwick's "Excellence in Education" Conference, attended by over 200 delegates from local schools and Higher Education Institutions. It contains 10 articles on a wide range of topics, including: teaching Shakespeare; the use of dynamic geometry software; and a feature interview with Philippa Cordingley (Chief Executive, CUREE). If you would like to be involved in WJETT in the future (as a prospective author or reviewer) then please email [wjett@warwick.ac.uk](mailto:wjett@warwick.ac.uk) or visit the journal's webpage, where electronic versions of the articles are available: <http://journals.warwick.ac.uk/index.php/wjett/>.

## REFERENCES

- Carter, A. (2015). *Carter review of initial teacher training (ITT)*, London: Department for Education.
- DfE (2016). *Standard for Teachers' Professional Development*, London: Department for Education.
- Donaldson, G. (2011). *Teaching Scotland's Future: Report of a review of teacher education in Scotland*. Scottish Government (Scotland).