



Editorial: New Zealand Journal of Teachers' Work – Serving its Readers

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The Editors of NZJTW are very pleased to be able to announce that NZJTW is now indexed by ERIC, the Education Resources Information Center, a database sponsored by the U.S. Department of Education (see <https://eric.ed.gov/>). ERIC provides education researchers access to indexed and full-text education literature and resources. It is used by over 12 million students and researchers around the world each year. There are several implications to this which may be of interest to our readers and authors. The first, really most important is that NZJTW authors' published work is now easily available to anyone using the index. Although NZJTW is 'open access' and has always been theoretically available to any researcher, this new development will send researchers to the journal in a way that was not previously likely to happen. So, the general impact of our authors' work will be felt in a wider arena. The second implication is that, for this reason, the journal will have more status – not our primary purpose, but significant for many of our authors.

This does raise – again – a discussion about the paradoxes of academic publishing. The journals with the highest reputation are generally 'owned' by Learned Societies and published through the big publishing houses – Elsevier, Taylor and Francis, Sage, Springer, among others. Academics write the articles, and control the quality of those articles through peer reviewing. The universities pay their wages while they do this, and the university libraries pay substantial sums for the journals which are the product of this work. Academic publishers make astonishing amounts of money.

NZJTW is a bit different: although the articles are written and reviewed by academics, it is an open access journal: its *raison d'être* is to have the work read by as wide an audience as possible, within its targets. While the current host university provides the journal a digital platform, it takes no income from the journal. There is also no advertising.

This way of doing things is in huge contrast to the *many* 'open access' journals that have sprung up. These include those owned by publishers able to profit by the labour of academic authors. They provide authors the option of retaining ownership of their productive work, but by paying Author Processing Charges (APC), sometimes as high as \$US3-4000. Then there is the class of 'predatory' journals that require authors to pay to have their submissions reviewed and published. In these cases, review standards are sub-standard, and 'editorial boards' consist of unknown academics working in little-known institutions.

All of which is to say that NZJTW exists in a niche position where it is universally available to anyone who has Internet access – our readers do not have to belong to a university or major civic library or have to pay a subscription cost. So, the ideas expressed in our journal can be accessed by many people and yet it is a thoroughly academic, peer reviewed, ethical publication, with a strong Editorial Board, which its authors, reviewers and readers can be proud of.

So, our thanks to our contributors: the quality of your work has undoubtedly been of great significance in bringing us to this point. Thanks also to the reviewers, whose attention to the quality of the material has also, without doubt, helped us to gain ERIC's attention.

On the other hand, NZJTW, as a desk-top published journal without the support of a society or a publisher, is difficult to sustain. In addition, the demands of research evaluation exercises places pressure on academics to publish in 'top quartile' journals. This means that the flow of submissions to NZJTW has decreased over the years – no doubt also a function of the marginalisation of 'teachers' work' (in preference, presumably, to 'learners' work').

Therefore, this editorial ends with three appeals: first, from among our Editorial Board and reviewers, we seek some willing hands to support the journal by leading manuscripts through the various editing processes. The journal editors do now have the advantage of institutional web-based support, and a new and professional version of the OJS software. Full support will be provided to willing volunteers able to support the editorial processes. Second, we urge the NZJTW authors, readers and reviewers to dedicate at least one article every 18 months to two years to NZJTW. Higher profile authors benefit early career authors. Finally, this is a journal of *teachers' work*, *that is free to all* – so please, send the links on to your many contacts in schools, centres and tertiary institutions.