

Call for Expressions of Interest

Local Languages, Global Classrooms: Teacher Learning and Multilingual Innovation in Primary Education

(Proposed edited volume, under consideration by Palgrave Macmillan)

We invite Expressions of Interest (EOIs) for a proposed edited volume, *Local Languages, Global Classrooms: Teacher Learning and Multilingual Innovation in Primary Education*, currently under consideration for publication with Palgrave Macmillan.

This call is issued at a pre-contract stage and is intended to support the refinement of the volume's conceptual framing, thematic balance, and international scope prior to formal submission and full publisher approval. Contributors whose EOIs are selected will be invited to submit structured abstracts once the volume has received the publisher's formal go-ahead.

Rationale and scope

Multilingualism has become a defining feature of primary education globally. Migration, mobility, and social change have reshaped classrooms such that children increasingly arrive at school with complex and dynamic linguistic repertoires that extend across multiple languages and cultural contexts. In parallel, education systems are introducing policies that promote early language learning, plurilingualism, and global citizenship, often through frameworks that deliberately allow space for local interpretation and enactment.

Central to the volume is the argument that language policy and curriculum frameworks do not simply regulate practice, but can create conditions for professional judgement, experimentation, and co-construction with learners and communities. Drawing on anchor cases, including Scotland's L3 policy as a deliberately open and flexible framework, the book examines how teachers enact and reshape policy in ways that redefine professional identity, redistribute authority in the classroom, and generate multilingual pedagogies with relevance beyond any single national context.

Empirically, the volume focuses on the everyday professional work of teachers and teacher educators in primary settings, and on the role of families and communities as pedagogical partners. Contributions explore how educators navigate teaching beyond their own linguistic expertise, engage in professional learning and digital innovation, and develop inclusive and sustainable multilingual practices in diverse institutional and cultural contexts.

Rather than positioning multilingualism as a narrow curricular issue, the volume situates it within wider debates about inclusion, wellbeing, identity, social justice, and the purposes of education in a globalised world. Contributions are expected to be empirically grounded, theoretically informed, and attentive to the professional, ethical, and relational dimensions of multilingual education in primary settings.

Proposed structure of the volume

Contributors are invited to align their EOIs with one or more of the following Parts and Chapters, which reflect the current conceptual architecture of the book. Proposals that cut across multiple chapters or extend the framework in new conceptual or comparative directions are particularly welcome. Titles below are indicative only:

Part I: Setting the Scene – Multilingualism and Policy Innovation

1. Multilingual Childhoods in a Global Context
2. Policy Experiments in Primary Language Learning

3. The Radical Space of L3 in Scotland (anchor case study)

Part II: Teacher Education and Multilingual Pedagogies

4. Learning to Teach Languages You Don't Speak

5. Innovating in Initial Teacher Education: Reflexive and Creative Approaches

6. Designing Teacher Education Modules for Multilingual Classrooms (case studies from different contexts)

Part III: Professional Learning and Community Engagement

7. Teachers as Learners with Children

8. Parents and Communities as Pedagogical Partners

9. Digital Innovation in Multilingual Professional Learning

Part IV: International Perspectives and Global Lessons

10. Translanguaging and Teacher Education in European and Global Contexts

11. Inclusive Pedagogies, Wellbeing, and Global Citizenship

12. What can we Learn from Policy Experiments?

What we are looking for

We welcome EOIs from researchers, teacher educators, practitioners, and policymakers working in primary education, language education, teacher education, and related fields. Contributions may be:

- Empirical, drawing on qualitative, quantitative, or mixed-methods research
- Conceptual or theoretical, offering new frameworks or critical perspectives
- Practice-oriented, grounded in professional learning, teacher education, or community engagement initiatives

We particularly encourage proposals that connect policy, professional practice, and lived classroom experience, and that foreground issues of inclusion, identity, and equity in multilingual education.

How to submit an expression of interest

EOIs should be around 200 words and should briefly address:

- The proposed focus and context of the chapter
- The central argument, research question, or contribution
- The empirical, conceptual, or theoretical basis of the work
- The Part and Chapter of the volume with which the proposal most closely aligns

This stage is intended as a low-burden, exploratory process, designed to support dialogue between contributors and editors and to help shape the final structure and balance of the volume prior to formal publisher approval.

Timeline and review process

- EOI Submission Deadline: **30th April 2026**
- Editorial feedback and invitations to submit full abstracts: following review of EOIs and publisher feedback on the volume proposal

Authors invited to the next stage will be asked to submit a structured abstract and, subsequently, a full chapter. Full chapters will be subject to editorial review and Palgrave Macmillan's standard external peer review procedures.

Please note that final acceptance of the volume remains subject to external review and formal approval by the publisher.

Editors

David Roxburgh and Joanna McPake (Strathclyde Institute of Education); Malika Pedley (University of Reims Champagne-Ardenne) and Lorna Anderson (Queen Margaret University)

Enquiries

For questions regarding thematic fit, scope, or the EOI process, please contact:

david.roxburgh@strath.ac.uk