

○ EDITORIAL: TEACHERS' PLURILINGUAL IDENTITIES IN TRANSNATIONAL CONTEXTS

In light of the complex intersections of linguistic and cultural diversity that profoundly impact on the policies and practices of education in transnational societies today, it is our privilege to guest edit this special issue of *ARAL* devoted to the topic of *Teachers' Plurilingual Identities in Transnational Contexts*. Not only are schools facing challenges in meeting the needs of students for whom English is an additional language, but educational systems in migrant-receiving jurisdictions such as Australia, Canada, and the UK are also behooved to better support and affirm the identities of teachers who do not fit the predominantly white, monolingual English-speaking, middle class, female teaching force. Recently, applied linguists have advanced concepts of plurilingualism, identity texts, and transnationalism to underscore that teachers with plurilingual orientations can have a positive impact on learners' academic and social development.

In the opening article, Cummins offers a conceptual framework related to the topic of plurilingualism in educational contexts with high proportions of linguistic and cultural diversity. Following this conceptual overview, Gagné, Chassels, and McIntosh analyse the results of a trioethnographic inquiry into post-secondary academic language supports offered for plurilingual teachers and teacher candidates.

In the following two articles, Moloney and Giles explore issues of professional and linguistic identity as experienced by plurilingual pre-service teachers in Australia, while Frank and Ilieva consider the positioning of internationally educated teachers in Canada.

The remaining two articles focus explicitly on issues of marginalisation and barriers for plurilingual teachers. Cruickshank examines the school-level factors that lead to the ex/inclusion of internationally educated teachers in day and community schools in Australia, and Schmidt and McDaid offer a comparative analysis of the linguistic barriers facing plurilingual teachers in Canada and Ireland, respectively.

The empirical perspectives presented here underscore how plurilingual identities and orientations of teachers in various global contexts can support the learning of students and impact wider educational communities. Also explored are the barriers that still impede the realisation of equitable schools and societies for students and teachers of minority language backgrounds. What remains clear is that schools and societies in the various jurisdictions represented still have a long journey ahead to recognise and affirm the plurilingual identities and capacities among their teaching populations.

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Guest Editors