

## **Preparing Teachers to Work with Multilingual Learners**

*Edited by Meike Wernicke, Svenja Hammer, Antje Hansen, and Tobias Schroedler*

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*Preparing Teachers to Work with Multilingual Learners* is the outcome of a collaboration between teacher educators and emergent researchers. Contributors to the book are from North America and Europe and worked together on the MultiTed project that aimed to foster international collaboration among researchers on strategies for teacher education in multilingual settings. The book is comprehensive in its scope. It offers a theoretical overview of changing discourses around multilingualism and analyses both of related national and regional policies and of specific teacher education course curricula. In their analyses, authors attend to social, historical, and ideological contexts.

The book is divided into 11 chapters. In Chapter 1, the editors introduce the MultiTed project, presented as a response to the global challenges and opportunities posed by multilingualism in educational systems, and situate the book in a broader conversation about multilingualism and teacher education. In Chapter 2, Tobias Schroedler discusses four types of societal multilingualism: high-status state multilingualism, autochthonous languages and their revitalization, multilingualism resulting from migration, and what he describes as educationally manufactured multilingualism. These categorizations serve as a framework for understanding the varied manifestations of multilingualism across different contexts described later in the book.

After establishing this background and framing, each chapter focuses on a specific geographic context. Chapter 3, by BethAnne Paulsrud and Adrian Lundberg, investigates the ways in which top-down diversity initiatives and discourses translate to teacher education programs in Sweden. In Chapter 4, Tamás Péter Szabó, Elisa Repo, Niina Kekki, and Kristiina Skinnari focus on two universities in Finland, illustrating how teacher training programs are adapting to meet the changing needs of a diverse student body. In Chapter 5, Lisa Berkel-Otto and her co-authors focus on three federal states in Germany (North Rhine-Westphalia, Hamburg, and Lower Saxony) and discuss the respective curriculum in each state, the pedagogical approaches adopted, and the variations in program implementation, influenced by each state's unique educational policy. Chapter 6, by Lucia Miškolin Saletović, Klara Bilić Meštrić, and Emina Berbić Kolar, situates Croatia's multilingualism in teacher education in a complex linguistic landscape, influenced by its history as a crossroads of empires and its status as a country with many officially recognized minority languages. In Chapter 7, Barbara Gross and Lynn Mastellotto examine teacher training in South Tyrol, Italy, detailing how historical border changes and current policies shape the preparation of educators in Italian, German, Ladin, and English within a highly linguistically diverse region. Chapter 8, by Chiara Liberio and Carlos Rafael Oliveras, discusses how teacher education programs in the Republic of Ireland address the linguistic diversity resulting from recent demographic shifts, with a specific focus on integrating multilingual education principles into the curriculum. Chapter 9, by Meike Wernicke, analyzes the response of teacher training programs in English Canada to the needs of multilingual learners, focusing on innovative approaches at institutions like the University of British Columbia, while in Chapter 10, Jessie Hutchison Curtis discusses the challenges and strategies of integrating multilingual education into teacher training programs in the United States, particularly through community-based teacher education and experiential learning.

The final chapter is a cross-case analysis of the programs described earlier in the book. Svenja Hammer, Antje Hansen, and Meike Wernicke highlight key trends and common challenges faced by these programs, including differing conceptualizations of multilingualism and their influence on educational practices and policies. They also address the integration of multilingual approaches within curricula,

noting a significant disparity between programs where multilingual education is mandatory and those where it is elective. Furthermore, they analyze course syllabus content within teacher education programs to see whether they merely acknowledge linguistic diversity or actively engage students in strategies to leverage this diversity in classrooms. The focus on language within the analyzed courses also varies significantly; some prioritize language acquisition, while others emphasize cultural competence and pedagogical strategies. Finally, the role of teachers as facilitators of multilingual environments is critically examined, focusing on how well prepared they are to navigate linguistic diversity and what support structures are available to them.

This collection of perspectives provides a nuanced view of regional differences, including historical, linguistic, and political factors, showing how multilingualism is situated in local contexts and how top-down policies related to multilingualism are negotiated in educational practice. The authors recognize the limitations of the Global North perspective of the book and problematize the fact that it is written in English. Broader scholarship would benefit from the inclusion of cases from outside Europe and North America. Additionally, further research should do more to include the voices of pre-service teachers who learn in the systems this book analyzes, and in specific teacher-education programs, in order to gauge how their perspectives and first-hand experiences interact with their understanding of and capacity to implement multilingual education strategies.

#### *The Reviewer*

Aleksandra Adach, originally from Lublin, Poland, is a PhD candidate in Learning Sciences at the University of Illinois Chicago and an MA student at OISE, University of Toronto. Her research centres on identity, language, and culture, exploring how meaning is co-constructed and how language policies shape everyday experiences.

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