

## Advocacy Matters: Securing Teachers' Well-Being and Success in Bilingual and Multilingual Education

Adjusted Title (Tentative!):

**Advocacy Matters: Securing Language Teachers' Well-Being and Success in Bilingual and Multilingual Education**

**\*This Special Issue is being prepared for the [International Journal of Bilingualism \(IJB\)](#). It has been approved by IJB's Editor.**

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### Call for Proposals

In bilingual and multilingual education, advocacy has long been recognized as a core professional responsibility tied to enacting change, promoting social justice, and supporting equitable systems (Cruikshank, 1993; Staehr Fenner, 2014). Traditionally, advocacy has centered on actions teachers take on behalf of their students and communities, reflecting a deep commitment to linguistic rights and educational equity (Davis & Howlett, 2022; Linville & Whiting, 2019; Poteau & Winkle, 2022). Yet, advocacy for teachers themselves—their well-being, safety, sustainability, and professional success—remains an underexplored dimension of this conversation. Few studies explicitly address how language teachers, particularly those working with bilingual and multilingual learners, can be supported through advocacy in ways that sustain their morale, purpose, and sense of belonging (Mercer & Gregersen, 2020; Pentón Herrera et al., 2023; Sulis et al., 2023).

This Special Issue seeks to advance conversations about advocating for language teachers' well-being and success in bilingual and multilingual education around the world and in various contexts. Thus, we aim to bring to the forefront discussions that not only address the challenges faced by language teachers, but also provide practical advocacy approaches, solutions, and strategies for their well-being and success. Further, in our call, we purposefully avoid defining the concepts of *well-being* and *success* with the vision of welcoming proposals that offer diverse and complex perspectives on these concepts. We invite all types of contributions accepted by the *International Journal of Bilingualism* that offer diverse perspectives on advocacy as a driving force for teacher well-being and success globally (Ludwig et al., 2024; Pentón Herrera & Darragh, 2024; Warren et al., 2025). Possible topics include, but are not limited to:

- advocacy for language teachers' well-being in bilingual and multilingual education as a core element of their professional identity, including its impact on purpose, resilience, and engagement
- supporting teachers' resilience, mental health, and psychological well-being in bilingual and multilingual contexts
- promoting policies that encourage work-life balance among language teachers working with bilingual/multilingual learners
- advocating for accessible and sustained professional development opportunities for teachers in bilingual and multilingual education
- addressing burnout, chronic stress, and attrition in the bilingual and multilingual education workforce
- advancing equity within the teaching profession, with particular attention to teachers in bilingual and multilingual education
- championing the rights, identities, and inclusion of marginalized and underserved language teachers in bilingual and multilingual settings
- the role of unions and professional bodies in securing fair compensation and job stability for teachers working in bilingual and multilingual education
- examining how evaluations, high-stakes testing, and language policy debates affect language teacher morale in bilingual and multilingual contexts

#### **Submission Timeline**

- **February 1st, 2026:** Proposal Submission Deadline – Submit a proposal of 300–500 words (including references), along with contributors' names, affiliations, short bios (100 words), and type of manuscript (e.g., empirical, theoretical, methodological, or reflective).
- **March 15th, 2026:** Notification of Accepted Proposals
- **August 15, 2026 – December 15, 2026:** Guest Editor Review (before peer review)
- **December 15, 2026:** After Guest Editor Review, manuscripts are submitted for peer review
- **December 15, 2026, to June 30, 2027:** Peer Review
- **December 2027:** Publication (Volume 32, Issue 6)

Please submit your proposals and any related inquiries directly to the guest editors at [luis.penton@gmail.com](mailto:luis.penton@gmail.com) and [huysal9@gmail.com](mailto:huysal9@gmail.com).