

Invitation to Contribute to a Special Issue

Teaching from the Margins Across Continents

Special Issue of *Tertium Comparationis*, 1/2027 (peer-reviewed journal)

Guest Editors: Drorit Lengyel, Carola Mantel and Lisa Rosen

Background and Rationale

Teachers positioned as members of ethnic, racialised, linguistic, religious or other minoritised groups have received growing attention in international educational research. They may bring valuable linguistic resources, professional knowledge and perspectives grounded in their biographical and community experiences to schools and teacher education. They may serve as important identification figures for students and contribute to more inclusive forms of educational practice and institutional change.

At the same time, affirmative accounts of diversity can obscure the unequal institutional conditions under which minority and minoritised teachers work. Their professional expertise may be reduced to an assumed ethnic, cultural, linguistic or religious “authenticity”. They may be expected to act as mediators, bridge-builders or representatives of particular communities and to address institutional challenges for which schools and teacher education systems do not otherwise assume sufficient responsibility. Such expectations may open opportunities for professional participation while simultaneously reproducing processes of othering, deprofessionalisation and unequal responsibility.

The distinction between *minority* and *minoritised* teachers is therefore analytically significant. While the former term may refer to demographic or social positioning, the latter foregrounds the institutional, political and discursive processes through which particular teachers are constructed as different, peripheral or as not fully belonging. Minoritisation is thus understood not as an inherent individual characteristic but as a relational, context-dependent and historically situated process.

Focus of the Special Issue

The Special Issue brings together international and comparative research on minority and minoritised teachers, pre-service teachers and other educational professionals. It examines how they negotiate professional roles, identities, recognition and belonging within unequal institutional contexts.

Contributions may address different stages and sites of professional education and practice, including initial teacher education, professional development, schools, educational supervision and community-based educational programmes. We particularly welcome papers that connect individual experiences and forms of agency with the organisational, political and discursive conditions under which educational professionals work.

Contributions may engage with one or more of the following questions:

1. How are teachers and other educational professionals constructed or positioned as minority or minoritised subjects within different educational systems?
2. Which professional roles and responsibilities are assigned to minority and minoritised teachers, and how do they negotiate, appropriate or resist these expectations?
3. How do institutional structures and professional cultures enable or constrain recognition, belonging and participation?
4. Which forms of professional, biographical, linguistic and community-based knowledge do minority and minoritised teachers draw upon?
5. How do processes of minoritisation shape teacher education, professional development, agency and long-term participation in the teaching profession?
6. How can educational institutions move beyond relying on individual minoritised professionals to compensate for structural inequalities and instead assume collective responsibility for institutional change?
7. What can comparative and transnational perspectives reveal about the relationship between minoritisation, educational institutions and social justice?

International and Comparative Orientation

By bringing together research from a range of national and educational contexts, the Special Issue seeks to move beyond the assumption that the experiences of minority and minoritised teachers can be understood solely within individual national systems.

Contributions do not necessarily need to compare two or more countries directly. However, authors are asked to situate their cases and findings within wider international debates and to reflect on what their analyses contribute to an understanding of the institutional production and negotiation of professional difference, recognition and belonging across contexts.

Comparison is thus understood not only as the juxtaposition of national cases, but also as a means of examining how different educational settings produce, negotiate and potentially transform boundaries of professional legitimacy and participation.

Submission Process and Provisional Schedule

Authors who wish to contribute are asked to send the guest editors:

- confirmation of their intention to contribute;
- a provisional title;
- an abstract of approximately 250–300 words;
- the names and institutional affiliations of all authors.

Please send this information by **9 October 2026** to the Guest Editors:

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The provisional schedule is as follows:

Date	Stage
9 October 2026	Confirmation of participation, provisional title and abstract
30 November 2026	Submission of full manuscripts for peer-review process
30 January 2027	Distribution of reviews to the authors
15 March 2027	Submission of revised manuscripts and response-to-reviewers documents
15 May 2027	Submission of final revised manuscripts
2027	Publication of the Special Issue (Tertium Comparationis 1/2027)

Manuscripts should not exceed approximately 6,000 words (or 40,000 characters including spaces), including the reference list. Further information concerning formatting, referencing style and submission procedures will be provided separately.

Open-Access Publication

All contributions to the Special Issue will be published open access. No article processing charges or other publication fees will be charged to the authors.