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this book showcases evidence based accounts of how school systems can tackle the challenges associated with teacher training in integrated stem science technology engineering and mathematics education it reports on how a group of high school teachers from papua new guinea were upskilled in integrated stem education through the graduate certificate in stem education course delivered by the queensland university of

technology and Australia through their own voices the teachers present examples of how they applied their new knowledge and skills in their contexts by tackling real world challenges and needs aligned with the PNG curriculum and the United Nations Sustainable Development Goals their narratives are framed in terms of the STEM pedagogies they adopted the book provides evidence of how knowledge gained through postgraduate training has been implemented by teachers in their respective contexts including some in rural and remote schools through the eyes of both teacher educators and teachers this book demonstrates how integrated STEM education can be delivered and serves as a helpful resource for academics teachers and policymakers through these connections academia and educational jurisdictions can sharpen their strategies for providing teacher in service courses on integrated STEM education

The growing superdiversity around the world now appears to be the norm in traditional English speaking inner circle nations it is becoming increasingly rare to find classrooms with students who come from monocultural and monolingual backgrounds however teaching practices remain based on anglocentric standards and perspectives even when most of the English speakers in the world are no longer just the monolingual speakers of the language research in bilingualism and multilingualism reverberate the potential of translanguaging as a pedagogical practice this is to leverage all the linguistic cultural and semiotic resources of learners so that they can actively engage in the language literacy and content area learning processes in the classroom however even though it has gained ground in theory and research it has not been upheld in instructional practice especially in the anglophone nations while some regions view translanguaging as a pathway to educational justice others face barriers such as limited resources administrative constraints or lack of teacher training despite its promise concerns remain around the selective use of languages and the risk of reinforcing existing linguistic hierarchies global perspective on issues and trends in educational translanguaging explores translanguaging pedagogies from both monolingual English speaking contexts and multilingual and multicultural contexts it examines a monolingual multilingual pairing of theoretical research and practical perspectives from around the world assessing how translanguaging pedagogies are practiced and researched worldwide this book covers topics such as indigenous studies migrant learners and pedagogy and is a useful resource for educators language experts academicians researchers and scientists

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