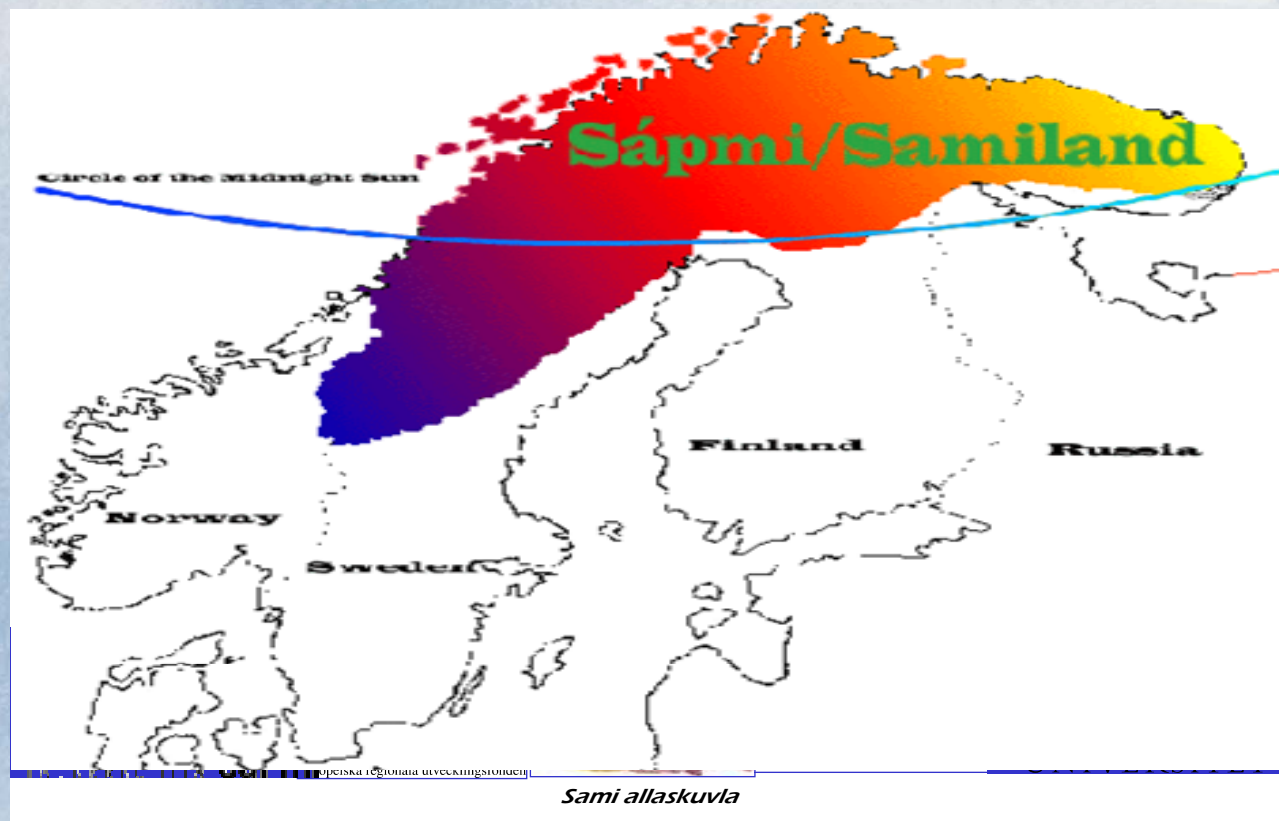


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# “Cultural diversities in Education in the North” –Parents, elders and the local community in action

Cultural knowledge and decolonizing processes highlighted in the process of indigenizing Sámi schools in the north of Sweden.

Gunilla Johansson, Department of Education, Luleå University of Technology, Sweden.

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- ❑ Background
  - ❑ The National Agency of Education once more questioned the Schools concerning the connection to the Sámi Culture.
- The evaluation focus on three levels of development
- ✓ National level
  - ✓ Municipality level
  - ✓ Local level ~ The Sami School Board



## Background

- Evaluation on Reform 97 Sámi – tendencies 2000-2003
  - ✓ Strong influence of the mainstream culture in general on the mentality of those involved, including the Sámi staff
  - ✓ Results of colonized minds has weakened the strengthening of the Sami perspective
  - ✓ Sami schools have not yet been able to rebuild the Sami platform for the schools (Hirvonen et al. 03)







## Enthusiasm

- The two schools describe their situation/challenge:
  - ✓ Parents, elders and the local community are enthusiastic about making the Sami perspective more visible in everyday school activities
  - ✓ They expect to be able to focus on the learning in a Sami context in school and preschool. What does it mean and how should it be?



## Purpose of the project

The main idea of this project is to understand school development in a context of – cultural heritage of indigenous peoples







## Research questions

How describe, analyze and highlight cultural knowledge,  
decolonizing and vitalizing processes in teacher thinking,

How knowledge and discourse influence on the pedagogical activity,

How to study the process of the development in indigenizing Sámi schools





## Research Questions

How can we identify good examples of potential for teaching and teacher competence with focus on involvement, communication and cooperation?

To what extent are the existing teacher educational systems adapted for development of potential for teaching?







- How can we encourage teachers to become researcher's of their own practices in school everyday-life and especially;
- How can Indigenous teacher's be strengthened to "take back" their cultural knowledge and cultural practices in school everyday life?



- To describe and analyze how to identify good examples of teaching and learning with focus on involvement, communication and cooperation within the local culture
- To what extent are the existing educational systems developed for individual well being and health of the Sami culture?
- What can this project contribute to the improvement on teacher ~ education?







## Research Questions

How are teachers provided the opportunity to increase self awareness in cultural understanding and decolonizing processes through reflection and critical questioning?

How can this project contribute to the improvement of teacher education?





The following questions are essential

What are the crucial characteristics (cultural expressions, practices and events) that need to be highlighted?

How can Indigenous teacher's be strengthened to "take back" their cultural knowledge and cultural practices in school everyday life?

Parents, elders and the local society?





## The following questions are essential

How can this study improve pedagogical enthusiasm for teaching and learning in the cultural context?

How can the child's own experience be used at School in building the self confidence and in "taking back" the Sámi cultural heritage?

How can cooperation with the holders of the local culture, parents and the extended family be incorporated in the body of teaching and learning in the School?



## Action research and action learning

By describing, analyzing and highlighting how cultural knowledge, decolonizing and vitalizing processes in teacher thinking, knowledge and discourse influence on the pedagogical activity,

We will be able to study the process of the development in indigenizing Sámi schools. Many Indigenous Peoples struggle for indigenizing; maintaining and vitalizing their cultures.







## Process of action research

Teachers in Sámi preschools and in compulsory schools study characteristics of cultural practices and they integrate these findings in the daily work within groups of children of age 2 ~ 12 years old.



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## Action research continue

Teacher's multicultural competence is considered to be the basic ground, deeply connected to the cultural heritage of the Sámi people and partly to the curriculum for Sámi schools.

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## Action research and action learning

The study involves parents, home environment and “elders” in the teaching and learning processes and the local cultural practice is partly integrated in the daily work.





## Possible results

To strengthen the Sámi perspective in school activities. In this study teachers implement new practices. The project is initiated from the school level,





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# Seminars ~ Group discussions



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# Dialogues



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# Loggs



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# Logg Writing



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# Implementation and development of potential for teaching

To describe and analyse

- the processes within the seminars
- the effect of individual plans in appraisal of the potential for teaching
- the appraisal of knowledge about teaching and learning processes in terms of inclusive education
  - ~ in a school for all pupils.







## Evaluation

### Project

- started to think more about teacher competence
- my identity as a teacher has strengthened
- the seminars have had a big influence on me

### Seminars

- it has always been interesting to join the seminars,
- good forum for discussions of teacher competence
- Important reflections about my role as a teacher
- Possibilities to put words on my thoughts
- We have used a special form for reflection

### The group

- New thoughts, belonging, confidence

### Logg writing

Individual plans, able to follow my own progress, to write is to make it visible





## Implementation

Continuously during the teacher training program:

- Development of teacher competence by reflection
- Awareness of perspectives of teacher competence
- To work with an individual plan for developing teacher competence in theoretical courses and practice
- To develop a competence in the art of reflection





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## Qualifications in appraisal of Teacher Competence

Cognitive Competence  
Cultural Competence  
Communicative Competence  
Creative Competence  
Critical Competence  
Social Competence  
Didactic Competence



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## Qualitative research and reports

- Two reports Masters level. Carina Sarri , Gudrun kuhmunen
- One Report. Bachelor Kerstin Pittsa Omma
- Reports on B level
- Doctoral thesis

