

○ TEACHERS
○ INTERCULTURAL
○ COMPETENCES as
○ KEYSTONES to
○ LEARNING in
○ EUROPE

- European Coordination:
- Staatliches Seminar für Didaktik und Lehrerbildung – GHS-Offenburg
- <http://www.tickle-project.eu/>
- Tel.0049 781 92389-34



Education and Culture DG

Lifelong Learning Programme

- 134317-2007-DE-Comenius-CMP



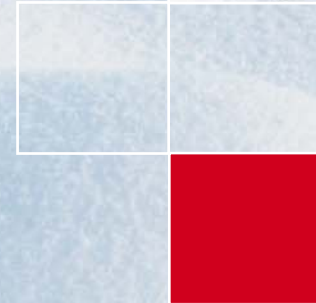
TICKLE ~ teachers intercultural competence in Europe

Culturally responsible educators increase intercultural competence by incorporating cultural heritage and knowledge in their work?

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

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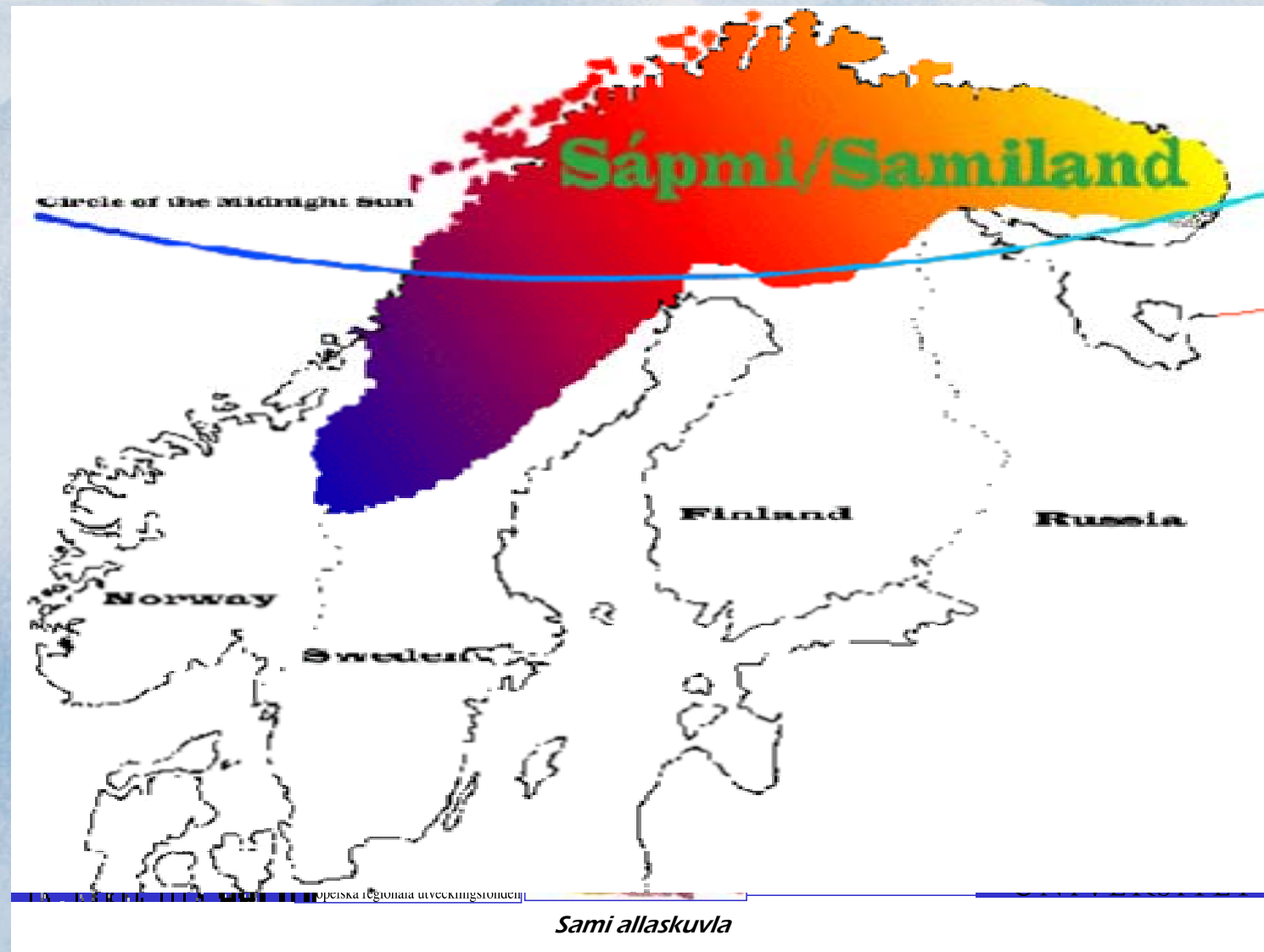




... this project will try to understand some aspects of teachers
intercultural competence in a context of cultural heritage
and knowledge – to learn from diversities

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The future

The future cannot be a continuation of the past and there are signs..that we have reached a point of historic crisis .. We do not know where we are going. We only know that history brought us to this point.

Eric Hobsbawn, The age of Extremes (1996, 585)



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Intercultural competence

How are teachers provided to

Opportunities to increase self awareness in cultural diversities, cultural understanding, cultural heritage and to incorporate these understandings in their work

How to develop tools and methods for development and research

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

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Culturally responsible educators
incorporate local ways of
knowing and teaching in their
work

(Battiste, 2000)

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∴ Culturally responsible educators use local environment and community resources on a regular basis to link what they are teaching to every day life of students

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Culturally...

Participiate in community events
and activities in an appropriate
and supportive way

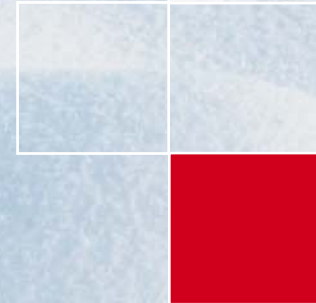
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Culturally

- . work with parents to achieve a high level of complementary educational expectations between home and school



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Culturally responsible...

..Recognize the full educational potential of each student and provide challenges necessary for them to achieve that potential

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Educators

- Recognize the validity and integrity of traditional knowledge, here knowledge of the group in focus
- Utilize traditional knowledge in multiple ways in their teaching
- Provide opportunities and time for students to learn settings where local cultural knowledge are naturally relevant (Ray Barnhardt, 2004)



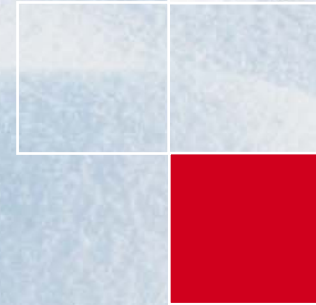
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Curriculum

Curriculum reinforces the integrity of the cultural knowledge that students bring with them



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Curriculum

Recognize cultural knowledge as a part of living grounded on the past but continues to grow through the present and into the future

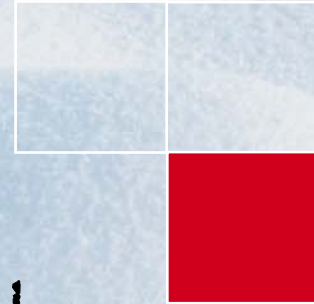
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Curriculum

Uses local language and cultural knowledge as a foundation for the rest of the curriculum



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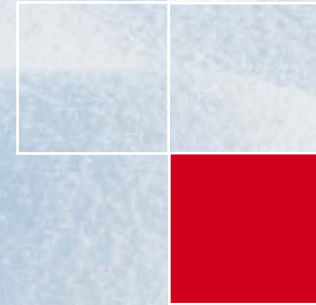


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Curriculum

Uses knowledge from diverse knowledge systems, oral traditions, books, research etc. ~ a complementary relationship

Constructs new knowledge of ever expanding view of the world



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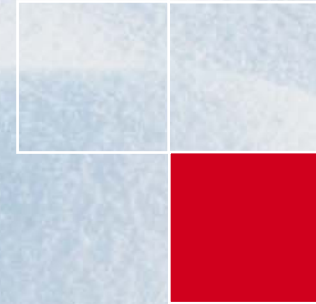
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Culturally responsible
curriculum

”Think globally act locally”

Global contexts ~ global
communities

... the interrelationship between
the local and the global



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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?

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Eurocentrism

Eurocentric thought ~ to be universal

Aristoteles .. curiosity and wonder

Socrates --- the dialogue

Life was to be tested by questioning its universal
good



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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?

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Loggs



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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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