



Education and Culture DG

Lifelong Learning Programme

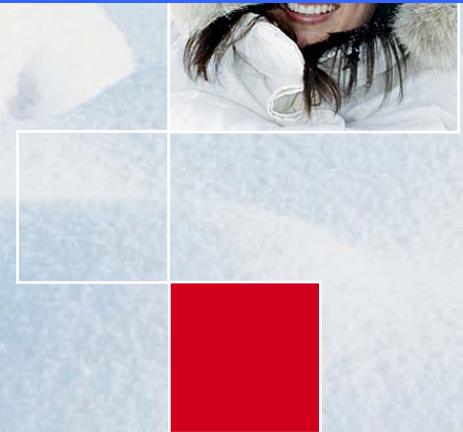
**-TICKLE- Teachers Intercultural Competences
as Keystones for Learning in Europe
-134317-LLP-1-2007-DE-Comenius-CMP**

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Teachers intercultural competence in Europe – Tickle workshop

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Phd student Marja Liisa Lejon.

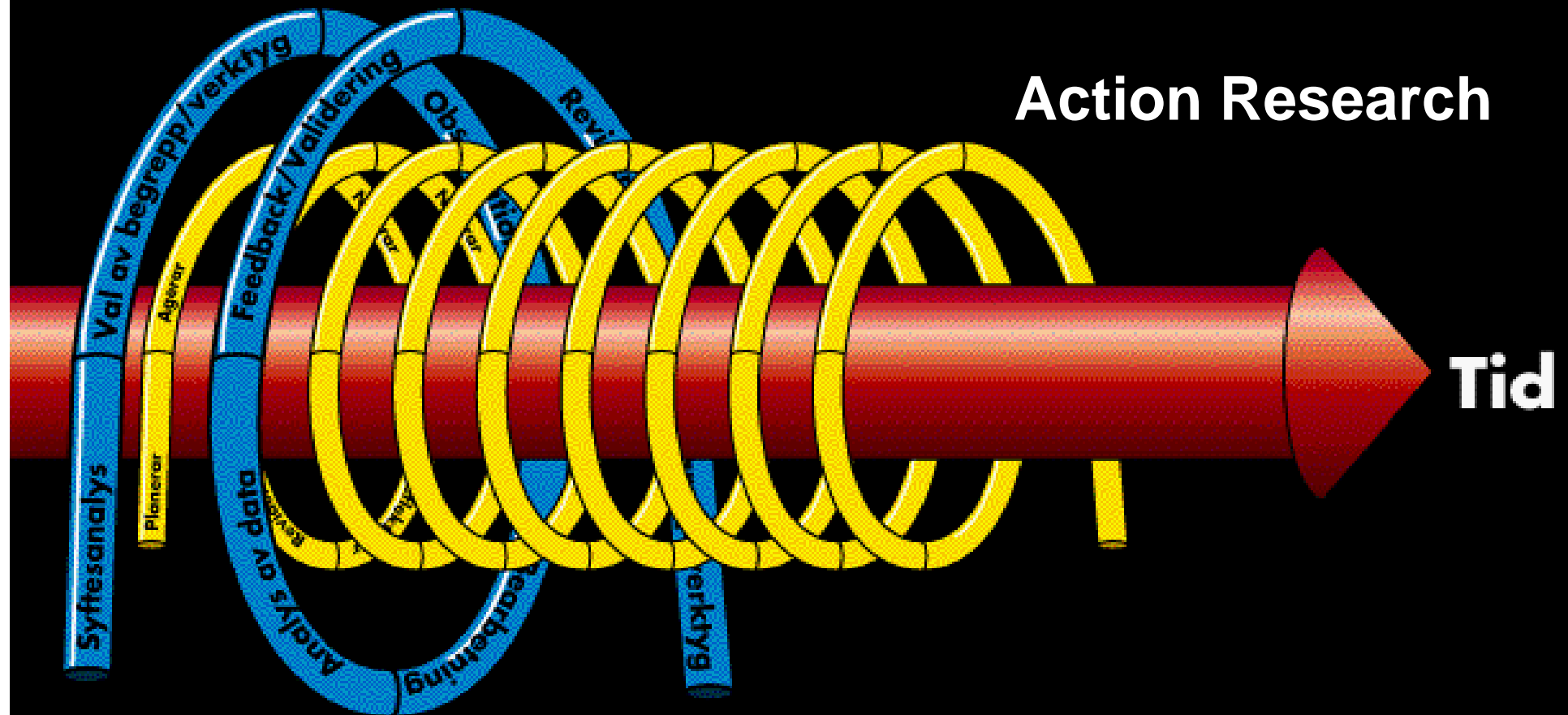
...educating towards increased intercultural
competence as a generic part of teacher
profession - incorporating cultural
heritage and knowledge..



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Action Research



**Planerar - Agerar - Noterar - Reflekterar -
Reviderar - Agerar - Noterar**

**Syftesanalys - Val av begrepp/verktyg - Observation -
Bearbetning - Analys av data - Feedback/Validering -
Revidering - Val av begrepp/verktyg**

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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 Hobsbawm, The age of Extremes (1996, 585)



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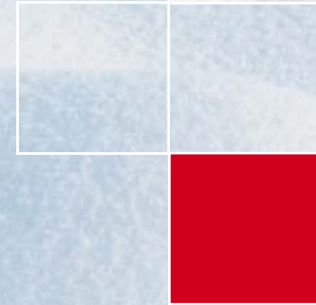


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Intercultural Education – what is the aim..

Reflections on the concepts:

- Intercultural or Multicultural
- Discourse of multitude
- Intercultural leadership



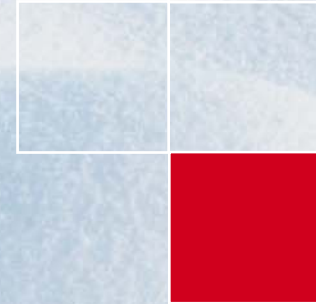
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Reflections on the concepts:

- Intercultural
- Multicultural



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Multicultural or intercultural

- **Universalism:** leaves out the 'others'...

"We're after all one human family... We're all Aboriginal..."

(Kuokkanen, 2007:98)

"Recognition of how liberal multiculturalism and its colonial and capitalist legacies sustain unequal power relations..."

(Kuokkanen, Rauna, 2007:111)

"... 'objectivity' has served as a mask for the political agenda of status quo..." (Gordon & Meroe, 1991:28)

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Can we truly **know the Other?**
Or
Should we rather try to **see the Other?**
(Kuokkanen, 2007)

Multicultural or intercultural





Intercultural Tools

- Aim-reflection
- Discourse of multitude
- Knowledge-perception





Aim-reflection

- What is the aim with intercultural dialogues and intercultural education?

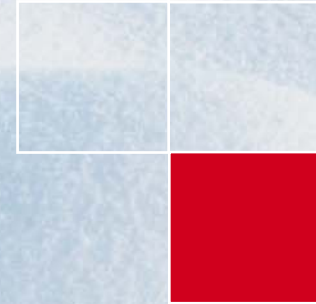


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Multicultural education

(Banks, 2004)

- **Level 1: The Contributions Approach;**
 - The focus is on heroes, holidays, and discrete elements.
- **Level 2: The Additive Approach;**
 - Content, concepts, themes, and perspectives are added to the curriculum without changing its structure.



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Multicultural education

(Banks, 2004)



- **Level 3: The Transformation Approach;**
 - The structure of the curriculum is changed to enable students view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups.
- **Level 4: The Social Action Approach;**
 - Students make decisions on important social issues and take action to solve them.

What is the aim intercultural education?

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- The recognition and acknowledgment of the very existence of a multitude of discourses other than your own.

HOW???

– **Intercultural dialogues**

- Speaking and be heard
- Respect and Humility
- Responsibility

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*I know you tolerate me,
but you do not value me.
I know you permit me to speak,
but you do not listen to what I say.
I know you endure the history
lessons I give you,
but you still can't admire the
strength of those who struggled.
You may think it's enough not to
call me names,
but it's not...*

(Heiss, Anita, 1988:18)

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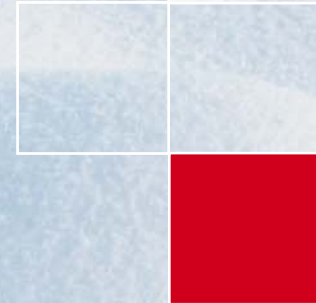
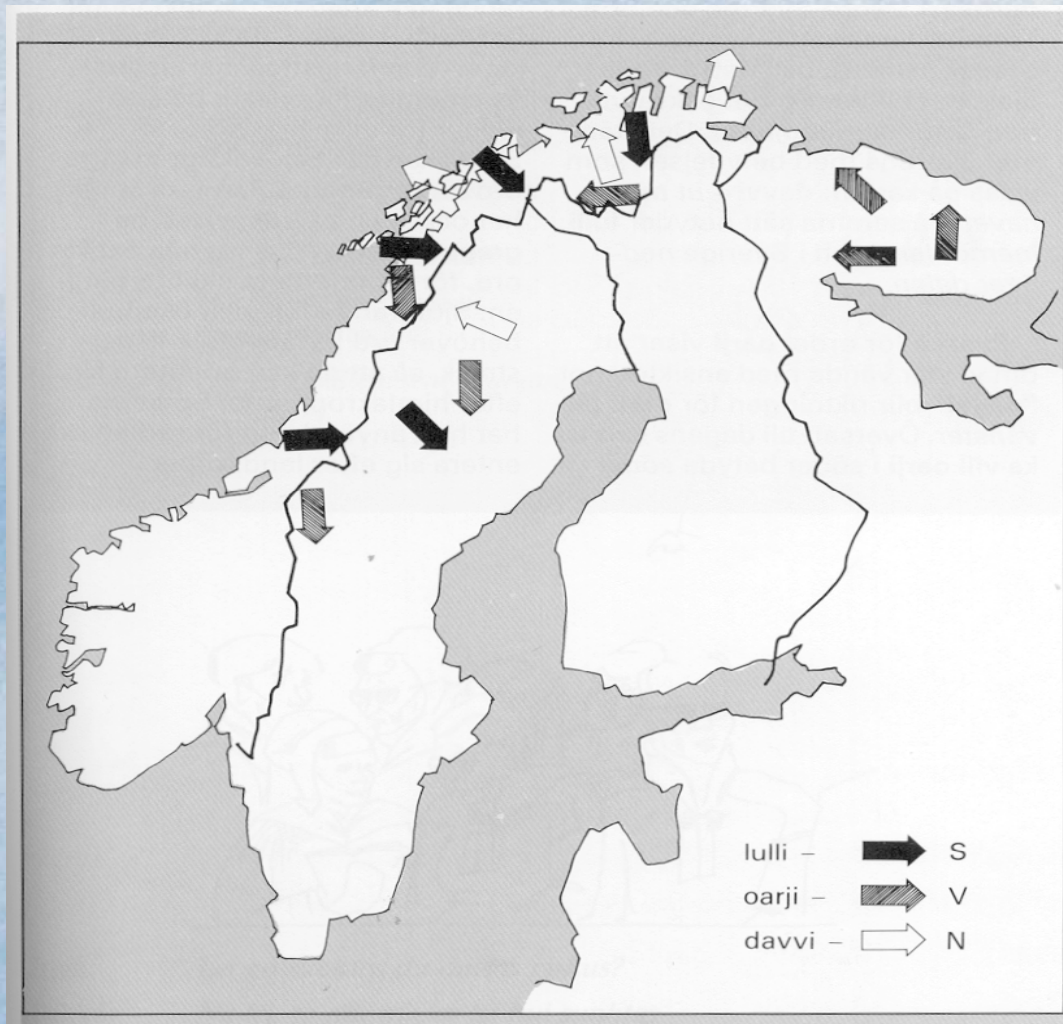
Discourse of multitude

Sápmi - Sameland



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Discourse of multitude



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Knowledge-perception

- In indigenous epistemologies, knowledge is derived from, and is rooted in, individual and collective experience.



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Sámi Knowledge-perception

- Nature
- Belonging and Independence
- Tradition and Creativity
- Elders
- Storytelling
- *Bagádit*
- Encouragement and involvement
- Seeing, hearing and doing
- Trying and testing
- Carefulness, but also allowance to fail

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Discourse of multitude - Knowledge-perception

• Estimating the value of a train-killed female reindeer:

- » Meet –value
- » Future-value

...

BI 0578.701 (maj 02)

Postgirot	Mottagardel
Meddelande till betalningsmottagaren	
UTBETALT FÖR	
LÄNSFÖRSÄKRINGAR NORRBOTTEN	
ERS FÖR TRAFIKDÖDAD REN	
KAX664 / 040131	
NR 24-800509-04	
ATT UTBETALA: 1807,00	
Avsändare	
24 LÄNSFÖRSÄKRINGAR WASA	
106 50 STOCKHOLM	
Betaling från	
994869-6	9948696



Measurements and measure methods

- Measure the snow depth; Why?
- Example: Pupils in action measuring how deep the snow is and discussing the consequences for reindeers.





What was the aim with when we measured the snow depth?

- **Sámi traditional knowledge**
- **Education from point of the everyday-life**
- **Mathematical understanding**



The aims in connection
to Banks levels

- **Level 1: The Contributions Approach;**
 - The focus is on heroes, holidays, and discrete elements.
We focused on discrete elements of Sámi traditional knowledge!
- **Level 2: The Additive Approach;**
 - Content, concepts, themes, and perspectives are added to the curriculum without changing its structure.
 - *It was in some way just added to the curriculum!*



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The aims in connection to Banks levels

- **Level 3: The Transformation Approach;**
 - The structure of the curriculum is changed to enable students view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups **(and also from the perspective of the diversities within the group).**

The education was from the everyday-life for some of the children, but perhaps that are knowledge that not are that visible in the every-day life! BUT we also tried to make sure that every child got their perspective visible! And the work also did connections to the centimetre-system!

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The aims in connection to Banks levels

- **Level 4: The Social Action Approach;**
 - Students make decisions on important social issues and take action to solve them.

The aim was to develop Mathematical understanding!



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Intercultural leadership

Intercultural perspectives on
leadership.

Monocultural ~ multicultural
organisational structure

Intercultural organisations

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Intercultural leadership

- Communication
- Open mind – to learn from own experiences
- The Schools monocultural structure



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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)

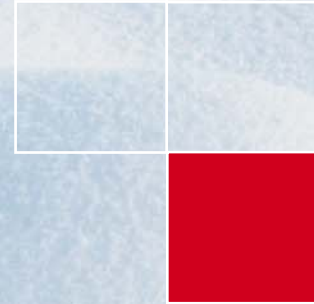
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Culturally

- . 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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Qualifications in appraisal of
Teacher Competence

Cognitive

Cultural

Communicative

Creative

Critical

Social

Didactic



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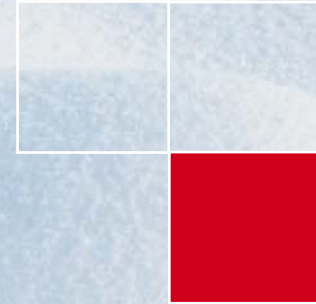


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Description of the practical handling the tool
in major steps

Develop

- Courses of 30 ECTS for every teacher student
- Seminars for teacher students, in service training, teacher trainees
- Articles
- Bachelor, Master, and Doctoral students in the area



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Continuation

- Aim: Continue the development process of courses on bachelor-, master- and doctoral level for teachers and teacher students.

