



DEN 16. NORDISKE LÆRERUDDANNELSESKONFERENCE

INNOVATION I UNDERVISNING OG LÆRING

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This presentation starts from a transformative learning project on engaging indigenous perspectives in teacher education. The Norwegian educational system is legally obliged to emphasize Sámi perspectives. These ambitions have proven difficult to implement (Olsen, Sollid & Johansen, 2017), may be restricted to a mere symbolic commitment (Gjerpe, 2017), or even serve reproduction of epistemic violence (Eriksen, 2021).

In 2020, seven teacher educators at the University of South-Eastern Norway (USN), became part of Dembra. Dembra is a governmentally financed programme for professional development emphasizing critical thinking, and anti-racism. We emphasized our engagement in the program on furthering integration of Sámi perspectives in teacher education. In addition to structurally oriented efforts concerning the curriculum, we grounded our learning in a reading circle highlighting indigenous literature. Counter-stories as forms of resistance represent an important strategy in enabling indigenous peoples to become protagonists of narratives (Fjellheim, 2020).

A major insight from the work, is how engaging with peoples` stories allows for bearing witness to, rather than simply spectating, the “other” (Boler, 1999), enabling socially transformative learning. As a college of academics with different scientific backgrounds, the collaborative method also worked to draw us closer together in interdisciplinary scholarship. Notably by offering a sense of “disarmament” both towards the challenged provided by encountering our own complicities in structural harm, and an academic culture over-focused of individuality (Blalock & Akehi, 2018).



Litteratur:

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Gjerpe, K. K. (2017). Samisk læreplanverk – en symbolsk forpliktelse? En begrepsanalyse av det samiske innholdet i læreplanverket Kunnskapsløftet og Kunnskapsløftet samisk. [Sami curriculum – a symbolic commitment?] *Nordic Studies in Education*, 37(3-4), 150–165.

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