



# TEACHER EDUCATION FOR SOCIAL JUSTICE AND DIVERSITY

## CONCLUSIONS



UARCTIC TN  
TEACHER EDUCATION FOR  
SOCIAL JUSTICE AND DIVERSITY

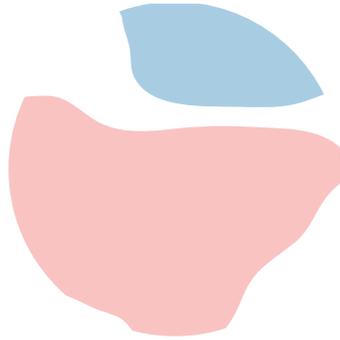


The five conclusions introduced in this booklet were developed based on the implementation of the 2017–2019 project Teacher Education for Diversity and Equality in the Arctic. The Arctic Council and all eight Arctic countries have accepted these conclusions.

The project was part of the Arctic Council's Sustainable Development Working Group's work and was co-led by Finland (which was the coordinator), Norway, Canada and Russia.

Sustainable development of the Arctic requires teachers who are highly engaged and have a special relationship with the Arctic environment, its peoples and its communities. Teachers are essential stakeholders for a sustainable circumpolar Arctic future because they have the ability to positively influence and shape the potential of the younger generation. In particular, they can inspire students, build resilience in communities and open new perspectives on what it means to live in and work for the Arctic.

It is crucial that teachers working with Arctic children and young people be committed to the region and its communities and that they regard their professional work as essential to their students' futures. Consequently, one of the key teacher-development issues in the Arctic territories is attracting committed, excellent and well-educated teachers from the North. When successful, teachers educate the next generation to be willing, able and proud to work for and in the Arctic.

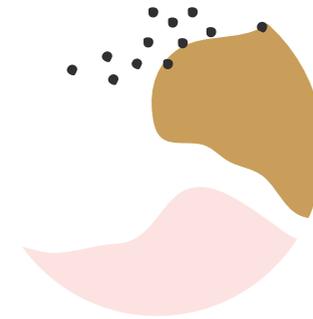


## CONCLUSION 1

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Student teachers aspiring to work in the Arctic and Northern communities should have opportunities to develop their competences in recognising and acknowledging the Northern land-based living and cultural context in which they work and should be prepared to teach from a culturally relevant position.

Education can play a vital role in promoting and helping to sustain Indigenous and Arctic cultures, endorsing local lifestyles that enhance psychosocial well-being and contributing to the vitality of local communities. Student teachers aspiring to work in the Arctic and Northern communities should be enabled to gain an understanding of the localised nature of the teaching profession to prepare themselves to adapt their instruction to the relevant cultural contexts by evaluating their materials, curricula and outcomes.

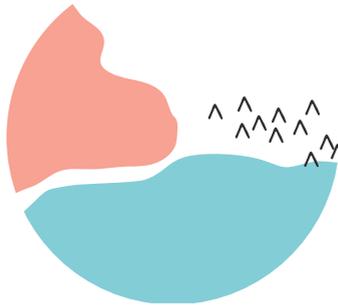


## CONCLUSION 2

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During teacher education, student teachers should have opportunities to develop the values, attitudes and competences that will enable them to appreciate learner diversity, work in multidisciplinary environments and differentiate their teaching.

Teachers must value and consider each learner's potential and diversity as a resource and have the competency to enhance all learners' academic and social skills. Therefore, teacher education should promote student teachers' understanding of the teaching profession as an inclusive practice, one in which they should adapt their pedagogy to cater to all students. To accomplish this objective, teachers should work with diverse individuals and collaborate in teams with other teachers and professionals.

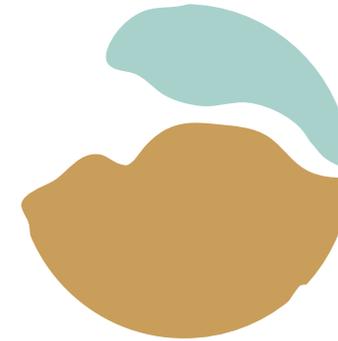


## CONCLUSION 3

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Teacher education should support student teachers' skills in taking advantage of digitalisation in teaching and learning, as well as distance in education mediums as a means to share and promote local culture.

In the Arctic, many communities are located in remote or rural areas with great distances separating them, making travel among communities difficult and time consuming. In education, digital tools are sometimes the only way to provide equal access to educational opportunities for children and young people in such communities; however, digitalisation also poses new questions about linguistic access and identity. Therefore, it is important to provide student teachers with the skills to employ technology in innovative ways and develop pedagogies that organise education in remote and rural areas without compromising land-based pedagogies. It is also crucial to prepare teachers to mentor students whose exposure to digital resources might challenge their ideas about community and identity.

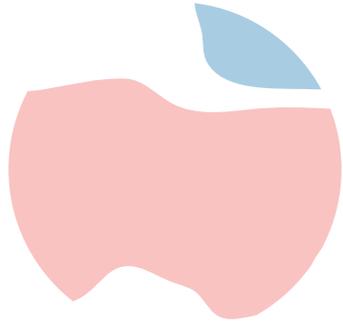


## CONCLUSION 4

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Teacher education should promote student teachers' understanding of their future roles as key players in sustainable development.

The Arctic environment is vulnerable and currently under threat due to climate change. Thus, teachers should be prepared for their roles as agents of the changes needed to ensure a sustainable future by making them aware of local sustainability practices and Traditional Ecological Knowledge. Teachers can educate and empower the young to be conscious, responsible, active citizens focused on promoting biodiversity and environmental protection.



## CONCLUSION 5

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The language skills of student teachers from Indigenous backgrounds are very important, and there is a need to increase the overall awareness of Indigenous languages and to strive to respect and honour them.

Many Indigenous peoples who have great linguistic diversity inhabit the Arctic. It is important that student teachers have opportunities to gain knowledge about Indigenous languages and their connection to Indigenous students' identities. This knowledge will properly prepare them to support the development and practice of Indigenous languages by students and communities. Student teachers should also understand that it is possible to teach in Indigenous languages and that doing so provides an opportunity to strengthen local communities.

The aforementioned will be pursued through the UArctic Thematic Network on Teacher Education for Social Justice and Diversity, together with teacher education institutions across the circumpolar North.

## TEACHER EDUCATION FOR DIVERSITY AND EQUALITY IN THE ARCTIC IN NUMBERS

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9 KEYNOTE SPEECHES

7 CONFERENCE PRESENTATIONS

**22** PARTNER  
ORGANISATIONS

**315** PEOPLE ATTENDING  
IN EVENTS

6 WEBINARS

5 SYMPOSIA

**35** NEWS  
PIECES

**83** CONTACT PEOPLE AND  
CONTENT PROVIDERS

11 PARTNER COUNTRIES

**25** BOOK CHAPTERS  
AND ARTICLES

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# HIGHLIGHTS

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The special double issue of **Education in the North** focuses on teacher education and teaching in the Arctic regions. The issue covers themes that include co-teaching, digitalisation and distance learning.

Read the issue online at [www.abdn.ac.uk/eitn/journal/archive/august/2018](http://www.abdn.ac.uk/eitn/journal/archive/august/2018).

The project organised six open **webinars** that focus on inclusive practices, teacher education and indigenous education. The webinar speakers are presenting at various universities in countries across the Arctic and beyond.

The webinar recordings are available online at [www.ulapland.fi/uatn/resources](http://www.ulapland.fi/uatn/resources).

A **local summit**, “Teaching for Diversity and Inclusion in the Arctic – the Local Context and Global Perspectives”, included workshops and two keynote speeches: Spatial Inequalities in Education and The Well-being and Joy of Learning in Equal Education.

One of the network **symposia** was organised in connection with the 2018 UArctic Congress, under the theme Indigenous Languages in Urbanised Areas. This symposium consisted of three keynote speeches: Indigenous Early Childhood Education, Revitalising Languages and Indigenous Teacher Education. The discussion after the keynotes focused on increasing the knowledge of Indigenous languages in urban areas and outside of language communities.

The book **Including the North: a Comparative Study of the Policies on Inclusion and Equity in the Circumpolar North** explores the inclusive policies in nine countries across the Arctic and beyond and includes a chapter from the Sami perspective. The book discusses a wide range of inclusive policies and highlights the similarities and differences among the countries. It is a unique piece of work in that it provides a comprehensive overview.

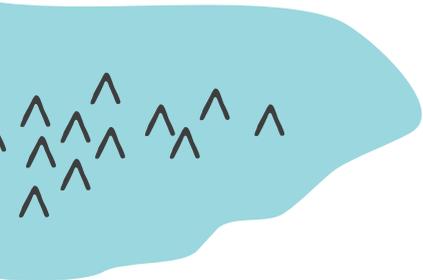
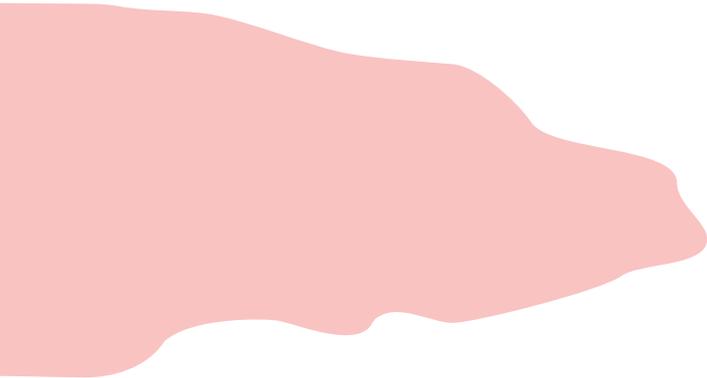
The eBook is available at <https://urn.fi/URN:ISBN:978-952-337-136-1>.

The **Arctic 5** collaboration began with an initiative to develop a joint, online master's degree study course: Arctic Inclusive Pedagogy (10 ECTS). The five Arctic Nordic universities—Luleå University of Technology, UiT The Arctic University of Norway, the Umeå University, the University of Lapland and the University of Oulu—collaborated to create a curriculum for this joint course and are planning to develop a joint Nordic master's degree programme in future.

The **education plenary session** at the 2018 UArctic Congress included two keynote speeches, Reframing Arctic Education Research and Listening to Young Children: Rights and Respect. The speeches were followed by valuable debates on the plenary's themes.

The **UArctic Thematic Network** on Teacher Education for Social Justice and Diversity continues its work after the project period by strengthening the collaboration within the network and finding new ways to promote teacher education in the Arctic and beyond. The network has expanded to the global South through cooperation with the recently established UNITWIN/UNESCO Network on Teacher Education.

Follow the network's activities at [www.ulapland.fi/uatn](http://www.ulapland.fi/uatn).



UARCTIC TN  
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ARCTIC COUNCIL



Sustainable Development  
Working Group



Ministry of  
Education  
and Culture



Ministry for Foreign  
Affairs of Finland