

Sámi Teacher Education or Teacher Education for Sámi students?

Pedagogical pathways towards definition and implementation of Indigenous Education for equality and justice in the Arctic region

Abstract

Sámi teacher education programs are core programs at Sámi University of Applied Sciences and have been already since the establishment of the institution in 1989. From the beginning has North Sámi been the main language of teaching and everyday working language and Sámi teacher education programs are still mainly given in North Sámi. The framing derives from the long-term development of Sámi Teacher Education programs founded on Sámi culture-based practices with subjects teaching given in Sámi. In this presentation, I intend to discuss the difference of a Sámi Teacher Education or a Teacher Education for Sámi students with Sámi language as a subject. Further, I intend to explore the central question: What are prevailing pedagogical pathways towards definition and implementation of Sámi or Indigenous Education for equality and justice in the Arctic region? Far from all Sámi speak any Sámi languages at all, as the use of Sámi declined. Neither have all Sámi connections to culture-based practices, as many lives in cities outside the core Sámi area, and as the Sámi culture is multifaceted, like all other cultures everyone do not practise the same culture-based practices. When many Sámi do not speak any of the languages or have link to Sámi culture-based practices; How should education be designed so that all Sámi and Indigenous students can be engaged in education for equality and justice in the Arctic region? What should be thought, and how should it be thought? Further, how can Sámi or Indigenous education be useful for other students?

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