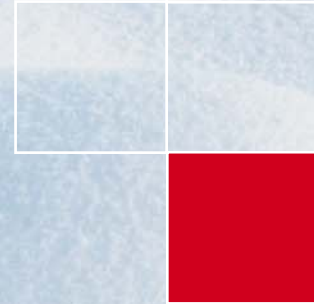


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# Teachers intercultural competence in Europe – Tickle workshop

Dr Gunilla Johansson,  
Phd student Ylva Jannok Nutti  
Phd student Marja Liisa Lejon.

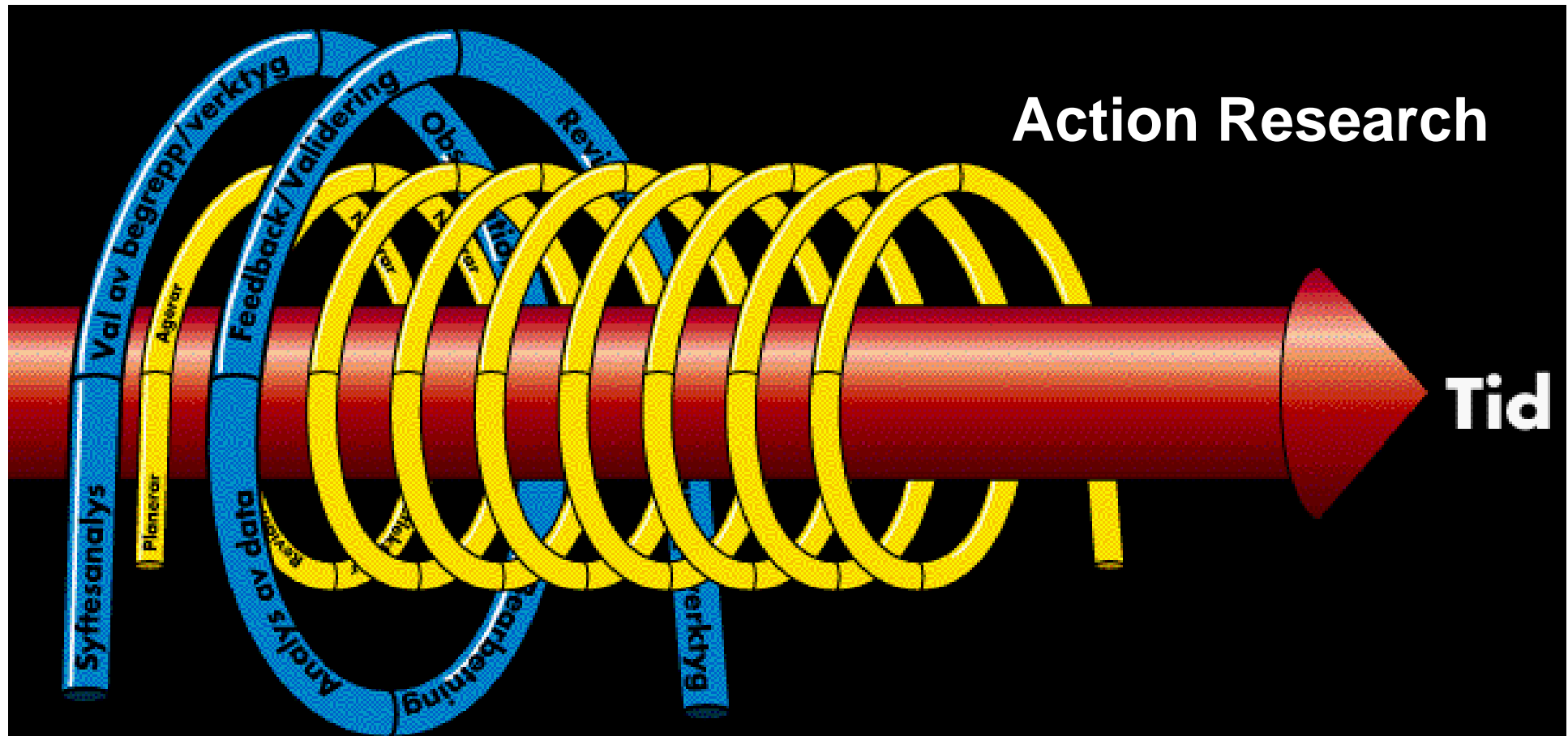
...educating towards increased intercultural  
competence as a generic part of teacher  
profession - incorporating cultural  
heritage and knowledge..



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# Action Research



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

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

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Adding knowledge by action of trainees

- Observations
- Awareness of cultural diversities in school settings
- Selfconcept (deconstruction and reconstruction)

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## Methods

- Logbooks
- Seminars

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## Course Development

- In teacher education
- Ph D courses
  - Pedagogy as science part 1 and part 2.
  - Construction of differences and norms

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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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## Intercultural Tools

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

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# 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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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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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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Qualifications in appraisal  
Teacher Competence

Cognitive

Cultural

Communicative

Creative

Critical

Social

Didactic

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