



Teachers **I**ntercultural **C**ompetences
as **K**eystone to **L**earning in **E**urope
(TICKLE)

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Partner Institution: Lulea University of Technology,
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Author(s) of partner report:
Gunilla Johansson, National Coordinator Sweden

Project information

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Project coordinator: Dr. Bernd Hainmüller

Project coordinator organisation: Staatliches Seminar für Didaktik und Lehrerbildung
GHS- OFFENBURG

Project coordinator telephone number: 0049 – 781 – 92389-34

Project coordinator email address: Bernd.Hainmueller@seminar-ghs-og.kv.bwl.de

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Partner Summary

The group at Department of Education at Luleå University of technology has been working with development of tools to help arise intercultural competences of teacher trainees, teacher trainers and teachers.

- Development of a profile in teacher education is going on and will be on the web side of teacher education in the next months 2008
- Seminars for teacher trainees has been and are conducted in a continuation during the period
- Articles are produced and teacher trainees have a choice to work with degree projects in the area
- Workshops for in-service training of teachers is on the agenda and has started.

Special focus is on:

1. Sämme schools and the qualifications for this work both concerning teacher education and in-service training of teachers. Sämme is a minority group of indigenous peoples in Sweden
2. New comers in classes of prepare into the Swedish schools. Cultural diversity in focus with a compulsory school in cooperation with a principal and teachers of the schools.

The approach is action learning and action research. Step 1 is to through dialogues discuss the challenges and obstacles in teachers work in practice, to find out how the own culture is contributing in the school work. Visions of a future work as a teacher in an intercultural school. Step 2 is to find articles, good examples and work with dialogues, logbooks, reflections interviews, notes are used for documentation. Teachers and teachers students are supposed to get an opportunity to get strength and develop tools and knowledge of how processes of change are challenging. They should be able to describe and try to analyze the actual situation and to start with the processes of change. Step 3 is to define special areas for development each teacher Student would prefer to develop during her or his teacher education. Development of intercultural competences during both theory and practice is focused

1. Project Objectives in the participating country

Abstract

The aim of the project is to study and develop teacher trainees, teacher trainers and teachers intercultural competence. Cultural diversities are of manifest relevance for teachers in teaching and learning processes at schools. Gender, power and intercultural relations are in focus. An important issue is to discuss how the professional community can be educating towards cultural diversity as a generic part of the teaching profession in terms of growing, connecting and maintaining traditions through education. Northern educators and students continue the work to reshape their educational systems, especially the postsecondary educational institutions. In Northern contexts Indigenous knowledge can be an example of how culture continues to play a significant role in educating the next generation in living a good life. In northern college and university classrooms traditional teachings and languages are playing an increasing role in existing and emerging educational approaches. The goal is use participatory action research to analyze intercultural competence might be developed, how northern Indigenous values and cultures are respectfully and responsibly included in postsecondary education and to learn in developing teachers' intercultural competence in general. How malleable are postsecondary institutions to inter cultural and inter contextual knowledge?

2. Project Approach

The goal is use participatory action research to analyze how intercultural competence might be developed, how northern Indigenous values and cultures are respectfully and responsibly included in postsecondary education and to learn in developing teachers' intercultural competence in general. How malleable are postsecondary institutions to intercultural and inter- contextual knowledge? What kind of didactic tools are to be used?. Elements in the study is to use tools as articles, workshops, seminars, interviews, logbooks, reflections to define the need, challenges and obstacles in the process of developing and creating intercultural competence. Awareness on personal and environmental levels, attitudes in constructing self-concept and enlightening self-concept, knowledge of own culture and other cultures and skills methodical in teaching behaviour, curriculum development and in subject level.

3. Project Outcomes & Results by now

Outcomes by now is that in teaching training programs and the profile development at Luleå University has started and is formulated in strategically texts. The areas and arenas of awareness on personal and environmental levels, attitudes in constructing self-concept and enlightening self-concept, knowledge of own culture and other cultures and skills methodical in teaching behaviour, curriculum development and in subject level are going on.

Some tools that are in use are:

- Narratives of some teachers in practice and some teacher trainees - dialogues
- Development of individual plans - log books
- Reflections in and on action

4. Partnerships established within the participating country

1. Partnerships with schools and principals in Compulsory schools and with Sami schools in Sweden

2. Institutions of higher education:

- Oulo University, development of PhD course- "Gender, power and intercultural relations" by Professor Vappu Sunnari (Cooperation with programs)
- Sami University college in Kautokeino, Norway (Cooperation with programs)
- Tromsö University , Dr Jorun Höjer
- Malmö University, Dr Laid Boukaz
- Umea University, Dr Margaretha Kristoffersson
- Södertörn, Stockholm, Dr. Maria Borgström and lecturer Ana Gravitz

5. Names and roles of Staff involved in the partner country

Associate professor, Dr Gunilla Johansson is leading the work and she has started the work of a profile for teacher education in Lulea - Cultural understanding and cultural diversities in teacher education.

PhD student Ylva Jannok Nutti studying the Sami schools and working with teachers at Sami schools with Mathematic

PhD student and lecturer Marja Liisa Lejon, working within teacher education and research in refugees areas.

PhD student Christina Jester working with integration of immigrants and refugees in primary schools.

6. Plans for the Future until end of project period

- Development of knowledge and tools for teachers intercultural competence in Europe
- Development of a net based contact between the students in the participating countries in Europe to share experiences concerning challenges.
- Continue the work as explained above and also focus leadership in intercultural contexts at school

7. Contribution to EU Policies

Share good examples and develop new knowledge

8. Contribution to national policies

Develop networks between Teacher education institutions in the Nordic countries

9. Dissemination activities

Teacher Education in the Nordic countries Conference in Reykjavik May 2008, where a workshop was given by members of the national Tickle team (Dr. Johansson), which received widespread attention.

Lulea, October 15th 2008

Gunilla Johansson