

## Bishop is translated to Sámi, so - what is next?

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### Abstract

The first part of this presentation shows issues that have to be considered when a framework for educational research is translated from English to an Indigenous language. The actual framework is Alan Bishop's framework for mathematics education<sup>1</sup> in its cultural context. We explain through examples from the North Sámi area, how cultural as well as linguistic issues have to be considered, in order for the translations to contribute to the development of a relevant and effective Sámi mathematics teaching. For about six years, teachers at Guovdageainnu nuoraidskuvla/Kautokeino lower secondary school have used the actual framework for their developmental work together with researchers. After some years, there appeared a need for a common north Sámi understanding of this framework. Teachers and researchers carried out the translations during meetings in a three-month period, followed by e-mail correspondence. We describe challenges regarding translations of this framework in a scientific article that will appear in the journal NOMAD- Nordic Studies in Mathematics Education. The translation work reveals that the framework uses verbs where the present Norwegian curriculum uses nouns. The framework's use of verbs is closer to Sámi traditional knowledge than the curriculum's use of nouns. The second part of our presentation discusses the core elements in the new forthcoming mathematics curriculum with respect to the

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<sup>1</sup> Bishop, A. (1988). Mathematics education in its cultural context. *Educational Studies in Mathematics*, 19, 179 – 191.

translated framework. We discuss how the core elements relate to Bishop's use of verbs and how the categories in the translated framework appear in the curriculum's core elements.