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ECEC-Teacher Education

Integrating Sami perspectives as a visible, basic and part of the core curricula.

At the ECEC teacher education at Nord University in Bodø, the students may choose to study a 15ect subject *Samisk-lulesamisk barnehagelærerkunnskap/ Sami-Lulesami ECEC-teacher knowledge*, abbreviation SLB. This subject was produced to meet the challenge and need for both a broader and deeper knowledge *appropriate to indigenous worldviews and values* (part of Conference item 4) as an ordinary and presupposed part of the curricula in university as well as in the barnehage/kindergarden. We are now documenting the first experiences of this subject and are collecting the students point of view in retrospect, as they are writing their bachelor thesis. The theoretical framework of this study is inspired by curriculum theory (Balto, 2005; Lundgren, 1983; Gundem,2012), Institutional ethnography (Smith, 2005) as well as critical action research (Jannok Nutti, 2016). Paradigm, methodology and methods are inspired by document analysis of the rather multi-faceted data available and half-structured interviews (Bergstrøm og Boreus,2008 ; Kvale, 1997).The participants may choose not to contribute in the interviews. The anonymous data such as exams, will be used with caution and respect. Main findings so far indicates a divide in student opinion. One group seems to be satisfied to have his or her exam, the other group want to use the opportunity to do further studies and have professional influence. Implications for the university points at stronger and far more visible professional activity, both in curricula planning, in lectures and in this specific research field in ECEC.

Key-words: kindergarden/barnehage, Sámi curricula in ECEC university education, ECEC- teacher students, academic staff.