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A South Saami Language teacher identity

Short description / Abstract:

South Saami education is increasingly recognized as a vital arena for language revitalization (Todal, 2018). While South Saami language instruction is available to children, the structural frameworks surrounding this education still bear traces of colonial legacies.

This paper explores South Saami teaching life of today. The study interview data from a South Sami teacher student, conducted before and after their teacher training. The findings reveal tensions between the desire to revitalize the language and the practical constraints of teaching in a minority language context, including limited resources, institutional barriers (Vestheim & Sem, 2024), and emotional labor. By foregrounding the lived experience of South Saami teachers, this study contributes to a deeper understanding of Indigenous and South Saami Language Teacher Identity and the complexities of sustaining minority language in schools in Norway today.