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Functional educational breathing spaces in Southern Saepmie: Moving between theory and practice

Short description / Abstract:

In this article, we seek to discuss and explore recent developments in multilingual education in a South Saami classroom together with theoretical concepts central to language instruction in multilingual contexts. We explore a collaborative method between a teacher and researcher and teacher educator. In doing so, we investigate three aspects of South Saami language education with a particular focus on the Norwegian context. First, we look into the policy and programic structure of South Saami education at one school. Second, since policy is also formed by teachers in their classrooms, we explore through the first author's practice, ways of facilitating the use of the South Saami language in their own classroom, which is one of the few spaces in which South Saami is in use today. Third, we draw upon the principles of sustainable translanguaging developed by Gorter and Cenoz (2018) to discuss the classroom practice. We evaluate the educational situation on the municipal level in the light of the first two parts and discuss practical implications for improving the situation. This involves an imperative for so-called "regular" teachers to involve Saami languages in their classrooms.