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Reading and thinking with literature – an exploration of literature didactics in Sami teacher education.

Short description / Abstract:

As a Sámi teacher educator, professor of Nordic literature and teacher in dárogiella/ Norwegian and literature in the Sámi teacher education, I think a lot about the place and function of the Norwegian subject/national languages in the Sámi teacher education, and about how we can develop the content and methods of literature didactics, so that literature reading becomes more relevant, recognizable and interesting for Sámi students and Sámi pupils in school. Through literature and stories, humans have passed on culture and knowledge for generations (Joks 2015, Balto 2023). Stories remind us of who we are and where we belong, hence it is important to read literature from our own culture, in which we recognize ourselves and that strengthens our sense of belonging and identity (Khateeb, 2022). It is however also important to read and work with literature that challenges us and opens our perspectives. Student teachers must learn to facilitate work with literature in school in a way that both takes the aesthetics of literature seriously and at the same time has a developing effect on the pupils' attitudes and values, which strengthens the sense of identity and belonging, which improves critical thinking and gives a sense of mastery and a sense of value. In this presentation I will show examples of and discuss literature didactic practices that are based on Sami literary tradition, philosophy of learning and Sami pedagogy. The relational and social foundation of the Sámi philosophy of learning, consideration of place and culture, and the distinctive character of Sámi literature are central premises for the development of these literary didactic practices