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SAMUS – Strengthening Sámi Perspectives in Music Education

Short description / Abstract:

In this paper, we present a DEMBRA-supported two-year research and development project at the Norwegian Academy of Music aimed at strengthening Sámi perspectives in our music teacher programmes. The project is led by a working group consisting of three music education researchers and two musicians with Sámi backgrounds. All members of the working group are teachers at the Norwegian Academy of Music.

Sámi music culture is mandatory content in the practice arenas targeted by our PPU (Practical Pedagogical Education) program, such as primary schools, upper secondary schools, as well as at the Municipal School of Music and Performing Arts. Although students receive some lessons in Sámi music and joik, it is uncertain whether they apply this in their own teaching practices. The goal of the project is to provide students with sufficient competence and confidence to include Sámi music culture in their teaching.

The project has two phases. Phase one focuses on internal competence development within the working group, mapping students' knowledge and attitudes, strengthening Sámi perspectives in music teacher education, making Sámi cultural expressions more visible at the academy, and developing teaching plans on Sámi music for different pupil target groups. Phase two involves implementing these plans in compulsory teaching practice, as well as documenting the process through observations and focus group interviews.

At the conference, we will share reflections and results from phase one, as well as preliminary results from the beginning of phase two.