



Truth, Reconciliation and Teacher Education in the Arctic

Umeå University, August 28–29, 2025

Venue: The University Club (Universum Building)

Programme

Thursday, August 28

10.00-10.30	Introduction: Truth, Reconciliation and Teacher Education in the Arctic (Björn Norlin, Matthew Keynes, Anna-Lill Drugge, Torjer Olsen and Pigga Keskitalo)
10.30-12.00	Session 1. a. “Truth in Reconciliation: A two-eyed seeing conversation on teacher education in Atlantic Canada” (Kathy Snow and David Varis, University of Prince Edward Island)

	b. “Navigating Policy and Practice: Teacher Education in Greenland between Reform and Cultural Renewal” (Najaaraq Møller, Greenland)
12.00-13.00	Lunch
13.00-14.30	Session 2. c. “What do teacher educators think about truth and reconciliation? Insights from Australia and the Northern Nordics” (Matthew Keynes, University of Melbourne) d. “Norwegian Teacher Education and MA Theses on Sámi and Indigenous-related Topics – An Overview of Current Trends” (Torjer A. Olsen, Hilde Sollid and Åse Mette Johansen, UiT: The Arctic University of Norway)
14.30-15.00	Coffee
15.00-16.30	Session 3. e. “Counteracting colonial consequences as an online Sámi language teacher - Implications for teacher education” (Katarina Parfa Koskinen, Nord University, Bodø) f. “Continuities and Challenges in Sámi Teacher Education in Rovaniemi: Reflections from the University of Lapland (Pigga Keskitalo, University of Rovaniemi)
19.00-	Dinner at Orangeriet (https://orangerietumea.se/)

Friday, August 29

09.30-10.00	Coffee
10.00-12.00	Session 4. g. “Navigating the Grand Narrative and Minority experiences – a revision of History Teacher Courses at Luleå University of Technology” (Per-Olof Grönberg, Carina Rönnqvist and Helena Strand, Luleå University of Technology)

	h. “How the Forest and Saami Museum works with cultural heritage together with schools” (Magnus Andersson and Eva Lundström, The Forest and Saami Museum, Lycksele)
12.00-13.00	Lunch
13.00-14.30	Session 5. i. “Unexpected Participants: Teachers in Folk Education about Tornedalians, Kvens and Lantalaiset” Daniel Fjellborg (Luleå University of Technology) and Pär Poromaa Isling (Umeå University) j. “On fragmentation of Sámi related thematic in teacher training-programs at Umeå University: Challenges and possibilities” (Lina Spjut, Johan Hansson, Elsa Reimersson, Anna-Lill Drugge and Björn Norlin, Umeå University)
14.30-15.00	k. “Closing session: Summing up and moving forward” (Björn Norlin, Matthew Keynes, Anna-Lill Drugge, Torjer Olsen and Pigga Keskitalo)



Abstracts

Session 1.

a. Truth in Reconciliation: A two-eyed seeing conversation on teacher education in Atlantic Canada

Kathy Snow and David Varis (University of Prince Edward Island)

Abstract: Resulting from the largest class action suit in Canadian history, the Canadian Truth and Reconciliation Commission undertook its seven mission to gather survivors stories. Truth telling, through the Truth and Reconciliation Commissions work is the first half of the restorative process adopted to address the legacy of residential schools in Canada. December 2025 will mark the 10-year anniversary of the Truth and Reconciliation Commission of Canada's Final Report (2015) which outlined 10 principles for reconciliation and 94 calls to action. Four of the calls were specific to education addressing change at all levels of Canadian formal education from Kindergarten through to post-secondary. Call 62 requests all levels of government receive funding to support curriculum about Indigenous issues, teaching through Indigenous methodologies and the development of Indigenous leadership positions within senior leadership levels of government. Call 63 asks that these commitments be regularized through annual commitment, and additional request intercultural training, and specifically names teacher education programs. Call 64 identifies the need for include Indigenous spirituality education in denominational schools. And finally call 65 calls for national research funding support for developing greater understanding of the nature of reconciliation in Canada. The ultimate goal of the TRC as observed by the government of Canada was to renew nation-to-nation relationships based on the recognition of rights, respect and partnership (CIRNAC, nd).

We have now reached a critical point where reflection on our shared accountability towards change is required. Drawing upon our regional scan of higher education accountability towards reconciliation (Snow et al., 2024), a student survey response to a mandated Indigenous education course (Varis et al., 2025), through the methodology of critical reflection (Morley, 2008), we turn the lens on ourselves. As Indigenous and non-Indigenous scholars in teacher education, we share both the progress and challenges which have arisen in our region, our university and our own realms of experience in responding to the four identified calls. Through the adoption of socratic dialogue we present reflections from our parallel positionalities, in relation the goals for reconciliation as laid out by the TRC (2015).

b. Navigating Policy and Practice: Teacher Education in Greenland between Reform and Cultural Renewal

Najaaraq Møller (Greenland)

Abstract: In Greenland, teacher education is currently situated at the intersection of political ambition, structural dependency, and cultural revitalisation. While there is growing political consensus on the need to strengthen the Greenlandic language and integrate Inuit knowledge into the education system, progress remains gradual. Ilisimatusarfik (the University of Greenland) plays a central role in teacher education, yet continues to operate within frameworks strongly influenced by Danish academic structures and quality assurance models. In recent years, policy initiatives have aimed to localise curricula and expand teacher qualifications

within Greenland, including efforts to develop pedagogical approaches more rooted in Greenlandic values, language, and community life. However, challenges remain in terms of teacher recruitment, language proficiency, and resource allocation. At the same time, educators and student teachers are exploring new ways to incorporate Inuit perspectives and cultural knowledge in everyday teaching, often through grassroots-level experimentation rather than top-down mandates. This presentation provides a brief overview of these developments and reflects on the political, institutional, and pedagogical implications of attempting to shape a culturally responsive and self-governed teacher education system within a postcolonial context.

Session 2.

c. What do teacher educators think about truth and reconciliation? Insights from Australia and the Northern Nordics

Matthew Keynes (University of Melbourne)

Abstract: This presentation presents some preliminary analysis of recent interviews (n=33) with teacher educators in Sweden, Norway, Finland and Australia concerning Indigenous knowledges and perspectives in teacher education. It builds upon on a scoping review study of teacher education in Australia and the Northern Nordics (Norlin et al. 2024) that identified the need for advanced research and strengthened professional and cross-national dialogue in this area. Recent and ongoing truth commission processes in each national context have identified teacher training as an area of potential reform (together with other aspects of education systems) to deepen public understandings of Indigenous histories, cultures, and knowledges and address systemic inequities in education and broader society. In this paper, Matthew will share and discuss initial thematic analysis from this unique dataset, drawing out insights from within and across the different national contexts, and placing them in comparative perspective. The aim is to identify emergent patterns and lines of inquiry as foundation for a larger, multi-modal study of teacher education within contexts of truth-telling, redress and reconciliation.

d. Norwegian Teacher Education and MA Theses on Sámi and Indigenous-related Topics – An Overview of Current Trends

Torjer A. Olsen, Hilde Sollid and Åse Mette Johansen (UiT: The Arctic University of Norway)

Abstract: This presentation builds on a follow-up study of Olsen et al. (2017), in which we proposed a national competence strategy to develop a Norwegian teacher education system that integrates Sámi issues and perspectives in a sustainable and systematic manner. In recent years, there has been a notable increase in research activity focused on the inclusion of Sámi content and perspectives into the Norwegian education system. Importantly, teacher education plays a key role in the growing interest and progress in the field, as reflected in the rising number of master's theses on Sámi and Indigenous-related topics. This trend appears to be characteristic of teacher education institutions nationwide. What subject areas and topics are explored in the theses? What research questions are posed? What methods and approaches are employed? And what findings and outcomes emerge from the research? To answer these questions, we have mapped Sámi- and Indigenous-related master's theses from various teacher education programs in Norwegian research archives spanning the period from 2010 to 2025. In the discussion, we integrate findings from different subject areas and disciplines, with a particular focus on the

case of Norwegian subject didactics, language, and literature. This overview contributes to research-based knowledge on key developments in Norway and offers valuable insight into future opportunities and needs within the (teacher) education system in the field.

Session 3.

e. Counteracting colonial consequences as an online Sámi language teacher - Implications for teacher education

Katarina Parfa Koskinen (Nord University, Bodø)

Abstract: In this chapter, I share and discuss findings from an exploratory and development-oriented thesis project on whether and, if so, how online Sámi language education as a digital pedagogical process can contribute to strong and vibrant Sámi cultures and languages. The need for online learning of Sámi languages within compulsory school systems in the Nordic countries has grown over the last decade. Teachers report that many pupils live under diasporic conditions, lacking access to a Sámi-speaking environment. Often, the teacher is the only person with whom they speak the language. This situation results from oppressive politics toward Sámi languages and cultures, a reality now acknowledged in truth and reconciliation processes. Therefore, in addition to having digital pedagogical competence teachers must counteract colonial consequences manifested in different ways. The division of the Sámi people into different nation-states is a construct that divides a people already in a minority into even smaller groups. Resources are insufficient to meet the pent-up need for language education, and border-crossing co-operation should be facilitated as part of reconciliation efforts in areas such as teacher education programmes, policy and curricula development, and the production of teaching resources. The chapter aims at answering the question: What implications does the increasing demand for online Sámi language education have for teacher education programmes?

f. Continuities and Challenges in Sámi Teacher Education in Rovaniemi: Reflections from the University of Lapland

Pigga Keskitalo (University of Rovaniemi)

Abstract: Sámi-related education at the University of Lapland has roots reaching back to the late 1970s, when Sámi language instruction became part of the curriculum soon after the university's founding in 1979. This built on the legacy of earlier teacher training seminars in Tornio and Kemijärvi. From 1983 to 2025, Sámi language and culture is systematically taught by dedicated faculty, notably through the long-standing contributions of Sámi language lecture. In the early years, Sámi language education mirrored structures from the University of Oulu, though local adaptation soon followed, particularly to meet the needs of education students rather than linguistics or philology tracks. Today, Sámi education at the University of Lapland continues through a 25 ECTS minor in Sámi language and culture, participation in the Sámi Research Minor, and dedicated courses for all students in the Faculty of Education. Despite this, systemic and institutional challenges remain, including limited space in crowded curricula, varying levels of Sámi-related expertise among teacher educators, and insufficient structural support in steering documents. Nevertheless, recent initiatives—such as curriculum development, interdisciplinary teaching, and collaborative projects with Sámi communities and institutions—demonstrate a growing commitment to reconciliation and Indigenous pedagogies. This presentation reflects critically on the conditions and trajectories of Sámi-related teacher education in Rovaniemi, discussing both historical developments and present-day efforts. It highlights good

practices and enablers while also acknowledging the ongoing barriers. Through these reflections, it aims to contribute to a broader understanding of what role teacher education has and means in the context of the educational landscape today.

Session 4.

g. Navigating the Grand Narrative and Minority experiences – a revision of History Teacher Courses at Luleå University of Technology

Per-Olof Grönberg, Carina Rönqvist and Helena Strand (Luleå University of Technology)

Abstract: This chapter explores the presence of regional history and the representation of Meänkieli speaking people and the Sami in the course curriculum in history teacher education at Luleå University of Technology. It also aims to contribute to the broader discussion on inclusive history education. The study examines the minority and indigenous-related course content in the history teacher program. The chapter takes its point of departure in a recent course revision process aimed at deepening the didactic focus while maintaining the program's commitment to regional history. This university has long searched to attract students regionally, addressing the area's critical shortage of qualified teachers. Parts of the history teacher curriculum once were intentionally designed to provide insights into regional history, focusing on, e.g., land use and conflicts, in which the experiences of the Meänkieli speaking minorities and the Sami are significant. This perspective also aligns with the national educational mandates for Swedish schools. Drawing on empirical data from the university's policy, and our own and colleagues' experiences, this study reflects upon the integration of minority and indigenous questions before and after the revision of history teacher courses. Our mission was, in accordance with the policy implications and input from teachers and students, to integrate history education theory and methods, as well as broader historical perspectives, into the syllabi. Our understanding is, however, that the courses, both before and after, underline the regional perspectives, aiming to provide a nuanced understanding of diverse historical narratives.

h. How the Forest and Saami Museum works with cultural heritage together with schools

Eva Lundström, Lars Mattsson and Magnus Andersson (The Forest and Saami Museum, Lycksele)

Abstract: The Forest and Saami Museum has a directive to work with children and youth with a focus on forest, forestry and Saami cultural heritage. We will talk about how we work together with different types of educational institutions, from pre-schools to universities. We have a wide range of school classes that we welcome to our institution and as a museum we function as a complementary actor to the schools. Our programs are based on our exhibitions and our open air museum. The Forest and Saami Museum is located in Lycksele, Västerbotten, in the middle of Swedish Sapmi. We have experienced educators which develop school programs that are suitable for different curriculums. At the workshop will Magnus Andersson Curator and educational officer attend together with Eva Lundström, CEO and former teacher and principal.

Session 5.

i. Unexpected Participants: Teachers in Folk Education about Tornedalians, Kvens and Lantalaïset

Daniel Fjellborg (Luleå University of Technology) and Pär Poromaa Isling (Umeå University)

Abstract: This study investigates the reasons why certain professionally active social studies teachers at upper secondary schools in Sweden chose to participate in a folk education course (Swedish: folkbildningskurs) focused on the national minority of Tornedalians, Kvens, and Lantalaïset. It explores the participants' motivations and outlines the existing landscape of continuing professional development for educators seeking to enhance their understanding of Sweden's national minorities and Indigenous people. Findings suggest a general scarcity of professional development opportunities in this area, with an acute gap concerning Tornedalians, Kvens, and Lantalaïset—a minority which remains relatively unknown to the broader Swedish public. In response to this deficiency, highly committed teachers pursue alternative avenues for acquiring knowledge, including non-traditional educational formats, such as the folk education course studied here. The Swedish Truth and Reconciliation Commission for Tornedalians, Kvens, and Lantalaïset has emphasised the importance of promoting public awareness as a crucial step toward reconciliation between ethnic minorities, majority society, and the state. Consequently, expanding educational opportunities for in-service teachers regarding national minorities and Indigenous communities emerges as a much-needed measure in supporting this broader societal objective.

j. On fragmentation of Sámi related thematic in teacher training-programs at Umeå University: Challenges and possibilities

Lina Spjut, Johan Hansson, Elsa Reimersson, Anna-Lill Drugge and Björn Norlin (Umeå University)

Abstract: Umeå University (UmU) is host to one of the largest and most central teacher educations (TE) in the northern Nordics. In contrast to many other national universities, TE at UmU is not functioning as a single faculty or unit, but rather as an administrative hub connecting faculties, departments, disciplines, subject areas and teacher educators from all across the university. This means that teaching competences and expertise from a wide variety of fields can be engaged in TE-programs, but at the same time also a more or less latent organizational and disciplinary fragmentation, impacting basically all areas of knowledge that are supposed to be included in the training of future teachers. The present chapter focuses on one such area, namely how knowledge about the Indigenous Sámi comes into TE-programs, and how the conditions for organizing TE on different levels (systemic, institutional and individual) impacts how this is realized. The authors are all to different degrees involved in the organization of TE at UmU and draw on professional experience and knowledge.

CAMPUS UMEÅ

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| 1. Kunskapens hus | Knowledge Building |
| 2. Universitetsledningshuset | University Management Building |
| 3. Förvaltningshuset | Administration Building |
| 4. Lärarutbildningshuset | Teacher Education Building |
| 5. Samhällsvetarhuset | Social Sciences Building |
| 6. Lindellhallen | Lindell Hall |
| 7. Umeå studentkår | Umeå Student Union |
| 8. Humanisthuset | Humanities Building |
| 9. Humanistpaviljongen | Humanities Pavilion |
| 10. Polisutbildningshuset | Police Education Building |
| 11. Norra beteendevetarhuset | Northern Behavioural Sciences Building |
| 12. Beteendevetarhuset | Behavioural Sciences Building |
| 13. Universitetsbiblioteket | Umeå University Library |
| 14. Paviljongen | Pavilion |
| 15. Universum | Universum |
| 16. Aula Nordica | Aula Nordica |
| 17. UCCB-huset | UCCB Building |
| 18. Biologihuset | Biology Building |
| 19. Aula Biologica | Aula Biologica |
| 20. Naturvetarhuset | Natural Sciences Building |
| 21. MIT-huset | MIT Building |
| 22. Teknikhuset | Technology Building |
| 23. Fysikhuset | Physics Building |
| 24. KBC-huset | KBC Building |
| 25. Elektronmikroskophuset | Electron Microscopy Building |
| 26. Sveriges lantbruksuniversitet (SLU) | Swedish University of Agricultural Sciences |
| 27. Kårhuset Origo, Umeå naturvetar- och teknologkår | Origo, Umeå Student Union of Science and Technology |
| 28. IKSU Sport | IKSU Sport |
| 29. Östra paviljongen | Eastern Pavilion |
| 30. Tandläkarhögskolan | School of Dentistry |
| 31. Medicinska biblioteket | Medical Library |
| 32. Biomedicinhuset, hus 6A-L | Biomedicine Building, 6A-L |
| 33. Kårhuset Villan, Umeå medicinska studentkår | Villan, Umeå Medical Sciences Student Union |

NORRLANDS UNIVERSITETSSJUKHUS (NUS)
UNIVERSITY HOSPITAL OF UMEÅ



Konstnärligt campus, 1,2 km
Umeå Arts Campus, 1,2 km
Västra Paviljongen, 1,7 km
Western Pavilion, 1,7 km



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