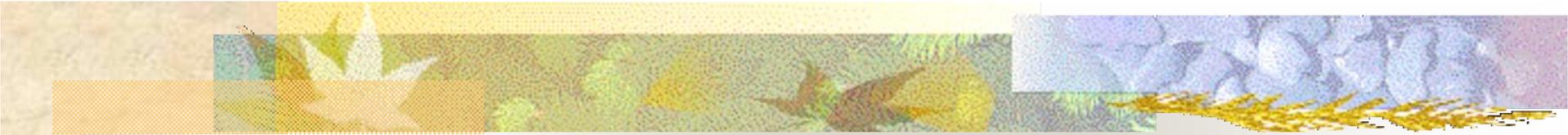# Culture, Identity and Citizenship Education in Teacher Education - Excamples from Finland

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Questions in teacher education

- What is culture education?
- What is identity ? Is it possible to talk about education for identity? What **is it**? What is professional identity?
- What is citizenship education?
- How students think about these themes ?
  - Culture, identity and citizenship as subjects for students
 - Culture, identity and citizenship education for school children
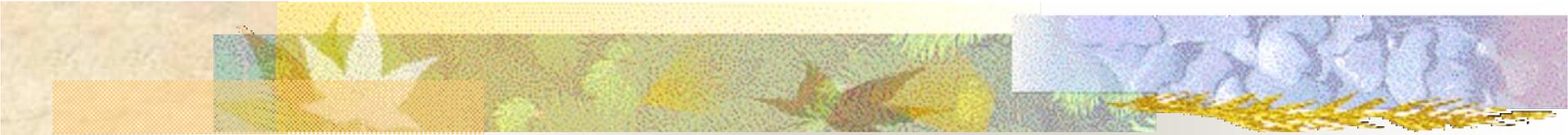
Culture and personality

- Althusser (2000,22-23) stresses, that the personality will be formed through culture and cultural activities.

- According to contextualism (Hujala 2002) the child's living environments are meaningful in many level in the child's development.

- Wider support of society like the institutionally organised day care and education in kindergarten help families nowadays with their educational tasks.

- Children often have in these groups different ethnical backgrounds, which makes the enculturation richer.

- Multiculturalism sets demands for the teachers. They must be skilful in organizing the pedagogical activities as well as in leading the relations of the children in order that the group will benefit the richness of cultural impacts. (See Korhonen 2002; Korhonen & Helenius 2005).
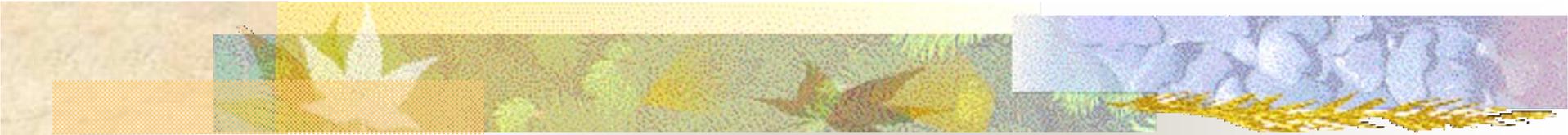
Citizenship

➔ **Citizenship education is really a lifetime process and continuing learning, involving total development of the whole person, not a finished product or outcome of a curriculum for a given time or location**
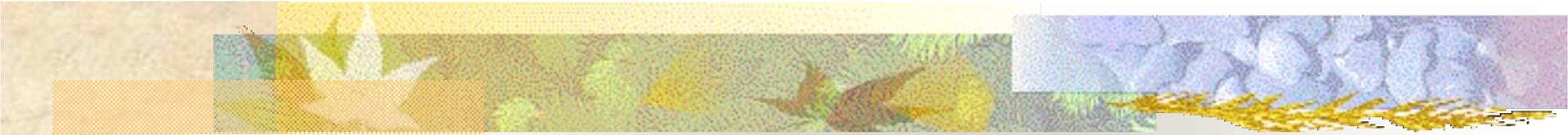
The Definition of Citizenship Education

1. Civic skills

- the development of decision making skills

- comparative and international analyses of government and citizenship

- the development of particitory skills and civic virtues through co-operative learning activities

2. Civic knowledge

- a systematic teaching of core concepts

- the use of case studies

3. Civic virtues

- the use of literature to teach civic virtues

Four Different Dimensions of Citizenship Education (Bauer et alia 2003,4)

1. **Personal**

   A personal capacity for a commitment to a civic ethic, characterised by responsible habits of mind, heart and action

2. **Social**

   Capacity to live and work together for civic purposes

3. **Spatial**

   Capacity to see oneself as a member of overlapping communities - local, regional, national and multinational

4. **Temporal**

   Capacity to locate several changes in the past, present to future: a sense of heritage and an eye to future; in touch with reality

Learning Citizenship, Culture and Democracy 1/2

➔ **Framework for learning citizenship have showed following parts, which are necessary in citizenship education. (Osler & Starkey 1999)**

1) Information and rights. **It is important that the child learn that she/he has rights. She does, not for example, have to accept that another child takes her toy. But she has to understand that other children also have rights: she cannot have the ball all the time in the kindergarten.**

2) Identities and feelings. **The child can learn to reflect on her own identity through contact with others. She can be guided to develop empathy to other children, to accept their needs and to play together with them.**
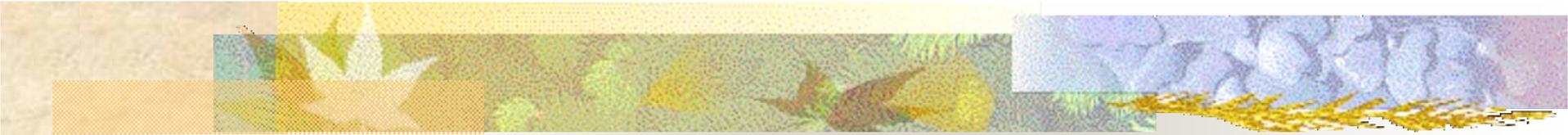
Learning Citizenship, Culture and Democracy 2/2

3) Inclusion. **Children can do things together as a group and learn to help each other, despite differences in age, cultural backgrounds, etc. It is important that the pre-school teacher notice and include all children in the group.**

4) Skills. **Children should learn how to solve conflicts, how to argue and how to use their knowledge about their rights.**

(see more Dyrfjord, Fumat, Pergar Kuscer & Andersen 2004, p. 14).

Citizenship Education in Practice 1/2

Holden and Clough have listed next contents for practical teaching (2002, 3):

1. Truth

Teachers and learners will be concerned to research topical and political issues, through collecting evidence from a full range of courses of information including those reflecting different perspectives and understand self and relation to others.

2. Honesty

Teachers and learners will be concerned to explore how the media present information and recognise stereotypes and others forms of unfair representation

Citizenship education in practice 2/2

3. Justice

Teachers and learners will be concerned to understand that resources can be allocated in different ways and that these economic choices affect individuals and communities and reflect critically on their own views of people living in other places and times and people with different values and customs

4. Trust

Teachers and learners will be concerned to recognise that the voices of children should be heard, recognise that the law of the land and Human Rights Conventions protect citizens and understand how groups can work together to solve problems locally and globally

5. Sense of duty

Teachers and learners will be concerned to ensure that children can and do participate in the decision-making process of the school and challenge stereotypes and other forms of injustice.

The role as a possibility to prove other identities

The imitation is a way to learn to understand
oneself as well as other persons.
Early childhood is the strongest period of imitation. It is
 further on combined with the imaginative play.

The child can now move himself to the imaginative
realm, where he/she can overcome obstacles through the
imagination even when the reality hinders his/hers
strivings for adult-like activity.

Before the age of three years the child is already able
assume a role.
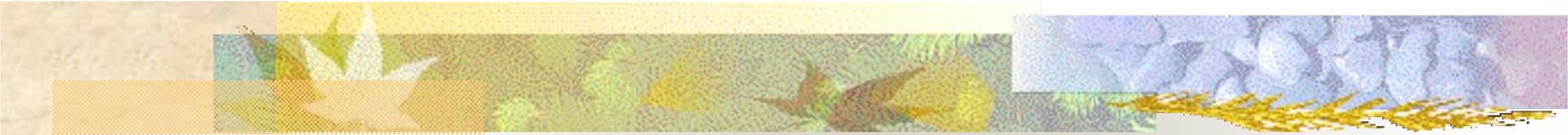
Professional identity

➔ **Respecting work in the society**

➔ **Finding own professional identity**

➔**Supporting in education / How does education remark this ?**

# Professional identity as a ground for citizenship

- **Professional identity; challenges and changes according to society**

- **Is it possible to be a citizen without professional identity?**

A new programme ' Citizens for Europe'

"This new programme will provide the "Union with instruments to promote active European citizenship, put citizens in the center and offers them the opportunity to fully assume their responsibility as European citizens. It responds to the need of improving their participation in the constructions of Europe and will encourage cooperation between citizens and their organisations form different countries in order to meet, act together and develop their own ideas in a European environment which goes beyond a national vision, respecting their diversity."

http://europe.eu.int/comm/dgs/education_culture/activecitizenship/new_programme_en.htm

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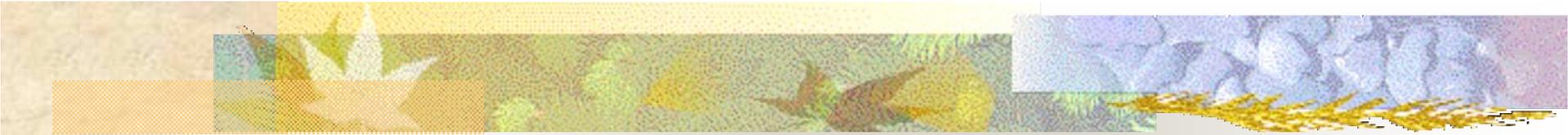
The national project – promoting in teacher education

The project started in 2005 leaded by the government.

The purposes of the project were

1) to clarify the profile of teacher students

2) What is the students' situations and connections to be active and why they are actice or passive. The focus in the research is to clarify teacher students' experiences, attitudes, opinions and readiness for promoting

3) And what kind of possibilities students have to influence to their own culture and studing environment

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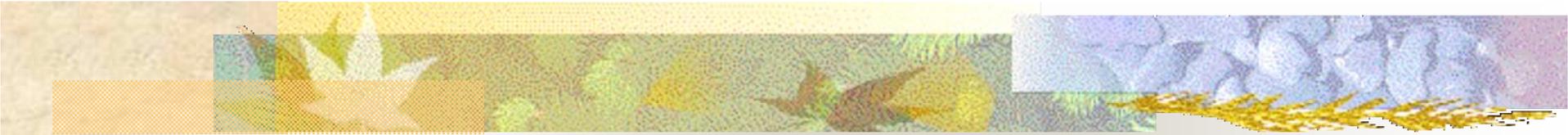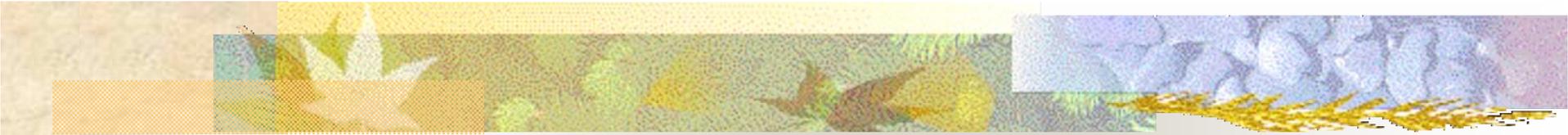(Rantala & Salminen 2006, 40)

Problems of research

Students views of themselves as citizens

1) How do they think this topic in general level?

2) What kind of challenges are bind to contents of studing?

3) What do they think about their professional role and possibilities to act as citizens ?

Collecting data

- Students' esseys and analysing these writings

Analyses

➔ **Analysing has been started by reading all esseys. In this way there is principies taken out and classification has been made after this.**

➔ **As a unit of analysing has been used sigle words, combinations and whole thoughts**

➔ **After reading all material it has been seen that this material concists the same results, which are seen also in other national researches**

➔ **The whole research material has been classified deductively and behind this has been common concepts and theoretical frames**
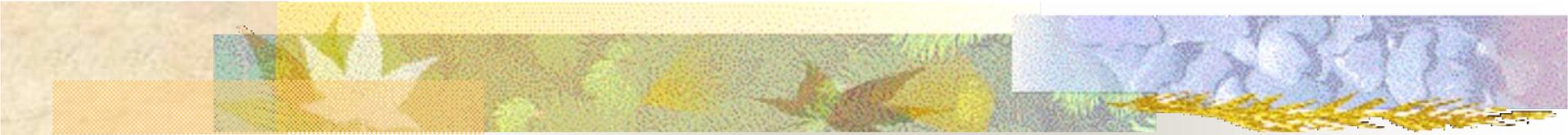
Results

Some excamples from esseys (early childhood)

"Kindergartenteacher acts like other teachers in their teaching work. The focus is in education, communication and teaching with human beings who are citizens in the future"

" A teacher must act as an excamle person as adult, who is interested in environment and society. So she/he gives a modell for children that every person is able to influence to circumstances in practical level"

" Kindergarten teacher can act for children and try to influence to problems in starting discussions in public level, voting and taking part in policy"

Conclusions /challenge for universities (Teacher Education)

According to results views, expectings and needs for education

➔ Connections for plans and curriculum in early childood and primary education and also to structure for education for students

➔ Student's have rights to challenge universities for chancing

➔ Confirming the professional identity

➔ Knowlegde is for practical level, networks, disussions in society levels, co-operation and acting and decisions