



The following objectives for self-assessing competencies (1...5, what matters is the comments people would add to show how they reflect on the objectives rather than the number. To be negotiated). The objectives are divided into 5 parts:

1. Teaching as 'real' and honest empowering
2. Valuing the presence of NAMs
3. Paying attention to discourses and behaviours
4. Using the school environment for inclusion and giving a voice
5. Playing a more active role in relation to NAMs in society

PROBLEM: There are far too many items (and the structure will have to be negotiated).

Objectives	1	2	3	4	5
<b>1. Teaching as 'real' and honest empowering</b>					
I am ready to accept that as a teacher I don't know everything and I try to learn genuinely from NAMs					
I allow students to serve as mediators for NAMs (e.g. when their language skills are limited) and to take over some of my roles					
I am critical of the potentially stereotypical and/or ethnocentric contents of the materials I use in my teaching and share it with my students, training them for such critical thinking at the same time. I help all my students to dispel the familiarity of the accepted					
I try to differentiate for NAMs whenever I can and increasingly in negotiation with my NAMs (objectives, activities, the way I speak to them).I make an effort to cater for gifted NAMs too.					
I refrain from presenting NAMs' countries and/ or backgrounds as being backwards explicitly or implicitly (discourses on democracy, human rights, poverty only)					
I discuss the differences but also the similarities between Finland and other countries/cultures and ask my students to work from this continuum					

I give NAMs the right to fail and to learn from their failure by encouraging them					
<b>2. Valuing the presence of NAMs</b>					
I make constant use of their knowledge and skills					
I seize occasions to allow translanguaging to happen in the class even if I don't understand the language(s)					
I am fully committed to social justice and keep an eye on how NAMs are treated by others and how they treat others					
I encourage them to be as good performers as all the other students and to have dreams about their future					
<b>3. Paying attention to behaviours and discourses</b>					
I question the assumptions and preconceived ideas that were passed onto me about NAMs in teacher education					
I make a conscious effort to move away from deficit discourses about NAMs as much as I try to help others to do that					
I can take risks and question my colleagues' assumptions about NAMs					
I question my assumptions about NAMs' characteristics (socio-cultural and linguistic backgrounds)					
I am careful about labelling NAMs in terms of intellectual capacities					
I move away from exoticism when working/talking with them or they parents					
I pay attention to the way I speak about NAMs to them and other teachers. I refrain from 'boxing' them and let them negotiate who they want to be					
I seize opportunities to discuss problematic situations of racism, sexism, linguism... with my class instead of letting them pass					
<b>4. Using the school environment for inclusion and giving a voice</b>					

I pay attention to place, space, and objects in the classroom, corridors, etc. and try to make them relevant to NAMs					
I try to include parents and siblings in the (re-)design and decoration of teaching-learning space					
I ensure that the school environment allows NAMs to create a sense of belonging with the larger and smaller school communities					
I use space as a way of promoting discourses of equity and social justice amongst students and staff					
<b>5. Playing a more active role in relation to NAMs in society</b>					
I make a conscious effort to speak for (not over) NAMs in contexts outside schools					
I follow how NAMs are discussed in the national and international media to stay informed of their situation					
I dare to speak my mind when confronted with ideas and arguments against NAMs in the larger educational context					