

Abstract Submission Form and Speaker Profile

Complete your details by typing in the **green** sections of the digital form below. If there are multiple presenters, please include their details where applicable (name, organisation, personal bio)
 Save your completed form in PDF format and submit via the [submission form on the website](#).

Title	Mr Mr	First Name	Monty Jordan	Family Name	Nixon Harrison
Position/Role	Research Assistants and PhD Candidates				
Organisation you will represent	University of Canberra				
Personal Bio Max. 100 words	<p>Monty Nixon is a PhD student at the University of Canberra interested in how Indigenous ways of being, knowing and doing can help create more sustainable education systems. Monty has spent the past two years as a research assistant on the Country as Teacher project in the Centre for Sustainable Communities at the University of Canberra.</p> <p>Monty plans to draw on his experiences on the Country as Teacher Project and background in Outdoor Education to help develop Outdoor Education programs that help students and teachers come to know, understand and care for their place in his PhD Research.</p> <p>Jordan Harrison is a cultural man from Queanbeyan NSW. A former High School teacher currently working on imbedding CaT pedagogies in Canberra Schools through my roles as a Research Assistant, PhD candidate and Part time classroom teacher. Obligated to continue learning and caring for the place he lives, he is most driven to optimize the role education plays in restoring ecological balance and social justice.</p>				
Title of Presentation	Country as Teacher, a critical pedagogy of place?				
Format of Presentation (please select)	<input checked="" type="checkbox"/> Oral Presentation (20 minutes) <input type="checkbox"/> Workshop - 60 minutes (eg interactive indoor session) <input type="checkbox"/> Workshop - 120 minutes (eg outdoor activity) Indicate your preferred presentation types (you may select more than one) NB: We may not be able to offer your preferred option				
Which theme would you prefer to present under? (please select)	<input type="checkbox"/> Theme 1: Listen <input checked="" type="checkbox"/> Theme 2: Learn <input type="checkbox"/> Theme 3: Transform				

<p>Introduction</p>	<p>An authentically Australian version of place-based education (PBE) has been happening for tens of thousands of years through Indigenous Country-centric pedagogies that focus on nurturing social and ecological balance and wellness. This presentation reflects on a two-year research project which helped embed a Country-centric pedagogy of place in four schools in the ACT. The research project demonstrated that through actively cultivating a personal 'Relating with Country Practice' teachers were able to better facilitate Country as Teacher experiences for their students.</p> <p>This presentation will reflect the need for this work in the face of our ongoing ecological and cultural demise and the ensuing need for a rebalancing of teaching and learning in Australia. We will talk to emerging findings from the first iteration, and future directions for research in schools and outdoor and environmental education.</p>
<p>Presentation Abstract: max. 300 words</p>	<p>Indigenous ways of being, knowing and doing offer an approach to place-based education (PBE) that afford space and time to building stronger reciprocal relationships with the natural world through directly learning from Country. Such approaches can play a vital role in restoring a balance to education systems across Australia which primarily focuses on rationale analytical knowing. This presentation reflects on research at the University of Canberra, which works with teachers in embedding a Country as Teacher approach into schools in the Canberra Directorate. Continuing tens of thousands of years of Indigenous Country-centric pedagogies, the Country as Teacher project supports participating teachers in cultivating a personal 'Relating with Country practice' to help inform their own teaching. Through direct experiences with Country, participants learn about the places in which they live and their Earthkin, entering a reciprocal relationship with place, driven by a deepening desire to care for and love these places and Earthkin. Formative research from the initial 2-year iteration of CaT demonstrated that through mentorship and actively cultivating a personal 'Relating with Country Practice' teachers were able to facilitate Country as Teacher experiences for their students: speaking back to systems of educational governance and accountability, thereby enabling students to 'learn about and care for the ecological and social wellbeing of the communities they inhabit'. This presentation will also discuss the future directions of this work, and its three subsequent projects; exploring a whole of school approach, how Country as Teacher operates as a critical pedagogy of place, and how it can operate Outdoor and Environmental education settings.</p>
<p>Key Message: A short summary of presentation</p>	<p>Through mentorship and actively cultivating a personal 'Relating with Country Practice' teachers are able to facilitate Country as Teacher experiences for their students: speaking back to systems of educational governance and accountability thereby enabling students to 'learn about and care for the ecological and social wellbeing of the communities they inhabit'.</p>

All abstracts must be received by 5pm **Friday 28 April 2023** (AEST).

AAEE Biennial Conference 2023

Listen, Learn, Transform

25-28 September 2023, University of Wollongong



We expect to notify speakers by mid June

Note: confirmed presenters will be required to register for the conference and pay the relevant registration fees.