

AAEE Biennial Conference 2023

Listen, Learn, Transform

25-28 September 2023, University of Wollongong



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	Dr	First Name	Mia	Family Name	Christensen
Position/Role	Education Innovation and Partnerships Manager				
Organisation you will represent	G8 Education				
Personal Bio Max. 100 words	I am a registered teacher, early childhood researcher and professional facilitating and leading innovations and partnerships in the early childhood education and care sector. I have been a teacher for 30 years working in early childhood, primary, secondary, and tertiary contexts in remote, regional, and urban settings in Queensland, the Northern Territory, and Western Australia. For the past fifteen years I have worked as an academic at Queensland University of Technology (QUT). My teaching and research focus has been and continues to explore early childhood education for sustainability and accessing and elevating young children's voices.				
Title of Presentation	Young Children's Understandings of Sustainability Related Topics and Issues				
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				
Introduction	Objectives: to share children's complex and multidimensional understandings of sustainability-related topics and issues. Outcomes: for people working with young children to be equipped with a framework for supporting access to young children's voices.				
Presentation Abstract: max. 300 words	This presentation explores children's understandings of sustainability-related topics and issues, aligning with Articles 12 and 13 of the UNCRC which articulates children's rights to give their views about topics that affect them. The concept of sustainability is				

	<p>multidimensional and evolving and, as such, it is the ideal time to seek children’s active involvement and conceptual contributions to conversations, decision making, and problem solving. Children, more than any other group stand to lose or gain the most from the actions taken by adults in their best interests.</p> <p>This presentation builds from doctoral research s that explored and described the varying ways a group of 6-8-year-old children understood sustainability-related topics and issues. The study found that young children are competent and capable research participants who can engage in complex discussions about global issues. However, they are rarely invited to participate in sustainability research. In the past, when they have been involved, the research has often been limited to eliciting children’s narrow conceptions of the natural environment rather than engaging with their views on broader notions of sustainability. In this presentation, I explore strategies for supporting children to discuss multi-dimensional sustainability concepts, and we share what listening to their voices revealed.</p> <p>This study’s findings challenge assumptions about children’s competence and capability to be involved in higher-order thinking about complex problems and open up possibilities for harnessing these competencies and capabilities in addressing sustainability issues relevant to their lived experience. The importance of sustainability for the future of the planet and its human, non-human, and more-than-human inhabitants has never been more critical. The challenge is not only to provide young children with meaningful opportunities to participate in conversations, but to also hear and act upon their voiced concerns and ideas. To this end, this chapter provides important strategies for educators to consider.</p>
<p>Key Message: A short summary of presentation</p>	<p>Key message takeaways:</p> <ul style="list-style-type: none"> . young children have complex understandings of sustainability related topics and issues . young children are competent and capable and should be involved in discussions around complex issues such as sustainability that affect them now and into the future . capturing young children's voices requires carefully considered approaches . it is not enough to capture children's voices, these voices need to be acted upon.

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