

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	Ms	First Name	Agatha	Family Name	Gambino
Position/Role	Teacher				
Organisation you will represent	Bunyaville Environmental Education Centre				
Personal Bio Max. 100 words	After a long career as a research assistant in the field of pharmacology, Agatha undertook a Bachelor of Education with a major focus on research. She completed a dissertation on young children’s learning through outdoor environmental education experience as part of the research. Agatha has been teaching at the Bunyaville Environmental Education Centre in Brisbane, Queensland, for fourteen years and has co-authored a book chapter on the place-responsive pedagogy of the Centre.				
Title of Presentation	Inspiring and enabling early childhood educators to embed Aboriginal and Torres Strait Islander perspectives in their practice.				
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 type="checkbox"/> Theme 2: Learn <input checked="" type="checkbox"/> Theme 3: Transform				
Introduction	We have experienced a high demand from early childhood educators for professional development in embedding Aboriginal and Torres Strait Islander perspectives in early childhood education. Through this presentation we aim to share the story of our successful professional development program which has given educators knowledge and confidence to start or improve their journey in providing early childhood education which is culturally appropriate and accessible for First Nations children. Sharing our story will hopefully help others meet the need to provide professional development in this area.				

<p>Presentation Abstract: max. 300 words</p>	<p>One of the aims of the Closing the Gap Implementation Plan is to increase preschool attendance by First Nations children through improved access to culturally appropriate quality early education and care. This goal recognises that successful early education is key to success in further education and to improved life outcomes for Aboriginal and Torres Strait Islander people. Preservice training in First Nations histories and cultures is insufficient for the majority of non-Indigenous early childhood educators (Andersen, P., Yip, S., Diamond, Z., 2022). They then lack the competence to establish their centres as culturally safe places, attractive to Aboriginal and Torres Strait Islander parents and carers. In collaboration with cultural advisors from Early Childhood Education and Care, Metro North/South, Department of Education, Queensland, Bunyaville Environmental Education Centre has established an experiential professional development program introducing cultural insights, cultural safety and cultural competence to early childhood educators. We surveyed the participants at the beginning and end of the program regarding their level of knowledge of and confidence in embedding Aboriginal and Torres Strait Islander perspectives. Responses indicated an increased level of both knowledge and confidence in the majority of participants.</p>
<p>Key Message: A short summary of presentation</p>	<p>To address the Closing the Gap goal of making early childhood education more culturally appropriate and accessible to First Nations people, we have collaboratively developed, with cultural advisors, professional development for early childhood educators which improves their competence with culturally appropriate content and practice.</p>

All abstracts must be received by 5pm **Friday 26 May 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.