AAEE Biennial Conference 2023 Listen, Learn, Transform

25-27 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 <u>submission form on the website</u>.

Title	Mrs	First Name	Sarah	Family Name	Hopkinson	
Position/Role		Independent education consultant, Aotearoa New Zealand				
Organisation you will represent		www.sarahalicehopkinson.com				
Personal Bio Max. 100 words		Sarah Alice Hopkinson is a passionate education consultant helping to shape thriving social and environmental futures for Aotearoa New Zealand. A curriculum designer, urban farmer, earth dreamer and regeneration advocate, Sarah has committed the last twenty years to addressing social and environmental justice issues in Aotearoa through enacting Te Tiriti o Waitangi in NZ schools. Sarah was a secondary teacher before completing a Masters of Education (Distinction) under Emeritus Professor Wally Penetito. Alongside her education work, she farms regeneratively at The Green Garden, a suburban farm on Te Atiawa ki Whakarongotai land, growing nutrient dense food for her family and community.				
Title of Presentation		Metanoia: The hard work of changing our minds				
Format of Presentation (please select)		 ☑ Oral Presentation (20 minutes) ☐ Workshop - 60 minutes (eg interactive indoor session) ☐ 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 th would yo to preser (please se	u prefer it under?	☑ Theme 1: Listen☐ Theme 2: Learn☑ Theme 3: Transform				
Introduction		'Metanoia: the hard work of changing our minds', discusses how a decolonised curriculum in Aotearoa New Zealand would create a change not just in what is taught but how and why we teach at all. This presentation considers the implications of moving				

emphasis from siloed, explicit, secular knowledge sets to include Māori ways of knowing that are far more expansive, cosmic and embodied.

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This presentation begins with orienting to the story of settler colonialism within the Taranaki region and the ways in which New Zealand's brutal colonial period created for Pākehā what Catherine Delahunty wrote as, "a material advantage and spiritual emptiness."

This spiritual emptiness is then contrasted with the promise of the decolonisation movement in Aotearoa New Zealand, which, through an ethic of restoration, provides opportunity for all to re-connect, re-turn and re-member that we are nature. This is then considered, in relation to curriculum design through three transformative lenses:

Presentation Abstract: max. 300 words

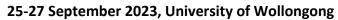
- 1. Headspace redefining our measures of success what are our measures of success within education and how do these reflect this contemporary moment? What are the ways in which curriculum design continues to orientate to Western understandings of the world and what room is there for Māori mātauranga knowledge that is fundamentally animistic, expansive, collective and holistic to lead?
- 2. Heartspace on where we belong what are some of the spiritual truths understood within Māori understandings of interconnectivity that are only now being played out in scientific discoveries. How can this inform new priorities within curriculum design?
- 3. Feetspace to the earth and beyond how urgent is the need for our collective memory and imagination to go into reconnecting with each other and this planet?

THIS PRESENTATION WOULD PROVIDE TAKEAWAY THOUGHTS ON:

Key Message: A short summary of presentation

- how dominant societal values define our approaches to curriculum design
- the ways mātauranga Māori may be able to underpin and inform our collective way forward
- how contemporary environmental education must authentically and genuinely address social inequities too

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- how approaches that centre Māori ways of knowing may improve our relationship to
our place, to each other and to our collective human story in Aotearoa New Zealand.

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.