

### 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](#).

<b>Title</b>	Dr.	<b>First Name</b>	Angela	<b>Family Name</b>	Lunda
<b>Position/Role</b>	Professor of Education				
<b>Organisation you will represent</b>	University of Alaska Southeast, School of Education				
<b>Personal Bio</b> Max. 100 words	My name Koogak'aax (Angela Lunda); I am a life-long Alaskan of the Tlingit tribe, Ch'aak (Eagle) moiety, Kaagwaantaan (Wolf) clan, and the Sitka Déix X'awool'ja Hít (Two-Door House) with more than three decades as a teacher and administrator. I am passionate about equity in education and ensuring that all students receive a quality education in a culturally safe and nurturing environment. My research interest centers on the process of cultural identity development among young children.				
<b>Title of Presentation</b>	"I'm a Killer Whale" - The process of cultural identity development from the perspectives of young Indigenous children				
<b>Format of Presentation</b> (please select)	<input type="checkbox"/> Oral Presentation (20 minutes) <input checked="" 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				
<b>Which theme would you prefer to present under?</b> (please select)	<input type="checkbox"/> Theme 1: Listen <input type="checkbox"/> Theme 2: Learn <input checked="" type="checkbox"/> Theme 3: Transform				
<b>Introduction</b>	When young Indigenous children engage in cultural activities such as berry-picking or harvesting medicinal/edible plants, they begin to internalize the core cultural values that have sustained their people for millenia. Through the use of video snippets of kindergarten children engaged in culturally significant activities upon the Land, this presentation will illustrate how children demonstrate their emerging identities as tribal citizens and will describe how peers, teachers, families, and communities nurture children's cultural identity development.				
<b>Presentation Abstract:</b> max. 300 words	This qualitative single case study examined the phenomenon of cultural identity development from the perspective of young Indigenous children situated within the context of their southeast Alaskan community. Decades of assimilationist policies have eroded cultural identity among many Indigenous Alaskans, yet a strong cultural identity				

	<p>is known to be a protective factor for Indigenous peoples. Building on Indigenous identity development theory, the study sought to answer the research questions: (1) How do young children demonstrate their cultural identity through interactions on the Land? (2) How do community organizations support cultural identity development (CID) in young Indigenous children? (3) What role do peers play in nurturing cultural identity development (CID)? And (4) How do teachers and families nurture CID? The primary data source was video collected by children wearing forehead cameras as they engaged in semi-structured activities on the Land; video data were augmented by surveys, interviews, children’s drawings, and careful observations. These methods allowed the researcher to examine the child’s lived experiences to begin to untangle the rich interactions between children, the Land, parents, and educators, and to describe CID nurturing factors. Reflexive thematic analysis was employed to discover themes and patterns in the data. Findings reveal that children demonstrate their Indigenous identity by learning and exhibiting traditional ecological knowledge, which includes intricate knowledge of the Land, subsistence practices, and core cultural values. The process of cultural identity development was supported by the community through vision and funding for cultural initiatives. Peers, parents, and educators contributed to the cultural identity development of the young participants by enacting moves to increase confidence and competence on the Land. This study has implications for policymakers, educators, families, and others interested in nurturing healthy identity development among young Indigenous children.</p>
<p><b>Key Message:</b> A short summary of presentation</p>	<p>Participants will walk away with a deeper understanding of the process of cultural identity development and the importance CID plays in the overall health and wellbeing of Indigenous children.</p>

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.