

### 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>	Ms.	<b>First Name</b>	Devika	<b>Family Name</b>	Rathore
<b>Position/Role</b>	Doctoral candidate/Teaching Fellow				
<b>Organisation you will represent</b>	The University of Waikato				
<b>Personal Bio</b> Max. 100 words	Devika Rathore hails from the lands of north-western India seeped in rich cultural history and natural splendour, and quite literally the land of tigers. At present, she is a Doctoral candidate and Teaching Fellow with The University of Waikato, Aotearoa New Zealand. Her PhD explores migrant teachers and environmental identity in Aotearoa New Zealand early childhood education. Her teaching and research interests include environmental/nature-based/sustainability education in early childhood, cultural identity, cross-cultural identity transitions, teacher education, place-based identity development and visual dissemination of research among others.				
<b>Title of Presentation</b>	Listening to children and the environment: migrant teachers' voices from Aotearoa New Zealand Early Childhood Education.				
<b>Format of Presentation</b> (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				
<b>Which theme would you prefer to present under?</b> (please select)	<input checked="" type="checkbox"/> Theme 1: Listen <input type="checkbox"/> Theme 2: Learn <input type="checkbox"/> Theme 3: Transform				
<b>Introduction</b>	Present/share my research study among colleagues and experts.  Share an insider's perspective on the confluence of environment and culture in early childhood education.  Receive feedback from colleagues, researchers, experts, and audience.  Network with colleagues with similar research interests				

<p><b>Presentation Abstract:</b> max. 300 words</p>	<p>An increasingly multicultural Aotearoa New Zealand Early Childhood Education (ECE) landscape that includes a growing number of migrant teachers forms the context for my Doctoral study. The continuing detrimental impact of human activities on the natural environment requires a re-consideration of human-environment relationships, where the human-environment element of an individual’s identity can be explored and encouraged to inform a process of change. Early childhood has been recognised as an important stage for such timely environmental and sustainability education, where teachers’ environmental identities influence children’s environmental identities. In Aotearoa New Zealand, respect for the natural world and kaitiakitanga (guardianship) are integral to the ECE bicultural curriculum framework Te Whāriki which is grounded in the indigenous Māori worldview that acknowledges strong spiritual connections to land and place. The development of an environmental identity is acknowledged and encouraged for children and teachers alike. Moreover, in a nation of superdiversity, sociocultural orientations are critical considerations that are likely to influence migrant teachers’ environmental identities; and in turn how they engage with children. My research explores one such diverse group of migrant Indian teachers and their understandings of their culturally-embedded and negotiated environmental identities where the environment may hold different meanings and places in their home and adopted-country cultural systems. In this presentation, I discuss some insights into teachers’ interpretations of their environmentally focussed teaching philosophies, practices, and experiences. An awareness of how migrant teachers transition cross-culturally with reference to their environmental identity could be of critical significance for initial teacher education as well as environmental and sustainability teaching practices of culturally diverse teachers. As an Indian immigrant myself, I listen to voices of Indian teachers as they listen to their inner environmental selves, children’s voices, and Papatūānuku (the Earth Mother) as they navigate the Aotearoa New Zealand ECE terrain.</p>
<p><b>Key Message:</b> A short summary of presentation</p>	<p>The study highlights the need to value and support the numerous and diverse cultures that are part of Aotearoa New Zealand Early Childhood Education (ECE).</p> <p>There is a need to bring forth and include migrant teachers’ perspectives/voices on kaitiakitanga and environmental identity as part of the ECE curriculum, and how this plays a part in their teaching philosophy and practice.</p> <p>There is a need to further investigate the confluence of environment and culture in ECE, especially in increasingly multicultural settings like Aotearoa New Zealand, considering that migrant teachers interpret the ECE curriculum framework Te Whāriki in diverse ways and cross-culturally transfer these understandings into their teaching practice.</p> <p>Implications for environmental and sustainability education component within ITE and professional development for ECE teachers, especially migrant teachers.</p>

# **AAEE Biennial Conference 2023**

## **Listen, Learn, Transform**

**25-28 September 2023, University of Wollongong**



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.