

### 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>	Lisa	<b>Family Name</b>	Sonter
<b>Position/Role</b>	President, QECSN				
<b>Organisation you will represent</b>	The Australia-Aotearoa Alliance for Early Childhood Education for Sustainability (The Alliance)				
<b>Personal Bio</b> Max. 100 words	<p>Dr Lisa Sonter is a very experienced early childhood teacher, consultant, mentor, author and lecturer. She is a recipient of a Community Merit Award for leadership and innovation in early childhood teaching methods. Lisa is President of the Queensland Early Childhood Sustainability Network (QECSN). Lisa is particularly interested in play-based pedagogies, early childhood education for sustainability and collaborative professional inquiry.</p> <p>Dr Sue Elliott is an Adjunct Senior Lecturer in Early Childhood Education at the University of New England (UNE), New South Wales, Australia and a visiting scholar at the University of Cincinnati, Ohio, USA. Sue is a long-term early childhood education for sustainability advocate, researcher and author, she co-convenes the TransNational Dialogues in Early Childhood Education for Sustainability research group. Healthy sustainable futures for young children drive her work across the early childhood sector nationally and internationally.</p> <p>Stephanie Willey is the Coordinator and Bush Kindergarten Teacher at Yarralea Children’s Centre in Melbourne, Convenor of EEEC (Environmental Education in Early Childhood) and Secretary of ECOLN (Early Childhood Outdoor Learning Network). Over the last 25 years she has worked in a variety of public and private early childhood settings both in Australia and overseas and is passionate about embedding education for sustainability into daily practice and advocating for children’s right to access rich natural outdoor play spaces for healthy development and wellbeing.</p>				

<b>Title of Presentation</b>	Stories of change in Australian Early Childhood Education for Sustainability: Reflecting back and moving forwards
<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>	This interactive workshop invites participants to share and discuss research initiatives and stories of transformational practice from Australian early childhood services.  Participants will:  Discuss the multi-dimensional focus of sustainability  Critically reflect on the sustainability principle in the EYLF v2.0 (AGDE, 2022)  Listen to and share stories of children’s active participation as agents of change  Learn about transformative ECEfS pedagogies
<b>Presentation Abstract:</b> max. 300 words	Internationally early childhood education for sustainability (ECEfS) research, policy and practice has significantly progressed over recent decades, alongside the climate change crises rapidly eroding children’s sustainable futures. The inclusion of a sustainability principle in the revised Belonging, Being & Becoming, the Early Years Learning Framework for Australia (EYLFv2.0) (AGDE, 2022) is a major milestone in Australian ECEfS and celebrates more than 30 years of advocacy by researchers, practitioners and early childhood sustainability networks. This principle effectively aligns with the Sustainability Cross Curriculum Priority in the Australian Curriculum, thus promoting continuity of sustainability learning and teaching. However, challenges and opportunities arise. Supporting children’s capacities to belong, be and become means that issues across all four social, political, economic and environmental dimensions of sustainability (UNESCO, 2010) must underpin our work with children. However, the lack a political sustainability dimension (UNESCO, 2010) in the new EYLF v2.0 (AGDE, 2022) presents a challenge given

# AEE Biennial Conference 2023

## Listen, Learn, Transform

25-27 September 2023, University of Wollongong



	<p>the strong advocacy for the United Nations Convention on the Rights of the Child (UNCRC) (UNICEF, 1989), calls for children’s agency and the climate change crisis impacting children right now. While many early childhood (EC) services engage with children in practical environmental actions, further understandings, and action across the four dimensions of sustainability are urgently required.</p> <p>This interactive workshop invites participants to share and discuss research initiatives and stories of transformational practice from Australian EC services. Practical ways for educators to work together with children and families to explore broader sustainable issues and act on these within everyday practice across all dimensions. Participants will deepen their understandings of ECEfS approaches which celebrate children’s participation at the forefront of change in their services and local communities. This workshop will promote critical reflection and deeper understandings about learning and teaching through transformative pedagogies which honour children’s agency and active participation.</p>
<p><b>Key Message:</b> A short summary of presentation</p>	<p>The Australia-Aotearoa Alliance for Early Childhood Education for Sustainability (The Alliance) brings together the voluntary professional state-based sustainability networks, unique to Australia, which promote transformative approaches to education, embedded in children’s active participation and as agents of change (Davis, 2014). In this presentation, members of the Alliance will showcase stories of agency and action, prompt critical reflection and build capacity to transform ECEfS pedagogy 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.