

AAEE Biennial 5th Research Symposium

Researching in Dialogue - Country, Relationalities and Otherness



27 September 2023, University of Wollongong

EOI 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](#).

<p>Convenor Information</p>	<p>Full Name: Professor Amy Cutter-Mackenzie-Knowles</p> <p>Email: acutterm@scu.edu.au</p> <p>Affiliation: Southern Cross University</p> <p>Professor Amy Cutter-Mackenzie-Knowles is a Professor of Sustainability, Environment and Education at Southern Cross University. She is the Executive Dean of the Faculty of Education, as well as the Research Leader of the ‘Sustainability, Environment and the Arts in Education’ (SEAE) Research Centre. Professor Cutter-Mackenzie-Knowles’s research focusses on climate change, childhoodnature, posthuman philosophy, and child-framed research methodologies. Cutter-Mackenzie-Knowles's most recent book is ‘Posthuman Research Playspaces: Climate Child Imaginaries’ (with Rousell, Routledge).</p> <p>Hyperlink to Institutional bio: https://researchportal.scu.edu.au/esploro/profile/amy_cuttermackenzieknowles/overview</p>
<ul style="list-style-type: none"> - Full Name - Email - Affiliation - Bio (75 words max) - Hyperlink to Institutional bio 	<p>Associate Professor Louise Phillips is the Chair of Initial Teacher Education in the Faculty of Education at Southern Cross University. She is a professional storyteller and early childhood teacher with more than 30 years of experience working with children across various settings, more recently as a researcher and tertiary educator. With Ngugi and Wakka Wakka Professor Tracey Bunda, Louise has forged scholarship of storying as methodology (Research through with and as storying, Routledge) and is currently a CI on Beyond global discourses of data: Storying learning in marginalised schools(Australian Research Council DP210100832). Louise is also an international leader on research on young children’s citizenship, one of the few Australians to have received a major grant from the highly prestigious USA Spencer Foundation.</p>
	<p>Dr Liberty de Rivera: Dr Liberty de Rivera is a Vice-Chancellor Research Fellow in the Faculty of Education at Southern Cross University. Her research interests include analysing and evaluating policies and their implementation in the areas of education for sustainable development, climate change, and disaster risk reduction. Central to her research is the idea of cognitive justice—what, or whose knowledge, is emphasised or neglected in the process of policy transfer.</p> <p>https://www.scu.edu.au/about/contacts/staff-directory/staff/53460.php</p>
	<p>Dr Simone Blom is an early career researcher with a steadily growing publication record to complement her recent PhD completion. Simone is an Associate Lecturer in the</p>

	<p>Faculty of Education at Southern Cross University. Simone’s research interests include environmental education pedagogies and practices, posthuman theories, creative methodologies, First Nations knowledges and science education. Simone is dedicated to improving both pre and in service teacher confidence and competence.</p> <p>Dr Marilyn Ahearn is an adjunct lecturer at Southern Cross University (SCU), Gold Coast, Australia. She has extensive experience in primary education, including participation and leadership in environmental education initiatives. Marilyn completed her PhD at SCU, investigating the extent that teaching primary-aged students the scientific origin story of the universe (Big History) may influence their values in sustainability. Her research involved developing and teaching a curriculum aligned to mandatory Australian outcomes for primary-aged students and was based on adapting the secondary-based Big History Project https://www.oerproject.com/Big-History .</p> <p>Marilyn continues to collaborate in writing journal articles and book chapters as a member of the Sustainability, Environment and the Arts in Education (SEAE) Research Centre at SCU. Her interests in research particularly investigate the insights Big History contributes to transdisciplinary and environmental education research in primary education. She has recently developed her original research, in collaboration with another Big History primary school teacher and Cool Australia, to produce a Big History online course for Years 3-6 https://www.coolaustralia.org/big-history-education-resources/ . https://learn.coolaustralia.org/course/big-history-cc058/</p>
Title of Presentation Max. 70 words	Climate child parliament
Symposium theme	<input type="checkbox"/> Country <input checked="" type="checkbox"/> Relationality <input type="checkbox"/> Otherness
Format of Presentation	Parliamentary debate
Dialogue Intention Max. 150 words	<p>The core intention of climate child parliament is to foreground young voices on climate justice and climate change mitigation, by doing this the parliamentary dialogue will:</p> <ul style="list-style-type: none"> - Open up intergenerational dialogue between researchers and young people on climate justice and climate change mitigation; - Share propositions (bill/s) informed by lived experience & scholarship; - Develop and propose mechanisms for child voice to government on climate justice and climate change mitigation; and - Create an ongoing intergenerational community for child voice to government on climate justice and climate change mitigation.

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<p>Dialogue Format Max. 150 words</p>	<p>Presenters will be seated around a 'board table'. The presenter at the head of the table will be the Speaker. The audience will be seated in concentric U shape/s surrounding the table. The format is designed to mimic a parliamentary discussion to encourage discussions that matter and make a difference. Bills will be proposed by young parliamentarians and Ministers of Climate Change, Children's Rights, Disaster Reduction, Childhoodnature and Big History will respond.</p>
<p>Number of participants:</p>	<p>10-100. There is no age cap imposed, although children and young people will be invited to participate.</p>
<p>Pre-reading material or preparatory task</p>	<p>Attendees who register for this symposium will be provided with reading materials - emailed in advance - in relation to the topic of the symposium. The materials will be published works including peer-reviewed articles / books and there are no ethical issues associated with this. Examples of such readings include:</p> <ul style="list-style-type: none"> * Rousell, D., & Cutter-Mackenzie-Knowles, A. (2023). Posthuman research playspaces: Climate child imaginaries. Routledge. * Ellerbeck, S. (2022). Should schools teach climate change studies? These countries think so. World Economic Forum. https://www.weforum.org/agenda/2022/08/climate-change-schools-education/ <p>Registered attendees will be asked to participate in a short poll before the parliamentary debate. The poll will cover related issues of climate change, children's voices and rights, disasters, childhoodnature, and big history. The poll results will be used as discussion points, to include the 'pulse' of the room in the debate.</p>

EOIs will be reviewed by select members of the event’s organising committee, in relation to the likely contribution of the proposed dialogue to the event’s purposes and values, and dialogue themes and qualities. **For further information or questions about an EOI or the research symposium, please contact Dr. Lisa Siegel via email lisa.siegel@scu.edu.au.**

Due date for EOIs is Friday, 16 June.

Successful Dialogue Convenors will be notified by Friday, 7 July.

Note: confirmed presenters will be required to register for the conference and pay the relevant registration fees.