



News from the NAEEA

Edition 5, 2017

NAEEA Chairperson's Message

Dear Enabling Colleagues,
I'm sure you are all aware of the current crisis facing enabling education. The proposed HESLA legislation poses the most significant threat to enabling education in the more than 20 years in which the fee-free enabling provision has existed.

The proposed abolition of the enabling loading and its replacement with a student contribution fee, plus the intention to tender the current fixed number (9686) of enabling funded places to a 3 year cyclic, non-Table A provider competitive process, will greatly undermine the provision of equity and access to higher education and the quality and effectiveness of many existing programs.

Thank heavens for the Association in these challenging times. Without it we would not have a united voice. Since the early announcement of the changes the Association Executive has been lobbying strongly for the legislation to ideally be blocked.

Initially our efforts to garner support for these concerns were given little attention in the press or in higher education management and political circles. However, recently our efforts have resulted in much greater traction, with numerous press articles and House of Representative and Senators from a number of opposition parties speaking out strongly against the legislation. We even have some Coalition Senators indicating their concerns for their specific state jurisdictions – a crack in the ranks it would seem!

Some of the more strongly worded descriptive statements regarding the proposals include '*stupendously dumb*' and '*This is the meanest and most punitive measure in the Bill and would put additional financial burden on some of the most disadvantaged students.*' NAEEA will continue to lobby politicians, obtain further press coverage and argue its case right through until the HESLA Bill is considered by the Senate in mid-August. Let's trust that our persistence will be rewarded.

David Bull, 2017 NAEAA Chairperson.
www.enablingeducators.org

2017 Conference

Register now for the 6th Biennial Conference of the National Association of Enabling Educators of Australia (NAEEA) <http://scu.edu.au/naeeaconference2017/>

Excitement for the conference is building as abstracts and papers come in. Our venue is within walking distance of the Gold Coast Airport and Kirra Beach in our brand new building. Our keynote speakers bring perspectives from across the world and within Australia. We will share a diversity of ideas around Indigenous scholarship, using analytics to open access and engagement in the 21st century. Here is a snapshot of one of our speakers from Scotland.

Professor Mike Osborne



Professor Mike Osborne is Director of Research and Chair of Adult and Lifelong Learning (at the University of Glasgow. He is experienced in adult and continuing education, Vocational Education and Training (VET) and Higher Education research, development and evaluation. He is the Director of the Centre for Research and Development in Adult and lifelong learning (CR&DALL) and Co-director of the PASCAL Observatory on Place Management, Social Capital and Lifelong Learning.

Abstracts and papers are now coming in. Remember the due date for all contributions is 31

July. Many of you have agreed to act as reviewers so we will be sending these out for review soon – so stay tuned.

2017 Conference Website

For further information about the Conference go to the website - <http://scu.edu.au/naeeaconference2017/> or email naeea2017@scu.edu.au .

6th National Association of Enabling Educators of Australia Conference



Gold Coast | 29 November - 1 December 2017

Murdoch University: Call for book chapters

The Triple P: Philosophy, Pedagogy and Practice Engaging students in transitional educational spaces

A book edited by: Dr Angela Jones, Ms Anita Olds and Dr Joanne Lisciandro, Centre for University Teaching and Learning, Murdoch University.

We are soliciting chapter proposals for an edited collection entitled: The Triple P: Philosophy, Pedagogy and Practice. This monograph aims to focus on the relationship between philosophy, pedagogy and practice when designing programs/units/courses for transitioning students to new educational spaces in the university environment. We invite authors working in all areas of the Scholarship of Teaching and Learning, Enabling/Bridging education, first year transition, graduate and postgraduate program, and other relevant education disciplines and fields of study to propose a book chapter on the theme. While we will consider chapters based on one element of the overarching theme, we are looking for chapters that show consideration to the relationship between all three elements. Both single and multiple-authored works will be considered.

Questions to consider

What is the role of a philosophy in a program's course design? Does a program/course need to have an underpinning philosophy to work?

Chapters may include case studies of program/course design that demonstrate the relationships between philosophy, pedagogy and practice.

Recommended topics

Recommended topics of the book include, but are not limited to, the following:

- Enabling Education
- Bridging Programs
- Transitional educational spaces (Enabling, Undergraduate, Postgraduate)
- Transition pedagogy
- Widening Participation
- Social and Emotional Learning

Please send through a 500 word abstract by 1st September 2017 to a.jones@murdoch.edu.au

Special Interest Groups

NAEEA's Special Interest Groups provide members with the opportunity to network with colleagues with shared interests.

More information about these SIG's is available on the NAEEA website at www.enablingspecialinterestgroups.org

Indigenous Students

The Indigenous Students SIG is the most recent addition to NAEEA's suite of Special Interest Groups. This group will focus on Indigenous pedagogical approaches to

teaching in enabling programs and culturally appropriate ways to assist Indigenous students navigate enabling programs. Given the increasing numbers of Indigenous students within the enabling education programs in Australia, it is even more important to develop understanding about Indigenous pedagogical approaches through sharing ideas about existing practices, as well as seeking opportunities to develop innovative new practices to assist Indigenous enabling students navigate the system. If you are interested in Indigenous ways of learning, being, knowing and doing contact Dr Sharlene Leroy-Dyer, (Sharlene.leroy-dyer@newcastle.edu.au), Program Convenor, Yapug, University of Newcastle.

Research Development and Collaboration

Please email Anna.Bennett@newcastle.edu.au or Pennyjane.Burke@newcastle.edu.au if you are interested.

Enabling Assessment

Contact Dr Pranit Anand pranit@uow.edu.au UOW College, University of Wollongong.

Enabling Curriculum

Please contact Bronwyn.Relf@newcastle.edu.au

Mental Health

Please contact Nicole.Crawford@utas.edu.au to be involved!

Science, Technology, Engineering & Maths (STEM)

Contact Anthea.Fudge@unisa.edu.au or Jane.Stratton@utas.edu.au

Online Learning

Visit <http://www.onlineenabling.com> or contact Evonne.Irwin@newcastle.edu.au if you're interested in joining.

Please note that we also seeking a new facilitator for the Culturally & Linguistically Diverse students SIG. If you are interested in taking on this role please contact Charmaine Davis Charmaine.Davis@usq.edu.au or David Bull David.Bull@usq.edu.au

2017 Membership now due!

Individual and Institutional Membership is \$80 per person and provides members access to a nationwide community of practice which is focused on the continued development of enabling education. NAEEA members are entitled to a discount of \$80 when registering early for NAEEA Conferences.

Individual Membership rate: \$80. Payment may be made by cheque, direct debit, or through PayPal.

Cheques are payable to NAEEA and forwarded to the NAEEA Treasurer (Charmaine Davis), Open Access College, University of Southern Queensland, West Street, Toowoomba, 4350.

- **Direct debit** payment are made to Heritage Bank, BSB638-070, Account No. 13046179, using your name

as reference. After the transaction, email secretary@enablingeducators.org to advise you have paid this way.

- **Credit card** payments can be made via PayPal. Please email the [secretary](mailto:secretary@enablingeducators.org) who will create a PayPal invoice. The invoice will provide directions on how to make the payment.

The future of enabling education

The Higher Education Reform Package proposes significant changes to enabling education in Australia. Its passage through Federal Parliament, if successful, will see these historically fee free programs subject to fees that will ultimately mean that Australia's most disadvantaged students will pay the most for their university studies.

The legislation also proposes the remaining funding in the form of Commonwealth Supported Places for Enabling programs to be opened to tender by education providers outside of universities. The NAEEA believes that universities are best placed to continue to prepare students for entry into the undergraduate programs that are offered at universities.

The NAEEA regards the provision of these programs as an important community service that universities must continue to provide to their local communities.

A number of recent publications discuss the impact these changes will have on students and universities. An article in the *Conversation* published on 18th May outlines the role of Enabling programs and the impact changes will have on students: <https://theconversation.com/programs-that-prepare-students-for-university-study-may-no-longer-be-free-77851>

The following article titled 'Big change for enabling educ' appeared in the *Campus Morning Mail*, 24th May: <http://campusmorningmail.com.au/bouquet-for-birmo-gov-backed-for-equity-support/>

On 4th June, this article in the *Australian* outlined Tanya Plibersek's response to proposed cuts to Enabling funding: <http://www.theaustralian.com.au/higher-education/plibersek-slams-enabling-plan/news-story/f7425b32575358a4f155c3e5ed7db141>

This article in the *Newcastle Herald*, published 26th June, highlights similar concerns for NSW regional students: <http://www.theherald.com.au/story/4678322/poorest-students-face-university-fee-blocks/>

Enabling programs set out to help students overcome educational disadvantage, and many past students have gone on to have highly successful careers in many fields. An article which outlines the importance of reengaging with study can be found at:

<http://www.theherald.com.au/story/4678322/poorest-students-face-university-fee-blocks/>

This article in the *Australian*, published on 5th July highlights

the impact the introduction of fees can be expected to have on many enabling students:

<http://www.theaustralian.com.au/higher-education/free-enabling-programs-key-to-education-equity-andrew-harvey/news-story/cb6c0afe884ae916632cde8cdb476316>

The impact of the proposed changes on incarcerated students is discussed in the *Australian*, 5th July at <http://www.theaustralian.com.au/higher-education/commonwealth-funding-changes-may-hit-prison-education-program/news-story/b84006bc5dcec7bb20e6ffab7ced9bd8>

Finally, the *Campus Morning Mail*, 12th July reported: <http://campusmorningmail.com.au/plibersek-backs-uni-prep-pathways/>

Research Development and Collaboration Special Interest Group Launch

The launch of the NAEEA Research Development and Collaboration Special Interest Group was held at UON Sydney on Wednesday 28 June with participants from across Australia. The Director of the English Language and Foundation Studies Centre (ELFSC), Assoc Prof Seamus Fagan, launched the Special Interest Group and Dr Andrew Harvey, Director of the Centre for Higher Education Equity and Diversity Research (CHEEDR) at La Trobe, gave the keynote address.

SIG co-convenors Dr Anna Bennett, Head of Research Engagement and Development (ELFSC) and Prof Penny Jane Burke, Director of the *Centre of Excellence for Equity in Higher Education* (CEEHE), held the inaugural SIG meeting following the launch. For further information about the SIG please get in touch with Anna: anna.bennett@newcastle.edu.au

