

# News for Enabling Educators

## NAEEA CHAIRPERSON'S MESSAGE

Dear Enabling Colleagues

As the 2022 academic year moves on at a rapid pace, we still find ourselves and our institutions riding the wave of the ever-present COVID-19 challenge, knowing the virus lives with and amongst us every day. I do hope any of you, your loved ones or your colleagues who may have been struck down by COVID have returned to good health. I also hope that you have been able to cover any gaps in your teaching duties as a result of staff absence.

On a positive note, mid-year sees us welcome in a new government and thus a new minister for Education. After the anticipated return of Tanya Plibersek to that ministerial role did not occur, it comes as a relief to learn more and more about Jason Clare, his background and his lifetime commitment to and future vision for education. I hope I am right in anticipating an easier road for the higher education sector under Jason Clare's leadership. I look forward to the NAEEA Executive working to meld a fruitful relationship with the Department under his leadership and those senior members of his department. As an NAEEA Executive, we share the hope the Department will come to appreciate the true value of Enabling education in Australia and its importance in providing a life-changing opportunity for those underrepresented groups in higher education. Presently our most immediate challenge is in adapting to the requirements of the Job Ready Graduates (JRG) reform package. I can confirm the commitment of our NAEEA Executive to lobby the new ministry in an effort to have Enabling excluded from this legislative requirement. As soon as a connection with the Department can be made, I will update you on the progress of our request.

I am pleased to be able to confirm NAEEA will be hosting a conference again this year. Conferences, symposia and webinars have been successfully conducted online through the time of the pandemic closures; however, I am excited our NAEEA 2022 conference will be offered face-to-face at UniSA in December. Conferences have always offered us a fabulous opportunity to share research outcomes, information, new ideas and student success stories but they do much more than that. To be able to network face-to-face allows us to meld and strengthen close cross-institutional relationships as we work towards common goals for Enabling education in Australia. I would think we all have missed those conversations in sessions, over food, and generally across the days of conference. I know I value the friendships and connections formed over many years of conference attendance so I am so looking forward to December when we I can re-acquaint with colleagues. Cognisant of the absence of PD funding for many who wish to attend this year, the NAEEA Executive has worked to establish the most reasonable registration fee possible. I do hope those of you who desire to attend can do so.

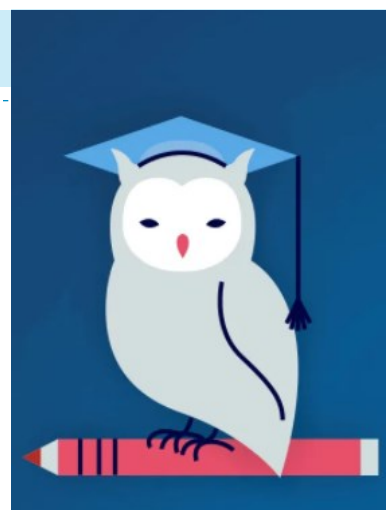
In closing, I once again offer an open invitation for any NAEEA member to attend a future Executive meeting, the remaining dates for 2022 being August 5, September 16, October 21 and December 2.

All the very best for the remainder of the academic year as you continue to change lives for those students who avail themselves of your valuable programs.

Stay well!

Many regards

Karen Seary  
NAEEA Chairperson  
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### SPECIAL POINTS OF INTEREST

- 2022 Conference news
- NAEEA Small Grants
- Celebrate the success of our students and staff
- Share your Enabling education research with your colleagues

# NAEEA CONFERENCE 2022



*'Reimagining enabling in Higher Education'*

Hosted by the University of South Australia, City West Campus Adelaide

5-6 December 2022

<https://naeeaconference.com.au/>

**\*\*Discounted conference registration rates for NAEAA members\*\***

## Keynotes and Panels:

Day 1: Professor **Sam Sellar** (Dean of Research, Education Futures UniSA), a critical sociology of education scholar that has investigated aspiration formation and widening participation policies here and in the UK.



*Professor Sam Sellar*

Day 1: Panel with Enabling Alumni: Enabling education has shaped me as a teacher.....



*Left-right: Enabling alumni panel members Joshua Bradbrook, Tara Ogilvie and Holly Millican*

Day 2: Dr **Nicole Crawford** (Senior Lecturer, Pre-degree Programs Campus Coordinator University of Tasmania) provides us with a focus on wellbeing of staff and students in enabling after the challenges of the last few years.



*Dr Nicole Crawford*

Day 2: Panel with Heads of Enabling: Vision and Priorities for Enabling Sector



*Left-right: Panel members Associate Professor Anna Bennett, NAEAA President—Karen Seary, Professor Sharron King and Professor Thomas Roche*

## Conference Themes:

**New perspectives:** focusing on looking ahead at strategy, policy, theory, growth and development of Widening Participation/Enabling in Australia

**Agency & Avenues:** focusing on the role of the enabling practitioner - including wellbeing, support and development

**Empowering voices:** focusing on the diverse perspectives and experiences of students in enabling programs

**Enabling practice & pedagogy:** focusing on teaching and curriculum - including theoretical approaches, value-adding, embedded support

**Advancing digital approaches:** focusing on innovations and learnings in response to the increase of technology enhanced learning

## Call for Reviewers:

The NAEAA Organising Committee is seeking reviewers to help select presentations for the upcoming NAEAA Conference 2022. Peer reviewers will independently read, review and provide timely feedback on the abstract submissions related to the above conference themes.

**WHEN:** Abstracts are due 8th August, with reviewing period until 15th August 2022.

**WHAT:** Peer reviewers are responsible for reading and reviewing conference proposals and making recommendations to the Program Committee. Proposals are a maximum of 250-300 words and we expect each review to take no more than 30 minutes. Each reviewer could be assigned two or three proposals to review depending on the number of submissions we receive. The peer review process is anonymous for both authors and reviewers.

To volunteer please contact either:

Natasha Wilson at [Natasha.wilson@unisa.edu.au](mailto:Natasha.wilson@unisa.edu.au)

Min Pham at [min.pham@unisa.edu.au](mailto:min.pham@unisa.edu.au)

Snjezana Bilic at [snjezana.bilic@unisa.edu.au](mailto:snjezana.bilic@unisa.edu.au)

## MOSES ULINY AND THE PARTNERSHIP OF AUSTRALIA AND SOUTH SUDAN EDUCATION PROJECT (PASS)

Moses Uliny was one of a large and utterly amazing class of recently arrived refugees from South Sudan, Ethiopia, and Somalia, and in later years also from Western Africa and Myanmar, I was privileged to teach at Victoria University College between 2006 and 2009. Like all of his classmates, he was burning with hope to begin study for a university degree. Like all his classmates, his education had been severely disrupted at a very early stage by conflict, traumatic escape, and years of displacement and uncertainty in refugee camps. Because of this, these mature and incredibly capable students, who all identified as fluent English speakers, would study through three years of adult Victorian Certificate of Education (VCE) classes, taking first a special Foundation English class designed just for their needs, Year 11 and then year 12 English before commencing their university courses.

Moses was one of several inspirational class members who always generously supported his classmates and helped me greatly when translations or reinterpretations of content were needed. Because the effects of (often extreme) trauma was a constant companion within our classroom, unofficial mentors like Moses played an important role in making these classes work so very well to gently prepare for successful Australian higher education study. Many of these students completed their degrees and have gone on to successful careers.

In 2010, as part of his Diploma of Liberal Arts studies at VU College, Moses began planning a project to develop secondary schools in his home region, the Kangi Payam district in the Western Bahr El Ghazal state, South Sudan, which is situated north of Wau in the country's west. Kangi Payam is a district of five villages and a population of 25,000.

**‘When he began the project, the region had three primary schools (this has since increased to eighteen), and no secondary schools.’**

Because sending children to Wau to attend secondary school was unaffordable or undesirable for most families, very few young people in the district could achieve post-primary education. Moses began by developing the skills and information he would need, registering the PASS project as a not-for-profit project in Victoria, and engaging supporters among his community in Melbourne, including his teachers at VU. The Pass project now has an organising committee in Melbourne, as well as in South Sudan.

**‘South Sudan gained its independence as a nation in 2011 and by 2014, Moses was back in Kangi, building his first school.’**



*The first classroom, with exam in progress*



*Pass New Nation Secondary school students in class*

The Kangi secondary school, comprising two classrooms, one office, two latrines, a library, and a kitchen was built with local materials on land donated by the community. The school was resourced with 250 VCE textbooks, chairs, tables, and other donated items from Australia. For several years, during the civil war, all schools in the region closed. Through that period, Moses returned to Melbourne to work, save, and continue his own studies for his degree at VU. Once peace was achieved, Moses returned and the school reopened. A second high school was built in Alel-Thony village in 2019. Funding for the schools continues to rely on donations from the original Australian supporters, and the schools operate at the edge of survival.



*Teacher Joshua presenting at Teacher Workshop in Kangi*

Peace is now more secure in South Sudan, and the schools are able to grow in their ambitions. The PASS project is now trying to find money to develop the schools and further support the education of the community. Some of their aims are to install more solar panels (currently one of the schools operates via a generator - there is no electricity supply in the district), to fund transport to and from school for more remote students, to build accommodation for child-minding so mothers can attend school, and to bring a second container of donated educational materials and school furniture across from Australia.

By **Dr Kate Judith**, Senior Lecturer (Pathways), University of Southern Queensland

The NAEAA has committed to providing a small monthly donation to support the PASS project. If you are interested in finding out more or would like to help support the PASS project schools, please visit the project website: <https://thepassproject.wordpress.com>.

# FROM ENABLING STUDENT TO DEPUTY VICE CHANCELLOR: PROFESSOR BRADEN HILL'S STORY

*Professor Braden Hill is a Nyungar (Wardandi) man from the south-west of Western Australia and the Pro-Vice-Chancellor (Equity and Indigenous) and Head of Kurungkurl Katitjin, Edith Cowan University's (ECU) Centre for Indigenous Australian Education and Research. This is his story:*

Like many Indigenous students, my university journey began through an alternative entry enabling pathway. A challenging final year of what is now called ATAR saw me miss the cut to gain direct admission. When I finished high school I really had little idea on next steps. However, for a long time, I knew I wanted to be a teacher. Some of the most supportive and inspiring people I had in my life were teachers and I always admired the impact that they had on me and those around me. However, it was only because of an Indigenous community organisation that I realised enabling programs even existed.

*'Their 'out of the blue' phone call directed me toward the Kulbardi Aboriginal Centre at Murdoch University where I learnt about their Diploma-level access program.'*



*Professor Braden Hill*

In this space I found some extraordinary Indigenous students and scholars doing phenomenal work. It was, and still remains, one of the most enriching environments I have studied and worked within. Eventually I graduate as a secondary teacher, but finished at a time when there were not too many jobs around. Fortunately, I was invited by Indigenous academics to participate in some curriculum development work at Murdoch University and ended up staying in academia ever since.

*'I started in academia as a lecturer in enabling education and loved working with students who, much like myself, almost missed out on the opportunity to pursue university studies.'*

*'The transformative work that we did in that space (and I experienced as a student) will always underscore my commitment to Indigenous education and access and equity.'*

I went on to be the head of the Indigenous centre at Murdoch and built a wonderfully passionate, committed and professional team that saw considerable improvement in Indigenous student success rates. We also developed an innovative and nationally recognised Indigenous enabling program, K-Track which was recognised through a Program Award at the Australian Awards for University Teaching (AAUT) in 2017. I then went on to take a Director position overseeing the Indigenous Centre, the health and counselling services, and the equity and disability support team at Murdoch University.

I am now the Pro Vice Chancellor (Equity and Indigenous) at Edith Cowan University leading our work in the Indigenous, equity and inclusion space, including our well-regarded access pathways programs. Our work in this space was recognised with an AAUT Program Award in 2021.

*'I'm now really excited to take on my next role as Deputy Vice Chancellor Students, Equity and Indigenous at ECU.'*

For me, enabling education was truly transformative. I will always be exceptionally proud to be part of an academic pursuit that is whole-heartedly committed to addressing the structural barriers people face in pursuing higher education. And, more than anything, I will always honour and pay respect to those Indigenous people who paved the way for someone like me to give back to a sector that has given so much.

By ***Professor Braden Hill***, PVC (soon to be DVC), Edith Cowan University, Western Australia

## STUDENT STORY: RHIANNON-SUE CABBAN

My name is Rhiannon-Sue Cabban. I am a 40-year-old single mum who is doing all I can to change my future for the better. My life experiences have been very challenging, and yes, I would change some of them if I could. But the past can't be changed and instead, I am in the process of creating a bright and beautiful future for myself and my 3 children. It has taken me a lot of healing to get where I am today, and I am now a stronger person than I could ever imagined.

My journey into STEPS began when I was 39, and sick of just being a single mum and a cook at my mum and dad's fish and chip shop. My 11-year-old son has had Type 1 Diabetes since he was 18 months old, and I want the absolute best care for him; and so I thought "Why don't I be a nurse?". I went into the Mackay City CQU campus to enquire about becoming an Enrolled Nurse, and the lady at reception said "Why not be a registered nurse? You should enroll in this STEPS course today, so you can begin Term 3, 2021". So, I did, and now I am only weeks away from beginning an Online Bachelor of Nursing in Term 2, 2022.

**'I found STEPS to be so valuable. It has given me the confidence to know I have worked hard to get where I am, only weeks away from starting my undergraduate degree.'**

I feel confident with navigating my way around the CQU page and Moodle. At first, I thought my first subjects of Prep Skills and Essay Writing were probably just subjects I would have to sit through, but I found them both very rewarding. I was able to not only gain insight into university life, but it also opened insight to myself. I never thought I would say, but I liked the Fundamental Math's Unit. Upon opening some of the modules, I won't lie, I cried. It was very overwhelming, as I completed grade 12, but that was in 1998. So to conquer Math's, I played my lectures back and watched the Moodle support videos in .75 playback speed, and I did it. I received a HD on my first ATA, which I am very proud of.

**'I am still a single mum; I am still working but I have hope now; I know I am giving my children and myself a better future.'**

My son in Grade 10, has had a rough journey in high school, but just today, he received a B- for his English Assessment, which his teacher said is the best piece he has handed in, ever. My youngest son who is 9, runs into our toilet to read the "The Wonders of Learning Biology" poster to test his brothers with spelling. And my sons diabetic care team at Mackay Base are excited for me as well, which adds another level of excitement.



*Rhiannon-Sue Cabban*

**By Rhiannon-Sue Cabban, Central Queensland University student**

### NAEEA WEBINARS

The monthly NAEEA webinars allows educators working within the enabling and pathways education to share innovative teaching and learning practices that enable student success. Whilst these practices are of interest to other enabling and pathways educators, most of these are just as applicable for the mainstream higher education courses. Since it's beginning in 2020 these webinars have attracted interest from all sectors of the education system in Australia and overseas. Most of the webinars are recorded and shared via the NAEEA website:

<https://enablingeducators.org/webinars/>

Some of the upcoming webinars are:

Friday June 24<sup>th</sup> 2022, "Embedding UN Sustainable Development Goals in a Scientific Thinking Enabling Course" by Dr Anthony Spinks, UOW College

Friday July 29<sup>th</sup> 2022, "Enabling Curriculum" by Dr Bronwyn Relf, University of Newcastle

To be informed about all our webinars and events follow us on twitter: @01naeea or visit the NAEEA website: [www.enablingeducators.org](http://www.enablingeducators.org)

If you have an interesting teaching and learning initiative that you would like to share via our webinars please get in touch with **Dr Pranit Anand**, [pranit.anand@qut.edu.au](mailto:pranit.anand@qut.edu.au)

### SHARE YOUR UNIVERSITY'S ENABLING EDUCATION EVENTS, SUCCESSES AND INNOVATIONS.

The NAEEA newsletter focuses on the achievements of students and staff in our sector, and on innovations that continue to foster the ongoing development of Enabling education. The newsletter is published twice a year. If you have a story you would like to include in the next edition, please contact [admin@enablingeducators.org](mailto:admin@enablingeducators.org).

We would love to hear about your programs, projects, research, students and educators.

# NAEEA SPECIAL INTEREST GROUP UPDATES

## NAEEA Mental Health SIG Update

The National Association of Enabling Educators of Australia (NAEEA) special interest group (SIG) for mental health was born from the interest, awareness and dedication of enabling educators and practitioners working in Australian universities. Initially started by Dr. Nicole Crawford, the SIG is now chaired by Helen Scobie who is a psychologist embedded in the enabling programs offered at the University of Newcastle. The group comes together online at least twice a year to discuss trends within the mental health of enabling students and practitioners.

Previous work has also seen the SIG present at the NAEEA/EPHEA conference in 2019 on supporting student and staff mental wellbeing in enabling education. While the SIG has certainly seen members work together on publications and presentations, it remains centrally a designated space to connect with enabling colleagues as a way of supporting our own mental wellbeing while also doing the important work of supporting our students. The next meeting of the SIG is 22 July 2:30-3:30pm (AEST) with new members always welcome.

Please contact Helen Scobie at [helen.scobie@newcastle.edu.au](mailto:helen.scobie@newcastle.edu.au) for details of the meeting or to be added to the SIG email list.

By [Helen Scobie](#), Pathways Counsellor/Psychologist, The University of Newcastle

## NAEEA Mental Health SIG Researchers Ride Again

The NAEEA Mental Health SIG has previously published research on the impact of emotional labour load on enabling practitioners and the links to teacher burnout (Crawford et al. 2018; Olds et al. 2018).

With the addition of new co-authors from multiple Australian universities, the SIG has rallied again to inquire after the enabling education or pathways practitioner, seeking to understand the nature of their work during pandemic times.

The aim of the current autoethnography study was to capture the lived experience of eight practitioners working in teaching, leadership and professional practice within the field of enabling education, across six Australian institutions between 2020-2021.

*It was found that while enabling educators and their students already experienced growing time pressures in competitive neoliberalised economies, these time-space pres-*

*ures were accelerated as never before for those practitioners primarily responsible for teaching, transitioning and supporting larger numbers of non-traditional students online during the COVID-19 pandemic.'*

The researchers, ranging from early career to seasoned academics, found solidarity through this collaborative process and look forward to sharing their findings soon.

By [Anita Olds](#), Lecturer in University Preparation Pathways at Murdoch University



Anita Olds

## Research SIG showcases doctoral research on enabling

The members of the [Research Development and Collaboration Special Interest Group](#) gathered on Friday 17<sup>th</sup> June to hear presentations by five colleagues undertaking doctoral research focused on enabling. Presentations were given by Kristen Allen (UON), Michelle Briede (FUA), Russell Crank (USQ), Charmaine Davis (USQ), and Trixie James (CQU). Of the five topics presented, two are related to enabling students, Kristen's *Reimagining Success: Narratives of enabling students in higher education* and Trixie's *Is university for me? Investigating the student experience in an enabling program at a regional university*. Michelle and Russell are both exploring the identity of enabling educators but using different theoretical lenses and methodological approaches, and Charmaine's PhD investigates enabling education as an academic discipline. All represent important advances in new knowledge which will serve the enabling sector well. The showcase was well-attended by members from across the country and it was wonderful to support the featured colleagues in their doctoral pursuits which, many would agree, can feel very arduous and lonely at times.

The SIG is co-convened by A/Prof Anna Bennett and Dr Jo Hanley, both based at the University of Newcastle. Next session date and topic TBA. If you'd like to join the Research SIG please get in touch with Jo by email [joanne.hanley@newcastle.edu.au](mailto:joanne.hanley@newcastle.edu.au)

By [Dr Jo Hanley](#), Planning and Projects Coordinator, The University of Newcastle

## ENABLING ACADEMICS RECONISED FOR THEIR WORK WITH WOMEN'S SHELTER

This month the long term relationship between Catherine House women's shelter and UniSA College was recognised as Dr Sarah Hattam (Senior Lecturer, Education Futures UniSA College) was awarded the Catherine House Mcauley Award at South Australian Government house. Since 2015, Dr Sarah Hattam and Dr Snjzeana Bilic have co-facilitated a sociology course for clients of Catherine House that has been an important community engagement and outreach strategy of UniSA College. Offered once a year, the course not only offers the clients a sociological lens to understand their own circumstances and provide agency and hope, but also a course credit towards the Foundation Studies Program if they elect to continue their studies at UniSA. We have had over 50 Catherine House clients enrol into the course, with many choosing to further their education as an outcome of the positive experience in the course.

By [Dr Sarah Hattam](#), Senior Lecturer, University of South Australia



Dr Sarah Hattam receiving the Catherine House Mcauley Award by the SA Governor, France Adamson

## DREAMS DO COME TRUE: JACQUELINE MARSHALL'S STORY

I was so lost in life with no direction or purpose when I stumbled upon STEPS. A long discussion with Herna and Wendy from the Bundaberg campus was had, convincing me to give STEPS a go, even though I was convinced that I was not smart enough to do it. Man was I wrong. I was shown so much support and kindness and reassurance by the STEPS team in Bundaberg throughout the year I attended. Once completing STEPS I had no idea what I intended to do with my success. Another long discussion with Herna and Wendy was had, they saw something in me that I did not, they went on to suggest doing a Bachelor of Nursing. I was convinced there was no way in the world that I would be able to do a Bachelor of Nursing. At the end of each term during my degree it was always a complete surprise to me that I not only passed but did well.



*'Throughout my degree, even though I was no longer a STEPS student, Herna and the STEPS team were there for me cheering me on from the sidelines, giving me the confidence to keep going.'*

*Above (left-right): Herna (Herna) Conradie, Jacqueline Marshall and Wendy Christensen*

There were even times when I went and visited the STEPS team for some reassurance and support and was never turned away. Without STEPS there is no way I would have succeeded doing my Bachelor of Nursing.

I am now working in the surgical ward with QLD Health and have been for the last 3 years, and recently I have begun working in the community with a small company called Precision Care as a Registered Nurse.

*'I am absolutely loving my career, I have found my calling, where I belong and what I am good at, and it was all because of the STEPS team in Bundaberg.'*

There is nothing I can say or do to even begin to show my appreciation for the opportunity STEPS gave me. I would like to thank the STEPS team for giving me a future through an amazing program.

In the future I hope to return to CQU to advance my career and I know that when I do, I will have the amazing STEPS team cheering me on. Since completing STEPS, I have met the most amazing man, who has taken on my children as his own. He proposed and we were married on the 22/2/22 at 2pm.



*By Jacqueline Marshall, STEPS and Central Queensland University Alumni/Registered Nurse*

*Jacqueline started STEPS in Term 1 of 2015 and completed STEPS at the end of Term 3 in 2015 with a GPA of 6.714. She started her undergraduate course in Term 1 of 2016 and completed in Term 2 of 2019 with a GPA of 6.188. Jacqueline also was invited to the Golden Key Association as a result of her excellent academic performance.*



*Above and left: Jacqueline Marshall on her wedding day*

*The Gladstone News recently published a story on the STEPS program featuring another two wonderful past STEPS students, Michelle Goldenberg and Karlisle Baker. You may like to read it here:*

<https://gladstonenews.com.au/steps-to-success-how-cqus-steps-program-changed-michelle-and-karlisles-lives/>

## HOW DO ENABLING EDUCATORS WIDEN UNIVERSITY PARTICIPATION?

To gain insight into how enabling educators understood themselves and their contribution to equity I conducted a phenomenographic study of variations in enabling educators' experiences and understandings of their work in pathway programs. The participants were 31 NAEAA members (31 open-ended questionnaires and 14 semi-structured interviews), and I am grateful to the participants who generously shared their time and experiences when participating in the study.

The study generated an outcome space composed of five descriptive categories, each capturing a qualitatively different way the participants experienced and understood their work (Figure 1). One interpretation of the study's findings is that the outcome space represented enabling educators' approach to widening university participation. Considered this way the findings suggest that a proactive and intentional focus on equity, access and inclusivity of diverse students (*equity in university participation*) was the overarching purpose of enabling educators' work. The next three descriptive categories correspond to specific, pragmatic approaches enabling educators adopted to address inequity. These approaches were developing academic capabilities, student identity, and familiarity with university culture and expectations (*student academic development*), empowering students in their studies (*student empowerment*), empathic care, and facilitating student self-management

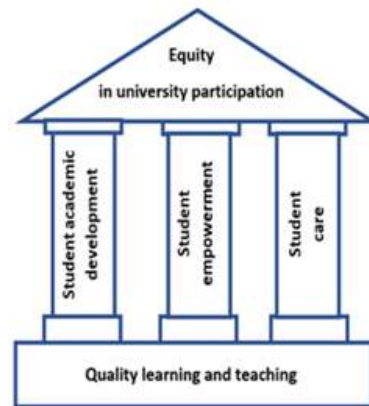
of stress and confidence (*student care*). These approaches were underpinned and facilitated by a 'foundation' of quality enabling curriculum and pedagogies (*quality teaching and learning*).

*'The study offered a broad description of Enabling Educators as enabling academics who are student-focused educators of non-traditional students, teaching academic capabilities to improve equity in university participation.'*

Implicit in this description are assertions that validate Enabling Educators' position in academia as authentic academics with a research and discipline specialty, distinct pedagogies and curricula, and a contribution to socially just universities.

By **Russell Crank**, Education Designer and PhD student, University of Southern Queensland

Figure 1: Different ways of experiencing and understanding work as an enabling educator



Russell Crank

## USQ COLLEGE'S UNIPREP PROGRAM FOR SECONDARY STUDENTS

USQ College will be offering a pilot program (UniPrep) to Year 11 and 12 students, commencing in July 2022. The UniPrep program consists of two courses that are aimed at increasing academic skill development, raising awareness of university and the programs available, enhancing study management skills, engagement in career development activities and providing a transition experience to ensure students succeed in their first year of university. The courses are offered over two school terms with the first course being completed in Year 11 and the second in Year 12. The program is being offered as an on-campus experience, however, will be further rolled out to schools in 2023 to accommodate those schools further from our campuses and who have indicated an interest in partnering with USQ College to provide the course within their school. Professional development for teachers and ongoing support will ensure the delivery of the courses is successful in this mode.

Successful completion of the program will meet the English prerequisite for USQ undergraduate programs. This will assist those students who have had a disruption to their ATAR studies or those who have not completed an ATAR pathway. An application is also being assessed for the program to be recognised by the Queensland Curriculum and Assessment Authority for contribution of points to the Queensland Certificate of Education.

There has been considerable interest from surrounding schools



Guidance Officers at the USQ College UniPrep launch June 2022

for the delivery of the pilot and we are looking forward to welcoming students at our three campuses. An update on our program will be provided after evaluation.

By **Dr Naomi Ryan**, Associate Director (Academic), University of Southern Queensland College (Pathways)





## SHARE YOUR WORK WITH NAEAA COLLEAGUES

The NAEAA website continues to evolve and includes a resources tab which features published works by Association members.

Recent additions include:

Pedler, M.L., Willis, R., & Nieuwoudt, J.E. (2021). A sense of belonging at university: Student retention, motivation and enjoyment. *Journal of Further and Higher Education*, <https://doi.org/10.1080/0309877X.2021.1955844>

Further publications can be found on the NAEAA website under the Resources tab. See <https://enablingeducators.org/resources-list/>

### NAEEA MEMBERSHIP 2022

Membership of NAEAA is now due. Visit the website for details at <https://enablingeducators.org/> or contact the NAEAA Executive at [admin@enablingeducators.org](mailto:admin@enablingeducators.org) for details about your membership. Members receive many perks including discounted conference registration rates and opportunities to apply for small grants.

### ‘INVITE A FRIEND’

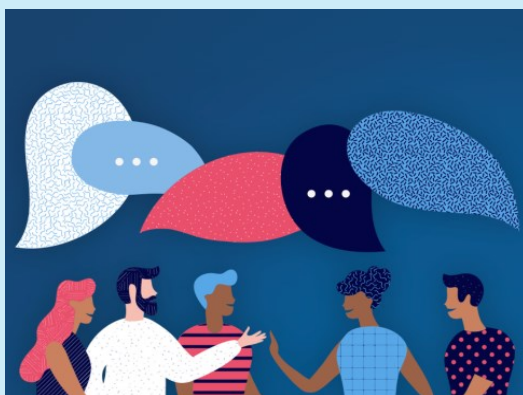
If you have a colleague who is interested in enabling education but is not yet a NAEAA member, please feel free to share this newsletter with them. We would love to welcome new members and we hope to see many of you, both new and long-term members, at this year’s long awaited conference!

### ABOUT NAEAA

The National Association of Enabling Educators of Australia represents enabling educators and practitioners from across the country for the purpose of collaborating on issues of common interest and relevance to enable education and the students whose lives are changed through access to tertiary education.

For more information about the Association, contact [admin@enablingeducators.org](mailto:admin@enablingeducators.org) or visit our website at <https://enablingeducators.org/>

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### PHD NEWS—Ana Larsen

Ana Larsen is a PhD student studying with Federation University and teaching enabling at Central Queensland University. She has her Confirmation of candidature coming up on 17 August, 2022 at 10am (Melbourne time).

Her project is titled “*A mixed methods investigation of self-efficacy among Australian enabling students.*”

Ana would like to encourage anyone who is interested to attend. You can contact Ana directly for the Teams link which will become available closer to the date. Email Ana at [a.larsen@cqu.edu.au](mailto:a.larsen@cqu.edu.au)

### And in more good news...

Ana Larsen and Trixie James have had an article accepted by the Journal of University Teaching & Learning Practice (Q2). Their article titled

“*A sense of belonging in Australian higher education: The significance of self-efficacy and the student-educator relationship*”

will be published in the special issue: Pedagogies of belonging in an anxious world in July. While the focus of this article is marginalised students, and not specifically enabling students, the arguments presented in this discussion piece are written by enabling educators and relevant to enabling educators.

We congratulate Ana and Trixie on this achievement.

## NATIONAL PRIORITIES POOL PROGRAM: SPOTLIGHT ON ENABLING SECTOR

This year, the Australian Government has announced a Priority Project focusing on a “Stocktake, review and analysis of Pathway and Enabling Programs” (DESE 2022). Expressions of interest are now closed, with the project team still to be announced.

The findings of this project will help us gain a better understanding of the sector, and will explore student outcomes, funding models and student demand into the future.

For more information, see:

The Department of Education, Skills and Employment (DESE). 2022. *The National Priorities Pool Program (NPPP)*. <https://www.dese.gov.au/heppp/national-priorities>