

News for Enabling Educators

NAEEA CHAIRPERSON'S MESSAGE

Dear Enabling colleagues

A warm welcome to our latest edition of the NAEEA Newsletter, Edition 16. Our newsletter has become a valuable medium to share updates, insights and achievements of both students and staff within the Enabling education community across Australia. It serves as a testament to the collaborative spirit and dedication that propels our organisation forward. It is here we share our institutional success stories for those students choosing the Enabling pathway as their entry avenue to tertiary education. It wouldn't be possible without your continued support and engagement so I encourage you to actively contribute your thoughts, suggestions and good news stories from your institutions. We wish to ensure the newsletter truly reflects your interests and aspirations so please reach out to your colleagues to gather content that could feature in the next edition of our newsletter.

We continue to live in an evolving landscape in the Higher Education sector within Australia. As many of you are aware, Minister Jason Clare will be addressing the National Press Club on Wednesday 19th July to release the initial recommendations from the University Accord Panel. You can access this address via its broadcast on ABC iView live at <https://iview.abc.net.au/collection/live-streams>. STARS and EPHEA are currently collaborating to provide a webinar the following day, Thursday 20 July from 12.30pm– 4.30pm, to ensure key insights into the draft Accord discussion paper are made freely available to the sector. Through an equity lens, prominent voices in the higher education sector will share their early insights into the initial recommendations of the Accord. This will be followed by an expert panel having an honest, candid and practical discussion on the recommendations made by the University Accord Panel. As Chair, I will be representing NAEEA on the panel. Members of the panel will outline what they consider an accessible higher education environment to be and how the recommendations in the University Accord discussion paper might contribute to this vision. Please watch for further details of this event.

One of the key purposes of NAEEA is to build a community of practice and I am pleased to report the association now boasts eleven Special Interest Groups, having recently established the Self Efficacy, the Diplomas, and the In-School Enabling Program SIGs. These three additional groups take their place alongside the long-established groups: Enabling Assessment, Enabling Curriculum, Research Development and Collaboration, Indigenous Students, Culturally and Linguistically Diverse Students (CALD), Mental Health and Wellbeing, Online Learning, and the Science, Technology, Engineering and Maths (STEM). We are currently seeking a colleague who is interested in championing the Culturally and Linguistically Diverse Students (CALD) SIG, so please consider self-nominating or nominating a colleague you feel may be interested in championing this SIG. Details of each of the Special Interest Groups is available on the NAEEA website. Please consider becoming a member of any one of these SIGs.

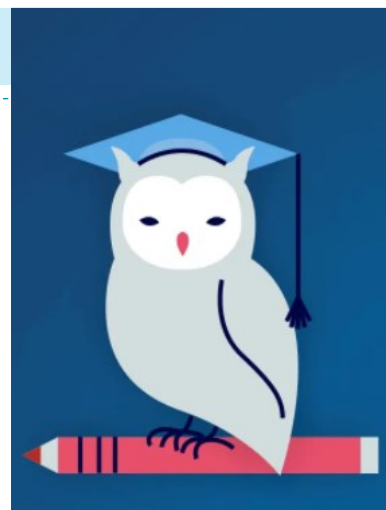
In closing, I wish all NAEEA members well as we enter the second half of the 2023 academic year. Let's hope the remaining months see the sector move closer towards having university become more accessible for all Australians, regardless of their backgrounds.

Many regards

Karen Seary

NAEEA Chairperson

Email: k.seary@cqu.edu.au / Phone: 07 41507067/0417309854



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SPECIAL POINTS OF INTEREST

- 2023 FABENZ conference
- Pathways Education & Research Colloquium
- NAEEA 2023 Small Grant opportunity
- NAEEA webinars
- Update on current SIGs

2023 FABENZ 6TH BIENNIAL CONFERENCE

'Facing Forward: Future Focus for Foundation and Bridging Education'

30 November – 1 December 2023

[Tiakiwai Conference Centre](#), National Library of New Zealand, Wellington



Estimated registration cost: \$150 (NZ)

Keynote speakers:

Cherie Chu-Fuluifaga and Janice Ikiua-Pasi – *From Good to Great: The 10 Habits of*

phenomenal educators for Pacific learners in New Zealand tertiary education

Helen Anderson – *Foundation and Bridging Education in New Zealand: A survey of issues and opportunities.*

Call for Contributions: You are invited to submit a 300-word abstract by **Friday 1 September 2023**.

Please visit the website for more information.
<https://fabenz.org.nz/upcoming-conference-2023/>

NAEEA WEBINAR UPDATES

NAEEA provides a webinar series to foster the exchange of ideas and support collaboration and cooperation across the sector. Sign-up to an upcoming webinar or watch previous webinars on demand – all available on the [NAEEA website](#). Stay tuned to your email or the NAEEA Twitter (@01naeea) for upcoming webinars.

Recent webinars:

- **Enabling the enablers:** Professional development for peer leaders to enhance the learning experiences of enabling education students. Presented by UniSA.
- **Increasing Access and Opportunity:** Nesting Enabling Programs in Senior Schooling (available online soon). Presented by Edith Cowan University and University of Southern Queensland.
- **Teachers as Learners:** Indigenising curriculum for enabling students. Presented by University of Tasmania.

If you would like to present as part of the webinar series or have an idea, contact Fiona Navin (f.navin@ecu.edu.au)

PATHWAYS EDUCATION AND RESEARCH COLLOQUIUM 2023—CALL FOR PAPERS

The University of Southern Queensland College is hosting a one-day colloquium, *A New Agenda for Pathways Education and Research Colloquium 2023* on Thursday 26th October.

This colloquium addresses pathways into higher education and widening participation as a broad but emerging field of higher education research.

The colloquium will focus on themes related to pathway education, and abstracts for online or in-person presentations are due by Monday 14th August.

For more information, visit the colloquium website at: <https://www.unisq.edu.au/events/2023/10/pathways-colloquium>

NAEEA SMALL GRANTS 2023

NAEEA is pleased to offer members the opportunity to apply for its small grants of between \$500 and \$1500 to support research and development initiatives that align with NAEEA Aims and Objectives.

Important dates:

Applications open: Friday 28th July 2023

Applications close: 5pm (AEST) Monday 11th September 2023

Results communicated to applicants: By Monday 23rd October 2023

Commencement of research activities: immediately after the announcement of results

For more information about the grants, eligibility and to access the application form, please follow this link: [NAEEA Grants application form](#)

CALL FOR TESTIMONIALS FROM FIRST YEAR UNDERGRADUATE TEACHING STAFF

The NAEEA has amassed many student success stories over the years. However, the experiences of first year (or second and third year) undergraduate unit coordinators and teaching staff with students that have entered via enabling pathways have not been well captured.

If you have received feedback from undergraduate staff or stories of student success written from the undergraduate teaching staff perspective, we would love to hear these! We are aiming to collate a series of staff testimonials in 2023.

Please send these to Joanne Lisciandro, email: J.Lisciandro@murdoch.edu.au

Please seek consent from staff for these to be shared with us and for inclusion of their names (surnames can be omitted, if necessary).

UNIPATH – THE UNIVERSITY OF NOTRE DAME AUSTRALIA.

A new enabling program for high school students interested in a tertiary education degree.

The *Pathways* team, at The University of Notre Dame Australia, has supported hundreds of students, both school leavers and mature age students in WA and NSW, to gain the necessary skills to commence an undergraduate degree through the [Tertiary Pathway Program](#) (TPP).

This year, after a successful pilot program, *Pathways* has introduced another pathway program for high school students. The program is called [UniPath](#) and is offered and delivered on campus, by Notre Dame lecturers, to year 12 students who are completing their last year of secondary education. Students complete the program concurrently with their YR 12 subjects.

UniPath helps students develop the skills and knowledge to allow for a smooth transition into their first year of higher education study. Students attend tutorials with other university students on campus, once a week. Classes are delivered by tutors with years' experience at both secondary and tertiary level who create an engaging and collaborative learning environment for the students. The skills taught in the courses provide students the opportunity to develop their confidence, acquire soft skills like time management, problem solving and critical thinking. They also gain academic writing, research, communication, and maths skills in preparation for their university degree. Experiencing university life firsthand helps students make more informed decisions about their future studies. As part of the program, *UniPath* students receive mentoring, career advice and explore potential study options. To create a sense of belonging to the university students are invited to participate in social events where they can meet students from other disciplines and make new friends.

UniPath is a partnership between High Schools and Notre Dame where both partners support students through their learning experience. The program is currently delivered on our Fremantle and Broome campuses.

In Fremantle we offer a 13-week program which follows the university semester's schedule. Students enrol in *Learning for University* (a course delivered during the orientation week) plus three courses. Every week *UniPath* students attend three tutorials (2 hours each) on a single day. While on campus, students have access to the library and all other facilities.

In Broome, the program is offered in four block weeks to align with the High School students' timetable. Students enrol in the same four courses and attend on-campus classes every day for a week, for a total of four weeks. Our experienced academics travel to Broome to teach and support *UniPath* students. The Broome campus has a library and teaching spaces which allow students to learn, collaborate and interact with their peers.

Weekly Zoom sessions (between block weeks) are also scheduled to ensure students are engaged, supported, and working towards completing their assessments.

We understand pastoral care is one fundamental aspect in this learning journey and all academic, admin and support services staff work collaboratively to support students and provide them with a unique student experience. The University of Notre Dame promotes access to tertiary education regardless of a student's background. *UniPath* and the *Tertiary Pathway Program* encourage students to apply for equity [scholarships](#).

By the [Pathways](#) team – The University of Notre Dame Australia



Below and Left: UniPath Students



ENABLING THE ENABLERS: LOOP-IN MODEL FOR PEER ASSISTED STUDY SESSIONS

Peer Assisted Study Sessions (PASS) is an academic-focused program in which high-achieving students are employed as PASS leaders to facilitate peer-to-peer learning sessions and has been implemented in higher education institutions around the world. The impacts of this program on the student learning experience have been widely reported (Keup, 2012). A key factor to this success is the professional development training provided for PASS leaders by their supervisors and such generic training primarily focuses on peer collaboration to study academic subject content, often through facilitating group discussion. Yet, despite the contribution of this training to PASS impacts, such a focus marginalises the diversity of student learning needs, especially of students in enabling education. For enabling students, non-academic factors such as confidence, motivation, and sense of belonging are critically important for academic learning but may be lacking due to their history and previous educational experience (Bennett et al., 2016). This is not exceptional for the University of South Australia's College (UniSA College) where students are extremely diverse in terms of their socioeconomic, cultural, linguistic, and educational backgrounds (See: Fig. 1) and so are their learning needs.

Figure 1: Proportions of Students in Equity Groups in 2021 (UniSA BIP 2022)	UCO	All UniSA	UCO (%)	All UniSA (%)
Student numbers	1554	36381	100	100
Low SES	738	8424	47.50%	23%
CALD	997	6880	64%	19%
Disability	357	3460	23%	9%
ATSI	116	585	7%	1.60%

Above: Figure 1.

When PASS was first implemented at the College in 2018, the data collected from PASS attendees showed that 80% (n = 136) identified as students of culturally and linguistically diverse backgrounds. It also indicated that 101 out of 136 (74%) inquiries from participants were initially related to non-academic matters such as feeling lost, self-doubt, or confusion. The PASS leaders themselves also expressed a concern that they felt ill-equipped to support their peers. Consequently, this presented a challenge for how to better support PASS leaders to work with enabling education students. To address this challenge and based on the survey data, UniSA College has progressively developed a series of four professional workshops since 2019 focusing on enabling pedagogies, language challenges, content and language integrated learning, and technological affordances for PASS leaders to support their peers with emerging learning needs.

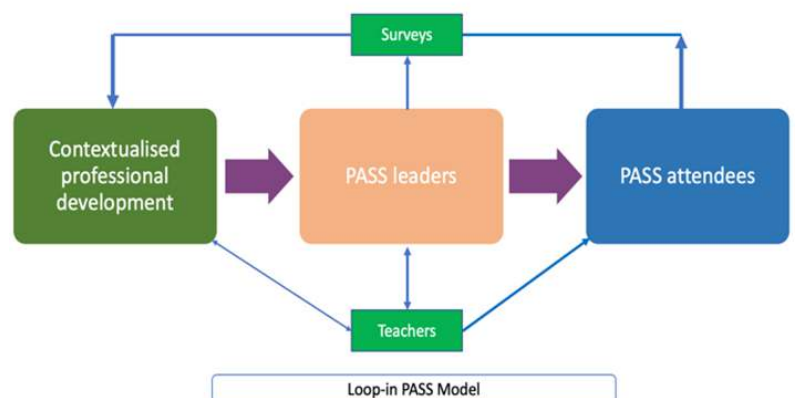
The first workshop, **Introduction to enabling pedagogies**, provides PASS leaders with a broader understanding of the diversity of the College students and the enabling pedagogies which inform the core of the College's teaching approaches and curricula (Hattam et al., 2023 forthcoming). The workshop unpacks the nature of enabling pedagogies with a clear focus on ethos of care, sense of belonging, transformation and scaffolding learning and provides PASS leaders with skills to reflect on their own learning experience and ways to build mutual trust with students. **Supporting English as Additional Language/Dialect (EALD) Students** equips PASS leaders with understanding of characteristics of EALD students and how their linguistic and cultural sensitivity can influence the ways they communicate and learn. It provides PASS leaders with tools that allow them to better understand ways of communicating when English is not a first language or even trying to communicate an idea with a fluent English-speaking student. The workshop **Un-**

packing Language Needs to Support Content Learning is based on content and language integrated learning (CLIL) model (Urmeneta, 2019) integrated with a teaching and learning cycle (TLC) (Derewianka & Jones, 2016) to unpack the language demands of each step for content learning. The workshop provides PASS leaders with a clear understanding of how to unpack the language demands of discipline content and scaffold their peers to learn both language and content simultaneously. Additionally, it equips PASS leaders with translanguaging pedagogies, an intentional strategic use of multiple languages, to support EALD students in learning STEM subjects. The **Utilising Zoom for PASS Sessions** workshop was developed in March 2020 in response to the University's online transition due to the COVID-19 pandemic.

The workshop provides PASS leaders with the technical and pedagogical skills to maximise the affordances of ZOOM to run their sessions online. This workshop helped PASS leaders to continue providing support for students during the COVID-19 pandemic but also extend the reach of PASS to students in regional areas.

These research-informed and contextually relevant professional development workshops have significantly contributed to promoting student engagement and learning outcomes. PASS leaders' capacity to provide both non-academic and academic support is strengthened through pedagogical practices, skills, and opportunities to reflect on and share their experiences to support enabling peers. The series of workshops has enabled PASS leaders to have directly supported 920 students since its inception. 100% of PASS attendees (n = 240) in 2018 – 2022 were *very satisfied* with their visits to PASS and strongly recommended other students to attend PASS sessions. PASS has contributed to an increase of 8% in the overall course grade and a 20% increase in course retention rate for PASS attendees compared to non-attendee peers over the period of four years. The beneficial impacts of this model was presented at 2022 STARS Conference and published in an article in Journal of Peer Learning (Pham, 2022).

By *Dr Min Pham*, Lecturer—UniSA College



Above: Loop-in PASS model

ENABLING THE ENABLERS: LOOP-IN MODEL FOR PEER ASSISTED STUDY SESSIONS (CONTINUED)

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Above: PASS Leader Team 2022 (from left to right: Dayna, Parveen, Robert, Crystal, and Jennifer).

SHARE YOUR WORK WITH NAEAA COLLEAGUES

Recent additions to our NAEAA website resources include:

Davis, C., Syme, S., Cook, C., Dempster, S., Duffy, L., Hattam, S., Lambrinidis, G., Lawson, K., Levy, S. (2023). [Report on Benchmarking of Enabling Programs across Australia to the National Association of Enabling Educators of Australia \(NAEEA\)](#). *Nine enabling programs across Australia worked together from 2021-2022 to produce this report investigating the comparability of learning outcomes, curriculum and assessment practices across their enabling programs. This*

is the first comprehensive, cross institutional study of enabling programs in Australia and, in the absence of national standards or inclusion in the AQF, will make a significant contribution to the standardisation of programs, providing quality assurance, transparency, and potentially portability of qualifications for students.

Goode, E., Syme, S., & Nieuwoudt, J. E. (2022). The impact of immersive scheduling on student learning and success in an Australian pathways program. *Innovations in Education and Teaching International*. Advance online publication. <https://doi.org/10.1080/14703297.2022.2157304>

Nieuwoudt, J. (2023). Improving the Academic Performance and Mental Health of Non-Traditional University Students Through a Shorter Delivery Model: Exploring the Impact of the Southern Cross Model. *Student Success* 14(1), 35-46. <https://doi.org/10.5204/ssj.2660>



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

See <https://enablingeducators.org/resources-list/>

If you have published recently in enabling education, we would love to feature these on our website. Please contact admin@enablingeducators.org

ALLIED HEALTH STUDENT TURNS DOUBTS TO DETERMINATION

CQUniversity student Eric Wu said he has always aspired to make a tangible difference in the lives of others. The Bundaberg resident recognised that becoming a health practitioner is one of the most direct ways to achieve this goal and enrolled in a Bachelor of Allied Health to become an Occupational Therapist.

“This career path represents both a great honour and rewarding opportunity to support patients and clients in finding meaning and identity, despite the obstacles and challenges they face,” Eric said. *“In the future, I hope to give back to our society and create a positive cycle through many generations to come.”*

As an immigrant, Eric said his path to higher education has not been without its hurdles. Filled with self-doubt due to his background and language proficiency, he initially believed tertiary education might not be an option for him. *“I felt at a disadvantage given that I did not graduate from an Australian high school and English is my second language.”*

“Things took a significant turn when I discovered CQUniversity’s enabling course, Skills for Tertiary Education Preparatory Studies (STEPS),” Eric said. *“Through STEPS, I not only familiarised myself with CQU’s systems but also gained a profound understanding of the expectations and study techniques required at a university level.”*

Upon successful completion of STEPS, Eric applied for direct entry into his undergraduate course. Now mid-way through the first Term of his allied health degree, Eric said he was grateful for the program in easing his transition into higher education.

“While studying abroad, I am isolated from my family. A lack of their support has had a big impact on me, however, I am focused, hardworking and determined to succeed,” he explained.

“I am grateful for STEPS because it has not only equipped me with the necessary knowledge and skills to embark on undergraduate studies but has played a pivotal role in boosting my confidence, providing a clear picture of university life.”

“It also helped me to establish a strong support network with my classmates and build long-lasting friendships.”

With the support of CQU staff, teachers and peers, Eric said he was encouraged to apply for the variety of scholarships and bursaries that the university had available. Eric was successful in receiving a CQUniCares GWI Scholarship which provides recognition

and financial assistance to a deserving bachelor’s degree student in financial need.

“STEPS looks after their students like a family. The Bundaberg Access Coordinator Hermina Conradie always goes above and beyond, providing weekly motivational classes that develop an academic mindset, create networks for self-help, and encourages us to apply for scholarships.”

“When I first found out I would be receiving a scholarship I was speechless! I also felt a sense of great relief for my future.”

Thanks to the financial support from his CQUniCares GWI scholarship, Eric said he was able to reduce his work shifts to focus on his studies. *“It allows me to fully engage with university life rather than be distracted by financial stress.”*

“Living by myself in Australia and without any family support, I must be completely self-sufficient for all living expenses.”

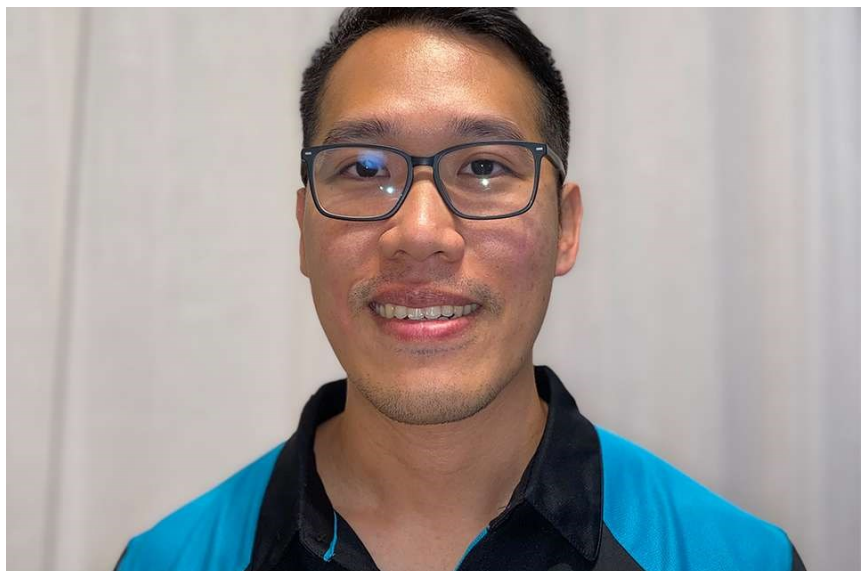
“With the increased cost of living and paying off weekly bills, I needed to work at least 25 hours per week. Now I can comfortably reduce my work hours and even have a couple of weeks off in preparation for my final exams.”

He thanked CQU and GWI for the opportunity to study without the additional financial burden.

“Their generosity has had a big impact on me,” Eric said.

“I hope one day I can do the same for other students or my patients to achieve their dreams and goals.”

The original publication of this story can be found on [CQU News](#).



Above: Eric Wu

UPDATE ON THE PARTNERSHIP OF AUSTRALIA AND SOUTH SUDAN (PASS) EDUCATION PROJECT



In Newsletter Edition 14, July 2022, we published a story about a past student, Moses Uliny, and his important work on PASS Education Project in South Sudan. In 2022, the NAEAA committed to providing a small monthly donation to help support the PASS project, which we have continued in 2023. Below, Moses provides an update on the project.



Above: Progress on building the 8m by 5m classroom for Senior 3

PASS New Nation Secondary school at Kangi Payam in South Sudan

The head teacher, Mr Santino Umol and South Sudanese Education Facilitator (SSEF) Simon Akol have managed the school including teachers, students, parents, and the school committee to end the year successful.

The school 2022 administration managed the school in which it was twice selected to be the teachers training center in the county. It was the only clean public space in the county that had chairs and tables. The head teacher and SSEF were able to establish the School Committees (SC), a body that can oversee school problems. The biggest problem is that some of our students have families.

'Whenever they have a shortage of food or a child is sick, especially in the worst three months, they stop attending school to search for food for their families.'

In South Sudan during these three months many students drop out to go to work on local farms or collect firewood to sell to get money to help feed their families. Or take a child to hospital for treatment. This was evident when the enrollment for last year dropped to seven. Senior Two had nine students and dropped to zero because all have families with kids. Senior One (Year 9) had seventeen reduced to seven students who passed to Senior Two this year. Five boys and two girls. They sat for three exams, first, second and final.

With these challenges the SC has come up with a plan to build 8m by 5m classroom to extend classes to senior three (Year 11) 2023. The wall has been built, and it will be roofed soon. The Senior Three (Year 11) classroom was there but used as teachers' office in 2022 because the teachers' office was an hut thatched with grass and renovated in 2019. We decided to keep cupboards, files, books, tables, and chairs in a secure building because the Kangi population was increasing, and thieves and vandals were more likely. This was achieved.

Another challenge, last year Primary 8 (Year 8) in Kangi only three students passed national examination, out of thirty two so we did not have many students in Senior One (Year 9). Our teachers last year taught P8 from which we hope that there will be more students to enroll in Senior One this year when results are out in April.

The third challenge, we have a lack of science teachers for students who want to do science. This is a big issue which has affected the development of the school since it was established in 2014. For

teaching art there is no problem, there are many art teachers at Kangi.

The fourth challenge is that during the worst three months distracted students stop attending classes, but they still want to learn. Every year they are on and off studying and do not complete that class. This will lead to them leaving the school because they cannot keep up. When the students have more than two kids to care for, they will not focus well on their studies.



Above: Students at the PASS school; Below: the School Committee during a meeting



Recommendations

- Last year we spent about \$Au3000 part from commission transferred to pay 6 teachers, which is equivalent to 436,500 SSP. But this year we proposed \$Au10,000, to increase teachers' salaries and employ two science teachers and one female teacher to encourage more girls to study. We hope this budget will improve the school and help the teachers focus more on their lessons plans, class teaching, assignments, and regulations.

In schools in rural areas in South Sudan, it is very rare to find female teacher. This is big a problem, school can be seen as male dominated and thus discourage girls from attending the school. The girls do not see themselves in the environment. Many drop out because there is nothing that defines them to belong.

- The school needs science for one year with a good salary to enable students to understand science properly in Year 9. Having qualifiers teachers will improve students' standard and will encourage students to do science at university level.

We are looking for incentives for family students in the worst three months. We have two plans: One is to seek funding to provide school at the school in the worst three months. Students drop out because there is nothing to eat at school and at home. Two is to support students

with rations in the worst three months to feed their families. We will do this with one off funding to established school farms in the four main villages around Kangi. The parents, teachers and students will farm every Friday as lessons for two years and later it will become a rotating program. After two years it will fund itself where students who have families will receive rations support for their families to feed their children for four years at school. But students' attendance and results will be reviewed year by year.

By Moses Uliny, past student of the Diploma of Liberal Arts at Victoria University College

NAEEA SPECIAL INTEREST GROUPS (SIGS)



As an association, NAEEA strives to foster collaborations among colleagues from various universities and across the range of programs that support widening participation to equity students. To facilitate this, we provide a variety of Special Interest Groups (SIGs) where academics can come together based on their specific areas of interest and engage in mutual learning. We warmly invite our NAEEA members to join one of these SIGs. Please [click this link](#) to the website for additional information.

If you are interested, simply send an email to the respective SIG facilitator, and they will gladly include you in their team. If you are interested in facilitating your own SIG, please contact the SIG Executive support person, Trixie James (t.james@cqu.edu.au) to discuss your idea.

Join us in building collaborations and advancing education for all! Together, we can make a difference! A full list of our current SIGs is included below for your information.

Indigenous Students

Daniel Collins

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University of Newcastle



Are you interested in Indigenous enabling programs or helping students from Indigenous backgrounds within mainstream enabling programs? This special interest group will focus on Indigenous pedagogical approaches to teaching in enabling programs and culturally appropriate ways to assist Indigenous students navigate enabling programs. The purpose of this group is to provide a space for sharing resources and methods to improve the education of Aboriginal and Torres Strait Islander enabling students, across a range of contexts.

Culturally & Linguistically Diverse (CALD)

Tamra Ulpen

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University of South Australia



To effectively educate and support Culturally & Linguistically Diverse (CALD) students, it is crucial to employ strong pedagogical approaches that bridge the linguistic divide. We would like to invite you to join us in developing a strong network of enabling educators, who are particularly interested in sharing the challenges and opportunities of teaching culturally and linguistically diverse students. We hope to develop synergies that will stimulate new approaches and ideas in a respectful and effective manner.

Science, Technology, Engineering, Maths (STEM)

Dr Anthea Fudge

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University of South Australia



Are you someone who is passionate about inspiring more students to consider studying STEM subjects at university? We believe that STEM offers endless opportunities, drives innovation, and empowers individuals to shape a progressive and technologically advanced future. The purpose of this group is to foster collaboration and share knowledge and expertise amongst likeminded professionals to advance research and development and to assist with teaching STEM subjects.

Mental Health & Wellbeing

Associate Professor Susan Hopkins

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University of Southern Queensland



Students in enabling programs bring a richness and diversity to our universities, but they may also arrive with numerous challenges. For a variety of reasons, students may seek support and advice regarding their non-academic challenges (such as mental health issues) from their lecturers and tutors, rather than from psychologists and counsellors. The NAEEA SIG on Mental Health explores the area of student wellbeing in enabling programs and considers the roles of academic staff in supporting enabling students.

In School Enabling Programs

Nick Pratt

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University of Notre Dame



If you are involved in an in-school enabling program, or your institution is considering developing an in-school enabling program, then this SIG could be for you. This SIG seeks to create a community of practice to pool together insights and learning in this growing enabling space. The purpose of this SIG is build a community of practitioners to facilitate shared learnings, benchmarking opportunities, and effective curriculum design.

Enabling Curriculum

Dr Bronwyn Relf

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University of Newcastle



The purpose of this SIG is to facilitate national discussions among enabling educators in Australia about the characteristics of curricula in enabling programs. Through these discussions, the SIG aims to establish unified curriculum principles. Additionally, the SIG will share information on curriculum design approaches and promote best practices in enabling education across Australia.

Enabling Assessment

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Dr Liz Goode

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Southern Cross University



Assessments play an important role in promoting learning and preparing enabling students for university study, while allowing enabling educators to make informed decisions about student progression and attainment of skills and knowledge. Our purpose is to facilitate dialogue around the principles and uniqueness of enabling assessment practices, while promoting evidence-based practice and innovation in assessment within enabling education and the wider higher education sector. Although as enabling educators we often know and have anecdotal evidence that indicates the impact of certain types of assessment practices on student success, this SIG aims to promote robust, informed arguments for assessments that lead to better outcomes for all students.

Research Development & Collaboration

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The purpose of this SIG is to create a collaborative space for colleagues interested in researching enabling programs, student transitions in higher education and lifelong learning, and related areas such as widening participation, equity, and social justice in education to come together. Our aim is to foster a research community where members feed into and develop the direction of the SIG, share research approaches, develop research skills, gain confidence with publishing and participate in projects. We believe that it is through research and publications that we are able to influence policies and allow the voice of the enabling sector be heard.

Self-efficacy

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Understanding self-efficacy as a theoretical concept is important because it helps individuals gain confidence in their abilities and achieve their goals. The focus of this SIG is on the self-efficacy of both students and educators. The primary aim of this SIG is to connect colleagues and build a supportive community. We are interested in academic and career self-efficacy as well as related concepts such as locus of control and self-directed learning. As we grow, we aim to foster national-level discussions around self-efficacy, share resources, and see growth in the research within this space.

Online Learning

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The landscape of online teaching and learning is evolving, and it is beholden on educators to ensure they are providing education that is supportive and engaging in this digital realm. This SIG will be running a series of webinars on innovative online teaching and learning, where we will have the opportunity to network and build a community of practice of like-minded practitioners.

Diplomas

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Southern Cross University or

Dr Rikki Quinn

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Southern Cross University



If you are an educator in a diploma unit/subject/course/program at undergraduate level, then this special interest group is for you. This SIG seeks to bring together a community of practice to share, generate, and progress the evidence base around diplomas in higher education. The aim of the Diplomas SIG is to develop a strong network of educators in Australia, who are particularly interested in discussions around diplomas in higher education.

RESEARCH UPDATE FROM MENTAL HEALTH SIG

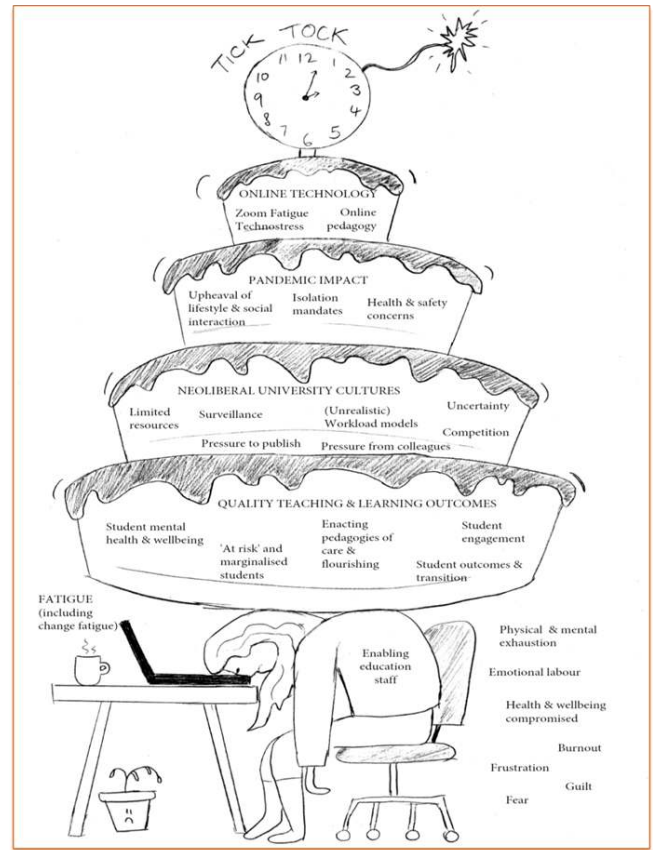
Focused on issues around wellbeing (our own as well as our students') we are enabling education practitioners who support each other to stay well, improve our practice and collaborate in research which directly addresses problems and solutions of mental health. This relaxed, friendly but exceptionally productive group has already produced several conference papers, publications, posters and manuscripts currently under review relevant to our shared interests. The SIG's most recent publication explored the impact of the high needs of enabling cohorts on educator fatigue and burnout in the pandemic age. Our work thus far has collated the lived experience of those committed and caring practitioners working in a high-needs space in an extremely challenging socio-cultural moment. We invite NAEAA colleagues who are interested in mental health, including teacher wellbeing, to join our Mental Health SIG. Please contact the Chair, Susan Hopkins via email: Susan.Hopkins@usq.edu.au

By [Assoc Prof Susan Hopkins](#), UniSQ College (Pathways)

Latest Mental Health SIG publications/presentations

Olds, A., Hopkins, S., Lisciandro, J., Jones, A., Subramaniam, J., Westacott, M., Larsen, A., Sturniolo-Baker, R., Scobie, H. (2023). Stop the Clocks: Enabling Practitioners and Precarity in Pandemic Time(s). *ACCESS: Critical explorations of Equity in Higher Education* 11(1), 12-27. <https://novaiojs.newcastle.edu.au/ceehe/index.php/iswp/article/view/193>

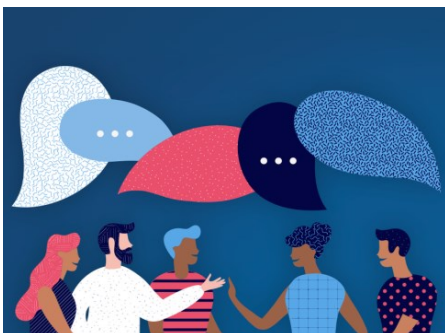
Jones, A., Lisciandro, J., Olds, A., Hopkins, S., Larsen, A., Subramaniam, J., Westacott, M. & Sturniolo-Baker, R. (2023). "The Dark Mirror: Emotional Labour, Change Fatigue and the Impact of Covid-19 on Enabling Educators". HERDSA 2023 Annual Conference 5-7 July, Brisbane (poster presentation).



Above: Image from Mental health SIG poster presentation at HERDSA conference, July 2023.

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

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



NAEEA MEMBERSHIP 2023

Visit the website for details at <https://enablingeducators.org/> or contact the NAEAA Executive at admin@enablingeducators.org for details about your membership. Please renew your membership for the 2023 calendar year by June 30, 2023.

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 or visit our website at <https://enablingeducators.org/>

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