

**National Association of Enabling Educators Australia (NAEEA)
Annual General Meeting
Friday 7 March 2025
President's Report for 2024**

In 2024, NAEEA comprised of:

- **165 members** from 26 Australian Universities and 2 New Zealand Universities
Australian Catholic University, Central Queensland University, Charles Darwin University, Curtin University, Deakin University, Edith Cowan University, Federation University, Flinders University, Griffith University, James Cook University, Macquarie University, Murdoch University, Norte Dame University, Queensland University of Technology, Southern Cross University, University of Adelaide, University of Canberra, University of New England, University of New South Wales, University of Newcastle, University of Queensland, University of South Australia, University of Southern Queensland, University of the Sunshine Coast, University of Tasmania, University of Technology Sydney, Auckland University and Massey University.
- **15 Executive members** representing 9 Australian institutions and 1 New Zealand Association (FABENZ)
 - CQUniversity (*Karen Seary and Dr Trixie James*)
 - Charles Darwin University (*George Lambrinidis*)
 - Edith Cowan University (*Dr Angela Jones and Dr Brendan Ritchie*)
 - Federation University (*Associate Professor Stuart Levy*)
 - Murdoch University (*Dr Joanne Lisciandro*)
 - Southern Cross University (*Associate Professor Suzi Syme*)
 - University of Newcastle (*Associate Professor Anna Bennett and Dr Bronwyn Relf*)
 - University of South Australia (*Associate Professor Sarah Hattam*)
 - University of Southern Queensland (*Charmaine Davis and Associate Professor Jonathan Green*)
 - FABENZ Co-Chairs – *Dr Sonia Fonua* (University of Auckland) and *Dr Emily Saavedra* (Massey University).
- **12 Special Interest Groups (SIGS):** Group and convenors:
 1. Enabling Assessment – Dr James Valentine (CDU) and Dr Liz Goode (SCU)
 2. Enabling Curriculum – Dr Bronwyn Relf (UoN) and Lisa Moody (JCU)
 3. Culturally and Linguistically Diverse Students – Tamra Ulpen, Dr Snjezana Bilic and Dr Heidi Hetz (UniSA)
 4. Diplomas – Dr Johanna Nieuwoudt (SCU) /Dr Rikki Quinn (SCU)
 5. Indigenous Students – Daniel Collins (UoN) and Erin Donoghue (Curtin)

6. In-School Enabling – Dr Johanna Nieuwoudt (SCU), Selena Tenakov (ECU)
7. Mental Health and Wellbeing – Associate Professor Susan Hopkins (UniSQ)/Dr
8. Online Learning – Associate Professor Suzi Syme (SCU), Anne Braund (CQUni)
9. Research – Associate Professor Anna Bennett/Dr Jo Hanley (UoN)
10. Self-efficacy – Ana Larsen (CQUni)
11. Science, Technology, Engineering and Maths (STEM) - Dr Cinzia Lodda (Notre Dame) and Kerry Bond (CQUni)
12. Generative Artificial Intelligence – Dr Trixie James (CQUni) and Dr Grant Andrews (La Trobe)

Principal Activities

- **Conducted the election of executive members for the two-year period 2024-2025.**
 There were six vacant positions, the sixth a result of Dr Pranit Anand relinquishing his executive position in 2023 owing to a change in direction of his career. Four existing members (Bronwyn Relf, Sarah Hattam, Jonathan Green and Suzi Syme) were re-elected for a two-year term 2023-2024. Trixie James (CQUniversity), Stuart Levy (Federation University) and Angela Jones (Edith Cowan University) were newly elected for the two-year period, 2023-2024. Karen Seary, Charmaine Davis, Anna Bennett, George Lambrinidis, Fiona Navin and Jo Lisciandro completed the complement of NAEAA Executive members for 2024. The additional co-opting of Dr Brendan Ritchie in the election round was made to widen the institutional representation on NAEAA and support the management of the NAEAA website.
- **Presented 2024 Webinar series:**
 - **May:** *Approaches to teaching and engaging students from refugee backgrounds in Enabling Education* – presented by Culturally and Linguistically Diverse (CALD) SIG facilitators and members (Tamra Ulpen (UniSA), Dr Snjezana Bilic (UniSA), Dr Heidi Hetz (UniSA) and Dr Victoria Wilson (UniSQ)).
 - **June:** *Defining and delimiting student support: Insights and challenges in enhancing support and wellbeing for educators and students* – presented by the Mental Health SIG. Ana Larsen (CQUniversity), Marguerite Westacott (USC), Dr Gemma Mann (CQU), Dr Kieran Balloo (USQ), and Associate Professor Susan Hopkins (USQ).
 - **October:** *How to write a Teaching Excellence award application* – presented by Associate Professor Sarah Hattam (UniSA).
 - **November:** *Feedback literacy - A forgotten literacy in Enabling Education* – presented by Dr Kieran Balloo (UniSQ), Associate Professor Susan Hopkins (UniSQ), Dr Liz Goode (SCU), Lisa Duffy (ECU).
- **Continued circulation of the NAEAA Newsletter to members**
Edition 18 and Edition 19 distributed in 2024 included contributions from nine universities: Charles Darwin University, Federation University, CQUniversity, University of South Australia, University of Southern Queensland, Edith Cowan University, University of Newcastle, Southern Cross University and Murdoch University.
- **Supported the Partnership of Australia and South Sudan Project (PASS project)** The NAEAA Executive approved an extension of the sponsorship arrangement with the PASS project for 2024. NAEAA provides a small monthly donation of \$600 - 12 x \$50 payments to support the project with the commitment stretching from 14 April 2024 to conclude on 14 April 2025.

This funding provides wages for six teachers at the Pass New Nation Secondary school in Kangi district. A report has not been required to date owing to the very challenging situation being experienced South Sudan. To continue the support for the PASS Project, contact will be made in early 2025 with Moses Ulihy to ensure alignment with NAEAA's goals, and to allow accountability to NAEAA members regarding expenditure.

- **On request, distributed RHD research survey requests** to institutions to support participation.
- **NAEEA Grants.** The successful applicant for the 2023 grant of \$1500 was Kristy Stanwix from Edith Cowan University for the project: *Empowering enabling students: Bridging the literacy divide through the normalisation of assistive technology*. A condition of the grant was that the successful applicant/s would attend and present at the 2024 NAEAA Conference in Darwin.
- **Excellence in Teaching Awards**
Awarded the inaugural Teaching Excellence awards at the NAEAA Conference in Darwin 2-3 December to successful applicants, Liam Frost-Camilleri and Erin O'Donoghue.

Liam Frost-Camilleri, Federation University

Awarded NAEAA Teaching Excellence Award 2024 for outstanding teaching in the Federation University enabling program, that has been sustained over a period of time and evidenced through exceptional teaching satisfaction scores and qualitative comments from students. Liam's enactment of enabling and care-ful pedagogies in curriculum design and connection with the students has produced excellent outcomes for his students. Liam is demonstrating curriculum leadership in the enabling sector through the sole authorship of an introduction to academic literacies and university culture textbook that was competitively selected for publication. The NAEAA Teaching Excellence Award panel commended Liam for his commitment to high quality teaching in enabling education.

Erin O'Donoghue, Curtin University

Awarded NAEAA Teaching Excellence Award 2024 for exceptional teaching in an enabling outreach program for First Nation's women in incarceration in Brisbane. Erin's commitment to providing an education experience grounded in Indigenous pedagogies and Indigenous knowledges that focuses on culture has been recognised widely across education and political sectors for its potential to empower women who have been disengaged from education. Through her 'Winanga-Li's Framework', Erin re-engages women in education providing a positive experience that is culturally responsive and builds the learners confidence and capabilities to see themselves furthering their education once their period of incarceration has finished. Erin's drive to make a difference to the lives of others through education is central to the enabling philosophy and why she was a worthy recipient of the NAEAA Teaching Excellence Award 2024.

NAEEA representation: NAEAA Chair, Karen Seary and Associate Professor Anna Bennett were invited on to the Fee-Free Uni Ready Working Group (FFUR). This group met initially on 7 August 2024: the 3 October scheduled meeting was cancelled; no further detail was provided until an email of apology for the disruption in organising the second meeting was received 21 November.

The embargo on information regarding FFUR allocation to Table A universities was lifted on 9 December by the Chair of the working group (Director Workforce and Enabling Policy) following Minister Jason Clare's announcement (3 December).

- Subject to the passage of the legislation, the department intends to implement FFUR places in two stages. The first stage will be a transitional year in 2025 that shifts to proper funding and grows the number of places. It is expected the department will allocate 8,211 FFUR places across 29 Table A universities based on actual 2022 enabling course CSP delivery.
- An additional allocation of 454 FFUR places will be made available to Table A universities through a rapid competitive selection process. In their applications, providers will be required to respond to 3 selection criteria:
 - Demonstrate how the proposed courses use evidence-based strategies and how the institution has proven results in the student success in these programs.
 - Detail expected levels of unmet demand from students, plans to support expansion of current enrolment levels, and why current CGS funding provided under their Maximum Basic Grant Amount (MBGA) cannot meet this demand.
 - Outline and describe any existing initiatives they participate in as well as any further steps they will take to increase the participation of students from under-represented backgrounds in FFUR courses and how these initiatives will be measured and evaluated.
 - Additional funding will form part of providers' base MBGAs for 2025. This funding is non-ongoing and will terminate by 2026.
 - Providers that expect to be under-enrolled against their base MBGA in 2025 are encouraged to deliver growth in FFUR courses using their existing funding envelope.
- **Continued the Benchmarking of Enabling Programs across Australia Project**

The Report on Benchmarking of Enabling Programs across Australia to the National Association of Enabling Educators of Australia (NAEEA), authored by Charmaine Davis (UniSQ), Associate Professor Suzi Syme (SCU), Chris Cook (CQU), Dr Sarah Dempster UTAS), Lisa Duffy (ECU), Dr Sarah Hattam (UniSA), George Lambrinidis (CDU), Kathy Lawson (Curtin) and Dr Stuart Levy (Fed Uni) was completed in 2023. Nine enabling programs across Australia worked together on Stage 2 of the benchmarking project to produce and distribute this report investigating the comparability of learning outcomes, curriculum, and assessment practices across their enabling programs. This was the first comprehensive, cross institutional study of enabling programs in Australia and, in the absence of national standards or inclusion in the AQF, has already made a significant contribution to the standardisation of programs, providing quality assurance, transparency, and potentially portability of qualifications for students. The report provided NAEEA with a recommendation on an approach for a national framework.

Report Recommendations:

1. Support providers offering Enabling programs to adopt the NAEEA program learning outcomes as the national standard for programs across Australia.
2. Continue to engage with the AQF review process, informed by the outcomes of the benchmarking report, to embed Enabling education in a revised AQF.
3. Maintain a Community of Practice through NAEEA to support ongoing development and refinement of enabling education nationally.

4. Promote and support a culture of ongoing peer review amongst Enabling programs using the project's benchmarking framework and templates.
5. Support Enabling educators to build cross institutional, collaborative scholarly projects and to publish findings in scholarly journals.
6. Increase advocacy of enabling programs in scholarly and other publications to make visible the critical role they play in Australian higher education to governments, institutions, and communities to ensure the ongoing provision of enabling education for future generations of students.
7. Undertake a sector level study of Enabling education student outcomes to determine the correlation between success in Enabling study and success in further undergraduate study.

Stage 3 of the project, to be led by Dr Stuart Levy (Federation University) and Dr Kelly Kowak (Curtin University) involves a sector level study of Enabling education student outcomes to determine the correlation between success in Enabling study and success in further undergraduate study. The focus will be on academic success rates of former Enabling students in their first year of undergraduate studies, compared with students entering undergraduate study without having undertaken an Enabling program – progress rates (Pass rate) and GPA (average grades). The Benchmarking project team is also consulting with Dr Tim Pitman (ACSES) to explore further cross institutional benchmarking projects aimed at informing institutional and national development of Enabling programs and reporting mechanisms.

- **Creation of a National Quality Endorsement Framework for Enabling Education in Australia**
Developed a list of student capabilities for Enabling education in Australia through a collaborative project involving a multi-university working group led by Associate Professor Jonathan Green (UniSQ) with members including: Charmaine Davis (UniSQ), Karen Seary (CQUniversity), Associate Professor Sarah Hattam (UniSA), Dr Stuart Levy (Federation University), Dr Jo Lisciandro (Murdoch University) and Associate Professor Anna Bennett (University of Newcastle).
The draft document was shared with the NAEAA membership, and a workshop session was delivered by Charmaine Davis (UniSQ) at the NAEAA Conference held in Darwin on December 3. Further work will continue in 2025 under the leadership of Associate Professor Jonathan Green.

Going forward

2025 will see future activity guided by the recommendations in the Benchmarking Project alongside recommendations made in the University Accord final report.

- Continued drive to increase the association membership.
- Strengthening of the visibility of NAEAA through social media channels.
- Continuation of the Benchmarking Project – Stage 3
- Potential ACSES trial for Enabling education
- Continued commitment to advocating for Enabling at the Federal government level.
- Creation of an NAEAA Endorsement Framework drawn from the NAEAA Common Learning Outcomes and the findings of the benchmarking project.
- Continued enhancement of the NAEAA website.
- Widen institutional contribution to the NAEAA Newsletter.

- Provision of a Webinar series across the year, built on the work of the SIGs.
- Establishment of an additional SIG – Mathematics
- In-School Enabling SIG to commence a benchmarking exercise.
- Co-hosting the Student Success Conference alongside STARS and EPHEA in Melbourne 30 June to 2 July.
- Planning to host the 2026 NAEAA Conference - co-hosted by Murdoch University and Edith Cowan University in early December.
- Support for the partnership with FABENZ through reciprocal executive membership, SIG membership and conference attendance.
- Strengthening of the partnership agreement with FACE (Forum for Access and Continuing Education) through Professor Ross Renton and Deirdre Lynskey- Co-Chairs.
- Continued financial support for the PASS Program in South Sudan – Commitment of \$600 across the year to support the employment of six teachers.
- Support student Enabling scholarships as a socially responsible cause within Australia, with assessment to award being in accordance with the established NAEAA guidelines.