

**National Association of Enabling Educators Australia (NAEEA)
Annual General Meeting
Friday 8 March 2024
President's Report for 2023**

In 2023, NAEEA comprised of:

- **130 members** from 17 Australian Universities
Charles Darwin University, CQUniversity, Curtin University, Deakin University, Edith Cowan University, Federation University, Flinders University, James Cook University, Murdoch University, Notre Dame University, University of Newcastle, University of New England, University of South Australia, University of the Sunshine Coast, University of Wollongong, and University of Tasmania.
- **15 Executive members** represented 8 Australian institutions and 1 New Zealand Association (FABENZ)
 - CQUniversity (*Karen Seary and Trixie James*)
 - Charles Darwin University (*George Lambrinidis*)
 - Edith Cowan University (*Fiona Navin and Angela Jones*)
 - Federation University (*Dr 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 (*Dr Sarah Hattam*)
 - University of Southern Queensland (*Charmaine Davis and Associate Professor Jonathan Green*)
 - FABENZ Co-Chairs – (*Maria Meredith and Dr Sonia Fonua*). Maria Meredith handed to *Dr Emily Saavedra* (Massey University) in the later part of the year.
- **11 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)
 3. Culturally and Linguistically Diverse Students – Dr Tamra Ulpén (UniSA)
 4. Diplomas – Dr Johanna Nieuwoudt (SCU) and Dr Rikki Quinn (SCU)
 5. Indigenous Students – Daniel Collins (UoN)
 6. In-School Enabling – Dr Johanna Nieuwoudt (SCU), Selena Tenakov (ECU)
 7. Mental Health and Wellbeing – Associate Professor Susan Hopkins (UniSQ)
 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 Anthea Fudge (UoN)

Principal Activities

- **Conducted the election of executive members for the two-year period 2023-2024.**

There were six vacant positions, the sixth a result of Dr Pranit Anand relinquishing his executive position owing to a change in direction of his career. The other 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 2023. The additional appointment in the election round was made to widen the institutional representation on NAEAA.
- **The Executive Committee members recognised the contribution made by past members, Pranit Anand and Anthea Fudge, and thanked them for their valued past commitment to the committee.**
- **Presented 2023 Webinar series:**
 - *Supporting students to meet learning outcomes: generative AI and assessment in Enabling education.*
 - *Enabling the Enablers: Professional development for peer leaders to enhance the learning experiences of Enabling education students.*
 - *Increasing Access and Opportunity: Nesting Enabling Programs in Senior Schooling*
 - *Teachers as Learners: Indigenising curriculum for Enabling students.*
- **Continued circulation of the NAEAA Newsletter to members**

Three editions of the NAEAA newsletter were shared with the NAEAA membership list in 2023.

Edition 15 included contributions from CQUniversity, University of South Australia, Charles Darwin University, Edith Cowan University, Federation University, Southern Cross University and Murdoch University.

Contributions to *Edition 16* were made from University of Southern Queensland, CQUniversity, Curtin University, Federation University, Southern Cross University, University of Tasmania, and Edith Cowan University.

Edition 17 distributed in January 2024 included contributions from CQUniversity, University of South Australia, University of Southern Queensland, Edith Cowan University, University of Newcastle, and Murdoch University.
- **Supported the Partnership of Australia and South Sudan Project (PASS project)**

NAEAA provided a small monthly donation to support the project. Commitment from 14 April, 2022 of \$600 - 12 x \$50 payments to conclude on 14 April 2023. This funding provided wages for six teachers at the Pass New Nation Secondary school in Kangi district. The NAEAA Executive approved an extension of the sponsorship

arrangement with the PASS project for 2024. A report (attached) was required from Moses Ulihy to ensure alignment with the NAEAA's goals, and to allow accountability to NAEAA members regarding expenditure.

- **On request, distributed RHD research survey requests** to institutions to support participation.
- **Awarded the second round of small NAEAA 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 is that the successful applicant/s will attend and present at the 2024 NAEAA Conference in Darwin. The recipients of the inaugural NAEAA small grant in 2022 are expected to also attend and present at the 2024 NAEAA Conference.
- **NAEEA representation:** NAEAA Chair, Karen Seary, participated on the expert panel for UniSQs Pathways Education and Research Colloquium. The focus of the colloquium was the role of pathways education in Australia's widening participation agenda, featuring presentations about the challenges and opportunities in pathways education, pedagogy and assessment design, STEM education, online engagement, education in correctional centres and student wellbeing and development. The panel session featured Professor O'Shea alongside Professor Karen Nelson, Provost, and Professor Ben Wilson, Head of College for First Nations from the University of Southern Queensland, Karen Seary in her position as Chair of the NAEAA, and Associate Professor Helen Farley from the University of Canterbury. Professor Ian Wells, Head of the University of Southern Queensland College (Pathways) announced the upcoming *Journal of Pathways Education and Research* which will provide an important research platform for our sector in the future.
- **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 uploaded to the NAEAA website in 2023. Nine enabling programs across Australia worked together from 2021-2023 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, will make a significant contribution to the standardisation of programs, providing quality assurance, transparency, and potentially portability of qualifications for students. The report provides NAEAA with a recommendation on an approach for a national framework.

Report Recommendations:

1. Support providers offering Enabling programs to adopt the NAEAA 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 NAEAA 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.

Going forward – 2024 will see the:

Future activity will be guided by the recommendations in the Benchmarking Project alongside recommendations made in the University Accord final report.

- Continuation of the Benchmarking Project
- Continued drive to increase the association membership.
- Strengthening of the visibility of NAEAA through social media channels.
- 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 –Gen AI – Co-convenors -Trixie James (CQU) and Dr Grant Andrews (SCU).
- In-School Enabling SIG to commence a benchmarking exercise.
- Co-hosting the Student Success Conference alongside STARS and EPHEA in Melbourne 1-3 July.
- Hosting the 2024 NAEAA Conference at Charles Darwin University, 2-3 December.
- Support for the partnership with FABENZ through reciprocal executive 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.
- If requested, support of a socially responsible cause within Australia, with assessment to award being in accordance with the established NAEAA guidelines:
 1. *Alignment with NAEAA's mission:* The project's goals and objectives must align with NAEAA's mission of broadening participation and promoting excellence in Enabling education in Australia (and in some cases beyond).
 2. *Significance and impact:* The project should have a clear and measurable impact on the field of Enabling (preparatory) education, with the potential to benefit a substantial number of learners.
 3. *Feasibility:* Proposals should demonstrate that the project is feasible, including a well-defined scope, timeline, and budget.
 4. *Sustainability:* Projects should outline plans for the sustainability of the initiative beyond the sponsorship period.
 5. *Clear Evaluation and reporting:* Proposals should include a plan for ongoing evaluation and reporting of project progress and outcomes.