

**National Association of Enabling Educators Australia (NAEEA)  
Annual General Meeting  
Friday 6 March 2026  
President's Report for 2025**

**In 2025, NAEEA comprised of:**

- 161 members from 30 institutions
- 1. ACAP University College
- 2. Adelaide University
- 3. Australian Catholic University
- 4. Canberra University
- 5. Central Queensland University
- 6. Charles Darwin University
- 7. Curtin University
- 8. Edith Cowan University
- 9. Federation University
- 10. Flinders University
- 11. Griffith University
- 12. James Cook University
- 13. Massey University
- 14. Macquarie University
- 15. Murdoch University
- 16. Navitas
- 17. The University of Newcastle
- 18. Notre Dame University
- 19. Open University
- 20. Queensland University of Technology
- 21. Southern Cross University
- 22. Taree Universities Campus
- 23. University of New England
- 24. University of Queensland College
- 25. University of Southern Queensland
- 26. University of Sunshine Coast
- 27. University of Tasmania
- 28. University of Technology Sydney
- 29. University of Western Australia
- 30. Auckland University

- **15 Executive members** represented 9 Australian institutions and 1 New Zealand Association (FABENZ)
  - CQUniversity (*Karen Seary (Chair) and Dr Trixie James (Membership Secretary)*)
  - Charles Darwin University (*George Lambrinidis*)
  - Edith Cowan University (*Dr Angela Jones*)
  - Federation University (*Associate Professor Stuart Levy*)
  - Murdoch University (*Dr Joanne Lisciandro*)
  - Southern Cross University (*Associate Professor Suzi Syme*)
  - University of Newcastle (*Dr Bronwyn Relf (Treasurer) and Associate Professor Anna Bennett*)
  - University of South Australia (*Associate Professor Sarah Hattam*)
  - University of Southern Queensland (*Charmaine Davis (Secretary) and Associate Professor Jonathan Green*)
  - FABENZ Co-Chairs – (*Dr Emily Saavedra -Massey University and Dr Sonia Fonua – Auckland University*)
  
- **13 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 Ulpen (UniSA), Dr Snjezana Bilic (Uni SA) and Dr Heidi Hitz (UniSA)
  4. Diplomas – Dr Johanna Nieuwoudt (SCU) and Dr Rikki Quinn (SCU)
  5. Indigenous Students – Daniel Collins (UoN) and Erin O’Donohue
  6. In-School Enabling – Dr Johanna Nieuwoudt (SCU), Selena Tenakov (ECU)
  7. Mental Health and Wellbeing – Dr Angela Jones (ECU) and Anita Maclaurin (Murdoch)
  8. Online Learning – Associate Professor Suzi Syme (SCU), Anne Braund (CQUni)
  9. Research – Associate Professor Anna Bennett (UoN) and 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. Mathematics – Dr Michael Brickhill (SCU) and Deb Monteith (Murdoch)
  13. GenAI – Dr John Pike (UniSA) and Dr Grant Andrews (La Trobe)

## Principal Activities

- **Conducted the election of executive members for the two-year period 2025-2026.**  
 A nomination notice for NAEAA executive committee elections is distributed mid-February each year. In 2025, Karen Seary, Charmaine Davis, George Lambrinidis, Dr Jo Lisciandro, Associate Professor Anna Bennett, and Dr Brendan Ritchie (coopted role) continued as executive members for the second year of their two-year term. Dr Stuart Levy, Dr Trixie James, Dr Suzi Symes, Dr Jonathan Green, Dr Angela Jones, Associate Professor Sarah Hattam and Dr Bronwyn Relf were re-elected in 2025 to serve the two-year term 2025-2026.
  
- **The Executive Committee members recognised the contribution made by past member, Dr Fiona Navin, and thanked her for her valued past commitment to the committee.**

- **NAEEA representation: Symposium/Colloquium/Conferences**

- UniSQs Pathways Education and Research Colloquium***

- A number of the NAEEA Executive (Associate Professor Jonathan Green , Charmaine Davis, Associate Professor Sarah Hattam) attended the second UniSQs Pathways Education and Research Colloquium on 24 October at UniSQ's Springfield campus. Titled 'Advancing the Agenda', the focus was 'From Access to Impact: Strengthening Pathways across the Tertiary System'. The keynotes from Professor Sarah O'Shea and Professor Andrew Harvey. The panel session and the presentations centred on how the sector can move beyond widening participation to deepening impact across equity-focused pathways, encompassing Enabling programs, vocational-to-university transitions, and other non-traditional routes into higher education. NAEEA Chair, Karen Seary, in her position as Chair of the NAEEA, participated on the expert panel session featuring Professor O'Shea, Andrew Harvey and Associate Professor Katelyn Barney. Karen spoke to her experience in Enabling education, how to balance national consistency with institutional flexibility in program design, what arguments or evidence resonate most with institutional leaders and policymakers when considering the value of Enabling programs and the innovations or practices that offer most promise for the future of Enabling education nationally.

Professor Ian Wells, Head of the University of Southern Queensland College (Pathways) launched the *Journal of Pathways Education and Research* which will provide an important future research platform for research dissemination by Enabling educators/researchers.

- ACSES Symposium (9-10 September)***

- Two NAEEA Executive Committee members, Karen Seary and Professor Anna Bennett attended the *Student Equity in an Era of Change 2025: The Australian Student Equity Symposium*. As NAEEA Chair, Karen Seary participated on the expert panel session, 'Alternate Pathways to University', featuring panellists Jenny Dodd, Professor Barney Glover AO, and Professor Alpha Possamai-Inesedy. Karen's input to the discussion focused on promoting Enabling (FFUR courses) as an important and successful pathway to university for eligible participants.

- Student Success Conference (30 June – 3 July)***

- NAEEA Chair, Karen Seary, in her position as Chair of the NAEEA, was a conference committee member and also participated on the expert panel session on Equity in Education, focusing on Enabling education.

- FABENZ 2025 (8-9 December)***

- The 2025 conference, *Celebrating Collaboration, Connection, and Communities* saw a sound representation of NAEEA members. The NAEEA contingent shared their research into fostering belonging, the case for Enabling education as a discipline and focus on capability, the success of In-School Enabling Programs, fostering transition pedagogies and Indigenising curriculum. Three NAEEA executive members, Professor Jonathan Green, Charmaine Davis and Dr Angela Jones represented the association and shared their thoughts, history and suggestions for how to grow the FABENZ community. Dr Angela Jones presented the findings from the benchmarking exercise carried out by the In-School Enabling Special Interest Group.

- **Quality Endorsement Framework**

The project is at a strong conceptual stage. The capability approach-informed framework has been tested through expert and sector deliberation and is broadly endorsed as a credible basis for evaluating quality in enabling education. A contextually grounded capabilities list has been developed through the same process and is designed to accommodate theoretical development and institutional diversity. Both the framework and the draft list have been submitted for publication to enable further deliberation and refinement.

The next stage will see the NAEAA Executive work with stakeholders (including students) to operationalise the capabilities list into practical, sector-usable tools, while preserving contextual flexibility.

- **Benchmarking of Enabling Programs**

The final phase of the Nine Universities Benchmarking Project has been completed. This phase compared academic outcomes of former Enabling and non-Enabling students during their first year of undergraduate study. Preliminary results were presented by the Benchmarking team, led by Associate Professor Stuart Levy, at the NAEAA Conference in Darwin in 2024, and the final paper has been submitted to a journal for publication and is currently under review.

- Members of the Benchmarking group have been successful in securing an ACSES Equity Frontiers Program grant. This grant will fund a multi-institutional project to compare the university outcomes of students who completed Enabling with a group of similar students who did not, and whether the impact varies between universities, and for students from different equity groups or with multiple forms of disadvantage. This project will expand on the Benchmarking work undertaken already.
- Dr Angela Jones presented findings from the In-School Enabling SIG benchmarking exercise at FABENZ 2025.

- **Continued circulation of the NAEAA Newsletter to members**

*Edition 20* of the NAEAA newsletter which included contributions from CQUniversity, UniSQ, Murdoch University, Edith Cowan University, Federation University was shared with the NAEAA membership list in July 2025.

*Edition 21* which included contributions from CQUniversity, UniSQ, Edith Cowan University, Federation University, University of Canberra, University of Adelaide, University of Notre Dame, Macquarie University and Murdoch University was distributed in January 2026.

- **Presented 2025 Webinar series:**

**March**

Academic Self-Efficacy - A perspective in duality  
*Dr Robert Whannel and Dr Patricia Whannel*

**August**

Trauma-informed teaching in non-traditional spaces: An edited collection  
*Dr Angela Jones and Anita Maclaurin*

**October**

Melting moments in Math: A little warming of the cold heart of mathematics  
*Deb Monteith*

The 2025 NAEAA webinar series provided an opportunity for Enabling educators to reconnect with those elements within the teaching of Enabling pathways that often shape or

challenge our students – self-efficacy, previous trauma and maths anxiety. These sessions shone a light on the emotional labour we do, and the creativity we bring, to meet our students where they are at. Across the three sessions, we explored how academic self-efficacy sits at the centre of student success, with a clear reminder that confidence and capability grow not only from skills but from the relationships and belief systems that surround learners. Educators, both presenters and participants, connected and shared experiences of the strength of building relationship, but the time, and potential emotional toll this can take on the practitioner.

The series then shifted into creativity and care through two very different but connected conversations. Deb Monteith shared *Melting Moments in Math* and showed how curiosity can warm what is often a cold space for students, encouraging them to see themselves as capable numerate thinkers. We then explored the emerging edited collection on *Trauma Informed Teaching in Non-Traditional Spaces*, which highlighted the mental health landscape of Enabling education and the need for trauma-aware practices that can support both the students and educators in the classroom. Together these webinars showcased the breadth of the sector and reminded us how Enabling education is creative in how it builds confidence and is at its best when design embraces the full lived experience of students and educators.

- **Special Interest Groups (SIGS)**

10 of the 13 Special Interest Groups (SIGs) were awarded \$2500 funding through the NAEAA SIG Seed Grant Scheme to support cross-institutional collaboration and innovation in the Enabling education space. The outcomes from these projects, selected for their creativity and relevance, will be shared at the 2026 NAEAA Conference in Perth.

NAEEA SIG Seed Grants 2025 recipients:

**Assessment**

***Embedding feedback literacy in Enabling education: Evidence-informed principles and guidance for Enabling educators***

Kieran Balloo, *Southern Cross University*  
Liz Goode, *Southern Cross University*  
Susan Hopkins, *University of the Sunshine Coast*  
Peter Power, *University of Newcastle*  
Raquel Salmeron, *University of Southern Queensland*

**Enabling Curriculum**

***Enabling Program Curriculum Design Principles***

Bronwyn Relf, *The University of Newcastle*  
Lisa Moody, *James Cook University*  
Michelle Briede, *Federation University*  
Onur Ates, *Macquarie University*  
Amanda Daly, *Griffith University*

**Diploma**

***An investigation of students' perceptions of their university diploma course***

Johanna Nieuwoudt, *Southern Cross University*  
Lili Zhang, *University of Canberra College*

Henry Lee, *University of Wollongong*  
Natasha Wilson, *University of South Australia*  
Heath Jones, *University of Newcastle*

#### **Gen AI**

##### ***Investigating the implementation and impact of GenAI in Enabling Education curriculum through case studies and student perspectives***

Grant Andrews, *LaTrobe University*  
John Pike, *UniSA*  
Selena Dhondea-Tenakov, *Edith Cowan University*  
Rhian Morgan, *JCU*  
Marie Abi Abdallah, *UniSA*  
Daniel Lee, *Adelaide Uni*  
Trixie James, *CQUniversity*

#### **In-School**

##### ***Mapping High School University Enabling Programs: Structure, Design and Delivery***

Selena Dhondea-Tenakov, *Edith Cowan University*  
Helen Rogers, *Notre Dame University*  
Cinzia Loddo, *Notre Dame University*  
Amanda Daly, *Griffith University*  
Robert Whannell, *University of New England*  
Rebekah Sturniolo-Baker, *Murdoch University*  
Jillianna Segura, *Charles Darwin University*  
Susan Shaw, *Murdoch University*

#### **Maths**

##### ***Unifying Mathematics in Enabling Education***

Debra Monteith, *Murdoch University*  
Michael Brickhill, *Southern Cross University*  
Niharika Singh, *University of Southern Queensland*  
Kerrie Stimpson, *Southern Cross University*  
Daya Weerasinghe, *Federation University*  
Hermina Conradie, *CQUniversity*  
Glynne Bartle, *Edith Cowan University*  
Angela Hames, *Flinders University*  
Brijesh Kumar, *CQUniversity*  
Jane Stratton, *University of Tasmania*

#### **Mental Health**

##### ***Trauma Informed Teaching in Non Traditional Spaces: An Edited Collection***

Angela Jones, *Edith Cowan University*  
Anita Maclaurin, *Murdoch University*  
Ana Larsen, *CQUniversity*  
Gemma Mann, *CQUniversity*

#### **Research**

##### ***A Comprehensive Review of NAEAA Conference Papers and Publication Outcomes***

Jo Hanley, *University of Newcastle*  
Kristen Allen, *University of Newcastle*  
Heath Jones, *University of Newcastle*  
Rebecca Smith, *University of Newcastle*  
Zoe Griffiths, *University of Newcastle*  
Susan Hopkins, *University of the Sunshine Coast*

### **Self-Efficacy**

#### ***Start Strong: A Self-Efficacy Toolkit for Transitioning Students***

Ana Larsen, *CQUniversity*  
Amy Robinson, *University of Adelaide*  
Trixie James, *CQUniversity*  
Matilda Coleman, *Charles Darwin University*  
Angela Jones, *Edith Cowen University*  
Zoë Griffiths, *University of Newcastle*  
Nihal Akdere, *Macquarie University College*  
George Lambrinidis, *Charles Darwin University*

### **STEM**

#### ***Benchmarking of science curriculum and assessment in Enabling Programs across Australia***

Cinzia Loddio, *The University of Notre Dame Australia*  
Joanne Lisciandro, *Murdoch University*  
James Valentine, *Charles Darwin University*  
Anthea Fudge, *Adelaide University*  
Kelly Boyland, *Murdoch University*  
Vicki Kiaos, *Australian Catholic University*  
Kerrie Stimpson, *Southern Cross University*

- **On request, distributed RHD research survey requests** to institutions to support participation.
- **Supported the Partnership of Australia and South Sudan Project (PASS project)**  
NAEEA provided a small monthly donation, a commitment of \$600 - 12 x \$50 payments to support the project. This funding provided wages for six teachers at the Pass New Nation Secondary school in Kangi district. A report (attached) has been provided by Moses Ulihy, Executive Director (PASS) to ensure continued alignment with the NAEEA's goals, and to allow accountability to NAEEA members regarding expenditure.
- **Future direction of NAEEA**  
Future activity will continue to be guided by the recommendations in the Benchmarking Project alongside recommendations made in the University Accord final report. Additionally, the ACSES Project, 'The impact of Enabling programs on student's academic success and retention: a propensity score modelling approach' will provide valuable insight into the current impact of Enabling programs in Australia.  
The NAEEA Executive will also await the release of the Fee-Free UniReady Courses Project commissioned report on Enabling and the Best Practice Guide to determine the future of Enabling (FURR) Courses.

*2026 will see NAEAA:*

- Continue the drive to increase the association membership.
- Strengthen the visibility of NAEAA through social media channels.
- Continue the commitment to advocating for Enabling whenever required.
- Continue to support the partnership with FABENZ through reciprocal executive membership and conference attendance.
- Refresh the partnership agreement with FACE (Forum for Access and Continuing Education)
- Fund a revision of the NAEAA website.
- Widen institutional contribution to the NAEAA Newsletter.
- Provide a Webinar series across the year, built on the work of the SIGs.
- Work with stakeholders (including students) to operationalise the capabilities list established in the Quality Endorsement Project into practical, sector-usable tools, while preserving contextual flexibility.
- Support enabling educators to build cross institutional, collaborative scholarly projects and to publish findings in scholarly journals.
- Co-host the Student Success Conference alongside STARS and EPHEA on the Sunshine Coast 29 June-1 July.
- Host the 2026 NAEAA Conference at Murdoch University and Edith Cowan University, 2-3 December.
- Award the second round of the Teaching Awards. The award will be announced at the 2026 NAEAA Conference in Perth in December.
- Continue financial support for the PASS Program – Commitment of \$600 across 2026 to improve the educational opportunities for students in South Sudan.

#### **NAEAA Executive Committee Members 2026**

1. Charmaine Davis (UniSQ)
2. Dr Bronwyn Relf (UoN)
3. Associate Professor Sarah Hattam (Adelaide University)
4. Associate Professor Stuart Levy (Flinders University)
5. Associate Professor Anna Bennett (UoN)
6. Associate Professor Jonathan Green (UniSQ)
7. Dr Jo Lisciandro (ECU)
8. George Lambrinidis (CDU)
9. Dr Trixie James (CQUniversity)
10. Dr Tanya Weiler (Adelaide University)
11. Dr Rhian Morgan (JCU)
12. Julianne Segura (CDU)
13. Dr Emily Saavedra (Massey University)
14. Dr Sonia Fonua (Auckland University)

#### **Executive Committee 2026 Meeting Schedule**

| <b>2026 Day &amp; Date</b>                                                | <b>Meeting Notes</b>                                                          |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Friday 13<sup>th</sup> February</b>                                    |                                                                               |
| <b>Friday 6<sup>th</sup> March</b><br><b>Friday 13<sup>th</sup> March</b> | <b>2025 AGM to be held via Zoom</b><br><b>2026 Committee handover meeting</b> |
| <b>Friday 10<sup>th</sup> April</b>                                       |                                                                               |
| <b>Friday 22<sup>nd</sup> May</b>                                         |                                                                               |

|                                         |                                                     |
|-----------------------------------------|-----------------------------------------------------|
| <b>Friday 3<sup>rd</sup> July</b>       |                                                     |
| <b>Friday 14<sup>th</sup> August</b>    |                                                     |
| <b>Friday 25<sup>th</sup> September</b> |                                                     |
| <b>Friday 6<sup>th</sup> November</b>   |                                                     |
| <b>Friday 4<sup>th</sup> December</b>   | <b>NAEEA Executive meeting/NAEEA Conference TBC</b> |