

Enabling Pedagogies: A participatory conceptual mapping of practices at the University of Newcastle, Australia

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This document provides a snapshot of key enabling principles and practices within the English Language and Foundation Studies Centre (ELFSC) at the University of Newcastle (UON). ELFSC has the oldest and largest suite of enabling programs in Australia.

Enabling approaches:

- are appreciative and express value for all students' existing knowledges.
- are not based on a depersonalised approach to delivering course material, but on establishing care-full pedagogical relationships (whether located on campus or online).
- introduce discipline-based concepts, not decontextualised facts, skills or literacies.
- enable students to see relevancy by connecting concepts to their own lives.
- provide opportunities for students to connect to new concepts through small and whole group discussions and in-class exercises/ writing time.
- assess to develop, not rank, students.
- design assessments in ways that students can understand their meaning and relevance.
- value the wide diversity of aims and outcomes of engaging in enabling education.
- extend students' expectations while recognising the diversity of aims and outcomes valued.
- acknowledge and convey that engaging in learning and not completing is never a failure.
- recognise that many external socioeconomic and personal challenges persist into and beyond enabling, so one size does not fit all, including in terms of time spent in learning.
- are caring and flexible and expect that future teachers and employers will also be.
- transition students into and through courses, pointing out that different expectations and approaches may exist in other contexts.

There are many more important points made in the report. See the Summary of Key Themes in the Executive Summary and more information provided in the chapters. Remember that contexts change so always revisit approaches over time.