

Culturally and Linguistically Diverse (CALD) Students SIG

SIG Facilitators



**Tamra
Ulpen**

Tamra Ulpen has over 20 years' experience in the field of TESOL, teaching internationally and in Australia. With a keen interest in the study of languages, she has majored in Japanese and a Master's degree in Applied Linguistics in her university education. Tamra works closely with CALD students and is committed to supporting their language and academic literacy development while fostering learner agency through critical enabling pedagogies. As an Academic Integrity Officer, she has gained extensive experience in leading academic integrity policy and procedures at the University of South Australia. Currently, she is pursuing a PhD, exploring how CALD students' interactions and feedback-seeking behaviours with Generative- AI can enhance their evaluative judgment throughout the writing process.



**Snjezana
Bilic**

Dr Snjezana Bilic is a lecturer at UniSA College. Snjezana is a lead academic in UniSA College Refugee Student Support group and is committed to the provision of supports for culturally and linguistically diverse (CALD), students of refugee backgrounds (SRBs) and their educators at the UniSA College. Snjezana's current research explores teachers' understandings of the cultural dimensions of the lives of students with refugee experience and how this engagement and understanding can be used to further produce positive outcomes for this cohort of students.



**Heidi
Hetz**

Dr Heidi Hetz is a lecturer in the enabling pathway programs at UniSA College at the University of South Australia (UniSA) where she has been teaching sociology and literacy since 2015. Through her teaching and research, Heidi seeks to address barriers to the meaningful participation of people of refugee background in higher education and in society. A current research project explores best practice approaches for teaching and supporting students from refugee backgrounds in higher education.

Summary of research interests:

Students of Refugee / CALD backgrounds

Multilingual Identities

Language and Literacy Teaching

Teaching English as
an Additional Language

Teaches Foreign
Languages

Indigenising
Curriculum

Trauma-Informed
Approaches

CALD Students: Mental
Health and Wellbeing

Online and Blended
Learning for CALD Students

SIG Members

**Rory
Jeffs**



Rory Jeffs is a teaching fellow in the enabling pathway programs at University College at University of Tasmania. He has been teaching writing and research units in these programs since 2019. Before 2019, Rory was a study skills facilitator in the Academic Language and Learning Success Program at Charles Darwin University. His research interests have historically been in the field of philosophy and ethics, but he is looking to currently research on enabling education and student-centred pedagogies, curriculum indigenisation, and supporting student mental health and wellbeing.

**Orié
Green**



Orié Green is an associate lecturer at the University of Southern Queensland where she teaches foundation courses at UniSQ College to support students in their transition to university study. Her work focuses on intercultural language learning and teaching and digital technologies in education. She has extensive experience in teaching Japanese language. Orié is currently pursuing her PhD on the development of intercultural competence through language education at the University of Queensland.

**Janet
Turley**



Janet Turley teaches enabling courses, and English language and literacy for first-year pre-service teachers at the University of the Sunshine Coast. She has been an educator and librarian for 30 years in the tertiary, corporate and public sectors in the UK, US and Australia. Janet is the recipient of two Australian Office for Learning and Teaching Citations for Outstanding Contributions to Student Learning and is the coordinator of a HEPPP-funded Queensland Education outreach program that supports young mothers transitioning into higher education. Her research interests include social justice and policy, the first-year student experience and access to tertiary education.

**Noraisha
Oyama**



Dr Noraisha Oyama is the Head of University Preparation Pathways at Murdoch University. Noraisha has taught in various disciplines like environmental science, sustainable development, politics. Noraisha is passionate about providing equitable tertiary education opportunities for culturally and linguistically diverse migrants. She is also interested in indigenising and internationalising curricula in Australian tertiary education.

**Victoria
Wilson**



Victoria (Tori) Wilson holds a PhD in trauma-informed English as a second language teaching with adults and a MA in Applied Linguistics. She publishes on trauma-informed teaching, refugee education, and inclusive education more broadly. She has taught English to speakers of other languages since 2004 and has been academic staff at the University of Southern Queensland for the past 10 years. She is passionate about improving the learning environment rather than "fixing" students, and takes a critical qualitative approach in order to amplify student voice.



Presented by: Dr Snjezana Bilic,
Dr Heidi Hetz and Dr Victoria Wilson

Scan here for a recording of our recent webinar "Approaches to teaching and engaging students from refugee backgrounds in Enabling Programs".



Culturally & Linguistically Diverse
Students website

Scan Here to view
our website!

Recent Publications from SIG Members



Understanding and responsiveness in the trauma-informed adult ESL classroom



'One day I will make it to university': students from refugee backgrounds in university pathway programs



Intergenerational aspirations for educational and employment success of refugee youth

Current research projects:

Tamra Ulpen: *Developing a model of generative-artificial intelligence (Gen-AI) mediated writing instruction: Evaluating English language learners' values and behaviours towards the 'Writing Product' versus the 'Writing Process'.*

Snjezana Bilic and Heidi Hetz: *Developing best practice approaches for teaching and supporting students from refugee backgrounds in higher education.*