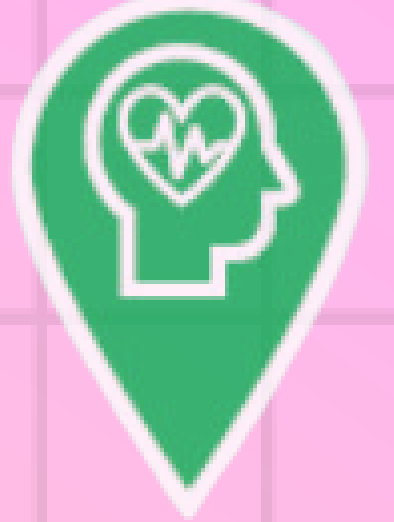


# MENTAL HEALTH SIG

**NAEEA** NATIONAL ASSOCIATION OF ENABLING EDUCATORS OF AUSTRALIA

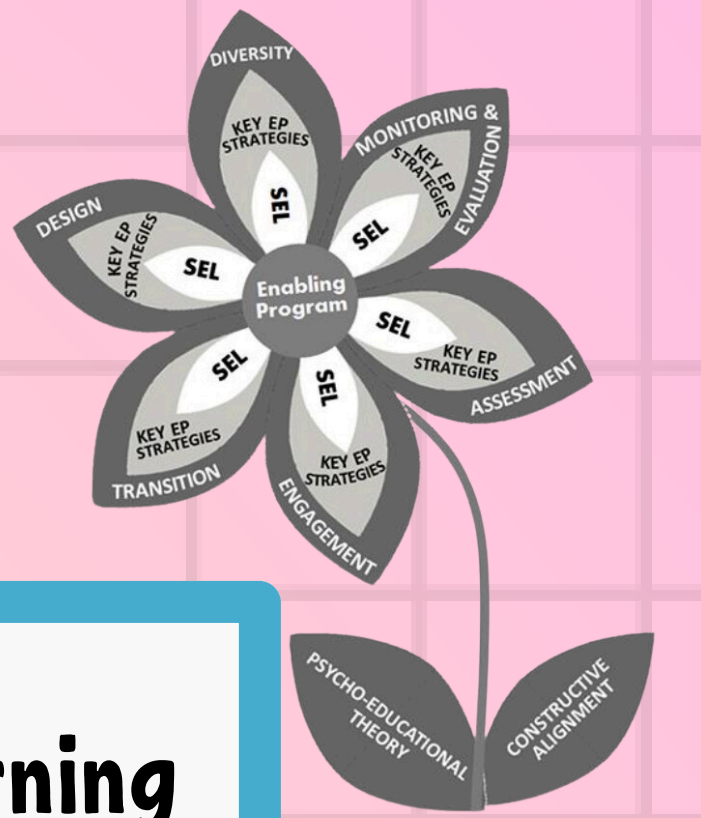


Starting in 2014 the SIG has a decade long history of collaborations and research in the fields of enabling education and transitions pedagogy, including publications in prestigious Q1 ranked education journals. Together, we have formed a diverse community of practitioner researchers who promote wellbeing, producing reportable research outputs while taking care of each other and ourselves through prioritising mental health.

## 2014: SIG Begins

1

Shout out to Nicole Crawford - founding member and first Chair!



The goal: to create an inclusive space for enabling educators to share experience and practice for supporting the mental health of enabling students

2

## 2015: Focus - Social and Emotional Learning

- Sharing approaches to including SEL in curriculum
- Growth mindset curriculum design
- Research on enabling transition pedagogy

## 2016: Focus- Models for Supporting Student Wellbeing

3

- Sharing program and university models for supporting the wellbeing of students
- Collaborative research project
- Our first SIG conference presentation at FABENZ in Auckland
- Team gets to meet in person for the first time!

4

## 2017: Focus - Emotional Labour Demands for Enabling Educators

- Sharing the impact on educators of teaching a high-needs cohort
- Collaborative auto-ethnographic project on the emotional labour on enabling practitioners

## 2018/2019: Focus - Debriefing and Psychological Capital

5/6

Shout out to Helen Scobie - Our Chair from 2019 - 2023

- Collaborative research project: Developing a model for enabling educator debriefing
- SIG Pecha Kuchas at FABENZ in Wellington
- First SIG journal article published in the Student Success Journal

7/8

## 2020/2021: Focus - Supporting each other through COVID 19

- Sharing and debriefing on experiences of moving to online learning during COVID 19
- Supporting each other

## 2022/2023: Focus - Enabling Educator Precarity and impact of COVID 19

9/10

- Collaborative auto-ethnographic project on impact of COVID 19
- One journal article on precarity published in ACCESS
- One journal article on Change Fatigue published in the Student Success Journal
- Poster presentation on the Dark Mirror at HERDSA Brisbane

11

## 2024: Focus - Defining and Delimiting Student Support

- Collaborative research project exploring: Emotional support, academic support and challenges of effective support
- NAEEA webinar
- Student Success Conference Emerging Initiative
- NAEEA Presentation
- Journal article submission

## Publications and Presentations

Westacott, M., Subramaniam, K., Mann, G., Larsen, A., James, T., Hopkins, S., & Balloo, K. (2024) The many colours of student support: perspectives and practice of enabling education practitioners. Refereed Conference Paper: Student Success/UniSTARS Conference, Melbourne, Australia.

Jones, A., Hopkins, S., Larsen, A., Lisciandro, J., Olds, A., Westacott, M., Sturniolo-Baker, R., & Subramaniam, J. (2023). Looking into the "Dark Mirror": Autoethnographic Reflections on the Impact of COVID-19 and Change Fatigue on the Wellbeing of Enabling Practitioners. Student Success, 14(3), 41-52. [Your paragraph text](#)

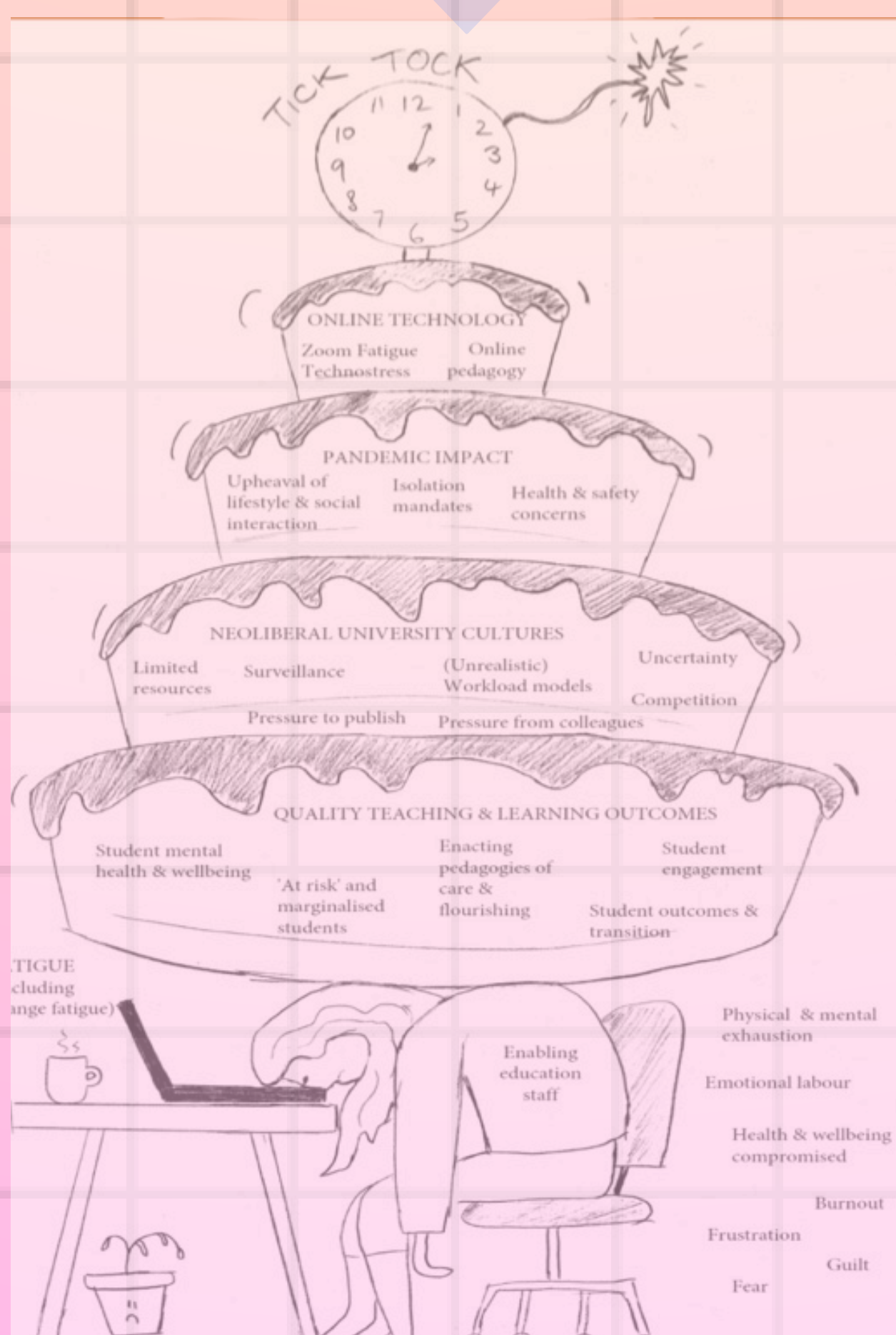
Jones, A., Lisciandro, J., & Olds, A., (2023). The dark mirror: Emotional labour, change fatigue and the impact of Covid-19 on enabling educators. Poster Presentation: HERDSA Conference, Brisbane, Australia

Olds, A., Hopkins, S., Lisciandro, J., Jones, A., Subramaniam, J., Westacott, M., Larsen, A., Sturniolo-Baker, R., Scobie, H. (2023). Stop the Clocks: Enabling Practitioners and Precarity in Pandemic Time(s). ACCESS: Critical explorations of Equity in Higher Education 11(3), 12 27 [Your paragraph text](#)

Crawford, N., Olds, A., Lisciandro, J., Jaceglav, M., Westacott, M., & Osenieks, L. (2018). Emotional labour demands in enabling education: A qualitative exploration of the unique challenges and protective factors. Student Success, 9(1), 23-33. [Your paragraph text](#)

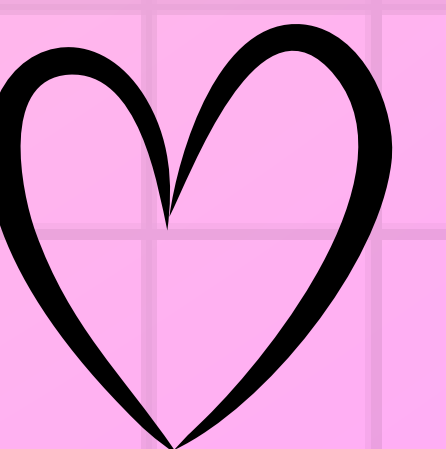
Olds, A., Jones, A., Crawford, N., & Osenieks, L. (2018) Reflective encounters for enabling educators: The role of debriefing in building psychological capital - Refereed Conference Paper: Foundation and Bridging Educators New Zealand (FABENZ) Conference, Wellington, NZ

Crawford, N., Lisciandro, J., Jones, A., Jaceglav, M., McCall, D., Bunn, R., Cameron, H., Westacott, M., & Andersen, S. (2016) Models of support for student wellbeing in enabling programs: comparisons, contrasts and commonalities at four Australian universities - Refereed Conference Paper: Foundation and Bridging Educators New Zealand (FABENZ) Conference, Auckland, NZ.



## Current Members

Susan Hopkins (Chair) University of Southern Queensland; Marguerite Westacott University of the Sunshine Coast; Helen Scobie University of Newcastle; Ana Larsen CQUniversity; Karen Seary CQ University; Trixie James CQ University; Kieran Balloo University of Southern Queensland; Gaby Toth CQ University; Gemma Mann CQ University; Liam Frost-Camilleri Federation University; Nicole Crawford Curtin University; Tori Wilson University of Southern Queensland; Anita Olds Murdoch University; Angela Jones Edith Cowan University; Joanne Lisciandro Murdoch University; S Andersen University of the Sunshine Coast; Annika Westrenius University of Newcastle; Juliette Subramaniam Western Sydney University; Lisa Moody James Cook University; Johanna Nieuwoudt Southern Cross University; Fiona Navin Edith Cowan University; Margaret Swannock ACU; Fleur Morgan ACU; Michelle Briede Federation University; Janet Turley UCS; Rory Jeffs University of Tasmania; Ariadna Kiehn Western Sydney University; Kate Hansen University of Wollongong



Shout out to Susan Hopkins - Our Chair since 2023

