

2025 NEAS CONFERENCE

Aerial UTS Function Centre - Sydney



Whole-Person & In-Community Learning & Support as a Basis for Enabling Student Success

Ash Moor, Jo Kwai & Jane Roberts

Pathways to Belonging

Our Role in Building Communities

22-23 MAY
2025

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Acknowledgement of country

We acknowledge the Gadigal Nation as the traditional owners of the country where we meet today. We acknowledge their ancestors past and present and the immense contributions that Aboriginal and Torres Strait Islanders have made to Australian and global society.

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Introduction of Panel and their Contexts



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Session Outline

In this session we will

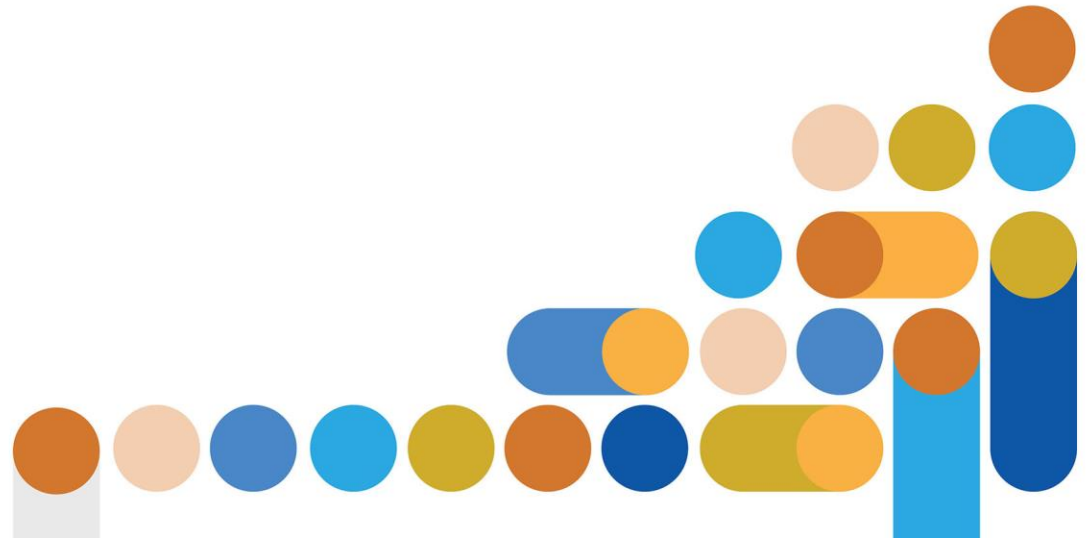
- Present a framework to guide purposeful education
- Discuss current contexts in light of the framework
- Reflect on areas of success and improvement

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Biesta – Good Education and Educational Purpose

Gaining knowledge, skills, dispositions etc. needed to **go on and do something.**

Qualification

Becoming part of **society** (existing ways of doing and being)– **culture** and **tradition.**

Socialisation

Subjectification

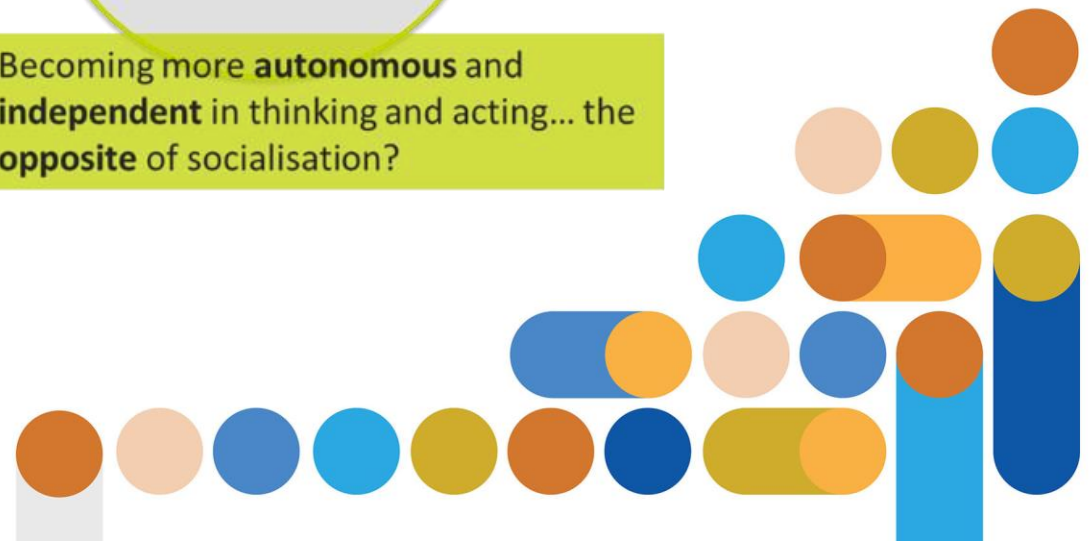
Becoming more **autonomous** and **independent** in thinking and acting... the **opposite** of socialisation?

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Qualification

...the ways in which education contributes to the acquisition of knowledge, skills and dispositions that qualify us to do something (Biesta, 2009).

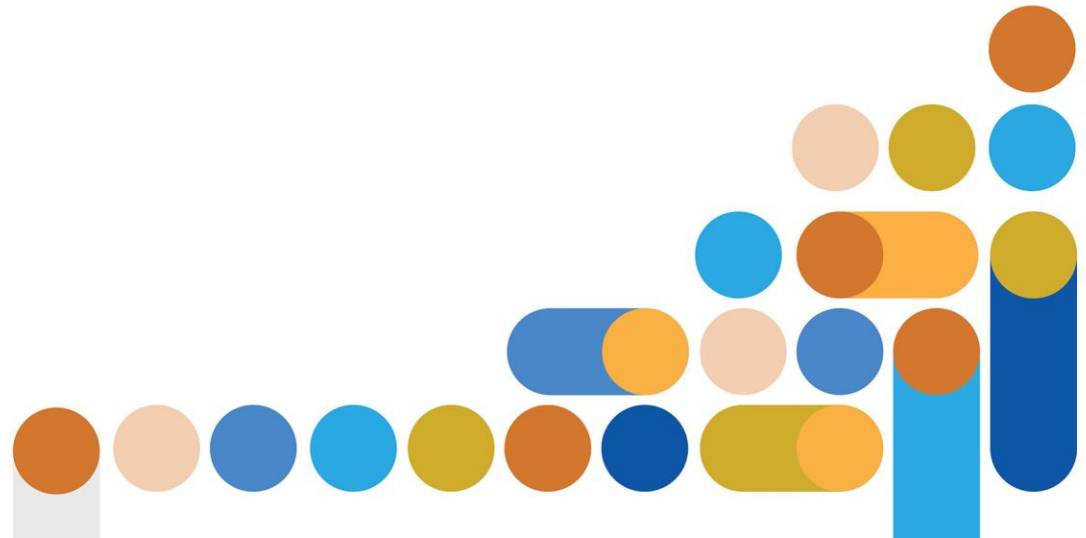
Group question - Introduce yourself and your context. What does your context qualify your students to do, be or know?

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Socialisation

...the ways in which, through educational processes and practices, individuals become part of existing socio-cultural, political and moral orders. This process happens in explicit and implicit ways (Biesta, 2009).

Group question

What values does your context explicitly or implicitly normalise to your students?

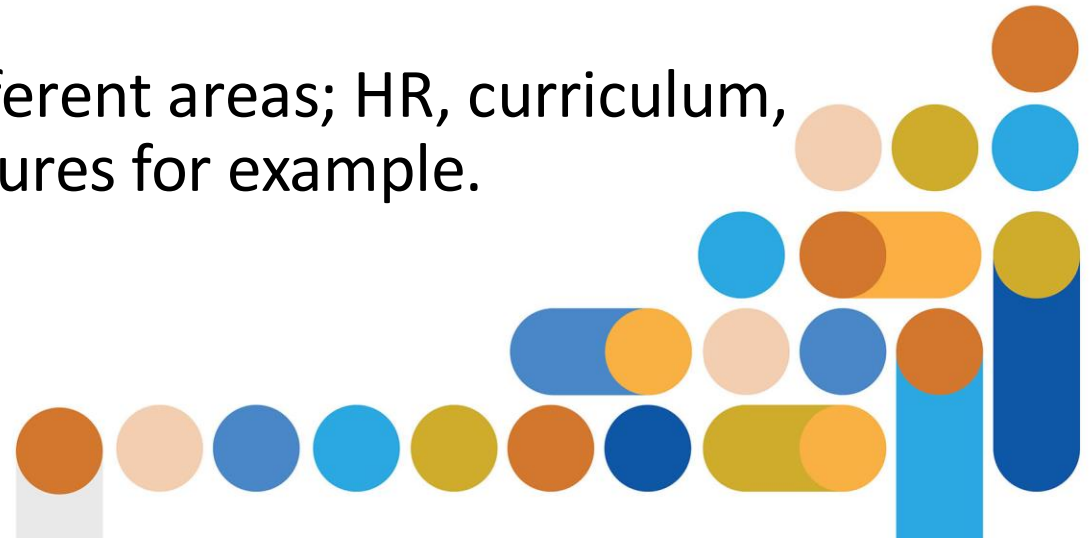
Hint - Consider what your context values in different areas; HR, curriculum, marketing, organisational Policies and Procedures for example.

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Subjectification

...positions the student as the subject of their own education as they seek to become part of the world around them, disrupting, promoting and engaging as an individual.

Group question

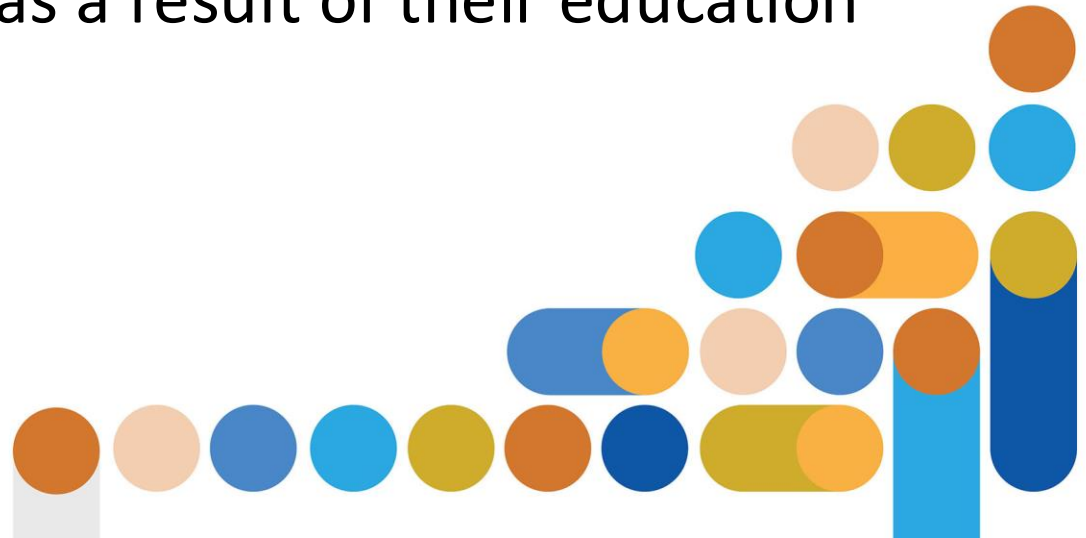
Who do you notice your students becoming as a result of their education with you?

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References

Biesta, G. (2009). Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educational Assessment, Evaluation and Accountability, 21(1), 33–46.
<https://doi.org/10.1007/s11092-008-9064-9>

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