

UECA NEWS

UNIVERSITY ENGLISH CENTRES AUSTRALIA | 1ST EDITION | APRIL 2017

FOCUS ON WHAT STUDENTS WANT

5 MINUTES WITH

THE COUNCIL OF INTERNATIONAL STUDENTS AUSTRALIA

CISA NATIONAL PRESIDENT NINA KHAIRINA TALKS WITH US ABOUT THE KEY ISSUES FACING INTERNATIONAL STUDENTS THIS YEAR AT AUSTRALIAN UNIVERSITIES.

UECa

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PRESIDENT'S MESSAGE



WELCOME FROM UECA PRESIDENT DAVID LARBALESTIER

Welcome to this, the first of four editions of the UECA Newsletter planned for 2017.

This edition focuses on **What Students Want**, because “students’ expectations are often unexpected”, as we learned during our UECA Director’s Workshop held at Monash University CBD campus last October. During the workshop we asked ourselves the question: **“What’s in a plus?”** We invited workshop facilitator Allen Blewitt to help us investigate four thought provoking ideas on what quality means for UECA Members, how we can go about achieving **“quality +”**, and how it impacts student expectations of a university English language college. Be sure to read our report on the Director’s Workshop later in this newsletter.

Also in this issue, I hope you enjoy these other exciting articles with direct relevance for UECA Members, including:

- Feedback on this year’s CamTESOL conference and the UECA Regional Research Symposium in February.
- Our regular “Five minutes with” segment, in which we ask Nina Khairina, National President of the Council of International Students Australia about issues facing international students this year at Australian universities.
- An update on UECA events for 2017.
- Advance information about our first PD Fest for 2017 which will be held at the University of Sydney Centre for English Teaching on Saturday 13 May.
- **NEAS Corner** and **English Australia Corner**, news and updates from our industry partners.

- Plus much, much more in this first newsletter edition for 2017!

So, read on, and enjoy this sixth edition of your Newsletter. Remember, this is **YOUR** newsletter, so don’t hesitate to offer feedback or comments, and to send news and images of what’s happening in your centre. Making contact is easy. On the Members Area homepage click on the feedback button at: <http://www.ueca.edu.au/members/feedback.php>.

Best wishes to you all for satisfactory ending of the hectic first term of the year, and for the months ahead. Your Committee and I are very much looking forward to working for you in the coming months.

MEMBER'S UPDATE NEWSLETTERS

Back editions of the newsletters are available on the website for download. Go to <http://www.ueca.edu.au/members/> and click on Read the Newsletters here. Suggestions for content are always welcome.

MEMBER SERVICES

WHO'S ON THE COMMITTEE THIS YEAR?

Here are your 2016-17 Committee members and their contact details.



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The Vice-President position will be open
for election at the 2017 UECA AGM.



COMMITTEE MEMBER BEN STUBBS

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This Committee Member position will be
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This Committee Member position will be
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COMMITTEE MEMBER CALLUM COWELL

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Remember to schedule time to attend
the UECA 2017 **AGM on Wednesday
10 May 2017**, 10:00am - 12:00pm,
venue UTS:Insearch Board Room. It's your
chance to have your say in how UECA
should proceed in the year ahead. The
Vice-President position and two Committee
Member positions will be open for election
at the AGM. Why not make this year your
time to stand for office and help make UECA
even better over the coming two years!

LED

LEADERSHIP ENGAGEMENT DIVERSITY
IN AN ACADEMIC CONTEXT

UPCOMING UECA PD FEST AT THE SYDNEY UNIVERSITY CENTRE FOR ENGLISH TEACHING, SATURDAY 13 MAY 2017

Plans are afoot for our first PD Fest for the year to be held at the University of Sydney Centre for English Teaching. Bookmark the date Saturday 13 May and start to spread the word to your team members so that they can keep the day open for another of our great 'by and for teachers' professional development events.

CET Acting Director Katherine Olston and Deputy Director (Teaching and Learning) Carolyn Matthews are planning an exciting and action-filled day, with the event to be held in Sydney University's new Business School in Darlington Lane, Darlington.

There will be four PD streams with four sessions in each stream, including leadership, engagement, diversity and academic.

Registration opens 19 April 2017. Watch for further updates! Besides, this year's PD Fest is still available at last year's value price of \$65!

Stay tuned for further updates and a website link for registration in the next newsletter.



UECA APPRECIATES THE SPONSORSHIP
BY ETS TOEFL OF THE BEST
PRESENTATION PRIZE AT UECA PD FESTS.



DATE SAVER - PD FEST AT MONASH COLLEGE CITY CAMPUS SATURDAY 29 JULY

Enjoy the vibrant culture that makes Melbourne famous! Save the date for our upcoming PD Fest in Melbourne on Saturday 29 July, hosted by Monash College English Language Centre at Level 4, 222 Bourke Street, Melbourne.

Watch this space for further updates in the next newsletter.

HOST A PD FEST AT YOUR CENTRE!

You can showcase your centre in 2017 or 2018 by offering to host a PD Fest.

UECA conducts two PD Fests each year. The success of these events means that PD Fests are now almost self-funding. Participant fees cover most of the expenses, and the generous sponsorship from NEAS helps to cover the rest.

UECA offers a \$1,000 prize for "Best Presenter" at each PD Fest. The prize takes the form of reimbursement up to \$1,000 for expenses incurred by the best presenter to attend the next PD Fest and present their workshop to a new audience.

Send your ideas for a theme and a suitable Saturday date to the UECA Committee. On the Members Area homepage click on the feedback button at <http://www.ueca.edu.au/members/feedback.php>.

UECA APPRECIATES THE SPONSORSHIP
SUPPORT OF CAMBRIDGE ENGLISH
TEACHERS SUPPORT SERVICES THAT
MAKES POSSIBLE OUR DIRECTORS'
WORKSHOPS AT AIEC.

UPDATE UECA DIRECTOR'S WORKSHOP & AIEC 2016 IN MELBOURNE, TUESDAY 18 OCTOBER 2016



This year, the UECA Director's Workshop was held at Monash University CBD campus on Tuesday 18 October 2016.

The theme for the workshop, facilitated by Allen Blewitt, was a discussion centred around how UECA members differentiate from standalone ELICOS providers and what is our common understanding of "quality".

To do this, workshop participants scoped the concepts and articulation of:

- How UECA members differentiate from standalone ELICOS providers

- Our common understanding of quality
- Operationalising the four strategic pillars of UECA: Membership Services, Professional Development, Industry Relations and Research

Many thanks to Allen and CET Deputy Director (Teaching and Learning) Carolyn Matthews. Allen and Carolyn have now scoped the "action outcomes" from the workshop. You can read the full report on the Directors Workshop on the UECA website, but for now, read on and enjoy the following summary:

How to differentiate UECA

For us, differentiation includes:

- Direct entry. Seamless transition to university.
- Campus experience (a true value-add in terms of facilities and clubs).
- Reputation and brand recognition in home country.
- Opportunity to work with university staff for programs.
- Opportunity for meaningful engagement with Australian students.
- Research based practice: some research linkages which connects to reputation.
- Easy assimilation to university life in terms of social adjustment and familiarisation with campus.
- Perception of a better student transition (it was noted that this was not always a positive as the transition can be difficult to deal with).
- In terms of student perceptions, teaching quality is better, with better qualified and more experienced teachers.
- Parent perception views university as a "better bet." Sandstone universities don't fall down.

Allen summarised for us our discussions on marketing, especially the concept of "evidence" in marketing. We agreed that "evidence" includes:

- University rankings.
- Internal tracking of students.
- The question was posed that if students see evidence as adhoc and anecdotal, then are we good at capturing student stories?
- It was suggested we need to nurture student stories in our marketing messages.
- Student perceptions are being communicated through social media including: Student Blogs, Websites, informal student channels, Google Review. We need to make sure we are accessing them.
- We need to develop "Student-centred" marketing not "inside-out" marketing.
- Profiling students: Relates to English life cycle experience for students at university.
- Collate evidence to show, for example that employability statistics increase because of the role English language development plays.
- Previously, organisations distributed the message through agents. We need to let go and base marketing on students. The evidence we want can be derived from student success, by tracking and publishing how students perform in Semester 1 at university.
- Compare Semester 1 performance of university direct entry students (ie English Proficiency test) in comparison to pathway or external entry students.
- We could also develop Internal Marketing to improve perception and relationship between Uni English College and Faculties, as Uni English colleges need to keep proving their value. Market the perception that Uni English Colleges do something complimentary to English Colleges.
- The key marketing messages which can be used to differentiate UECA include:
 1. Hub and 4 spokes concept: Academic context, Social Network, Physical Space, Financial Sustainability.
 2. Segmenting Operation: Messaging needs to be "wrapped up" with broader marketing message of the university. Which raises the question "What are the marketing messages for UECA?"
 3. Students don't see value in Academic Preparation skills. Need testimonials.
 4. Close proximity to campus.
 5. Use YouTube tools.
 6. Use a point system to engage students similar to a frequent flyer point system. Therefore, packaging relates to the UECA member experience.
 7. Consider "tweeting" different messages for different markets. For example, China is price-sensitive.
 8. The Value ADD proposition is important.
 9. Confront the price competition.

| | |
|--|--|
| The Quality Issue | <p>Break-out groups identified elements of quality that are important to the UECA mission:</p> <ol style="list-style-type: none"> 1. Brand relationship with university, including brand linkages such as IT, teacher competency, intercultural competence, diversity, campus experience, access to university services, Australian student interaction, opportunities for faculty and school engagement, Alumni success tracking, networking and leveraging best practice. 2. It's not easy to measure the "plus" of quality, therefore focus on differentiation and integration factors, such as socialisation with Australian students, Academic Faculty guided acculturation, Administration integration, and cultural integration. 3. Concept of "Experienced" ELICOS students inducting new students. This creates a sense of belonging to a community. This could be done formally. 4. It was noted that some ELICOS centres have their own "unique" student card i.e. student ID is different from mainstream university student cards. "Sense of Belonging" is important to students. 5. Quality in relation to staff at UECA centres; better research. 6. Quality in terms of researching and tracking student experience, even generationally e.g. Colombo Plan. |
| Operationalising the 4 Strategic Pillars | <ol style="list-style-type: none"> 1. Membership Services Feedback <p>Noting that it was difficult to keep within boundaries because of crossover issues, five key strategies were identified:</p> <ul style="list-style-type: none"> • Develop a key message for UECA. • Establish online support group. • Social networking with local events. • Establish some form of mentoring and peer exchange. • Need an online option for those that can't make events. 2. Professional Development <p>The key important differentiating factors for UECA PD were seen as:</p> <ul style="list-style-type: none"> • Research related: Discussion around AEIC, NEAS, English Australia, WECA PD Fest. • The UECA PD Fest is defining element of brand; PD Fest is training ground for teachers also provides a career path for teachers; utilise events to expand mailing list; focus on Workshops for UECA; Use best of PD Fest and create podcasts or screencasts. Noted that PD was the most visible element of UECA - retain payment of "winner" to go to next event. • NEAS Conference and English Australia conference has guaranteed UECA a place. • Deliver webinars: target PD to Directors of Studies i.e. tiering concept. • Need a Better approach to mailing list: Filter processes and send information about other PD events automatically. • Agreement from EA to recognise points on framework. • Expertise in Academic Teaching and relate PD to academic teaching. • UECA to propose EAP Specific components to EA Framework. This will be appealing to pathway providers. |

3. Research

Noting that the UECA annual budget for research is only \$45,000 the following ideas were proposed:

- Combine Benchmarking with research.
- Research the lifecycle of students, including Engagement.
- Research the question "Are 'Engaged' students more successful?"
- Are we adapting methodology relative to the length of course students take? e.g. 40 weeks vs 5-10 weeks?
- Does what institutions do online have any impact on what teachers do in the classroom?
- Research the feasibility of offshore delivery in comparison to onshore delivery.
- UECA Action Research with Cambridge; i.e. Research for collective needs.
- Research into ELICIOS staff working in faculty research teams.
- UECA to provide framework for research.
- Build a UECA community of practice. This would add belonging, credibility, differentiation, and loyalty.



Following lunch, we were pleased to welcome Jane Woolnough from Oxford University Press. Jane told us more about **epigeum** (<https://www.epigeum.com/>), a series of online courses designed to help universities and colleges transform core activities in teaching, research, studying and leadership and management.

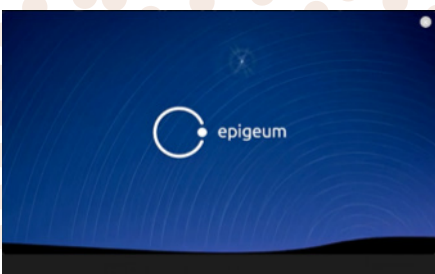
Epigeum courses are developed through a global collaboration of experts and partner universities. Courses are shared by subscription.

Already, around 29 Australian universities subscribe to **epigeum**.

After the workshop, we repaired directly to AIEC 2016, where again this year UECA opened an information stall in the conference Exhibition Centre.



UECA Directors at our information booth at AIEC 2016



You can watch a brief epigeum introductory video online here: <https://www.epigeum.com/>

EVENT FEEDBACK

2017 CAMTESOL CONFERENCE

UECA is a primary sponsor of the annual Cambodian TESOL Conference in Phnom Penh (CamTESOL).

The 13th Annual CamTESOL Conference on English Language Teaching was held on 18-19 February 2017 at the **Institute of Technology of Cambodia**.

The theme for the 2017 conference was **Building a Regional Community: English Across Platforms**.

The conference was co-opened by H.E. Minister Hang Chuon Naron of the Ministry of Education, Youth and Sport (MoEYS), H.E. William A. Heidt, Ambassador Extraordinary and Plenipotentiary of US Embassy to the Kingdom of Cambodia, and Mr Simon Fellows, Charge d'Affairs A.I. of Australian Embassy to the Kingdom of Cambodia. Registration for the conference totalled 1,725, among whom 685 participants came from 34 countries specifically for the event. There were 350 provincial teachers at the conference sponsored by various individual and institutional donors.

The CamTESOL-UECA Regional ELT Research Symposium was held at the Cambodian Korean Cooperation Center (CKCC) all day on Friday 19 February. It was attended by 221 participants from

18 countries with 59 presentations given. Notably, the Symposium attracted high quality researchers including PhD students, researchers and professors. More than 50% of the participants were resident in Southeast / East Asia, which made the Symposium truly regional.

The CamTESOL-NEAS Regional ELT Leadership Forum was held at the Cambodiana Hotel on the afternoon of Friday 19 February. It was attended by 101 participants from 12 countries. Most of the attendants are managers and leaders in the ELT field from Southeast / East Asia. This forum has provided a platform for regional managers and leaders to learn and share best practices in ELT management, and provide a networking opportunity.



13th Annual CamTESOL Conference

on English Language Teaching



Additional activities included:

- **Orientation Program for teachers from the provinces**
- **Presenters' Warm Up Reception**
- **Educational and Cultural Visits**
- **Conference Dinner**

The conference had a total of over 403 presentations including papers, workshops and posters. You can read more on the conference website here: <http://www.camtesol.org/Camtesol/2017%20Conference>

Heather Thomas, UECA Secretary and English Language Centre Manager/ Acting General Manager at UOW College, University of Wollongong was there. Here's Heather's feedback on the event:

I was thrilled to attend the CamTESOL conference and Research Symposium on behalf of UECA this year. CamTESOL is one of the best organised conferences I have attended with a huge diversity of streams and workshops to choose from. With over 1500 delegates from the whole Asia Pacific region there is dynamic atmosphere with opportunities to exchange ideas with teachers and researchers from many countries. I came back from the conference with lots of great connections as well as ideas I would like to implement in our centre. It was also my pleasure to meet the researchers who will be sponsored by participating UECA centres this year as part of the Research mentoring program. They are dedicated professionals who are exploring great ideas and are committed to improving the quality of English language teaching across the region.



UTS:Insearch was there too. Here's their CamTESOL team in support of the UECA Regional Research Symposium:

The UECA Regional Research Symposium, held during CamTESOL, is the largest

research symposium in the region and the associated UECA Research Mentoring Program connects teachers at UECA member colleges with teacher researchers in the ASEAN region. This is the first year we have a researcher from Laos!



2017 CamTESOL research grants mentoring recipients

A big thank you to Member colleges who help support the UECA Regional Research Symposium. The number of UECA colleges who have agreed to sponsor General Research is now 8!

1. Curtin University
2. Deakin University
3. University of Adelaide
4. University of New South Wales, UNSWIL
5. University of Newcastle

6. University of Western Australia
7. Western Sydney University
8. University of Wollongong

If you want to know more about the Research Grants Mentoring Program and to learn how your College can participate, please don't hesitate to contact the UECA Secretariat or email the project coordinator Darren Brookes at camtesolresearchers@gmail.com

SO, WHAT'S HOLDING YOU BACK? WHY NOT GET ON BOARD FOR 2018 CAMTESOL CONFERENCE!

The 14th Annual CamTESOL Conference on English Language Teaching will be held on 10-11 February 2018. The theme for the 2018 conference is **English Language Teaching in the Digital Era**.

Key dates for CamTESOL 2018:

Call for Papers

08 May – 05 September 2017

Advertising and Sponsorship available

18 July 2017

Notification of selected abstracts

02 October 2017

Early Registration

01 September 2017 – 05 January

Deadline for presenter registration

05 January 2018

Deadline for educational and cultural visits registration

05 February 2018

Deadline for artwork and advertising related inserts

12 January 2018

Pre-conference activity: Educational Site Visits

09 February 2018 (Friday Morning)

Pre-conference activity: Regional ELT Research Symposium

09 February 2018 (All Day)

Main Conference

10 – 11 February 2018

Conference Dinner

10 February 2018

Deadline for submission of full papers to be considered for LEiA publication

08 March 2018



APPLICATIONS FOR THE 2018 ROUND OF ENDEAVOUR SCHOLARSHIPS AND FELLOWSHIPS OPEN IN APRIL

The Australian Government Department of Education & Training manages the Australia Awards–Endeavour Scholarships and Fellowships scheme. Endeavour Scholarships and Fellowships are competitive, merit-based opportunities for Australians to undertake study, research or professional development overseas and for overseas citizens to do the same in Australia.

For a description of the award categories, go to: https://internationaleducation.gov.au/endeavour%20program/scholarships-and-fellowships/australian-applicants/australian_categories/pages/australian_categories.aspx

Recipients gain invaluable international experience in study, research or professional development. All recipients receive a travel allowance of \$3,000 (with provision to pay up to \$4,500 under special circumstances), an establishment allowance of \$2,000 (fellowships) or \$4,000 (scholarships), monthly stipend of \$3,000 (paid up to the maximum category

duration on a pro-rata basis), health insurance for the full category duration, and travel insurance. Endeavour Scholarship recipients also receive tuition fees paid up to the maximum study/research duration on a pro-rata basis. Tuition includes student service and amenities fees.

To help support recipients, the department has also engaged a contractor to provide post-selection support services including: a dedicated case manager, pre-departure briefings, advice on health, travel insurance, accommodation, security, payment of allowances, and reporting to the department on recipients' progress.

The scheme also includes a special Endeavour Executive Fellowship valued up to \$18,500 to enable recipients to

engage in 1 – 4 months of professional development overseas. The Endeavour Executive Fellowship focuses on learning and building skills and knowledge through a host work environment in the applicant's field or area of expertise rather than through formal enrolment in a study program.

Why not include an introduction to the Australia Awards–Endeavour Scholarships and Fellowships scheme in your next staff PD session?

You can learn more about Australia Awards–Endeavour Scholarships and Fellowships scheme here: <https://internationaleducation.gov.au/endeavour%20program/Scholarships-and-Fellowships/Pages/default.aspx>



FIVE MINUTES WITH NINA KHAIRINA, NATIONAL PRESIDENT OF THE COUNCIL OF INTERNATIONAL STUDENTS AUSTRALIA.

This edition, we speak with Mustika Indah (Nina) Khairina, CISA National President, and the CISA Public Relations Officer Karen Cochrane, about the big issues facing international students this year at Australian universities, and particularly university English language colleges.

Now recognised as a holistic voice for international students in Australia by the local, national and international community, CISA is the Council of International Students Australia, the national peak student representative organisation for international students studying at the postgraduate, undergraduate, private college, TAFE, ELICOS and foundation levels in Australia. The Council represents around 600,000 international students.



Since its inception in July 2010, CISA has been presenting a unified voice for all international students in Australia. CISA is not aligned with any political party. 'This allows CISA the freedom to openly and freely advance the CISA position on issues for the betterment all international students,' Nina pointed out at the outset of our conversation.

'As the national peak student representative body, independently run by international students for international students,' Nina told us, 'the CISA vision and mission is directly relevant to UECA institutions. This is because we can provide a means of consulting and engaging directly with international students that attend UECA institutions. And this is what students want,' she emphasised.

In addition to being the CISA Public Relations Officer, Karen also responds to and represents the needs and concerns of ELICOS students, including those at UECA member colleges. 'We want to make sure that student voices are heard today,' Karen

continued. 'When a student group or the institution become a member of CISA, we can assist the institution by running events relevant to the students.'

Nina continued, pointing out that examples of relevant events that can be hosted at UECA colleges include hosting student roundtable events in partnership with various government entities, as well as arranging talks so that the students can learn about their rights as an international student on relevant topics such as their visa, accommodations, and welfare. 'We can also discuss best practices and advocate for non-racial, non-discriminatory law reform concerning international students,' she said.

You can see an example of a CISA workshop here: <http://www.cisa.edu.au/news/grievance-training/>

In September 2016 CISA held its inaugural grievance training aimed to equip the equity and welfare portfolios in handling international student grievances per the best

CISA IN SHORT

The Council of International Students Australia (CISA) is the national peak student representative body independently run by international students for international students studying at the postgraduate, undergraduate, private college, TAFE, ELICOS and foundation level.

CISA was inaugurated on July 7, 2010 at the University of Tasmania, Hobart through the joint efforts of the National Union of Students (NUS), Council of Australian Postgraduate Associations (CAPA) and the Australian Federation of International Students (AFIS) to form a unified voice for all international students.

You can learn more about CISA, and watch a brief introductory video on the CISA home page at <http://www.cisa.edu.au/>



practices in the industry. The main aim of the training was to help complaint handlers be more aware of best practices and resources available to international students to handle their grievances. Key aspects included:

- Steps to making a complaint
- How to make a complaint to your education provider
- Organizations that can help students to complain
- If grievance remains unresolved, how to contact the relevant ombudsman (State/Territory ombudsman, Overseas Students Ombudsman)
- Who to contact about other issues (work rights, discrimination/racism, accommodation, health insurance, student visa issues and immigration advice)

When asked about CISA's overall priority list for action in 2017, Nina was quick to point out that 2017 is the year in which CISA aims for the creation of state committees that will allow for consultation on state-specific issues with CISA.

'We have also opened up CISA to volunteers that are part of the international student community,' she continued. Karen expanded on this point, adding 'In my PR portfolio, for example, I have had the opportunity to work with 15 volunteers

on various tasks such as Social Media, Marketing, and Web Design. I hope the students can use the skills they learned working at CISA to find relevant jobs in the fields.'

CISA is also looking to increase its membership of institutions and student groups that represent VET, TAFE, ELICOS and Foundation levels, Nina observed, 'so that we can have new insights on issues that specifically affect the sector.'

And helping students with state-specific issues is important because, as Nina pointed out: 'This is a complicated subject and key issues vary between states.' However, both Nina and Karen were quick to point out that from their consultations with students and their own personal knowledge and experiences with international student issues, the three top matters in 2017 that will affect study success for international students in university English language colleges are shaping up to be:

1. Financial Hardship. 'International students often do not realise how expensive Australia really is,' Nina said. Karen further expanded on this point. 'Financial hardship can be due to many factors, such as expensive accommodation and the cost of full-priced public transportation.'

2. Language Barriers. 'It can be difficult moving to a new country,' Karen reminded us. 'Imagine moving to a country where you only have basic knowledge of the language,' Nina said. And focusing directly on the ELICOS sector, she continued: 'Language barriers can decrease the ability to attend to basic needs and necessities such as ordering food. Communication obstacles can substantially increase the stress of the student's experience while attending UECA institutions.'

3. Homesickness and educational expectations. 'It can be very alienating moving to a new country where you not only struggle with the language but you also move here alone,' Karen said. 'There are a lot of family pressures to be successful and to continue their education in the parent university. Sometimes this pressure can be too much for the student to bear and they end up negatively affecting their mental health.'



The 6th annual CISA conference, held at Charles Darwin University on 5-8 July 2016, in partnership with StudyNT and the Northern Territory Government, and supported by Charles Darwin University.

Our discussion with Nina and Karen concluded with a reminder about the CISA annual conference in July.

In recent years, the CISA's National Conference has attracted over 200-250 delegates from all industries throughout Australia. Representatives from Legal Aid and other government departments, education agencies, students and others interested in international education have joined in the conversation.

'The CISA annual conference provides an important opportunity for government bodies, stakeholders and students gather together and listen to each other, sharing inspirational and interesting opinions and goals,' Nina explained. 'The conference

welcomes education, government and business representatives to engage with students and work with CISA to continue to improve international education and the student experience in Australia.'

The CISA Conference is also a time to celebrate students, student associations, education institutions and government success and contribution to international education. Karen expressed the hope that UECA member colleges might attend the conference, and encourage their staff to contribute papers, 'Especially if you have experiences and stories to share regarding our three key issues this year of helping students to overcome financial hardships, language barriers, homesickness and educational expectations.'

You can find out more about the CISA annual conference in Canberra on Monday 3 July 2017 by visiting the CISA website, or by emailing Karen at publicrelations@cisa.edu.au

If you would like your college to join CISA, email Nina at pres@cisa.edu.au

MORE ON 'WHAT STUDENTS WANT'

– INTERVIEW WITH UTS STUDENT WAEL ALENAZY



Homesickness, strong educational expectations, language barriers, and cultural acclimatisation. Saudi student Wael Alenazy has experienced it all over the past 8 years as an international student at UTS.

Here in discussion with Wael just two weeks prior to his return to take up an Assistant Professorship at King Saud University, we put a personal face to CISA's key issues in 2017.

We firstly asked Wael to describe his Australian "journey", what courses he undertook and when; what he's doing now; and about his plans for the future: 'I first arrived in Australia in 2009 to study academic English at Insearch: UTS. After about nine months I gained entry into a Bachelor degree in Computer Systems and Software. That was challenging, but rewarding in so many ways, both professional and personal. Once I settled in, I really liked being in Sydney and living the lifestyle here.

After graduation, I returned to King Saud University in Riyadh where I am a member of the staff. Back home, I kept thinking about living and studying in Sydney, and a couple of years later I declined an offer for further studies at Rochester University in New York. I opted instead to return to Sydney to undertake my Masters in IT at UTS. This in turn led to a PhD research project at UTS, looking at issues with smart classrooms and comprehensive strategies for digital education in first year university education settings. Oh yes, and along the way, I married, and my lovely daughter Valentine was born in Sydney. You guessed it; February 14 just two years ago.'

'So, it's been a busy and exciting time. But

now that I've just finished my doctorate I'm heading back to KSU to take up an appointment as assistant professor in the Preparatory Year Deanship program, something much like the Foundation year at UTS.'

That's quite a journey! To probe a bit deeper, we asked Wael: When you started learning English in Australia, what was your first thought?

'First thought; really? My family back home – coming all the way to Sydney (and I didn't really even know where it was!); my first trip overseas – I missed my family just so much that the loneliness and longing seemed to overtake everything else. It was exciting, sure, but the need to stay connected back home made concentrating on learning English just so hard.'

Wael went on to describe his experiences when he started learning in Australia with no knowledge of English. 'The language barrier was incredible. We [my Saudi colleagues and I] could go no farther than restaurants,' he said. 'With no local language or knowledge to draw us out, we stuck together in class to support each other. And this only made settling in even harder. If only we had more knowledge of Sydney, and English before we arrived!,' he reflected.

So, how could your English language college have helped you better in your early days in Australia? Wael replied: 'Some of the teachers were very helpful, I must say. They

tried to get us to mix with students from other countries, but it was hard. Homestay helped. It is good to have a teacher available who can speak our language, and can help us understand a bit better.'

'And, I could have mixed more with classes at other levels, socialising together sometimes; that sort of thing. I think that would have helped too,' he said. 'You know, mixing with students at different levels would encourage those of us at the lower level. And, as we advanced, we would be able to see just how much we really were improving by comparing ourselves to the new group – that would have given us an insight, and motivation to keep going.'

'Looking back,' Wael mused, 'I think one of the hardest things was meeting the high expectations that everyone had of us, especially as we were scholarship students. Starting from scratch, eight months is such a long time, and after a while it got boring. We were so homesick that we sort of "plateaued" in our learning, and that made it even harder.'

UTS:INSEARCH Academic Adviser Jing Gu said Wael's feelings of homesickness and difficulties communicating outside his cultural group are not uncommon.

"There are a number of things which can help deal with these issues. Firstly, I would encourage students to join the Student Activities Club to participate in a range of social events all year. It helps them to overcome their shyness in a welcoming environment. Another way to make friends is to be social with classmates during group work," Gu said.

"If students have low levels of English, they can talk to an academic advisor for help to access resources or visit the Learning Centre. Our Learning Centre contains a range of easy-to-use resources to help develop English skills, as well as course books."

Gu said that another way for students to overcome homesickness is to meet people in class of different backgrounds, who may be facing the same challenges.

"If a student feels very homesick or is facing other difficulties, they can also be referred to a UTS psychologist for further help."



As to any advice that Wael would offer to other new students arriving from his home country, the answer was direct: 'Start with some basic English before you leave home. Study the place you're going to. Keep close contact with home. Get out and about; join in the activities and excursions as much as possible to keep your interest up and boost your ambition to continue. And, don't be afraid to ASK for help or assistance; the teachers and staff at your school really do want to help.'

Wael's journey has brought him a long way over the past eight years, and his reflections on the early days of learning English at a university English language college are a timely reminder to us all about

the importance of our role. Education is the centerpiece of any study abroad trip, but our role is not just being an academic English pathway to university - our colleges are also a great way for international students to really experience and understand the people, traditions, and culture of Australia.

If you would like to learn more about Wael's Australian journey, he can be contacted at w.alenazy@ksu.edu.au

Thinking of the key student issues such as overcoming homesickness, strong educational expectations, language barriers, and cultural acclimatisation, perhaps you have a story from your college of how some of your students have risen to the challenge. If you'd like to share an interesting story

about a student's Australian journey, just contact the UECA secretariat and we can arrange publication in an upcoming UECA newsletter.

You can read more about Deanships at KSU here: <http://py.ksu.edu.sa/>



NEAS CORNER

NEAS and UECA are soon to formalise a strategic partnership for the specific purpose of supporting quality in the English Language Training sector through exchange in the provision of human and physical resources that

enables maximum coverage and use of high quality teaching and learning staff and pedagogies.

NEAS CEO Patrick Pheasant has highlighted that under the terms of agreement, UECA members will have access to NEAS professional development opportunities, quality learning series and support for quality assurance. NEAS will continue to support UECA PD Fests to ensure both UECA members and NEAS member centres have access to quality professional development in multiple locations across Australia. NEAS will also conduct quality assurance training, professional development and industry support activities with staff and teachers on location at participating UECA member colleges.

UECA President David Larbalestier is excited by the partnership. "It affords many benefits to participating centres," he said,

"including marketing and promotion to a broader English Teaching network on best practice and new products and services, platform opportunities for participating members to share information and develop staff, benchmarking activities both international and national, shared research and data information, diversity in professional development activities customised for Teachers, Managers, and Directors, and opportunities to contribute to and shape policy development of ELT standards in the Australian marketplace."



Would you like to know more about NEAS and their services in the area of Quality Assurance? Call NEAS on 02 9954 6077 or email neas@neas.org.au

**2017 NEAS
MANAGEMENT
CONFERENCE**

SAVE THE DATE
11-12 MAY 2017

THE Q FACTOR
DEVELOPING
A CULTURE
OF QUALITY



ENGLISH AUSTRALIA CORNER

This edition we're pleased to introduce another new segment to our newsletter, English Australia Corner.

Would you like to know more about English Australia and their services? Call English Australia on 02 9264 4700 or email easec@englishaustralia.com.au

CHANGE IS ON ITS WAY – IT'S JUST SLOW TO ARRIVE

Reviews of the legislation and regulation that governs our industry do not occur very often and when they do occur they do not happen quickly. Of course, such an important process should not be rushed, but as those across the sector are aware the Education Services for Overseas Students (ESOS) Act 2000 review was completed in 2015. The first round of amendments related to the removal of study periods, changes to the reporting of student defaults and refunds, and flexibility in paying tuition fees upfront coming into effect in December 2015, with changes related to registration and regulatory process taking effect in July 2016.

The cascading pieces in the legislative framework being the National Code of Practice for Providers of Education and Training to Overseas Students 2007 (National Code) and the National Standards for ELICOS providers and courses (ELICOS Standards) were scheduled for review, post finalisation of the ESOS Act review, which as noted above was back in 2015. However, the Federal election that was called for 2 July 2016 put the entire process on hold as the government went into caretaker mode.

The wheels of change started spinning in the third quarter of 2016 and indeed the informal consultation process was well and truly advanced regarding both the National Code and ELICOS Standards by this point. However, as the end of the year (2016) drew closer it became apparent that despite best intentions the review process would not make

it into the public arena until the New Year.

The public consultation process has now concluded for the National Code and the participation by over 120 English Australia members in the recent webinars the Department of Education and Training (DET) held exclusively for us demonstrated the desire from members to contribute to the process. Whilst we eagerly await outcomes from that process, the commencement of the public consultation for the ELICOS Standards continues to be pursued.

English Australia has been working closely with DET and the regulators to address high level issues in the ELICOS Standards, mainly related to the definition of ELICOS, which has allowed a small (but growing) segment of providers to exploit a loophole in teaching courses that are predominately English Language to international student visa holders but not adhering to the ELICOS Standards. The current delay in releasing the ELICOS Standards is to ensure any potential change will address this issue and will be enforceable by the regulators, even if other pieces of legislation require amendment as well. I believe the public consultation will occur shortly and I look forward to working with UECA to ensure that whilst the wheels of change have turned slowly we do not miss this critical period, as history shows reviews do not occur very often and when they do occur they do not happen quickly.



BOOKMARK THIS DATE!

The 2017 English Australia conference will be held in Adelaide from 20 – 22 September with the 2017 theme of **Empowering Global Citizens.**

As always, the conference will provide professional development and up-to-date information to enable you to learn from and network with colleagues and peers from around Australia as well as government stakeholders, regulatory bodies and suppliers of products and services to the English language sector.

You can visit the conference website here: www.eaconference.com.au

UECA MARKETING COLLATERAL

UECA Marketing collateral is ready for you!

You can choose from:

- table top banner
- bookmark
- sliding puzzles
- A5 brochure
- folders
- newsletters

Contact the Committee to order your UECA marketing collateral. Remember, it's your ideas that make the UECA marketing collateral useful.

Your ideas for further collateral, both digital and tactile, are welcomed. Ideas could include, pens, notepads, highlighters, pencil case etc. Digital collateral could be logos etc. Just provide feedback to the Committee.



UECA 2017 EVENTS CALENDAR

Here's an update of the 2017 UECA Events Calendar. When finalized later this month you will be able to access the calendar online at <http://www.ueca.edu.au/news.php>. You can also keep track of TESOL events worldwide via the tesol International Association Worldwide Calendar of Events at <http://www.tesol.org/attend-and-learn/calendar-of-events>.

2017 DATES

EVENT NOTES

TBA 2017

UECA Participation in Austrade Missions

Austrade missions are designed to profile and position Australia's strengths and capabilities in Teaching English to Speakers of Other Languages (TESOL) and English as a Foreign Language (EFL). Meetings, briefings and networking opportunities with government, industry, peak bodies and tertiary education institutions will enable participants to identify new and emerging opportunities, while allowing UECA and its member institutions to promote Australia as a leading provider of high quality English language and training programs. Key areas of focus include initial teacher training, English language delivery for scholarship applicants and prospective applicants, as well as English for the workplace.

TBA Dates, Destinations and Participation Fees.

TBA Registration deadlines.

TBA Austrade MIP website links

TBA March 2017

Announcing the 5th wave ELT Barometer data collection project

In March, expect an announcement regarding the multilingual English Language Training (ELT) Barometer survey.

The ELT Barometer is an independent and confidential feedback process, which allows English Language program providers to track the decision-making, perceptions, expectations and experiences of their international students. The study provides a snapshot of what students think is important as well as an insight into how satisfied they are with their experience in terms of learning, living and support.

In Australia, English Australia coordinates the project with support from the Australian Government, Department of Education and Training. The project is facilitated by survey partner i-graduate.

Friday 20 January 2017

Committee Meeting (Teleconference)

3:00pm - 5:00pm by Teleconference

A summary of the meeting outcomes will be included in the next UECA newsletter.

Friday 17 February

CamTESOL Regional Research Symposium

The 13th Annual CamTESOL conference will be held at the **Institute of Technology of Cambodia** Phnom Penh. Conference theme: Building a Regional Community: English Across Platforms.

Website: <http://www.camtesol.org/2017-conference>

Saturday 18 – Sunday 19 February 2017

CamTESOL / UECA Regional Research Symposium (Cambodia)

The UECA Regional Research Symposium, held during CamTESOL, is the largest such symposium in the region and the associated UECA Research Mentoring Program connects teachers at UECA member colleges with teacher researchers in the ASEAN region.

UECA is a primary sponsor of the annual Cambodian TESOL Conference in Phnom Penh (CamTESOL). Again this year, we will be staffing a UECA information booth. How UECA members benefit:

- Face-to-face exposure to national and international delegates from the TESOL industry;
- Maintaining our high profile with existing and emerging target markets;
- Generating new business opportunities through networking with teachers and administrators and evaluating market trends;
- Meeting regional decision makers who have an interest in supporting English language teaching throughout Cambodia and the region;
- Demonstrating our involvement with, commitment to, and support for the industry.

Friday 17 March 2017

Committee Meeting (Teleconference)

3:00pm - 5:00pm by Teleconference

A summary of the meeting outcomes will be included in the next UECA newsletter.

Monday 20 – Thursday 23 March 2017

The 12th annual Asia-Pacific Association for International Education Annual Conference and Exhibition is a key regional forum region for bringing together policy-makers and education experts from around the world to improve professional skills and learn about new developments in international education.

Venue: Kaohsiung Exhibition Center (KEC), Taiwan. Website: <https://www.apaie.org/conference/2017/intro/>

April 2017

English Australia Journal Vol.33, No.1 publication

The English Australia Journal is published twice each year, in April and September. It welcomes contributions from those involved in TESOL teaching, training and research. Contributors receive a complimentary copy of the journal issue in which their article or review appears. Published articles and reviews also appear on the English Australia website when the issue goes online.

General information and detailed guidelines for contributors can be found on the English Australia website at <http://www.englishaustralia.com.au/journal>

Authors can submit their work for review at any stage, noting the review and revision process for peer-reviewed articles can take several months. For enquiries, contact Phil Chappell at journal@englishaustralia.com.au

Saturday 1 April 2017

English Australia Queensland PD Fest

The English Australia Queensland Branch PD Fest is an annual event that attracts English language teachers from around Queensland and Australia and showcases best practice in English Australia member colleges.

Venue: Sir Llew Edwards Building, ICTE, The University of Queensland, St Lucia
Cost: \$50

Register here: <https://docs.google.com/forms/d/e/1FAIpQLScyHwTmdprVPTngjZhhPcRTFaBIKVCi8G4V7hV9DzbPca12pg/viewform>

Wednesday 10 May 2017

AGM in Sydney

UECA2017 AGM Wednesday 10 May, 10:00am - 12:00pm + lunch from 12:00pm - 2:00pm – venue Board Room, UTS:INSEARCH, Level 9, 187 Thomas Street, Sydney.

Thursday 11 – Friday 12 May 2017

Advocacy at NEAS Management Conference (Sydney)



Neas convenes an annual conference for enhanced quality and professionalism for the ELT sector. The conference welcomes managers, teaching staff, students and other professionals associated with ELT and AMEP centres and programs.

Venue: Dolton House Darling Island Wharf, Pyrmont.

Theme: The Q Factor.

Website: <http://www.neas.org.au/conferenceevents/>

Saturday 13 May 2017

UECA/NEAS PD Fest



Venue: Centre for English Teaching, University of Sydney, at Darlington Lane.

Theme: Leadership, Engagement and Diversity in an Academic context.

Cost: \$65 for teachers from member institutions.

UECA conducts two PD Fests each year. The PD Fest aims to provide professional development for teachers by teachers at UECA, NEAS and EA member institutions. This full day of professional development includes opening and closing keynotes, four sessions of 45 minute workshops in four streams, exhibitor space, lunch, networking opportunities and an early evening social event. UECA offers a \$1,000 prize for "Best Presenter" at each PD Fest. The prize takes the form of reimbursement up to \$1,000 for expenses incurred by the best presenter to attend the next PD Fest and present the winning workshop to a new audience.

Online presenter applications now open

Registrations open 17 April 2017

Website: [http://www.ueca.edu.au/pdfest2017/index.php](http://www ueca.edu.au/pdfest2017/index.php)

Monday 3 July 2017

CISA Annual Conference

The CISA annual conference provides an important opportunity for government bodies, stakeholders and students gather together and listen to each other, sharing inspirational and interesting opinions and goals. In recent years, the CISA's National Conference has attracted over 200-250 delegates from all industries throughout Australia. Representatives from Legal Aid and other government departments, education agencies, students and others interested in international education have joined in the conversation. The conference welcomes education, government and business representatives to engage with students and work with CISA to continue to improve international education and the student experience in Australia. The CISA Conference is also a time to celebrate students, student associations, education institutions and government's success and contribution to international education.

Venue: Canberra TBA

Cost: TBA

Register: online registration link TBA

July 2017

English Australia State-based
Member Forums & Statistics
and Market Analysis Seminars

Presented by Brett Blacker, English Australia CEO (held nationally in English Australia branches around Australia). Exact dates and venues will be confirmed by English Australia.

Watch their website at: <http://www.englishaustralia.com.au/2017-live-pd-events.html>

Friday 21 July 2017

Committee Meeting

3:00pm - 5:00pm by Teleconference

A summary of the meeting outcomes will be included in the next UECA newsletter.

Saturday 29 July 2017

UECA/NEAS PD Fest Melbourne

Enjoy the vibrant culture that makes Melbourne famous! Save the date for our upcoming PD Fest in Melbourne on Saturday 29 July, hosted by Monash College English Language Centre at Level 4, 222 Bourke Street, Melbourne.

Watch for further updates on the UECA website.

Cost: \$65 for teachers from member institutions.

UECA conducts two PD Fests each year. The PD Fest aims to provide professional development for teachers by teachers at UECA, NEAS and EA member institutions.

This full day of professional development includes opening and closing keynotes, four sessions of 45 minute workshops in four streams, exhibitor space, lunch, networking opportunities and an early evening social event.

UECA offers a \$1,000 prize for "Best Presenter" at each PD Fest. The prize takes the form of reimbursement up to \$1,000 for expenses incurred by the best presenter to attend the next PD Fest and present their workshop to a new audience.

September 2017

English Australia Journal
Vol.33, No.2 publication

The English Australia Journal is published twice each year, in April and September. It welcomes contributions from those involved in TESOL teaching, training and research. Contributors receive a complimentary copy of the journal issue in which their article or review appears. Published articles and reviews also appear on the English Australia website when the issue goes online.

General information and detailed guidelines for contributors can be found on the English Australia website at <http://www.englishaustralia.com.au/journal>

Authors can submit their work for review at any stage, noting the review and revision process for peer-reviewed articles can take several months. For enquiries, contact Phil Chappell at journal@englishaustralia.com.au

Saturday 2 September 2017

Advocacy at Sydney TESOL
Colloquium

The University of Sydney TESOL Research Network Colloquium provides a forum to discuss and share research in the area of TESOL as well as explore possible future research collaborations in this area. The colloquium is a place for networking, for established and new TESOL researchers.

Date and Venue: TBA

Call for papers: TBA

Registration: TBA

Friday 22 September 2017

Committee Meeting (Teleconference)

3:00pm - 5:00pm by Teleconference

A summary of the meeting outcomes will be included in the next UECA newsletter.

**Wednesday 20 - Friday 22
September 2017**

Advocacy at English Australia
Conference

Theme: Empowering Global Citizens <http://www.eaconference.com.au/>

Venue: Hilton Hotel, Adelaide.

Abstract submission opens: 29 March 2017

Registration opens: 29 March 2017

Abstract Deadline: 21 April 2017

Earlybird registration: 30 June 2017

Sign up to the mailing list to be kept up to date TBA Date, Venue and Time / UECA Director's Workshop.

TBA October 2017

Benchmarking Survey
Results Presentation

TBA Benchmarking closes - June.

TBA Benchmarking opens – March/April.

TBA Benchmarking registration deadline.

Benchmarking allows you to compare your activities with UECA peers. Benchmarking helps you gain a retrospective comparative view of your operations to help identify future initiatives and activities to improve performance.

The UECA Benchmarking survey looks at 8 specific areas of Member operations:

1. Measures of scale and size;
2. Source countries of students;
3. Relationship to university;
4. Research;
5. Student recruitment and student services;
6. Scholarships and philanthropy;
7. English language proficiency;
8. NESB students

Download a summary of the 2014 and 2015 benchmarking findings by joining our mailing list. A detailed report is available to UECA members who participate in the benchmarking. Please contact UECA Secretary directly for a copy of the report.

Tuesday 10 October 2017

Director's Workshop at AIEC (Hobart)

UECA Directors' Workshop Tuesday 10 October, 11:00am - 1:00pm + lunch from 1:00pm - 3:00pm

TBA Venue.

TBA Workshop theme.

Tuesday 10 – Friday 13 October

Booth at AIEC Conference

Now in its 21st year, the Australian International Education Conference (AIEC) is a major opportunity each year for international education practitioners, teaching staff, researchers, policy makers and other stakeholders to learn about major industry trends and to network with Australian and international colleagues.

Conference theme: Embracing Diversity.

Venue: Hotel Grand Chancellor, Hobart.

TBA Abstract submission opens.

TBA Abstract deadline.

Registration opens: June 2017.

TBA Early bird registration closes.

Website: <https://www.ieaa.org.au/what-we-do/australian-international-educationconference>

Friday 10 November 2017

Committee Meeting (Teleconference)

3:00pm - 5:00pm by Teleconference

A summary of the meeting outcomes will be included in the next UECA newsletter.

PUBLISH OR PERISH?

'It is really a jungle out there. Choosing the right international journal for your research paper can be a daunting task and the process may seem complicated,' writes Dr Willy A. Renandya of the National Institute of Education at Nanyang Technological University Singapore. Published in the eJournal English Language Teaching World Online <http://blog.nus.edu.sg/eltwo/> Dr Renandya offers advice on choosing a journal 'first find out whether the journal is primarily a teaching (pedagogical; intended for classroom teachers) journal or an academic (research) journal.'

A good local example of a teaching-oriented journal is the English Australia Journal <https://www.englishaustralia.com.au/journal> An example of an academic journal is TESOL Quarterly <http://www.tesol.org/read-and-publish/journals/tesol-quarterly> His advice is for novice publishers is to 'start with teaching-oriented journals (of the generalist type) as these tend to have a



lower entry barrier (i.e., higher acceptance rate).'

Here's a link to Dr Renandya's interesting article (Renandya, W. A., 2014. Choosing the right international journal. ELTWorldOnline.com. Vol.6, June 2014). You may like to use the article and the advice offered to stimulate discussion at one of your next research forums:

https://www.academia.edu/2064493/Choosing_the_right_international_journal_in_tesol_and_applied_linguistics

NOTES, THOUGHTS, IDEAS

Australian Catholic University
Australian Catholic University Limited

Bond College (BUELI)
Bond University

Central Queensland University
CQ University Australia Rockhampton

Curtin English
Curtin University

Deakin University English
Deakin University

VU English
Victoria University

English Language and Foundation Studies
Newcastle University

Griffith English Language Institute (GELI)
Griffith University

Hawthorn Learning Pty Ltd
University of Melbourne

Intensive English Language Institute (IELI)
Flinders University

La Trobe University
La Trobe University

Union Institute of Languages (at JCU)
James Cook University

Macquarie University English Language Centre
Macquarie University

Monash University English Language Centre
Monash University

QUT International
Queensland University of Technology

SCU College
Southern Cross University

Swinburne University English Language Centre
Swinburne University

The English Language Centre
University of Adelaide

Open Access College
University of Southern Queensland

University of New England English Language
& International Services
University of New England

University of Tasmania (English Language Centre)
University of Tasmania

UWA Centre for English Language Teaching
University of Western Australia

University of Wollongong College
University of Wollongong

UNSW Institute of Languages
University of New South Wales

Institute of Continuing and TESOL Education (ICTE-UQ)
University of Queensland

Centre for English Teaching
University of Sydney

UTS:Insearch
University of Technology, Sydney

The College
Western Sydney University

BENEFITS OF JOINING UECA

- Participation in UECA marketing events
- Shared research and benchmarking
- Use of website for student recruitment and information sharing
- Use of brand, logos and membership information
- Participation for member institutions' teachers in professional development events
- Professional development events for Directors and Marketing Officers
- Input to outreach and policy development activities of UECA

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Ben Stubbs, Deakin University

Carolyn Matthews, CET University of Sydney

ueca.edu.au

AN AUSTRALIAN EDUCATION TAKES YOU ANYWHERE YOU WANT TO GO