

Welcome

*This
month's theme*

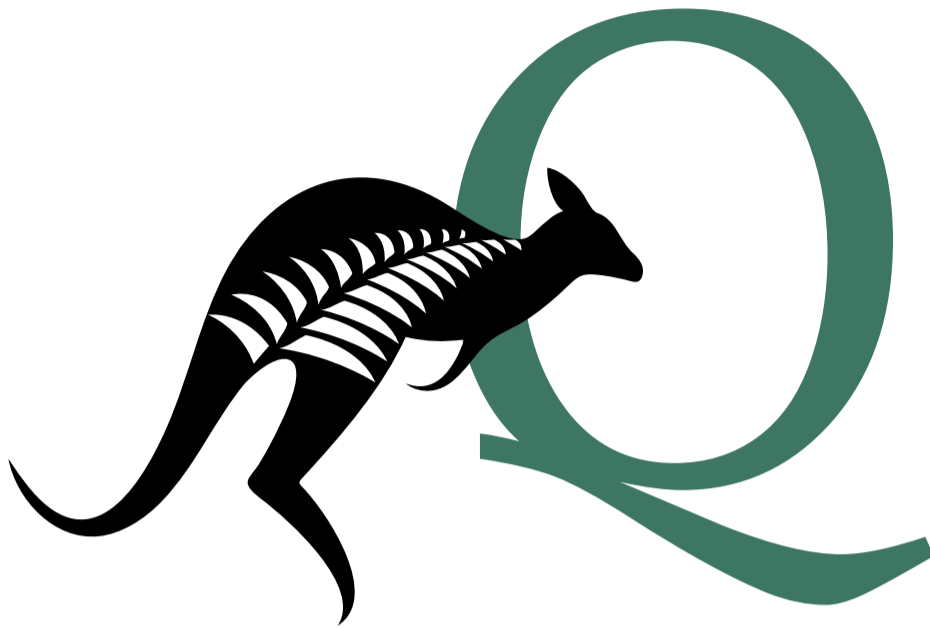
*Sharing
good practice*

*For your
information*

*Professional
development
opportunities*

JANZSSA

Click on headings to access sections of this newsletter



Questions & ANZSSA

Australian and New Zealand Student Services Association, Inc.

Welcome from the President, Jordi Austin

Hello and welcome to this month's Question and ANZSSA.

The theme for this month is programs and initiatives around International Students. Below you will find a number of articles describing innovation in programming for International students, ranging from establishing friendships, identity and connection, through to skills development outside of the class room. We are being challenged to think about our international students as Global Citizens, mobile, skilful and inter-culturally diverse. This perspective opens the door for fruitful conversations about assisting these students develop as global leaders of the future.

There are a number of articles about recent professional development and network activities, wonderful to see so many activities in the regions and professional groups within ANZSSA.

Please also note important information about the 2015 Hobart conference. The program has really taken shape, and many thanks to all ANZSSA members and colleagues who have submitted to present at the conference. The NASPA conferences for 2016 have been announced, with inclusion of information from the NASPA president, Dr Kevin Kruger. I encourage ANZSSA members to consider applying for the exchange to NAPSAs 2016 in Indianapolis. These exchanges provide an excellent

opportunity for professional development, expanding knowledge and experience across our borders.

The theme for next month will be focusing on Mental Health, and I am pleased to announce that ANZSSA is a primary sponsor for the Second Australia and New Zealand University Mental Health Day. Further details of how you can get involved will be available on our website soon.

Until next time, stay well.

Jordi Austin
President, ANZSSA

9/15

This month's theme is **Supporting International students.**

English Conversation Groups

Seon Nyeong Kim

International Student Welfare Coordinator, Student Support Services, University of Western Sydney
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"My English is not good enough", is a very common response from international students when asked why they do not engage. However, international students have expressed their desire to engage with local people, including domestic students.

English Proficiency might be something we expect of international students who study university degrees in Australia, however, in reality, they often feel inadequate in class and when relating socially with local students. It seems that a lack of confidence may create a barrier to the quality of international students' life and study experience.

International students don't feel confident asking questions in class or participating in group discussions or activities. In a foreign country with so many hurdles of culture and language to overcome, international students also have difficulty approaching academic and professional staff for assistance offered by the University.

International students shy away from opportunities to socialise and interact, thus isolating themselves further. It may be cultural issues, being self-conscious of their pronunciation, lack of knowledge on topics of discussion or lack of confidence. Anecdotal feedback I have received is that international students try to fit into 'Australian Culture' but continue to feel like they don't belong. They become homesick or depressed as they find it difficult to make friends or even find some common ground with local people. They tend to restrict their social lives to same-culture peers, which exacerbates their social isolation and further separates international students and local students. However, students who make good social connections with other students or people in the community in the early stage of their settlement have a greater sense of belonging and better academic progression.

In response to the challenges international students face, the English Conversation Groups Program (ECG) started as a trial to provide an opportunity for them to practice their spoken English and to meet other students in a fun, friendly and non-judgmental environment. Using English as common ground, this program helps both local and international students get to know each other, share their culture and connect on a personal level. This is a peer-led program - student volunteers are experienced students who have gone through similar experiences at the University. The program was developed not only to help international students build confidence in their spoken English and make friends, but also to allow them to embrace their own culture and feel part of the diversity of



the University, hence having a greater sense of belonging.

The program runs for five weeks and students attend a one hour conversation group per week. Following a successful trial in Spring 2014 at the main campus (Parramatta campus, Sydney) the program was expanded to additional campuses in Autumn 2015. Currently ECG is running at multiple UWS campuses (Parramatta, Parramatta CBD, Bankstown, Campbelltown, Penrith, Nirimba campus), providing support to international students as well as commencing domestic students from culturally and linguistically diverse (CALD) backgrounds. Student volunteers (facilitators), predominantly local students, run the ECG sessions and are recruited from the School of Humanities and Communication Art, School of Education and MATES@UWS (peer mentoring

program). By participating in a weekly conversation session with peers, international students get to share their opinions on current affairs and their culture without feeling pressured or embarrassed. International students are exposed to many different accents (including the Australian accent), gain local knowledge and learn how to have respectful conversations with people from different backgrounds.

Student facilitators are provided with training prior to the program commencement. The training focuses on development of cross-cultural understanding as well as strategies to facilitate English conversation. A lot of freedom and flexibility is given to facilitators to organise and manage their groups which creates a feeling of ownership and leads to group development.

The aim of the program is to offer a stepping stone for an international student's journey, and help them build confidence in themselves. The program also breaks down prejudice and barriers as students from many different backgrounds are encouraged to embrace diversity. Being able to connect and talk about different topics with people regardless of where they come from is a big deal for international students.

Feedback from the participants was very positive. International students who take part really appreciate the opportunity and wish it was offered for a longer period.

"I not only gained more confidence, but also enjoyed making many friends and learning about different cultures."

"It is a good program, looking forward to receiving more help

and continuing for other students as well."

The feedback from student volunteers suggests that the program helped them develop their employability skills, expand their cultural knowledge and understand International Students better.

"We are all different, and I did not know what to expect in the beginning, but through this program, I learned that we have a lot more in common than differences. It was such a great opportunity to know about International Students and their cultures."

"Conversation Groups helped to be more confident with myself and helped to prioritise my tasks, to develop skills such as active listening and facilitating a group with culturally diverse backgrounds. The sense of happiness you feel when one of your participants come up to you and tell that they are more comfortable with talking to people from different culture is beyond anything you can describe."

Not only is English the means of study but it is also an important tool that could make international students' experience of University and Australia a lot better. Having confidence in speaking English enables international students to ask important questions when they need to, to understand the regulatory requirements of universities and government agencies, to broaden their social network, and to deal with their personal issues more effectively in Australia. Furthermore, the peer-led learning environment brings mutual benefits to all students involved in the program, contributing to their global mindset.



International students, their friends and their ambitions

Dr Catherine Gomes

Senior Research Fellow, School of Media and Communication, RMIT University
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Dr Catherine Gomes will be a keynote speaker at a symposium to be held in Wellington New Zealand on Monday 19 October. (For details, see PD opportunities section of this newsletter). Catherine shares some of her research findings in this article.



Let's talk about friends.

International student service providers are often concerned that international students are not making enough or, in some cases, any friends with local students. There is good reason for concern as studies have shown that international students with very few local friends tend to be lonely, isolated and generally unhappy; this impacts upon their entire overseas study experience. Often, studies tell us that international students hang out with other international students who are co-nationals – fellow international students from their home nations. Hence living and studying overseas does not really expand their knowledge and appreciation of what their host nation has to offer since they have no real connection to anyone there.

My own work on international students in Australia and Singapore tells me that they make friends with co-nationals and thus lack locals as friends for a variety of reasons. These include practical motives (e.g. it is easier to communicate with co-national international students sharing a native language) to negative experiences with locals (e.g. classmates do not want to hang out with them after class). Are international students really doing an injustice for themselves by seemingly limiting their friendship networks to only fellow international students from the homeland?

International students make friends based on their self-perceived identities. A fundamental identity marker for them in transience is their nationality. Hence the majority of their friends will come from the home nation – this happens despite their length of stay in the host country. In Singapore for instance, international students

and former international students on work visas informed me that almost all their friends there are co-nationals. They explain that they have very few meaningful relationships with Singaporeans despite being in the city-state for an average of 7 years and most frequently being themselves of Asian heritage.

Likewise in recent research I conducted with colleagues from Melbourne University and IDP Education, we found that less than one per cent of the 6699 international students we surveyed online in Australia had domestic students as friends who were of the same ethnic background as them. This was despite 4.4 percent stating that the majority of their friends were local students. International students in other words had more Australian friends who were ethnically dissimilar from them. Clearly ethnic similarity is not a condition for blossoming friendships.

A reason for this could be because international students and Australians who are ethnically similar to them have different concerns navigated by citizenship. Asian-Australians for instance are concerned about issues of acceptance, integration, assimilation and acculturation while Asian international students do not see themselves in those terms fundamentally because they are neither Australian nor permanent residents. Instead they identify themselves as global citizens and navigate friendships in Australia as well as in Singapore strategically along those lines.

Transnational global mobility is a common global phenomenon. About a third of the international students I spoke to in Singapore have experienced living in other countries other than the home and host nations. For many it is because they accompanied their parents on their work placements. However those whose only experience living overseas was because of their current study considered themselves global citizens or citizens of the world. They were proud of being international students and felt that this made them distinct from local students.

The international students I surveyed in Australia and Singapore are savvy individuals. While they may have more friends in their social circles who are co-nationals, they also extend their social networks to international students from elsewhere. They explain that they make friends with other international students because they are fellow global citizens who one day may prove helpful in terms of future business opportunities. Moreover the international students I spoke to have aspirations for further transnational mobility where they see themselves

living and working in the big financial capitals of Euro-America. Very few of the 120 international students I spoke to in both countries wanted to return to the home nation after they finished their studies. While more international students in Singapore wanted to gain permanent residence than those in Australia, respondents did not see themselves as settling permanently in either of those countries with transnational mobility at an early stage of their post-study adventure.

So how can service providers better support international students? If international students see themselves as global citizens with a hunger for future transience working outside the home and host nations, perhaps service providers can facilitate this by tapping on existing global alumni networks during their study. Alumni here could act as mentors – even remotely through social media – with current international students. Putting international students in touch with alumni thus allows them to develop their self-perceived identity as global citizens, possibly nurture inter-personal relationships with individuals who are not co-nationals, provide possible post-study opportunities and allow alumni to be involved in some way with current students.

Assisted Placement of International Students Project

University of Tasmania Assisted Placement of International Students (APIS) project

A mini mentor session at the NAGCAS Conference described the Assisted Placement of International Students (APIS) Project.

APIS in the workforce will assist to increase the attractiveness of Tasmania as an international student destination, help employers with hard-to-fill vacancies throughout the year, and increase the diversity of the Tasmanian workforce.

WHY

- Study by Tasmanian School of Business and Economics (TSBE UTAS) showed ongoing issues International Students (IS) have in accessing work, with many students reporting inappropriate employment practices and cash employment a common occurrence. 40% of students surveyed stated they had found it very difficult to find work in Tasmania whilst studying.
- Opportunity for UTAS to improve recruitment if support for appropriate employment pathways in place
- Opportunity for tourism industry to better utilise pool of international skills

WHO

- In 2014, the University of Tasmania (UTAS) partnered with The Tasmanian Hospitality Association (THA), TasTAFE and key employers to connect IS with vocational skills development and employment opportunities in Tasmania.
- Under the partnership, IS were invited to apply for a free hospitality training program through TasTAFE, equipping them to fill casual employment vacancies with partnering businesses.
- Focus for 2014 was on vacancies (particularly in peak season) in the hospitality and tourism industries.

FUNDING

- Funded by a \$50,000 contribution from the State Government matched by the University. This \$100,000 in partnership funding was awarded to THA to:
- Fund the development a two week hospitality training program tailored for IS
- fund the delivery of training by TasTAFE
- cover administrative costs associated with placing up to 80 IS in seasonal & ongoing vacancies in the
- hospitality sector in metropolitan and regional Tasmania, including identifying & recruiting IS

SELECTION

- CDE staff were responsible for promotion and recruitment of student participants during Semester One. This involved developing EOI, a range of promotional approaches, clarifying expectations of the program with applicants, screening written applications and eventual face to face interviews of each short listed applicant.
- Provided IS students with experience of formal job application process in Australia.
- Use of Careerhub for scheduling interview appointments & use of workgroup.
- Interviews conducted with THA on campus.
- 72 students across Hobart and Launceston selected

HOW

The 2 week training program took place in mid semester break, and included essential requirements for those entering the tourism and hospitality industries such as:

- Responsible Service of Alcohol
- Food safety and hygiene
- Customer service
- Food and beverage service skills
- Food, wine and local area knowledge

PLACEMENT

- Training & placement process was coordinated via THA, students attended work placement of up to 1 week duration in various work places (majority went for 2-4 days, varying shifts).
- Majority of students who wanted to participated in a work placement.
- Ensuring appropriate working environments was critical to the success of this pilot as matching students and employers effectively will result in sustainable employment outcomes as well as positive word of mouth and formal testimonials for future iterations of this program.

OUTCOMES

- Anecdotal feedback from students on quality of training, networks made
- Numbers of students who have gained employment (to be evaluated fully Jan 15)
- Employer feedback (EG Port Arthur Historic Site recruited 8 students – ‘the quality of applicants was outstanding’).
- Increased IS student’s awareness of Careers service and CareerHub - Follow up careers appointments / workshops / resume review support for participating students
- Survey monkey – to be completed in Jan 15 in conjunction with THA
- Hopeful to run program again in 2015



For more information, contact Brigid Wilkinson (Career Education Officer, UTAS) brigid.wilkinson@utas.edu.au +61 (34) 62 43 4747

Theme for October newsletter

Next month's theme is **Student Mental Health and Wellbeing**. Members are encouraged to submit contributions about activities, initiatives, research and professional development related to this theme. Any piece, big or small, would be very much appreciated.

Please send all contributions (including photos) to ANZSSA@vuw.ac.nz by Monday 21 September 2015.

Welcome

This
month's theme

Sharing
good practice

For your
information

Professional
development
opportunities

JANZSSA

Are there any exciting programs or initiatives you are engaged in at your tertiary institution? Spread the word! We'd love to hear from you. Please send all stories to: ANZSSA@vuw.ac.nz

Breaking the Barriers - supporting and engaging first-in-family university learners and their families

Friday 14 August - 9:30 - 2:00 Griffith University

Dr Sarah (University of Wollongong) and Dr Cathy Stone (Higher Education Consultant and previously Director, Student Experience, Open Universities Australia) presented the findings of their OLT funded research into first-in-family learners at this professional development event, co-sponsored by Griffith University and ANZSSA. They also demonstrated the range of resources available on the website developed as an outcome of the research. Some 70 staff from five universities in South East Queensland attended the event, and evaluations were very positive.



New Zealand Peer Learning Conference

In June this year, the Student Learning team at Victoria University of Wellington hosted the third National Peer Learning Forum. Thirty participants from Otago, Lincoln, Canterbury and Victoria Universities and CPIT, Weltec, Whitireia, Bethlehem Tertiary Institute and Manakau Institute of Technology attended. Those who attended the Forum shared best practice around the theme of “building student leaders’ transferable skills”.

Otago and Victoria Universities already have well-established PASS (Peer Assisted Study Support) programmes, and participants from elsewhere were keen to learn how they might foster peer learning at their institutions. With this in mind, the gathering agreed to establish an online repository of shared resources and plans are underway to hold the fourth national forum in June 2016.



A particular highlight was a student presentation. A team of PASS Mentors from Victoria University described their role as senior Leaders overseeing more than 100 PASS Leaders in groups of 5-8. Four of the twelve Mentors, Hayley Heyes, Quenten Highgate, Phyllida Duncan and Zoe Popplewell, took time from their exams and added public speaking to their transferable skills by sharing their journey. E ata rangatiratanga, from Leader to Mentor.

University Health Providers Network Meeting

Kim Turudia

Medical Services Practice Manager, Deakin University
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Over the last few years Practice managers and Campus nurses have been meeting on an annual basis to discuss student health services, the meetings were an ideal opportunity to discuss factors unique to these services, network and learn how others. University health services provide services to a campus community, it is a unique setting, we are not in competition with each other as we would be in private practice, so there is an enormous amount of goodwill amongst the network members to share innovations and ideas, collaborate and discuss the road ahead and what we may or may not be facing. The delivery of primary health services is an uncertain and challenging at this time for those working in University health services, community



health and privately owned practices.

In 2014, Kim Turudia the Medical services practice manager at Deakin University and Glenda Langford, Health Services Manager at Swinburne University decided to take on the challenge of reinvigorating the meeting. The network was renamed from Practice Managers to the University Health Providers Network to ensure it included not just practice managers and nurses but other people working in this area including, health promotion officers, GP's and allied health.

The Network meeting was held in July 2015 at the Deakin University City Conference centre, the perfect location for visitors from interstate to stay in the heart of Melbourne. The conference was warmly opened by Deakin University Vice Chancellor, Professor Jane den Hollander who spoke of the importance of student health and wellbeing and the inclusive work undertaken in health services to ensure we can support all students on their journey whilst at University.

Invited guest speakers covered topics including;

- International student sexual health network and its current work and future planning.
- Health Reform, opportunities and threats and survival in a bulk billing environment.

- Emerging Infectious diseases in the International student population.
- Travel health update by Dr Mark Newell from Swinburne University.
- Update on the Young and Well CRC projects by Dr Lena Sancic, Melbourne University.
- Presentations from Universities including UWA speaking about its Fit for Study Program, Deakin University campus nurse, Kelly Favaloro presented on the Role of Health Coaching in a campus health service.
- Managing unreasonable Complainant Behaviour by Dr Grant Lester.
- The role of Safer Communities on campus and how these work alongside student health and wellbeing services.

The objective of the meeting was to reinvigorate the University Health Providers Network, to broaden its membership to include all those working in various roles within Student Health and Wellbeing services on campus, as well as to provide high quality education and networking opportunities for those attending.

All those attending understand the importance of Student Health and wellbeing services on a University campus and how integral the services we provide are to student academic success and retention. The provision of services to staff on campus is also significant as staff health and wellbeing is a priority for many Universities ongoing.

The meeting was an outstanding success and the objective of reinvigorating the network and ensuring it's ongoing success was achieved with offers from participating Universities to host the meeting in the next few years. It also provided an opportunity to include other practitioners into the conversations, which was welcomed as collaboration and sharing is the key to learning from each other.

The experience of bringing the group together and the partnership between Swinburne and Deakin University in organising the meeting ensured that the University Health Providers Network will continue to expand and grow in significance into the future, a great outcome.

If you wish to join the Network, please contact Kim Turudia, Medical Services Practice Manager, Deakin University
kim-jane.turudia@deakin.edu.au

This section is for little tid bits or gems of information that could be helpful for ANZSSA members.

Please send all FYIs to: ANZSSA@vuw.ac.nz

Welcome

This
month's theme

Sharing
good practice

For your
information

Professional
development
opportunities

JANZSSA

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ANZSSA Hobart Pre-Conference Survey

This survey aims to stock take the state of the art of Tertiary Counselling Services within ANZSSA territory. It is circulated through this newsletter to all ANZSSA members working at Tertiary Counselling Services on all levels. The survey's results will be presented by Wolfie Mayr at the ANZSSA Conference in December 2015 in Hobart (scheduling not finalized yet). It will be summed up and commented (with a short comparison to similar Services in Austria and Germany) as a "bounce off" for the panel discussion following the presentation.

Main points of the survey will be the relevance within the tertiary institutions, organisational structures, funding, how changes in the tertiary counselling services have affected staffing, mental health/ "accumulative vicarious trauma" in Counselling Services (and the addressing of), as well as work satisfaction in Services across Australia and New Zealand.

Your participation is essential for getting a panorama of Services in Australia and New Zealand. So thank you for your participation, for taking a 10 to 15mins max for getting through this survey.

Click here for the survey: <https://www.surveymonkey.com/r/DJP5YWS>

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NASPA's President, Kevin Kruger, PhD, Welcome for the 2015-2016 Academic Year

As the 2015-16 academic year begins, I wanted to send my well wishes as you welcome students back to campus. I'm sure you have already hit the ground running. As your professional association, NASPA leads the way in many key issues and we are proud to represent you in all we do.

I want to call your attention to the latest work of the NASPA Research and Policy Institute. The RPI team will host a Policy Briefing Series the last week of each month. Please join us for these interactive Live Briefings to find out the latest information in policy each month. And, in case you were out this summer, RPI also published "5 Things Student Affairs Professionals Should Know about Disability Law."

As a kick-off to the new academic year, we're offering a 20 percent discount* on NASPA publications. Visit the NASPA bookstore and enter discount code MEM-15. NASPA's three journals are also a great resource and wonderful member benefit: the Journal of Student Affairs Research and Practice, the NASPA Journal About Women in Higher Education, and the Journal of College and Character. As part of NASPA's new publishing partnership with Routledge, in addition to NASPA's three scholarly journals members now have FREE online access to the Community College Journal of Research and Practice and Change: The Magazine of Higher Learning. To access any of these important higher education publications, visit <http://journals.naspa.org>, select the journal of your choice, and log in with your NASPA username and password.

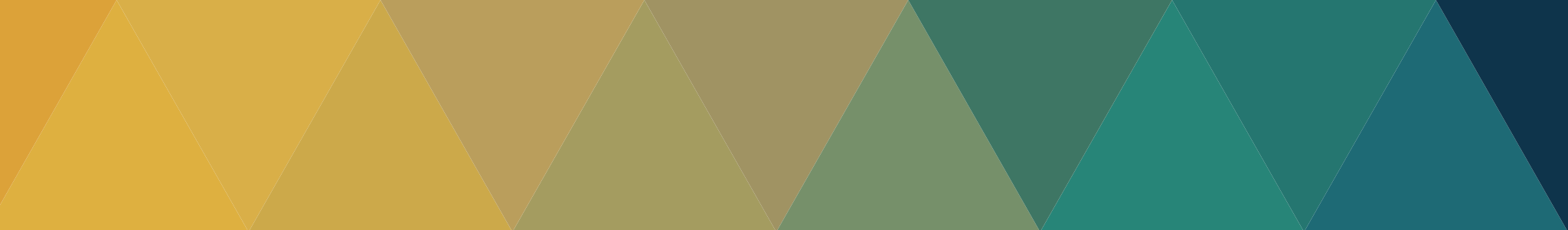
And finally, I want to point out some upcoming professional development opportunities:

Dec. 10-12, 2015

- The 2015 NASPA Student Affairs Law Conference in Washington, DC will offer the latest on issues including sexual assault prevention, legal issues, and mental health.
- 2015 NASPA Multicultural Institute in Miami, FL will provide a focus on equity, inclusion, and social justice in higher education.

Jan. 21-23, 2016 – We're offering three conferences in one. Attend the 2016 NASPA Strategies Conference focused on Violence Prevention, Alcohol and Other Drug Abuse Prevention, and Mental Health. These Conferences held in Orlando, FL provide student affairs practitioners the tools to effectively address these issues through a variety of integrative approaches.

March 12-16, 2016 – The 2016 NASPA Annual Conference, held in beautiful Indianapolis, IN, will bring together thousands of student affairs professionals for the premiere student affairs gathering.



We hope to see you at one of our upcoming programs.
We know you have an exciting and challenging year
ahead and we're here to support you any way we can.
Best of luck for a successful year.

Kevin Kruger, PhD, NASPA President

Wellington ANZSSA, ISANA, ATLAANZ joint symposium

Monday 19 October 2015, 9.15am-4.00pm, Victoria
University of Wellington Kelburn Campus, Wellington

Family and Facebook: Creating connections for students
via family, community, web and social media

Dr Cathy Stone will share findings from an Australian
cross-institutional research project that looked at
supporting and engaging first-in-family university learners
and their families.

Dr Catherine Gomes will consider the connection and
disconnections created through use of social media by
international students in Australia and Singapore.

The symposium will provide an opportunity for attendees
from our three professional organisations to network and
participate in stimulating discussions.

You can register at tinyurl.com/AAI-symposium

ANZSSA 2015 Conference

Hobart, 6-9 December 2015

The provisional programme for the conference is
now available and early-bird registrations close on 21
September.

We look forward to seeing you in Hobart.

For more information about the conference and to
register, please visit: [http://www.conferencedesign.com.
au/anzssa2015/index.html](http://www.conferencedesign.com.au/anzssa2015/index.html)



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Exciting professional exchange opportunity for ANZSSA members

NASPA Conference and University Visits

Indianapolis, Indiana, USA, March 12-16 2016

We are seeking expressions of interest from current ANZSSA members who would like to be considered for an opportunity to attend the 2016 NASPA Conference and International Symposium in Indianapolis, Indiana, USA, 12-16 March 2016. See conference website at: Conference2016.naspa.org

This visit is part of the ongoing exchange agreement between ANZSSA and NASPA (Student Affairs Administrators in Higher Education, USA) which provides for each organisation to host 3 delegates for 5 days, including attendance at each other's national conferences every 2 years and visits to local universities where possible.

Successful applicants will be expected to fund their own travel expenses and other incidentals. NASPA will fund conference registration, six (6) nights accommodation, most meals and local travel to and from the university visits.

Successful applicants may be expected to participate as members of a panel discussion at the International Symposium in Indianapolis and to represent ANZSSA through their full attendance at all events organised by NASPA for the delegates. They will also be required to provide feedback on their exchange experience through a presentation at an ANZSSA regional conference in 2017, a report for the ANZSSA website and/or a submission of a journal article to JANZSSA.

Applications must be submitted in writing, via email, in accordance with the instructions below, by the closing date of 23 October 2015.

Application Instructions:

Applications should include:

1. A brief resume, giving full name, qualifications, current role, relevant work experience and relevant professional training, experiences, activities and achievements which you would like to highlight..
2. A covering letter addressing the following:
 - State whether you are a current financial member of ANZSSA

- What you expect to gain from the exchange visit
- How you would implement learnings from the visit in your workplace and professional networks
- If you have been on a previous NASPA exchange visit
- What you see as the major current issues in the Australian and/or New Zealand Higher Education sector
- How competent and confident you would feel to discuss these knowledgeably with others in an international forum, where you would be expected to represent the Australia/ New Zealand higher sector

Please submit your applications by 23 October 2015 to: heather.mcleod5@gmail.com All applications will be assessed by a panel of three members of the ANZSSA Executive, none of whom are applicants. Looking forward to receiving your applications!

Good luck!

ANZSSA Queensland Regional Professional Development Event

Cultural Perspectives in Supporting Students ...deepening our understanding to improve our practice...

Friday 4 September - University of the Sunshine Coast - 10:00 - 3:30

This seminar will provide an opportunity for learning more about various cultural perspectives that our students may bring to their learning - Pacific Island and Maori; Aboriginal; Torres Strait Islander; and Chinese. The nature of the discussion will be very informal, encouraging participants to examine their understandings and awareness of these cultures, the ways these perspectives impact on the student experience, and opportunities to make our learning contexts more inclusive. Tea/coffee on arrival, lunch and afternoon tea provided.

Registration: \$60 (ANZSSA members); \$70 (non-members)

Please register online by 28 August 2015 [Online Payments/ Conferences Events]: click [here](#)



Understanding International Education

Enhancing international student engagement

Increase your understanding and knowledge of international education to provide an excellent experience for international students

Cutting edge

International Education: Issues and trends in theory, policy and practice is a new postgraduate-level course offered that is designed for people working in international education. It aims to increase their understanding of intercultural dynamics so they can provide an improved student experience.

Practical

This course will provide opportunities for you to take what you're learning and apply it to your own role in teaching, policy or support. You will learn the theory behind good practice and have the opportunity to share your professional experience.

Flexible learning

Continue to work full-time while you study from anywhere in New Zealand or overseas. This course is taught entirely online using e-readings, video and an online blog.

Option to go further


We offer other online courses that will complement this International Education course and allow you to complete a postgraduate qualification.

This course runs from 16 November 2015 to 12 February 2016. To find out more about this course and whether it's right for you contact:

Chris Beard , +64 (4) 463 9757, chris.beard@vuw.ac.nz

Stephanie Doyle, +64 (4) 463 6657,
stephanie.doyle@vuw.ac.nz

For more information including the range of postgraduate course options visit: <http://www.victoria.ac.nz/education/study/postgraduate>



Welcome

*This
month's theme*

*Sharing
good practice*

*For your
information*

*Professional
development
opportunities*

JANZSSA

The Journal of the Australian and New Zealand Student Services Association (JANZSSA) is your professional development journal

Submissions to JANZSSA

Submissions are invited to JANZSSA, published twice-yearly in April and October. JANZSSA accepts submissions for refereed papers (double-blind peer reviewed) and non-refereed papers, as well as best practice case examples, conversation pieces, reports and book reviews. JANZSSA is the ideal forum for publication of papers directly related to the work and interests of those who are working with students and interested in improving the student experience. Submission guidelines can be downloaded from

<http://www.anzssa.com/complete-editions> or email cathy.stone@newcastle.edu.au for more information.