**UNE L&T Symposium 2025 – Presentation Synopsis**

**1. Title of Presentation:**

*Attrition prevention and the avoidance of unintentional harm*

**2. Presenter(s) Name(s) and Affiliation(s):**

Professor Jennifer Charteris, Dr Harriet Ridolfo, Dr Kristy O’Neill, Ms Sarah Oluk, Mr Guido Posthausen, Dr Vanessa Sewell,

Acknowledgement: Professor Sue Gregory Dr Jonathan Moss, Dr Kashmira Davé, Ms Julie Barker,

**3. Main Takeaways:**

***Takeaway 1:*** Building capacity in inclusive, culturally responsive, trauma-informed, and caring pedagogies through effective induction is essential for addressing attrition and promoting student well-being, especially for low SES, Indigenous, and regional students.

***Takeaway 2:*** Practical tools, including an online induction package and Wellbeing Toolkit, support staff to embed universal design, cultural safety, trauma sensitivity, and care in tertiary teaching and learning environments.

**4. Application in Educational Contexts:**

***Teaching Methods:***

* By integrating Indigenous voices and designing inclusive content, educators foster respectful and inclusive learning environments where all students feel valued. You can adapt unit materials to authentically incorporate Indigenous voice and create a learning environment that affirms diverse cultural identities and epistemologies.
* A pedagogy of care and trauma informed approach to teaching is embedded through relational approaches, deep listening, and the creation of safe spaces for all students.

**Assessment:**

* Resources assist staff in designing scaffolded, proportionate assessments that uphold academic integrity and cater for diverse student needs.
* The induction program guides educators to develop inclusive assessment tasks that offer multiple ways for students to demonstrate their learning, ensuring accessibility and fairness for all learners.

**Student Engagement:** [*Specific ways the presentation's content can be incorporated into student engagement – provide 2 sentences of 40 words or less – if not applicable indicate with NA*.]

* Culturally responsive and trauma-informed practices enable meaningful engagement, particularly for students who may otherwise feel marginalised.
* Embedding the Wellbeing Toolkit and shared success approaches encourages students to access relevant supports and fosters a sense of belonging.

**Curriculum Development:** [Specific ways the presentation's content can be incorporated into Curriculum Development – provide 2 sentences of 40 words or less – if not applicable indicate with NA.]

* The induction program supports staff to integrate Indigenous perspectives, care, and trauma-awareness throughout curriculum design, not just as add-ons.
* Universal Design for Learning principles facilitate personalised, accessible learning experiences across diverse programs and disciplines.

**5. Valuable Sources and References:**

**Source 1:** Bennett, B., & Gates, T. G. (2024). Decolonization and trauma-informed truth-telling about Indigenous Australia in a social work diversity course: A cultural safety approach. *Journal of Ethnic & Cultural Diversity in Social Work*, *33*(3), 153-166. <https://doi.org/10.1080/15313204.2022.2154882>
**Source 2:** CAST – Universal Design for Learning Guidelines (Practical guidance for implementing UDL in tertiary teaching.) https://udlguidelines.cast.org/

**6. Weakness and Area for Future Research:**

**Weakness:** The induction program’s effectiveness relies on staff uptake and engagement, which may be limited by workload pressures and competing priorities.

**Future Research:** Future research could examine student outcomes and staff experiences longitudinally, exploring how sustained use of inclusive pedagogy impacts retention, belonging, and well-being across different cohorts.