Queensland University of Technology
Brisbane Australia

This is the author's version of a work that was submitted/accepted for publication in the following source:

Nelson, Karen J. & Creagh, Tracy A. (2011) Developing a social justice framework to ensure good practice in higher education. In James, Bronwyn (Ed.) *Association of Academic Language and Learning : Critical Discussions about Social Inclusion*, June 10, 2011, University of Wollongong.

This file was downloaded from: http://eprints.qut.edu.au/42092/

© Copyright please consult the authors

Notice: *Changes introduced as a result of publishing processes such as copy-editing and formatting may not be reflected in this document. For a definitive version of this work, please refer to the published source:*

Roundtable

Developing a social justice framework to ensure good practice in higher education

Karen Nelson and Tracy Creagh
Queensland University of Technology

As higher education institutions respond to government targets to widen participation, their student populations will become increasingly diverse, and the mechanisms in place to support student success and retention will be more closely scrutinised. The concept of student engagement is a key factor in student achievement and retention and Australasian institutions have a range of initiatives aimed at monitoring and intervening with students who are at risk of disengaging. Within the widening participation agenda, it is absolutely critical that these initiatives are designed to enable success for all students, particularly those for whom social and cultural disadvantage have been a barrier. Consequently, initiatives of this type must be consistent with the concept of social justice and a set of principles would provide this philosophical foundation for the sector. An Australian Learning and Teaching Council (ALTC) project[1] that involves ten Australasian universities, is designing of a suite of resources which include: (1) a set of principles for good practice in MSLE, (2) a good practice guide for the design and implementation of institutional MSLE policy and practice, and (3) a collection of resources for and exemplars of good practice to be taken up by the sector. These resources will be made available to guide good practice for monitoring student learning engagement (MSLE), in ways consistent with the notions of equity and social justice. This workshop session will provide an opportunity for participants to examine a draft set of principles and to discuss their potential value for the participants' institutional contexts.

[1] Australian Learning and Teaching Council Competitive Grant CG10-1730 2010-2012: *Good practice for safeguarding student learning engagement in higher education institutions.*

Critical Questions:

How do the draft social justice principles relate to the Higher Education context?

What perspectives of social justice should underpin MSLE activities?

What are the institutional implications for adopting a set of social justice principles?

Which of these principles will be of most benefit to individual institutions?