GENEVIEVE JACOBS:  
Ladies and gentlemen, good morning. Let's get going, please. If you wouldn't mind taking a seat, if you haven't already?   
  
An instant hush falls; you are so well behaved. Ladies and gentlemen, welcome to the second day of the Pathways Conference for 2016.   
  
I am Genevieve Jacobs from ABC Radio. A couple of housekeeping issues, if you are one of our keynote speakers, please try to keep yourself to time. It is a tight schedule. We have a lot to talk about, like we did yesterday. Crucially, it allows for time for questions at the end, which opens up the presentation to engage everyone in the room.   
  
Keep your presentations concise, we can all work on those ideas.   
  
If you do have any issues, anything else that is happening, we have got volunteers providing assistance through the conference. You can find them at the registration desk. Members of the Pathways Conference are also happy to assist.   
  
Volunteers are wearing either an ANU or Canberra University T-shirt. See the registration desk for details.   
  
Please do turn off your phone at this point, or turn it on silent - you don't want it to be the one with the nuclear alert signal because your partner forgot to get the cat from the vet.   
  
Auslan interpreters are available in all the concurrent sessions, and Ai-Media are providing captions in all concurrent sessions.   
  
This ballroom is being transformed from one room into three, so please move out quickly so staff can make that happen.   
  
Toilets are the far right.   
  
Assembly spaces are the front and rear of the hotel, through the car park, across the road, alternatively the car park at the end of the road.   
  
The silent auction is open for viewing throughout the morning. It closes at 1:45. You need to get on with it if you are making bids today. Successful bids will be recorded on the betting sheets and displayed during afternoon tea. If you have been placing bids, check them out.   
  
If you have been successful, take the bid to the registration desk where you can arrange payment using cash or credit card. It will be stamped ‘paid’. Hand it to a volunteer to collect your items, and remember proceeds from the silent auction, generous donations from many friends, all the funds are returned to the conference.   
  
The network event is being held at the absolutely gorgeous Pialligo Estate farmhouse, literally within sight of Parliament House. It showcases local food, and among some Canberrans, their bacon has become a national choice.   
  
I'd like to now introduce ATEND President Darlene McLennan.   
  
DARLENE McLENNAN:  
I would like to apologise, there is not a slideshow. There will be one tomorrow. I would like to begin by acknowledging the traditional owners of the land.   
  
I am the president of ATEND, and this is probably the thing I am most proud of, to introduce Life Membership to ATEND. These people have influenced all of us in our practice over many years; it is very powerful. I highlighted Trevor Allen two years ago, and I would like to give him a round of applause, continuing as a life member.   
  
Today we have the pleasure of inducting two wonderful women. It is my pleasure to invite Cathy Easte to the stage to talk about our first Life Member.   
  
CATHY EASTE:  
Before I start, I would like to show a little video. We will have a 3-minute video.   
  
(Video plays)   
  
SPEAKER:  
Hi, Judy. I'm so sorry I can't be there, I know you are surrounded by lots of friends and colleagues, some from Griffith, some from other universities, and people from all over the Australian education sector.   
  
So I really wanted to add my congratulations to you on being awarded this Life Membership. It is quite an extraordinary contribution you have made to Griffith over more than 18 years. I think it is really fitting that you are receiving this Life Membership.   
  
At Griffith, under your leadership, you really pioneered a lot of this work with our deaf student support program, Uni-Reach, Uni-Key, and our support services for students with a disability. This work has won two national teaching awards, teaching citations, and two learning and teaching awards. So it is work that is really nationally recognised, and work that has been just excellent.   
  
I know this work has been mentioned in Federal Parliament several times; it has been recommended on the AUQA report, the best practice database; it has been mentioned in external reviews, sector awards, and indeed our own Vice Chancellor, who made an award for services to students.   
  
It is an illustrious record, Judy. I am so delighted it is culminating today with this wonderful award. I was lucky last year to be at the deaf students' 30-year anniversary, and also this year we had the Uni-Key 20-year anniversary. This really speaks to such a long-standing state of commitment to this work. That is so, so important, and has such a huge impact.   
  
I know, while I have talked a lot about Griffith, I know your work has extended well beyond Griffith. You have been published on this work, you have been a member of lots of sector-wide associations, boards and projects. You have added your expertise generously to these efforts all over this country.   
  
So, thank you for all you have done for thousands of members of the Griffith community, students and staff - lots of our students with disability, students from equity backgrounds - that has really contributed to building a really diverse and wonderful community here at Griffith. I just want to thank you. And I hope you all have a wonderful night, and I wish you all the best.   
  
(Applause)   
  
CATHY EASTE:  
First, how do you find the words to describe Judy and her contribution? With great difficulty. We have a slideshow with photos our team at Griffith have put together.   
  
Lesley listed some of her achievements, but I think it would be difficult to explain the contributions Judy has made as a student, a fellow traveller… One can hardly explain the footprint she leaves behind from her touch, her advice, jokes, her cooking, or her guidance.   
  
30 years in special education, vocational education, higher education, and while we are here to honour Judy about her achievements, I'm sure she would stand here and talk about her students and what her students have achieved, what they have done.   
  
Students who are lawyers, doctors, whoever it is, they may be out there, working in their field, she would prefer we talk about the individuals she has mentored and assisted along the way. These are fellow practitioners, teachers, academics, even humble janitors she has influenced many in her 40-plus years, and continues to do so.   
  
A lot of changes have happened in the last 40 years, which illustrate the enormous changes Judy has seen. I have learned that she mastered the smart phone quite well, she has got the hang of Twitter, getting involved in that. Making sure certain things appear on your feed.   
  
There are a number of us here today that can attest to Judy's guidance, assistance, mentoring, and willingness to put in the hard yards. She has worked as a teacher of the deaf, in TAFE, senior policy adviser, executive officer of disability, coordinator of disability services... There are probably a few other occupations or titles in there. She has steered or been heavily involved in other projects along the way. Not shy to put her hand up where she knows she can make a difference.   
  
She has been involved in recognition of learning projects, community of practices, Cert IV Disability, Certificates, RPL guides, Cert IV in Public Sector Administration, writing books for deaf and hard-of hearing public servants. She has been involved in the higher education disability network, a number of different things over the years, a member of steering committees, establishing the Australian Council on Postsecondary Education, the Queensland Disability Office, the TAFE Disability Officers network, transitioning from TEDCA to ATEND… There are number of us who were on the committee moving TEDCA here today.   
  
She has been vice president of the team for many years, she has had active membership as an executive, has been a member of the National Disability Coordinators Officers network, and an ongoing member of the Advisory Committee.   
  
She has been to many Pathways conferences, probably only missing one or two along the way, from number one to today. She has also been a convenor at these conferences, on the organising committee of these conferences. She has been involved in the development of standards in Australian tertiary education, she has overseen 30 years of the support program at Griffith, and a member of the Queensland studies authority standing committee for students with impairment.   
  
I'm exhausted just reading everything she has done.   
  
She has been heavily involved in the development of so many resources for the sector. Judy was always able to remind me it is just not there yet. “Talk to this person, see if you can say this, and how this might change.” She had that knack to remind you that all is not lost, all is still possible.   
  
I do still call her, even with a two-second question, because I know she has the answer. Judy knows. You can just sit beside her, look her way, and you don't have to say anything; she just knows.   
  
She is never worried about budgets. Famously, she walked around saying, "I don't have a budget," and she didn't. Her aim was the best, and what was right for the students, not the cost.   
  
She has received commendations, or she would say her work team has received these. But let's be realistic, the team had the best captain steering the ship.   
  
She, as Lesley mentioned, has won several awards. Australian Universities Quality Agency, which included (inaudible) the disability services in 2003, and again in 2008, the Uni-Reach program, a 20-year program. An ALT citation in 2007, the Deaf Support program in 2007, and in 2013 Judy and her team won the inaugural Vice-Chancellor's Excellence in Student Services award.   
  
That is a lot in 40 years. It is hard to put into words exactly what Judy has done for you as an individual. When I was putting this together, I went back to previous Pathways, and in the back of the Pathways booklet there is a list of life lessons, and they sum up really well what I, and I know many others, have learnt from Judy.   
  
I just want to read through those life lessons - ‘Lessons from Geese’.   
  
‘If we have as much sense as a goose, we will stay in formation with those who are headed where we want to go, and be willing to accept their help as well as give our help to others. It pays to take turns doing the hard tasks and sharing leadership with people, and as with geese, we are independent of each other. We make sure our honking from behind is encouraging and not something else. We will stand together in difficult times.’   
  
Thank you, Judy, for being you, from your students and fellow practitioners. Many of us would not be standing here without what you have achieved, pushing for change.   
  
Every student thanks you. Every student disability service, not just Griffith or Queensland, but those equity, inclusion and access services across the nation, because you didn't just help us up at Griffith. We are indebted to you for influencing more than you realise and I hope that, like geese, we can be willing to share that hard work, as you have done.   
  
You have been a great role model all the while, while continuing the work that you have begun. There are people that can't be here today, and Barrie O'Connor sends his apologies for not being here, and he applauds your service. He sent me a long email, which I will give you. He uses words like 'inspiring', 'relentless'… He would say, "No one deserves it more." So, thank you.   
  
(Applause)   
  
DARLENE McLENNAN:  
I would like to invite Judy to respond. Well done, Judy.   
  
(Applause)   
  
JUDY HARTLEY:  
I think I am totally underprepared and overwhelmed. I also want to acknowledge the traditional owners of the land on which we meet, and pay my respects to their Elders, past and present.   
  
I'd like to congratulate… I did write something, but I didn't think… Jenny, I would like to congratulate you on your Life Membership. Your leadership and enthusiasm encouraged the development of much that followed, in what was a fledgling sector when it began. Jenny, would you ever believe we would be here, 25 years later, after Geelong? (Laughs)   
  
I'd like to thank the members of ATEND honouring me with this award, especially Matthew Brett for nominating me. I was overwhelmed when he told me he was nominating me, not only by the thoughts expressed, but the many memories that flooded back - memories of the wonderful people with whom I have worked, and the various roles that I have had.   
  
It really does feel like it was only yesterday that we were at Pathways 1, when the seeds of this amazing community were sown. How great it was to be practitioners, we were from many different backgrounds, and most of us didn't even have the session descriptions that describe our roles. But we have so much in common, along with the students, researchers, families and others who attended that first conference.   
  
Everyone was buzzing with the energy generated, not only by shared experiences, but also because we have so much to learn from each other.   
  
This was something that was quite different to what was happening in other organisations at the time. The conference concluded with a powerful message, that I was going to talk about - I know Jenny has already referred to the ‘lessons’ - because it was just a powerful message that we had. And it was so relevant to working together as a community, not as individuals, but the power of what could be achieved together.   
  
Those sentiments have stayed with me for all those years and are probably more relevant now, as change at a national level and challenges at organisational level require a unified response. Every student, every practitioner and researcher will be impacted, and just as in the early days of the network, it is important to understand all perspectives. Not only voice concerns, but provide thoughtful suggestions that enable inclusion to be the focus of our work.   
  
I have indelible memories from each conference that I have attended, which is 11 now. (Laughs) Some images… I'm not sure where a lot of that came from! (Laughs)   
  
Every conference had its own personality, its own exciting and unusual themes, and obviously inspirational keynote speakers. But also the work you did at workshops, and just in conversation, at networking, dinners, and the comment last night that maybe you won't have to hear ‘Dancing Queen’ tonight. Some people will know the significance of that. (Laughs)   
  
One of the things I am most proud and relieved about is that we were able to ensure that TEDCA was able to be transformed into a more effective organisation. There isn't time to talk about it, nor do I have the inclination - because it was a long, hard road. But I was supported all the way by people who believed in this community and who wanted it to work, and to continue to work well for all of us.   
  
And I also wanted to acknowledge the day-to-day work of Helen Makeham at Murdoch University at the time, because she was like my alter ego in terms of while I was bringing TEDCA to a close and she was bringing ATEND to life.   
  
It's never a story about one person, and I know, Cathy, I say that all the time - it's not my story, and I don't take any credit for the work at Griffith around suggestions for programs. I was just the next custodian of some of that work. And there are so many people who have contributed to that work. But one thing we were able to do at TEDCA was to acknowledge that here in Canberra, at Parliament House.   
  
Finally, I am pleased to be able to share this honour with my husband, Peter, and my daughter, Lauren. They have been the support team in the background, as well as my son and extended family. And I want to wish everyone everything that's wonderful in the future for ATEND.   
  
I know it will be a positive future, and I look forward to remaining connected with the sector. I look forward to hearing the comments from Matt later, and I just wanted to finish…   
  
I guess it was at the Canberra conference - one of the speakers at the Canberra conference was Sir Ronald Wilson. He was the President of the Human Rights and Equal Opportunity Commission for 'Bringing Them Home'. He commented at the time on the words of Elizabeth Hastings - we had so many distinguished people speaking at these conferences - she had come to Pathways 2 and had only passed away prior to that conference. He reflected on her work, and the fact that we needed to remind people that our work is to remind people to be inclusive, not to let everything else overwhelm that goal of ensuring that inclusion is our number-one aim.   
  
He was a very powerful speaker. I know he impacted a lot of the people at that conference, and I didn't bring his speech - it's in my bag - but there was a final comment which was so appropriate. It was about being inclusive, and reminding others to be inclusive. Thank you very much for this award. I find it completely over the top and overwhelming. (Laughs). But thank you, I appreciate it.   
  
(Applause)   
  
DARLENE McLENNAN:  
Thank you, I would also like to acknowledge Matt Brett for nominating these two wonderful colleagues, and I also just want to acknowledge Judy and her family, and Jenny has her family here as well - it’s so lovely to share with families. I'm sure you know how much these women have worked over the years, because you are the ones supporting them and seeing them, and I'm glad you can see how much we appreciate them. Now I would like to invite Merrin McCracken to honour our next Life Member, Jenny Shaw.   
  
MERRIN MCCRACKEN:  
I'm really honoured to introduce Jenny Shaw as a life member of ATEND. Jenny provided my pathway into this sector by employing me when she went away for a little while. For that, I am really glad.   
  
By way of introduction, I'm going to read out some of Matt's nominations, with a couple of things I put in, and then we will hear from three people who have worked with Jenny.   
  
She has had a lifelong career with disability and higher education. Her work through the ‘80s, ‘90s and 2000s have had a profound impact at individual, student and practitioner level. Together with colleagues Rita Jennings and Terri Patterson, she founded the first Pathways Conference at Deakin University in Geelong in 1991, which has now merged with professional development and networking for the sector.   
  
The first Pathways ensured the activities of students with disabilities. At this first Pathways event, the Australian Tertiary Education Disability Council was formed.   
  
Jenny has worked at Deakin University, then RMIT and La Trobe, and established the Disability Liaison Office. She combines a strong commitment to the success of individual students, grounded in a philosophy of independence, academic excellence and inclusive practice before many others were even talking about it.   
  
I had worked in the disability field for 10 or 15 years almost, before I started at Deakin, and it was her work that introduced me so strongly to that notion of inclusive practice.   
  
In 1989, Jenny was awarded a Churchill Fellowship to study the facilities and support services for tertiary students with disabilities in the US and the UK. When the Pathways Conference returned to Melbourne in 2008, she was again part of the organising committee and was instrumental in ensuring the participation of international scholars and graduates with disabilities at the event.   
  
She has that local influence, and has brought us international influence as well. She undertook a reciprocal exchange at McGill University in Canada, sharing international experience and gaining a better understanding of North American experiences with learning disability. This influenced a role in progressing policy or practice around dyslexia and learning disability.  
  
She served as President of the Australian Learning Disabilities Association, which led to her representation on the Dyslexia Working Group which provide advice to children's services, in 2010.   
  
Jenny is owed a debt of gratitude for her long-standing and most effective contributions, and she is a really worthy recipient of the ATEND Life Membership. She has influenced so many of us. I would like to invite Rita Jennings to say a few words.   
  
RITA JENNINGS:  
Morning, everyone. I first met Jenny when she interviewed me for a position in the Disability Resources Centre at Deakin University. Some weeks after I started in the job, during one of our many conversations, Jenny told me I was one of the most nervous people she had interviewed.   
  
She simply said, "I knew that you can do it."   
  
Over the years, I heard Jenny say to many people, "You can do it." This belief in her colleagues, students, and the organisations Jenny has been involved in, has resulted in remarkable achievements. One of these achievements, the Pathways 13 Conference, now celebrating 25 years.   
  
Whenever an opportunity is presented, I can still hear Jenny say, "Hang on, just give me a minute, I need time to think this through."   
  
After a minute, she will think through the solution, and negotiate the best way to manage it. Seldom, if ever, did I hear Jenny say, "It can't be done. This is just going to be too hard."   
  
Jenny has thrived on changes, challenges, choice, and embracing the future - the theme of this Pathways 13 Conference. Her commitment over many years has contributed significantly to changing the future for people with disabilities.   
  
Jenny is a great role model, a mentor, and friend. We thank you.   
  
(Applause)   
  
DARLENE McLENNAN:  
We would like to hear a few words from Kevin Murfitt, a student and colleague of Jenny's.   
  
(Video plays)  
  
KEVIN MURFITT:  
Hi, Jenny, I'm sorry I can't be there, but it’s great I can send you a message. This reminds me of one of the first tertiary disability conferences, that you actually lead, that I was involved in as well. That was the Sky's the Limit conference in Geelong, I don't know how many years ago - over 25, anyway.   
  
My first skydive, as a blind person… And that conference - you got Stephen Hawking, the international physicist, to open the event via video, which was amazing in the '80s.   
  
But I think the most important thing about that conference, when you brought prospective students with disability into Deakin, as well as current students, to show them what university was really like.   
  
I think that is the raison d'etre of your work. You try to empower students to take their own paths, the 'nothing about us without us' concept. That is the most important memory I have.   
  
There are many memories, and hopefully we will get a chance in the not too distant future to live some more. Have a wonderful time, congratulations again.   
  
DARLENE McLENNAN:  
Now we will hear a message from one of those students. A message from afar, from Caroline Bowditch.   
  
CAROLINE BOWDITCH:  
Congratulations on this award you so deserve. We first met over 30 years ago now when I was a terrified 17-year-old with, some fire in my belly that you managed to discover. I came to my first conference in Geelong in 1989, and one of the prerequisites was I had to be able to travel on a train on my own.   
  
My mum put me on the train with the reassurance that someone would meet me at the other end, which they did. I had never travelled alone.   
  
That weekend opened my eyes to the possibility of what life could be. I had never been away from home. I had never had massive ambitions to go to university. That weekend, I remember going home and saying to my mum, "I want to go to university, and I want to go to that university."   
  
That was because of you and what you had facilitated, the way you had made all of us feel so welcome and comfortable at Deakin, that we can... I somehow felt like I belonged there. For the first time in my life, that was a new thing. Also that I could be independent. I had never really thought about that before.   
  
You were the first one who gave me a job in my life, you completely have believed in me the whole time, supporting my admission into Deakin, seeing me right through to graduation, and then giving me my first job.   
  
That belief in me was massive. Because by you believing in me, I believed in me. These are now the things I try and pass on to the young people I work with. I often say when I meet young people, or any group I go into, “I expect greatness.” And I am yet to be disappointed.   
  
I think that is one of your gifts. You expect greatness, and when that is the expectation, people are much more likely to deliver that.   
  
Thank you for what you have done for thousands of students, and for the industry, for disabled students throughout Australia and other parts of the world. You have been a magpie who gathered information, you have gone out and researched, found a way things could be, and then made them happen.   
  
Congratulations again, enjoy your celebration, you so deserve it.   
  
Sending you love from here to there.   
  
(Applause)   
  
DARLENE McLENNAN:  
Let's hear from Jenny. Come on up.   
  
(Applause)   
  
JENNY SHAW:  
Where do I start? Judy, thanks for paving the way. Trevor... I have to take my glasses out. Thanks, mate, big shoes to follow.   
  
I, too, want to acknowledge the traditional owners of this land, past and present.   
  
What can I say? Goodness. I am humbled, honoured, and I have never been one who wanted to be a recipient of an award.   
  
Cas, that gorgeous student, now a thriving, wonderful, creative being, leading dance companies in the UK, flying backwards and forwards all over the world, totally independently. From that train trip at the beginning that was so overwhelming. I have got notes here, I kind of want to throw them in the air.   
  
I will go back to the start. Yes, I had 40 years in disability. 30 of those were in the university sector. Six of those were at Deakin, three at RMIT, and about three months at La Trobe.   
  
It was the formation of Deakin that was the background of my work. The keynote speaker of the first Pathways Conference, we always go back to those lessons, they were really powerful. He came back into my life two weeks ago. We were great mates for many years.   
  
Two weeks ago, I got this message from Wendy, Paul's wife:"Is this you? Have I got the right email address?" I wrote back saying yes, and Paul contacted me to say send his regards to everyone here, wishes us well. He's surprised it was 45 years ago.   
  
I will go back to when I started in 1980 at Deakin as a research assistant, looking at making their research program accessible - for people predominately who were blind. They thought that was the right way to go. In the late '70s, it grew out of the Whitlam era, getting people back into educational systems, the workforce, opening up structures from neighbourhood houses, getting people in the community to... Well, particularly in the university, to be able to access university.   
  
Deakin saw as their model the Open University in the UK, which is totally an off-campus university. Deakin had on-campus components, only small, but built on. In 1980, we had Victorian equal opportunity, 1977 there was some, but they didn't include people with disabilities. We had the 1981 International Year of Persons with Disability, and the Integration Act in Schools didn't come in until the late 1980s, and the DDA in '92.   
  
People with disabilities were handicapped, and when the program started at Deakin, it was seen by staff members as almost a charity - something we were doing that was not really embedded in the culture, even though the policies and procedures were there for that.   
  
Strangely, as the program developed, the students were seen as ‘my’ students. And it was a really big shift, to get the university to say that their students were actually university students and that we were there, being paid by the University to provide services, so that they weren’t mine - they were actually the university's. So the ownership of the program had to shift, and that took quite some time, but we got there in the end.   
  
Probably the best way to address the changes came about through some of the students that I had come across. Cas, as you saw, Kevin… Kevin and Lesley were one of the original groups of students the university saw as trial students. They had initially just seen blind students before. When they found that 10% of the blind population read braille, they had to work out how to do this.   
  
In those days everything was recorded, and the Royal Institute of the Blind worked closely with us to do that.   
  
The first group of students that enrolled covered a variety of disabilities. So, how come they weren't all blind? The understanding was limited.   
  
Kevin was one of those initial students - he was what we then called a ‘traditional entry’ - students who had acquired disability from accidents or illnesses that came later in life. Like Lesley, he was part of the Commonwealth rehab service. They were rehabilitating, using the university system as a way to change locations.   
  
Lesley enrolled as one of the trial students in 1981. She enrolled in psychology, with one unit off-campus. She acquired her disability, which was calcification of her muscles. She was a wheelchair user, with very limited mobility but high intelligence.   
  
She did exceptionally well with her on-campus unit and decided she wanted to shift to be on campus. She wanted to go back to her original vocation of choice, teaching.   
  
Now, the system had been devised to allow students to do that. They could transfer from off-campus to on-campus and vice versa, from one faculty to another. She applied for teacher education, and with her amazing results was accepted.   
  
She had to leave home and come to study on-campus. I can take my glasses off because I don't need to read this anymore…   
  
With that, we opened a can of worms. Education… We started to build ramps. "What are you doing that for? Is that because we have the student coming with a wheelchair?" "What? She’s teaching?"   
  
She got in, she applied, did all the right things, as you expected. "But nobody told us she was a wheelchair user - she won’t fit underneath the teacher’s desk." A brick under each leg fixes that. "She won't get through between the desks." Move the desks. "But how will she cope if a child jumps the fence and goes onto the road?"   
  
Hang on, I did this course, and nobody asked me that question. Otherwise I wouldn't have been teaching either.   
  
So, we started with that attitude. The School of Education was divided; we had staff who resigned - they couldn't believe this was where the Education Faculty was going.   
  
Lesley came on campus. To do that, she had to go through a series of interviews to see if she was suitable. Most students saw two people. They were given a response straight away. They had a team of 10. Remember, this is pre- the understanding of discrimination. She was asked a series of ridiculously stupid questions, "What happens if it rains?" “I get wet,” was her response. (Laughs)   
  
The saga went on. She started, got through her degree at the same time as everybody else, proceeded to do her fourth year after her first degree, and she topped the whole school at that time. She was offered a teaching position straight away.   
  
Yet again, she was received with, “A wheelchair user - how can that be? You can't be a teacher." "I have got my teaching degree and here I am."   
  
Then she was deemed unfit to work by her superannuation medical. Yet again, she faced the same issues of discrimination, which was resolved when superannuation became compulsory in 1992. Then she became ‘fit to work’, although she had been teaching full-time for six years.   
  
So I went to her retirement recently - she taught for 28.5 years, she was a taxpayer for 28.5 years - she didn't see the Disability Support Pension, she was a contributor.   
  
She said to me, "You shifted the bullshit out of the way." So, basically, I am a bullshit-shifter.   
  
(Laughter)   
  
It was a fabulous ride, wasn't it? I retired six years ago, I have another job right now. I am a grandmother, helping at my grandchildren’s school. Fantastic - no responsibilities, no policies, no-one to question, and the kids love it and I love it. I have seven grandchildren and a wonderful life, but I also reflect on the 40 years in disability, and I still keep up with that little monster.   
  
‘Little monster’? She is now 40. That's what it's all about, seeing the Cas's of the world. But sadly, Stella Young was one of my art students - I remember she was a dinner speaker, and gave the hotel grief because of the inaccessibility there. She was one of the NDIS… That was part of the work of her and Bill Shorten. She would be here ironing out the creases if she were still here today.   
  
All our students, seeing them out in the world - that's what it's all about. Thank you. Actually, Matt. I was reluctant to accept this award, but how could you not? Wonderful. Where are you, Merrin? And the lovely Rita? Thank you.   
  
(Applause)   
  
DARLENE McLENNAN:  
What a wonderfully emotionally charged series of presentations, so much pride. Congratulations to everyone. We have got a bit to get through now. We have a keynote and the concurrent sessions ahead of us in the next 1.5 hours, so just to manage our time, we’ll try to telescope that all together a little bit and perhaps aim to have morning tea at 11:00am. That will require a bit of coordination from all of us, but that will keep us on track this morning.   
  
Our first keynote comes this morning from Matt Brett, Senior Manager of Higher Education Policy at La Trobe University. He is also involved in a range of disability and equity projects, he is committed to student equity in higher education, and one of the editors of ‘Student Equity in Australian Higher Education - 25 years of A Fair Chance’.   
  
He has recently made public the role of requirement statements in Australian universities, the first national audit of inherent requirements statements. 2008, was awarded Australian Learning and Teaching Council Citation for work in Disability Services and the developing of live remote captioning services. Today he speaks to us about 25 Years of a Fair Chance For All:Celebrating Progress Amid Unfinished Business. Welcome, Matt.   
  
(Applause)   
  
MATT BRETT:  
It’s great to be here today. I would like to start out by acknowledging the traditional owners of the land on which we meet and pay respect to Elders, past and present.   
  
One of the things that speaks to me from what we have heard is the rich history we have around disability in higher education over the last few decades. My presentation is not going to be able to cover that in the same uplifting detail, and I'm also conscious about time, so I will get through this as quickly as I can and also have time for questions.   
  
I'm going to start off by putting two numbers on the screen. Not sure if anybody can tell me what they represent? Any takers?   
  
60,000 - this is the statistic that drives higher education policy and what we know about disability. 57,000 was quoted yesterday, but that is universities only. We acknowledge this is an imperfect representation of disability in higher education.   
  
100,000 is from the Australian Bureau of Statistics, probably the most sophisticated number, and accurate. It is a big number. How is it that… I will slow down and be more kind to our interpreters.   
  
This is a major discrepancy, a major driver of government and policy makers. The fact that we are all focused on the 60,000 and not the 100,000 - to my mind, it is an interesting development.   
  
What I want to talk about today is why that 60,000, that number. exerts so much power, and how we can look forward to changing things.   
  
Now, this 60,000 number has its origins in A Fair Go for All. I have the glossy pack that was sent around to universities; I was thinking about bringing it along today.   
  
A couple of landmark, game-changing policy documents in Australian higher education. Myself and some co-authors did a reflection on this document published this year. I encourage you all to go out and read a copy, don't buy it. You can access it for free at your library, it will give you a detailed account, not the same sort of rich, uplifting story we have heard from Judy and Jenny today. I think it is worth reflecting, when we have a revolving door of education, a policy shelf life of minutes sometimes, not years.   
  
It exerts a lot of power on Australian higher education. I'm just going to talk very briefly about what it entails, and then discuss some of the applications of it.   
  
So the objective of a fair chance for all is to ensure that all Australian students have an ability to participate in higher education, and changing the balance of participation. So it is all about participation.   
  
The context is also economic reforms Australia had in the late '80s. Industries were closing, the government was very keen on maintaining a welfare safety net, of which education was a critical component, and fairness was a critical component.   
  
We needed a framework to do that, a better chance for all for higher education.   
  
It was pretty long, 80 pages or something like that. From what Jenny said before, at the time, people with disabilities were quite marginalised; there was not a lot of activity, disability was off the radar.   
  
For the first time, government acknowledged disability as well as other key groups. It set absolute targets for increasing participation, what could be achieved, it led to the development of a framework and requiring universities to develop equity plans.   
  
When we look at what it said around people with disability, the semantics of that, I think, are important. To increase the participation of people with disabilities in higher education, and to set targets. I think, quite importantly, it set a different target for vocational and traditional courses. From the outset, there was lower aspiration and high expectation around employment.   
  
If you wanted to be a doctor, an architect, something like that, maybe don't apply. The implications of that can be overstated. That is an issue that is still very current today.   
  
There was no way to measure the students in the sector, so how could you tell if we were doubling the students in the sector? As a result of being able to capture that information, which we do now, every year the absolute number of students increases, and the proportionate number of students with disability increases.   
  
You can't say that for any other group, only for students with disabilities. It is a remarkable achievement, thanks to Jenny, Judy and so many in the room who have underpinned student participation. It is really quite an amazing story.   
  
But before we get too self-congratulatory, let's dive a little deeper into the metric and what it means. The way in which we measure this as a statement of disability, the area of impairment, would you like to receive advice?   
  
The commissioner who was responsible for setting this up, the reflections on setting up the framework… The Vice-Chancellors were against having an indicator for disability, because it passed with a narrow majority of the committee. Imagine if we could not capture information about students with disabilities, how different it would be.   
  
It speaks to the attitudes around disabilities then, perhaps even today. This is the report from the project. It was a lot of dissenting views - should we talk about functional impairment, disabilities, some other way of describing it?   
  
These questions, eventually we reached a three-year trial, seemingly kind of permanent. We would all agree that the way we ask this question has an impact on how we handle this in higher education.   
  
If one compares this list to the list of recommendations put forward yesterday, there are a lot of similarities. In 25 years, how far have we been able to grapple with, resolve, and make progress on some really fundamental issues on disability in Australian higher education?   
  
At a time when the maturity of the sector was quite weak, they did a really good job, I think. The people involved in this framework gave it a good shake. They came up with a good sense of what the barriers are, what needs to be done to address the needs of students with disabilities.   
  
I will very quickly go through the list and make a few comments. First of all, students with disabilities, at the time the university played a role, spent $20,000 on scanners and things. These days, technology has improved so much, with smart phones and stuff. NDIS is a game-changer, the sector is changing and evolving in some ways.   
  
Thanks to Jen and Judy, and so many other people in the room, for providing the support students need, that advice and support. Judy alluded to the challenges with ATEND; I wanted to give a nod to Darlene, what she has been doing over the last few years is fantastic. But Judy, with TEDCA, there was a body with reporting requirements, how she managed to get the sector out of that, transitioning into a more sensible status. I would like to thank you for that, as well as everything else she has done over the years.   
  
The next two dot points were about materials and flexible timetabling requirements, but years later, today we have inherent requirements and those sorts of things. How do we modify? What can be modified?   
  
At the time… I think it is worthwhile to recognise that higher education at the time was a very small sector. The number of students with disabilities was very small as well. We are now at a critical mass of university possession.   
  
This is a mass system that prioritises efficiency and innovation - how we get flexibility and modification of course requirements, etc, to meet that continuing challenge?   
  
Speaking to what some of the gaps might be with A Fair Chance for All, what is prioritised and what is not, one group is not in that name list, a big area of disability in higher education, and I just want to do some shameless promotion for a project coming out of the University of Melbourne in recent times.   
  
It is supposed to be launched today, it may well be launched in a couple of days’ time. In my time working in the sector, it’s broadly one of the best projects I have been involved in, how they can be much more inclusive, cultivate well-being.   
  
This will be available, so don't try to write down the website too quickly.   
  
The focus on participation, if one examines the overall perspective, the focus on participation is assumed, if you can get through higher education, it will be enough, you will succeed. From the ABS survey, if you have got a degree, your chances of being employed are 50%.   
  
If you don't have disability and you have a bachelor's degree, you are more likely to be employed. It is a massive difference. I think it is a shame. We need to have a conversation about outcomes; outcomes are not just employment. But as an indicator, focus on participation, rather than the benefits they can get out of higher education.   
  
I want to go back to the stats I opened up this presentation with, the 60,000 disclosures. There has been some really good work in recent times, the industry has made a more nuanced analysis of retention of students with disabilities. It does not tell us much about the quality of experience, and discrimination.   
  
The ABS data, of those 100,000 students enrolled in universities, 16% reported they had experienced discrimination in the last 12 months. If one thinks about what the objectives are, the Disability Discrimination Act, to eliminate discrimination, we are a long, long way from that objective.   
  
Of the 60,000 people, give or take, those who said they experienced discrimination, said it was from staff or lecturers - a primary cause of discrimination. Just to put that in context, you are far more likely to be discriminated against if you are a student with disability by your lecturer, than in a restaurant or any other profession.   
  
So the enlightened, educated people in universities are more likely to discriminate. This is a very troubling statistic.   
  
I want to make another comment about the ABS data. Every university in the country has access to this data. The survey runs to 500 pages, with dozens of pages that allow you to slice and dice.   
  
Can I get a show of hands of the number of people currently accessing or using ABS data? Some? It is quite pleasing to see some using it. If not, I would encourage people to think about how you might be able to use that as a way of advocating for students with disabilities, rather than using institutional data.   
  
The only other caveat with the ABS data, once you start getting down to the small numbers there is a high level of standard error, so you need to treat it with a degree of caution. But it's teachers and lecturers who are the highest source of discrimination for university students.   
  
Measurement really matters in this space - if you think back to David Fintan's presentation yesterday, and the discussion around changes to the disability support program, the funds will be distributed by the number of students with disabilities in the sector. We see from the two lines on the chart, the red line is the funding for the disability support program and the blue line is number of students in the sector.   
  
The growth rate of students far exceeds the growth rate in funding. What that means is that the dollar per student drops from $200 to $180 per student over a ten-year period.   
  
With current trends, we will probably see that falling further, maybe even $75 per student.   
  
I think there are principal issues associated with reform which we should be supportive of, but I think absolutely we need to advocate more strongly with the Department with a case for more funding.   
  
There are 100,000 students in the sector that we are supporting - not 60,000. That provides a much more compelling detail for the advocacy you are supporting.   
  
The other thing, there are only 20 (inaudible) that have been made in consultation. I would encourage every one of you to go back to office on Monday and put forward your views to the Department, make it use more money - there are 100,000 students in the sector, and the piddly amount of money available is just insufficient.   
  
I'm going to close soon, and, again, a quick overview of what is happening in 35 years. We have heard from Jen and Judy, and their experiences, but I want to make some comments.   
  
Fair Chance for All is a very powerful policy framework that is still driving the sector to this day. But it’s had its time - 25 years. We need to come up with something. In terms of what I will be doing, I have taken up equity fellowship and my job is to push it along too, with a new framework, and if anybody would like to work with me or support this, please put your hands up.   
  
We can't rely on this three-year trial, this declaration with its imperfect data collection. We need much better data. We can't look to government for these solutions - we should be working with each other to get the best data, to get the best picture of students with disabilities within our institutions, and have better ways to get stories and narratives that we can share and discuss with each other.   
  
We need a much better focus on outcomes. Only one of two graduates with a degree can get work. It is an outrage.   
  
We can't control the labour market, but we can't ignore these issues and need to be doing something much more effective in the space.   
  
On that note, I hope we still have time for questions. Thank you for your time and attention today.   
  
(Applause)   
  
GENEVIEVE JACOBS:  
Thank you, Matt, and we do have a couple of minutes for questions. We will start with you down the back. We will get the microphone to you, if you could just wait. Thank you.   
  
QUESTION FROM FLOOR:  
Matt, thank you for that presentation, I am Peter Smith, a PhD student, and my PhD is about investigation of the barriers to people with disability completing a higher education degree by research at an Australian university. My question is, has the situation improved terribly much in the last 25 years?   
  
MATT BRETT:  
I enjoyed watching recently throughout the US presidential campaign…   
  
PETER SMITH:  
Sorry, could you slow down a bit? I have a hearing disability.   
  
MATT BRETT:  
I enjoyed keeping tabs on the presidential campaign in the US, and there was a documentary on Barack Obama where he spoke about the long history bending slowly, but bending always towards the right kind of history. If we think of disability in higher education, things are bending in the right direction. The fact that we have interpreters, live captioning, the fact that we have this… Things are heading in the right direction.   
  
But we have a long, long way to go and that is the thing to keep in mind - that we are better than we were, but we have much more to do and much further to go. The challenge is up to you. We have recognised two esteemed leaders in the sector over the last couple of decades, but there are many others in the room - the baton is over to you, how you change the world and make the world a better place for students with disability.   
  
GENEVIEVE JACOBS:  
Although there has been a huge amount of improvement in the sector, maybe one of your issues is not spreading that sufficiently widely to the broader academic sector. Is that one of the key areas of attention, that you have got your game together, but other people are as not across it as they could be in the broader sector?   
  
MATT BRETT:  
One of the things about disability in higher education, it touches pretty much every part of the university. Not just the practitioners being able to advocate for disability across university - but it is everybody's responsibility. The challenge is to find better ways of managing the service delivery and providing adjustments, but allocating sufficient time and advocacy to the whole institution about making the changes that need to be made.   
  
The academic community - the prime source of discrimination is the teachers; this is an area that has to be prioritised.   
  
GENEVIEVE JACOBS:  
That must be the cause of the big disparity in disclosure rates? Because people aren't seeing the benefit of disclosing. No matter how good the support is in the university.   
  
MATT BRETT:  
When it comes to disclosure, it is important to recognised this is disclosure at enrolment. The point was made yesterday, disability is a club you can join at any time in life. There is a whole lot of discrimination in every aspect of society. People are fearful of stigma and legitimately do not make a disclosure.   
  
What I hope we can move towards is a more robust, more effective way of being able to understand the experience of disability within higher education.  
  
GENEVIEVE JACOBS:  
We are pressed for time, so we might thank Matt very much indeed. Thank you, Matt, it has been terrific.   
  
(Applause)   
  
GENEVIEVE JACOBS:  
Ladies and gentlemen, we are now moving into a block of concurrent sessions, ranging over everything from digital capability, inherent requirements, obligations for carers, and much more. A whole range of discussions about inclusivity and challenges. Morning tea happens in the middle of that. We have just under one hour and I think we can shift morning tea to about 11 o'clock until 11:15 or 11:20, then we meet in the foyer for lunch after the second concurrent block at 12:45.   
  
Just while we get set up, I want to remind you about the exhibitors in the foyer and ballroom 4. The Australian Government's National Disability Coordination Officer program staff are there, working to assist people to access and participate in tertiary education and subsequent employment through the regionally based NDCOs, to improve those linkages and transitions between education, at all levels, and employment.   
  
You might also like to observe Quantum Reading Learning Vision, providing products and services to people with a print disability for 30 years, the Macular Disease Foundation, an approved supplier to the Department of Veterans Affairs and NDIS.   
  
Silent auctions are open and you have until the end of lunch to put your bids in. We are very grateful to the many generous people who have made these auction items available.   
  
Thank you.   
  
  
  
SPEAKER:  
Ladies and gentlemen, just a reminder you have five minutes to bid at the silent auction. Bidding closes at 1:45pm.   
  
GENEVIEVE JACOBS:  
Ladies and gentlemen, let's begin the afternoon session, please. Welcome back. Thank you very much indeed your attention. We have a session with some really thought-provoking presentations. Before that, I want to acknowledge the fantastic work done by our Auslan interpreters, who have been working very long hours. It is very physically demanding. Can we give them a round of applause?   
  
(Applause)   
  
GENEVIEVE JACOBS:  
But just on that, if you are one of the speakers during an Auslan-interpreted session, if you could just please slow down just a notch, especially where there are names concerned - sometimes we have long lists of names which have to be spelt out, but also those specialist terms that you are all completely across, but take a little bit of translation.   
  
If you are a winner in the silent auction you will get a text this afternoon, and I hope those who were the subject of a caricature last night have also purchased them - or perhaps their friends have done so.   
  
People, on that evidence, looked like they were having a really good time. First keynote session this afternoon comes from Professor Marnie Hughes-Warrington, Deputy Vice-Chancellor (Academic) at the ANU.   
  
Professor Marnie Hughes-Warrington is keen to make ANU a world leader in education innovation. She is an active researcher with six books and $18 million research funding. A key driver with the Tuckwell program, a most extraordinary gift. She has an interest in providing support for outstanding students and citizens from any background to reach their full potential.   
  
She is National Secretary of Rhodes Scholarships for Australia and a member of the Office for Learning and Teaching Expert Advisory Group. I have also interviewed her several times, and she has my respect for being willing to stand up and take responsibility for tough decisions, responsibility for difficult situations and dedicating herself how to find out how to make things better. Today, she is talking about Universal Design in Education.   
  
(Applause)   
  
MARNIE HUGHES-WARRINGTON:  
Just before I start, I do have a sign name, which is shorter, so you won't have to spell my name. (Laughs) I'm going to talk about Universal Design Education, and I'm going to weave in an Australian poem, because I’m feeling a tad bit poetic.   
  
What I am going to show you actually need some poetry to help soften the blow.   
  
(Laughter)   
  
MARNIE HUGHES-WARRINGTON:  
As background, when I started at ANU, Julie told me how big the budget was for disability support, and I realised we probably spent more on photocopiers in the university a year than we do on disability support.   
  
I don't have to tell you that federal support we get for disability in universities is not great. And as we accept more and more students - joyfully - with disabilities, the dollars split into cents, and the cents split into half cents, and the disability team work harder and harder.   
  
They do that because they think education is the thing that makes a whole difference. I thought if Julie doesn't have the budget, I could do something big to make the change. Universal Design is about making a learning environment in which everyone is welcome.   
  
So I have taken Julie's little budget and I am now gifting a big budget on a big project which we hope will transform our campus. Here is the backdrop, and here's the poem.   
  
"I've come to the end of so many old things.  
I've come to the end of the world,   
to wait for this mountain to flash,  
flash like a cloud struggling with light.”  
  
I've come to the end of the world, because the most important question we need to ask is, is education enabling or disabling? Something I don't think all of us have asked as deeply as we can. What do all of these have in common?   
  
If you ask a student, they will tell you they are all empty. If you ask everyone here, what will you say? There are steps. Welcome to the world of higher education, where every learning space seems to be a step space.   
  
How long has higher education been a step space? Since the 12th century. We have built spaces with steps, where one person has talked to many people, and those many people we know are actually not many people. They are some people.   
  
And these brand-new lecture theatres, which are empty - I know, because we put counters on our lecture theatres and we know students don't go into them after week three of semester. We know that now. We didn't know that two years ago, but we know that now. These beautiful spaces, with comfortable chairs, empty out every semester.   
  
If you are the one wheelchair user, where are you? Down the front, right down the front, staring the lecturer right in the eyes, never allowed to not turn up, always having to answer the questions and perhaps being tripped over by the lecturer.   
  
Higher education is a stepped place and has been so for 600 years plus.   
  
The point of this is, it’s not just not a friendly place for wheelchair users or students with low sight or ability, students with hearing problems, but able-bodied students don't use them either. This is not universal design.   
  
This is not inequality; it is just inefficiency. We need to think about how we design, not just for equality, but by doing that you make it a more efficient university.   
  
This question has been the most important question in ANU in embarking upon a very large project which I am about to tell you about.   
  
Here is a picture of some of our learning places. If you like the colour beige, you will love these learning spaces. Any time you want to see beige in steps, come and have a look. It's very beautiful.   
  
1985 beige, very, very beautiful. Here's the text.   
  
June 1 next year, this building will close. We will demolish it. Here is the scary bit.   
  
(Laughter)   
  
MARNIE HUGHES-WARRINGTON:  
Are you still with me? I could say 80% of our enrolment is associated with this building. But after week three, less than 10% of our enrolment. So these steps, beige spaces which do not include or make feel welcome students with disability, are also not a great learning space for our students.   
  
It's very painful to ask ourselves, would we confront a moment like this? Genevieve, that is probably the boldest slide that higher education has ever been associated with, and I apologise if you are upset - but that is what I am dealing with at our university right now. Why?  
   
Because this is not a problem of people. If you put a counter on a lecture theatre, you count participation, but what you do not do is point out to an individual lecturer that it is their fault.   
  
Because what they are doing is doing what we have always done. For 800 years, they have stood up in front of a group of people and talked. Their job is lecturing, their title is the learning style, and some of the learning style is broken. The internet was invented, much to the regret of some of our staff. Lecture recording got invented, much to the regret of some of our staff.   
  
RSID computer chips, which can track student movement, did get invented, and some of our staff would really like to use the chips. I have said no. Something changed - if a student does go to a lecture, they can Google and fact-check the lecturer. They can listen with part of an ear, and talk to the friend next to them, and go on Facebook, and do the online quiz. They are young and they can do these things - it is absolute magic.   
  
We have used data to show we should demolish the spaces. It feels brave, and I hope more will make this decision too.   
  
The data we have used is not only the thermal counters, the counters in the lecture theatres; we started looking at wireless signal usage by students and when they are at their peak moment during the day.   
  
Does anyone want to guess when students are most active?   
  
12:00am. Whoever said that is right. 12:00am to 2:00am is when they are most active. When teachers tell me, "I would like students to come to class," I tell them, if you hold a class at 12:00am to 2:00am, it will be the most inclusive educational design. Otherwise, they will watch Netflix.   
  
Julie's little budget which gives her tiny access to equipment, I can now come in and say, Julie shouldn't have to fix a campus, where you need a high-powered wheelchair to get up the ramp to counselling... One of the students broke the door, because he had built up so much speed to get up the ramp.   
  
(Laughter)   
  
There is now a beautiful door. But Julie should not have to beg around the edges of education. It is my responsibility to design a space where students with mental disability, physical disability, hearing disability, can be included. Anyone who tells me a building has an entrance at the side where the disabled student can go around, that is not working for me.   
  
I ask the question, in doing this, have we come to the end or the beginning? What does it mean the end of? I have given you some ideas. One to many, strata seating, think about fitting in a space that is empty after week three. Content via intermediaries.   
  
What is it the beginning of? Proportion changes, I can access the information myself, I am empowered as a student to learn for myself. I can't assume the students are listening to the lectures in order; most of them are downloading them in week 13, in one go. I have said to the staff, "If you knew that, would you do your teaching differently? If they are binge-listening, would you make the lectures shorter? Can you make it accessible for those students?"   
  
Two final terms I will talk about are disaggregation and disintermediation. These two words basically mean breaking things apart and taking out the middleman. That has been the essence of what I call the rise of universal education.   
  
Students get to exert the right to break things down into the size, the speed and the availability that they want. If they don't like my lecture, they can go to Khan Academy, and they can listen. Khan can talk in 3 minutes, and will often explain in 3 minutes what takes me 55 minutes. They can access that any time.   
  
500 million students have access to Khan Academy. I work with EdEx, at any one time we have 3 million learners online, who do self-paced learning. They choose what to listen to, when to listen to it, what questions to answer.   
  
They have broken degrees down into pieces that they choose, to help them succeed as learners.   
  
I wish it was as accessible as it could be, because I know from EdEx that this all presumes great access to the internet, great digital bandwidth, which this country does not have. If we were to make this a universal design country, we would use that digital infrastructure to address one of the greatest inequalities in education that we have.   
  
We have also broken down education into badges; students can acquire learning at the speed they want, and this is rising. More and more students are doing that.   
  
These all point to changes in learning. We could let the technology drive the story. But it should not. What should drive the story is this point here. We should not be defined by our empty classrooms.   
  
An empty classroom is one that excludes. We need to be defined by places where students will come and learn. I do not want us to be defined by who we do not teach. If I think about universal design education, think about how radical that is. It means every space on campus is accessible to everyone. It means that the curriculum can be broken down and assessed by the students, often in a sequence that makes sense to them, but makes no sense to us. Which they can access at the time of day that they wish, and that we are there as their guide and support to support that learning.   
  
When we reorient ourselves in that way, I think we have broken the greatest challenge, and what I call the 800-year curse of building rooms that exclude.   
  
GENEVIEVE JACOBS:  
Marnie, thank you so much. Are there any questions for Marnie?   
  
QUESTION FROM FLOOR:  
I have seen trends towards increasingly impersonal teaching styles, where there is no interaction with students face-to-face any more. And while I do understand there is a design problem that could potentially be solved by moving everything online, there is a plethora of studies in educational psychology which recommends that face-to-face learning is still, in fact, the most efficient and effective way of teaching students.   
  
How does removing classrooms achieve efficient and effective teaching?   
  
MARNIE HUGHES-WARRINGTON:  
It is a mistake to think that any large class is efficient, because education is about relationships. If you want to find the learning, you find the tutorials, seminars, fieldwork, all the places students still go. My university belongs to EdEx; we have had close to 100,000 students who study with us.   
  
We stand by that decision because there are students in the Middle East, in Africa, in India, who are studying now with us, who could not before. We have made ourselves available to those students.   
  
At the same time, we are trying to move ourselves to focus on what a friend of mine at MIT called 'the magic', remove the mundane, highlight the magic.   
  
All those small classes, fieldwork, which we all run, we just have lectures sitting on top of them. We need to focus on the part which is valuable to students.   
  
One which I like, Melbourne University, the first higher education survey, in which 51% of first year students said, "I don't think my teacher knows my name."   
  
That is teaching by exclusion. We need to redesign for inclusion; that means focusing on smaller classes.   
  
GENEVIEVE JACOBS:  
Marnie, we have heard a lot over the days of this conference, sometimes it can be the staff themselves that are in the way of fully flexible education. I'm very curious how you are bringing the staff along on something that many would find extremely challenging.   
  
MARNIE HUGHES-WARRINGTON:  
I think we are an excellent example of the Kubler-Ross grief spectrum.   
  
The path we focused on is making education fun for students. The empty lecture theatre is devastating for a staff member. You turn up, people do not come, it is actually personally unhelpful. Our focus has been on staff and how horrible this must be for them.   
  
Instead of only talking about students, we are focusing on what would make this more enjoyable for them.   
  
We have some staff who do not believe the building will be demolished, and others who are like, "It is about time we did this." And others in the middle who just want timetabling sorted out, they want some certainty, what the gap will be in demolition time, because this change is so big to navigate, as one individual, when your whole career you have done one thing.   
  
Please never underestimate how hard that is. I have huge respect for the staff; my job is to front up and be with these staff. I have been meeting with the conveners of large courses, and I will continue to do so for the next 18 months as we demolish and rebuild. I owe it to them to be there as we change and go on this journey.   
  
GENEVIEVE JACOBS:  
Any other questions? We will go to you here, and then you over here.   
  
QUESTION FROM FLOOR:  
I fundamentally disagree with the statement on your PowerPoint slide, I think accessibility is thinking about people who are not there. Your vision is based on decentralisation, providing a lot of opportunities for customisation of people with different needs choosing what works best for them.   
  
What are your thoughts on this illusion of choice? Does that lead to institutions taking less responsibility and providing support to the most needy?   
  
MARNIE HUGHES-WARRINGTON:  
I don't subscribe to the illusion of choice, I know higher education is troubled with fault lines of inequality, but it starts at admission, it starts in high school. The die is already set for so many people in so many ways. Making it more available does not solve the problem.   
  
What we want to do is refocus people's energy away from talking to empty rooms, to engaging and thinking differently about who it is they are confronting, and building a relationship with the students.   
  
When students graduate, they remember the friends they made more than the content of the lectures. The focus is on building those relationships; it is absolutely critical. You need to realise that young person cannot be assumed to have all the cultural capital, all the skills, the experience, the wealth, to make navigating that space seem easy.   
  
I don't take that for granted, I don't believe a smorgasbord is what we are offering, I think we are refocusing our energy on care.   
  
GENEVIEVE JACOBS:  
Another question over here? You have got the microphone! (Laughs)   
  
QUESTION FROM FLOOR:  
We have seen through this conference great attitudes to universal design. How does the ANU's commitment to accessibility gel with the fact we have not had a campus audit for years, we don't have disability awareness training...?   
  
MARNIE HUGHES-WARRINGTON:  
The first thing we are doing is putting money into fixing the problem of the accessibility around campus. The Disability Action Plan is part of the new strategic plan for the university, so the plan is going to Council on Friday, then there will be a University Experience Plan, and disability is part of that.   
  
I apologise, we have a new Vice-Chancellor, he has had to come up to speed and work on this, absolutely. It is my commitment, I come from a background where I understand that disability can present such an obstacle in higher education. I don't want to see that happen.   
  
I am going to remove the ramps. The reason why this is so dramatic, we have to flatten seven buildings to flatten the ground, to take away the ramps, to make the space accessible for the very first time.   
  
That is increasing the trauma on the staff, so if you can count that as my down payment on disability, please do.   
  
GENEVIEVE JACOBS:  
Please thank Marnie Hughes-Warrington.  
  
(Applause)  
  
GENEVIEVE JACOBS:  
Our next keynote speaker is Michele Fleming from the University of Canberra, a former social psychologist, she runs a range of initiatives to improve student experiences, student support services and support programs. She publishes in areas of equity and outreach, she has been awarded a number of competitive grants to break down barriers for higher education for Aboriginal and Torres Strait Islander people, and people from lower socio-economic status background.   
  
Today she wonders if we are doing enough. Welcome, Michele.   
  
MICHELE FLEMING:  
Thank you very much, Genevieve, and what a hard gig it is to follow Marnie Hughes-Warrington. There you go. I'll do my best, but my talk is quite different. I'm going to be talking about some work that I did with a colleague around are we doing enough for students with disabilities who are Aboriginal and Torres Strait Islanders.   
  
With that in mind, I would just like to acknowledge that we are meeting today on Ngunnawal country and pay my respects to their Elders, past and present, and to also thank them for the wealth of richness and culture that they bring to city and this region, and to pay my respect to any Aboriginal and Torres Strait Islander people who are here today.   
  
Also I’d like to acknowledge that this presentation is based on research undertaken by Dr Diana Grace, a colleague, and I. It was funded by the National Centre for Student Equity in Higher Education. There is a full report available, and I am assuming, Mel, that this will go on the Pathways website, so you will be to click on the link to the full report. Its 83 pages, so a lot to get through. But lots of interesting data.   
  
I'd like to start by thinking of little bit about what the issues are for Aboriginal and Torres Strait Islander people with disability in Australia in general. Not just in tertiary institutions.   
  
For a start, Indigenous people's ill health and disability is at a rate much higher than the Australian population as a whole. The ABS and AIHW did place this figure at three times that of the Australian population as a whole. Alarming, and it only includes people living in a private dwelling.   
  
Given the high rates of homelessness amongst Indigenous people with disability, and lack of recognition, the figure is no doubt underestimating the true extent of the issue.   
  
The lack of accurate government statistical data on disability amongst Indigenous Australians has been identified as negatively impacting both provision of culturally appropriate services, and the accessibility of the services.   
  
However, even the conservative figure of three times that of the general population is enough to alert us to the severity of the problem.   
  
Attempts to break down this number by type of disability have also been very piecemeal, and so a huge variation according to the data sets. For example, the Australian Institute of Health and Welfare reported a physical disability was the most common type of disability for Indigenous Australians between 15 and 64. However, this must be considered alongside two important issues.   
  
First, Indigenous Australians are affected by high rates of non-response. Second, many find the concept of disability either inappropriate or, indeed, even irrelevant. These factors are known to have contributed to the large underestimation of the number of Indigenous people with disability.   
  
Adding to the numerous things preventing Indigenous people from recognising disability is that it adds to the layers of disadvantage already faced. Being an Aboriginal person with disability has been described by Damian Griffiths - I don't believe he’s here today - I am quoting him, quoting Aunty Gayle Rankine, chairperson of the First People’s Disability Network, and she has described it as double disadvantage.   
  
Hence Aboriginal and Torres Strait Islanders with a disability experience multiple disadvantage and multiple layers of racism as a result of their Aboriginality and disability. This impacts both on the time and energy required for a person to deal with these issues, and to the degree to which he or she is exposed to the consequences.   
  
Critical to the provision of services to Aboriginal and Torres Strait Islanders with disability is that the services need to be culturally respectable and appropriate. And such a claim is easily stated. It is often stated as well. It is also so fundamental, that despite appearing in countless papers and reports, it is clear that these are not being achieved.   
  
When Aboriginal and Torres Strait Islanders do access the services, it is not uncommon for them to face additional barriers from the service providers. It is possible to create culturally safe services, even in non-specialist systems. The concept of cultural safety originated in a nursing conference in New Zealand, as health professionals recognised their inability to appropriately address Maori health issues and communicate effectively with their patients.   
  
It began with a recognition that the dominant White culture, the belief that in that culture, the medical practices of the culture were at odds with many Maori concepts of illness and health.   
  
So we have a problem in Australia that is much wider than just the issue for Indigenous people with disability at large - it is a huge problem. But giving you that background and context, I’m going to focus on what's happening in higher education.   
  
Firstly, statistics, then research. Gathering this data, it was part of the research, because this information is not just readily available by a click on the higher education site. We were given multiple, multiple files, and my colleague and I have spent many happy hours digging around in the data. We’re very strange people.   
  
Let's just take you through just a few of the slides around the data. As you all know, Aboriginal and Torres Strait Islanders are under-represented at all levels of education. We got the slides from the Australian Government Department of Education and Training, 2001 to 2013. The report on the National Centre's website gives you a lot more of this information.   
  
Enrolments of Indigenous students in higher education have remained stable, from 0.93% in 2001 to 1.09% in 2013. Although we have had a large headcount increase, it hasn't translated to a large percentage increase, and that's what that   
shows.   
  
The next slide is enrolments by Indigenous students with a disability - they represented only 0.6% of enrolments in 2001, but 0.10% by 2013.   
  
In 2001, 6.29% of Indigenous students at University identified as having a disability. In 2013, this had risen to 9.36%.   
  
Completion rates for Indigenous students with disability were 0.03% of all completions in 2001, and 0.05% in 2013.   
  
I will come back to those figures in a moment, but I want to mention something.   
There are some interesting things around fields of study, and those the study looked at in the data. When it comes to field of study, the substantial majority of Aboriginal and Torres Strait Islanders students with disability are undertaking degrees in the broad field of society and culture.   
  
Indeed, the number of students in these fields are consistently more than double that of the next most popular field of study for Indigenous students with disabilities the next most popular field of study - health. Health degrees have now taken over education. Unsurprisingly, for Aboriginal and Torres Strait Islander students with disabilities, we are not seeing much in the way of degrees at law, or stem subject degrees. These areas have both low enrolments and completion numbers by Aboriginal and Torres Strait Islanders with a disability.   
  
Interestingly, the mode by which degrees are undertaken - internal, external, multimodal - is important when considering student supports. Despite a growing number of online courses, the majority of Indigenous students with a disability continue to study on campus, particularly spiking degree completions by those students.   
  
Degree completions by students studying internally are consistently more than double the completions of Aboriginal and Torres Strait Islanders with disability studying externally, at between four and 10 times more than when they study in a multimodal manner.   
  
Aboriginal and Torres Strait Islanders with a disability are a numerically small but increasing subset of students in higher education. While they represented a proportion of Indigenous students at university, they remain a relatively small proportion of all students with disability.   
  
I suggest the increasing number of students identifying with disability is a good thing. The stigma of disability lessens, and as we create more accessible culture and services, we have an increase in completions by Aboriginal and Torres Strait Islander students identifying with disability.   
  
Are we doing our best? And could we do more? You don't need to see the next few slides to know the answer to that.   
  
I will just take you through briefly the research my colleague and I did in this area, helped very much by Mel Kovacs, a former colleague who is no longer with the University of Canberra but now with Questacon. Could we get Mel a hand, along with Julie, for the work they have done for this conference?   
  
(Applause)   
  
MICHELE FLEMING:  
We looked at how Disability Units in universities across Australia are supporting Aboriginal and Torres Strait Islander students. All universities were asked to take part in the survey, and we were reasonably pleased. We got 17 universities to participate in the survey; we could have done better, but 17 was pretty good. And they were a good representative sample from every state and territory, non-aligned, et cetera.   
  
We were a little surprised and a little disappointed by the results, but nonetheless we thank you, all those who participated, for your honesty when you completed the survey. What did we find?   
  
Well, we found that a collection of information on Aboriginal and Torres Strait Islander students when registering for disability support was not taken by most of the disability support units. We think that is odd, it is such an important element to understand.   
  
Conversations we have had with a number of our students, Aboriginal and Torres Strait Islander students with disability, a resounding message came out, which is that we identify as Aboriginal and Torres Strait Islander before we identify as a person with a disability.   
  
And so I think it would be a good idea to collect that information, because it makes a difference to how we approach our support for those students.   
  
Again, provision of additional support for indigenous students, we were surprised that nine of the 17 universities said they did not provide additional support for Aboriginal and Torres Strait Islander students with disability.   
  
And a really surprising one was that three of the universities said, when they were supporting Aboriginal and Torres Strait Islander students with disability, they did not actually work with the University's Indigenous Education Unit.   
  
Although, in fact, the majority of the universities, 13 of the 17, reported working with the IEUs, interestingly we had free text responses we looked at as well. The text responses revealed this was minimal, this interaction, and often limited to very complex cases.   
  
One of the questions we asked was whether the Disability Unit had specific case management practices for indigenous students. 15 of the 17 said no, we did not.   
  
We asked if there were follow-up tracking procedures for students; fortunately 14 of the 17 said yes, but three said no.   
  
We asked if there was a dedicated Aboriginal or Torres Strait Islander adviser to support students with disability, and only one of them said yes. We asked if disability staff were trained in indigenous cultural competency, and only 13 of the 17 said yes.   
  
I think this is a slightly bleak picture for the sector. I really think there is more we can do.   
  
So, some of the recommendations arising from our report were as follows.  
  
That a whole-of-university approach for supporting Aboriginal and Torres Strait Islander students with disability is taken. It is a bit of a no-brainer, really, isn't it? When you think of the Brent Review of Aboriginal and Torres Strait Islander students in higher ed, where the recommendation is that we should be taking a whole-of-university approach to support.   
  
That is the first recommendation. The second is that more extensive cultural awareness training needs to be made available for staff. We need to be able to create really safe and welcoming and culturally safe spaces for our Aboriginal and Torres Strait Islander students to access and get the support they need.   
  
The third recommendation we have made is that Disability Units share with Indigenous Education Units the reason why referring Aboriginal and Torres Strait Islander students with disability for support by Disability Units will benefit students in the university context.   
  
Looking at some of the free text, and the work we have done with our own IEU and the students there, often the students and sometimes the staff in the indigenous Education Unit think, "Well, we don't want the students to be disadvantaged further. We don't want them to be seen as having those two labels."   
  
We have to help them understand we are not working from a deficit model, we are really working to help them succeed, and empower them to succeed in the way we know they can.   
  
I think that is really important, to get the message across that we really can help.   
  
The fourth recommendation we made was that Aboriginal and Torres Strait Islander people should play a key role in the decision-making processes for disadvantaged students in Australian universities.   
  
Making sure that Aboriginal and Torres Strait Islander students with disabilities are fully and appropriately supported.   
  
Finally, making sure that support for Aboriginal and/or Torres Strait Islander students with disabilities provided both face-to-face and through other media, to ensure that the needs of all students are met no matter their mode of study.   
  
If this is a topic that interests you, I encourage you to glance through the full report. I firmly believe the research has shown we are not doing enough, and we could do much more. If we could truly create very safe spaces for our Aboriginal and Torres Strait Islander students with disability - if we build them, they will come.   
  
Thank you very much.   
  
(Applause)   
  
GENEVIEVE JACOBS:  
Thank you very much, Michele. We have some time for questions, pop your hand up and we will get a microphone to you.   
  
QUESTION FROM FLOOR:  
I would like to ask a question. What could we add - disability support officers - what can we assist with if it is done by the Indigenous Education Unit themselves?   
  
MICHELE FLEMING:  
A lot of universities have fantastic support units, but the staff are not trained in disability support. We tried to do some work with the Indigenous Education Units around this area, but we were not particularly successful, and I have not presented on that because we got very low numbers.   
  
From the areas we did speak to, through a number of discussions we have had, there is not that training there. That is why I think it is really important that we bring the two units together, so they can support each other.   
  
It could be that part of that culturally safe space doesn't have to be the typical space, but it means the disability adviser comes across into the Education Unit and understands the needs of those students, has cultural awareness, works really closely in partnership with the IEU to ensure that support is provided.   
  
At the moment it does seem as though that lack of partnership model, it is not really supporting the students.   
  
GENEVIEVE JACOBS:  
Do we have any other questions? If you would like to pop your hand up, we will get the microphone to you. Michele, you mentioned cultural safety a number of times. We have been talking about a lack of a standard and framework around access and flexibility for people in the disability sector. Do you think cultural safety is also an important part of equity in that sense?   
  
MICHELE FLEMING:  
Absolutely, for all groups, not just Aboriginal and Torres Strait Islander. We are going to have micro credential badges for staff who undertake cultural awareness training. I have given the job of actually working out what the content will be to our Dean of Aboriginal and Torres Strait Islander Strategy.  
  
GENEVIEVE JACOBS:  
Michele Fleming, thank you for your time.  
  
Our final keynote speaker before we break for afternoon tea is Mr David Miller, director for Skills Canberra. He is responsible for the provision of strategic advice and management of vocational and educational training and higher education in the ACT, that includes administering territory and national funds for a variety of skills development, entry-level and existing workers, and adult community education.   
  
His ongoing commitment to the public service and his role in VET for economic prosperity and social engagement is widely recognised. He recently completed his executive Masters of Public Administration at ANU.   
  
David has four daughters, and therefore has freely volunteered that he spends any spare time watching 'Peppa Pig', not the footy.   
  
(Applause)   
  
DAVID MILLER:  
Thanks, Genevieve. I would also like to start by acknowledging that we are meeting today on the land of the Ngunnawal people, and acknowledge their Elders past and present.   
  
Unfortunately, Genevieve, that introduction is not quite true. I have not quite finished my masters.   
  
There is a slight variation in what I am going to talk about, I am going to focus on choice, and the broader focus that the ACT Government has on VET programs.   
  
The final apology is for the photo. My family describes me as a walking passport photo; that is kind of what you get, I'm afraid.   
  
(Laughter)   
  
Following on from discussions earlier about choice, and the theme of this conference, I want to talk about choice in the ACT VET program, in terms of government-funded programs, which we manage in Skills Canberra as a training authority.   
  
I will touch on a program we have implemented to increase the range of supports available. And touch on some of the challenges we have encountered, educating staff and students about the training available, and the ways we can address those challenges in the future.   
  
Choice is fundamental to the operation of the VET system. I will briefly touch on reasons why people with a disability report as participating in VET.   
  
I get excited when I talk about VET, so apologies if I speak too quickly. VET provides tremendous opportunities, employment opportunities, the ability to attract higher wages, prospects of achieving higher level skills and qualifications.   
  
VET programs contribute to many young Australians making successful transition from school to work, further education and training, and are useful for the not fully engaged after leaving school, including those working part-time, undertaking part-time study, at a greater risk of an insecure future.   
  
It allows people to engage in further skills development. Improving overall levels of literacy and numeracy is essential in increasing labour force participation and reducing social exclusion.   
  
In the latest student outcomes survey, more than 73% of respondents with a disability reported that they undertook a government-funded VET course for employment-related reasons. Other reasons you can see listed on the slide there.   
  
Choice means many things in the VET sector. Today I'm talking about the range of qualifications. When choosing a training provider, there is also another range of elements of choice, including the type of delivery method that can be utilised, training locations, assessment methods used, as well as the actual content of the qualification.   
  
Many times students and employers aren't aware of the flexibility within individual qualifications. There is usually a blend of elective and core subjects, depending on your preferred outcome.   
  
Competencies from any other areas can be incorporated into a qualification within your preferred area. In tailoring the content of a qualification, it is important to further deliver the training to ensure the content is both the individual’s desired outcome, as well the industry support outcome. So the vocation is recognised for the abilities it represents. To achieve employment in a particular sphere.   
  
All of these choices are important ways to tailor the content of qualifications, to make it unique. As well as tailored learning styles to the needs of the student. As well as to the unique business needs of employers.   
  
The outcome is achieved through obligations, and completions are one of the things that means any time you're dropping out, you are hindering your ability to achieve a successful outcome. So we are very focused on supporting students to complete their obligations.   
  
The ACT Government's goal is to ensure every Canberran does attain their potential.   
  
We are concentrating on facilitating pathways into, and getting rid of barriers between, vocational and higher education. These are very important for people with disability. The ability to choose between the wide range of VET options. But it should be a central consideration, improving equity of opportunity in that system. Choice is crucial if the system is to meet the needs of potential employers and job seekers with disability.   
  
Yesterday, there was a presentation on the student experience through CIT. We work closely with CIT, the dominant, large training provider in the ACT. They have a tremendous responsibility as a public provider of vocational training in the ACT.   
  
The programs we directly oversee are contestable training initiatives - a range of RTOs, and the current number is 107, who are eligible to deliver the training that we are prepared to subsidise in the ACT through these two programs.   
  
All the qualifications we fund through Skilled Capital - there is an elaborate process we go through to identify the skills needed, and we link those two relevant VET obligations which informs the qualifications we are prepared to support.   
  
Many of these qualifications include the work component, and we fund literacy and numeracy training. We also fund Auslan.   
  
Skilled Capital is a new program, in its second year of running. It was a new model for us, previous attempts to deliver programs in the equity and access spaces were labour-intensive before and involved registered training organisations, who had to submit registrations once or twice a year.   
  
Successful applications were those who convinced us as they were able to demonstrate their ability to achieve certain outcomes and said they had a good understanding of the participant’s need, the risks to their success, completing training.   
  
Although that sounds reasonable, except when you consider the VET and mainstream programs, there are far fewer choices when registered training organisations and the qualifications they can access, the qualification level.   
  
Having a more demand-driven design has seen increases in the range of choices available for both jobseekers and existing workers in all of those areas.   
  
The other main program we administer is the Apprentices Program. This has been uncapped. It provides paid work and study towards a nationally recognised VET qualification. There are 500 Australian apprenticeship applications available across pretty much any industry area you can imagine.   
  
There is a model for achieving client-responsive training. Employers and trainees can select their own training organisation, select how, when and where the assessment and training can occur.   
  
Employers can work with the training organisations to tailor units of competency delivered. RTO's can also arrange for any additional support, and there’s a range of funding options into the program to support the delivery by the training organisation of additional support needs.   
  
It is certainly identified through some work we have been doing, that the additional support funding is low. It’s a low number. Not sure why that is the case, but we are focusing on streamlining the ability to understand the breadth of opportunities that funding supplies, to support people with identified needs.   
  
Australian Apprenticeship - apprenticeships take about three to four years, whereas traineeships cover pretty much all other occupations and are typically delivered between 12 months and three years. There are also school-based apprenticeships for students with an employer. There are lots of challenges in enabling participants and employers to make better choices and understand the accessibility of support available in the VET system.   
  
All this choice we have touched on earlier makes navigating the government-funded VET system complicated. It is complicated for a range of reasons, and some of those things make it more complicated. We want to ensure students experiencing disadvantage or disengagement with their employers can make more informed choices about the training arrangements, and select those that are more likely to meet their individual needs.   
  
It is important to us within government to continually evaluate our processes, our programs, the way we design them, to make sure they contribute to improved access for all working-age Canberrans.   
  
This schedule is working very closely with our colleagues in other government agencies, who deliver other programs and make use of the VET system to improve employment and further study outcomes for people experiencing barriers to post-school education and training.   
  
We have recognised that other areas of government, non-government and community sectors, have a strong interest in maximising access to education for people with disability. It can limit students' ability to choose from the same range of options to which most students have access.  
  
There are advantages to a ‘one size fits all’ approach too, but progress is one of the benefits from being better informed about how to navigate the range of existing options in the ACT.   
  
It is critical that we better integrate the services at this level, and target sharing and distribution of our services available. We need to work much more closely with other governments and government agencies to achieve those outcomes. Our agenda includes universal activity to refine our programs, as well as develop joint activities that can be undertaken with access between Skills Canberra and work units right across the ACT government and other government agencies.   
  
We are working on including VET-related initiatives in the following areas - workforce development, traineeships and foundation. We hope to help increase enrolments in programs to ensure they can achieve agreed access and equity positions that we have set-up.   
  
We don't know all the answers. There are tremendous challenges in this area. We have been embarking on an attempt to engage with these issues ourselves, and bring a range of other people into the conversation, to explore the benefits and disadvantages of the market-based, demand-driven approach we have implemented, to maximise choice, to increase access to a similar range of options available in mainstream programs.  
  
In going through the process, we are looking at a small program we still have, our adult and community education grants program, and the benefits of a needs-based application process through additional funding.   
  
Thinking about the objectives of the conference - improving knowledge, to learn and share more about current practices - with those objectives in mind, I am very welcoming for ongoing dialogue with anyone wanting to understand more about training. So please don't hesitate in future to get in contact with Skills Canberra and discuss what options are available.   
  
I just want to touch very briefly on other activities we are doing with our colleagues, overseeing the recent the establishment of the NDIS in the ACT.   
  
We have identified that it is fundamentally important for the workforce to help break the diversity. The Aboriginal and Torres Strait Islander example is important. If people are using services from Aboriginal and Torres Strait Islander, they are probably not getting services. But looking at building the workforce and the diversity of the workforce is fundamentally important. We're looking at the skills needed to support the rollout of the NDIS.   
  
Some of that is not within the remit of vocational education and training, allied health professionals - that's more in the realm of higher education. But there is a lot of training available to support the delivery of that support, allied health assistance, that can increase the capacity of allied health professionals to increase the breadth of their own caseload.   
  
It's still relatively early on, but it’s exciting stuff, and it can help us inform where we want to allocate government money to support training. Thank you.   
  
(Applause)   
  
GENEVIEVE JACOBS:  
Thank you, David. We do welcome any questions. Put your hand up, and we will get a microphone to you. We have got a question just here.   
  
QUESTION FROM FLOOR:  
Thank you. There are a bunch of us here from the Victorian Education Department, and yesterday Leanne indicated a completed funding model seemed imminent. How are you taking that into account? Students with disabilities take longer, and sometimes we are looking at non-completion of skill sets - how will that affect the sector?   
  
DAVID MILLER:  
Good question. We are limited at the moment in what we fund. Full qualifications present limitations; we have people who enrol in a full qualification, only to obtain the skill set - that is what they are after.   
  
We have information about programs that are available, funded programs, about what benefits there are in supporting different learning skill sets. That is a direction we are interested in going in.   
  
In terms of completion, how we support completion, one of the things that I don't think has been done anywhere else, was provide a completion payment to the students.   
  
Typically, in other programs there is a completion payment made to the registered training organisation, as a reward for effectively getting the student through the qualification. A lot of advice and a lot of consultation informed our view that that was not having a material impact on the qualification completion rate.   
  
In designing Skilled Capital, we decided to give a payment to the student. In programs under 12 months long, it is having a fantastic impact on the completion rate. We have also introduced it to the apprenticeship program, but I have my doubts about how beneficial that will be. I think if you are completing a longer qualification, a few hundred dollars will have less of an impact getting someone through.   
  
But in shorter qualifications, it has had a big impact - that has been really positive.   
  
GENEVIEVE JACOBS:  
David, thank you very much indeed, that has been very thought-provoking. Thank you for your time.   
  
(Applause)   
  
Before the close of the day at 5:00, we have concurrent sessions and afternoon tea ahead of us. A couple of things to know. She silent auction is now closed. Check the bidding sheets to see if you have won, and if you have, you should also get a text. If you are successful, take the bidding sheet to the registration desk, where you can complete payment. It will be stamped 'paid' and you can take that to a volunteer to collect items.   
  
You can pay at the registration desk until tomorrow morning.   
  
Tomorrow morning, the program starts straight up with concurrent sessions, so please go straight to your preferred sessions, which will be followed by the final keynotes.   
  
Lunch tomorrow is takeaway, so for those in a hurry, you will be able to take it with you.   
  
What you really need to know is more about the conference dinner, which is being held at Pialligo Estate, which has a long history of farming dating back to the 1920s - long before there was a Molonglo Lake, long before there was a Canberra. It is a really special venue, I'm sure you will enjoy their food.   
  
Transport is by coach, departing from the hotel, and we ask delegates to meet at 6:15pm. The coach will go at 6:30pm sharp, and this is Canberra, so you can't catch the train down there or flag a lift. You need to get on the coach.   
  
They will return you to the hotel.   
  
A reminder, this ballroom will be broken into three separate rooms for the concurrent sessions. Don't forget your handbag - that’s for myself as much as anyone else.   
  
Please enjoy your afternoon tea. Thank you.

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| |  |  | | --- | --- | |  | **ATEND Pathways (AUPATHWAYS2)** | |  | | | |  |  | | --- | --- | |  | | | Page of | Downloaded on: 02 Dec 2016 9:12 AM |  |  |  | | --- | --- | |  | **ATEND Pathways (AUPATHWAYS2)** | |  | |  |  |  | | --- | --- | |  | | | Page of | Downloaded on: 02 Dec 2016 9:12 AM | |