Text Transcript

00:39:03   Kylie Austin: Hi Everyone - please use the QA to share thoughts and questions :)

01:06:08   Elizabeth Hitches: I've just noticed the chat open :) Thank you!

01:06:52   Sakinah Alhadad: Oh wonderful, thank you for noticing and noting, @Elizabeth :) Thanks to organisers for fixing this in the backend

01:07:39   Dr Inez Fainga'a-Manu Sione: Thanks so much Professor Andrew on also raising the equity issue for Pasifika & Māori communities in Oz.

01:08:15   Darlene McLennan: Chat is now working, thanks Kylie.

01:13:18   Elizabeth Hitches: Such a great point!

01:13:45   Penny Wheeler: Prof Stone in Sally's Substack https://needednowlt.substack.com/p/the-times-they-are-achanging-or-how

01:15:08   Shelley Kinash: Thank you Liz That's an excellent point! That we continue multiple means/modes and not make assumptions that students from regional communities are able to study on-campus in their regional areas. Recognising that the study, work, family and finances of students from regional areas and particularly disadvantaged students often require the flexibility of digital-first / online affordances. Recognising that all contemporary students study primarily online (look no further than LMS) and only a small proportion are able to study primarily on-campus. And also important acknowledgement of digital disadvantage.

01:15:32   Darlene McLennan: Sally is tweeting using the #AccordInsights if you want to join in the conversation on twitter

01:15:44   Leanne Shibata: What an impressive account, many thanks Liz Johnson. Thank you.

01:16:05   Gabrielle O'Brien: Thanks Liz, digital disadvantage is a growing problem with AI, accessibility and access becoming the new barriers to participation.

01:17:21   Peter Oslewski: Thanks Liz! equity in non-school leaver cohorts and PG will be a very interesting space to watch

01:17:23   Sakinah Alhadad: Really appreciating the panels' insights so far. Thanks Liz for your valuable insights. The digital is indeed key for equity. How do we fund the digital disadvantage so that the digital can be leveraged for good?

01:18:09   Sally Kift: Thx everyone - glad chat has been enabled. Thx @penny

01:19:29   Joshua Dale:Really good to see a holistic approach to reform here - hopefully there's synergy happening between them to ensure people won't fall through the cracks.

01:19:30   Liz Johnson: Good questions @Sakinah and alas no easy answers. Firstly we need to talk to students and find out what solutions look like for them. We generally offer parallel packs for low bandwidth for online access, but also found a quiet place to study was at least as important.

01:21:47   Sakinah Alhadad: Love no easy answers, because it means we're not broad brushing/ homogenising students. :) Your initial ideas also sound like a great start, Liz. Thank you for your response.

01:28:13   Leanne Shibata: Love your energy Verity and detailed shares, dynamic slides also. Thanks.

01:28:28   Sakinah Alhadad: +1 Leanne

01:28:44   Fiona Yardley: +2 Leanne and Sakinah!

01:30:58   Donna Cook:Really interesting insight Chris.

01:31:54   Tanya Rutherford: Us too Chris.

01:31:59   Jane Skalicky: Tim Winkler in today's Future Campus had a very thoughtful reflection along similar lines Chris; which I think is super crucial as the govt/sector considers the finalising if the report. The voice of equity groups.

01:32:08   Susan Oldham: Brilliant point Chris - I agree!

01:33:06   Leanne Shibata: Chris, I applaud your comments around "community led" - so empowering and gets my vote.

01:33:10   Lakia Turner:👏 thanks for raising this important point, Chris!

01:33:39   Leanne Shibata: Student voice — so critical agreed Kylie!

01:33:39   Sakinah Alhadad: Yes, more community-led work - totally agree with this.

01:34:04   Frances Robertson:Community led centres work!

01:34:25   Jennifer Smith: Thanks for raising these great points Chris - good to hear from the community, for the community views.

01:34:45   Karina Kerr: Great points Chris

01:35:00   Eli Todorovski: Can we have 'population parity' without universities being run by the same population parity in its leaders and those who make decisions?

01:35:07   Karen Nelsen: Hi everyone - with respect to student voice you may be interested in the 2023 Student Voice Australasia Symposium Friday, 16 October 2023 @Brisbane. Join the steering group to shape the SVA Symposium. sva@usq.edu.au

01:35:46   Sakinah Alhadad: I will also suggest (from observation) that some communities do continue to be marginalised because they do not 'exist' in the equity data being worked from

01:37:12   Verity Firth: Good point @sarah - I ran out of time to talk through some of the community engagement recommendations, but they have a section on "a strong civic agenda" - we may want to feed back that that should be strengthened.

01:37:15   Susan Oldham: Student focus groups??

01:37:46   Leanne Shibata: "Retaining link to people, community for economic prosperity" eloquently said Sarah! Co-designing also gets my vote! "Proactive approaches" and partnering with students, I might add.

01:37:55   Jane Skalicky: Thanks for raising that Sarah - I was reflecting on keynotes at STARS when reading the draft report and these ongoing risks to focus on HE as skills, content or economic only lens. The impact for humanities, culture and the arts and role for transformation and society for example.

01:41:49   Leanne Shibata: Here here Karen - a defining moment and I admire your provocations.

01:42:06   Jennifer Smith: Equity to me means providing education for all Australians.

01:43:24   Darlene McLennan: What to know more about UDL. ADCET has free training https://disabilityawareness.com.au/courses/universal-design-for-learning-in-tertiary-education/ And will be hosting a symposium soon.

01:43:47   Bec Curtin: Great point about the need to prioritise relationships with high schools Karen. I think this is crucial in ensuring equity students are aware/have access to potential tertiary pathways

01:44:12   Ali Green: Karen, agree absolutely with your point about shifting the lens to a democratic approach to education - reflecting the make-up of Australian society. The 'equity' focus in the report still has a deficit flavour e.g. equity students cost more to education.

01:44:32   Leanne Shibata: Great shout out to building capabilities of our teaching staff Karen.

01:45:31   Gabrielle O'Brien: UDL is a key systemic change the sector can make to a more equitable teaching and learning experience https://www.adcet.edu.au/resource/11413/inaugural-universal-design-for-learning-udl-symposium-2023

01:45:41   Jim Nyland: I love the idea of a democratically engaged HE system!

01:46:41   Shelley Kinash: Thank you Karen Absolutely agree about the importance of reversing the 50% completion rate because of the deleterious impact on students and communities. And emphasis on inclusion and democratically engaged education

01:47:48   Karen Nelsen: Davis, C., Syme, S., Cook, C., Dempster, S., Duffy, L., Hattam, S., Lambrinidis, G., Lawson, K., and Levy, S. (2023).
Report on benchmarking of enabling programs across Australia to the National Association of Enabling Educators of
Australia (NAEEA).
https://enablingeducators.org/wp

01:48:02   Leanne Shibata: Gosh, such a valuable point Maria.

01:48:02   Susan Oldham: You can't be what you can't see ….

01:48:17   Luke Sinclair: Why did the report not expand the demand driven approach broader to students in regional areas/unis?

01:48:39   Karen Nelsen: Also Good Practice Report about Benchmarking Enabling at https://studentsuccessjournal.org/article/view/2841/1385

01:48:40   Leanne Shibata: "Parity plus (++)" love it Maria.

01:48:50   Elizabeth Hitches: Great point!

01:48:53   Shelley Kinash: Thank you Maria "Do no more harm" Cultural Safety, Voice, Listening, Co-creation with Aboriginal and Torres Strait Island communities, "Beyond parity, particularly in outcomes"

01:49:01   Sakinah Alhadad: ^agreed, Maria. I think the report also need to go towards equity for staff as part of strategy for equity for students

01:49:21   Karen Nelsen: Yes - absolutely Maria - we must have aspiration goals to go beyond parity.

01:49:22   Joshua Dale: ^ Seconding that Luke, the RUN's accord report mentioned that if regional/remote Australia place was separated as a country, it ranks fifth-last in the OECD!

01:49:23   Elizabeth Hitches: Love that @Sakinah!

01:49:25   Sakinah Alhadad: yes! parity as baseline!! Definitely need to go beyond beyond beyond

01:50:04   Jonathan Green: @Karen, the first link EPHEA is not working

01:50:05   Sheelagh Matear: Thanks Karen! agree and also picking up on Maria's point, ensuring the system addresses disadvantage and democratises will also need a rethink of quality assurance even more than going beyond meeting threshold standards

01:50:11   Sakinah Alhadad: YAS Maria!!

01:50:30   Jonathan Green: sorry - I mean the NAEEA

01:52:01   Angela Jones: @Jonathan https://enablingeducators.org/wp-content/uploads/2023/03/Report-on-Benchmarking-of-Enabling-Programs-Across-Australia-2023.pdf

01:52:08   Karen Nelsen: Here is the link to the NAEEA report Davis, Some & Cook et al on the NAEEA site

01:52:12   Karen Nelsen: https://enablingeducators.org/wp-content/uploads/2023/03/Report-on-Benchmarking-of-Enabling-Programs-Across-Australia-2023.pdf

01:52:43   Leanne Shibata: "What are we going to do to shift the dial" a critical question, agreed Nadine.

01:52:48   Jonathan Green: THANKS ✨

01:52:50   Karen Nelsen: Thanks @Sheelagh

01:52:55   Neil van der Ploeg: Maria! Glad you've mentioned this. I am from the Charles Sturt University and in the Retention Team we have definitely seen some unintended consequenses from encouraging equity students to attend University - many students from non-traditional backgrounds are leaving with a HECS debt and not much else. Not at all the majority, but we must be aware of potential harms.

01:53:56   Susan Oldham: Make tertiary education free!!!

01:54:25   Lakia Turner: Thank you all for this fantastic webinar!

01:54:34   Jennifer Smith: @Neil absolutely spot on!

01:55:58   Susan Oldham: Our population of refugee/asylum seeker backgrounds - are they subsumed under low SES, or ????

01:56:38   Ali Davies: I hope our public education colleagues are able to be as positive! It is crucial that we see fair school funding.

01:59:49   Leanne Shibata: yes thank you to both Karen's (Karen Nelson and Karen Seary). Appreciate your sharing the benchmarking enabling links.

02:00:34   anitaolds: We need a national enabling curriculum!

02:00:48   Karen Nelsen: To achieve the attainment targets set out in the Interim Report - we will need to collaborate to stimulate demand for tertiary pathways in currently under-represented groups, mature aged and school leavers and across

peri-urban, outer metro, inner and outer regional and remote geographical areas. We also need to remove structural barriers to participation - poor internet access, availability of childcare in non-metro areas, public transport / cost of travel - some of these can be solved through the Regional Study Hubs (prev Regional Uni Centres)

02:01:57   Angela Jones: The abolishment of the 50% fail rate is going to be so helpful for our enabling students and programs. This news is like Christmas for us!

02:02:10   Susan Oldham: Many students have an adversity to debt ...

02:02:25   Sally Kift: @SallyB saw that - no mention of NESB and only one mention of refugee

02:02:27   Angela Jones: Spot on Karen

02:02:33   Joshua Dale: One of the secondary recommendations related to a jobs broker system to help students find part-time work - we know students work a lot more than what is recommended by universities, so what hours will this system be capped at, and how will students be further supported?

02:02:35   Sakinah Alhadad: Agreed, Angela. Like Karen N, I hope the abolishment of that will be back dated! ...and that the affected students will be contacted for reparations..

02:02:54   Sarah Hattam: Excellent comments Karen :)

02:02:55   Claire Quilliam: Both Karens: I love these points about supporting rural mature-aged students.

02:03:05   Susan Oldham: Noted Sally K - thanks!

02:03:39   Verity Firth: Love the 'ctrlF' comment! :)

02:03:41   Sally Kift: Re AQF progress - it's in the sights, but has languished a bit over COVID and with some VET & union resistance. Now we have two departments, but we are fighting a good fight! Tell your friends!

02:03:42   Sakinah Alhadad: Haha I did that too, Darlene!

02:04:11   Sakinah Alhadad: But Ctrl-f race came up with nothing.. (other than 'emBRACE'

02:04:22   Angela Jones: Good to hear Sally K…It is a good fight!

02:04:25   Tess Robinson: Thanks for the comments on enabling Karen

02:05:59   Verity Firth: The problem is they haven't actually delivered the Schools Resourcing Standard yet. I think the theory is reasonably robust, but it's not yet operating for the Australian schooling system.

02:06:27   Verity Firth: The Minister pointed out yesterday that none of Australian public schools are yet meeting the resource standard....

02:06:30   Eli Todorovski: How do unis stop something like this happening again? What would have happened with the Accord?

02:06:37   Shelley Odewahn: The needs based funding model in schools is also problematic from an industrial perspective, it has led to entrenched casualisation of learning support staff in NSW.

02:06:48   suzi syme: thanks Karen on important points on 50% failure exclusion and mature aged students and that Enabling provides that safe space for students from these equity groups to find their feet and gain the skills and preparation to succeed and fulfil their potential

02:06:55   Elizabeth Hitches: Great to unpack it with others. I've gained so much from all of the insights today! Really appreciative for this webinar and the panelists for that!!

02:07:01   Nadine Zacharias: I agree, Karen. There is a lot of opportunity to collaborate and work at all levels to generate demand and share what higher education looks like post-COVID but none of that is easy or fast to do. 2035 is 12 years away which is about the same time we've been at this already with HEPPP.

02:07:07   Liz Johnson: As you read through the report, engage with the case studies. There are some inspiring stories highlighted by the panel. There are answers are in the evidence.

02:07:08   Angela Jones: Here here Suzi

02:07:08   Sakinah Alhadad: +1 Elizabeth!

02:07:44   Elizabeth Hitches: Thanks for the tip Liz!

02:07:45   Leanne Shibata: Darlene, your comments around "sharing practice and shared learnings" are so timely when we are also learning ourselves as a lifelong process.

02:07:45   Karen Seary: NAEEA looks forward to further consideration of the inclusion of Enabling programs in the AQF. The review recognizes the important role Enabling programs play in the sector. Increasing the provision of Enabling and recognizing them formally as part of the credentials framework would support higher levels of equity participation.

02:08:05   Peter O'Callaghan: So True Darlene, the Evaluation Framework is probably the 1 good initiative in the stewardship of the last mob.

02:09:26   Sakinah Alhadad: Those in teacher education may share similar sentiments with me... that this review report was a relief comparatively... not flawless, but so much more optimistic

02:09:45   suzi syme: I really like Sarah's point about a key purpose of uni that it is about preparing people to contribute to society as critical thinkers and to be able to see a diversity of perspectives and understandings of issues - not just about contributing to the economy,

02:10:34   Karen Nelsen: @nadine - as we know some of the outreach / demand stimulating work / has been approached in a competitive rather than collaborative way and this has has stymied impact - I hope this interim report is a stimulus for rethinking our approach to stimulating demand

02:10:59   Karen Nelsen: Here here @Suzi!

02:11:19   Peter O'Callaghan: Yes Stephanie, and debt aversion

02:11:20   Leanne Shibata: Good call outs agreed, especially affordability or unaffordability plus mental health and wellbeing. Thanks Stephanie.

02:13:04   Karen Seary: Success won't be realized by just opening up more place to underrepresented groups. It will be realized by having those students equipped to manage what university study asks of them. Pathway/Enabling programs do that, as does academic learning support assistance services, alongside general support services such as personal and career counselling services.

02:14:27   Elizabeth Hitches: good point!!

02:15:01   Leanne Shibata: Yes Karen, let's aim for equity through an empowering lens.

02:15:08   Natalie Nelmes: Agree about adequate funding to support students. Goes to the new (and continuing) regional and metro study hubs too - its not just about being visual to promote aspiration and access, but truly having the funds to support students once they are studying.

02:15:10   Sakinah Alhadad: Love 'priority group', Maria

02:15:16   Sally Kift: NZ long spoke of priority learners

02:15:36   Peter O'Callaghan: The language has been difficult. Low SES used to be proudly working class!

02:16:08   Jane Skalicky: I like the interconnected thoughts from the panel around what is needed to achieve the goals: it requires an interconnected approach across pathways, learning and teaching practice and design (inc universal/online) and support for success.

02:16:10   Gabrielle O'Brien: Yes! Priority groups gives opportunities for an intersectional lens and to include groups that we all prioritise but don't get recognition for!

02:16:13   Sally Kift: There is a problem with the report focussing on unis, when privates also do heavy HE lifting

02:16:20   Leanne Shibata: Yes good point Chris — If I can extend this, let's ask and talk to people rather than assume and go off what we "think" we know.

02:16:27   Jennifer Smith: Instead of equity or priority groups/learners, we need to be inclusive by saying groups or learners

02:16:32   Sakinah Alhadad: +1 Gabrielle

02:16:43   Sakinah Alhadad: also superdiversity... strengths based

02:16:45   Susan Oldham: Love the reference to bean counters Darlene

02:16:54   anitaolds: Yes Darlene, neoliberalism…

02:16:54   Elicia Ford: To your point Chris, it would be great to see Asset Based Community Development applied to how the tertiary education sector engages with communities. Do with not to or for!

02:16:58   Elizabeth Hitches: +1 Sakinah!!

02:17:17   Sally Kift: Universal design for learning (and Transition Pedagogy) is about good curriculum design and support for all learners - not leaving student success to chance

02:17:33   Angela Jones: Yess @Sally K

02:17:50   Elizabeth Hitches: So true, Sally! Proactive and inclusive

02:18:30   Sally Kift: It's not just an integrated tertiary sector, its an intergrated edu econsystem - with smoothed pathways from secondary and then in and out of tertiary for lifelong learning

02:18:32   Liz Johnson: Don't forget the Panel has 12 months to report while the Minister has asked for long-term ideas. We have an opportunity to start conversations. Don't assume they are over or exclusive at this early stage.

02:18:32   Leanne Shibata: Loving your points and shares Sally, keep them coming and hope to join Twitter later on ;).

02:18:34   Eli Todorovski: It important to look at who is sitting at the table

02:18:58   Sally Kift: I'm back from twitter!

02:19:10   Karen Nelsen: We do need to ensure that the data sets are not disrupted but its the language at a strategy and public policy and inclusion that is important

02:19:12   Karina Kerr: Agreed, university for all embracing community, culture and connection really embedding UDL and Trauma Informed pedagogy in everything we do.

02:19:13   Kelly Galvin: What I am taking away from this wonderful discussion is how great ideas can be transformational when cradled by principles that are driven by community, and that are supported by a continuous improvement framework that is progressive and given adequate resources to keep informing the journey.

02:19:17   Kelly Linden: @Sally, we have certainly found that incorporating UDL and TP into key first year subjects at Charles Sturt supports all students, however students with equity factors benefit the most (without being targeted)

02:19:28   Sally Kift: Thanks @kellyL

02:19:54   Sakinah Alhadad: I'm curious about the duty of care to students and what it means for International students (I would absolutely endorse this, however acknowledge that universities have historically been bad with supporting international students for equitable learning and participation)

02:20:03   Verity Firth: @Sarah you should definitely give feedback on section 2.6 about community engagement and civic reponsibility

02:20:09   Elizabeth Hitches: finding ways to consider intersectionality :)

02:20:23   Sakinah Alhadad: yes, Elizabeth!

02:20:32   Sally Kift: Thx @KathyE🤩

02:20:34   Fiona Yardley: real world funding, access, and support implications for students w.r.t. those categories

02:21:04   Fiona Yardley: they have a structural and funding purpose and are not meant to be the same as student identity

02:21:12   Angela Jones: Yes @Karina K…re trauma informed teaching, we have revised our enabling transition pedagogy to include wellbeing.

02:21:34   Ramziya Asanalishoeva: Agree with #Nadine. we should expand on Equity group, not change it. It has had a momentum for many years now.

02:21:37   Sally Kift: Agree @andrewH

02:21:41   Joshua Dale: Agree with a refocus onto priority 'areas' than 'learner' I think. A LSES person is more than a LSES person, and faces other challenges that may go unnoticed if we put that label on them.

02:21:50   Sakinah Alhadad: +1 Ramziya

02:22:16   Peter O'Callaghan: Surely we change nomenclature without dumping indicators

02:22:38   Karen Nelsen: Yes - I agree @Peter O'Callaghan

02:23:50   Angela Jones: There are so many students who face challenges to their learning that would not fall into these blunt equity categories, or would fit in to these categories with other challenges…hence the need for UDL

02:24:10   Nadine Zacharias: Agree Andrew. And the behavioural bit is currently undercooked in the Accord report. There are reasonably vague notions of supporting student success but this needs to be fleshed out a lot more.

02:24:14   Sakinah Alhadad: agreed, Sally. Most impact to be had for diverse students is through learning and teaching and curriculum

02:24:14   Elizabeth Hitches: it would be interesting to consider what isn't captured by this data. Can we, for example, understand how students with chronic health conditions that fluctuate experience higher education in terms of access,

engagement and outcomes? Understanding the more nuanced experiences and where current structures may not be designed with these experiences in mind

02:24:29   Angela Jones: Yes @ Sally K!

02:24:42   Kate Flynn: Agree @nadine @andrew @peter

02:25:03   Darlene McLennan: thank you everyone for the robust conversation in the chat. Lets keep talking!

02:25:04   Leanne Shibata: yes Sally! Fair comments and "doing no harm" - something we do need to continue to strive to avoid.

02:25:09   Shelley Kinash: That's an excellent point Sally about "being in the zone" or "preaching to the choir" We have to speak clearly (and sometimes loudly) for authentic and values-based implementation (and impact)

02:25:27   Kelly Galvin: Inviting learners to help build the curriculum

02:25:58   Elizabeth Hitches: This has been so insightful. Would love an Accord webinar part 2 :)

02:26:15   suzi syme: thank you panel - so insightful

02:26:23   Mary Coupland: Many thanks to all for this excellent discussion.

02:26:24   Darlene McLennan: New Zealand example https://www.tec.govt.nz/

02:26:24   Mary McGovern: Wonderful discussions everyone! Thank you

02:26:26   Susan Oldham: Thank you so much to the panel and to our 'chat' colleagues!

02:26:35   Leanne Shibata: "Building confidence, belong, self efficacy, all mental and physical wellbeing" and all that you've said Karen. So vital!

02:26:36   Sally Kift: Tertiary Edu Commission suggested with First Nations HE Council, with National L&T Committee & New Equity Commissioner

02:26:40   Jennifer Smith: Thank you everyone

02:26:44   Darlene McLennan: Thank you Kylie.

02:26:45   Verity Firth: Great conversation everyone! Really rich with information and insight. Thank you!!!

02:26:46   Shannon van Zanen: Thanks so much to everyone, such a great and robust discussion.

02:26:48   Leanne Shibata: "Holistic considerations" absolutely Karen!

02:26:49   Penny Barber: Thank you this was so very thoughtful and useful

02:26:57   Sonal Singh: Thank you everyone !

02:26:58   Joanne Lisciandro: Student and staff wellbeing is interconnected, and students seek out their teachers when they are struggling (more often than strangers e.g. counselling services) - let's make sure that staff wellbeing is also addressed. Workload models are placing many staff at breaking point and taking away from the time that is needed to support students appropriately (and design robust curriculum!)

02:26:59   Jonathan Green: It's been very valuable, thank you!

02:27:03   Sarah Smith: Thanks everyone for sharing.

02:27:03   Marta Balnaves: Excellent insights - thank you all!

02:27:04   Kelly Linden: Thank you panel for such a fantastic session

02:27:05   Nicole Crawford: Thank you everyone - fabulous!

02:27:10   Natalie Nelmes: Wonderful insights, thank you all

02:27:14   Linda Gasparini: Thank you everyone, fantastic session.

02:27:17   Jane Skalicky: Great session! and accessible for all to attend today

02:27:18   Angela Jones: Agreed @Joanne L
02:27:19   Fiona Yardley: Fabulous discussion today
02:27:19   Sakinah Alhadad: Thank you so much to all speakers and also to colleagues in the chat! Thank you organisers for making this happen - so important that we get to have these robust discussions together
02:27:19   Shelley Kinash: Thank you to all! Amazing!
02:27:21   suzi syme: thank you for Kylie
02:27:25   Angela Jones: Thanks everyone
02:27:25   Margaret Hill:Thank you for helping us to unpack the report - fabulous!
02:27:28   Sally Kift: Thank you everyone and esp EPHEA & UniStars & @KylieA
02:27:32   Elizabeth Hitches: Also so fantastic to see the insights when so many people passionate about equity come together in this forum!! :)
02:27:34   Peter O'Callaghan: Thank so much everyone, so great
02:27:35   Bronwyn Williams: This was awesome thanks everyone
02:27:39   Gabrielle O'Brien: some great reflections and insights into the interim report. Thank you everyone.
02:27:39   Kate Flynn: Thank you everyone - important discussion
02:27:43   Joanna Tai: thanks for hosting, valuable insights!
02:27:46   Alicia Pinning: Thank you everyone.
02:27:52   Ali Davies: Greatly appreciated!
02:27:52   Karina Kerr: Thanks you what great conversation and very important discussion
02:27:53   Jane Phuong: Thank you for your insights
02:28:07   Claire Quilliam: thank you all!
02:28:11   Heidi Hetz: thank you
02:28:11   Lisa Duffy: So true @Joanne L
02:28:13   Liz Johnson: Please remember there is a 6 week feedback period now. Feedback is very structured (which helps the Panel) but we also need to continue our thinking so when other opportunities arise we are ready.
02:28:13   Ramziya Asanalishoeva: Thank you all
02:28:14   Leanne Shibata: Thanks Kylie and all 🙂 bravo!