# Transition pedagogy: maintaining the momentum

## Professor Sally Kift

Wednesday 3 October 2018

**Mel Martinelli**

Good afternoon, everybody.  Good afternoon, everyone.  Welcome to our Diversity at Deakin event.  My name is Mel Martinelli, I'm the director of Diversity and Inclusion here at Deakin University.  I wish to begin by acknowledging the traditional owners of the land, the Wadawurrung people and pay our respects to Elders past, present, and emerging.

I'm delighted to welcome guests today.  We are being streamed across all the campuses and the session is being recorded.  In particular I welcome our guest speaker, Professor Sally Kift, and our Vice-Chancellor, Professor Jane den Hollander.  Today's event highlights Deakin's commitment to providing an inclusive and equitable education for students of all backgrounds, cultures, abilities, genders and other identities.

Our Diversity and Inclusion unit aims to ensure all commencing students in all their diversity are given every opportunity and support to succeed at Deakin.  The transition pedagogy that Professor Kift will discuss today has mapped out a comprehensive plan by which we can all work together to achieve this goal, whether we're professional staff, academics, teachers, and administrators.  So now I'll hand over to our Vice-Chancellor to welcome Professor Kift.

(APPLAUSE) 

**Vice-Chancellor Jane den Hollander**

I'll also begin by acknowledging the owners of this land on which we're meeting, the Wadawurrung, and pay our respects to Elders past, present and emerging, and I acknowledge any Aboriginal and Torres Strait Islander who is with us today.

It's great to be here.  Thanks Mel and thanks very much to my Deakin colleagues.  Thank you very much to my other colleagues and, of course, Professor Sally Kift who is extraordinarily well-known in the sector and I have known for quite a long time actually.  I was looking at the Australian Teaching and Learning Fellows, when you put the slide up, it took me back.  I used to sit on the Australian learning and teaching... whatever we were called.  We were called 17 things during the time the ministers came and went, and even those days, if they were from the Liberal National Party they hated us and if they were from Labor they really hated us.

It didn’t matter what side you were on, it was Carrick for a while. When I joined in the ‘good old days’ it was the AUTC, then it became the Carrick, and then it was the ALTC I think, and I met Sally during one of those great ideas we had where we had quite a bit of money in those days and Sally represented Law, and Law was seen as particularly difficult, if I might say.

If you remember that we were going to have some difficulty and then this breath of fresh air walked in the room, and it was Sally, and with another great colleague from UWA and we got so much done if you remember.  It was a wonderful experience and the rest is history.

But I want to say a bit about today, transition and what it means.  Deakin, we know who we are.  We're 61,000 students and when you have that many students you have every diversity that there is around, everything you could think of, be it colour, be it language, be it sexuality, be it ways of learning, the medical conditions you might have and you can go on.

Difference for us fits under our value of inclusion and many people think inclusion is about getting people to the university and, of course, it's a bit more than that.  It's about including them so that they are comfortable and able to learn to the best of their ability, and we are required to do whatever it is that we can to the best of our ability to enable that.

And I've always been a person who believes that if you look at the edges you help the whole continuum. I once went to a talk by quite an interesting man and he was blind and he was talking about something we did at a different university and he was saying if you can fix things so the visually impaired people can see, what you do know is 100 per cent of people can see. And if you fix things for the hearing impaired, everybody can hear perfectly.  And so it is with everything we do.

How do we make sure that those who may be a smaller percentage of the population than the norm, they're not more than 50 per cent, or maybe they are, but usually they’re not.  If we can look and be sure that we’ve assisted and enabled, everybody is enabled, because everybody feels comfortable to put up their hand and say "this is my particular difference".

We've had graduations since Monday and on Monday night we had Indigenous students and we all meet at IKE. We have lots of Torres Strait Islanders, interestingly, at Deakin. Everybody thinks we only have Aboriginal students, but we have a lot of Torres Strait Islanders who see themselves as different.  It's a little island this far (indicate tiny) off the coast.  It's closer to Australia than Tasmania is, you know, but that's not the point.  The point is they have a different culture and did have for hundreds of thousands or 70, 80,000 years is what they talk about.

So on the Monday night we had 32 of them at the ceremony.  Just to give you a proportion of the difference in that ceremony. When we go upstairs today, last night we had 400 students and it took 90 minutes.  We had 32 students and it took just over 2 hours.  Why did it do that?  Because they're different and they're special in the extraordinary way as the First Nations people and I'm using that as the example, because you're going to hear of a different example in a little while and each of them was asked if they'd like to say something when they got their certificates from me and a couple of them were very shy "No, no, no".

And then there was a young woman from Western Australia, she’s a Krakouer.  I'm from Western Australia and I know her, and her brothers played for North Melbourne famously... not for the Eagles as you would know.  I said "Hello, are you going to say something? " She gave the most beautiful 5-minute lecture on why she did Law.  So she's one of our Indigenous Law students and there are very few Aboriginal Australians who do Law, because they hate the penal system, hate the Police, they see the law as threatening.  And she did Law, because she wanted to keep her brothers out of jail. And the brothers who'd gone to jail, she wanted to get them out, because it was unfair as to why they'd gone to jail.  And we've given her an education.

Then the person who came after her was a Torres Strait Islander who talked about what he was going to do on Torres Strait, and for his people.  I think he was a nurse and it was a health thing and I thought “That's what we do.  We enable people who, for all sorts of reasons, are forced to the margins by the wider society which goes to the mass in the middle and we need to make sure that those people are part of the whole.  And we are not whole if they are not part of our whole. And for us to be whole, we must focus on those things”.

Sally has a wonderful career.  I can read you some of the things.  You'd know, of course, that she's a lawyer.  She's going to talk about transition pedagogy, maintaining the momentum.  Her research over many years has shown us that students in all diversity come to higher education to learn, and we often forget that.  We often think they come to university to be complete pains and to be rather difficult.  (LAUGHTER)

And she also says, in their first year, that our students must be inspired, supported and connected.  Connected not only for success in that important first year, but to secure a firm foundation for success later in their learning, and in their future careers.  I think the things Sally is going to tell us today are going to be exemplary.  I hope you're all going to be able to listen, but I'll end by saying this is who Sally is.

A well-known figure to many of our staff who have applied transition pedagogy in their teaching, and supportive commencing students at Deakin over the past 10 years. You've been a number of times, I think, Sally, to visit us during that 10 years and many of you cite Sally's work in your research.  She's a principal fellow of the Higher Education Academy, she’s a fellow of the Australian Academy of Law and president of the Australian Learning and Teaching Fellows, a great group of fellows if I might say.

Terrible name "fellows" I fought against it at the time and lost miserably, because John Hay thought I was being ridiculous.  I just thought it was not the right thing.  It should have been Australian Learning and Teaching Girls - what's the difference?  They're both so directive.

From 2012 to 2017 Sally was deputy Vice-Chancellor Academic at James Cook University and prior to that, she was Professor of Law at Queensland University of Technology.  She is QUT's Foundational Director First Year Experience, and Sally is a National Teaching Award winner in 2003, and a National Program Award winner in 2007.

In 2006 she received the ALTC senior fellowship to investigate the first year experience and it was the work that Sally did on the first year experience that started to focus us on some of the things that we had to do inside the classroom for all of our students.

Up until then a lot of your work was outside of the classroom.  How do we get people to the university?  How do we make sure they get orientated? And then they got to the lecture door and it was over and what happened in the room, happened in the room and nobody knew about it.

Often, learning was bad and I remember a fair chance for all and all the work that when I go back to where I started, a fair chance for all, all of these people were, of course, attriting, and why was there attrition?

Mostly because they simply weren't clever enough and they simply weren't learning properly.  That was too simple and wrong and, of course, what Sally’s work has proved is that you do open the door and we do look at ways of ensuring people are enabled to learn, that they can reach the stars and do whatever it is that they wish to do in the world and our job is done.

So thank you for inviting me to come and speak with you.  I cannot stay unfortunately, because I have graduations and graduations always has lots of ricochets of things.  This evening we are giving an honorary doctorate to the great Barry Jones.  Those of you that know the great Barry Jones, who is 85 and is arriving shortly, know that you only have 8 minutes for the oration. Because I'm a 90-minute girl.  You can stay for 90 minutes and then the friendship is over and you want to be out of there.  I have spent two weeks trying to persuade Barry "I mean 8 minutes".  He says "What can I say in 8 minutes, I can't even welcome everyone!"  And I’m about to sit him down now and say “read me your speech now” and if you never hear of me again, it's because Barry's phoned up the great and the good and said "She's got to go!"

It's a great honour he's coming down and he's another person that has done so much work for the kind of things you're talking about today.  He has always talked about difference and making sure that people are enabled and included in the society.  The work he's done on prison reform is nothing short of spectacular to get people who shouldn't be in jail out of jail, because we simply haven't understood the system.

Have a great afternoon.  I hope you have lots of questions for Sally and you all leave learning something and you do good at Deakin.  Thank you very much, and Sally, sorry to not hear what you've got to say, but it's a great pleasure to have you back here.  Thank you.  (APPLAUSE) 

**Professor Sally Kift**I just wanted to say thank you so much to Jane.  She's been such a strong advocate and supporter in the sector and you just heard why we all love her so much.  We wish you great success Jane in whatever you do and have a nice rest.

Jane: On the beach (LAUGHTER)

Sally: Sounds gorgeous.

So thank you very much for having me today.  Thank you to Mel and also to Mary for all the work they've done and the wonderful Annette Christensen in your Equity and Diversity area who's done all the hard work in getting me here.

I'd also like to acknowledge the traditional owners on the land in which we meet and pay respect to Elders past present and emerging.  This is going to be a ride.  I've got way too much material, but if I could just say I've done this out of - I'm going to say "love" again in the first 5 minutes.

I so much want to share what the opportunities are, but we've got such a context going on at the moment that I feel like I need to take you there as well.  We'll get where we get to, but it would be inappropriate to start without listening to some students.  It might seem strange to you.  These are students from Victorian University of Wellington in New Zealand, but in a 1-minute grab they remind us quite well of the intimidation of potentially coming to university that Jane spoke so eloquently about.    
  
**Video**

>>  It's a new place and there's a lot of things you're not familiar with.    
  
>>  Our main challenge for me to come to university was the intimidation of it and having the self-belief that I belonged in university was a large hurdle for me.    
  
>>  Getting familiar with people and the way lectures work and the way the university community works.  It's quite different to the employment world.    
  
>>  Would I fit in?  Would I enjoy myself?  Did I really know what I was going to study?  Why I was studying that?  There was a nervous excitement about the whole buzz about coming to university, doing something different.  Enjoy the experience of university.  You are here to learn, but at the same time you learn so much more than what you get in the books.  A lot of people forget about that, I think.    
  
**Sally Kift**

I just thought that was a nice way to start and it also demonstrates, I think, these are universal issues that we're talking about.  So what I'm going to talk about is how we maintain the momentum of inclusive practice and equity and diversity at a time when we know everyone is constrained and budgets are tightening, but the performance glare has never been harsher.

So I'm going to talk about whole of student, whole of institution, third generation transition pedagogy.  I want to see what that's looking like on the screen.  A sustainable integrative framework for student success.  We know what works and we can take lessons from that.

What works is a focus on curriculum.  As Jane said more eloquently than I'm going to in the next few minutes; if we focus on the curriculum as the academic and social learning glue, as the organisational glue that binds the students to the institution and we embed support.

So anything that's important for students, needs to be in the curriculum and driven through the curriculum.  But we can only do this as a joint enterprise working in partnership.  Academic and professional staff, but also with our students.  [Indicating the screen] A whole pile of adjectives.  I managed to bold "intentional", but I hesitated over that.  It is with a success focus and with a particular emphasis more recently on mental health and well-being.

I wanted to start with context, because there is a lot happening and the most important context of all - I know this is quite small, but it's what Jane said - it's those individual stories.  We need to know and respect and value the diversity that's within the institution.  So, one of the first things we do as a teacher and as a support person is to think about who our students are.

I've just taken that from your document ‘Leading Courses’, which is publicly available and I refer everyone to it, because it's very good.  But some context.  Now that's supposed to make you feel ill, because it makes me feel ill.

This is just some of the very few reports that have been recently released, but I could fill pages of slides.  You see the big four accounting firms featuring there quite highly.  PWC, we could forgive them, because that was a commissioned piece of work from the ATN.  Everyone is giving advice about what the future world of work might look like and what universities might do in that regard, including the Business Council of Australia who's not an insignificant stakeholder.

If I could just take the Ernst and Young report which crystallises the risks.  They did a good report in 2012 and I would stop there.  They've identified as do all of these reports, what's happening in the world and what we need to do - and they suggest that we need to transform, shift from faculty focus - which I assume is the American reference to faculty, but anyway - to learner-centric, integrate with industry, reimagining our physical and virtual campuses and unbundled degrees.

That's all good, but the issue is it leads to headlines like this, [HEADLINE] and in circumstances where we're trying to be inclusive and encourage non-traditional students, under-represented students into our institution, it's not helpful for them to hear what you learn at university is not going to do you any good whatsoever.

40 per cent of the degrees are going to be obsolete is particularly unhelpful in the Ernst and Young report where they mention equity once.  They say it's now constraining evolution in the context of a need to ensure a competitive workforce.  You just heard from Jane, the difference you can make on a daily basis.  I refuse to believe that equity and diversity is constraining evolution of our educational system and I love Peter Goodyear from the University of Sydney who had a nice comment on this.

What I found comforting reading the latest report is the evidence it contains that Ernst and Young consultants will be replaced by A.I. sooner than I will. I think we need some healthy scepticism around all this. That was probably a high point.  We know that future performance funding is going to be linked to growth from 2020.  At the end of 2017 when this was announced we were told there would be performance measures.  There's some ideas.  Our performance will be a performance measure.

Supporting student retention, boosting graduate employment outcomes.  On the department's frequently asked questions website – they have attrition, low SES participation, workforce preparedness of graduate graduates which will be consulted about.  [Indicating photographs on screen] He's not him anymore, he's him.  In the meantime, we're supposed to be doing this when we know that there's been a reduction of 51 million dollars over 4 years.  That's not an insignificant amount of money and we haven't had the consultation and there's supposed to be a consultation also about redistributing enabling places and postgraduate places, so an interesting context.

Of all the doubt - and I'm not going to take you to your attrition and retention data - this is the 6-year completion data.  Six years even for a 3-year degree is probably about the right amount of time, because students aren't doing linear progressions.

What's interesting about this data is it's the first 6-year completion data... because this is maths I think, from the students who enrolled under the demand-driven system in 2010 when it first started to be introduced.

So, what government and everyone's looking for is to see what's the difference in the last two columns between pre-demand-driven system in 2009 and post-demand-driven system in 2010.  It was introduced at 5 per cent in 2010, 10 per cent 2011 and full caps off in 2012.

Anything that's highlighted has actually increased the completion rate.  So, Deakin's there as having increased the completion rate between the 2009 cohort and the 2010 cohort and the smiley faces are universities that have increased completion rate over the whole period.

So, you've got more completing in 2015 out of the 2010 cohort than you had back in the day.  So there's a moral panic about attrition and we're all going downhill, because we've all sacrificed principles is not sustainable.  We need to see this data coming forward, but this is part of the context in which we're currently operating.  Perhaps a little bit more rigorously done and very thoughtful, the Grattan Institute around dropping out.

This was in April.  They've just released another report on mapping higher education, but even a good report like this goes to the bottom line when it gets out in the public, which are our demographics.  So, what all the newspaper reports took from this Dropping Out Report is it's easy to find out if you're going to be successful at university.

What will make you not successful is if you're part-time or online was mentioned a few times I'm sorry to say that, and if you're a mature-age student.  It's unfortunate, because Grattan actually said even if you even do a small amount of study that will have enormous benefits for you in the future.  This is helpful from that report, looking at the ways that we might lose students over the course of their first year student life cycle, all the vulnerable points from application to offer to acceptance to enrolling, to census date to second year.

This, not so helpful.  Grattan recommended that the QILT, Quality Indicators for Teaching and Learning website, included a personalised ‘feed my demographic data in here, find out what my prospects of attriting there’.  This is an example of a young male student, non-Indigenous, no disability, speaks English, but going to a regional university entering on a diploma.  Already starts with a 36 per cent chance of not being successful.

He moves to a metropolitan campus, odds go up by 7 per cent, then drops four subjects and he's - it's interesting isn't it - plus 35 per cent chance of not being successful and then he studies off-campus.  Ends up with a total risk of not completing of 66 per cent and they wanted that on the website.

And they went further and said that not only should that be on the website, universities should actively dis-enrol students at census date if they don't think they're engaging.

What was a little bit of a more sympathetic interpretation of all those data was this great big bolt of shining light from the Higher Education Standards Panel in June 2018 where they looked quite sympathetically at what was happening in the system, found there was no retention or attrition crisis, made 18 recommendations which the minister has endorsed all of. And the ones that I particularly wanted to take you to are around career advising.

Career advising can't be left to school, it's too important.  Higher education institutions should ensure that they offer students the opportunity for career planning.  Every institution shall have a retention strategy and the retention strategy needs to be evaluated and include benchmarks and processes for entry and exit interviews, integration of data-based risk analytics, targeted support interventions and a suite of services and a means to re-engage, rather than automatically dis-enrolling as Grattan suggested, the Higher Education Standards Panel said we should just automatically review those students and see what could be done about that.

They also want, they heard representations about external students and their prospects of success, so they want to be assured that external students have support services 24-7 essentially, and every institution shall have a mental health strategy and an implementation plan.  Just some examples - and Deakin put a submission in here so good to quote Deakin - Deakin suggested on the idea of a retention strategy: when a student accepts (an offer) you should ask whether they intend to complete on a full or part-time basis, because that makes a difference, and whether they plan to complete all or part of the degree.  That would enable tracking for completion and tracking students' ambition and tracking of inspiration.

Another example was a ‘readiness questionnaire’, a portfolio approach where we obtain diagnostic information about students' individual needs and this in the inclusion space is so important, because it assures students as they come into the institution, that they don't come in as blank slates.

They come in with knowledge, skills and dispositions and experience.  It's just a different sort of disposition.  So, if we had this sort of conversation with students on entry, the self-efficacy measures around that I'm thinking would be quite significant.  So, we've talked to them about prior educational experience, work experience and transferable skills, their motivation for the course and institution.  Their reasons for choice of attendance mode and self-identification of learning needs, weaknesses and expectations of support.

It's a brilliant first conversation with the student.  It's like having an Individual Learning Plan which would not be unhelpful, in a lawyer's double negative way, to enable us to support students where we find them and as they enter the institution.

And there's a few reviews.  I'm sorry, I'm still on context, because this is blowing my mind at the moment.  The amount of things that are happening, so probably one that wouldn't impact you on a daily basis, the review of higher education provider category standards, but that will determine who's offering higher education courses.

There's a review of the Australian Qualifications Framework and Labor when, if they get in, are promising to hold a national inquiry into post-secondary education.  The relevance of the AQF and the post-secondary education inquiry are particularly keen in relation to an integrated tertiary system.

If we're trying to forecast what inclusive education looks like going forward, the idea there might be parity and transferability between higher education and vocational education I think is quite significant, because it will descend into the neoliberal discourse into developed economies, witnessing increasing demand for re-skilling and micro credentials, but in the end it's a good thing to have that porousness between sectors and to value the different educational opportunities that there are.

And you're right in the mix on this and well-positioned you've got Pathway courses.  I met with Pathways people over lunch.  You've got Beverley Oliver's contribution around better 21st century credentials, you're into the mirco-credentialing space.  I'm on the review panel.

I'm pretty clear we are going to be talking about micro-credentials and not necessarily a linear qualifications framework, but it's all interesting things and against all that and sort of circling back on where we started, to close off on the context, there's a current discussion paper put out by one of your previous employees here at Deakin University, Nadine Zacharias, and someone who's a prospective employee, Matt Brett from La Trobe University, a serious discussion about how we might mainstream university equity.

It seems to be even though the Higher Education Participation and Partnership money is the only money that’s really still in town and still coming into universities, apart from Commonwealth support money, equity somehow manages to be slipping to the margins and the Ernst & Young report is a good example of that I think.

In 1990, there was ‘A Fair Chance for All’, the Bradley Review in 2008.  Where we are in 2018 and how we might be able to better assure that the wider benefits of higher education participation might be more evenly distributed across the country.  So, what does that look like?

I would encourage anyone to make a submission on that.  It's running out of the National Centre for Student Equity and Higher Education and there are various round table discussions being held.  Critically important discussion for us and particularly in the context that we're talking today.  So we know a lot of things, there's a lot of things we don't know and who says that better than Donald Rumsfeld!

[Video of United States Secretary of Defense, Donald Rumsfeld, U.S. Department of Defense Briefing, 12 February 2002].  
>>  There are reports there is no evidence of a direct link between Baghdad organisations.    
  
>>  There are known knowns, we also know there are known unknowns.  We know there are things we do not know, but there are also unknown unknowns, the ones we don't know we don't know.    
  
>>  Excuse me, is this an unknown unknown?    
  
>>  Several unknowns   
  
>>  I'm not going to say which it is.  

**Sally Kift**That's a bit how I feel in my daily life, so many unknowns I don't know anything about.  As Jane said, I, we have been here before.  I've had a long history with Deakin for which I'm grateful.  I started in 2004 with the Law School being a legal educator, but more importantly - apparently this isn't all about me, disappointing from my perspective - Deakin was very much engaged in my Australian Teaching and Learning Council Fellowship, so Mandy Bishop in 2009 presented at the first year experience symposium on what do we call it?

Mapping the student journey, how you had week zero started minus three weeks and did different interventions at different points.  One of the case studies of first year curriculum design came from the creative arts discipline here at Deakin University.  Karen Rossignol, I think, and Jennifer Radbourne.  I'm grateful to Deakin and you've made a strong contribution.

If we try to move some of this forward what Vincent Tinto would say is let's establish the educational conditions for success.  It's as soon as they get off the train or the bus or start walking through the door or log on to the online site.

Everything we do has the potential to engage disengaged students and it's a social and academic experience and an administrative and environmental experience.  So, if we think of curriculum really quite broadly - and this is my thesis - as everything that has the potential to engage and disengage and we're quite intentional about that, then in those circumstances we don't leave student success to chance.

So thank you Vincent Tinto and people who've seen me present before have seen me do this.  [Shows cartoon] Apart from ‘unknowns unknowns’ I feel myself pushing at the institutional door that says ‘pull’. We know that student success is largely determined by student experiences in the first year.

Engagement particularly matters in first year.  First year is where students from different backgrounds are trying to establish patterns of behaviour and study that lead to success and there's robust evidence that institutions that invest in the first year that pays dividends for them all round and is a strong indicator they are committed to a committal and supported student experience and that's largely part of the performance indicator going forward.

‘I rest my case, your Honour’.  [Shows image of unsafe bridge between two cliffs] The rickety bridge - and I know it's not just from school to university, but it's one.  I make my point using whatever devices I have at hand, when I look at things on your website and I did find some things on your website, here's a parents' guide to tertiary study.

Do we have our conversation with our students about school leaver students about the difference between secondary and tertiary education?  So, we're telling their parents and this is very helpful and parents are very influential others, and I'll make a point later on, if I get to my 20,000th slide, that we should definitely be having conversations with our students' influencers.

There's a whole piece of work that you already have that starts to manage the expectations of students as they come to the institution and puts them ‘in the zone’ about what it will be like coming to university, because in Australia we're still at the stage where we have about 50 per cent first in family students.

Students who come to university who have no frame of reference for what's going on.  As soon as we start saying things like ‘Major’, ‘lecture’ or ‘tutorial’.  I had a student email me at QUT who was very apologetic who said he could enrol in the 28 tutorials we were offering in Law 101, essentially.  They don’t know what they don’t know. He was to choose one.  Another student was waiting for their timetable to be sent to them, so it's exactly as Jane says, we level the playing field and just make it explicit for all, then all will benefit.  So the expectations are mismatched.

[Shows cartoon] Summarising for the exam, that's how everything that I ever do ends up, completely highlighted.  (LAUGHTER) So let's try and mitigate that.

We know a lot about why students leave or depart early for very complex and multifaceted reasons.  They could be personal characteristics, institutional factors, external pressures - there's things that we can control.

And I think we can control some of those other things, but particularly it's a complex interrelationship between course dissatisfaction and course preference.  Limited engagement, student perceptions of academic staff and the quality of teaching and that's just sad.  If we want to interrogate those other things again it's not that we don't know.  We have the student experience survey, which has been running for a number of years now.

This is the 2017 data that was released in March 2018.  It looks at the top reasons why students might have considered departure.  It compares 2016 to 2017, the top six reasons have been standard for the last three or four years.  The first reason is quite alarming.  41 per cent in 2016, 45 per cent in 2017 considering departure because of health or stress and then it goes down.

We would say there's things we can't do about that, but I would challenge you to suggest there are things we can do about some of those.  Expectations not met, highlighting everything.  Career prospects, another critical matter and I know you're very good in the career field.  So, there are things, this is not an ‘unknown unknown’, we know things about this.

Universities Australia just talking about financial pressures, have just released in August 2018 their review of student finances.  Approximately one in seven students regularly go without food or other necessities, because they can't afford them.  You can see all students are worried about their finances whether they're financially supported or financially independent.

Students are regularly missing classes, 20 per cent financially supported, 33 per cent financially independent and their work commitments are affecting their study.  They can be working up to 15 hours a week part-time and now, think about that, that's two days for full-time students.  So they live busy and complicated lives and they're doing it so they can live, and this can be the consequence.

Here's a full-time undergraduate student.  “I've multiple times thought about deferring it was financially becoming too hard.  I have to fit university and work together, maintaining above average mental health is near impossible”.  45 per cent thinking about leaving because of health or stress.

So again, in that same parents' guide to tertiary study - so the parents know how to do a budget, here are the costs of managing study and budget and every time we think about this, I've now got to check in my head and it's the same for international students.

So we talk a lot about first and family students, above 50 per cent.  I went back to some of the Australasian survey of student engagement - does anyone remember that?  Reports that were coming out and 27 per cent of international students are also first in family also and it's a great shame on me that I've actually never thought about that before.  In addition to them making the transition to independent learning, independent living and doing all those other adjustments, they're doing it in a country where they're the first in their family to attend university.

Now I did toss up about whether to put this in, we know this and I'm sorry, this is sector knowledge.  This is a ‘known known’ that retention is about 20 per cent lower for online courses rather than face-to-face courses and the higher education standard panels record that I was lauding before external students around 2.5 times more likely to withdraw from higher education than internal students and if you need a pictorial representation of what that is, then there's a graph.

Now, you've got good processes in place and I'm going to talk in a moment about some guidelines around that, but as you develop your retention strategy and you have something like a retention strategy.  You have a student learning and experience plan which has retention benchmarks as I understand it and it talks passionately about the first year experience.

As you're setting your retention benchmarks for online students, you've got work to do.  So the fact you've got the smiley face on the 6-year outcomes before you went heavily or even more heavily into the online space is something you probably need to give some consideration to.

This is a bit like making my advocacy argument around inclusion.  This isn't the latest fad that Deakin University and Mel and Mary and others have descended upon today.  Inclusion is an international agenda.  Here you've got Sandra Griffiths.  If you want to look at this resource, it's a huge resource with lots of wonderful embedded videos.  Takes a while to download.  She talks about respecting students, respect and valuing students.  You'll start to hear some of these words come up again and again.

Christine Hockings who I understand influenced the inclusive education principles that we're talking about today also defines what it is to be collective in learning and teaching.  It's learning that is relevant and accessible to all.

In New Zealand - and we were talking at lunch about Indigenous education and indigenising the curriculum and Indigenous content and perspectives and how we might embrace that more accurately. In New Zealand they've worked through a lot of these issues in a coherent way, because Maoris are a particular group. But the Pacifica students over there are suffering potentially as a result, but there are a range of resources.

They talk about priority learners in New Zealand.  As I was procrastinating, I just found the US are still talking about the lower graduation rates for low-income students.  In Australia, particularly thanks now to the National Centre for Student Equity and Higher Education we have a number of inputs around inclusion.  A course around Indigenous and the Indigenous Studies and Learning and Teaching Network and there were three or four Indigenous fellows as well under the Australian Learning and Teaching Fellows.

But Louise Pollard's work on the National Centre for Remote Students and when you think about that rude graph about minus 33 and plus 2 and minus 35 again and plus 7, 50 per cent of remote students are studying online, 50 per cent of them are part-time and 50 per cent - 73 per cent of them are women, 10 per cent are Indigenous.  They fall right into that bucket of students that we would rule out, because they're obviously not going to be successful.

Effective learning and teaching of low socioeconomic students and first in family website, but it's more than that.  It's also about inclusion for international students and so an ‘oldie but a goldie’ around finding common ground and then again just random things.  This is the University of Plymouth talking about inclusive teaching with mature age students and the University of Birmingham for LGBTQ students.

So this isn't a recent aberration in Australia.  This is an agenda and why?  Because it's about economic productivity and social cohesion and making sure the whole nation moves forward in the face of disruptive innovation.  That was a good sentence!  We know what works.  We know what works for this.

So here's Liz Smith in the UK in two different reports in 2012 and 2017 and what clearly works are interventions in the academic sphere and we're already starting to circle back on some of this terminology now.  A culture of belonging, that sense of connectedness, academic and social belonging.  An institutional commitment which is what you just saw from Jane.  An institutional commitment to inclusion, student success and first year experience and retention.

That it's a mainstream priority that staff are accountable - I think staff are accountable, but I've always thought it was quite difficult to recognise and reward staff for what is often difficult and unglamorous work around first year teaching and support - student self-efficacy.  So that's the capacity that there are clear expectations that we develop the skills that they need to engage in their learning and in their assessment.

That we have data.  Everyone now needs to be a data-intelligent institution at all levels in every respect and that we use that data appropriately to monitor for at-risk and there's a partnership between staff and students.

So some lessons that we've learnt over the time is that we've got to manage the student life cycle and transitions over the student life cycle and here's an example of the critical interventions framework from the Melbourne University.  Access, participation and completion, it's not very complicated, but the life cycle will vary and wax and wane temporarily and depending on who the individual student is.

A second lesson is that we need whole-of-institution approaches.  So we need to get all our ducks lined up and it's about having a university vision and plan and local area plans and data and acting on data.  But it's also about getting all the carrots lined up to make sure there are incentives for doing this joint enterprise around supporting the student experience.

KPIs, key performance indicators and performance planning and review.  So we have discussions, supervisors have discussions with their staff about these things and if we can get this whole of institutional culture right, we can get the context right for staff to get the context right for students.

So there's a policy environment that supports this - and I'm sorry - but it assures us that we have the institutional settings right.  So the English language and numeracy policy was a big move forward for us.  Not because it problematises non-English speaking or culturally and linguistically diverse students, it normalises all students needed to have language and numeracy proficiency including HDR students who were having an assessment.

And Nick Zepke talks about students integrating they have to do all the hard work to a bridge where we meet students halfway and adapt cultures and practices to support diversity.  And I see that written all over your documents so this is your student learning and experience plan, which again I got off the leading courses publicly available document, in particular the third principle is we are working horizontally and we operate as one Deakin and every project has a cross-representation steering group and you have a number of goals.

Goal two is about ensuring good first year experience.  To a large extent you've got institutional settings around that.  Lesson three - this is my favourite slide in the whole world and it gets to be a crowded curriculum redesign table - but you want everyone at the curriculum redesign table and in the online environment you particularly want everyone there and you need equity practitioners, you need the inclusive education principles on your shoulder reminding you that everything you do needs to be inclusive.

I said to the librarians who I met today, the library is such a great resource.  They're the ones open all hours.  They're the ones that the students go to in times of extremeness as they're struggling with their assignment and need language learning literacy assistance.  But I also want careers and employment people there embedding career development and employability skills.

I want the learning adviser there, I want the librarian there and the student voice there and that provides us with a great sense of relief I think.  We don't have to imagine what it is that would engage students and support them in their learning and when we get this right about academic and professional partnerships we move up these steps from least support where we know students don't go if we just have the support on the website or we run generic programmes de-contextualised from the discipline.

When you've got everyone around the table you start getting discipline-specific programmes or better still you design curriculum where all the support is embedded and contextualised and delivered in a just in time, just for me way according to an organised and structured approach to learning and what they need for their assessment literacies.  There's just another resource.

So the fourth lesson is to harness the curriculum.  Once you get those comprehensive integrated and coordinated whole-of-institution approaches and you operate from a success not a deficit focus and if you do the just in time, just for me interventions in the student life cycle - we don't talk to them about exams during orientation, that's not a life cycle approach - you do that with all the academic professional staff and the students, then you can assure Tinto's educational conditions and you have the curriculum as the glue.

It's the social and academic organising device around which everything is situated and we know we pick up all students then, because it's not leaving it to chance.  If it's important it's in the curriculum and they'll get support in the curriculum and that's particularly true for time-poor equity group students, but I suggest now it's probably true for everybody.

So this was just what the Fellowship was about, what transition pedagogy was about.  Recognising, if we looked at it in terms of generational maturity, what everyone was doing back in the day was everything was on the outside of the curriculum.  You couldn't get into the curriculum.  The academic language and learning careers, library, digital literacy, it wasn't a thing back in the day.  Orientation, peer mentoring, it was all outside the curriculum.  The idea was if we think that's important and I think we would suggest it is, then you need it to come in from the periphery of the curriculum and recognise the entering diversity and design for that, so meet students where they were and that requires partnerships and then the third generation idea was that we upscale it and make it applicable across the whole institution.  So not just in isolated pockets.

George Koo says there's more difference within an institution than there are between institutions.  We need to be thinking about that and that's all transition pedagogy was.  A clever thing of saying let's just design for the heterogeneous cohorts we get and scaffold and support them in their learning.

There were six curriculum principles and I'll spend the remainder of my time trying to take you through examples of them.  It's a bit like higher education word bingo.  It's a 4-legged stool.  You need good teaching, support and you need the students to engage as well.  So understanding all that.  There are the words and I'm going to take you to observations of them next and if we can do an integrated curriculum that addresses these various points we've got a curriculum that does serious transition and retention work and I'm assisted by people - so this has been around for a while now - and I thought the first quote was probably the most helpful, because it's helpful.

It provides the language for common conversations between academics, teachers and researchers and academics and professional staff.  It's got horizontal and vertical applications and we can all make some small change that makes a difference.  Transition pedagogy applied through to capstone courses, HDR and postgraduate course work students and applied for all students, all disciplines and practitioners.

There's a bit of evidence this is potentially workable.  So there's just talk about these in the time that we've got.  Productive management of transition.  So it's normalising the transitional affect, supporting students to build on prior educational experiences for independent self-management life-long learning.  Unpacking the hidden rules of what it is to be successful.

So we have to support students making the transition from whatever their previous experience was rather than problematising it to tertiary study and discipline expectations and understand transition as an ongoing process over time and be explicit about what it is to be successful by explaining what self-managing independent learners do.

Again, you've got a range of resources on your website, research going on and a lot of it is about managing the communications strategy for students.  Just in time, just for me, just enough, just in case resources.  We don't have to reinvent any wheels here.  There are a number of resources in the sector.

I challenge you to think about the discussions you may or may not have with students about time management and organisational skills.  It's two of the big blockers that students tell us that they have when they first come to university.  Especially when the time seems to be so flexible.

Here's the website that will help with that and normalising this ebb and flow approach over the process of the first year, that it's up and down and that's an effective response and what you need is some resilience strategies to pull you out of the troughs and know it will go forward.

I still haven't found an Australian site that does this as effectively as I would like, but here's the University of Nottingham talking about what independent learning looks like and it's about taking control and being responsible for your own learning and engaging in help-seeking behaviour.  Again, a conversation that we don't necessarily have with our students.

They get resourced on the other side of the slide from the Higher Education Academy about independent learning for international students and the reason - I'm sorry and this is just to remind me - that postgraduate and HDR students have exactly the same requirements.  In fact, often more so, because they've been out of the educational system for a much longer period of time.  There's a resource for that, as well.

And the reason that we do this is to try and clarify expectations.  So here's a student talking about expectations.

**Video**>>  I thought uni students did lots of fun stuff, you know.  You see commercials about QUT for the real world and they're out and they're doing things and they're walking around and meeting up with people.  I thought yeah, sweet, I can do fun things.  And I get here and then you have to do assignments and exams.  They didn't mention that, they don't mention that on the commercials.  For the real world?  What.  (LAUGHTER) 

**Sally Kift**So there's a happy medium I think between expectations.  So the second principle was around mediating entering diversity and so it's just recognising and respecting that students are coming from diverse backgrounds and experiences with different social and cultural capital and how we might mediate those different needs and approaches to learning.

So understanding the diversity of your cohort, that's why you need data.  Make no assumptions about entering knowledge and skills and we're back with Jane again.  Making no assumptions and making it all clear usually benefits all students, because it's in a new discipline.  It's the difference between me as a lawyer going and learning about engineering, which I know nothing about and supporting students' mental health and well-being as they go along.

For example a weekly resilience strategy.  We did work on students and what was helping them be successful.  I had a good lecturer who showed me how to format an essay.  I wouldn't have known, it's information you just don't know.  It's that sort of information that becomes a barrier to the learning.  You've got a number of resources on your online site and in particular, you talk about what it is to study online, so I think that's very helpful.  You've got all this study support material.

My challenge to you around this would be, how is this positioned?  What we need students to do is understand that what successful students do is engage in help-seeking behaviour.  They go and find resources.  We know that students won't go off and find this on their own so in the first instance as we start modelling that, we embed it in curriculum.

Mental health and well-being, great resources from the University of Melbourne about curriculum design as well as other things.  My good colleague Rachel Field talks about our well-being as professional and academic staff and uses the oxygen mask analogy.  We can't help others unless we fit our own oxygen mask first.  We need to look after our own health and well-being.

That's mentioned in the same sentence as "neoliberal university", there's resources there and a framework of mental health and well-being.  Every university is required now to have a mental health strategy and an implementation plan and you look at what students say about mental health and they're really quite simple things.

If the majority of first year subjects were more skills-focused that would have been better and set a more solid foundation for learning.  They seem to be quite content-focussed and that led to a lot of stress in the sense of disconnection.  I had a hard time adjusting, because I felt like a number and the university didn't care about me.  I know what I'm meant to be doing.  I do my work, I go to lectures and tutes, but I can't see where any of it leads and if I should be going there.

An international student says "I'm lost in Australia, finding it hard to keep up and I've got it in the back of my mind I'm too stupid."  A lot of this is about designing curriculum and support.  Again, modelling for students who don't otherwise know, you put in your due date and it works out all the things, all the steps you need to take to get to that due date in terms of "Analyse your task, find information, organise notes", again, just very good sensible moderating for students who might not otherwise be aware.

This is where we get to the inclusive principles piece.  So that's the RMIT example of what inclusive teaching looks like.  Intentional curriculum design.  Intentional curriculum with all the adjectives that it's organised and sequenced and provides opportunities to practise skills and receive feedback.  So the knowledge, skills and dispossessions that you need are well scaffolded and articulated over the course of the curriculum and you do one before you need the next.

The students see themselves reflected in the curriculum, that we build students' self-efficacy.  We provide opportunities to practise, give them feedback and they understand how to improve and that their activities and assessments are authentic and relevant to their goals which might autonomously motivate them in terms of their health and well-being perspective.

And so this is one of your ducks, I think.  You've got a Deakin curriculum framework that talks about personal connections in the curriculum, experiences that are inclusive and equitable, that you do in terms of being interactive and providing equal opportunity.

The framework is there, the trick now is transitioning from the framework to practice and I think that's where these inclusive educational principles can come in.  So I realise these are more principles and I've given you principles, but if I could try to make them real for you, so that first one we've already spoken about, recognise and embrace student diversity.

Get the student dashboard for data.  Provide accessible and useable, use plain English, don't use jargon until you need to and as you do need to make sure that you explain it.  Design flexible learning experiences, so providing students with practicable choices.

I had a brave first year Law lecturer who in a subject with 1200 students, offered the opportunity for them to identify another criterion against which they could be assessed.  You could imagine how positive that was in terms of getting students to engage with the criteria and think about what they might like instead.

Represent diversity in the curriculum, so the students see themselves in the curriculum.  The Indigenous representative on my fellowship talked about not having any role models and the fact that as a school student she'd never written an essay.  They need to understand and see themselves reflected and see it as possible for them to be successful.  Scaffold a learning activities and knowledge and skills, so using workbooks and annotated readings.

Teacher presence online for building a community of learners - absolutely critical and this whole critical building of relationships and maintaining the relationships and the sense of belonging in the online environment is going to be a continuing challenge I think for you all,

That you assess equitably, so you use variety and assess with cumulative feedback or assess with different stages of assessment task, provide feedback, make it consequential so it can keep going, that you develop feedback literacy would be my suggestion around effective feedback and that you reflect and evaluate, reflect and practice which is essentially what we're doing today.

So I think you've got a really workable framework there for turning the context of the strategies into actionable work and I did want to mention Cathy Stone's work around online student learning guidelines.  So this is what we know about good pedagogy, but it's doing it in the online sphere and reminding everyone that we need to know who students are and all I've done is put the graph up there to remind you about the attrition about the retention mismatch we've got here and think about how any of these things are playing out at Deakin.

The second of those is to have quality standards for delivery.  So you've got your guide to Cloud campus exams and digital study tools, study buddies in the cloud, the digital literacies that I've seen.  How is this brought together with a sense of belonging and a sense of a roadmap preparedness for your online environments?

I think part of intentional curriculum design now in the Higher Education Standards Panel also mentioned this, part of intentional curriculum design is to think about the exit pathways.  So building in ‘nested’ courses so that if they need to leave after the end of the first year, or after the end of two years, they can leave with a qualification that's not going to happen automatically.

We need to have learning outcomes designed around the exit qualifications.  So this is Andrew Harvey's very useful article on that.  Designing for engagement, so it's all about engaging pedagogies and connecting peers with peers, and peers with staff, and staff and students with university.  But also about engaging influences.

So the pedagogies, the peer collaborations and peer-assisted study sessions, but I think one of the most engaging things we can do and particularly in the inclusive environment for non-traditional students is to ensure that we engage with their employability and their career development learning aspirations and that will set them up for the uncertain world of future work as well.

And I'd also suggest that some sort of portfolio approach be used in that regard.  You've got amazing resources, you've got amazing workshop opportunities for students.  You've got student hubs, students helping students.  I hope you're evaluating the data.  I could stand up on my hind legs at James Cook and say peer mentoring was my most successful peer retention strategy.  I was retaining students 20 per cent better.  Peer-assisted study sessions, 16 per cent better retained.  They attended a short course with a learning adviser 14 per cent.  They attended the uni start program designed by university students, 11 per cent.

So I hope you've got those data sets around that.  This engaging influences may be another piece - I'm trying to find things that move you in quite good practice to the next level.  So this is Cathy Stone talking about the notion of social and cultural capital and about family capital.  How do we build family capital?  Because they go home and they talk to their family and their family don't understand what's going on.

So there are some very good resources and always good to have another set of principles around this, taking the mystery out of university.  Some ideas might be having a person that's directly responsible for the parents and partners and influential others, the designing an app, having video excerpts of other students successful just like their students and the resources include top hints for online students and how they might support their student in the online environment.

‘You, me and a minute’ strategy has been outstanding.  I don't know whether you know this, but almost every other university in Australia is copying you on this.  An interesting twist on this that might help is a first year teacher who I've seen get students do "Me in a minute" for their tutors as an introduction to the tutorial and the tutor is saying it's a fun way to get to know students.

It gets students talking about themselves and articulate what they do and what their aspirations are and it's the most engaging way she's ever had of being able to then call the students by their name in a context where 28 per cent of students think no one in the university knows who they are.

Career development learning, so I'm not talking about employability skills.  It's like the ‘me in a minute’ doing the Deakin profile.  UTS has another. For orientation they provide professional clothes, so during orientation, students can get dressed in a suit coat or a nice shirt or whatever and have their professional student taken for their LinkedIn profile.  With a view to moving them through in a career development learning way.

I found this unit on your website the Bachelor of Commerce personal insight, an optimal example of embedding career development learning in a contextualised way in a disciplinary context.  So my opportunities, industry and capabilities analysis.  So I was speaking to one of your colleagues earlier today about the opportunity to use various learning activities as a mechanism to develop the critical academic literacy and skills they need.

In this instance, to develop career development learning attributes.  And Ruth Bridgestock, there's a networked approach to graduate employability.  When we've spoken to students what they're craving is how do I develop networks?  Part of the career development learning over the course of the curriculum is to start them doing sector scanning and going to opportunities.

Assessment - I'm almost done I'm sorry. If I was going to focus on one thing it would be assessment.  You've got marvellous resources here.  I like to think of assessment as inculcating assessment in the first year.  It is important they do a low stakes assessment for formative assessment to relieve anxiety and for us also so we can push new resources to them, but that we should give clear and consistent communication about what the expectations are and have dialogue with students about how criteria and standards are going to be applied and what feedback and develop feedback literacy so they know what feedback looks like and how they might use it.

I'm not just going to say that and leave you hanging on it.  There's a whole website now that some Deakin people have been involved in, Feedback for Learning.  It's got nice graphics on it.  That's what feedback looks like, feedback literacy, there's a whole book written on it in 2012 when it was still considered to be in its infancy.

This assessment literacy piece is one of those critical contextual, almost threshold concepts, that students need to understand so they can move forward in their learning and in the David Bowd way, formulate evaluative judgment early on, but staff also need to be assessment literate and David Bowd are talking about feedback literacy, so the capability to appreciate feedback, make judgements, manage affect - so that might be one of the weekly resilience strategies, you know you have a piece of assessment going in, how are you going to respond to the feedback you get and take action?

There's another resource, defining feedback assessment literacies, how assessment operates and can be utilised for learners and more from the feedback for learning site.  Most students want feedback, but they don't, and they'll use it if they're given it, but they need to be given it in a way that's digestible and nice data on not all students benefiting from feedback at the moment.  37 per cent finding it discouraging.  They think it's upsetting, 36 per cent of students of low English proficiency find it upsetting and staff and students probably agree it's impersonal and it's less than useful which is very disappointing.

So I used to go around presenting, I used to talk about it as assessment literacies, but these are the sorts of ideas that you use that students understand what the assessment verb is, that we name a task consistently and so when they get an essay, they know what the essay is.  When they get a research exercise, they know what that is and that's different from an essay.

That we be clear about assessment expectations that we give consistent advice about referencing, paraphrasing and academic integrity, that we support teamwork in a proactive way and help students to make use of model answers.  We have a dialogue about the standards that they're going to use and what feedback is and just to provide some examples.

I thought this was funny.  That happened and for some reason I felt compelled to put that next to it.  There you go.  (LAUGHTER) A big part of assessment literacy for me is explaining to students the cognitive hierarchy.  So students know that they need to know and understand things, but they don't understand how it steps up.

If we had this discussion and a good lecturer used to do this in large group in an education subject.  She'd give students two pieces of text and take them in the large group through the cognitive hierarchy.  What does it mean to know, to understand, to apply, to analyse, to synthesize and evaluate this text?  So then it's internalised and everyone can move forward.  Again, there's wonderful resources.

The assessment knowledge exchange at Oxford Books University has done something to its website.  Apparently, you're not a real place unless you have done something to your website.  How you do assessment better, a resource for students.  Make feedback work for you, a resource for students and all the resources on the feedback for learning website and look at you, you've got the centre here for research and assessment of Indigenous learning.

They've picked up the assessment and feedback literacy bandwagon and they're providing marvellous leadership for the sector around this.

The last one, evaluation and monitoring, was the last principle.  So, of course, you evaluate curriculum and the quality assurance and quality improvement way we've always had around us.  We're also using it to monitor at-risk students and intervene in timely ways and not wait for them to fail and tell them they've failed and what would they like to do about it now?

Particularly now engaging students as partners.  So we all need to be data-intelligent across the university, across faculty and at the broader university level and learning analytics and beyond the scope of this presentation to try and talk through learning analytics, but it can be used for a range of purposes.

The students can reflect upon it if we do that in appropriate ways for them, but also for adaptive learning, to push and just in time support out to students and for real-time curriculum enhancements.  I think one of the big opportunities is around students as partners in curriculum design.  I thought you might be interested just to see how others were doing this.

I'm fascinated by this.  This is University of New England have this thing called "the vibe".  It's like a 3-D representation that students just feed words into.  So it's feedback to the students and to the university and you can imagine what sort of time of the year this particular screenshot of the vibe was taken.

It normalises for students they're not alone in how they're feeling and they also use emoticons and students have the opportunity every day to post happy, sad face or whatever and depending on what the face they'll get a response prompted out to them to say "This is something we can do to help".  I don't know whether you do this.

This used to settle a whole pile of arguments for us at James Cook University.  So the students that stay in the unit and do the traditional path of the blue line that go through and all the rest of the students are going everywhere and we need to know where they're going and what they're doing and what that might look like.

So we need to be data wranglers.  It looks prettier in that more streamlined way, but the essence is the same.  We can't intervene proactively and find out what's going on if we don't understand what those patterns of engagement look like.

Students as partners is huge in the UK and Scotland, and it's been going for many years.  They've got a wonderful framework for student engagement.  Inclusive engagement, we don't need to reinvent wheels, it's all there.  We've got Australian Learning and Teaching Fellows.

Again, another set of principles around what that might look like, but some really helpful resources.  Just yesterday in Queensland, Kelly Matthews, another Australian Learning and Teaching Fellow, convened a round table and there's the program which I took from the site last night looking at students as partners, but Cathy who's part of this book, spoke there as well and it's important when we think about students as partners, it's not students telling us what to do.  It is a true partnership where people come with different perspectives, so they're contributing equally, not necessarily in the same way.  So that's a quote from Cathy's book.

So I just wanted to finish really by making this point about what we're doing with equality and equity and inclusiveness and so you've got the language to use with your colleagues as you go back.  Equality as everyone would say is giving everyone the same shoe or putting them all in the same box, which doesn't necessarily help.

Equity is giving them a shoe that fits.  Equity is giving them a box so they can see over the fence.  It's interesting to think what if you removed the fence?  In the environment that we have in Australia where the government's just put another $4.5 billion, wasn't it, billion dollars into private schools and Catholic education what if we removed even the chain wire fence from schools and established social equality in schools and tried to break that intergenerational disadvantage?

So I hope that helps in terms of equity/equality.  If you want to learn more about transition pedagogy there and I said I'd put in a plug for Mary and colleagues.  This is a conversation that started, continuing the conversation now so Joe Cook and Corinna Ridley are going to have a session on 23 October.  Diverse beginnings, a focus on belonging through orientation and I encourage everyone to go along.  This is such valuable work and I congratulate everyone involved in developing the principles.  I wish you very well in your journey.  I have tried to give you some ideas for moving forward and there we go.  (APPLAUSE) 

**Mel Martinelli**

Thank you Sally.  Motivating, just inspirational words.  I'm sitting there going "Mary, we're talking tomorrow, we're doing a few things", I'm sure some of you have questions and we have a few moments.  We're going to start with the Waterfront campus.  

**Sally**And I'm happy to stay for anyone from the other campus if they'd like to ask questions and for anyone else after time, if that would help.  