DARLENE MCLENNAN: For those who don't know me, I'm Darlene McLennan, Manager of Australian Disability Clearinghouse on Education and Training or ADCET for short. Hopefully you understood a bit about our work today and I know a lot of the presenters have been spruiking the great work we do. I'm sure we're going to get lots of emails and sign ups to our newsletters and so forth afterward.

I have been blown away. It's been a nerve-racking thing to put a face-to-face event on. We are very used to doing things online. We do things online every two weeks. This is one of the first face to face we've done for many years, so thank you for bearing with us online and in person because I know there's been some hiccups, but you've all been managing those with smiles and no one has come up to me grumpy yet, so I'm happy with that. Thank you for being so generous. And that's the feedback I've been getting from everybody, that everybody is so generous and really happy to share and cooperate. So that's been absolutely fabulous. I know there's going to be a lot of networking going on continuing on from this session.

Today we've got a panel which is Advancing UDL, Navigating the journey of institutional wide implementation. Really fortunate to have some fabulous speakers with us. For those who have been here all day, we have Thomas Tobin joins us. I don't know if he needs any introduction really. He blew us all away. It's been fabulous to hear from him today. We have Sarah Humphries, Educational Design Manager, the UDL Lead at University of Sydney. We have the wonderful and delightful, bubbly and bright Elizabeth Hitches and I probably should have said that about Sarah but Sarah is more calm. I don't know you well enough? Anyway, but Elizabeth Hitches is a seasonal academic inclusive education at Griffith University. We have John Fardoulis, Lead Universal Design TAFE NSW who is also online with us. Hi, John. Thank you. And we have Lara Rafferty, Associate Director of Equity and Inclusion at RMIT University.

I really have to thank panel members. We pivoted. We had an hour-long presentation pull out a week ago, so these people have all just pivoted and joined us, so I'm very excited that they've done that and in some ways I think it's a fabulous way to end the symposium.

Let's head into the Q&A. I've got some questions to start with, but we will be really encouraging you to ask questions online and in person. So we'll have roving mics as we've done throughout the session. Jessie is up the back there. And then we've also got meeting chats that I'll go from as well. But I'm going to start off the questions. We're really looking at that strategic implementation, I suppose, within your own institution or organisation.

Over to the panel. What advice would you give to organisations who are in early stages of UDL implementation? I know we've had people who have really implemented it and some at early stages, but for those just starting out, what are some of the things you would recommend? Who is keen? Sarah?

SARAH HUMPHREYS: When I was thinking about this question, one of the first things I thought was just reach out to other communities. Talk to colleagues in other institutions. Connect with networks. Don't be afraid to reach out to the networks in the US as well. CIDDL, which is the Centre for Inclusive Design in Digital Learning. It's a great place to just put out questions and ask for feedback from colleagues nationally and internationally.

I think the other sorry, I've made notes. It's the end of the day. The other thing to do is to look and share stories of success. I think to get by and Tom definitely talked about this in his keynote what you want to do is to showcase to people how you can do this without it being overwhelming. And certainly for us at UCID, sharing stories of success has been a good way forward.

DARLENE: Excellent. Any other panel want to make a comment? Elizabeth?

ELIZABETH HITCHES: I'm just going to test how my audio is coming through.

DARLENE: Coming through beautifully.

ELIZABETH: I think on the back of what Sarah has just said, seeing those examples can be so crucial in building that confidence in what UDL actually looks like. For many of us, we may have come through an education system that may not have been particularly inclusive, or we may not have seen or felt what UDL feels like in practice. And it's really difficult to think about what am I aiming for if you've never experienced it yourself.

So seeing those great examples of practice can be really crucial in not just getting that buy in, that purpose, why are we doing this, but also that confidence that you can actually do it. So just as an example, many of us might have heard that we need to be using visual descriptions of images in our presentations. And it's really hard to imagine how you can build that in really seamlessly. But then you see Tom's presentation and it's so seamless, it's so naturally built in, and from that role modelled example it's very clear that we can do this in our own lectures and our own tutorials. Confidence building through examples is key. I think Sarah's point on that is crucial.

DARLENE: That's a good call. For those who don't know, we invited Tom a month or two ago to do a presentation on how he presents, because we were really blown away by just the UDL approach he has to presentations, so really encourage you to look that up on our website.

Now that we're looking at that starting off, can you advise us on what are some of the major challenges that you've faced during a scaling up process or in your process of, you know, bringing about some UDL practice or principles within your institution or organisation? Tom?

THOMAS TOBIN: This one is actually the reason that I'm writing my next book called UDL At Scale. A lot of what you experienced today, friends, is draft stuff going into the book, and it's all based on actual successes at colleges and universities around the world.

The big challenge that every single one of them encountered was a leadership team who needed to be convinced that lowering barriers, accessible work, and inclusive design were actually priorities that required investment. Investment of funds people, time.

Let's face it, our leadership teams have finite amounts of resources to spend, and usually when they're looking at the budget they're looking at fixing the roof on the building, they're looking at paying salaries and benefits, they're looking at the sort of nuts and bolts of running an organisation. And inclusion feels aspirational. We don't fund aspirational.

So making the argument early in the process and concretely as we can to make a budget argument for why lowering these barriers is going to help bring more students in. That usually doesn't work. But help students who are already with us to stay with us. That's the argument that often sticks.

And then the argument is after students graduate that they feel that their experience was a meaningful one where they belonged and they're going to become alumni donors and tell other people to come in. That's also not the strongest argument.

The one that works is "Okay, if students are dropping out or stopping out for various reasons, can we help them stick with us better?" And then suddenly you have the ear of your colleagues.

I'd love to hear from our other panellists as well on this question because you've got some examples to share.

LARA RAFFERTY: I think what's been really important for us has been understanding the data and making comparisons between certain populations, for instance our students with disability, and their access, retention, success, progression and evaluation compared to other students. And where we're able to demonstrate that gap and say, "Well, we can only expect more enrolments of these students." The Universities' Accord is I think the great strategic and systemic imprimatur that we need to adopt more inclusive practices to deal with that impending scale, the further massification of tertiary education.

So that's been really successful for us to engage in a process of building on our good track record in relation to inclusive teaching practices, embedding it within our learning management system, having the strategic leadership to arrive at a completely new strategic framework for our inclusion, diversity, equity and access efforts, which is getting a lot of resonance and traction.

DARLENE: Fabulous. I might hand over to you, John, now, in regards to resources. What resources or support systems were the most valuable in laying groundwork for UDL adoption? I mean, John is one of these great people that come to our presentations and puts links in and he's been doing it today online. John, what kind of things have you used or could advise us on?

JOHN FARDOULIS: Hi. We've provided a lot of examples on how to do things, because when you just tell people you need to do this, then they don't know how. You can go off and do demonstrations, training for them, but providing examples is something that helps a lot.

Other things we do are things like checklists. Like, we start small. We started with accessibility and had the checklists on how to make sure things were accessible and we build from that to create many different options. We are always available when people reach out to us. It's always been a journey for everyone. So we had all sorts of trouble trying to get people to listen at the beginning. So when they come to us and they're ready, we take that opportunity. We meet with teams, we answer their questions. We make it a safe environment for them to ask any kind of silly questions that they may think are not appropriate so that we can sort of, yeah, overcome any issues they might have.

Yeah, we're growing that. We're creating short two-minute videos at the moment, we've created a whole toolkit of all different topics that can be searched. And we've got a whole bunch of other ideas coming up, like a spin the wheel for UDL plus one of "oh, what can I do to add to this", spin the wheel. Oh, okay, yeah, I'll do that or nuh, let's spin again.

DARLENE: That's fabulous. I want it now. I think we might have to do a webinar with John once you've done that to hear more about it, so thank you. Anything else from the panel about what resources or supports they've used? Sarah?

SARAH: Yeah, I was thinking just in terms of the people that I work with. You know, making those connections not only within my team but across teams, across the university. And one of the challenges I was thinking about for the previous question was UDL isn't something that's tangible. So it's not really a project or a product, but it is a process and a way of thinking. And having the people who are having those shared conversations with you and developing that shared language has definitely been really helpful.

THOMAS: And if you don't mind, one little sneaky thing to add on, friends online, during some of the breaks, some of the folks here in the room have come up to me and said, "Well how do we actually assess and measure universal design for learning?" I think I'm stealing one of Darlene's questions here, but let me lead into it a little bit. Dave Ediburn is a fantastic scholar and he's written an article called "would you recognise UDL if you saw it?" He suggests that if we are designing something to make accommodations, we should expect to see the effects only in the targeted population of learners. And if we are designing something to be more universally accessible, then we should expect to see the impact or effect across populations of learners.

It sounds simple when you say it like that. At the same time, when people say, "Oh, we can't measure it or it's very abstract", because you're absolutely right. And if we cannot measure universal design for learning directly, we can measure its shadows. We can measure the effects. And Lara, you talked about having the data about who is affected by the changes you're making.

We know how to control for effect sizes. Your institutional research people can help you with this immediately. So does that help move us in a good direction for the conversation? I hope.

DARLENE: Definitely. No, I think it's great. And I think following from this I'm really keen to look at measurement as probably our next key topic. So I think that's something that we really need to move to.

I'm going to move to questions now from the audience. I have lots of questions, but I know that you also have lots of questions, and I don't want to hog it. So anybody got a question now for the panel? No? Anybody online? At the back? Yep. Thank you. If you just say your name and where you're from first that would be great. Thank you.

COREY: Corey in Sydney, a little association with Charles Sturt. Branding. How much influence does marketing for a university have on the way UDL looks and feels? Do they try to push it so that there's some subtle psychology happening with that?

DARLENE: Lara first.

LARA: Our new idea framework is supposed to suggest creativity of ideas, the new, the innovative, the inclusive, and it has a tagline quite intentionally explicit that is "inclusive by design, everyone, everywhere, all the time".

We talk about that tagline in every single presentation and communication. You might have heard our leaders talking about it today. They are adopting this language and the aspiration. And some of the other principles that we've embedded in that idea framework are about flexibility, i.e., we're not mandating the approach at an X college or Y portfolio by a certain time and date. We're saying you need to respond to your disciplinary context, to your student and staff population, to your understanding of data, and all of those contextual factors, and also what you want to do to design an impactful set of strategies that will move things along for those target populations.

It really does need to be grounded in your local context. But it is about that local response, the flexibility to design and implement that local response, congruent with the aspirations and actions that we've outlined in our idea framework so that, collectively together, we might be doing different things at different times, but collectively we have a shared aspiration, we're moving in more or less the same direction over a very long timeframe. We're being very generous in how we've set that out, but it is about that set of shared aspirations and that tagline. And people do seem to be adopting it and mobilising behind it. Of course it comes on the back of years of achievement and we've displayed all those external certifications and award schemes and that's all for the good, so it does feel like a shared value, something to be proud of.

People tell me they feel an inclusive culture and practice when they join RMIT. It's something that we do seem to be all jumping on and getting excited about. Not universally, of course. There's always challenges, and so on, but we have set this strategic direction and it does seem to be embedded.

DARLENE: Any other comments? Tom?

THOMAS: Goodwin University. Look them up. He asked who is doing the marketing. Goodwin University.

DARLENE: Excellent. Very good. Just a couple of questions online. How do you suggest we stay up to date with the latest tech to improve access and UDL? And things are changing, especially in the AI environment. Any suggestions from the panellists? Elizabeth?

ELIZABETH: I think we're all seeing technology moving at a rapid rate, especially as you mention where AI is concerned. Every week there's a new update or something new to get your head around. So just a little plug that Darren Britten from ADCET, and Joe Houghton, who operates out of the UK in Dublin, we've got a podcast coming together that looks at that intersection of UDL and AI and accessibility.

And for me AI is not necessarily my space. My space is in that UDL and inclusion space. But engaging in deep conversations with people who are working in those areas helps me stay up to date. By the same token, if you have a community of practice, and somebody might come in and say, well, we've got this happening at our institution, this is the new technology that we're adapting, this is something that we're seeing, it is creating an opportunity for us to reflect on some things that we may not have seen.

You're one person in one institution and there are so many things happening in so many different spaces, so communities of practice are a great place to start and having those connections with colleagues.

DARLENE: Sorry, we just had a technical glitch of muting and unmuting. A question in the audience. Let's just mix it up from online and in here.

SPEAKER: I'm just wondering if it's timely to be doing things like residencies. We just heard from Helen Black. She's done a deep dive in a sabbatical. Although examples is good, sometimes actually someone doing like a six-month deep dive gives you the visibility. And we used to do residencies, somebody would lob in who was absolutely focused on, say, a big UDL project in a partnership and they would be on site, just there in people's faces and doing it for a period of time. And I wonder if that might be a model of sharing when someone has a project that we might get back into that kind of thing.

Because I think that my experience of various technology innovations is those sort of fellowships and residencies where there's someone there doing a known thing, it creates a kind of focus for people to drop in, and people come right just in time when they're thinking about it because someone is there with that sole focus. I'm just wondering is anyone doing it? Do we think it's a thing or is it old? I don't know.

DARLENE: It's a fabulous idea. We have an organisation called the Access it was NCSEHE who do have fellowships and I notice there was no one with a UDL lens. I was hoping someone would put themselves forward and also they have research dollars that we may be able to tap in. I think people have talked about our community of practice that we do have and maybe it's something we can address to actually start to look at some fellowships or some research.

THOMAS: Jacqui has an answer in the chat.

SPEAKER: When people are wanting to have a focus in an institution on, say, first year accounting or whatever, to get with that person and just really make it high profile and actionable just can sometimes bring people together, have snowball effects.

DARLENE: As much as I was challenged by doing a face-to-face event, I just know that bringing people together is just amazing what we can actually do connecting. And it's fabulous also people are connecting online, so thank you for everybody moderating the chat and connecting online as well.

One of the other questions we had around intersectionality, gets me and sometimes my language and how I don't get it right, but how does UDL incorporate intersectionality? Anybody want to answer that?

LARA: Again, referring to the new framework RMIT has, it is intentionally intersectional. That's one of the other principles we call out. We think our previous plans have served us well, a disability action plan has taken so us far, but a new holistic nuanced complex idea about our students and staff is required. That's one of the principles that we ask everyone who is participating in actions related to the idea framework is both conversant with and enables within their doing.

So we need to obviously provide the skills and resources and professional development around what is intersectionality and how is it best lived out. And again, I think about examples and resources and case studies that we can draw upon. What does this look like in practice? But that is the calling to each of us, is to be alert to the many ways in which our students and staff are themselves diverse and how we can place in their way compounding intersectional barriers that we need to be actively attending to and dismantling.

DARLENE: Sarah? And then we'll go to you, John.

SARAH: Just a quick one. I think the conversations we have about diversity are really important, and UDL can really help us move away from identifying people by labels, which happens, because there's funding and we need to be aware of certain groups. But UDL asks us to think about what are their learning needs. And then you can identify commonalities across different groups of learners. And I think that's a way that we can very positively and proactively address intersectionality.

DARLENE: Excellent. John? Did you have some thoughts as well?

JOHN: Yeah. We're currently on version 2.2 of UDL. By July this year we're expected to have the final published 3.0 version and there's a lot there. Like, as well as having the why and the what and the how, they're adding the who. So it's all about, I guess, intersectionality and, yeah, looking at, I guess, the person itself, the learner, who they are, and also addressing biases in teaching.

DARLENE: Thanks. John. I was going to throw to Elizabeth to say that so you did it well, so thank you.

THOMAS: One quick tip for everyone, if you're interested in people who are writing about this right now, Kavita Rao at the University of Hawaii and Noah Klein at University of British Columbia and Betsy Barr are all doing research on universal design for learning and their impact on and intersection with First Peoples, First Nations and indigenous ways of knowing.

SPEAKER: One of the questions that comes up with UDL, inclusion, et cetera, et cetera, is funding. A lot of the time this is supported by working groups, people doing work outside their own job. Where does corporate responsibility come in and where does this funding actually have to start coming from the stop instead of just working on people's borrowed time?

DARLENE: Is this one of those "that's a good question"?

THOMAS: No, this one actually has an answer and the challenge is chicken and egg. The funding isn't there because it's not an institutional priority and it's not an institutional priority because we're not funding it. And the challenge for us is to show concretely that inclusive work is part of our everyday responsibilities, not added on or extra.

And the most powerful thing that I've seen institutions do is to put a date on the calendar and say, "Okay, we can't spend all this money or spend all this time or put all these people to retrofit existing things that weren't designed inclusively to begin with. We can staff up, train up and start on July 1st that what we do will be accessible and inclusive."

One of the challenges that I run into with leaders at institutions all over the place is they think they have to lead institutional change. That's not their role. Their role is to create the conditions for change to be possible. And once they switch that mindset, it becomes, "Oh, I need to fund people to do this work." So it's a step and we could have another whole session on this, and I hope we will later on. So thank you for the question.

DARLENE: We're just waiting for the microphone to go to two people. If you just remember to say your name, please. Thank you.

ANDREW: Andrew, Workplace Injury Commission, Public Sector. Mine is more a comment to that question. Our priority in our organisation, led by our ELT, is around our accessibility action plan, which is an evolution of our disability action plan. So we've actually got external consultants that's come in and actually worked in the business on the business. I'm debriefing her tomorrow on what I've learnt today, because she's presenting the paper to the ELT on Friday. So I've got a meeting with her tomorrow to literally unload what I've written down here because our organisation, you know, is community citizen, corporate community, corporate community citizen, whatever you call it, and really wants to make our workplace an inclusive workplace.

DARLENE: Thank you for that. That's great. Yes.

EMMA: Hi. My name is Emma. I'm a learning designer with Monash College. I guess the things I'm interested in within our team at the moment we're really trying to adopt more co design approaches to working with teachers, SMEs. And so yeah, I guess my question is around that, whether there's any whether you have interest insights or experience in working with co design approaches, and also I'm thinking about, you know, it's a very kind of grounded and contextualised and specific way of working, or it can be when you're working with a particular academic in a discipline or a particular unit, and I'm wondering if and how it kind of connects to the point that you were making before, Tom, about the importance of scaling up and having, you know, really simple four things that you're interested in at an institutional level. Thank you.

DARLENE: Anyone want to make a comment?

SARAH: I can make a quick comment to that. The way we've been working with designing for diversity is very much a co design approach or coaching approach or we're careful with our choice of language, but the idea behind this is we want to engage with an academic, their co coordinators, learning designers in their faculty or the school and engage with them over a period of time and have those conversations, talk to we ask the questions and we really want to steer them towards coming up with identifying the barriers for themselves and the solution that they think that they can work on.

And this is where we really draw on your work, Tom, in terms of the plus 1 is take on we can brainstorm all the ideas of what you'd like to do, but what can you realistically achieve this semester in the time you have available.

Most of our conversations happen before or early in semester. That's a lot of our planning, helping them get to this idea of what's your barrier, what's your solution, and then checking in partway through to evaluate, or to help them with some data collection and then connect again at the end of semester.

So I mean, this is still very new for us, but we could say that approximately we would have six meetings with an academic over the course of a semester, the bulk of them, at least three, would happen at the beginning, and the way we're measuring success of this process is to well, what we're noticing is we're starting to engage with the academics earlier. So instead of two weeks prior to semester we're now engaging several weeks or even a full semester in advance. So in terms of proactive design we're very happy with that.

DARLENE: That's fabulous. Elizabeth also has her hand up.

ELIZABETH: From my perspective as well, I think it's important in any co design process to think about whose perspectives might be heard quite frequently and whose perspectives might actually be missing from that process. So if we think about student feedback, for example, we might have students who are very comfortable putting their name to a piece of feedback or identifying a barrier, but we might have a number of students who may not feel comfortable to do so, and those are the barriers that we may not be able to see. So thinking about ways that we can make that co design process itself really inclusive I think is going to be crucial to that point as well.

DARLENE: Great. Thank you, Elizabeth. I've got a question up the back.

MICAELA: Micaela here from ACU, social work and learning design person. Bit of a lighter question for you, if I may. I've often noticed in conversations around UDL that it's quickly linked to disability, which makes sense because it has some of the origins there. What is your go to metaphor/analogy/statement/example that you use to bring people back to the universality of UDL?

DARLENE: Great question.

SARAH: I can do a quick one to that. It was if anyone was in my presentation before it's the photo I had of Kria writing on the wall. "What's essential for one is beneficial for all".

DARLENE: Quoted by Sarah Humphries. Anybody else want to add to that one? Thomas?

THOMAS: I ask them to look at barriers through the lens of their mobile devices. When we are away from formal spaces and places, we are often mediated through our phones, and the biggest barrier that we all have is the clock. We don't have time for study, for preparation. When's the last time you heard a colleague say oh, I have to grade these 800 different essays. Who assigned that? That's a problem of our own making. So when we show that there are barriers beyond disability suddenly we're talking about everyone.

DARLENE: Excellent. I've got a question here first and then there. Teresa?

TERESA: Hi, Teresa Dowding from RMIT Melbourne. It's sort of following on a little bit from what Greg raised about the corporate responsibility. Worldwide there's more and more of a focus in the not for profit and the for-profit sector to improve diversity and equity and inclusion in the workforce amongst staff to get the most out of staff. It's possibly a more transactional focus to help, but it may have benefits. And there's more and more pressure on those corporations, and they pay big money to do the training, to do the research behind how they can best meet the needs of their staff workforce.

Are there any universities in partnership with the corporate sector to look at how universal design outside of the classroom supports the workforce in making inclusive practice more universally applied so that there is that partnership between the world out there and the university sector, and therefore we may also attract research dollars into the sector?

DARLENE: Anybody know of anything?

LARA: Just that in doing this work it works best if we take a whole of organisation approach and we intentionally plan for student and staff populations simultaneously, because so much of what we do in inclusion, equity and diversity is mutually reinforcing. We should always look for those opportunities to find those synergies. Similarly, we have professional networks through the Equal Employment Opportunity Network here in Victoria where there are, you know, employers who are sharing that sort of thing about inclusive practice and we learn from those we take an outside in approach and we learn from those different sectors, I think. It's all for the good if we're not insular and parochial in tertiary education.

DARLENE: I've got a question up there, and then we've got one more and then I'll take one online, and then I'll ask the last one for the panel. This has gone very quickly as it always does. In the chat someone has put a link into Katie Novak's video around dinner parties. That's a really good way to reflect as well that the reality is 20 years ago we would have served up the one meal, but now if we don't know who is coming we actually give choices and options for people and that's just what we do now we would hope that in our education it becomes just like that as well. Your question?

SUSANNAH: I'm Susannah French and from the ANU. I'm just kind of thinking about what Tom had said earlier about, you know, the whole funding and institutional priorities and trying to create the conditions of change to be possible.

So I was just wanting to get, I guess, the panel's thoughts about the whole so ANU is currently in talks it's not really happening yet, but it's just been something that's been going on about kind of increasing well, we actually do have our personal development reviews updated now that it includes service to the ANU community, and actually having it in the KPI. So there is an incentive to do these things if it's going to increase promotion as well.

So it could be one step to cultural change as well, but I am also concerned that are people going to do this stuff for the right reasons, because everyone deserves, you know, accessible education and all that, because it is all important, but you've still got to have that incentive there. So how do we kind of put this sort of thing into practice without that ick factor, so to speak?

LARA: One of my dear colleagues is Nadine Zacharias, known to many of you in this room, and she uses the phrase of characterising herself as a shameless opportunist, and I adore that, and that is also my mantra, which is, frankly, I actually don't care about people's motivations. What we want to see is positive change in the direction that we want to see it. And incremental action is better than no action. Incremental action for the wrong reasons, as long as it's done appropriately and well, and has that intended outcome, it's all for the good.

So if there are you know, that sounds like a significant step forward to me, you know, in terms of embedding it within professional expectations. That is a fantastic universal design approach, I think, towards signalling an expectation, but also rewarding the behaviour. So that can become a virtuous cycle. And people may grumble along the way, but newcomers will be inducted into the expectation, and so on. I'm afraid I'm a bit more positive than you about the ANU in that regard.

DARLENE: That's fine. Actually, Elizabeth wants to answer as well, David, and then I'll come to you.

ELIZABETH: I think it's a really good point you raise, and perhaps this speaks to that UDL approach, that one option or one motivation is not going to suit everybody. And so if we can present a whole range of possible motivators, then maybe we'll get more buy in. For some, it will be they want to create that truly inclusive environment. For some, they want their students to be engaged and turn up to that last class. For others, they might want the gold star to say they've done UDL and why not offer a whole buffet of options to motivate people.

DARLENE: Excellent. Thank you.

DAVID: David, I'm the lecturer in Equity Programs at Deakin University in the Office of Graduate Employment.

Just a quick comment about the earlier question about employer interest in universal design learning. From my experience, particularly recent experience, it's very much there and it's growing. Our colleagues in the Australian Association of Graduate Employers asked if we could organise a forum for them to meet students with lived experience so they could ask people about their blind spots in the recruitment processes they run to try to recruit these students, and there was a great deal of surprising learning, including the confounding interpretations that our students place on things like reasonable adjustments, and why would I ask for them because I just experience neurodivergence, and I don't know what's reasonable. Actually, I'm being unreasonable asking for this. I'm just asking because I can. I don't deserve it.

There are a number of other key learnings like that that our employer partners are very interested in, and I think they would make a great partner for future events, like the next ADCET conference, ATEND conference and our other organisations.

DARLENE: Thank you, David. Anybody want to make a comment on that? Thank you. Employers I'll do another plug for ADCET. Please sign up to our newsletter. We hopefully will be launching a work integrated learning resource for the sector as well which has the UDL lens right through it as well. I just feel like we have to have some enthusiasm. We didn't get today right, and I'll be upset at points, but we also have to have curiosity about how we do things better, and we mightn't necessarily get accessibility right first or second go, but we're willing to keep trying. That's what we've done at ADCET, gone through our whole website with a lens. You can engage in a 100 different ways and if we have a webinar, we also have a podcast, transcript, it's just what we do. It's our footprint. I really encourage you all to come with curiosity. Just have a quick question and then we'll go over to the last question.

SPEAKER: I'm a big Amy Evensen fan, and I've recently purchased a book around teams need to embrace failure to learn. And I think, you know, I think what I'm going to do today out of today is I'm going to have a go. I'm going to build my muscle. If I fail, I fail fast. But at least I know what I need to do and what I don't need to do. But I'm also going to reach out to the community today, because I've connected with a lot of people here today and had really good conversations, and it's only onwards and upwards from that perspective. Just wanted to say that.

DARLENE: Fabulous. Thank you. Time is running away very quickly. I'm going to go to the panellists and ask for one takeaway or one thing they've reflected on in the session today. I might hand over to you, Elizabeth, first, and then John, and then come to our panellists on the stage.

ELIZABETH: Thank you. For me, I think one of the key takeaways is the power of collaboration. Not only do you walk away with so many key insights, but you're reminded that you are not just one person in this journey. You might sometimes feel like you're the only one pushing that rock uphill, but you've got a whole team of people at your institution, across multiple institutions across the world who are all working to make education environments a more positive place. I think we can all empower by that. We're not alone in this and we can draw on each other’s examples and wisdom and energy to make this happen. Collaboration is key.

DARLENE: Thank you, Elizabeth.

JOHN: I echo those remarks, and I guess I want to bring up the UDL in tertiary education community of practice that we've got for all universities and VET sector across the country, and growing. So talk to Darlene there at ADCET about it.

It's great hearing what everyone else is doing, that we're all starting at the same bottom place, and we're slowly building up how we learn from each other and mistakes others have made.

I guess the other thing within the organisation it's just, yeah, start small and build up, and everyone has got to go on the journey. Everyone has got to want to do the change. So work on the people that are ready and then the others will just come along.

DARLENE: Thanks, John. Lara?

LARA: Variations on a theme, I think. I was just going to express my gratitude for the generosity of so many colleagues who I've had the benefit of learning from along the way and the sharing that's been happening today, and through ADCET and the magnificent job, of course, that ADCET does to support us all as practitioners and educators and researchers and leaders in how do we make this journey of tertiary education more accessible for people of course that we care most about, our students.

So it's really there's such a diversity of approaches, and where we are at the journey, but there's such great practice already happening, and an opportunity like this to come together to have the coffee conversations, to meet new people and to share that practice is really inspiring, so just gratitude for that.

DARLENE: Thank you. Sarah?

SARAH: My takeaway today was if I'm wanting to get the ear of the executive, the leadership, talk their language, so thank you for that.

DARLENE: Very good. Well done. Very succinct. I gave Thomas the last word for us on our panel so I'm going to hand over to him to give his reflection and a bit of a call to arms for us all.

THOMAS: Thank you, and I'm very grateful all of the sessions that I experienced today, you are not alone, you're not doing this work in a vacuum. There are many other people around you who can support you, who are the people whom you should be emailing and saying, "Hey, I have this question." You're doing this work. You're also not only not alone, you're not starting from zero. You're building on existing strengths. You are working with colleagues who already know how to do these kinds of processes. They just might not be doing it for universal design for learning.

But I've heard a couple of people say, "Oh, I need to make friends in information technology, I need to talk to my librarians." Yes. The more that you can make an argument, not from a niche position, not from "oh, it's just the person in disability support or accessible advocacy or learning design", but it's everybody. It's the registrar saying this, it's the buildings and grounds supervisors saying this, then that becomes a stronger argument.

If I had to take away three things as big pieces that I want to hear more about, (1) I want to hear more about the kinds of advocacy that you can do not in your only institutions, but collectively across institutions through membership organisations like ADCET, through consortia, through working groups. Our colleague who had the idea of let's make a fellowship where I can job shadow a little bit or learn more about what's happening in other institutions, those are all ways to create a collective set of goals, values, practices and requests.

A second takeaway, you have a lot more power than you think you do. The work that we do is often invisible. I saw someone in the chat talking about how good design is often invisible to the people who use it. That's absolutely true. So one of the big actions for us to take is to make things visible again for an audience who often doesn't think about the hard work that goes into just keeping things the way they are.

And the third piece that I want to encourage everyone as a call to action is do one thing first. I won't presume to tell you what that one thing is, but you've heard 86 different awesome things to do today. You cannot do 86 things tomorrow. Which is the thing that will help you to lower barriers for learners, to advocate on their behalf, to take an action that allows you to move in the direction that you want to go. You know, what that one thing out of the 86 things is, and I encourage you to take the energy from today and do one thing tomorrow.

Now, before we wrap it up, Darlene has this whole fancy wrap up, but she doesn't know I'm going to do this. I'd like to take a moment to acknowledge our hosts at RMIT, our tech staff here, our catering here at RMIT, and Darlene and her entire crew at ADCET for putting on this event today. Fantastic work. Let's give them a round of applause.

DARLENE: Thank you. Thank you, Thomas. While we're in the clapping mode, I'd like you to put your hands together for the panellists. It was great to hear from all five of them. You can leave the stage now. Thank you. I'm going to hand over now to Kate. If you guys want to leave the stage. Kate's going to do a wrap up. I encourage you all to stay, it's going to be very quick, but I know some people have to catch planes, so I'll accept if you run away. Alright. Someone has put a great image up on the screen of cookie monster clapping.

KATE: You can keep your clapping hands out and ready, but I think the air conditioning is telling us it's time to leave. If anybody else is as cold as I am I'm going to try and keep this quick. Just as an admin point, there will be everybody registered today will receive an email link to the recordings. They will be available for two weeks. So you will be able to watch any of the sessions in two weeks. Sorry, in two weeks for an indefinite period of time or? Okay. Alright. Excellent. So look out for that email in about two weeks' time.

I'd like to start by thanking everyone here and online as well for attending and engaging with this fabulous symposium. Thanks to all of our wonderful speakers and especially to Tom for making a long journey out to inspire us today. Thanks also to Colin for his warm Welcome to Country this morning.

On behalf of ADCET I'd like to thank our wonderful sponsors, RMIT, the University of Tasmania, the Australian Tertiary Education Network on Disability, ATEND, and also Equity Practitioners in Health Education Australasia.

Thanks also to Jason and his team at Captify.Live for their captioning work today. I'd like to thank the RMIT staff and others who volunteered to support us throughout the day, including Belinda, as well as the amazing IT staff who supported us effortlessly and constantly behind the scenes. It's been like an iceberg under the surface, I think, but thank you so much for making it so seamless.

Finally, the ADCET admin team, Kylie, Debbie and Charlie, thank you.

And last of all, from all of us I want to thank our amazing committee, Sarah, Justin, Darren, Elizabeth, Jacqui, Teresa, Lara, and of course Darlene who have pulled together a spectacular event for us today, so thank you.

Now some final thoughts from me. Universal design for learning is the practice that brought us all here today, but so much of what people have talked about today transcends specific pedagogical paradigms and instead represent the deep foundations of inclusive practice. Many of you highlighted the importance of early implementation of evidence based universal designs, liking it to a UDL buffet from which all learners can choose. The examples shared today demonstrated how this approach empowers learners to customise their education to suit their needs. However, it's crucial to remember that UDL also supports learners we might never directly interact with.

A few years ago, I encountered a group of incarcerated students who, despite their extremely limited access to learning environments and technologies, excelled in certain courses. Why? Because those same courses had been previously redesigned using UDL principles to accommodate learners with disabilities who shared many of the same access needs.

Despite the value of a universal approach we must acknowledge that a degree of individual tailoring is often necessary. This was beautifully illustrated by our presenters and commentators throughout the day. They emphasised the relational nature of learning and the importance of approaching these relationships with time, humility and trust. The role of teachers, their empathy and their lived experiences were also highlighted as critical elements in effective UDL.

Finally, Tom's keynote and this afternoon's panel remind us of the importance of addressing our industry and community context, institutional stakeholders and broader strategic goals for successful scaling up. At the beginning of the day I predicted that you were already doing more in the UDL space than you realised. I hope you're leaving here today with a sense of accomplishment and with some achievable goals within your grasp. My personal takeaway came from Max and Marleigh's morning session to explore the interaction between UDL and local traditional pedagogies, and to discover new ways of learning through country.

Our quest for UDL will never be finished as learners and learning environments change, so much our approach, so on that note I send you off with good cheer to advocate, to be shamelessly opportunistic and to infect all of your colleagues with the universal design for learning bug. Thank you.