**EP 12 Talking Teachers Podcast transcript**

**Ministerial Matters with Jason Clare**

**Don Carter**

Morning, Jane.

I'm really looking forward to today's episode, and I'm sure you are, too. It's been a while since we've done one of the interviews on this podcast, but I'm very excited about our guest today. The Honourable Minister for Education, Jason Clare, the Federal Minister for Education. And we're going to ask the Minister about some of his key achievements over the past two years as they relate to education K to 12 So school-based education, what's been achieved? What's left to do, for example, and what brings joy to the Minister in this particular portfolio? How are you feeling about it, Jane?

**Jane Hunter**

Yes, I'm very excited to and we're in the Commonwealth Parliamentary Office today, which is still on Gadigal country, and we do a formal acknowledgement as part of this podcast. So that will be heard towards the end. First of all, welcome Minister, and as Don said, we're extremely excited. Now you've been the Minister for Education since the 1st of June 2022, and you're a member of the Australian Labor Party and you've represented the seat of Blaxland in Western Sydney since 2007. And I also know that you're a cricket tragic.

**Don Carter**

Disappointed that we're at …

**Jane Hunter**

That's right. And that you're also a fan of the American rock band Pearl Jam.

**Jason Clare**

I’ve got tickets.

**Jane Hunter**

Indeed. But redeeming all of that, I think from my point of view at least, is that you're a Star Wars devotee.

**Jason Clare**

I certainly am. Certainly in big fan of the originals, too.

**Don Carter**

So welcome. I mean, my first question, having listened to Jane give that little profile. Do you follow the NRL?

**Jason Clare**

I do, yes. Parramatta Eels fan as well. And unfortunately, just like the Aussies are out of the T20, Parramatta's currently looking like they're going to win the wooden spoon this year.

**Don Carter**

Well, that's okay because I'm a Dragons fan. I'd rather Parramatta win it than St George. But Minister, can I mention that in this podcast, each guest we have, we give them the chance to do a 30 second rant, and that's where you talk for 30 seconds about any issue to do with education. We won't interrupt. It could be something you're passionate about, something that annoys you, something that's on your mind. So that will be towards the end of the interview. I just wanted to flag that. Let's start with the first area. Your achievements so far? It's been two years. What have been the big achievements?

**Jason Clare**

I think the biggest thing I've been able to achieve. The thing I suspect when this is all said and done that, I'll be most proud of is the agreement struck with the Northern Territory to fix funding for public schools in the Northern Territory. And this is a part of the country where we have the worst funded public schools. And the agreement that I've struck with the Northern Territory, which will double Commonwealth funding for public schools in the Northern Territory, which will bring forward the full Gonski funding of Northern Territory public schools by more than 20 years. So instead of by 2050 this decade, that's a game changer for the Northern Territory.

It'll be a life changer for the kids who live there and grow up there. And I think that when it's all said and done, that'll be something that I'll look back on and say, I was proud to be part of that and the lives that it changed. The changes we're making it to teacher training at universities.

I'm equally proud of, you know, it's what we do in that crucible of our universities to help, to train our teachers, make sure that they've got the skills that they need for when they first enter the classroom.

And I suspect most people listening to this podcast will have memories of when they first entered the classroom as a teacher and feel like they weren't ready. Whether it's for teaching children to read or write or managing a disruptive classroom.

The reforms we want to make and that we are making there in teacher training are important too. But this is one of those jobs where you fast realise that the decisions that you make take time to have a real impact. It's like planting a seed in the garden. You never get to see that If you make the right decisions in this job, they'll bear fruit over time.

**Jane Hunter**

We talk about glacial speed in education and that most reforms, certainly in the decades that Don and I have been in education and working in the schools’ space, usually take around ten years.

Before we come back to your point about funding in the Northern Territory, Don and I, as you know work in teacher education, I think something that I've noticed in the debates around teacher education and we like to call it education as opposed to training.

I remember one of my mentors saying to me, ‘Jane, we don't we're not in the business of training dogs. They're humans’.

It’s teacher education, she was always very big on pointing out to me to always use that terminology.

I just wanted to go to the what we do in teacher education. When our graduates finish, they're only at the start of their careers. Therefore, to have a fully formed teacher is a completely unrealistic expectation.

I think sometimes and certainly clickbait headlines in the media suggest this, that, for example: teachers are not stepping up, you see it all the time in various news outlets, ‘they're not able to do this in the classroom, their behaviour management skills are not great and so on.

I cavil with that kind of assertion because what we do in teacher education has to continuously be built upon over the lifetime of the professional career of a teacher. Not enough attention is given to that. I mean, if we compare that to what we expect of doctors, when as interns they look over the shoulder of the surgeon as they're doing their rounds in the ward and so on.

It's the same with teachers that they're not fully formed. I often wish that that kind of argument would be something that people take note of

**Jason Clare**

And I totally get that. The first two years in the profession, in the classroom are make and break. Just look at the number of teachers who complete the degree and then leave the profession in the first one to two or three years.

So what we do with induction is critical. What we do with mentoring and support in those first few years is critical as well. What we do to improve track while a student is still at university is just as critical as well.

The paid prac investment in the budget this year is a key part of that, but it's also what the states and territories and the Departments of Education do to improve the quality of that in the classroom is important too.

I guess I cut this into three parts.

One, we don't have enough young people signing up to want to become a teacher at the moment. We've seen a slight uptick improvement this year in the number of people enrolling in teaching degrees. That's a good thing after about a decade of decline. But we need more. Two, we have too many people who don't finish the degree that they start. You know, something like 55% of students who started teaching degree finish it. That's below the average for other degrees. And if we can improve that, if there's something that we can do in the degree that helps to make sure more people complete the degree. And again, paid prac is part of that, then we can go a long way towards making sure that we've got more teachers in our classroom.

But then the third point is the point you rightly point out. It's what happens when that new teacher arrives at the school and gets all the support that they need so that they say this is a career for me for the next 10 or 20 years. It's not something where they say, look, I can't cope, I can't handle this. I think I've made the wrong decision.

**Don Carter**

I mean, I'm interested in in the recruitment of people into teaching and, you know, teaching gets a lot of bad press, but for different reasons.

You know, we've had reports on misbehaviour in the classroom. There's been a lot of controversy for years over teachers’ pay. I mean, in New South Wales they've had a pay increase, which is good and well-deserved.

But some of the campaigns to attract people into teaching, I just wonder how effective they are. The department head the teach and ‘Make a Difference’ slogan for a while. I think more recently at a Commonwealth level, there was ‘Be That Teacher.’

What strikes me about those campaigns is they focus on the nurturing role of teaching, which is so important. It's that person who's central to a child. They're learning, etc.

But teaching is more than that isn't it? It's about rigour and academic standards. It's about knowledge and skills, etc.

Do you believe that some of these slogans, shall we call them, have been deficient in that regard?

**Jason Clare**

Well, let me defend the ‘Be That Teacher’ campaign.

This is an example of where the Commonwealth puts in some money and also the States and at its core, it's about respect.

I was at a conference of education ministers from across the OECD a bit over a year ago, and the OECD dropped a report that had a look at how teachers were viewed or thought they were viewed by their community across 20 different countries. And in Australia, I think the teacher surveyed 30% said that they felt like they were valued, that their work was valued by the community, that they working in places like Singapore and Finland. It was more like 60 or 70% and they were the outliers and they're places where it's not such a challenge to get somebody to want to be that teacher.

And the point that was made at that conference was that you can see the impact in the number of people enrolling to want to become a schoolteacher, by the way, in which that society, that country values the profession of being a teacher.

And so I thought and state ministers agreed that the essence of that campaign needs to be about respect.

I want to change the way our teachers think our country sees them, and change the way our country sees our teachers, understand and appreciate that this is the most important job in the world. And so quick plug - press pause on the podcast.

If you need to write down, ‘Be That Teacher’, go to the website.

There's been 70 million views or more, I think of those ads already, and I'm only responsible for about 60 million of them. Laugh. Lots of people have seen them.

Eight different stories, eight teachers from it, one from each state and territory. And it really if after you've watched one of them, you don't have a tear well in your eye, then then go and see your GP because you don't have a heart.

What this campaign really at its core is about and it's teachers telling stories about a child who has given them a gift or a token at the end of their time in school to say, you may not have realised it Sir, or Ms or Mrs, but this is the impact that you had on my life.

Every teacher listening to this podcast now knows that a student like that, they run into them at either Woolies or down the main street of the regional town where they live or that student has come up to them and given them that memento, that note.

So whilst it's eight stories, really we're talking about more than 300,000 stories like this. And I want I want all the country to see. That’s fantastic. And that given all that as a society, have we become fixated on the test results and that planning results, poor results, for example, in New South Wales, the HSC at the expense of looking at education holistically.

NAPLAN certainly doesn't measure everything change and I think first we need to understand that it is and can be an important measurement tool to tell us where things are going right, where things are going wrong.

One of the things teachers have told me is it takes too long to get the information.

This year we've done a better job than ever before, getting everything except for the writing results back into teachers’ hands in weeks rather than months.

What NAPLAN helps me to understand as a public policy maker is that we've got one in ten children in this country who are below the minimum standard that's been set by jurisdictions, but it's one in three kids from poor families and it's one in three kids from regional Australia and it's one in three Indigenous kids.

And dig a bit deeper, compare the NAPLAN data for a child from when they're in Year Three to when they're in Year Nine and then you find out that it's only one in five of those kids who are behind when they're little, who've caught up by the time they're in the middle of high school.

And it's only one in 17 indigenous kids who are behind when they when they're little, when they're in third grade that have caught up by the time they're in year nine. Now, that's important information that helps us to understand the sort of policy levers we need to pull, the sort of reforms we need to implement to change that.

**Jane Hunter**

You've touched on so many issues there, but I just want to go back to the funding challenge raised earlier.

The Northern Territory is a place where you're having, having most impact and you hope that will be a legacy. Hopefully you're going to be education minister for a very long time.

But anyway … putting all my personal biases aside.

Why is it that equity and funding policies, no matter who is, in office - we talk about Gonski and those reforms, why is the funding question of policy in education so hard?

I realise it's money and yes, it's lots of money, but most of my research for the last two decades was conducted in South-West Sydney schools, also in the school that you went back to when you were first placed in the ministerial portfolio of education – you went to thank your Kindergarten teacher. That was so wonderful. And yet I've done research in some of our most elite private schools. It's like night and day. I mean, toilets in schools should have doors, but not in some boy’s toilets in public schools in Western Sydney. And yet, in wealthy private schools you see swimming pools, beautiful gates, manicured gardens - the whole thing, you know, it's millions of dollars for resources. Why is funding schools so hard to get right?

**Jason Clare**

It should have been sorted out a decade ago.

You know, that's the truth of it and would have been if there wasn't the interruption of Tony Abbott that ripped out $30 billion of money that was supposed to be invested in public schools. But we are where we are. Non-Government schools are now funded to that Gonski level – they are on a trajectory to be at that level by the end of the decade and government schools aren't except for in the ACT where they are at the moment, they're 5% short at least.

And part of the work that I'm doing with states and territories at the moment is to strike a new national school reform agreement, which is about fixing this funding gap, but also making sure that we tie that funding to the sort of things that are going to fix the education gap that I just talked about.

The fact that kids from poor families are, you know, one in three are likely to be behind the minimum standard that we set when they're little less likely to catch up.

So this is not about just funding, it's about outcomes as well. We've done a deal with the Northern Territory. We've also struck an agreement with Western Australia that will get them to that full Gonski level by the start of 2026. And I want to do the same agreement with every state and territory across the country.

I put $16 billion on the table of additional Commonwealth funding and to put that in perspective, that would be the biggest additional extra investment by the Commonwealth in our public schools ever in the history of this country if we get the chance to deliver it.

But what it involves is me chipping in money, $16 billion and the states chipping in money too, and then tying that to reform.

And the argument I'm making to the states is if the Northern Territory can do this, then so can you. Now, you know, I mentioned before that with doubling funding to the Northern Territory. The Northern Territory are going to up their investment as well, an extra 6% investment to get to 100% as well. And so that's the model that I want to apply in the other jurisdictions that'll help us to fix that funding gap, make sure that all schools are properly and fairly funded.

But that's not an end in itself.

We've got to make sure that we use that funding in the right way, make that make that money work, work for those kids. Otherwise, in kids like Cabramatta Primary School, where I went to school in the western suburbs of Sydney where I grew up, make sure that that money works to build a fairer and more equal society.

**Don Carter**

Minister, if you had a message to teachers at the moment, something that you wanted them to know from you, what would that message be?

**Jason Clare**

I'm the first person in my family to ever finish school.

I'm the first person in my family to ever finish Year 10.

I am where I am because of my teachers, because of people like Cathy Fry.

There's a reason why I went back to my old primary schools. The first thing that I did in this job and give Cathy a hug.

You know, she's been teaching there for more than 40 years. This is not just one of the most important jobs in the country. It is **the most important** job in the country.

And when people roll their eyes and say, well, he's the Education Minister, of course he'd say that. I tell people, just stop for a second. Close your eyes. Think back to when you were five years old and see if you can remember your Mrs. Fry. Hmm. And inevitably, people can. And we don't remember that much from when we were little.

We remember Mum and Dad and the little chairs in the classroom. That didn't seem that little back then. You know, I've grown up understanding how important the work that our teachers do is, and I'm trying to live that in this role.

**Don Carter**

Look, that's funny. I can remember my first teacher to Miss Ayliffe, Engadine West Primary School – Jane?

**Jane Hunter**

Yes, Mrs Blome at Campbell Primary School in the ACT. She was incredible. And I can just take myself right back to those little chairs in that classroom at the side of the tennis courts in my school just near Parliament House in Canberra.

Minister, in our first episode of Talking Teachers, we interviewed Adrian Piccoli.

As you would be aware, he was New South Wales Education Minister for six years. And Don has just published a book with Adrian - Don is very modest, so I'm going to blow the trumpet here – it’s a new scholarly book with Adrian called *Power Politics and the Playground*, the book has chapters on Why Getting Schools Right Matters and the Role of Parliament and politics in education.

And I had a zip through it last weekend. It's 180 pages. It's a good read. There's a quote on page 81, and I'm not going to read all of it, but it talks about *evidence being a powerful sword and a useful shield*. I just want to go to that question or that statement about how you see the role of evidence in policy making for schools at this moment.

**Jason Clare**

Well, it's critical. And I guess it goes to the definition of what evidence is right here. It's quantitative and qualitative. It's the data that you get out of the work that ACARA does.

But it's also talking to people like yourself, educators on the front line as well as we've been doing the work as education ministers about what we tie this funding to in the next school agreement.

We set up an expert panel to help to draw out that evidence, make sure that that money, the $16 billion that I talked about, is invested in the right things that are going to make the biggest difference in our schools, in our classrooms.

In this room where we're sitting in Sydney - a moment ago, we had representatives of every different principal association in the country. One of the things we agreed in that meeting is that we're going to meet on a regular basis. I'm not going to be any good at my job if I just rely on reading one book with all due respect or read one report. I've also got to get out there. I've got to talk to principals in schools, teachers in classrooms, the people who are doing this on a day-to-day basis to tell me what works, what doesn't. So that's what I mean by, you know, there's different types of evidence here. I've got to make sure that I'm listening as much as I'm talking.

**Jane Hunter**

One of the lovely stories just to add to your point about listening - was when Adrian Piccoli in the first episode of our Talking Teachers podcast, talked about spending a lot of time going out to Western New South Wales. I'm sure you're aware of that. He met up with principals, groups of principals from all the regions. He would hold the official meeting, then he would send all his advisers out and he would just talk to the principals on his own. No cameras, no recordings. He said he learned more from those meetings than anything else. I'm not sure whether you necessarily want to take a leaf out of that book. But he told us that was a great strategy.

**Jason Clare**

Yes. And in a sense, it’s what we did today.

You know, when I first got elected to Parliament, I convened meetings every couple of months of the 40 odd principals of the different schools in my electorate in Western Sydney where we'd get together and talk about the issues, you learn not just about the challenges in the schools, but the challenges in the community, because schools are hubs, whether, you know, whether we want to describe it like that or not.

The fact is kids bring to school more than just their schoolbooks or their lunch. They bring all the challenges and baggage of what's happening at home as well.

When you talk to a principal, when you talk to a teacher, you learn a lot about what's happening in the suburb, in which in which they work.

When I got this job at the first meeting of education ministers, I decided that having a bunch of politicians in the room wasn't good enough, that again, we needed principals and we needed teachers and we needed parent organisations to work with us as well, partly because the number one agenda item was the teacher shortage crisis in this country.

We're not going to fix that if we just talk to each other as politicians, we've got to actually talk to educators about what are the things that we can do to turn that around.

**Jane Hunter**

I'm so thrilled to hear that because for some of us who've been in the game a long time and in various education roles in schools and education bureaucracies and as researchers for the past two decades, often what we see now is the reliance on a lot of policy opinion from right-wing think tanks.

There's been a huge rise of that kind of advice within the education sphere – the production of particular kinds of teacher resources and so on.

There is the Australian Association for Research in Education (AARE) where, for example, I know that you went to Newcastle University recently and met with Jenny Gore (she is a great colleague of ours) and the work that she's done with Quality Teaching and the Quality Teaching Rounds that's been rolled out across Australia.

But increasingly, the voices of teacher educators who've been long time researchers are not being heard. And so, we see, for example, the Australian Education Research Organisation, the AERO group, a new organisation where there are a lot of ex-bureaucrats from education departments who may have children who've been at school, but they're policy people, they haven't necessarily got the runs on the board in the research sphere. It’s something that I feel very strongly about – it’s associations like AARE who've for decades have done the deep research in schools and yes, often the findings take too long for governments to wait. However, I don't know that if those researcher voices are being heard as much as they should be.

**Jason Clare**

I can tell you that Jenny Gore is being heard by me and her team on exactly how powerful and important Quality Teaching Rounds work is. It’s being led by her at Newcastle.

It's why the Government's investing in it. Jenny took me to a school in Western Sydney only a couple of months ago where I met a teacher who in the depth of the pandemic was thinking about quitting. And it was that program that helped her.

You know, we started this conversation talking about how when you become a teacher, it's just the beginning. And I said that it's make or break.

In the first couple of years, the young woman that Jenny introduced me to thought it was all too hard. I can only imagine how difficult it was for teachers in 2020 and 2021. But because of the program that Jenny's initiated - the one we're rolling out to more schools across the country it gave her support from other teachers, it helped her to get through that difficult time. And now she's decided this is the career for her.

You mentioned AERO in the meeting that I had with principals just a minute ago.

They said to me, ‘Look, we want to do some research in areas where we can support our colleagues, other principals who are feeling the challenges in their role like never before’. And they said, ‘Look, can we collaborate with AERO to do some work together? We're on the front line. I think we've got some value to add’. And I said, ‘Sounds like a good idea to me’. So that's a good example of where you can bring the two together.

**Jane Hunter**

I would also say that our colleagues in organisations like AARE who are researchers and have been so for decades - I would like to think that principals from around the country would also look to scholars and teacher educators in universities who have lots of experience in working with schools would be a part of that work.

**Jason Clare**

And to be fair to them in this meeting, they were also talking about some of the work that universities are doing and have done in this area, for example, studying principal wellbeing over a long period of time. I think that research has been critical in helping us to understand the pressures that school leaders are facing now.

**Don Carter**

Minister, we're coming up shortly to that 30-second rant. But before we get there –

**Jason Clare**

I feel like it's all been a 30-minute rant. Laughs.

**Don Carter**

Two questions. What gives you the greatest joy as minister and what's been your biggest blooper?

**Jane Hunter**

Go to the joy first.

**Jason Clare**

You know, I hate it when politicians say it – making a difference - and it does sound like a cliche, but it is actually when I when I'm in a school or when I'm meeting with teachers and talking to them about the things that they're doing, because you do have moments in this job where you think, am I making a difference or am I going to be able to do anything here that's really going to change things?

And when you get into a school and you see the changes that our teachers are making, the difference that they're making in children's lives, it's like putting petrol in the tank. You think, I am. I have such an important job here. I have got to make the most of it.

**Don Carter**

Blooper?

**Jane Hunter**

Zinger.

**Jason Clare**

Zinger coming on this podcast. You know, I really feel like the dog that caught the car when I got this job. I think I said in an interview about 10 years ago, my dream job would be to become the Education Minister in Australia.

**Jane Hunter**

Yes you did.

**Jason Clare**

And I never thought in my wildest dreams that I would have the chance to do this.

And then when the Prime Minister rang and said, ‘Would you like to be the Education Minister’? Of course, I said ‘Yes, thank you’. And then it quickly turned to, okay, well how can I make sure I'm a good education minister? How do I make sure that I can make a difference here?

And you know, we focused on school education in this conversation, but the education system is bigger than that, my responsibility stretches from early education through to higher education. And if we're going to be the country that I want us to be, a country that lives in our imagination, then it requires reform of the entire education system.

**Jane Hunter**

I can't wait. So, it's time rant. You've got 30 seconds. We won't interrupt and we will finish off after that, Minister. Thank you so much for your attention.

**Jason Clare**

30 seconds?

**Jane Hunter**

30 seconds. Some of our rants have been a little bit longer.

**Jason Clare**

Maybe we can afford, not a rant, but maybe a way to sort of bookend the discussion. The universities accord report that I put out recently said that by the middle of the century, we need a workforce where 80% of the workforce has a title qualification or a university degree.
Under Bob Hawke and Paul Keating, the number of people finishing high school jumped from 40% to 80%. In the last few years, it's been going backwards. This report tells us that we need 80% of the workforce to not just finish school but to go on to university.

We're going to be the country we want to be - just to add to the last answer – big reforms are needed at universities because we want young people to have a uni degree, but from where I'm from in western Sydney, and in regional Australia – they don’t have a degree. We need to fix that.

We need to turn around that decline in the number of people finishing high school, particularly in public schools. We talked about funding seven years ago it was 83% of kids finishing high school in public schools. Today it’s 73%.

Fixing funding for schools is also going to be about fixing that and it goes back before kids even start school because it's our most disadvantaged kids who are the least likely to go to early education and the most likely to benefit from it.

This is not babysitting, this is early education. And that's why I just want to underline the point again, we've got to reform our higher education system, our school education system and our early education system. If we're really going to build a better and a fairer country.

**Don Carter**

There are more many questions we could ask, but we're out of time. But we really appreciate your time and for all the great answers you've given us. Thank you.

**Jane Hunter**

Thank you. It's an enormous job that you're doing, Minister. I love looking at your social media posts. I can see what you've been achieving and where you've been. I love the interchange of ideas. And I know that, having been on the inside in a bureaucracy myself for a period of time, it's an enormous job … the hours. We want you to stay healthy and be able to do the job well. I'm sort of giving out a final motherhood call to action. We really take our metaphorical hats off and thank you for the work that you're doing.

**Jason Clare**

Thank you. It's a privilege to do the job.

**Jane Hunter**

Don. The time flew during the interview. It was wonderful to have had half an hour to talk through a whole range of different points. I was wondering, what struck you most about our conversation just now?

**Don Carter**

Commitment. I got a real sense of commitment from the minister that he's serious about his role. He's genuine in his desire to improve education across from early childhood through to higher education. And he could talk expansively about it. And his work in the Northern Territory. Equity, an important part of education. It's been something that's been neglected to a degree. It's really great to hear that he's addressing it.

**Jane Hunter**

Yes, I think that conversation and the points that he was making around the work in the Northern Territory and his plans for $16 billion – it gives you a sense of the enormity of the education portfolio. It's something I've thought about and appreciated to some degree, you're working on so many different fronts because as he said, it's early childhood through to higher education. I also liked the fact that he's across so much of the detail of things that we regard as being important. And it was interesting to hear his views around research, consultation, work in the field, actually getting his hands dirty out there in school land, which I certainly think under previous governments at the Commonwealth level – that wasn't any kind of hallmark of past practices.

**Don Carter**

Look, I'd agree with that, Jane. And, you know, you mentioned, consultation. I mean, education is a volatile and emotional issue, and it has many stakeholders with very strong views and strong voices. The minister's out there talking to people, listening - that's good and I'm sure he'll continue in that way. It's the only way we're going to get real progress is when you consult and talk to all of the stakeholders.

**Jane Hunter**

And his comments about the ‘Be that teacher’ campaign - that's something that you and I talked about. Perhaps we wanted a lot more of the intellectual work of teachers featured in the ad campaign, so maybe he may take our comments on board because I think they're going to continue with it. The number of hits that that the campaign has achieved so far is staggering.

**Don Carter**

Yes, it is. It's quite impressive. But I do feel that the intellectual side of teaching, the academic side of teaching is sometimes downplayed. Education is seen more as a nurturing role, which it is in part. But we'll see what happens.

**Jane Hunter**

The Minister seems to really value teachers’ professional judgment. I'm pleased that we had the opportunity to talk about that. And so perhaps we'll see much more research evidence and certainly research from organisations like AAARE, for example, and researchers will be able to give input to the current consultations that he's having with principal groups and so on.

**Don Carter**

Yes, very important, but once again, a really enjoyable interview. Thank you, Jane.

**Jane Hunter**

Thank you, Don.