



Newsletter

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No. 2

April 2019

From the President

Our AGM luncheon meeting is scheduled for 3 May and I know all office-holders are finalizing reports and information for this occasion. At our last committee meeting we confirmed our venue as the Department of Education building in Phillip Street, Parramatta. The Department has been very generous, not just with the use of the facility, but will also provide lunch. Our relationship with the Department has gone from strength to strength under the leadership of the Deputy Secretary Murat Dizdar. Many of you met Murat when we visited the new premises last year. Parramatta is pretty easy to get to by public transport, more about that later in the Newsletter.



I would like to pay a special thank you to our new secretary, Brian Davies, and treasurer, Ray Gillies, who have been unstinting in their support and work over the last year. Our last Bulletin was also very well put together by our new team of Grant Beard, Geoff Walton, and Brian. A great piece of work by them after taking over from the wonderful Peter Robinson. Other members of our executive Committee of Kerrie Ikin (Vice-President), Geoff Walton (Welfare Officer), Allan Mills (Membership Officer), John Allsopp (Luncheon Coordinator) Vincent Delany, Alan Rice, and Chris Carroll have been most generous of their time and support. A great team. It is now time to elect a new President and executive team at our AGM and I commend membership of the executive to all as a wonderful professional experience and an opportunity to keep IRSEA functioning smoothly for the benefit of all members.

Although the AGM will obviously have a clear administrative function it is also a great opportunity to mix socially with old colleagues in this new environment. I commend attendance to all.

My next two paragraphs are driven by reflection and two very confronting and recent events that challenge our schools and education systems. They are my personal reflections.

I am writing this report in the week following the dreadful events in Christchurch, New Zealand. I

inevitably thought about how we, in education, can, and have, responded to the challenges of social harmony. I have taught or worked for much of my career in the old Metropolitan South-West Region, back in the days of the massive Vietnamese refugee intake as well as the expansion of our migrant intake from across the globe. We maintained an unwavering commitment to our multicultural education policy, promoting respect and understanding for all in our diverse community. At that time there was a public and clear commitment from State and Federal Governments to multiculturalism. It must be said there were no social media to give a forum to extremist views, and the 'Alt Right' movement was unheard of. Certainly, militant Islam, through al-Qaeda and IS, was also not imagined. A lot has changed. The challenge for schools to promote tolerance and understanding is now far greater and they do a wonderful job. Jacinda Ardern has forcibly extolled the benefits of a multicultural society. I believe we need to ramp up our public commitment and also forcibly continue to promote multiculturalism. For some reason this is a concept we don't seem to hear so much of these days, in this country. However, our multicultural-education policy remains relevant and critical. I congratulate our schools in leading the way.

In considering change I also could not help but reflect on the recent student strike in support of more action on climate change. I can't recall a strike by students and it concerns me. It opens an opportunity for those with a more radical agenda to influence young children. Nevertheless, the issue of climate change is with us and must be dealt with. Certainly, the need for direct policy action by government grows daily. As educators we have always treasured and taught about the environment and threats to its well-being. I hope, however, that schools do not have to deal with increasing pressure from student activism on this, no matter how critical, and potentially other issues.

In conclusion, I trust you will tolerate some personal views and I am sure there will be varying opinions on these issues. I thank all members of IRSEA, and particularly the executive and committee, for their unwavering support in 2018/19. I commend the AGM to you. I would also wish all

members of IRSEA and their families who may be dealing with ill health all the very best.

ALAN LAUGHLIN
President

From the Department

Every student is known, valued, and cared for in our schools.

The NSW Department of Education's vision that is embodied in the Strategic Plan 2018–22 is to be a world-class education system, a system in which every student is known, valued, and cared for, and to be an organization that is driven in the pursuit of continuous improvement, excellence, and equity.

The measures identified to enable and support schools to implement this vision are well embedded in the system's support to schools. We have in place an innovative collaboration between School Operations and Performance, the Centre for Education Statistics and Evaluation (CESE), and Educational Services to identify and accelerate effective well-being practices in order to ensure that our goals are realized.

In the first phase of the collaboration that began in Term 3 2018, the Deputy Secretary, School Operations and Performance, seconded three 'Principals-in-Residence', each representing diverse settings, including primary, secondary, and special schools. These Principals-in-Residence undertook school visits, held stakeholder meetings, and researched excellent practice in schools with a focus on every student being known, valued, and cared for. They collected and captured school stories and created a digital toolkit for schools to share and embed key learnings and dynamic practice across the system.

This approach to utilizing principal expertise and collaboration to gather learnings from colleagues and develop realistic and practical solutions has been an empowering and enabling approach that has led to a strong platform for sharing at a system level. Based on the success of this initiative there is strong evidence that this has positively influenced the drive towards meeting our goals.

Now we are into the second phase and a newly selected group of Principals-in-Residence has been appointed to continue to build upon the ground-work undertaken previously. As part of this project, CESE has developed a number of [Case Studies](#) to demonstrate effective well-being practice in schools.

By way of support and promotion for this project and to profile and enhance excellent practice, two 'TeachMeets', involving the Secretary and Deputy Secretary, School Operations and Performance, have been held in Parramatta and live-streamed

across the Department. We have showcased projects, programs, and initiatives from a diverse range of schools. These events have been well attended by staff from around the state. Quality presentations have promoted and highlighted the great work taking place in our schools to ensure all students are known, valued, and cared for. These events have had a significant impact, fostering collaboration, shared practice, and networking.

In summary, echoing the words of Stephen Dinham, 'We have much of which to be proud in Australian education and we need to be prepared to recognise, understand and build upon that foundation'. There is a strong case for educators to remain focused on unearthing, sharing, and applying effective practice in our schools and to continue our unwavering commitment to every student, is known, valued, and cared for.



KATHY POWZUN
Director, School Operations and Performance

Secretary's Report

With this being the last newsletter before the new executive is elected at the Annual General Meeting, I would like to thank Alan Laughlin for his leadership and hard work as the President. Alan has worked to enhance our interactions and links with the NSW Department. With the support of Murat Dizdar and Kathy Powzun from Murat's office, we will now have our first AGM at the Department's premises and a regular contribution to our newsletter. It would be good to see as many members as possible at the lunch. The booking form is on page 10.

I would also like to thank Geoff Walton for his advice and help in my undertaking the role of Secretary this year. Geoff has also been part of the team in the production of this year's newsletters, along with Grant Beard who has done a great deal of work in managing the desktop publishing. Thank you to both for helping to fill the functions of an editor until an editor is elected at this year's AGM. I would like to encourage all members to consider nominating for a position on the executive. There is a great deal of support for each other amongst the executive members and it is essential for our

organization that people volunteer to get involved. A nomination form is in this newsletter on page 10. Please contact me if you would like to discuss.

Our Treasurer, Ray Gillies, reports that as of March 2019 IRSEA funds stood at \$3336 along with the \$15 000 term deposit that matures on 19 February 2020. Under Ray we have not only moved to an Electronic Funds Transfer facility but also to emailing, where appropriate, membership renewal invoices for the 2019/20 fees. Please see the information about annual subscriptions on page 9.

Finally I would like to say how important it is to have members contributing to our newsletter. Thank you to those who made such wonderful contributions to this newsletter.

BRIAN DAVIES
Secretary

Friends of Stewart House

Background

The Friends of Stewart House (FOSH) ran a series of very successful events in 2018 that were advertised in our IRSEA Newsletter. Here are some of the plans for 2019. Many IRSEA members are part of FOSH. Have a look and see if these might interest you. You can be assured of enjoyable fellowship in supporting Stewart House. More activities to follow.

April 10 (Wednesday). Walking Tour: Governor Phillip's Sydney, 10.00 a.m. – 12.30 p.m.

This walking tour is based on the artworks of early colonial artists who painted the fledgeling settlement of Sydney Town during Arthur Phillip's period as Governor of New South Wales (1788–92).

Venue: Circular Quay and Rocks Precinct, Sydney.

Meet: Wharf 5, Circular Quay 10.00 a.m.

Cost: \$15.00

Closing-date: 7 April 2019.

Bookings: Bookings are essential.

Contact: Brian Powyer bpowyer@optusnet.com.au
Mob. 0404 181 170

23 May (Thursday). Luncheon at the Tramsheds Glebe, 12.30 p.m.

FOSH is organizing lunch at the restaurant, The Butcher and the Farmer, at the Tramsheds in Forest Lodge. We need at least 25 people to make this a viable outing. It is easy to get to by train and light rail, or a bus from the city, or by car (plenty of parking). \$45 per head for a two-course meal and complimentary beverage. This includes a donation to FOSH.

Please follow the link to FOSH on the Stewart House website at

<https://www.stewarthouse.org.au>

and register your name for the event and make payment. Further details: Kerryanne Knox (0417 410 283) or kknox@bigpond.com

4 July (Thursday), 11.00 a.m. – 12.00 p.m.
Emancipists v. Exclusives: Power and Influence in Colonial Australia

This lecture, the first in this year's series, closely examines the politics of the early settlers in the colony of NSW. By examining the writings and public record of the major personalities of the times, this talk identifies the essential differences between the groups known as the Exclusives and the Emancipists.

Venue: Department of Education offices, Phillip St Parramatta.

Cost: \$15

Closing-date: 10 July 2019

Bookings: Bookings are essential

Contact: Brian Powyer bpowyer@optusnet.com.au
Mob. 0404 181 170

July 25 (Thursday). Lunch at Doyle's Restaurant on the Beach at Watson's Bay, 12.30 p.m.

This popular event has been organized again this year. The menu comprises fish chowder followed by fish and chips, accompanied by a glass of beer, wine, or soft drink, at a cost of \$45 which includes a \$10 donation for Friends of Stewart House. See the Stewart House website.

ALAN LAUGHLIN
Secretary, FOSH

New Member Profiles

Graham Dawson



I started my teaching career as an English/History teacher at Deniliquin High School in 1970. After six years at Deni my wife (Darelyn) and I went on exchange to the UK with our three-month-old baby boy. On returning to Australia I became Head

Teacher History at Griffith, and from there worked in a number of consultancy roles before being appointed English/History Inspector for the North West Region in 1987. This wasn't good timing as we were all abolished in 1989 after the Scott Review.

I returned to Sydney and worked as Professional Assistant to John Lambert and Denis Ralph before moving to Met. East Region with Alex Scott, as Director of Schools for Miranda. In 1995 I was appointed Director of Training and Development, working with Terry Burke and continued in that role, through various restructures, until 2000.

In October 2000 I left the Department to lead an AusAID-funded curriculum review and training program in Papua New Guinea. That was the start of a period of great professional and personal enjoyment, working on international development projects. As well as PNG, I have had the privilege of working on education-development programs in Indonesia, Fiji, Solomon Islands, the Philippines, Northern Cyprus, Mongolia, UAE, and Qatar. I still do part-time work overseas and recently have been asked to do some work in Myanmar, where I will be working with Neville Highett.

My son, Matt, is married to an American girl, and works in IT out of Las Vegas. My daughter is a psychologist and has done a lot of work internationally on post-traumatic stress disorder. She has two little boys who keep us very busy and bring great joy to our lives. Darelyn and I enjoy travelling, walking, family-history researching, and looking after the garden. I play as much golf as possible and have managed to keep a single figure handicap.

Janina Sulikowski



Just an addition to my profile in the last newsletter: I was also a Director of Quality Assurance based in Port Macquarie and reviewed schools in the north and north-west as well as the Hunter.

Since I retired in 2007 I've undertaken a variety of pursuits in the educational field and otherwise. One of the highlights would have to be the consultancy Hetty Cisowski and I undertook in Mongolia, where we trained members of the Ministry of Education, Culture, and Science in evaluation processes. The Government had instituted a ten-

year program called *Education for All*, but did not have people with the skills to evaluate it.

I have been called on to lead schools in strategic planning, have undertaken investigations into complaints, and have helped schools in evaluating their programs.

I spent a year at Newcastle University taking final-year students through a course looking at policy and practice in the NSW Department of Education. I stayed connected with what was happening in schools by supervising NAPLAN trials and PISA testing.

At present I'm on a number of Boards. I'm the President of the Newcastle Polish Association and helped organize the 2018 celebrations of the centenary of Poland's regaining its independence.

I'm the vice-president of Hunter Multicultural Communities (previously Ethnic Communities Council) and this year we celebrating 70 years since the establishment of the Greta Migrant Camp, the first place in which most of the post-war migrants (my parents included) started their life in Newcastle.

I'm also the vice-president of the Board of Tinonee Gardens Multicultural Village, an aged-care facility that caters for members of the ethnic communities as well as the general aged population, seeking quality aged care accommodation. My 94-year-old mum has a place there.

With extensive overseas travel thrown into the mix I don't have much time for a conventional retirement.

I enjoyed catching up with colleagues at our Christmas meeting and look forward to more stories of life post retirement.

Vale

Brent Corish

Most of you would be aware that Brent passed away just before Christmas following a long struggle with some health issues, including living with Parkinson's Disease. Brent never once complained of his condition, yet right to the end he showed determination and commitment to maintain his involvement with his colleagues in the field of education. He loved to attend our meetings when possible, even when his mobility became more challenging and he agreed to use a wheelchair sometimes.

Brent commenced his teaching career in 1961 and was appointed as an Industrial Arts Panel Inspector in 1975. Prior to this appointment he successfully reviewed all the Industrial Arts syllabuses of the day in his position as Curriculum Consultant with the Directorate of Studies (this was in the days of Dr John Vaughan as Head of the

Directorate of Studies). This resulted in new syllabuses being trialled and introduced across the Industrial Arts curriculum area.

Following his appointment as Inspector of Schools (Industrial Arts) he worked mostly in the Liverpool and Western Regions. 1983 saw him in the role as District Inspector of Schools for the Campbelltown District. This was followed by his appointment as Assistant Director, Statutory Boards, where he was responsible for School Certificate and HSC programs including the HSC marking centres.

From 1985 to 1989 Brent was seconded to the Commonwealth Schools Commission in Canberra as the Director, Curriculum Development Centre, and First Assistant Commissioner to review the secondary school curriculum.

The 1990 restructuring of Head Office with the Department saw him in the role of Chief Education Officer, Curriculum Support and Technology. After accepting a redundancy package, he started a new career in tertiary education. In his last few working years he took on the role of Director, Professional Development Centre, in the Faculty of Education within the University of Sydney and then also worked as a consultant with the University of Wollongong. This work involved him in the development of many teaching resources plus the retraining of secondary teachers where there was a shortfall. For example, the retraining of teachers in the computer technology area for both primary and secondary schools became a course in high demand.

Brent was a fountain of knowledge on the early days of teaching in New South Wales. During the last two years of his life he was still able to contribute to two books recently published on 'Becoming an Industrial Arts Teacher in NSW 1930s to 1980s' together with 'Industrial Arts Teaching in the 70s, 80s, and 90s'. He became the 'keeper' of Manual Training and Industrial Arts records.

I often reminded Brent and his wife Sylvia of their wedding day with the attendance 'of a cast of thousands' at their ceremony in the Royal Botanical Gardens. For those who were there you will remember that some American naval ships were in the harbour and it was open day on the day of their wedding. The queue to view the ships went past their ceremony location and most people preferred to watch the wedding as each moved slowly in the queue! Some wag said that Brent and Sylvia had almost as many onlookers as the Prince Charles and Lady Di wedding!

Brent was a caring, loyal friend and colleague. His outstanding contribution to Education was much appreciated by all who worked with him.

GEOFF GEORGE



ALAN PRATT AND JACK BASELEY

Members Write

Revising the Senior Curriculum

Syd Smith

I was delighted to see Alan's invitation to submit comments on the Australian Curriculum and perhaps inspire some debate and discussion on where we should go from here. Let me say from the start that I think our HSC is one of the best in the world and the democratic processes we employ to develop it ensure we gain the highest communication among different groups and help amass a varied range of opinions. However, there is always room for improvement.

Alan refers to the *International Baccalaureate* and personally I think this is where we may find some valuable directions for the future. Without going into great detail here I believe the Baccalaureate has some very redeeming features. First, it is skill-based involving the importance of thinking, research, communication, and social and self-management skills, while at the same time encouraging students *to learn how to learn*. As well as offering the six familiar key learning areas of Studies in Language and Literature, Language Acquisition, Individuals and Society, Science, Mathematics, and the Arts it gives prominence to Interdisciplinary Subjects such as *Environmental Systems and Societies* and *Literature and Performance*. These innovations I believe are key components missing from the HSC: first some form of interdisciplinary studies and, secondly, the study of a foreign language.

When the Wyndham Scheme was introduced in the early 1960s General Studies was introduced as a one-unit course to enable students to think creatively about their learning and to understand the connections between different areas of study. Unfortunately, few teachers knew how to teach this subject and in some cases it was not taught at all, leaving students to do their own research or do private study. This is why, perhaps, it fell out of

favour and was ultimately abandoned in the major revision of the late 1980s. I still believe this was a major error at the time and could be the reason we had leaders later in our society who could not see such links as those between science and global climate change. *My first recommendation would be to introduce a rejuvenated interdisciplinary course similar to the ones in the Baccalaureate.*

In the 1960s approximately 40% of HSC students studied a foreign language. Today, I hear, it is barely 15% and, surprisingly, according to Tom Switzer on Radio National, the most popular language is French! So what has happened to the Asian Century and our concentration on Indonesian, Mandarin, Japanese, and Korean languages? The enrolment in these is even more depressing now. Of course there are reasons for this. Students are looking for courses that will give them a higher-paying career and the innumerable courses offered to them simply steer them away when selecting their subjects. Yet again the Baccalaureate seems to be able to include a *career-related program* as well as a *mandatory foreign language*. It seems possible therefore that the Baccalaureate can offer six subject groups, but without overcrowding its curriculum. It appears to enable students to become more aware of their own perspectives and assumptions and 'encourage them to try different approaches to learning and take responsibility for their own educational progress'.

While I don't believe the Baccalaureate has the answer to all our future curriculum directions, I certainly support a greater opportunity for students to choose a foreign language and genuinely support a cross-curriculum approach by introducing an interdisciplinary course. To avoid further crowding of curriculum offerings, I also suggest we look at how the Baccalaureate has succeeded in achieving this.

Finally, I think that as a group of learned and experienced professionals we should be more active in putting our views and knowledge to any future curriculum reviews that may take place. What do you think colleagues?

Would you like to respond to Syd's article or is there another issue in education you would like to express your views about in our next newsletter?



SARAH MACDONALD WITH CATE AND IAN VACCHINI

The Way It Was

Merv Blanch

Hitler was to start the war the next month. My parents had been at war for nine years. I was 13 when my ex-father decided that he would pay no further maintenance of seven and sixpence a week, as I was approaching the school leaving age of 14. In those days 90% of children actually did leave at age 14.

My mother's solicitor, Dovey (later to be Gough Whitlam's father-in-law), advised her to have one of my teachers come to court to suggest that I should be allowed to proceed to the Leaving Certificate. One did and permission was granted to proceed further in schooling. I was for ever grateful.

In fourth year I joined the Air Training Corps. This meant attending a night school on Friday evenings for two hours to learn both Morse code and aircraft recognition. In addition, every Saturday afternoon two hours were spent on physical activities. All this was an intrusion on school-study time. Our teachers were old men and when our teacher of French died in our fourth year and our teacher of Latin died in our fifth year, no replacements could be found. Little wonder that our results were mediocre.

In 1943 there were only two teachers' colleges, and applicants who lived north of the Hunter River went to Armidale College. I went to Sydney. We studied ten subjects related to primary school education each year, we had to score four out of six possible assessment points each year, and if any were less than four we would end up with only a qualified certificate, which necessitated further study after leaving college to earn a teaching certificate. Not only that, but a district inspector had to find us satisfactory both in our first and third year of teaching. If he did, we never had to have another inspection.

It was not a surprise to find ourselves appointed to one-teacher schools. They were called Fourth Class schools. At the end of three years we could apply for transfer to a city school and receive a warrant to attend night lectures at the university, after entering a bond to remain in teaching for three years after graduation.

Day students who were seeking an Arts degree attended eleven hours of lectures a week, and evening students needed four nights a week to cover the same course. We all did the same examinations and the Inspector of Schools usually phoned our schools in the afternoon to check that we were again on duty.

To achieve our degree of BA we had to pass in nine subjects and ensure we had certain sequences in our subjects. The day students usually completed their degree in three years and then spent a year on a Diploma of Education, but most evening

students took four years because some were teachers and others had daytime jobs.

Whilst walking past the Wallace building (one of the largest at Sydney University) I had to step over students who were lying across the footpath with their heads through small windows of the Wallace Lecture Theatre. They answered my inquiry as to what they were doing by explaining that there was no room inside for them. That evening the lecture had just begun when the lights went out and the microphone went dead. It was the beginning of many electricity failures due to post-war deficiencies in power supplies. The lecturers just spoke louder! And in the dark. Candles became a must for us all for the next two years. At the end of each year the lecturers told us that about a third of us would fail to graduate to the next year's lectures. It proved so.

Meanwhile I was so busy teaching over 45 children of primary age that I was ignorant of the system that supported the structure of primary schools. Having reached my eighth year of teaching, I was approached by the Deputy Principal who suggested that I should 'go for a list'. He had to explain to me how our Department of Education had evolved a rationale of governance to sustain its schools. He spoke of biennial years and of four lists, just as there were four grades of primary schools.

I was successful that year, which happened to be the end of the biennial period, and the next year I was again successful in gaining List 2. This coincided with the completion of the degree.

It seemed to be the time to ask for a school of my own. That was granted, but after only two terms I was offered the opportunity to embark on a teacher exchange to Great Britain. What an experience it was to ride a camel up to a pyramid in Egypt during the month-long voyage!

On arrival, six of us tried to remember the advice given to us by Dr Wyndham, our Director-General, that we should 'keep our eyes and ears open and our mouths shut'. This caused us to learn a lot. Great Britain would occupy about one quarter of our state in size. It had over forty different systems to govern its cities and counties and I for one concluded that we were doing very well in New South Wales.

The teachers were amazed at our curriculum (I took a copy with me), our school magazine, our graded coloured readers for infants classes, and that, as a result of four visits by a school inspector, I had been a school Principal at age 29.

There was a large exchange-teachers association in England and it took care of those of us from New South Wales, New Zealand, and a larger contingent from Canada. They arranged interesting excursions each month and informed us that there would be a royal garden party for us in May and we would be presented to the Queen Mother. And we were.

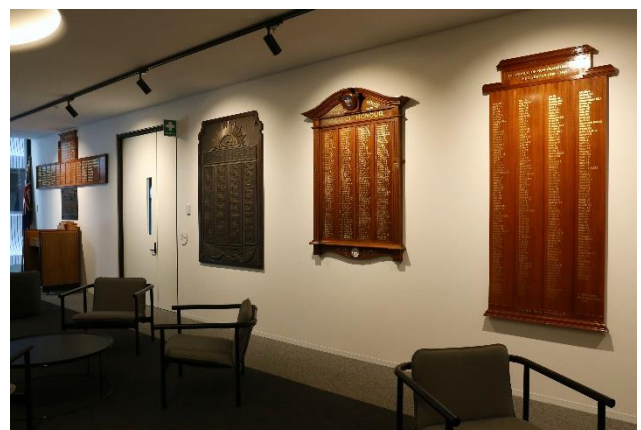
In mid-Atlantic on the way home, a cable was received appointing me as Principal to a school that was soon to close because it was in Burragorang Valley. No-one in our Department could have known that my ex-convict great-grandfather, in 1864, had taken up land where the Cox's River and the Wollondilly met to begin a new one called Warra-gamba and that here I had spent all school holidays learning to ride, hunt, and navigate the bush. It's now hundreds of feet under the water that Sydney drinks.

Three years later, at age 32, I was appointed Acting Headmaster of a second class central school, which proved to be the most fascinating time of professional development in my years as an educator. Soon after taking up duty, I received a magazine called *The Leader*. It was edited by Owen Jones, Director of Primary Education, who was destined to be a great leader himself and to be very helpful in developing us as future leaders. The articles were written by principals and they were practical and well-founded educationally. It was not long before a request was received to contribute an article myself.

In due course List 4 was attained, which was obviously necessary for eligibility to become one of over 100 district inspectors under the leadership of Doug Swan, as Director General. He foresaw that universities would soon offer degrees in education that would eventually make inspectors in primary schools no longer necessary. And so it was that in 1990 there was no such person as a District Inspector.

The system, however, has to provide the Minister of Education with reliable evidence of the state of our schools and now 110 Directors have replaced us. The Institute will eventually absorb them into its membership.

Would you like to contribute some of your own history in education to our next newsletter?



HONOUR BOARDS HAVE BEEN RELOCATED TO THE NEW
DEPARTMENT BUILDING IN PARRAMATTA



ALLAN MILLS, JOHN EDWARDS, AND JOHN ALLSOPP

Politicians, Publicity, and Schools— Reflections of a Member

Tony Re

Taking a trip down memory lane, I remembered my early days of teaching in the Electorate of Maroubra, where the local member was the Premier, Bob Heffron. His method for publicity was to visit a school in the morning and declare a half-holiday for the afternoon. No forewarning parents. The students would just walk home and tell their house-bound mothers, 'Mr Heffron gave us the afternoon off'. Mum was satisfied and Bob Heffron's name was reinforced in the community. Photographers did not gather around the Premier and the privacy of no-one was invaded.

Forward to the next decade when I was principal in regional New South Wales in a highly contested marginal seat. My school was inundated by politicians, including the Deputy Prime Minister and the state Minister for Education. All were seeking publicity in the guise of visiting one of 'their' schools, but none sought the now statutory picture op. Again, the privacy of the students remained secure and the politicians were content to have a report published in the local press and their visits discussed in homes.

Move forward a few years and my next school was again in the seat of a prominent politician, the Premier, Neville Wran. Wran, who lived outside the electorate, was a regular visitor to the local schools, ostensibly to show that he did not neglect his area. But the high profile Wran had a rule that was not to be broken under any circumstance—no pictures of him with students during a visit. On one occasion his visit was on the day after federal Budget Night. The Premier arrived in his official car followed by a bevy of journalists wanting his comments on the Budget. Journalists were keen to interview him on the school grounds, hoping for students in a picture. They received a very firm 'No' from his accompanying staff member, who stressed that he was there for the students, not the press. On this occasion he was accompanied by Rodney Cavalier, the Minister for Education, and the

Assistant Minister. Both were obviously under the Premier's orders to stay away from the press. In-house photos were taken for school use, as happened whenever there were other important visitors to the school.

Even a visit by the local member at my last school as principal attracted no media attention and it was not sought. Paul Keating, the then Federal Treasurer, wandered down from his office. The one thing that has remained with me was seeing a side of Keating not often on display to the public. When he entered the playground, he spied a former elderly neighbour from his boyhood days. I still do not know why she was there. He quietly took her aside and spoke with her on a bench for a considerable time. Despite his penchant for publicity, Keating did not seek it. How different from today.

Over the past two decades, it seems that a door in a new school cannot be opened without a smiling prominent politician leading students through it, with photographers milling together for the best shot. Thankfully there are no set uniforms for educators as there are for factory workers and members of the defence force. If there were, it is certain that politicians visiting schools would be wearing the uniform as they do with hard hats and military vests, no matter how ridiculous they might look.

There are exceptions: photographing students with politicians, the most obvious being Presentation Days. Here the politician is handing out awards with other official guests and there is no deliberate strategy to obtain publicity. With the proliferation of different forms of social media, the great desire by politicians to obtain publicity, and the continual increase in the number of media advisers, it will be difficult to place this genie back inside the school bottles.

Thank goodness for our principals and the procedures the Department has in place for getting parental permission for students to be photographed and for handling the media—and for placing the needs of students before what might be good for a politician.

Perhaps you have an interesting, and even humorous, recollection about your personal contact with a politician (unnamed if appropriate) during your career that you would like to contribute to our next newsletter?

The views expressed in this newsletter are those of individual members and do not necessarily reflect those of IRSEA. IRSEA accepts no responsibility for the accuracy of those views.

Newsletter Contributions

If you would like to respond to any of the articles in this newsletter or write on other educational issues or what you have been doing or what you are planning to do email your contributions to: brian.davies09@gmail.com

OR Post to: Brian Davies, Secretary IRSEA, 24 Olinda Crescent, CARLINGFORD NSW 2118.

If emailing please send text in a Microsoft Word file (.docx or .doc) or text file (.txt) and any photographs in .jpeg format. Contributions are needed by 20 June.

BRIAN DAVIES
Secretary

Newsletter Notice

- Do you have an email address but still receive our newsletter by post?
- Would you like to see the pictures in colour?
- Would you like to be able to adjust the size of the type?

Then do as half our members do and choose to receive the newsletter by email.

To change to receiving the newsletter by email just let the Secretary know: brian.davies09@gmail.com



CLIFF COWDROY, BRIAN GILLETT, AND CHRIS CARROL

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Do We Need to Change Your Contact Details?

If you are changing your address or other contact details please let us know. If you have provided us with an email but have not received emails over the last few months then please let us know. We might have the wrong email or your email might not be working. If you have not provided us with an email and would like to receive emails that go out from time-to-time then please let us know.

Please provide the following details:

Name:

Street:

Town: State: Postcode:

Email address: Phone no.:

Email your details to: brian.davies09@gmail.com

OR Post to: Brian Davies, Secretary IRSEA, 24 Olinda Crescent, CARLINGFORD NSW 2118.

Dates for Your Diary

Lunch meetings (venues to be confirmed)

Friday 3 May (AGM). Venue DoE, Parramatta

Friday 2 August. Venue TBA

Friday 6 December. Venue TBA

Newsletters

July (copy by 20 June)

November (copy by 24 October)

Executive Committee meetings

Monday 17 June

Monday 21 October

Membership Report

Annual Subscriptions

Due by Friday 3 May 2019

Ray Gillies, IRSEA Treasurer, will send annual IRSEA subscription notices to members by email or post early in April. Please do not pay subscriptions before 1 April because that is the start of IRSEA's financial year. Payments by electronic funds transfer (EFT) as well as by cheque are available. We do not collect subscriptions by credit card or PayPal because of the added costs. Subscriptions are due by Friday 3 May 2019, the date of our AGM. Optional donations to Stewart House are very welcome.

Membership Changes

Change of contact details:

John Miller

Apartment 59, 80 Evans Street

Freshwater NSW 2096

Gary Johnston has a new email address:

gjohnston@internode.on.net

Please Nominate For Our Executive

IRSEA 2019 EXECUTIVE COMMITTEE NOMINATION FORM

We, the undersigned, being financial members of the Association, nominate:

Nominee:.....

As an ordinary committee member AND/OR for the specific position of (please specify):

Position:

Nominator:.....

Seconder:

I acknowledge and accept this nomination

Nominee (signature):.....

PLEASE RETURN TO **BRIAN DAVIES** prior to the election to be conducted at the AGM on 3 May 2019.

(brian.davies09@gmail.com or 24 Olinda Crescent, CARLINGFORD NSW 2118)

Annual General Meeting and Lunch Booking Slip

Friday 3 May 2019

Please note that the NSW Department of Education is generously hosting the luncheon and there will be no cost to members. On the day, members will be invited to make a donation of \$5 to Stewart House in lieu of the payment for lunch. Receipts will be available.

Please complete the lunch booking-slip and email **by 22 April** to:

johnallsopp@optusnet.com.au

OR

post **by 22 April** to:

John Allsopp, 23 Lyndon Way, BEECROFT 2119 (phone 9980 2114)

Your name (please print):

Guest's name(s) (if applicable):.....

For the above to attend the IRSEA luncheon and AGM at 11.30 a.m. for 12.00 p.m. at the NSW Department of Education, 105 Phillip Street, Parramatta, on Friday 3 May 2019.

Please provide vegetarian meal(s).

Signed: Date: Phone no.: