



Newsletter

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No. 4

November 2020

From the President

This certainly has been a year like no other, and in these unusual circumstances I have not had the opportunity to meet you in person as President. Perhaps there will be an opportunity to do so at our Christmas luncheon.



The institute business continues in novel ways, through emails, newsletters, and Zoom meetings, and a hard-working executive continues to make decisions for our future advancement.

The AGM was held through mail-outs and emails. I thank everyone who took time to participate. Our Past President, Kerrie Ikin, noted in her last report that although it cannot compare to a face-to-face meeting it still gave an opportunity for members to take part, which they did in significant numbers.

Our lovely luncheons also had to be cancelled, but there is still an opportunity to connect in our Christmas luncheon. The executive is working on suggestions made by members in the survey and is considering safe options to hold a luncheon on 4 December. **If this goes ahead**, we are hoping to have a guest speaker from the Department giving us an insight into how the education of our students continued in a COVID-restricted world. Depending on circumstances, this talk might be delivered in person or through live-streaming to those attending the luncheon or by Zoom. Our education system has done a valiant job supporting schools through a year like no other, marked by bushfires, floods, and then a pandemic that closed schools and impacted on the preparation and sitting of students for the HSC, which is now in progress.

This newsletter is a comprehensive one, with a range of articles written by our members as well as updates from our new executive. There is a plan of proposed dates for 2021.

Hopefully everyone is managing to continue to cope with the restrictions impacting on every aspect of our lives and it is my sincere wish to meet you in person at our December function.

JANINA SULIKOWSKI
President

From the Department

Structural changes to the Department commenced on 21 September 2020. The new corporate organizational structure places school improvement and skills reform at the centre of the Department's organization. This is a shift to benefit the Department as a whole.



By working together this will improve the life opportunities of young people in public education, with an unwavering focus on ensuring that all students leave school equipped to succeed in life, and are engaged and challenged in their learning.

A strong emphasis on skills reform will contribute and cement a system that enables life-long learning and ensures people of NSW can participate in and meet the needs of the post COVID economy.

School Operations and Performance moved into two School Performance divisions. This will enhance the line of sight and support for the operations and performance of public schools across NSW. School Performance North is currently led by Cathy Brennan and School Performance South by Murat Dizdar.

At the beginning of Term 4 the realignment saw 110 principal networks move from the current six operational directorates into eight school performance directorates plus the Connected Communities Directorate.

These eight directorates, each led by an Executive Director, School Performance, and the current Connected Communities directorate, led by the Executive Director, Connected Communities, will report to a Deputy Secretary, School Performance (North or South).

The School Performance Directorates across the state will be led as follows:

- Rural North—Meghanne Wellard
- Regional North and West—Lisa Muir
- Regional North—Tim McCallum
- Metro North—R/Sally Egan
- Rural South and West—Dean White

- Regional South—Mark Barraket
- Metro South and West—R/Deb Summerhayes
- Metro South—Sylvia Corish
- Connected Communities—Michele Hall.

The structural changes to the Department are important to ensure we are best supporting our students. With the new structure comes new ways of working.

A significant change is the establishment of the Group Deputy Secretary position, which has direct line management responsibilities for the Deputy Secretary, North; Deputy Secretary, South; Deputy Secretary, Learning and Improvement; and Deputy Secretary, Education and Skills Reform.

Georgina Harrisson has been appointed Group Deputy Secretary, reporting directly to the Secretary. The Group Deputy Secretary is responsible for driving the School Improvement and Education Reform Group.

Although filled in an acting capacity, permanent recruitment is currently occurring for the Deputy Secretary equivalent positions of Chief People Officer and Chief Operating Officer, along with the Deputy Secretary, North, and Deputy Secretary, Learning and Improvement, positions.

KATHY POWZUN

Executive Director, Bushfire Relief Strategy
Office of the Deputy Secretary, School Operations
and Performance

Secretary's Report

Much has been happening during this COVID-time (not to use the term 'era', which makes it sound too long) to maintain our organization. The support of members was evident and appreciated from the comments and participation in the online AGM and the survey on the December luncheon through the Special Communication in August. Twenty-five members responded to the survey with fifteen prepared to attend using Zoom technology. The importance of staying in contact and catching up were mentioned. For those who said no, actually using the technology was not an issue.

The executive met using Zoom on Monday 19 October and discussed the December luncheon planned for **Friday 4 December**. The committee decided to look for a combined face-to-face at the Castlereagh Boutique Hotel (with partners invited) and a Zoom-type link for those who would like to be part of it through technology. The committee also decided to invite a guest speaker from the Department. **A final decision about the luncheon meeting has not yet been made. Members will be advised of these details through a separate email.**

The executive would like to thank **Geoff Walton** for all his work in bringing together the Secondary Panel's Report. This project brings together reports collated by Laurie Craddock in 2009 of the personal reflections of individuals working as a (subject) panel inspector. The executive discussed communicating the contents to members and the importance of this document as a historical record. A draft of the final document is being prepared for the executive and should be ready before the end of the year.

The committee discussed draft planning dates for 2021. There is uncertainty because of COVID-19 and the constitutional amendments proposed for the 2021 AGM, which include flexibility for the dates of the two general meetings.

The dates for the first half of the year are:

AGM: Friday 30 April 2021.

Executive meetings: Monday 8 February 2021;
Monday 15 March 2021.

Newsletter dispatches: 18 February 2021 (copy by 12 February) ; 1 April 2021 (copy by 18 March).

Copies of the proposed amended constitution are available from Ray Gillies.

Note: I would like to remind members that our new Welfare Coordinator is Kerry Knox. Please contact Kerry about issues concerning the welfare of members such as serious illnesses or deaths. Kerry can be contacted on kknox@bigpond.com or 0417 410 283 (mobile).

BRIAN DAVIES
Secretary



KERRY KNOX

Treasurer's Report

IRSEA finances are more than sufficient to meet our future commitments at current levels of activity. Our Society Cheque Account at the Commonwealth Bank is in credit to \$4146.54 and we have recently reinvested our Term Deposit of \$15 963.37 at 0.75% p.a. maturing on 19 August 2021. Members who would like more details should email Ray Gillies, IRSEA Treasurer at rcgillies@yahoo.com.au.



COL MACDONALD, BRIAN DAVIES, PEGGY CRADDOCK,
IAN VACCHINI, CATE VACCHINI, TONY RE, EULA GUTHRIE
AT THE AUGUST LUNCHEON 2019

Members Write

Change of life?

Barry Laing

Most of us have had a few conversations about retirement with people who are still working. Usually we agree that, other things being equal, a person knows when the time has come to stop 'working'. 'At some point I had the realization that I'd had enough, and I didn't want to have someone else owning my days.' In an affluent society we get that luxury. It certainly was my experience.

Then in retirement we are very busy doing all the things in the daytime that were formerly squashed into our non-working hours. Again, at some point there is a realization that we have far less of our life ahead of us than is already behind us. That thought tends to build into as much driven activity as when we were working. However, the difference is that in retirement it's usually we and our families and friends who benefit from our somewhat driven activity (or are driven to drink by it!).

I seem to have found that I've reached a new realization: that I've had enough of being a retiree. I'm ready to be a standard issue aging man, not tied to the work world for identity or esteem, nor reward. I'm thinking more clearly about a lot of

things that were relegated lower down in my priorities because my work-related skills and attitudes acted like bullies, squashing other skills or attitudes.

But it's not only an internal change. There is a calamity upon us in climate change and I can't sit quietly and watch the destruction of my children and grandchildren's future.

So I'm driven to do what I can to stop the drivers of the climate change: fossil fuels and other carbon-emission sources. Taking action by marching with the kids from School Strike for Climate has been cathartic and encouraging, but there's no multiplier effect in that.

I've found that being a focused, Grumpy Old Man is more satisfying. Some of my skill set developed in education is now coming in handy. I'm focusing my grumpiness into sharper action that may help to bring about the attitude shift in high places that's got to come, if we are to save the planet.

Making written submissions was our bread and butter work as educational administrators. For me, at last my submissions mean something. Whether it's a submission to an independent planning commission or a letter to the editor of a newspaper or a complaint to a politician, I can call upon those work years of practice and do it well.

Happy in the service of my descendants? Yes, I am!

Truth Lost in a World of Competing Views

John Gore

Stunned by the success of Donald Trump in the 2016 presidential elections, many Americans, and others across the globe, have asked, 'How could this be?'. Some have used new terms like *post-truth politics* and *truthiness* to explain what has happened in the USA and other places.

New Scientist, 3 December 2016, featured an article Seeing Reason by Dan Jones in which he puts forward the proposition of truthiness (claims that feel right, even if they have no basis in fact, and which people want to believe because they fit their pre-existing attitudes). In the discussion, he raises the issues of climate change denial and vaccination rejection as examples where the scientific evidence is ignored or downplayed to support pre-existing views and prejudices. Recently, similar denials, including by some country leaders, about the impact of COVID-19 have continued this trend.

At play are other beliefs that overrule the facts and raise the issue about where people get their facts from. An individual's world view can accommodate, reject, and modify the facts to support it. So, what role might schools play in preparing students for a world with so much information but so little discernment? Has *truthiness* just become part of everyday life?

Forming a world view

What role might truth play in forming a world view? Truth is not always hard to find when people are genuinely seeking it and prepared to suspend their own world view to engage it. In Australia, world views tend to be composites, representing in part competing perspectives from ideologies, politics, philosophies, religions and cultures. Each world view can be tested against other views to open minds and recognize prejudice so that *truthiness* does not prosper.

This concept of individual composite world views has influenced current definitions as *one's philosophy, philosophy of life, mindset, outlook on life, formula for life, ideology, faith, or even religion*. The seeming inclusiveness of this definition can be deceptive. In the first five there are no moral norms outside the individual, no distinctions between right and wrong, no principles to guide behaviour. This is exemplified when individual rights are pursued at the cost of community responsibilities as seen in the COVID-19 wearing of masks debates.

A world view has also been likened to a pair of coloured glasses that overlay everything in life. What glasses are put on matters and whether there is any room for adjustments. It is a question for students because their world views are mostly less rigid than teachers and therefore more open to adjustment during their years of schooling.

Implications for schooling

Historically and philosophically, a quest of education has been to seek truth. It has been a cornerstone of western education for centuries and educational aims statements have historically contained the phrase *to seek truth*.

What sort of education do Australians want their children to have? In a dynamic world, educationists agree generally that an essential skill is for students to interrogate facts and opinions to better understand their own world view and the world view of others, and from that to recognize prejudice and bias in both.

Traditionally, teachers have been competent at helping students to find bias and identify misinformation in source material but have been less successful in helping students to challenge their own world views and become aware of their own prejudices and biases. As students mature, they mould and adjust their world view, sometimes affirming, and at other times rejecting, what they have learnt through their family, school, other social organizations, and friends. They need a safe environment to have views challenged and to embrace analysis.

Political ideologies, religion, cosmology, philosophy of science, and philosophy have but the smallest mention within the curriculum, and certainly not

enough to address the issues being raised. The study of history and human rights provide some vehicles for these discussions.

Discussion of world views requires a maturity in teachers and classroom environments of trust. Teachers need curriculum support and there are multiple publications of teaching strategies that can assist teachers to implement this teaching. Teachers also need supervisor support, otherwise they may find themselves being left out on a limb for exploring students' *truthiness* or that of their parents. Teachers and supervisors need to work together and to be clear on the lesson objectives and how to achieve them.

Thankfully, NSW public school teachers have support in a little referred to policy, *Controversial issues in schools*—

<https://policies.education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools?refid=285776>.

This policy provides a common sense approach, guidelines, and boundaries for the teacher including:

1. Schools are neutral places for rational discourse and objective study.
2. Discussion of controversial issues in schools should allow students to explore a range of viewpoints and not advance the interest of any particular group.
3. Material presented to students as part of school programs and school activities should be:
 - age appropriate;
 - sensitive to student needs;
 - relevant to the curriculum;
 - relevant to the school's purpose and goals;
 - consistent with the core values outlined in [Values in NSW public schools policy](#).

And in the accompanying procedures document,

<https://policies.education.nsw.gov.au/policy-library/associated-documents/controversial-procedures.pdf>:

Teachers are in a privileged position to influence students. A teacher's personal view should not impact on teaching a subject. Sharing their knowledge or view may be necessary to assist students to form their own views or to answer a query from students relevant to the discussion. In such situations the information given should be balanced and presented as one opinion to be considered critically along with any others.

These policies could form the basis of any training related to teaching students to address issues, challenge world views, and seek truth leading to a more equitable, tolerant, and caring society—goals in all school sectors.

What about religion in schools?

In discussing world views, it is difficult to avoid religion, unless that avoidance represents a prejudice. Continuing public discussion of the place of religion in NSW public schools has often been based on misunderstandings. A few facts are:

1. NSW is not the United States—religion is not banned from schools.
2. Religious instruction is required by the 1990 Education Act in two forms:
 - Special Religious Education (commonly known as scripture), which is provided by local representatives of that religion; and
 - General Religious Education (GRE), provided through the curriculum.
3. The Act defines *secular* as including GRE.

GRE is defined by the NSW Department of Education as the ‘study of the world’s major religions, what people believe and how that belief affects their lives’. Can GRE be identified in the NSW curriculum? Has there been a mapping of where GRE is in syllabuses? Discussion of world views and a search for truth that do not include studies ‘of religion, as opposed to studies ‘in’ a religion, lack credibility.

The Curriculum Review

The recently released NSW Curriculum Review report is a plan for design and a timeline for implementation. It does not address the content of syllabuses and tell teachers what they will have to teach. How will students get an education to develop a world view that will lead to a more equitable, caring, and tolerant Australia—a view that will reject extremism, will embrace care for others, and promote a civil society based on just laws?

The Review states: ‘They often have few opportunities to see and appreciate how what they are learning can be transferred and applied or to build practical skills in applying knowledge’. Some of those practical skills relate to personal relationships, achieving societal goals and caring for others.

Education has always been unashamedly about changing people. If students are to seek truth, they will need a curriculum that facilitates such a quest and teachers who are able to carry out the process.

In conclusion

I remember my wife telling me about a student who supported Von Daniken’s theories about aliens visiting the planet in ancient times. After being turned upon by his classmates and ridiculed he finally responded, ‘I believe because I want to believe’. Understanding the negative side of *truthiness* about how beliefs can override the facts can be very depressing. But there is also a positive

opportunity. Challenging *truthiness* will develop world views that allow critical analysis of facts and the identification of prejudice and bias. It will be a challenge that does not filter the facts to accept only those that agree with a current world view. The character qualities wanted in our graduates of the future will come from schools undertaking this work and then *truthiness* will not prevail.

Looking From the Outside In— Observations for the Future

Bob Carbines

This year Tim Wyatt and I celebrate 21 years of Erebus International consultancy in schools and school systems in Australia and the Asia-Pacific region. During that time we have visited educational systems from preschool to university for a wide range of purposes and in very diverse settings. Our visits have generally involved a focused review of programs and innovations in schools and school systems, government initiatives, and cost–benefit analyses. In many cases the data emanating from those reviews have provided the evidence that has the potential to both influence and determine future government priorities.

Each of those reviews was rarely completed by just Tim or myself. More commonly, it was through a team-based lens that findings were identified and recommendations made. Many of those contributing team members were recently retired NSW inspectors of schools, directors, or school principals, working as Erebus team members. The aggregated views of experienced educators ensured both the integrity and relevance of our findings and the credibility of over 300 reports that both addressed government accountability and informed future government policy-making.

During the more recent years of our consultancy we have witnessed the implementation (and demise) of a diverse range of reforms, including the Australian Curriculum, standardized literacy and numeracy assessments (NAPLAN), professional standards for teachers, national reporting on schools through the My School website and the partial implementation of the ‘Gonski’ needs-based funding reforms. The findings that emanated from reviews undertaken by Erebus were the catalyst for a number of these reforms.

Over more than two decades of reviews, the enduring and refreshing characteristic of teachers across the three sectors has been their ability to quickly determine whether the innovation would have a lasting and positive impact on both teacher pedagogy and student learning. Only then would teachers adapt the reform to ensure that learning outcomes would be enhanced for their students. The perspicacity of most teachers could never be doubted. Our reviews clearly demonstrate that the power of a single teacher will never be replaced by

any form of technology. We can all remember from our teaching days the pervasive influence of a teacher not only in changing the learning trajectory of an individual child, but also upon his/her life choices and opportunities.

Despite these admirable qualities of our teachers, the ongoing performance of our students in international assessments of mathematics, science, and literacy skills has stabilized, or even declined in some cases, over the past decade. Similar indicators of impact have also stagnated. These results have been achieved in a broader Australian context that is both more ethnically and culturally diverse. In almost every classroom, there is increasing use of mobile and digital technology, with diverse screens and devices. At the same time, many schools and their communities are becoming more unequal in both wealth and income.

Similarly, both teachers' and school leaders' focus groups clearly highlight the influence and efficacy of the classroom teacher as the single greatest factor impacting on student learning. This realization is consistently reflected in the increased budget allocation in schools towards ongoing and targeted teacher professional development. Yet the large 3-day conferences of hundreds of teachers are no longer 'in vogue'. In contrast, teachers are seeking tailored in-class professional-learning opportunities to enhance their practical effectiveness. Schools are also focusing on professional learning that enhances whole-school leadership, classroom and school community responsibilities, and contributing directly to a culture of continuous improvement. Such a focus may provide the catalyst for teachers and school leaders to accept the challenge of systematically addressing some persistent and long-broken delivery models of teaching and learning.

The reviews clearly demonstrate that such change can only occur when it is supported by a clear political will, underpinned by a coherent and ongoing 'narrative' about the most recent and relevant research on student learning and teacher pedagogy. Many commentators would suggest, however, that the potential for such ongoing dialogue has been disrupted by the COVID-19 pandemic that has upended schools and school systems both here and across the world. In no time at all, schools have had to adopt remote or online approaches to teaching and learning. Technology has become the strategy, not just of choice but of necessity.

Such a strategy, however, may have provided us with an opportunity to rethink the nature of schools and schooling. We must now look outside the

classroom as well as within to find the answers to indifferent results. Increasingly during 2020, we have witnessed students learning at home, in the kitchen or bedroom, at the local municipal library, in the car, or even in Mum's favourite coffee shop.

While teachers will continue to have curricula and assessment, student learning spaces may have changed for ever. How we apply such media to student learning in the context of evidence will be a particular challenge. The other, of course, is the changing and pivotal role of the teacher. Perhaps the teacher will increasingly become a facilitator who designs exciting, yet blended (online and face to face) learning experiences in diverse learning environments.

Teachers' and school leaders' recent demonstration across the school sectors of being both resilient and agile gives us great hope and optimism for the future, but only on the condition of ongoing targeted support. The ongoing requirements for new skills and understandings will be immense.

Some Contacts From the Past

Geoff George

My wife and I maintain contact with some people that I worked with during the 80s and 90s within the inspectorate. We do this whilst we are visiting our holiday house in Tea Gardens, which we try to visit once per month.

Tea Gardens includes two very well-known retirement villages, The Grange and Palm Lakes Resort. At least three of our colleagues that I worked with retired there, including Rob Murdock (ex District Inspector, Bega and Sutherland), the late John Penman (ex Maths Panel and DI Nelson Bay), and the late John Pollack. John Penman and I worked in the Solomon Islands during the late 70s and early 80s, assisting with the setting up of their education system and training of teachers following the establishment of their independence from Britain. John's wife Helen (who was also a teacher) has remained at the Grange Retirement Village and is in good health (for our age!).

Rob's wife Pam (also a teacher) unfortunately is not in good health and is in full care in The Manor (next door to The Grange).

We meet for coffee, drinks, or dinner every time we are in Tea Gardens. When John Penman was alive, Rob and I would join him for golf at the Hawkes Nest Golf Club, followed by drinks/dinner with our wives, alternating at each other's abode. Discussions around the table at these dinners would often be about the 'golden days of the inspectorate', including some of the 'characters' we worked with!

Surviving Term 2: Looking Back On Our Contribution To Home Schooling And Distance Education

Cliff Cowdroy reminds us that we have always had the challenge of providing Home Schooling and Distance Education. The COVID-19 crisis is just a new challenge.

It is a very strange time and I was quite concerned about the fact that some government schools were open and others were open in name only. The quality of material sent home for 'home schooling' at this time was very variable. ACT primary schools had a wonderful program K-6 and my grandchildren at Hughes Primary could not have been happier. But for my grandchildren here, it was 'hit & miss'. My colleagues from Cambridge, both HMIs and Cambridge dons, have been observing the quality of material sent home to their own grandchildren on the Northern Beaches. They tell me it is excellent. This is a great tribute to our teachers there as the HMIs still exercise great authority in the UK and now even in the USA (by contract).

It really meant the Department would have had to set up training sessions to help teachers work in distance education if the COVID-19 restrictions had continued into the next term, especially for Years 11 and 12.

We have (or had) an excellent curriculum directorate, which was, in part, the successor to a division of the old Correspondence School. Our programs were sought after all over Australia from state schools of the air to hospital schools. We did not have the resources to go beyond our own distance education centres, and there was no-one with sufficient entrepreneurial skills to sell packages, except possibly the late Richmond Manyweathers. The Department would not allocate sufficient person-power, although TAFE did sell some of its courses from its Strathfield centre. I had already been 'translated/promoted' at that stage from a restructure and delighted that Richmond had taken over the distance-education portfolio. Hitherto, it was based in the Schools Directorate, after which the whole of distance education fell to (the late) Noila Berglund's brief. So many needless changes. When in the Schools Directorate, we had direct access to Professor Ken Eltis in the broader curriculum field. He was enormously helpful to our little team and lent staff, where necessary, to appraise learning materials, especially for secondary subject strands, in a rapidly changing world. He was just one floor below us in the Remington Centre on Oxford Street. By the way, I had then virtually unlimited funds to get distance education up and running. Hey, they even chucked in a car!

Technically, in distance education we had moved from VHF/HF radio in the bush to satellite, computer interaction and alphanumeric boards to replace radio (very poor quality often), Macintosh basic computers, fax, and broadcast DUCT systems. It was hard for the parent tutors, so we had various training meetings with them all over the state as we rolled out the new system (governed also by TAFE).

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.

Valete

Arthur Buchan
20 June 2020

Institute records indicate that Arthur commenced his teaching career in January 1947 and was appointed as an Inspector of Schools (Secondary Science) in January 1961. In March 1968 Arthur was promoted to the position of Staff Inspector and in August 1969 appointed Director of Education, Liverpool Region. In January 1970 Arthur received a further promotion to the position of Deputy Director, Secondary Education.

He was confirmed in the positions of Director Secondary Education in January 1971 and Assistant Director-General of Education in March 1976. Arthur's last day of service was 27 March 1985.

Arthur's wife, Betty, predeceased him, and at the time of his death he was living at Belrose. Anne Estes, his long-time partner of 22 years, survives him.

Our sympathy goes to Anne and all members of Arthur's family.

You may also wish to read Rugby Australia's Tribute to Arthur published at:

<https://australia.rugby/news/2020/06/21/vale-arthur-buchan-wallaby-324>.

A Tribute from Jan Dale

I was a student who had the good fortune to be taught science by Arthur Buchan at Murwillumbah High School in the 1950s. He was a very talented teacher who was firm but fair and managed to bring out the best in each of us.

Although Arthur had played rugby union for the Wallabies, whilst in Murwillumbah he joined the South Murwillumbah rugby league team and played in the Richmond local competition (rugby union was not played in Murwillumbah). He and his wife, Betty, were outstanding players in the local tennis competition and made many friends in the local area.

I recall that in an article Arthur wrote for the Muwillumbah High School Magazine, amongst other things, he wrote of the presentation of the Wallabies to Princess Margaret and reported that she was far more beautiful than she appeared in photographs.

A 'boy' from my class, on learning of Arthur's death, sent me the following email:

Arthur was a great person. He coached the High School football team and although I was neither large nor fast, I still recall his tackling advice.

Arms wide and charge straight at him. Not many can sidestep around that, so no need to be fancy. Head behind his backside and arms around his waist rapidly dropping down. No matter how big he is nobody can run with his knees pinned.

Worked a treat as I recall. One can see many missed tackles today that would have benefited from his sound practical advice.

Arthur was taken aback when most of the female students at Mur-bah High had his Wallaby photo on the cover of their science books. You all know who you were.

I think we got the photos of Arthur from the cover of *Sports Magazine*. He was very cross when he saw the photos on the cover of our science books and made us remove them immediately. In spite of his academic ability, sporting achievements and handsome appearance (he was 'drop dead' gorgeous), he was in fact a very modest man.

Doug Swan, AO
16 July 2020



Institute records show that Douglas Arthur Swan commenced his teaching career in January 1946 and was appointed as an Inspector of Schools, based in Young in March 1963. Then in May 1967 Doug was promoted to the position of Staff Inspector based in Wagga Wagga and in 1968 was promoted to the position of Area Director of Education, in what we now know as Riverina Region. In 1970 Doug was appointed to the Head Office position, Director of Primary Education. In February 1977 he was confirmed in the position of

Director-General of the NSW Department of Education. Doug retired in July 1985.

Tribute from Merv Blanch

Doug spent his early years and every school holiday on the family farm 'Brinkburn', located in the Hunter Valley, owned by his grandfather and then his uncle Jim. When he finished his high school education Doug was off to his uncle's property, keen to meet up with his horse and ride about the country. Both he and his uncle expected him to stay and work there for at least the next year.

This was not to be. Doug's mother, who had raised him, his sister, and brother during the Great Depression, had experienced the safety of a government job, with Doug's dad working with the railways, and she felt life on the farm offered limited opportunities for Doug's future, with the property destined to be passed to Jim's children. Consequently, in May 1944 Doug received orders from his mum to report for an interview and subsequent enrolment at Sydney Teachers' College. There he was impressed with the detailed planning of lessons and the necessity to understand the needs and interests of children.

Like so many of us, after graduation Doug was appointed to a rural school in Leeton in 1946 and then, in 1947, to a one-teacher school at Gruben, near Henty. After the usual three-year probationary period he taught for four years in various rural schools, and from then on he began to make history. He attained promotion through the four lists in minimum time, and was promoted to the position of District Inspector of Schools in 1963 at the age of 35. This was a record, and it stands now for ever.

His leadership at Gulargambone to engage the Aboriginal community into his school was an outstanding success. Little wonder then, in mid 1967, he arrived in Wagga Wagga as a Staff Inspector and was appointed as Area Director for the Riverina Region the following year. At the commencement of 1970 Doug was posted to head office in Sydney as Deputy Director of Primary Education under the leadership of Sir Harold Wyndham, who had earlier identified Doug's talents. Sir Harold retired the next year, his successor, David Verco, died young, and it was not long before Doug became Director-General of Education for NSW in 1977. Over the eight years that followed he served both political parties, and our professional growth as district inspectors grew and expanded as new needs were identified. Doug retired in 1985 to devote more time to Bette, his wife, who had sadly suffered a heart attack some months earlier. Doug was awarded the Order of Australia in 1986 for Services to Education. Although Bette's health curtailed some their retirement travel plans, they enjoyed retirement,

watching their family grow, and Doug cared for Bette until he lost her 26 years later in 2010.

We shared two grandsons and two great grandsons and have many happy memories of Doug from the past 52 years.

Howard (Chick) Carey

16 July 2020

Institute records show that Chick commenced his teaching career as an assistant teacher of secondary science in February 1950. In 1965 Chick was appointed as Science Master (Head Teacher) at Cumberland High School and then in January 1966 he was appointed to the inspectorate, as a member of the Secondary Science Panel of Inspectors. In September 1971 he was promoted to the position of Staff Inspector in the Department's Head Office and in September 1973 Chick was confirmed in the position of Director of Services. Then in March 1985 Chick was appointed to the position of Director of the Statutory Boards Directorate. He retired from this position on 14 November 1986.

Our sympathy goes to his widow, Pat, and the members of his family.

John Macmillan

13 September 2020

The Friends of Stewart House (FOSH) committee are extremely sad this week to farewell long-term committee member, John Macmillan. John passed away at Coogee surrounded by his wife, Margaret, and his loving family.

John was a strong supporter of Stewart House, regularly donating from his wage for more than forty years. In retirement, John attended Stewart House functions and supported fundraisers that were part of the FOSH agenda. In fact, the last fundraiser held by FOSH saw John winning the second prize of \$50.

In addition to his support of Stewart House, John was a passionate public education supporter. He held state and national positions, representing principals over a number of issues that he and the principal cohort believed were not in the best interests of students in the public education arena.

John has been cared for by his devoted wife, Margaret, and will be greatly missed by his sons, daughter, and their families.

John is simply one of those characters of public education who is irreplaceable.

Denise Ford

13 September 2020

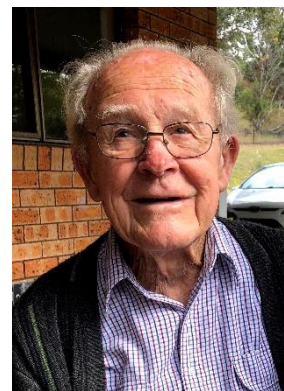
Denise Ford, who was the wife of Brian Ford, passed away on 13 September, 2020.

Brian was the Secretary and Editor and active in other roles of IRSEA (then ARISSEA) for many years. Denise was well known by our members in those days and was a great support to Brian, attending many of our lunchtime meetings.

Funeral prayers were held on Friday, 18 September at St Monica's Catholic Church, Parramatta, and then proceeded to North Rocks Cemetery.

Don Lawler

2 May 2020



Don was born during the Great Depression and went to Canterbury Boys' High School, where he was school captain and excelled at athletics, cricket, and rugby union, going on to play first grade cricket and rugby for St George. He completed an Arts degree at Sydney University and was dux of Armidale Teachers' College. He loved Armidale, where he told stories of playing rugby against the Fijians, who played bare foot in the snow, and the All Blacks, who played the college team as practice.

His first teaching appointment was to Weetaliba, a one-teacher school where he was obliged to ride a horse to school because he could only board out of town on a farm. He had never ridden a horse so it was quite an experience. He became a school counsellor in the Newcastle area and then in Mudgee, and was then appointed as principal on Norfolk Island in 1965 and at Oberon Central School in 1968. Don was appointed District Inspector, Goulburn, in January 1971, the youngest inspector appointed at that time, and then went on to Muswellbrook, where he completed a Masters in Educational Administration with Honours. From there he went to Gosford and then into Head Office, where he worked in the policy area, including developing the policy for the four-term year. Wanting to work more closely with students, he chose to return as an inspector to Taree, where he retired on 14 January 1988 and

took up cattle farming, which he continued to do until well into his eighties.

Don retired from farming to care for his wife Winsome, who was developing dementia. He looked after her devotedly and continued daily outings for a milkshake with her until COVID-19 restrictions stopped him. He passed away peacefully after a few days in hospital as a result of cancer.

Don is missed by people from many walks of life, as he was never one to pass up the opportunity for a chat. He was a proactive egalitarian. Missed by his farming friends, ex-staff members, teachers he inspected, students, parents, his grandchildren and families of his siblings, the staff at Coles, the bank tellers, to name but a few—always loving to give time to people he came across.

By Ingrid Horsburgh, Don's daughter.

Ingrid can be contacted on 0412 188 544 if you have any concerns about the news of Don's passing.

Betty Roberts

18 October 2020

Betty passed away aged 94 at Carramar Nursing Home, Tewantin, Queensland. Betty started teaching in 1948 as a science teaching assistant. She was promoted in 1970 to Inspector of Schools in the Maitland area. Betty retired in 1981, allowing herself quite a few years of retirement to enjoy.

For Your Diary

Next Executive meeting: Monday 8 February 2021

Next Newsletter: Dispatch 18 February 2021 (copy by 12 February).

For other dates see the Secretary's report on page 2.



LEFT TO RIGHT TOP ROW: ALAN LAUGHLIN (STEWART HOUSE LIAISON OFFICER), KERRIE IKIN (IMMEDIATE PAST PRESIDENT), JANINA SULIKOWSKI (PRESIDENT), HETTY CISLOWSKI.
MIDDLE ROW: SYD SMITH (NEWSLETTER EDITOR), BRIAN DAVIES (SECRETARY), CHRIS CARROLL, RAY GILLIES (TREASURER),
BOTTOM ROW: ALLAN MILLS (MEMBERSHIP OFFICER), GRAHAM DAWSON.
NOT INCLUDED: KERRYANN KNOX (WELFARE OFFICER), ALAN RICE, JOHN ALLSOP (LUNCHEON COORDINATOR)