



Newsletter

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No. 2

March 2021

From the President

Welcome to the second newsletter for 2021.

The Executive Committee met by Zoom on 19 April and continued with the business of ensuring IRSEA was functioning well. There are reports in this newsletter from executive committee members to keep us all up to date.



At our executive meeting we connected with Graham Philpotts, the CEO of Stewart House. He outlined how Stewart House functioned last year during the COVID-19 lockdown and how concerning it was becoming that regular donations from teachers and other sources have declined. IRSEA supports Stewart House as our preferred charity in a number of ways explained further in this newsletter's reports.

Also in this newsletter is an update by Kathy Powzun who continues to keep us up to date with the changing face of the Department of Education's structures.

Our AGM is set for 4 June at the Department's headquarters in Parramatta at 12.30 p.m. in the William Wilkins Gallery. The Department is sponsoring our luncheon and Murat Dizdar, Deputy Secretary, School Performance, will address us at 12.45 and stay for lunch. I hope as many people as possible join us for the luncheon. It is the first function for over a year and there are new members whom we have not had the opportunity to meet.

We will be voting for our revised constitution and also for a new executive committee.

Hoping to meet up with you over lunch at the AGM on 4 June.

JANINA SULIKOWSKI
President

For Your Diary

Executive meetings: Mondays 28 June, 18 October.

Newsletters: July (copy by 8 July); November (copy due 21 October).

Lunches: Fridays 4 June, 20 August, 3 December.

From the Department



All NSW public schools have been working assiduously to develop Strategic Improvement Plans (SIPs) for the next planning cycle starting 2021. At the time of writing, over 90% of SIPs have been published on school websites. These are all public-facing and accessible by community.

School Improvement Plans are working documents that detail the steps a school will take to improve learning outcomes and the achievement and growth of all students. The new SIP format reflects changes and improvements in thinking over previous iterations and includes significantly strengthened approaches. The SIP has up to three strategic directions and associated improvement measures that form the basis of each planning cycle. The first strategic direction for every school reflects 'Student growth and attainment'. The remaining strategic directions are selected by each school to reflect and respond to their unique context. Improvement measures include system-negotiated targets that drive student improvement with reference to effective school and classroom practices.

Following ongoing conversations between the principal and the Director Educational Leadership (DEL) each key aspect of the Strategic Improvement Plans was endorsed by both the principal and the principal's Director Educational Leadership. This is an enhanced level of rigour, as previously the DEL was only required to sign off that consultation took place.

Further changes included implementation of the Assurance and Support process for both the Situational Analysis (SA) and the Strategic Improvement Plan (SIP). As part of the Assurance and Support process, each DEL made formal assessment of a school's draft SA or SIP.

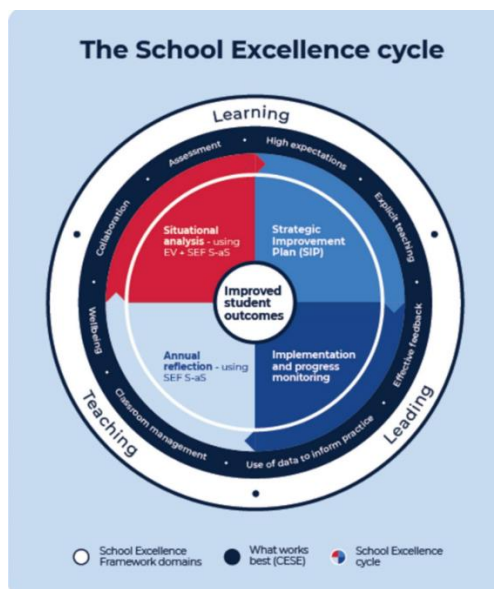
Teams of DELs worked together to provide formative feedback on the SA or SIP, and identify areas in need of further work or additional support, which could then be prioritized to help support schools with their planning. Data on specific areas

requiring further support were captured to feed back into the system as ways of identifying areas for future capability-building and professional growth.

Some of the SA or SIP areas identified most frequently as needing more conversations and development included:

- school evaluations of their previous school plan;
- school engagement with research literature and evidence to inform the development of their plan;
- triangulation of external student achievement data such as NAPLAN or HSC with internal student data.

Throughout the remainder of the school planning and school excellence cycle, schools will undertake implementation and progress monitoring processes to track and assure outcomes are being met for all students alongside school priorities.



KATHY POWZUN

Executive Director, Bushfire Relief Strategy
Office of the Deputy Secretary, 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 Janina Sulikowski for all her hard work in sustaining our organization through the last year with all the difficulties we faced from COVID. Communication with members has also been even more important in this context and Syd Smith who commenced as Newsletter Editor at the start of last year has done a wonderful job in maintaining this link with our membership. Grant Beard has continued to enhance the presentation of the newsletter and we appreciate his invaluable help as well.

The executive committee for 2021–22 is to be elected at the Annual General Meeting on Friday 4 June. A nomination for the executive is included in this newsletter. Our organization cannot function without members' willingness to help on the executive. I would like to encourage all members to consider nominating for a position on the executive—or to encourage another member to do so. One way of starting might be as an Ordinary Committee Member. The executive works together and members are very supportive of each other.

The Annual General Meeting for 2021 was delayed to 4 June so that more members might be in a position to attend. Please make every effort to be there. It will be good to be face-to-face again and the proposed new IRSEA constitution will be submitted for approval following all of the hard work by Ray Gillies.

Regarding communication with members, the Executive at our recent April meeting was supportive of the initiative from Ray Gillies to establish a website. Ray plans to develop a draft website over the next couple of months and would appreciate any suggestions regarding content or setting out.

At the time of writing, the ANZAC Remembrance Service was scheduled to be held at the Department's state office at Parramatta on Friday 23 April after not being able to proceed last year because of COVID. This service honours the memory of teaching and non-teaching staff who served in the Australian Defence Force. Patrick Medway, Senior Vice-President and Acting Secretary has again invited IRSEA to lay a wreath. Kerryanne Knox, our Welfare Coordinator is to lay the wreath. The invitation for IRSEA members to attend was included in the last newsletter and in an email.

The April executive meeting also confirmed the remaining dates for 2021. These dates for your diary are on page 1 of this newsletter.

BRIAN DAVIES
Secretary

Treasurer's Report

IRSEA has more than sufficient funds to cover all anticipated operational expenses. At the end of April, the IRSEA Society Cheque Account at the Commonwealth Bank of Australia was in credit to \$3 121.94 and the Term Deposit is at \$15 963.37.

An Annual Financial Report for our past financial year (1 April 2020 to 31 March 2021) is being prepared for presentation to the AGM on Friday 4 June. John Allsopp has offered to act as IRSEA's internal auditor. Fair Trading does not require an external audit for an incorporated association of IRSEA's size.

Subscription-fee notices for the 2021 membership year (1 January to 31 December) have been sent to members. Subscriptions are due prior to the AGM.

Proposed IRSEA Website

The February 2021 IRSEA Newsletter included a note about the proposed website for the IRSEA and invited members to offer their ideas on what the website should contain and any assistance to build it.

The Executive Committee intends to develop a draft website over the next couple of months and would welcome any suggestions regarding content or setting out and offers to work on the site. Please send any offers of assistance to Ray Gillies at rcgillies@yahoo.com.au.

IRSEA Constitution

An explanatory note on the new IRSEA constitution that the Executive has developed was included in the February 2021 Newsletter. That Newsletter also gave notice of the special resolution proposing the approval of the constitution, which will be moved at the next AGM.

A copy of the proposed constitution accompanied the February Newsletter. Please contact Ray Gillies at the above email address.

RAY GILLIES
Treasurer

Friends of Stewart House

Stewart House is celebrating its 90th birthday this year. Over these years it has made a remarkable contribution to supporting 'at risk' youth from the public schools of this State. The programs at Stewart House have evolved to become contemporary and state of the art. These are supported by a multidisciplinary team including from Macquarie and NSW universities, NSW Health, the Teachers Health Fund, as well the Department of Education.

It is interesting to note that originally the programs were classified as rehab programs in a 'hospital environment'. They were run for 60 children over six weeks. They now operate for 84 children in a two-week program and are focused on physical, and social, and emotional well-being.

The physical well-being programs cover general health, including the screening, treatment, or referral of children with teeth, sight, hearing, skin, hair, and body-mass-index problems; self-care, including general hygiene and dress; activity and safety, including structured and unstructured play and personal safety. The emotional well-being programs cover connecting with others and improving social skills; improved self-awareness; and emotional regulation emphasizing resilience development

and self-control. The programs are continually assessed and developed through evaluations and feedback.

In COVID times the programs have had to be put on hold, but are now emerging again. This year, in Term 2, groups of 20 children will attend Stewart House and from early Term 3 there will be a gradual return to pre-COVID conditions; that is, 40 children for two weeks, then 50, 60, and finally 80 per fortnight for the last three groups of the year.

The operating costs for Stewart House have now reached \$5m per year. The known and predicted income is:

• Teacher salary contributions	\$1.5m
• Department of Education.	\$0.25m
• School donations.	\$0.25m
• Private Donations.	\$0.5m
• Corporate Contributions	\$0.7m

There is clearly a significant shortfall and fortunately a number of generous bequests have assisted.

The income from teacher salary contributions has fallen from a peak of about \$1.8m in 2016 to about \$1.5m today. The number of Departmental staff contributing in 2016 was about 12 000 and is now at a little over 9000. Clearly Stewart House needs ongoing and greater support into the future. What can you do?

Can you please continue with your personal contributions and talk to colleagues about the need to support Stewart House. Encourage them to review the Stewart House website and ask them to sign up to the Stewart House newsletters.

If you have an opportunity to talk to those still in the Department, you may raise the work of Stewart House and the importance of workplace giving (Salary Contribution Scheme).

The 2020 Stewart House Annual Report can be accessed at: <https://www.stewarthouse.org.au/wp-content/uploads/2021/04/2021.02-Stewart-House-Annual-Report-2020-including-90-Years-History-Timeline-compressed.pdf>

ALAN LAUGHLIN
Secretary, FOSH

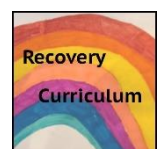
Members Write

A Recovery Curriculum: Loss and Life of our children and schools post pandemic

*Paper by Barry Carpenter
and adapted by Warren Fairfax*

Prologue

The following academic article was written by Professor Barry Carpenter OBE, CBE, Professor of Mental Health in Education at Oxford Brookes University, UK, and his son



Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK, with regard to trauma being experienced by students returning to school from extensive home lockdown during the COVID-19 pandemic in 2020. Sadly, British schools are again closed in 2021 as the country strives to overcome the severe further outbreak of the pandemic with full closure of all schools across the country. This is again causing enormous stress to students, their parents, and school staff members.

Whilst New South Wales schools are no longer closed and hopefully will remain open as we also work towards a COVID-free society, the issues raised in the article are still relevant to our schools that are catering for children who found shut-down traumatic and return to school difficult.

Professor Carpenter is acknowledged as one of the leading educators in the UK. He is sought after by educators worldwide and has provided significant advice on educational matters to the British Government. He has written many books and educational papers on issues faced by teachers working with children who have special needs. Professor Carpenter has lectured worldwide and been to Australia many times over the past thirty years as conference keynote speaker and leader in teacher training.

Barry Carpenter, OBE, CBE, Professor of Mental Health in Education, Oxford Brookes University, and Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire.

‘When will they actually go back to school?’ This is the cry from many parents, as we write and there is no answer. That however does not stop us thinking about what it will be like for each and every one of our children, at whatever age, stage or ability level on the day they walk through the classroom door.

It would be naive of any Headteacher/Principal to think that the child will pick up the curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with the annual cycle of events but feels like a period of true social disorder. Compassionate Leadership is crucial at this time.

For some, the loss of freedom is constraining. What teenager wants to be with their parents 24 hours? When children return to school there needs to be a Recovery Curriculum in place. Suddenly daily routines have evaporated and with it, any known curriculum framework. No more rushing to get the school bag ready and running out of the door to begin the journey to school. For most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth

that only a peer group can offer. We cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context meaningful human-to-human interaction. What will children be making of this period of non-attendance? What worries will they have because adults have now stopped them going to school indefinitely?

For many children the loss of structure is devastating. This is why parents have been encouraged to establish clear routines in home schooling their children, who need to know what they are doing now and what will come next. If they don’t, the child can become anxious, concentration levels will drop; they can become frustrated with themselves and their parents as makeshift educator for hours a day. Frankly they are not cool! Their whole self-image, self-esteem, and self-concept is located in the interaction and dynamics of a peer group. They cannot test their emerging self, against the rules and routines of family life and to be taught by a parent who clearly knows nothing, (what teen acknowledges parental skills?) is to them an insult.

The common thread that runs through the current lived experiences of our children, is loss. Publicly it has been the loss of national examinations which has been most obvious. As one student said, ‘I was preparing to run a marathon, but now they tell me there is no race!’ Many would think that the removal of examinations would be a matter of joy for most young people facing a gruelling timetable of examinations. But these are rites of passage; they are integral to how young people shape ambitions for their life ahead. What impact will it have on students to give their all to examinations next time around?

From loss emanates three significant dynamics that will impact significantly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing. There are many students who are young carers, and this loss of freedom will be combined with a weight of responsibility that will have made academic learning feel inconsequential.

The loss of friendship and social interaction could trigger a bereavement response in some children. They will grieve for that group of peers, who not only give them angst, but also affirm them as the person they want to be. The rules of the peer group have vanished without warning, and our young people in particular were ill prepared for this. They will mourn for how their life was, compared to how

it is now. They have undergone a period where friends and family members have been avoided because they are a threat. How long will it take for children to feel not threatened by the nearness of others?

The loss of routine and structure will be traumatic for some. Already we are receiving reports of the increased incidents of self-harm (Young Minds, 2020). Children can find it alarming that the infrastructure of their week has been abandoned, however logical the reason. The suddenness of it all may induce panic attacks, a loss of self-control, as the child feels his or her own intellect no longer informs their personal judgements accurately.

Anxiety is a cruel companion. It eats away at the positive mental health of the child and can cause a deterioration in their overall well-being. The anxious child is not a learning child. Mood swings may prevail; they can become irrational and illogical. There can be a loss of sleep; the cumulative tiredness can diminish the child's coping mechanisms.

Daily, children are listening to reports of the spread of the pandemic and to the reported death toll in their country and internationally. It is probable that most children may return to school knowing of someone who has died. Indeed, they may have first-hand experience of the death of a loved one. In this respect, we have much to learn from the experiences of those children affected by the earthquakes in Christchurch, New Zealand. Schools there, kept a register of the deaths within a family, or other significant traumatic events, to guide and inform staff as children returned. Subsequent evidence from research studies from New Zealand (Liberty, 2018) have shown that there has been considerable impact on the learning and development of those children who were under five years old at the time of the earthquakes, (e.g. speech delays, emotional immaturity, etc). We ignore such related evidence at our peril.

Those five losses, of routine, structure, friendship, opportunity, and freedom, can trigger the emergence emotionally of anxiety, trauma, and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children.

How are schools to prepare? What curriculum adjustments are crucial? What pedagogical frameworks will facilitate teaching with compassion? How will school staff manage their own recovery? We inevitably have a finite resource, and we must consider the gradual implementation of any form of curriculum to recover from loss. All of our learners will need a holistic recovery, some may need a focused recovery intervention program, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller

exploration of the severity of their trauma and emergent attachment issues.

Teaching is a relationship-based profession. That has been clearly demonstrated in the response of the teaching profession, supporting children through online teaching during the crisis, and also caring for the children of key workers by keeping schools open and offering an activities program. This was not without its inherent risk.

In response to the weight of loss our young people will have experienced, what are our levers of recovery? Many of us will focus on the recovery of lost knowledge, but this does not recognise the scale of impact. If we consider the definition of a relevant curriculum as the 'daily lived experience' we must plan for experiences that provide the space for recovery. Already Headteachers are saying 'The children will be so far behind academically when they return.' Such statements are incompatible with the process of recovery from loss, trauma, anxiety and grief. It is more about the results culture, in which so many headteachers are steeped. Now is the time to return to more humane approaches concerned with the fundamental well-being, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child, in terms of their preparation for adulthood.

Lever 1: Relationships—we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2: Community—we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community, and engage them in the positioning of learning back into school.

Lever 3: Transparent Curriculum—all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with students to heal this sense of loss.

Lever 4: Metacognition—in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space—to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

We suggest the Recovery Curriculum is built on the five Levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever. Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.

What must be going through children's minds at this strange time? Is school to be always transitory, when for you as a child, it was always a constant, love it or hate it? Can I trust you again as my teacher not to abandon me? We were walking a path together, and then this 'thing', this virus, sent us on different journeys. Can our lives reconnect? Can our relationship be re-established? School is no longer the safe, constant place we thought it was. We must be ready to understand, to reframe their perceptions, and show that we are trustworthy.

The Recovery Curriculum is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the children of their school community, informed by the inherent understanding of children in your community. What were the aims and values of your school before this pandemic? Use them now to guide your judgements, to build a personalised response to the child who has experienced loss. No Government can give you the guidelines for that. It is down to you, as that skilled, intuitive teacher, who can lift the mask of fear and disenfranchisement from the child. You can engage that child as a learner once more, for engagement is the liberation of intrinsic motivation (Carpenter et al, 2015).

The Loss the children experienced during this pandemic will have caused issues around attachment - in their relationships in school that they have forged over years; these will be some of the strongest relationships the young people have, but bereft of the investment of those daily interactions, will have become fragile. Our unwritten relationships curriculum must restore the damage of neglect; it must be a Curriculum of Recovery. Now is the time to address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities. Now is the time to ensure that we restore mental *wealth* in our children, so that their aspirations for their future, can be a vision that becomes, one day, a reality.

<http://www.recoverycurriculum.org>

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www.youngminds.org.uk

© Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University; Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire. 23 April 2020

The Day We Gave Her Majesty Queen Elizabeth And Prince Philip Six Guns

Barrie Mayo

The sad news of the death of Prince Philip brought back memories to me of the time we met Her Majesty and Prince Philip in 1970.

The year 1970 was important as it was 200 years on from Captain Cook's landing in Sydney in 1770. It also was the year I was appointed to James Cook Boys' High School as Head Teacher Industrial Arts. The Queen and Prince Philip were scheduled to come to Australia to celebrate this 200th anniversary.

Unbeknown to anyone else, the then Deputy Principal, Jack Clarke, wrote to Prince Philip in 1969 inviting him to come to James Cook High School during the Royal visit and to meet the School Captains of all NSW Government Schools at James Cook Boys' High and Moorefield Girls' High next door. Jack Clark was quite a character in his own right. The Prince replied to the invitation and said that he and the Queen would be delighted to come to the gathering during their Australian visit. This came as a shock to Head Office, which was totally unaware of the invitation until it was accepted. Meetings were hurriedly organized, one of the senior head teachers was taken off class and charged with organizing such a visit. Many meetings discussed what parts of each school the Royal Party would actually visit, how the Captains would be accommodated, etc.

Once the whole visit was planned out, various parts of the both schools were given a facelift. Both Principals' offices were renovated, new toilets installed, and all the external walls of each building where the Royal Party would pass by were freshly painted, but not the walls they would not see. As the Royal party were to walk through the workshops of the Industrial Arts Block, all the benches were removed and replaced with new ones.

The highlight of this visit centred on a project we had been planning for the Royal Easter Show in 1970, where students from James Cook would make models of the cannons that were aboard Captain Cook's ship, the *Endeavour*. These models, designed by one of the staff, Don Williams, were

perfect replicas of the original cannons. We prepared a set of six cannons on a board, in an ark with an inscribed plate in the centre. As head teacher it was my privilege to present this setting of cannons to Queen Elizabeth and Prince Phillip. So I can claim to have presented six guns to the Queen on her visit to James Cook High. Prince Philip showed great interest and was keen to talk about these cannons and handled them gently, studying the fine detail that had been put in.

I think back to that time and feel very lucky to have been in the right place at the right time.

An Unexpected Adventure in India!

Ritchie Stevenson

In 1962, whilst teaching at Wollongong High School, I was fortunate enough to receive a Rotary Scholarship to spend a year studying in India and speaking to Rotary clubs. At the time, the Rotary Clubs of Sydney were running this program as part of an international relations initiative. Two other participants were also selected—one went to Japan, the other to the Philippines.

My year commenced in October 1962—just after the commencement of Term 3—when I flew to India to take up residence at Gwyer Hall, a college located in the University of Delhi.

After a few weeks settling in to lectures, and living in quite a different culture, the university vacation was upon us and the college emptied out. Facing a few weeks with little to do, I decided to visit Darjeeling—I'd read some Kipling, drunk plenty of tea, seen pictures of Mount Kanchenjunga (8586 metres, the third highest mountain in the world), and felt suitably equipped for the trip!

At breakfast the next day I met an American student on his way to Bombay (Mumbai). He decided he'd join my party of one. So that evening we caught the train to Calcutta (Kolkata), calling in to his university in Benares (Varanasi) for a few days to pick up another of his friends.

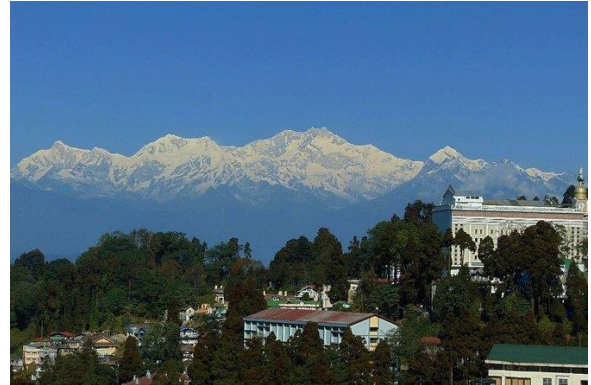


THE 'TOY TRAIN' REACHES 7000 FEET AFTER 7 HOURS OF ITS 'SWITCH-BACK' JOURNEY

We travelled on to Calcutta. Then, changing trains, we headed north, crossing over the Ganges by boat and on by broad-gauge train to Siligiri in West

Bengal. This terminus is in the foothills of the Himalayas and the beginning of the narrow gauge 'toy train' to take us up to Darjeeling. This marvelous, overcrowded, switch-back train laboured over eight hours to get us up the 7000 feet of magnificent scenery to Darjeeling.

Without much difficulty the three of us found a small hotel overlooking the tea-covered valley. Next morning the rising sun lit up the distant slopes of Mount Kanchenjunga, covered in early season snow. Standing there we could hear the early morning avalanches of snow roaring down into the valley. A great sight waiting to be explored.



MT KANCHENJUNGA (8586 METRES) FROM DARJEELING

A day or two later we visited the Himalayan Mountaineering Institute to borrow some rucksacks and sleeping-bags for our walk in the mountains. Even within a few days we had learnt that, at this level, walking in the mountains was no mountaineering feat! We hired a jeep and driver to drop us on a mountain road about 25 kilometres out near a village walking track—with instructions to pick us up a week later.

We hiked for days along this track through villages, following steep tracks all the way. Gradually climbing, we followed the border between Nepal and India to the village of Sandakphu—passing a constant flow of walkers with huge baskets held with a leather strap against their foreheads, carrying mainly food (potatoes and other vegetables), but also chickens, clothing, handicrafts, and other items to the markets in Darjeeling. Returning walkers brought soap, candles, batteries, and other items for their village shops. The slap, slap of their sturdy brown feet on the hard earth could be heard as we walked past them. At nights we often stayed in small villages in a dak bungalow for a few rupees. An hour or so after arrival a villager would appear and offer to provide a cooked curried chicken and rice meal for a few rupees. A fire would be lit and we'd get into our warm sleeping bags as the temperature fell.

A week later we were met by our friendly driver and returned to Darjeeling. Arriving about midday we were surprised to see dozens of Indian Army trucks parked along the street and hidden under

the trees. All were packed with armed Indian soldiers. We just assumed army exercises and said no more—nor did anyone offer an explanation!

When we returned to Delhi over the next few days, the reason became common knowledge. The Chinese had discovered that India had built a road across Ladakh—a huge area of snow-covered mountain plateau near Kashmir, administered by India since the early British days.

The Chinese Army had attacked India on 20 October 1962 along the McMahon line—a line drawn on a map a century before by the British. The Indian Government believed the Chinese would also invade India through Bhutan and Sikkim—both small countries near Darjeeling. So there was a very good reason for all the troops in trucks in the streets of Darjeeling!



TROOPS HEADING FOR THE INDIAN BORDER, OCTOBER 1962

Back in Delhi, during walks through the bazaar, army recruitment parties were often seen weighing selected men for recruitment—not to cull the overweight, but to identify those with enough youth and condition to survive the rigours of fighting the Chinese in the snows of Ladakh. For my sins (and because I had completed National Service in the Sydney University Regiment) I was put in charge of a party of university students to dig fox-holes in our college grounds! My school principal did write me a letter shortly after advising me strongly to return home as soon as possible! However, for my part, the only aggressive act I ever saw was a flight of Indian fighter jets doing barrel-rolls over Delhi.

Current events sixty years later may take a different turn, but let's hope not!

More Memories from Peggy Craddock

Present members' 'memories' of those who died certainly evoked my memories of those I knew. Small schools with good teachers were the lifeblood of country education. The mention of children with a disability also reminded me of Laurie's time at Darroobalgie with a student there. One other memory is of the concerts and sports days. When there had been no rain for a while, the farmers would say, 'Laurie, it's about time we had a school concert [the verandah was the stage and the

audience sat on the concrete area on the children's chairs], or a sports carnival'. There was plenty of space in the playground to hold them. You've guessed it! Nine times out of ten, the heavens would open on the day or evening chosen. We used tape recorders to teach singing and poetry. The parents were so supportive and remained friends for many years. This is, I am sure, the same for the Small Schools cohort of teachers

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.

Welfare Report

We have had a great start to 2021. It is a little difficult trying to keep in touch with colleagues who are experiencing some health issues but when I do find out any news I send information out. It is always important that we offer our support to those not doing quite so well. Please contact me if there is a welfare issue that we need to address. My email is Kknox@bigpond.com

Vale

Helen Buchanan

20 January 2021

Many of you knew a colleague, Donald Buchanan, who spent many years as an educational leader in the Riverina area. As part of being a regional leader in those days, the partners were extremely important and involved themselves in a range of activities as strong support. Many of you knew Don's wife, Helen, who was a very lively, enthusiastic, and kind-spirited lady.

Helen was a strong supporter of Stewart House and she joined the WAWILI—Wives of Administrators, Wives of Inspectors, Lady Inspectors—in 1962 after Donald was appointed an Inspector at Gunnedah. WAWILI was the basis for the Friends of Stewart House, which was established in the early 1990s.

Helen was a financial and active member of WAWILI and the Friends from 1962 until 2020. She travelled up from Wagga for AGMs and for numerous activities each year. Her enthusiasm and concern for Stewart House was obvious to all with whom she associated, and she never failed to offer support if it was in any way possible for her to provide.

She will be remembered as a compassionate and fun-loving person, who lived her life to the full; enjoyed the company of friends and cared about the well-being of others. The Friends of Stewart House have lost a very valuable member and someone who was a wonderful friend to many.

We sent our condolences to the Buchanan family.



INSTITUTE OF RETIRED SENIOR EDUCATIONAL ADMINISTRATORS INC.

ABN 78 259 388 090

IRSEA MEMBERSHIP RENEWAL 2021

Subscriptions are due

Dear Colleague

Email:

Your colleagues highly value your continued membership of the Institute of Retired Senior Educational Administrators. Please send your membership renewal as soon as possible.

The subscription amount for 2021 is \$15.00.

Many members take this opportunity to include an optional donation to Stewart House. Receipts for donations to Stewart House are issued separately.

We will consider any amount you pay over \$15 to be a donation to Stewart House unless you write us a note that the extra is for IRSEA subscriptions in advance.

You can pay your subscription to IRSEA and an optional donation to Stewart House by:

1. **Cheque payable to IRSEA** and mailed with the form at the bottom of this page to:

Ray Gillies
Treasurer, IRSEA
79 Albyn Road
STRATHFIELD NSW 2135.

2. **Electronic Funds Transfer (EFT)** at a bank branch or by internet banking.

Please include your **surname and initial** in the reference line and forward the information in the form at the bottom of this page by email to rcgillies@yahoo.com.au to assist in identification of EFT deposits.

Pay by EFT to:

BANK:	Commonwealth Bank of Australia
BSB:	062 300
Account Number:	1046 6684
Account name:	Institute of Retired Senior Educational Administrators
Your reference:	Your surname and initial (and any special instructions)

IRSEA is unable to process credit card payments due to the costs.

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Your Name:

Amount of IRSEA subscription payment enclosed: \$..... (\$15 for 2021)

Optional donation to Stewart House enclosed: \$.....

Any change of address or other contact details:

.....

Please Nominate For Our Executive

IRSEA 2021–22 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** by **28 May 2021** for the election to be conducted at the AGM on Friday 4 June:

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

Executive Positions to be Elected: Vice-President, Secretary, Treasurer, Newsletter Editor, Membership Officer, Welfare Coordinator, Luncheons Coordinator, Stewart House Contact, Ordinary Committee Members.

(**Note:** President and Immediate Past-President positions are filled by succession.)

Annual General Meeting and Lunch Booking Form

Friday 4 June 2021

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 RETURN TO **JOHN ALLSOPP** by 17 May 2021:

johnallsopp@optusnet.com.au or 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 12.00 p.m. for 12.00 p.m. in the William Wilkins Gallery at the NSW Department of Education, 105 Philip Street, Parramatta, on Friday 4 June 2021.

Please providevegetarian meal(s).

Signed..... Date..... Phone no.....