



INSTITUTE OF RETIRED SENIOR EDUCATIONAL ADMINISTRATORS, INC.

# Newsletter

ABN: 78 259 388 090

[www.irsea.org.au](http://www.irsea.org.au)

*IRSEA enriches the lives of retired Senior Educational Administrators through engagement, collegiality, friendship, and support while deploying its intellectual capacity and educational expertise for the betterment of public education in New South Wales and beyond.*

No. 2

April 2022

## From the President

Welcome to the second newsletter for 2022. Since I wrote in the last newsletter, your Executive Committee has been working on ideas to make membership of IRSEA even more attractive and to encourage recently retired senior officers to join the institute.



As part of these endeavours, Lindsay Wasson and I met with Murat Dizdar, Deputy Secretary School Performance North, and Raechel McCarthy, our DoE contact person, to discuss ideas about how IRSEA can engage with senior officers who are nearing retirement and how IRSEA could provide further support to DoE for policy and program development.

This proved to be a very positive meeting, and Murat and Raechel were keen to strengthen the relationship between IRSEA and DOE. One immediate outcome is that Lindsay and I have been invited to attend a meeting of Directors of Educational Leadership (DEL) in May and speak to them about the role of IRSEA and to contribute to wider discussion of educational issues. This is a significant opportunity and Lindsay will report on the outcomes in a future newsletter and through the IRSEA website.

At its last meeting, your Executive Committee gave in-principle support for a suite of future activities and actions to ensure that IRSEA remains a valued and valuable organization for its members. In particular, the Executive Committee is keen to ensure that members living outside of Sydney will have increased opportunities to engage in IRSEA social and professional activities. The establishment of the IRSEA website ([www.irsea.org.au](http://www.irsea.org.au)) and the live-streaming of presentations at luncheon meetings represent two of these initiatives. Further information about other new initiatives will be provided in coming months. Keep a look out on the website and in the newsletter for details.

Our 2022 Annual General Meeting will be held at the Castlereagh Boutique Hotel on 6 May. This is

an important event that will be live-streamed through ZOOM. As well as providing an update on achievements and plans for future activities, it will also provide you with an opportunity to contribute to IRSEA management and governance. If you are able, I encourage you to consider nominating for membership of the Executive Committee as every successful organization needs a strong core of members to be actively involved in its management. Further details about the AGM and nomination process are provided elsewhere in the newsletter. Raechel McCarthy, whose substantive position is Director of Educational Leadership, will make a presentation on the role of the DEL at the AGM. It is anticipated that she will be supported by two other DELs who are nearing retirement. This will give IRSEA a further opportunity to encourage DELs nearing retirement to consider joining the Institute. Raechel's presentation will be streamed through ZOOM.

This will be my last column as President, with Lindsay Wasson assuming the role after the AGM. It has been a pleasure and an honour to work with you as President in 2021–22 and I thank you for your support and encouragement during the last year. Lindsay will be a great president and I look forward to continuing to support IRSEA in a different role.

GRAHAM DAWSON  
President

## From the Department



Hi all! I hope you are all well and enjoyed your Easter holidays with family and friends. I am very much looking forward to seeing you all again in person at the upcoming AGM. I have invited Mandy Shaw, retired Director of Lake Illawarra Network, to join me in presenting her impressions of the changing role of the Director. Mandy was a Director, Public Schools, and relieved as School Education Director, so she has experienced various iterations of the role.



LEANNE NIXON PRESENTING AT THE DECEMBER LUNCHEON

I thought in this newsletter entry I would update you on emerging work happening relating to A–E reporting, named the A–E Strategic Initiative. We don't currently treat A–E grades as a strategic asset as it is stored locally within schools (Year 1 to Year 9) with some challenges around data collation and triangulation. A–E grades could provide greater insights into student learning than standardized assessments alone.

The aim of the initiative is to explore how centrally gathering A–E grades may help:

- Refocus A–E grades as core business for teachers, schools, and the system.
- Reduce reliance on NAPLAN and fill gaps in the student journey.
- Enable early feedback (as compared with NAPLAN/HSC) to guide teachers and schools in order to adjust their teaching practice according to student needs.

It potentially is the most important piece of work that will allow our system to be self-adjusting in the future—to know what the right work is so that we can lift performance outcomes for every student and in every year (aligning with our DoE strategic goal). The first step with this work is to:

- To explore and identify how we might centrally gather A–E assessment data in order to 'measure what matters' (student progress against the curriculum) and support the identification of differences in teacher practice and reduce our reliance on NAPLAN.
- To identify pain points and opportunities for improvement and synthesize insights to develop a strategic action plan for A–E.

The work is really in discovery stage with 20 schools selected to participate in interviews about their current school's processes and systems for A–E reporting. Currently there are substantial quality assurance processes for Year 11 grades, with each school subject required to keep work samples of student work that demonstrates their achievement of a particular grade, but this is not the case in the junior years. With new curricula planned, this is an ideal opportunity to do this work.

I am very happy to talk about this more with interested members at the upcoming AGM. See you all soon.

RAEHEL MCCARTHY  
Relieving Director, Office of the Deputy Secretary,  
School Performance North

## Secretary's Report

### Nominations for the 2022–23 IRSEA Executive Committee

With our Annual General Meeting on Friday 6 May, it is time to nominate for the election of the 2022–23 IRSEA Executive Committee. The future of our organization critically depends on members nominating for that committee. There are only four meetings per year and meetings are held by ZOOM so travel is not involved. This makes it a wonderful opportunity for country or non-Sydney members to join the executive and share their perspective. If you haven't been on the committee before, you will find that there is a great deal of support for each other amongst the executive members. If you have been on the committee before, then you will be welcome back.

Nomination is easy. You can nominate for one of the office-bearers that are listed on the nomination form, or to be an ordinary committee member (the number is not limited) to help play a supporting role. You can nominate for more than one position. All you have to do is complete and sign as the nominee. If there are issues with organizing or getting the signature of a nominator or seconder please don't let that put you off; just contact me on [brian.davies09@gmail.com](mailto:brian.davies09@gmail.com) and I will help.

The nomination form is presented below with details as to where to send it. Nominations forms need to be to me **by Friday 29 April** with the election taking place at the AGM on Friday 6 May 2022. Please consider volunteering.

### The 2022 Annual General Meeting

The 2022 AGM is to be held at the Castlereagh Boutique Hotel. Thank you to those who have already booked to attend. For those who haven't done so yet the booking-slip and details can be found on the page 9 of this newsletter and need to be returned **by 18 April**. Remember that if you can't get to the venue, you can attend and participate through ZOOM by completing that section of the booking-slip and returning.

This is a wonderful opportunity to catch up with colleagues, attend our AGM and hear a presentation by Raechel McCarthy, Relieving Director, Office of the Deputy Secretary, School Performance North, who will speak on the role of Directors, Educational Leadership (DEL)—and enjoy a great lunch. The timing is:

12 noon Annual General Meeting starts.  
 12.50 p.m. Presentation by Raechel McCarthy  
 1.30 p.m. Lunch.

The AGM will include reports on IRSEA's activities and the election of the Executive Committee. Also, for member approval, will be a recommendation for an increase in the annual subscription fee to \$25 commencing in 2023. Ray Gillies has included the details in his Treasurer's Report.

#### General Comment

With this being the last newsletter before the new executive is elected, I would like to thank Graham Dawson for his leadership and hard work as the President. He has done much work to foster relationships between the DoE and IRSEA and to build ways of enhancing our membership. His work with Lindsay Wasson and other members of the executive to lay the foundations for greater recognition of members, enhanced contributions of IRSEA for the good of public education, and for a wider range of activities for the welfare and social benefits of members augurs well for the future.

## Treasurer's Report

In early April 2022 the IRSEA Society Cheque Account had a balance of \$6175.41. Our Term Deposit stands at \$14 000 (maturing 30 September 2022). The balance of the cheque account includes \$540.00 members' advance payments to date for the 6 May AGM lunch meeting. Since 1 January IRSEA income comprises \$1245 members' subscriptions, \$2220 in members' donations to Stewart House and \$540 luncheon receipts. IRSEA payments have been the donations amount transferred to Stewart House, \$455.43 Newsletter costs, and \$59.40 for other postage.

I would like to thank members who have paid their IRSEA subscriptions of \$15 for 2022 and remind other members that subscriptions are now due.

While IRSEA clearly has sufficient funds for current operations, I believe that it is timely to consider a subscription fee increase for 2023. I have explained this matter below.

#### Recommendation to increase the IRSEA annual subscription to \$25

With the support of the IRSEA executive committee, I propose to move the following resolution at IRSEA's Annual General Meeting on Friday 6 May 2022: That the IRSEA annual subscription fee be \$25 from 2023.

The IRSEA annual subscription has been at the relatively low rate of \$15 per year since 2007. In recent years, operational costs have increased and IRSEA's income has been less than its expenditure. As a result, last year we shifted funds from the term deposit to the current account, reducing our reserves.

Over the last 15 years, postage and IRSEA Newsletter printing charges have increased, as have the costs of sending complementary copies of the Newsletter to widows and widowers of members. We have faced additional costs of being an incorporated association with Fair Trading fees and the distribution of IRSEA's constitution.

To satisfy members' interests more effectively, the executive committee is developing a new website (<https://www.irsea.org.au>), is inviting guest speakers to members' lunch meetings, and has introduced Zoom access. Some exciting plans to expand member benefits further could be constrained by the current low subscription rate.

At the May AGM, I shall seek members' support for a subscription increase from \$15 to \$25 to commence in 2023. This will enable the executive committee to budget for the continuous improvement and growth of IRSEA.

RAY GILLIES  
 IRSEA Treasurer



JOHN EDWARDS, TONY RE, LINDSAY WASSON, JOHN WARREN,  
 JOHN ALLSOPP,

## Friends of Stewart House

As you would be aware COVID has had a dramatic impact on the operation of Stewart House, with an extended closure of all operations. Thankfully it is now well on the way to return to normal. This is great news as the help it provides for our most vulnerable children is critical.

This term Stewart House has run a modified six-day program for four groups of metropolitan children. All children had to be double vaccinated and they were transported to and from the venue by Stewart House buses.

Terms 2 and 3 have 40 fully vaccinated children from country areas confirmed to participate in full 12-day programs. In Term 4 there will be a return to full enrolments, 80 children, again from country areas of the state who have not been offered



placements for some two years.

The impact of the restrictions and closures on staff has been immense and we wish them well and commit to our continued support. Stewart House is dependent on personal and corporate financial assistance to continue its wonderful work. Please continue your support and IRSEA looks forward to providing ongoing, and greatly appreciated, financial help.

ALAN LAUGHLIN

IRSEA Stewart House Liaison Officer

## Members Write

### Advocates for the Earth

*Phil Smith*

No training or learning occurs in a vacuum. Karsten Schnack echoed that sentiment when he reminded those of us at an environmental education conference in Denmark nearly twenty years ago to *'Never teach like there's nothing happening outside'*. My experience in teaching public speaking courses leads me to add 'or inside'.

Survey after survey tells us young people are concerned about the environment and worried about the future. A massive new study of 10 000 young people (16–25 years old) from ten countries revealed deep anxiety.

While 84 per cent of the young people surveyed were 'at least moderately worried', nearly 60 per cent were 'very or extremely worried', and 75 per cent felt that the future was 'frightening'. More than half felt sad, anxious, powerless, helpless, and guilty about the climate.

<https://newrepublic.com/article/163683/75-percent-young-people-frightened-future-thats-sane-reaction-climate-change>

Climate crisis is also a mental health crisis. Youth are more than concerned, they are frightened. More than half said, 'humanity is doomed'. Their distress is directly affecting their capacity to function in the present. And youth said the problem is with their governments' failures to take any meaningful action.

Youth marches and protests about climate change are expressions of their fear and demands for immediate changes in policies and practices. Youth are taking action and they want action in return. One positive thing young people can and are doing is improving their skills as advocates for the Earth and for their own futures.

I am currently in Vietnam and running public speaking courses for youth. Their environmental concerns mirror those of youth around the world. As a direct result of this work here, I wrote the following piece for parents and other teachers of public speaking.

### Why take a public-speaking course?

'A person has two reasons for doing something: *the reason he gives, and the real reason.*'

A quote that has been ascribed, in recent history, to various people from different countries. It applies to your children, our students.

For some students, the reasons for undertaking a public-speaking course go far beyond learning skills and techniques. Important as they are, these skills are not the driving force, the motivator, the deep-down reason for taking the course. Some students come with their reasons and they know them—a competition, a good mark in exams, better performance in schools. But others may not even be conscious of their own 'real reason' when they start the course: their own real reason emerges as they learn to speak up.

The final speeches in the courses are on topics chosen by the students themselves. Most topics are a combination of personal and broader interest: the challenges of online learning, the importance of science, climate change, LGBTQ, body-shaming, the pressures of generation gaps and gender roles on a young woman in Vietnam, pollution, and other environmental issues.

For a few young people, their topics come from a place deep within, and these youth give the speech they have been waiting all their lives to give. A speech they want others to hear. Close friends and family. The wider community and the whole world. In those few minutes, their screams are raw but structured, their passions demand and are given voice, their pain surfaces in detached anger, and their appeals become well-shaped, clearly structured clarion calls to all.

If you listen not just to the structure and delivery—skills they learn—but also to the content, you see a beautiful, powerful person calling for change, calling for help, calling for a better world. Whether they are talking about care and respect for self and others or making pleas to stop the damage being done to the planet, these young people are desperate to be heard. With courage they step up and speak up: they want others to sit up and listen up—and to re-think, re-feel, re-do.

Yes, for these students, learning the techniques and strategies matters. But the skills are not an end in themselves. They are the beginning.

The courses do one more vital thing: they provide and create a safe space for these life-changing, life-beginning speeches. If the students do not participate, if they do not join the classes week after week, if they do not become a part of a community of public-speaking learners, they would not have a forum in which to present and test their views, passions, needs, appeals. The public speaking

courses provide a platform, a safe space, an audience that might *never* exist if they do not take the course. The pain and joy of giving voice to those inner feelings and thoughts may never happen.

And so, for some, it seems like it is the speech they have been waiting all their lives to make. For some, their final speeches are cathartic. They are powerful and moving and cleansing. For some, the final speech is a moment of change—a moment when the students stepped up and spoke up as a part of the next phase of their learning and growth.

What is our role as parents and teachers in such a situation?

*Phil Smith is a former teacher in the NSW Department of Education. He currently works as an education consultant for the Ministry of Education in Hanoi, Vietnam. He also writes for the Bush Telegraph and local newspaper publications. The views expressed in this article are not necessarily those of IRSEA, but are presented as a stimulus for professional discussion.—Editor.*



SYD SMITH, JACK BASELEY, ALLAN MILLS,  
RITCHIE STEVENSON

## Observations on China—Part 2a The 21st Century 'THUCYDIDES TRAP'?

Lindsay Wasson

In this my second article on China and the call for a strategic shift in our thinking about China and our relationship with our superpower neighbour, I focus on aspects of China's extraordinary history and the lessons we can take from it. There is much to admire and celebrate in China's modernization and its swift rise to world prominence and its status as the 'factory of the world'. However, China's rise to superpower status, particularly under the more ruthlessly assertive leadership of President Xi Jinping (soon to be 'emperor' for life) has caused much of the West to see China more as enemy than economic partner. China's rise within an America-dominated world has increased world tensions to such a point, that some have seen the geopolitical challenges involved as a modern-day **Thucydides Trap**.

Much has been said by analysts, journalists, China

watchers, academics, and worst-of-breed politicians—indeed anyone with an opinion—about the tensions around the rise of China. Commentary has developed a familiar pattern and some dominant themes:

- China has become a totalitarian surveillance state ruled by an aggressive hegemon with unparalleled power, reach, and imperial, dynastic intent;
- China will surpass America in economic, military, and technological capacity within a decade;
- American power is faltering, and its global dominance is on the wane;
- the political system of the USA is dysfunctional and fractured allowing the worst of fringe right-wing tribes (one of which is called the Republican Party) to hasten the demise of a poorly structured and patently undemocratic 'democracy';
- China's assertiveness and aggression, along with America's determination to prevent the expansion of Chinese dominion in the Pacific, will inevitably lead to military conflict and, in all likelihood, war; and
- there is an inevitability about war when a rising power threatens the economic and military dominance of another power—the **Thucydides Trap**.

(The idea of the '*Thucydides Trap*' is attributed to an American political scientist, Graham Allison, who in 2012 popularized Thucydides's conclusion in his *History of the Peloponnesian War* that: 'What made war inevitable was the growth of Athenian power and the fear which this caused in Sparta').

While some of this commentary is alarmist, historically questionable, and possibly prophetically self-fulfilling, one can nevertheless distil some elements of truth coursing through the rhetoric and the political/populist opportunism so clearly on display.

Let's put this in perspective. Some historical insights might help in dissecting this extraordinarily important moment in human history. First, we should be very wary of the 'history trap' of drawing fallible historical parallels and dispense with the so-called Thucydides Trap scenario.

- China and the US are not neighbouring city-states in the Greek Peloponnese, as were Sparta (the dominant power) and Athens (the rising power). They are global superpowers with economies deeply embedded in, and reliant on, most nations on earth, including each other.
- Britain and its empire, the one global superpower of the latter part of the eighteenth and all of the nineteenth centuries (the largest and most powerful in human history to that time), gave way in the twentieth century, peacefully

and with warm friendship, to the United States of America with zero evidence of any Thucydides Trap. The US, of course, still holds on to this supremacy, eclipsing by a power of many, the imperial, and economic might of the old British Empire.

In other words, I see no inevitability about war between the superpowers. So where does this leave us as educators? How do we respond to the realities lurking within the strident, adversarial populism we see on both sides of the equation? Are we trapped in a relentless trajectory towards conflict? Can the two superpowers manage a power transition without war and maintain a mutually peaceful and prosperous co-existence as did Britain and the US? The answers perhaps lie readily to hand if we take a hard and dispassionate look at the things we know about China and the US. In this article I will focus on China and in **Part 2b**, in the next Newsletter, I will make comparisons with the United States and draw this two-part opinion piece to a conclusion.

## CHINA

So first of all, what do we know about China and the Chinese that bear on the current impasse? We know, for instance, these irrefutable truths:

- China's civilization goes back several millennia in a largely unbroken chain of sophisticated achievement and invention under successive dynastic rulers and under highly centralized public administration. This multi-millennia-long economic supremacy is unique in world history;
- Apart from the marginal incursions into India (periodically), border disputes and outbreaks of hostilities with the USSR, and more seriously, Vietnam (1979), China has never invaded or conquered another country. (Tibet was under Qing Dynasty rule for centuries until 1912 and came back under Chinese rule in 1951 through a pressured 'agreement');
- China has historically demonstrated a long-standing desire to protect itself against incursion rather than to be the aggressor. (Hence the Great Wall for instance);
- As a country rich in resources, invention, and human capital, China has attracted western and eastern interest, exploitation, and consequent humiliation;
- In the nineteenth century China was subjected to war (the Opium Wars against Britain, and the Sino-Japanese War 1894–95 which resulted in the ceding of Taiwan to Japan following its victory) and the carve up of its most wealthy coastal areas by western nations;
- **Britain:** Hong Kong (ceded in perpetuity at the time, but returned to China in 1997), Shanghai, Fuzhou, Guangzhou, Xiamen, Ningbo;
- **Portugal:** Macau (returned to China in 1999);
- **Germany:** the Qingdao Peninsula.
- Not to be left out, **France, Russia, and Japan** also joined in the economic vandalism of China during this period;
- Taiwan was part of China for many centuries. China's claim over Taiwan is arguably defensible on historical, cultural, linguistic, and ethnic grounds; and
- In the twentieth century, Japan invaded China proper in 1937 (following its seizure of Manchuria in 1931) wreaking the most devastating carnage on the Chinese people (20 000 000 dead).

The rise of China needs to be seen in the context of both its long history and exceptional and highly sophisticated civilization, and the devastation, humiliation, and exploitation by Western and Asian powers over the last two centuries. Wariness by China's leadership of the West has a rational basis after two centuries of:

- Western hostility;
- economic plundering;
- war and territorial loss;
- catastrophic rape, murder, and enslavement by the Japanese;
- Western fear ('The Yellow Peril'); and
- more recent relentless ideological warfare by the West.

This shameful and humiliating history is the lens through which China views the world, where justifiable sensitivity and hurt can turn into hostility at the slightest perceived provocation.

## The New China Reality

Against a brutal history of Western predation, we must, however, confront the stark realities of China's recent assertiveness, aggressive global mercantilism, hostility, and expansion in the South China Sea. The imposition of a total internal control and surveillance regime over its people, and its more recent active belligerence towards the West, can largely be credited to one man—Xi Jinping. Since his rise to paramount leader in 2012 and installation as President in 2013, President Xi has, with grim and brutal effect, wrought dramatic changes with enormous historical and strategic significance. Among these are:

- 'Wolf-warrior' diplomacy by his foreign emissaries;
- Random and illegally applied sanctions against western trading 'partners', despite many of these having free trade agreements with China;
- Concentration/re-education camps in the largely Muslim Xinjiang Province;
- An end to the final, frail remnants of democracy in Hong Kong;



- Complete control over the world's largest population through the all-pervasive surveillance state Xi Jinping has imposed;
- Xi's elevation to equal status to Mao with *Xi Jinping Thought* placed on an equal footing with *Mao Zedong Thought*;
- Stronger compulsory and universal nationalist, patriotic instruction (some may say brainwashing) in all schools and educational institutions with propaganda saturating all media;
- The roll-out of the *Belt and Road Initiative* (BRI) to ostensibly enable an efficient and free-flowing world trading infrastructure, but, for many participating countries, the reality has been a debt-trap tethering to the CPC;
- The militarization of some atolls and reefs of the South China Sea to provide a forward positioning for the People's Liberation Army (Navy and Air Force); and
- Non-compliance with the ruling in 2012 of the Permanent Court of Arbitration in The Hague against China's claim to the disputed Scarborough Shoal and Spratley Islands. The '9 Dash Line', asserted by China as the historical justification for the South China Sea claims and actual expansion, is not recognized by the West and remains a continuing source of ongoing tensions with Pacific neighbours, including Australia and the US.

Taken as a whole, these 'realities' (and they are by no means exhaustive) represent a clear return to an older Mao era or dynastic model, with Xi Jinping as 'Emperor', albeit in ultra-modern style. China's Putin but exponentially far more powerful. These 'realities' also represent a national challenge many see in terms of a threat to our security. For us, they also represent an educational challenge where preparedness for a new world order, with China as the first or second most influential player, demands a fully China-capable Australia. There are many lessons to be learnt—and lessons to deliver—if we are to manage a future national China strategy successfully. The need is clear. Australia must embark on a cleverly designed capacity-building strategy with deep China knowledge, skills, and Mandarin-proficiency at its core. As educators, this must be our aspiration and our inescapable remit.

In my next opinion piece, **Observations on China Part 2b**, I will balance my commentary on China with a comparative piece on the USA and draw together the argument for a revitalized national Asia Education Strategy (a NALSAS 2.0?) with China as the essential and all-important centre-piece.

*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.*

## Vale

### Audrey Mathers

Audrey's funeral was held on 29 December 2021. She had been living in a village complex in Noosaville Queensland. She was 92 years of age.

Audrey was born in Brisbane, but at an early age moved to Coogee and later attended Sydney Girls' High School. In her early teens she was invited by John Dease in 1941 of Radio 2GB to join the broadcast team of youngsters at the Quiz Kids. Later, after leaving the Quiz Kids show Dease invited her to be a researcher for the show.

She graduated with honours from Sydney University in Latin and Greek.

Audrey began her teaching career at Casino High School in 1961, teaching Latin and became a Languages Mistress in 1967 at a Sydney high school.

In 1982 she was promoted to Head Office as Assistant Director, Personnel, in charge of Secondary Staffing. Her work is still acknowledged in her research work at that time before the advent of computers for that purpose.

In 1998 on her retirement, at the required age of 60, she joined the Royal Blind Society developing reading books, using reel-to-reel tape-recorders, over a period of 15 years. At the age of 90 she retired following the electronic conversion of the books to CDs.



AUDREY MATHERS (THEN AUDREY BAKER)  
SECOND FROM LEFT

## Please Nominate For Our Executive

### IRSEA 2022–2023 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: .....(signature): .....

Seconder: .....(signature) .....

I acknowledge and accept this nomination

Nominee (signature): .....

PLEASE RETURN TO BRIAN DAVIES **BY FRIDAY 29 April** for the election to be conducted at the AGM on Friday 6 May 2022.

([brian.davies09@gmail.com](mailto:brian.davies09@gmail.com) OR to 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: The President and Immediate Past-President positions are filled by succession)



IRSEA DECEMBER LUNCHEON



# AGM Lunch Meeting and Booking-Slip

6 May 2022

**Come and join your colleagues at  
The Castlereagh Boutique Hotel, 169 Castlereagh Street, Sydney**

Raechel McCarthy from the DoE will be our guest speaker

**Please note that you can now pay by electronic funds transfer.**

Please complete the lunch booking-slip below and return payment with your cheque (unless paying by EFT) **by 18 April to:**

Ray Gillies, 79 Albyn Rd, Strathfield NSW 2135.

Home telephone number is 0412 763 242. Email: [rcgillies@yahoo.com.au](mailto:rcgillies@yahoo.com.au)

I enclose my payment of \$..... (at **\$60.00 per head**) for the 2 course main meal with bread roll and coffee, tea, and petits fours.

**Please note you may be asked to provide evidence of being doubly vaccinated on your arrival.**

**Your name** (please print):

.....

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

.....

For the above to attend the IRSEA luncheon at 11.30 a.m. for 12.00 p.m. at the Castlereagh Boutique Hotel at 169 Castlereagh Street, Sydney, Friday 6 May.

**Please indicate in space provided if you require a special meal.**

Meal type..... Number required .....

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

**If paying by cheque** make your cheque to the *Institute of Retired Senior Educational Administrators* and cross it 'Not negotiable'.

*OR*

**If paying by Electronic Funds Transfer the details are:**

**BANK** Commonwealth Bank of Australia

**BSB:** 062300

**ACCOUNT NUMBER:** 10466684

**ACCOUNT NAME:** Institute of Retired Senior Educational Administrators (IRSEA)

**YOUR REFERENCE:** Your surname, initial, and 'meeting'

Money cannot be refunded for cancellations made after **26 April 2022.**

*I agree / do not agree (cross out one) that photographs of me in professional and/or social situations may be published in IRSEA's Newsletters and on IRSEA's website.*

**If you can't attend but would rather join us by Zoom on your home computer, please indicate below with your email and we will send you details on how to connect with the luncheon on 6 May.**

Name ..... Email .....

## IRSEA PRIORITIES 2021–2022

**PRIORITY 1****STRENGTHEN RELATIONSHIPS WITH DoE AND CONTRIBUTE MORE EXTENSIVELY TO THE DISCOURSE ON EDUCATION ISSUES**

Action	Responsibility	Timeframe	Progress
			March 2022
1.1 Meet with IRSEA contact officer from DoE to discuss options for IRSEA engagement and dialogue with the DoE and the contribution of IRSEA to policy development and debate. This meeting should also be used to identify issues within the DoE that may affect IRSEA's capacity to engage in policy development and consultative processes.	Graham Dawson Lindsay Wasson	September 2021	Meeting held with Raechel McCarthy and Murat Dizdar. Both were very positive about engaging with IRSEA, including input to DEL meetings and consultation re policy and programs. Raechel McCarthy will develop ideas in more detail.
1.2 Following the initial meeting with the DoE contact person, follow-up meetings be held with the Deputy Secretaries School Performance (North and South) and the Deputy Secretary Learning Improvement.	Graham Dawson Lindsay Wasson	September 2021	To be actioned now that initial meeting has been conducted.
1.3 The Executive Committee consider options for engaging more widely in community discussions on education issues and engaging with other relevant education bodies.	Executive Committee	October 2021	Agreed in principle.  Discussions held with DoE senior officers about options.
1.4 The Executive Committee consider the feasibility and desirability of developing and publishing official IRSEA position statements on select education issues.	Executive Committee	October 2021	Agreed in principle. Details not yet progressed.
1.5 IRSEA to include links to DoE website and other relevant education bodies and organisations on its proposed website	Ray Gillies Website Sub-Group	October 2021	Completed.
1.6 IRSEA to request DoE to place a link to the IRSEA website on its website.	Graham Dawson	October 2021	Not approved by DoE.
1.7 The proposed IRSEA website to include a moderated forum section where members could contribute to discussions on educational issues.	Ray Gillies Website Sub-Group	October 2021	Action deferred pending clarification of legal responsibilities of websites for contributor content.

**PRIORITY 2**  
**MEMBERSHIP RENEWAL**

Action	Responsibility	Timeframe	Progress
			March 2022
1.6 IRSEA representatives to meet with senior DoE personnel to discuss strategies for contacting senior officers who are nearing retirement to provide them with information about IRSEA and invite them to join, initially as associate members, and eventually as full members.	Graham Dawson Lindsay Wasson Alan Mills (2021)	September 2021	Meeting conducted and DoE provided positive response. President and Vice-President to attend a future DEL meeting to provide information about IRSEA. Raechel McCarthy and two DELs nearing retirement to address AGM meeting in May.
2.1 Lindsay Wasson to prepare a briefing about options for associate or honorary IRSEA membership for the consideration of the Executive Committee and members	Lindsay Wasson	August 2021	Paper prepared and distributed to Executive Committee members. Discussion at March meeting.
2.2 The Executive Committee to consider strategies to communicate with former TAFE senior educational administrators about membership of IRSEA.	Executive Committee	October 2021	Not yet actioned.
2.3 Executive Committee members to advise of personal contacts within the DoE who could be used to share information about IRSEA to potential members.	Executive Committee Graham Dawson Alan Mills (2021) Kerrie Ikin (2022)	September 2021	Email sent to members in February. Review of effectiveness at March Executive Committee meeting.
2.4 Executive Committee to write to all IRSEA members asking them to provide information about and invite eligible colleagues to consider joining IRSEA.	Graham Dawson Brian Davies Alan Mills (2021) Kerrie Ikin (2022)	September 2021	As per 2.4
2.5 IRSEA to conduct an audit of membership database to ensure its currency and accuracy.	Graham Dawson Alan Mills (2021) Kerrie Ikin (2022)	September 2021	Completed.
2.6 In designing the IRSEA website, ensure that the site includes publicly accessible information about IRSEA, its purposes and mission, and the capacity to submit a membership application online.	Ray Gillies Website Sub-Group	October 2021	Completed
2.7 Commission the development of an IRSEA mission statement.	Lindsay Wasson Executive Committee	September 21	Completed
2.8 Explore options to enhance benefits of becoming an IRSEA member.	Lindsay Wasson Janina Sulikowski Kerryanne Knox Executive Committee	December 2021	Paper presented at the March Executive Committee. Actions agreed in principle.



**PRIORITY 3**  
**COMMUNICATION WITH MEMBERS**

Action	Responsibility	Timeframe	Progress
			March 2022
3.1 Current communication strategies be maintained and enhanced with the development of the IRSEA website.	Executive Committee	Ongoing	Implemented
3.2 A sub-group of the Executive Committee to meet with Ray Gillies to support the design and development of the website.	Ray Gillies Website Sub-Group	Ongoing from August 2021	The website has been officially launched. New web address is: <a href="http://www.irsea.org.au">www.irsea.org.au</a>
3.3 If considered necessary by the sub-group and the Executive Committee, funding be allocated to support the design, establishment and maintenance of the website.	Executive Committee Ray Gillies Website Sub-Group	Ongoing from August 2021	Funds allocated but not used at this time.
3.4 The Executive Committee seek to reinvigorate luncheon meetings and invite presenters to address an agreed theme during 2021–22.	Executive Committee John Allsopp	Ongoing from December 2021	AGM luncheon meeting planned for May at Castlereagh Boutique Hotel. Raechel McCarthy and two DELs to address meeting on role of DEL.  August luncheon meeting booked for DoE. Eddie Woo has been invited to speak.
3.5 The Executive Committee examine the cost and feasibility of presenting luncheon meeting presentations as on-line webinars.	Executive Committee John Allsopp	October 2021	AGM to be streamed in May.
3.6 If the Executive Committee agrees to establishing a theme for 2021–22, this theme be used as a basis for some articles for the newsletter.	Executive Committee Syd Smith	Ongoing from October 2021	Not yet actioned.

