

EXHIBITION CATALOGUE

UNITY!
STRENGTH!
JUSTICE!

100 YEARS OF THE NSW TEACHERS FEDERATION

Stories of 100 years of activism, told through photographs, historical documents and campaign materials from Federation's rich archival collections, plus a program of films, talks and events.



State Archives
& Records



Presented in partnership with NSW State Archives

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Introduction

As World War I was drawing to a close 100 years ago and an influenza epidemic was the new international threat on the horizon, a group of determined women and men from several New South Wales teachers' associations gathered together in Sydney and confirmed their intention to become the one union.

On 26 September 1918, classroom teachers officially united with head mistresses and headmasters to become the NSW Public School Teachers' Federation. Together they recognised that with unity comes strength in the fight for social justice on behalf of their students, schools, communities and teaching profession. The campaigning continues.

Today the NSW Teachers Federation is nearly 60 000 strong and still stands for the same principles it has fought for over the last 100 years — support for the essential work of teachers in society, funding justice for public schools, international peace and solidarity, and equality for all.

Unity! Strength! Justice! draws from the NSW Teachers Federation's rich archival collections to celebrate the Federation's achievements, preserve its history for future generations, and engage its members and the public in contemporary issues that teachers and schools face today.

Immersed in Country acknowledges the traditional custodians of this land, paying respect to Elders past and present. This land was never ceded. It always was and always will be Aboriginal land. Today we walk in footsteps millennia old, whose cultures and customs continue to nurture this land."

Kerry Toomey, Artist.

1700s & 1800s Colonial Education

The beginnings of a colonial education system in Sydney in the late 1700s and throughout the 1800s set the tone for the future of education in New South Wales, with lasting effects all the way to the present.

The early colonial period saw interventions by church figures and the colonial government in the education of Sydney's growing population of children. There was growing recognition of the need for formal teacher qualifications and improved school and classroom conditions. The first teachers associations began to form.

The 1800s also marked the beginnings of government separation of Aboriginal children from their families and traditional knowledge, and the fight by Aboriginal parents for their children to be part of the new government-funded public school system, which claimed to be free and compulsory for all.

The first paid teachers in colonial schools were convicts.

Isabella Rawson had been employed as a laundress in London. She stole and pawned drapery to the value of twelve shillings. Transported for seven years.

Isabella married fellow convict **William Richardson**.

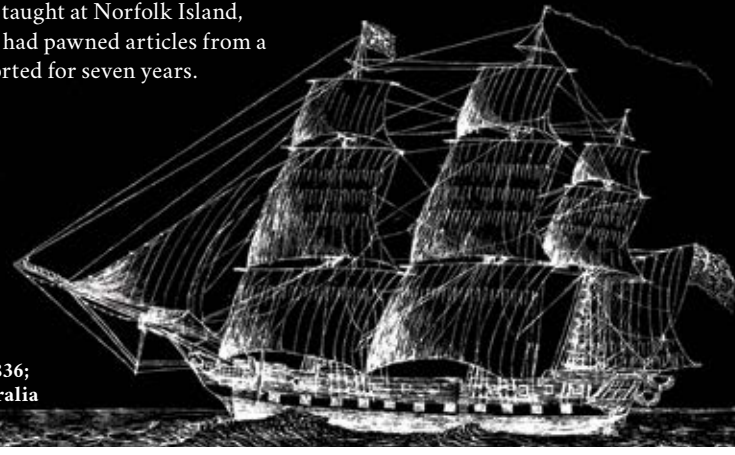
Richardson had been convicted of armed highway robbery and sentenced to death, but was pardoned and transported for seven years. Together Isabella and William set up the first school in Sydney.

Thomas McQueen, who taught at Norfolk Island, in Sydney and Tasmania, had pawned articles from a furnished room. Transported for seven years.

Mary Johnson, first teacher at Parramatta, had been transported for seven years for stealing and pawning a few articles, total value three shillings and tenpence.

William Webster, former army corporal, was relieved of his teaching duties for being too addicted to drinking, which led him to treat his scholars too severely.

The Teachers' Challenge, Matt Kennett, p1
Slates and Chamberpots Teachers Kit, National Trust, p11



Illustration; HMS Buffalo, 1836; State Library of South Australia

Government & Public Education

Free, Compulsory & Secular

1847

Beginning of Public Education
"Governor FitzRoy complied with the [Legislative] Council's request to provide £2,000 'to meet the expenses of schools to be conducted as national schools' and to appoint a board to control them ... regarded as marking the beginning of public education in New South Wales."

The Teachers' Challenge, Matt Kennett, p2

1854

Report into State of Education and Condition of Schools

"In Sydney not more than half the children of the lower classes attend school. At particular times the quays and wharfs, as well as most open public places, may be seen crowded with idle children who there learn to use bad language, to steal and to practise every indecency. The more wretched of these children have no home but sleep in the open air or in any place where they can obtain shelter."

The Teachers' Challenge, Matt Kennett, p5

1866

Public Schools Act

Henry Parkes: "The children under 14 years of age in the country at the latest date to which our statistics come was 150,845 ... Of this number there were attending school 53,452, leaving the enormous number of 97,393 with no education whatever ... it is very probably that in this colony at present there are 100,000 children under 14 years of age destitute of all instruction whatsoever ... It will not do to leave this matter to parental care, to private charity, to the wise efforts of benevolent and enlightened individuals, but is the duty of the Government ..."

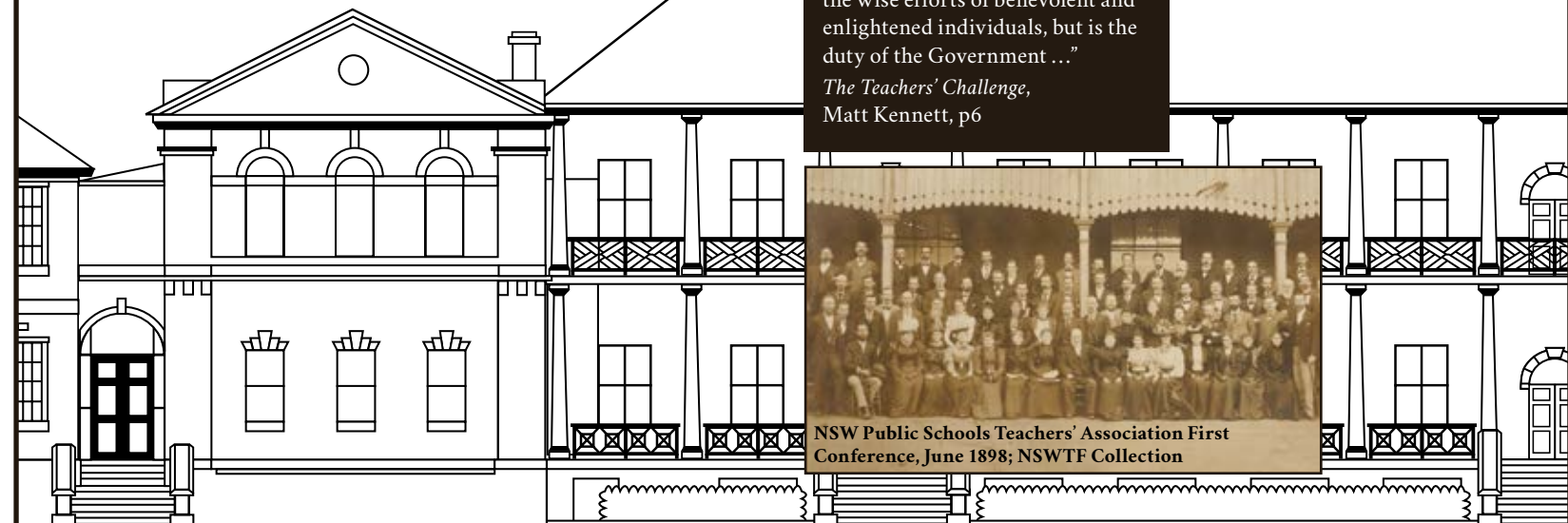
The Teachers' Challenge, Matt Kennett, p6

1880

Public Instruction Act

"In spirit [The Public Instruction Act] established the enduring principle that education was henceforth to be free, compulsory and secular."

The Teachers' Challenge, Matt Kennett, p21



Illustration; Parliament NSW & Mandos Design



NSW Public Schools Teachers' Association First Conference, June 1898; NSWTF Collection

Separated & Segregated

Black Town Native Institution & Gulargambone School



Leanne Tobin, *Lands of the Burramadaga*, 2017; acrylic on stretched canvas

Darug Woman Maria Lock

Artist Leanne Tobin is a descendant of Maria Lock. Her painting tells Maria's story of separation from family as part of the story of Parramatta. Maria Lock was one of the first Aboriginal children, formally separated from her family and traditional knowledge, to receive a European education. Maria's father Yarramundi and other senior Aboriginal men were encouraged by Governor Macquarie to hand over their children to be taught at the

Native Institution in Parramatta. Maria used the skills she learnt there to petition the colonial government for land she had been promised when she married the convict Robert Lock. The land she was granted was eventually taken by the Aborigines Protection Board in the 1920s and some of her descendants were sent to the Bomaderry Children's Home – an institution for Stolen Generation children.



Gulargambone Public School

When residents of Gulargambone in north-west NSW applied to the Department of Public Instruction in 1881 for a school to be established, local Aboriginal man Thomas Carney was one of the applicants; his children Caroline and Billy are pictured in the 1894 school photograph. Many non-Indigenous families petitioned the Department for the removal of all Aboriginal children from the school.

Despite Aboriginal parents defending their children's right to public education, they were forced out to a separate school built on the local Aboriginal reserve. Aboriginal children were excluded from other schools including Huskisson, where Federation President Ebenezer Dash suggested a special assistant and separate room for Aboriginal students in 1924, but was refused by non-Indigenous parents and the Director-General of Education.

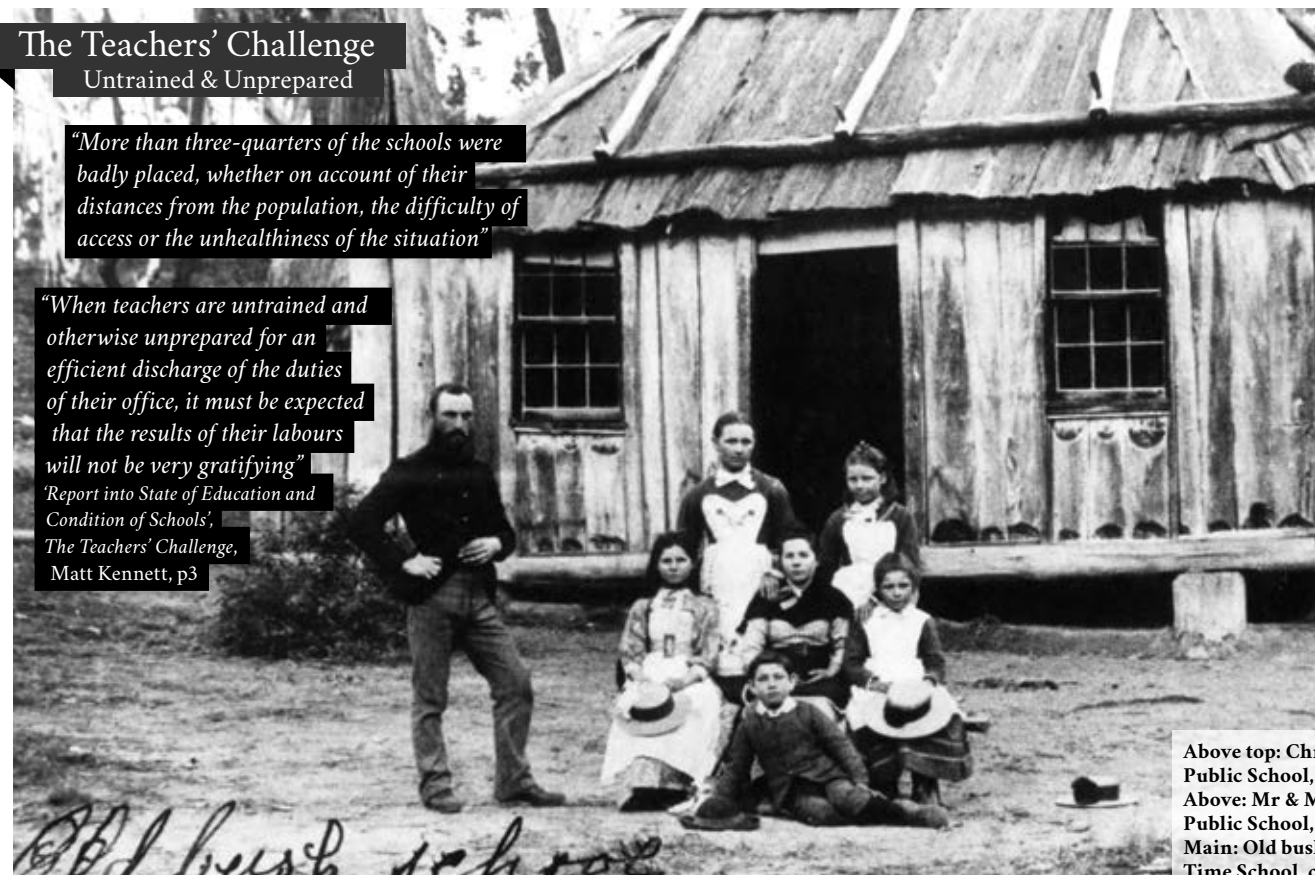
The Teachers' Challenge

Untrained & Unprepared

"More than three-quarters of the schools were badly placed, whether on account of their distances from the population, the difficulty of access or the unhealthiness of the situation"

"When teachers are untrained and otherwise unprepared for an efficient discharge of the duties of their office, it must be expected that the results of their labours will not be very gratifying"

Report into State of Education and Condition of Schools,
The Teachers' Challenge,
Matt Kennett, p3



Old bush school



Above top: Christina Grimes, teacher Graman Public School, 1899-1900; NSW State Archives
Above: Mr & Mrs Fawcett, teachers, Glen William Public School, 1898; NSW State Archives
Main: Old bush school, Windellama East Half-Time School, c1893; NSWTF Collection

1900s Before Federation

The professional debates and fledgling teacher unity that emerged in the early 1900s were all heightened by the outbreak of World War I in 1914, setting the scene for the formation of the Federation in 1918.

With class sizes of 70 children or more, and the shrinking salaries and constraints of World War I, issues like the pupil-teacher training system, teaching conditions and the rights of women teachers were hotly debated.

The very nature of education was being questioned and there were opportunities for progressive reform and experiments in early childhood education.

Teacher organisations strengthened and began to resolve their differences. They "had had enough of the results of disunity, of specious promises and genteel poverty, and before the war ended the Federation had been planned and was in process of formation".

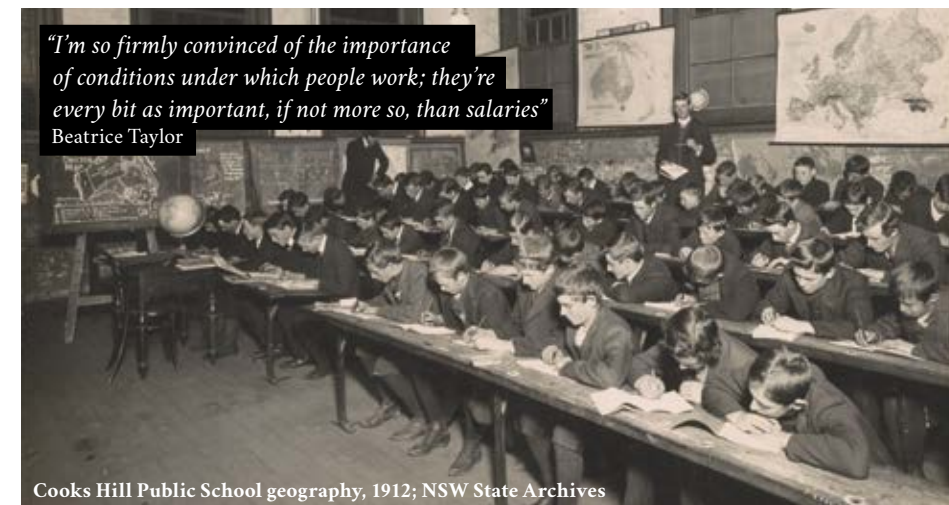
The Teachers' Challenge, Matt Kennett, p36



Cleveland Street Public School, 1908; NSW State Archives

"I had a class of 72. When I complained they took the best three away from me"
Beatrice Taylor, pupil-teacher; NSWTF oral history

Teaching Conditions Class Sizes & Teacher Training



Cooks Hill Public School geography, 1912; NSW State Archives

"I'm so firmly convinced of the importance of conditions under which people work; they're every bit as important, if not more so, than salaries"
Beatrice Taylor

Pupil-Teachers

Under the Public Instruction Act (1880-1905) teachers like Beatrice Taylor and Peter Board entered the profession through the pupil-teacher system. "A bright boy or girl who had reached the end of the primary course and was not less than 13 years of age could become a pupil-teacher. The pay was £20 a year for a start; the boy or girl stood in front of the class all day under the watchful eye of the headmaster, mistress or first assistant, stayed back each afternoon for lessons given by the head, and then took lessons home to be done at night. There would be an examination at the end of the year." After the four-year course, pupil-teachers were posted directly to a school or might receive further instruction at a teacher training school, such as Hereford House in Glebe.

The Teachers' Challenge, Matt Kennett, p26

War & Peace Service & Diplomacy



Children's patriotic display, representing England, October 1914; NSW State Archives

"One way schools raised money for patriotic causes during World War I was by providing entertainment through patriotic displays"
NSW State Archives

Children's patriotic display, representing England, October 1914; NSW State Archives

World War I, 1914-1918

Students and teachers were mobilised to support the war effort, either at home through "the important national service of maintaining the work of teaching" or by enlisting to fight with British Empire forces. By war's end, more than 700 NSW teachers had enlisted, with 153 killed in active service. School children were also encouraged to support the war effort through fundraising activities, including vast patriotic displays involving up to 10,000 students.

The tragedy of the war gave rise to Federation's long-term commitment to peace activism and support for diplomacy in settling international conflicts, including promotion of the League Nations (forerunner of the United Nations), which was formed in 1920.

Education, 15 October 1921; *The Teachers' Challenge*, Matt Kennett, p26

Progressive Education Blackfriars [Montessori] Public School



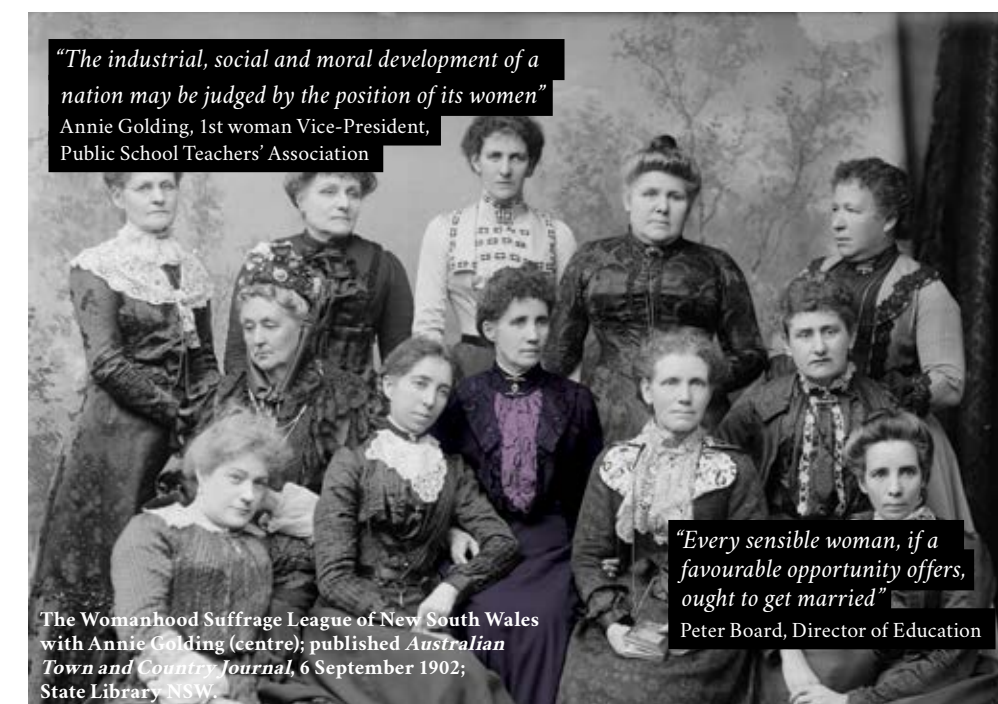
Blackfriars [Montessori] Public School, 1913; NSW State Archives



Blackfriars [Montessori] Public School, 1913; NSW State Archives



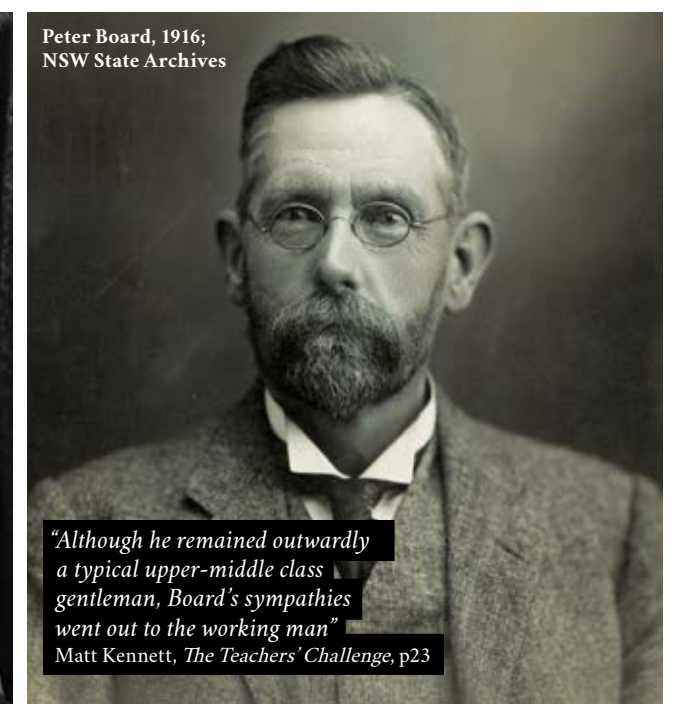
Blackfriars [Montessori] Public School, 1913; NSW State Archives



"The industrial, social and moral development of a nation may be judged by the position of its women"
Annie Golding, 1st woman Vice-President, Public School Teachers' Association

The Womanhood Suffrage League of New South Wales with Annie Golding (centre); published *Australian Town and Country Journal*, 6 September 1902; State Library NSW

"Every sensible woman, if a favourable opportunity offers, ought to get married"
Peter Board, Director of Education



Peter Board, 1916; NSW State Archives

"Although he remained outwardly a typical upper-middle class gentleman, Board's sympathies went out to the working man"
Matt Kennett, *The Teachers' Challenge*, p23



Mathematics class, Glebe Training College, Hereford House; NSW State Archives



Department of Public Instruction office, August 1913; NSW State Archives

Leading Educationist of His Time

Peter Board's career exemplifies the changing nature of the education system in the late 1800s and early 20th century. He began his teacher training in the old pupil-teacher system at the age of 14 and was a headmaster at Macdonaldtown Public School by the age of 26. By 1905 he had become the Director of Education, overseeing great reform and initiatives like the Blackfriars [Montessori] Public School in Chippendale.

But Board also had his blindspots and "viewed the growing presence of women in the teaching service as a barrier to the standing of teaching", a view which was vehemently challenged by women teachers, such as Annie Golding, Beatrice Taylor and Lucy Woodcock.

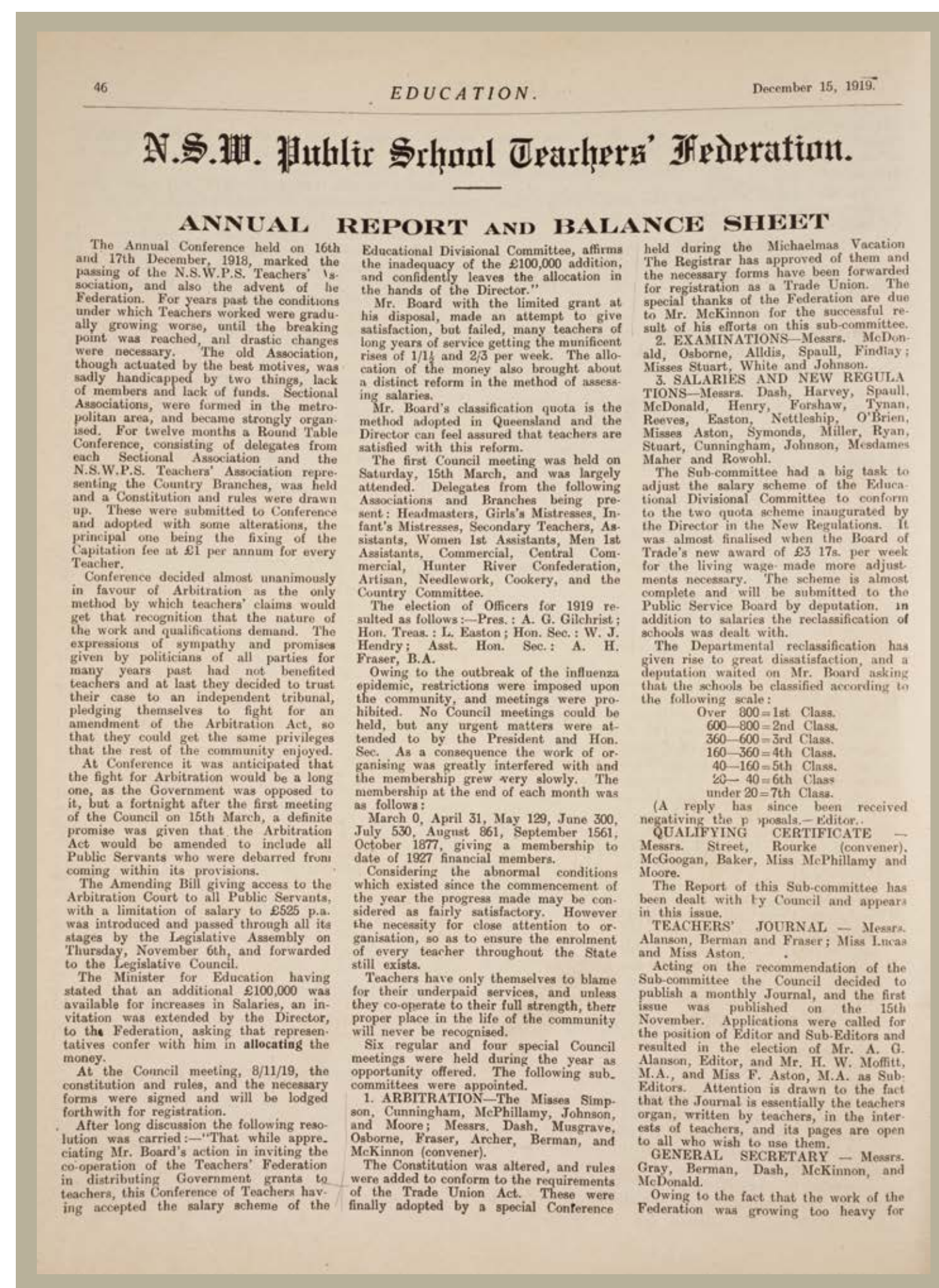
1918 & 1919 Federation

Motion:
"That the NSW Public School Teachers' Federation be and is now formed"
26 September 1918

When the motion that the NSW Public School Teachers' Federation be formed was passed on 26 September 1918, it was the outcome of decades of vigorous debate and frustrated attempts at teacher unity. The unifying principle that brought the different associations together was a call for access to the Arbitration Court, as direct negotiation with the Department of Public Instruction had failed to improve teachers' salaries and conditions. Registration as a trade union was a necessary step in obtaining an arbitration award. The education reforms of 1905 had increased the number of classroom (or assistant) teachers and also their membership of the various teacher associations, shifting the historical power balance of teacher representation. When the NSW Public School Teachers' Federation held its first official meeting on 15 March 1919, it elected an assistant teacher, AG Gilchrist, as President over the headmaster Ebenezer Dash. Dash ultimately succeeded as President, and went on to hold the position from 1920 to 1922 and in 1924.



The first Executive of the New South Wales Public School Teachers Federation, 1919; NSWTF Collection



The Annual Report and Balance Sheet tabled at the Annual Conference of 1919 and published in *Education* in December 1919.

1920s The First Decade

The 1920s were years of consolidation for the newly formed NSW Public School Teachers' Federation. Sixty to seventy-five per cent of teachers joined their union during this period and were able to participate through their local branch and sectional association or at annual conference, where policies over a huge range of issues were decided.

There were new salary awards achieved in 1920 and 1927, gained through the arbitration system that teachers now had access to via Federation and its registration as a trade union. But women teachers still received only four-fifths of the salary of their male colleagues. The objective of equal pay for equal work was passed at the Federation's 1920 Annual Conference and in 1923 the constitution was amended to require that four vice president positions be allocated equally between women and men. Lucy Woodcock, Beatrice Taylor and Margaret Swan were among the first women to take up these roles. The economic crash and political turmoil triggered in 1929 set the scene for the turbulent Depression years of the 1930s.



**Years of Consolidation
Many Thousands Strong**

NSW Public School Teachers' Federation Annual Conference, Town Hall, c1920s; NSWTF Collection

Equal Pay for Equal Work
4/5 of a Male Colleague's Salary



Sydney Girls High School, Elizabeth & Castlereagh streets, 1923; NSW State Archives

"It was on a mixed staff at a co-educational school that I was to confirm what second class citizens women were"



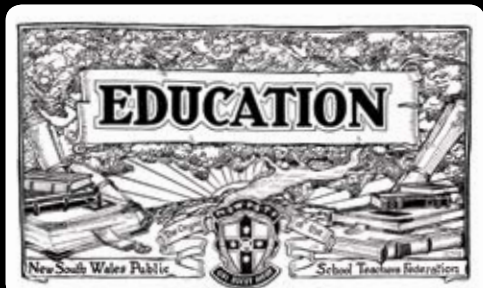
Dymphna Cusack; National Library Australia



Gladesville Public School, 1926; NSWTF Collection

"Never were women appointed as subject heads in co-educational high schools. They had to either resign on marriage or be compulsorily retired"

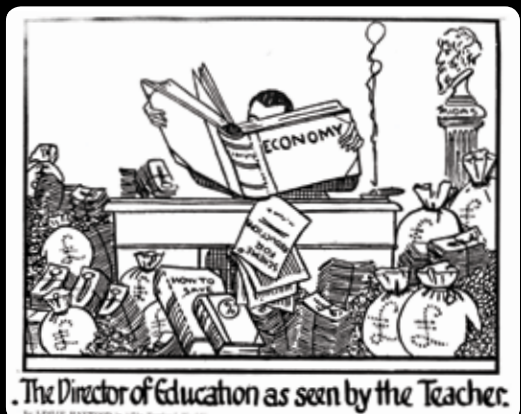
Dymphna Cusack, author and secondary school teacher, Neutral Bay, Broken Hill, Parramatta, Newcastle, Sydney Girls High School



New masthead for *Education* journal, introduced 15 November 1929; NSWTF Collection

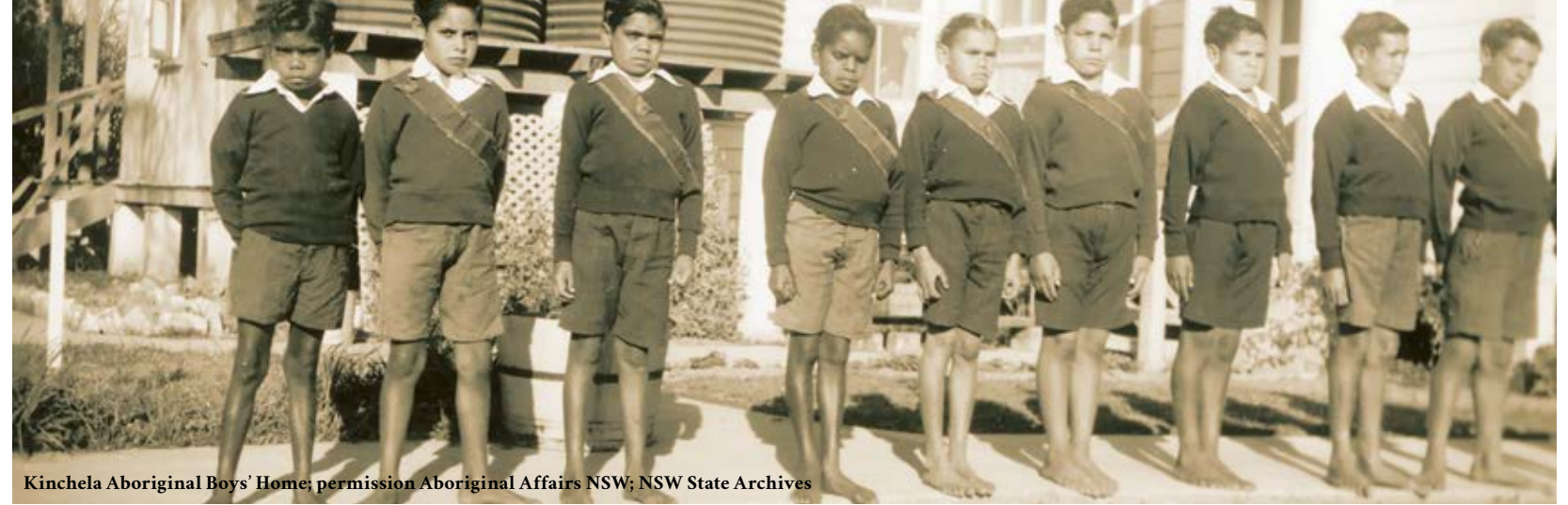
"Teachers will no longer place confidence in any promises; they will no longer be deceived by flattering comments on their importance in the community; they are now a united body many thousands strong, and they will obtain through open courts a fair deal from the public, as they will also return to the public in repayment a faithful and honest service"

By Leslie Haywood in *The Teachers' World*, republished in *Education*, 15 June 1925; NSWTF Collection



The Director of Education as seen by the Teacher.

Aboriginal Children's Homes
Bomaderry, Cootamundra & Kinchela



Kinchela Aboriginal Boys' Home; permission Aboriginal Affairs NSW; NSW State Archives

Sydney Teachers' College
The Well-Educated Professional



Sydney Teachers College physical drill, NSW State Archives



Professor Alexander Mackie, Teachers' Training College, July 1923; NSW State Archives

New College; New Profession

In 1925 a new Sydney Teachers' College was opened in the grounds of Sydney University. Federation's *Education* journal enthused about the new college: "With its spacious lecture rooms, its fine assembly hall, its quadrangle, its refectory, its lecturers' rooms, its big library, its position, its surroundings, its connection with the University." The new college offered a different approach to teacher training to that of the arduous pupil-teacher training system and to the bleak architecture of the former college in the old Blackfriars Public School. Scottish educationist Alexander Mackie was engaged as both principal of the new college and Professor of Education at Sydney University.

Education, 1 December 1926; NSWTF Collection

The Stolen Generations

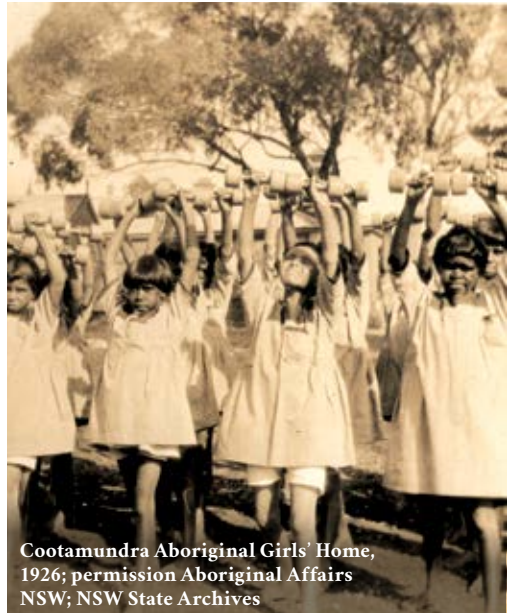
In 1923 the first Aboriginal boys were admitted to Kinchela Aboriginal Boys' Home near Kempsey on the North Coast of New South Wales. The Bomaderry home for babies and young children had been established in 1900 and the Cootamundra home for girls in 1911. The children who survived these homes are part of the Stolen Generations of New South Wales.

"The 1915 amendments to the Aborigines Protection Act 1909 gave the NSW Aborigines Protection Board the power to remove any Aboriginal child at any time and for any reason." They were separated from their families and cultural knowledge and were sent to live in institutions where they received poor education by untrained teachers or managers, and were apprenticed to be servants or agricultural workers.

Defining Moments in Australian History, National Museum Australia



Bomaderry Children's Home, 1928; permission Aboriginal Affairs NSW; NSW State Archives



Cootamundra Aboriginal Girls' Home, 1926; permission Aboriginal Affairs NSW; NSW State Archives

1930s Turbulent Times

The 1930s were a time of great economic and political turmoil, which challenged teachers' livelihoods and Federation leadership. By mid-1932 unemployment had reached 32 per cent and the economy was in serious decline. That year the salaries of teachers and other public servants were reduced through the Salaries Reduction Act. The Married Women (Teachers and Lecturers) Act was also introduced and more than 800 married women teachers were informed that their employment was to be terminated. Politicians constantly reminded teachers that it was their patriotic duty to accept salary reductions and diminished conditions during a time of economic hardship. There was much debate on Federation strategies during these hard times. Was the Federation solely a non-political, professional association dedicated exclusively to the "the educational life of its members"? Or should it take an active role in the political and economic life of the times and agitate on behalf of teachers and other workers? These debates continued to play out across the 1930s and beyond.

MISS TAYLOR

If such a policy is generally adopted, women will be forced back to the position they occupied a couple of centuries ago. If a woman chooses to acquire a husband and remain in the teaching service, it is her concern, and her concern only

MR MCCARTHY

The highest duty any woman can be called upon to perform is to look after her family. If she looks after the home, she has no time for another job. Once she leaves her home she neglects her children.

MR NETTLESHIP

The situation, largely created by the fact that when these women married they did not resign, is desperate and requires a desperate remedy. The married women are hanging on to the end.

MR KELLY

Teachers are supposed to be intelligent, and they should not be selfish. There are people starving, and teachers should not set themselves against the community.

Women (Teachers and Lecturers) Act What of the Future of These Gifted Women?

MR BENDEICH

If we are going to allow the Minister to whittle away our rights, then the Federation is not doing its duty. The Federation has a sacred right to defend the rights of each member. The time has arrived when the women are equal to the men. You will not let down the members of your Federation

MISS ROSE

Many of the married women teachers have brilliant scholastic attainments, are distinguished ex-students of the Teachers' College, and have notable service records. To rob the state of their highly specialised-services will be a lamentable loss. What of the future of these gifted women, who are to be sacrificed to expediency?

MISS CUNNINGHAM

A woman should only be dispensed with on the grounds of incompetency. Does marriage make her incompetent? According to the Minister, it is a noble thing for a woman to go out washing, but it is an ignoble thing for her to go on teaching.

MR BUCHANAN

When a woman does not intend to become a mother it is very doubtful whether she is a suitable person to become a teacher.

Annual Conference Debate, 21 December 1930, on proposal to dismiss married women teachers. *Education*, 15 January 1931

Federation House A New Home

"The Annual Conference of 1938 was notable for being the first gathering of its kind to take place in the Federation's new building. There was, on this occasion, the pride of common ownership, which made those who entered the Conference Hall feel as members of one great family." *Education*, 28 January 1939; NSWTF collection



Federation House article, *Decoration and Glass*, March 1939; NSWTF Collection



Federation House



Members of the Board of Directors of Teachers' Building Ltd; *Education*, January 1939; NSWTF Collection

Phillip Street

On 21 December 1938 a new, streamlined, purpose-built headquarters for the Federation was opened in Phillip Street, Sydney. The land had been acquired in 1922 for 12,500 pounds, but in the late 1920s and early 1930s Federation funds were directed to fighting the Salaries Reduction Act and the construction of the building was delayed. The Teachers' Building Limited was incorporated in December 1936, allowing construction to begin.

Federation House included the relocated Cooper Library, a conference hall which seated 400 people, separate men's and women's lounges, and modern air conditioning. A beautiful Queensland maple desk with rounded corners was commissioned to seat the Federation President and General Secretary at Council meetings and Annual Conference. The original table has been restored to its former glory as a Federation centenary project and is on display in the Heritage Lounge during the exhibition.



Decoration and Glass, March 1939; NSWTF Collection



The Right to Speak

In March 1932, primary school teacher Beatrice Taylor joined a tour to the Union of Soviet Socialist Republics (USSR) organised by the Friends of the Soviet Union. Ms Taylor was sponsored by the newly established Workers Education League (WEL), which formed in 1931 to encourage a more militant approach to campaigning for improved salaries and working conditions.

When she returned, Taylor gave a series of public lectures on the social and political conditions in the USSR. The Department of Education asked her to justify her public speaking, but she refused to do so, arguing that her civil rights as a private citizen would be compromised. Taylor was suspended by the Department of Education for misconduct and wilful disobedience. Fellow members of WEL established a defence committee to support her, including Sam Lewis, who later became President of the Federation in the 1940s, '50s and '60s. A campaign of large public meetings, protests and legal action finally led to Beatrice Taylor's reinstatement in 1933.

Album of newspaper clippings, Beatrice Taylor case, 1932-33; NSWTF Collection



1940s

The Shadow of War

Fear of another world war had been brewing throughout the late 1930s. The overwhelming concerns of teacher members focused on the safety of their students and that of their school communities. Articles, editorials and correspondence in the Federation journal lamented the failure of the League of Nations to halt the rise of fascism and the inertia of democracies in the face of aggressive nationalism.

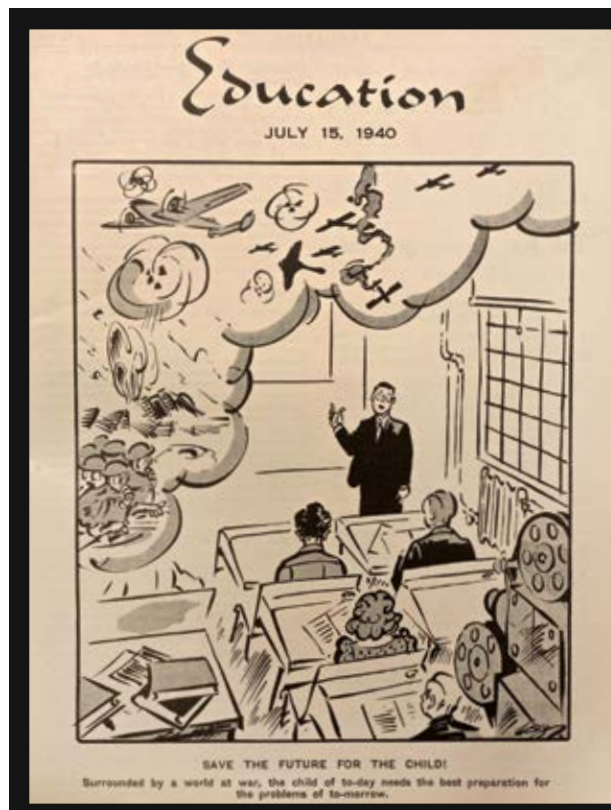
During the long years of World War II, Federation members campaigned for funds and resources to keep very overcrowded schools viable. After 1948 it became obvious that public schools would need federal funding if they were to meet the demands of a post-war baby boom — demands which would not be met for another two decades.

The looming Cold War, concern about Communism and the fear of nuclear weapons dominated the post-World War II era. There was much debate about the purpose of education and calls for a curriculum that emphasised informed and responsible citizenship.

Lucy Woodcock & Sam Lewis (seated front centre), Federation Executive, late 1940s; NSWTF Collection



"Those who stand together and remain united on matters of vital concern are indestructible"
Sam Lewis, Farewell Column, *Education*, 1967; NSWTF Collection



The Spirit of the Times
Federation Responds



Education front covers: 15 July 1940, 23 August 1944, 23 June 1944; NSWTF Collection

"Unity is not something fixed and final for all time. It has to be fought for over and over again"

Sam Lewis

Throughout his life, Sam Lewis was actively concerned with raising the consciousness of teachers and young people about the importance of international understanding and the risks to humanity from the arms race. The Sam Lewis Peace and Environment Awards, first established by Federation in 1983, give recognition to the vital role schools can play in promoting education for international understanding, peace and disarmament. Lewis was first elected President of Federation as World War II was drawing to a close in 1945.

"He and his supporters became engaged in a struggle against conservative and anti-communist forces within Federation and in the wider political arena. Believing that implementation of Federation's policies needed the militant, united action of teachers, Lewis supported publicity campaigns, petitions and mass meetings" as industrial strategies. During his career he taught at public schools in Bondi, Narrabri, Maroubra Junction, Paddington and Newtown.

Australian Dictionary of Biography online

Lucy Godiva Woodcock

In 1947 the Married Women (Teachers and Lecturers) Act was finally repealed, allowing married women teachers to return to the workforce. But promotional opportunities for women remained very limited and equal pay for equal work was yet to be achieved. In 1949 a Trade Union Equal Pay Committee was established by Lucy Woodcock and fellow Federation activists Beatrice Taylor, Vera Leggett, Doris Osborne and Bessie Mitchell.

Lucy Woodcock's character and achievements led her to be regarded as a "legend during her own lifetime". She was continuously re-elected as Senior Vice President of Federation for 20 years, from 1934-1953, and represented the Federation on the NSW Labor Council and Australian Council of Trade Unions. She played a leading role in all major Federation campaigns of the thirties and forties, including the salaries restoration campaigns, winning the Teacher's Certificate, the salaries agreements of 1946 and 1949, the repeal of the Married Women (Teachers and Lecturers) Act, the improvement of teaching conditions and the building of Federation House.

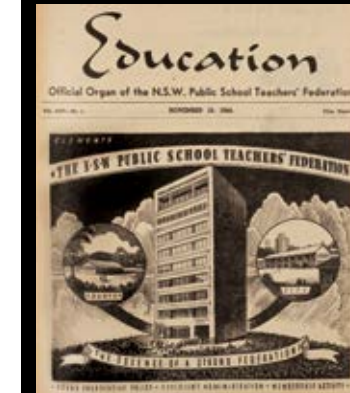
Susan Doran, *On the Voices: 100 Years of Women Activists for Public Education*



Sam Lewis & Lucy Woodcock (seated centre) and members of Federation Executive, 1940s; NSWTF Collection

"An indomitable champion for the cause of women, Lucy Woodcock's leadership in this field laid the foundations for the achievement of equal pay and opportunity"
Gloria Phelan, *Women in Action in the Federation*, 1981

The Teacher's Certificate
Important Federation Achievement



Education front covers: 15 November 1944, 30 January 1945, 15 December 1944, 15 March 1945; NSWTF Collection



Inspectors conference, 1947; NSW State Archives

"There was an underlying degree of resentment against the [inspection] system ... that [teachers] should be so meticulously inspected, examined, criticised, documented, discussed, assessed, reported upon, efficiency marked, rubber-stamped and card-indexed"
The Teachers' Challenge, Matt Kennett, p96



Cobar Public School staff, 1948; NSWTF Collection



Membership advertisement, *Education*, 15 March 1945; NSWTF Collection

A New Level of Professionalism

In 1943 a single Teacher's Certificate was introduced for all teachers after a decade of championing by the Federation. "Previously teachers were placed in one of three classes — third class, second class or first class (unless they were not in any class at all and therefore rated as being 'unclassified'). Each class was subdivided into two grades, A and B. The progression therefore was 3B, 3A, 2B, 2A, 1B, 1A. To qualify for each class a separate examination had to be passed. In addition, to go from one class to the next, or from one grade within a class to the next higher grade, one had to hold for at least two years the necessary 'efficiency award', gained only after recommendation by the inspectorate at an inspection. For many teachers it was a perhaps 20 years struggle to reach some standard of living somewhat above the bare minimum ..."

The Teachers' Challenge, Matt Kennett, p90

"One of the greatest advances made by the Federation and a most important development in the history of education in NSW"
The Teachers' Challenge, Matt Kennett, p94

Aborigines Welfare Board

In 1940 the Aborigines Protection Board was abolished and the Aborigines Welfare Board took its place. This marked a policy shift from protection to assimilation and an increased focus on Aboriginal welfare. Despite the change in name and focus, the Board still intervened in Aboriginal people's lives.

The NSW Department of Education became responsible for Aboriginal education. Children of parents who obtained an exemption certificate (often referred to by Aboriginal people as a "dog licence") were now able to attend public schools. However, an Aboriginal person with an exemption certificate was no longer allowed to associate with other Aboriginal people and was meant to assimilate into the wider community to be able to access the same housing and education opportunities that non-Aboriginal people received. Aboriginal children could be admitted to public schools if they had a medical certificate to prove their health status and did not live on a reserve. Aboriginal children were still excluded from some schools until the 1950s.

Aboriginal Education Timeline, NSW Education Standards Authority

From Protection to Welfare

Exemption & Assimilation



Brewarrina Public School, 1948; permission Aboriginal Affairs NSW; NSW State Archives

1950s Life After War

The 1950s were a period of postwar optimism and rebuilding, but also a time when some advances for women and gender equality receded. An urgent need to settle down and re-establish "normality" led to "booms in babies and marriages" with the Education Department struggling to accommodate the surge in enrolments. Children symbolised hope and survival, and there were calls to invest in their education and future.

For many women it meant the jobs, pay and childcare available during the war vanished and they were being "pushed back into the role of domestic carer". Women's representation on the Federation Executive also "commenced a backwards slide". However, the long-awaited and fought-for award of equal pay was the high point and led the way for women workers across Australia.

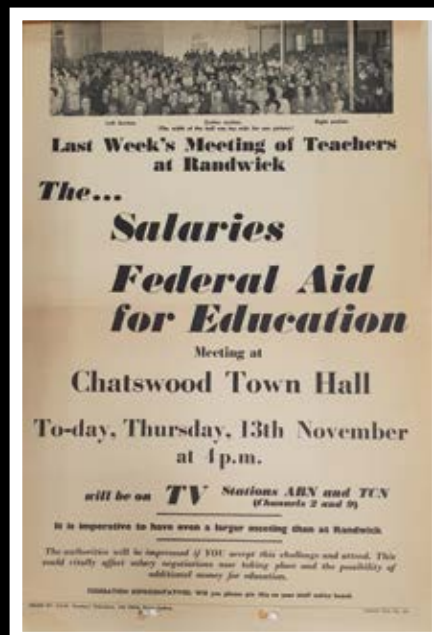
A small group of groundbreaking Aboriginal teachers gained their Teachers Certificate and began to teach in public schools, inspiring generations of Aboriginal teachers that followed.

Susan Doran, *On the Voices: 100 Years of Women Activists for Public Education*



Duri Public School, 1955; NSW State Archives

'During World War II, money for war was raised at the rate of one and a half million pounds per day. In 1952, we ought to raise at least a small percentage of that amount for education.'
Education, 20 February 1952



Left: "Salaries Federal Aid for Education" flyer, c1950s; NSWTF Collection

Postwar Optimism Education Cannot Wait



"To All Our Visitors" poster, Education Week, 1957; NSWTF Collection



Education Week, Hyde Park, 1955; NSW State Archives



Daceyville Public School, 1st NSW prefabricated aluminium school, 1950; NSW State Archives



Daceyville Public School, 1950; NSW State Archives



Bathurst Teachers College art class, 1952; NSW State Archives



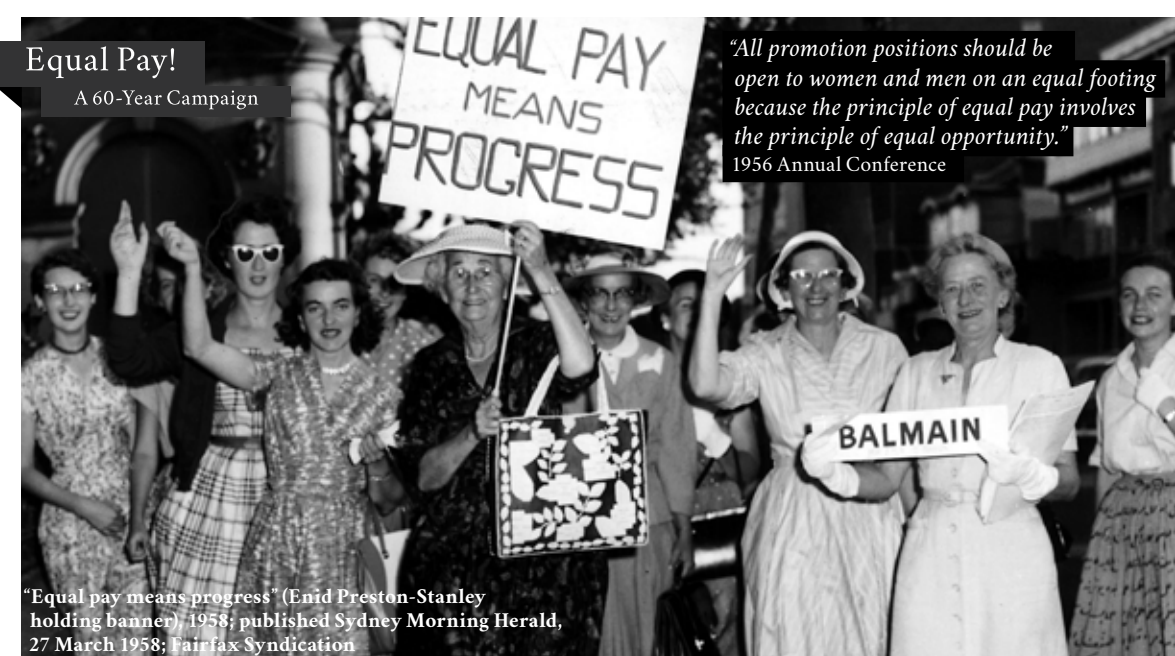
Bathurst Teachers College, 1954; NSW State Archives



Gundagai High School, 1950s; NSW State Archives

Equal Pay!

A 60-Year Campaign



"Equal pay means progress" (Enid Preston-Stanley holding banner); 1958; published Sydney Morning Herald, 27 March 1958; Fairfax Syndication

"All promotion positions should be open to women and men on an equal footing because the principle of equal pay involves the principle of equal opportunity."
1956 Annual Conference



"Join the throg" flyer, 1958; NSWTF Collection



"Equal Pay When?" flyer, 1956; NSWTF Collection



Equal pay celebration, NSW Parliament, 26 March 1958; NSWTF Collection

'One of the greatest, longest and most hard fought campaigns of Federation's history was its struggle to achieve equal pay for women teachers.'
Margaret Millar, Education, 11 October 1993

Historic Achievement

After a long struggle, women teachers finally achieved the promise of equal pay for equal work from the Cahill Labor government in March 1958. The campaign for equal pay had been waged since the early 1900s, before Federation, and was pursued relentlessly by Federation activists in the 1930s and 40s. They worked closely with the United Associations of Women's Organisations, led by Jessie Street, and the wider union movement.

By 1958, there was widespread support, with Elizabeth Mattick and Doris Osborne leading the Teachers Federation delegation to a historic combined unions conference in March, where the Premier of NSW Joe Cahill announced he would introduce legislation for equal pay. A mass deputation to lobby members of Parliament, which was already planned for 26 March, went ahead and over 1000 delegates descended on Parliament House to celebrate their achievements.

The Public Service Board refused to implement full salary equality immediately and it was phased in over a five-year period, with equal pay finally achieved in January 1963. 'The next hurdle for women was the question of equal opportunity.'

Susan Doran, *On the Voices: 100 Years of Women Activists for Public Education*

Inspiring Aboriginal Teachers

A Proud History

Jim Stirling, Evelyn Webb & Vic Chapman

In the early 1950s, Aboriginal teachers Jim Stirling, Evelyn Webb and Vic Chapman endured the prejudice of the times while paving the way for future Aboriginal educators. They began their public-school teaching careers under the Exclusion on Demand policy, when it was common for Aboriginal students to be excluded from any NSW public school if non-Aboriginal parents demanded their expulsion. Schools that did accept Aboriginal students would often place them in spare rooms or annexes. In 1958, Federation opposed segregation and exclusion policies in NSW and campaigned against them.

A documentary film about the history of Aboriginal education in NSW and the contributions made by Aboriginal teachers and Federation has been produced as a centenary project. You can see *naa muru gurung* (to see a path for children) screening in the Auditorium (see events program for times).



Vic Chapman and his 3rd year class at Waniora Public School, 1957

"The legacy of our wonderful Elders and their courage, strength and unity is an example for all educators."

Charline Emzin-Boyd, Aboriginal Education Coordinator, NSWTF

An Unjust Policy

From 1902, a policy allowing NSW schools to exclude Aboriginal children was in place and formalised in legislation. The Department of Education handbook shows the wording of this instruction to teachers and the pen marks used to cross it out when the policy was finally repealed in 1972.

Please be aware that the language of the instruction may upset and offend.

"5.1.3.4. Enrolment of Aborigine Children

It is the policy of the Department to encourage the assimilation of aborigine children as members of the Australian community by permitting their attendance at public schools. Nevertheless, if the principal of a school is of the opinion that there are circumstances in the home conditions of aborigine children, whose enrolment is sought, which justify refusal or deferment of enrolment or if he is aware that substantial opposition to such enrolment exists in the local community, he should inform the district inspector of schools and await the departmental decision on the matter."

Department of Education, *Handbook: Instructions and Information for the Guidance of Teachers*, 1969; NSWTF Collection

Middle left: Former public-school teachers Vic Chapman & Hon Linda Burney MP at the launch of the film *naa muru gurung* (to see a path for children), 2018; photo: James Photography & Imaging

1960s Teacher Action

Fifty years ago, on 26 September 1968, mass meetings of over 10,000 Federation members around the state honoured the 50th anniversary of the Teachers Federation by voting to go on strike for the first time in the union's history. The decision to take industrial action was an impassioned response to a sad litany of government inaction and neglect of public schools throughout the sixties.

Parent and community groups and the media joined teachers in challenging the Liberal Robert Askin Government over a looming educational crisis. The strike on 1 October 1968 was a resounding success, with over 12,400 teachers assembled at Wentworth Park in Glebe. A *Sydney Morning Herald* editorial congratulated them on their action: "Who can blame the teachers for going on strike? Their one-day strike was worth every penny of the \$250,000 they lost in wages. First came the promise of an additional \$1 million for expenditure on schools in addition to the Budget estimate and now comes his announcement of a minimum three-year course for teacher training."

Editorial, *Sydney Morning Herald*, 16 October 1968



Celebrating 50 Years of Federation
26 September 1918 - 26 September 1968

Mass Meetings; Mass Action The 1968 Strike



Mass meeting, Tivoli Theatre, Sydney 26 September 1968; NSWTF Collection



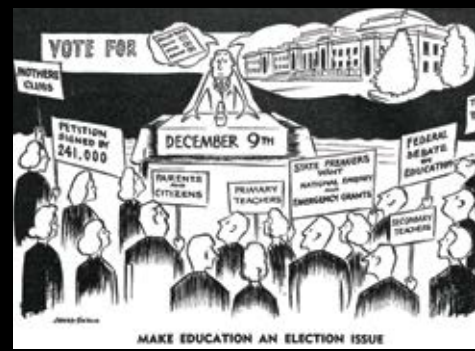
"26 [September] Mass Meetings" poster, 1968; NSWTF Collection

Act Now!

Vote 1 for Education



Federation's contribution to National Education Petition presented by Matt Kennett, Harry Norington, Ivor Lancaster, June Irwin, Don Taylor, Elizabeth Mattick, William Dobell, Hilda Barclay, Sam Lewis, 1961; NSWTF Collection



"Make Education an Election Issue" cartoon, *Education*, 4 October 1961; NSWTF Collection

Commonwealth Election

Education was a heated issue in both federal and state elections in the 1960s. In 1961, a National Education Petition with a record number of 241,000 signatories was presented to Prime Minister Robert Menzies before the federal election on 9 December 1961, calling for Commonwealth funding to state schools. Menzies was returned to power and remained unmoved by the petition, refusing to discuss education at the Premier's Conference the following year. It wasn't until the Gough Whitlam Labor Government came to power in 1973 that education became a Commonwealth priority with a massive increase in federal expenditure.

State Election

At the state level, Federation's calls to replace the Public Service Board with an education commission to run public education intensified in the lead up to the 1965 state election. Federation proposed a commission with elected practising teachers to play a significant role in the control, policy-making and administration of public education. The failure of both Labor and Liberal state governments to establish a commission over several decades was one of the factors contributing to the strike by teachers in 1968.

Far left: "Education of the Nation's Children our First Priority!" poster, c1960s; NSWTF Collection
Left: "Act Now!" poster, 1965; NSWTF Collection

"The case for increased Commonwealth aid for State education rests on a single fact: our schools are not meeting the demands being made of them."
Education, 16 August 1961

Elizabeth Mattick

Elizabeth Mattick had a long career as a classroom teacher, deputy principal and principal in NSW public schools. In 1946, she was elected to become the Federation's first Research Officer, an essential role which involved the collection and analysis of information relating to teaching conditions and education both in Australia and overseas, and providing back-up material for discussions with the Minister and the Department. Elizabeth Mattick was Acting President of Federation in the crucial period leading up to the first ever strike by

NSW teachers held on 1 October 1968. Mattick chaired the huge mass meeting held on 26 September at the Tivoli Theatre at which teachers voted to stop work for a day to register their deep concern and discontent at conditions in schools. The decision to strike, and the subsequent strike meeting in Wentworth Park, was a turning point in Federation history.

Gloria Phelan, *Women in Action in the Federation*, 1981; NSWTF Collection



"75-80% of all primary and secondary teachers supported the strike ... one of the largest meetings in the history of unionism in Australia ... hundreds of thousands of parents kept their children at home ..."
Jack Whalan, President NSWTF, *Education*, 9 October 1968

Far left: Strike meeting, Wentworth Park, 1 October 1968; NSWTF Collection
Middle: Elizabeth Mattick & Jack Whalan, mass meeting, Tivoli Theatre, Sydney 26 September 1968; NSWTF Collection
Right: Protest at Parliament NSW, 1 October 1968; NSWTF Collection

The End of the Sixties

A New Generation on the Horizon

Passing of the Old Guard

As the sixties came to a close, Federation could celebrate the impact of its industrial action, forged through unity and action. But there was always more to do and ongoing, persistent issues, like class sizes which had been of concern ever since the very first public schools of the 1800s.

The great Federation men and women who had led the way for several decades were nearing retirement and a new generation of militant activists were emerging to influence the focus and direction of Federation in the 1970s. A generation of radical women in floral frocks, hats, pearls and gloves and men in suits, ties and braces would handover to this new era. But their vision, commitment and achievements are remembered and honoured by those seventies activists, who are still involved in Federation today.



Executive members Sam Lewis, Jack Whalan, Elizabeth Mattick, Doris Osborne, John Frederick, Ivor Lancaster, Annual Conference, 1968; NSWTF Collection



Lucy Woodcock, Dot Prendergast, Mary Reid, Elizabeth Mattick, Mary MacKay, Victoria Olive, Sheila Cleary, Annual Conference, 1965; NSWTF Collection



"Class sizes" poster, 1969; NSWTF Collection

1970s Protest & Activism

"Federation noted a marked generational shift in the 1970s. Anti-Vietnam war sentiment was visceral. It was time for Labor, time for women, time for Aboriginal activism, time for recognition of educational disadvantage. Anti-discrimination and equal employment opportunity issues were demanding public attention.

"Women saw a single mothers' benefit, no-fault divorce, legal aid, and Sydney saw its first Gay and Lesbian Mardi Gras. Racism was outlawed, built heritage was protected following successful 'Green Bans', and 18 year olds could vote. It was also, however, a time when a government was removed by the Queen's representative and a period when high unemployment and high inflation combined to both fire up the temper and dampen down the mood.

"This was a time when the desire for innovation and reform was ripe. Initially, funds flowing from the federal government facilitated locally-based participatory curriculum development and decision-making. This decade saw men and women leaders of schools facing off in court. It also saw the removal of the dedicated women's positions on Federation Executive and women's representation hit an all-time low."

Susan Doran, *On the Voices: 100 Years of Women Activists for Public Education*

Arrest of Doris Jobling

Doris Jobling was working as Federation Organiser in December 1971, when she was arrested at Killarney Heights High School for refusing to leave the school premises as instructed by the principal. As Organiser, she had been invited to address members at the school during lunchtime, but was detained by police during the meeting. The police charges under Section 50 (1) of the Summary Offences Act were heard in Manly Court on 27 April 1972, with the "unlawful entry" offence carrying possible penalties of a \$200 fine or three months in gaol. Federation activists were among many prominent unionists in court to support Doris Jobling. Her charges were dismissed on a technicality by the magistrate.



Federation Organiser Doris Jobling arrested, Killarney Heights High School, December 1971; NSWTF Collection

Summary Offences Act, 1971-1979

The Summary Offences Act was legislated by the Robert Askin Liberal Government in 1971 to deal with sit-ins, gate crashers and popular protests. The Act gave police very wide powers and it was very soon used to target unionists. By 1972, thirty-nine trade union members had been arrested under the Act.

The Doris Jobling court case rallied Federation and other unionists and activists across NSW in a determined campaign to repeal the Act and protect trade union rights. The Summary Offences Act was finally repealed in 1979 by the Wran Labor Government, which had been elected in May 1976, with the law's withdrawal as one of its election promises.

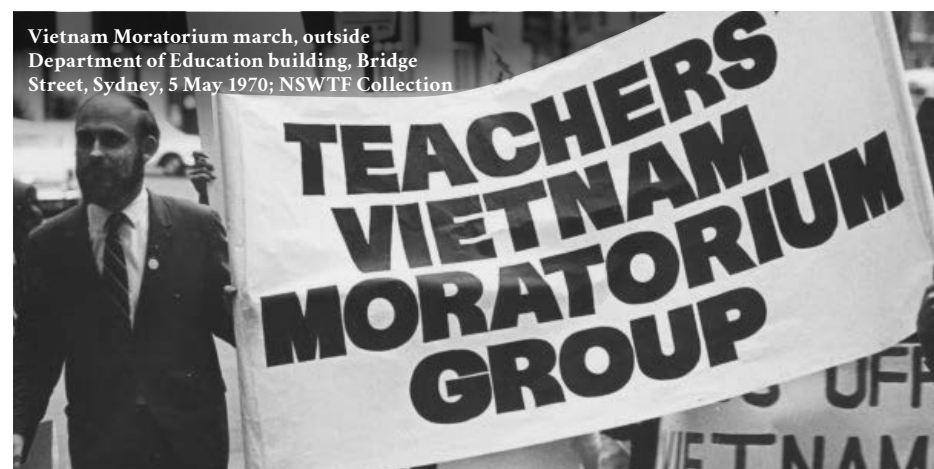
Generational Change
A New Era of Activists

Jennie George & Cathy Bloch (left & centre front row), women's march, International Year of Women, 1975; Fairfax Syndication

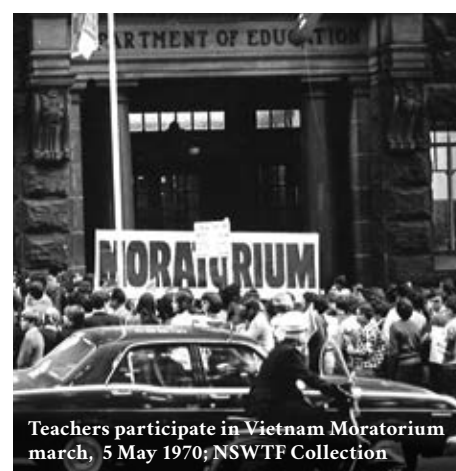
Gail Shelston, First Women's Coordinator

Gail Shelston was elected as Federation's Coordinator of the Women's Action Program in 1975 for the International Year of Women. In a hotly debated decision, Annual Conference of that year voted to extend the position beyond 1975. With the support of her women colleagues, Shelston went on to establish the Women's Action program as a permanent and credible part of the union. She published regular articles in *Education*, and travelled throughout the state speaking at conferences and universities on affirmative action and equal opportunity. Other unions appointed Women's Coordinators soon after 1975 as a result of the high-profile and successful advocacy of Gail Shelston in this pioneering role.

Betty Hollman, Cathy Bloch, Gail Shelston (1st Federation Women's Coordinator), Jennie George, 1975; NSWTF Collection



Vietnam Moratorium march, outside Department of Education building, Bridge Street, Sydney, 5 May 1970; NSWTF Collection



Teachers participate in Vietnam Moratorium march, 5 May 1970; NSWTF Collection



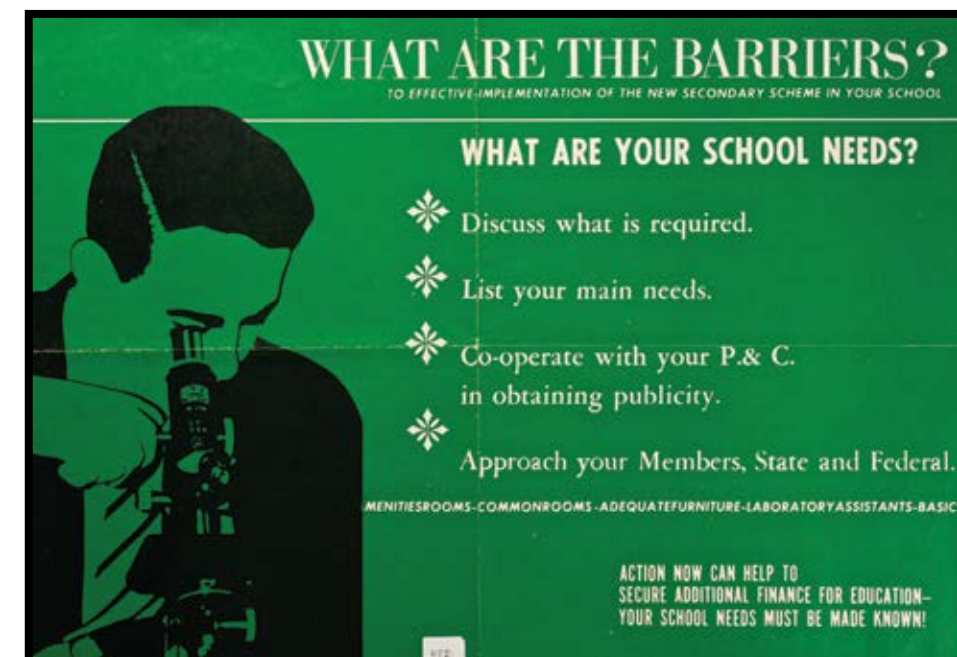
Teachers take part in Vietnam Moratorium, 5 May 1970; NSWTF Collection

Teachers & the Vietnam War

The first Moratorium against the Vietnam War was held in May 1970. Twenty-five thousand people gathered in Sydney, including 250 teachers and 800 students who joined a march outside the Department of Education offices in Bridge Street, even though participation was not officially sanctioned by Federation.

The previous year, some Federation members had formed a Teachers Moratorium Committee to campaign against the war and the conscription of young men into compulsory national military service. They supported a motion passed at Annual Conference "that teachers and trainee teachers have the right to refuse conscription and overseas service in conscience". New Labor Prime Minister Gough Whitlam ended conscription and called all troops home from Vietnam in his first week in office in December 1972.

Posters c1970; NSWTF Collection



1980s Decade of Action

The 1980s began on a high note with the election of the first woman General Secretary of the NSW Teachers Federation, Jennie George, and ended with George becoming the first female President of the union in 1989. The decade was also bookended by two major Federation campaigns involving two different governments, the Save Dover Heights campaign in response to the sell-off of public assets by the Wran Labor Government and the Day of Action against the education policies of the Greiner/Metherell Liberal Government in 1988.

The NSW Aboriginal Education Policy of 1980 was another first, developed in consultation with the Aboriginal Education Consultative Group and Department of Education and Training. The policy focused on involving Aboriginal communities and students in education, enhancing Aboriginal students' self-esteem and cultural identity, and teaching all students about Aboriginal societies, past and present. In 1986, Tony Amatto was appointed as the first Aboriginal Education Coordinator.



Maureen Howard, Steve Storey, John Hennessy, Col Rennell & "New South Wales Teachers Federation Official Picket Line" banner, 1983; NSWTF Collection

Keep Dover Public A Community Fights for its School

Selling off Public Assets

The Dover Heights Boys High School dispute exposed the Neville Wran Labor Government's lack of commitment to public schools and public education in a protracted dispute throughout the early 1980s and beyond. Paul Landa, the Minister for Education, opened Federation's December 1980 Annual Conference, but made no mention of the planned closure and sale of the boys school. Two days later,

the closure was announced in the press. The Wran government placed a \$14 million value on the school and in 1982 it was offered to the publicly funded Category 1 private school Moriah College. Never before had a public school been offered to a private school. The 60-year lease at \$150,000 per year did not proceed, after a lengthy Federation campaign to save the school.



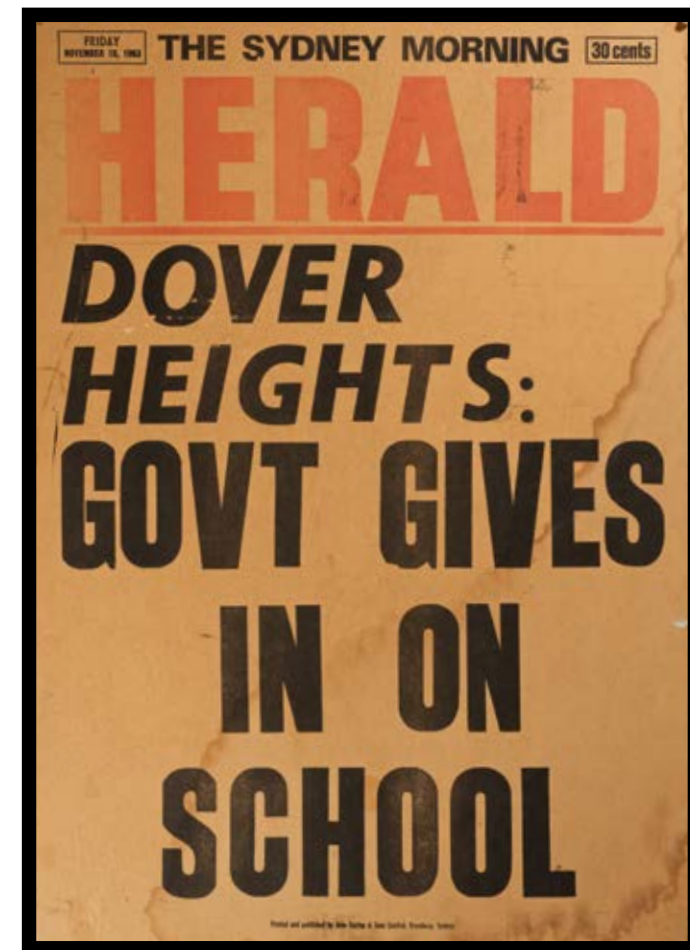
"Keep Dover Public" banner, 1983; NSWTF Collection

Teachers, Parents & Community Unite

At the 1982 Federation Annual Conference, hundreds of teachers signed up to occupy the school in 1983, when it was due to be handed over to Mariah College. Federation members regarded the proposed sale as a complete betrayal of public education and public assets by a Labor government, at a time when it was already subsidising NSW private schools by \$80 million per year.

After many days and nights on picket lines at the school site, as well as lobbying MPs,

community meetings and strike action, the Wran government finally met with Federation and parent groups on the 17 November 1983 to announce that the school site would be used as a TAFE college and would not be leased to Mariah College. The long fight to keep the school site in public hands ultimately failed. From 1986-1995 the site was a TAFE College, but since 2003 it has been occupied by the private Kesser Torah College.



"Dover Heights: Govt Gives in on School", Sydney Morning Herald banner, 18 November 1983; NSWTF Collection

"The Department learnt a lot about our tactics during the Dover Heights occupation and so transferred all the activist teachers out of Cremorne Girls School before they announced their plans to sell that school off too."

John Dixon, current NSWTF General Secretary, 2018

Day of Action

17 August 1988



Current NSWTF President Maurie Mulheron sings "I'm Changing our Name to Grammar" at the Day of Action in the Domain, 17 August 1988; NSWTF Collection



NSWTF President Jennie George speaks to the huge crowds at the Day of Action, 1988; NSWTF Collection

A Sea of People

Jennie George remembers the Day of Action; "Mr Metherell goes down in the history of our union for provoking the biggest community protest that the state had seen. He had a very radical agenda to reshape the face of education in the state of New South Wales. I remember walking into the Domain and seeing this sea of people as far as the eye could see. It was chock-a-block. It was just so exhilarating.

"It showed the community that we were a formidable union with great links with a parent organisation, a union that would stand up to whatever political party was in power, whether it was Rodney Cavalier under Labor or Terry Metherell with the Libs, that public education transcended party politics and that we were prepared to have that debate and that campaign whoever was in government."

Jennie George interview, 2018



Protestors and their political banners at the Day of Action, 1988; NSWTF Collection

Jennie George

Jennie George was the first woman to hold the positions of General Secretary and President of the NSW Teachers Federation, and first woman to be elected President of the Australian Council of Trade Unions.

"I wouldn't have been at the ACTU or in leadership positions for the Federation without the opportunities that public education gave to a family like mine that came to Australia with a suitcase and nothing else. So I've always been a passionate defender and I'm really pleased that I've had the chance to work on behalf of public education, to work on behalf of women, to be part of a union that recognised the importance of having women in important positions. I was the representative of many women of that era who stood behind me, who supported me, who encouraged me, and my achievements are theirs to be shared."

Jennie George interview, 2018

Aboriginal Community Protest

Racism in Schools



Aboriginal community, including Kevin Cook, Robert Bellear, Bob Morgan, Sol Bellear & Director General of Education, Doug Swan, published Sydney Morning Herald, 30 April 1982; Fairfax Syndication

Community Takes Action

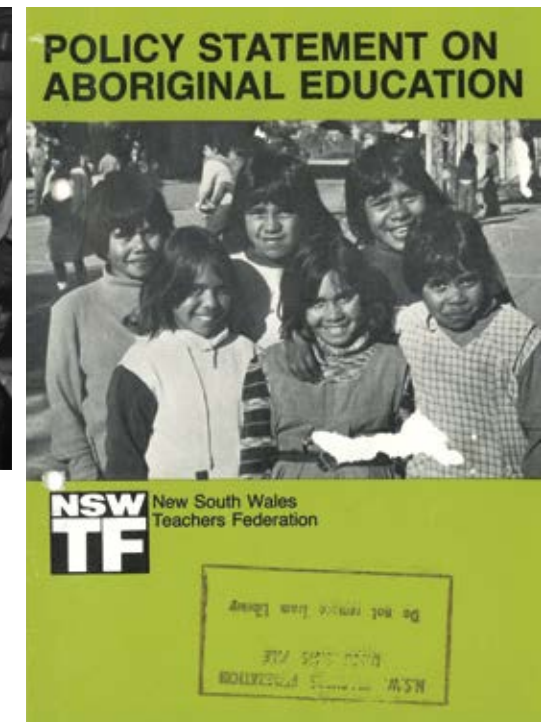
On 30 April 1982 a powerful photo of the Aboriginal community protesting right in the heart of the Education Department was published in the *Sydney Morning Herald*.

The photograph showed senior Aboriginal figures Kevin Cook, Robert Bellear, Bob Morgan and Sol Bellear, surrounded by community, taking their concerns about a racist incident involving members of Bourke High School staff to the Director General of Education, Doug Swan.

Thousands of Aboriginal students all around the state withdrew from their schools over the Department's handling of the case and an inquiry was launched.

Radical Departure

The Teachers Federation called upon the state government to establish a ministerial committee, including Federation, parents and representatives of the Aboriginal community to draw up guidelines to address racism. The *Herald* reported that Federation believed "Country schools where there are large number of Aboriginal students should be able to vet all teacher appointments through special selection committees involving Aborigines. These committees would check the fitness, qualifications and experience of potential teachers to ensure that new appointees understand the special needs of these schools." Federation Executive "indicated that for the first time it was prepared to depart radically from a long-standing policy of school appointments purely on the basis of teacher seniority." *Sydney Morning Herald*, 20 July 1982



Policy Statement on Aboriginal Education, 1982; NSWTF Collection

1990s The Devolution Agenda

In May 1991, Nick Greiner called a snap election, which saw his Liberal government forced into minority.

Federation campaigns against the corporatisation and deregulation of the public education system had resonated with voters since the release of the Scott Report, *Schools Renewal*, in 1989 – commissioned by Terry Metherell, the Minister for Education and Youth Affairs.

It was very clear to voters that Metherell's devolution agenda was a cost-cutting one and had nothing to do with providing quality teaching and learning experiences for students, as claimed.

The blueprint for the deregulation of the NSW public education system, *Your School's Right To Choose* (1992), was widely rejected by teachers.

Federation responded with its own publication, *Your School's Right to Say NO*, and radio and press advertisements explaining why deregulation would affect learning opportunities for all students.

The election of the Carr Labor Government in 1995 provided hope for respite from seven years of turmoil, destabilisation and falling morale across the NSW public education system. But the impact of the Greiner/Metherell onslaught was to be felt for years to come; with subsequent Labor governments also favouring a devolution agenda.



Privatisation's First Casualty
Migrant Education Slides

Adult migrants protest government cuts to AMES language programs, 1998; NSWTF Collection

No Stone Unturned

In 1996-97, the John Howard Federal Government slashed 60 per cent of funding to the Adult Migrant Education Service (AMES) and gave \$100 million to private, for-profit providers protected by commercial in-confidence legislation.

In 1998, Federation campaigned to save 5000 AMES jobs, which were slated to be cut by July of that year. Federation pursued every legal channel, though only 155 jobs could be saved from the funding that was not

yet transferred to private providers. More than 300 AMES teachers took voluntary redundancy.

The Access to Quality English Campaign was launched in 2000 in an attempt to overturn the privatisation agenda and restore the provision of AMES language programs.

However, the relentless privatisation agenda continued in the early years of the 21st century and the AMES budget declined each year.



Betraying a Legacy
Fire Sale of Public Assets

Protesters at the Bridge Street vigil, 1990; NSWTF Collection

Action Makes Impact

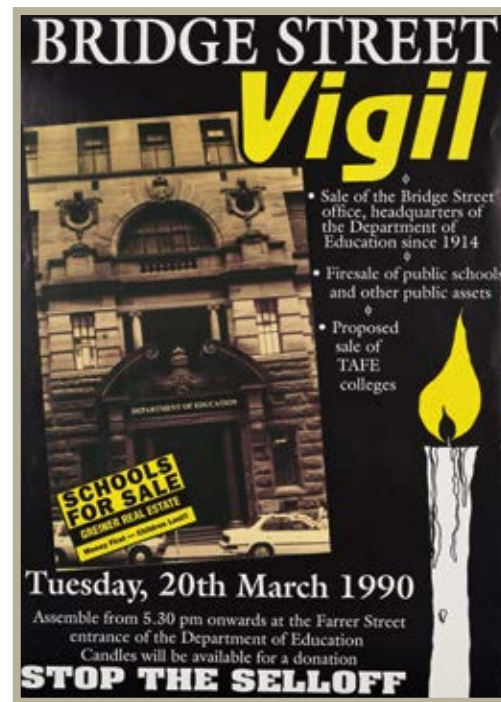
On 20 March 1990, Federation organised a candlelight vigil outside the Department of Education building at 33-35 Bridge Street, Sydney. Thousands of people gathered at the Farrer Place entrance to register strong protest about the proposed sale of the historic building, which had been the Department's head office since 1914.

Those who gathered at the vigil protested about the Greiner government's broad cuts to education, including its fire sale of an extensive list of public schools, TAFE colleges and other public assets. Education policy included increasing charges for public education, eliminating free public transport for school students and reducing teaching staff through

creating composite classes and closing smaller schools, while looking for public assets to sell.

The following day, Premier Greiner announced that the Bridge Street head office would no longer be sold but only leased, indicating it would be available for future generations as a public asset.

The reprieve granted to the Bridge Street building by the vigil of 1990 lasted 25 years. In August 2015, Premier Mike Baird announced that both the Department of Education and Department of Lands buildings would be leased for 99 years for the purposes of establishing a 300-room hotel. The last Department head office personnel from Bridge Street vacated the building in May 2018.



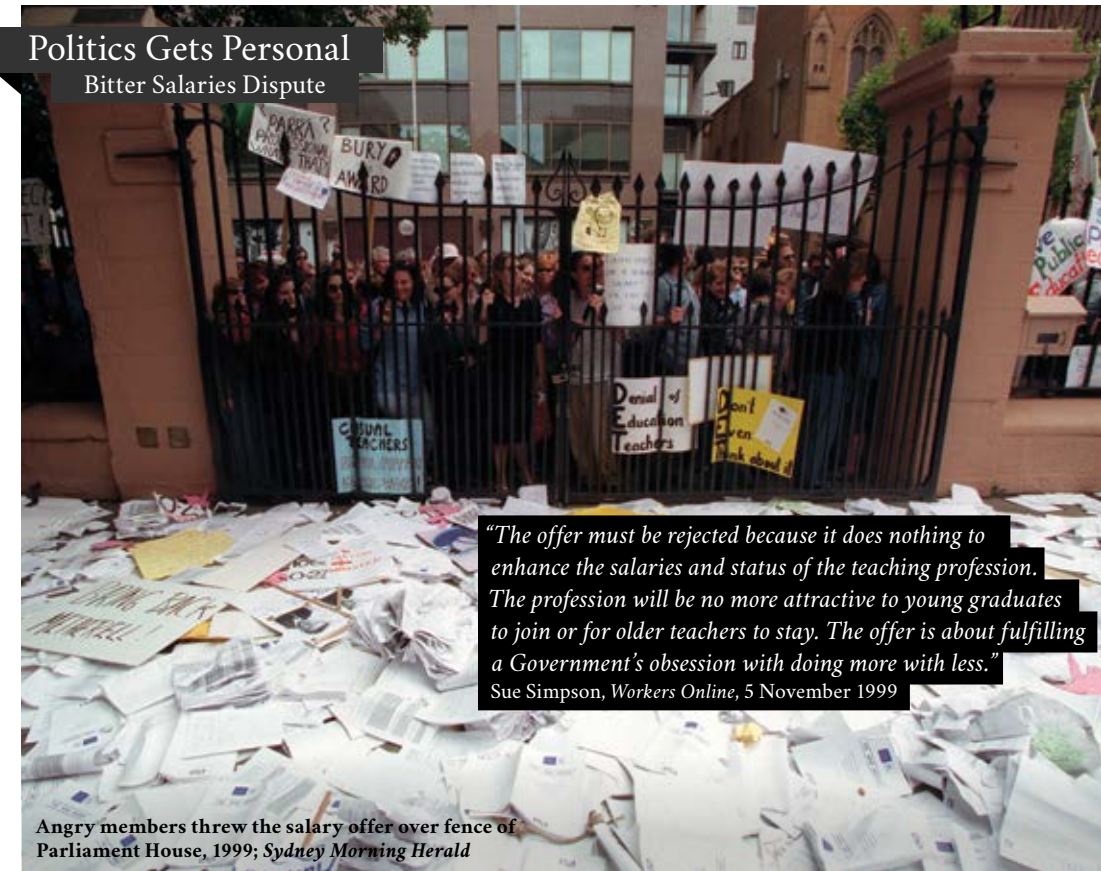
Federation campaign poster for the candlelight vigil outside the Department of Education building, 1990; NSWTF Collection



Thousands of people gathered at Bridge Street to protest about the proposed sale of public assets, 1990; NSWTF Collection

Politics Gets Personal

Bitter Salaries Dispute



"The offer must be rejected because it does nothing to enhance the salaries and status of the teaching profession. The profession will be no more attractive to young graduates to join or for older teachers to stay. The offer is about fulfilling a Government's obsession with doing more with less."
Sue Simpson, *Workers Online*, 5 November 1999

Angry members threw the salary offer over fence of Parliament House, 1999; *Sydney Morning Herald*



The salary offer inflamed the passions of Federation members who protested outside Parliament House, 1999; *Sydney Morning Herald*



Piles of rejected salary offers were collected during a rally in Macquarie Street, 1999; NSWTF Collection

Poor Track Record

The 1999-2000 Salaries Campaign was a particularly bitter one. From 1974, teachers' salaries declined significantly and by 1990 they had shrunk by \$16,000 in real terms.

The track record of the Carr Labor Government since 1995 in relation to teachers' salary awards was uninspiring. Labor backbencher Joe Tripodi suggested that teachers who were dissatisfied with the lowly offer from the government should "seek another career".

During the 1999 salaries campaign, President Sue Simpson was subjected to a barrage of insulting and unwarranted attacks by radio shock jocks and the Murdoch press. Computer manipulated pictures in *The Daily Telegraph* were particularly galling.

The attacks on the president for her strong and powerful advocacy for teachers and salary justice strengthened the resolve of members. But the Minister for Education John Aquilina refused to meet with Federation senior officers in an arrogant display of contempt for teachers and their working conditions.

Strong Resolve

On 1 November 1999, the Director General, Dr Ken Boston, attempted to bypass union negotiations and issued the salary offer directly online to teachers across NSW.

The offer of 9.6% over four years for a significantly increased workload inflamed the passions of members. Schools were to be open from 7.30am to 10pm and secondary teaching loads were to become open-ended. TAFE teachers would be required to teach an additional three hours per week.

On 18 November 1999, thousands of angry protesting members threw the salary offer over the iron railing fence of Parliament House during a rally in Macquarie Street.

It was not until June 2000 that Federation members endorsed a significantly revised salary offer which secured a historic recognition of equal pay for equal work for casual teachers.

Australia Needs TAFE

A New Campaign is Born

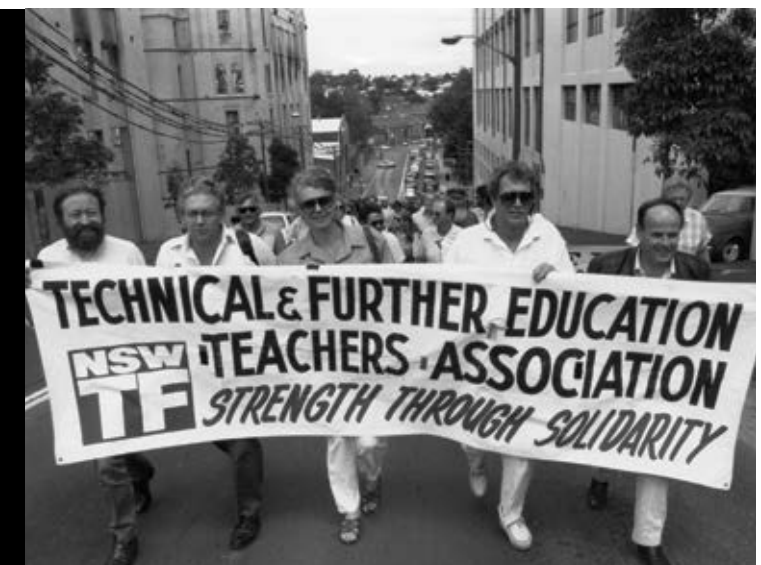
Disaster Relief

The Australia Needs TAFE campaign, launched in 1992 by Federation, was determined to combat the disastrous effect of the Greiner Coalition government's callous disregard for the TAFE system as a public education provider for school leavers and adult learners.

The 1991 TAFE award imposed by the Greiner government resulted in the loss of 100,000 student enrolments and a significant loss of permanent teaching positions. By 1994, forty-five per cent of all TAFE teaching was done by part-time and

casual teachers. The reduction in funding, introduction of TAFE fees and complex new enrolment procedures disrupted opportunities for students seeking to further their post-compulsory education options and gain workplace skills.

Immediately after Labor won the 1995 election, incoming Premier Bob Carr announced that Dover Heights TAFE would be sold. Successive governments since 1988 have offered no respite from attacks on the TAFE sector.



Throughout the 1990s, TAFE association members protested a vast number of attacks on the TAFE sector, 1990; NSWTF collection

2000s Fight for Fair Funding

Since 1964, when the Menzies Liberal government first endowed private schools with "state aid", billions of dollars have been paid to private schools while public schools remain chronically underfunded.

The Inquiry into the Provision of Public Education in NSW, announced in 2001 and sponsored by Federation and the Federation of Parents and Citizens Associations, provided a wealth of testimony for future campaigning.

Decades of campaigning for a fairer system of federal funding of education then led to the Rudd/Gillard Labor government commissioning the 2011 review into schools funding headed by David Gonski.

The Gonski funding model built on the work of Professor Tony Vinson, both identifying a chronic shortfall in public school funding in NSW and highlighting the urgent need to address the shortfall on the basis of clearly identified learning "needs" so that all public schools could attain a minimum resourcing standard.

Today, while the intellectual argument may have been accepted, the political battles are not yet resolved.



The Vinson Inquiry Testimony Sets Agenda

Undervalued and Overwhelmed

Inquiry head, Professor Tony Vinson, tabled his report in three stages throughout 2002 and his findings resonated across NSW with parents, academics, teachers and public education activists.

His recommendations received wide media coverage and enjoyed strong endorsement in editorials and articles.

The Vinson report had a major impact on the 2003 state election, with the Carr Labor government and the Coalition opposition both promising a reduction in K-2 class sizes as a result of his findings.

The report also influenced debate in the 2004 and 2007 federal elections regarding the urgent recommendation for a needs-based schools funding formula.



centre: Tony Vinson with his Audit Overview of the recommendations of the Inquiry into the Provision of Public Education in NSW.
left: David Giblin, Tony Vinson and Maree O'Halloran at the associated media conference; NSWTF Collection

First Peoples First

The 25-Year Approach

Close the Gaps

Aboriginal education has been on the union's agenda since 1918.

Federation developed its first comprehensive Aboriginal education policy in 1980, but for many years prior, the union had advocated for the First Peoples on wider issues. Federation recommended members vote "yes" in the May 1967 referendum to remove discrimination against Aboriginal people from the Constitution.

The Close the Gap Report to the Prime Minister published by the federal government in June 2010 identified significant gaps in education and health outcomes for Aboriginal Australians compared with non-Aboriginal Australians.

The Aboriginal Education 25 Year Approach: The Way Forward action plan for Aboriginal education was endorsed by the 2010 Annual Conference. The plan acknowledged the seriousness and urgency of the challenges involved in closing those gaps in NSW public schools, preschools and TAFE over the next generation.



"The real life situation faced by Aboriginal students and their communities remains the most pressing human rights issue in our society."

Federation's 2010 Annual Conference decision, "The Aboriginal Education 25 Year Approach: The Way Forward"

Today there are close to 50,000 Aboriginal students in NSW public schools. The ABS figures for 2017 indicate a significant rise in the retention rates for year 12 for Aboriginal students over the past 10 years. The retention rate in 2008 of 47.2 per cent was surpassed by the 66.4 per cent retention rate for 2017. The significant increase is welcomed but the campaigns to close the gaps for Aboriginal students are continuing.



Documents explaining the case for reducing class sizes were issued to members, along with a 17-minute video for all schools.

The Deception of Averages

For Classes, Size matters

Twenty is Plenty

By the time the Carr Labor government was elected in March 1995, NSW public school students endured the worst class sizes in Australia.

Despite releasing a 60-page education manifesto in 1995 and styling himself in opposition as the "education premier", Bob Carr failed to implement any meaningful reforms in relation to class sizes.

Federation's 2001 Annual Conference resolved to seek commitment from all parties to reduce class sizes, initially in economically disadvantaged areas and then across all of NSW.

The months leading into the state election in 2003 were dominated by recommendations from three reports from the Vinson Inquiry into the Provision of Public Education in NSW.

Professor Tony Vinson addressed a Public Education Forum at Sydney Town Hall on the eve of the election, in February 2003. His priority recommendation that class sizes for the first four years of school be reduced to 20 as a matter of urgency resonated widely.

Documents explaining the case for reducing class sizes were issued to members, along with a 17-minute video for all schools. "Twenty is Plenty" leaflets and postcards were distributed to parents and Professor Vinson explained that reliance on average class sizes constituted flawed policy because averages were deceptive.

The Carr Labor government, in the lead-up to the March 2003 election, could not ignore the highly regarded Vinson report and its recommendations, the intense lobbying by Federation and its Public Education Alliance partners, or international research outlining ideal learning conditions for students in the early years of schooling.

A media release from Premier Carr on 9 March 2003 considerably shifted Labor's position, promising 1400 new teachers for K-2 classes, \$329 million to reduce class sizes in NSW public schools and all Kindergarten classes reduced to 20 by 2005.

Vinson Meets Gonski

Fair Funding Foundations

#OnBoardWithGonski

In 2001, the Howard government introduced the controversial and flawed socio-economic status (SES) funding formula for schools funding. Schools with identical or similar SES categories based on the postcode of parents, received significantly different levels of funding. The system was awash with secret side deals. Very wealthy schools received the highest funding; the SES formula was educationally and financially indefensible.

By 2010, the case for significant reform was compelling, and the Rudd/Gillard government commissioned yet another inquiry into schools funding.

The Review of Funding for Schooling (Gonski Review) found a significant increase in funding – with additional money targeted at specific areas of disadvantage – was urgently needed to improve education standards in Australia. The Review advocated a "needs-based" schools funding regime that would, in time, provide

an opportunity for all schools to reach the "national minimum resource standard".


Funding for the recommended full six years was not agreed to by all states and territories before Labor lost office in September 2013. Since the election of the Abbott government in 2013, the Coalition has refused to implement the full Gonski funding regime. In March 2018, the Turnbull government announced a new funding model that will leave public schools a long way short of the Schooling Resource Standard by 2023.

Public school teachers and parents and teacher unions across Australia have campaigned with great enthusiasm for the implementation of the full Gonski funding originally promised by the Gillard government and later after 2013, by the Shorten Opposition. The campaign wants 100 per cent of public schools to reach the Schooling Resource Standard.



A protest ahead of a meeting of the Council of Australian Governments in April 2013; NSWTF Collection





Anti-Racism Charter

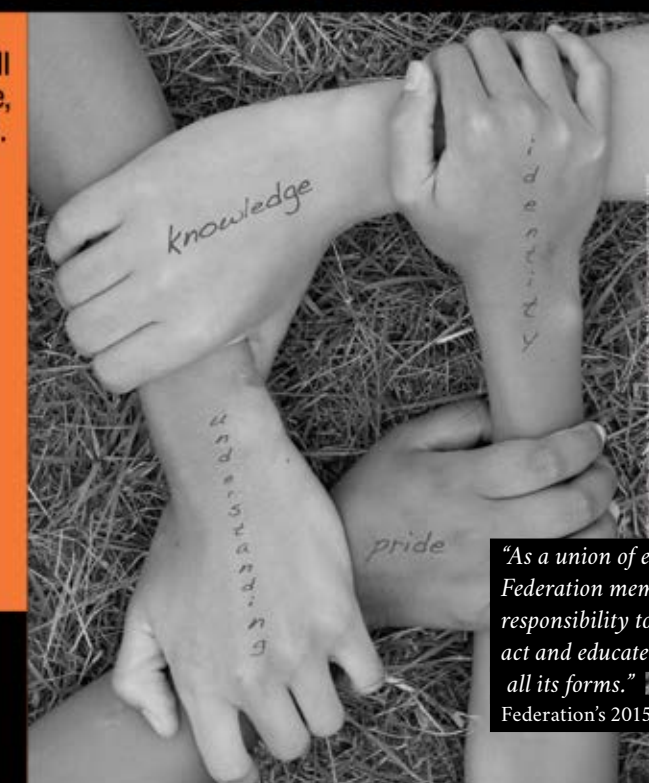
Federation rejects racism. As a union of educators all Federation members have the responsibility to organise, oppose, act and educate against racism in all its forms.

1. Federation's Anti-Racism Policy applies to all Federation members and employees.
2. Federation will assist and inform members of their rights and avenues of redress when confronted by racism.
3. Federation will support members in their endeavours to remove barriers which results in racist outcomes.
4. Federation will ensure that all its policies, practices, structures and publications are consistent with the Anti-Racism Policy.
5. Federation, through its decisions and policies, will heed the voices of its members and students who are subjected to racial abuse, discrimination or vilification.
6. Federation Code of Ethics: "12. Members shall not engage in any form of racist behaviour, comments or dissemination of racist material."

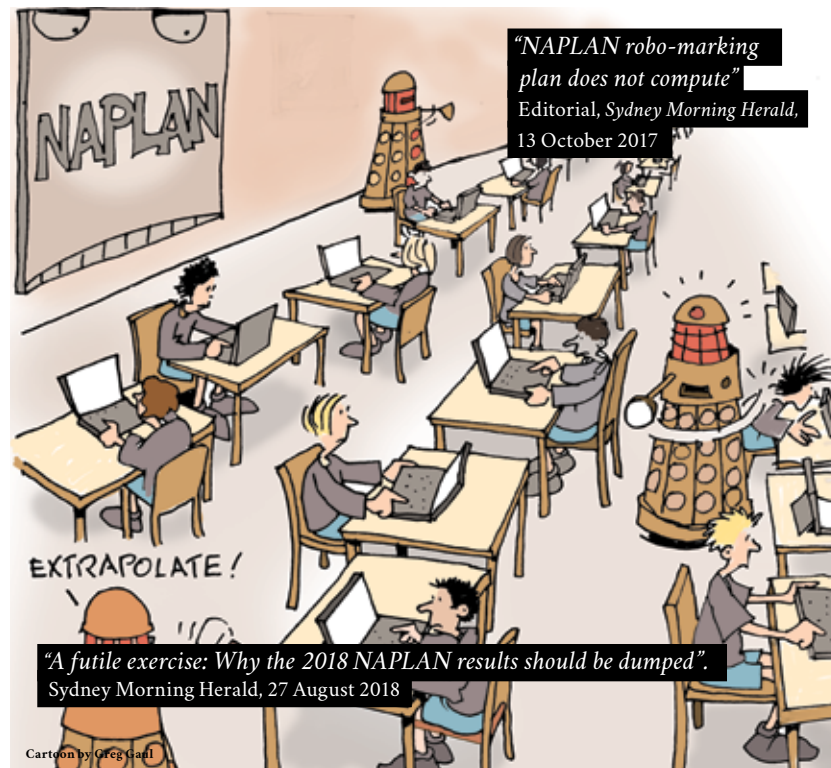
Definition

Any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment (or exercise) of any person.

"As a union of educators, all Federation members have the responsibility to organise, oppose, act and educate against racism in all its forms."
Federation's 2015 Anti-Racism Charter



2000s Fight for Fair Funding



Blood Sport

The Abuse and Misuse of Data

A Sorry Spectacle

Since the introduction of national standardised testing in literacy and numeracy for students in 2008 and the establishment of the MySchool website in 2010, Federation, academics, public education activists and the teaching profession have campaigned against the misuse and abuse of national testing data.

For the first five years of the NAPLAN/MySchool regime, public schools despaired over the creation of league tables. Student testing data became a blood sport while politicians and ACARA took no responsibility for the sorry spectacle.

NSW teachers and principals were prepared to support a national moratorium on the 2010 NAPLAN test.

Federation is making headway in the debate.

The call for reform of NAPLAN is growing, as criticism of the tests and reporting of results comes under increasing scrutiny.

Earlier in 2018, Education Minister Rob Stokes sensibly banned plans by the Australian Curriculum, Assessment and Reporting Authority (ACARA) to allow robot/computer marking of the NAPLAN writing test.

However, the determination of ACARA to proceed with online testing as a cheaper (but not necessarily educationally defensible) version of national testing for some schools in 2018 presented a new set of issues.

Stop TAFE Cuts

Is Anybody Listening?

Damage Undone

The Stop TAFE Cuts campaign was launched by the Australian Education Union in 2013. Federation members' support for the campaign has led to growing community support for all government vocational education funds to be directed to TAFE.

Successive cuts, chronic underfunding and the shifting of costs to students by increasing fees have damaged the TAFE sector.

Both state and federal governments have preferred to let contracts to less-than-qualified, private, for-profit providers rather than invest in public provision of post-school skills-based training.

The last of Federation's Adult Migrant English Service Teachers Association members moved to the TAFE Teachers Association in 2016 after the federal and state governments pursued a privatisation agenda since 1996, where lower paid Adult and Community Education tutors and private providers were preferred to qualified AMES teachers.

TAFE won back the Adult Migrant Education Program from Navitas in 2017 for the greater Sydney area and has reinstated hundreds of part-time casual teachers on that program. This will guarantee language programs in TAFE until 2022.



Campaigning in Tamworth during the 2014 Country Music Festival; NSWTF Collection

Education Beats Crime

... But Not Politics

Ignorance Prevails

On May 12, 2016 Corrective Services NSW announced its draft plan that would delete all Senior Correctional Education Officers, 35 of the 39 Educational Officers and all but 16 of the Correctional Teachers, abolishing 138 of the current 158 qualified teacher positions.

Baird Government Corrective Services Minister David Elliott angered teachers by saying that he did not agree that formal academic qualifications were necessary to deliver educational programs to prisoners.

On September 14, 2016 teachers in Corrective Services took industrial action, and a large rally was held outside NSW Parliament House, which attracted support from many political corners. Federation President Maurie Mulheron told the rally that with NSW having the highest recidivism rate in Australia "this is not the time to experiment with bad public policy to save \$5 million".

A Federation petition of 14,000 signatures requesting the retention of qualified teachers in Corrective Services was tabled in the NSW Parliament in October 2016.

The petition successfully forced a debate on the floor of

NSW parliament. The turbulent debate that followed saw lively speeches in favour of Federation's position.

After the debate, a teacher at Long Bay CC, Daniel Conlon, said he was "frightened" at the potential effects of Minister Elliott's decision, not just on teachers but on "the inmates who will not receive an adequate education and who will return to the places from which they came, worse off".

Eighty five per cent of Corrective Services teachers were replaced by clerical staff on lower salaries; only 20 teachers were to remain with Corrective Services.



Rob Long (right) hands Federation's 14,000-signature petition to MP Guy Zangari at Parliament House on 20 October 2016; NSWTF Collection



A rally outside NSW Parliament House in September 2016; NSWTF Collection

FOR A FAIR GO FOR ALL CHILDREN

SUPPORT PUBLIC SCHOOLS

FAIRFUNDINGNOW.ORG.AU



Authorised by Susan Hopgood, Federal Secretary, Australian Education Union, 120 Clarendon St, Southbank 3006.



NSWTF Marching Banner by Birgitte Hanson

Jennie George asked us to always uphold the concept of public education as a public good. She reminded us that we should always challenge the notion that education is a commodity, something to be accessed and purchased for individual benefit. We should never stand for the marginalisation of public education. Public Education creates community and underpins the values of a democratic society. As supporters of public education, we must be loud and bold.

For 100 years Federation has and for 100 more, Federation will.

John Dixon, General Secretary

“ It’s a great union, always has been, always will be.
It’s always been a democratic union, an activist union, a progressive union,
a union that cares about things beyond just salaries and working conditions.
That’s the primary reason for its existence, but it’s also a union
that’s always made a contribution to good causes, to the causes of
Indigenous people, to the causes of peace, to the women’s movement.
So we’ve always had a very proud and progressive track record.”

Jennie George, NSWTF General Secretary (1980-82), President (1986-89)



Authorised by John Dixon, General Secretary, NSW Teachers Federation,
23-33 Mary Street, Surry Hills NSW 2010. September 2018.
