



## Commercial Education Society of Australia

Established 1910 • Incorporated 1911 • A not-for-profit organisation

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## Chairman's Report

By Kathleen McKenzie MAA FCES FRSA FIPS



Welcome to our newsletter. I want to share with you my observations and experience with creative teaching in the vocational education and training classroom.

I know from years of experience in vocational education that building a creative learning environment in the classroom is often not easy. It needs time and space, and, sometimes, changes in timetabling, in order to engage in more creative and innovative activities. This is a major factor that involves teachers, learners, timetable planners, resource organisers, enrolment processors and administration.

At the same time, it can seem that creativity and innovation are stifled by the number of diverse learning levels, or the number of competencies to be achieved, or by lack of time in the teaching and learning schedules, and by other systemic barriers such as assessments and validation. Added to all of that is the continual upgrading required to become familiar with the revised Training Packages.

We know that the mental, physical and emotional capacities of our learners are not set at birth. We can encourage these changes through interaction with the environment. The key issues in both education and the workforce are the interactions between the 'social' and the 'environmental'. Now the focus is on teamwork, communication and interpersonal relations.

A creative environment requires us to apply and balance the analytic, synthetic and practical abilities of learners. Not only do we ask what does this mean, we also want to know how can we do it, and, is it really necessary.

We can do this by encouraging the learner's analytic ability by helping them to develop their critical thinking skills. Often, this can be seen as a waste of scheduled 'learning' time although we know that this is a much needed skill in the workplace.

Can we encourage the learner's synthetic ability to generate interesting ideas? Often, this type of thinker is able to make the connections between things that other people do not immediately recognise. I'm sure that you have learners who can do this.

Can we help to develop the learner's practical ability by guiding them how to translate theory into practice? I mean converting abstract ideas into practical ones, so that it becomes easier to see whether the ideas have a potential audience.

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As you read this, you are probably saying, "All very well in theory—in a perfect world it would work."

Yes, it does require a bit more time both thinking about how you can do it and finding the resources or materials or even using the materials already available to you in a more creative way.

I know that there is so much to get through in most modules and although our main purpose is to give learners an all-round education it can sometimes become blurred. With enrolled learners now there is a diversity of cultures, varying backgrounds, varying abilities and, for some, varying motivation.

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Creative classroom teaching then becomes a necessity.

In your experience you probably know how you can achieve optimal learning by matching different kinds of instructional materials, or examples, or different approaches for different learners. This is where technology, even simple technology can be employed. Ever thought of including some You Tube examples? Learners respond to these because watching You Tube is part of their world, and often, getting across what you have already said is easier to understand.

Another visual is creating Power Point presentations. Learners can learn to work in teams and communicate with each other. This can encourage them to become open to listening and incorporating other ideas. Research can become more organised and streamlined because it encourages learners to become more creative with language by changing phrases or altering key words in order to find what they are after.

Have you ever thought of using role play? Workplace Health and Safety modules are easy scenarios to build. A simple change of seating such as a circle of chairs, or a U-style of seating, gives a more inclusive feeling and a more comfortable way of contributing.

I can hear you say that it might work for the above, but what about in the computer lab? Role play and desk configuration changes, for example, are not workable with many software

programs. This is where your creativity comes in. Why not design a group or individual project for a start-up technology company, or a digital platform for employment news?—look at the numerous competencies involved and the collaboration involved.

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***Creative classroom teaching then becomes a necessity.***

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I know that VET teachers are overloaded with work and this might appear to give you more work. Perhaps, just try one of the ideas that would fit your class. At the front of our minds we see the learner's future employment potential and the skills for that learner to reach his or her goal. And, yes, it does take more time initially to put this into action, but I hope that you try it.

**More reading:**

- *How Interdisciplinary Thinking Can Help You Learn More*, Saga Briggs  
<http://www.opencolleges.edu.au/informed/learning-strategies/how-interdisciplinary-thinking-can-help-you-learn-more/>
- Sternberg, R. J. (1985). *Beyond IQ: A Triarchic theory of human intelligence*. New York: Cambridge University Press
- Sternberg, R. J., & Williams, W. M. (1996). *How to develop student creativity*. Alexandria, VA: Association for Supervision and Curriculum Development

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## **Contribute to the CESA Report**

The Commercial Education Society of Australia Newsletter will now become The Commercial Education Society of Australia Report. As a professional Society we encourage you to have your articles published. Being published in a professional report is a boost to your resume or LinkedIn, a part of your own professional development and a way of ensuring and also

demonstrating that you are keeping up with the developments in your field. Encourage your colleagues to join the membership so that they can contribute to the CESA Report. Attending conferences are costly and time consuming. Writing an article can be done in your workplace or home without much intrusion into your life. Contributions can be in the format of:

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- Opinion articles, which present the author's viewpoint on the interpretation, analysis or methods of a particular study. They include comments on strengths and weaknesses and provide constructive criticism. These articles promote discussion on current issues and are relatively short.
  - Perspective articles, which are usually essays that present a personal point of view of work in a particular field (e.g., Vocational Education and Training).
  - Commentaries, which are short articles on a particular published work or study and why it is illuminating to members.
  - Book reviews, which can provide insight and opinion on a published book or study.
  - Articles, which can be about your experiences of teaching, working, travelling, or everyday life that you can share with other members.
- We welcome all contributions.

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## Welcome new Fellows

**CESA welcomes two new Fellows to the Society.**

### ***Mark Lee FRSA***

Mark has been a member of the Society since 2001. In 2016, his application for Fellow was approved by the Society's Council.

He has a sustained record of achievement and contributions across both private vocational education and training and higher education sectors over the last 17 years.

He has a Master of Information Technology, Graduate Diploma of Adult and Vocational

Education, Diploma of Training and Assessment, Graduate Certificate in E-Learning and numerous education qualifications spanning the disciplines of education, IT and business.

He is currently Adjunct Senior Lecturer in Education; Charles Sturt University; Honorary Senior Research Fellow in IT, Federation University, Australia; and Principal Consultant of Enable Learning Solutions.

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### ***Kelvin Lo FRSA***

Dr Man Fung Lo FRSA (Kelvin) was admitted as Fellow of the Commercial Education Society of Australia on 12 April 2016.

Kelvin obtained his BBA, major in Information Systems, at the Hong Kong University of Science and Technology. He further received a Postgraduate Diploma in Education (Liberal Studies) from the University of Hong Kong, a Master of Science in Information Systems from Hong Kong Polytechnic University, and a Master of Arts in Quantitative Analysis for Business from the City University of Hong Kong.

Prior to joining The Hong Kong Polytechnic University, he worked at different higher education institutions, including The University of Hong Kong, The Chinese University of Hong Kong, The City University of Hong Kong, The Open University of Hong Kong and The Vocational Training Council.

His teaching and research interests range from information technology, mathematics and statistics to business management.

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## VET translates into practical experience

By Tupou Seini Bryce

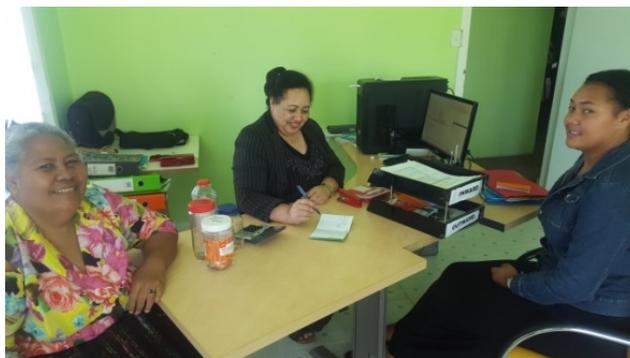
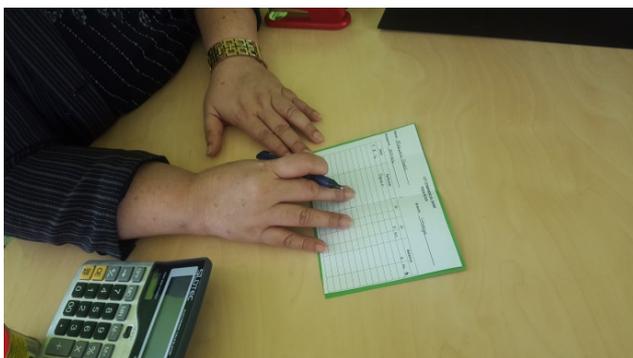


While gaining experience in office practice skills, students at Lavengamalie Institute of Technology, Tonga, are having fun recycling containers and banking their left over coins.

Tupou Seini Bryce, LIT Assistant Director of Academic, her assistant Irene, and Lesieli, Deputy Director Administration, initiated the scheme this year with the two-fold purpose of giving students hands-on practice with money handling, and encouraging savings. An added benefit is the opportunity to recycle containers, which otherwise would be going to waste, to store the students' deposits.

"Students collect any coins they receive as change when they buy something, bring them to school and put them into their own personal recycled containers," explains Tupou. "It's our little school bank," she says. "We have designed a simple deposit form, and a passbook to keep a summary of the coins that have been deposited."

Students take turns in the role of bank teller and lock the containers in a cabinet after the monies have been sorted into the correct containers each day. Come December students will be allowed to withdraw their savings. "We want to see how much they can save," says Tupou.



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## The future for employment

By Barry Loewe

The adaptation and adoption of current technologies means there is about 78 per cent feasibility of automation. The most susceptible are jobs that involve specific repetitive actions, such as assembly lines, including manufacturing (although not much manufacturing is done in Australia now), food services, accommodation and retailing.

### Baggage handling

For example, according to an article in *The Guardian*, July 2015, a hotel in south-western Japan, called The Weird Hotel, uses an automated trolley to take luggage to the rooms. Hideo Sawada, who runs the hotel, says that using robots is not a gimmick but a serious effort to use technology and achieve efficiency. To read the full article, see:

<https://www.theguardian.com/world/2015/jul/16/japans-robot-hotel-a-dinosaur-at-reception-a-machine-for-room-service>

### Customer service

In February of the same year, *The Guardian* reported that a Japanese bank was planning a trial to use a robot called Nao which was programmed to speak 19 languages and to analyse customers' emotions from their facial expressions and tone of voice, enabling it to greet customers and ask which services they need. To read the full article, see:

<https://www.theguardian.com/world/2015/feb/04/japanese-bank-introduces-robot-workers-to-deal-with-customers-in-branches>

It is a necessary pre-condition that technical feasibility is needed for automation, but other factors need also to be considered, including the cost of developing and installing both the software and the hardware, and labour costs and related supply-and-demand dynamics. If workers were in abundant supply and cost significantly less than automation, automation would lose out, but, if we go beyond the benefits of the substitution of labour, including outputs at higher levels, better quality and fewer errors, then automation would be something to seriously consider.

While these considerations could offer larger returns than those of reducing labour costs, another factor is whether machines are socially acceptable in particular settings. Take, for example, nursing functions. How acceptable would automation be to patients or the family? Would automation be acceptable in such a stressful setting that requires human contact thus compounding a delay in patient recovery time? These are issues that have to be weighed up; trade-offs have to be considered.

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***Automation does not spell the end of jobs in all cases. What it might do, however, is take over routine tasks.***

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Automation does not spell the end of jobs in all cases. What it might do, however, is take over routine tasks. Basker<sup>1</sup> cites the introduction of barcode scanners and point-of-sale systems in the US that reduced labour costs by more than 4.5 per cent per store. At the same time, it allowed a number of innovations, including increased promotions. But cashiers were still needed—in fact, their employment grew at an average rate of more than 2 per cent between 1980 and 2013. Check out your own local supermarket.

The hospitality industry, especially the food sector, is ripe for automation. Even now, there are self-service cafeterias, self-service ordering, and you could certainly see in the future a robotic made cheeseburger from Maccas. However, for those who are dining in a 5-star Michelin restaurant, robots would not be acceptable.

Data collection and data processing are becoming more automated, but bookkeepers, accountants and auditors require skills and training. How many of you would like to talk or be advised by a robot instead of by your accountant?

What about automation where people rely on their professional expertise in areas of investing

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and the financial sector. For example, a mortgage broker would be able to spend more time advising clients and using their experience if the routine jobs of verifying documents and credit applications were automated.

Automation will force companies to re-conceptualise the idea of the job. It will force them to break up the jobs into component parts and, in turn, this can give them the opportunity to maximise the visibility and mobility of their best people.

Using workforce platforms to sort out information on employees' skills, work performance, work styles, personality traits, availability, and locations, can be particularly valuable matchmakers. They can play a clearing-house role in matching people and opportunities

while matching colleagues with specific skills, especially important in multinationals with offices around the world.

So, there are pluses and minus to automation. We have to be ready for it and be able to think creatively. We need to see where automation is in the best interests of both the company and the people who make up the company.

Another interesting article is *The Wall Street Journal's In China, a Robot's Place is in the Kitchen*—<http://www.wsj.com/articles/in-china-a-robots-place-is-in-the-kitchen-1469393604>

<sup>1</sup> Change at the checkout: Tracing the impact of a process of innovation, *The Journal of Industrial Economics*, Vol 63, No 2 pp 339–70.

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## Creative Industries, a strategy for 21st Century Australia

By Simon Stevens

Most people have heard the term “Creative Industries”, and have a vague idea of what it means. The term describes the generation of creative intellectual property with the potential to be commercialised. This is why almost all governments are promoting the creative industries—it is good for the economy and has the ability to create employment. The creative industries include:

- music and performing arts
- film, television and radio
- advertising and marketing
- software development and interactive content
- writing, publishing and print media
- architecture, design and visual arts

(The Cultural Ministers Council Report, 2008, *Building a Creative Innovation Economy, 2008*)

All around the world, the creative and cultural economy, which refers to the financial potential of pursuits that trade with creativity, knowledge, and information, is talked about as

an important and growing part of the global economy.

Most governments and creative sectors across the world are increasingly recognising its importance as a generator of jobs, wealth, and cultural engagement. At the heart of the creative economy are the cultural and creative industries that lie at the crossroads of arts, culture, business, and technology. What unifies these activities is the fact that they all trade with creative assets in the form of intellectual property, the framework through which creativity translates into economic value.

Australia has a long history of support for arts and culture, which enrich our society and reflect our national identity. For example, throughout metropolitan, regional and rural Australia you will find that our creative industries are comprised primarily of many small, dynamic firms. Both government and private investors support these businesses and talent wherever they are located to enable them to develop and compete globally.

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Among the World's Most Innovative Companies in 2014, according to articles in the e-magazine, *Fast Company*, (<http://www.fastcompany.com>) included:

- Calico, a spin-off company, working to extend the human lifespan
- Google's autonomous vehicles, which reached the 500,000 driver-free mile benchmark incident-free
- Google Fiber, which is bringing gigabit Internet service to Austin, Texas, and Provo, Utah, inspiring Los Angeles and Louisville, Kentucky, to follow (much of Google's work changes our daily lives through sheer convenience)
- Glass, which is making wearables the next computing trend
- Shopping Express, an experiment in same-day delivery with national and local retailers
- Google Now, which reminds users when their favourite band or author has a new release and when the last train is leaving before it's too late
- Warby Parker, for building the first great made-on-the-internet brand
- Apple, for creating magic with minutiae
- Alibaba, for helping consumers to save, spend, and be entertained
- Instagram, an industry online photo sharing, video sharing, and social networking service

- Indigo, for making it feel good to fly cheaply
- Spotify, which has trained more than 25 million people to pay for streaming music rather than pirate it for free
- Shazam, a pop-up video that names that tune all the time
- Netflix, on-demand internet streaming
- Fuseproject, for designing for user comfort, for example, the keyless door lock

In the European Union, the creative and cultural industries are worth 500 billion euros; they employ about six million people.

In the United Kingdom, the Department of Culture, Media and Sport 2014 reports that it brings in 71.4 billion pounds and employs 6.1 million people in the London area alone.

In Australia 531,000 people were employed in the creative industries in 2008. According to the *Australian Policy Online Report*, in 2014, Australia's contribution to the economy in 2008 was \$31.1 billion.

From my experience and observation, the nurturing of students' cultural capital should be given a much higher profile. Although government and private commercial companies are employing innovative approaches to the creative industries, they are still vulnerable to political changes and economic restraints.

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## My career in vocational education and training

By Ella Holmstrom

More than 30 years ago I enrolled in a secretarial course, much to my dismay. My father thought that I should have good training in something that "I could fall back on." Then, I thought that it was a very old-fashioned way of looking at the future. You see, I was quite sure that I could become a famous rock singer!

Wow, was I wrong. I ended up really enjoying the work, especially shorthand. I graduated and worked for a private firm importing and exporting all kinds of products from nuts, dates, rice, wheat, etc. to Turkish pottery and rugs. I

enjoyed it, but my lack of Turkish language was a hindrance to being able to talk to a lot of the customers and sellers.

Next, I got a job at Westpac in the city. I worked in the Finance Department, and was told not to do any work that I wasn't asked to do. I found that really strange as I was brought up to pitch in and get the all work done—I had not known any division of labour. I lasted there for a year.

I saw an advertisement for a small business college in the city and found out how to get my

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qualifications so that I could apply for a teaching job. Eventually, I was successful. I started as a part-time teacher teaching typing and shorthand. It was six months before I was allowed to read shorthand speed. I can remember being so nervous and trying so hard to make sure I hit the 15 seconds on each section of the marked-out piece.

My friend said that there were some jobs going at TAFE and I should apply if I was interested. I did, but there was a four month wait. Eventually, I was appointed to teach Office Practice. One of the full-time teachers had slipped and broken her leg. I was asked to fill in temporarily teaching Bookkeeping. Bookkeeping then was the old journal and ledger books. I spent 17 years there and enjoyed every minute of it. Every day was different, and every student was different. This was especially so when international students began to arrive.

The next move was to a city university to act as a Quality Assurance Manager. This was a new role in most institutions and I was able to handle it well because of my background in vocational education. It meant organising, planning, and implementing practical steps to increase efficiency and productivity.

The university section grew bigger and bigger because of the influx of international students, which, in turn, saw a need for an increase in the administration and academic staff. I was there for 12 enjoyable years.

My present position is back at a private vocational training institution. I teach students MYOB, OHS and Promoting Innovation in a Team Environment. My role is to help and encourage students to develop skills for the global market.

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## Boosting Competition in the Digital Economy

By Zane Patel

The digital economy is a general term used to describe markets that focus on digital technologies. In 2012, the Organisation for Economic Co-operation and Development (OECD) defined the digital economy as being "... comprised of markets based on digital technologies that facilitate the trade of goods and services through e-commerce." The OECD observed that in recent years the digital sector has been a vital force in global economic trade. This shift has influenced society beyond the digital technology context.

The digital economy is a network of economic and social activities that affects our lifestyle. It works by trading information on goods and services through electronic commerce.

The digital economy comprises most of the devices that we use every day such as computers, phones, game consoles. It enables us to start up a web browser and search for a local restaurant, to send a text message to a friend, or to use a direction finding device in our cars. You

are part of the digital economy because you have probably used your debit or credit card to pay for goods or for services when your doctor receives your pathology results electronically.

The layered effect allows separate segments for both data transportation and applications. Through participating in the digital economy, Australia can boost its productivity, global competitiveness and social well-being.

The European Round Table (ERT) 2013<sup>1</sup> found that:

1. internet connectivity makes up nearly 25% of Gross Domestic Product (in OECD countries) covering health, education, transport and utilities
2. Information Communication Technology (ICT) can decrease investment and operating costs through efficiency
3. Broadband acts as an efficient and cost effective means of economic growth

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4. Using the Cloud for businesses means lower IT costs
  5. Investment in ITC generates greater productivity

In Australia, we have a good example in the CSIRO's expertise in cyber security, broadband technologies and services and science.

The Australian Computer Society's Statistical Compendium (2012) noted that the Australian Government contributed a \$6.5 million boost for ICT education through the launch of a national Digital Careers program.

The National Digital Economy Strategy Report, Advancing Australia as a Digital Economy, laid out the next steps towards delivering the Government's plan for Australia to become a leading digital economy by 2020 by supporting local government, small business and not-for-profit organisations.

Senator Kate Lundy (ACT 2013) supported this plan and set it out on her website:

- Digital First, a plan to have the vast majority of government services entirely online by the end of 2017
- Digital Careers, a development program for school students to help increase the number of Australians who have a career in information and communication technology
- Promoting the adoption of the Cloud computing by government agencies and ensuring Australia is a trusted hub for data storage and processing
- Reviewing the regulations around Employee Share Schemes and consulting on crowd-sourced equity funding to boost support for Australian tech start-ups

You can now begin to understand the effect of digitisation on the economy in everyday life if you compare something as simple as the post office and its delivery of physical mail to digital electronic mail systems. E-mail messages move faster than mail trucks; you can send out group emails, or a distribution list with the flick of a keyboard, and you have a permanent and easily accessible record of communications. E-mail is

just the beginning of a whole new way of collaboration between humans. Product planners can work effectively as a team from any location whether it be at home, a hotel room, interstate or overseas. The digital economy is changing every aspect of commerce, management, and learning. Text-based e-mail systems are being replaced by multimedia mail, which means your message can contain video and audio. This capacity means that we can communicate across time and space.

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***The digital economy is a network of economic and social activities that affect our lifestyle. It works by trading information on goods and services through electronic commerce.***

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As information shifts from analogue to digital, physical things can become virtual. The nature of the economic activity will change, and this in turn will promote a change in the relationships with institutions and businesses. (*Bloomberg Business Week* 2002)

How will the relentless advance in technology and automation affect the balance between humans and machines in the workplace and the composition of skills for future employment? Since 2000 both in the US, Australia and advanced economies, middle-class jobs have been declining. This is a significant threat to the livelihood of both current and future workers. Smart machines continue to be applied to activities that require our cognitive abilities.

The upside is that Frank MacCrory et al. (MIT) found that even though there is a considerable reduction in skills that compete with machines, there will be an increase in skills that complement machines, and an increase in skills where machines (so far) have not been so successful. Complementarity across skills has increased, improving the need for worker flexibility. You can see the remarkable scale and scope of occupational skill changes just in your lifetime and for future generations. (*Wall Street Journal* Jan 2015)

<sup>1</sup>Boosting EU competitiveness and jobs through the digital economy 2013

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## VALE

### *JOAN FIELDING/MACKENZIE, OAM 1921–2016*

#### **Pioneer for women in vocational education and training**

Joan Fielding had a stellar career in the vocational education and training area and was an encouragement to women to see the possibilities of career opportunities.

Joan was an energetic, experienced and skilled educator who never lost her interest in vocational education and training because of the employment and further education opportunities it presented.

Joan was the first female Inspector for the Public Service Board and by 1976 she was appointed Head of School and State supervisor; and appointed a member of the Australian Standards Committee. Joan's job included driving three times a year to every TAFE in NSW to inspect the delivery of curriculum, interview both the teachers and head teachers, as well as to inspect the buildings.

To expand her knowledge of vocational training, Joan became a member of the Commercial Education Society of Australia in 1952, and in the 1970s was appointed to the Society's Council. From 2002–2009, Joan was President of the Commercial Education Society and was made a Life Fellow in 2009. Up until her death, Joan was still a contributing member of the Council.

Joan was born Joan Evelyn Fielding. In 1919, Joan's parents, Evelyn and Ernest, had come out to Australia with the children of his late wife, Mary, and her children, Majorie, Eileen (known as Nancy), and Ernest. Ernest senior was an accountant on the London, Midland, Northern and Scottish Railway in Derby when he met Evelyn.

Joan was a member of the Air Training Corp and other organisations during her school years. She was dux of South Strathfield Public School and then selected as a student to attend Fort Street Girls' High.

Lithgow. This meant that when she finished the class at 3:55 pm, she ran to catch the bus at

Joan started her career as a trainee teacher in 1942 at Miss Hales Business College under the leadership of Miss Martina Kennedy.

Then, in the post war years, Joan joined the New South Wales Department of Technical Education (later known as Technical and Further Education, TAFE) as it expanded to train students to enter the workforce. She also trained the armed servicemen who had been demobbed after WWII under the Commonwealth Repatriation Training Scheme.

In the late 1970s and early 1980s Joan led a research and development curriculum team, aided by special funding. This process introduced new and innovative teaching practices and syllabus just prior to the introduction of computers into TAFE classrooms. Joan was also the author of many textbooks that were used in classrooms around Australia.

Joan married Victor King Grieves in 1964. Victor was a foundation member of the ABC Sydney Symphony Orchestra where he was principal second violinist. Victor won £12,500 for his music. In 1956 Joan and Victor spent the year in England, Victor touring with the symphony orchestra, and Joan teaching in London.

In 1964 they returned to England with Joan on a Commonwealth teaching scholarship in London. Joan taught vocational/commercial subjects, while Victor played in the European Symphony Orchestra and did some studio recording for the orchestra.

In 1971 the Working Conditions Resolution provided for itinerant teachers to refuse to work beyond 30 hours. To accommodate these teachers, Joan was doing a circuit between Katoomba and Lithgow, teaching five days in Katoomba and four nights, two of those nights at

4 pm to Lithgow. She arrived at Lithgow at 5:45 pm, had dinner at 6 pm and was teaching at

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6:30 pm. She slept at Lithgow Hotel and was on the 6:46 am train back to Katoomba ready to start at 9:45 am.

In 1977 Victor had a series of strokes and later died. These years were lonely for Joan, but in 1989 she met Dr Lou MacKenzie whom she had known 40 years previously. Lou was excellent company, a witty raconteur with a hilarious sense of humour. They travelled extensively and enjoyed each other's company immensely. Lou died in 1998.

Joan was elected as a Fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce, London in 1975. She took on the positions of both Honorary Treasurer and Honorary Secretary.

After her retirement, Joan took on the role of Registration Commissioner for the Australian Council for Private Education and Training

(ACPET) as well as ACPET Tuition Assurance Scheme co-ordinator.

The Commissioner's role was specifically aimed at matching and placing students into courses after their own college had closed down, often without notice, and often with no attendance or tuition fee records. Many students had limited English. Joan had to liaise with the then NSW Vocational Education and Training Accreditation Board (VETAB) and the Department of Immigration.

Joan loved white orchids and white lilies, was a practical supporter of charities, the matriarch of the Fielding family and extended family, and an accomplished painter and singer.

Over the years, Joan had contact with thousands of teachers and educational bodies, but always believed that it was the grass roots teacher who had the most opportunity to encourage and inspire students.

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### ***Many CESA Members sent kind words of sympathy.***

Elizabeth Murphy, FCES, DE, Council member and past CESA President, remembers Joan when she was teaching at Canberra TAFE.

"Joan was on one of her inspection tours one time and it was mid-winter. She caught me in trousers when it was still not the done thing for women to wear anything other than skirts. She bawled me out about it. I responded by saying: 'Well, Miss Fielding, if you prefer that I climb a ladder to get to the top shelf of this cupboard in a mini skirt, so be it, but I think everyone else would prefer that I wore pants.' She didn't have an answer to that. She said, 'Well, OK, for the winter then.' I never looked back and have hardly ever worn a skirt since.

"On another inspection visit, by which time I knew Joan a lot better and she knew my modus operandi, the staff were panicking about getting everything shipshape for her visit. There was a knock on my classroom door, and there was Joan. When she saw it was me taking the class, she said 'Oh, I won't bother you—I know you never prepare lesson plans. Carry on!' She was

absolutely right. I detested lesson plans, and we had much more fun and learnt a lot more without them in my English class. Ironically, I probably prepare more now than I ever did in my classroom teaching days, but mostly workbooks for grammar workshops."

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CESA Member Jan (Stewart) Peterson said "Joan was the instigator of my TAFE Teacher Training course in 1963, and was my State Supervisor until I resigned in 1984—a lovely lady.

"I, along with others, was studying Advanced Typewriting with Doreen Napper at Sydney TAFE in 1963, when we were asked whether any of us would be interested in full-time teaching. The Department was short of—as we were called then—Teachers of Commercial Subjects (Stenography).

"Twenty of us were chosen to start training in September 1963, in a 'pressure cooker' format. We trained full-time instead of the then format

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of one day per week at the Teacher Training Annexe, and, unlike any other group, had to sign a similar bond to that which applied to school teachers as we were paid a wage while training.

“I vividly remember Joan on the first day of our training begging us not to fail or ‘they will call it Fielding’s Follies’.

“We didn’t let her down. By January 1964 we had finished all subjects and were all posted to the country. I came to Cowra in May 1965 via Wollongong and Orange Colleges, met my husband a month after I arrived in Cowra, and the rest is history.”

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Ros Hemley: “The end of an era, RIP Joan Fielding who made a wonderful contribution to this field.”

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Michael J. Evans: “Vale Joan Fielding may memories of you and your achievements remain strong within your former colleagues.”

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Dianne Cree: “Condolences to her family and friends.”

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Sir John Walsh of Brannagh.: “The education and training world will remember her. Australia has benefitted from her tireless dedication.”

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Kathleen McKenzie said she had known of Joan Fielding since she started teaching at Cambridge College. “She was a good friend to both the late Gordon A McKenzie and the late Arthur H McKenzie through the Society.

“I got to know Joan through her efforts as a Council member of the Society and then got to know Joan better later on when she was elected as a Fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce, London in 1975. The election of RSA Fellow was awarded on merit and achievement.

“As usual with Joan, she volunteered her services as Honorary Secretary and Honorary Treasurer as well as being a Board member. When I was awarded Fellow of the Royal Society, Joan immediately ‘volunteered’ me as Honorary Secretary—a position I held for the next 20 years.

“As part of her role in the RSA, she was responsible for organising functions and speakers. One of the jobs was to put out place cards for the dinners, but if you had annoyed Joan, you were relegated to the furthest table.

“When Joan retired she took on the role of Registration Commissioner for the Australian Council for Private Education and Training (ACPET) as well as ACPET Tuition Assurance Scheme co-ordinator. At that time I was the NSW Chair of ACPET, so I really got to know Joan well. We would both be on site when a school closed down, even flying to other states to sort out the problems.

“Along the way, we attended many ACPET and VET conferences. Joan often misplaced things. At one conference we attended in Melbourne, Joan rang my room to say that her cultured pearls had been stolen and I had to do something about it. Needless to say we found the pearls—behind the picture on the wall where she had hidden them for safe keeping!

“This was also the time I became in awe at Joan’s amazing unlimited repertoire of bawdy limericks and her love of gossip and scandal. I admired Joan’s ability to tell people where to go—and they did! Joan was a staunch and loyal friend to me, and, I am sure, to many of the members of the Society and the wider teaching community.

“Joan is immortal. Her enthusiasm and belief in vocational education lives on through numerous students and teachers who were encouraged to take up opportunities and realise a better life and to remember that a teacher’s role is to inspire, to help people reach their potential and to always maintain your commitment. Joan was still a contributing Councillor for the Society until she died.”