



EDMUND RICE EDUCATION
AUSTRALIA

the RICEAN

SEMESTER ONE – 2021 – VOL 32



EREA acknowledges the Aboriginal Peoples as the Traditional Owners of the Country/s on which our schools and offices are located. We also acknowledge the Torres Strait Islander Peoples as the Traditional Owners of the Torres Strait Islands.

We pay our respect to Ancestors, Elders, and leaders of the future as well as to Aboriginal and Torres Strait Islander members of the EREA community. Edmund Rice Education Australia values the spiritual connectedness and relatedness to Country and to all living systems of the world's oldest continuous living cultures.

We value Aboriginal and Torres Strait Islander Knowings and recognise and honour their stories, cultures, and achievements as we walk together for mutual liberation and a truth-telling history for all Australians. In this spirit, we accept the invitation contained in the Uluru Statement from the Heart to listen to the First Peoples of Australia and work together for reconciliation, justice, equity, and healing.



Students and staff from Edmund Rice College, Bindoon, commemorating National Sorry Day and Reconciliation Week 2021

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OUR VOICE IN LEADERSHIP

Leadership, Mission, Touchstones

I was recently having a discussion with an academic about different models of leadership in the context of school education. We are all familiar in Catholic education with the style of leadership that is often titled servant model leadership, and of course, we need look no further than the life, message, and mission of Jesus to point us squarely in that direction. What we discussed though was perhaps a need to coin a new model of leadership in the wake of this global pandemic which might amount to leadership in humility. To best understand leadership in humility might be to understand the opposite of it. For me, the opposite of humility is arrogance, or extreme pride, and even, hubris. What brings about the ultimate downfall of leaders in history, literature, and politics, is often hubris; this exaggerated sense of self, where doubt, consultation and reflection no longer feature in the exercise of leadership. This is when leadership becomes utterly self-serving.

If we lead with humility, however, we make it about all of humanity, not ourselves.

We lead so that someone else might be the beneficiary of our efforts, and this may even come at personal cost.

To lead with humility in an Edmund Rice setting prompts me to think about the Brothers who signed up for a lifetime of teaching, praying, and working with, and for, the poor. As followers of Jesus, they have sought nothing other than to do good work – God’s work – with commitment and dedication.

The various Gospel accounts present different aspects of Jesus: as redeemer, as Son of God, as

Messiah, as storyteller, and as preacher/teacher among others. Jesus as rabbi (teacher) is our inspiration for leadership in humility, and the Gospel offers us countless examples of what we must do to bring about the Kingdom of God, how we are to treat our neighbour, and why we should offer kindness, respect, dignity, and forgiveness to all. However, what is not negotiable if we want to be followers of Jesus, is with whom we engage. Being a Christian is not convenient and nor is it always comfortable. If we are going to act justly, then it must be for all and not just with those who are “more like us”, or those who form our own clan, race, culture or even class. True leadership in humility surely must make us blind to these things. What we do not tend to discuss much these days is Jesus’ invitation to pray. When we humbly seek God in our prayer life, we centre ourselves to what is the essence of our lives, and our world. We seek to come to know God in new and deeper ways, and to release ourselves from desire and disappointment so that we might be better people. If indeed Christ dwells within each one of us, then our prayer life is about wanting to know the Godliness that we already possess. If Jesus is our teacher, and our inspiration, it is not a far stretch then to want to know Jesus more as our friend. Despite the multitudes of ways in which we can connect with each other, so many people seem lonelier and more isolated than ever. In reclaiming Jesus as friend, we invite relationship. This relationship is based on truth, understanding and is judgement-free! Our young people can be reminded of the kinds of friendships that are life-giving, and unconditional, and pointed to remembering that Jesus is always ready to be a friend. The only stipulation we know of from

Our Voice in Leadership

Jesus as rabbi (teacher) is our inspiration for leadership in humility ...

the Gospel of John (15) is that Jesus will be our friend if we keep his commandment, and that commandment is simply to love one another, as he has already done for us.

In leading humbly, as Christians and in the tradition of Blessed Edmund Rice, we seek only to do what is right and just, what promotes human dignity and the sanctity of life, and we actively find ways that we might live out our Gospel-inspired lives so that this world might just be a little better tomorrow. Our four touchstones are the articulation of our endeavours to lead and to serve with humility: through the Gospel message we work for a more

just world, where all are included and welcomed, and where the poor, captive and voiceless might find liberation. And with Jesus as teacher, inspiration, and friend we have such impetus for our leadership in humility.

Dr Craig Wattam – EREA Executive Director



Geoff Doyle, Br Paul Oakley, Bobby Court (EREA Board Chair),
Dr Wayne Tinsey, Dr Craig Wattam (EREA Executive Director) and Graham Goerke
(EREA Council President) at the Farewell Celebrations for some of EREA's Founders

New Voices in Leadership

The Edmund Rice Education Australia community welcomes our new Principals and wish them well in these important leadership roles.



Deborah Barker
Principal, St Kevin's College,
Toorak, VIC



Matthew Hawkins
Principal, Marlene Moore Flexible
Schools' Network, QLD



Stephen Gough
Principal, Edmund Rice College,
Wollongong, NSW



Steven O'Connor
Principal, St Patrick's College,
Ballarat, VIC

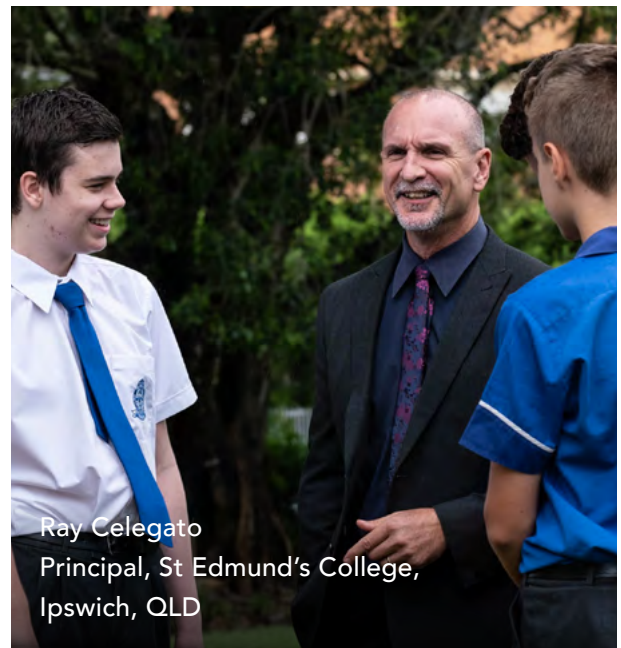
Our Voice in Leadership

*"Be leaders wherever it behoves you to be.
Leaders of thought, leaders of action, leaders of joy, leaders of hope,
leaders of the construction of a better world."*

POPE FRANCIS, 2015



Terry Blizzard
Principal, St Mary's College,
St Kilda East, VIC



Ray Celegato
Principal, St Edmund's College,
Ipswich, QLD



Dr Michael Blowes
Principal, Christian Brothers' High
School, Lewisham, NSW



Dr Vicki Lavorato
Principal, St Patrick's College,
Strathfield, NSW

the
RICEAN

The Guinea Pig Generation

Our shared experiences
have shaped us, made us more resilient ...

The platform shakes under my feet, mechanical noises whirr past. I've been waiting for hours for this new roller coaster to open. I see an ever-growing line of anxious, frustrated, and excited faces behind me. At first, I start thinking that I'm lucky to be near the front of the line, one of the first to try out the ride. But the longer I wait, I'm beginning to wonder if I'm unlucky, anxious about the uncertain future, moving forward without fully knowing what to expect. Time passes in a daze, and clouds begin to swirl and dance. I'm buckled into my seat, afraid about the ride, even more afraid about leaving, without giving it a chance.

We slowly start to climb what seems to be a never-ending incline. I begin to see the top. I'm anxious yet excited about the other side, full of dips, twists and turns. Being the first to do something is a double-edged sword. You either become the brave leaders or the guinea pigs, the test subject for those next in line. In terms of education, the journey so far has been complicated for the 2020 graduating cohort. From Prep to Year 12, we've been through a lot of changes; some big, some small.

In our ever-changing predicament, with hopes and dreams of the future, uncertainty lingers. This is especially true in the global uphill battle against the pandemic. But even pre-pandemic, our generation had to deal with a great deal of uncertainty. We weren't just the first group to go through the struggles of a new state-wide curriculum, looking back there were a whole lot more firsts. Our cohort was the first mandatory Prep year, the first group of Year 7 to enter high school, and thus we have studied the longest anyone has studied in high school for.

I believe we should reflect on the past, to shape the future. The changes to Prep at the time didn't

impact me, as when I moved to Australia, I was placed in Year 1. Fast-forward a few years to 2014 and I was a 'senior' at my primary school. But at the same time, I was not one; I was in Year 6 and the last batch of primary school Year 7s shared our senior title. Forging on, before I knew it, high school was around the corner. That meant saying goodbye to friends that I would never meet again. Everything felt a bit premature. I had an array of thoughts; "I want to stay here another year, like the grades before us" but also, "I wonder what the playground is like at high school?"

The holiday of change arrived, filled with sports trials and visits to the St Edmund's uniform shop. As anxious and excited as everyone was on not only the first day, but the weeks that followed, we pushed through. We pushed through the new and rough experiences. We made friends, found our own strengths and weaknesses and we started to become Eddies Men. Taking a nostalgic look back,

Year 7 was pretty decent, but after talking to Year 7s that have come since, it really feels like we had it tough. That is no one's fault, it's just the struggles of doing something for the first time. It's one of those things where you feel like starting every sentence with, "back in my day". Times have certainly changed.

Seasons pass, prime ministers change (too many times), the crisp blue shirts start to change from a fresh Year 7 student, to the faded blue of someone who's been around the block. And before I know it, I'm suddenly on the verge of senior school, Year 10. Even after interviews with friends, parents and teachers, I had no clue where I was going. I anxiously chose five new subjects, on top of the required Maths, English and Religion and somehow managed to juggle everything for a whole year. I'm



Our Voice in Leadership – St Edmund's College



sure I wasn't the only one drowning in new concepts, subjects and the amount of assessment. Everything felt overwhelming.

Going into Year 11 was surprisingly much better, despite the changing state-wide curriculum. I felt like a weight had been lifted with the reduction in subjects. Soon enough though, another weight was put down: ATAR. At the time, the mention of the acronym felt like a combination of hope with a touch of uncertainty for the future. Things started to shift slowly throughout the year, As and Bs were replaced with digits and some students struggled to change subjects. Our cohort realised that this year was only a taste of what was to come.

Yet still, we persevered. Some fell, but we were there to pick up our brothers. Finally, after two years of learning a new curriculum, we felt we had a grasp of our reality. But then, BAM. Coronavirus swept through the world. Though we were luckily not as impacted as other parts of the world, or even other states in Australia, disruptions were still caused. The online learning phase of my final year was challenging, to say the least. My mental health waned. I started to appreciate all the normal things, like playing UNO with friends in the library. I appreciated them even more as our cohort were the first to return to a much quieter school as others continued their online learning. Slowly students returned and the school became as busy as it once was. Yet, everything felt different.

I often wonder what the future looks like, whether it will be anything like we've hoped for, something worse than imaginable, or just a happy medium. Whatever the future holds, I don't think we're going down without a fight, especially our generation. Like a roller coaster, our experience through school has had its ups and downs. Like guinea pigs, we've been the ones experimented on. But we shall keep bounding over obstacles, like we've done all those times before. Our shared experiences have shaped us, made us more resilient. We are the guinea pig generation.

Abishai Sujith (Senior 2020)
St Edmund's College, Ipswich, QLD

OUR VOICE IN LEARNING

Educating the Hearts & Minds of Seven Brothers

*"The broad nature of the education at Rostrevor is great,
especially with seven boys."*

Rostrevor College has educated and nurtured several generations of Leonard and Honner young men, but never so many at once. David and Elise Leonard speak about the Rostrevor experience for their seven sons.

Finding a school that is a "great fit" for your child is reassuring for any parent. So, for Elise and David ('92) Leonard, the discovery that Rostrevor College could meet the diverse learning, creative and sporting needs of all seven of their sons, was a great comfort.

The Leonard family says Rostrevor has been able to bring out the varying strengths in each of their boys due to the broad range of subjects on offer as well as opportunities to develop their sons' musical and sporting talents and their Faith.

"The broad nature of the education at Rostrevor is great, especially with seven boys," David says.

"They are all very different. Some are academic, some are sporty and some are more practical. So, with all the different things that the school offers, there is something for each of them no matter what their special talents are."

Eldest son Jonathan graduated in 2017 and is about to complete his diesel mechanic apprenticeship at Kubpower, Summertown. Their second eldest Daniel graduated in 2020 with aspirations to study mechanical engineering.

The family is no stranger to Rostrevor as David is an Old Scholar while Elise's brother, father and grandfather also attended the College.

David describes himself as not "naturally academic"



Our Voice in Learning - Rostrevor College

but said Rostrevor encouraged his interest in agricultural science, design and tech, manual arts and gave him a “well rounded education” that set him up for the future.

An early trade apprenticeship was soon followed by a switch to farming. Together David and Elise operate Lennane Orchards at Montacute with David also providing contract mechanical pruning services to other orchardists. He is also Vice President of the Cherry Growers Association of SA.

David recalls being well guided by Brother Michael Coughlin, who still provides guidance and support to his children and other students at the College today. “He was awesome and Brother Terry Hann was another great influence who helped me reach

my academic potential and my sporting goals.

“All my memories of Rostrevor are good memories – I always had a lot of fun,” he says.

“When I was in Year 3, we had a teacher called Mrs Cameron and she was good friends with Matron Duggan, so she would bring us down once a week and we’d line up outside that little door and she’d hand out Yo-Yo biscuits if we were dead straight and very polite to her!”

Elise’s grandfather, Joseph Francis Honner, attended the school from 1926 to 1929. Her father, Joseph Anthony Honner graduated in 1957 and her brother Joseph Honner, graduated in 1995. In a recent visit to the College, the family gathered on the steps of the Rostrevor Chapel where the first of several Honner weddings

was held in June 1939.

“Our Faith is pivotal to our family and how we were brought up,” Elise says. “The past three generations attended Rostrevor College and they passed on the Faith to us. That Faith formation is another reason our boys are here.” Elise says she is appreciative of the many great role models at Rostrevor which are helping shape her sons in all aspects of life including academia, spirituality, creativity and sport.

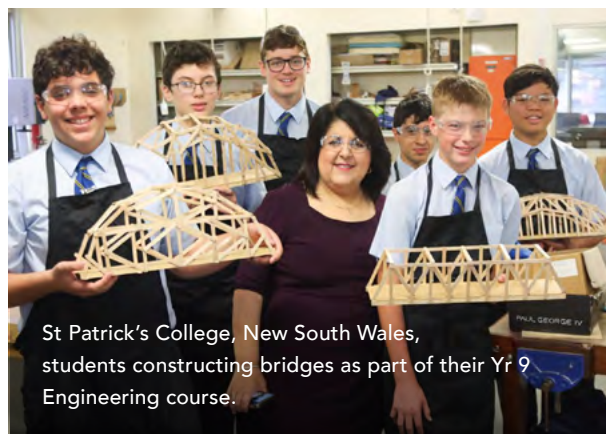
“I’ve been impressed that the school has been able to look beyond just the academics. The teachers have picked up that my sons have interests in things like the CFS and beekeeping and have used that as a tool in the classroom to drive their love of learning.”

(Source: *Rostrevor Magazine*)





St Joseph's FLS, Northern Territory, students in action on the set of their movie *Sweet Country*.



St Patrick's College, New South Wales, students constructing bridges as part of their Yr 9 Engineering course.



CBC Fremantle students support the Good Start Breakfast Program at East Hamilton Hill Primary School.

Liberating Education Across the Nation



Parade College, Victoria, students share a stunning photo from their Unit 1 Outdoor and Environmental Studies camp.



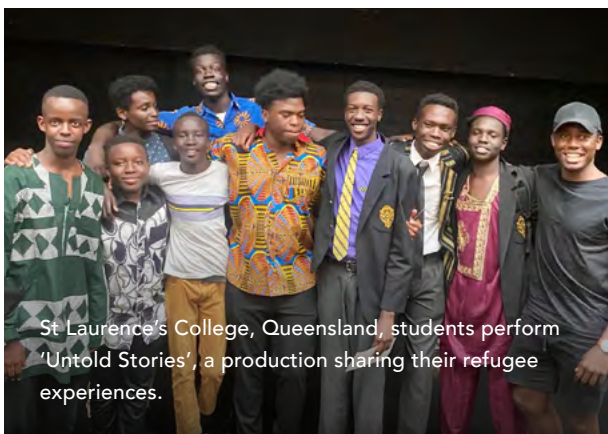
St Brendan's College, Queensland, students were selected by Livingstone Shire Council to implement their innovative idea of using electronic sensors in public spaces at the Yeppoon Lagoon.



St Joseph's Gregory Terrace, Queensland, students help launch the new coffee beans, Kolega, a sustainable partnership between the school community and the people of Timor Leste.



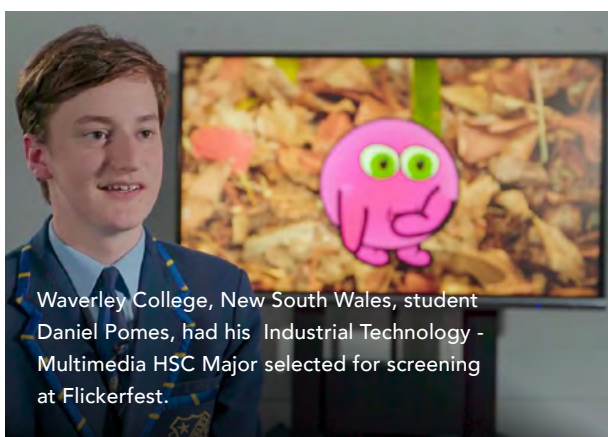
Ambrose Treacy College, Queensland, students read to IMCH little ones as part of their service learning week.



St Laurence's College, Queensland, students perform 'Untold Stories', a production sharing their refugee experiences.



St Paul's, Rostrevor and CBC, South Australia, student leaders gathered to discuss student voice, strengths and challenges of their respective leadership teams, joint ventures and leadership projects.



Waverley College, New South Wales, student Daniel Pomes, had his Industrial Technology - Multimedia HSC Major selected for screening at Flickerfest.



Our Voice in Learning

Edmund Rice College, Western Australia, students harvesting olives as part of their Agricultural course.



St Bernard's College, Victoria, students perform at the ACC Arts & Tech Expo, Melbourne.

Does Inclusive Practice Equal Great Practice?

Kate Watts (Ambrose Treacy College) answers this often asked question and believes this is incredibly important to bring to the forefront of all educational conversations.

To be truly inclusive is to create an environment where all learners feel safe, valued, and have a sense of belonging. And who better to draw inspiration from than our new Executive Director of EREA – Dr Craig Wattam who in his 2021 Welcome Message highlighted the importance for all schools to

“... commit to providing an education for young people where they are safe, where their voices are heard and where the development of well-rounded whole human beings is paramount.”

What are the Benefits of Inclusion?

- Research shows that inclusion has positive short and long-term effects for all students – intellectually, emotionally and socially
- Diversity in the classroom allows for tailored teaching and differentiated instruction that is helpful for all students
- Inclusion creates conversation about how everyone learns differently which in turn creates a culture of respect and empathy
- All students benefit from the resources available in an inclusive classroom

Whilst many schools are still working through the process of implementing systematic change around inclusion, at ATC our Whole School Approach to Inclusion has become part of our school culture and

is embedded in pedagogical practices that allows all students equitable access to the curriculum.

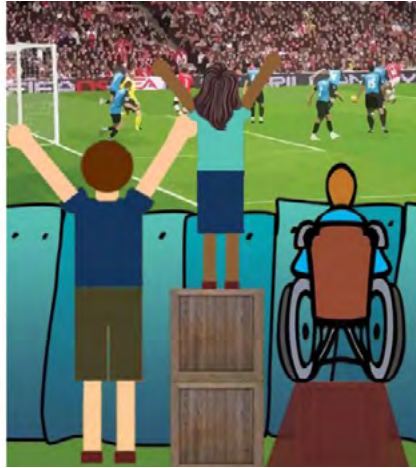
Equality versus Equity

It is important to note at this point the difference between equality and equity. A popular image (opposite top) that circulates around in Education, particularly Inclusive Education, is a series of three images that make some obvious assumptions about levels of support. In the first image everyone is being treated ‘equally’ and it is assumed that everyone will benefit from the same support. The middle image shows everyone is being treated ‘equitably’, where each person given the right amount of support, can access at the same level. But my favourite image is the last one, which demonstrates when you remove the obstacle or barrier that created the inequity in the first place, there is less need for accommodations and support, and more focus on providing opportunities for all learners to access at their own level.

What is our Whole School Inclusion Plan at ATC?

ATC’s Whole School Inclusion Plan is about creating change at a system level and supports all staff at the College to remove some of the barriers that create inequities in the classroom. At ATC we recognise a diverse student population and celebrate these differences by creating opportunities for all boys in

Our Voice in Learning - Ambrose Treacy College



all areas of school life. Ms Lara Morgan, Dean of Learning, drove the implementation of the Whole School Inclusion Plan at ATC and in 2019 all staff were supported to engage with and work with the supports within the framework – with a specific focus throughout different points of the year. This framework continues to be a point of reference for all teachers and is embedded in our pedagogical practices to ensure that all learners have equitable access to the curriculum and are supported as whole learners.



Kate Watts
Assistant Dean of Learning – Inclusive Practices
Ambrose Treacy College

Chess-The Resurgence of Reason

"Competing in chess is fun and it also helps you mentally ... it trains you quite heavily to think about the consequences of your actions before you make them."

Damian Lin (Class of 2018), Chess Coach

According to research, chess assists in improving problem solving skills, memory and logic, develops concentration and improves imagination, creativity and patience. Dr Peter Dauvergne from the University of Sydney believes that the sport is one of the most powerful educational tools available to strengthen a child's mind.

In his article *The Case for Chess as a Tool to Develop Our Children's Minds*, Dr Dauvergne said that chess is a fun way to practise how to put the mind into high gear, where intense concentration increases alertness, efficiency of thought processes, and ultimately mental performance.

"Studying chess systematically has also been shown to raise students' IQ scores, academic exam scores and strengthen mathematical, language, and reading skills," Dr Dauvergne wrote.

Perhaps that's why ex-student, Damian Lin (2018), worked to bring chess back to Waverley College during his final year.

"Last year we discovered that there were a few students interested in playing chess and we formed a team of four players and one reserve," Damian said. "Chess hadn't really been played at the College since 2014 when Mr Reidy got ill. So we started getting together at lunch times as a recreational thing and then eventually got Mr O'Donnell to sign on to getting a professional chess coach for us.

In 2019, Damian returned to the College as the Chess Coach himself with the goal of assembling both a junior and an intermediate team who will compete in the Metropolitan Chess Competition. "Competing in chess is fun and it also helps you

mentally," Damian said. "It trains you quite heavily to think about the consequences of your actions before you make them. For example, when you are trying to get a checkmate on someone you want to think, is there anything I can do so that they can only have one move that they can make and then the next move will be able to guarantee that I win?"

Chess has a long history at Waverley with teams playing competitively as part of the Metropolitan Chess Competition back in the 70s.

In 1984 the College came very close to a win, when they defeated both Covenant Christian School and North Sydney High in the semi-finals.

Unfortunately, when they faced Cranbrook, the team was defeated with a score of 2-1, in Cranbrook's favour. According to their records the NSW Junior Chess League states that Waverley College won the Metropolitan Secondary Schools Competition in the Senior Division in 1988.

Moving forward, Head of Co-Curricular, Stephen O'Donnell, said the College is very keen to get as many boys involved in playing chess as possible.

"We have reintroduced chess this winter as part of our co-curricular program," he said.

"Previously the sport had to be played on top of a student's usual winter sport elective but now it can be the elective.

"Chess is a great option for the boys to choose because it helps to develop critical thinking skills."

So, say yes to chess!

(Source: Waverley College Conversations)



Our Voice in Learning - Waverley College

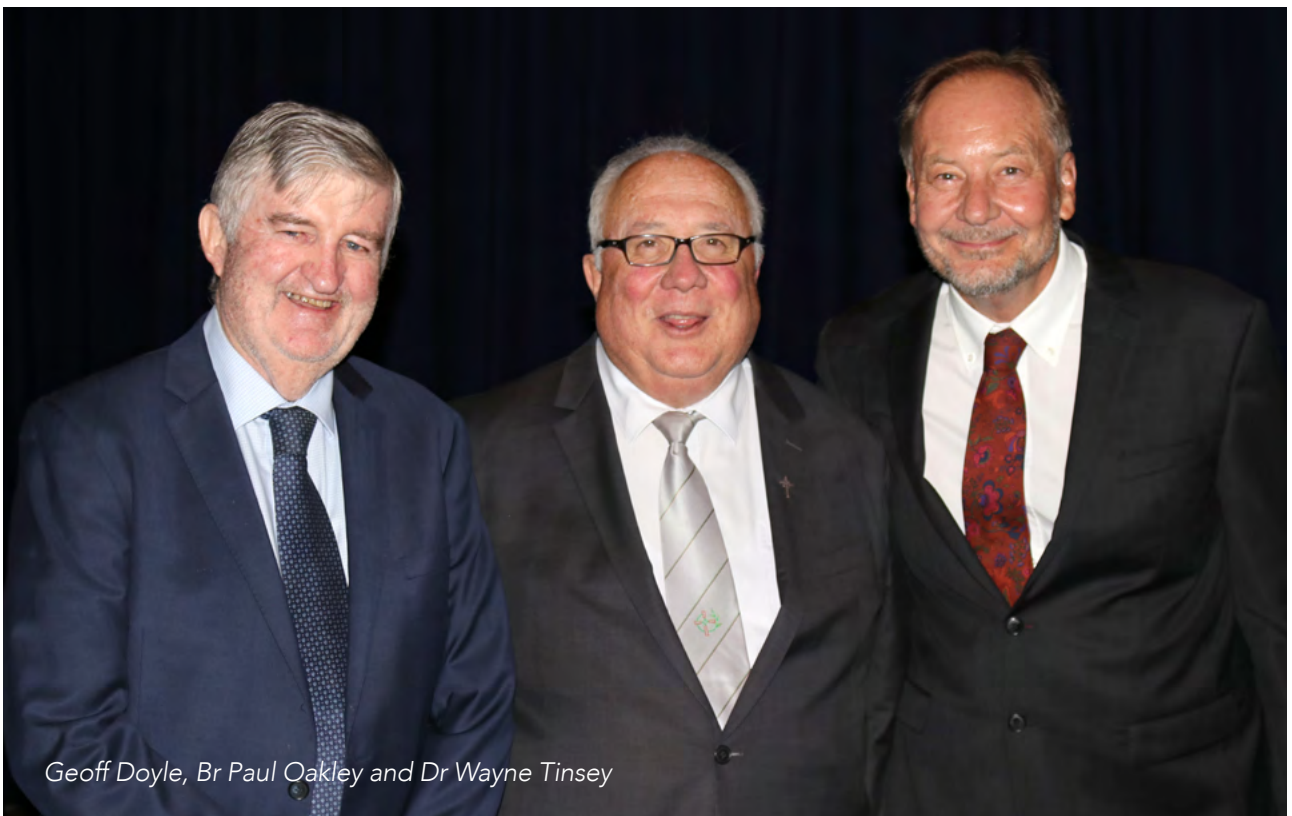


OUR VOICE IN THE CHURCH

Farewell and thank you to three of EREA's Founders

Recently, the EREA community gathered in Brisbane to celebrate the contribution of Dr Wayne Tinsey, Geoff Doyle and Br Paul Oakley in the formation and leadership of Edmund Rice Education Australia.

Collectively Wayne, Geoff and Br Paul have offered many years of service to Catholic Education and have been passionate and courageous voices in animating the mission of the Church.



Geoff Doyle, Br Paul Oakley and Dr Wayne Tinsey

Our Voice in the Church



St Patrick's College Staff Member Wins Significant Indigenous Scholarship

'Indigenous Land and Theology through Reconciliation and Truth Telling'

Mr Clint McGoldrick, a staff member of St Patrick's College, Shorncliffe, has been awarded the Aunty Joan Hendriks Scholarship from the Australian Catholic University. This prestigious scholarship supports emerging and current Aboriginal and Torres Strait Islander leaders throughout the different stages of their education and professional careers.

Clint was a cadet for the recent EREA Indigenous Master's program, an educational partnership between Edmund Rice Education Australia and Australian Catholic University.

This Scholarship honours Aunty Joan Hendriks, a distinguished Ngugi Elder of one of the three clan groups of the Quandamooka people of Moreton Bay, Queensland. Aunty Joan was acknowledged for her innovative spirit, leadership in community and her passion for lifelong learning. The focus

of Clint's doctorate will be, 'Indigenous Land and Theology through Reconciliation and Truth Telling'. The Edmund Rice Education Australia Community congratulates Clint on this wonderful award and wishes him all the best with this important study.



Clint McGoldrick (right)
with colleagues from the
St Patrick's College Community

Aunty Joan Hendriks Aboriginal and Torres Strait Islander Leaders Scholarship

Aunty Joan was acknowledged for her innovative spirit, leadership in community and her passion for lifelong learning. She was a constant advocate for the rights and education of Indigenous Australians. From 1996 - 2005 Aunty Joan generously contributed to a key reconciliation program - the Churches Together Aboriginal Partnership. She influenced attitudes to create awareness of and maintain Indigenous cultures, influence government policy, and work against discrimination to promote reconciliation and justice within the community.

On an international level, Aunty Joan earned respect for her knowledge on the sacred nature of Aboriginal Spirituality. She addressed the United Nations Indigenous People's forum in New York and presented a workshop on Aboriginal Creation Spirituality.

Aunty Joan's work was recognised with numerous awards including an ACU Honorary Fellowship, the Indigenous Higher Education Consultative Council National Elder of the Year Award, Queensland Peace Women and the Australian Government Centenary Medal.

This exciting new scholarship was launched in 2020 with an aim to support emerging and current Aboriginal and Torres Strait Islander leaders throughout the different stages of their education and professional careers – including support through multiple degrees. It is open to alumni of ACU, future and current students.

(Source: Australian Catholic University)

The Martyrdom of Fr Ted Harris

"It is your duty to escape; it is mine to remain."

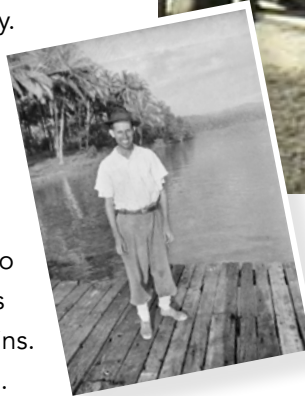
The story of Father Ted Harris, who sacrificed his life to be with his indigenous congregation on Rabaul in 1942, is one to make any member of the Edmund Rice Community proud. The shared history of men like Harris, who was educated at Balmain Christian Brothers, is an important part of our identity.

Edward Charles Patrick (Ted) Harris, was of Irish background, and was Dux of his school's Intermediate Class in 1920. He graduated in law from Sydney University in 1932 and immediately started studying for the priesthood. He was a natural leader who excelled in debating and academic pursuits and loved bushwalking in the Blue Mountains. He was also devoted to his religious calling.

On 23 July 1939, he was ordained to the Priesthood in St Patrick's Cathedral, Melbourne, by Archbishop Mannix.

In the middle of 1941 Harris was sent to take charge of the Mission Station at Malmal which proved to be a lifesaver to soldiers on New Britain. He had thousands of natives to care for; and acted as their Priest, Father, Doctor and Judge. He loved sailing along the coastline or hiking through the jungle for ten days at a time, to visit their villages and attend to his congregation's needs. That life was to change when in January 1942 Rabaul was attacked, with the Australian garrison soon given the despairing order: "Every man for himself".

Many Australian soldiers trekked south in the hope of rescue. The hazardous journey over mountains and through thick jungle left them utterly shattered, both physically and mentally. They were much relieved, when they arrived at the Mission on Jaquinot Bay, to meet the smiling countenance of the athletic, good humoured Sacred Heart priest from Sydney, Father Ted Harris. He willingly tended to their wounds and illnesses, fed and housed them,



and for a brief time they were safe in his care. While such action is in itself worthy of respect, his decision to forego rescue and stay with his indigenous congregation, led to his

inevitable martyrdom at the hands of the invaders. When the Australian soldiers begged him to leave on the last boat out of the mission, he simply replied: "It is your duty to escape; it is mine to remain."

In Father Harris, the fleeing Australians had found a true friend in a hostile environment until a rescue boat, *Laurabada*, arrived in Jacquinot Bay. The departing Australians watched him smiling broadly as his figure disappeared, obscured by a tropical rain squall. He chose to remain with his congregation. Rumours of such notorious massacres as that at the Tol Plantation in February would have left Harris with little illusion as to what he faced. The men of the 2/2nd Militia Battalion, who Harris saved, never forgot him. They donated a chalice to the Sacred Heart Fathers in memory of his help and martyrdom. They also erected a memorial to him on the beach at Jacquinot Bay with the words: "I was sick and you visited me." He was indeed a mighty man.

Tony Cunneen
St Pius X College, Chatswood

OUR VOICE IN THE WORLD

CHRISTIAN BROTHERS IN CHINA

When Br Pat Lynch travelled to China to teach English to university students, he and a handful of others from the NSW Province of the Christian Brothers were re-establishing a connection to Chinese education that had begun almost a century earlier.

One hundred years ago the Christian Brothers arrived in the Wuhan district of China to assist the Columban Fathers who were hoping to establish an educational institute.

According to reports, that original group consisted of "one Australian and three Irish Christian Brothers" but their presence was short-lived. Political disorder forced the evacuation of the community in 1927.

Decades later when Pat and other brothers arrived in China it was as private individuals and under the aegis of the well-respected education provider, the Association for International Teaching, Educational, and Curriculum Exchange (AITECE) – still, they were carrying the brothers' spirit of service with them.

Pat left the (Australian) classroom in 1980. The next 10 years were spent in local

ministry in Kings Cross

followed by almost

a decade in

prison ministry

in western

Sydney.

In 2005 he travelled to Chengdu under the auspices of AITECE to improve the English language skills of local tertiary students. He spent three years there before moving on to Guizhou and finally Chongqing.

All up, Pat spent seven years in China before new visa restrictions on "older" foreign teachers forced his return to Australia.

He is now based at Woolgoolga in northern NSW working with local indigenous groups as an outreach of the Edmund Rice Centre in Homebush.

But his connection to China remains.

Pat would love to return to see old friends and former students.

He also serves as the Australian coordinator of AITECE and in that capacity he continues to encourage local teachers to consider a stint in

China: an experience valuable to the students

and very fulfilling

for those who

take up the

opportunity.



EREBB GLOBAL CLASSROOM PARTNERS

On 13 June, Dr Craig Wattam, with Roision Maguire (Edmund Rice England), launched the EREBB Global Classroom Partners pilot program.

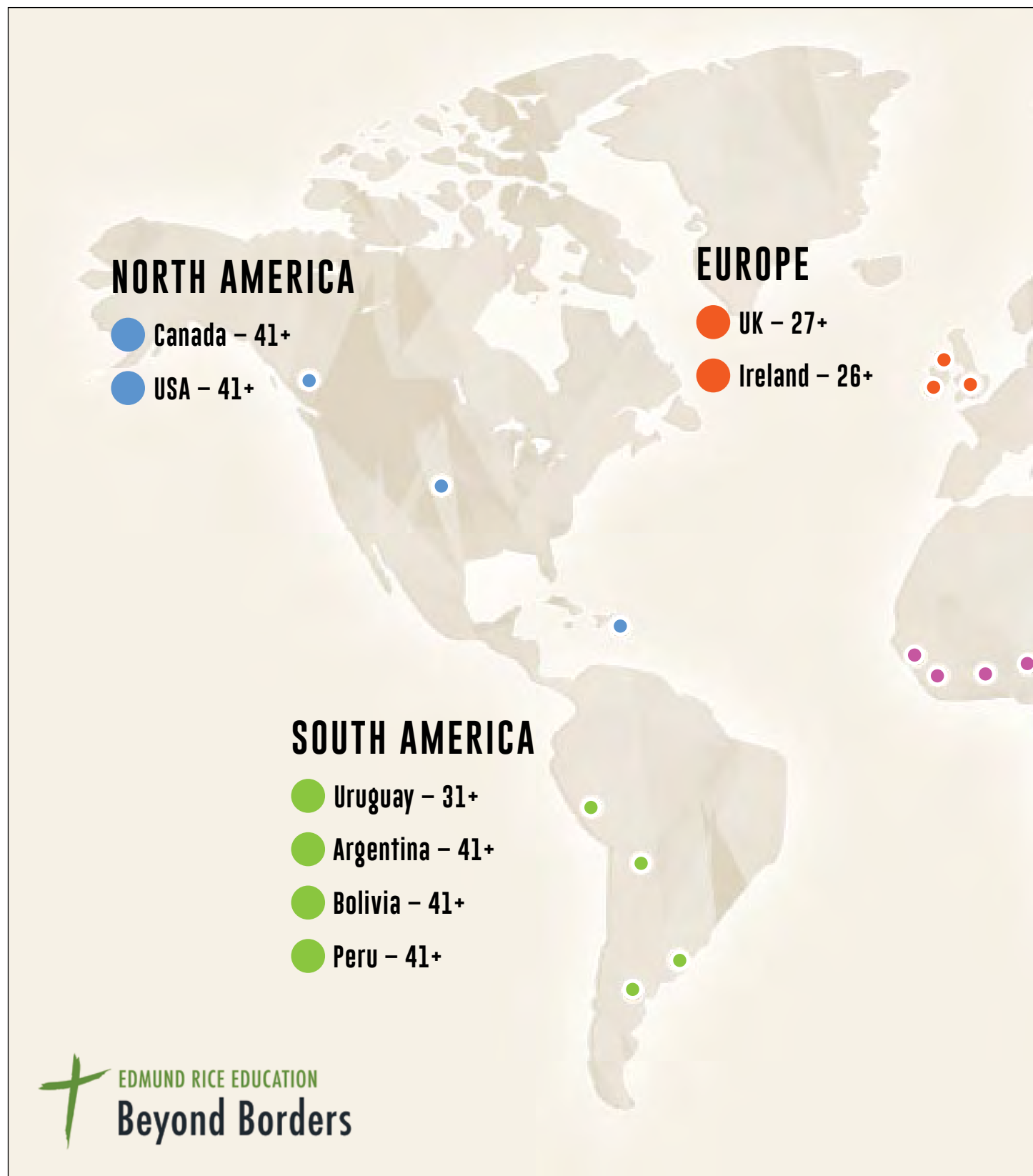
This initiative is a collaborative program of Edmund Rice Education Australia and Edmund Rice England and brings young people from around the world together to dialogue about some of the most important issues our humanity faces. Forty schools from twelve countries are part of the pilot program.

Based on the United Nations Sustainable Development Goals, students have the opportunity to learn from, with and about each other while collectively exploring the puzzles that they as young leaders have the opportunity to work towards solving.



OUR VOICE IN THE WORLD

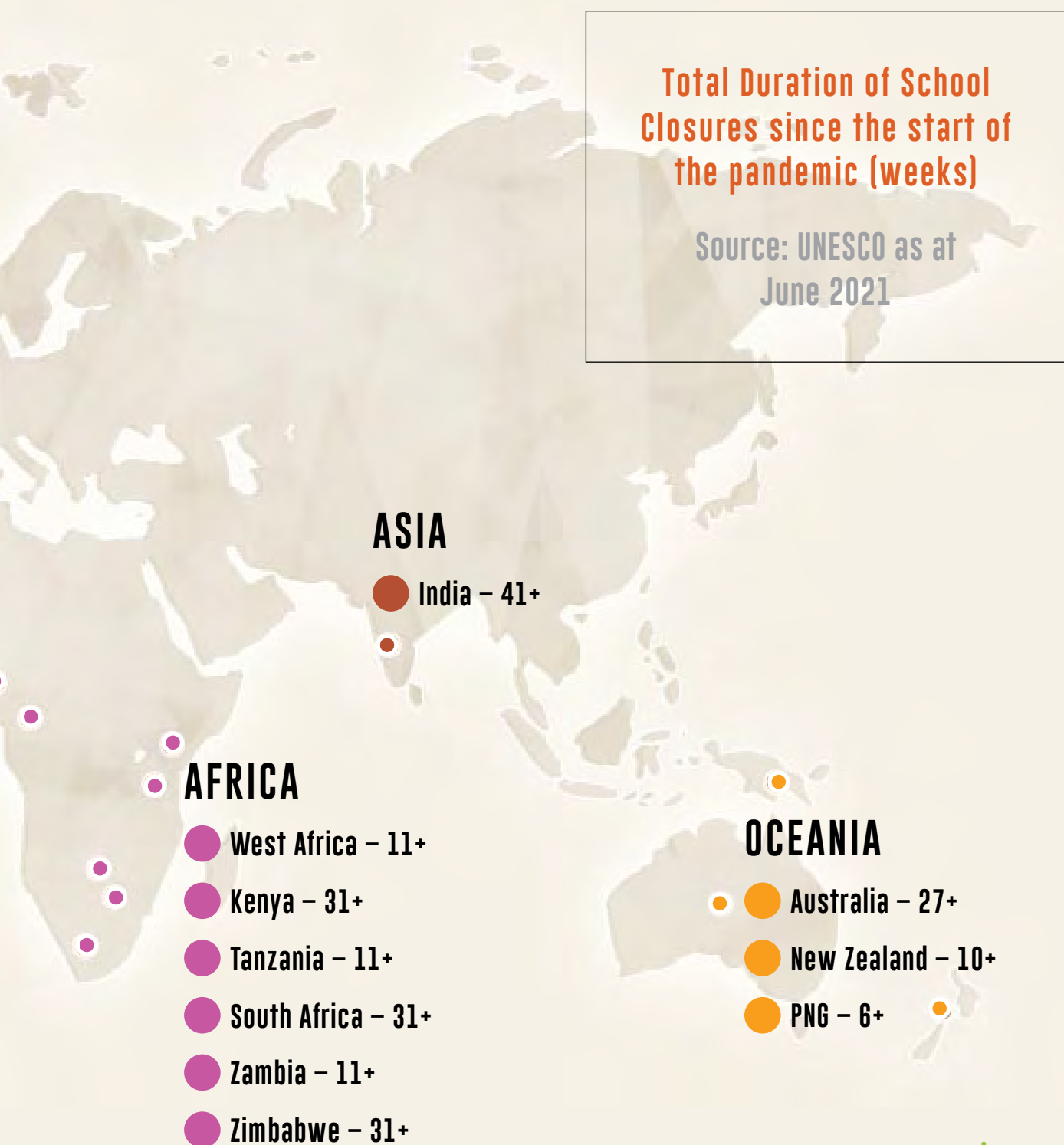
OUR GLOBAL SCHOOLS



At the height of the pandemic in April 2020, over 1.6 billion young people were not able to go to school in person. Every Edmund Rice school across the world has had to move to remote learning, ranging from online, using WhatsApp or complete closure. With many schools remaining disrupted, the opportunity to connect through our global network of Edmund Rice Education Beyond Borders has enabled solidarity, collaboration and the sharing of resources.

Total Duration of School Closures since the start of the pandemic (weeks)

Source: UNESCO as at June 2021





The Justice Desk
A Human Rights NPO



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