




EDMUND RICE EDUCATION
AUSTRALIA

the RICEAN

SEMESTER ONE – 2022 – VOL 34





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.

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Trinity College, Perth, Yrs 4's
enjoying a special reading session with their Dads,
Gran dads and Father figures.

OUR VOICE IN LEADERSHIP

Edmund Rice Past Student Becomes PM

Prime Minister Anthony Albanese is a proud graduate of St Mary's College, Sydney, an EREA Associate School and is grateful for the support that was provided and the values he gained. In 2017, he delivered the Blessed Edmund Rice Feast Day speech at CBHS Lewisham.

"I grew up in council housing in Camperdown, in one of those neighbourhoods where everybody knew everybody – for better, or for worse. We were a real tight knit community.

So when the Sydney City Council decided to sell-off our houses, the residents banded together to fight the decision, eventually winning. You see, we weren't just fighting for bricks and mortar. We were fighting for our homes. For our community. For respect. If this sounds like a familiar tale, you would be right.

Recently, the NSW Government sold more than 200 homes in Millers Point. It intends to do the same with the iconic Sirius Building in the Rocks. Residents, like 90 year old Myra Demetriou from Sirius, have lived in the area for more than sixty years. They don't know anything else. But they do know the intricacies of their neighbourhood. They know their local doctor. They know the people next door.

Now the Government argues that through the sale of these homes more funding will be available to build extra social housing elsewhere in Sydney. As students, as future leaders, this is something for you to think about - what would you do? The so-called greater good argument can be convincing.

On a simplistic level, the argument that many more people will benefit from the sale of these homes than those adversely impacted sounds attractive. But this argument does not stand up to proper scrutiny. This is certainly the case for those directly impacted, but it is also the case for the health of the city as a whole.

I fundamentally believe successful cities are not disconnected enclaves of privilege and disadvantage. They are diverse. Their people come from a multitude of backgrounds. People are connected to their communities.

Edmund Rice in today's world

This brings me to Edmund Rice. It was Edmund Rice who said:

"Were we to know the merit and value of only going from one street to another to serve a neighbour for the love of God, we should prize it more than silver and gold."

But the world has shifted dramatically since Edmund Rice founded his schools, the legacy of which is your school today.

Indeed, the world has changed since my childhood and teenage years spent growing up in Camperdown and attending a Christian Brothers' school, St Mary's College.

The challenges you face are different. But I believe many of the same principles still hold their relevance. Sydney is a brilliant city. We're on track for rapid growth. The fact is, urbanisation is transforming our nation.

As our cities grow, and increase in density, we need to think about how we can create opportunities to build and enhance the quality of life of local communities.

So that people choose to cross the street, as Edmund Rice said, to help a neighbour. As the Shadow Minister for Cities, this is something I'm passionate about.

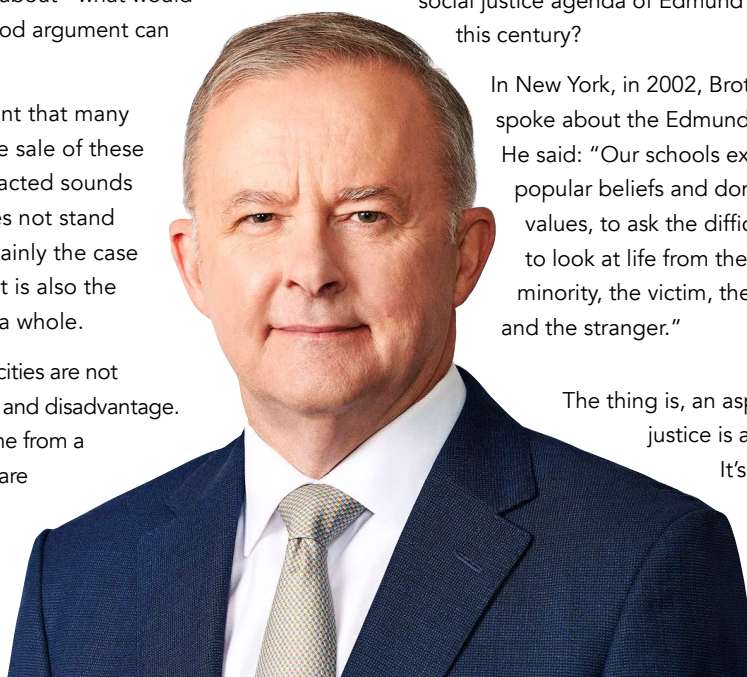
Globalisation

But if the world is changing so fast, how can we sustain the social justice agenda of Edmund Rice throughout this century?

In New York, in 2002, Brother Phillip Pinto spoke about the Edmund Rice tradition. He said: "Our schools exist to challenge popular beliefs and dominant cultural values, to ask the difficult question, to look at life from the standpoint of the minority, the victim, the outcast, and the stranger."

The thing is, an aspiration for social justice is always relevant. It's always needed.

Particularly now.





Source: Sydney Morning Herald

What we don't always understand is that because of globalisation, some people are feeling left behind. Excluded from opportunities. Here in the inner west we are the beneficiaries of a globalised world.

I love walking down Marrickville Road and seeing the legacy of the Greek and Italian immigrants, the Portuguese, the Chinese and Vietnamese, and more recently the Lebanese and Pacific Islander communities. We are so lucky to have won the lottery of life that is living here in Australia. But this is not the experience of everyone.

Globalisation and the shift to a knowledge-intensive economy, away from manufacturing, mean some people question where they fit in this changing world. Technology has left many without secure employment, and many of these people blame globalisation.

I was concerned when the Brexit vote in the United Kingdom succeeded. I was concerned when Donald Trump tapped into the fear of many who felt disenfranchised by the global economy to become President of the United States of America. And I am concerned every time I'm in Canberra and see Pauline Hanson in the halls of Parliament House.

But the fact is, we need to work hard to understand where this sentiment comes from, so that we can do what we can to fix it. And this means having the hard discussions.

**The onus is on me, as a politician,
to make sure all people do feel like they are being heard
and represented. But the onus is also on you, as students,
as our nation's future leaders**

Throughout the history of politics, for some, appealing to division has been a fall-back position when the going gets tough. Fear-mongering is dangerous because it makes it harder for us to have the important conversations we need to have as a nation: about climate change, about refugees and asylum seekers, about our economy.

Uncertain times

I have a 16 year old son, and so I often reflect upon the challenges faced by your generation. I worry about housing affordability, where even those in leadership positions have said that the only way young people can get into the property market is to inherit their parent's home. I worry about wages growth and employment opportunities. I worry that in the face of urbanisation, unless we do something, the poor will become poorer and the rich, richer. But then I walk into a classroom, or talk to a student on the street, and I'm filled with confidence.

It might be the case that there is no such thing as having the one job for life, but I've never met a smarter, more capable generation than yours when it comes to adapting to this new phase. Accepting of each other. Perceptive about society. Inquisitive about the best way forward. These are just some of the qualities I am so pleased to see in people your age today.

Conclusion

The fact is, the Edmund Rice tradition is echoed in the simple actions any person can take in their day. It is about volunteering time to community organisations, which I know many of you do. Helping those less fortunate than you or I.

But it can also be as simple as being kind to fellow human beings. Listening, understanding, having patience. And, sometimes, it can be as hard as speaking up when something is not right. Even when you are the only person to do so. As the saying goes, if we are to understand the future, we must first understand the past.

Edmund Rice could not have envisaged the world today when he founded his schools more than 200 years ago. But since then, the Edmund Rice tradition has lived on and it will continue to do so through your actions.

I urge you to keep challenging the status quo.
Don't cease asking difficult questions.
And always stand up for those in need."

**the
RICEAN**

OUR VOICE IN LEADERSHIP

EREA Launches Stretch Reconciliation Action Plan

On Wednesday June 1, Edmund Rice Education Australia launched its Stretch Reconciliation Action Plan at the Melbourne Catholic Leadership Centre.

The event allowed the opportunity for some key stakeholders of the EREA community to share their insight into the reconciliation journey of the organisation. National Office staff members were joined at the launch by EREA Council members Beth Gilligan and David White, EREA Board members Mark Anderson and Cynthia Rowan, Dr Craig Wattam and members of the EREA Executive team, Helena Plazzer of Reconciliation Australia, Chair of the EREA RAP Working Group, Dr Nerida Blair, staff and young people from EREA Melbourne schools, and participants in the EREA Senior Leaders' Induction program, as well as other external organisations with relationships to EREA.

EREA Aboriginal & Torres Strait Islander Education Officer, Andrew Kirkpatrick explained that "launching the document during National Reconciliation Week (NRW) was an intentional action to ensure the importance and key messages of NRW, which are recognised in the EREA Stretch RAP, are acknowledged and understood by the organisation today and moving forward".

The theme of National Reconciliation Week for 2022 is 'Be Brave, Make Change', and the progression from an Innovate RAP to a Stretch RAP is indeed a brave stance from EREA.

'Be Brave, Make Change'

Dr Craig Wattam, EREA Executive Director, shared with the gathering that "while we must not be boastful, or rest easy because we have arrived at this particular point, we can afford to be somewhat proud of the work of many to get us to this point". EREA can and should be proud of the reconciliation journey of the organisation thus far but the Stretch RAP ensures more accountability towards achieving a number of Actions and Deliverables over the next three years and beyond. This message was reinforced by young people from schools across the EREA network who came together to compile a reconciliation themed video for the launch and mentioned that they look forward to the leadership and outcomes expected of EREA by our national network of schools.

Andrew Kirkpatrick
Education Officer Aboriginal & Torres Strait Islander Education



Our Voice in Leadership - Stretch Reconciliation Plan



Senior Leaders and Governors from EREA and Reconciliation Australia.

OUR VISION FOR RECONCILIATION

Edmund Rice Education Australia continues to walk in solidarity with Aboriginal and Torres Strait Islander Peoples. Through respectful partnerships, EREA is committed to providing an inclusive, welcoming and sustaining environment and a culturally enriching education for all children and young people. EREA values the wisdom and experiences of Aboriginal and Torres Strait Islander Peoples and aspires to deepening an understanding of Aboriginal and Torres Strait Islander Knowings throughout the curriculum, the cultural life and leadership of EREA schools.



St Patrick's College, Ballarat: musicians took their talents on the road with special performances at St Aloysius Primary School and Lumen Christ Primary School.

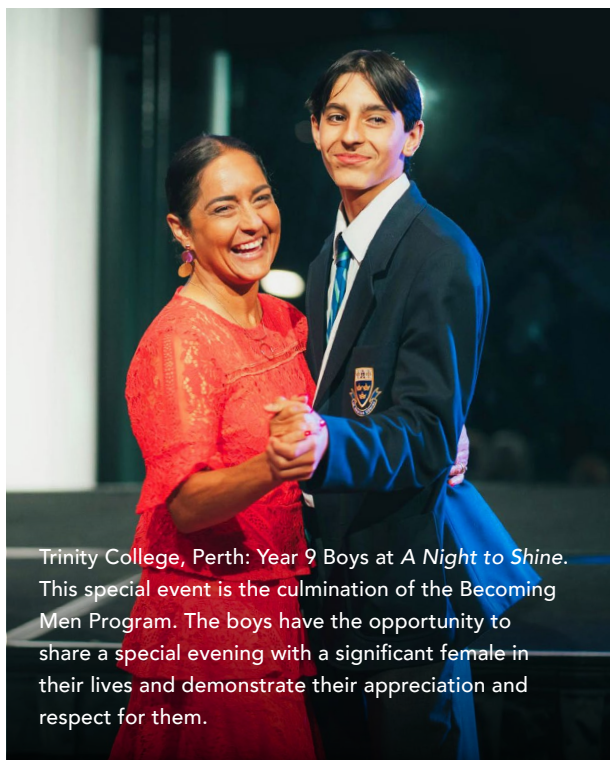


St Brendan's College, Yeppoon: cattle club students attended the recent Rockhampton Show last week, with the students and cattle coming away with some amazing achievements. The College had three steers placed in the top five, with SBC steer, Parraweena, taking out both the school steer and the overall steer championships in the Show Steer Super Series.

Liberating Education Across the Nation



St Bernard's College, Essendon: students writing letters to their new South American friends in preparation for a series of videoconferences as part of the EREBB Global Classroom Partners Program. SBC is partnering with Stella Maris College, a bilingual Edmund Rice school in Montevideo, Uruguay.



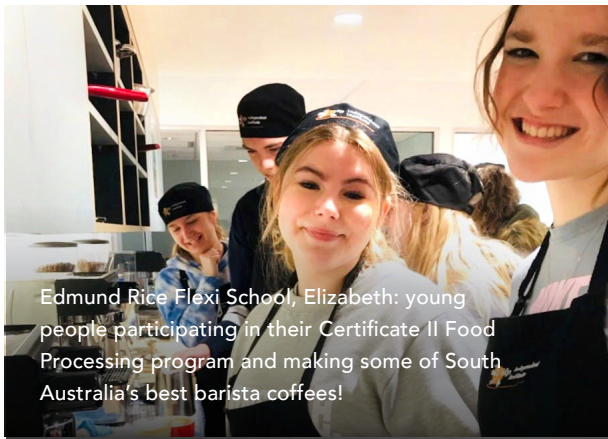
Trinity College, Perth: Year 9 Boys at A Night to Shine. This special event is the culmination of the Becoming Men Program. The boys have the opportunity to share a special evening with a significant female in their lives and demonstrate their appreciation and respect for them.



Rostrevor College, Adelaide: students attended Loreto College for Pink Day where they lent a hand in support of breast cancer awareness and research.



St Kevin's College, Melbourne: students joined young people from the Richmond housing community for a friendly game of football and solidarity activities. These regular visits are part of a community project that aims to harness the power of soccer and friendly competition, in order to increase engagement among young people living in community housing.



Edmund Rice Flexi School, Elizabeth: young people participating in their Certificate II Food Processing program and making some of South Australia's best barista coffees!



Aquinas College, Perth: Kindy-Yr 3 young dancers had a blast performing in their Creative Moves Dance Concert.



St Edward's College, Gosford: Year 7 Technology students harvested their first crops recently and with all the rain in the area, the root vegetables were plentiful!



St Laurence's College, Brisbane: students won the annual Education Perfect Humanities World Championships. This competition attracted over 2,000 schools worldwide, with SLC's Geography and History students from Years 7, 8, 9 and 10 working together to finish first globally.



St Edmund's College, Ipswich: students engaging in their annual retreat, "Emerging Independence". The Year 8s had a great time exploring their guiding values and personal codes through a range of physical and reflective activities.



St Joseph's Flexi School, Alice Springs: young people making some great tunes in the centre of our nation. This is part of their Vet Music curriculum program.

OUR VOICE IN LEARNING

Our Newest School Opens in North Queensland

*New Beginnings, reminding us all
of the importance of unlocking the future potential, hopes, dreams
and voices of our young people*

The newest Edmund Rice Education Australia Flexible Learning Centre, Burdekin Education Program, was opened on the 19th July by Bishop Timothy Harris, the Bishop of Townsville.

The Centre seeks to respond to the needs of young people who are detached from education. It provides a place for an opportunity to engage in a suitable, flexible learning environment while building honest and authentic relationships with young people, their families and communities, and supporting and celebrating the uniqueness and dignity of each person.

Beginning with a Smoking Ceremony and Welcome to Country by Uncle Eddie Smallwood, the Burdekin FLC Community was joined on the day by members of the Gudjuda Reference Group, Burdekin Police, Burdekin Shire Council, including Mayor Lyn McLaughlin, Councillors and EREA staff. State member for Burdekin, Dale Last, donated National flags to the school. Bishop Timothy gave a beautiful blessing of the building and community, supported by Sister Judy Foster and the Burdekin local parish priest, Fr Manoj Mathew.

"This tremendous new facility represents a partnership and shared vision with the Burdekin Shire Council to provide a place for learning that is respectful of young people and encourages them to flourish. We are also grateful to both the Traditional Owners and Bishop Tim Harris for welcoming and blessing this exciting new educational development for young people," Dr Craig Wattam, EREA Executive Director shared.

The young people from the Centre played a central role in the opening and blessing through reading, bringing up symbols and presenting their art work. In preparation for the opening the young people spent the week making gifts for each person who attended.

They were gifted a small macramé keyring – with a tag that read New Beginnings, reminding us all of the importance of unlocking the future potential, hopes, dreams and voices of our young people.

Principal of the Xavier FLS Network, Michele Kinane reflected:

"On opening our newest school, it is important to remember that when our founder, Blessed Edmund Rice, opened his first school for young people without an educational option in Waterford, Ireland, he did so at a very different time. Ideologies of class and cultural protocol restricted the shaking of hands to those who were deemed your equal.

**Having a strong commitment
to social justice and a sense of radical inclusion,
he shook the hand of each young person
when they attended school**

This challenged the dominant view of the day and was a clear commitment to 'do school differently'.

Some 220 years later, with the help of our community we are able to open this small school and continue to do school differently."

Our Voice in Learning - Burdekin Education Program



Young people and supporters from Burdekin Education Program.



Dr Craig Wattam unveiling the opening plaque.

OUR VOICE IN LEARNING

EREA LEARNING STATEMENT – OUR INSPIRATION

The EREA Learning Statement will be launched at the upcoming EREA Learning Conference in September. The Statement sources its inspiration and structure from four liberating educators and practitioners: Jesus of Nazareth, Edmund Rice, Paulo Freire and Miriam-Rose Ungunmerr-Baumann.



Faithful to his tradition,

Jesus of Nazareth

interacted with a range of diverse learners in a variety of contexts. He challenged structures in the way in which he created learning opportunities which recognised the dignity of each person and connected with the lived experiences of each one.



Edmund Rice,

encouraged by the work of Nano Nagle, challenged political and social structures by providing an education which recognised the dignity, potential and wellbeing of the individual, empowering each learner to participate more fully in society.

Our Voice in Learning – EREA Learning Statement

EREA commits to implementing liberating practices to build a better world by explicitly co-creating the learning conditions, dispositions and relationships in order to enable deep listening, confidence, agency and freedom.



In articulating a *Pedagogy of the Oppressed*, **Paulo Freire** proposed that dialogue, partnership and engagement, within the learning context, created an atmosphere of hope, love, humility and trust. This approach is key to individual learners being equipped to critique their own lives and, in collaboration with others, to experience mutual liberation.



Miriam-Rose Ungunmerr-Baumann addresses the importance of cultural awareness and sensitivity to ensure that Aboriginal and Torres Strait Islander Peoples have a voice in the sharing of knowledge. Her concept of *Dadirri*, a way of life emphasising deep listening, provides an ancient insight into contemporary, transformative educational practice.

OUR VOICE IN THE CHURCH

EREA President Receives Bishop Grech Leadership Award

*President of Edmund Rice Education Australia Council,
Phil Billington was recently awarded the inaugural Bishop Joe Grech Award for
Senior Leadership at a ceremony in Bendigo.*

The former Director of Catholic Education Sandhurst has been recognised for her courageous and faith-filled leadership for students, parents, and teachers within the Diocese of Sandhurst. The award also acknowledged her commitment to the wider mission of the Church nationally and locally, within dioceses, parishes and communities.

"I am privileged to be the inaugural recipient of this award in honour of Bishop Joseph Grech who was perhaps initially a reluctant leader, but one who grew into this call of God in his life motivated by his love of Jesus and his love of people"

"You worked with Bishop Joe, not for him and our years working together taught me much about God, God's mission in our world and opening my heart for others. We miss him but his spirit lives on in each of us," she said.

In the award citation it is clear that Phil is a worthy recipient of the Senior Leadership Award, as someone who has exercised profound leadership across all aspects of learning and teaching within Catholic education, bringing rich experience, knowledge and expertise, promoting professional learning and practice for all staff.

As a proven leader, Philomena has modelled strong witness to her faith, which grounded her approach to the essential mission and identity of Catholic schools. Her commitment to authentic Religious Education has left a legacy across four dioceses through her leadership of a thorough and collaborative process of review and development of Religious Education pedagogy and curricula. Source of Life, a proactive and mission-focused curriculum, with a strong scriptural foundation, continues to animate Religious Education in Sandhurst.

Phil is credited with recognising the potential in others, supporting them through coaching, encouraging creativity and initiative, providing opportunities for people to lead and to flourish. Graduate teachers and aspiring leaders were particularly nurtured, building both confidence and competence.

Philomena also promoted initiatives within Arts education, Aboriginal education, inclusion, theological learning, ecological education and parent engagement. She always engaged with philosophical and theoretical argument but then looked past it to what impact it might have and how it might enhance the life of schools, students and staff.

Our Voice in the Church



Positive and productive relationships are significant for Philomena and this enhances her leadership. She knew her schools and staff, and actively supported them and their families according to need.

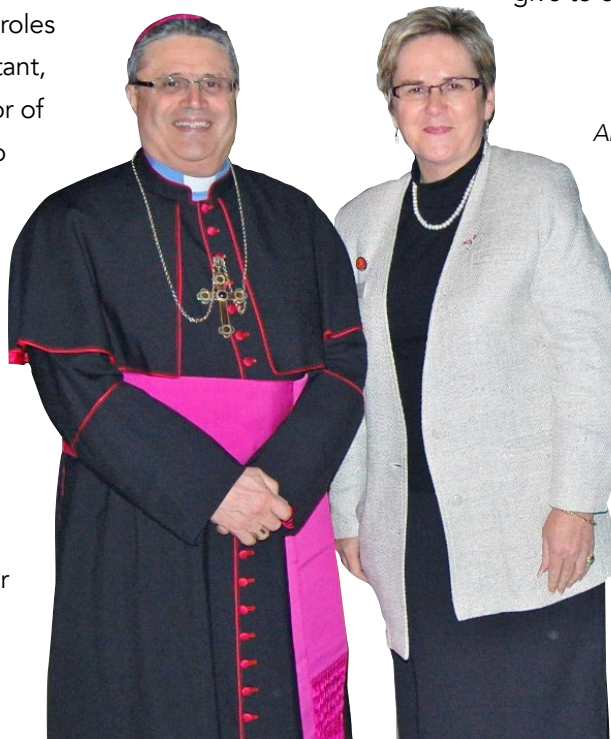
Her nurturing of relationships extended beyond schools to many families and to the Religious and Clergy of the Diocese. Philomena demonstrated a deep regard for their place within the life of the Diocese, and a respect for their parish and school leadership.

Philomena's working life encompassed four states and territories in roles as teacher, principal, consultant, Deputy Director and Director of Catholic Education. She also continues as teacher, leader, facilitator and transformer for many across Australia since her formal retirement from Catholic Education in 2014. In all these places and roles, Phil has brought strategic vision, energy and a strong passion to whatever

she was doing, seeking to engage in genuine dialogue, always with respect and authenticity.

With respect and a willingness to foster co-operation, Philomena worked diligently with Bishop Joe to enhance Catholic Identity and the Catholic Mission of the Church in Sandhurst.

Philomena Billington is indeed a worthy recipient of the inaugural Bishop Joseph Grech Award for Senior Leadership for all she has brought and given to the Diocese of Sandhurst, and for all she continues to give to communities across Australia.



Above: Phil Billington

with the Bishop Joseph Grech Award for Senior Leadership.

Left: Bishop Joseph Grech pictured with Phil Billington in November 2010 just prior to his passing.

OUR VOICE IN THE CHURCH

Pope Francis and the Deep Importance of Education

Meeting with Global Researchers Advancing Catholic Education April 2022

Dear Friends,

I am pleased to greet you, the members of the Global Researchers Advancing Catholic Education Project, during your pilgrimage to Rome. May the joy of these days of Easter fill your hearts, and may your meeting here in the Eternal City strengthen you in fidelity to the Lord and his Church, and enrich your efforts to highlight the distinctiveness of our Catholic vision of education.

In an age awash in information, often transmitted without wisdom or critical sense, the task of forming present and future generations of Catholic teachers and students remains as important as ever.

**As educators, you are called
to nurture the desire for truth, goodness and
beauty that lies in the heart of each individual, so
that all may learn how to love life and be open to
the fullness of life.**

This involves discerning innovative ways of uniting research with best practices so that teachers can serve the whole person in a process of integral human development. In short, this means forming the head, hands and heart together: preserving and enhancing the link between learning, doing and feeling in the noblest sense.

In this way, you will be able to offer not only an excellent academic curriculum, but also a coherent vision of life inspired by the teachings of Christ.

In this sense, the Church's work of education aims not only "at developing the maturity of the human person... but is especially directed towards ensuring that those who have been baptized become daily more appreciative of the gift of faith which they have received" (Second Vatican Council's Declaration *Gravissimum Educationis*, 2). Our faith is a great grace that each of us must daily nurture and help others to nurture as well. In the light of faith, educators and students alike come to see each other as beloved children of the God who created us to be brothers and sisters in the one human family.

On this basis, Catholic education commits us, among other things, to the building of a better world by teaching mutual coexistence, fraternal solidarity and peace. It is my hope that your discussions in these days will assist you in developing effective means of fostering these values at all levels of your academic institutions and in the minds and hearts of your students. At the same time, Catholic education is also evangelization: bearing witness to the joy of the Gospel and its



Our Voice in the Church - Pope Francis and Education

The task of forming present and future generations of Catholic teachers and students remains as important as ever.

power to renew our communities and provide hope and strength in facing wisely the challenges of the present time. I trust that this study visit will inspire each of you to rededicate yourself with generous zeal to your vocation as educators, to your efforts to solidify the foundations of a more humane and solidary society, and thus the advancement Christ's kingdom of truth, holiness, justice and peace.

I thank you and encourage you to continue in your important work, and I ask you, please, to pray for me. Entrusting all of you to the loving intercession of Mary, Mother of the Church, I cordially impart my Blessing as a pledge of joy and peace in Christ the Risen Saviour. And please do not forget to pray for me.

Thank you! – Source: Vatican News





St John's CBC, Cape Town, South Africa: students cleaning the local beach on World Environment Day.



Stella Maris, Montevideo, Uruguay: students writing letters to St Bernard's College, Essendon as part of the EREBB Global Classroom Partners project.

OUR VOICE IN THE WORLD

Our Global Schools

There are over 280 Catholic Schools in the Edmund Rice tradition around the world, providing an education to young people on every continent. Here are some of our sister and brother schools "in action" across the globe.



St. John's High School, Chandigarh, India: students celebrating International Yoga Day with a session in front to the school.



St Ambrose College, Liverpool, England: students on a geography field trip to the Isle of Arran.



PRATYeK, Delhi, India: students meeting with the Ambassador of the Republic of Slovenia and sharing about the importance of human rights and child rights.



Guadalupe Regional Middle School, Texas, USA: celebrating 20th Anniversary at the Charro Day.



St Paul's Training Centre and Changa Changa Primary School, Mazabuka, Zambia: students undertaking human rights and advocacy training with the Justice Desk.



CEP Mundo Mayor, Chimbote, Peru: students promoting the International Day of Co-existence in Peace.



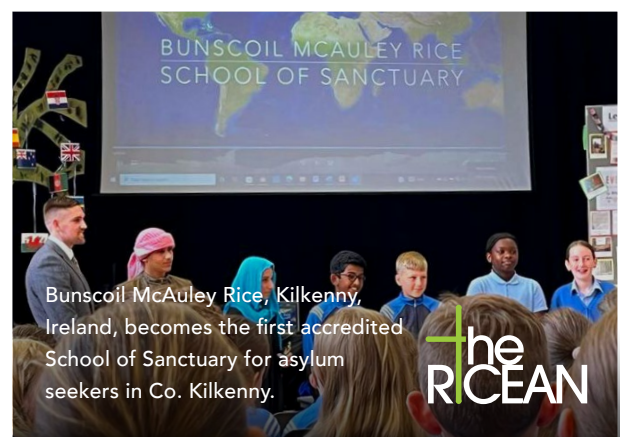
Ruben Primary School, Nairobi, Kenya: celebrating the International Day of the African Child.



Vancouver College, Canada: gathering for Mass for the first time in two years due to the pandemic.



Cardinal Newman College, Buenos Aires, Argentina: on immersion to Lima, Peru.



Bunscoil McAuley Rice, Kilkenny, Ireland, becomes the first accredited School of Sanctuary for asylum seekers in Co. Kilkenny.

OUR VOICE IN THE WORLD

OLDEST AND NEWEST SCHOOLS

From the first school in Waterford in 1802, there are now over 280 schools across the world educating under the Charism of Blessed Edmund Rice.

EUROPE

Mount Sion CBS Secondary School, Waterford, IRELAND – est. 1802
Edmund Rice College, Dublin, IRELAND – est. 2015

NORTH AMERICA

All Hallows High School, Bronx, New York, USA – est. 1906
Guadalupe Regional Middle School, Brownsville, Texas, USA – est. 2002

SOUTH AMERICA

Colegio Cardenal Newman, Buenos Aires, ARGENTINA – est. 1946
Centro Hermano Manolo, Cochabamba, BOLIVIA – est. 2009

*'Were we to know the merit and value
of only going from one street to another for the love of God,
we should prize it more than gold or silver.'*

Blessed Edmund Rice 1810



*Edmund Rice Education Australia
offers a liberating education, based on a Gospel spirituality,
within an inclusive community
committed to justice and solidarity.*



EDMUND RICE EDUCATION
AUSTRALIA