



EDMUND RICE EDUCATION
AUSTRALIA

the RICEAN

SEMESTER TWO – 2024 – VOL 37



25 YEARS OF THE EDDIE'S VAN FOR THE HOMELESS



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.

Image: Waverley College, Sydney – Launch of the Charter for Catholic Schools in the Edmund Rice Tradition.

Cover image: St Joseph's College Gregory Terrace, Brisbane – Eddie's Van for the Homeless

our voice in leadership ...

Charter Leadership Awards	4
Launch of the Renewed Charter	7
Celebrating Our Principals	8

our voice in the church ...

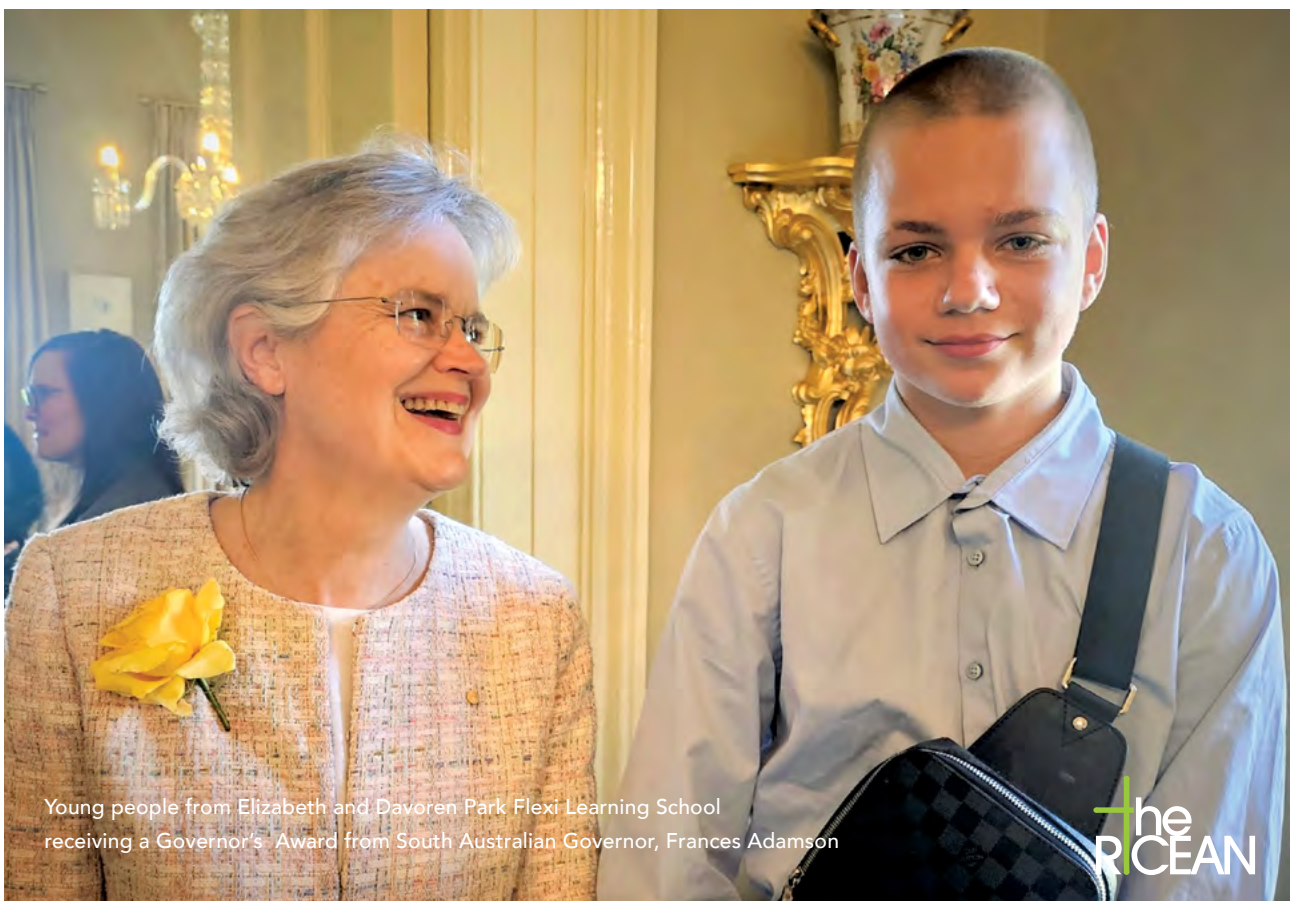
Schools should be centres of formation, not achievement factories	20
Br Olly's Wheelchairs for Kids	22
A Faith that Does Justice at Terrace	24

our voice in learning ...

Flying High at CBC Adelaide	10
Parade College – Female Students in 2025	12
Unlocking Potential at Aquinas	14
Liberating Education Across the FLS Network ..	16
Art & Unity at St Patricks	18

our voice in the world ...

Schools for the World – EREBB Global Map	26
Walking in the Footsteps of Edmund: EREA Global Pilgrimage	28
Flexi Leaders Build Global Connections Beyond Borders	34



Young people from Elizabeth and Davoren Park Flexi Learning School
receiving a Governor's Award from South Australian Governor, Frances Adamson

OUR VOICE IN LEADERSHIP

Charter Leadership Awards

EREA congratulates the following recipients of the EREA Charter Leadership Awards for 2024.

The EREA Charter Leadership Awards were first introduced in 2015 as a way of recognising the outstanding contributions made by staff members in the service of our school communities and in support of the vision and Charter of EREA. These awards celebrate the diverse ways in which the Touchstones are brought to life in our schools and exemplify the very best of what a Catholic education in the Edmund Rice tradition can be.

Liberating Education

Beverley McCarthy

Teacher of Technology Waverley College,
Waverley



"Beverley McCarthy encourages young people to strive for excellence and work to the best of their ability. She ensures that students are affirmed and celebrated across a range of strengths and is committed to opportunities for learners to reflect on, evaluate and synthesise ideas. Students are inspired by Beverley's determination and proactivity."



Gospel Spirituality

Sean Carr

Religious Education Teacher
Christian Brothers College, Adelaide



"Sean Carr's influence continues to shape the school as a place where faith is lived through service, respect, and a commitment to justice. He embodies leadership in the Edmund Rice tradition through his commitment to prayer, learning, service, and inclusion as points of engagement and meaning making for students, staff and families."





Inclusive Community

James Rowe

Associate Head of Campus Inala Flexible School,
Inala



"James Rowe draws inspiration from Jesus' example in walking and working with the most powerless members of his community. James embodies the "preferential option for the poor", seeking always to remove all barriers to the radical inclusion of all members of his community in a vibrant, welcoming learning culture."



Justice and Solidarity

Maria Mavritsky

Head of Faculty – Visual and Performing Arts
St Laurence's College, South Brisbane



"Maria Mavritsky creates a ripple effect of engagement and expression. Her capacity as a leader and teacher in the Edmund Rice tradition shines through her steadfast advocacy for diverse stories, ensuring that students are exposed to a wide range of perspectives, cultures and experiences, embodying the Justice and Solidarity Touchstone."



A Call to Faithfulness & Transformation

The renewed Charter for Catholic Schools

in the Edmund Rice tradition was launched at Waverley College on 22 November 2024.

*Dr Michael Slattery, Chair of the EREA Council and Trustees,
shared the following reflection.*

The EREA Charter is the contemporary educational expression of the charism of Blessed Edmund Rice in Australia.

Inspired by the Spirit, we are called to faithfulness and transformation as Catholic Schools in the Edmund Rice tradition. Like Blessed Edmund we prioritise that with a belief in God as number one, a devotion to the Gospel message and the Jesus story number two, and then the charism... and always in that order.

Through a liberating education, based on a Gospel spirituality, within an inclusive community, committed to justice and solidarity, we co-create a better world for all.

The EREA Charter is informed and enriched by the Scriptures, First Nations Knowings and Catholic Teaching. These three sources of wisdom, woven dynamically through our Charter, call us to both faithfulness and transformation.

In the late 1700s, a group of young visionaries from Waterford Ireland, inspired by their Catholic faith, and aware of the discrimination that the people of an occupied Ireland faced, made a commitment to act. In 1802, inspired by the work of Nano Nagle and the Presentation Sisters, Edmund Rice and his companions opened a free school for boys in a New Street stable.

Today, 222 years later, within safe, nurturing and inclusive environments, and as part of a global movement of schools known as Edmund Rice Education Beyond Borders, over 40,000 young Australians are connected to the message of Jesus, the prophetic voice of the church and the charism of Edmund Rice. On this journey of transformation, we are guided by the EREA Charter, with our Touchstones as the measure of our authenticity.

What is the Charter for? It's more than just a tool to guide the EREA Trustees and five Governing Boards in designing strategy for the future. It's more than a guide for Principals and their Leadership Teams to gauge the progress of their schools. It's more than a way for student leaders to promote the Touchstones with the student body, or an information pack for parents. It's a blueprint and our most seminal document, a guide providing strategic instruction, and perfect for School Improvement Renewal processes. The Charter sets us apart and our Touchstones guide us on how to respond.

Let us ask our God to watch over us as we ensure that EREA schools are places where we see, we learn, we experience, we feel, we collaborate, we serve, we listen, we pray, we reflect, we grow, we act, we speak, we stand with... to make God's vision of a world made whole a living reality.





Charter for Catholic Schools
in the Edmund Rice Tradition
TOUCHSTONES

our voice in leadership ...

the
RICEAN

Celebrating Our Principals

As 2024 comes to an end, we farewell and thank the following Principals who are concluding their leadership roles in Edmund Rice Schools, after many years of service to Catholic Education in the Edmund Rice Tradition.



Paul Belton – St Paul's College – Gilles Plains SA



Joe Zavone – St Edmund's College – Canberra ACT



Ann Rebgetz – St James College – Brisbane QLD



Chris Mayes – St Patrick's College – Shorncliffe QLD



Amy Mosquito – Edmund Rice College – Bindoon WA



Simon Abernethy – St Dominic's College – Penrith NSW



Leadership in Service and Solidarity Learning: Mount Isa Flexi Young People worked with the Mount Isa Zonta Club recently to put together 600 birthing kits to help ensure safe, healthy and hygienic child birth in developing countries.

our voice in leadership ...

**the
RICEAN**

OUR VOICE IN LEARNING

Flying High at CBC Adelaide

Learning the fundamentals of drone operations is taking the students of CBC Adelaide to new heights.

In the dynamic landscape of education, innovative approaches continuously emerge to captivate young minds and prepare them for the challenges of tomorrow. At CBC, students in Year 5 and 6 are taking their learning to new heights. This program not only equips students with practical skills but also fosters a deep understanding of STEM concepts, collaboration, and ethical responsibility.

The journey begins in Year 5, where students, led by Digital Technology Teacher, Jackie Hodgson, focus on the fundamentals of safe and effective drone operation, underpinned by the regulations set forth by the Civil Aviation Safety Authority (CASA). From mastering flight controls to understanding airspace protocols, students lay the groundwork for their CBC Probationary Drone Pilot's licence. However, it's in Year 6 that their exploration truly takes flight.

Year 6 students delve into the multifaceted world of drones, exploring their pivotal role across industries worldwide. Through real-world examples like the 2019 Kangaroo Island fires, students witness firsthand how drones are instrumental in disaster response and data collection. Armed with this knowledge, they embark on their own aerial missions, designing flight plans and collecting data using state-of-the-art Tello drones. By the program's culmination, they proudly attain their CBC Full Drone Pilot's licence, and are poised to soar into the future with confidence.

Moreover, drone education fosters a holistic skill set essential for the 21st-century learner. Collaboration and communication skills thrive as students work in teams to execute flight missions, assign roles, and articulate their findings coherently.

They grapple with ethical dilemmas, navigating privacy concerns and airspace regulations with maturity and responsibility, thereby fostering digital citizenship.

The senior level students cultivate STEM skills in aerodynamics, physics, and navigation, bridging theoretical concepts with practical application.

Problem-solving takes centre stage as they troubleshoot technical glitches and adapt to dynamic environmental conditions, furnishing critical thinking skills essential for success in any field.



From data analysis to environmental awareness, each flight mission offers a rich tapestry of learning opportunities. Students analyse aerial imagery, identify patterns, and draw evidence-based conclusions - a process akin to scientific inquiry. Through environmental monitoring initiatives, they gain a profound appreciation for ecosystem dynamics and advocate for sustainable practices, embodying the ethos of responsible global citizenship.

Yet, perhaps the most transformative aspect of drone education lies in its capacity to inspire and empower. As students master complex flight manoeuvres and accomplish mission objectives, they experience a profound sense of achievement and self-assurance. This newfound confidence transcends the classroom, laying the foundation for future endeavours and instilling a lifelong passion for exploration and innovation.

The CBC drone program is a testament to the transformative power of education. They are not just piloting drones but charting their own course towards a future filled with limitless possibilities – proving that when it comes to education, the sky truly is the limit!



our voice in learning ...

the
RCEAN

Parade College Welcomes Female Students in 2025

One of EREA's oldest schools, Parade College in Victoria, is beginning an exciting new initiative where it will enrol full-time female students for the first time next year.

Parade College recently announced that female students will be joining its innovative VCE Vocational Major (VCE VM) program at Year 11 level.

Parade has a long and proud history of successfully developing vocational programs for students who, through their individual learning styles and capabilities, need an alternative path to further education.

The College's relationship with nearby La Trobe University has been the key to expanding these opportunities. Parade's Sport Academy and a new Business Academy provide direct entry into a number of undergraduate tertiary courses in the Health Science and Business schools at La Trobe upon completion of the two-year course.

"Our unique partnership with La Trobe University means that graduates of the Parade College Sport Academy and Business Academy will be able to undertake tertiary study in a range of degrees without needing to sit VCE examinations to obtain an ATAR. Students in the Parade College Tertiary Pathways

Program will engage in a tailored course of study, with the inclusion of specific Vocational Education and Training (VET) courses." College Principal Mark Aiello explained.

Parade has been offering boys-only education for 153 years and this will continue for years 7-12 at its traditional Bundoora campus.

For some years female students from neighbouring schools have come to Parade to access its VET programs. The big change from 2025 is that they will become enrolled students at the College.

Mark Aiello sees great benefits educationally and for the College culturally from this development:

"The addition of full-time female students from 2025 into our VCE VM program will further enrich our community and it is with great excitement that we look forward to welcoming female students in 2025 to our Preston campus."





our voice in learning ...

the
RICEAN

Unlocking Potential at Aquinas

The Cambridge IPQ Research Project helps to provide a liberating education to senior students at Aquinas College.

The Aquinas College myFUTURE program strives to provide a liberating education to our Senior School students which not only ensures them entry to post-secondary education, but the skills to thrive within it.

By leveraging a blended learning model, combining four days of face-to-face with one day of online asynchronous learning, it liberates our students from the industrial model of education.

The Cambridge Independent Project Qualification (IPQ) is an exciting enrichment opportunity within the Aquinas myFUTURE program. In collaboration with the University of Western Australia, students embarked on a transformative journey that extends the boundaries of traditional learning.

The Cambridge IPQ is more than just a program; it's a platform for students to engage in profound skill development while exploring their passions. This partnership challenges students to dive deep into a topic of their choosing, accelerating the acquisition of critical thinking and problem solving. Our students are not just memorising facts but engaging in analysis, evaluation, and synthesis of scholarly information. They are learning to ask the right questions, analyse complex issues, and communicate their findings effectively – skills that are essential for success in the future.

The following topics shows the diverse range of student's research:

- To what extent should Artificial Intelligence be incorporated into the medical field, and how effective is it compared to current methods?
- How did characteristics of urban areas and their governance impact upon spread and mortality rates during the COVID-19 pandemic? Lessons for the future?
- Evaluate the relevance and effectiveness of major environmental programs and legislation in mining operations within Australia.
- To what extent do modern 'renewable' energy sources impact the global production of emissions compared to fossil fuel sources?

- Evaluate the extent to which knowledge of quantum mechanics can inform anaesthetic properties, and further assist in our understanding of consciousness
- To what extent does sleep deprivation affect adolescents' neurocognitive function?

The following articulates an insightful student reflection of the IPQ journey.

"The project was a catalyst of academic flourishing, pruning research, analytical, and literary skills. Learning how to plan research questions with an integral essay skeleton, along with academic discernment and analysis towards several scholarly articles are examples of actions that challenged me to grow academically. Maintaining an open mind was integral for my academic growth, seeking primal insights of the academic world, preparing me for what may come next.

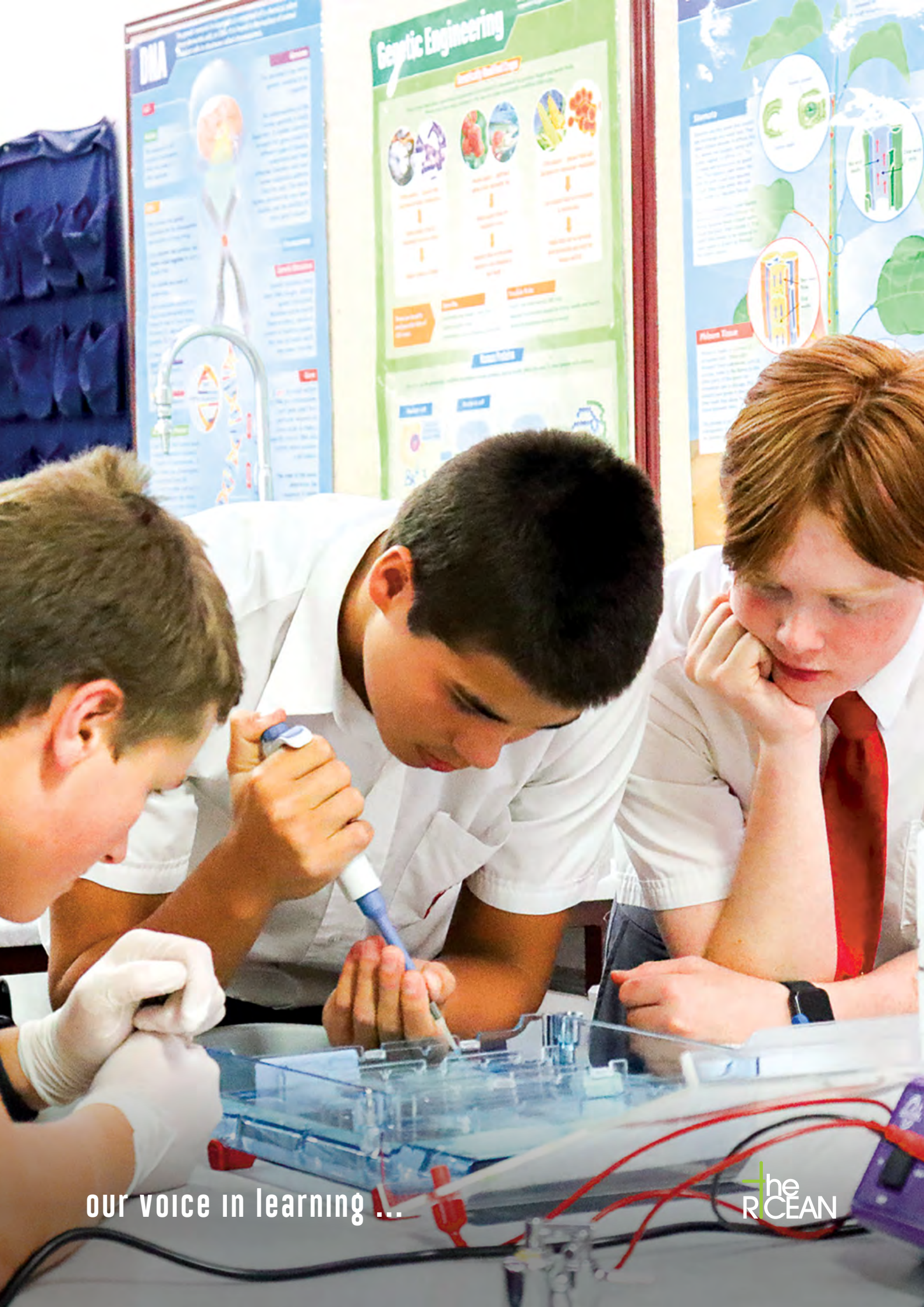
I have also learnt how to understand on a human level. One key takeaway that this project invoked to me is not just the academic skills, but the moral skills to learn and understand the struggles people may suffer – to be a catalyst of a fostering community, and to be a vessel of these insights, for people to learn how to be welcoming and understanding."

The Cambridge IPQ is an opportunity for our students to explore their interests, and to develop the skills for scholarly growth rarely developed at in secondary education.

This program is enhanced through community partnerships which enhance our ATAR pathway student's journey. They also engage with the world of work through internships in fields such as medicine, architecture and robotics.

Whilst the attainment of an ATAR rank remains a very important aspect of schooling at Aquinas College, the blended model of learning has helped ensure our students graduate with a clearer direction of their future and the capabilities for success.

Brendan Chapman – Head of Teaching and Learning
John Van Dyk – Head of Senior School



our voice in learning ...

the
RCEAN

Liberating Education Across the Flexible School Network

Across Australia a flexible education is offered in over 30 sites.

The following stories give a snapshot of the innovative and creative learning happening across the EREA Flexible Schools Network.

Furniture for Change – Centre Education Programme

Over the past four years, young people have been dedicating their time to support the local community with their 'Furniture for Change' (FFC) project, donating and building flat pack furniture for those most in need.

Through this project, the school and its young people have been able to build strong industry partnerships, create pathways to employment and grow young people's independence and agency. In September, the FFC team accepted the challenge of setting up the new EREA Flexible Schools National Office in Brisbane. Hearing of the group's success, the school has now partnered with their local St Vinnies' branch to provide more than 100 flat packs to local families in need.

The young people have developed their teamwork and critical thinking skills, while also connecting with and serving the community in an authentic and meaningful way. Congratulations to the FFC Young People – Changing lives one flatpack at a time.

Harry and the Pianos – FAME Flexible Learning School

FAME's senior music band, Harry and the Pianos, was chosen to perform at the Catholic Schools Music Festival in September - a celebration of musical talent across South Australia, typically welcoming almost 2,000 young people from up to 100 schools.

This is the second year Harry and the Pianos have been selected to perform at the Festival - this year, they were just one of four groups picked throughout South Australia. The musicians have been working hard all year, rehearsing together for three hours every week and squeezing in solo practice in their spare time. During the Festival, the band performed a 40-minute set of 12 songs, keeping the energy high in the foyer while guests waited to enter the festival - it was no small feat!

Adam James, Head of FAME Campus, reflected on the day: *"I feel so proud of our young people in this endeavour. They are a fantastic example of what can be achieved when people have the opportunity to develop their talents and skills, work hard with a goal in mind, and work collaboratively with other young people and staff."*





our voice in learning ...

the
RICEAN

Art & Unity at St Patricks

Art since the beginning of humanity, has always been used to connect people and bring ideas together. It is a powerful construct which allows people to shape and share commonalities of beauty and wonder in the world and holds the ability to show complex ideas and emotions.

Artists play an incredibly crucial role in establishing a sense of connection and unity through individuals from all walks of life. Art transcends the physical, it goes beyond the realm of what we can see, but rather what we feel, smell, and hear. It is arguably one of the most fundamental and primal examples that exist in humanity that draws together unity.

One of my earliest memories of witnessing the unifying power of art was when I visited the famous Louvre Museum in Paris. As a young child, I laid my eyes on an artwork that still to this day I remember vividly - the renowned Mona Lisa by Leonardo Da Vinci. The painting was surrounded by a swarm of tourists eager to catch a glimpse of the masterpiece. As the Mona Lisa's eyes met the gaze of the audience, I realised that we were all connected through this shared experience. This momentous encounter with art had united us in a profound way, it was from this experience that I truly felt and experienced what art and unity really meant.



At its core, artists create artworks to act as a means of communication and expression. In the earliest examples of art documented, early tribes inscribed their history on the walls of caves, they etched and painted onto stone depicting who lived here and what they did.

Thousands of years later, humans still yearn to create art as a means of communication and expression, whether this is in response to a significant world event, a current social issue or even on a smaller scale it could be someone painting a flower or capturing a photo of a sunset. By creating works of art that speak to universal human experiences and emotions, artists can connect with audiences in a deep and meaningful way. By conveying powerful messages of hope, inspiration, and harmony, artists can inspire individuals to unite around

a common cause. Through art, we can share our joy, pain, hopes, dreams, anguish, and fears, creating a sense of empathy and understanding that moves beyond cultural and linguistic barriers.

As quoted by the Famous Modernist artist Ferdinand Hodler "The work of art will bring to light a new order inherent in things, and this will be the idea of unity". By breaking down the barriers that exist across cultural groups and exchange, art allows individuals and communities alike to

gain a deeper appreciation for the diversity of human experience. By engaging with the art of other cultures, individuals and communities can build the bridges of understanding whilst developing a mutual respect.

In a world that often feels increasingly divided, art has the power to bring people together. Through viewing and engaging with art, we can better understand our shared sense of humanity, drawing on our need for compassion and connection.

Art can be used as a form of solidarity which further breaks down the invisible barriers that divide humanity. This in turn will allow us the opportunity to be a community with a shared understanding and unified purpose, showing compassion to the world around us. It is important that we navigate these challenges that exist in the modern world and turn to art as a means of promoting and encouraging unity. By supporting our local artists, galleries, and institutions we can create a more just, equal, and compassionate society.

By sharing and celebrating our need for a common humanity through the power of art, we truly can become a better human and as a result a more unified world.

Adriana Karanfilovski – Visual Arts Teacher



our voice in learning ...

the
RICEAN

OUR VOICE IN THE CHURCH

Schools should be centres of formation, not achievement factories

Pope Francis recently invited all Catholic schools to inspire social transformation and foster hope. Our EREA Renewed Charter provides a framework for responding to Francis' invitation.

"There is no need for educational models that are mere 'achievement factories' without a cultural plan that enables the formation of people capable of helping the world turn over a new leaf by eradicating inequality, endemic poverty and exclusion," he told participants in a plenary assembly of the Dicastery for Culture and Education.

"The world does not need sleepwalking repeaters of the status quo," he said, "but new choreographers, interpreters of the potential within humans, new social poets."

Pope Francis said that schools, universities and cultural centres must teach people "to desire, to stay thirsty, to have dreams," rather than to "passively accept" the current state of the world.

While noting the record number of students currently enrolled in schools, Pope Francis condemned the stark disparity between them and the 250 million children and young people who lack access to education.

"It is a moral imperative to change this situation, because cultural genocides do not happen only due to the destruction of heritage," he said. "It is cultural genocide when we steal the future from children, when we do not offer them conditions to become what they could be."

Pope Francis urged the dicastery officials to think of the many children worldwide who, instead of attending school, are forced to "look through the trash for things to sell to be able to eat. Let us think about the future humanity of these children."

He also stressed the need for Catholic universities to be involved in researching the consequences of the technological revolution of artificial intelligence.

Yet the pope insisted that as inheritors of the church's rich cultural and educational legacy, Catholics should "do away with the burden of pessimism -- pessimism is not Christian."

"Let us converge with all our strength to remove from the human being the shadow of nihilism, which is perhaps the most dangerous plague of today's culture because it insists on erasing hope," he told the dicastery officials.

"Let us not forget: Hope does not disappoint; it is strength."

The pope highlighted the opportunities that arise from periods of "complex cultural transitions," which he said can be the most fruitful moments for advancing human thought. "We must not allow the feeling of fear to prevail," he said.

Source: *Catholic News Service*.

Picture above: St Brendan's College geography students learning how to care for both people and the planet.





our voice in church ...

the
RICEAN

Br Olly's Wheelchairs for Kids

Br Thomas Oliver "Olly" Pickett, a Christian Brother from Geraldton, has been named WA's Senior Australian of the Year in recognition of his many years of service at Wheelchairs for Kids

Brother Olly was nominated by former students at St Patrick's Christian Brothers College in Geraldton after sharing the organisation's story at a school reunion.

At Auspire's presentation ceremony, Br Olly was presented with the award and the following citation:

Brother Thomas Oliver (Olly) Pickett AM co-founded Wheelchairs for Kids in 1996 to provide adjustable wheelchairs and occupational therapy expertise for children in developing countries, free of charge. Since then, more than 60,000 custom-built wheelchairs have been gifted to children in over 80 countries.

With over 250 retiree workshop volunteers, Wheelchairs for Kids is one of Western Australia's largest (and with an average age of 74, one of Australia's oldest) volunteer-led charities. A further 550 people from aged care and community groups sew covers for wheelchair soft supports, and crochet rugs and soft toys.

Olly also spearheaded the development of an innovative, low-cost wheelchair design to World Health Organisation standards that grows as the children do – a world first. Wheelchairs for Kids is just one way that Olly has improved the lives of others.

For 26 continuous years, 83-year-old Olly's life-changing community service has ignited a ripple effect of kindness and generosity. Br Olly said helping disadvantaged children was enough reward.

"Without the wheelchairs, children in poorer countries are often left on the ground, waiting for help. These wheelchairs have helped thousands of children go to school, play with their friends and lead a more fulfilling life. I have seen the smiles on the faces of so many kids and it has all been worth it."

EREA schools in Western Australia are actively involved in supporting Br Olly in this life-changing work.



“ I HAVE SEEN THE SMILES ON THE FACES
OF SO MANY KIDS AND IT HAS ALL BEEN WORTH IT.
”



our voice in church ...

the
RICEAN

A Faith that Does Justice

This year, the Eddie's Van celebrates 25 years of serving and building solidarity with the homeless and vulnerable of Brisbane. The Van is part of St Joseph's College Gregory Terrace's Ministry Program – an integrated program that links service, justice, advocacy, learning and faith development in a holistic way.

Every day for the past 25 years, the Terrace family have cooked breakfast for the homeless, lending an ear to Brisbane's most vulnerable people.

The Eddie's Van project was born from the efforts of Christian Brother Damien Price and Terrace Old Boy Anthony Ryan. Ever since, Eddie's Van has been one of the college's most cherished out-reach programs, something they say gets to the root of their namesake, Blessed Edmund Rice's vision for the poor.

Dean of Identity Terry Thompson says the program is "a commitment to serve our homeless brothers and sisters with daily meals and someone to talk to". He says it is a legacy the college is proud to conserve.

Students from years 10-12 have the opportunity to begin the day serving the homeless community, something Terry says fosters a great bond between the senior boys. Parents, Old Boys, and members of the wider community also pitch in during school holidays and the Tuesday night dinner van.

"Edmund Rice's legacy is a guiding force for us at Terrace, inspiring us to live out his compassion, selflessness, and

dedication to the Gospels. His life reminds us of the importance of seeing everyone as equal, regardless of their circumstances. Eddie's Van was one of many stories that reflect the college's mission program.

Taking students out of the comfort of the classroom and into the real-world experience of homelessness in Brisbane helps shapes them into 'Terrace gentlemen'."

Terry shared that "Eddie's Van is a testament to our college's enduring commitment social justice, living out our faith through action. Together, we walk with personal moral courage and servant leadership, knowing that one person can make a difference."

He reflected that Blessed Edmund Rice helped guide the Terrace community, especially the image of providing bread for the poor. "This image is not just a story from history; it is a call to action, urging us to bridge the gap between our comfortable lives and the hardships faced by others".

Source: Michael Howard - *Catholic Leader*





our voice in church ...

the
RCEAN

OUR VOICE IN THE WORLD



FAME Flexible Learning School Adelaide
AUSTRALIA



Ruben Centre Nairobi
KENYA



St Edward's College Gosford
AUSTRALIA



Iona Prep New York
USA



Cardinal Newman College Buenos Aires
ARGENTINA



Ardscoil Rís Limerick
IRELAND



Edmund Rice Sinon Arusha
TANZANIA



St Edmund's Higher Secondary School
Shilong INDIA



St Raphael's Secondary School Livingston
ZAMBIA

SCHOOLS FOR THE WORLD – EREBB GLOBAL MAP



St. Ambrose Academy Secondary School
SIERRA LEONE



St Thomas Moore Collegiate
CANADA



St Martin's Catholic High School
LIBERIA



Deception Bay Flexible Learning School
AUSTRALIA



Colegio Stella Maris Montevideo
URUGUAY



Ignatius Park College Townsville
AUSTRALIA



St Joseph's College Geelong
AUSTRALIA



Ambrose Treacy College Brisbane
AUSTRALIA



St Boniface's and St Edwards
SOUTH AFRICA and AUSTRALIA

Walking in the Footsteps of Edmund EREA Global Pilgrimage

During the Term Three holidays, senior leaders from across EREA schools and offices participated in the EREA Pilgrimage to India and Ireland - Walking in the Footsteps of Edmund. The Emmaus story (Luke 24:13-33) encouraged participants to reflect upon when and where their "hearts burned" as they explored the spiritual foundations of our Charism. This exploration was enriched through encounters with the historical and present day multifaith world, and particularly through the opportunity to connect and dialogue with Edmund Rice schools, ministries and colleagues across India and Ireland.

The following reflections give an insight into the experience.

When was your heart moved during the pilgrimage?

Visiting St. Joseph's and St. George's Colleges in Kolkata left me profoundly moved. There was something so deeply humbling about the spirit of community and dedication to service that permeated every corner of these schools - qualities that resounded with the values of our founder, Edmund Rice.

One of the most striking moments came as I arrived at the gates of the college, where Brother Larry was standing to welcome the students. The warmth of his greeting and the genuine care he showed to each individual was inspiring. It was as if I had stepped into the presence of Edmund Rice himself, a man whose life was dedicated to serving the marginalised and lifting up the downtrodden. Brother Larry's quiet but powerful example of hospitality, humility and love reminded me of the deep legacy of compassion that lives on in these schools.

Perhaps the most touching moment of all came when we witnessed the mother of a young girl who lives on the street dancing for the first time.

The girl had welcomed us with a dance earlier in the day at St Georges and I was able to show the mother the video of it. The emotion on the mother's face as she watched her daughter perform on the little screen was overwhelming. To see the pride, joy and pure love in the mother's eyes as her daughter danced was a reminder of the power of education, art, and opportunity to change lives. In that moment, I saw more clearly than ever that the true value of education lies not just in imparting knowledge, but in fostering self-expression, self-worth and a sense of belonging.

Leaving St. Joseph's and St. George's College that day, I felt a profound sense of gratitude and awe. The experiences I had there - of being welcomed as a member of the family, of

witnessing the resilience and joy of the street children, and of seeing a mother's pride as her daughter danced - left me with a deep sense of hope for the future. These schools, inspired by the spirit of Edmund Rice, are not just places of learning - they are beacons of hope, illuminating the path toward a more compassionate and just world. (NSW Leader)

I was incredibly moved to walk through the docks of Waterford. Having been a part of Edmund Rice education for much of my life, as a student and staff member, it was a powerful moment as I reflected on all the people I have met along the journey.

All of them, young and old, have been inspired in some way - whether they know it or not - by the thoughts, inspirations and actions of Edmund Rice. I had to fight back the tears as this felt like a culmination of my time as a student and staff member who knew some of the Edmund story, but had never walked in his footsteps. (QLD Leader)

During the pilgrimage to India and Ireland, a profound moment occurred in Waterford, the birthplace of Edmund Rice. Standing in his home, I felt a deep connection to his mission of compassion, justice, and education. In Waterford, that sense of purpose felt especially real, grounding me in a shared commitment to continue this vital work in my school. Visiting the Edmund Rice schools, especially in India, was moving seeing his charism alive in communities so different to Townsville, yet united by his vision and realising they're just like us in many ways. In those classrooms, the commitment to uplifting the vulnerable in those cities was unmistakable, reminding me that his legacy transcends borders, especially the way the student leaders spoke so passionately about their social justice initiatives. (QLD Leader)



our voice in the world ...

the
RCEAN

How has this pilgrimage impacted and enhanced your Edmund Rice leadership?

This pilgrimage has really fired up my sense of purpose. Seeing the determination and gratitude of the children we encountered reminded me why Edmund Rice education and the work of EREBB matter so much.

It's pumped up my commitment to making a real difference in the lives of those less fortunate than us. Watching these young people struggle yet stay resilient has deepened my empathy and compassion. It was a big reminder that leadership isn't just about making decisions, it's about really understanding and tackling the unique challenges faced by those we serve. (VIC Leader)

The Pilgrimage illuminated for me that Edmund looked to learn from others and seek advice, particularly from prophetic women.

This is an important part of the story for St Paul's as a co-ed school. I am proud to be part of the EREA community. The difficulties of the past have and need to be acknowledged but the work around the world is powerful.

I feel more confident to speak of the Edmund Rice story and the work witnessed in India and Ireland in my leadership role at St Paul's. (SA Leader)

This pilgrimage has profoundly enriched my role as a Mission and Identity Leader. Visiting the Edmund Rice House in Dublin, where his mission first took leaps across the world, grounded me in the history and purpose of his work.

Witnessing the living legacy of Edmund Rice in schools across India and Ireland highlighted the global impact of his vision and deepened my understanding of servant leadership which is a type of leadership I base my own professional credo on. (QLD Leader)

The Pilgrimage made the story of Edmund a human story, rather than just a charismatic story. It took me to the heart of what this education really is about and reminded me of our mission and the need to continue to drive what is truly valued.

(QLD Leader)

What ideas do you have for your school because of the pilgrimage?

The pilgrimage to India and Ireland has deeply impacted my sense of leadership, infusing me with a renewed commitment to carry forward the work of Edmund Rice.

At St Pius X, this can be translated into tangible action: deepening the college's connection to its purpose, enhancing service and justice initiatives, nurturing the holistic development of students, and supporting the continued legacy of the Brothers. By sharing the lessons learned, modelling compassionate leadership, and empowering both students and staff, I can ensure that Edmund Rice's vision remains alive and vibrant in our school community for generations to come. (NSW Leader)

This pilgrimage has inspired me to take impactful actions in my role.

Through EREBB, I aim to secure additional resources to support educational initiatives. The journey taught me the importance of listening and adapting, and I am committed to applying these lessons in my work. (VIC Leader)

As a result of this pilgrimage, I am committed to bringing a renewed and refreshed sense of purpose to my leadership at my school.

The deep connection I felt to Edmund Rice's legacy compels me to lead with greater intention having walked literally in the footsteps that Edmund himself did.

I will strive to create more focused opportunities for students and staff to engage with these values through reflective practices, service initiatives, and programs that emphasise social justice, encouraging others to "see through the window" as much as possible.

By leading with integrity and action, I hope to continue to develop a school culture that deeply embodies the Edmund Rice spirit, ensuring that each member of our community feels empowered to contribute to positive change, again, both locally and globally. (QLD Leader)

The pilgrimage has encouraged me to continue to be a voice in keeping ourselves aligned to mission.

Continue to upskill staff and students in the story but also the human story. Nurture a passion for the story in my school. (QLD Leader)



Flexi Leaders Build Global Connections Beyond Borders

Recently two senior leaders from EREA Flexible Schools Ltd spent their Professional Renewal Leave visiting and collaborating with Edmund Rice Schools throughout India, South America and North America. The Ricean sat down with Michele Kinnane (Area Principal) and Cameron Leeder (Head of Campus - Hemmant Flexible School) to hear about their experiences.

Which Edmund Rice schools did you connect with during your Professional Renewal Leave?

Michele: I am incredibly grateful for the opportunity to listen, learn, share, and grow while visiting our EREBB schools and programs in both South and North America.

Cameron: During my three weeks of Professional Renewal Leave, I had the privilege of engaging with several EREBB schools and communities in Northern India, while accompanied by my wife and six-year-old son.

Would you share a story that moved you during this time?

Michele: While being hosted at Stella Maris College in Uruguay, I visited a community called Los Treboles. Upon arrival, I was warmly welcomed by the two coordinators, who shared the incredible story of their community's transformation. A number of years ago a group of past Stella Maris students identified an unmet need within their community. After graduating, they formulated a plan to create real, sustained

change. Collectively, they built 60 houses, providing better opportunities for families who previously lived and worked in the local dump area. Since then, they have built an educational centre to support and empower young people by teaching essential life and relational skills. This year, they proudly opened a beautiful kindergarten, with state of the art facilities. The sheer hard work and determination of the staff at Los Treboles continues to inspire me.

Cameron: One of the most moving experiences during my time in India was when my wife and son joined me for the community evening meal program at St Mary's School in Dum Dum. My son particularly enjoyed sharing fruit with the patrons, adding a personal and touching element to the experience. The meals were served to about 100 local community members each evening, and is fully sponsored by the Brothers. Upon leaving, our son wrote in a card and presented it to Br Ruvan with a donation to sponsor an evening meal. Witnessing this daily act of service from the Brothers was profoundly inspiring and highlighted the power of community and compassion.



A particularly humbling experience occurred when I visited St Edmund's in Wahringong, a remote village about an hour and a half from Shillong. In this community, students' understanding of the world is shaped entirely by textbooks, as they have no access to the internet or television. Spending the day with the students, answering their questions, and sharing stories was both eye-opening and life-giving, offering a powerful reminder of the inequities in access to education and resources.

However, the most striking image that stays with me came after my visit to St George's and St Joseph's Schools in Kolkata. On my walk home, I saw a young boy, around the same age as my son, lying alone and asleep in a gutter, with no adults around to care for him. Sadly, scenes like this became all too common during my time in India, offering a heart-wrenching reminder of the harsh realities faced by many children.

What impact did it have on you professionally and personally?

Michele: Professionally, this experience encouraged me to reflect on how our schools can create opportunities to engage the whole family, not just the young person enrolled. Personally, it motivated me to re-engage with service learning within my own community.

Cameron: Professionally, it fostered a renewed commitment to education as a tool for equity and transformation, particularly through immersion in communities where resilience and creativity thrive, despite limited resources. Observing the innovative and compassionate approaches of Indian educators & school leaders provided a fresh insight into addressing challenges in my own context.

On a personal level, the time in India nurtured greater empathy and a heightened appreciation for cultural diversity, and fostered a deep sense of gratitude and purpose for not only myself, but my wife and son also. The experience often provided reflective moments in sacred spaces or community settings, offering clarity and alignment with our core values of compassion and justice.

How did it help you deepen your understanding of the Edmund Rice Charism in education?

Michele: It reinforced the sense of generosity in our global network and the importance of identifying unmet needs and taking action. Our Edmund Rice schools, regardless of where they are in the world, work tirelessly to provide a liberating education rooted in Edmund's story, offering social justice initiatives, and meaningful connections and projects such as Art to share story and give voice and agency of those most in need.



Cameron: Three weeks of professional renewal leave in India offered me a powerful opportunity to deepen my understanding of the Edmund Rice charism in education by fostering a lived experience of its core values compassion, presence, and liberation. Immersion in the realities of highly marginalised communities highlighted the transformative power of education and reinforced the call to advocate for justice and uplift the vulnerable.

Time spent with Indian schools rooted in the Edmund Rice tradition emphasised the importance of relational presence, underscoring the value of “being with” rather than “doing for”. This experience also brings the liberating dimension of the charism to life, showcasing how education can be a means of empowerment and systemic change.

Additionally, engaging with India’s rich spiritual and cultural traditions invited some deep personal reflection and enriched my own spirituality. Connecting with the global Edmund Rice network expanded my perspectives on the universal mission of faith and advocacy in education.

What do you believe Australian schools can learn from our global EREBB colleagues?

Michele: Our global EREBB colleagues demonstrate incredible creativity, resourcefulness, and generosity, often achieving remarkable results without the substantial funding we are fortunate to receive in Australia. Their deep connection to the spirit of Edmund Rice and his story profoundly influences every aspect of their school culture. I was deeply impressed how they prioritise service learning, solidarity and inclusive education across their entire community.

Cameron: Australian schools can gain valuable insights from our global EREBB colleagues, particularly through the lens of shared values, diverse practices, and contextual resilience. Collaborations with schools and communities abroad, such as those within the Edmund Rice network, provide a unique opportunity to explore innovative approaches to education that respond to challenges like poverty, resource scarcity, and cultural diversity. They may also be inspired to foster a stronger relational ethos which emphasises presence and mutual respect as foundations for learning environments. This is something that is not unfamiliar to Flexi communities.

Why is it important for staff and young people to engage globally as part of their education today?

Michele: Global engagement allows individuals to learn about themselves and others, offering valuable perspective, while engaging the head, heart, and hands. Walking alongside others and recognising that you are part of the broader Edmund Rice family fills your cup and renews your sense of self and community.

Cameron: Engaging globally as part of education is vital for both staff and young people today because it prepares them to navigate and contribute meaningfully to an increasingly interconnected world. For young people, global engagement cultivates empathy, cultural competence, and an awareness of diverse perspectives helping them develop the skills and mindset needed to address global challenges. It broadens their horizons beyond their immediate community fostering critical thinking, adaptability, and a deeper understanding of their role as global citizens.

For staff, global engagement offers opportunities to reflect on and enrich professional practice. Exposure to diverse educational approaches and cultural contexts encourages innovation and adaptability, enhancing their ability to create inclusive and dynamic learning environments.



THE JOY OF DISCOVERY

The joy of discovery
that moment
when hope and expectation
were gloriously met
by the illumination of one bright star.
We cannot imagine
what words were spoken by visitors
or if first impressions
left them somewhat confused.

Messiah, Savior, a King
born in the barest of palaces.
Yet they saw and fell down
on their knees in adoration.
Lord, they saw you and knew
whom they had met.
As we meet around crib
candle or advent wreath
draw us into that stable
in our imagination.

In the quiet moments of prayer
this Christmas, that brief oasis
from the bustle of the world
bring alive to us
the smell of the hay
the sound of the animals
the cry of a baby.

Draw us close to our Savior
Messiah and King as we bring
not Gold, Myrrh or Frankincense
but the gift of our lives
the only offering we can bring.

Source: Faith and Worship



the
RICEAN

*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