



EDMUND RICE EDUCATION  
AUSTRALIA

# the RICEAN

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EREA acknowledges the Aboriginal Peoples as the Traditional Owners of the Country/ies 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: St Bernard's College, Essendon, hosted St Joseph's College, Geelong, in their annual Reconciliation Cup match.

This Cup has been contested since 2013, and each year, both schools come together to honour their commitment to Reconciliation.

Cover Image: St Edmund's College Gosford, NSW

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# OUR VOICE IN LEADERSHIP

## LIVING THE TOUCHSTONES

*The Ricean recently sat down with Dr Michael Slattery, the new Chair of the EREA Council and Trustees.*

**Welcome Michael. Congratulations on your new role.**

**Would you provide a snapshot of your early life and the schools that formed you?**

We were a typical Catholic family of five children and my parents were very active in the life of our parish at St Dominic's Flemington in NSW. Life was very typical of families in the 1960s struggling to provide for their children, but it was a happy environment, and there was never a dull moment in our home. My father attended St Patrick's College Strathfield, and my brother and I attended Christian Brothers College Burwood, for our primary and secondary schooling. My sisters attended Domremy College after primary school. Later, I attended the Catholic College of Education to become a teacher, and then several universities to study the arts, education, leadership, spirituality and theology.

**You have also taught in a number of Edmund Rice Schools. What were they and what roles did you hold?**

I have taught in Christian Brothers Bondi Beach, St Thomas High School Lewisham, and St Edwards College East Gosford. At these schools, I held the roles of classroom teacher, Pastoral Co-ordinator, KLA Studies Co-ordinator, Religious Education Co-ordinator, Deputy Principal, Headmaster and Principal. I have also held the roles of Schools Consultant, Acting Director of Schools and Director of Schools, in Catholic Education Offices.

**You have had a long association with Edmund Rice education and commitment to the Charism. What attracted you to joining EREA Council and the Trustees?**

I was encouraged by Deputy President, Mr Peter Turner to think about joining Council as its Treasurer and felt I could contribute positive leadership and support to its members, our governing boards and our EREA schools across the nation. As I reflect upon it, I believe it was a calling from Church, and as I am still enthusiastic about education of young people, I know these things happen for a reason. I've devoted many years to my self-development and to developing and forming others in Catholic school leadership, school improvement and quality teaching and learning, including lecturing in the MEd educational leadership program at ACU since 2010 to this day. I do think it is important for educational leaders to be present and active in the governance space when dealing with the governance and supervision of schools. Educators 'understand schools' and I hope that I can work with fellow Councillors, and our five Governing Boards, to ensure our school leaders feel supported and listened to and that, apart from being compliant with regulatory authorities, the schools they lead are quality and vibrant Catholic schools in the Edmund Rice tradition.

**What do you hope to achieve during your term as Chair and President of EREA Council and Trustees?**

I would like to focus on three main aims during my time with EREA. The first would be to work with the Council to fulfil the **Prophetic role**, which really involves the collaborative development of key directions for EREA to ensure that the charism of Blessed Edmund Rice is expressed in ways that are relevant to our times and





Michael and Alison Slattery with the Edmund Rice Foundation in Nairobi, Kenya



Jo Hart (EREA Director Formation and Culture), Keith Nicholas (Principal – John Paul College, Kalgoorlie, WA) and Dr Michael Slattery at the EREA Associate Schools presentation

faithful to the ministry of Catholic education, particularly as part of the mission of the Church in continuing the work of Jesus Christ.

My second major aim is to ensure that we play a

**Custodial role** to make sure that the proper works of EREA are carried out in accordance with the Gospel tradition and the charism of Blessed Edmund Rice, and with its canonical statutes, its civil constitution, and the responsibilities expected of them.

Last but not least, I would like to focus on the **Relational role** of Council, which is to witness to and exercise transformative leadership that facilitates authentic, collaborative relationships within EREA and in relationship with the wider Church and community. Developing and maintaining lasting relationships with the Council and Trustees, Bishops, Regulatory Authorities, each of the members of our five Governing Bodies, our leaders in schools, Flexis and ELCs. I'd be delighted if these three areas were at the heart of my role and that they were addressed well.

**The EREA Touchstones are central to an Edmund Rice education and have captured the imagination of schools, educators, and students and young people over the past decade. What do the Touchstones mean to you?**

I was fortunate to be present when the Touchstones were being implemented into EREA schools and worked to align them with the leadership of St Edward's College at East Gosford. They have real relevance and meaning to the students and align with Gospel values and the Jesus story in a meaningful way. They are so important as they guide our girls and boys to a counter cultural way of seeing the world and

their place in it. My hope is that all our graduates are able to navigate the way, in spite of some negative popular secular traditions, and work toward developing a better nation and globe, free of violence, greed, and disharmony. The Gospel message and our Touchstones go a long way to giving our young people the tools necessary to survive such challenges in their lives, and our teachers do a great job ensuring the messages are heard and understood.

**EREA is part of a vibrant global community of 280 schools in 21 countries. This global family has had a significant impact on your life over the past decade. Would you share some of your experiences?**

The EREA Touchstones are really responsible for my wife, Alison, and I having a combined interest in advocacy for the poor and for leading 15 adult and senior student spiritual leadership immersions to Edmund Rice led ministries and schools in Kenya over the years. The Touchstones gave me the impetus to begin the Edmund Rice East Africa Ministries (ERMEA) group in 2013, and I have led conferences and provided professional development with them on a regular basis ever since. We have conducted a Review of Governance for Edmund Rice led Ruben Centre in Kenya, and support several key projects and programs of Edmund Rice Foundation Kenya each year.

The opportunity to work together with colleagues from across the world is a great privilege. I have seen the powerful impact it has had on both our Australian student and teachers, as well as our partners in Africa. Our global network provides a wonderful opportunity for our schools to partner and collaborate beyond borders, and to be part of building a better world for all humanity.

# Reflections of a New Acting Principal

*Balancing Visibility, Self-Care and Leadership Development*

*Tracey Crisp – Edmund Rice College, Bindoon, WA*

**As I navigate my role as a new Acting Principal, each day presents fresh challenges and invaluable lessons. Balancing visibility with administrative demands, prioritising self-care and fostering leadership development among my team have been central themes in my journey thus far.**

Making time each day to be visible to my staff has proven essential. Initially immersed in administrative tasks and meetings, I quickly realized the critical importance of maintaining strong relationships within our school community. Being accessible and supportive are principles I hold dear, and I continuously strive to strike a balance between my presence on the ground and essential administrative duties. Setting aside dedicated moments to walk alongside my staff, offering support and listening ears, has greatly enhanced our collaboration and mutual understanding.

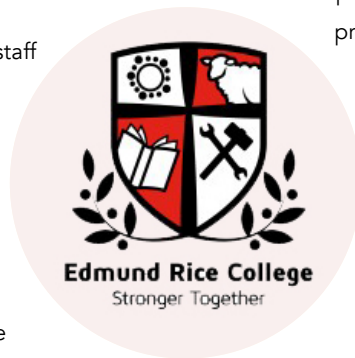
Self-care has emerged as a top priority, underscored by recent reflections on my own well-being. While advocating

for my colleagues to prioritise self-care, I recognised the need to practise what I preach. Irregular meals, long hours and onsite weekend work have underscored the importance of sustainable habits for long-term success in this role.

Additionally, having a mentor to bounce ideas off and decompress with has proven invaluable. This weekly practice not only provides me with fresh perspectives but also serves as a critical space for reflection and growth.

Recognising and nurturing leadership capabilities in my talented team members remains a rewarding challenge. Their potential for leadership is outstanding, and I am committed to supporting their growth to benefit our entire school community.

In the midst of these reflections, I am reminded daily of the dynamic nature of educational leadership and the continuous opportunities for personal and professional development. I look forward to sharing more insights from this journey and contributing positively to our school's future.



Edmund Rice College, Bindoon, WA

our voice in leadership ...

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# Br Peter Clinch cfc

## A Heart of Compassion for the Poor and the Planet

**We are still coming to terms with the untimely and sudden death of our beloved brother, Peter Bernard Clinch, who died suddenly on 28 January, in the early hours of Sunday morning. The expressions of condolence and consolation have been extraordinary over recent days, coming from Religious Institutes and their leadership, Edmund Rice Network members and Bishops.**

Peter grew up in Murrumbena, a working-class suburb in those days. His father, Kevin, was a plumber, a forthright man who had a compassionate heart. His mother, Joan, was the homemaker with whom Peter had a close relationship. In latter years Joan was confined to a wheelchair, but it did not prevent her determination to get out and about. Peter was close to his siblings Kathleen, Maureen (deceased), Stephen, Robert, Margaret, and Michael, as well as their spouses and children. There were regular gatherings of the clan which Peter looked forward to and thoroughly enjoyed. It was also in this home environment that he was inducted (some would say baptised) into his lifelong following of the Australian Rules football team Collingwood, attending games with his aunt Von.

Peter's education was at Christian Brothers College, St Kilda, where he was a dependable and serious student. He was taught for four of those years by Br Clem Barrett, who also coached him in athletics. Peter still holds a College athletics record to this day. He entered the Juvenate at Bundoora to complete his Form 5 and 6 years, then proceeded to the novitiate at Mater Dei Lower Plenty, where Br Michael Borromeo Stallard guided him as his novice master.

They later lived in community, both involved with the refugee homework tutoring service in St Albans, reflecting Peter's deep commitment to those on the margin Peter loved teaching and school life.

He was sent to Ringwood, then Austin's Ferry in Tasmania, Pascoe Vale in Melbourne and had association with St Leo's students during his studies at Yarra Theological Union.

He ran an ordered and well-disciplined classroom where students knew where they stood, while also knowing he had their backs if they got into trouble.



He organised trips to the Centre of Australia and to Tassie with classes and loved the interaction with young people. He had a way of relating to them that put them at ease while assuring them of his care for them. His ability to form relationships led him into pastoral work with senior students and later as Director of the Youth Spirituality Centre at Amberley where his talents shone.

He established a young adult community at Amberley and oversaw the construction of a house which became home to them all. The friendships and interactions with those young adults of those years continued today. Peter served as a chaplain for a period at MacKillop Family Services as well as to refugees locked away in the detention centre in Melbourne. He regularly visited them and with his good friend, Fr Peter Carrucan, led religious services for them. When some were released into the community, he took them under his wing, working tirelessly to get them into housing and a job.

Peter often reflected on the influential period of studying theology at Yarra Theological Union.





It was here he became grounded in theological reflection, scripture, and contemporary religious education praxis. He would say this was his real formation time in his life. Another defining time for him was his experience at Loreto House, Dublin, preparing him to be a formator.

He came away from that time with personal insight, awareness of group dynamics and the role and responsibility of a leader. Later he spent time in Nemi, Italy in a formators' program which he found very beneficial. These experiences laid the foundation for his future calling to leadership on Province Leadership Teams and later Province Leader and Congregation Leader.

Peter's leadership qualities influenced the vision and direction of Province life in both St Patrick's Province and the Oceania Province.

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**Peter was a large-hearted man, who could be direct and determined, yet holding a vision that always took us beyond the current reality into a new way of thinking and seeing the world.**

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His compassion for the poor and Earth was reflected in the simplicity of his life. David Silva, his Congregational team member in Rome packed his room indicating there were hardly any belongings in his cupboard.

Peter Bernard Clinch "we have loved you in life and let us not forget you in death" (St Ambrose). May you be at peace in the Divine and expansive love of a God you came to know so well. Rest in peace, my brother.

*Br Gerard Brady cfc – Province Leader – Oceania Province*

**our voice in leadership ...**



**the  
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# OUR VOICE IN LEARNING

## The Blind Leading the Blind

**Australian Story on the Australian Broadcasting Corporation has well and truly established itself as the voice of everyday Australians leading extraordinary lives.**

One such Australian who was featured on the award-winning television series earlier this year was Mr James Teh (NCOB 1997-01). The interview was titled "The Blind Leading the Blind" and told the story of Jamie and his longtime friend, Mick Curran, and the screen reader they created together to ensure free accessibility to the online world for vision-impaired people. They themselves are vision-impaired and were well aware of the expense of the screen readers available at the time, which put them out of reach for some of the people who needed them most. Their free software, NonVisual Desktop Access (NVDA), has now been translated into 50 languages and is accessible in 175 countries and used by around 250,000 people, a legacy Jamie is rightfully very proud of.

**Jamie recalled it felt "amazing and a sign of how far they have come" to be asked to appear on Australian Story.**

Jamie has since left his day job at NV Access, the company he co-founded with Mick in 2006, but has retained his position as a director. He is now the Firefox Accessibility Tech Lead at Mozilla and has been since 2017. This relationship with Mozilla began when it was one of the first companies that helped sponsor and propel NVDA in its infancy. Jamie lamented on the incredible nostalgia the Australian Story interview evoked and how the software they created and tended to for so long has grown beyond what they themselves thought it would. He said it was always meant to be a community project and he was humbled by how many people rallied around the project. NVDA has received coding and translation contributions from more than 200 people all over the world. The outcome of this

NVDA technology has directly changed the lives of vision-impaired people by increasing employment opportunities and aiding in access to knowledge and education.

**The community aspect of this project is what is perhaps the most compelling. Jamie uses the term "force multiplier" where one user contributes a "fix", and that helps a number of other users.**

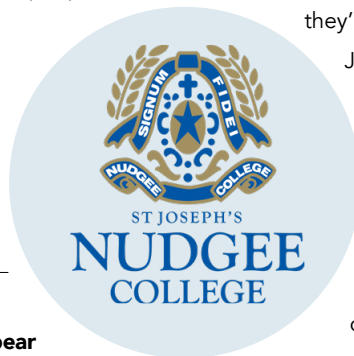
Then someone else contributes another fix and that helps another group of users and it multiplies outwards. "I think the fascinating thing about software, and particularly open source software, with a really solid community around it, is that it's not just one company doing all the work and then they're the bottleneck, the sky is really the limit,"

Jamie said. "If people want to dive in there and do something, they can take the power into their own hands and this project was a vehicle for that."

Jamie explained that it is a really powerful story, to inspire others to take things into their own hands. If you want to achieve something, you don't necessarily have to wait until someone

else can do it. You can always find some way to empower yourself. "And I think that's really important because I think as a group that's a minority, it is really easy to believe that you don't have any power," he said.

One of the privileges of working at a school is seeing (to quote Principal Peter Fullagar) "fine young boys grow and develop into outstanding young gentlemen". Jamie has come a long way since he started his journey at Nudgee College in 1997 when he commenced high school in Year 8. He is the only totally blind student to attend the College and has left a lasting impact such as braille signage doors that exist across the campus, more railings and tactile indicators. Being the first to walk that path must have been a daunting undertaking for any young person. Jamie strikes me as someone who





has always had a quiet strong resolve. He always had a love of music and technology, and that affinity started early. He recalls his fondest memory of Nudgee College was performing in the Music Tours to regional areas and how that made him feel a part of something. He found his community at Nudgee College through music. Music is also how he found his friendship with Mick, as they met at a music camp together. They now live in the same semi-rural leafy town in the City of Moreton Bay, South East Queensland, and have children who attend the same primary school. Jamie creates his own music which can be found on Spotify, Apple Music and YouTube, under the name Electronight Alchemy. Jamie is continuing, to push the boundaries with both technology and music. In his day job

with Mozilla, he is able to influence the accessibility of their services and truly understands the impact of technology in levelling the playing field for people with disabilities. However, the advancement in technology also brings more barriers for minority groups, particularly the rise in the popularity of touchscreen devices. There is oftentimes a lack of thought about the impact of new technologies on people with disabilities. Jamie acknowledges there is more awareness but we still have a long way to go. Perhaps the world needs more people like Jamie and Mick, who are empowering themselves to break down any new barriers as they are presented.

*Source: St Joseph's Nudgee College Magazine | Edition 13*



# What is a Flexible Learning Centre?

*Edmund Rice Education Australia Flexible Schools responds to the needs of young people in our communities through the creation of Flexible Learning Centres. They provide young people with an opportunity to engage in education in a flexible and supported learning environment.*

The young people who attend our schools have typically experienced one or more significant and complex educational, social, developmental, psychological, health, legal or family situations which demand unique responses. Such interventions are embedded within an educational framework but also typically involve medical, multidisciplinary, legal and/or social support personnel network systems.

Each Flexible Learning Centre is a registered school and offers educational pathways for young people in years 7-12 who have difficulty accessing conventional school for a variety of reasons. They work with young people to:

- improve cognitive and academic skills
- enhance social and emotional competency
- strengthen cultural and spiritual life
- help find employment or further training
- build community connection

Flexible Learning Centres are generally small schools. The approach of flexible timetabling, smaller learning groups, strong staff/young people relationships and relevant curriculum enables the delivery of creative teaching responses to individual young people's learning needs, incorporating their cultural and spiritual backgrounds. Our schools offer flexible learning choices characterised by a focus on:

- the individual needs of young people
- developing a learning community
- learning that is critically reflective
- promoting a culture of success

A fundamental component of flexible learning is an emphasis on relationship development. Complementing this process is the provision of a values and relationship education program, which draws on the common ground principles and relates to the life experiences of young people.



where others practise  
exclusion, we practise  
radical inclusion,  
living out our catholic values  
and our commitment  
to social justice...

our voice in learning ...

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# our voice in learning ...



Mount Isa Flexible Learning Centre – Clean Up Australia Day



St Joseph's College, Geelong – International Day against LGBTQIA+ discrimination



St Patrick's College, Strathfield – Desks for Papua New Guinea



St Gabriel's, Castle Hill – Easter Celebrations at Mary MacKillop Nursing Home



St Patrick's College, Shorncliffe – Action against Domestic Violence

*Service and Solidarity Learning ...  
Young People Building a Better World for All*



St Patrick's College, Ballarat – Celebrating solidarity with St Aloysius Primary School



Trinity College, Perth – Celebrating solidarity on the Kimberley immersion

“ A Catholic School in  
the Edmund Rice Tradition promotes participation  
in service and solidarity learning programs in partnership with  
those on the margins. ”

EREA CHARTER



Townsville Flexible Learning Centre – Supporting Literacy at Garbutt State School



Edmund Rice Flexi School, Elizabeth & Davoren Park – Hope Projects for local Community Centre

# OUR VOICE IN THE CHURCH

## Reflections on Gospel Spirituality

**Br Frank O'Shea, the Director of the Ruben Centre (Nairobi, Kenya), presented the Gospel Spirituality Keynote at the recent EREA Senior Leaders Conference.**

"There is a fair bit of consensus that the man Jesus was born in Nazareth, in Palestine and we know almost nothing about his first 30 years of living, just hanging out it seems, until one day he is baptised by John.

His baptism ignites a fire within him, and it kick starts his mission. He is called, the anointed. His Father lights the fire and the next step, after much reflection and soul searching in the wilderness, we hear him fearlessly coming out and telling everyone:

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**"The Spirit of the Lord is on me, because he has anointed me to proclaim good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to set the oppressed free, to proclaim the year of the Lord's favour."** – (Luke Ch.4.)

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A boy no longer but a man on a mission.....  
Transformation, rebirthed, empowered!

Edmund Rice's early life was also insignificant, except he was a very successful businessman. He made a lot of money, married and had a child. A fairly normal life really.

For Jesus, it was his baptism. For Edmund, it was the death of his wife that turned his life upside down and into a similar meaningless wilderness. Then at the age of 40 he too experienced a fire burning within him. Edmund was determined to sell his business and start a school, leaving behind his fame as a successful businessman to embrace an unknown life: a life as an untrained teacher of a group of children nobody could care less about.

His friends, I am sure, all agreed it was total madness but something not unlike the madness of God becoming human in the person of Jesus.

So, both men's pathway was to be called, gifted and sent. I am sure you all know this and there is no need to reach out to Africa to hear more of the same, so I will share something of the madness of my life lived in the footsteps of both Jesus and Edmund.

I dropped out of school at a Christian Brother's college in rural Victoria in the penultimate year with the plan to take over the family dairy farm.

Ten months into it, I too experienced, maybe not a fire, but a flickering flame. Then one day I rode my motor bike into the Brothers' school and declared I had come to join them. Three months later I was in the novitiate or training college. It was a sort of madness, as I hadn't finished high school and all I wanted was to be a farmer. The training offered no farming course, only primary teacher training and in what seemed to be in the blink of an eye, the boy who hated school was suddenly standing in front of 50 Grade Five students. I loved it!

The spirituality of Edmund Rice can be summed up in those three words already quoted from our constitutions: called to offer ourselves in freedom to God and all humanity, gifted with Edmund Rice's spirit or charism and sent by God into the world to bring life to the poor, powerless and oppressed. I was on my way, the way of Edmund and Jesus.

So, what happened? Nothing went to plan. However, looking back over 52 years later, those three words have truly ignited that flickering flame. At the age of 26, the







Ruben Centre Primary School: the largest school in the global Edmund Rice Network with over 3600 young people. The school has a strong commitment to the UN Sustainable Development Goals and environmental education





school dropout went off to university and quickly attained a Bachelor of Science in Human Movement. The plan was to be a Physical Education teacher but after graduation I was asked to be a pioneer for our brotherhood in the kingdom of Tonga. I'd never heard of the country before that call; that was truly living that word SENT!

Ten years later I was ready to return to Australia but was asked to go to Tanzania and there I built and administered a large secondary school for boys and girls. Thirteen years on, having survived anthrax and a giraffe attack, and gaining a Masters in Educational Leadership via distant learning with the Australian Catholic University, I was again ready to return. Ready to come home, but I was asked to go to South Sudan and there pioneered various work in prisons and refugee camps.

I was there when the people voted for independence from Sudan, but all the hope and excitement of that time was quickly snuffed out by tribal fighting. I knew it was a project not for my lifetime, so I asked to be taken out and again requested to finally return to Australia. I got as far as Kenya and in 2010 was asked to be the Director of Ruben Centre. After 10 years I again asked to return to Australia and this time my request was accepted, however, after a year and half in Australia I was called back to be the Director of Ruben again. So here I am.

So much for a wonderful retirement but really the decision was a no brainer. Called, gifted and sent has no limits. True living must be done. " Never too old," they say.

I am hoping by now that you school leaders will be asking, How and Why? And if you are not asking, I will share an answer anyway as I hope my answer will be relevant to you all. The how is the same now as it was when I was 18 years of age. Nothing has changed. Jesus said, ' I have come that you may have life and have it to the fullest.' How do we create this? This is my question to each one of you here today.

In the words of St Paul, 'being fully alive means saying yes to a life of becoming, knowing meaning only lies in the hot pursuit of being the image and likeness of our maker.' God is most revealed in my being and from there I am drawn into knowing God and I are one.

Drawing from Colossians "put on the new man / woman who is renewed in knowledge according to the image of Him who created you." There's our invitation to be children of God created in His image with the hope that we will grow in likeness. That's our task.

Life in its fullness means that we are always becoming more than we are now. Life is more than what is revealed and what is happening, after all life is such a beautiful gift. Do you appreciate this? Do you ever stop and contemplate the

joy of living? The majority of Kenyans are Christians, and they love saying prayers. It is like the old days in Australia. A prayer begins and ends everything, and their most common prayer always begins with "I thank God for the gift of life." While all this prayer can be tedious at times, its aspiration for grateful living and its call to turn our lives into a challenging adventure is something to behold.

How ordinary and predictable have you become?

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**Being alive equals living with imagination, like the little children who Jesus praised so enthusiastically and exhorted adults to adopt their way.**

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Where has living with faith gone in our contemporary culture? Stolen by the bland, cynical, pessimistic and the overt univocal mentality that exists. Life is too busy for anything but a few tweets and overused one liners, defining people and creating such a bland and predictable culture.

Gone is any sense of transcendence. Gone is a sense of awe and wonder. Our city living offers no chance to sit in silence under the stars and ponder how big life is and how small we are. Science and the internet are our gods.

To be a growing Christian means living in conversation with your maker. When did you last push back against just going along with things as they are? Happy with the mundane ordinary and when did you last weep for joy at the never-ending openings and opportunities to be more than you are now? We need time and silence to hear the invitation to live fully. I am talking to a group of educators. Who among you believes and feels called, gifted and sent? Or are you living - 'It is just a job?'

Imagine if before entering the school each morning you stop, pause and ask, "What invitations to be fully alive will the day / college / teachers / friends / other students offer me today?" How do you think things would be? Imagine how different life could be. Imagine the connections and relationships that might evolve.

I had a young teacher graduate from Melbourne university volunteer with me some years back and preparing her to leave I asked, "What have you learnt in these few months"? Guess what she said. "I have learnt to have a conversation; my generation don't have them".

Today I ask how good are your conversations? When was the last conversation you had with a group of your students, especially those struggling with life? You will all know better than me, that the generation that you have in front of you every day, despite all the comfort, technology and wealth, many of these kids are living lonely, troubled, and wretched lives. Lives which have been hacked by social media! For many, their only friends are online. All this is played out in a variety of personal issues and social ills. When I am finished maybe this can be a conversation piece for you all.



So, to conclude, how many of you feel called, gifted and sent as educators into the mad, complicated world and social environment of this student generation who are crying out for realness, peace, connection, conversation and meaning? When was the last time you heard real laughter in the kids you teach? And when was the last time you had a great laugh yourself? When was the last time you felt fully alive and if the answer is alluding you, what are you going to do about it?

Living in the footsteps of Jesus of Nazareth and Edmund of Ireland calls each of you to come alive and bring that life to your students. This was my no brainer when asked to return to Kenya in early 2023. Presence, compassion and liberation defines my living life with thousands of the poorest and yet most alive Nairobi slum dwellers and being so connected to them is my wee life in its fullness.

Each morning, I begin my one hour of meditation with these words:

God of my life, I thank you for the gift of this day,  
the first day of the rest of my life.

Help me to live fully all its opportunities and challenges.

I pray each one of you can embrace  
a new awakening.

**our voice in the church ...**

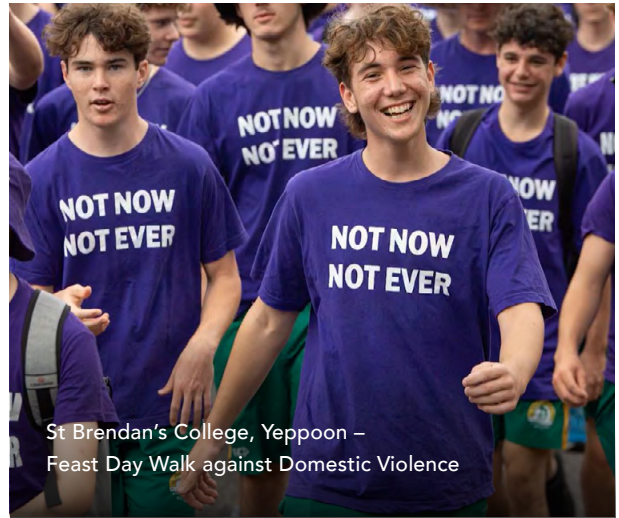
Br Frank O'Shea cfc – Ruben Centre

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# our voice in the church...



Edmund Rice College, Wollongong – Founder's Day Awards



St Brendan's College, Yeppoon – Feast Day Walk against Domestic Violence



St Virgil's College, Hobart – Feast Day Fun Day



St Edmund's College, Wahroonga – Celebrating Edmund's birthplace



CBHS, Lewisham – Liturgy with CBHS old boy, Deacon Sone Tominiko

# Blessed Edmund Rice Feast Day 5 May



St Edmund's College,  
Ipswich – Founder's Day Mass



CBC Adelaide –  
Founder's Day Mass

In early May, schools across the country celebrated Blessed Edmund Rice's Feast Day through liturgy, service, community and celebration.



St Paul's College,  
Gilles Plains – Feast Day Activities



Ambrose Treacy College,  
Indooroopilly – Founder's Days Mass

# Bishop Peter Ingham

## A Man of God – a Man for the People

**Bishop Peter Ingham was a great friend and supporter of Edmund Rice Education Australia and particularly our schools in his diocese. An old boy of St Pius X College, we join with the wider Catholic community in remembering the life of this man of God and this man of the people.**

Peter William Ingham, the fourth bishop of Wollongong, died peacefully in the late evening of 26 April 2024. He was 83 years of age and almost 60 years a priest.

Born in Crows Nest, Sydney, Peter was the only child of George and Marjorie Ingham (nee Hyndes). He was educated at St Leonard's Primary School, Naremburn, and St Pius X College, Chatswood, and studied for the priesthood at St Columba's Seminary, Springwood, and at St Patrick's Seminary, Manly. He was ordained by the late Cardinal Sir Norman Gilroy in St Mary's Cathedral, Sydney, in 1964. Following various parish appointments in the Archdiocese of Sydney, Peter was appointed private secretary to Cardinal James Freeman, and then as the secretary of the Archdiocese of Sydney. He was nominated as a monsignor by Pope John Paul II in 1986, and in July 1993 he was consecrated auxiliary bishop of Sydney. On 25 July 2001, Peter was installed as the fourth bishop of Wollongong, and with his typically selfless dedication, served the diocese for 16 years, retiring in November 2017.

Bishop Peter's ministry was not confined to the Diocese of Wollongong. He served on several committees of the Australian Catholic Bishops Conference, and in 2006 was elected president of the Federation of Catholic Bishops Conferences of Oceania. In October 2008, he participated in the 12th Synod of Bishops at the Vatican, and in October the following year was appointed by Pope Benedict XVI a member of the Special Assembly for Africa of the Synod of Bishops. In 2022, Bishop Peter was appointed a Member of the Order of

Australia by the late Queen Elizabeth II for "significant service to the Catholic Church in Australia".

With the mention of the name, Bishop Peter Ingham, words and images immediately spring to mind. Bishop Peter had a prodigious memory for names and faces, and it was a great joy to him to be among people at diocesan or civic gatherings. His warm and welcoming, happy and caring nature were evident in his engagement with each person. He was compassionate and approachable, faith-filled and prayerful—in essence, a servant leader. His greatest joy was to be a disciple of Jesus and a true shepherd of God's people.



In 2016, Bishop Peter was diagnosed with fibrosis of the lungs which restricted his airways and his capacity to exert himself. As his condition deteriorated, he was cared for by a close family friend with the assistance of his doctor and palliative care teams in Sydney. He faced his death with the dignity, graciousness and serenity that had characterised his life—gently surrendering into the arms of our loving God at 83 years of age on 26 April 2024.

Paying tribute to the impact Bishop Peter had on the Diocese of Wollongong, the current bishop of Wollongong, Bishop Brian Mascord said:

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**"Bishop Peter was a spiritual father of the Illawarra, Macarthur, Shoalhaven and Southern Highlands. We offer him a heartfelt 'well done, good and faithful servant' (Matthew 25:23), and we take comfort in the sure hope that we now have another advocate in the presence of our Lord praying for the needs and salvation of the people of God in the Diocese of Wollongong. "A man of God – a man for the people. May his noble soul rest in peace."**

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Source: Diocese of Wollongong



Bishop Peter at various Edmund Rice College, Wollongong, events.

# OUR VOICE IN THE WORLD



Brother Rice High, Chicago, USA – Seniors leading an Edmund Rice Camp



Centro Hermano Manolo, La Paz, BOLIVIA – Young people celebrating Children's Day by learning about Child Rights



St Edmund's Secondary School, Mazabuka, ZAMBIA – Br Jackson Mubela (Principal) welcomes St Dominic's College Penrith, Principal, Simon Abernathy, to begin a twinning partnership between the two schools



Edmund Rice Schools, INDIA – Cameron Leader (HOC Hemant Flexible Learning Centre) recently spent the month of April in India with the Christian Brothers and their schools as part of his Professional Renewal Leave



St Boniface High School, Kimberely, SOUTH AFRICA – Edmund Rice Society students caring for children at Sinothando Orphanage Home



# Edmund Rice Schools Around the World



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.



# EREBB GLOBAL LEADERSHIP SYMPOSIUM

## INDLULAMITHI

### Leadership Vision Grounded in Reality

**The EREBB Leadership Symposium was held in Cape Town, South Africa, in April this year. The Symposium was a collaborative global program of over 40 senior leaders from Edmund Rice Schools across 15 countries. It aimed to enhance and develop the Educational and Gospel leadership capabilities of these leaders while experiencing the global Edmund Rice community.**

Hosted by the Edmund Rice Schools in South Africa and the Christian Brothers Association, and facilitated by Ray Paxton (EREA National Director) and Dr Evona Rebelo (Director Western Cape Catholic Education, participants were able to:

- Network with a worldwide community of experienced educational leaders
- Develop leadership capacities relevant to educating in a globalised world
- Share ideas, programs and resources about the best ways of leading schools in the Edmund Rice tradition
- Celebrate and learn about African culture, spirituality, leadership and educational practice
- Hear from amazing speakers who have committed their lives to building a better world for all and the leadership strategies that they have used
- Visit Edmund Rice schools across South Africa and engage in leadership dialogues
- Experience the hospitality, heritage and natural wonders of the city of Cape Town and walk in the footsteps of leaders such as President Nelson Mandela and Archbishop Desmond Tutu
- Commit to the global movement of the UN Sustainable Development Goals, the UNESCO Futures of Education and the Vatican Global Compact on Education
- Develop long-term global partnerships with other leaders that will enhance the education of our young people

The EREBB Global Leadership Symposium is planned to be offered again in 2025



Cardinal Stephen Brislin with Edmund Rice Leaders at the opening of the EREBB Leadership Symposium

# Reflections from the Symposium Delegates

The Symposium was a powerful affirmation of Edmund Rice education in a global context. An amazing environment and a very positive group of delegates and presenters. The careful planning in advance was evident and made the event such a success. (Ireland)

I found the Symposium to be an incredibly enriching experience. Interacting with the delegates and immersing myself in their diverse stories, as well as those shared by the presenters, truly made it a life-changing event. I'm deeply grateful for the effort put in by the organizers; every aspect of the symposium felt meticulously planned and purposeful. (Uruguay)

All I can say is that sharing the time with Edmund Rice educators and leaders was inspirational and motivated me beyond even my own understanding. As overwhelming and exhausting as my role at school was and still is, I have a new found spiritual purpose and gratitude since returning from the symposium (South Africa)

The EREBB Symposium was an introduction to a loving and caring global family I didn't know existed. (Zambia)

The EREBB Symposium cemented my concept of servant leadership, and I feel I demonstrate this in my everyday job as a leader. It has made me realise that there is a global educational platform beyond just my school and that having time to reflect on how I show empathetic leadership in my school setting. (Australia)

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The Symposium was a powerful affirmation of Edmund Rice education in a global context.

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I can now view our school, my work and ministry, in a global context as a small part of the Edmund Rice worldwide network. I enjoyed examining scripture to influence my leadership, and would encourage all school leaders to do this regularly. (USA)

The Symposium made me develop a broader picture of an Edmund Rice school, view it as part of a bigger picture, a global network of schools, not just one school in my country. (Zimbabwe)

The EREBB Symposium in South Africa has left an indelible mark on me, both personally and professionally, for which I am deeply grateful. Immersing myself in a new culture, accompanied by thought-provoking lectures and workshops, and engaging with fellow educators from the Edmund Rice Network worldwide, has been transformative.

The encounter with like-minded individuals has enriched my understanding and provided inspiration beyond measure. (Australia)

It has renewed my passion for advocacy and pushed me to understand my privilege and that of my country(wo)men.

It has sharpened my belief about what's at the core of an Edmund Rice education as well. I am clear that Edmund provided an education that offered an opportunity to lift Young People out of poverty. It was an act of activism. Of radical inclusion. These things resonate with my view of Jesus and the schools I'd like us to be. (Australia)

The Symposium inspired me to be a compassionate, visionary leader. (Liberia)

I feel it helped me see "over the trees", as the giraffe does. Stepping away from the routine of daily life was pivotal in nourishing my soul, heart and mind. I embraced everything offered with boundless joy and gratitude. Everything was emotional and I felt it enriched me as a human being. (Uruguay)

The EREBB Symposium provided opportunities to reflect on my own journey and on my own leadership while at the same time being pushed out of my comfort zone to respond to challenging questions and situations on the ground. (Ireland)

I felt that this symposium provided a much needed reset. It is easy to get overly caught up in our own context and forget about the big picture of what exactly makes us an Edmund Rice institution and what is at the heart of our responsibilities as such. I left the symposium with a clear vision of who we are meant to be at our school and my role in facilitating that journey. (Canada)

The symposium transformed me into a leader with a broader view of the network and without a doubt a greater commitment to its mission. (Argentina)

our voice in the world ...

the  
RICEAN

# Our Voice in the World ...

## DESMOND TUTU COURAGEOUS LEADERSHIP PROGRAM FOR YOUNG PEOPLE

*EREA (through EREBB) has recently partnered with the Desmond and Leah Tutu Legacy Foundation to offer the Courageous Leadership Program across the Edmund Rice Global Network of schools. The following schools are the early adopters and will collaborate through youth dialogue, as part of the EREBB Global Classroom Partners Initiative.*

### UNITED STATES

Brother Rice High School – Michigan

### ENGLAND

St Ambrose College – Manchester  
Edmund Rice Schools England

### NORTHERN IRELAND

Edmund Rice Schools Trust  
Northern Ireland

### IRELAND

Arklow C.B.S. – Wicklow  
CBS – Cork  
CBS Secondary School – Kilkenny  
Wexford CBS Secondary School

### CANADA

St. Thomas More Collegiate – Vancouver  
Vancouver College

### GHANA

St Martin's Catholic High School – Gbarnga

### URUGUAY

Stella Maris College – Montevideo

### ARGENTINA

Cardinal Newman College – Buenos Aires

**COURAGEOUS LEADERSHIP – AN ONLINE GLOBAL LEADERSHIP SHORT COURSE FOR YOUNG PEOPLE**



This course comprises five short modules, with each focusing on one quality of courageous leadership exemplified in Archbishop Desmond Tutu's life.



Through this course, young people will discover just how powerful their everyday actions can be in building a life of courageous leadership.



Each module includes a short video, a few ideas that explore the topic more deeply, and questions for young people (15-18yo) to apply it to their lives.



Young people will have the opportunity to share with young people from Edmund Rice schools around the world, through educator-facilitated online dialogues.

**Desmond & Leah Tutu**  
LEGACY FOUNDATION

**EDMUND RICE EDUCATION**  
**Beyond Borders**

**ZAMBIA**

St Raphael's Secondary School – Zambia

**INDIA**

St Edmund's School – Shillong  
St. Vincent's High & Technical School – Asansol

**Australia**

Ambrose Treacy College – Qld  
Christian Brothers High School – NSW  
Deception Bay Flexible Learning Centre – Qld  
Ignatius Park College – Qld  
Mount Isa Flexible Learning Centre – Qld  
Noosa Flexible Learning Centre – Qld  
St Bernard's College – Vic  
St Dominic's College – NSW  
St Edward's College – NSW  
St James College – Qld  
St Joseph's College, Geelong – Vic  
St Joseph's School, North Melbourne – Vic  
St Patrick's College – NSW  
St Pius X College – Qld  
Waverley College – NSW  
Gympie Flexible Learning Centre – Qld  
CBC Adelaide – SA  
St Mary's College, Toowoomba – Qld

**KENYA**

Ruben Centre – Nairobi

**ZIMBABWE**

CBC – Bulawayo  
CBC St Patrick's

**SOUTH AFRICA**

CBC St John's – Cape Town  
St Boniface's High School – Kimberley  
Veritas Springs College – Johannesburg  
CBC Mount Edmund College – Pretoria  
St Patrick's College – Kimberley

**New Zealand**

St Peter's College – Auckland  
St Kevin's College – Oamaru



# Does the Spirit Burn in You?

Why are you not careful,  
Edmund Rice?

The floor boards creak,  
the ceiling rafters strain, holding hope  
in pummelling wind.

You lie awake, alone on straw  
above the stable, refashioned now to serve  
a cherished dream.

Yet through the frosty panes  
the stars are blazing.

Be careful, Edmund.  
If your heart ignites, what turbulent fire,  
Spirit fanned!

It will consume your dross  
and burn the waste of ignorance, stir dormant  
Tara embers.

Perhaps it is some passing madness,  
or else what seems impossible to me,  
blazes with the possibility of God!

*By Br Hugh Sharpe cfc*



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

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EDMUND RICE EDUCATION  
AUSTRALIA