

**Q5: What excites you about Catholic Education currently?**

- Opportunities in learning, connecting with youth
- Curriculum, RE teamwork, science of reading and learning, growth, and progression
- Partnering
  - for research
  - ILSY partnership with Melbourne Uni is unique to DOBCEL
  - CECV Languages initiatives – research partnerships with Deakin Uni and sustainable impact on schools
- Reduced security risk
- Possibilities of digital re-imagination
- Commitment to care for our young people
- Strong sense of collegiality at CEB
- Autonomy is respected for departments e.g., speech can influence needs response
- Point of difference is that we can promote what we do
- Bibliodrama – putting kids into the story (role playing), learning through play
- Looking at better ways to do things
- Place of spirituality
- Opportunities with teachers now to talk about Catholicism in a different way
- Teach via VC has ability for greater connection
- Sense of community
- Child at the centre
- Fullness of life
- Extraordinary Pope: The Synod (current)
- The students! Particularly supporting students with diverse requirements
- Shared philosophy to serve amongst staff (in CEB and schools)
- Approach to lifelong learners instead of immediate gratification
- The creative people we work with (CEB and schools)
- Our approach – social justice, welcoming to all, initiatives, diverse, inclusive, culturally, focus on and value of wellbeing, holistic approach, focus on ‘the whole person’
- Seeing real inclusion in schools
- The end product – raising ‘fine’ young people, not just about education (the whole child)
- Equitable access for all communities
- The old and the new
- Catholic Education schools are in high demand
- Having schools/education based on faith/hope and love, being part of a ‘larger community’
- Willingness to share expertise/resources amongst schools without hesitations
- Inclusivity, sense of community with purpose and intent
- Environment of safety at school and freedom to ‘be yourself’ (self expression)
- 2 additional roles commencing in the Wellbeing team in Term 3
- Transition to DOBCEL
  - Stronger sense of collaboration
  - Improved systemic approach
  - Improved buy-in from schools
  - Improved services to schools
  - Improved wellbeing support to school
  - Unification
  - On the cusp of positive change/growth
- Opportunities to pursue a range of different co-curricular things (sport, performing arts, etc.)
- Opportunities for PL overseas
- Strong student centred approach
- ‘What can we do’ mindset rather than focus on blockers
- NTSS and response to interventions ahead of DET
- Less isolation – local and community, contact with support/context