

Narragunnawali

Reconciliation in Schools and Early Learning

NARRAGUNNAWALI

Betty Spears Child Care Centre

Reconciliation Action Plan

For the year 2016



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Our Vision for Reconciliation

For all families in the Betty's community to feel valued, respected and culturally safe at our centre.

To acknowledge the right of all children and families attending Betty's to know the history and culture of the land in which we come together to play and learn.

To extend knowledge and understanding around Australia's first peoples in ways that are embedded in our everyday practice and across all curriculum areas.

The Working Group

Name	Position	Email
Lesley Woodhouse		[REDACTED]
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Vanessa Leong		[REDACTED]
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Action Plan

RELATIONSHIPS			
Action	Details/notes	Responsibility	Timeline
Aboriginal and Torres Strait Islander people in the classroom	<p>Having an Aboriginal and Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures. This may not be possible for every learning activity but it should be something that schools and early learning services do regularly.</p> <p>Building relationships and working together with your local Aboriginal and/or Torres Strait Islander community is essential for the success of this action. Please keep in mind that it is more respectful to establish a relationship with the community before asking community members to contribute to activities in the school or early learning service.</p> <p>Click here for some ideas about developing relationships with the community.</p> <p>Our Notes:</p> <p>We will reach out to our Aboriginal families and invite them to share their contacts and family connections with us at the centre. We will consider family connections when we do this.</p>	<ul style="list-style-type: none"> Cathy McCarthy 	Ongoing
Early Years Learning Framework - Early Learning Specific	<p>The Early Years Learning Framework (EYLF) describes a set of Principles, Practices and Outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school.</p> <p>The five Principles outlined in the EYLF are intended to, naturally and holistically, inform teachers' practice and support children's Learning Outcomes. Principle 4 specifically relates to a teachers' responsibility to teach a 'respect for diversity'. This includes teaching about Aboriginal and Torres Strait Islander peoples and their unique ways of knowing and being.</p> <p>There are several practices outlined in the EYLF that specifically relate to the ways that teachers interact with Aboriginal and Torres Strait Islander children (Responsiveness to children, Cultural competence), as well as the importance of teaching all children about Aboriginal and Torres Strait Islander histories, cultures and contributions.</p> <p>Learning Outcome 2 of the EYLF requires that 'children are connected with and contribute to their world'. This Outcome is a great opportunity to embed in your learning environments the principles of relationships and respect that make up the basis of reconciliation between Aboriginal and Torres Strait Islander peoples and the wider community. Your early learning service may want to conduct a staff meeting to determine how RAP activities can be linked to the Early Years Learning Framework and in particular, Outcome 2.</p> <p>For Australian government funded early childhood services, the Professional Support Coordinator (PSC) and the Indigenous Professional Support Unit (IPSU) networks in each state and territory deliver training and mentoring services to support their implementation of the EYLF. Invite someone from the IPSU to workshop how to connect your RAP to the EYLF.</p> <p>There are also resources on the KidsMatter website that will help educators embrace Aboriginal and Torres Strait Islander ways of being knowing and doing.</p> <p>Our Notes:</p> <p>We will continue to record the children's learning outcomes as they relate to The Early Years Learning Framework ensuring we include the outcomes related to Aboriginal and Torres Strait culture and all children's ways of being knowing and doing. We will continue to use</p>	<ul style="list-style-type: none"> Cathy McCarthy 	Ongoing

	<p>the resources from KidsMatter to help our educators embrace Aboriginal and Torres Strait Islander ways of being knowing and doing.</p>		
<p>Cultural learning opportunities for Aboriginal and Torres Strait Islander students and children</p>	<p>Providing cultural learning opportunities that promote a positive and strong sense of identity, belonging, and self-belief is not only important to improving Aboriginal and Torres Strait Islander students' and children's learning outcomes, but contributes to quality learning experiences for all students.</p> <p>Such learning opportunities can also have flow-on effect to the wider community and increase a shared pride for Aboriginal and Torres Strait Islander cultures, identities and histories.</p> <p>There are many Aboriginal and Torres Strait Islander education programs and organisations that can provide support to teachers, educators, students and children, some of which are listed below:</p> <ul style="list-style-type: none"> • SNAICC (Secretariat of National Aboriginal and Islander Child Care) is a national non-government peak body in Australia representing the interests of Aboriginal and Torres Strait Islander children and families. • The Stronger Smarter Institute delivers quality leadership programs for teachers and educators to enhance the teaching of Aboriginal and Torres Strait Islander students and children. • AIME (Australian Indigenous Mentoring Experience) is a dynamic educational program that is proven to support Aboriginal and Torres Strait Islander students through high school and into university, employment or further education at the same rate as all Australian students. • What Works. The Work Program is designed to assist schools and early learning services to plan and take action to improve educational outcomes for Aboriginal and Torres Strait Islander students and children. <p>Our Notes:</p> <p>We will continue inviting Aboriginal people into the centre to share their culture and seek incursions and excursions that promote understanding and knowledge about Indigenous culture. For example, the art gallery.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	<p>Ongoing</p>
<p>Aboriginal and Torres Strait Islander representation on committees</p>	<p>Involving Aboriginal and Torres Strait Islander people in decision making, forming strategic direction and providing opportunities to children and students will make school or early learning operational planning more inclusive and is a great opportunity to bolster relationships with your local community.</p> <p>Building relationships and working together with your local Aboriginal and/or Torres Strait Islander community is essential for the success of this action. Please keep in mind that it is more respectful to establish a relationship with the community before asking community members to contribute to activities in the school or early learning service.</p> <p>Click here for some ideas about developing relationships with the community.</p> <p>Our Notes:</p> <p>We currently have a Board member from an Aboriginal background on the Betty Spears Board of Directors and we will endeavour to continue this practice.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	<p>Ongoing</p>
<p>Elders and Traditional Owners share histories and cultures</p>	<p>Inviting Elders and Traditional Owners to share their stories and speak to children, students and staff about the histories and cultures of the local area can be a valuable learning experience that promotes reconciliation through understanding.</p> <p>It is important to remember that Aboriginal and Torres Strait Islander peoples represent hundreds of different cultures with diverse histories. Traditional Owners are generally the only people who can speak with cultural authority about the land and Country on which your school or early learning service is located. It is important to consult with Elders in your local community about who has cultural authority to speak about Country.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	<p>Ongoing</p>

	<p>Building relationships and working together with your local Aboriginal and/or Torres Strait Islander community is essential for the success of this action. Please keep in mind that it is more respectful to establish a relationship with the community before asking community members to contribute to activities in the school or early learning service.</p> <p>Click here for some ideas about developing relationships with the community.</p> <p>Our Notes:</p> <p>We will continue to seek opportunities to connect with our local Aboriginal Elders to let them know that we respect them and are open to learning from them.</p>		
Cultural awareness for staff	<p>Providing opportunities for staff to build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures will help to reduce prejudice and increase respect for Aboriginal and Torres Strait Islander peoples.</p> <p>It is important for all Australians to have an understanding of Aboriginal and Torres Strait Islander cultures, including their unique connection to the land, seas and waterways. Improving the level of knowledge and understanding of Aboriginal and Torres Strait Islander cultures will form the basis for building better relationships between Aboriginal and Torres Strait Islander people and the rest of the community.</p> <p>Aboriginal and Torres Strait Islander cultural awareness training for staff is a good starting point, and can be an introduction for ongoing and in depth development of knowledge and understanding. Look online to find an Aboriginal and Torres Strait Islander cultural awareness provider in your area.</p> <p>Reconciliation Australia's online introductory tool Share Our Pride is a good place to start your cultural awareness journey.</p> <p>Encourage staff to build on their cultural awareness training by regularly attending local events such as lectures and seminars, watching films and documentaries, and reading books and journal articles about Aboriginal and Torres Strait Islander histories and cultures.</p> <p>Our Notes:</p> <p>We commit to providing Cultural Awareness Training for all staff by the end of 2016. We will also rotate our staff on cultural excursions so that all staff have the opportunity to experience cultural events.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	Ongoing
RAP approved by Principal or Director	<p>In order for you to publicly declare the actions you are committing to, your RAP must be approved by the highest level of leadership in your school or early learning service. Ideally this person is part of your Working Group.</p> <p>Having this support for the RAP is integral to the success and sustainability of your plan. Effective leadership will focus attention on the content of the RAP and push for its development and implementation at critical times. Executive level support for the RAP will also ensure fellow senior staff members understand the significance of the RAP and the school or early learning service's Vision for Reconciliation.</p> <p>Our Notes:</p> <p>We will present our RAP to the Betty Spears Board of Directors at the July Board Meeting, 2016 for validation.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	Due on 2016-06-23
Whole school or early learning service reconciliation projects	<p>RAPs are a great chance to bring the whole school or early learning service together to collaborate on large scale reconciliation projects. Reconciliation projects that involve all children, students, and staff will engage everyone in shared learning experiences.</p> <p>It is important to collaborate with local Aboriginal and Torres Strait Islander community members, Traditional Owners, Elders and local Aboriginal and Torres Strait Islander organisations in planning and managing reconciliation projects, particularly those that are about the local area.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	2016-06-01 - 2016-12-23

	<p>Some examples of whole school or early learning service reconciliation projects include:</p> <ul style="list-style-type: none"> • design a reconciliation garden to help foster understanding of bush foods, native plants and their uses and applications • integrate yarning circles into the daily routine of the school and early learning service • hold a sports day where traditional games are played • hold a competition across the whole school or early learning service to design and develop a reconciliation badge or slogan • design and create a reconciliation artwork or mural with all staff, students, children and community members • create bollards or message sticks that help tell the story of the local Aboriginal and Torres Strait Islander community. <p>Please share reconciliation projects with Reconciliation Australia by sending stories and photos to schools@reconciliation.org.au</p> <p>Our Notes:</p> <p>We have started a yarning circle in our lower yard and we are planning to plant a bush tucker garden to promote interest and discussion. We are also planning to acknowledge the Traditional owners of the land in the form of a sculpture or artwork created by the children with the support of a local artist. We plan for this artwork to be next to our yarning circle.</p>		
<p>Celebrate National Reconciliation Week</p>	<p>National Reconciliation Week (NRW) is held annually from 27 May to 3 June. It is a time to celebrate and build on the respectful relationships shared by Aboriginal and Torres Strait Islander people and other Australians. Each year has a different theme set by Reconciliation Australia.</p> <p>Preceded by National Sorry Day on 26 May, NRW is framed by two key events in Australia's history, which provide strong symbols for reconciliation:</p> <ul style="list-style-type: none"> • 27 May 1967 – the referendum that saw more than 90 per cent of Australians vote to give the Australian Government power to make laws for Aboriginal and Torres Strait Islander people and recognise them in the census. • 3 June 1992 – the Australian High Court delivered the Mabo decision, which recognised that Aboriginal and Torres Strait Islander people have a special relationship with the land. This paved the way for land rights known as native title. <p>NRW is a great opportunity for you to organise an event and to attend public events in your local community as a way of strengthening community understanding of the week.</p> <p>Think about organising an excursion or sending home information about NRW events and encouraging parents and families to attend. All public events are listed on Reconciliation Australia's website. If your school or early learning service organises an event, please register it here.</p> <p>Our Notes:</p> <p>We will celebrate NAIDOC Week and Reconciliation Week every year by attending Aboriginal cultural events in the community or by inviting Aboriginal people into the centre to share their culture.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	<p>2015-05-27 - 2015-06-03</p>
<p>Create stakeholder list</p>	<p>Having knowledge of the Aboriginal and Torres Strait Islander communities, organisations and stakeholders in your local area is important to growing your network and commitment to reconciliation beyond the school or early learning service. Developing a stakeholder list is a great first step to developing ongoing relationships and will also help to grow a network of support for and awareness of your RAP. Consider sharing your list with other schools or early learning services in the area.</p> <p>You can also use the list to procure goods and services from Aboriginal and Torres Strait Islander businesses wherever possible. Indigenous Business Direct and Supply Nation can assist with sourcing Aboriginal and Torres Strait Islander businesses in your area.</p> <p>Our Notes:</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	<p>Ongoing</p>

	<p>We will continue to source Indigenous resources and books from Aboriginal suppliers in our local area and across Australia. We will continue to look for local Aboriginal educators to work at our service, also Aboriginal students to complete their practicum with us.</p>		
Cultural awareness for students and children	<p>Providing opportunities for students and children to extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures will help to reduce prejudice and increase respect for Aboriginal and Torres Strait Islander peoples.</p> <p>It is important for all Australians to have an understanding of Aboriginal and Torres Strait Islander cultures, including their unique connection to the land, seas and waterways. Improving the level of knowledge and understanding of Aboriginal and Torres Strait Islander cultures will form the basis for building better relationships between Aboriginal and Torres Strait Islander people and the rest of the community.</p> <p>Ideas for developing student and children's knowledge and understanding include:</p> <ul style="list-style-type: none"> • initiate activities to establish relationships with students and children from a school or early learning service (nearby or interstate) with a strong connection to Aboriginal and Torres Strait Islander culture (consider developing a sister school partnership, pen pal relationships, letter and email writing or online video conversations) • encourage students, children and their families to attend local events such as community days, festivals and performances, and to read books and watch films by Aboriginal and Torres Strait Islander authors and directors • participate in online introductory learning activities and tools such as Share Our Pride and AIME's Cultural Engagement Tutorial <p>Our Notes:</p> <p>We will continue to source and purchase books for our children's library and parent library that promote awareness and understanding about Indigenous culture and peoples.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	Ongoing

RESPECT

Action	Details/notes	Responsibility	Timeline
Teach about reconciliation	<p>Teaching about the concept, history and process of reconciliation can help to provide context and understanding of your school or early learning service's RAP and how it fits into the broader story of reconciliation in Australia.</p> <p>What does reconciliation mean? The concept of reconciliation can be explored at all year levels:</p> <ul style="list-style-type: none"> • for early years, ask students about what reconciliation means to them and look at terms such as friendship, harmony, acceptance and understanding; • for middle years, talk about the concept of reconciliation and the importance of developing an understanding of our shared history and how it has shaped our relationships with each other; • for senior years, explore the history of formal reconciliation in Australia and look at some of the key milestones for reconciliation. Reconciliation Australia has created a factsheet that marks key events for reconciliation in Australia, and a number of other resources for teaching about reconciliation. Scootle also has a number of learning activities that you could use to teach about reconciliation. <p>Our Notes:</p> <p>The children and Educational Leader have explored the concept of reconciliation starting with the concepts of friendship and getting on well together while working on a shared artwork. We aim to repeat this experience every year and display the artworks for continued discussion.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	Due on 2016-06-02

<p>Acknowledgement of Country</p>	<p>An Acknowledgement of Country is a way of showing awareness of and respect for the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which a meeting or event is being held. It recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to their Country.</p> <p>Showing respect to Traditional Owners can be done on a daily basis, and should be done at regular meetings and events throughout the year, such as assemblies, staff meetings, parent information nights, and sports carnivals.</p> <p>There are no set protocols or wording for an Acknowledgement of Country, though often a statement may take the following form: "I would like to acknowledge that this meeting is being held on the Country of the (appropriate group) people, and pay my respect to Elders both past and present." It helps to think about how you might personalise and localise an Acknowledgement to make it as meaningful as possible, so this statement is just a guide.</p> <p>An Acknowledgement of Country is different from a Welcome to Country. A Welcome to Country can only be delivered by Traditional Owners or Aboriginal and Torres Strait Islander people who have been given permission from Traditional Owners to welcome visitors to their Country.</p> <p>You can access further information in Reconciliation Australia's Welcome to and Acknowledgement of Country factsheet.</p> <p>Our Notes:</p> <p>We start all staff meetings with an acknowledgement of country. The pre school children will start their group time in the morning by acknowledging the traditional owners of the land while sitting in a circle (symbolising harmony) and placing their hands on the earth (promoting connection).</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	<p>Ongoing</p>
<p>Welcome to Country</p>	<p>A Welcome to Country is delivered by Traditional Owners, or Aboriginal and Torres Strait Islander people who have been given permission from Traditional Owners, to welcome visitors to their Country. A Welcome to Country can take many forms, including singing, dancing, smoking ceremonies or a speech in traditional language or English.</p> <p>Protocols for welcoming visitors to Country have been part of Aboriginal and Torres Strait Islander cultures for thousands of years. Despite the absence of visible borders, Aboriginal and Torres Strait Islander groups have clear boundaries separating their Country from that of other groups. Crossing into another group's Country required a request for permission to enter, and when that permission was granted, the hosting group would welcome the visitors, offering them safe passage and outlining responsibilities whilst on Country.</p> <p>Please seek advice from your local Aboriginal and Torres Strait Islander community about hosting a Welcome to Country. You should consider allocating a budget to meet the potential costs associated with a Welcome to Country.</p> <p>A Welcome to Country is different from an Acknowledgement of Country. You can access detailed information in Reconciliation Australia's Welcome to Country and Acknowledgement of Country factsheet.</p> <p>Our Notes:</p> <p>We have had two Welcome to Country ceremonies at our centre in the last four years and we will continue to have Welcome to Country ceremonies at all our major community events.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	<p>Ongoing</p>
<p>Visibly demonstrate respect for Aboriginal and Torres Strait Islander cultures</p>	<p>Visibly displaying Aboriginal and Torres Strait Islander cultures is an important part of creating welcoming environments for Aboriginal and Torres Strait Islander students, families and communities.</p> <p>It is important to collaborate with local Aboriginal and Torres Strait Islander community members, Traditional Owners, Elders and local Aboriginal and Torres Strait Islander organisations in planning these initiatives, particularly those that relate to the local area.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	<p>Ongoing</p>

	<p>Flying the Aboriginal and Torres Strait Islander flags is a great start to visibly demonstrating respect for Aboriginal and Torres Strait Islander cultures. You could also display artworks from Aboriginal and Torres Strait Islander artists, displaying Aboriginal and Torres Strait Islander language maps, promoting books and stories by Aboriginal and Torres Strait Islander authors, or displaying posters from Aboriginal and Torres Strait Islander organisations.</p> <p>Ask students to design an artwork or commission a local artist to design an artwork for your school or early learning service. You may also consider naming your buildings, class/staff rooms, or house groups using local Aboriginal and Torres Strait Islander languages or the names of significant local Aboriginal and Torres Strait Islander people.</p> <p>Our Notes:</p> <p>Many of our soft furnishings highlight Aboriginal art and culture and we plan to source more Aboriginal art for our walls.</p>		
Aboriginal and Torres Strait Islander flags	<p>Flying or displaying flags is a great way to visibly demonstrate respect for Aboriginal and Torres Strait Islander cultures.</p> <p>There are two flags representing Indigenous Australians—one representing Aboriginal peoples, and one representing Torres Strait Islander peoples. Reconciliation Australia recommends that the Aboriginal and Torres Strait Islander flags be flown or displayed together.</p> <p>The Queensland Government has produced a short document on protocols regarding flying the flags that you may find useful. This is applicable in all states and territories.</p> <p>You can purchase your flags through Flag World or get in contact with your local Member of Parliament as they may be able to provide them free of charge.</p> <p>Our Notes:</p> <p>Flags have been ordered and will be flown in our outdoor environment.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	Due on 2016-08-01
Physical Acknowledgement of Country	<p>A permanent Acknowledgement of Country is a way of showing awareness of and respect for the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which your school or early learning service is located.</p> <p>You could collaborate with a local Aboriginal and Torres Strait Islander community organisation to create a physical Acknowledgement of Country unique to your school or early learning service. The wording and design should make reference to your local area. Examples of a physical Acknowledgement of Country include an engraved plaque, a poster, artwork, cairn, or sculpture.</p> <p>Invite Aboriginal and Torres Strait Islander community members to attend an event celebrating the unveiling of your physical Acknowledgement of Country.</p> <p>Our Notes:</p> <p>We are creating a permanent artwork in our garden to have a physical acknowledgement to Country.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	2016-06-06 - 2016-12-23
RAP launch	<p>Hosting a launch event is a great way to inform your community about your RAP and bring everyone (children, students, staff, parents, carers and community members) together to promote reconciliation.</p> <p>You might like to consider planning the official launch of your RAP to coincide with a significant date such as National Reconciliation Week or NAIDOC Week.</p> <p>Your launch could include:</p> <ul style="list-style-type: none"> • a Welcome to Country • unveiling of your RAP poster • celebrating the implementation of a RAP action/s (e.g. flag raising or unveiling of physical Acknowledgement of Country) 	<ul style="list-style-type: none"> • Cathy McCarthy 	Due on 2016-07-07

	<ul style="list-style-type: none"> • a speech from a local Aboriginal or Torres Strait Islander Elder or community member who has been involved in the development of your RAP • a speech from a local business or organisation that supports your RAP • a presentation or performance by students, children or community members <p>Our Notes:</p> <p>We plan to launch our RAP at an afternoon tea for families and children when we complete and unveil our permanent acknowledgement to country letter in 2016.</p>		
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OPPORTUNITIES

Action	Details/notes	Responsibility	Timeline
Curriculum planning	<p>Australian teachers and educators have a responsibility to teach all Australian students and children about Aboriginal and Torres Strait Islander histories and cultures as an important part of our shared national identity. Curriculum planning documents should reflect this responsibility and should be embedded in all teaching and learning programs.</p> <p>Below are some ideas for curriculum planning:</p> <ul style="list-style-type: none"> • Include an agenda item during planning days or curriculum meetings as a way to ensure Aboriginal and Torres Strait Islander histories, cultures and perspectives are integrated across all key learning areas. • Develop a list of resources for different year groups and subject areas that teachers can easily draw upon when planning units and lessons. • Contact your local state or territory education authority as they may have resources to help organise teaching and learning programs. <p>Our Notes:</p> <p>The Educational Leader will work with all the Educators to ensure the key elements of the 8 ways of learning (Aboriginal Pedagogy from Western NSW) is incorporated into our curriculum at the centre.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	Ongoing
Local sites, events and excursions	<p>Teaching about the importance of local Aboriginal and Torres Strait Islander community knowledge is essential for developing relationships, understanding and respect for Aboriginal and Torres Strait Islander people, culture, Country and place.</p> <p>One way you can do this is by teaching about or visiting local sites and events. It is critical that you consult relevant local Aboriginal and Torres Strait Islander people and/or organisations in choosing which sites to visit and to ensure that appropriate protocols are followed during visits.</p> <p>When you leave the school or early learning service and go into the community, whether locally or further afield, you could take the opportunity to include Aboriginal and Torres Strait Islander perspectives in the planning of the trip and during the trip.</p> <p>Our Notes:</p> <p>We will seek opportunities to explore local aboriginal sites and events within our community including connecting with the local high school who run Aboriginal language courses.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	Ongoing
Inclusive policies	<p><i>Sectoral policies</i></p> <p>Education sectors and governing bodies in each state and territory have policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander people and increasing</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	Ongoing

	<p>knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.</p> <p>All staff in your school or early learning service should be aware of these policies and comply with them in their daily practice. Compliance with policies should be monitored, for example through staff meeting discussions, a policy audit, program planning or performance reviews.</p> <p><i>Local policies</i></p> <p>Consideration should be given to rewriting or amending current internal policies to be inclusive of Aboriginal and Torres Strait Islander peoples. Specific policy inclusions or amendments should reflect the current processes and environment within your school or early learning service.</p> <p>The following ideas are examples of how internal policies could be amended to be more inclusive of Aboriginal and Torres Strait Islander people and cultures:</p> <ul style="list-style-type: none"> ensuring the needs of Aboriginal and Torres Strait Islander children and students are reflected in the strategic plan and budget (leadership and governance) having a designated position/s for Aboriginal and Torres Strait Islander students on the Student Representative Council (leaderships and governance) Including Aboriginal and Torres Strait Islander people in the curriculum or assessment moderation process (curriculum) Use local Aboriginal and Torres Strait Islander language words in communication materials (communications). <p>Policies should be inclusive even if there are not any Aboriginal and Torres Strait Islander children or students attending the school or early learning service.</p> <p>Our Notes:</p> <p>We will seek help from the local High School students and teachers to learn key words and songs in the local Aboriginal language. We will ask about cultural protocols on our enrolment form and adhere to them at the centre.</p>		
<p>Staff meeting about the RAP</p>	<p>A staff meeting/agenda item about the RAP will help you spread your RAP commitments widely and ensure there is genuine engagement across the board. It is also a good opportunity to invite staff to be part of your Working Group.</p> <p>This RAP is not one person's responsibility nor is it solely the responsibility of Aboriginal and Torres Strait Islander staff, it's everyone's business. Some actions in your RAP will be easier to achieve than others. With whole staff engagement and input the more challenging actions will feel far more achievable.</p> <p>Our Notes:</p> <p>We sort input into our RAP at the May Staff Meeting and we will present the RAP for further consultation and feedback at the July staff meeting 2016.</p>	<ul style="list-style-type: none"> Cathy McCarthy 	<p>Due on 2016-07-21</p>
<p>Australian Children's Education and Care Quality Authority National Quality Standards - Early Learning Specific</p>	<p>The National Quality Standards (NQS) for early learning environments requires staff to raise awareness of Aboriginal and Torres Strait Islander communities, including acknowledging the Traditional Owners of the land and local Elders. It also requires that there is a respect for community protocols and that children are supported to develop an understanding of their social and cultural heritage.</p> <p>Within the Guide to the National Quality Standard produced by ACECQA, an expansion of Quality Area 6; Collaborative partnerships with families and communities, suggests that assessors of a service may observe:</p> <p><i>an environment that reflects the lives of the children and families using the service and the cultural diversity of the broader community, including Aboriginal and Torres Strait Islander communities.</i></p> <p>The guide also suggests that assessors may wish to discuss:</p> <p><i>how the nominated supervisor, educators and co-ordinators raise awareness of Aboriginal and Torres Strait Islander communities,</i></p>	<ul style="list-style-type: none"> Cathy McCarthy 	<p>Ongoing</p>

	<p><i>including acknowledging the traditional owners of the land and local elders.</i></p> <p>This expansion on Quality Area 6 shows that an educators' professional responsibility extends beyond the text of the Standards themselves, and that these responsibilities explicitly include an engagement with Aboriginal and Torres Strait Islander histories, cultures and communities.</p> <p>You may wish to hold a meeting to discuss the Standard and how educators can build their capacity to ensure the Standard is being met. The NQS presents a great opportunity for educators and children to get a deeper understanding of this important part of our shared national identity.</p> <p>Our Notes:</p> <p>We met the criteria for the quality area when we were assessed in 2012 and we are committed to be rated as exceeding in this area when we are next reviewed</p>		
Employment strategy	<p>It is strongly suggested that recruitment policies clearly articulate that Aboriginal and Torres Strait Islander people are encouraged to apply for vacancies. Many workplaces, including education sectors, have established recruitment strategies and employment targets specifically to recruit, and train Aboriginal and Torres Strait Islander staff.</p> <p>You should check with your relevant education sector employer to see if there is an overarching Aboriginal and Torres Strait Islander Employment Strategy that covers your school or early learning service. If your education sector employer does not have an Aboriginal and Torres Strait Islander Employment Strategy, your school or early learning service should consider developing and implementing one.</p> <p>Our Notes:</p> <p>We will seek out Aboriginal people to apply for any positions that become vacant at our centre and we will include in our advertisements that Aboriginal people are encouraged to apply.</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	Ongoing
Celebrate RAP progress	<p>Reporting to your community about the progress of your RAP allows your school or early learning service to take stock of how far you've come and give ideas about where you can go next.</p> <p>Reflecting on the progress that has been made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in your school or early learning service is essential and this progress should be celebrated. Considering the role your community plays in the RAP development it is worth making this progress public.</p> <p>How you celebrate and report on the progress of your RAP is up to you. Ideas for celebrating RAP progress include:</p> <ul style="list-style-type: none"> • A specific periodical RAP report or newsletter • Include RAP specific progress in other general reporting such as the annual report • Have a dedicated page on the school website for the RAP • Development of a RAP flyer with upcoming RAP activities and special events • Display photos of RAP projects and initiatives around the school or early learning service and in the community. <p>This could also be an opportunity to state any refreshed commitments you intend to include in the next RAP.</p> <p>Please share your RAP achievements with us at Reconciliation Australia by emailing photos and news to schools@reconciliation.org.au</p> <p>Our Notes:</p> <p>We will put our RAP on our centre website</p>	<ul style="list-style-type: none"> • Cathy McCarthy 	Ongoing