

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Sanctuary Early Learning Adventure Ashmore
June 2021 to June 2022



SANCTUARY
early learning adventure



RECONCILIATION
AUSTRALIA

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Sanctuary ELA Ashmore

VISION FOR RECONCILIATION

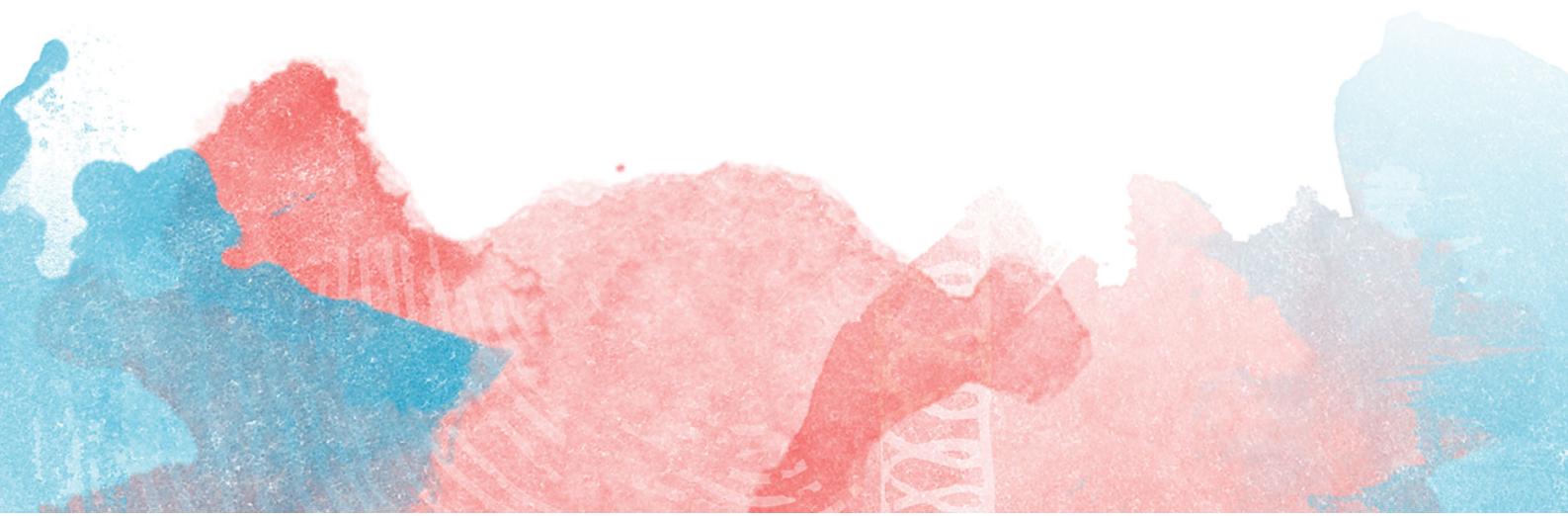
We recognise that the commitment to raising awareness and teachings of Aboriginal and Torres Strait Islander peoples' cultures and histories is an on-going journey across Australia.

We aim to deepen our connections with Aboriginal and Torres Strait Islander peoples by working together and including children, parents, staff and the wider community in developing a deeper understanding of our First Nations People. Through the learning about Australia's First Peoples, Sanctuary Early Learning Adventure Ashmore hope that the children and their families in our care will grow an understanding towards creating a brighter and culturally aware country that takes pride in its cultural heritage by building stronger relationships between all Australians. Our staff are committed to learning together on our journey of reconciliation and aims to create a safe space that is free of racism and where First Nations people can feel a sense of belonging.

Our Reconciliation Action Plan is a journey forward to strengthen and further relationships as we continue to embed everyday cultural practices within the centre. By restoring harmony and cohesiveness, we aim to embrace our natural roots and the children's connection to their community; therefore, creating a strong sense of being and belonging. As we move forward, we are committed to sharing our learning experiences with our children and families and will continue to nurture a vibrant and connected community that welcomes all cultures, histories and contributions.

ACKNOWLEDGEMENT OF COUNTRY

Sanctuary Early Learning Adventure Ashmore would like to acknowledge the Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of this country and all their descendants both past and present. We extend our respect to the Elders as well young leaders who live among the Yugambeh people with whom have contributed and continue to support the many cultures and belief systems of our First Nations Peoples.



RAP WORKING GROUP

Name	Position
Emeliah Kolinac	Staff (non-teaching)
Reanna Welsh	Principal / Director
Darlene Gemmell	Staff (teaching)
Caroline Macfarlane	Staff (teaching)

RAP SUPPORT NETWORK

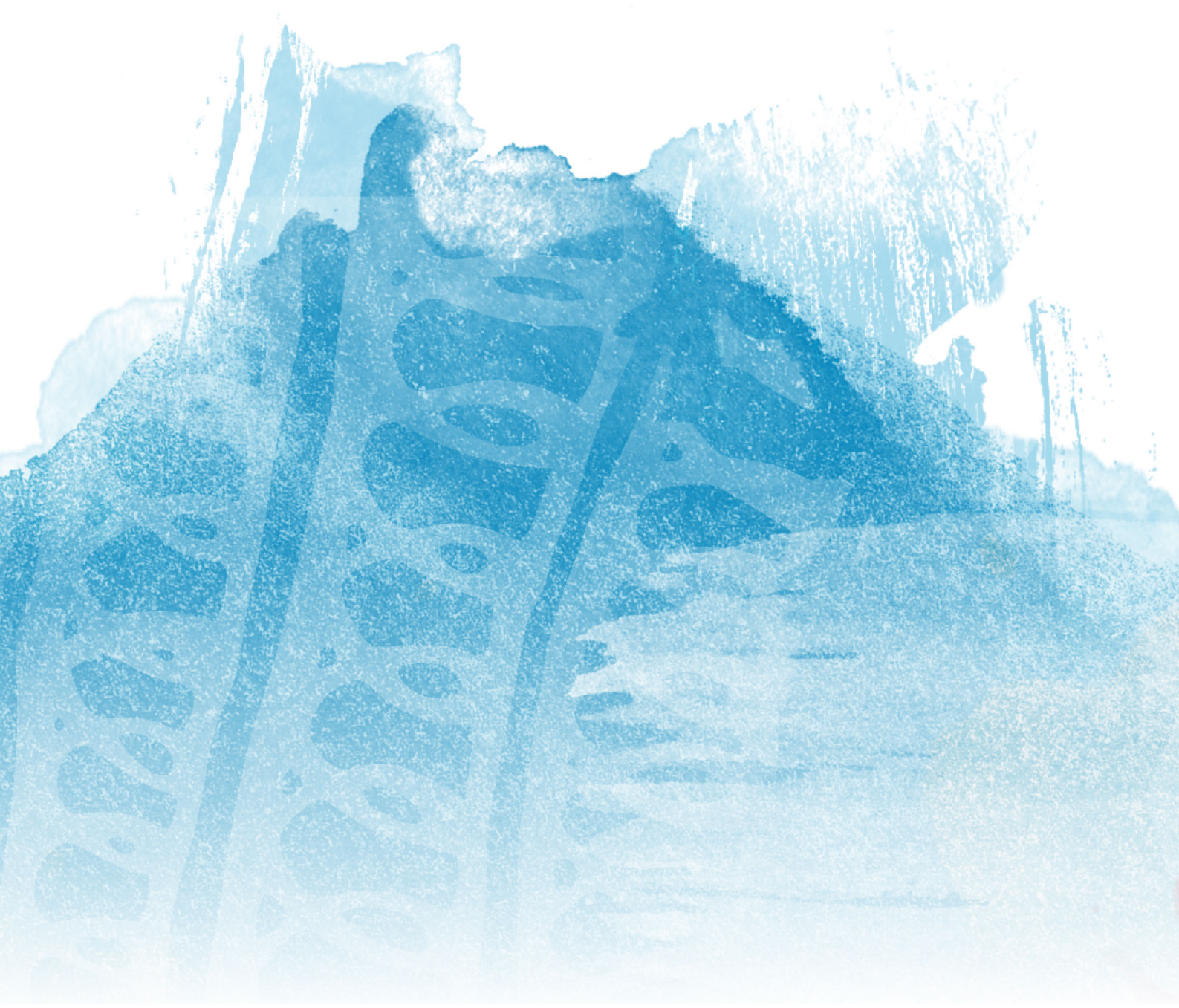
Name	Role/Organisation
Megan Dennis	SANCTUARY EARLY LEARNING ADVENTURE ASHMORE



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to welcoming Aboriginal and Torres Strait Islander people into our classrooms as guests to work alongside our students and children in learning activities. Having an Aboriginal and Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.	Emeliah K, Reanna W	Not Set
Early Years Learning Framework - Early Learning Specific	We commit to seeking out meaningful connections between our vision and plans for reconciliation and the principles, practices and outcomes of the Early Years Learning Framework. Establishing a strong relationship between the two will ensure reconciliation is meaningfully embedded in everyday early learning environments.	Reanna W	Ongoing
Opportunities for Aboriginal and Torres Strait Islander Students and Children	We commit to providing opportunities for our Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider early learning service community.	Caroline M	Not Set



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
My Time, Our Place (School Age Care)	We commit to seeking out meaningful connections between our vision and plans for reconciliation and the principles, practices and outcomes of the My Time, Our Place Framework. We commit to establishing a strong relationship between the two in order to ensure reconciliation is meaningfully embedded in everyday early learning environments.	Reanna W	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Aboriginal and Torres Strait Islander Representation on Committees	We commit to inviting Aboriginal and Torres Strait Islander staff, parents/carers and community members to be active representatives on our early learning service's committees. We commit to ensuring Aboriginal and Torres Strait Islander perspectives inform decision-making processes by respecting the experiences and knowledge that Aboriginal and Torres Strait Islander peoples can bring to our committees.	Reanna W, Darlene G, Caroline M	Not Set
Elders and Traditional Owners Share Histories and Cultures	We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that our local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.	Reanna W	Ongoing
Cultural Competence for Staff	We will reflect on our current level of cultural competence and provide staff with a range of opportunities to build and extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures. We also commit to supporting staff to independently seek out and participate in a variety of cultural awareness experiences that assist them on their own journey of understanding.	Reanna W, Caroline M	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Reconciliation Projects	Our early learning service will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the early learning service and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.	Reanna W	Not Set



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Welcome to Country	Where appropriate, significant events at our early learning service commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of their Land.	Reanna W	Ongoing
Celebrate National Reconciliation Week	Our early learning service community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school, and celebrating with the community. NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort.	Emeliah K, Reanna W, Caroline M	27/05/2021 - 03/06/2021
Build Relationships with Community	We commit to building relationships with our local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. We value these relationships and their role in helping to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.	Reanna W	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Cultural Competence for Students and Children	We will develop our everyday program to ensure it provides children and students with explicit opportunities to build their knowledge and understanding of Aboriginal and Torres Strait Islander cultures, within and beyond the classroom. This commitment extends to the inclusion of cultural competence principles, fostered in teachers and educators, in the ethos of our classrooms and across our early learning service.	Caroline M	Ongoing
Family and Community Room	We commit to establishing a space in our early learning service for Aboriginal and Torres Strait Islander families and community members to catch up and have a cup of tea, meet with staff, students and children, hold meetings or get together with other community members.	Reanna W	10/06/2021 - 18/06/2021
Reconciliation Network	We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.	Darlene G, Emeliah K, Caroline M	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Teach about Reconciliation	Our early learning service community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. This understanding also helps to strengthen engagement with our early learning service's RAP by positioning it within the broader story of reconciliation in Australia.	Darlene G, Emeliah K, Caroline M	Ongoing
Explore Current Affairs and Issues	We are committed to raising awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. This will be done through curriculum delivery, policies and procedures, and will be integrated into the ethos of our early learning service.	Emeliah K, Reanna W	05/02/2021

RESPECT



AROUND THE SCHOOL

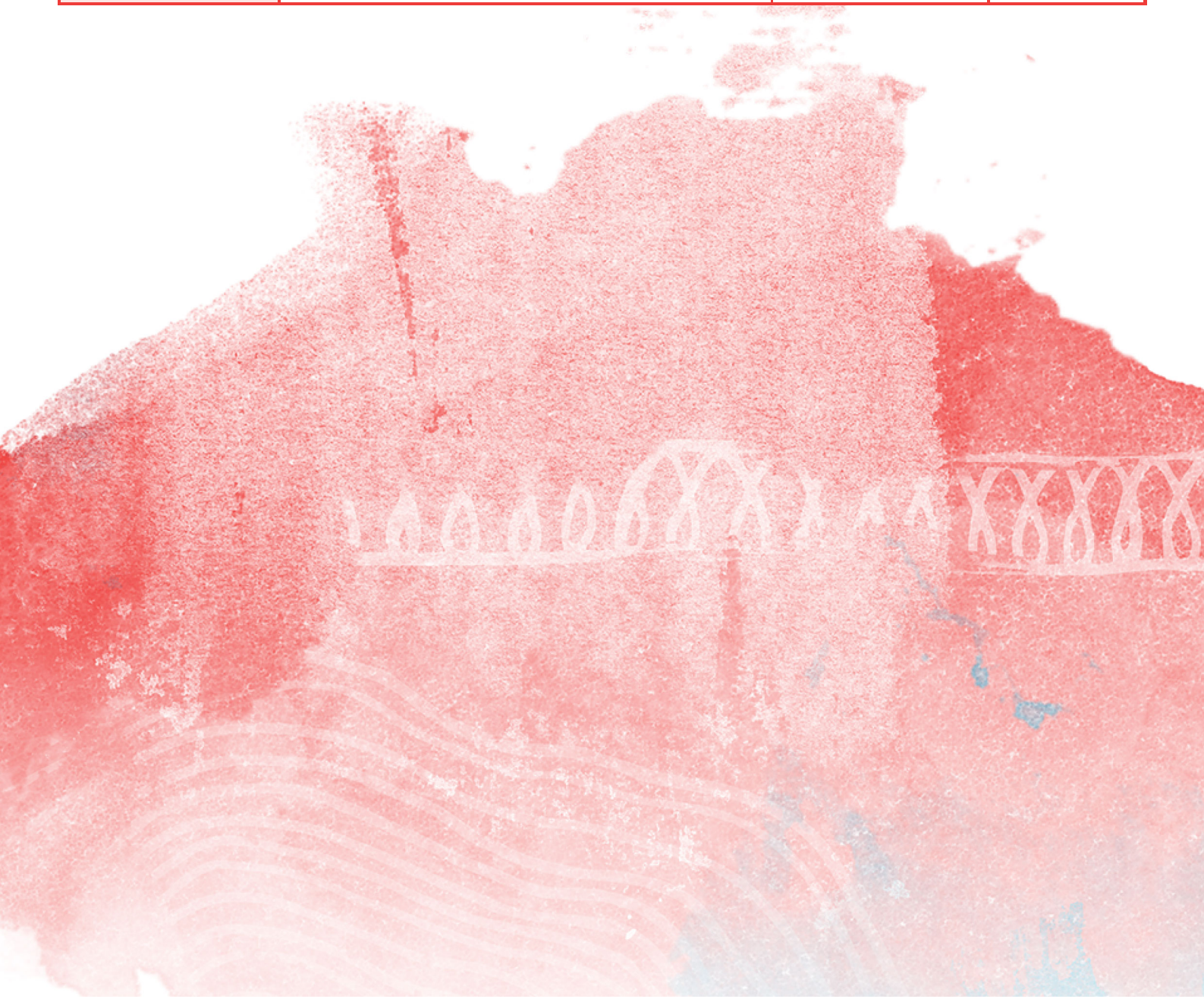
RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Acknowledgement of Country	Our early learning service recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.	Reanna W	Not Set



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Celebrate Days of National Significance	We commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation movement to show our pride in, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions. We also commit to including Aboriginal and Torres Strait Islander perspectives when we commemorate other national days, such as January 26 (Australia Day) and Anzac Day.	Reanna W	Ongoing
Aboriginal and Torres Strait Islander Flags	Our early learning service flies or displays the Aboriginal and Torres Strait Islander flags as a demonstration of our pride and respect for the histories, cultures and contributions of Australia's First Peoples. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.	Emeliah K, Reanna W	Not Set
Take Action Against Racism	Racism can have serious negative consequences for the people who experience it, for those who witness it, and for wider society. When racism is properly understood it is easier to overcome. We commit to building awareness of what racism is, the impacts of racism and how to respond effectively when it occurs through an anti-racism strategy tailored to the needs of our early learning service.	Reanna W	23/06/2021

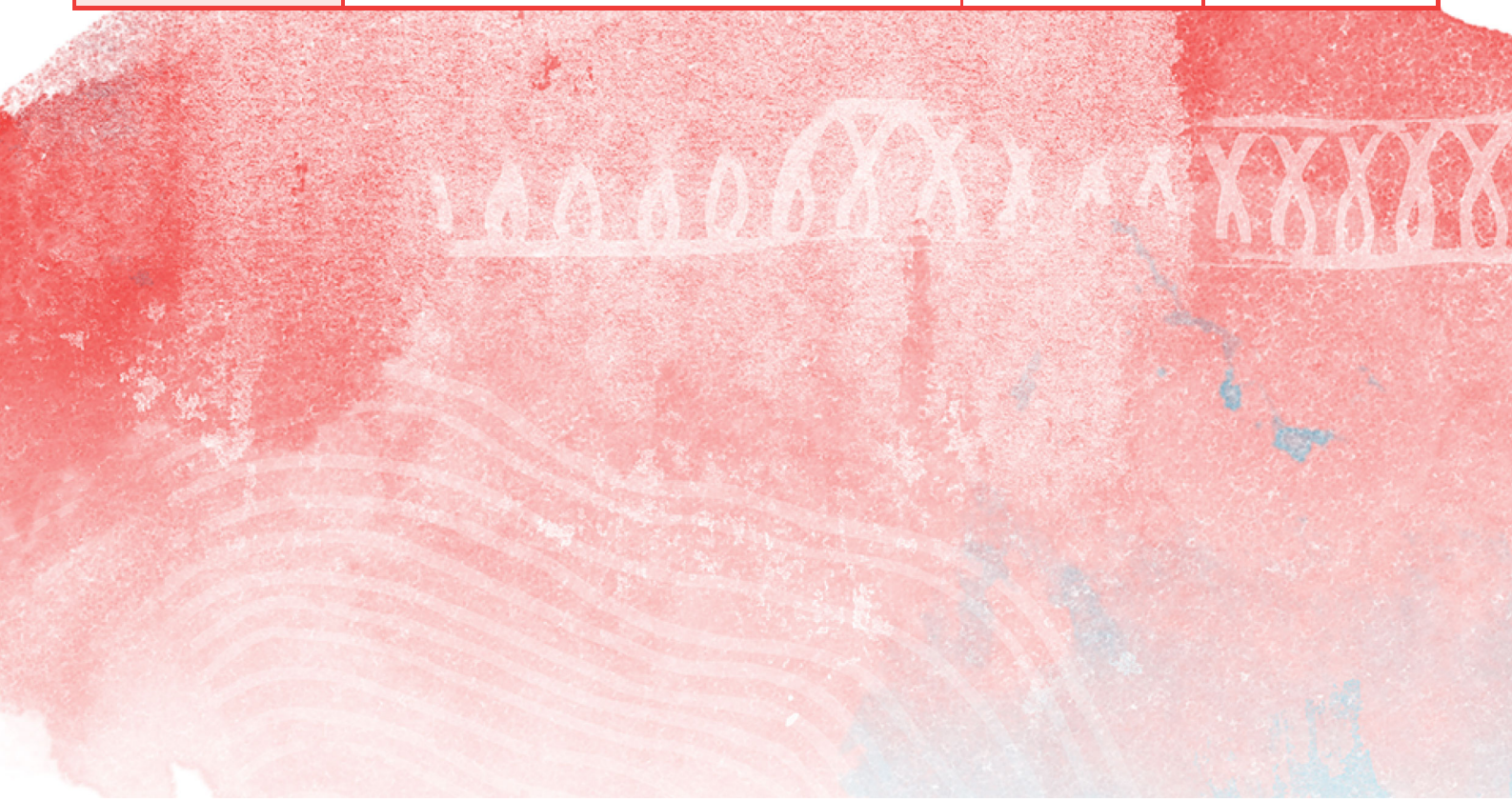


RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Curriculum Planning	Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum documents have or will be audited to identify the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are already embedded, and to identify opportunities for strengthening the representation of this content in the curriculum.	Emeliah K, Caroline M	Not Set





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Inclusive Policies	All staff in our early learning service are aware of policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander people and increasing knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. We have a plan in place to ensure all staff comply with these policies in their daily practice. Our internal policies have been, or will be, amended to ensure they are also inclusive of Aboriginal and Torres Strait Islander peoples and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.	Emeliah K, Reanna W	15/01/2021
Staff Engagement with RAP	Commitment to the Reconciliation Action Plan (RAP) from all staff is essential for developing a RAP that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group.	Reanna W	Not Set





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Celebrate RAP Progress	We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our early learning service. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future.	Reanna W	Ongoing
Support Aboriginal and Torres Strait Islander Owned Businesses	We promote supplier diversity and support Aboriginal and Torres Strait Islander owned businesses and their employees through the procurement of goods and services related to our RAP, as well as our general business. We maintain a list of local, regional, state-based and national Aboriginal and Torres Strait Islander owned businesses to accompany procurement policies and procedures.	Darlene G, Caroline M	Ongoing

