

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Sanctuary Early Learning Adventure Maudsland
December 2021 to December 2022



RECONCILIATION
AUSTRALIA

CONTENTS

Vision for Reconciliation

The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



VISION FOR RECONCILIATION

As a team, we at Sanctuary Early Learning Adventure Maudsland understand the important role we can all play in achieving true reconciliation between Australia's First Nations People and non-Indigenous Australians. For too long the injustices and prejudices against Aboriginal and Torres Strait Islander peoples have led to the division of our great nation and put at risk the vast knowledge and history that are entwined within the First Nations culture.

The languages and stories of First Nations People hold such power, and it is important that we all contribute to the continuation of these valuable resources, starting with the youngest of Australians. This cannot be done without extensive consultation with community Elders, who are the key to unlocking the histories, stories, language and cultures of Aboriginal and Torres Strait Islander Peoples for all. By seeking the guidance and input of Aboriginal and Torres Strait Islander Elders and people, we can start to implement authentic and meaningful curriculums which allow all children the opportunity to learn about First Nations perspectives in a deeper manner.

We hope that by positioning Aboriginal and Torres Strait Islander perspectives are at the core of our curriculum, we will model and embed a respect and appreciation for all Aboriginal and Torres Strait Islander Peoples and contribute to bringing together our nation in true unity and reconciliation.

At Sanctuary Early Learning Adventure Maudsland, we acknowledge the important role we play in the reconciliation movement and take this very seriously. We are constantly aiming to embed practices which reflect this important initiative in the hope that we can instil in children an understanding and respect of Aboriginal and Torres Strait Islander cultures and histories. By doing so we will be helping to contribute to real change and embed a sense of respect, acceptance and community that is essential for achieving true reconciliation.

ACKNOWLEDGEMENT OF COUNTRY

We would like to acknowledge Aboriginal peoples and Torres Strait Islander peoples as the Traditional Owners of Lands throughout Australia and pay our respect to Elders past, present and emerging.

Together we touch the ground of the Land.

We reach for the sky that covers the Land

And we touch our hearts to care for the Land.

We join together and build a future based on compassion, justice, hope, faith, reconciliation and peace.

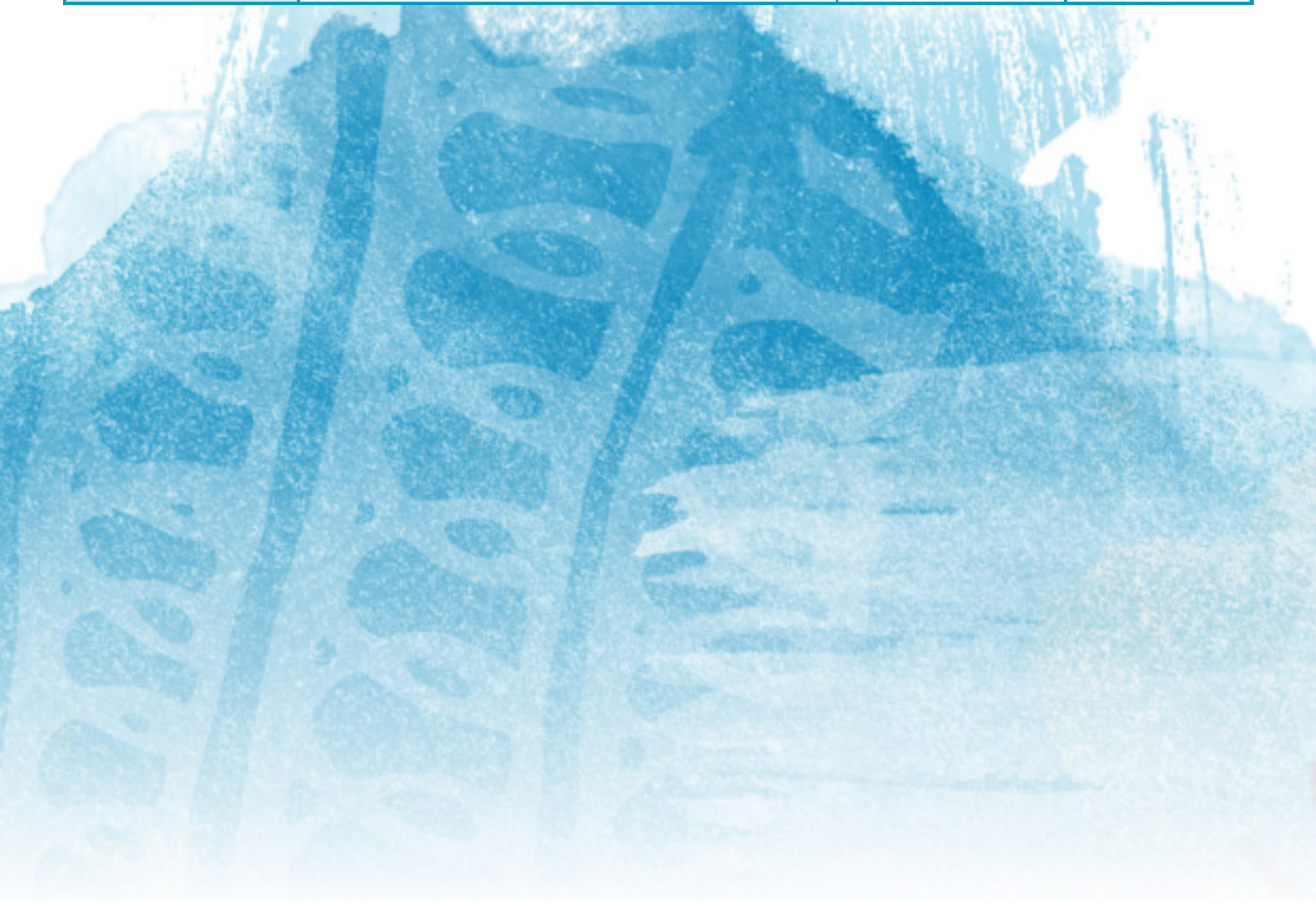


RAP WORKING GROUP

Name	Position
Emeliah Kolinac	Staff (non-teaching)
Kim Gawne	Principal / Director
Michaela Hanna-Douglas	Staff (teaching)
Jo Maguire	Staff (teaching)
Seanna Saddler	Staff (teaching)
Liana Copeland	Staff (teaching)
Kiri Keil	Staff (teaching)
Erin-Peggy McClafferty	Staff (teaching)



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
<p>Aboriginal and Torres Strait Islander People in the Classroom</p>	<p>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.</p>	<p>Kim G, Michaela H, Jo M, Seanna S, Liana C</p>	<p>Ongoing</p>
<p>Early Years Learning Framework - Early Learning Specific</p>	<p>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.</p>	<p>Michaela H, Jo M, Kim G</p>	<p>Ongoing</p>





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Kim G, Michaela H, Jo M	30/07/2021



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.	Emeliah K, Kim G, Michaela H	03/01/2022
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.	Michaela H	27/05/2022 - 03/06/2022
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.	Michaela H, Kim G	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.	Michaella H, Kim G	Ongoing
Teach about Days of National Significance	We commit to incorporating nationally significant days for Aboriginal and Torres Strait Islander peoples and reconciliation into our curriculum to increase knowledge of Aboriginal and Torres Strait Islander histories, cultures, contributions and contemporary issues. We also commit to including Aboriginal and Torres Strait Islander perspectives when teaching about other national days, such as 26 January (Australia Day) and ANZAC Day.	Kim G, Michaella H, Jo M, Seanna S, Liana C	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.	Kim G, Michaella H	Ongoing

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.	Michaella H, Jo M, Seanna S, Liana C, Kiri K, Kim G	Ongoing



RESPECT



WITH THE COMMUNITY

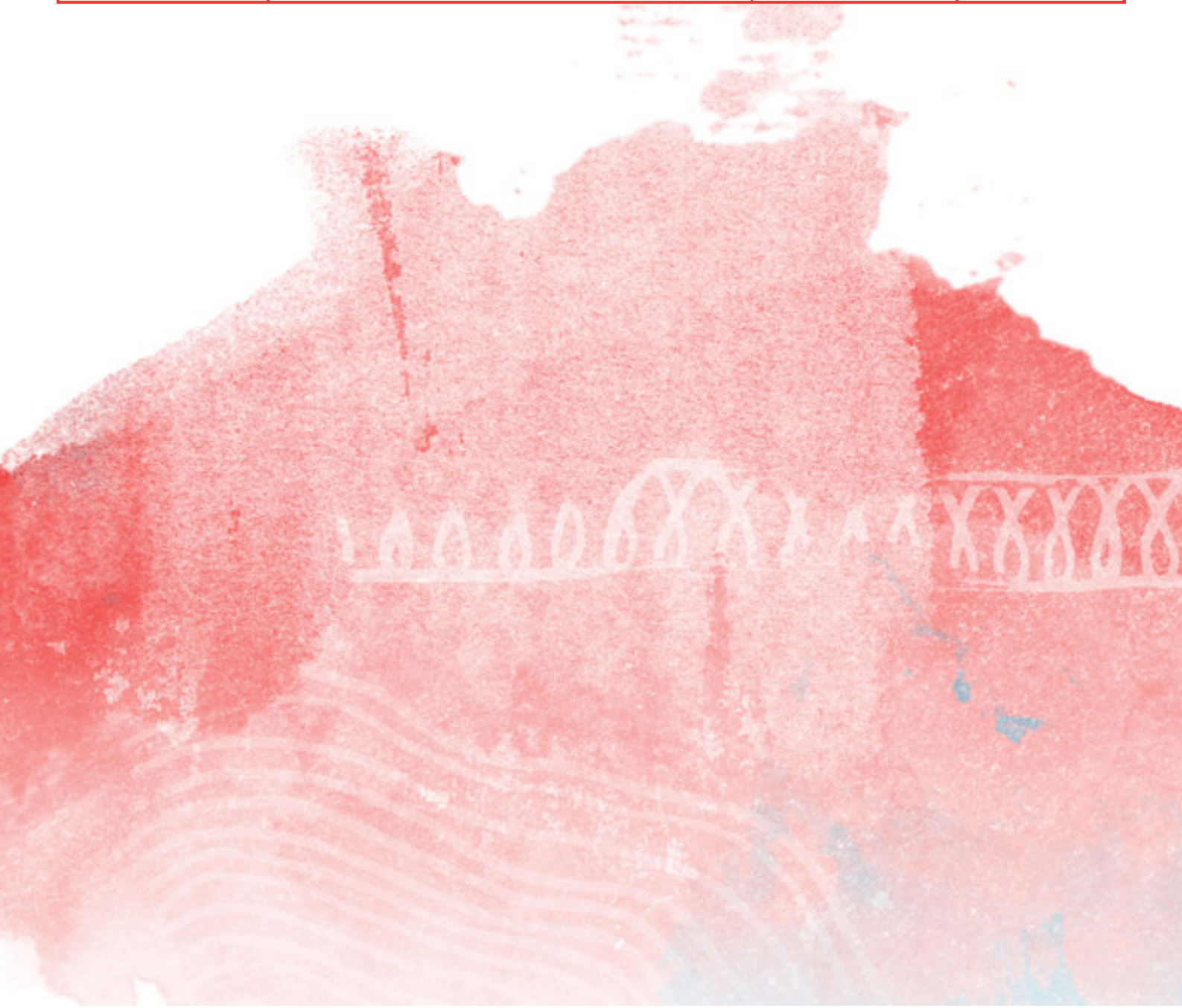
RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Aboriginal and Torres Strait Islander Flags	Our early learning service flies or displays the Aboriginal and Torres Strait Islander flags as a demonstration of our pride and respect for the histories, cultures and contributions of Australia's First Peoples. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.	Kim G	01/10/2021 - 17/12/2021
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.	Michaella H, Jo M, Seanna S, Liana C, Kiri K	Ongoing

OPPORTUNITIES



IN THE CLASSROOM

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.	Michaella H	Ongoing

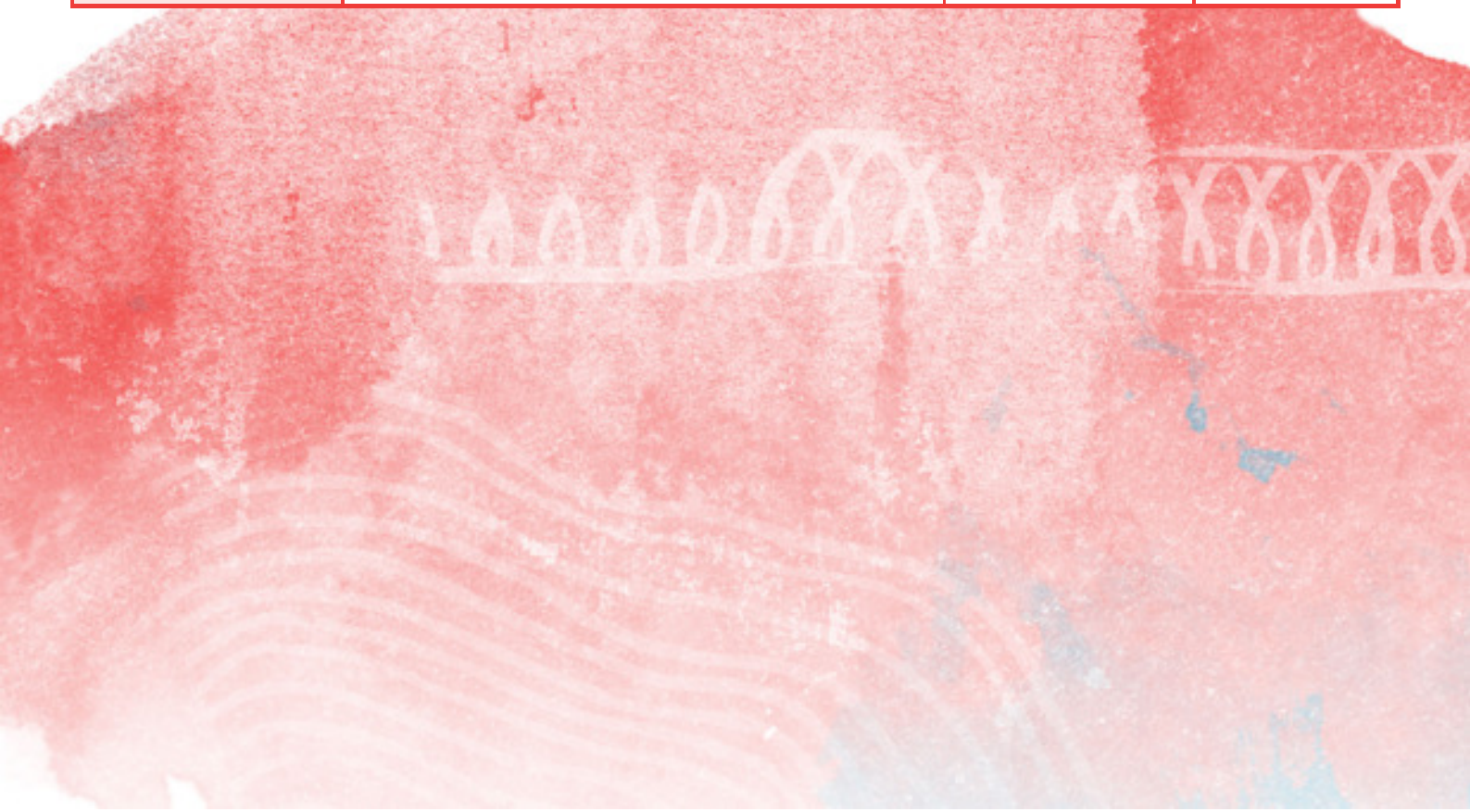


OPPORTUNITIES



AROUND THE SCHOOL

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, Kim G, Michaela H, Jo M	Ongoing
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.	Michaela H, Kim G	Ongoing





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.	Kim G, Michaela H	Ongoing
Aboriginal and Torres Strait Islander Languages	We commit to providing students and children with a deeper knowledge and understanding of Aboriginal and Torres Strait Islander cultures and identities by learning about Aboriginal and Torres Strait Islander languages. We acknowledge the importance of language maintenance and revitalisation efforts and will provide students and children with opportunities to learn - or learn about - the First Language of their local area.	Michaela H	Ongoing

