

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Keiraville Community Preschool
May 2023 to May 2024



CONTENTS

Vision for Reconciliation

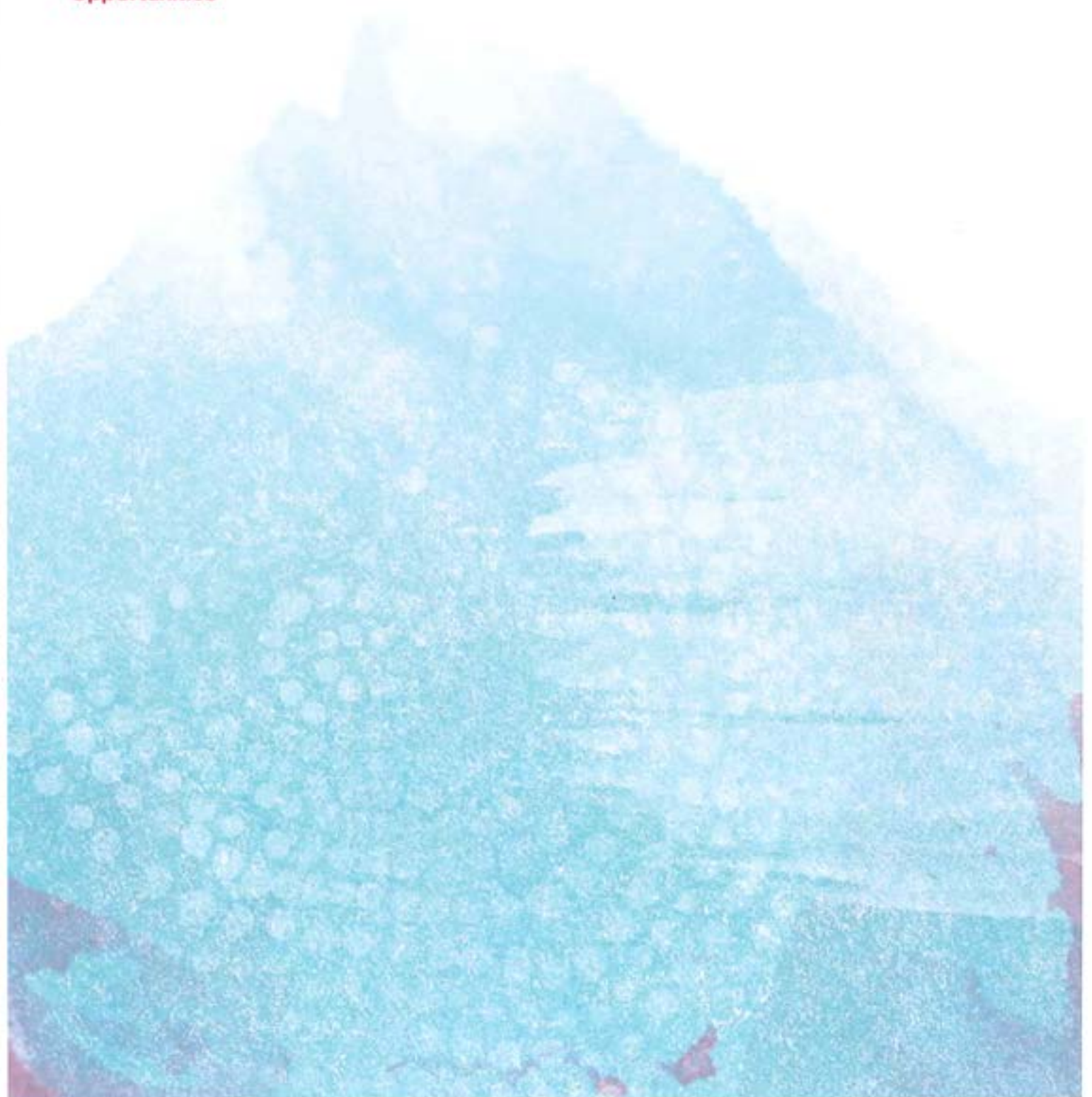
The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



VISION FOR RECONCILIATION

We live, learn and play on Dharawal Country, of the Yuin nation Our vision for reconciliation is to build and maintain respectful connections with local knowledge holders and First Nations community members. And to learn about the custodianship of Country and how to care for it.

We believe we can walk together to a better future and are committed to reconciliation and to promoting greater understanding of Aboriginal cultures within our preschool and the wider community.

We believe that by walking together, we can create a better future.

ACKNOWLEDGEMENT OF COUNTRY

Keiraville Community Preschool pays respect to the Dharawal people as Traditional Owners who have, and continue to nurture the Land on which our preschool sits. We pay our respect to Elders past, present and emerging. We acknowledge the consequences of the impact of white settlement for people, communities and our nation.



RAP WORKING GROUP

Name

Margaret Gleeson

Chantelle Fernandes

Ruth Gilmore

Kristie Field

Renee Smede

Matt Innes

Barb Bartlett

Han Keumja

Sharyn Phillips

Cindy Churchin

Libby Gottaas-Healey

Tom Peden

Eileen Jabs

Position

Principal / Director

Staff (teaching)

Staff (teaching assistant)

Staff (teaching)

Staff (teaching)

Staff (teaching)

Staff (teaching assistant)

Staff (teaching assistant)

Staff (non-teaching)

Staff (teaching assistant)

Staff (teaching assistant)

Trainee

Staff (teaching assistant)



RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.



RAP ACTIONS

Relationships in the classroom

Action: Aboriginal and Torres Strait Islander People in the Classroom

Commitment: We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.

Goal: Aboriginal cultural workshops provided for all children through the employment and engagement with local businesses.

Deliverables:

- | | | | | |
|-------------------------------------|---|-----------------------------|-------------------|----------|
| <input type="radio"/> | ATCulture workshops on Monday and Thursday over 5 weeks for 2 hours per day Gumaraa Workshops Tuesday over 5 weeks for 2 hours per day | Margaret Gleeson | Due Date: | 30/06/23 |
| <input checked="" type="checkbox"/> | Provide video footage of diverse people, situations and locations to give additional experiences of Aboriginal and Torres Strait Islander people and cultures for children and educators. | Libby Gottaas-Healey | Completed: | 15/12/23 |



RAP ACTIONS	COMMITMENT
Cultural Responsiveness for Staff	Staff are supported to reflect on and build their cultural responsiveness to improve their practice and best support the needs of Aboriginal and Torres Strait Islander students. Staff are provided with a range opportunities to build their knowledge and understanding of their own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.



RAP ACTIONS

Relationships around the school

Action: Cultural Responsiveness for Staff

Commitment: Staff are supported to reflect on and build their cultural responsiveness to improve their practice and best support the needs of Aboriginal and Torres Strait Islander students. Staff are provided with a range of opportunities to build their knowledge and understanding of their own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.

Goal: Building the cultural responsiveness of all educators by providing professional learning opportunities.

Deliverables:

✓	Subscribe to the Koori Curriculum Club for 10 educators. Allowing them to access self paced learning and join in the opportunities offered. Maximise the benefits of this training by facilitating sharing of learning and reflecting on how to incorporate into our curriculum and daily practice.	Renee Smede	Completed:	02/05/23
○	Support the organisation of the local Reconciliation Conference through active membership on the organising committee.	Margaret Gleeson	Due Date:	15/06/23
○	Educators attend the 2 day Reconciliation Conference to increase their knowledge and understanding of Aboriginal and Torres Strait Islander histories and the impacts for people communities and our country.	Ruth Gilmore	Due Date:	15/06/23
○	Educators attend the 2 day Reconciliation Conference to increase their knowledge and understanding of Aboriginal and Torres Strait Islander histories and the impacts for people communities and our country.	Han Keumja	Due Date:	15/06/23
○	Educators attend the 2 day Reconciliation Conference to increase their knowledge and understanding of Aboriginal and Torres Strait Islander histories and the impacts for people communities and our country.	Margaret Gleeson	Due Date:	15/06/23
✓	Provide cultural training for the whole team from a local knowledge holder through a 3 hour workshop walk and talk at Geera, Mt Keira Summit. Building understanding of local stories and histories.	Margaret Gleeson	Completed:	28/04/23

RAP WORKING DOCUMENT AS AT 16/05/2023

This is a working document only; it does not represent a formal Reconciliation Action Plan (RAP) in either draft or published form.



RAP ACTIONS	COMMITMENT
Welcome to Country	Where appropriate, significant events at our school 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.
Celebrate National Reconciliation Week	Our school 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.
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.



RAP ACTIONS

Relationships with the community

Action: Welcome to Country

Commitment: 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.

Goal: An Acknowledgment of Country is given at the beginning of all meetings. Children and Educators give an Acknowledgment of Country at team times daily. At community events a local elder or Aboriginal organisation is invited to give a Welcome to Country and Smoking Ceremony.

Deliverables:

- | | | | | |
|---|--|---------------------|------------|----------|
| ✓ | An Acknowledgment of Country is given at the start of all meetings. | Margaret Gleeson | Completed: | 27/04/23 |
| ✓ | A Welcome to Country and Smoking Ceremony is performed at the 70th Birthday Celebrations for our preschool. | Margaret Gleeson | Completed: | 16/03/23 |
| ✓ | A daily sung Acknowledgment of Country is given at team times by children and educators. | Chantelle Fernandes | Completed: | 27/04/23 |
| ✓ | KCPS sung Acknowledgment of Country included in the ABC Playschool Acknowledgment of Country episode in 2019.
https://iview.abc.net.au/show/play-school-acknowledgement-of-country | Margaret Gleeson | Completed: | 28/04/23 |

RAP ACTIONS

Relationships with the community

Action: Celebrate National Reconciliation Week

Commitment: 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.

Goal: To recognise NRW by sharing information on this celebration with educators, children and families and build community understanding and pride in reconciliation.

Deliverables:

- | | | | | |
|-----------------------|--|----------------------------|------------------|----------|
| <input type="radio"/> | Develop information materials for children, families and educators to share age appropriate content. | Chantelle Fernandes | Due Date: | 05/06/23 |
| <input type="radio"/> | Collaboratively plan how to celebrate NRW in the curriculum. | Margaret Gleeson | Due Date: | 10/05/23 |

RAP ACTIONS

Relationships with the community

Action: Build Relationships with Community

Commitment: 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.

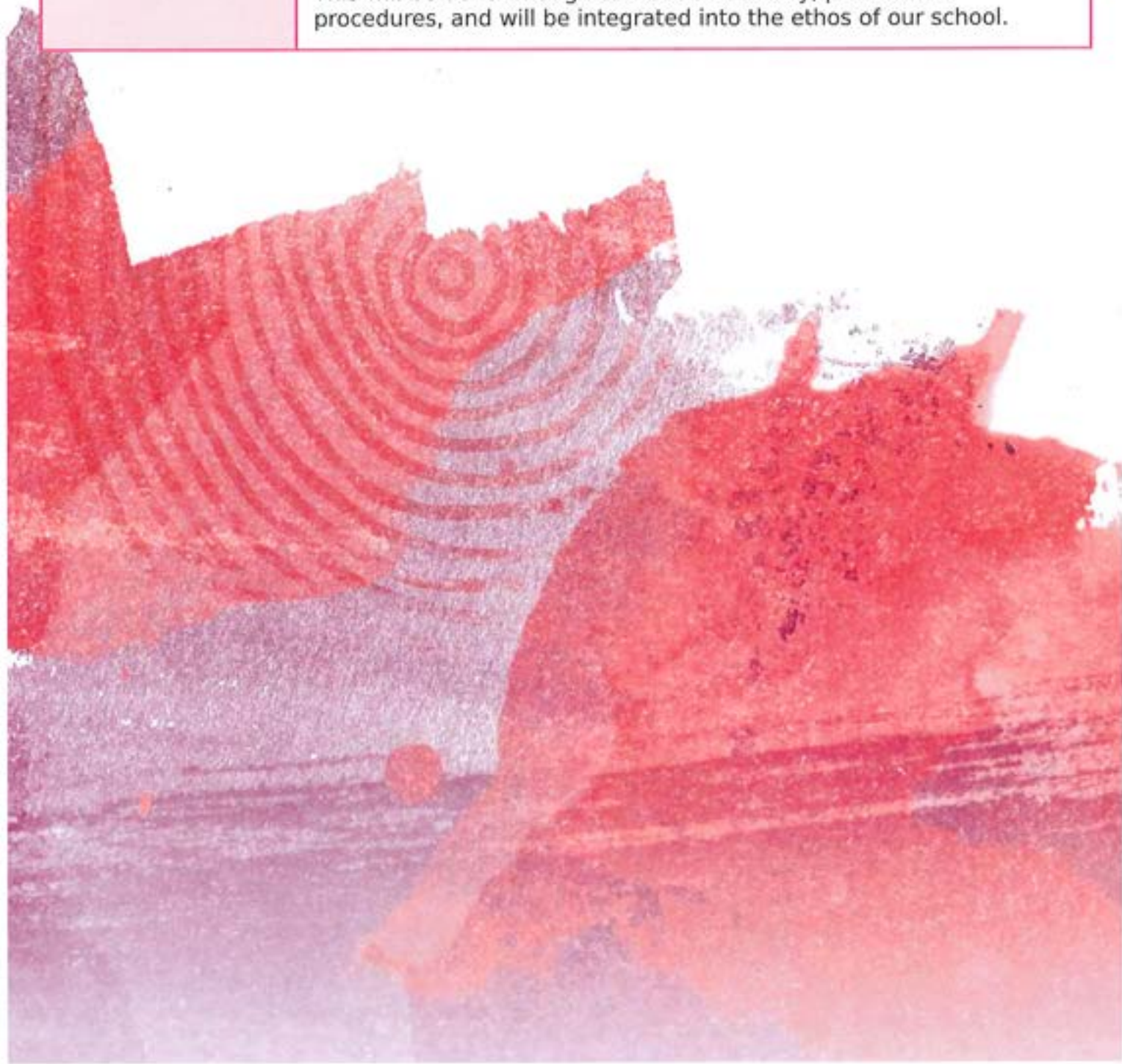
Goal: Build trusting respectful relationships with the local Aboriginal and Torres Strait Islander communities.

Deliverables:

- | | | | | |
|-----------------------|---|------------------|-----------|----------|
| <input type="radio"/> | Supporting to organisation of the local Reconciliation Conference through active participation on the organising committee. | Margaret Gleeson | Due Date: | 15/06/23 |
| <input type="radio"/> | Building relationships with and liaising with local elders to support their participation in the Yarning Circles at the conference. | Margaret Gleeson | Due Date: | 15/06/23 |
| <input type="radio"/> | Attend Northern Illawarra AEGC meetings to keep informed and to build networks. | Margaret Gleeson | Due Date: | 15/12/23 |



RAP ACTIONS	COMMITMENT
Teach about Reconciliation	Our school 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 school's RAP by positioning it within the broader story of reconciliation in Australia.
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 school.



RAP ACTIONS

Respect in the classroom

Action: Teach about Reconciliation

Commitment: 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.

Goal: Support the knowledge of children, families and educators on the history of the First Australians.

Deliverables:

- | | | | | |
|-----------------------|--|------------------|------------------|----------|
| <input type="radio"/> | Develop information to share with families and educators relating to significant dates and events relating to First Nations Peoples. | Margaret Gleeson | Due Date: | 15/12/23 |
|-----------------------|--|------------------|------------------|----------|

RAP ACTIONS

Respect in the classroom

Action: Explore Current Affairs and Issues

Commitment: 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.

Goal: To raise awareness of current issues that are significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation.

Deliverables:

- | | | | | |
|-----------------------|--|-------------------------|------------------|----------|
| <input type="radio"/> | Support the Indigenous Literacy Foundation by participating in the Great Book Swap. | Kristie Field | Due Date: | 23/10/23 |
| <input type="radio"/> | Share information about the referendum and encourage families and educators to increase their understanding of this important opportunity to participate in shaping a more just and equitable society. | Margaret Gleeson | Due Date: | 04/07/23 |



RAP ACTIONS	COMMITMENT
Acknowledgement of Country	Our school 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.
Care for Country	We commit to actively connecting with, and caring for, the Country/place on which our school stands. This involves respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place, as well as physically demonstrating respect for the skies, waterways and Land on which we live and learn. We will consider First Nations perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and Torres Strait Islander peoples have continued to have with Country/place since time immemorial, as well as provide positive opportunities for all members of our educational community to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability.



RAP ACTIONS

Respect around the school

Action: Acknowledgement of Country

Commitment: 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.

Goal: To ensure all preschool events include a Welcome to Country or Acknowledgement of Country to show respect for First Nations People and culture and to promote Reconciliation.

Deliverables:

- | | | | | |
|---|--|------------------|------------|----------|
| ✓ | To start our 70th Birthday celebrations with a Welcome to Country and Smoking Ceremony. | Margaret Gleeson | Completed: | 27/04/23 |
| ✓ | To daily sing our Acknowledgment of Country at team times with all children and educators. | Han Keumja | Completed: | 27/04/23 |
| ○ | To begin all meetings with an Acknowledgment of Country | Margaret Gleeson | Due Date: | 15/12/23 |

RAP ACTIONS

Respect around the school

Action: Care for Country

Commitment: We commit to actively connecting with, and caring for, the Country/place on which our early learning service stands. This involves respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place, as well as physically demonstrating respect for the skies, waterways and Land on which we live and learn. We will consider First Nations perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and Torres Strait Islander peoples have continued to have with Country/place since time immemorial, as well as provide positive opportunities for all members of our educational community to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability.

Goal: To support our community (children, families and educators) to learn about caring for country and learning from First Nations land management.

Deliverables:

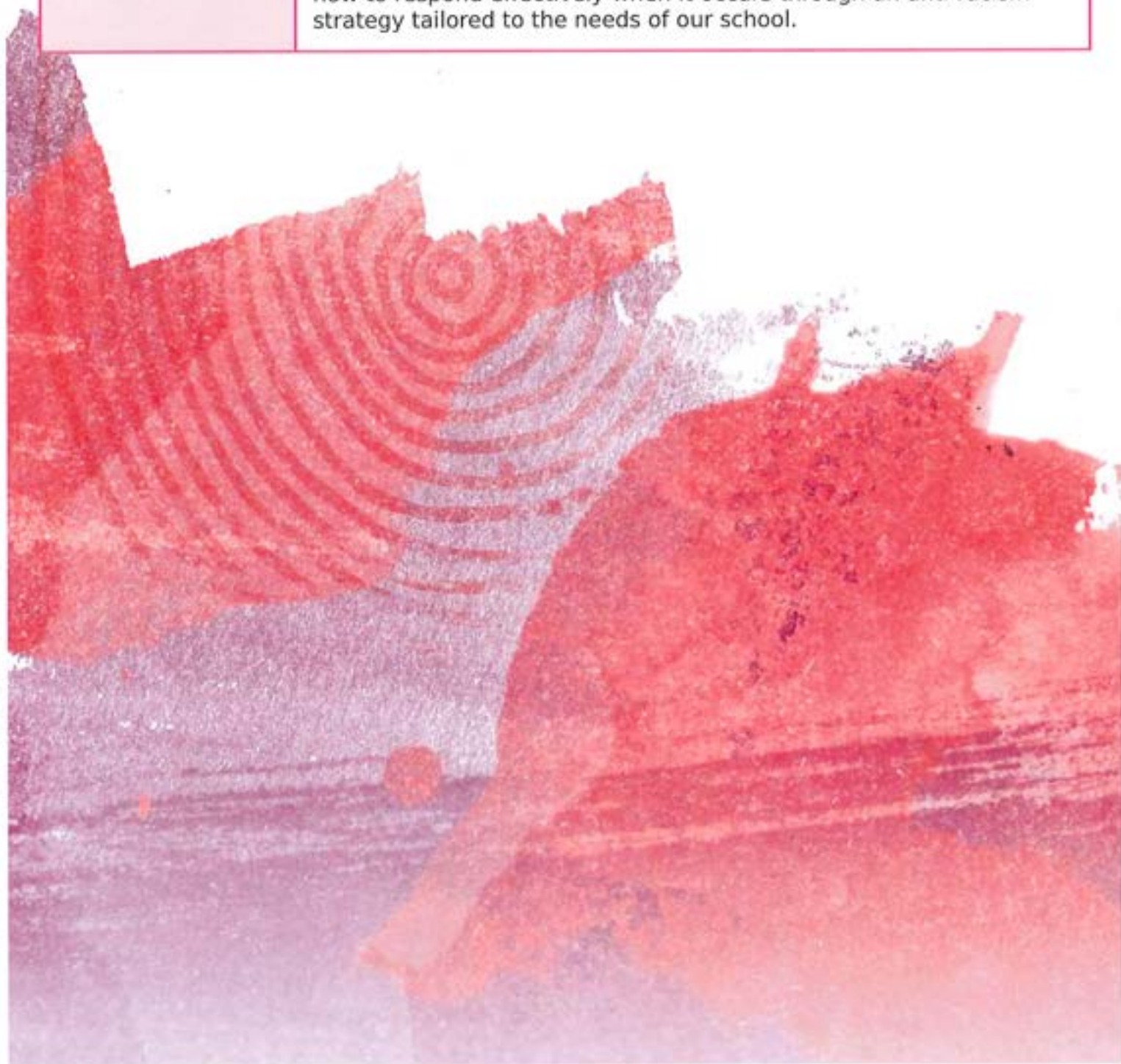
- | | | | |
|-----------------------|--|----------------------|---------------------------|
| <input type="radio"/> | To provide information to families, educators and children on the Dharawal seasons and the environmental indicators to look for. | Ruth Gilmore | Due Date: 15/12/23 |
| <input type="radio"/> | To bring to life with actions the words "care for country" from our sung acknowledgment of country. For children and educators to have understanding of what we do and don't do in caring for country. | Matt Innes | Due Date: 15/12/23 |
| <input type="radio"/> | To bring the understanding of "Care for Country" to our Bush Preschool program and reflect on our impact on the bush we visit. | Kristle Field | Due Date: 15/12/23 |

RESPECT



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander Flags	Our school 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.
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 school.



RAP ACTIONS

Respect with the community

Action:	Aboriginal and Torres Strait Islander Flags
Commitment:	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.
Goal:	Respect for Aboriginal and Torres Strait Islander culture is clearly evident both in the indoor and outdoor learning environments.
Deliverables:	

✓	Flags are flown and are visible from the street.	Sharyn Phillips	Completed:	27/04/23
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RAP ACTIONS

Respect with the community

Action: Take Action Against Racism

Commitment: 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.

Goal: To raise awareness of the negative consequences of racism and the steps we can all take to eliminate racism from our society.

Deliverables:

- | | | | | |
|-----------------------|--|------------------|-----------|----------|
| <input type="radio"/> | Raise awareness of the negative consequences of racism and build consciousness of what it looks like and how to overcome it. | Margaret Gleeson | Due Date: | 15/12/23 |
| <input type="radio"/> | Audit our teaching library to identify which books are useful in teaching about raising awareness of racism and what we can do to combat this. | Tom Peden | Due Date: | 30/06/23 |



RAP ACTIONS	COMMITMENT
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.



RAP ACTIONS

Opportunities in the classroom

Action: Curriculum Planning

Commitment: 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.

Goal: to embed Aboriginal and Torres Strait Islander histories and cultures in our curriculum.

Deliverables:

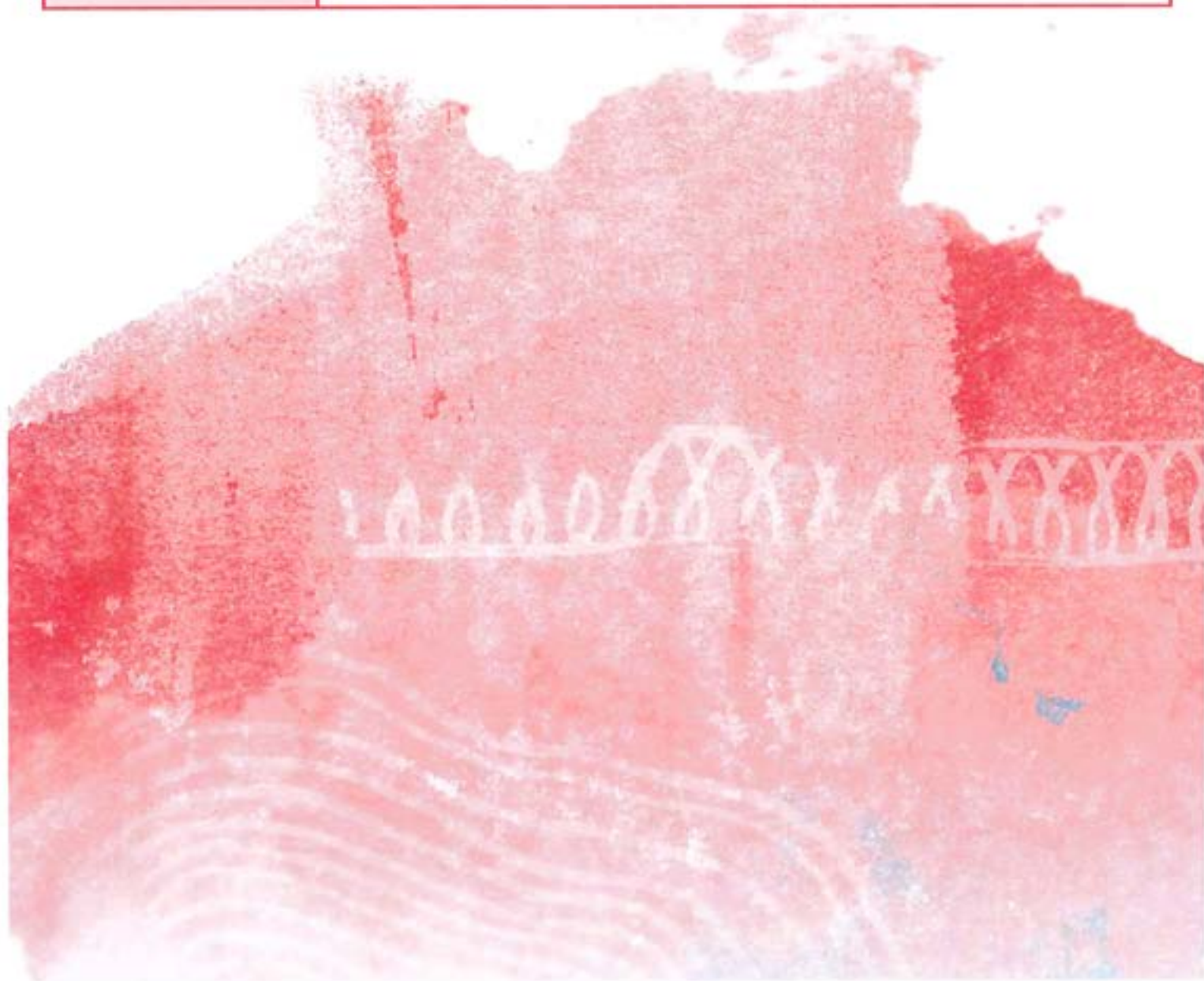
- | | | | |
|-----------------------|---|-------------------|---------------------------|
| <input type="radio"/> | Educator awareness is raised about how Aboriginal and Torres Strait Islander perspectives are explicit throughout the EYLF including the vision, principles, practices and outcomes. Identifying actions educators can take when teaching this content and how it contributes to meeting the EYLF's learning outcomes for children. | Matt Innes | Due Date: 30/06/23 |
|-----------------------|---|-------------------|---------------------------|

OPPORTUNITIES



AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT
Inclusive Policies	All staff in our school 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.
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.



RAP ACTIONS

Opportunities around the school

Action: Inclusive Policies

Commitment: 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.

Goal: To review policies to ensure they include Aboriginal and Torres Strait Islander people and increase knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia.

Deliverables:

- ☐ Policies are reviewed with a focus on the inclusion of respect for First Nations people, histories and cultures and ensuring equity while promoting Reconciliation.
- Barb Bartlett** **Due Date:** 15/12/23

RAP ACTIONS

Opportunities around the school

Action: Staff Engagement with RAP

Commitment: 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.

Goal: To ensure all staff are committed to our RAP and have ongoing input into it's review and implementation.

Deliverables:

<input type="radio"/>	Develop a schedule to ensure regular engagement with our RAP for all team members.	Renee Smede	Due Date:	30/06/23
<input checked="" type="radio"/>	Start learning about developing a RAP and brainstorm our vision with input from the whole team.	Margaret Gleeson	Completed:	19/12/22



RAP ACTIONS	COMMITMENT
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 school. 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.



RAP ACTIONS

Opportunities with the community

Action: Celebrate RAP Progress

Commitment: 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.

Goal: To provide regular progress reports on our RAP to help generate new ideas and engage our community

Deliverables:



Develop a schedule for communication with our preschool community to give updates on the progress of our RAP

Barb Bartlett

Due Date:

15/12/23