

Narragunnawali
Reconciliation in Education

NAKRA GUNNA WALI

RECONCILIATION ACTION PLAN

Baringa Early Learning Centre
July 2020 to July 2021

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ACKNOWLEDGEMENT OF COUNTRY

Baringa Early Learning Centre acknowledges the Traditional Owners of Country throughout Australia, on which we live and learn each day and help guide the young leaders of tomorrow. We recognise the Traditional Owners' continuing connection to lands, waters and communities. We pay our respect to Aboriginal and/or Torres Strait Islander peoples and cultures, and to Elders past present and emerging.

VISION FOR RECONCILIATION

Reconciliation is about starting today to create a future where we are respectful and proud of Aboriginal and/or Torres Strait Islander peoples, histories and cultures. As a community, we will take the journey towards reconciliation together with our children, educators and families. We will build relationships, nurture respect and create opportunities to learn from, and work together with, our local Aboriginal and/or Torres Strait Islander community.

RAP WORKING GROUP

Name	Position
PJ Aguilar	Executive Officer
Carley Adams	Educational Leader / Early Childhood Teacher
Carmen Ulrick	Team Leader / Early Childhood Teacher
John Mercer	Board Member and Community Member
Sally Rice	Board Member and Parent Member
Kerrie Hogan	Mentor and Grandparent

This document has been adapted from Baringa Early Learning Centre's Reconciliation Action Plan, developed through Reconciliation Australia's Narragunnawali: Reconciliation in Education program.

If you have any questions or would like to be involved, please contact **02 6258 8891** or **admin@baringa.org.au**.



SUMMARY

RELATIONSHIPS



IN OUR ROOMS

1. Enhance cultural teaching and learning activities by engaging Aboriginal and/or Torres Strait Islander people from within the early learning service community.



AROUND OUR CENTRE

2. Provide opportunities for staff to build and extend knowledge and understanding of Aboriginal and/or Torres Strait Islander cultures including cultural training.



WITH THE COMMUNITY

3. Coordinate a Welcome to Country for significant events.
4. Celebrate National Reconciliation Week (NRW) from 27 May to 3 June each year.
5. Build relationships with the local Aboriginal and/or Torres Strait Islander community that are founded on mutual respect, trust and inclusiveness.
6. Establish external networks with groups that are committed to reconciliation to mutually support and collaboratively progress reconciliation initiatives.

RESPECT



IN OUR ROOMS

7. Teach about the concept, history and progress of reconciliation in Australia.
8. Raise awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and/or Torres Strait Islander peoples and the process of reconciliation.



AROUND OUR CENTRE

9. Develop understanding of what it means to acknowledge Country, and provide the Baringa community the opportunity to do so at meetings and events throughout the year.
10. Learn about Aboriginal and/or Torres Strait Islander perspectives pertaining to caring for Country/place; consider these perspectives within broader sustainability plans; and physically demonstrate respect for the environment where our centre is situated.



WITH THE COMMUNITY

11. Organise and participate in events to celebrate or commemorate days/weeks of national significance for Aboriginal and/or Torres Strait Islander peoples and reconciliation.
12. Fly or display the Aboriginal and Torres Strait Islander flags all year round to demonstrate pride and respect for Australia's Aboriginal and/or Torres Strait Islander community.
13. Raise awareness of, teach about, and take positive action against racism.

OPPORTUNITIES



IN OUR ROOMS

14. Ensure Aboriginal and/or Torres Strait Islander histories and cultures are incorporated in curriculum planning, development and evaluation processes.



AROUND OUR CENTRE

15. Ensure policies are inclusive of Aboriginal and/or Torres Strait Islander people and aim to increase knowledge of Aboriginal and/or Torres Strait Islander histories and cultures.
16. Encourage staff to be involved in the ongoing development and implementation of the RAP through staff development opportunities.



WITH THE COMMUNITY

17. Celebrate RAP progress in the early learning service and throughout the community.
18. Increase the centre's procurement of goods and/or services from Aboriginal and/or Torres Strait Islander businesses.



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
1. Aboriginal and Torres Strait Islander People in the Classroom	We are committed to welcoming Aboriginal and Torres Strait Islander people into our rooms as guests to work alongside our children in learning activities. Having an Aboriginal and/or Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and/or Torres Strait Islander histories and cultures.	Carley Adams	Ongoing

Deliverables:

- Build relationships with potential Aboriginal and/or Torres Strait Islander guests from the Canberra community. Facilitate with Team Leaders the purposeful planning of incursions and excursions involving guests to mentor educators and introduce experiences with children to be embedded in ongoing education programs. (Assigned to Carley Adams, Due date 30/09/20)
- Invite Aboriginal and/or Torres Strait Islander people from the Baringa community (staff, family members and community members) to be involved in and participate in introducing play-based experiences with children which can be embedded into ongoing education program. (Assigned to Carley Adams, Due date 30/11/20)

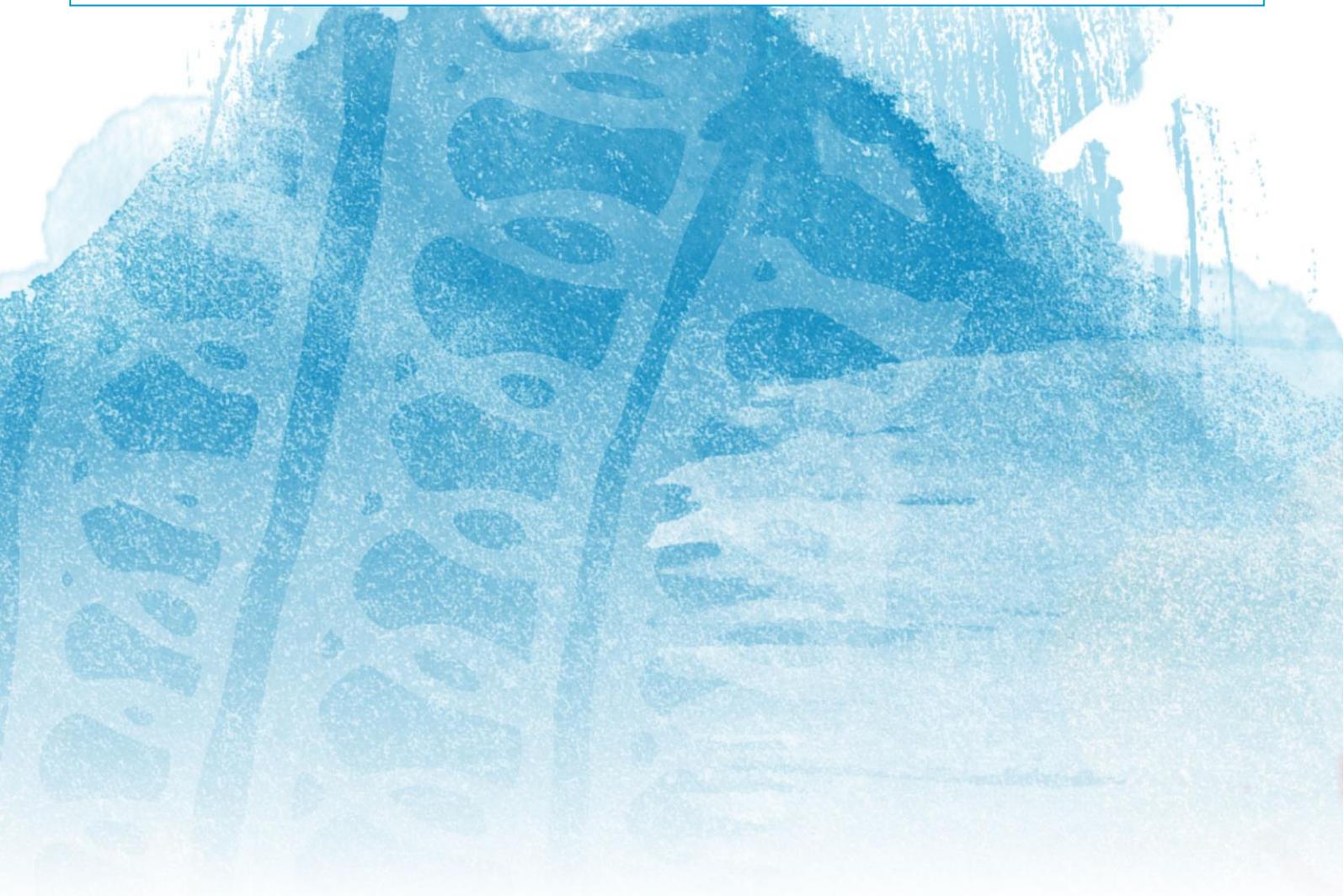




RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
2. Cultural Competence for Staff	We will reflect on our current level of cultural competence and provide staff with a range of opportunities to build and extend their knowledge and understanding of Aboriginal and/or Torres Strait Islander cultures. We also 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.	Carley Adams	Ongoing

Deliverables:

- Build and embed Aboriginal and/or Torres Strait Islander cultural perspectives to be embedded in all education programs. (Assigned to Carley Adams, Due date 30/09/20)
- Identify a range of cultural training opportunities for educators and staff to increase their cultural competence. This includes but are not limited to self-paced online training, in person workshops/courses and on-the-job training. Develop a training plan for these opportunities to be accessible for all educators and staff to experience. (Assigned to Carley Adams, Due date 20/04/21)



RELATIONSHIPS WITH THE COMMUNITY



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
3. Welcome to Country	Where appropriate, ensure significant events at our centre with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal/or and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and/or Torres Strait Islander peoples as the First Australians and Custodians of their Land.	Carmen Ulrick	Ongoing
Deliverables: <ul style="list-style-type: none"> Develop internal event procedures and contact list for conducting significant events, incorporating Welcome to Country. (Assigned to Carmen Ulrick, Due date 30/09/20). 			
4. Celebrate National Reconciliation Week	Our centre celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in our rooms and around the centre, 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.	Carley Adams	27/05/2021 - 03/06/ 2021
Deliverables: <ul style="list-style-type: none"> Facilitate and support Team Leaders to incorporate Reconciliation Week in education programs as well as centre-wide celebrations. (Assigned to Carley Adams, Due date 30/04/21). 			
5. Build Relationships with Community	We commit to building relationships with our local Aboriginal and/or 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/or Torres Strait Islander and non-Indigenous staff, children and community members.	PJ Aguilar, Carley Adams	Ongoing
Deliverables: <ul style="list-style-type: none"> Reach out to and build relationships with local Aboriginal and/or Torres Strait Islander communities and businesses, for ongoing partnerships such as through grant-funded projects with a focus on early childhood education. (Assigned to PJ Aguilar, Due date 30/04/21). Respectfully reach out to all staff and families, to invite Aboriginal and/or Torres Strait Islander members of our community to become involved and provide input into our education programs, activities and events. Together we can foster a deeper connection, understanding and celebration of cultural perspectives. (Assigned to Carley Adams, Due date 30/04/21). 			

RELATIONSHIPS WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
6. Reconciliation Network	We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.	PJ Aguilar	30/04/2021

Deliverables:

- Develop a "sister-centre partnership" with MacKids centres under the Macdonnell Regional Council, Northern Territory. This may include but not limited to, creating ongoing communications between Baringa children and children from the remote community centres; as well as peer-support between Baringa educators and MacKids educators. (Assigned to PJ Aguilar, Due date 30/04/21).
- Identify other Canberra-based early learning centres who are actively implementing their RAPs, and enquire about networking opportunities. Explore extending partnership with NT MacKids centres with other Canberra centres. (Assigned to PJ Aguilar, Due date 30/04/21).



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
7. 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.	Carley Adams, Carmen Ulrick	Ongoing
Deliverables: <ul style="list-style-type: none"> Further strengthen embedding cultural perspectives in education programming, with a focus on reconciliation and adapting as age-appropriate for children. Review what has worked well and build on introducing Aboriginal and/or Torres Strait Islander histories, cultures and contributions into learning activities. (Assigned to Carley Adams, Due date 30/04/21). Establish a staff reconciliation study group and yarning circle, to support interest in further exploring and understanding reconciliation and how to further embed cultural perspectives into Baringa's education and practices. (Assigned to Carmen Ulrick, Due date 30/11/20). 			
8. 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/or 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.	Carmen Ulrick	Ongoing
Deliverables: <ul style="list-style-type: none"> Identify and take part in local community events and celebrations. Where appropriate, actively celebrate or commemorate events that are significant to Aboriginal and/or Torres Strait Islander community members and to reconciliation more generally. (Assigned to Carmen Ulrick, Due date 30/04/21). 			



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
9. Acknowledgement of Country	Our early learning service recognises the continuing connection of Aboriginal and/or Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and children 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.	Carmen Ulrick	Ongoing
Deliverables: <ul style="list-style-type: none"> Encourage staff and children to learn about what it means to acknowledge Country and help support ongoing reflections in Acknowledging Country on a daily basis as age-appropriate to individual rooms. Support other Team Leaders and educators to create opportunities to share this with families. (Assigned to Carmen Ulrick, Due date 30/09/20). 			
10. Care for Country	<p>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/or 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.</p> <p>We will consider cultural perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and/or 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 land management and sustainability.</p>	PJ Aguilar	Ongoing
Deliverables: <ul style="list-style-type: none"> Establishment of Bush Tucker Gardens in partnership with local Aboriginal and/or Torres Strait Islander peoples and continuing to build opportunities for play-based, experiential learning for our children which incorporate caring for Country. (Assigned to PJ Aguilar, Due date 30/11/20). 			



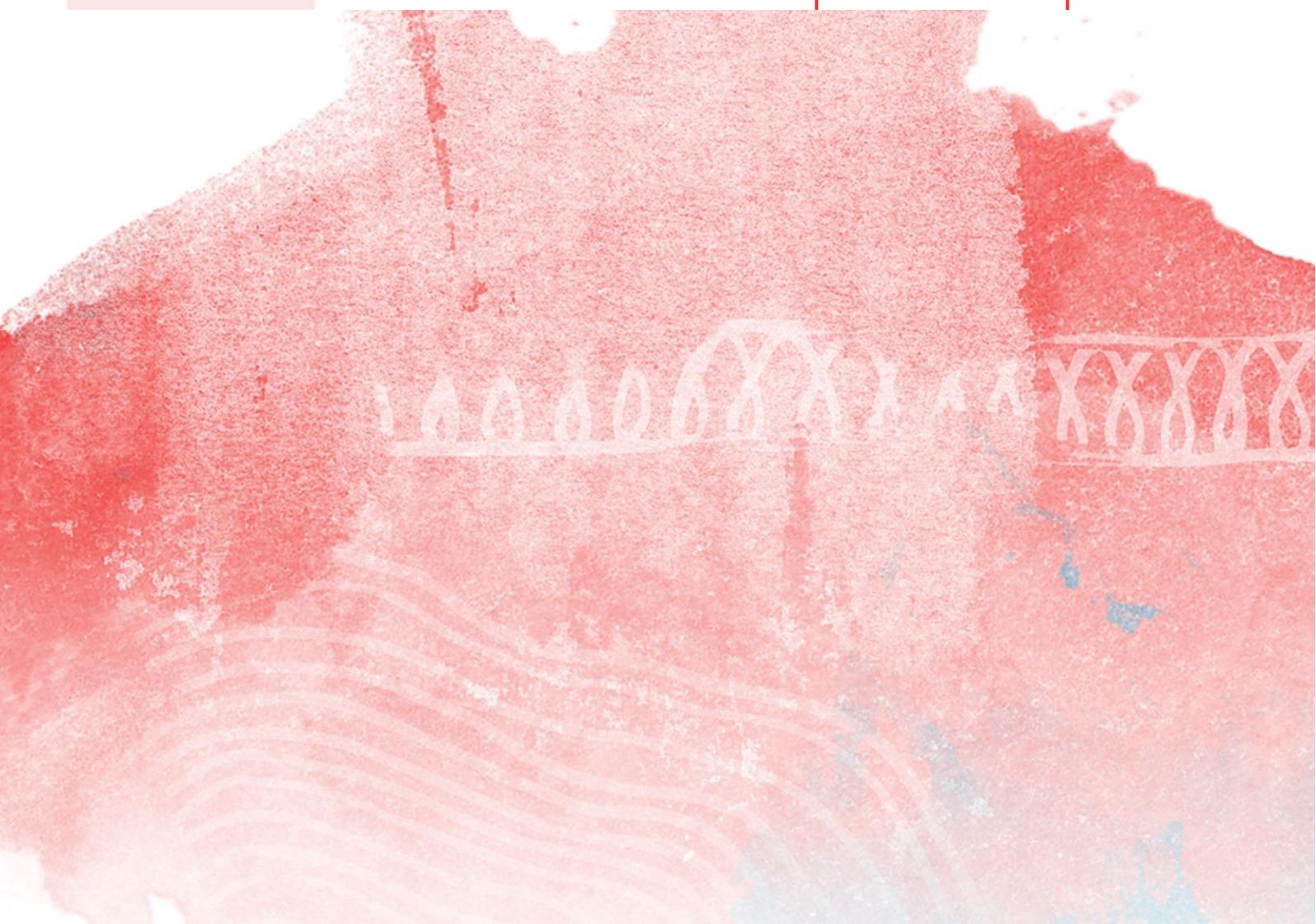
RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
11. Celebrate Days of National Significance	We commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and/or Torres Strait Islander peoples and the reconciliation movement to show our pride in, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions. We also commit to including Aboriginal and/or Torres Strait Islander perspectives when we commemorate other national days.	Carley Adams	Ongoing
Deliverables: <ul style="list-style-type: none"> Facilitate and support Team Leaders to incorporate celebration and acknowledgement days in education programs, including NAIDOC Week and Sorry Day (Assigned to Carley Adams, Due date 30/04/21). 			
12. 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.	Carley Adams	30/09/2020
Deliverables: <ul style="list-style-type: none"> As part of our commitment to reconciliation, support staff and children with opportunities to learn about the meaning and history of the Aboriginal and Torres Strait Islander flags. Obtain flags from Local Federal Member or purchase for display at the centre. (Assigned to Carley Adams, Due date 30/09/20). 			
13. 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.	Carmen Ulrick	Ongoing
Deliverables: <ul style="list-style-type: none"> Develop a mechanism for staff to safely reflect on their personal and cultural identities, and the role individuals can play in promoting anti-racist assumptions, attitudes and actions. This may include but not limited to, utilizing Reconciliation Australia's Share our Pride resource for early learning centres, and supporting anti-racism campaigns e.g. "Racism. It Stops with Me" and beyondblue's "The Invisible Discriminator campaign". (Assigned to Carmen Ulrick, Due date 30/04/21). 			



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
14. 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 the rooms 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.	Carley Adams	Ongoing

Deliverables:

- Carry out an education programming audit by working with Team Leaders annually on how cultural perspectives have been embedded, what has worked and how we can improve. Identify further opportunities and invite Aboriginal and/or Torres Strait Islander people and advisory groups for input into future planning. (Assigned to Carley Adams, Due date 30/04/21).





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
<p>15. Inclusive Policies</p>	<p>All staff in our early learning service are aware of policies that refer specifically to improving educational outcomes for Aboriginal and/or 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/or Torres Strait Islander people and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.</p>	<p>PJ Aguilar</p>	<p>Ongoing</p>
<p>Deliverables:</p> <ul style="list-style-type: none"> Develop connections with and seek advice from the ACT Aboriginal and Torres Strait Islander Elected Body (ATSIEB) on how Baringa can become more inclusive in the review and development of internal policies. (Assigned to PJ Aguilar, Due date 30/04/21). 			
<p>16. Staff Engagement with RAP</p>	<p>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.</p>	<p>PJ Aguilar</p>	<p>Ongoing</p>
<p>Deliverables:</p> <ul style="list-style-type: none"> Actively support staff and families to engage with the RAP. As reconciliation is a collective, collaborative journey, it is important for staff, families and children to be given opportunities to engage with the planning and implementation of reconciliation initiatives. (Assigned to PJ Aguilar, Due date 30/11/20). 			

OPPORTUNITIES



AROUND THE CENTRE

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
17. Celebrate RAP Progress	We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and/or 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.	PJ Aguilar	Ongoing

Deliverables:

- Develop communication materials for current and prospective families about the RAP and its progress. This may include but not limited to, sharing on social media, website and adding to centre tour and orientation packs. This will assist in fostering shared pride in children being part of an educational environment that actively works towards reconciliation. (Assigned to PJ Aguilar, Due date 30/11/20).

18. Support Aboriginal and Torres Strait Islander Owned Businesses	We promote supplier diversity and support Aboriginal and/or 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/or Torres Strait Islander owned businesses to accompany procurement policies and procedures.	PJ Aguilar	Ongoing
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Deliverables:

- Embrace opportunities to engage Aboriginal and/or Torres Strait Islander owned businesses for centre supplies, such as publications, stationary, resources; and services required for consultancy and training activities. Supply Nation database will be used as another avenue of potential providers during procurement activities. (Assigned to PJ Aguilar, Due date 30/11/20).

