

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Collaroy Plateau Community Kindergarten
June 2021 to June 2022

CONTENTS

Vision for Reconciliation

The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



VISION FOR RECONCILIATION

Our vision for Reconciliation is to continue to build a connection with local Aboriginal and Torres Strait Islander community groups and organisations to further our knowledge of Aboriginal and Torres Strait Islander history and culture. We aim to share knowledge within the wider community about the significant contributions made by first Nations to Australia, their genuine protection of country and culture and the many teachings that can be attributed to living in peace and harmony with the land.

We focus on building respect through acknowledgement and understanding to enable us to portray the image of all children, but in particular, children from the traditional custodians of the land to be able to grow up strong, proud and resilient. We also pledge to engage in truth telling.

We will continue to meaningfully include Aboriginal and Torres Strait Islander perspectives within the Preschool curriculum and work towards ensuring that first Nation families know that our preschool is a welcoming place of respect, celebration and inclusion.

ACKNOWLEDGEMENT OF COUNTRY

Collaroy Plateau Community Kindergarten acknowledges that we are located on the land of the First Nations people, possibly the Gayamaygal clan. But because the people from this area were displaced and their culture hidden, their history has been lost.

We sincerely pay our respects to past, present and future elders and ancestors of the Aboriginal people and continue to share our sorrow about the painful history and pledge to stand together with respect with the common goal of protecting the land and all of her inhabitants.

And with our children we acknowledge Country with them through:

At Collaroy Plateau Community Kindergarten

We say thank you to the Gayamaygal people

For caring for the Land.

We promise to look after it,

The birds,

The trees,

The animals,

And the people too.

With our hands, our hearts and our heads.

RAP WORKING GROUP

Name	Position
Susan Sorensen	Principal / Director
Collaroy Plateau Staff team	Other
Shannon Crane	Educational Leader
CPCCK Management Committee	The Approved Provider

RAP SUPPORT NETWORK

Name	Role/Organisation
Stuart McMinn	Professional development leader and cultural learning teacher
Laurie Bimson	A local Guringai Elder who has performed 2 Welcome to Country and Smoking ceremonies. He has also carved a totem on our sandstone rock of a stingray.
The Preschool children And their Families	For their support, their understanding, their participation and interest in learning about the land and the history that comes with the Preschool their children attend.
Dan Smailes	Local native bee keeper and permaculture educator who provides community support of culture and the facilitation of respect.



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.	Susan S, Collaroy Plateau S	Ongoing
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.	Susan S	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.	Susan S, Collaroy Plateau S	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.	Susan S, Collaroy Plateau S	Ongoing
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.	Susan S, Collaroy Plateau S	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.	Susan S	30/06/2020



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.	Susan S, Collaroy Plateau S	Ongoing





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.	Susan S, Collaroy Plateau S	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.	Susan S, Collaroy Plateau S	27/05/2021 - 03/06/2021
Create Stakeholder List	We will develop and maintain a stakeholder list that reflects our current and future working relationships with members of the community who are committed to working collaboratively to drive reconciliation initiatives.	Susan S, Collaroy Plateau S	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Susan S, Collaroy Plateau S	Ongoing
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.	Susan S, Collaroy Plateau S	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.	Susan S, Collaroy Plateau S	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.	Susan S	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.	Susan S	Ongoing



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.	Susan S, Collaroy Plateau S	Ongoing
Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures	We commit to demonstrating our respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment of our early learning service. We understand that making our respect visible in the learning environment through the incorporation of meaningful, relevant and culturally appropriate art, artefacts and symbolism reinforces our work toward reconciliation. It also makes our intentions and actions clear to our students, parents and the broader community.	Susan S, Collaroy Plateau S	Ongoing
Care for Country	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.	Susan S, Collaroy Plateau S	Ongoing

RESPECT



WITH THE COMMUNITY

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.	Susan S	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.	Susan S	Ongoing
Physical Acknowledgement of Country	Our early learning service proudly commits to displaying a physical Acknowledgement of Country as a way of showing awareness of, and respect for, the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which our early learning service is located.	Susan S	17/06/2020

RESPECT



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
RAP Launch	Our early learning service is proud to launch our RAP at an event that recognises the efforts of the working group and celebrates our school or service's commitment to reconciliation. We will use our RAP launch event to inform the wider community about our RAP and the many different ways they can get involved and take action toward reconciliation.	Susan S	01/06/2018 - 01/08/2018
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.	Susan S, Collaroy Plateau S	11/05/2018 - 05/06/2021



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Embed Cross-curriculum Priority - School Specific	All staff from across the school are supported to understand and embed the Australian Curriculum cross-curriculum priority Aboriginal and Torres Strait Islander Histories and Cultures in the curriculum. The cross-curriculum priority is considered in the development of units, lesson plans and resources in all learning areas and across all year levels.	Susan S, Collaroy Plateau S	Ongoing
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.	Susan S, Collaroy Plateau S	Ongoing
Australian Professional Standards for Teachers - School Specific	All teachers are supported to understand and meaningfully engage with the Australian Professional Standards for Teachers, specifically Focus Area 2.4: 'Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians'.	Susan S, Collaroy Plateau S	Ongoing



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.	Susan S, Collaroy Plateau S	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.	Susan S	Ongoing
RAP Budget Allocation	We have set aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our RAP Actions. Staff are aware that it is important to consider remuneration for people who have been involved in RAP initiatives out of respect for the time and resources that they have contributed.	Susan S, Collaroy Plateau S	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
National Quality Standard - Early Learning Specific	We commit to ensuring that our engagement with the National Quality Standard involves the inclusion of Aboriginal and Torres Strait Islander histories, cultures and contributions in our daily practice and programming, as well as authentic and meaningful engagement with the local Aboriginal and Torres Strait Islander community.	Susan S	Ongoing

OPPORTUNITIES



WITH THE COMMUNITY

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.	Susan S, Collaroy Plateau S	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.	Susan S, Collaroy Plateau S	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.	Collaroy Plateau S	Ongoing