

**Narraginawali**

Reconciliation in Schools and Early Learning

**NAKRA GUNNA WALI**

**Charnwood-Dunlop School**  
**Reconciliation Action Plan**  
**For the year 2015**



# Contents

---

Our Vision for Reconciliation	3
The Working Group	3
Action Plan	4
Relationships	4
Respect	6
Opportunities	9

---



# Our Vision for Reconciliation

Relationships - Ongoing communication between the Aboriginal and Torres Strait Islander students, their families, the school and the broader community to build strong and lasting relationships.

Respect - All Aboriginal and Torres Strait Islander families are welcomed, respected and valued by the school.

Opportunities - All Aboriginal and Torres Strait Islander students collaborate in all areas of school life and strive to fulfil their potential.

## The Working Group

<b>Name</b>	<b>Position</b>	<b>Email</b>
Susan Plaistowe	teacher	Susan.Plaistowe@ed.act.edu.au
Debbie Martens		Debbie.Martens@ed.act.edu.au
Nicole Nicholson		Nicole.Nicholson@ed.act.edu
Peter Hutchings		peter.hutchings@immi.gov.au
Jess Buckley		jess.buckley@immi.gov.au
Klair Carney		klair.carney@northside.asn.au
Dauida Malaibe		Dauida.Malaibe@ed.act.edu.au
David Stevenson		David.Stevenson@ed.act.edu.au
Greta Wood		gretawood1@hotmail.com
Michael Morton		michaelmorton49@outlook.com
Lisa Madden		lisamadden727@gmail.com

# Action Plan

RELATIONSHIPS			
Action	Details/notes	Responsibility	Timeline
Aboriginal and Torres Strait Islander people in classroom	<p>Having an Aboriginal and Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures. This may not be possible for every learning activity but it should be something that early learning centres and schools do regularly.</p> <p>If you have existing relationships with Aboriginal and Torres Strait Islander parents or community members, consider inviting them to help with learning activities just as you would with any other area of expertise. You could ask Aboriginal or Torres Strait Islander staff members for names or contacts of people willing to support your learning programs.</p> <p>Each state and territory has an Indigenous Education Consultative Body that can help you to form relationships with Aboriginal or Torres Strait Islander people.</p> <p><b>Our Notes:</b></p> <p>Invite parents and community members into the classroom to share their knowledge about Aboriginal and Torres Strait Islander perspectives on the curriculum. Encourage parents to be involved with their children's learning.</p>	<ul style="list-style-type: none"> <li>• Susan Plaistowe</li> <li>• Lisa Madden</li> </ul>	Ongoing
Enable Aboriginal and Torres Strait Islander children and students to reach their full potential	<p>Facilitating a higher level of understanding among children and students of the special place that Aboriginal and Torres Strait Islander people hold in our multicultural society is essential for creating a culture of reconciliation in your centre and school. Extending your RAP to include a commitment to actively promoting a strong sense of identity, inclusivity, leadership and achievement will allow Aboriginal and Torres Strait Islander children and students to fulfil their aspirations as valued and worthy leaders and achievers.</p> <p>It is important that Aboriginal and Torres Strait Islander children and students' identity and backgrounds are celebrated and extended by allowing them to become more familiar and immersed in their own cultural heritage, practices and belief systems and to share these with others. A commitment to providing opportunities to strengthen cultural identity will not only improve self-belief, leadership skills, and educational outcomes for children and students, there will be a flow on effect to the rest of the community of increased shared pride and understanding of Aboriginal and Torres Strait Islander cultures, identities and histories.</p> <p>Early learning centres and schools should seek out opportunities for all children and students to jointly participate in similar cultural immersion activities, where it is appropriate for non-Indigenous people to be present. Such activities will provide non-Indigenous children and students with powerful learning experiences to increase their knowledge of Aboriginal and Torres Strait Islander heritage and culture.</p>	<ul style="list-style-type: none"> <li>• Susan Plaistowe</li> <li>• Debbie Martens</li> </ul>	Ongoing

	<p><b>Our Notes:</b></p> <p>We are currently undertaking an Accepting the Challenge Action Learning project to support and improve reading outcomes for our Aboriginal and Torres Strait Islander students. We are working together with families to achieve this. We encourage our senior students to take part in the Aspirations program and work together with the Indigenous Education Officer at MCSS on cultural activities. We encourage all families to be involved in developing Personalised Learning Plans (PLP) for students.</p>		
Cultural awareness for staff	<p>It is important for all Australians to understand Aboriginal and Torres Strait Islander cultures, including their special connection to the land, seas and waterways. Improving the level of knowledge and understanding of Aboriginal and Torres Strait Islander cultures will form the basis of building better relationships between Aboriginal and Torres Strait Islander people and the rest of the community.</p> <p>Introductory Aboriginal and Torres Strait Islander cultural awareness training for all staff is a good starting point but it should not be a one-off and can be an introduction for more in depth development of knowledge and understanding. Some staff may want to participate in more intensive Aboriginal and Torres Strait Islander cultural immersion courses and take opportunities for interacting with Aboriginal and Torres Strait Islander people and developing a two way approach to learning about cultural backgrounds, belief systems and world view.</p> <p>Encouraging staff to attend local events that build their cultural awareness such as lectures or guest speakers is also a good idea. If you have existing relationships with Aboriginal and Torres Strait Islander parents or community members, you could engage them to assist you in building cultural awareness training for children, students and staff.</p> <p>Each state and territory has an Indigenous Education Consultative Body that provide advice on building and extending staff knowledge and understanding of Aboriginal and Torres Strait Islander cultures.</p> <p><b>Our Notes:</b></p> <p>Staff to be encouraged to take up Professional Learning opportunities to learn about Aboriginal and Torres Strait Islander cultures during staff meetings and through attending courses.</p>	<ul style="list-style-type: none"> <li>Nicole Nicholson</li> </ul>	Ongoing
Executive approval	<p>In order for you to publicly declare the actions you are committing to, your RAP must be approved by the highest level of leadership in your school. Ideally this person is part of your working group.</p> <p>Having executive-level support for your early childhood, primary or secondary school's RAP is integral to the success and sustainability of your plan. Effective leadership will focus attention on the content of the RAP and push for its development and implementation at critical times. Executive level support for the RAP will also influence fellow senior staff members and inform them about the significance of the RAP, and to engage them with the organisation's vision for reconciliation.</p> <p><b>Our Notes:</b></p> <p>The Principal and school executive team has given approval for and support the Charnwood-Dunlop School RAP</p>	<ul style="list-style-type: none"> <li>Debbie Martens</li> </ul>	Ongoing

Internal and external National Reconciliation Week events	<p>National Reconciliation Week (NRW) is held annually from 27 May to 3 June. It is a time to celebrate and build on the respectful relationships shared by Aboriginal and Torres Strait Islander people and other Australians. Each year has a different theme set by Reconciliation Australia.</p> <p>NRW is a great opportunity for you to organise an event and to attend public events in your early learning centre or school's area, as a way of strengthening community understanding of the week. Think about organising an outing to an event or sending home information about NRW events and encouraging parents and families to attend. All public events are listed on Reconciliation Australia's <a href="#">website</a>. If your school or centre organises an event, <a href="#">please register the event</a>.</p> <p><b>Our Notes:</b></p> <p>Launch our 'Acknowledgment to Country' plaque designed by the students and community. Participate in ACT events and/or include events across the school.</p>	<ul style="list-style-type: none"> <li>• Susan Plaistowe</li> <li>• Debbie Martens</li> <li>• Nicole Nicholson</li> </ul>	2015-05-27 - 2015-06-03
---	---	---	-------------------------

## RESPECT

Action	Details/notes	Responsibility	Timeline
Teach about National Reconciliation Week	<p>National Reconciliation Week (NRW) is celebrated across Australia each year between 27 May and 3 June. The week 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. Each year has a different theme set by Reconciliation Australia.</p> <p>The dates commemorate two significant milestones in the reconciliation journey—the anniversaries of the successful 1967 referendum and the High Court Mabo decision.</p> <ul style="list-style-type: none"> <li>• 27 May 1967 - Marks the anniversary of Australia's most successful referendum and a defining event in our nation's history. The 1967 referendum saw over 90 per cent of Australians vote to give the Commonwealth the power to make laws for Aboriginal and Torres Strait Islander peoples and recognise them in the national census.</li> <li>• 3 June 1992 - The High Court of Australia delivered its landmark Mabo decision which legally recognised that Aboriginal and Torres Strait Islander peoples have a special relationship to the land—that existed prior to colonisation and still exists today. This recognition paved the way for land rights called Native Title.</li> </ul> <p>While it should not be a one-off, NRW is a key time to teach, and for children and students to learn, about Aboriginal and Torres Strait Islander histories and cultures. The more you can link learning to tangible things, community, people and events, the better.</p> <p>Reconciliation Australia provides NRW <a href="#">resources</a> suitable for use in early learning centres and schools.</p> <p><a href="#">Scootle</a> also provides a number of <a href="#">learning activities</a> that you could use during NRW and throughout the year.</p> <p><b>Our Notes:</b></p>	<ul style="list-style-type: none"> <li>• Susan Plaistowe</li> <li>• Lisa Madden</li> </ul>	Ongoing

	<p><b>Our Notes:</b></p> <p>Each year the students, teachers and school community will talk about and do activities linked to National Reconciliation Week. In 2015, this work was recorded onto 2 large flags.</p>		
Acknowledgement of Country	<p>Showing respect to Traditional Owners should be done at regular meetings throughout the year. For example at assemblies or other gatherings, staff meetings, parent nights and family events sports carnivals.</p> <p>An Acknowledgement of Country is a way of showing awareness of and respect for the Aboriginal or Torres Strait Islander Traditional Owners and Custodians of the land on which an informal or formal meeting or event is being held. It recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to their Country. It is quite different from a Welcome to Country which is delivered by Aboriginal or Torres Strait Islander people to welcome visitors to their traditional land.</p> <p>At a meeting, speech or formal occasion the speaker can begin their proceedings by offering an Acknowledgement of Country. Unlike a Welcome to Country, it can be performed by a non-Indigenous person.</p> <p>There are no set protocols or wording for an Acknowledgement of Country, though often a statement may take the following form: <i>“I would like to acknowledge that this meeting is being held on the traditional lands of the (appropriate group) people, and pay my respects to Elders both past and present”</i>.</p> <p>You can access detailed information in our <a href="#">Welcome to Country and Acknowledgement of Country factsheet</a>.</p> <p><b>Our Notes:</b></p> <p>Acknowledgement of Country happens at the beginning of every assembly and whole school event. Ensure that staff meetings also begin with an Acknowledgment of Country.</p>	<ul style="list-style-type: none"> <li>• Susan Plaistowe</li> <li>• Debbie Martens</li> <li>• Nicole Nicholson</li> </ul>	Ongoing
Welcome to Country	<p>Showing respect to Traditional Owners should be done at key events throughout the year. For example at presentation days or awards events, athletics carnivals or performing arts events, welcome events for new families and end of year celebrations.</p> <p>A Welcome to Country is a ceremony delivered by Aboriginal or Torres Strait Islander people to welcome visitors to their traditional lands. It's also a way to acknowledge the connection to spiritual ancestors of the area. Only Aboriginal or Torres Strait Islander people given permission by their community are able to deliver Welcome to Country ceremonies. Please check with your relevant local Aboriginal and Torres Strait Islander Traditional Owners group.</p> <p>Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. Despite the absence of visible borders, Aboriginal and Torres Strait Islander groups had clear boundaries separating their Country from that of other groups. Crossing into another group's Country required a request for permission to enter, and when that permission was granted, the hosting group would welcome the visitors, offering them safe passage and outlining responsibilities whilst on Country.</p>	<ul style="list-style-type: none"> <li>• Debbie Martens</li> <li>• Nicole Nicholson</li> <li>• Peter Hutchings</li> <li>• Klair Carney</li> </ul>	Ongoing

	<p>responsibilities within our Country.</p> <p>You can access detailed information in our <a href="#">Welcome to Country and Acknowledgement of Country factsheet</a> .</p> <p><b>Our Notes:</b></p> <p>Ensure we invite a local elder to provide Welcome to Country at significant Indigenous events.</p>		
Honour Aboriginal and Torres Strait Islander cultures	<p>Recognise the special place and culture of Aboriginal and Torres Strait Islander peoples within Australia by promoting it in your early learning centre or school.</p> <p>You may have already committed to flying the Aboriginal and Torres Strait Islander flags. This is a great start. You could go even further by displaying Indigenous artwork from local or non-local artists, displaying Aboriginal and Torres Strait Islander language maps, creating locally significant Indigenous playground markings or installing specially decorated bollards.</p> <p>You may also consider naming your buildings using local Aboriginal and Torres Strait Islander languages or naming your buildings after local Aboriginal and Torres Strait Islander people.</p> <p>Engaging local Aboriginal and Torres Strait Islander elders and community members in the planning and implementation of these initiatives is a good way to give relevance, context and greater meaning to the project. It is also important as a way to ensure that Aboriginal and Torres Strait Islander cultural considerations are taken into account and all relevant protocols are observed. You can talk to community members or your Indigenous Education Consultative Body about this.</p> <p><b>Our Notes:</b></p> <p>Display Aboriginal and Torres Strait Islander flags prominently in the school. Create a display space in the school for the plaque, flags, cultural artefacts and art work. Investigate the significance of the scar tree. Ensure we promote the recognition of Torres Strait Islander and Aboriginal cultures.</p>	<ul style="list-style-type: none"> <li>• Debbie Martens</li> <li>• Nicole Nicholson</li> <li>• Peter Hutchings</li> <li>• Davida Malaibe</li> <li>• Lisa Madden</li> </ul>	Ongoing
Aboriginal and Torres Strait Islander flags	<p>There are two flags representing Indigenous Australians—one representing Aboriginal peoples, and one for the Torres Strait Islander peoples. Information on the flags can be found <a href="#">here</a>.</p> <p>The Queensland Government has produced a short <a href="#">document</a> on protocols regarding flying the flags that you may find useful. This is applicable in all states and territories.</p> <p>You can purchase your flags through <a href="#">Flag World</a> or get in contact with your local Member of Parliament as they may be able to provide them free of charge.</p> <p><b>Our Notes:</b></p> <p>Prominently display the Aboriginal and Torres Strait Islander flags.</p>	<ul style="list-style-type: none"> <li>• Debbie Martens</li> <li>• Nicole Nicholson</li> <li>• David Stevenson</li> </ul>	Ongoing
	<p>A permanent Acknowledgement of respect for the Country on which your early learning centre or school is located and where learning takes place is an ongoing reminder of the shared history of all Australians.</p>		



Physical Acknowledgement of Country	<p>Work with your RAP working group and local Aboriginal and Torres Strait Islander community to determine the wording and medium your early learning centre or school would like to use.</p> <p>You could collaborate with a local Indigenous creative agency to have your own individual Acknowledgement plaque created. The wording and design should be individual and suited to your local area. It could be made of any material that you deem appropriate.</p> <p>Invite Aboriginal and Torres Strait Islander community members to attend your unveiling of the plaque, perhaps at a special event.</p> <p><b>Our Notes:</b></p> <p>Involve the students in designing the acknowledgement of country plaque for our school. Ask for feedback from families on the words and design for this. The students work with Lisa on implementing the design to be launched in Reconciliation Week.</p>	<ul style="list-style-type: none"> <li>• Debbie Martens</li> <li>• Nicole Nicholson</li> <li>• Davida Malaibe</li> <li>• David Stevenson</li> <li>• Greta Wood</li> </ul>	2016-02-02 - 2016-05-27
-------------------------------------	--	---	-------------------------

## OPPORTUNITIES

Action	Details/notes	Responsibility	Timeline
Curriculum planning	<p>There is a need for Australian educators to teach and for all Australian students to learn about Aboriginal and Torres Strait Islander histories and cultures as an important part of our shared national identity.</p> <p>Your curriculum planning documents should reflect this priority in all teaching and learning programs. This could be incorporated as an agenda item during planning days or meetings as a way to ensure Aboriginal and Torres Strait Islander histories and cultures are embedded in planning documents.</p> <p>Supplementing curriculum planning with resources is a good way to make it easier for teachers to incorporate Aboriginal and Torres Strait Islander histories and cultures into their teaching. See action titled 'support Aboriginal and Torres Strait Islander owned businesses' for ideas on ways to procure Indigenous resources for this purpose.</p> <p>Your local state or territory education authority may have resources to help organise teaching and learning programs.</p> <p><b>Our Notes:</b></p> <p>Ensure all teachers meet the National Professional Standards for Teachers and the Australian Curriculum requirements to include Aboriginal and Torres Strait Islander education for all students. Include resources such as Yarning Strong and local expertise to extend teacher knowledge and confidence in this area.</p>	<ul style="list-style-type: none"> <li>• Debbie Martens</li> <li>• Nicole Nicholson</li> </ul>	Ongoing
	<p>All Australian early learning centre and school policies, plans and budgets need to incorporate Aboriginal and Torres Strait Islander children and students, even if you don't have any Aboriginal and Torres Strait Islander children or students in the centre or school population.</p> <p>Your jurisdiction may have existing policies and plans that you're early learning centre or school should identify and incorporate into your RAP. If you're early learning centre or</p>		

<p>Inclusive policies and budgets</p>	<p>incorporate into your RAP. If you're early learning centre or school doesn't have any overarching policies, you're working group should discuss which might be appropriate and prepare them.</p> <p>Possible areas to focus on in developing Aboriginal and Torres Strait Islanders inclusive policies for your early learning centre or school are:</p> <ul style="list-style-type: none"> <li>· leadership and governance</li> <li>· policy development</li> <li>· curriculum</li> <li>· employment</li> <li>· communications</li> <li>· delivery of programs.</li> </ul> <p>Specific actions, for example, under leadership and governance could be ensuring the needs of Aboriginal and Torres Strait Islander children and students are reflected in the strategic plan and budget. Setting aside specific budget to fulfil RAP commitments should also be a part of this commitment.</p> <p>You may want to talk to your State/Territory Indigenous Education Consultative Body about how to prepare these policies.</p> <p><b>Our Notes:</b></p> <p>Ensure the school is localising the ACTETD inclusive policies and budget requirements. School Board and P &amp; C to be informed where relevant.</p>	<ul style="list-style-type: none"> <li>• Debbie Martens</li> <li>• Nicole Nicholson</li> </ul>	<p>Ongoing</p>
<p>Staff meeting about the RAP</p>	<p>This RAP is not one person's responsibility nor is it solely the responsibility of Aboriginal and Torres Strait Islander staff at your school, it's everyone's business.</p> <p>A staff meeting will help you spread the RAP message widely and ensure there is genuine engagement across the board. It is also a good opportunity to invite staff to be part of your Working Group.</p> <p>This RAP tool is easy to use but the actions that you are committing to are not. It's important that you and your Working Group remember that this is about long term, sustainable change. Not a quick fix. Be patient and allow the process and the journey of reconciliation unfold over time.</p> <p>RAPs allow early learning centre and schools to realise their vision for reconciliation by committing to a meaningful, yet practical, plan to develop relationships, show respect and increase opportunities for Aboriginal and Torres Strait Islander peoples.</p> <p><b>Our Notes:</b></p> <p>The staff have been familiarised with the RAP process and have been invited to be part of the RAP development. The teachers have worked with the students to express their ideas about 'What Reconciliation means to me'. These ideas were recorded in a display on coloured squares onto large flags. We will put the school RAP onto the staff agenda regularly (at least once per term).</p>	<ul style="list-style-type: none"> <li>• Susan Plaistowe</li> <li>• Debbie Martens</li> <li>• Nicole Nicholson</li> </ul>	<p>Ongoing</p>
	<p>Reporting to your community about the progress of your RAP allows your early learning centre or school to take stock of how far you've come and give ideas about where you can go next.</p>		

<p>Celebrate RAP progress</p>	<p>Reflecting on the progress that has been made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in your early learning centre or school is essential and this progress should be celebrated. Considering the role your community plays in the RAP development it is worth making this progress public.</p> <p>How you celebrate and report on the progress of your RAP is up to you. Ideas could include:</p> <ul style="list-style-type: none"> <li>· A specific periodical RAP report or newsletter</li> <li>· Include RAP specific progress in other general reporting such as the annual report</li> <li>· Have a dedicated page on the school website for the RAP</li> <li>· Development of a RAP flyer with upcoming RAP activities and special events</li> <li>· Display photos of RAP projects and initiatives around the school and in the community.</li> </ul> <p>This could also be an opportunity to state any refreshed commitments you intend to include in the next RAP.</p> <p>Please share your RAP achievements and refreshed commitments with us at Reconciliation Australia by emailing photos and news to <a href="mailto:schools@reconciliation.org.au">schools@reconciliation.org.au</a></p> <p><b>Our Notes:</b></p> <p>In term 3, 2015 we will have a BBQ at the school to celebrate the launch of the Charnwood-Dunlop School RAP</p>	<ul style="list-style-type: none"> <li>• Susan Plaistowe</li> <li>• Debbie Martens</li> <li>• Nicole Nicholson</li> <li>• Peter Hutchings</li> <li>• Jess Buckley</li> <li>• Klair Carney</li> <li>• Davida Malaibe</li> <li>• David Stevenson</li> <li>• Greta Wood</li> <li>• Michael Morton</li> </ul>	<p>Due on 2015-07-23</p>
<p>Teach about Aboriginal and Torres Strait Islander Languages</p>	<p>Aboriginal and Torres Strait Islander languages hold a unique and enriching place in our shared national heritage.</p> <p>For tens of thousands of years, hundreds of Aboriginal languages have been spoken across Australia. Language identifies who we are and where we come from. We use the languages we speak to express all that we know and feel.</p> <p>Most of Australia's traditional languages are endangered. This means they are no longer being spoken daily. When we lose a language, we lose the unique knowledge and perspectives of the people that speak it, and for this reason, across Australia there is much work being done to ensure these precious languages continue to be used.</p> <p>Learning about an Aboriginal and Torres Strait Islander Language is an important step in gaining a deeper understanding of Aboriginal and Torres Strait Islander cultures and history.</p> <p><a href="#">First Languages Australia</a> has a number of engaging resources available with curriculum links for you to use in the classroom to learn about Aboriginal and Torres Strait Islander languages, including:</p> <ul style="list-style-type: none"> <li>· <a href="#">Marrin Gamu</a></li> <li>· <a href="#">Australian First Languages Map</a></li> </ul> <p>The <a href="#">Australian Institute for Aboriginal and Torres Strait Islander Studies (AIATSIS)</a>, also sells a poster map which gives an indication of the location of some language regions.</p> <p>Reconciliation Australia has prepared further <a href="#">resources</a> for use in learning activities.</p> <p><b>Our Notes:</b></p>	<ul style="list-style-type: none"> <li>• Susan Plaistowe</li> <li>• Debbie Martens</li> <li>• Nicole Nicholson</li> <li>• Davida Malaibe</li> <li>• David Stevenson</li> <li>• Greta Wood</li> <li>• Lisa Madden</li> </ul>	<p>Ongoing</p>

**Outcomes**

Provide opportunities for students to learn about the languages spoken in the ACT. Incorporating words from a range of Aboriginal and Torres Strait Islander languages in relevant context. As a school create and teach a bank of words from the first languages Australia link, and support from local community members and elders.