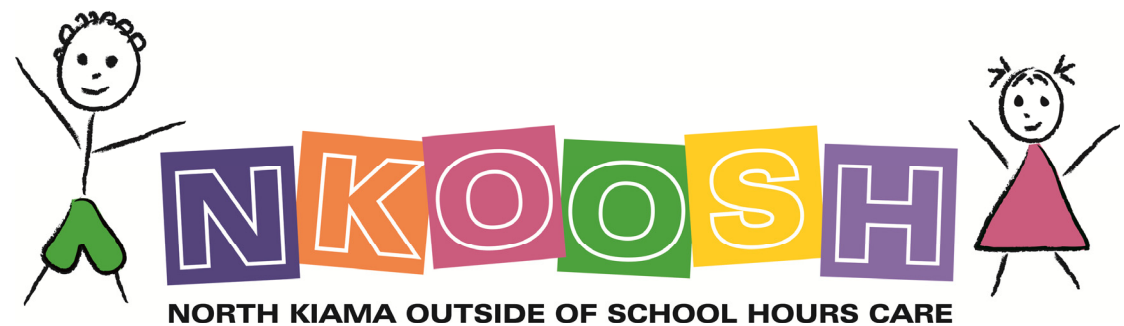


Reconciliation Action Plan

Working Group

Melanie Hunt
Kate Rossini
Emily Ryan



Our Vision for Reconciliation

North Kiama OSHC believe that reconciliation is about supporting and enriching Indigenous communities. We aim to provide an environment that reflects the lives of the children and families using the service and the cultural diversity of the broader community, including Aboriginal and Torres Strait Islander communities. In our centre you will see images, posters, resources that provide a balanced view of contemporary Australians. We believe that children's learning and wellbeing is enhanced by collaborating with other organisations and service providers to aim to achieve quality in our service. Building connections between the service and the local community is a major goal of the service, it strengthens children's connection with and understanding of their community. North Kiama OSHC promotes child-friendly communities and advocates for universal access to a range of school age care programs for all children that attend.

What is a Reconciliation Plan?

A Reconciliation Action Plan (RAP) is a tool developed by Reconciliation Australia, an independent, not for profit organisation, launched in July 2006 to help organisations explore how reconciliation can advance organisational objectives by building strong relationships between Indigenous and non-Indigenous people.

Reconciliation Australia's vision is for an Australia that provides equal life chances for all, recognising and respecting the special place, culture and contribution of Aboriginal and Torres Strait Islander peoples as the First Australians. A RAP also sets out the

organisation's aspirational plans to drive greater equality by pursuing sustainable opportunities.

The RAP program is just one way organisations can drive improved opportunities for Aboriginal and Torres Strait Islander peoples for the benefit of all Australians. A RAP is a 'living' document and an ongoing commitment, which means the organisation must review it regularly, report on it annually and closely track its implementation.

The RAP framework is based on three key areas:

- Relationships.
- Respect
- Opportunities.

Benefits of Developing a RAP?

Developing a RAP has many benefits, socially for the organisation, it promotes Indigenous culture and respect towards Indigenous Australians and enhances a greater understanding of our Indigenous culture and history. Having a RAP builds strong relationships with Indigenous organisations allowing educators here at North Kiama OSHC in the sharing of information, ideas and professional knowledge with organisations in their local community.



Action Plan

Relationships

Through our RAP we aim to develop a greater understanding of relationships with Aboriginal and Torres Strait Islander people and the communities they represent. We endeavour to make our service environment culturally safe and welcoming. We aim to build long-term relationships of trust, respect and honesty as well as ongoing communication and information for our active families and community.

Objective	Action	Responsibility	Timeline
<i>Relationships in the Classroom</i> <i>Aboriginal and Torres Strait Islander people in classroom</i> Our goal is to work on having an Aboriginal and Torres Strait Islander community member presence regularly in our learning environment to educate children and educators about Aboriginal and Torres Strait Islander histories and cultures.	You could ask Aboriginal or Torres Strait Islander staff members for names or contacts of people willing to support your learning programs. Each state and territory has an Indigenous Education Consultative Body that can help you to form relationships with Aboriginal or Torres Strait Islander people.	Melanie Hunt Emily Ryan Kate Rossini	Ongoing

<p><i>My Time Our Place School Aged Framework–</i> Our goal is to embed the principles, practices and outcomes that support and enhance school aged children’s learning. This outcome is a great opportunity to embed the principles of relationships and respect that make up the basis of reconciliation between non-Indigenous and Aboriginal and Torres Strait Islander peoples in Australia in your learning environments.</p>	<p>To focus on outcome 2 of the MTOP requiring children are connected with and contribute to their world. Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</p> <ul style="list-style-type: none"> · Children respond to diversity with respect · Children become aware of fairness · Children become socially responsible and show respect for the environment. <p>Conduct a staff meeting to determine how RAP activities can be linked to the School Aged Learning Framework and in particular ,Outcome 2.</p> <p>Work with the Professional Support Coordinator (PSC) and the Indigenous Professional Support Unit (IPSU) networks in our state and territory to deliver training and mentoring services to support their implementation of the MTOP.</p> <p>Use resources available on the Kids Matter website that will help educators embrace Aboriginal and Torres Strait Islander ways of being knowing and doing.</p>	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>Ongoing</p>
---	--	---	----------------

<p><i>Enable Aboriginal and Torres Strait Islander children and students to reach their full potential</i></p> <p>Our goal is to extend our RAP to include a commitment to actively promote a strong sense of identity, inclusivity, leadership and achievement. This will allow Aboriginal and Torres Strait Islander children and students to fulfil their aspirations as valued and worthy leaders and achievers. We believe 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.</p>	<p>Educators 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> <p>A commitment to provide opportunities to strengthen cultural identity to improve self-belief, leadership skills, and educational outcomes for children and students, this will have 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>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>Ongoing</p>
<p><i>Objective</i></p> <p><i>Relationships around the school</i></p>	<p><i>Action</i></p>	<p><i>Responsibility</i></p>	<p><i>Timeline</i></p>
<p><i>Elders and/or community members share histories and cultures</i></p> <p>As Educators we understand that Aboriginal and Torres Strait Islander community members play an appropriate role in speaking to children, students and staff about the histories and cultures of the local area, as well as talking about their own Country.</p>	<p>Inviting Elders to speak to children, students and staff about the histories and cultures of the local area will greatly enhance learning experiences.</p> <p>Have invited an Dwayne Bannon-Harrison Ngaran Ngaran Culture Awareness to visit the service in the July School Holiday Program</p>	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>June 2015</p>

<p><i>Cultural awareness for staff</i> We believe that it is important for all Australians to understand Aboriginal and Torres Strait Islander cultures, including their special connection to the land, seas and waterways.</p>	<p>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. Encouraging staff to attend local events that build their cultural awareness such as lectures or guest speakers. Making existing relationships with Aboriginal and Torres Strait Islander parents or community members, engaging them to assist you in building cultural awareness training for children, students and staff.</p> <p>Introductory Aboriginal and Torres Strait Islander cultural awareness training for all staff to gain more in depth development of knowledge and understanding</p>	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>June 2015</p>
<p><i>Executive approval</i> Our goal is to have effective leadership that focuses attention on the content of the RAP and pushes for its development and implementation at critical times. Executive level support for the RAP will also influence all our staff members and inform them about the significance of the RAP, and to engage them with the organisation's vision for reconciliation.</p>	<p>RAP must be approved by the highest level of leadership in your service this is the management committee. Ideally this person is part of your working group. Having executive-level support for our RAP is integral to the success and sustainability of our plan.</p>	<p>Melanie Hunt</p>	<p>June 2015</p>

<p><i>Specific RAP projects</i></p> <p>Our Rap is a commitment that we will involve all children in specific RAP projects engaging them in a shared reconciliation learning experience.</p>	<p>Involve local Aboriginal and Torres Strait Islander community members, elders and local Aboriginal and Torres Strait Islander organisations in planning and managing these RAP projects and activities. Ways we could do this include:</p> <ul style="list-style-type: none"> · Develop bollards (message sticks) that help tell the story of the local Aboriginal and Torres Strait Islander people · Hold regular yarning circles · Learn and play Indigenous games · Design and develop a reconciliation badge to promote the RAP · Design and construct a reconciliation quilt · Design and plant a reconciliation garden to help foster understanding of native foods, native plants and their uses and applications. <p>Share RAP projects and activities with Reconciliation Australia by sending stories and photos to schools@reconciliation.org.au</p>	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>June 2015</p>
<p><i>Objective</i></p> <p><i>Relationships with the Community</i></p>	<p><i>Action</i></p>	<p><i>Responsibility</i></p>	<p><i>Timeline</i></p>
<p><i>Internal and external National Reconciliation Week event</i></p> <p>Our goal is to build on respectful relationships shared by Aboriginal and Torres Strait Islander people and other Australians.</p>	<p>Celebrate National Reconciliation Week (NRW) held annually from 27 May to 3 June. Each year has a different theme set by Reconciliation Australia.</p> <p>Organise an event and to attend public events in our centre or local community, as a way of strengthening community understanding of the week.</p> <p>Send home information about NRW events and encouraging parents and families to attend. All public events are listed on Reconciliation Australia's website. If your school or centre organises an event, please register the event.</p>	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>June 2015</p>

<p>Create stakeholder list</p> <p>Our goal is to have knowledge of the Aboriginal and Torres Strait Islander communities, organisations and stakeholders in your local area.</p>	<p>Development of a list as a starting point to trigger ongoing relationship building.</p> <p>Contact the Indigenous Education Consultative Body to help create a list of local organisations and people that are willing to engage with our service.</p> <p>Sharing your list with other centres in the area.</p>	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>June 2015</p>
<p>Cultural exchange activities</p> <p>To develop greater knowledge of reconciliation activities in other places and enrich the lives and experiences of other children and students in different parts of Australian. With a focus on Aboriginal and Torres Strait Islander histories and cultures, to enhance mutual understanding and knowledge of other cultures and histories.</p>	<p>Exchange activities could include a pen pal relationship, letter writing, email writing or Skype assisted conversations. Once strong relationships have been built, there may be the opportunity to visit the partner centre or school.</p>	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>June 2015</p>

Respect

North Kiama OSHC is committed to respecting all individuals regardless of their colour, race, religion or socio-economic background. Educators will exercise full respect towards Aboriginal and Torres Strait Islander people. We will continue to learn about Aboriginal and Torres Strait Islander cultures and to participate in festivals and celebration days.

Objective	Action	Responsibility	Timeline
<i>Respect in the Classroom</i>			

<p><i>Teach about National Reconciliation Week-</i> 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>Use NRW as a key time to teach, children and students to learn, about Aboriginal and Torres Strait Islander histories and cultures. Link learning to tangible things, community, people and events.</p> <p>Reconciliation Australia provides NRW resources suitable for use in early learning centres and schools.</p> <p>Scoutle also provides a number of learning activities that you could use during NRW and throughout the year.</p>	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>June 2015</p>
---	---	---	------------------

<p><i>Teach National days/weeks</i> We understand that throughout the year there are a number of important Aboriginal and Torres Strait Islander days of significance. These days can be used to provide an opportunity to engage in the School Aged Learning Framework.</p>	<p>Celebrate National Days –</p> <p>NAIDOC Week– first week of July NAIDOC Week is a celebration and sharing of Aboriginal and Torres Strait Islander languages, histories and cultures and an opportunity to recognise the contributions that Aboriginal and Torres Strait Islander Australians make to our society in various fields. Each year has a different theme set by the National NAIDOC Committee.</p> <p>Anniversary of National Apology– 13 February On 13 February 2008, former Prime Minister Kevin Rudd moved a Motion of Apology to Australia’s Aboriginal and Torres Strait Islander Peoples in the House of Representatives, apologising for past laws, policies and practices that devastated Australia’s First Nations Peoples, in particular members of the Stolen Generations. The anniversary of the Apology is a mark of respect of the achievement of delivering this apology. It also acts as a reminder to the broader public, the country’s politicians and policy makers that sorry is more than a word—and that communities and peak body organisations as well as government politicians and policy makers must continue to work together in order to achieve key outcomes for the Stolen Generations.</p> <p>Sorry Day– 26 May National Sorry Day is an annual day to commemorate and remember all those who have been affected by the past government policies of forcible removal of children that resulted in the Stolen Generations. Sorry Day has been held each year since 1998 and was born out of a key recommendation made by the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families in the Bringing them Home Report that was tabled in</p>	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>June 2015</p>
--	---	---	------------------

	<p>Federal Parliament on 26 May 1997.</p> <p>National Reconciliation Week– 27 May to 3 June 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. The dates that mark the beginning and end of Reconciliation Week are significant events in the reconciliation journey in Australia. Each year has a different theme set by Reconciliation Australia.</p> <p>Resources, are produced by Reconciliation Australia to help you develop activities. Scootle contains a number of learning activities that you could use during NRW and throughout the year.</p> <p>ANZAC Day –25 April You may want to specifically honour the contribution of Aboriginal and Torres Strait Islander people who have served in the Australian Defence Force on Anzac Day. Aboriginal and Torres Strait Islander peoples have served in all major conflicts alongside their non-Indigenous comrades, from the Boer War at the turn of the 20th century, until now. The Australian War Memorial provides information on Indigenous Australian servicemen and Behind the News has developed Indigenous ANZACS learning material.</p> <p>Mabo Day– 3 June The Mabo decision was named after Eddie (Koiki) Mabo, the Torres Strait Islander who challenged the Australian legal system and fought for recognition of the rights of Aboriginal and Torres Strait Islander peoples as the Traditional Owners of their land. The legal decision recognised that Aboriginal and Torres Strait Islander people have rights to the land, rights that existed before the British arrived and can still</p>		
--	--	--	--

	<p>exist today and was made on 3 June 1992.</p> <p>National Aboriginal and Torres Strait Islander Children's Day – 4 August</p> <p>Children's day, and the week leading up to it, is a time for Aboriginal and Torres Strait Islander families to celebrate the strengths and culture of their children. The day is an opportunity for all Australians to show their support for Aboriginal children, as well as learn about the cultural impact that community, culture and family play in the life of every Aboriginal and Torres Strait Islander child. Each year has a different theme set by the Secretariat of National Aboriginal and Islander Child Care.</p>		
--	---	--	--

Objective	Action	Responsibility	Timeline
<i>Respect around the school</i>			
<i>Acknowledgement of Country</i> We aim to showing respect to traditional owners	Show respect by acknowledging the Traditional Owners of the land at staff meetings, training, celebrations etc	Melanie Hunt Emily Ryan Kate Rossini	Ongoing
<i>Welcome to Country</i> 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.	Hold a Welcome to Country ceremony delivered by Aboriginal or Torres Strait Islander people to welcome visitors to their traditional lands - Welcome to country training arranged with Dwayne Bannon-Harrison Ngaran Ngaran Culture Awareness	Melanie Hunt Emily Ryan Kate Rossini	Ongoing
<i>Honour Aboriginal and Torres Strait Islander cultures</i> As Educators we aim to recognise the special place and culture of Aboriginal and Torres Strait Islander peoples within Australia by promoting it in our program and environment.	Commit to flying the Aboriginal and Torres Strait Islander flags. Keep displaying Indigenous artwork from local or non-local artists, display Aboriginal and Torres Strait Islander language maps, creating locally significant Indigenous playground markings.	Melanie Hunt Emily Ryan Kate Rossini	Ongoing

Objective	Action	Responsibility	Timeline
<i>Respect with the community</i> <i>Internal and external celebration of national days/weeks</i>	<p>Provide an opportunity to engage in events hosted externally in the community or to host an event at our centre.</p> <p>Some ideas of ways we could celebrate these days of significance in our centre are:</p> <ul style="list-style-type: none"> · Learn about the significance of the day you are celebrating or commemorating · Research what the theme is and undertake activities specific to the theme · Start your own hall of fame featuring Indigenous role models · Listen to Indigenous musicians, watch a movie or read age appropriate stories about Aboriginal and Torres Strait Islander history · Make your own Aboriginal and Torres Strait Islander trivia quiz · Learn about a famous Aboriginal or Torres Strait Islander Australian · Research the Traditional Owners of your area · Explore Aboriginal and Torres Strait Islander arts and crafts · Run an art competition or hold exhibition for your early learning centre, school or community · Run an Aboriginal and Torres Strait Islander sports event and invite an Aboriginal or Torres Strait Islander sportsperson to visit 	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>Ongoing</p>

<p><i>Physical Acknowledgement of Country</i></p> <p>A permanent Acknowledgement of respect for the Country on which our early learning centre is located and where learning takes place is an ongoing reminder of the shared history of all Australians.</p>	<p>Create a welcome to country sign to put up in the service.</p>	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>June 2015</p>
<p><i>RAP launch</i></p> <p>Launching our RAP is a great way to inform our whole community that we have a RAP and to let all stakeholders know what your centre has committed to.</p> <p>It's also a great way to bring our community (children, students, staff, parents and community members) together to further promote reconciliation between Aboriginal and Torres Strait Islander people and other Australians.</p>	<p>Our launch could include:</p> <ul style="list-style-type: none"> · unveiling of your framed RAP certificate · speeches from a local Aboriginal or Torres Strait Islander Elder · speeches from a local business or organisation that supports your RAP · children and student presentations · Performance of a dance or song. <p>Another idea could be to commission artwork from local Aboriginal and Torres Strait Islander people as a symbolic interpretation or representation of their RAP.</p> <p>Run a competition for children or students to design pieces of art.</p>	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>Ongoing</p>

Opportunities

As an organisation we will work more collaboratively with our Aboriginal and Torres Strait Islander participants to ensure our service delivery can become more culturally sensitive and effective. We will regularly review our RAP in order to have an up-to-date picture of our involvement with Aboriginal and Torres Strait Islander peoples. This will enable us to re-set clear targets for the future

Objective	Action	Responsibility	Timeline
<i>Opportunities in the classroom</i> <i>Programming and Planning</i> <p>We believe 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>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>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>Ongoing</p>
<i>Inclusive policies</i> <p>We aim to incorporate into our centre policies, plans and budgets Aboriginal and Torres Strait Islander children and students.</p>	<p>Possible areas to focus on in developing Aboriginal and Torres Strait Islanders inclusive policies are:</p> <ul style="list-style-type: none"> · leadership and governance · policy development · curriculum · employment · communications · delivery of programs. 	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>Ongoing</p>
<i>Staff meeting about the RAP</i> <p>This RAP is not one person's responsibility nor is it solely the responsibility of Aboriginal and Torres Strait Islander staff at our centre, it's everyone's business.</p>	<p>Staff meeting scheduled and ongoing in the agenda</p>	<p>Melanie Hunt</p>	<p>Ongoing</p>

<p><i>Australian Children's Education and Care Quality Authority National Quality Standards</i></p> <p>Pages 161-162 of the <u>Guide to National Quality Standards</u> detail what an assessor might be looking for in confirming that this standard is present in early childhood learning environments. This could give you some hints about how to incorporate this standard into educational practice. You may wish to hold a meeting to discuss the Standard and how educators can build their capacity to ensure the Standard is being met. The Standard presents a great opportunity for educators and children to get a deeper understanding of this important part of our shared national identity.</p>	Continue to work through the National Quality Standards.	Melanie Hunt Emily Ryan Kate Rossini	Ongoing
<p><i>Objective</i></p> <p><i>Opportunities with the Community</i></p>	<i>Action</i>	<i>Responsibility</i>	<i>Timeline</i>
<p><i>Employment strategy</i></p> <p>Having an Aboriginal and Torres Strait Islander presence in our centre would help in creating a culturally safe and respectful environment.</p>	<p>Make sure recruitment policies clearly articulate that Aboriginal and Torres Strait Islander people are encouraged to apply for vacancies.</p> <p>Look at employing Aboriginal or Torres Strait Islander staff or Volunteers</p>	Melanie Hunt Emily Ryan Kate Rossini	Ongoing

<p><i>Celebrate RAP progress</i></p>	<p>Reporting to our community about the progress of our RAP allows our centre to take stock of how far you've come and give ideas about where you can go next.</p> <p>How we can celebrate and report on the progress of your RAP, ideas could include:</p> <ul style="list-style-type: none"> · A specific periodical RAP report or newsletter · Include RAP specific progress in other general reporting such as the annual report · Have a dedicated page on the school website for the RAP · Development of a RAP flyer with upcoming RAP activities and special events · Display photos of RAP projects and initiatives around the school and in the community. <p>This could also be an opportunity to state any refreshed commitments you intend to include in the next RAP.</p> <p>Share our RAP achievements and refreshed commitments with us at Reconciliation Australia by emailing photos and news to schools@reconciliation.org.au</p>	<p>Melanie Hunt Emily Ryan Kate Rossini</p>	<p>Ongoing</p>
---	--	---	----------------