

Narragunnawali  
Reconciliation in Education

**NAKRA  
GUNNA  
WALI**

# RECONCILIATION ACTION PLAN

Tuggerah Out Of School Hours Care  
July 2021 to July 2022

DRAFT





# CONTENTS

## Vision for Reconciliation

### The Working Group

### Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities





## VISION FOR RECONCILIATION

Tuggerah Out Of School Hours Care (Tuggerah OOSHC) acknowledges Aboriginal and Torres Strait Islander people as the Traditional Custodians of Australia. Tuggerah OOSHC aims to provide a strong voice with Aboriginal and Torres Strait Islander peoples past, present and future, thus ensuring the continuation of First Peoples' cultures. We take responsibility in educating and supporting children/young people to better understand and respect Aboriginal and Torres Strait Islander peoples' cultural ways, that have been passed down from generation to generation.

We also acknowledge the past and commit to working with Aboriginal and Torres Strait Islander peoples to achieve:

*"A united Australia which respects this land of ours; values the Aboriginal and Torres Strait Islander heritage and provides justice and equity for all"* (Vision of the Council for Aboriginal Reconciliation).

We recognise Aboriginal and Torres Strait Islander peoples as the First Australians, with unique cultures, languages and spiritual relationships to the lands and seas. We are strongly committed to improving the lives of children and young people and to uphold the rights of Aboriginal and Torres Strait Islander children to be cared for, learn about and be proud of their own communities and remain connected to their families, communities and cultures.

At Tuggerah OOSHC we feel that reconciliation means working in a meaningful and respectful way with Aboriginal and Torres Strait Islander families and communities. Our vision for reconciliation is to nurture a community who will show respect, acceptance, tolerance and values all Aboriginal and Torres Strait Islander peoples and cultures. We want to work closely with the school, parents, children and the local community to make this a reality throughout our centre in the future.

## ACKNOWLEDGEMENT OF COUNTRY

Tuggerah Out Of School Hours Care Acknowledge the Traditional Owners of the Land, the Darkinjung people.

We pay our respects to Elders, present and emerging, for they hold the memories, the traditions, the cultures and hopes of Aboriginal and Torres Strait Islander peoples connected to Lands across Australia.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of a shared sense of Australian unity and identity.

## RAP WORKING GROUP

Name	Position
Rachel Holton	Principal / Director
Beckie Schofield	Staff (teaching)
Laila Ware	Staff (teaching assistant)
Kade Piskulich	Staff (non-teaching)
Sheridan Lavin	Other
Lauren Duroux	Parent/carer

## RAP SUPPORT NETWORK

Name	Role/Organisation
Gillian Holton	Service Manager





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.	Rachel H, Beckie 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.	Rachel H, Beckie S	Ongoing
My Time, Our Place (School Age Care)	We commit to seeking out meaningful connections between our vision and plans for reconciliation and the principles, practices and outcomes of the My Time, Our Place Framework. We commit to establishing a strong relationship between the two in order to ensure reconciliation is meaningfully embedded in everyday early learning environments.	Rachel H, Beckie S	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Rachel H, Beckie 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.	Rachel H	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.	Rachel H	27/05/2022 - 03/06/2022
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.	Rachel H	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.	Rachel H, Beckie 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.	Rachel H, Beckie 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.	Rachel H	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.	Rachel H, Beckie 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.	Rachel H, Beckie S	Ongoing





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.	Rachel H, Beckie 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.	Rachel H	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.	Rachel H, Beckie S	Ongoing





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.	Rachel H, Beckie S	Ongoing
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.	Rachel H, Beckie S	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Rachel H, Beckie 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.	Rachel H, Beckie 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.	Rachel H, Beckie S	Ongoing



# OPPORTUNITIES



# WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Local Sites, Events and Excursions	We commit to learning more about the Aboriginal and Torres Strait Islander histories, cultures and contributions of the Country on which we live, work, learn and play, by working with the local Aboriginal and Torres Strait Islander community to learn about events of historical and cultural significance and visit appropriate sites.	Rachel H, Beckie S	Ongoing
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.	Rachel H, Beckie 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.	Rachel H	Ongoing



# OPPORTUNITIES



# WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Rachel H, Beckie S	Ongoing

