

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Mitchell EEC

June 2023 to June 2024



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The Hands of the River painted by Karne Young

VISION FOR RECONCILIATION

Yowallah means 'Hello' in the language of the Gunggari people; the First People to live here on the Lands that Mitchell EEC stands.

We value and recognise the work and teachings of Aboriginal and Torres Strait Islander peoples in our community.

We believe in continuing building partnerships and establishing strong connections with the wider community. We place high value on our relationship with local Bidjara Elders, and we are committed to continuing to develop respectful relationships with Aboriginal and Torres Strait Islander community members. We will work in partnership in our educational program alongside, Aboriginal and Torres Strait Islander staff members, their families, Aboriginal and Torres Strait Islander community members, all staff and the wider community.

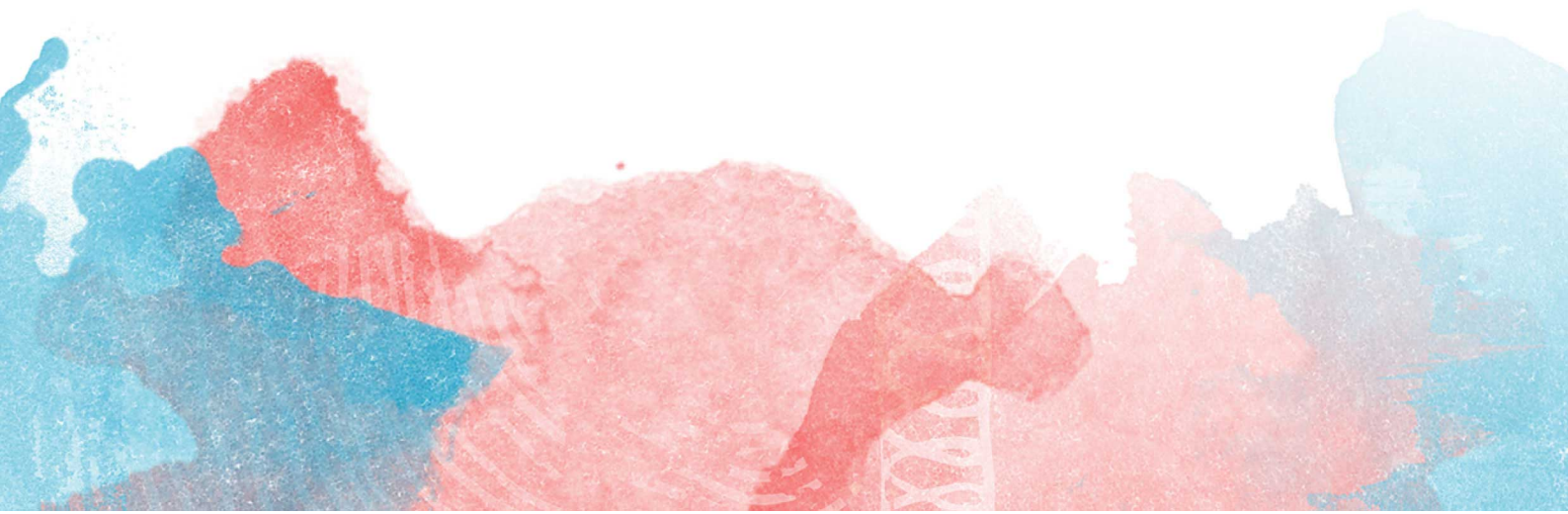
We continue to raise awareness about and knowledge of Aboriginal and Torres Strait Islander peoples' histories and cultures, including an understanding about the injustices which have continued to impact on Australia's First Nations Peoples since colonisation.

We are committed to ensuring the contributions we make to reconciliation are powerful and valuable. We believe that the future wellbeing of all Australians depends on respectful and positive relationships and a co-existence of rights between Aboriginal and Torres Strait Islander peoples and non-Indigenous people. We recognise our role and responsibility to provide programs that are culturally safe for Aboriginal and Torres Strait Islander children and their families.

ACKNOWLEDGEMENT OF COUNTRY

Yowallah

We acknowledge the Gunggari people as the Traditional Custodians of this Land on which our centre stands; where the Gunggari people have performed age-old ceremonies of music, dance, storytelling and celebration. We acknowledge and pay respect to Elders, past, present and emerging, for they hold the hopes, memories and traditions of Aboriginal, Torres Strait Islander and South Sea Islander peoples. We honour those who have carved their footsteps in the sands of time and we thank them for the gift of their unique cultures and continuing contributions.



RAP WORKING GROUP

Name	Position
Pauline Newton	Principal / Director
Lynda Dorries	Staff (teaching)
Lucy Morcom	Staff (teaching)

CONTRIBUTORS

Mitchell EEC would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Dezley Mailman	Gungurri Elder - weekly visitor to Mitchell EEC
Des Crump	Gungurri language consultant



RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.
Early Years Learning Framework	We seek out ways to connect our reconciliation vision and plans and Early Years Learning Framework principles, practices and outcomes. Our efforts mean reconciliation is embedded in everyday early learning environments.



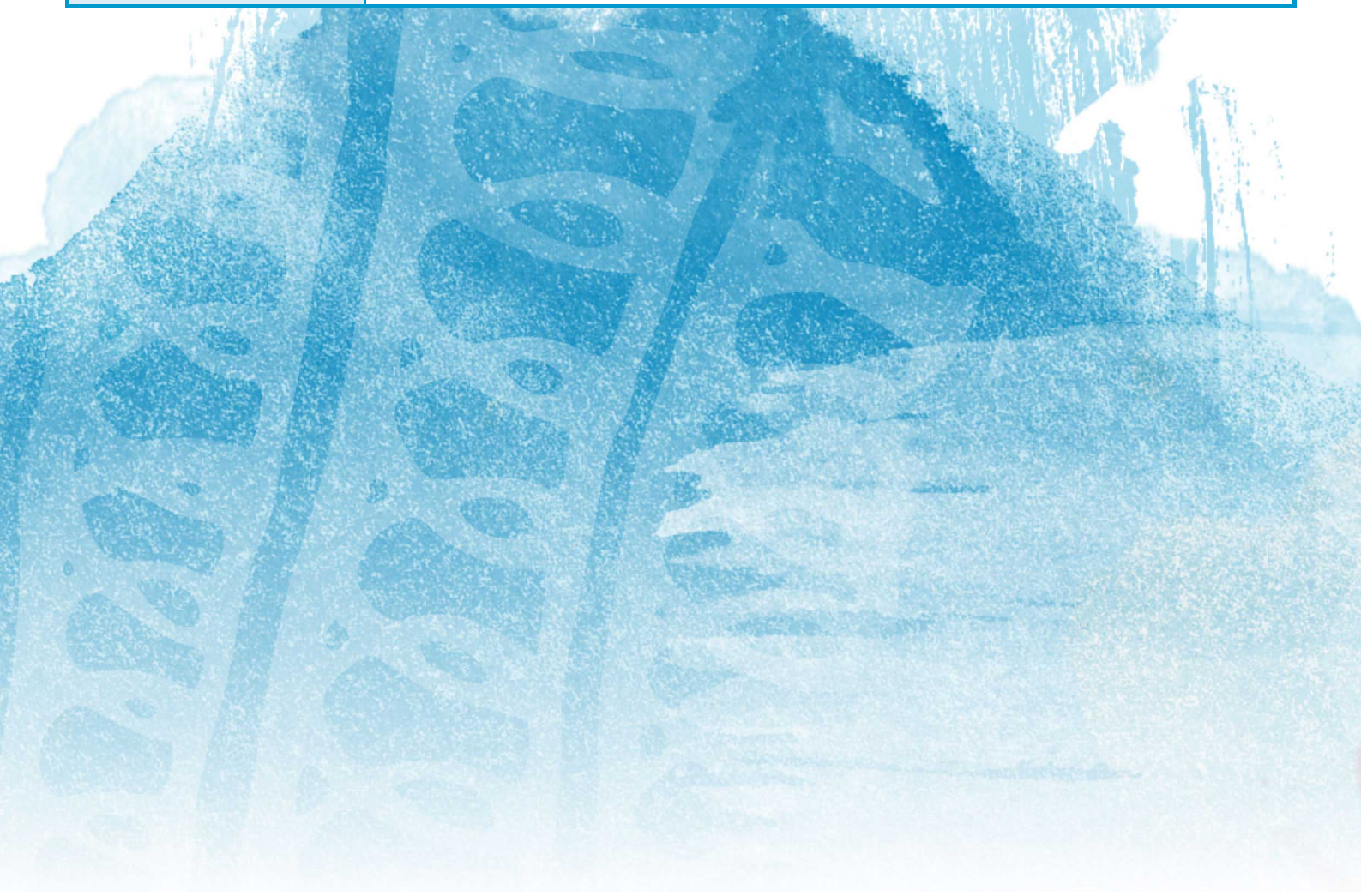


RAP ACTIONS	COMMITMENT
Cultural Responsiveness for Staff	Staff are supported to reflect on and build their cultural responsiveness to improve their practice and best support the needs of Aboriginal and Torres Strait Islander students. Staff are provided with a range opportunities to build their knowledge and understanding of their own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.



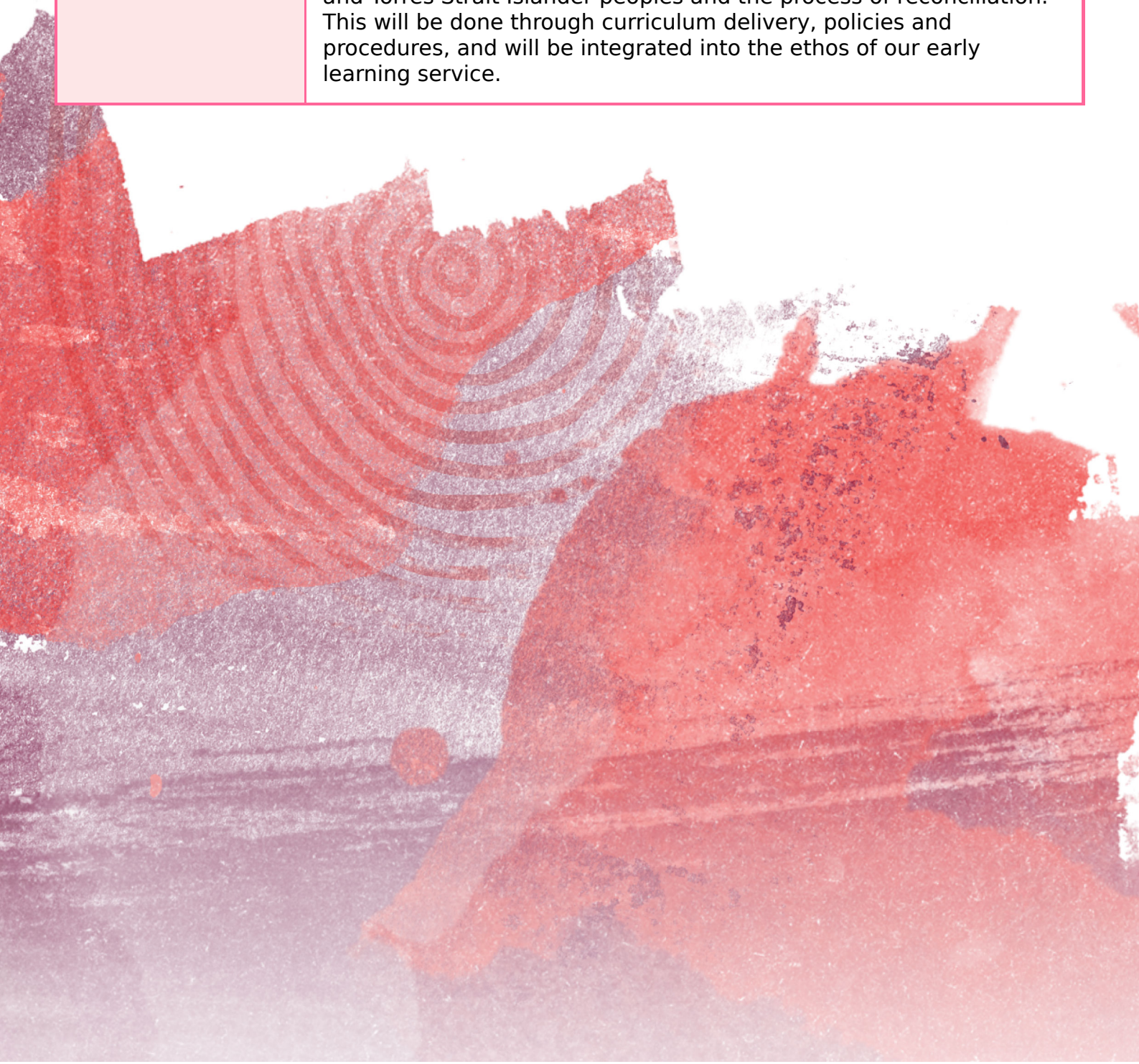


RAP ACTIONS	COMMITMENT
<p>Welcome to Country</p>	<p>Where appropriate, significant events at our early learning service commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating 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.</p>
<p>Celebrate National Reconciliation Week</p>	<p>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.</p>
<p>Build Relationships with Community</p>	<p>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.</p>





RAP ACTIONS	COMMITMENT
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.
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.



RESPECT



AROUND THE SCHOOL

RAP ACTIONS

COMMITMENT

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.



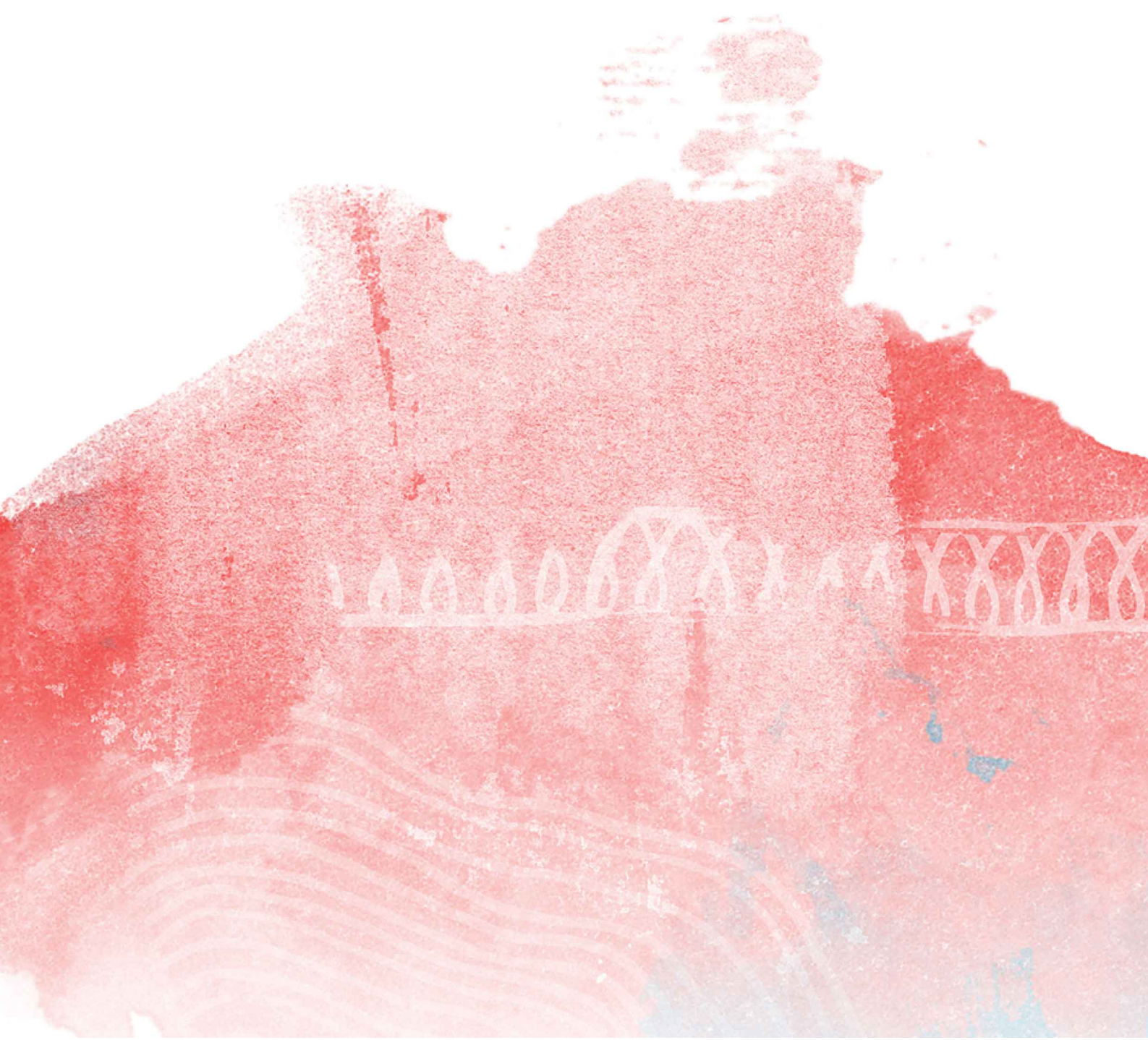


RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander Flags	Our early learning service flies or displays the Aboriginal and Torres Strait Islander flags as a demonstration of our pride and respect for the histories, cultures and contributions of Australia's First Peoples. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.
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.



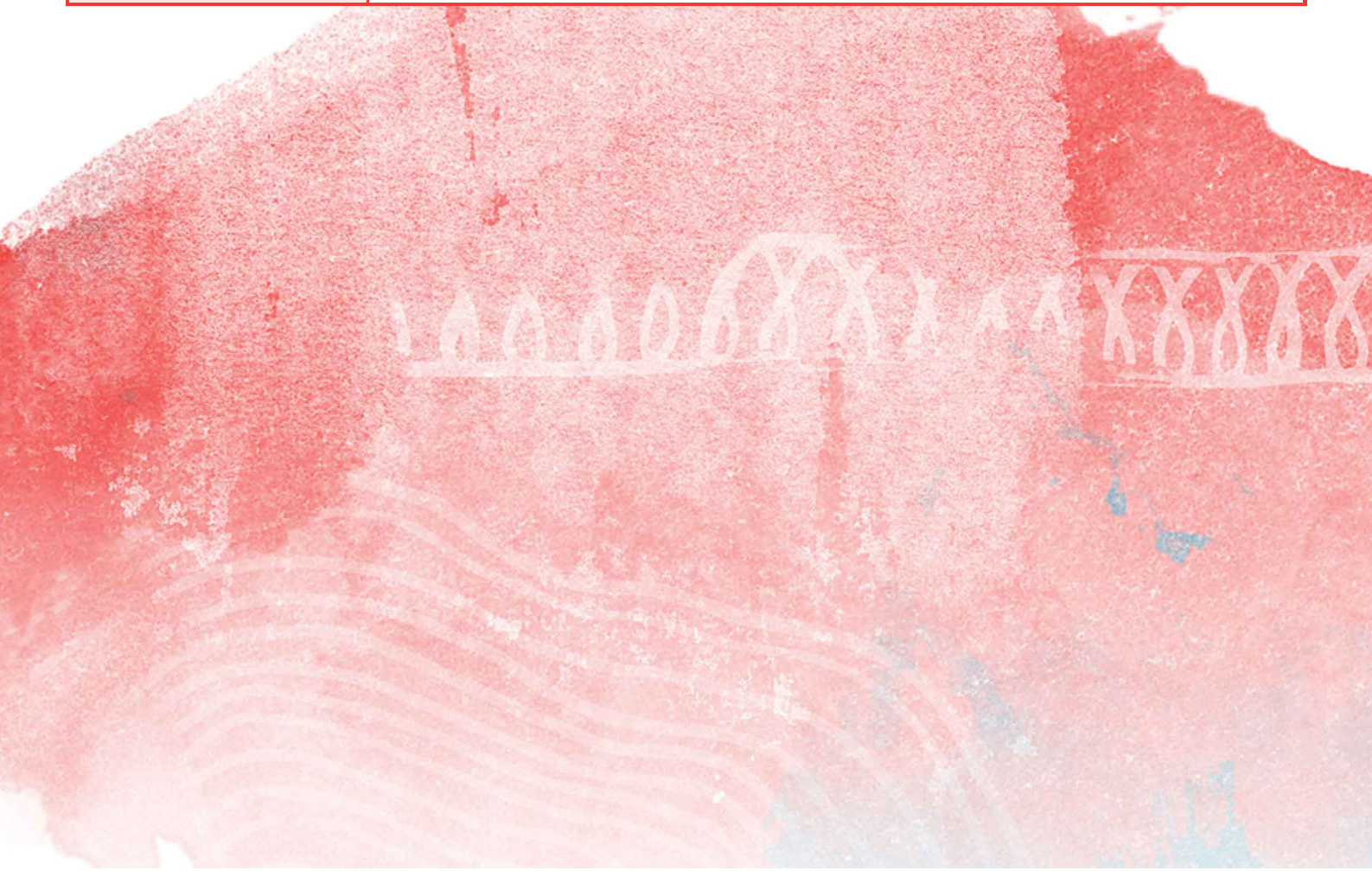


RAP ACTIONS	COMMITMENT
Curriculum Planning	<p>Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum documents have or will be audited 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.</p>





RAP ACTIONS	COMMITMENT
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.
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.
National Quality Standard	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.





RAP ACTIONS	COMMITMENT
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.
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.

