

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Aranda Afters Association
March 2023 to March 2024



RECONCILIATION
AUSTRALIA

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VISION FOR RECONCILIATION

Our vision for reconciliation is to work towards healing the nation's soul. Aranda Afters Association (AAA) believes that reconciliation is rooted in the acknowledgement of the deep hurts of colonisation for Aboriginal and Torres Strait Islander peoples. We believe that a crucial aspect of reconciliation is the acceptance of past and present wrongdoings so that our actions henceforth will be better informed. We believe that the process of healing as a united nation begins with acknowledging these injustices. AAA will contribute to the holistic, nationwide reconciliation journey that aims to promote justice, equity and equality in Australia. We understand that, as educators, we hold an integral and meaningful role in promoting reconciliation through present and future generations. We believe that developing an authentic and open dialogue, respect and trust are keys to achieving reconciliation. We are committed to building mutual and respectful partnerships with Aboriginal and Torres Strait Islander communities generally, and specifically with the local Traditional Custodians, the Ngunnawal people, to ensure that we successfully and respectfully embed their history, contributions and perspectives in meaningful ways into our practice. Our goal is to enhance children's knowledge, understanding and respect of Aboriginal and Torres Strait Islander peoples' cultures, histories and perspectives. We will further encourage our children to build a connectedness to and love for Country. To achieve this, we will focus on respectfully embedding Aboriginal and Torres Strait Islander peoples' perspectives in all aspects of programming appropriate to student's developmental ages. Most importantly, to us, reconciliation is a shared journey that requires not just our words but our actions. Moving forward, we are determined to seek the local Ngunnawal Elders' and communities' guidance to respectfully engage our children in their wonderful culture. Through this partnership, we will provide children with opportunities to listen, learn, and share.

ACKNOWLEDGEMENT OF COUNTRY

Aranda Afters is passionately committed to celebrating and fostering ongoing connections with First Nations Peoples.

Aranda Afters Association would like to acknowledge all Traditional Custodians of the Land and appreciates their continued care for and connection to Country. We express our gratitude that we are able to work, learn and play on Ngunnawal Land, which is abundant with life and natural resources sustained by the Ngunnawal Peoples. We are grateful to and respectful of Elders past, present and emerging.



RAP WORKING GROUP

| Name | Position |
|------------------|----------------------|
| Emily Hargreaves | Principal / Director |
| Shavaun Andreou | Other |
| Shavaun Andreou | Director of Service |
| Zac Clear | Community member |
| William Duff | Program Coordinator |



| RAP ACTIONS | COMMITMENT |
|--|--|
| <p>Aboriginal and Torres Strait Islander People in the Classroom</p> | <p>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.</p> |
| <p>My Time, Our Place (School Age Care)</p> | <p>We commit to connecting our vision and plans for reconciliation with the principles, practices and outcomes of the My Time, Our Place Framework. By forming a strong relationship between the two, reconciliation will always be a part of our everyday learning environment.</p> |





| 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 school 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 school 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 |
|------------------------|---|
| Reconciliation Network | We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives. |





| RAP ACTIONS | COMMITMENT |
|------------------------------------|--|
| Teach about Reconciliation | Our school 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 school'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 school. |



RESPECT



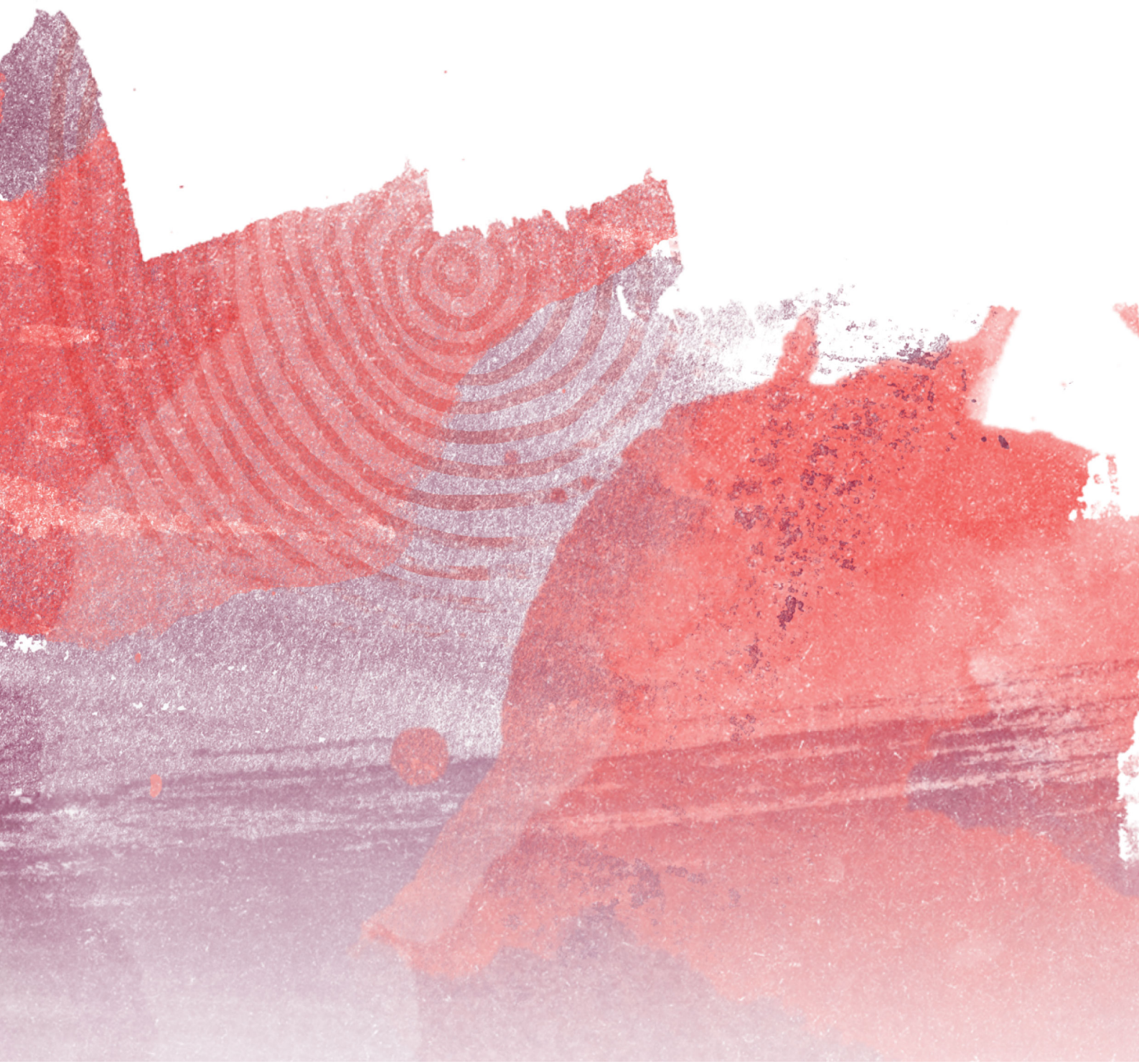
AROUND THE SCHOOL

RAP ACTIONS

COMMITMENT

Acknowledgement
of Country

Our school 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.



RESPECT



WITH THE COMMUNITY

| RAP ACTIONS | COMMITMENT |
|---|---|
| Aboriginal and Torres Strait Islander Flags | Our school 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 school. |



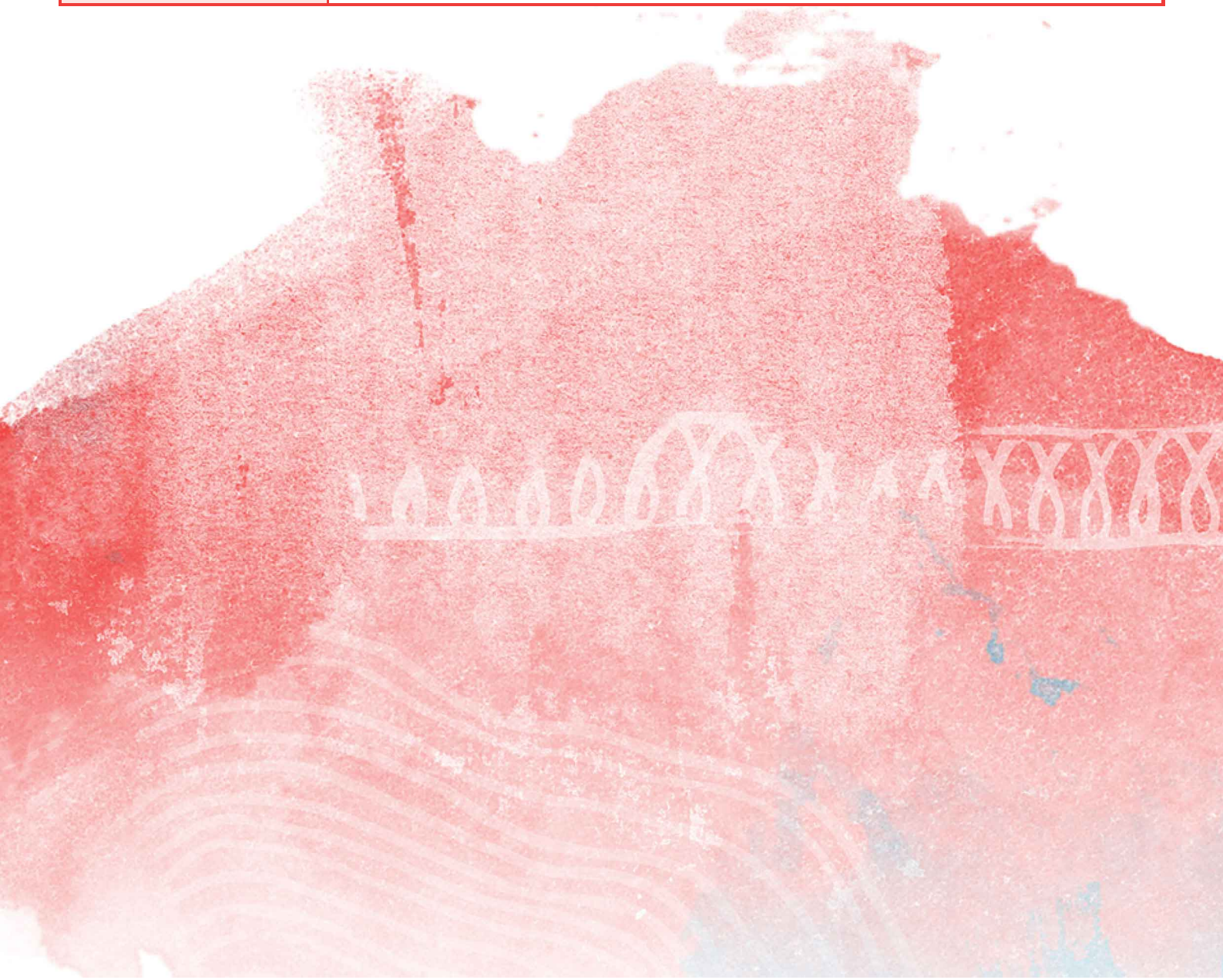


| RAP ACTIONS | COMMITMENT |
|---------------------|---|
| Curriculum Planning | <p>Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum 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 school 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. |





| 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 school. 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. |

