

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Wilson Street Kindergarten
July 2024 to July 2025

WILSON
STREET
KINDERGARTEN 


RECONCILIATION
AUSTRALIA

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VISION FOR RECONCILIATION

Wilson Street Kindergarten's vision for reconciliation is an Australia that embraces unity between Aboriginal and Torres Strait Islander peoples and other Australians by:

- Having a genuine commitment for reconciliation to come to life in our service and programs
- Fostering equity and justice
- Culturally inclusive programs and curriculum
- Development of deep knowledge and respect for Aboriginal and Torres Strait Islander perspectives.
- Respectfully embedding Aboriginal and Torres Strait Islander perspectives into our curriculum for children, educators and families in our service.

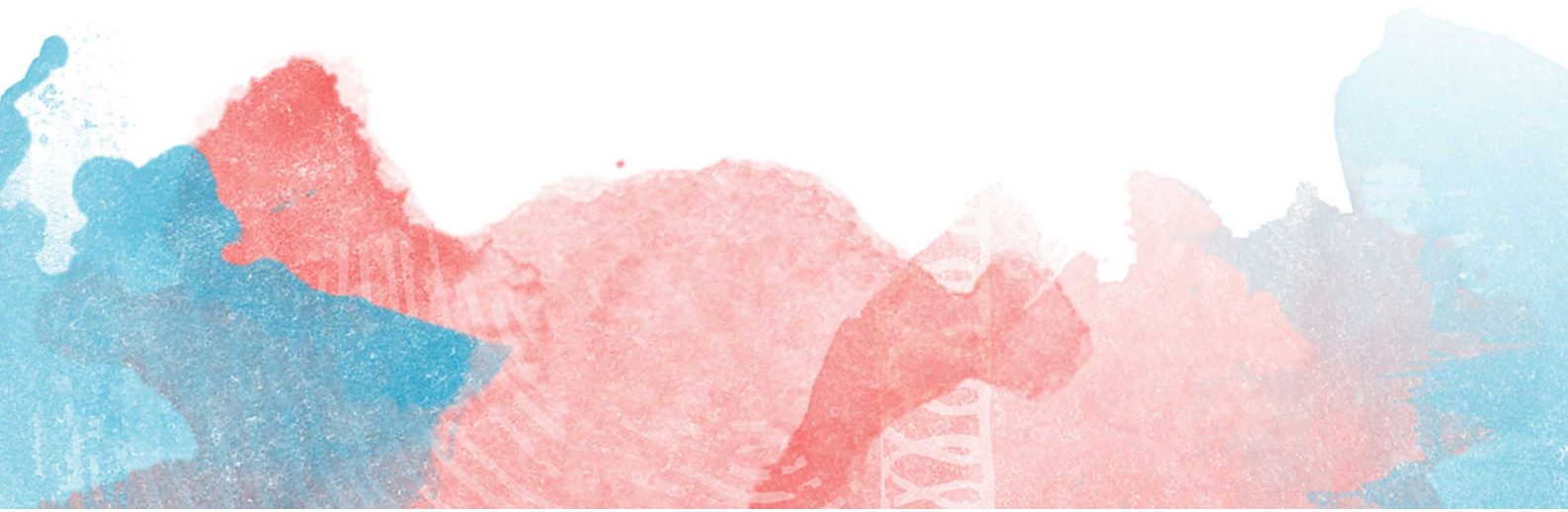
Wilson Street Kindergarten acknowledges the complex history of Australia and specifically the history of South-East Kulin Nation and its impact upon past, present and emerging generations. By listening and learning, and sharing stories, we will deepen our understanding and celebrate First Peoples cultures and engage in authentic community consultation to develop genuine relationships. We will actively work to be culturally responsive by strengthening our organisation's awareness of Aboriginal and Torres Strait Islander perspectives; striving to provide a culturally safe environment which will make an impact on current and future generations.

ACKNOWLEDGEMENT OF COUNTRY

In the spirit of reconciliation, Wilson Street Kindergarten gratefully acknowledges the Traditional Custodians of the Bunurong/ Boon Wurrung people of the South-East Kulin Nation on which our building is located, where we live, learn and play.

We recognise their continued connection to the land, waters and community of this remarkable place and thank them for protecting its ecosystems since time immemorial.

We pay our respects to Elders past and present and extend that respect to all First Peoples present today.



RAP WORKING GROUP

| Name | Position |
|-------------------|----------------------|
| Susan Mulholland | Principal / Director |
| Georgie Cornish | Staff (teaching) |
| Julie Richards | Staff (teaching) |
| Trinity Bloom | Staff (teaching) |
| Jane Pearce-Waite | Staff (teaching) |
| Marisa Miza | Staff (teaching) |
| Kirsten Simpson | Parent/carer |
| Sam Ince | Staff (teaching) |
| Henry Bradnam | Staff (teaching) |
| Candide Rossi | Staff (teaching) |
| Parveshini Naidoo | Staff (teaching) |
| Eliza Bell | Staff (teaching) |
| Sian O'Farrell | Staff (non-teaching) |

CONTRIBUTORS

Wilson Street Kindergarten would like to acknowledge the following contributors to the development of this RAP.

| Name | Role/Organisation |
|----------------|---|
| Aunty Fay Muir | Respected Elder and community leader. Advisor for Boon Wurrung Country. |
| Jeanene Booth | Advisor in education |



| 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> |



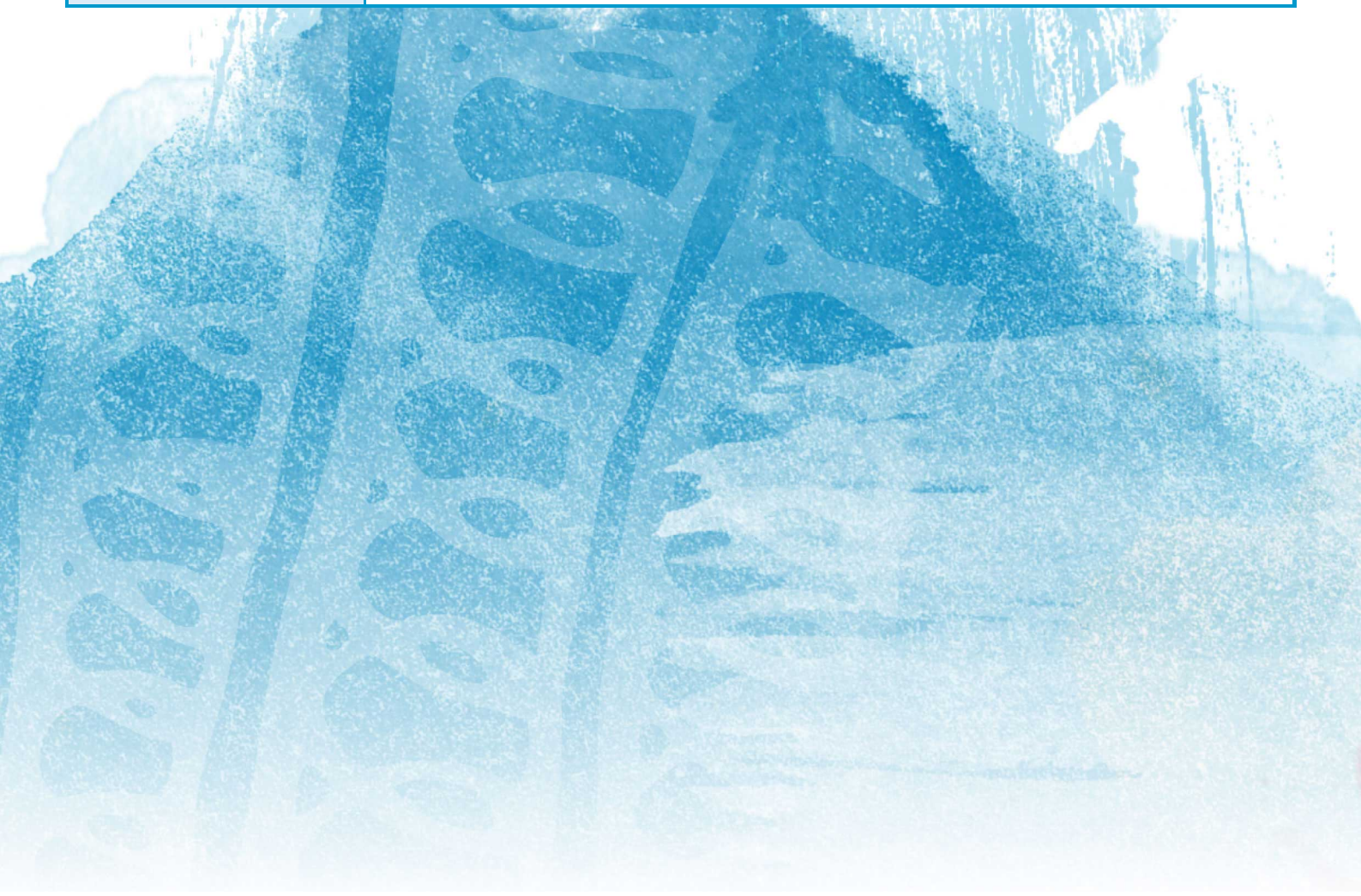


| RAP ACTIONS | COMMITMENT |
|-----------------------------------|--|
| Cultural Responsiveness for Staff | We are supported to reflect on and build our cultural responsiveness to improve our practice and best support the needs of Aboriginal and Torres Strait Islander students. We are provided with a range of opportunities to build our knowledge and understanding of our 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 the 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 forming ongoing relationships with our local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We value these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and the community.</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. |
| 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. |
| Explore Current Affairs and Issues | We commit to knowing the news and being responsive to current issues significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. We will do this through delivering our curriculum, policies and procedures, and integrating it into the way our early learning service operates. |

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.



RESPECT



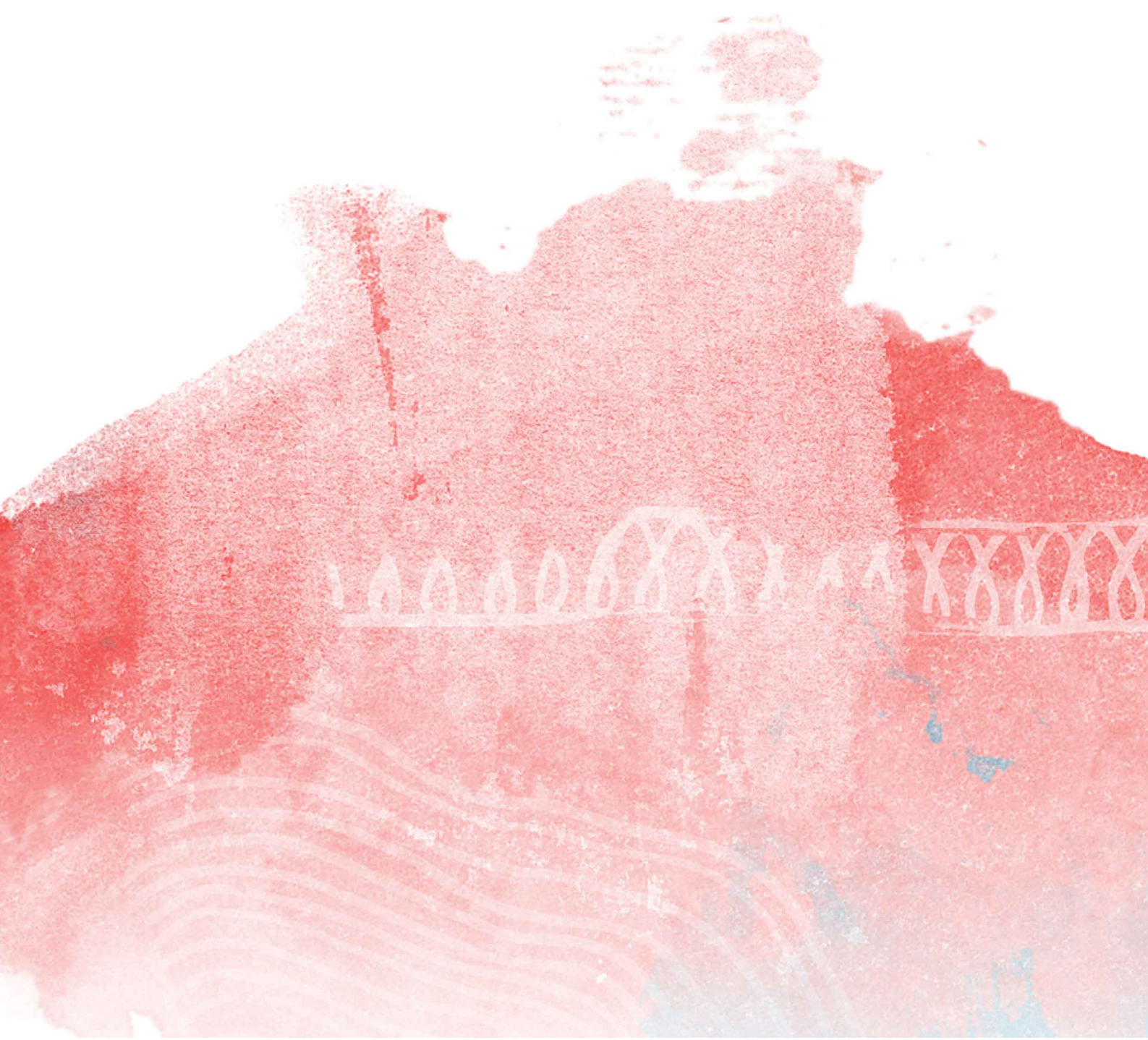
WITH THE COMMUNITY

| RAP ACTIONS | COMMITMENT |
|---|--|
| Aboriginal and Torres Strait Islander Flags | Our early learning service flies/displays the Aboriginal and Torres Strait Islander flag at your early learning service to demonstrate respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation. |
| Take Action Against Racism | We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our early learning service. |



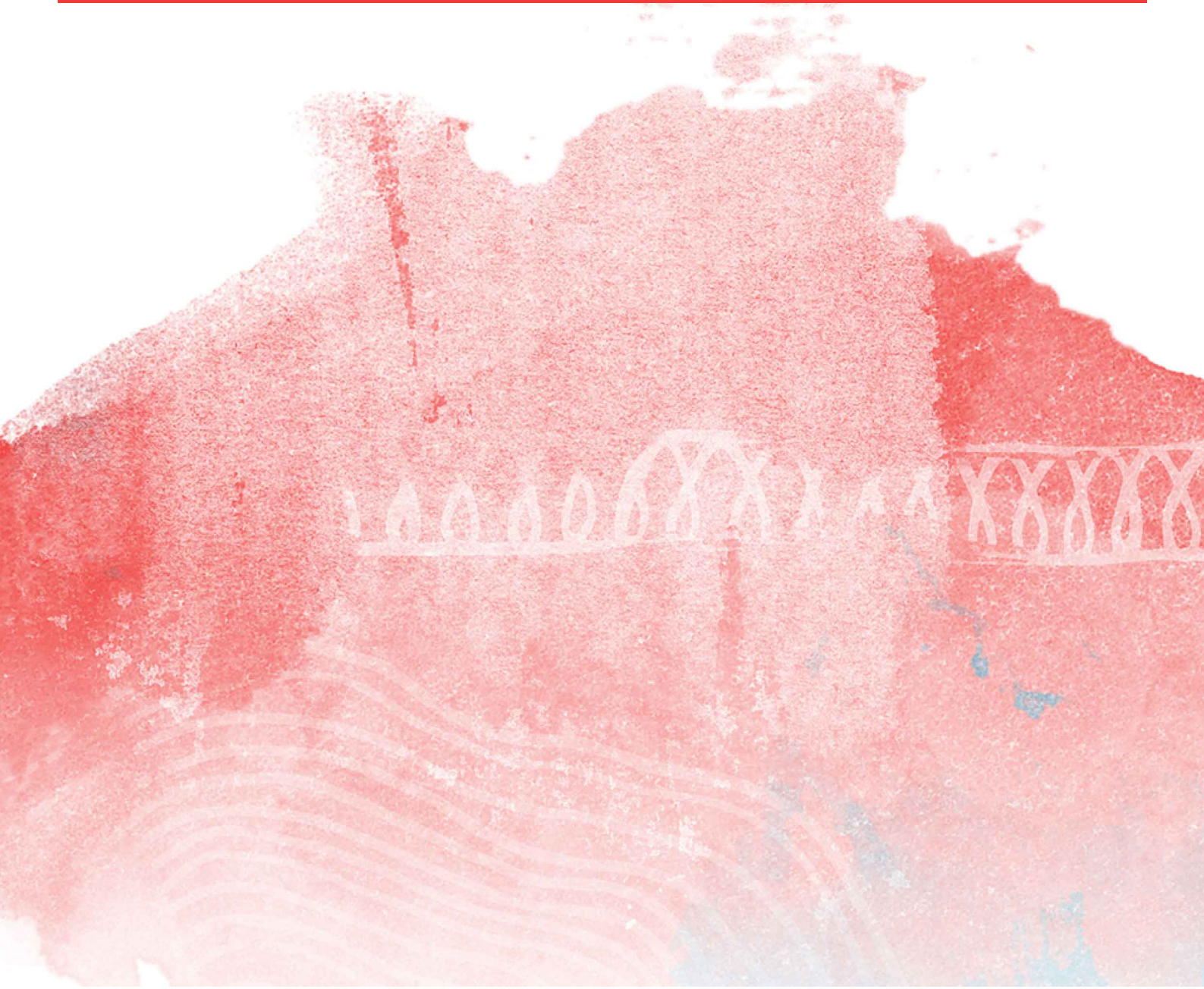


| RAP ACTIONS | COMMITMENT |
|---------------------|--|
| Curriculum Planning | Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and Torres Strait Islander histories and cultures, and to what extent and where we could include Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum. |





| RAP ACTIONS | COMMITMENT |
|---------------------------|---|
| Inclusive Policies | All staff at early learning service are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When internal policies are reviewed and developed, we will ensure that they are inclusive of Aboriginal and Torres Strait Islander peoples and perspectives, and that there is a plan in place to ensure that all staff comply with these policies in their daily practice. |
| 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 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. |

