

Narragunnawali  
Reconciliation in Schools  
and Early Learning

**NAKRA  
GUNNA  
WALI**

# RECONCILIATION ACTION PLAN

**Madge Sexton Kindergarten  
November 2018 to November 2019**





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## Vision for Reconciliation

Our vision for reconciliation at Madge Sexton Kindergarten, located on Kurna Land in the Adelaide Plains, is about actively acknowledging Aboriginal and Torres Strait Islander Peoples as our nation's First Peoples, as well as celebrating their contributions and continuing importance to society today. We recognise that, in order to move forward in our reconciliation journey, we must first accept the past and ask ourselves; What are we going to do about it? At MSK, we believe in being open and honest with children, by valuing them as the capable and competent citizens that they are, and not keeping history a mystery. This means addressing the injustices and inequalities experienced by Aboriginal and Torres Strait Islander Peoples since colonisation, while simultaneously recognising their strength and resilience.

We are committed to finding authentic and meaningful ways to connect and engage with our local Aboriginal and Torres Strait Islander community, including past, present and future families of MSK. We actively strive to form ongoing partnerships which are based on respect, trust, understanding and are of mutual benefit. We welcome opportunities for Elders and Traditional Owners to share their cultural and historical knowledge with children and staff through promoting a learning environment and culture that is safe and supportive. We also seek to empower our Aboriginal and Torres Strait Islander children by fostering a sense of personal pride and providing opportunities to celebrate their cultures alongside their peers.

At MSK, we are committed to making reconciliation an ongoing process; continually reflecting on and transforming our curriculum and practice to ensure that we are respectfully valuing, reflecting and celebrating Aboriginal and Torres Strait Islander Peoples, cultures and histories in the learning and life of our site.

## Acknowledgment of Country

We would like to acknowledge that the Land we meet on today is the traditional Lands of the Kurna people and that we respect their spiritual relationship with their Country. We also acknowledge the Kurna people as the Traditional Custodians of the Adelaide region and that their cultural and heritage beliefs are still important to the Kurna people today.

## RAP Working Group

<b>Name</b>	<b>Position</b>
Marissa Neeb	Staff (teaching)
Leanne Lovett	Principal / Director
Tennille Langeluddecke	Staff (teaching)
Emma Shaw	Staff (teaching assistant)
Laura Reay	Staff (teaching assistant)
Kalinda Glatter	Staff (teaching assistant)
Emily Downing	Staff (teaching assistant)





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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	Ongoing
Early Years Learning Framework - Early Learning Specific	We commit to seeking out meaningful connections between our vision and plans for reconciliation and the principles, practices and outcomes of the Early Years Learning Framework. Establishing a strong relationship between the two will ensure reconciliation is meaningfully embedded in everyday early learning environments.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	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 well-being 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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Elders and Traditional Owners Share Histories and Cultures	We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that our local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.	Leanne L, Tennille L	Ongoing
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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	27/05/2019 - 03/06/2019
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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	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.	Marissa N, Leanne L, Tennille L	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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Aboriginal and Torres Strait Islander Flags	Our early learning service flies or displays the Aboriginal and Torres Strait Islander flag 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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	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.	Marissa N, Leanne L, Tennille L	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 people and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.	Leanne L	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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	Ongoing
National Quality Standard - Early Learning Specific	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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Marissa N, Leanne L, Tennille L, Emma S, Laura R, Kalinda G, Emily D	Ongoing



