

NARRAGUNNAWALI
LOGO

Narragunnawali

Reconciliation in Education

RECONCILIATION ACTION PLAN

Lady Foster Kindergarten

RAP WORKING DOCUMENT 24/11/2020

This is a working document only; it does not represent a formal Reconciliation Action Plan (RAP) in either draft or published form.

RECONCILIATION
AUSTRALIA LOGO

CONTENTS

How to use this document

Vision for Reconciliation

RAP Working Group

RAP Actions

Relationships

Respect

Opportunities

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This is a working document only; it does not represent a formal Reconciliation Action Plan (RAP) in either draft or published form.

HOW TO USE THIS DOCUMENT

Please note that this file is designed to be used as a working document; it does not represent a formal Reconciliation Action Plan (RAP) in either draft or published form.¹

As such, do bear in mind that this working document may include details that will not appear on the formal RAP document.

To preview your draft RAP document, you will need to click on the "Preview RAP" icon within the Narragunnawali platform. To download/print your RAP once published, you will need to click on the "Download RAP" icon.

While keeping the above in mind, RAP Working Group members, and wider members of a school/early learning service community, may choose to use this working document as an opportunity to view some of the more distinct and dynamic details of their RAP in a single file location, and to make offline planning notes against these details. Consider drawing on this document to informally stimulate individual reflection and planning processes relating to your RAP, or as an internal planning/reference piece within wider all-staff or RAP Working Group meetings.

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VISION FOR RECONCILIATION

Work in progress

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RAP WORKING GROUP

The Working Group members listed below have confirmed their participation and therefore will be published in the RAP.

| Name | Position |
|------------------|----------------------|
| Allison Prasser | Principal / Director |
| Julie Bergantino | Staff (non-teaching) |

RAP SUPPORT NETWORK

| Name | Role/Organisation |
|------------------|-------------------|
| Julie Bergantino | LFK Manager |

RAP ACTIONS

Relationships in the classroom

Action: Aboriginal and Torres Strait Islander People in the Classroom

Assigned to: Julie B

Due date: Ongoing

Commitment: 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.

Goal: Explore opportunities to welcome Aboriginal and Torres Strait Islander people into our kindergarten for their presence and vital input when teaching about Aboriginal and Torres Strait Islander histories and cultures.

Deliverables:

- Contact Jaeden Williams (Bunjil's Biik) and Lionel Lauch (Living Culture) to schedule incursions and visits for 2021. Julie Bergantino Due Date: 31/03/21
- Establish or extend partnerships with Aboriginal and Torres Strait Islander people, programs and organisations that are focused on improving education outcomes for Aboriginal and Torres Strait Islander children and students. Seek assistance from Aboriginal organisations with identification of local Boon Wurrung people for the kindergarten to connect with and who can potentially participate on site at LFK. Some organisations to contact include: * VAEAI (Victorian Aboriginal Education Association Inc.) * VACL (Victorian Aboriginal Corporation for Languages) * Boon Wurrung Foundation * IECBs (Indigenous Education Consultative Bodies that are the peak community advocacy and advisory bodies for Aboriginal and Torres Strait Islander education within their jurisdiction. Where they are in operation, they are key links between schools, early learning services, parents, carers and the community and schools and early learning services should engage with them as a matter of course. See VAEAI in Victoria. * Local Aboriginal Land Councils * Aboriginal and Torres Strait Islander community liaison officers * Aboriginal and Torres Strait Islander health organisations (See Aboriginal Medical Services) * Aboriginal and Torres Strait Islander legal services (See NATSILS) * Aboriginal and Torres Strait Islander owned and operated businesses * Aboriginal and Torres Strait Islander Language and Culture Centres * Elders Councils * Aboriginal and Torres Strait Islander Art Centres * Native Title Representative Bodies * State/Territory-based Reconciliation Councils and Local Reconciliation Groups e.g Reconciliation Victoria Allison Prasser Due Date: 31/05/21
- Contact Gheran Steel (CEO & Operations) of the Boon Wurrung Foundation to start discussing our LFK Draft RAP and organise a meeting with the Committee of Management, with a view to the Foundation reviewing the final RAP prior to submission. Julie Bergantino Due Date: 31/03/21
- Explore the potential of establishing an 'Elders-in-residence' program for LFK from amongst local Boon Wurrung. An 'Elder-in-residence' program provides support and advice for children, staff and parents in order to enhance the educational experience for both Aboriginal and Torres Strait Islander children and non-Indigenous children. Allison Prasser Due Date: 31/12/21

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RAP ACTIONS

Relationships in the classroom

Action: Early Years Learning Framework - Early Learning Specific

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Establish a strong link between the Early Years Learning Framework and the LFK RAP to support educators in meaningfully embedding reconciliation in the LFK curriculum.

Deliverables:

- | | | | | |
|-----------------------|--|-----------------|-----------|----------|
| <input type="radio"/> | Establish the links between the ELYF and the LFK curriculum on reconciliation. | Allison Prasser | Due Date: | 31/05/21 |
| <input type="radio"/> | Include linkages between reconciliation and the practices, principles and learning outcomes of the Early Years Learning Framework in our LFK Quality Improvement Plan (QIP) | Allison Prasser | Due Date: | 31/05/21 |
| <input type="radio"/> | All staff to view the "Who We Are films": These three films (People, Country/Place and Culture) can serve as a useful catalyst for thinking about contemporary Aboriginal and Torres Strait Islander cultures and perspectives. Use these films to reflect on why Aboriginal and Torres Strait Islander cultures and perspectives matter to early learning, and to the Early Years Learning Framework. | Allison Prasser | Due Date: | 31/03/21 |
| <input type="radio"/> | Contact the Victorian Curriculum and Assessment to find out if they can provide LFK with state-based resources focused on the Early Years Learning Framework and reconciliation. | Allison Prasser | Due Date: | 31/03/21 |

RAP ACTIONS

Relationships around the school

Action: Cultural Competence for Staff

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: To focus on improving the cultural awareness and competence of all staff at LFK, particularly pertaining to Aboriginal and Torres Strait Islander cultures.

Deliverables:

- | | | | | |
|-----------------------|---|-----------------|-----------|----------|
| <input type="radio"/> | Explore Aboriginal & Torres Strait Islander cultural PD opportunities for all staff for 2021 and support their attendance/participation in PD. "Cultural competence is the ability to understand, interact and communicate effectively and with sensitivity, with people from different cultural backgrounds" | Allison Prasser | Due Date: | 31/03/21 |
| <input type="radio"/> | Explore the possibility of aligning with a cultural competence trainer/provider that LFK can work with long term. | Allison Prasser | Due Date: | 31/03/21 |
| <input type="radio"/> | Share local cultural events/activities with LFK staff and committee members that will assist in supporting cultural awareness and competence. | Allison Prasser | Due Date: | 31/12/21 |
| <input type="radio"/> | Develop a library on site and a list of online resources on Aboriginal and Torres Strait Islander topics, including cultural competency. | Allison Prasser | Due Date: | 31/03/21 |

RAP ACTIONS

Relationships around the school

Action: Reconciliation Projects

Assigned to: Allison P

Due date: Ongoing

Commitment: Our early learning service will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the early learning service and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.

Goal: Consider a Reconciliation Project for LFK that will involve collaboration with the local Boon Wurrung community and LFK children, families and staff together with other stakeholders such as City of Port Phillip. The Reconciliation Project would visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in the learning programs and the physical environment.

Deliverables:

- Facilitate discussion amongst the children and LFK community with the local Boon Wurrung community, about a Reconciliation Project for the kindergarten Allison Prasser Due Date: 31/05/21

RAP ACTIONS

Relationships with the community

Action: Welcome to Country

Assigned to: Julie B

Due date: 31/03/2021

Commitment: 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.

Goal: Organise Jaeden Williams (Bunjil's Biik) to present a 'Welcome to Country' ceremony in Term One 2021 for LFK children and families. Consider further ceremonies where appropriate for significant events through 2021.

Deliverables:

- Organise Jaeden Williams of Bunjil's Biik for Term One 'Welcome To Country' ceremony for children and families. Julie Bergantino Due Date: 31/03/21
- Consider a further 'Welcome to Country' ceremony to align with extension of LFK Lease/Adoption of Reconciliation Action Plan. Julie Bergantino Due Date: 31/03/21
- Ensure all staff are aware of the distinction between 'Acknowledgement' and 'Welcome to Country' Share the resource: Department of Education and Training – Welcome to Country and Acknowledgement of Country A Guide for Victorian Schools Allison Prasser Due Date: 31/03/21

RAP ACTIONS

Relationships with the community

Action: Celebrate National Reconciliation Week

Assigned to: Allison P

Due date: 27/05/2021 - 03/06/2021

Commitment: 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.

Goal: Organise activities with teaching team to celebrate National Reconciliation Week in 2021 (27 May to 3 June)

Deliverables:

- | | | | | |
|-----------------------|---|-----------------|-----------|----------|
| <input type="radio"/> | Liaise with staffing team to plan activities for National Reconciliation Week at LFK. | Allison Prasser | Due Date: | 31/03/21 |
| <input type="radio"/> | Prepare a special issue of LFK newsletter to highlight the Week and kindergarten activities | Allison Prasser | Due Date: | 31/03/21 |

RAP ACTIONS

Relationships with the community

Action: Create Stakeholder List

Assigned to: Julie B

Due date: 31/05/2021

Commitment: We will develop and maintain a stakeholder list that reflects our current and future working relationships with members of the community who are committed to working collaboratively to drive reconciliation initiatives.

Goal: Prepare a Stakeholder List of local Aboriginal and Torres Strait Islander and other key stakeholders in the Elwood/Port Phillip Bay area.

Deliverables:

Prepare Stakeholder List as per Goal. The LFK stakeholder list might include, but is not limited to: * Local Aboriginal and Torres Strait Islander Elders, Traditional Owners and Custodians, and representative bodies * Local representatives of Aboriginal and Torres Strait Islander education consultative groups * Local Aboriginal Land Councils * Local Aboriginal and Torres Strait Islander Language and Culture Centres * Local Aboriginal and Torres Strait Islander Art Centres and Media Groups * Local reconciliation councils or groups * Other schools or early learning services in your area that have a RAP, or have the potential to develop a RAP and/or contribute to your RAP * Local government councils, businesses, and organisations in your area that have a RAP or have the potential to develop a RAP and/or contribute to your RAP * Staff at your early learning service (including Aboriginal and Torres Strait Islander staff) * Parents and carers of students at your early learning service (including parents and carers of Aboriginal and Torres Strait Islander students) * Child/family alumni of LFK including Aboriginal and Torres Strait Islander people. * Aboriginal and Torres Strait Islander community liaison officers (i.e. government and non-government organisations) Aboriginal and Torres Strait Islander owned and operated businesses (See Supply Nation/Indigenous Business Direct) * Aboriginal and Torres Strait Islander health organisations (See Aboriginal Medical Services) * Aboriginal and Torres Strait Islander legal services (See NATSILS) * Aboriginal and Torres Strait Islander education units at universities and other vocational/tertiary training institutions.

○

Julie Bergantino

Due Date:

31/05/21

RAP ACTIONS

Relationships with the community

Action: **Build Relationships with Community**

Assigned to: Julie B

Due date: Ongoing

Commitment: 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.

Goal: Build and extend relationships with other local Aboriginal and Torres Strait Islander people beyond our current connections with Jaeden Williams (Bunjil's Biik) and Lionel Lauch (Living Culture)

Deliverables:

- Contact VAEAI and the Boon Wurrung Foundation to identify local indigenous community members that the kindergarten can develop connections with, building a community of local cultural advisors. Julie Bergantino Due Date: 31/03/21

RAP ACTIONS

Relationships with the community

Action: Cultural Competence for Students and Children

Assigned to: Allison P

Due date: Ongoing

Commitment: We will develop our everyday program to ensure it provides children and students with explicit opportunities to build their knowledge and understanding of Aboriginal and Torres Strait Islander cultures, within and beyond the classroom. This commitment extends to the inclusion of cultural competence principles, fostered in teachers and educators, in the ethos of our classrooms and across our early learning service.

Goal: Provide opportunities for children to build their knowledge and understanding of Aboriginal and Torres Strait Islander cultures.

Deliverables:

- | | | | | |
|-----------------------|---|-----------------|-----------|----------|
| <input type="radio"/> | Schedule regular annual cultural incursions with Jaeden Williams (Bunjil's Biik) and Lionel Lauch (Living Culture) | Allison Prasser | Due Date: | 31/05/21 |
| <input type="radio"/> | Contact other Early Childhood Services/primary schools both locally and elsewhere in Victoria to determine cultural collaboration opportunities to share experiences around connecting with Aboriginal and Torres Strait Islander peoples and cultures. Explore opportunities to collaborate in future activities, even remotely via technology. For example: Balnarring Kindergarten, Tyabb Village Children's Centre. | Allison Prasser | Due Date: | 31/12/21 |
| <input type="radio"/> | Collaborate with teaching team to plan cultural experiences within the room on a regular basis. | Allison Prasser | Due Date: | 31/03/21 |
| <input type="radio"/> | Continue with embedded practices of daily Acknowledgement in all kindergarten programs. Examine other cultural practices that can be embedded at LFK. | Allison Prasser | Due Date: | 31/03/21 |

RAP ACTIONS

Relationships with the community

Action: Reconciliation Network

Assigned to: Julie B

Due date: Ongoing

Commitment: We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.

Goal: Establish Reconciliation Networks with other education services in Port Phillip to collaboratively progress reconciliation initiatives.

Deliverables:

- Establish a network of early learning services and primary schools in Elwood who have committed to preparing a RAP. Allison Prasser Due Date: 31/05/21

RAP ACTIONS

Respect in the classroom

Action: Teach about Reconciliation

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Build a respectful understanding of Aboriginal and Torres Strait Islander histories and cultures among the next generation of Australians to support Reconciliation.

Deliverables:

- Develop teaching packs for staff so that they are confident in teaching about reconciliation throughout the year, not just in NAIDOC Week etc
Allison Prasser
Due Date: 31/05/21
- Set up and share a reconciliation calendar: Staff and children work together to develop an annual calendar highlighting days of significance for Aboriginal and Torres Strait Islander peoples, and for reconciliation more widely. Invite Aboriginal and Torres Strait Islander community members to contribute to the calendar by encouraging their suggestions around any days or weeks that are of particular significance to your local area. Ensure that all staff and students can access this calendar, and share it with parents, families and community members via Story Park and the LFK newsletter.
Allison Prasser
Due Date: 31/03/21
- Establish a reconciliation study group or 'yarning circle' to support staff and families interested in further exploring and understanding reconciliation.
Allison Prasser
Due Date: 31/03/21
- Purchase library resources: Relevant resources can be purchased or acquired to establish, or build on, a reconciliation collection in LFK's library.
Allison Prasser
Due Date: 31/12/21

RAP ACTIONS

Respect in the classroom

Action: Teach about Days of National Significance

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Teach about and celebrate days and weeks that are significant for Aboriginal and Torres Strait Islander peoples, reconciliation, histories, cultures and contributions as well as contemporary issues. Use these celebrations to provide an opportunity to engage with the Early Years Learning Framework.

Deliverables:

- | | | | | |
|-----------------------|---|-----------------|-----------|----------|
| <input type="radio"/> | Ensure days of national significance are celebrated. Attend or host events: Involve all of LFK (and the local Elwood community where possible) in marking suitable days of significance. Although learning about these days should also be incorporated into everyday programming, marking them with special, LFK-wide events can be a great way to open our doors to our community. This can assist to forge relationships and make your commitment to learning and teaching about Aboriginal and Torres Strait Islander histories, cultures and contributions visible to our community. | Allison Prasser | Due Date: | 31/05/21 |
| <input type="radio"/> | Draw together information in a cultural handbook for educators and add to the LFK Reconciliation Calendar. | Allison Prasser | Due Date: | 31/05/21 |

RAP ACTIONS

Respect in the classroom

Action: Explore Current Affairs and Issues

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Improve awareness amongst staff of indigenous current affairs and issues and establish how these matters can be presented to children in an early childhood setting.

Deliverables:

- | | | | | |
|-----------------------|---|-----------------|-----------|----------|
| <input type="radio"/> | Reflect with staff at a meeting on ways to best keep updated on indigenous current affairs and issues. | Allison Prasser | Due Date: | 31/05/21 |
| <input type="radio"/> | Consider establishing a 'yarning circle' at LFK to discuss/address contemporary indigenous issues and current affairs within the framework of the kindergarten service. | Allison Prasser | Due Date: | 31/12/21 |

RAP ACTIONS

Respect around the school

Action: Acknowledgement of Country

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Continue with daily Acknowledgement of Country in all kindergarten sessions and at meetings and gatherings.

Deliverables:

- | | | | | |
|-----------------------|---|------------------|-----------|----------|
| <input type="radio"/> | Add 'Boonwurrung Country' to all places where LFK address appears. | Julie Bergantino | Due Date: | 31/03/21 |
| <input type="radio"/> | Ensure all staff members feel confident with leading the daily acknowledgement of country in each program | Allison Prasser | Due Date: | 31/05/21 |
| <input type="radio"/> | From Term Two, encourage children to lead the Acknowledgement of Country in 4YO kindergarten programs. | Allison Prasser | Due Date: | 31/05/21 |

RAP ACTIONS

Respect around the school

Action: **Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures**

Assigned to: Allison P, Julie B

Due date: Ongoing

Commitment: 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.

Goal: Ensure the kindergarten displays, information and grounds are respectful of our indigenous cultures.

Deliverables:

- Review information materials on display and ensure material reflects the cultural diversity of the LFK community. Allison Prasser Due Date: 31/05/21
- Consider local indigenous planting in grounds, particularly plans for a dedicated 'bush tucker' garden. Allison Prasser Due Date: 31/05/21
- Consider flying the Aboriginal and Torres Strait Islander flags as a strong public statement of reconciliation which visibly demonstrates respect for Aboriginal and Torres Strait Islander cultures. (Although LFK displays small flags at the entry, consider alternative of flying the flags in the kindergarten grounds) Allison Prasser Due Date: 31/05/21
- Consider involving children and the Elwood community in art creation: Encourage children to design an artwork, or collaborate with a range of local artists including Elders, Aboriginal and Torres Strait Islander community members and youth, to develop and (co)create artworks that display pride and respect for Aboriginal and Torres Strait Islander histories and cultures. Artworks might include murals, sculptures and co-created artistic projects. Allison Prasser Due Date: 31/12/21
- Speak with representative bodies about naming and signage of the two LFK kindergarten rooms. If appropriate, speak and collaborate with representative bodies (for example, Elders or Traditional Owners groups, Land Councils, Language and Culture Centres) about the possibility of renaming these rooms at the kindergarten using words from the local Boon Wurrung language. Where appropriate, implement public signage displaying the name of the area, and providing relevant information about the context behind the name. Allison Prasser Due Date: 31/12/21
- Critically discuss questions or concerns around 'tokenism': A fear of 'tokenism' is often cited as a barrier to demonstrating respect for Aboriginal and Torres Strait Islander peoples and perspectives, particularly in visible and tangible ways. Critically discuss ways to tackle real or perceived issues around tokenism, using readings such as Cara Shipp's Bringing Aboriginal and Torres Strait Islander perspectives into the classroom: Why and how as meaningful prompt material. Allison Prasser Due Date: 31/12/21

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RAP ACTIONS

Respect around the school

Action: Care for Country

Assigned to: Allison P, Julie B

Due date: Ongoing

Commitment: We commit to actively connecting with, and caring for, the Country/place on which our early learning service stands. This involves respectfully learning about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place, as well as physically demonstrating respect for the skies, waterways and Land on which we live and learn. We will consider First Nations perspectives as part of broader sustainability plans, policies and practices. This will reinforce the meaningful and continuous connections Aboriginal and Torres Strait Islander peoples have continued to have with Country/place since time immemorial, as well as provide positive opportunities for all members of our educational community to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability.

Goal: We are extremely fortunate to be located on the foreshore of Elwood Beach. Continue to 'Care for Country' through our practices of planning, planting and caring for our grounds and surrounds of the Elwood foreshore and the birds and animals that make this area their home. Continue to weave sustainability goals and practices in all aspects of our operation.

Deliverables:

- Progress with significant sustainability goals in 2021 (potentially a journey to carbon neutrality certification for the kindergarten) that demonstrate our care for country. Julie Bergantino Due Date: 31/12/21
- Continue to seek opportunities to educate children on indigenous history and cultural education through our beach curriculum and outdoor programs, as well as within the kindergarten education framework. Allison Prasser Due Date: 31/12/21
- Whole kindergarten planning and policies pertaining to sustainability: Ensure our policies and procedures always consider First Nations perspectives, particularly when developing or reviewing sustainability planning and policies in which to manage waste, water, energy and biodiversity. Allison Prasser Due Date: 31/12/21
- Sign up to and support relevant campaigns: Consider opportunities for signing up to and/or otherwise supporting relevant campaigns around caring for Country/place, such as those coordinated through Seed – Australia's first Aboriginal and Torres Strait Islander youth climate network. Allison Prasser Due Date: 31/12/21
- Build relationships with Aboriginal and Torres Strait Islander environmentalists in the Port Phillip Bay community: Connecting with community representatives such as our local Aboriginal Land Council or Indigenous Ranger Groups (IRGs) can help us to learn about Aboriginal and Torres Strait Islander perspectives, philosophies and practices about caring for Country/place. Consider also opportunities for inviting these representatives to LFK to share learnings about environmental sustainability, or for working with these representatives to facilitate meaningful child engagements with local sites, events and excursions. Local Aboriginal and Torres Strait Islander Traditional Custodians of the Land where LFK stands will be the best people to consult and build relationships with. Allison Prasser Due Date: 31/12/21

| | | | | |
|---|--|------------------|-----------|----------|
| ○ | Commit to procure environmentally sustainable goods/services, and engage in environmentally sustainable practices: As well as inviting children (and families where appropriate) to take part in (inter)national days of significance such as Clean up Australia Day or Earth Hour, commit to engaging children with everyday examples of resources and activities that support the care for Country/place. Ensure that LFK actively engages with environmentally sustainable resources and activities pertaining to recycling, composting, energy saving and green space management. | Allison Prasser | Due Date: | 31/12/21 |
| ○ | Plant a 'Reconciliation Garden' or 'Bush Tucker Garden": A garden such as this can be used as an anchor point for learning about the importance of Country/place, and engaging with local Aboriginal and Torres Strait Islander knowledge about bush foods, medicines, histories and native plants. | Allison Prasser | Due Date: | 31/12/21 |
| ○ | Consider the cross-curricula significance of caring for Country: Sustainability and caring for Country/place have relevance across all subject areas and ages. The Aboriginal and Torres Strait Islander Histories and Cultures Cross-curriculum priority reminds us that a focus on the connection between Country/place, people and culture is integral to all subject/learning areas, and all year levels. While Narragunnawali's Geography and Science resource guides may present the most obvious starting place for engaging with Aboriginal and Torres Strait Islander content and perspectives regarding caring for Country/place, consider also some of the place-based information and ideas included across the Narragunnawali suite of subject guides. Some specific examples of recommended resources include: o Sally Morgan and Ambelin Kwaymullina – Benny Bungarra’s Big Bush Clean Up o Bruce Pascoe – Young Dark Emu o Bruce Pascoe – Dark Emu in the Classroom, Teacher Resource o Bruce Pascoe – Dark Emu o AIATSIS – The Benefits Associated With Caring for Country o A real history of Aboriginal Australians, the first agriculturalists Bruce Pascoe TEDxSydney o Bruce Pascoe – YouTube: You learn the name, you learn the Country, and respect its history – This Place o CFA Bruce Pascoe – YouTube – Traditional Aboriginal Land Management Practices | Allison Prasser | Due Date: | 31/12/21 |
| ○ | Explore digital innovations for learning about, and caring for, Country: Consider, for example, Bunya Productions' Every King Tide virtual reality film, or the robotics and digital printing tools shared with Aboriginal and Torres Strait Islander students Ranger Groups and communities through the National Centre for Indigenous Excellence's IDX program. | Allison Prasser | Due Date: | 31/12/21 |
| ○ | Schedule in the Seasons: Engage with Aboriginal and Torres Strait Islander seasonal calendars, such as those shared on the CSIRO and BOM websites. Consider opportunities for how these calendars may be able to meaningfully frame the scheduling of reconciliation-related learning activities and events within LFK. | Allison Prasser | Due Date: | 31/03/21 |
| ○ | Investigate financial or wider support opportunities: Consider looking into and applying for funding and/or wider support opportunities to bolster sustainability initiatives at LFK. Some examples might include: -City of Port Phillip/Seedlings Program -Port Phillip Bay Fund -Bendigo Bank (Elwood) | Julie Bergantino | Due Date: | 31/12/21 |
| ○ | Consider establishing a 'mobile' bush tucker garden in crates on castors that can be wheeled to the entry of the kindergarten and used to connect with the Elwood community and assist in educating children and the community on 'bush tucker' plants and their food/medicinal uses etc. | Julie Bergantino | Due Date: | 31/12/21 |

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RAP ACTIONS

Respect with the community

Action: Aboriginal and Torres Strait Islander Flags

Assigned to: Allison P

Due date: 31/05/2021

Commitment: 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.

Goal: Fly or display the Aboriginal and Torres Strait Islander flags at LFK.

Deliverables:

- Engage with local Aboriginal and Torres Strait Islander communities to determine their views on installing flagpoles at LFK and flying their flags. Allison Prasser Due Date: 31/05/21
- Ensure all staff understand the significance, history and symbolism of each flag. Allison Prasser Due Date: 31/05/21
- Consider a flag-raising ceremony to celebrate the adoption of our RAP, the extension of our lease to the buildings on Boonwurrung country and a return to gathering the LFK community together in celebration once COVID-19 transmission permits. Allison Prasser Due Date: 31/05/21

RAP ACTIONS

Respect with the community

Action: Physical Acknowledgement of Country

Assigned to: Allison P, Julie B

Due date: Ongoing

Commitment: 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.

Goal: Proudly display a physical Acknowledgement of Country to show awareness of, the Boonwurrung - the Traditional Owners and Custodians of the land on which Lady Forster Kindergarten is located.

Deliverables:

- Explore the development of a plaque, hand engraved on timber for display at the kindergarten. Wording to include Bunjil's Law as provided to LFK by Bunjil's Biik. Allison Prasser Due Date: 31/05/21

RAP ACTIONS

Respect with the community

Action: RAP Launch

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Organise a big party to celebrate the launch of the LFK RAP!

Deliverables:

- Organise a gathering to celebrate the RAP journey and LFK's commitment to reconciliation. Consider timing this with the renewal of our kindergarten lease and the continuing care LFK will provide to 'country' as we continue to be on this land. Allison Prasser Due Date: 31/05/21

RAP ACTIONS

Respect with the community

Action: Take Action Against Racism

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Build awareness of racism, its impacts, and how to respond effectively to racism amongst children, staff and the LFK community.

Deliverables:

Review our Inclusion and Equity Policy to ensure it supports the kindergarten's commitment to take action against racism. Allison Prasser Due Date: 31/05/21

Consult with teachers to develop teaching sessions that focus on increasing children's awareness of racism - what it is, how it makes children feel and what children can do to prevent it. Allison Prasser Due Date: 31/05/21

RAP ACTIONS

Opportunities in the classroom

Action: Curriculum Planning

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Review and document how LFK embeds Aboriginal and Torres Strait Islander histories and cultures in the LFK curriculum.

Deliverables:

- Document the teaching LFK currently implements and extend the teaching plan for all 3YO and 4YO programs. Allison Prasser Due Date: 31/05/21
- Carry out a curriculum audit: Work with teachers to audit current curriculum documents annually to examine the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are included and identify opportunities to strengthen the representation. Allison Prasser Due Date: 23/11/20
- Evaluate resources and develop a quality resource list: Evaluate the appropriateness of curriculum resources that are used at LFK and use this evaluation as the basis for developing a quality resource list. When developing your quality resource list, consider the ages of children and learning areas that teachers and educators will need to consider when planning. Seek feedback from your local Aboriginal and Torres Strait Islander community regarding their views on relevant, responsive and quality resources. While neither prescriptive nor exhaustive, we may consider the suite of subject-specific resource guides hosted on the Narragunnawali platform, and the accompanying Evaluating Resources Guide, when carrying out this idea for action. Allison Prasser Due Date: 31/12/21
- Build a library collection: Establish or extend a relevant and meaningful collection of Aboriginal and Torres Strait Islander resources in LFK's library. Consider allocating a dedicated display area for these resources, and to include their titles on recommended reading lists for staff/children/families. Allison Prasser Due Date: 31/12/21

RAP ACTIONS

Opportunities around the school

Action: Inclusive Policies

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Ensure staff are aware of Inclusive Policies and Procedures at LFK that improve educational outcomes for Aboriginal and Torres Strait Islander people and which increase knowledge of, and respect for, these histories and cultures in Australia.

Deliverables:

- Review our current Inclusion and equity policy and improve where required. Allison Prasser Due Date: 31/05/21

RAP ACTIONS

Opportunities around the school

Action: Staff Engagement with RAP

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Involve all staff in RAP development.

Deliverables:

- Involve all staff in development of draft RAP. Allison Prasser Due Date: 31/03/21

RAP ACTIONS

Opportunities around the school

Action: RAP Budget Allocation

Assigned to: Julie B

Due date: Ongoing

Commitment: We have set aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our RAP Actions. Staff are aware that it is important to consider remuneration for people who have been involved in RAP initiatives out of respect for the time and resources that they have contributed.

Goal: Amend the annual LFK Budget to identify specific funding for actions arising from LFK RAP.

Deliverables:

- Amend 2022 budget to specifically itemise allocation of funding to RAP and actions. Julie Bergantino Due Date: 31/05/21

RAP ACTIONS

Opportunities around the school

Action: National Quality Standard - Early Learning Specific

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Ensure engagement with the ACECQA National Quality Standard involving inclusion of ATSI histories, cultures and contributions in their daily practice and programming together with authentic and meaningful engagement with local Boonwurrung community.

Deliverables:

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|-----------------------|--|-----------------|-----------|----------|
| <input type="radio"/> | Review educator practise against ACECQA National Quality Standard and connection with local Boonwurrung community. | Allison Prasser | Due Date: | 31/05/21 |
| <input type="radio"/> | Engage in a reflective audit: Critically reflect on, and evaluate, ways that teachers and educators at LFK already engage with reconciliation in their professional practice, as informed by the National Quality Standard. Individual staff may wish to record their personal reflective journey and then feed their own reflections into the overall service-wide audit. | Allison Prasser | Due Date: | 31/12/21 |
| <input type="radio"/> | Provide professional learning opportunities: Ensure that professional learning opportunities undertaken at LFK include opportunities to better understand the National Quality Standard and how Aboriginal and Torres Strait Islander histories, cultures and contributions should be incorporated when working towards meeting this standard. | Allison Prasser | Due Date: | 31/12/21 |
| <input type="radio"/> | Involve parents, families and community: Take the opportunity to involve Aboriginal and Torres Strait Islander parents, families and community, in the development, and maintenance, of LFK's Quality Improvement Plan. | Allison Prasser | Due Date: | 31/12/21 |

RAP WORKING DOCUMENT 24/11/2020

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RAP ACTIONS

Opportunities with the community

Action: Local Sites, Events and Excursions

Assigned to: Allison P

Due date: Not Set

Commitment: 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.

Goal: Identify further local site, events and excursions on the Country on which we live, work, learn and play.

Deliverables:

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|-----------------------|---|-----------------|-----------|----------|
| <input type="radio"/> | Further research and identification of sites, events and excursions or historical and cultural significance. | Allison Prasser | Due Date: | 31/12/21 |
| <input type="radio"/> | Watch a film that explores Aboriginal and Torres Strait Islander connection to Country: Consider short films such as Who We Are: Country/Place, or the ABC Splash Noongar people speak about a sense of place resource, for example. You may also wish to consult the recommended viewing list on the Narragunnawali website under this Action. | Allison Prasser | Due Date: | 31/12/21 |
| <input type="radio"/> | Organise an excursion: Collaborate with members of your local Aboriginal and Torres Strait Islander community to organise an excursion to an appropriate site of significance to the Aboriginal and Torres Strait Islander community. | Allison Prasser | Due Date: | 31/12/21 |
| <input type="radio"/> | Invite Aboriginal or Torres Strait Islander community members to visit LFK: The guest may be willing to talk to children about their own connection to Country as part of an incursion learning experience. | Allison Prasser | Due Date: | 31/12/21 |

RAP ACTIONS

Opportunities with the community

Action: Employment Strategy

Assigned to: Julie B

Due date: Ongoing

Commitment: We commit to the development and implementation of an Aboriginal and Torres Strait Islander employment strategy. This will assist in attracting Aboriginal and Torres Strait Islander candidates to vacancies, as well as supporting current Aboriginal and Torres Strait Islander employees.

Goal: Implement an Aboriginal and Torres Strait Islander employment strategy at LFK.

Deliverables:

- Research and implement an employment strategy. Julie Bergantino Due Date: 31/12/20
- Encourage Aboriginal and Torres Strait Islander staffing applications: When advertising new positions at LFK, include a statement encouraging Aboriginal and Torres Strait Islander people to apply for these positions. Seek guidance from your local Aboriginal and Torres Strait Islander community around strategies that may help to make application processes more culturally responsive. Allison Prasser Due Date: 31/12/21
- Engage with campaigns or initiatives around encouraging more Aboriginal and Torres Strait Islander teachers and people in the classroom: Reflect on the messages and learnings that have come out of campaigns or initiatives such as MATSITI to strengthen staff and children's understanding of the value of having Aboriginal and Torres Strait Islander people at the kindergarten. The Professional Learning and Curriculum Resources listed under this Action may provide a useful starting place for communicating these messages and learnings with staff and families. Allison Prasser Due Date: 31/12/21

RAP ACTIONS

Opportunities with the community

Action: Celebrate RAP Progress

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Be loud and proud about our RAP development process!

Deliverables:

- Celebrate the process of our RAP development by informing LFK community and children on progress and final adoption. Allison Prasser Due Date: 31/05/21
- Register initiatives and progress: Use the Deliverables tool on the RAP Action pages at the Narragunnawali site as an internal planning mechanism for keeping track of reconciliation initiatives and checking off specific tasks or steps set up to support the achievement of RAP Goals. Allison Prasser Due Date: 31/12/21

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|---|---|-----------------|-----------|----------|
| ○ | <p>Consider recording progress of our RAP journey in the following ways: * Revisit Reflection Survey: Revisit the Reflection Survey annually and compare progress to previous years. * Record anecdotal evidence: Establish a system for documenting anecdotal evidence of positive changes within your early learning service due to the implementation of the RAP. * Establish records of staff contributions: Consider tracking positive staff contributions to RAP development, implementation or professional learning activities, for example. You can do this in the Deliverables section of the RAP online, or in a separate document. * Write up case studies: Consider writing up case studies of particular projects, achievements or personal stories impacted by the RAP. * Build a collection of reflections: Collect reflections from the perspective of different staff members's learning journey through the RAP. Comparing these reflections over time can help us to track and celebrate RAP milestones and overall progress. * Carry out staff surveys: Surveys can encourage staff and community members to provide relevant feedback about development and implementation of the RAP. * Collect and publicise audio, visual and print media: Photographs, illustrations, video, audio and media articles can also strongly capture the successes of our RAP. * Publish a periodical report: Regular reports or newsletters focused on our RAP initiatives and achievements could be distributed to parents, families and community members, or shared via online means. * Incorporate RAP progress data in formal reporting: Include data about RAP-specific progress in LFK's official reporting processes, such as our annual report. * Create a RAP webpage: Consider a dedicated RAP webpage on the LFK website. * Develop a RAP flyer: Your flyer could highlight upcoming RAP activities and special events, as well as information about RAP progress made. * Inform parents and families about your RAP and RAP progress made during Tours, Orientation and Open Days: Parents and families are often interested and pleased to hear about whether a school or early learning service has a RAP, what progress has been made in implementing the RAP, and what the plans for the future direction of the RAP are. Using Orientation and Open Days as an opportunity to inform parents and families about your RAP can help to build a sense of shared pride in enrolling their child in an educational environment that actively works towards strengthening understanding and celebration of Aboriginal and Torres Strait Islander histories, cultures and contributions.</p> | Allison Prasser | Due Date: | 31/12/21 |
| ○ | <p>Get in touch with Reconciliation Australia's Narragunnawali team: Use the 'Contact us' button on the site to share stories about LFK's RAP achievements.</p> | Allison Prasser | Due Date: | 31/12/21 |

RAP WORKING DOCUMENT 24/11/2020

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RAP ACTIONS

Opportunities with the community

Action: Support Aboriginal and Torres Strait Islander Owned Businesses

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Support Aboriginal and Torres Strait Islander-owned businesses wherever possible in LFK's procurement and engagement activities.

Deliverables:

- Purchase kindergarten cultural resources wherever possible from Boon Wurrung businesses. Allison Prasser Due Date: 31/12/21
- Create a stakeholder and supplier list: Develop a list of local, regional, state-based and national Aboriginal and Torres Strait Islander owned businesses that can be used to procure goods and services (start by visiting the Supply Nation directory Indigenous Business Direct). Check with education jurisdictions, land councils and local Aboriginal and Torres Strait Islander organisations to see if they already curate such a list. See RAP Action Create Stakeholder List for more information. Allison Prasser Due Date: 31/12/21
- Build awareness and understanding of mutual benefits: Develop an understanding among staff and families of the mutual benefits of procurement from Aboriginal and Torres Strait Islander owned businesses. The Professional Learning and Curriculum Resources listed under this Action may provide a useful starting place for stimulating learning about these benefits. Allison Prasser Due Date: 31/12/21

RAP ACTIONS

Opportunities with the community

Action: Aboriginal and Torres Strait Islander Languages

Assigned to: Allison P

Due date: Ongoing

Commitment: 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.

Goal: Provide children with opportunities to learn Boonwurrung words and language

Deliverables:

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|-----------------------|--|-----------------|-----------|----------|
| <input type="radio"/> | Compile a resource of Boon Wurrung words and seek approval for the use of these from VCAL or Jaeden Williams of Bunjil's Biik. | Allison Prasser | Due Date: | 31/12/21 |
| <input type="radio"/> | Collate a dictionary of words in the LFK Cultural Handbook | Allison Prasser | Due Date: | 31/12/21 |
| <input type="radio"/> | Raise awareness of the diversity of Aboriginal and Torres Strait Islander languages among staff and children: Use Aboriginal and Torres Strait Islander Languages Maps to support staff and students to appreciate the diversity of Aboriginal and Torres Strait Islander languages, and how this is reflective of the diversity of Aboriginal and Torres Strait Islander cultures and identities more generally. Engaging with language maps also helps to highlight the interrelationship between Country, language and culture. | Allison Prasser | Due Date: | 31/12/21 |
| <input type="radio"/> | Investigate language programs designed for teachers and educators, as well as those designed for students and children: Appropriate teachers of Aboriginal or Torres Strait Islander languages may be willing to support teachers and educators to develop in-service programs for children at LFK, which can draw on teacher and educator knowledge, as well as the more developed knowledge of community members and language teachers. | Allison Prasser | Due Date: | 31/12/21 |
| <input type="radio"/> | Where appropriate, incorporate Aboriginal and Torres Strait Islander languages into daily greetings and basic conversations: If appropriate, this can serve as a means of normalising and immersing children in the local Boon Wurrung language. | Allison Prasser | Due Date: | 31/12/21 |
| <input type="radio"/> | Liaise with the Boon Wurrung Foundation regarding local language initiatives and resources available. | Allison Prasser | Due Date: | 31/12/21 |