

Narragunnawali  
Reconciliation in Education

**NAKRA  
GUNNA  
WALI**

# Narragunnawali: Reconciliation in Education

[reconciliation.org.au/narragunnawali](http://reconciliation.org.au/narragunnawali)  
[@RecAustralia](https://twitter.com/RecAustralia)

**Narragunnawali**

Reconciliation in Education

**NAKRA  
GUNNA  
WALI**

**Alive**

**Wellbeing**

**Coming together**

**Peace**



Esma Livermore



Julie Bover



Sarojni Samy



Stephanie Woerde



Tessa Keenan



Zoe Cassim

Narragunnawali  
Reconciliation in Education

**NARRA  
GUNNA  
WALI**

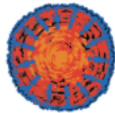
# Regional Engagement Program



**Reconciliation**  
South Australia



**Reconciliation**  
NSW



**ReconciliationWA**

Reconciliation  
**Tasmania**



**RECONCILIATION**  
AUSTRALIA

**Narragunnawali**  
Reconciliation in Education

**NAKRA**  
**GUNNA**  
**WALI**





# WHAT DO YOU MEAN RECONCILIATION?



We can't change what happened in the past, but we can make a better future by understanding the past.

Reconciliation means understanding and respecting each other. It's a good thing to look to in the future.



Only when we have equality can we have reconciliation. Otherwise it's just another bullshit word.



We have so much healing to do. We must come together in smaller groups, clan with clan, Murri with Islander. It's going to take a long time.

If I thought it would change things, I'd really get involved.



Isn't reconciliation supposed to happen when you've had a fight and then you make up?



Us Kooris haven't done anything wrong but I guess reconciliation's a two-way street. If other Australians do their bit and treat us right, we can look to the future and move on together.

I want to know how white people feel about reconciliation.



Reconciliation is a lovely word isn't it. It's a bit of a fantasy at the moment though. We have so many problems in our own communities.



I don't feel I should have to feel guilty about what happened to Aboriginal people. I wasn't even born when all this was going on.

Reconciliation? I'm all for it. Where do I sign? Aboriginal people have so much to offer, we are really foolish to turn our backs on these people.



It's a long way off, but we should give it a go and not just put it down.

Reconciliation: A Streetwize Comic Production, produced for the Council for Aboriginal Reconciliation 1997

# The State of Reconciliation in Australia, 2016

## Race Relations

All Australians understand and value Aboriginal and Torres Strait Islander and non-Indigenous cultures, rights and experiences, which results in stronger relationships based on trust and respect and that are free of racism.



## Equality and equity

Aboriginal and Torres Strait Islander peoples participate equally in a range of life opportunities and the unique rights of Aboriginal and Torres Strait Islander peoples are recognised and upheld.

## Unity

An Australian society that values and recognises Aboriginal and Torres Strait Islander cultures and heritage as a proud part of a shared national identity.



## Institutional Integrity

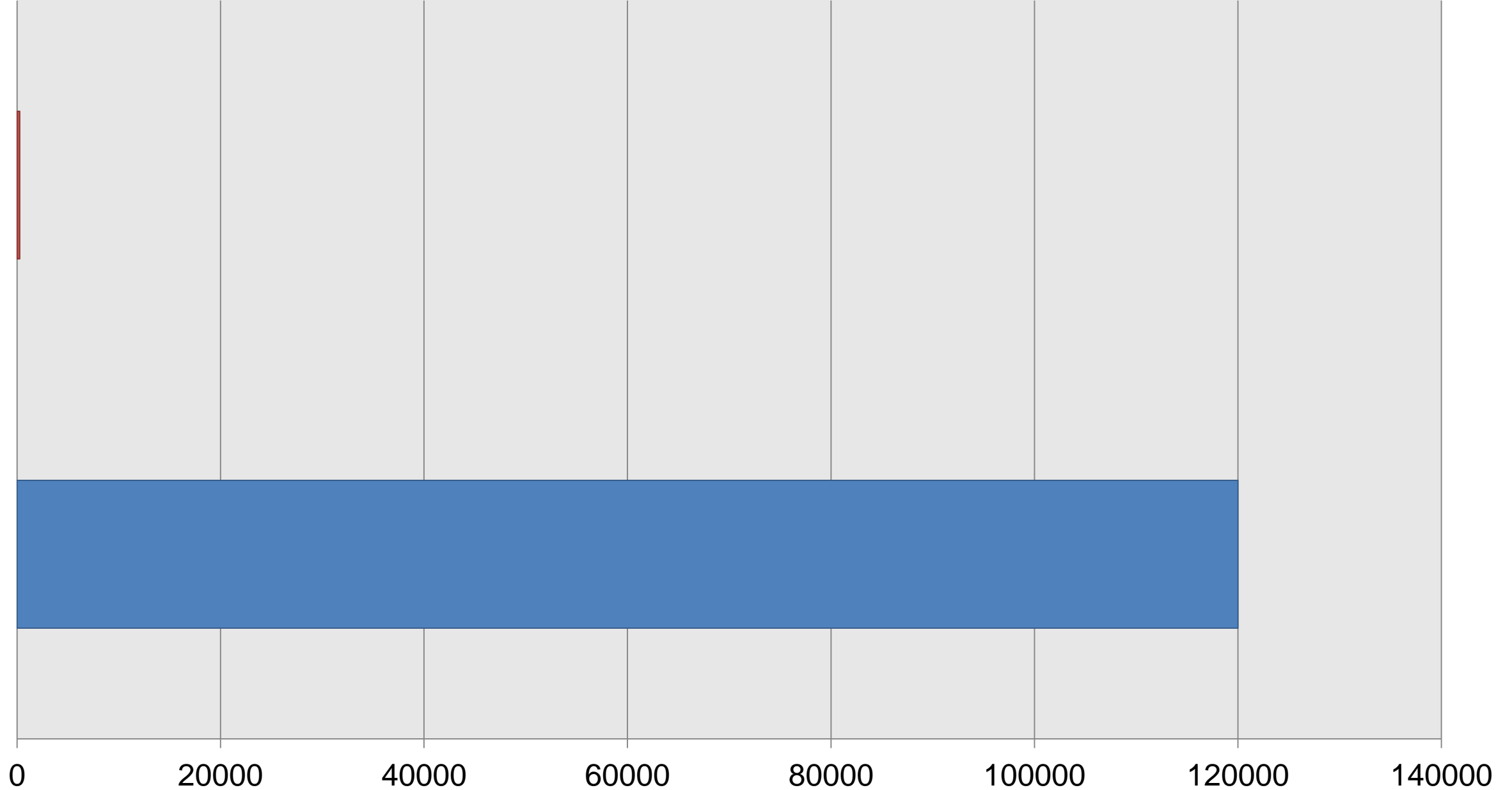
The active support of reconciliation by the nation's political, business and community structures.

## Historical Acceptance

All Australians understand and accept the wrongs of the past and the impact of these wrongs. Australia makes amends for the wrongs of the past and ensures they are never repeated.



# Putting the history of colonisation – and reconciliation – in perspective





2012 2013  
2016 2006 1971  
1963 2008 1788  
1990 1938 1993 1996 1976  
1997 2010 1995  
1932 1967 2000  
1992 1998 1966  
1975 2017 1988  
2011  
1965 2007 1973 2009  
1972 1991  
2004



[www.youtube.com/watch?v=YukTIDM6-qs](https://www.youtube.com/watch?v=YukTIDM6-qs)

# Australian Professional Standards for Teachers

1

Know students and how they learn

2

Know the content and how to teach it

3

4

5

6

7

## Focus Area 1.4

Strategies for teaching  
Aboriginal and Torres Strait  
Islander students

## Focus Area 2.4

Understand and respect  
Aboriginal and Torres Strait  
Islander people to promote  
reconciliation between  
Indigenous and non-  
Indigenous Australians

# National Quality Standard

1

2

3

4

5

## Quality Area 6

Collaborative partnerships with families and communities

7

# EYLF & MTOP Principles

1

2

3

4  
Respect for diversity

5

Educators recognise that diversity contributes to the richness of our society and provides a valid evidence base about ways of knowing. For Australia it also includes promoting greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being.

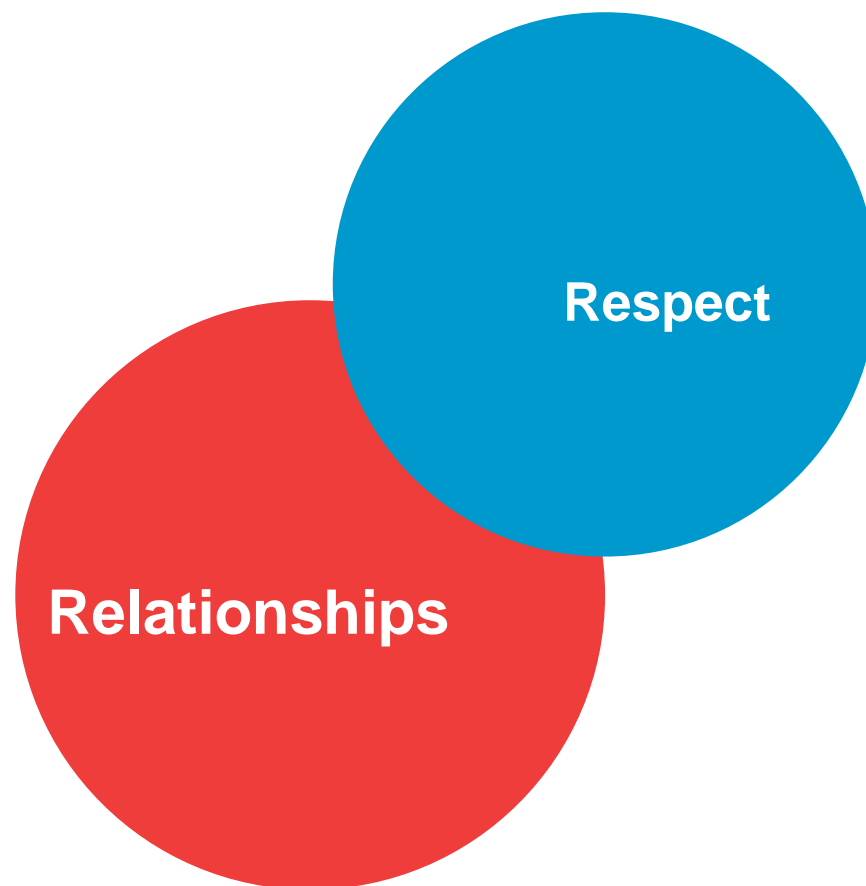
Narragunnawali  
Reconciliation in Education

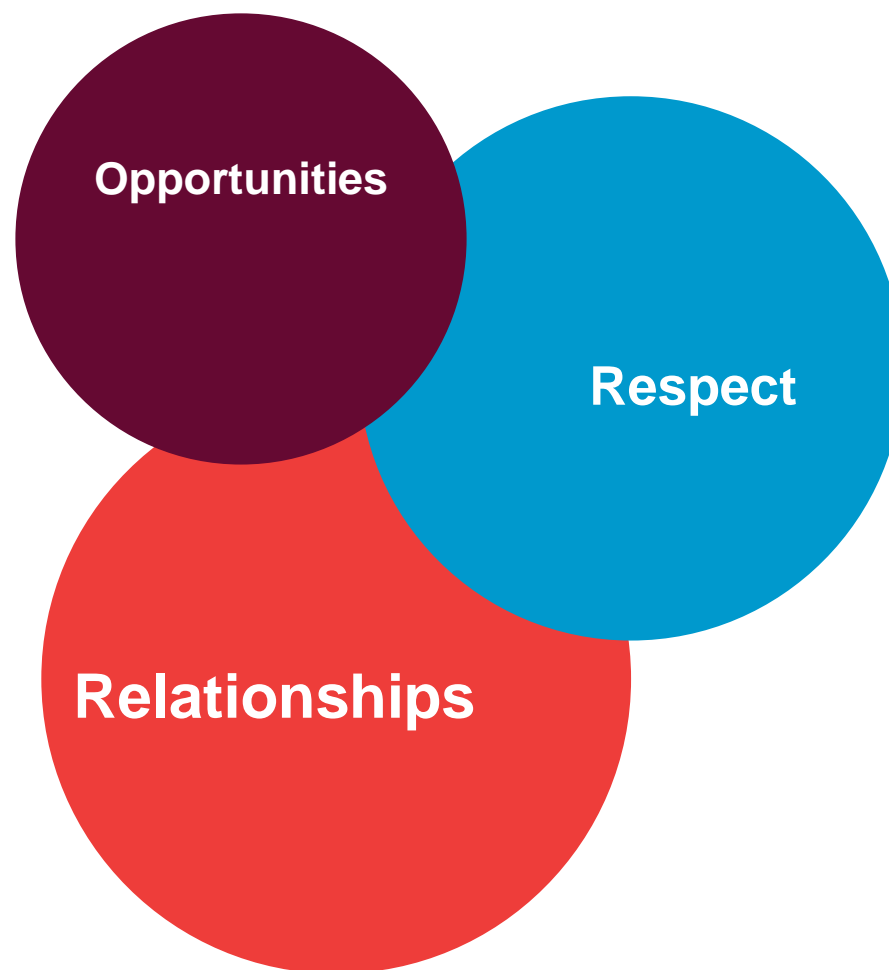
**NAKRA  
GUNNA  
WALI**

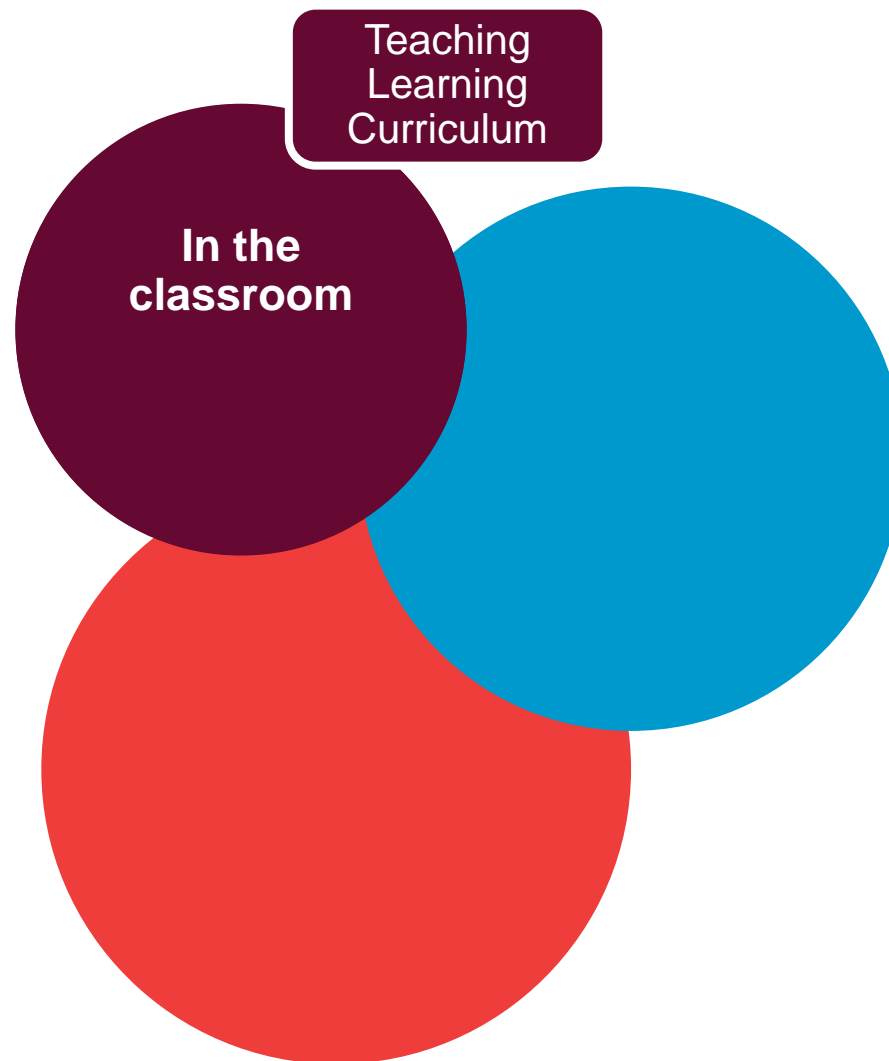
# Relationships

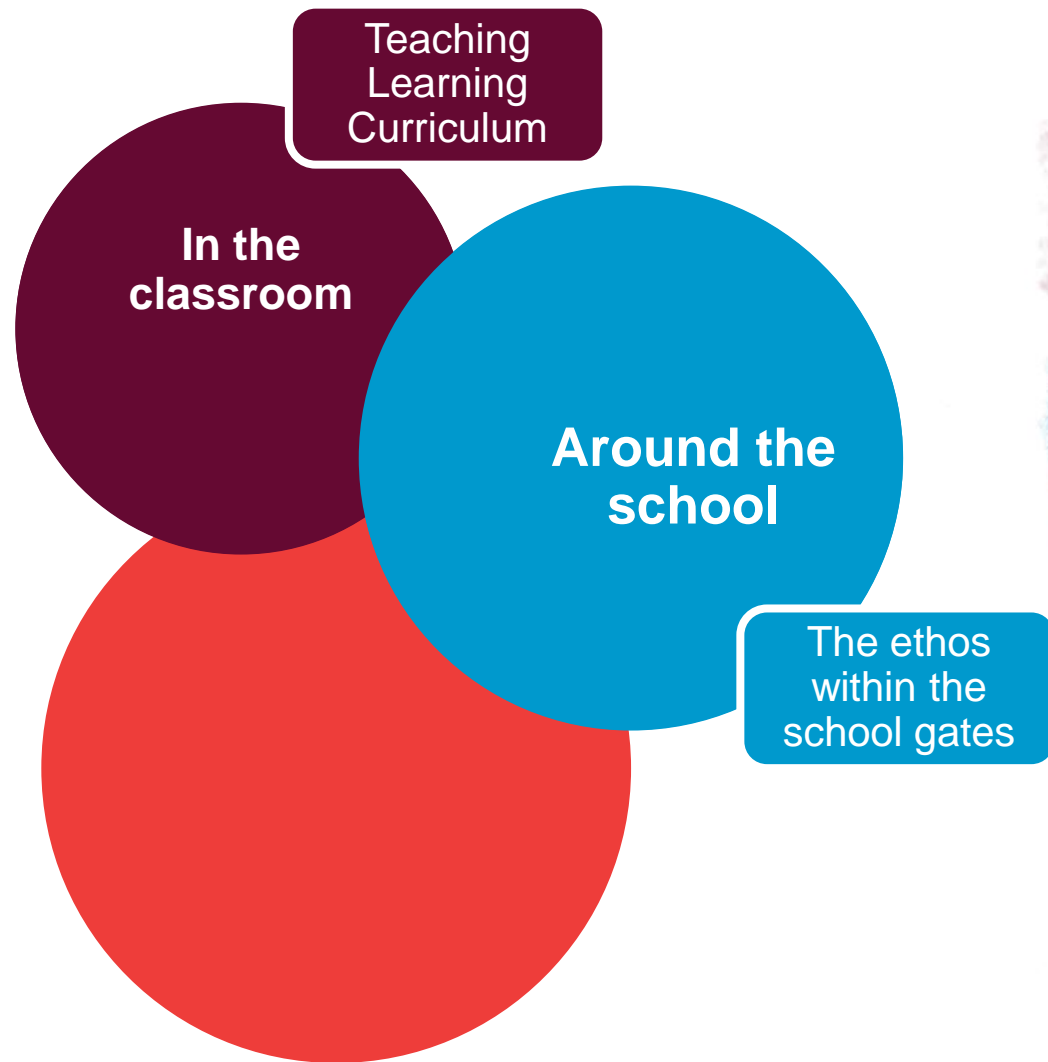


**RECONCILIATION**  
AUSTRALIA











	Relationships	Respect	Opportunities



	Relationships	Respect	Opportunities
In the Classroom			
Around the School			
With the Community			



	Relationships	Respect	Opportunities
In the Classroom			
Around the School			
With the Community			



	Relationships	Respect	Opportunities
In the Classroom			
Around the School			
With the Community		<ul style="list-style-type: none"><li>• <b>Aboriginal and Torres Strait Islander flags</b></li></ul>	



	Relationships	Respect	Opportunities
<b>In the Classroom</b>	<ul style="list-style-type: none"> <li>• <b>Aboriginal and Torres Strait Islander people in classroom</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teach about Reconciliation</b></li> <li>• <b>Explore current events and issues</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Curriculum planning</b></li> </ul>
<b>Around the School</b>	<ul style="list-style-type: none"> <li>• <b>Cultural competence for staff</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Acknowledgement of Country</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Inclusive policies</b></li> <li>• <b>Staff engagement with RAP</b></li> </ul>
<b>With the Community</b>	<ul style="list-style-type: none"> <li>• <b>Welcome to Country</b></li> <li>• <b>Celebrate NRW</b></li> <li>• <b>Build relationships</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Aboriginal and Torres Strait Islander flags</b></li> <li>• <b>Take action against racism</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Celebrate RAP progress</b></li> </ul>



	Relationships	Respect	Opportunities
<b>In the Classroom</b>	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander people in classroom</li> <li>• Early Years Learning Framework</li> <li>• Opportunities for Aboriginal and Torres Strait Islander Students and Children</li> <li>• My Time, Our Place</li> </ul>	<ul style="list-style-type: none"> <li>• Teach about reconciliation</li> <li>• Teach about days of national significance</li> <li>• Explore current events and issues</li> </ul>	<ul style="list-style-type: none"> <li>• Embed Australian Curriculum cross-curriculum priority</li> <li>• Curriculum planning</li> <li>• Australian Professional Standards for Teachers</li> </ul>
<b>Around the School</b>	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander representation on committees</li> <li>• Elders and Traditional Owners share histories and cultures</li> <li>• Cultural competence for staff</li> <li>• Reconciliation projects</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of Country</li> <li>• Visibly demonstrate respect for Aboriginal and Torres Strait Islander cultures</li> <li>• Recognise and respect rights</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusive policies</li> <li>• Staff engagement with RAP</li> <li>• RAP budget allocation</li> <li>• National Quality Standards</li> <li>• Reconciliation awards</li> </ul>
<b>With the Community</b>	<ul style="list-style-type: none"> <li>• Welcome to Country</li> <li>• Celebrate NRW</li> <li>• Create stakeholder list</li> <li>• Build relationships</li> <li>• Cultural competence for students and children</li> <li>• Family and community room</li> <li>• Reconciliation network</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate days of national significance</li> <li>• Aboriginal and Torres Strait Islander flags</li> <li>• Physical Acknowledgement of Country</li> <li>• RAP launch</li> <li>• Take action against racism</li> </ul>	<ul style="list-style-type: none"> <li>• Local sites, events and excursions</li> <li>• Employment strategy</li> <li>• Celebrate RAP progress</li> <li>• Support Aboriginal and Torres Strait Islander owned businesses</li> <li>• Aboriginal and Torres Strait Islander languages</li> </ul>



[RAPS](#) [PROFESSIONAL LEARNING](#) [CURRICULUM RESOURCES](#) [AWARDS](#) [ABOUT](#)

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[SIGN UP](#)



# NARRAGUNNAWALI: RECONCILIATION IN EDUCATION

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Subscribe to the  
*Narragunnawali* mailing list for  
news, updates and events.

Your email address

[SUBSCRIBE](#)



HOME / YOUR RESOURCES

# WELCOME JULIE

## SELECT A SCHOOL OR EARLY LEARNING SERVICE



Postcode \*

Postcode

Select school or early learning service \*

Select school or early learning sen ▼

Select position \*



[Create a Cluster RAP](#)

CLOSE

CREATE OR JOIN RAP

CREATE OR JOIN A RAP

SIONAL LEARNING

VIEW

ACTIONS & DELIVERABLES

RAP in development (draft)

[HOME](#) / [YOUR RAP](#)

## SAMPLE PRIMARY SCHOOL



# YOUR RAP

This page will assist the RAP Working Group to keep track of goals and deliverables. Each of the steps below must be completed before the RAP can be submitted to the Principal or Director for approval. Once approved, the RAP is automatically sent to Reconciliation Australia to be reviewed and uploaded to the 'Who has a RAP?' page of the *Narragunnawali* platform.

[SUBMIT RAP](#)[RAP WORKING DOCUMENT](#)[PREVIEW RAP](#)[PREVIEW RAP POSTER](#)

### RAP WORKING GROUP

Edit the RAP Working Group or invite members to join.

There are currently 2 people in the RAP Working Group.

[GO TO WORKING GROUP](#)

### REFLECTION SURVEY

Complete the Reflection Survey with the RAP Working Group.

[GO TO SURVEY](#)

### VISION

Write a statement expressing what reconciliation means to Sample Primary School.

[GO TO VISION](#)

### ACTIONS

Select Actions to add to your Reconciliation Action Plan (RAP).

0/14 required Actions added.

[GO TO RAP ACTIONS](#)



HOME / YOUR RAP / WORKING GROUP

## SAMPLE PRIMARY SCHOOL



# RAP WORKING GROUP

A RAP should not be one person's responsibility, nor should it be the responsibility of only Aboriginal and Torres Strait Islander staff or parents at the school. The RAP should become part of everyday business.

### VIEW WORKING GROUP KIT

A RAP Working Group requires a Chair (or co-Chairs). The roles of the Chair should be agreed by the wider RAP Working Group, but suggestions include:

- Organising RAP Working Group meetings (e.g. one per term)
- Being the key contact for communication
- Being the champion for the RAP in the school.

## RAP WORKING GROUP

Full Name	Email Address	Position	Actions	Chair
Julie Smith	hmvpx@slipry.net	Principal / Director	0	✓

EDIT

INVITE NEW MEMBER

## RAP SUPPORT NETWORK

List staff, parents, students and community members who aren't on the Working Group but have made an important contribution to the development of the RAP.

Full Name	Role/Organisation
ADD	



[HOME](#) / [YOUR RAP](#) / [WORKING GROUP](#)

## SAMPLE

## RAP

A RAP shows  
at the school

A RAP Working  
suggestion

- Organisations
- Being involved
- Being involved

## RAP WORKING

Full Name

Julie Smith

## RAP SUPPORT

List staff, parents, students and community members who aren't on the Working Group but have made an important contribution to the development of the RAP.

Full Name

Role/Organisation

### INVITE RAP WORKING GROUP MEMBER



First name \*

First name

Last name \*

Last name

Email \*

Email

Position \*

Select position ▼

☐ Chair of RAP Working Group ⓘ

REMOVE

CANCEL

SAVE & CLOSE

SAVE & ADD ANOTHER



Under staff or parents  
less.  
group, but

EDIT

INVITE NEW MEMBER

ADD

# RAP WORKING GROUP KIT

The resources below are designed to support the establishment of your school or early learning service's RAP Working Group, as well as to equip your RAP Working Group with information and ideas to support RAP Working Group administration and activities.

For additional guidance, consider engaging with Narragunnawali's [RAP Action-aligned professional learning activities](#) (including [webinars](#)). You are also welcome to explore the [FAQs page](#) and [contact the Narragunnawali team](#) to discuss any further questions or suggestions.



## DOWNLOAD RESOURCES FOR YOUR RAP WORKING GROUP:



### NARRAGUNNAWALI FLYER

A one-page summary sheet about Reconciliation Australia's Narragunnawali program for distribution to prospective Working Group members, and wider members of your educational community. (PDF, 532 KB)



### TEMPLATE RAP WORKING GROUP EXPRESSION OF INTEREST LETTER

Draft text that can be adopted/adapted when seeking expressions of interest from members of your school/early learning community to join your RAP Working Group. (MS Word, 21 KB)



### KEY MESSAGES - RECONCILIATION IN EDUCATION

A list of key messages pertaining to reconciliation in education to inspire your school or early learning service's planning conversations and approaches to action. (PDF, 357 KB)



### COPY OF NARRAGUNNAWALI TERMINOLOGY GUIDE

Guiding information to support the use of respectful and inclusive language and terminology in the drafting of your RAP, and in wider reconciliation-related communications. (PDF, 325 KB)

[HOME](#) / [YOUR RAP](#) / [SURVEY](#)

## SAMPLE PRIMARY SCHOOL



# REFLECTION SURVEY

The Reflection Survey provides the RAP Working Group with a snapshot of the current state of reconciliation in the school or early learning service. The Reflection Survey is divided into three areas: in the classroom, around the school, and with the community. It is most effective if completed together with the whole RAP Working Group. If unsure about an answer, come back to it later. The answers to questions will never be made public, they are for the RAP Working Group only.

### IN THE CLASSROOM

### AROUND THE SCHOOL

### WITH THE COMMUNITY

## IN THE CLASSROOM

1

How many teachers and educators are aware of the Country on which your school or early learning service stands?

**Most (more than 75%)**

14 Jun 2018

Unsure

14 Jun 2018

None

14 Jun 2018

2

How many teachers and educators regularly and confidently incorporate Aboriginal and Torres Strait Islander histories, cultures, perspectives and contemporary issues into curriculum planning and teaching?

**Most (more than 75%)**

14 Jun 2018

Unsure

14 Jun 2018

HOME / YOUR RAP / VISION

## SAMPLE PRIMARY SCHOOL



## VISION FOR RECONCILIATION

**EDIT YOUR VISION FOR RECONCILIATION: \*** 

A Normal text ▼

**Bold**

*Italic*

Underline

Small



### What is your Vision for Reconciliation?

**ADD AN ACKNOWLEDGEMENT OF COUNTRY (OPTIONAL): ⓘ**

Include a statement in your RAP that pays respect to Traditional Owners and Acknowledges the Country your school or early learning services is located on. [Learn more about Acknowledgement of Country here.](#)

A Normal text ▼

**Bold**

*Italic*

Underline

Small



Write an Acknowledgement of Country here...

**CANCEL**

SAVE




## SAMPLE PRIMARY SCHOOL

# ACTIONS

### RELATIONSHIPS

 in the classroom >


 around the school >

 with the community >


### RESPECT


 in the classroom >

 around the school >

 with the community >

### OPPORTUNITIES

 in the classroom >

 around the school >

 with the community >

☒ Show all ☐ Only show required RAP Actions ☐ Only show added RAP Actions

#### Relationships in the classroom



#### Aboriginal and Torres Strait Islander People in the Classroom

★ Required

[VIEW ACTION](#)

Enhance teaching and learning activities by engaging Aboriginal and Torres Strait Islander people from within the school or early learning service community.



#### Early Years Learning Framework - Early Learning Specific

[VIEW ACTION](#)

Support educators to embed Aboriginal and Torres Strait Islander histories and cultures into the curriculum as outlined in the EYLF.



#### Opportunities for Aboriginal and Torres Strait Islander Students and Children

[VIEW ACTION](#)

Provide opportunities for Aboriginal and Torres Strait Islander students and children to engage in activities that celebrate their cultural heritage and identities.

## RELATIONSHIPS



in the classroom



around the school



with the community



## RESPECT



in the classroom



around the school



with the community



## OPPORTUNITIES



in the classroom



around the school



with the community



Have an idea for a RAP Action  
that is not here?  
Suggest a RAP Action



### Celebrate National Reconciliation Week

★ Required

Celebrate National Reconciliation Week (NRW) from 27 May to 3 June each year.

[VIEW ACTION](#)



### Create Stakeholder List

Maintain a list of Aboriginal and Torres Strait Islander communities, organisations and other key stakeholders within the local area to help implement RAP initiatives.

[VIEW ACTION](#)



### Build Relationships with Community

★ Required

Build relationships with the local Aboriginal and Torres Strait Islander community that are founded on mutual respect, trust and inclusiveness.

[VIEW ACTION](#)



### Cultural Competence for Students and Children

Provide opportunities for students and children to extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures.

[VIEW ACTION](#)



### Family and Community Room

Establish a dedicated space for Aboriginal and Torres Strait Islander students, children, families and community members within the school or early learning service.

[VIEW ACTION](#)

# BUILD RELATIONSHIPS WITH COMMUNITY

Schools and early learning services should build relationships with their local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. These relationships help to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.



★ Required Action

ADD TO RAP

OVERVIEW

NEED TO KNOW

IDEAS FOR ACTION

PROFESSIONAL LEARNING

CURRICULUM RESOURCES

Building relationships and working together with your local Aboriginal and Torres Strait Islander community is essential for the success of your RAP, as well as developing a deeper understanding of Australia's First Peoples.

Working relationships between schools or early learning services and Aboriginal and Torres Strait Islander community members should be built on trust, mutual respect and inclusiveness. Communication, collaboration and consultation are also key to sustaining successful partnerships with your local Aboriginal and Torres Strait Islander community.

As with any relationship, it may take time to get to know each other and to be able to create an atmosphere of safety and trust, in order for all parties to express views openly and honestly. It is also important not to put too much pressure on community members to be involved, as they may feel overwhelmed.



# BUILD RELATIONSHIPS WITH COMMUNITY

Schools and early learning services should build relationships with their local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. These relationships help to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.



★ Required Action

ADD TO RAP

OVERVIEW

NEED TO KNOW

IDEAS FOR ACTION

PROFESSIONAL LEARNING

CURRICULUM RESOURCES

## Why is it important to have a relationship with the Aboriginal and Torres Strait Islander community?

Whether or not your school or early learning service has Aboriginal and Torres Strait Islander students or children, building relationships is an important part of creating learning environments that demonstrate respect for, and pride in, local Aboriginal and Torres Strait Islander histories, cultures and contributions. These culturally respectful environments ultimately improve learning outcomes for all students and children.

As acknowledged by the Australian Curriculum and Reporting Authority (ACARA), when mandating Aboriginal and Torres Strait Islander histories and cultures as part of school curriculum, there are two distinct needs in the Australian education system:

- that Aboriginal and Torres Strait Islander students are able to see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas, can fully participate in the curriculum and can build their self-esteem; and
- that all students engage in reconciliation, respect and recognition of the world's oldest continuous



# BUILD RELATIONSHIPS WITH COMMUNITY

Schools and early learning services should build relationships with their local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. These relationships help to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.



★ Required Action

ADD TO RAP

OVERVIEW

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PROFESSIONAL LEARNING

CURRICULUM RESOURCES

- **Hold a reflection session:** During a whole-staff meeting, reflect on levels of engagement with Aboriginal and Torres Strait Islander staff, students, family and/or community. Evaluate opportunities for strengthening these relations, and increasing the presence of Aboriginal and Torres Strait Islander people in the classroom.
- **Talk with parents:** Building relationships with parents of children and students is an important art of building relationships with the wider community. Encourage all staff in your school or early learning service to open an ongoing and positive dialogue with parents or carers of any Aboriginal and Torres Strait Islander students and children. You may, for example, wish to set up a regular morning tea or yarning circle session in your school or early learning service's Family and Community Room to engage in friendly conversation with parents. Bear local communicative protocols in mind when carrying out these conversations.
- **Talk with Aboriginal and Torres Strait Islander staff:** As a first port of call, listen to Aboriginal and Torres Strait Islander staff at your school or early learning service to seek their advice on appropriate avenues to connect with other Aboriginal and Torres Strait Islander people in your community.



# BUILD RELATIONSHIPS WITH COMMUNITY

Schools and early learning services should build relationships with their local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. These relationships help to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.



★ Required Action

ADD TO RAP

OVERVIEW

NEED TO KNOW

IDEAS FOR ACTION

PROFESSIONAL LEARNING

CURRICULUM RESOURCES

- Attending and Reflecting on Significant Events

Attending events that celebrate or commemorate days of national significance for Aboriginal and Torres Strait Islander peoples is a valuable professional learning opportunity.

- Community Engagement Reflection

Consider family and community engagement in your school or early learning service using the following reflection questions.

- Connection to Country Incursion or Excursion

Staff or Working Group members consult with their local Aboriginal and Torres Strait Islander community to put together a professional development activity which involves learning about the historical and cultural significance of the Country on which their school or early learning service is situated.

- Scenario - The Burden of Experience

Discuss this scenario with a group of your staff to explore some of the challenges associated with



# BUILD RELATIONSHIPS WITH COMMUNITY

Schools and early learning services should build relationships with their local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. These relationships help to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.



★ Required Action

ADD TO RAP

OVERVIEW

NEED TO KNOW

IDEAS FOR ACTION

PROFESSIONAL LEARNING

CURRICULUM RESOURCES

- Community Building Blocks (Early Learning)

Educators guide children to use building blocks to construct a basic model of their local area and point out important Aboriginal and Torres Strait Islander community places and organisations within the area. People who can share important learnings at these places/organisations are also recognised and positively discussed.

- Record Stories (Primary)

Students learn about how Elders and Traditional Owners keep and share knowledge about Aboriginal and Torres Strait Islander histories and cultures. Students then collaborate with Elders or Traditional Owners to come up with a plan for recording appropriate and selected stories.

- Record Stories (Secondary)

Students learn about how Elders and Traditional Owners keep and share knowledge about Aboriginal and Torres Strait Islander histories and cultures. Students then collaborate with Elders or Traditional Owners to come up with a plan for recording appropriate and selected stories.



# BUILD RELATIONSHIPS WITH COMMUNITY

Schools and early learning services should build relationships with their local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. These relationships help to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.



★ Required Action

ADD TO RAP

OVERVIEW

NEED TO KNOW

IDEAS FOR ACTION

PROFESSIONAL LEARNING

CURRICULUM RESOURCES

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Educators guide children to use building blocks to construct a basic model of their local area and point out important Aboriginal and Torres Strait Islander community places and organisations within the area. People who can share important learnings at these places/organisations are also recognised and positively discussed.
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[www.youtube.com/watch?v=Epk448g0p-M](https://www.youtube.com/watch?v=Epk448g0p-M)



HOME / ACTIONS / BUILD RELATIONSHIPS WITH

SAMPLE PRIMARY SCHOOL

# BUILD RELATIONSHIPS WITH COMMUNITY

Schools and early learning services should build relationships with their local Aboriginal and Torres Strait Islander community that are built on mutual respect, trust and inclusiveness. These relationships help to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children and community members.

## ADD TO RAP

Build Relationships with Community

Goal ⓘ

Our school will continue to strengthen relationships with the Ngunnawal, Ngambri, Ngarigo people and the wider Aboriginal and Torres Strait Islander community of Canberra.

Assign RAP Action to Working Group member

- ☐ Julie Smith  
☐ Sarah Phillips

- ☒ Jonathan Edwards  
☒ Karen Woods

Timeline Type

Ongoing

CANCEL

SAVE AND CONTINUE

OVERVIEW

NEED TO KNOW

IDEAS FOR ACTION

PROFESSIONAL LEARNING

CURRICULUM RESOURCES

UT

YOUR RAP

JULIE



REFLECTION SURVEY VISION ACTIONS



★ Required Action

ADD TO RAP



HOME / ACTIONS / BUILD RELATIONSHIPS WITH

SAMPLE PRIMARY SCHOOL

# 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.

## GOAL

EDIT

Our school will continue to strengthen relationships with the Ngunnawal,

## ADD DELIVERABLES ⓘ

Deliverable details

Investigate becoming a member of ACT Aboriginal & Torres Strait Islander Education Consultative Group.

Assign to RAP Working Group member:

Karen Woods

CANCEL

SAVE & CLOSE

SAVE & ADD ANOTHER

## DELIVERABLES

ADD

LOG OUT

YOUR RAP

JULIE



REFLECTION SURVEY

VISION

ACTIONS



Aa



★ Added RAP Action

👤 Assigned to: Jonathan E, Karen W

📅 Timeline: Ongoing

# 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.

★ Added RAP Action

👤 Assigned to: [Karen W, Jonathan E](#)

📅 Due Date: [Ongoing](#)

🗑️ [Remove Action](#)

## GOAL

EDIT

Our school will continue to strengthen relationships with the Ngunnawal, Ngambri, Ngarigo people and the wider Aboriginal and Torres Strait Islander community of Canberra.

## DELIVERABLES

ADD

	Deliverable	Due date	Assigned to	
○	Investigate becoming a member of ACT Aboriginal & Torres Strait Islander Education Consultative Group.		Karen Woods	 EDIT
✓	Contact the United Ngunnawal Elders Council	Completed 12 Oct by Tessa Keenan	Jonathan Edwards	

## SAMPLE PRIMARY SCHOOL



# YOUR RAP

This page will assist the RAP Working Group to keep track of goals and deliverables. Each of the steps below must be completed before the RAP can be submitted to the Principal or Director for approval. Once approved, the RAP is automatically sent to Reconciliation Australia to be reviewed and uploaded to the 'Who has a RAP?' page of the Narragunnawali platform.

SET UP  
100%

SUBMIT RAP



RAP WORKING DOCUMENT ⓘ

PREVIEW RAP ⓘ

PREVIEW RAP POSTER ⓘ



### RAP WORKING GROUP

Edit the RAP Working Group or invite members to join.

17 confirmed participants  
2 unconfirmed participants

GO TO WORKING GROUP



### REFLECTION SURVEY

Reflect on reconciliation initiatives currently taking place in SAMPLE Developer 2.

Last updated Tue, Feb 5, 2019  
2:37 PM

GO TO SURVEY



### VISION

Write a statement expressing what reconciliation means to SAMPLE Developer 2.

Last updated Mon, Jul 2, 2018  
2:43 PM

GO TO VISION



### ACTIONS

Select Actions to add to your Reconciliation Action Plan (RAP).

14/14 required Actions added.

GO TO RAP ACTIONS

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SET UP  
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APPROVE RAP



RAP WORKING DOCUMENT ⓘ

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[HOME](#) / [YOUR RAP](#)


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SET UP  
100%

 Due to be refreshed on  
19 Dec 2019

REVERT TO DRAFT

RAP WORKING DOCUMENT 

DOWNLOAD RAP 

DOWNLOAD RAP POSTER 



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Narragunnawali  
Reconciliation in Schools  
and Early Learning

**NAKRA  
GUNNA  
WALI**

## RECONCILIATION ACTION PLAN

Sample Primary School  
May 2017 to May 2018



## Contents

---

Our Vision for Reconciliation

---

The Working Group

---

Reconciliation Action Plan (RAP) Actions

---

Relationships

---

Respect

---

Opportunities

---



The Sea of Hands 2017

## Vision for Reconciliation

Our school views reconciliation as an opportunity to redress the inequities that exist between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. It means acknowledging the diverse knowledges, expertise, achievements and contributions of Aboriginal and Torres Strait Islander peoples and drawing on these, in partnership with Aboriginal and Torres Strait Islander peoples, to enhance the life experiences of all Australians. A reconciled Australia rejoices in the successes of its diverse population who work together in partnership to ensure that everyone enjoys equal access to all of Australia's natural and cultural resources. A reconciled Australia acknowledges the unique rights of Aboriginal and Torres Strait Islander peoples to their land, languages and culture. A reconciled Australia has high expectations for all its citizens and ensures that everyone is adequately supported to achieve their fullest potentials.

## Acknowledgment of Country

Our school acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of this nation and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Islander peoples.

## RAP Working Group

Name	Position
Tessa Keenan	Principal / Director
Julie Smith	Staff (teaching)
Karen Woods	Staff (non-teaching)
Jonathan Edwards	Pre-service teacher
Sarah Phillips	Community Member

## RAP Support Network

Name	Role/Organisation
Gregory Davies	Sample Community Organisation
Anni Simons	Community Member



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.	Karen W	Ongoing



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Jonathan E, Sarah P	Ongoing

# RECONCILIATION ACTION PLAN

Sample Primary School  
May 2017 to May 2018

## RELATIONSHIPS



### IN THE CLASSROOM

- Enhance teaching and learning activities by engaging Aboriginal and Torres Strait Islander people from within the school or early learning service community.



### AROUND THE SCHOOL

- Provide opportunities for staff to build and extend knowledge and understanding of Aboriginal and Torres Strait Islander cultures.



### WITH THE COMMUNITY

- Coordinate a Welcome to Country for significant events.
- Celebrate National Reconciliation Week (NRW) from 27 May to 3 June each year.
- Build relationships with the local Aboriginal and Torres Strait Islander community that are founded on mutual respect, trust and inclusiveness.

## RESPECT



### IN THE CLASSROOM

- Teach about the concept, history and progress of reconciliation in Australia.
- Raise awareness of current events and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples and the process of reconciliation.



### AROUND THE SCHOOL

- Develop understanding of what it means to acknowledge Country, and provide everyone the opportunity to do so at meetings and events throughout the year.



### WITH THE COMMUNITY

- Fly or display the Aboriginal and Torres Strait Islander flags all year round to demonstrate pride and respect for Australia's First Peoples.
- Raise awareness of, teach about, and take positive action against racism.

## OPPORTUNITIES



### IN THE CLASSROOM

- Ensure Aboriginal and Torres Strait Islander histories and cultures are incorporated in curriculum planning, development and evaluation processes.



### AROUND THE SCHOOL

- Ensure policies are inclusive of Aboriginal and Torres Strait Islander people and aim to increase knowledge of Aboriginal and Torres Strait Islander histories and cultures.
- Encourage staff to be involved in the ongoing development and implementation of the RAP through staff development opportunities.



### WITH THE COMMUNITY

- Celebrate RAP progress in the school or early learning service and throughout the community.

Signature \_\_\_\_\_

Date \_\_\_\_\_



# PROFESSIONAL LEARNING










## EVALUATING RESOURCES

This activity asks staff to carefully evaluate resources that include Aboriginal and Torres Strait Islander perspectives and content as part of curriculum planning to ensure that the resources being used are meaningful and appropriate.

### Relevant Subjects

Cross-Curricula

### Relevant Years

Early Learning | Primary | Secondary



## BRINGING ABORIGINAL AND TORRES STRAIT ISLANDER PERSPECTIVES INTO THE CLASSROOM: NO EXCUSES

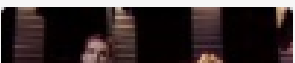
Teachers and educators often report being nervous or fearful to teach about Aboriginal and Torres Strait Islander peoples, histories and cultures. These activities aim to address some of these concerns.

### Relevant Subjects

Cross-Curricula

### Relevant Years

Early Learning | Primary | Secondary



## DANIEL KELLY: "SPECIAL TREATMENT"

### Relevant Subjects

# CURRICULUM RESOURCES

Filter by Subject



Filter by Year



Filter by RAP Action



SEARCH



## COLOURS AS CULTURAL SYMBOLS (EARLY LEARNING)

This craft-based activity reminds children of the cultural meanings and significance of the colours that make up the Aboriginal flag and the Torres Strait Islander flag.

### Relevant Subjects

Cross-Curricula | Visual Arts

### Relevant Years

Early Learning



## MY ACKNOWLEDGEMENT OF COUNTRY (PRIMARY)

In this activity, students develop their own unique and meaningful Acknowledgement of Country that they can use on an ongoing basis.

### Relevant Subjects

Cross-Curricula | Civics and Citizenship | Geography | [Show more](#)

### Relevant Years

Primary



## LANGUAGES MAP ACTIVITY (SECONDARY)

### Relevant Subjects

Languages | Cross-Curricula | English |

# SUBJECT GUIDES

DOWNLOAD RESOURCE GUIDES FOR YOUR SUBJECT/LEARNING AREA:



CIVICS & CITIZENSHIP



DANCE



DRAMA



ECONOMICS & BUSINESS



ENGLISH



GEOGRAPHY



HEALTH & PHYSICAL EDUCATION



HISTORY



LANGUAGES



MATHEMATICS



MEDIA ARTS



MUSIC

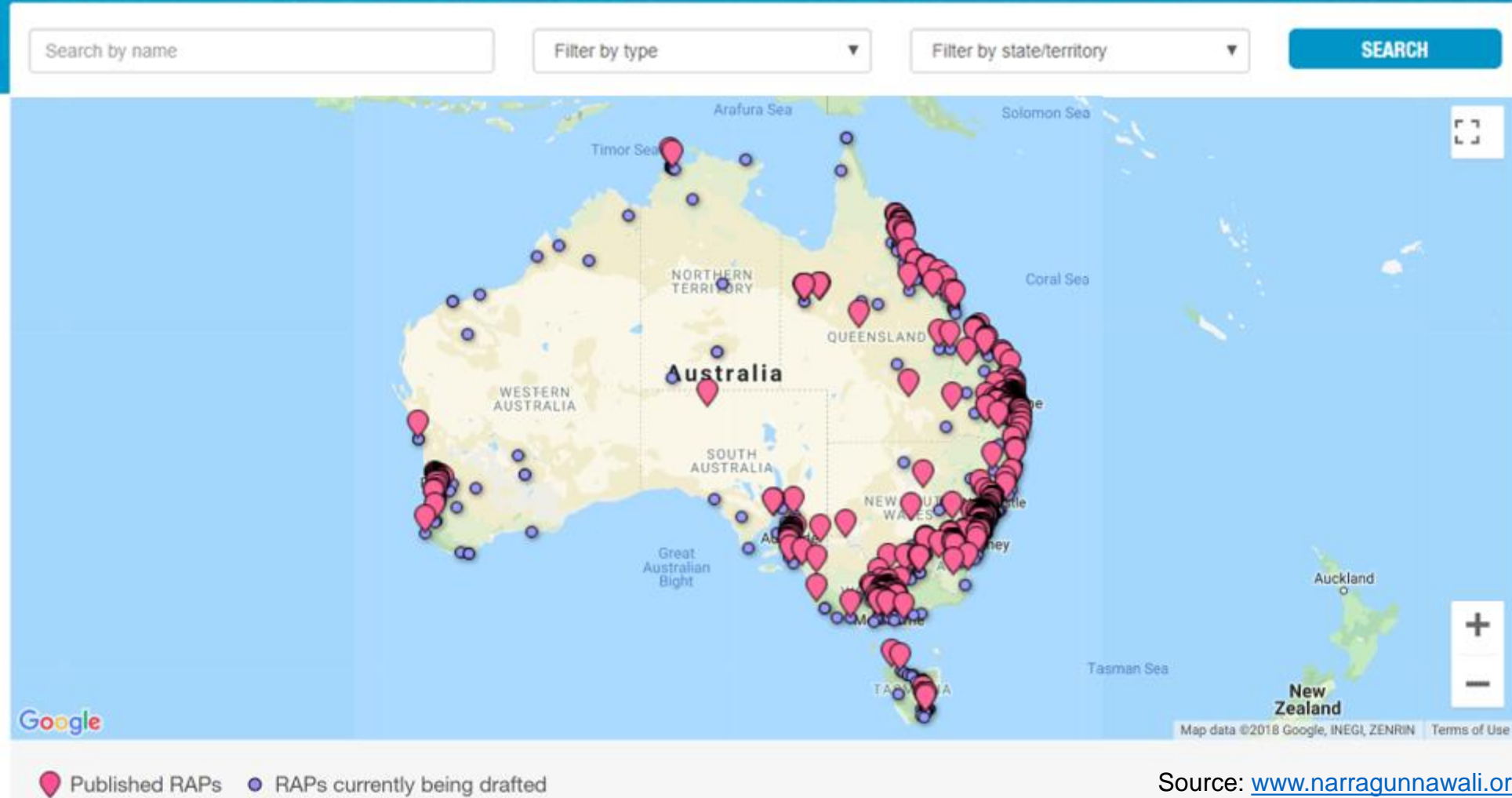




# WHO HAS A RAP?

WHAT IS A RAP? RAP ACTIONS WHO HAS A RAP?

Connect with schools and early learning services to develop networks, build relationships and promote reconciliation in the local community and across the country. There are currently 4500+ schools and early learning services developing Reconciliation Action Plans (RAPs).





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SEARCH

**SAMPLE PRIMARY SCHOOL**  
Our school views reconciliation as an opportunity to redress the inequities that exist between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. It means acknowledging the diverse knowledges, expertise, achievements and contributions of Aboriginal and Torres Strait Islander peoples...

**State:** ACT  
**Postcode:** 2603  
**Type:** Primary



# SAMPLE PRIMARY SCHOOL

## VISION FOR RECONCILIATION

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State  
ACT

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## ACTIONS

### Action

Build Relationships with Community

[View](#)

Aboriginal and Torres Strait Islander People in the Classroom

[View](#)

Cultural Competence for Staff

[View](#)

Welcome to Country

[View](#)

Celebrate National Reconciliation Week

[View](#)

Teach about Reconciliation

[View](#)

# NEWS

Narragunnawali News contains information about reconciliation in Australia, ideas for driving reconciliation in schools and early learning services, and highlights of great things happening in schools and early learning services across the country.



8 Aug 2018

## RECONCILIATION IN THE MEDIA - CELEBRATING WOMEN: POWER, STRENGTH AND RESILIENCE

Momentum is increasing with treaty negotiations and social landscapes shifting toward a more positive future for Australia. And it is women who are leading the charge.



8 Aug 2018

## TEACHER FEATURE – GERALDINE ATKINSON, VICTORIA

Geraldine is a Bangerang/Wiradjuri woman who has devoted her career to Aboriginal and Torres Strait Islander education in Victoria and across Australia. She is the current President of the Victorian Aboriginal Education Association (VAEA) and the Deputy Chairperson of the Secretariat of National Aboriginal and Islander Child Care (SNAICC).



8 Aug 2018

## SPOTLIGHT ON - WALKING TOGETHER RECONCILIATION CONFERENCE, WOLLONGONG NSW

After attending an ECA Conference and undertaking a secondment as a non-Indigenous team member at an Aboriginal and Torres Strait Islander early learning service, Tracey and the Wollongong City Council brought educators and community together for a special localised reconciliation conference



8 Aug 2018

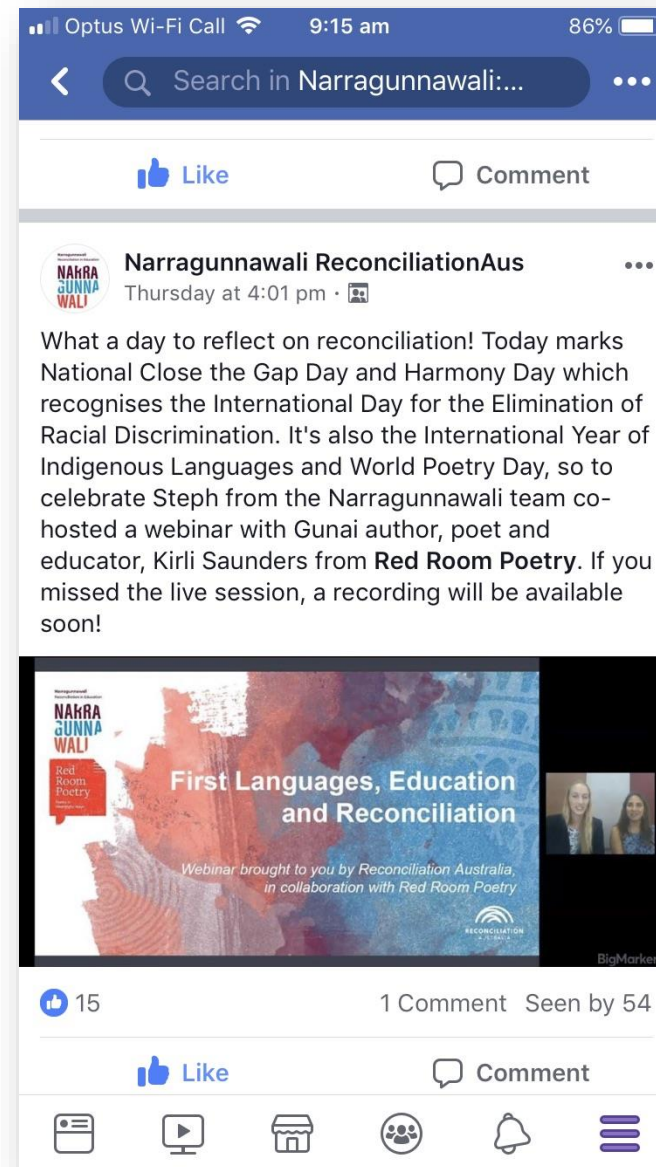
## RECONCILIATION RESOURCE– RECOGNISING RIGHTS

International Day of the World's Indigenous Peoples is in recognition of the United Nations Working Group on Indigenous populations in



Narragunnawali  
Reconciliation in Education

**NAKRA  
GUNNA  
WALI**



# INITIAL TEACHER EDUCATION

[Host a link to the Narragunnawali platform on your Website](#)[Join us for a Narragunnawali Webinar/Workshop](#)[Engage with some Suggested Readings and Resources](#)[Request a Resource, Assessment Task, or Lecture/Tutorial Plan Review](#)[Spread Some Key Messages](#)[Reconciliation Action Plans \(RAPs\) for Educational Institutions](#)[Share Your Ideas with Us!](#)

# WEBINARS



Joining us for a Narragunnawali webinar is a great way to meet members of our team, hear stories from guest speakers, and engage with core insights around reconciliation in education, no matter where you are! Narragunnawali webinars are free and registration is simple, whether you choose to join from your work or home computer.

SEE OUR [LIVE WEBINARS](#) OR [ON-DEMAND WEBINARS](#)

[www.narragunnawali.org.au/about/webinars](http://www.narragunnawali.org.au/about/webinars)





[www.youtube.com/watch?v=EUuWsymN26g](http://www.youtube.com/watch?v=EUuWsymN26g)

# Reconciliation in Education – Key Messages

Strong examples of reconciliation in education tend to:

- Address all five integral and interrelated dimensions of reconciliation.
- Recognise the relationship and yet distinction between ‘Aboriginal education’ and ‘reconciliation in education.’
- Recognise that Aboriginal and Torres Strait Islander content and perspectives apply to all areas of study.
- Appreciate that reconciliation is everyone’s business, and for everyone’s benefit, and should be driven in a whole-scale sense.

# Reconciliation in Education – Key Messages

Strong examples of reconciliation in education tend to:

- Focus not just on the importance of students' learning, but also on the importance of continued professional learning of teaching staff.
- Draw on a strengths-based approach.
- Genuinely embed reconciliation actions into everyday practice, rather than reserving them for special events or as extra-curricular activities.
- Be aspirational and ambitious but also honest and humble.

# Reconciliation in Education – Key Messages

Strong examples of reconciliation in education tend to:

- Demonstrate an active awareness of the diversity of Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives.
- Recognise that reconciliation is about more than celebrating multiculturalism, diversity, human rights, equal opportunities and inclusion generally.
- Be founded on a commitment to building long-term, transformational relationships with the local Aboriginal and Torres Strait Islander community.
- Appreciate that the ways in which we talk about reconciliation can be just as important as the ways in which we ‘walk’ together in reconciliation.

# What is Reconciliation?



## HEAD (Think)

*What do you think or already know about reconciliation?*



## HEART (Feel)

*How do you feel about reconciliation?  
How is it part of your story?*



## HAND (Act)

*How can you take action toward reconciliation?*

Without Narragunnawali I fear our RAP would not be the 'living document' it is today. (School, SA)

Like all plans, they get written and don't always get re-visited or don't have ongoing implementation. Being linked with Narragunnawali helps keep us motivated and on track. (Early learning service, QLD)

The response from children and families [to the RAP] has been overwhelming. (Early learning educator)

**Thank you!**  
**[narragunnawali.org.au/contact-us](https://narragunnawali.org.au/contact-us)**

I realised that it's challenging for people to pick up that baton sometimes, not because of lack of wanting to or a will to do it but an anxiousness about doing it right. And I think that is one of the biggest things that stop people doing this work, is the anxiousness about doing it right. (Early learning director)

I feel I have gained so much personal knowledge and an increased confidence ... that fear of doing the wrong thing culturally, or being inadvertently offensive, has prevented me from doing anything in the past. Small steps. (Early learning educator)

The tide is turning – I can feel it in my bones. (Elder & educator)

We have to make sure that we are educating and building relationships with non-Indigenous educators and the wider community to want to deliver important cultural and historical truth-telling in our curriculums. (Elder & educator)