



**Kids'  
Uni**

# Reconciliation Action Plan





## ARTIST ACKNOWLEDGEMENT

Artist: Zachary Bennett-Brook

Zachary is a contemporary artist, Indigenous man of Torres Strait Islander ancestry born and raised on Dharawal Country. This artwork was commissioned for Kids Uni to be used as part of our Reconciliation Action Plan. The white dotted lines represent the learning journey of the children moving their way through Kids Uni. The circular patterns represent meeting places where people come together to share knowledge. The multilayered circular pattern reflects notions of working together and interconnecting as one, it highlights working in harmony and supporting those around you.



# NAKRA GUNNA WALI

## RECONCILIATION ACTION PLAN

UoW Pulse Children's Services - Kids Uni  
September 2021 to September 2022

- UoW Pulse Children's Services - Kid's Uni iC
- UOW Pulse Children's Services - Kids Uni CBD
- UOW Pulse Children's Services - Kids Uni North
- UOW Pulse Children's Services - Kids Uni South



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## VISION FOR RECONCILIATION

### UoW Pulse Children's Services Reconciliation Vision Statement

Reconciliation is opening our hearts and minds to diverse perspectives, ways of thinking and ways of being. Reconciliation is also about being committed to working with children and families to build greater connections between our centres and the local Aboriginal and Torres Strait Islander community.

Reconciliation is underpinned by understanding the history of our Nation. We acknowledge the trauma experienced by the Aboriginal and Torres Strait Islander community and the damaged relationships resulting from this history. Through our RAP, we aim to work towards healing these relationships. We understand that there are a range of views towards reconciliation, and we respect them. At Kids Uni, we look forward to a hopeful and reconciled future.

We believe that reconciliation is about creating a sense of belonging for all people in our community and celebrating the resilience, richness and diversity of Aboriginal and Torres Strait Islander peoples.

We aim to foster children's abilities to recognise their role in bringing about a better future by engaging as active participants and advocates for reconciliation in their communities.

Our Educators will contribute to respectful and mutual relationships with children, families and community. There will be a commitment and openness to their own perspectives and supporting children's expansion of perspectives to deepen thinking and understanding about Aboriginal and Torres Strait Islander peoples and cultures.

Educators will be knowledgeable, supported, confident and well-resourced to guide children's learning and conversations about First Nations Peoples. They will develop cultural competency and cultural safety practices to ensure all work is guided by respectful collaboration with the local First Nations community.

Meaningful relationships with our community and families will respectfully bring many perspectives to our learning and experiences. Our path towards reconciliation will be a shared journey with our families and the wider community.

## ACKNOWLEDGEMENT OF COUNTRY

We would like to respectfully acknowledge the Traditional Custodians of the Land where we come together every day at Kids Uni. We acknowledge Elders of the past, present and emerging.

Here at Kids Uni we value our shared learning journey with our children, our families and our wider community. We look forward to a hopeful and reconciled future where there is a shared sense of identity for all people in our country.

We acknowledge that Country for Aboriginal peoples is an interconnected set of ancient and sophisticated relationships. Kids Uni and UOW Pulse reside within The University of Wollongong which spreads across many interrelated landscapes. We acknowledge the custodianship of the Aboriginal peoples of this place that has kept alive the relationships between all living things.

We acknowledge the real and devastating impact of colonisation on Aboriginal countries and peoples and further commit ourselves to truth-telling, healing and education.

We also acknowledge the use of the word 'Narragunnawali' throughout this document.

Narragunnawali (pronounced narra-gunna-wally) is a word from the language of the Ngunnawal people, Traditional Owners of the Land on which Reconciliation Australia's Canberra office is located, meaning alive, wellbeing, coming together and peace.

Narragunnawali is the name given to a program within Reconciliation Australia that supports reconciliation in education services, the name is used with permission from the United Ngunnawal Elders Council.



## RAP WORKING GROUP

Name	Position
Kellie Grose	Principal / Director
Emma Seitler	Staff (teaching)
Rhonda Bitschkat	Staff (teaching)
Jane Chalker	Staff (teaching)
Louise Windisch	Staff (teaching)
Kirli Saunders	Staff (Indigenous Education Worker)
Amanda McIlhutto	Staff (teaching)
Kate Allison	Staff (teaching)
Cassie Williams	Staff (teaching)
Nicola Jefferson	Staff (teaching)
Nicole Bray	Staff (teaching)

## RAP SUPPORT NETWORK

Name	Role/Organisation
Bianca Hester	Parent
Sheree Blanch	Parent
Jo Goulding	UOW RAP Co-ordinator
Destiny Paris	Parent
Amy Luschwitz	Parent
UOW Aboriginal Advisory Committee - various members	University of Wollongong





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.	Emma S, Rhonda B, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B	31/12/2022
Early Years Learning Framework - Early Learning Specific	We commit to seeking out meaningful connections between our vision and plans for reconciliation and the principles, practices and outcomes of the Early Years Learning Framework. Establishing a strong relationship between the two will ensure reconciliation is meaningfully embedded in everyday early learning environments.	Louise W, Emma S, Rhonda B, Jane C, Amanda M, Kate A, Cassie W, Nicola J, Nicole B	01/01/2022 - 30/06/2022





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Elders and Traditional Owners Share Histories and Cultures	We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that our local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.	Rhonda B, Emma S, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B	30/09/2021 - 30/09/2022
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.	Kellie G	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Welcome to Country	Where appropriate, significant events at our early learning service commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of their Land.	Kellie G, Emma S, Rhonda B, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B	Ongoing
Celebrate National Reconciliation Week	Our early learning service community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school, and celebrating with the community. NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can join the national reconciliation effort.	Emma S, Rhonda B, Kellie G, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B	27/05/2022 - 03/06/2022
Create Stakeholder List	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.	Louise W, Amanda M, Kate A, Nicole B	31/12/2021



## RELATIONSHIPS



## WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
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.	Kellie G, Emma S, Rhonda B, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Teach about Reconciliation	Our early learning service community is committed to learning about reconciliation in Australia. Having an understanding of the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. This understanding also helps to strengthen engagement with our early learning service's RAP by positioning it within the broader story of reconciliation in Australia.	Emma S, Rhonda B, Jane C, Amanda M, Kate A, Cassie W, Nicola J	Ongoing
Explore Current Affairs and Issues	We are committed to raising awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. This will be done through curriculum delivery, policies and procedures, and will be integrated into the ethos of our early learning service.	Rhonda B, Kellie G, Emma S, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B	Ongoing



## RESPECT



## AROUND THE SCHOOL

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Acknowledgement of Country	Our early learning service recognises the continuing connection of Aboriginal and Torres Strait Islander peoples to the Country on which we live, work, learn and grow. All staff and students have the opportunity to show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.	Kellie G	31/12/2021
Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures	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.	Kellie G	31/03/2022



RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Care for Country	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.	Jane C, Emma S, Rhonda B, Amanda M, Kate A, Cassie W, Nicola J	Ongoing







RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Celebrate Days of National Significance	We commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation movement to show our pride in, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions. We also commit to including Aboriginal and Torres Strait Islander perspectives when we commemorate other national days, such as January 26 (Australia Day) and Anzac Day.	Rhonda B, Kellie G, Emma S, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B	Ongoing
Aboriginal and Torres Strait Islander Flags	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.	Kellie G, Louise W, Nicole B	30/09/2021
RAP Launch	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.	Kellie G	30/11/2021



RESPECT



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Take Action Against Racism	Racism can have serious negative consequences for the people who experience it, for those who witness it, and for wider society. When racism is properly understood it is easier to overcome. We commit to building awareness of what racism is, the impacts of racism and how to respond effectively when it occurs through an anti-racism strategy tailored to the needs of our early learning service.	Kellie G	Ongoing





RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Curriculum Planning	Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum documents have or will be audited to identify the extent to which Aboriginal and Torres Strait Islander histories, cultures and contributions are already embedded, and to identify opportunities for strengthening the representation of this content in the curriculum.	Louise W, Emma S, Rhonda B, Jane C, Amanda M, Kate A, Cassie W, Nicola J, Nicole B	Ongoing



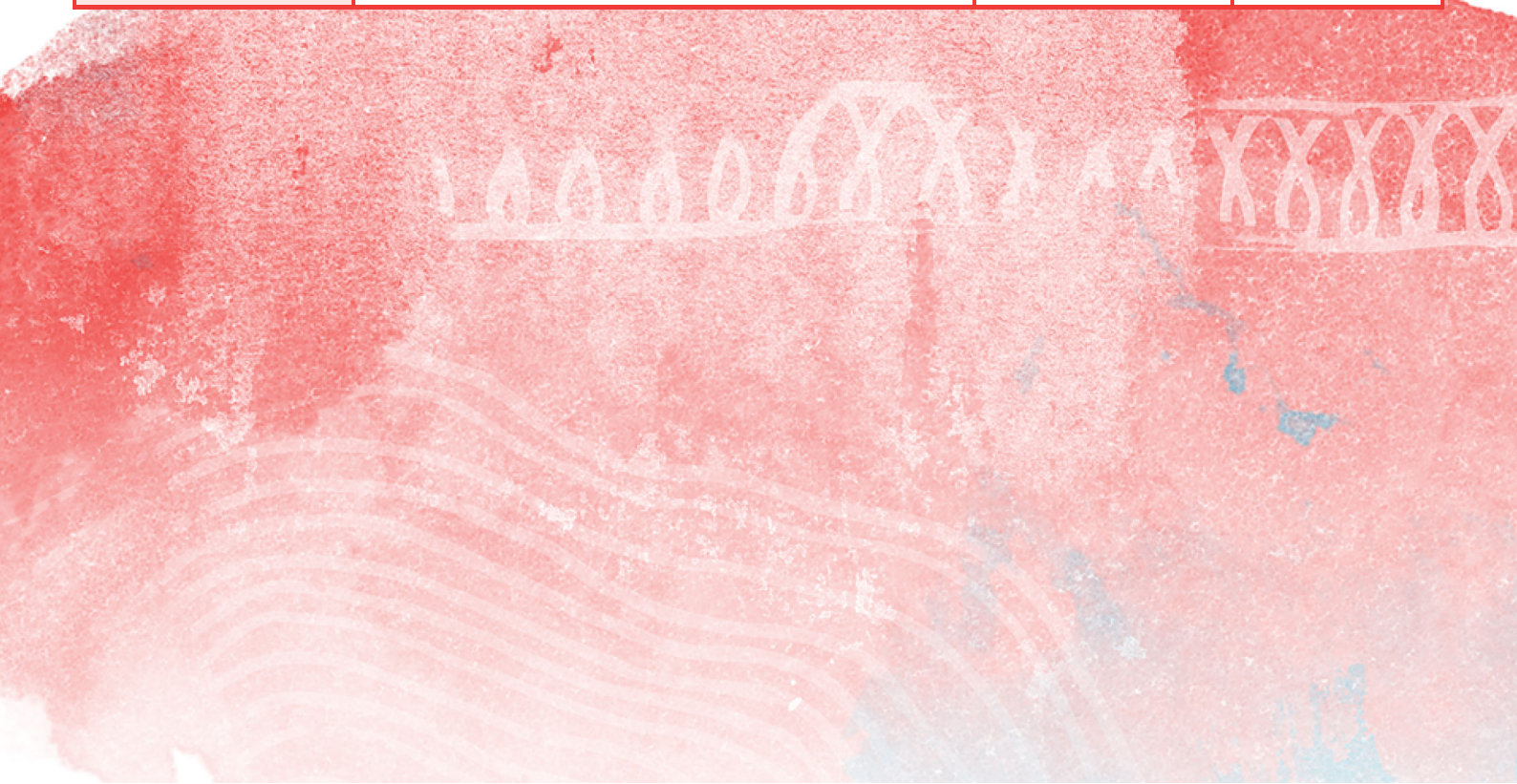


# OPPORTUNITIES



# AROUND THE SCHOOL

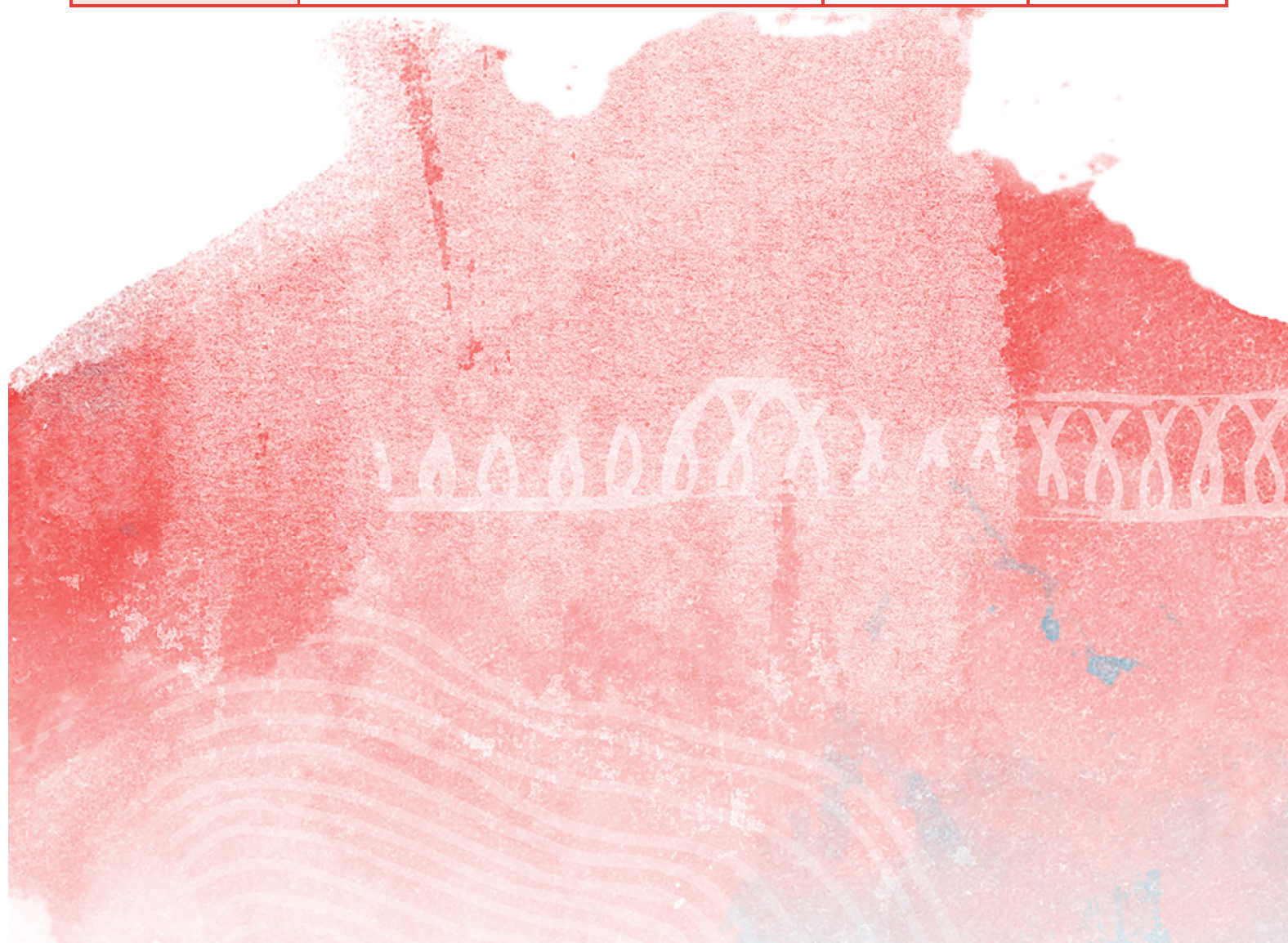
RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Inclusive Policies	All staff in our early learning service are aware of policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander people and increasing knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. We have a plan in place to ensure all staff comply with these policies in their daily practice. Our internal policies have been, or will be, amended to ensure they are also inclusive of Aboriginal and Torres Strait Islander peoples and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.	Kellie G	Ongoing
Staff Engagement with RAP	Commitment to the Reconciliation Action Plan (RAP) from all staff is essential for developing a RAP that is implemented in a meaningful and sustainable way. All staff will be involved in the ongoing development and implementation of our RAP through staff development opportunities facilitated by the RAP Working Group.	Kellie G, Emma S, Rhonda B, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B	Ongoing







RAP ACTIONS	COMMITMENT	ASSIGNED TO	DUE DATE
Employment Strategy	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.	Kellie G	31/12/2022
Celebrate RAP Progress	We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions in our early learning service. We will track the progress of our RAP, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our RAP into the future.	Kellie G, Emma S, Rhonda B, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B	Ongoing





The logo consists of the words "NAKRA", "GUNNA", and "WALI" stacked vertically. "NAKRA" is in dark red, "GUNNA" is in blue, and "WALI" is in red. The letters are bold and have a slightly distressed, hand-painted appearance.

# RECONCILIATION ACTION PLAN

**UoW Pulse Children's Services - Kids Uni**

**September 2021 to September 2022**

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- UOW Pulse Children's Services - Kids Uni North
- UOW Pulse Children's Services - Kids Uni South

**RAP WORKING DOCUMENT AS AT 06/09/2021**

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

The logo features the words "Kids'" and "Uni" stacked. "Kids'" is in a multi-colored font (blue, green, orange) and "Uni" is in a blue and orange font. The letters are bold and rounded.The logo features a red stylized rainbow arch above the words "RECONCILIATION" and "AUSTRALIA" in a bold, sans-serif font.



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# 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.<sup>1</sup>

Please note that this working document may include details that will not appear on the formal RAP document.

To view your formal RAP document, you will need to generate and then download the file titled 'Reconciliation Action Plan' when accessing [your RAP](#) within the Narragunnawali platform. Please note that, until your RAP has been published by Reconciliation Australia, a 'DRAFT' watermark will appear on the document.

RAP Working Group members can use this working document to view some of the details of their RAP in a single file location; to make offline notes about RAP details; and to inform internal reflection and planning processes relating to the RAP.

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<sup>1</sup>RAPs are unique and highly valued documents. Reconciliation Australia has worked extensively with its stakeholders to develop and build both the [Narragunnawali RAP framework](#) for schools and early learning services, as well as the [wider RAP program](#). To maintain the integrity of these programs in alignment with Reconciliation Australia's [terms and conditions](#), organisations, schools or early learning services that choose not to be part of Reconciliation Australia's RAP programs, or who have not developed RAPs through to final endorsement/publication stage via these programs, should not use the words 'Reconciliation Action Plan', 'RAP', or the Reconciliation Australia or Narragunnawali logo on public websites or documents.



# VISION FOR RECONCILIATION

## UoW Pulse Children's Services Reconciliation Vision Statement

Reconciliation is opening our hearts and minds to diverse perspectives, ways of thinking and ways of being. Reconciliation is also about being committed to working with children and families to build greater connections between our centres and the local Aboriginal and Torres Strait Islander community.

Reconciliation is underpinned by understanding the history of our Nation. We acknowledge the trauma experienced by the Aboriginal and Torres Strait Islander community and the damaged relationships resulting from this history. Through our RAP, we aim to work towards healing these relationships. We understand that there are a range of views towards reconciliation, and we respect them. At Kids Uni, we look forward to a hopeful and reconciled future.

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Here at Kids Uni we value our shared learning journey with our children, our families and our wider community. We look forward to a hopeful and reconciled future where there is a shared sense of identity for all people in our country.

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## RAP WORKING GROUP

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Emma Seitler	Staff (teaching)
Rhonda Bitschkat	Staff (teaching)
Jane Chalker	Staff (teaching)
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Cassie Williams	Staff (teaching)
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Nicole Bray	Staff (teaching)

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Name	Role/Organisation
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Sheree Blanch	Parent
Jo Goulding	UOW RAP Co-ordinator
Destiny Paris	Parent
Amy Luschwitz	Parent
UOW Aboriginal Advisory Committee - various members	University of Wollongong

# RAP ACTIONS

## Relationships in the classroom

**Action:** **Aboriginal and Torres Strait Islander People in the Classroom**

**Assigned to:** Emma S, Rhonda B, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B

**Due date:** 31/12/2022

**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:** Each service will work towards developing and sustaining meaningful, ongoing relationships with the local Aboriginal community, providing opportunities for ongoing cultural liaison, community engagement, contracting and employment of First Nations people within our centres.

### Deliverables:

- |                       |   |                     |                  |          |
|-----------------------|---|---------------------|------------------|----------|
| <input type="radio"/> | Each service works towards developing and sustaining meaningful ongoing relationships with the local Aboriginal community by attending local events, AECG NI meetings and networking opportunities, and connecting with our local UOW and WIC communities for support.  | <b>Jane Chalker</b> | <b>Due Date:</b> | 30/06/22 |
| <input type="radio"/> | Ensuring reciprocity, opportunities will be provided to engage the local Aboriginal community through employment pathways. For example, contracting a local First Nations artist to embed a mural as permanent infrastructure in our spaces, employing First Nations Cultural inclusion Officer 1 day a week, contracting First Nations Cultural Consultants, educators and Elders to deliver workshops across our centres. | <b>Kellie Grose</b> | <b>Due Date:</b> | 30/06/22 |
| <input type="radio"/> | Our centres will work with UOW Pulse to develop Aboriginal Employment Strategies, supporting pathways of employments for First Nations Early Childhood Educators, administration and support staff  | <b>Kellie Grose</b> | <b>Due Date:</b> | 31/12/22 |



# RAP ACTIONS

## Relationships in the classroom

**Action:** Early Years Learning Framework - Early Learning Specific

**Assigned to:** Louise W, Emma S, Rhonda B, Jane C, Amanda M, Kate A, Cassie W, Nicola J, Nicole B

**Due date:** 01/01/2022 - 30/06/2022

**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:** For educators to document children's learning and experiences relating to Aboriginal and Torres Strait Islander history and culture and to link this learning and experience to curriculum principles, practices outcomes.

### Deliverables:

- |                       |   |                        |                  |          |
|-----------------------|---|------------------------|------------------|----------|
| <input type="radio"/> | All educators will take time to reflect on the practices, principles and outcomes for children in the EYLF document. Educators will engage in reflective conversations about how these relate to learning and experiences around Aboriginal and Torres Strait Islander history and culture. | <b>Louise Windisch</b> | <b>Due Date:</b> | 30/06/22 |
| <input type="radio"/> | All educators will document examples of learning that relate to Aboriginal and Torres Strait Islander history and culture and reference EYLF principles, practices and outcomes.  | <b>Louise Windisch</b> | <b>Due Date:</b> | 30/06/22 |
| <input type="radio"/> | All educators participate in professional development opportunities to enhance their understandings of inclusive pedagogies, supporting engagement of First Nations students and appropriately embedding Aboriginal perspectives in the classroom   | <b>Kellie Grose</b>    | <b>Due Date:</b> | 30/06/22 |

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# RAP ACTIONS

## Relationships around the school

**Action:** Elders and Traditional Owners Share Histories and Cultures

**Assigned to:** Rhonda B, Emma S, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B

**Due date:** 30/09/2021 - 30/09/2022

**Commitment:** We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be of mutual benefit, and that our local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.

**Goal:** Children and educators will have opportunity to speak with Aboriginal and Torres Strait Islander Elders and Traditional Owners about Country, Community, history and culture.

### Deliverables:

- |                       |  |                         |                  |          |
|-----------------------|--|-------------------------|------------------|----------|
| <input type="radio"/> | Develop and sustain meaningful relationships with the local Aboriginal community by attending local events, AECG meetings, networking opportunities and connecting with our local UoW community for support. | <b>Jane Chalker</b>     | <b>Due Date:</b> | 31/03/22 |
| <input type="radio"/> | Ongoing engagement of local Elders and Traditional Owners into our classrooms support staff and students.  | <b>Rhonda Bitschkat</b> | <b>Due Date:</b> | 31/03/22 |

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# RAP ACTIONS

## Relationships around the school

**Action:** Cultural Competence for Staff

**Assigned to:** Kellie G

**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:** All educators will have access to regular formal and informal learning opportunities to support their cultural competence, allowing them to act in culturally safe and responsible ways with our learning and broader community.

### Deliverables:

- |                       |  |              |                  |          |
|-----------------------|--|--------------|------------------|----------|
| <input type="radio"/> | Through the employment of a Cultural Inclusion Support Teacher, all staff at all centres will have access to ongoing Cultural Consulting to enhance inclusive practices, and enact cultural safety across Kids' Uni. | Kellie Grose | <b>Due Date:</b> | 31/12/21 |
| <input type="radio"/> | At least twice per year, as a minimum, a provocation will be provided in our team meetings to engage educators in reflective conversations that will support cultural competence and safety.                         | Nicole Bray  | <b>Due Date:</b> | 30/06/22 |
| <input type="radio"/> | All staff will participate in formal and informal Cultural Competencies professional development to enhance pedagogy and practice, resulting in more responsible and culturally safe practices.                      | Kellie Grose | <b>Due Date:</b> | 30/09/22 |

# RAP ACTIONS

## Relationships with the community

**Action:** Welcome to Country

**Assigned to:** Kellie G, Emma S, Rhonda B, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B

**Due date:** Ongoing

**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:** Build safe and meaningful relationships with Traditional Custodians through UoW and AECG communities, and invite community into our centres to conduct Welcome to Country ceremonies for significant events. Acknowledgement of Country will be delivered in reciprocity.

### Deliverables:

- |                       |  |                     |                  |          |
|-----------------------|--|---------------------|------------------|----------|
| <input type="radio"/> | We will work with the local Aboriginal community within UoW and the Northern Illawarra AECG to create and maintain safe and meaningful relationships, to understand appropriate protocols around connecting with, and inviting, Traditional Custodians to conduct Welcome to Country ceremonies at Kids Uni. | <b>Kellie Grose</b> | <b>Due Date:</b> | 30/06/22 |
| <input type="radio"/> | After creating meaningful relationships, we will invite Traditional Custodian/s to conduct a Welcome to Country at our RAP launch event.   | <b>Kellie Grose</b> | <b>Due Date:</b> | 30/11/21 |
| <input type="radio"/> | Kids Uni will invite a Traditional Custodian to conduct a Welcome to Country ceremony at at least one significant event with children and families each year. Acknowledgement of Country will be delivered in reciprocity and children will share their Reconciliation Statement in classrooms each day.     | <b>Kellie Grose</b> | <b>Due Date:</b> | 30/11/22 |



# RAP ACTIONS

## Relationships with the community

**Action:** Celebrate National Reconciliation Week

**Assigned to:** Emma S, Rhonda B, Kellie G, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B

**Due date:** 27/05/2022 - 03/06/2022

**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:** Educators will celebrate Reconciliation Week with children, families and our community each year.

### Deliverables:

- |                       |   |                         |                  |          |
|-----------------------|---|-------------------------|------------------|----------|
| <input type="radio"/> | Educators will celebrate National Reconciliation Week with children in our classrooms by exploring and unpacking the National Reconciliation Week theme.  | <b>Emma Seidler</b>     | <b>Due Date:</b> | 03/06/22 |
| <input type="radio"/> | We will share our celebrations around National Reconciliation Week with families by creating displays in our foyers and / or classrooms, sharing our work through our educational programs and inviting families to join us for events. | <b>Rhonda Bitschkat</b> | <b>Due Date:</b> | 03/06/22 |
| <input type="radio"/> | We will connect with our community as part of our celebration of National Reconciliation Week and participate in local community events or initiatives. We will include children and families in these events whenever possible.        | <b>Louise Windisch</b>  | <b>Due Date:</b> | 03/06/22 |

## RAP WORKING DOCUMENT AS AT 06/09/2021

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# RAP ACTIONS

## Relationships with the community

**Action:** Create Stakeholder List

**Assigned to:** Louise W, Amanda M, Kate A, Nicole B

**Due date:** 31/12/2021

**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:** With a focus on reciprocity, we develop a list of stakeholders who may be able to support our work/ who we may be able to support with regards to Reconciliation.

### Deliverables:

- |                       |   |                        |                  |          |
|-----------------------|---|------------------------|------------------|----------|
| <input type="radio"/> | We will continue to make connections in our community with local Aboriginal people and organisations in order to make our work authentic and meaningful.  | <b>Louise Windisch</b> | <b>Due Date:</b> | 30/06/22 |
| <input type="radio"/> | We will seek input from all educators to develop a list of relevant stakeholders who may be able to support our work around Reconciliation. This list will include 1-2 key contact people from Kids Uni who have the closest relationship with the stakeholder. These people will initially be the primary point of contact with the stakeholder. | <b>Nicole Bray</b>     | <b>Due Date:</b> | 30/11/21 |
| <input type="radio"/> | We will communicate with each stakeholder on our list to share our RAP with them and to start conversations about our goals.  | <b>Kellie Grose</b>    | <b>Due Date:</b> | 30/06/22 |

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# RAP ACTIONS

## Relationships with the community

**Action:** Build Relationships with Community

**Assigned to:** Kellie G, Emma S, Rhonda B, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole 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:** Building relationships will be at the core of our work around Reconciliation. We understand that our work cannot be authentic and meaningful if we are not engaging with our community to seek support and understanding. We will actively seek out relationships within our University and broader community to ensure that our Reconciliation initiatives are contextualised and relevant.

### Deliverables:

- |                       |  |                     |                  |          |
|-----------------------|--|---------------------|------------------|----------|
| <input type="radio"/> | We will use our stakeholder list as a starting point to reach out to local people and organisations who can support us in our work around Reconciliation.          | <b>Kellie Grose</b> | <b>Due Date:</b> | 31/03/22 |
| <input type="radio"/> | We will work towards relationships that are reciprocal and we will recognise the knowledge, expertise and time offered by our local community to support our work. | <b>Kellie Grose</b> | <b>Due Date:</b> | 30/06/22 |
| <input type="radio"/> | We will work with the UOW community to engage in and promote activities and events.  | <b>Kellie Grose</b> | <b>Due Date:</b> | 31/12/22 |

# RAP ACTIONS

## Respect in the classroom

**Action:** Teach about Reconciliation

**Assigned to:** Emma S, Rhonda B, Jane C, Amanda M, Kate A, Cassie W, Nicola J

**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:** At Kids'Uni, we teach about Reconciliation, by supporting staff with cultural competency training to ensure cultural safety when engaging our First Nations community and providing meaningful learning opportunities for children.

### Deliverables:

- |                       |  |                         |                  |          |
|-----------------------|--|-------------------------|------------------|----------|
| <input type="radio"/> | All staff have access to professional development opportunities to enhance Cultural Competency and cultural safety, with an understanding of our Nation's History and its impacts on First Nation's communities. | <b>Kellie Grose</b>     | <b>Due Date:</b> | 30/09/22 |
| <input type="radio"/> | With awareness, cultural safety and respect, we engage local Traditional Elders and Custodians in our Centres to support our Reconciliation Journey.   | <b>Louise Windisch</b>  | <b>Due Date:</b> | 30/06/22 |
| <input type="radio"/> | In Culturally competent and safe ways, staff teach students about First Nations culture, community, country and history with meaningful and engaging learning opportunities.                                     | <b>Nicola Jefferson</b> | <b>Due Date:</b> | 30/12/22 |



# RAP ACTIONS

## Respect in the classroom

**Action:** Explore Current Affairs and Issues

**Assigned to:** Rhonda B, Kellie G, Emma S, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B

**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:** We raise awareness of current affairs and issues in the public domain that are of particular significance to Aboriginal and Torres Strait Islander peoples in all of our centres.

### Deliverables:

- |                       |   |                        |                  |          |
|-----------------------|---|------------------------|------------------|----------|
| <input type="radio"/> | Directors and RAP champions will provide appropriate links to community events and broader organisations where appropriate and management will support attendance at these events during paid work periods. | <b>Kellie Grose</b>    | <b>Due Date:</b> | 30/09/22 |
| <input type="radio"/> | All Staff explore Days of Cultural Significant in centres through meaningful teaching. They maintain ongoing correspondence with parents and carers to support awareness in community.                      | <b>Cassie Williams</b> | <b>Due Date:</b> | 30/09/22 |
| <input type="radio"/> | Directors remain up to date with Educational policies and National Standards affecting First Nations enrolments, staff and the broader community.   | <b>Nicole Bray</b>     | <b>Due Date:</b> | 30/09/22 |

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# RAP ACTIONS

## Respect around the school

**Action:** Acknowledgement of Country

**Assigned to:** Kellie G

**Due date:** 31/12/2021

**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:** Write a unique acknowledgement of country, for both children and also adults, that is relevant to our community. Share these words with all children, families, educators and visitors so that everyone feels confident in acknowledging country on a daily basis with children, and at each meeting or gathering with educators, family and community.

### Deliverables:

- |                       |  |                     |                  |          |
|-----------------------|--|---------------------|------------------|----------|
| <input type="radio"/> | Create an acknowledgement of country for all children to use on a daily basis in our classrooms. Seek feedback on this from all educators and communities, and implement in culturally appropriate ways. | <b>Kellie Grose</b> | <b>Due Date:</b> | 31/12/21 |
| <input type="radio"/> | Create an acknowledgement of country for all educators to use at meetings and gatherings. Seek feedback on this from all educators and local Aboriginal community.                                       | <b>Kellie Grose</b> | <b>Due Date:</b> | 31/12/21 |
| <input type="radio"/> | Put in place an expectation that an acknowledgement of country will take place at the beginning of every meeting, event or gathering,  | <b>Kellie Grose</b> | <b>Due Date:</b> | 31/12/21 |



# RAP ACTIONS

## Respect around the school

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

**Assigned to:** Kellie G

**Due date:** 31/03/2022

**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 all centres celebrate, share and honour First Nations people, Culture, Country and Histories.

### Deliverables:

- |                       |   |                     |                  |          |
|-----------------------|---|---------------------|------------------|----------|
| <input type="radio"/> | Embed visible Acknowledgement of Country in all centres in consultation with local community  | <b>Kellie Grose</b> | <b>Due Date:</b> | 31/03/22 |
| <input type="radio"/> | Ensure all centres have access to culturally appropriate, engaging First Nations resources to support learning opportunities  | <b>Kellie Grose</b> | <b>Due Date:</b> | 31/03/22 |
| <input type="radio"/> | In consultation with First Nations Community, embed meaningful, appropriate and highly visible First Nations artworks and designs across all centres in celebration and welcoming of local community. | <b>Kellie Grose</b> | <b>Due Date:</b> | 30/09/21 |

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# RAP ACTIONS

## Respect around the school

**Action:** Care for Country

**Assigned to:** Jane C, Emma S, Rhonda B, Amanda M, Kate A, Cassie W, Nicola J

**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:** Through community connections, we will support children to become environmentally and sociably minded through 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 Lands, skies and waterways where living and learning takes place.

### Deliverables:

- |                       |  |                 |                  |          |
|-----------------------|--|-----------------|------------------|----------|
| <input type="radio"/> | Students and families are provided education and opportunities to appreciate and care for Country at their centres daily e.g. Ensure water isn't wasted, recycling programs, planting of native trees to welcome birds etc.        | Jane Chalker    | <b>Due Date:</b> | 30/09/22 |
| <input type="radio"/> | Engage in cultural consultation to ensure First Nations knowledge of cultural conservation, cultivation and care for country informs the development of a natural spaces at our centres (eg bush tucker and native garden spaces). | Louise Windisch | <b>Due Date:</b> | 30/09/22 |
| <input type="radio"/> | Connect with community to provide students opportunities to learn about local conservation, cultivation and care for country. Include learning in our natural spaces and gardens at Kids' Uni.                                     | Louise Windisch | <b>Due Date:</b> | 30/06/22 |

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# RAP ACTIONS

## Respect with the community

**Action:** Celebrate Days of National Significance

**Assigned to:** Rhonda B, Kellie G, Emma S, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B

**Due date:** Ongoing

**Commitment:** We commit to organising and participating in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation movement to show our pride in, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions. We also commit to including Aboriginal and Torres Strait Islander perspectives when we commemorate other national days, such as January 26 (Australia Day) and Anzac Day.

**Goal:** To demonstrate pride in, and respect for, Aboriginal and Torres Strait Islander histories, cultures and contributions, Kids' Uni will organise and participate in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and the reconciliation movement.

### Deliverables:

- |                       |   |                     |                  |          |
|-----------------------|---|---------------------|------------------|----------|
| <input type="radio"/> | Kids' Uni staff participate in UOW/ UOW PULSE NAIDOC and Reconciliation Events on Campus.                                 | <b>Kellie Grose</b> | <b>Due Date:</b> | 30/06/22 |
| <input type="radio"/> | Educators engage with local Aboriginal and Torres Strait Islanders to teach students about National Days of Significance. | <b>Kate Allison</b> | <b>Due Date:</b> | 30/06/22 |

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# RAP ACTIONS

## Respect with the community

**Action:** Aboriginal and Torres Strait Islander Flags

**Assigned to:** Kellie G, Louise W, Nicole B

**Due date:** 30/09/2021

**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:** All centres display the Aboriginal and Torres Strait Islander flags to demonstrate pride and respect for the histories, cultures and contributions of Australia's First Peoples.

### Deliverables:

- |                       |   |                     |                           |
|-----------------------|---|---------------------|---------------------------|
| <input type="radio"/> | All centres display Aboriginal and Torres Strait Islander Flags for staff, students and community to see upon entry to the space. | <b>Kellie Grose</b> | <b>Due Date:</b> 30/09/21 |
|-----------------------|---|---------------------|---------------------------|

# RAP ACTIONS

## Respect with the community

**Action:** RAP Launch

**Assigned to:** Kellie G

**Due date:** 30/11/2021

**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:** Kids' Uni will hold an event to acknowledge the launch of our Reconciliation Action Plan with community. We will celebrate the implementation of our RAP and dedication of our RAP working Group.

### Deliverables:

- |                       |  |                     |                  |          |
|-----------------------|--|---------------------|------------------|----------|
| <input type="radio"/> | First Nations Community, UOW PULSE, UOW Community, Kids' Uni staff, families and students are involved in RAP launch at UOW. | <b>Kellie Grose</b> | <b>Due Date:</b> | 30/11/21 |
| <input type="radio"/> | RAP is launched digitally with UOW PULSE and community.  | <b>Kellie Grose</b> | <b>Due Date:</b> | 30/09/21 |

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# RAP ACTIONS

## Respect with the community

**Action:** Take Action Against Racism

**Assigned to:** Kellie G

**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:** At all centres, our staff and students take action through ongoing professional development and implementation of UOW and UOW Pulse policy to counter racism by building awareness of racism, its impacts, and how to respond effectively to racism.

### Deliverables:

- |                       |  |              |                  |          |
|-----------------------|--|--------------|------------------|----------|
| <input type="radio"/> | In meaningful, engaging and appropriate ways, staff teach about inclusion, and diversity, continuing a zero tolerance for racist, derogatory and hurtful behaviours within the classroom | Emma Seitler | <b>Due Date:</b> | 31/03/22 |
| <input type="radio"/> | All staff are required to engage in Equal Employment Opportunity EEO mandatory training, outlining zero tolerance of racism within our centres.  | Kellie Grose | <b>Due Date:</b> | 31/12/21 |
| <input type="radio"/> | Staff at Kids Uni are invited to participate in UOW FUSE 'Racism it stops with me' campaign to encourage community engagement resource dissemination and video pledge against racism.    | Kellie Grose | <b>Due Date:</b> | 31/12/21 |

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# RAP ACTIONS

## Opportunities in the classroom

**Action:** Curriculum Planning

**Assigned to:** Louise W, Emma S, Rhonda B, Jane C, Amanda M, Kate A, Cassie W, Nicola J, Nicole B

**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:** Across all learning areas and centres, Aboriginal and Torres Strait Islander histories and cultures are embedded in curriculum planning, development and evaluation processes.

### Deliverables:

- |                       |   |                         |                  |          |
|-----------------------|---|-------------------------|------------------|----------|
| <input type="radio"/> | First Nations perspectives and protocols are embedded in all programs and aligned to the Early Years Learning Framework.  | <b>Louise Windisch</b>  | <b>Due Date:</b> | 30/06/22 |
| <input type="radio"/> | Ongoing consultation with local AECG, Elders, Custodians and Community will support teachers to embed Aboriginal perspectives and protocols across the curriculum | <b>Nicola Jefferson</b> | <b>Due Date:</b> | 30/06/22 |
| <input type="radio"/> | Centre philosophies focus on Reconciliation to enhance Cultural Inclusion for all students  | <b>Nicole Bray</b>      | <b>Due Date:</b> | 31/03/22 |

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# RAP ACTIONS

## Opportunities around the school

**Action:** Inclusive Policies

**Assigned to:** Kellie G

**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:** Policies across all centres reflection Inclusive practices, supporting the ongoing engagement of Aboriginal and Torres Strait Islander staff, students and community.

### Deliverables:

- |                       |   |                     |                  |          |
|-----------------------|---|---------------------|------------------|----------|
| <input type="radio"/> | Policies across all centres are reviewed and edited with focus on Cultural Inclusion.   | <b>Kellie Grose</b> | <b>Due Date:</b> | 31/12/22 |
| <input type="radio"/> | All staff understand and implement culturally inclusive policies across all centres   | <b>Kellie Grose</b> | <b>Due Date:</b> | 31/12/22 |
| <input type="radio"/> | Our priority of access policy gives priority for Aboriginal and Torres Strait Islander children to access early childhood education and care. | <b>Kellie Grose</b> | <b>Due Date:</b> | 30/09/21 |

# RAP ACTIONS

## Opportunities around the school

**Action:** Staff Engagement with RAP

**Assigned to:** Kellie G, Emma S, Rhonda B, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B

**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:** All staff are encouraged to participate in ongoing implementation and development of the RAP.

**Deliverables:**

<input type="radio"/>	RAP Working Group and centre Directors ensure ongoing implementation of RAP in all centres with all staff, encouraging meaningful engagement with reconciliation actions and goals.	Kellie Grose	<b>Due Date:</b>	31/12/22
<input type="radio"/>	RAP actions and goals to be reviewed during staff meetings at all centres.	Louise Windisch	<b>Due Date:</b>	30/06/22



# RAP ACTIONS

## Opportunities with the community

**Action:** Employment Strategy

**Assigned to:** Kellie G

**Due date:** 31/12/2022

**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:** We provide employment opportunities for First Nations Elders, Traditional Owners, Artists, Educators and Administrators.

### Deliverables:

- |                       |  |                     |                  |          |
|-----------------------|--|---------------------|------------------|----------|
| <input type="radio"/> | First Nations Employment strategy is developed and implemented to provide ongoing employment opportunities for Aboriginal and Torres Strait Islanders peoples. | <b>Kellie Grose</b> | <b>Due Date:</b> | 31/12/22 |
| <input type="radio"/> | First Nations Elders, Traditional Custodians, Educators and Artists are employed in all centres to support culturally inclusive practices.                     | <b>Kellie Grose</b> | <b>Due Date:</b> | 30/06/22 |

# RAP ACTIONS

## Opportunities with the community

**Action:** Celebrate RAP Progress

**Assigned to:** Kellie G, Emma S, Rhonda B, Jane C, Louise W, Amanda M, Kate A, Cassie W, Nicola J, Nicole B

**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:** We monitor and celebrate the implementation, achievement and ongoing development of our RAP within our communities including UOW community and AECG NI Community.

### Deliverables:

- |                       |  |                     |                  |          |
|-----------------------|--|---------------------|------------------|----------|
| <input type="radio"/> | We celebrate our RAP launch with staff and broader community including UOW and AECG NI community.                      | <b>Kellie Grose</b> | <b>Due Date:</b> | 30/11/21 |
| <input type="radio"/> | We celebrate the effective completion of RAP actions and goals within the Kids Uni community.                          | <b>Kellie Grose</b> | <b>Due Date:</b> | 31/12/22 |
| <input type="radio"/> | We measure the impact of our RAP on our community through pre and post implementation surveys, to continually improve. | <b>Kellie Grose</b> | <b>Due Date:</b> | 31/03/23 |







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