



**Kids'
Uni**

**Reconciliation Action Plan
2023 -2024**



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.

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

**UoW Pulse Children's Services - Kids Uni
September 2023 to September 2024**

- 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

CONTENTS

Vision for Reconciliation

The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



VISION FOR RECONCILIATION

Reconciliation is opening our hearts and minds to the diverse perspectives of First Nations peoples. It involves commitment to working with children and families to build greater connections between our centres and the local Aboriginal and Torres Strait Islander community.

Reconciliation is grounded by knowledge of our Nation's true history. We acknowledge the trauma experienced by Aboriginal and Torres Strait Islander communities and the damage to relationships, kinship links and communities resulting from this history. Our RAP helps us to actively work towards a hopeful and reconciled future. Reconciliation is about creating a sense of belonging as well as celebrating the resilience, cultural strengths, richness, and diversity of Aboriginal and Torres Strait Islander peoples.


We foster children's abilities to recognise their role in bringing about a better future by engaging respectfully as active participants and advocates for reconciliation in their communities. This will involve teaching them about fair relationships, truth of our history and a respect for all First Nations peoples in Australia. We will contribute to respectful and mutual relationships with children, families, and the Aboriginal and Torres Strait Islander community.

We have a commitment to broaden educator perspectives and support children to deepen their thinking about Aboriginal and Torres Strait Islander peoples and cultures. Educators will be supported, confident and well-resourced to guide children's learning and conversations about First Nations strengths and the history of this continent.

We will develop cultural responsiveness and cultural safety practices to ensure all work is guided by respectful collaboration with the local First Nations communities. Meaningful relationships with our community and families will bring many perspectives to our learning experiences. Our path towards reconciliation will be a shared journey with our families and our community.

ACKNOWLEDGEMENT OF COUNTRY

We would like to respectfully acknowledge the Traditional Owners 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.



RAP WORKING GROUP

Name	Position
Kellie Grose	Principal / Director
Rhonda Bitschkat	Staff (teaching)
Jane Chalker	Staff (teaching)
Louise Windisch	Staff (teaching)
Amanda McIlhutto	Staff (teaching)
Kate Allison	Staff (teaching)
Cassie Williams	Staff (teaching)
Nicole Bray	Staff (teaching)
Kellie O'Leary	Staff (teaching)
Jordan Storm	Staff (teaching)
Kate Norman	Staff (non-teaching)
Sara Betts	Staff (teaching)
Aleysha Zahra	Staff (teaching)
Shanae Ware	Staff (teaching)

CONTRIBUTORS

UoW Pulse Children's Services - Kids Uni would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Destiny Paris	Parent
UOW Aboriginal Advisory Committee - various members	University of Wollongong
Aunty May	Local Elder
Aunty Shas	Local Elder
Aunty Bev	Local Elder
Clint Berry	Parent
Keziah Bennett Brook	Parent



RAP ACTIONS	COMMITMENT
Aboriginal and Torres Strait Islander People in the Classroom	We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.
Early Years Learning Framework	We seek out ways to connect our reconciliation vision and plans and Early Years Learning Framework principles, practices and outcomes. Our efforts mean reconciliation is embedded in everyday early learning environments.

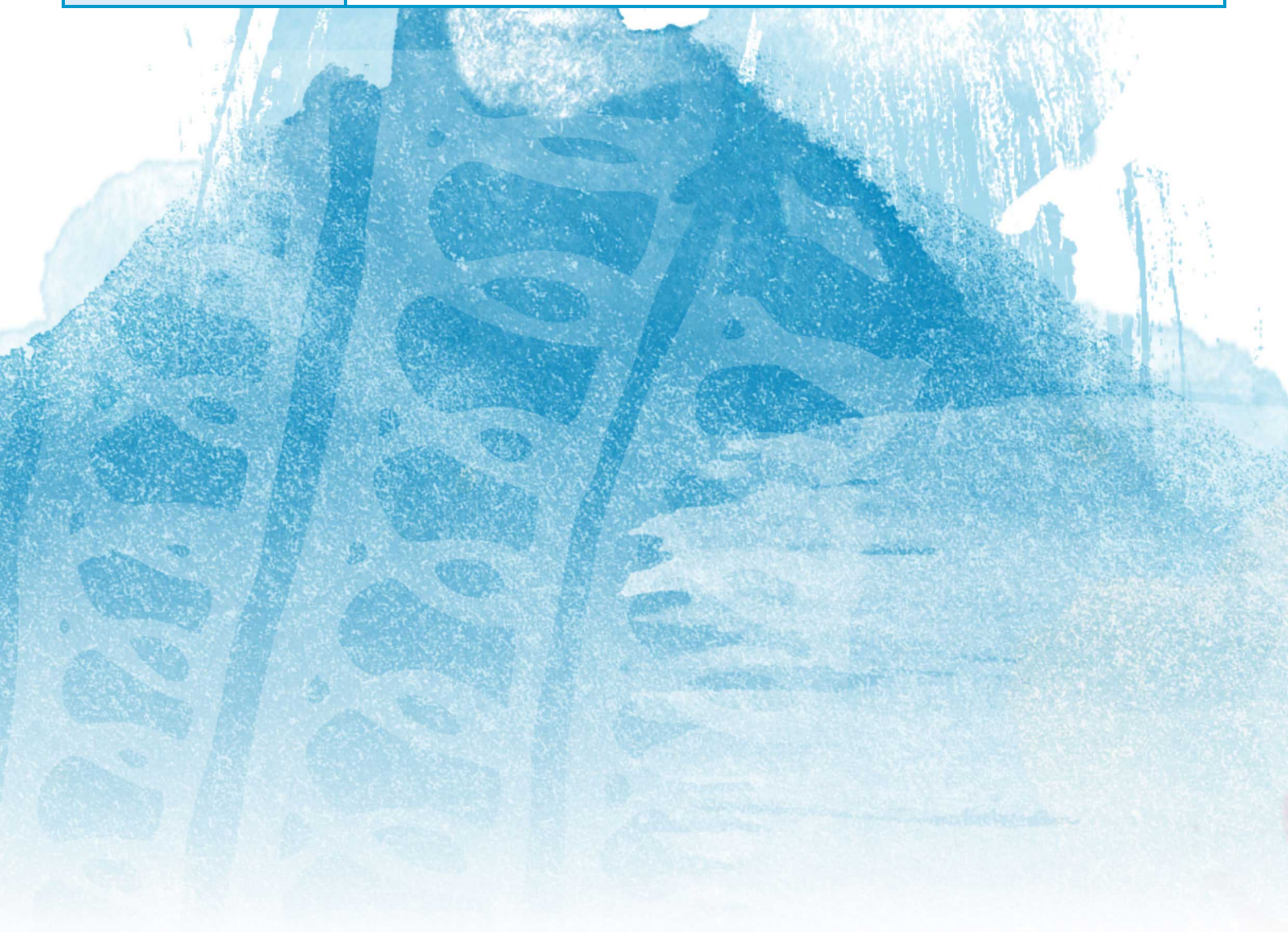




RAP ACTIONS	COMMITMENT
Elders and Traditional Owners Share Histories and Cultures	We are committed to forging a meaningful and ongoing relationship with local Aboriginal and Torres Strait Islander Elders, and people recognised in their community as Traditional Owners. We hope this relationship can be 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.
Cultural Responsiveness for Staff	Staff are supported to reflect on and build their cultural responsiveness to improve their practice and best support the needs of Aboriginal and Torres Strait Islander students. Staff are provided with a range of opportunities to build their knowledge and understanding of their own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.
Reconciliation Projects	Our school will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the school and with the community, we commit to creating an environment where young people, staff and community members acknowledge, respect and experience connection to the First Australians.



RAP ACTIONS	COMMITMENT
Welcome to Country	Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of the Land.
Celebrate National Reconciliation Week	Our school 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.
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.





RAP ACTIONS	COMMITMENT
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.





RAP ACTIONS	COMMITMENT
Teach about Reconciliation	Our school 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 school's RAP by positioning it within the broader story of reconciliation in Australia.
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 school.





RAP ACTIONS	COMMITMENT
Acknowledgement of Country	Our school 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.
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 school. 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.
Care for Country	We commit to actively connecting with, and caring for, the Country/place on which our school 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.



RAP ACTIONS	COMMITMENT
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.
Aboriginal and Torres Strait Islander Flags	Our school 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.
RAP Launch	Our school 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.

RESPECT



WITH THE COMMUNITY

RAP ACTIONS

COMMITMENT

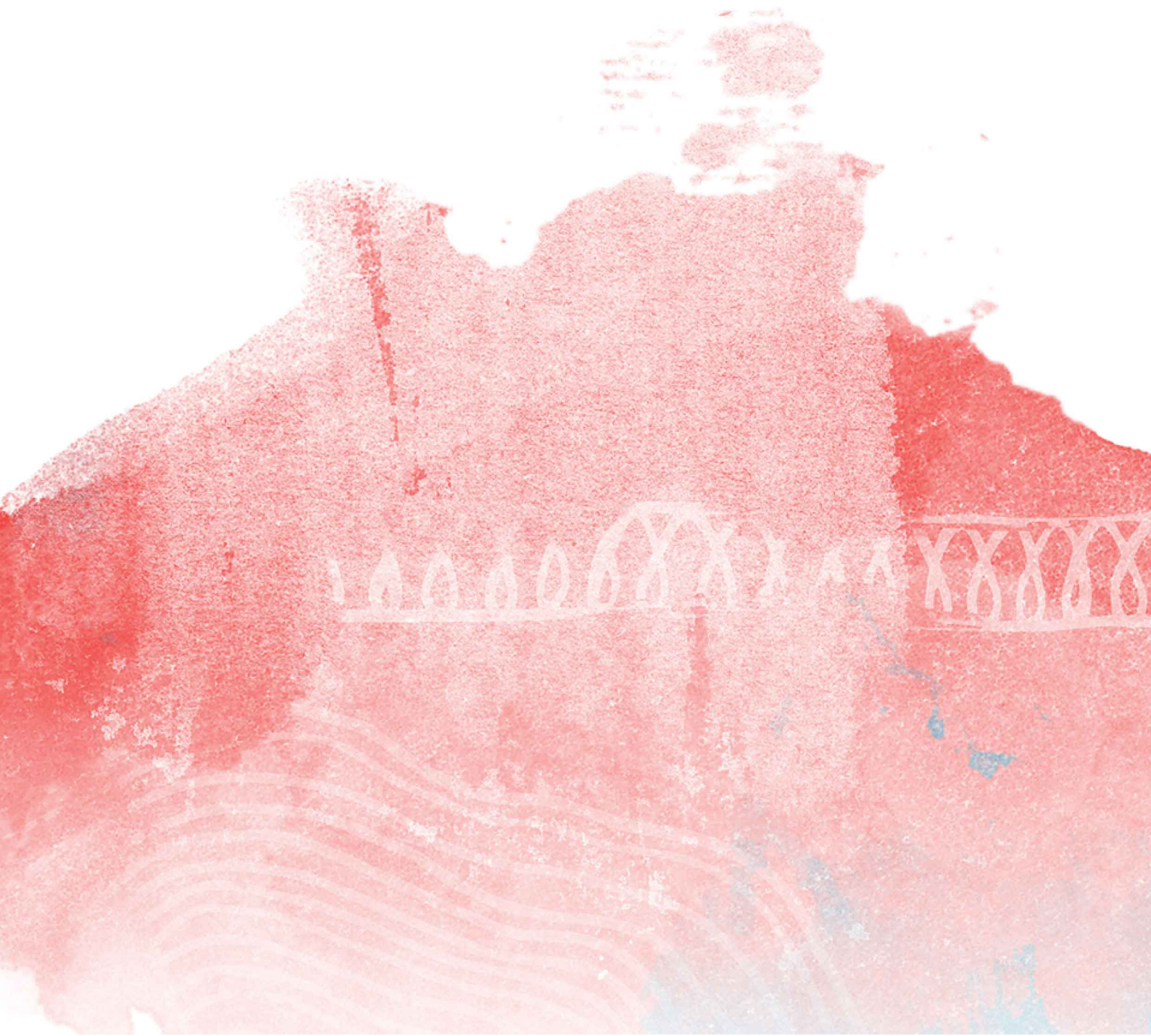
Take Action
Against Racism

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 school.



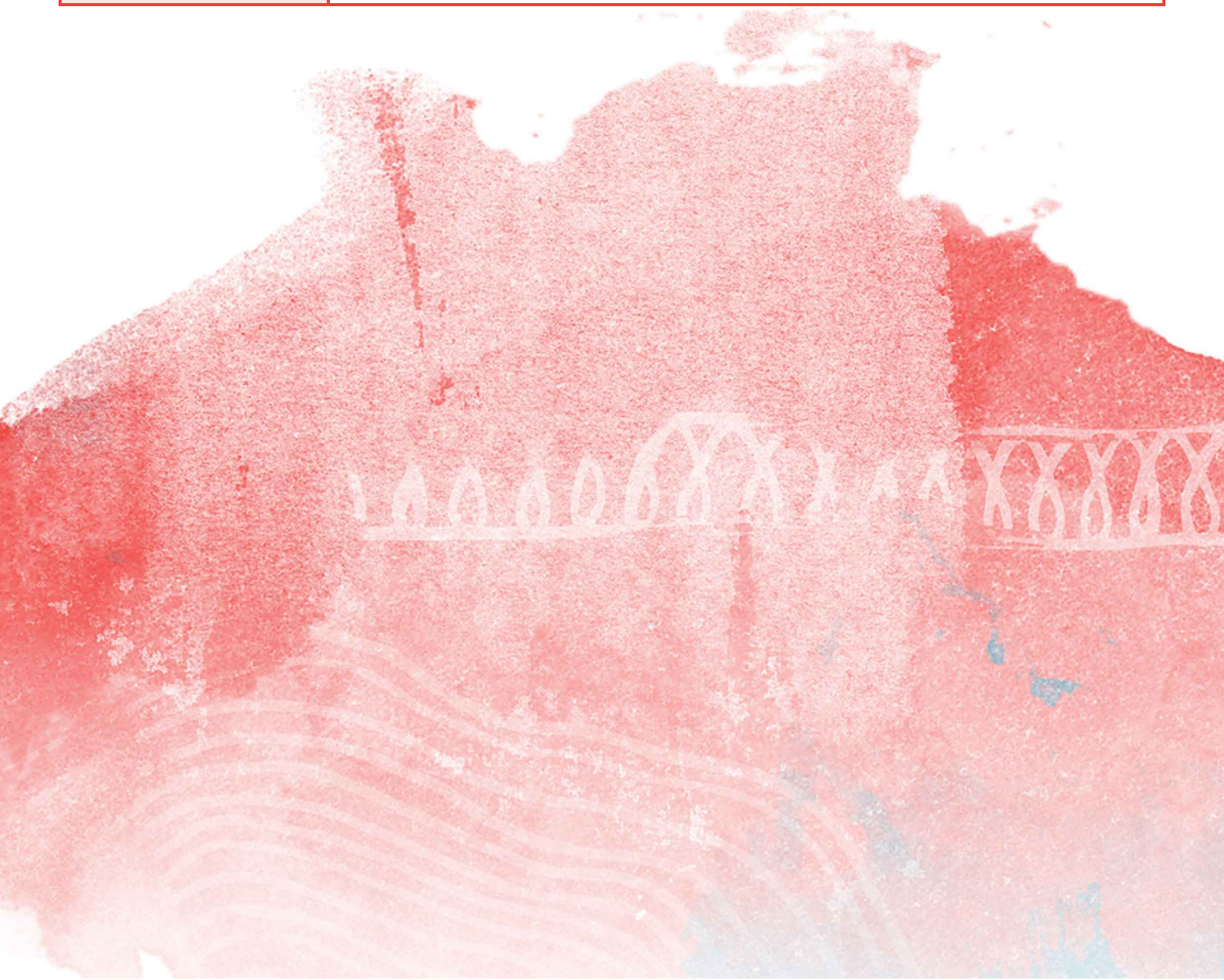


RAP ACTIONS	COMMITMENT
Curriculum Planning	Embedding Aboriginal and Torres Strait Islander histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum documents have or will be audited to 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.





RAP ACTIONS	COMMITMENT
Inclusive Policies	All staff in our school 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.
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.



OPPORTUNITIES



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
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.
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 school. 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.





RAP WORKING DOCUMENT AS AT 11/09/2023

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



CONTENTS

How to use this document

Vision for Reconciliation

RAP Working Group

RAP Actions

Relationships

Respect

Opportunities

RAP WORKING DOCUMENT AS AT 11/09/2023

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

HOW TO USE THIS DOCUMENT

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

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.

¹RAPs 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

Reconciliation is opening our hearts and minds to the diverse perspectives of First Nations peoples. It involves commitment to working with children and families to build greater connections between our centres and the local Aboriginal and Torres Strait Islander community.

Reconciliation is grounded by knowledge of our Nation's true history. We acknowledge the trauma experienced by Aboriginal and Torres Strait Islander communities and the damage to relationships, kinship links and communities resulting from this history. Our RAP helps us to actively work towards a hopeful and reconciled future. Reconciliation is about creating a sense of belonging as well as celebrating the resilience, cultural strengths, richness, and diversity of Aboriginal and Torres Strait Islander peoples.

We foster children's abilities to recognise their role in bringing about a better future by engaging respectfully as active participants and advocates for reconciliation in their communities. This will involve teaching them about fair relationships, truth of our history and a respect for all First Nations peoples in Australia. We will contribute to respectful and mutual relationships with children, families, and the Aboriginal and Torres Strait Islander community.

We have a commitment to broaden educator perspectives and support children to deepen their thinking about Aboriginal and Torres Strait Islander peoples and cultures. Educators will be supported, confident and well-resourced to guide children's learning and conversations about First Nations strengths and the history of this continent.

We will develop cultural responsiveness and cultural safety practices to ensure all work is guided by respectful collaboration with the local First Nations communities. Meaningful relationships with our community and families will bring many perspectives to our learning experiences. Our path towards reconciliation will be a shared journey with our families and our community.

ACKNOWLEDGEMENT OF COUNTRY

We would like to respectfully acknowledge the Traditional Owners 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.

RAP WORKING GROUP

Name	Position
Kellie Grose	Principal / Director
Rhonda Bitschkat	Staff (teaching)
Jane Chalker	Staff (teaching)
Louise Windisch	Staff (teaching)
Amanda McIlhutto	Staff (teaching)
Kate Allison	Staff (teaching)
Cassie Williams	Staff (teaching)
Nicole Bray	Staff (teaching)
Kellie O'Leary	Staff (teaching)
Jordan Storm	Staff (teaching)
Kate Norman	Staff (non-teaching)
Sara Betts	Staff (teaching)
Aleysha Zahra	Staff (teaching)
Shanae Ware	Staff (teaching)

CONTRIBUTORS

UoW Pulse Children's Services - Kids Uni would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Destiny Paris	Parent
UOW Aboriginal Advisory Committee - various members	University of Wollongong
Aunty May	Local Elder
Aunty Shas	Local Elder
Aunty Bev	Local Elder
Clint Berry	Parent
Keziah Bennett Brook	Parent

RAP WORKING DOCUMENT AS AT 11/09/2023

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

RAP ACTIONS

Relationships in the classroom

Action:	Aboriginal and Torres Strait Islander People in the Classroom		
Commitment:	We are committed to engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.		
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:			
✓	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.	Jane Chalker	Completed: 22/02/23
✓	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.	Kellie Grose	Completed: 22/02/23
○	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	Kellie Grose	Due Date: 31/12/24

RAP ACTIONS

Relationships in the classroom

Action: Early Years Learning Framework

Commitment: We seek out ways to connect our reconciliation vision and plans and Early Years Learning Framework principles, practices and outcomes. Our efforts mean reconciliation is 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"/>	Educators will understand the practice of 'Cultural responsiveness' in the EYLF and will embed this in their work with children and families.	Kellie Grose	Due Date:	30/09/24
<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.	Kellie Grose	Due Date:	30/06/24
<input checked="" type="checkbox"/>	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	Kellie Grose	Completed:	22/02/23
<input type="radio"/>	Educators will familiarise themselves with the new principle in the EYLF - Aboriginal and Torres Strait Islander perspectives and ensure that this is embedded in practice.	Kellie Grose	Due Date:	29/02/24

RAP WORKING DOCUMENT AS AT 11/09/2023

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

RAP ACTIONS

Relationships around the school

Action: Elders and Traditional Owners Share Histories and Cultures

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"/>	Maintain meaningful relationships with the local Aboriginal community by attending local events, AECG meetings, networking opportunities and connecting with our local UoW community for support.	Kellie Grose	Due Date:	30/06/24
<input type="radio"/>	Ongoing engagement of local Elders and Traditional Owners in our classrooms to support staff and children.	Kellie Grose	Due Date:	30/06/24

RAP ACTIONS

Relationships around the school

Action: Cultural Responsiveness for Staff

Commitment: Staff are supported to reflect on and build their cultural responsiveness to improve their practice and best support the needs of Aboriginal and Torres Strait Islander students. Staff are provided with a range of opportunities to build their knowledge and understanding of their own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures.

Goal: All educators will have access to regular learning opportunities to support their cultural responsiveness, allowing them to act in culturally safe and responsible ways within our services and broader community.

Deliverables:

- | | | | | |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------|----------|
| ✓ | 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 | Completed: | 11/11/21 |
| ○ | 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. | Kellie Grose | Due Date: | 30/06/24 |
| ✓ | 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 | Completed: | 14/03/23 |

RAP ACTIONS

Relationships around the school

- Action:

Reconciliation Projects
- Commitment:

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

We will be actively involved in organising a reconciliation conference for the community sector.

Deliverables:

- We will have a representative on the organising committee for a local Reconciliation conference that will support the community sector to understand and act on reconciliation initiatives.

Kellie Grose

Due Date:

31/12/24

RAP ACTIONS

Relationships with the community

Action: **Welcome to Country**

Commitment: Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of the Land.

Goal: Build safe and meaningful relationships with Traditional Owners through UOW and AECG communities, and participate in Welcome to Country ceremonies for significant events across the UOW campus. Acknowledgement of Country will be delivered in reciprocity at meetings and daily with children.

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, that will allow us to understand appropriate protocols and meaning around Welcome to Country and smoking ceremonies. | Kellie Grose | Due Date: | 31/03/24 |
| <input checked="" type="checkbox"/> | After creating meaningful relationships, we will invite Traditional Custodian/s to conduct a Welcome to Country at our RAP launch event. | Kellie Grose | Completed: | 01/11/21 |
| <input checked="" type="checkbox"/> | 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. | Kellie Grose | Completed: | 01/11/21 |

RAP WORKING DOCUMENT AS AT 11/09/2023

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

RAP ACTIONS

Relationships with the community

Action: Celebrate National Reconciliation Week

Commitment: Our school 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.	Kellie Grose	Due Date:	03/06/24
-----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------	--------------	-----------	----------

<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.	Kellie Grose	Due Date:	03/06/24
-----------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------	-----------	----------

<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.	Kellie Grose	Due Date:	03/06/24
-----------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------	-----------	----------

<input type="radio"/>	As suggested by Aunty May, it is important for children to have a voice around Reconciliation. We will consider projects that give children a chance to express their ideas, including asking children about Reconciliation and what it means to them.	Kellie Grose	Due Date:	03/06/24
-----------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------	-----------	----------

RAP WORKING DOCUMENT AS AT 11/09/2023

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

RAP ACTIONS

Relationships with the community

Action: Create Stakeholder List

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. As new connections are developed we will continue to update our stakeholders list.	Kellie Grose	Due Date:	31/12/24
<input checked="" type="checkbox"/>	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.	Kellie Grose	Completed:	31/10/22

RAP ACTIONS

Relationships with the community

Action: **Build Relationships with Community**

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:

✓	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.	Kellie Grose	Completed:	22/02/23
○	We will continue to develop and maintain relationships that are reciprocal and we will recognise the knowledge, expertise and time offered by our local community to support our work.	Kellie Grose	Due Date:	30/06/24
○	We will work with the UOW community to engage in and promote activities and events.	Kellie Grose	Due Date:	30/09/24

RAP ACTIONS

Respect in the classroom

Action: Teach about Reconciliation

Commitment: Our school 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 school'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.	Kellie Grose	Due Date:	31/12/24
<input checked="" type="radio"/>	With awareness, cultural safety and respect, we engage local Traditional Elders and Custodians in our Centres to support our Reconciliation Journey.	Louise Windisch	Completed:	13/03/23
<input type="radio"/>	In Culturally competent and safe ways, educators teach children about First Nations culture, community, country and history with meaningful and engaging learning opportunities.	Kellie Grose	Due Date:	31/12/24

RAP ACTIONS

Respect in the classroom

Action: Explore Current Affairs and Issues

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 school.

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. Management will support attendance at these events during paid work periods.	Kellie Grose	Due Date:	31/12/24
<input type="radio"/>	Educators explore Days of Cultural Significant through meaningful teaching. They maintain ongoing correspondence with parents and carers to support awareness in community.	Kellie Grose	Due Date:	01/08/24
<input type="radio"/>	Directors remain up to date with Educational policies and National Standards affecting First Nations enrolments, staff and the broader community.	Kellie Grose	Due Date:	31/12/24

RAP ACTIONS

Respect around the school

Action: Acknowledgement of Country

Commitment: Our school 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: Share our Acknowledgement of Country for both children and also adults with children, families, educators and visitors so that everyone feels confident in acknowledging country on a daily basis with children, and at meetings or gatherings with educators, families and community.

Deliverables:

✓	Create an Acknowledgement of Country for all children to use on a daily basis in our classrooms. Seek feedback on this from educators and communities and implement in culturally appropriate ways.	Kellie Grose	Completed:	13/03/23
✓	Create an Acknowledgement of Country for all educators to use at meetings and gatherings. Seek feedback on this from all educators and the Aboriginal community.	Kellie Grose	Completed:	14/03/23
✓	Put in place an expectation that an Acknowledgement of Country will take place at the beginning of every meeting, event or gathering.	Kellie Grose	Completed:	14/03/23
○	Review the acknowledgements regularly to ensure that they continue to reflect our community and current thinking around reconciliation.	Kellie Grose	Due Date:	31/12/24

RAP WORKING DOCUMENT AS AT 11/09/2023

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

RAP ACTIONS

Respect around the school

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

Commitment: We commit to demonstrating our respect for Aboriginal and Torres Strait Islander histories and cultures in the physical environment of our school. 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:

✓	Embed visible Acknowledgement of Country in all centres in consultation with local community	Kellie Grose	Completed:	14/03/23
○	Ensure all centres have access to culturally appropriate, engaging First Nations resources to support learning opportunities	Kellie Grose	Due Date:	31/12/24
✓	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.	Kellie Grose	Completed:	14/03/23

RAP ACTIONS

Respect around the school

Action: **Care for Country**

Commitment: We commit to actively connecting with, and caring for, the Country/place on which our school 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 by 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"/>	Children 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.	Kellie Grose	Due Date:	31/12/24
<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).	Kellie Grose	Due Date:	30/06/24
<input type="radio"/>	Connect with community to provide children opportunities to learn about local conservation, cultivation and care for country. Include learning in our natural spaces and gardens at Kids' Uni.	Kellie Grose	Due Date:	31/12/24

RAP ACTIONS

Respect with the community

Action: Celebrate Days of National Significance

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.	Kellie Grose	Due Date:	01/08/24
<input type="radio"/>	Educators engage with local Aboriginal and Torres Strait Islanders to teach students about National Days of Significance.	Kellie Grose	Due Date:	01/08/24

RAP ACTIONS

Respect with the community

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

Commitment: Our school 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:

✓	All centres display Aboriginal and Torres Strait Islander Flags for staff, students and community to see upon entry to the space.	Kellie Grose	Completed:	11/11/21
○	Educators engage children in learning about the flags, their meaning and why we display them.	Kellie Grose	Due Date:	31/12/23

RAP ACTIONS

Respect with the community

Action: **RAP Launch**

Commitment: Our school 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 celebrate the launch of our Reconciliation Action Plan. We will celebrate the implementation of our RAP and dedication of our RAP working Group.

Deliverables:

✓	First Nations Community, UOW PULSE, UOW Community, Kids' Uni staff, families and students are involved in RAP launch at UOW.	Kellie Grose	Completed:	14/03/23
✓	RAP is launched digitally with UOW PULSE and community.	Kellie Grose	Completed:	14/03/23
○	Revised RAP is shared with all educators, families, UOW Pulse Management and key stakeholders within our community.	Kellie Grose	Due Date:	30/09/23

RAP ACTIONS

Respect with the community

Action: Take Action Against Racism

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 school.

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 children about inclusion, and diversity, continuing a zero tolerance for racist, derogatory and hurtful behaviours within the classroom	Kellie Grose	Due Date:	31/12/24
<input checked="" type="checkbox"/>	All staff are required to engage in Equal Employment Opportunity EEO mandatory training, outlining zero tolerance of racism within our centres.	Kellie Grose	Completed:	11/11/21
<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.	Nicole Bray	Due Date:	31/12/23

RAP ACTIONS

Opportunities in the classroom

Action: Curriculum Planning

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.	Kellie Grose	Due Date:	30/06/24
<input type="radio"/>	Ongoing consultation with local AECG, Elders, Traditional Owners and Community will support teachers to embed Aboriginal perspectives and protocols across the curriculum	Kellie Grose	Due Date:	30/06/24
<input checked="" type="checkbox"/>	Centre philosophies focus on Reconciliation to enhance Cultural Inclusion for all students	Nicole Bray	Completed:	27/03/23
<input type="radio"/>	We acknowledge that there is a lot to learn from Aboriginal people and the way they have taught their children for many thousands of years. We will draw on consultation with Aboriginal people to explore Aboriginal pedagogy and teaching methods used by Aboriginal people. We will reflect on our teaching strategies to include appropriate elements of this pedagogy into our approach with children.	Kellie Grose	Due Date:	31/12/24

RAP WORKING DOCUMENT AS AT 11/09/2023

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

RAP ACTIONS

Opportunities around the school

Action: **Inclusive Policies**

Commitment: All staff in our school 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 reflect Inclusive practices, supporting the ongoing engagement of Aboriginal and Torres Strait Islander staff, students and community.

Deliverables:

<input type="radio"/>	The Kids Uni Inclusion policy is reviewed and will include specific clauses that relate to Cultural Inclusion.	Kate Norman	Due Date:	31/03/24
<input type="radio"/>	The revised Inclusion policy will be shared with the whole team and relevant training will be provided to ensure that the team understand it's implementation.	Kate Norman	Due Date:	30/06/24
<input checked="" type="checkbox"/>	Our priority of access policy gives priority for Aboriginal and Torres Strait Islander children to access early childhood education and care.	Kellie Grose	Completed:	11/11/21

RAP ACTIONS

Opportunities around the school

Action: **Staff Engagement with RAP**

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	Due Date:	31/12/24
<input type="radio"/>	RAP actions and goals to be reviewed during staff meetings at all centres.	Kellie Grose	Due Date:	31/12/24

RAP ACTIONS

Opportunities with the community

Action: Employment Strategy

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"/>	UOW Pulse develop a First Nations Employment strategy and implemented to provide ongoing employment opportunities for Aboriginal and Torres Strait Islanders peoples.	Kellie Grose	Due Date:	31/12/24
<input type="radio"/>	First Nations Elders, Traditional Owners, Educators and Artists are employed in all centres to support culturally inclusive practices.	Kellie Grose	Due Date:	30/06/24

RAP ACTIONS

Opportunities with the community

Action: Celebrate RAP Progress

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 school. 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:

✓	We celebrate our RAP launch with staff and broader community including UOW and AECG NI community.	Kellie Grose	Completed:	27/03/23
○	We celebrate the effective completion of RAP actions and goals within the Kids Uni community by sharing this with children, staff and families.	Kellie Grose	Due Date:	31/12/24
○	We measure the impact of our RAP on our community through pre and post implementation surveys, to continually improve.	Kellie Grose	Due Date:	31/12/24





**Kids'
Uni**

Reconciliation Action Plan