

Narragunnawali  
Reconciliation in Education

**NAKRA  
GUNNA  
WALI**

# RECONCILIATION ACTION PLAN

Kenmore & District Montessori Children's House



# CONTENTS

Vision for Reconciliation

The Working Group

Reconciliation Action Plan (RAP) Actions

Relationships

Respect

Opportunities



## VISION FOR RECONCILIATION

At Kenmore and District Montessori Childrens House (KDMCH), our vision is to deepen our understanding of First Nations peoples, cultures, and histories. We value and respect the histories, cultures, and ongoing contributions of Aboriginal and Torres Strait Islander peoples and strive to respectfully and authentically embed these perspectives into our program and practice. At KDMCH, we are committed to continuously improving our understanding of First Nations cultures. Through reflection and learning, we aim to strengthen opportunities and outcomes for Aboriginal and Torres Strait Islander children, as well as for all children within our centre and the wider community. We strive to teach all children to respect Aboriginal and Torres Strait Islander cultures and to respectfully share and celebrate these cultures across all learning environments. We aim for children, families, staff, and the wider community to build meaningful understanding and engagement with reconciliation. We believe we have an important role to play in reconciliation and acknowledge that every child in Australia should learn about First Nations peoples cultures, histories, and perspectives. We are committed to our Reconciliation Action Plan (RAP) journey and to the Narragunnawali program and its supporting resources, using them to develop a program that acknowledges and respects the unique contributions Aboriginal and Torres Strait Islander peoples make to our shared national identity. In accordance with the KDMCH philosophy, we acknowledge the Traditional Custodians of the land on which we work and learn each day. We pay our respects to Elders past, present, and emerging.

## ACKNOWLEDGEMENT OF COUNTRY

Acknowledgment of Country. At KDMCH we acknowledge the Traditional Custodians of the Land, Turrbal and Yuggara people, and pay our respects to the Elders of those Lands past present, and emerging. We thank the Yuggara and Turrabal People for caring for the Land and we will continue to care and help. We value their Land, culture, histories and stories.

## RAP WORKING GROUP

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

| Name              | Position             |
|-------------------|----------------------|
| Renuka Senanayake | Principal / Director |
| Thy Nguyen        | Staff (teaching)     |
| Marissa Gibb      | Staff (non-teaching) |

## CONTRIBUTORS

Kenmore & District Montessori Children's House would like to acknowledge the following contributors to the development of this RAP.

| Name          | Role/Organisation |
|---------------|-------------------|
| Daljit Kaur   | Teacher           |
| Lynette Steyn | Teacher           |
| Rachel Gibson | Educator          |





| 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. |





| RAP ACTIONS                       | COMMITMENT   |
|-----------------------------------|--|
| Cultural Responsiveness for Staff | We are supported to reflect on and build our cultural responsiveness to improve our practice and best support the needs of Aboriginal and Torres Strait Islander students. We are provided with a range of opportunities to build our knowledge and understanding of our own positionality and Aboriginal and Torres Strait Islander perspectives, contributions and cultures. |







| RAP ACTIONS                            | COMMITMENT  |
|--|---|
| 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 the Land. |
| 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.                    |
| Build Relationships with Community     | We commit to forming ongoing relationships with the local Aboriginal and Torres Strait Islander community. Our relationships will be built on mutual respect, trust and inclusiveness. We respect these relationships and the way they make opportunities for Aboriginal and Torres Strait Islander peoples and non-Indigenous staff, students, children and the community.   |





| RAP ACTIONS                        | COMMITMENT   |
|------------------------------------|--|
| 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. |
| Explore Current Affairs and Issues | We commit to knowing the news and being responsive to current issues significant to Aboriginal and Torres Strait Islander peoples and the process of reconciliation. We will do this through delivering our curriculum, policies and procedures, and integrating it into the way our early learning service operates.  |





| RAP ACTIONS                | COMMITMENT   |
|----------------------------|--|
| 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. |





RESPECT



WITH THE COMMUNITY

| RAP ACTIONS                                 | COMMITMENT  |
|---|---|
| Aboriginal and Torres Strait Islander Flags | Our early learning service flies/displays the Aboriginal and Torres Strait Islander flag to demonstrate respect and recognition for the histories, cultures and contributions of the First Peoples of Australia. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation. |
| Take Action Against Racism                  | We will raise awareness of racism, its impacts and how to respond effectively when it happens. We will do this through an anti-racism strategy tailored to the needs of our early learning service.   |







| RAP ACTIONS         | COMMITMENT   |
|---------------------|--|
| Curriculum Planning | Aboriginal and Torres Strait Islander histories and cultures are a key, ongoing part of curriculum planning, development and evaluation across all year levels and learning areas. We will review curriculum documents to find out where we include Aboriginal and Torres Strait Islander histories and cultures, and to what extent and where we could include Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum. |





| RAP ACTIONS               | COMMITMENT  |
|---------------------------|---|
| Inclusive Policies        | All staff at early learning service are aware of policies referring to improving educational outcomes for Aboriginal and Torres Strait Islander people and building knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. When internal policies are reviewed and developed, we will ensure that they are inclusive of Aboriginal and Torres Strait Islander peoples and perspectives, and that there is a plan in place to ensure that all staff comply with these policies in their daily practice. |
| 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.  |





| RAP ACTIONS            | COMMITMENT  |
|------------------------|---|
| 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. |

