

IN THE CLASSROOM

AROUND THE SCHOOL

WITH THE COMMUNITY

RELATIONSHIPS

- Enhance teaching and learning activities by respectfully including Aboriginal and Torres Strait Islander people and perspectives in learning environments.
- Provide opportunities for Aboriginal and Torres Strait Islander students and children to engage in activities that celebrate their cultural heritage and identities.
- Embed Aboriginal and Torres Strait Islander ways of knowing and being while using the My Time, Our Place Framework.

- Develop meaningful and ongoing relationships with local Aboriginal and Torres Strait Islander Elders, and people recognised in the community as Traditional Owners.
- Give staff opportunities to engage in learning, unlearning and relearning about their own biases and prejudices and understand more about Aboriginal and Torres Strait Islander perspectives, contributions and cultures.
- Provide opportunities for staff, students and community members to collaborate on whole early learning service reconciliation projects.

- Welcoming visitors to Country has been an Aboriginal and Torres Strait Islander protocol for thousands of years. Coordinate a Welcome to Country for significant events.
- Celebrate National Reconciliation Week (NRW) from 27 May to 3 June each year.
- Build respectful, trusting and inclusive relationships with the local Aboriginal and Torres Strait Islander community.
- Offer ways for students and children to engage in learning, unlearning and relearning about their own biases and prejudices and understand more about Aboriginal and Torres Strait Islander perspectives, contributions and cultures.
- Establish external networks with groups that are committed to reconciliation to mutually support and collaboratively progress reconciliation initiatives.

RESPECT

- Teach about the concept, history and progress of reconciliation in Australia.
- Use curriculum resources to teach children and students about days and weeks of national significance.
- Discuss news and current issues relating to Aboriginal and Torres Strait Islander people and reconciliation.

- Develop understanding of what it means to acknowledge Country, and provide everyone the opportunity to do so at meetings and events throughout the year.
- Physically and visibly demonstrate respect for Aboriginal and Torres Strait Islander histories, cultures and contributions around the early learning service.
- Recognise and respect both the equal rights of all peoples and the unique rights of Aboriginal and Torres Strait Islander peoples according to international declarations.
- Learn about First Peoples' perspectives pertaining to caring for Country/place; consider these perspectives within broader sustainability plans; and physically demonstrate respect for the environment where your school or early learning service is situated.

- Organise and participate in events to celebrate or commemorate days/weeks of national significance for Aboriginal and Torres Strait Islander peoples and reconciliation.
- Fly or display the Aboriginal and Torres Strait Islander flags all year round to show respect and recognition for the First Peoples of Australia.
- Display a physical, durable Acknowledgement of Country such as an Acknowledgement plaque or mural.
- Hold a special event to launch the Reconciliation Action Plan (RAP).
- Raise awareness on, teach about, and act against racism.

OPPORTUNITIES

- Support teachers to embed the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority.
- Incorporate Aboriginal and Torres Strait Islander histories and cultures when planning, developing and evaluating your curriculum.

- Make policies that include and increase knowledge of Aboriginal and Torres Strait Islander people, histories and cultures.
- Encourage staff to be involved in the ongoing development and implementation of the RAP through staff development opportunities.
- Allocate funds in the budget specifically for the implementation of RAP Actions.
- Effectively incorporate reconciliation into professional engagement with the ACECQA National Quality Standard.

- Visit appropriate Aboriginal and Torres Strait Islander sites, attend significant local events and explore Aboriginal and Torres Strait Islander perspectives on excursions.
- Celebrate RAP progress in the early learning service and throughout the community.
- Increase the school or early learning service's procurement of goods and/or services from Aboriginal and Torres Strait Islander businesses.
- Teach or learn about Aboriginal and Torres Strait Islander languages, including the language specific to the local area.