

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

RECONCILIATION ACTION PLAN

Salisbury Heights Preschool
March 2024 to March 2025



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VISION FOR RECONCILIATION

Our vision for reconciliation at Salisbury Heights Preschool, located on Kurna Land in the Adelaide Plains, is about actively acknowledging Aboriginal and Torres Strait Islander peoples as the First Peoples of the nation now known as Australia, as well as celebrating their continuing contributions and significance to society today. We recognise that, in order to move forward in our reconciliation journey, we must first accept the past and ask ourselves; What are we going to do about it? At Salisbury Heights Preschool, we believe in being open and honest with children, by valuing them as the capable and competent citizens that they are, and teaching about the true histories of Australia. This means addressing the injustices and inequalities experienced by Aboriginal and Torres Strait Islander peoples since colonisation, while simultaneously recognising their strength and resilience. We are committed to finding authentic and meaningful ways to connect and engage with the local Aboriginal and Torres Strait Islander community, including past, present and future families of Salisbury Heights Preschool. We actively strive to form ongoing partnerships which are based on respect, trust, understanding and are of mutual benefit. We welcome opportunities for Elders and Traditional Owners to share their cultural and historical knowledge with children and staff through promoting a learning environment and culture that is safe and supportive with time and expertise remunerated. We also seek to empower the Aboriginal and Torres Strait Islander children at our service by fostering a sense of personal pride and providing opportunities to celebrate their cultures alongside their peers as they choose to. At Salisbury Heights Preschool, we are committed to making reconciliation an ongoing process; continually reflecting on and transforming our curriculum and practice to ensure that we are respectfully valuing, reflecting and celebrating Aboriginal and Torres Strait Islander peoples, cultures and histories in the learning at our preschool.

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Kurna People as the Traditional Custodians of this Land. We would like to pay our respects to them for the care of the Land on which we live today. We would like to pay our respect to the Elders past and present and acknowledge all Aboriginal and Torres Strait Islander families to the Salisbury Heights Preschool community.



RAP WORKING GROUP

Name	Position
Donia Haidar	Principal / Director
Sarah Grogory	Staff (teaching assistant)
Aimee Thomas	Staff (teaching)
Steff Mangos	Staff (teaching)

CONTRIBUTORS

Salisbury Heights Preschool would like to acknowledge the following contributors to the development of this RAP.

Name	Role/Organisation
Sarah Gregory	Early Childhood Educator
Pallage De Silva	Early Childhood Educator
Aimee Thomas	Early Childhood Teacher
Steff Mangos	Early Childhood Teacher



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.
Opportunities for Aboriginal and Torres Strait Islander Students and Children	We commit to providing opportunities for our Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities positively impact the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider early learning service community.





RAP ACTIONS	COMMITMENT
<p>Aboriginal and Torres Strait Islander Representation on Committees</p>	<p>We commit to inviting Aboriginal and Torres Strait Islander staff, parents/carers and community members to be active representatives on our early learning service’s committees. We commit to ensuring Aboriginal and Torres Strait Islander perspectives inform decision-making processes by respecting the experiences and knowledge that Aboriginal and Torres Strait Islander peoples can bring to our committees.</p>
<p>Elders and Traditional Owners Share Histories and Cultures</p>	<p>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 local Elders and Traditional Owners will feel safe, and confident, to share their historical and cultural knowledge with our staff, students and children.</p>
<p>Cultural Responsiveness for Staff</p>	<p>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.</p>



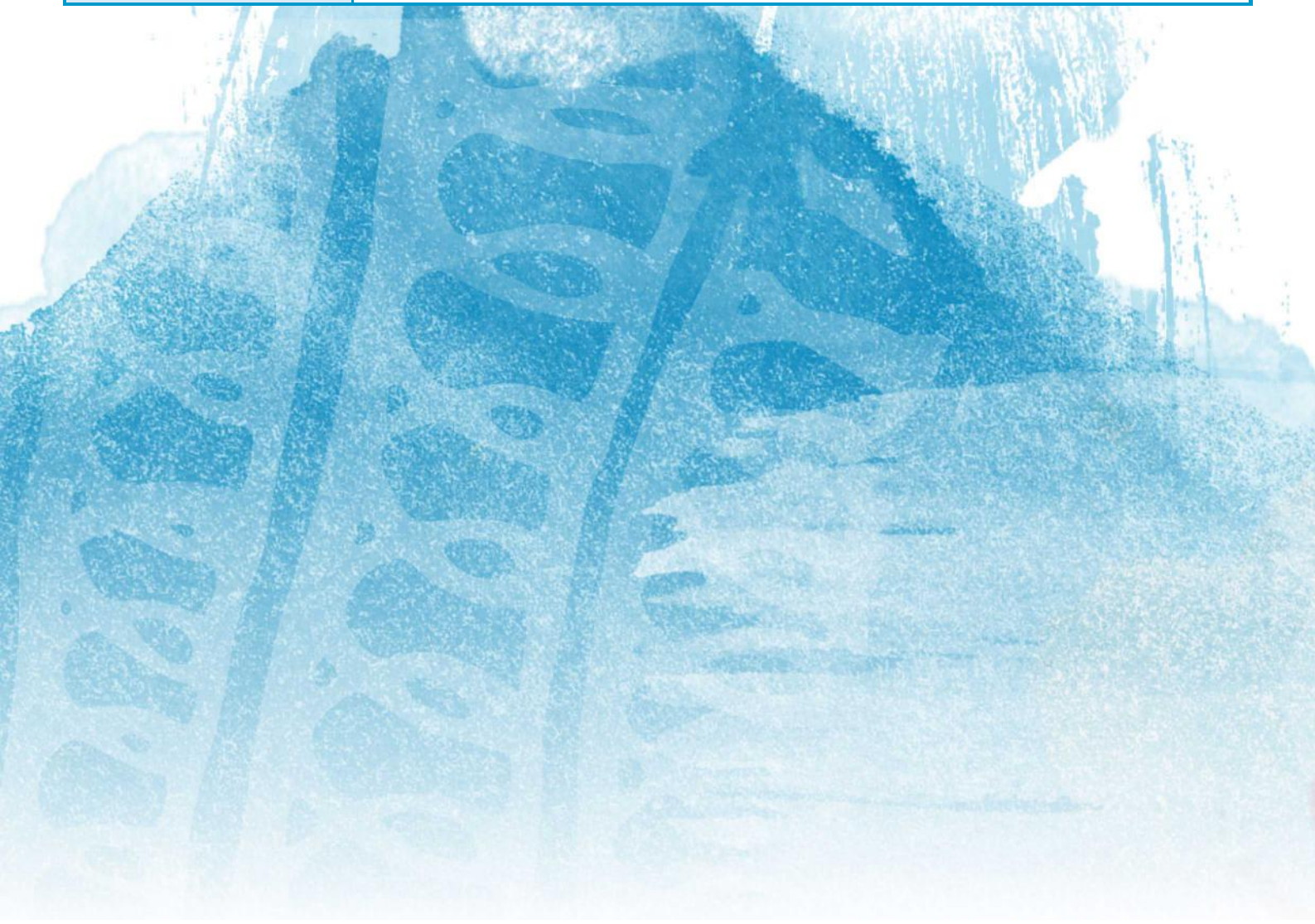


RAP ACTIONS	COMMITMENT
<p>Reconciliation Projects</p>	<p>Our early learning service will collaborate on projects that visibly and authentically embed Aboriginal and Torres Strait Islander histories and cultures in learning programs and the physical environment. Through this culture of collaboration across the early learning service 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.</p>



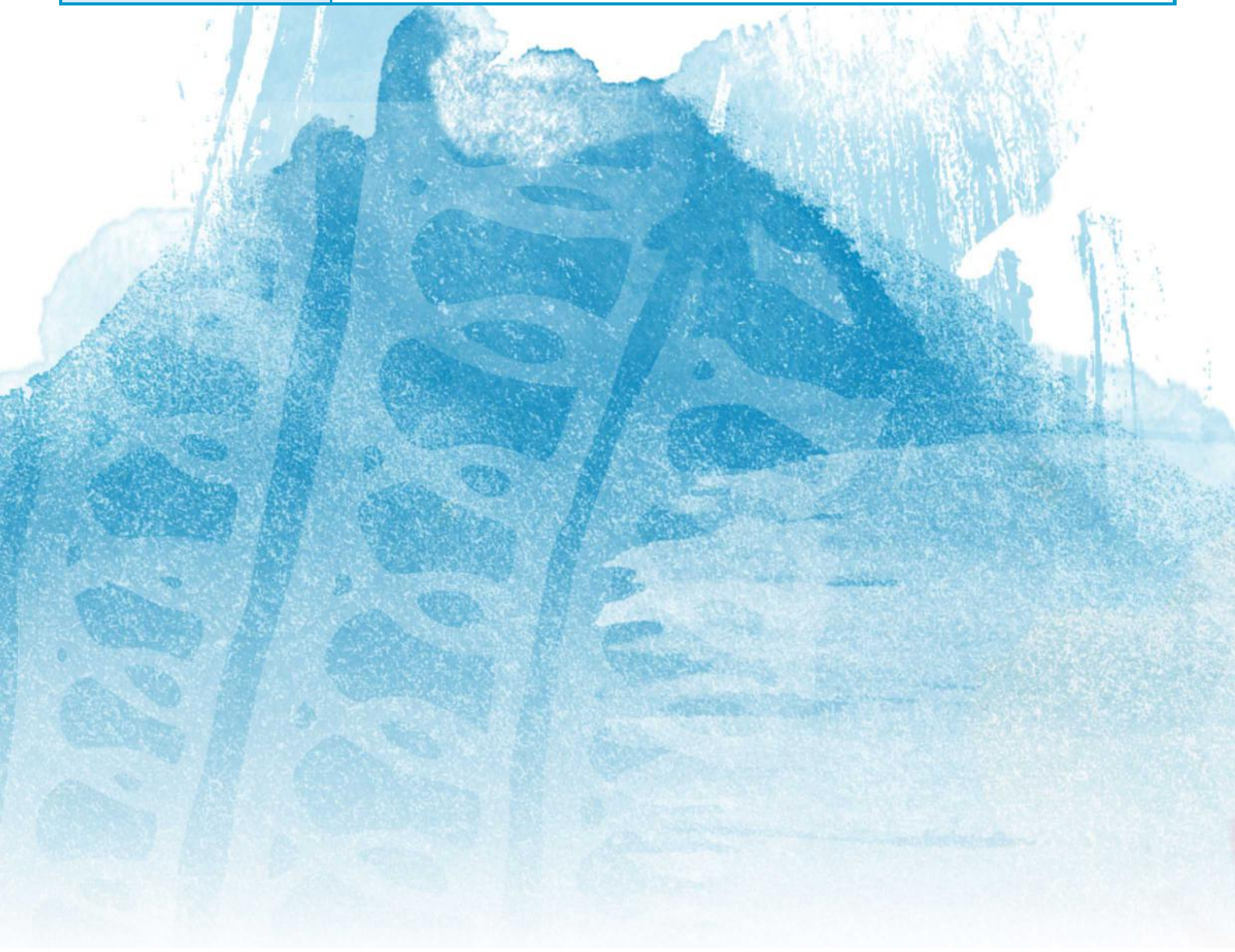


RAP ACTIONS	COMMITMENT
<p>Welcome to Country</p>	<p>Where appropriate, significant events at our early learning service commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating 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.</p>
<p>Celebrate National Reconciliation Week</p>	<p>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.</p>
<p>Create Stakeholder List</p>	<p>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.</p>





RAP ACTIONS	COMMITMENT
<p>Build Relationships with Community</p>	<p>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.</p>
<p>Cultural Responsiveness for Students and Children</p>	<p>Our everyday program will have ways for children and students to learn about Aboriginal and Torres Strait Islander perspectives, contributions and cultures, in and outside the classroom. We will include cultural responsiveness principles our students and children have learned in the ethos of our classrooms and across our early learning service.</p>
<p>Reconciliation Network</p>	<p>We commit to establishing or joining formal external reconciliation networks to mutually support and collaboratively progress reconciliation initiatives.</p>





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.
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.



RESPECT



WITH THE COMMUNITY

RAP ACTIONS	COMMITMENT
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.
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.

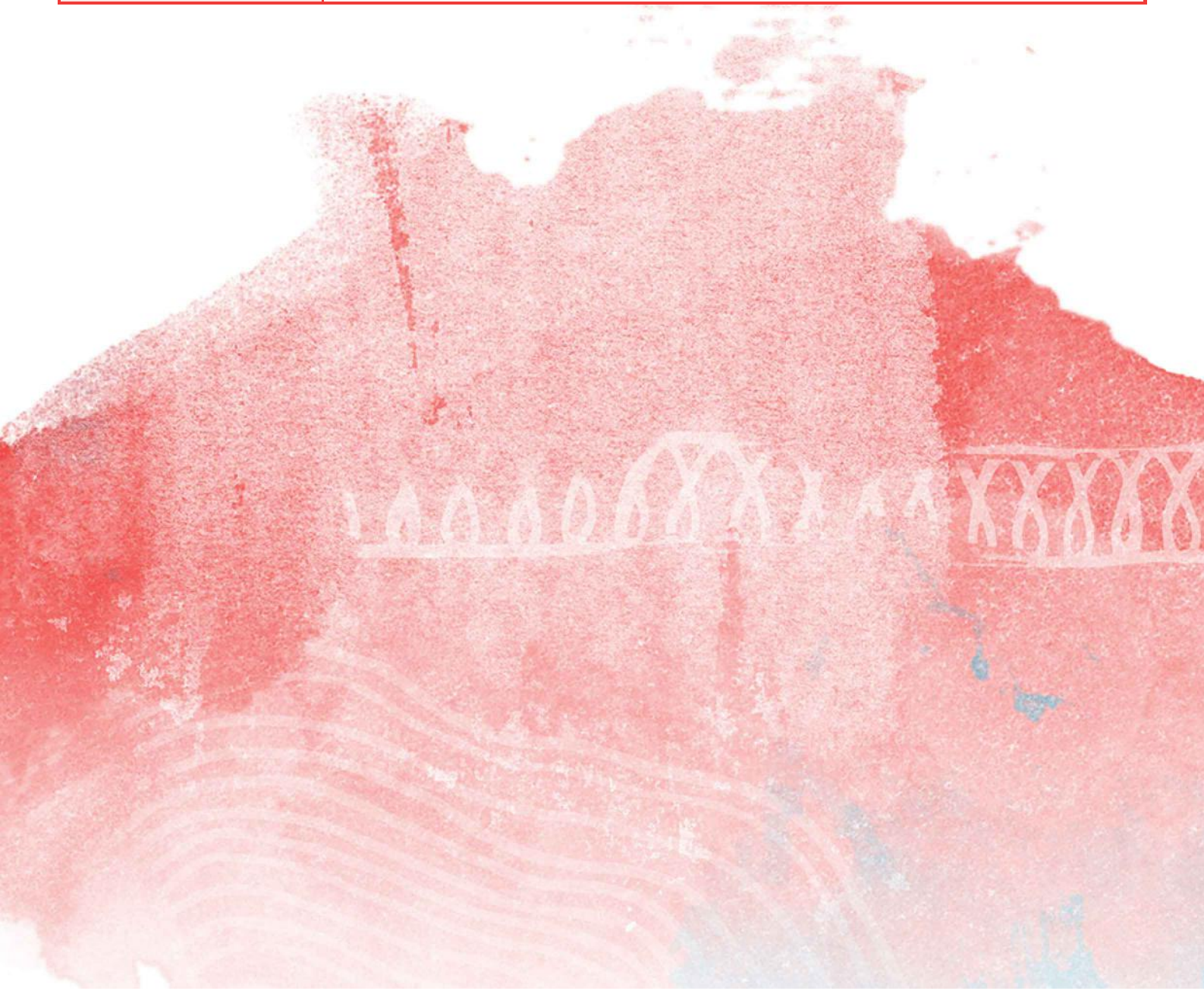


OPPORTUNITIES



AROUND THE SCHOOL

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.

