



EDMUND RICE EDUCATION
AUSTRALIA



RECONCILIATION
ACTION PLAN
INNOVATE

EREA | INNOVATE RECONCILIATION ACTION PLAN

May 2019 – April 2021





Foreword: Reconciliation Australia

Reconciliation Australia is delighted to welcome Edmund Rice Education Australia to the Reconciliation Action Plan (RAP) program by formally endorsing its inaugural Innovate RAP.

As a member of the RAP community, Edmund Rice Education Australia joins over 1,000 dedicated corporate, government, and not-for-profit organisations that have formally committed to reconciliation through the RAP program since its inception in 2006. RAP organisations across Australia are turning good intentions into positive actions, helping to build higher trust, lower prejudice, and increased pride in Aboriginal and Torres Strait Islander cultures.

Reconciliation is no one single issue or agenda. Based on international research and benchmarking, Reconciliation Australia defines and measures reconciliation through five critical dimensions: race relations; equality and equity; institutional integrity; unity; and historical acceptance. All sections of the community—governments, civil society, the private sector, and Aboriginal and Strait Islander communities—have a role to play to progress these dimensions.

The RAP program provides a framework for organisations to advance reconciliation within their spheres of influence. This Innovate RAP provides Edmund Rice Education Australia with the key steps to establish its own unique approach to reconciliation.

Through implementing an Innovate RAP, Edmund Rice Education Australia will develop its approach to driving reconciliation through its business activities, services and programs, and develop mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders.

We wish Edmund Rice Education Australia well as it explores and establishes its own unique approach to reconciliation. We encourage Edmund Rice Education Australia to embrace this journey with open hearts and minds, to grow from the challenges, and to build on its successes. As the Council for Aboriginal Reconciliation reminded the nation in its final report:

“Reconciliation is hard work—it’s a long, winding and corrugated road, not a broad, paved highway. Determination and effort at all levels of government and in all sections of the community will be essential to make reconciliation a reality.”

On behalf of Reconciliation Australia, I commend Edmund Rice Education Australia on its first RAP, and look forward to following its ongoing reconciliation journey.

Karen Mundine:
Chief Executive Officer
Reconciliation Australia



Preamble

Edmund Rice Education Australia (EREA) proudly presents our first National Office Innovate Reconciliation Action Plan. EREA schools are a diverse collection of educational centres offering a liberating education, based upon a Gospel spirituality, within an inclusive community committed to justice and solidarity. These schools reflect the diversity of the Australian community – early learning, primary and secondary, all-boys and co-education, alternative education, boarding schools, education for those with disabilities and for refugees, inner-city, urban, rural and remote schools.

Within the global concept of solidarity, our schools are called to live out the radical message of love and inclusion particularly in regards to Aboriginal and Torres Strait Islander Peoples, refugees, people of other faiths, races, sexual orientation and gender.

This hope for transformation calls EREA communities into critical reflection, ensuring that the vision of Edmund Rice is lived out faithfully within the agenda of the world.

In its earliest of years, EREA made a commitment to reconciliation through the establishment of its very first policy on Aboriginal and Torres Strait Islander Education. It was intended to inspire and challenge our schools to ensure they were working towards reconciliation and supporting Aboriginal and Torres Strait Islander young people in their communities to flourish, each in their own way. Many schools took up this challenge, developed their own policies and programs, saw the growth in the number of Aboriginal and Torres Strait Islander young people enrolling and graduating, and dates such as National Reconciliation Week became significant annual events on the school calendar.

As the arm of EREA that supports flexible learning centres around Australia, Youth+, through the Youth+ Institute, has been instrumental in leading the national organisation into the formal reconciliation process. In 2018, the EREA National Office, continued to work strategically towards reconciliation by developing an Innovate Reconciliation Action Plan. Also in 2018, was the organisation's second Congress – an opportunity for 250 school leaders, teachers, and other EREA community members and partners to gather together to reflect upon EREA's mission as it has been expressed since the 2012 Congress and to determine the broad directions of EREA in the next period of its story. It became a significant opportunity to renew the fire of reconciliation.

EREA acknowledges the harm that has been done to Aboriginal and Torres Strait Islander Peoples by British colonisation and all that has resulted, including the Stolen Generation. For this, we are sorry.

We acknowledge the Aboriginal and Torres Strait Islander Peoples of Australia as the Traditional Owners of the land on which our schools and offices are placed. We are inspired and nurtured by the wisdoms, spiritualities and experiences of our First Nations Peoples. Together we work actively for reconciliation, justice, equity and healing.



Wayne Tinsey:

Executive Director

Edmund Rice Education Australia

Executive Director Statement

In 2008, Edmund Rice Education Australia developed the EREA Aboriginal and Torres Strait Islander Education Policy as its first policy, reflecting its commitment “to working with and walking alongside” Aboriginal and Torres Strait Islander Peoples in its educational endeavour. This policy resulted from broad consultation across Australia and was launched in May 2009. Since that time, the EREA Aboriginal and Torres Strait Islander Education Policy has guided and informed EREA in the development of initiatives, programs and goals for promoting Catholic schools in the Edmund Rice tradition as a genuine option for Aboriginal and Torres Strait Islander families.

A Policy review conducted in 2013 sought feedback on how EREA was working with the existing Policy, with a view to reshaping it to reflect the current reality and with the particular intention of affirming and giving energy to the ongoing work of schools. The review also acknowledged the significant changes impacting on EREA in the area of Aboriginal and Torres Strait Islander Education since 2009: the EREA Policy Framework (2011) and the revised Charter for Catholic Schools in the Edmund Rice Tradition (2011) containing our four Touchstones which clearly inform EREA’s continued commitment to Aboriginal and Torres Strait Islander Education.

Most recently, our commitment to the Fire Carrier Covenant (2015), the EREA National Apology to the Victims and Survivors of Sexual Abuse (June 2017), the launch of our renewed Charter in August 2017, and the further establishment of Flexible Learning Network Schools have strengthened our resolve for greater inclusion, awareness raising and far reaching action, enabling us to walk together for mutual liberation.

The Future:

Three important processes will inform and impact upon the next review of the EREA Aboriginal and Torres Strait Islander Policy and Response.

These are:

1. The EREA Congress September 7-9 2018

The EREA Congress provided the opportunity to engage in dialogue about the experiences of EREA since the last Congress; to identify and celebrate the significant areas of growth and transformation; and to envision the new horizons for EREA within the context of our Aboriginal and Torres Strait Islander heritage, the broader Australian Church and the international community. This included an experience of the Waterhole Ceremony for all participants.

2. The EREA Innovate Reconciliation Action Plan in conjunction with Reconciliation Australia

The Reconciliation Action Plan (RAP) program provides a strategic framework for organisations to support the national reconciliation movement. It includes practical actions that will further drive EREA's contribution to reconciliation both internally and in the communities in which we operate. In advancing the five dimensions of reconciliation – Race Relations, Equality and Equity, Institutional Integrity, Historical Acceptance and Unity – EREA wishes to provide strong leadership in promoting respectful relationships and creating meaningful opportunities with Aboriginal and Torres Strait Islander Peoples. The EREA National Innovate RAP will provide guidance and momentum for each EREA school to develop its own RAP through Reconciliation Australia and

its *Narragunnawali: Reconciliation in Education* program.

3. The 2020-2024 EREA Strategic Directions process

Strategic Directions setting is a dynamic process which attempts to respond creatively to the challenges presented both internally by our community of schools and by the wider external environment. Our ongoing response to our Aboriginal and Torres Strait Islander Policy will be a key aspect of this process.

I thank you and your school community for your commitment to these important directions and upcoming processes. Our Charter and Touchstones continually demand reassessment and resolution, if we are to be truly inclusive and committed to liberating education.

Wayne Tinsey:
Executive Director

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EREA Vision

Founded on values espoused in the Gospel, EREA seeks to transform the hearts and minds of young Australians through education, and to build a more just and inclusive local and global community, through presence, compassion and liberation.

EREA offers a *Liberating Education*, based on a *Gospel Spirituality*, within an *Inclusive Community* committed to *Justice and Solidarity*.

Our Vision for Reconciliation

Our vision for reconciliation is for everyone to walk together for mutual liberation.

EREA is committed to the achievement of authentic reconciliation, justice, equity and healing through acknowledgement and practice of Aboriginal and Torres Strait Islander knowing. Through the lenses of Respect, Relationships and Opportunities, EREA strives to support Aboriginal and Torres Strait Islander students and staff members, to build cultural safety across the organisation, and to respectfully embed Aboriginal and Torres Strait Islander perspectives into our practice.

It is the goal of the EREA Innovate RAP, as an overarching plan, to determine actions to be carried out by the National Office of EREA. It will also lead and encourage schools in our network to promote and engage with reconciliation through the Narragunnawali RAP process. Reconciliation is everyone's business and everyone's right, so that a better Australia is created for all.



EREA RAP Committee

EREA RAP Committee will support the development of the EREA Innovate Reconciliation Action Plan. This is a priority action in meeting our vision for reconciliation, as well as the goals as set out in the EREA Strategic Plan 2015-19 and the EREA Charter.

The EREA RAP Champions have been chosen based on a partnership model which demonstrates the practice articulated in the RAP, inclusive of gender diversity and both Aboriginal and Torres Strait Islander and non- Aboriginal and Torres Strait Islander voices.

Ray Paxton	<i>RAP Champion, EREA National Director, Identity and Liberating Education, Melbourne</i>
Thelma Parker	<i>RAP Champion, RAP Committee Executive Officer, Education Officer – Aboriginal and Torres Strait Islander Education, EREA, Brisbane</i>

The EREA RAP Committee is comprised of internal and external members. The Chairperson is an external, independent Aboriginal Advisor. The internal staff members are comprised of the EREA National team and schools' staff members.

Nerida Blair	<i>Chairperson, Associate Professor and Nerida Blair Consultant</i>
Ray Paxton	<i>RAP Champion, EREA National Director, Identity and Liberating Education, Melbourne</i>
Vicki Clark	<i>EREA Board Member, Melbourne</i>
Dale Murray	<i>Director, Youth+ Institute, Brisbane</i>
Paul Conn	<i>Principal, Christian Brothers' High School Lewisham, Sydney</i>
Gerard Keating	<i>Principal, Youth+ Central West Flexi Schools Network, South Australia</i>
Andrew Kirkpatrick	<i>Aboriginal and Torres Strait Islander Program Leader, Ignatius Park College, Townsville</i>
Rochelle Fielding	<i>Co-ordinator of Wellbeing, St Joseph's Catholic Flexible Learning Centre, Alice Springs</i>
Thelma Parker	<i>RAP Champion, RAP Committee Executive Officer, Education Officer – Aboriginal and Torres Strait Islander Education, EREA, Brisbane</i>



Committee Members



The EREA Charter Touchstones

The EREA Charter Touchstones challenge the EREA community to strive for authenticity as Edmund Rice Communities.

For EREA's first Congress in 2012, which was held on the lands of the Wurundjeri Peoples, Vicki Clark, Mutthi Mutthi Wemba Wamba, responded to the call of each Touchstone in word and in artwork.

Liberating Education

We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.

"My hope is in your hands. Teach them to be a proud strong race."



Gospel Spirituality

We invite people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.

"Please don't hand me the scraps off your table."



Justice and Solidarity

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself

"How does it feel to have my Mother's land on your hands?"



Inclusive Community

Our community is accepting and welcoming, fostering right relationships and committed to the common good.

"Please don't just tolerate me; try to understand me."



EREA RAP Core Business

Edmund Rice Education Australia (EREA) is the network of schools, entities and offices offering a Catholic education in the tradition of Blessed Edmund Rice.

Established by the Christian Brothers in 2007, EREA now has full responsibility for the schools operated by the Brothers at that time.

With the addition of schools established since 2007, there are over 54 schools in 2018 enrolling 37,577 students, through all states and territories of Australia. As part of their mission within the Church and shaped by the charism of Blessed Edmund Rice, schools offer an education guided by the Charter for Catholic Schools in the Edmund Rice Tradition.

EREA has its own canonical and civil identity but remains closely connected with the Christian Brothers and their ongoing ministry. The EREA Council provides canonical governance and the EREA Board provides civil governance. Schools operate in dioceses with the mandate of the local Bishop.

Data Collection and Statistics

Students

- Since EREA commenced in 2008 there has been approximately a 19.15% growth in EREA schools.
- As of August 2018, there were 1,530 Aboriginal and/or Torres Strait Islander young people in EREA schools, which equates to 4.05% of the total student enrolment. This is an increase of 147.57% of Aboriginal and/or Torres Strait Islander students since 2008.

Staff in Schools

- EREA employs **5,499** staff Australia-wide in our schools.
- EREA employs **80** Aboriginal and Torres Strait Islander staff.

Staff in Offices

- EREA's National Office is in Melbourne and the EREA Regional Offices are in Sydney, Brisbane and Perth. The Youth+ office is also located in Brisbane.
- The EREA National Office (including Youth+) employs **43** staff members including **1** Aboriginal person.

Governance

- EREA governance is provided with a Board (8) and Council (5) comprised of 13 members.
- **One** member of the EREA Board is Aboriginal.

Number of schools with Narragunnawali RAPs (as of February 2019)

12 schools

- Western Region - 4
- Eastern Region - 1
- Southern Region - 1
- Northern Region - 6

EREA Schools

Northern Region Queensland	Eastern Region New South Wales / ACT
<p>Albert Park Flexible Learning Centre, Milton</p> <p>Ambrose Tracey College, Indooroopilly</p> <p>Deception Bay Flexible Learning Centre, Deception Bay</p> <p>Gympie Flexible Learning Centre, Gympie</p> <p>Hemmant Flexible Learning Centre, Hemmant</p> <p>Ignatius Park College, Townsville</p> <p>Inala Flexible Learning Centre, Inala</p> <p>Indooroopilly Montessori Children's House, Indooroopilly</p> <p>Ipswich Flexible Learning Centre, Ipswich</p> <p>Mount Isa Flexible Learning Centre, Mount Isa</p> <p>Noosa Flexible Learning Centre, Noosa</p> <p>Rockhampton Flexible Learning Centre, Rockhampton</p> <p>Southport Flexible Learning Centre, Southport</p> <p>St Brendan's College, Yeppoon</p> <p>St Edmund's College, Ipswich</p> <p>St James College, Brisbane</p> <p>St Joseph's College Gregory Terrace, Spring Hill</p> <p>St Joseph's Nudgee College, Boondall</p> <p>St Laurence's College, South Brisbane</p> <p>St Patrick's College, Shorncliffe</p> <p>The Centre Education Programme, Kingston</p> <p>Townsville Flexible Learning Centre, Townsville</p>	<p>Christian Brothers' High School, Lewisham</p> <p>Edmund Rice College, Wollongong</p> <p>St Dominic's College, Penrith</p> <p>St Edmund's College, Canberra</p> <p>St Edmund's College, Wahrenonga</p> <p>St Edward's College, Gosford</p> <p>St Gabriel's School, Castle Hill</p> <p>St Francis Catholic College, Edmondson Park (Partner School)</p> <p>St Laurence Flexible Learning Centre, Newcastle</p> <p>St Marys Flexible Learning Centre, Penrith</p> <p>St Patrick's College, Strathfield</p> <p>St Pius X College, Chatswood</p> <p>Waverley College, Waverley</p> <p>Wollongong Flexible Learning Centre, Wollongong</p>



Southern Region Victoria /Tasmania

Christian Brothers College, St Kilda
Parade College, Bundoora
St Bernard's College, Essendon
St Francis Flexible Learning Centre, Hobart
St Joseph's College, Geelong
St Joseph's Flexible Learning Centre, North Melbourne & Geelong
St Kevin's College, Toorak
St Patrick's College, Ballarat
St Virgil's College, Hobart

Western Region South Australia/Western Australia/ Northern Territory

Aquinas College, Salter Point
Christian Brothers College, Adelaide
Christian Brothers College, Fremantle
Edmund Rice College, Bindoon
FAME Flexible Learning Centre, Adelaide
Geraldton Flexible Learning Centre, Geraldton
Rostrevor College, Woodforde
St Joseph's Catholic Flexible Learning Centre, Alice Springs
St Paul's College, Gilles Plains
Trinity College, East Perth





Relationships

We will develop relationships with Aboriginal and Torres Strait Islander Peoples and communities, and commit to building knowledge and understanding of the deep histories and cultures of Aboriginal and Torres Strait Islander Peoples of Australia. We are committed to empowering our organisation to build sustainable relationships with Aboriginal and Torres Strait Islander communities.

Action	Deliverable	Timeline	Responsibility
1. RAP Working Committee (RWC) actively monitors RAP development and implementation of actions, tracking progress and reporting.	1.1 Reviews and oversee the development of updates to the RAP.	Jul, Oct, Dec 2019 May, Jul, Oct, Dec 2020 Apr 2021	Chair, RWC
	1.2 Ensure that Aboriginal and Torres Strait Islander People are represented on the RWC.	Oct 2019 Oct 2020	National Director, Identity and Liberating Education
	1.3 Meet at least four times per year to monitor and report on the RAP implementation.	Jul, Oct, Dec 2019 May, Jul, Oct, Dec 2020 Apr 2021	RWC Executive Officer
	1.4 Review and update the Terms of Reference for the RWC.	Nov 2019	National Director, Identity and Liberating Education
	1.5 Review and update the EREA Cultural Practices document.	May 2020	Education Officer – Aboriginal and Torres Strait Islander Education
2. Celebrate and participate in National Reconciliation Week (NRW) by providing opportunities to build and maintain relationships between Aboriginal and Torres Strait Islander Peoples and other Australians.	2.1 Organise at least one internal event for NRW each year.	27 May - 3 Jun 2019 27 May - 3 Jun 2020	National Director, Identity and Liberating Education
	2.2 Register all NRW events via Reconciliation Australia's NRW website.	May 2020 May 2021	National Director, Identity and Liberating Education
	2.3 Provide EREA representation at an external NRW event.	27 May - 3 Jun 2019 27 May - 3 Jun 2020	National Director, Identity and Liberating Education
	2.4 Support our RAP Working Committee to participate in an external event to recognise and celebrate NRW.	27 May - 3 Jun 2019 27 May - 3 Jun 2020	National Director, Identity and Liberating Education

Action	Deliverable	Timeline	Responsibility
3. Develop and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander Peoples, communities and organisations to support positive outcomes.	3.1 Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander Peoples and other stakeholders including Healing Foundation, Reconciliation Australia, Australian Institute of Aboriginal and Torres Strait Islander Studies, National Aboriginal and Torres Strait Islander Catholic Council and National Aboriginal and Torres Strait Islander Education Conference.	Jun 2019	National Director, Identity and Liberating Education
	3.2 Meet with local Aboriginal and Torres Strait Islander organisations to develop guiding protocols for future engagement.	Jun 2019	Education Officer – Aboriginal and Torres Strait Islander Education
	3.3 Review and update opportunities to support Reconciliation Australia and the Healing Foundation Australia.	Jul, Sep & Dec 2019 Mar, Jul, Sep & Dec 2020 Mar 2021	National Director, Identity and Liberating Education
	3.4 Continue to support the Edmund Rice Centre <i>Let's Talk</i> EREA Staff Immersion program.	Sep 2019 Sep 2020	National Director, Identity and Liberating Education
4. Raise internal and external awareness of our RAP to promote reconciliation across our organisation.	4.1 Review and update the communication strategy of the RAP to all internal and external stakeholders.	Jun 2019 Jun 2020	Director Communication and Global Engagement
	4.2 Review and update the promotion of reconciliation through ongoing active engagement with all stakeholders (EREA Board & Council, National Office staff).	Oct 2019 Oct 2020	National Director, Identity and Liberating Education
5. Establish and sustain relationships for reconciliation.	5.1 Review and update relationships for reconciliation with EREA partners, including Traditional Owners where offices are based, Oceania Province of the Christian Brothers, Edmund Rice Ministries Oceania, NATSICC, National Aboriginal and Torres Strait Islander Catholic Ministries (including Murri Ministry and Aboriginal Catholic Ministry).	Jul, Sep & Dec 2019 Jul, Sep & Dec 2020 Mar 2021	Education Officer – Aboriginal and Torres Strait Islander Education



Respect

Respect is fundamental to our reconciliation pathways and is a key factor to developing positive relationships and opportunities with Aboriginal and Torres Strait Islander Peoples. We will ensure that we build awareness, understanding and respect for Aboriginal and Torres Strait Islander cultures and Peoples by embracing the histories, knowledge and lessons they share.

Action	Deliverable	Timeline	Responsibility
6. Engage employees in continuous cultural learning opportunities to increase understanding and appreciation of Aboriginal and Torres Strait Islander cultures, histories and achievements.	6.1 Develop and implement an Aboriginal and Torres Strait Islander cultural awareness program for our staff which defines the cultural learning needs of employees in all areas of our business and considers various ways cultural learning can be provided, such as current experiences including the Waterhole Ceremony, Let's Talk EREA Immersion, Yingadi Immersion, online resources and face to face workshops.	Jan 2020	Education Officer – Aboriginal and Torres Strait Islander Education
	6.2 Provide opportunities for RWG members, RAP champions, HR managers and other key leadership staff to participate in cultural, histories, achievements training.	Dec 2019 Dec 2020	National Manager Staff Services
	6.3 Review and update opportunities to work with local Traditional Owners and/or Aboriginal and Torres Strait Islander consultants to support cultural awareness training.	Dec 2019 Dec 2020	Education Officer – Aboriginal and Torres Strait Islander Education
	6.4 Monitor and review Cultural Teaching and Learning for staff through EREA Complispace.	Feb 2020	Director Risk and Compliance
	6.5 Develop a two-way cultural mentoring network for existing staff and managers.	Dec 2019	Education Officer – Aboriginal and Torres Strait Islander Education
	6.6 Review and update the culture mentoring network.	May, Dec 2020	Education Officer – Aboriginal and Torres Strait Islander Education
7. Engage employees in understanding the significance of Aboriginal and Torres Strait Islander cultural protocols, such as Welcome to Country and Acknowledgement of Country, to ensure there is a shared meaning.	7.1 Review and update the EREA Cultural Practice document for Welcome to Country and Acknowledgement of Country.	Dec 2019 May 2020	Education Officer – Aboriginal and Torres Strait Islander Education
	7.2 Review and update a list of key contacts for organising a Welcome to Country and maintaining respectful partnerships.	Dec 2019 May 2020	Education Officer – Aboriginal and Torres Strait Islander Education
	7.3 Invite a Traditional Owner to provide a Welcome to Country at significant events, including National Conferences.	Dec 2019 Dec 2020	Education Officer – Aboriginal and Torres Strait Islander Education
	7.4 Review and update an Acknowledgement of Country at the commencement of all important internal and external meetings.	Dec 2019 May 2020	Education Officer – Aboriginal and Torres Strait Islander Education
	7.5 Encourage staff to include an Acknowledgement of Country at the commencement of all meetings.	Jul 2019	National Director, Identity and Liberating Education

Action	Deliverable	Timeline	Responsibility
8. Provide opportunities for Aboriginal and Torres Strait Islander staff to engage with their culture and communities by celebrating significant cultural events, including NAIDOC Week.	8.1 Review HR policies and procedures to ensure there are no barriers to staff taking cultural leave to participate in NAIDOC Week and other significant events (e.g. initiations, Sorry Business and Caring for Country).	Aug 2019 Aug 2020	National Manager Staff Services
	8.2 Encourage all Aboriginal and Torres Strait Islander staff to participate with their cultures and communities during NAIDOC Week and/or other culturally significant events (to Traditional Homelands) according to the conditions set out in the relevant enterprise agreements.	Jul, Nov 2019 Jul, Nov 2020	EREA National Directors (3) through EREA Executive Director
9. Celebrate and recognise Aboriginal and Torres Strait Islander significant dates.	9.1 Review the recognition and celebration of Aboriginal and Torres Strait Islander dates of significance (e.g. Close the Gap Day, National Reconciliation Week, Aboriginal and Torres Strait Islander Sunday, Sorry Day etc.).	Dec 2019 Dec 2020	Education Officer – Aboriginal and Torres Strait Islander Education
	9.2 Review and update the inclusion of significant Aboriginal and Torres Strait Islander events in the EREA calendar.	Dec 2019 Dec 2020	Personal Assistant to the Executive Director
	9.3 Ensure all formation resources and programs reflect the EREA vision for reconciliation.	April 2020	National Director, Identity and Liberating Education
10. Ensure the Aboriginal and Torres Strait Islander Education Policy and Response documents are consistent with the EREA RAP.	10.1 Review and update the Aboriginal and Torres Strait Islander Education Policy and Response documents.	Nov 2019	Director Governance and Strategic Engagement
11. Reflect vision for reconciliation in all publications.	11.1 Review and update EREA policies to reflect the vision for reconciliation.	Jul, Dec 2019 Mar, May 2020	Director Governance and Strategic Engagement
	11.2 Review and update EREA publications to reflect the vision for reconciliation.	Jul, Dec 2019 Mar, May 2020	Director Communication and Global Engagement
12. Embedding First Nations' spiritualities into a contemporary understanding of the Edmund Rice charism.	12.1 Ensure that the review and redevelopment of the EREA Formation Framework, "The Good Seed Will Grow", is embedded with Aboriginal and Torres Strait Islander Knowing and a commitment to interfaith dialogue.	Nov 2019 Nov 2020	National Director, Identity and Liberating Education
	12.2 Promote the Edmund Rice charism through the embedding of Aboriginal and Torres Strait Islander perspectives.	Nov 2019 Nov 2020	National Director, Identity and Liberating Education



Opportunities

Fostering equal and equitable opportunities for Aboriginal and Torres Strait Islander Peoples is essential to realising reconciliation. Our aim is to create opportunities for Aboriginal and Torres Strait Islander People through employment, community engagement and building business capability.

Action	Deliverable	Timeline	Responsibility
13. Investigate opportunities to improve and increase Aboriginal and Torres Strait Islander employment outcomes within our workplace.	13.1 Maintain accurate records on numbers of current Aboriginal and Torres Strait Islander staff (including specific roles).	Oct 2019 Oct 2020	National Manager Staff Services
	13.2 Develop and implement a consultation process to engage with existing Aboriginal and Torres Strait Islander staff on employment strategies, including professional development.	Nov 2019 Apr 2020	Education Officer – Aboriginal and Torres Strait Islander Education
	13.3 Revise the Education Officer – Aboriginal and Torres Strait Islander Education position description to reflect the RAP.	Jun 2019 May 2020	National Director, Identity and Liberating Education
	13.4 Designate the Education Officer – Aboriginal and Torres Strait Islander Education position as an “Identified Position” for an Aboriginal and/or Torres Strait Islander Person, as distinct from “encouraging” Aboriginal and Torres Strait Islander Peoples to apply.	Jul 2019	National Manager Staff Services
	13.5 Develop and implement an Aboriginal and Torres Strait Islander Employment Career and Retention Strategy including the consideration of traineeships and internships (cultural safety net).	Sep 2019	National Manager Staff Services
	13.6 Review HR and recruitment procedures and policies to ensure that there are no barriers to Aboriginal and Torres Strait Islander employees and future applicants participating in our workplace, including advertising all vacancies in Aboriginal and Torres Strait Islander media.	Sep 2019	National Manager Staff Services
	13.7 Encourage the inclusion of Aboriginal and/or Torres Strait Islander representation on recruitment and selection panels.	Jun, Sep, Dec 2019 Mar, Jun, Sep, Dec 2020	National Manager Staff Services
	13.8 Include in all job advertisements, ‘Aboriginal and Torres Strait Islander people are encouraged to apply.’	Jun 2019	National Manager Staff Services
	13.9 Engage an external Aboriginal and Torres Strait Islander HR consultant as appropriate.	Dec 2019	National Manager Staff Services
	13.10 Investigate research into employment outcomes for Aboriginal and Torres Strait Islander Peoples, in order to inform EREA Human Resource policies and processes.	Feb 2020 Feb 2021	Education Officer – Aboriginal and Torres Strait Islander Education and National Manager Staff Services

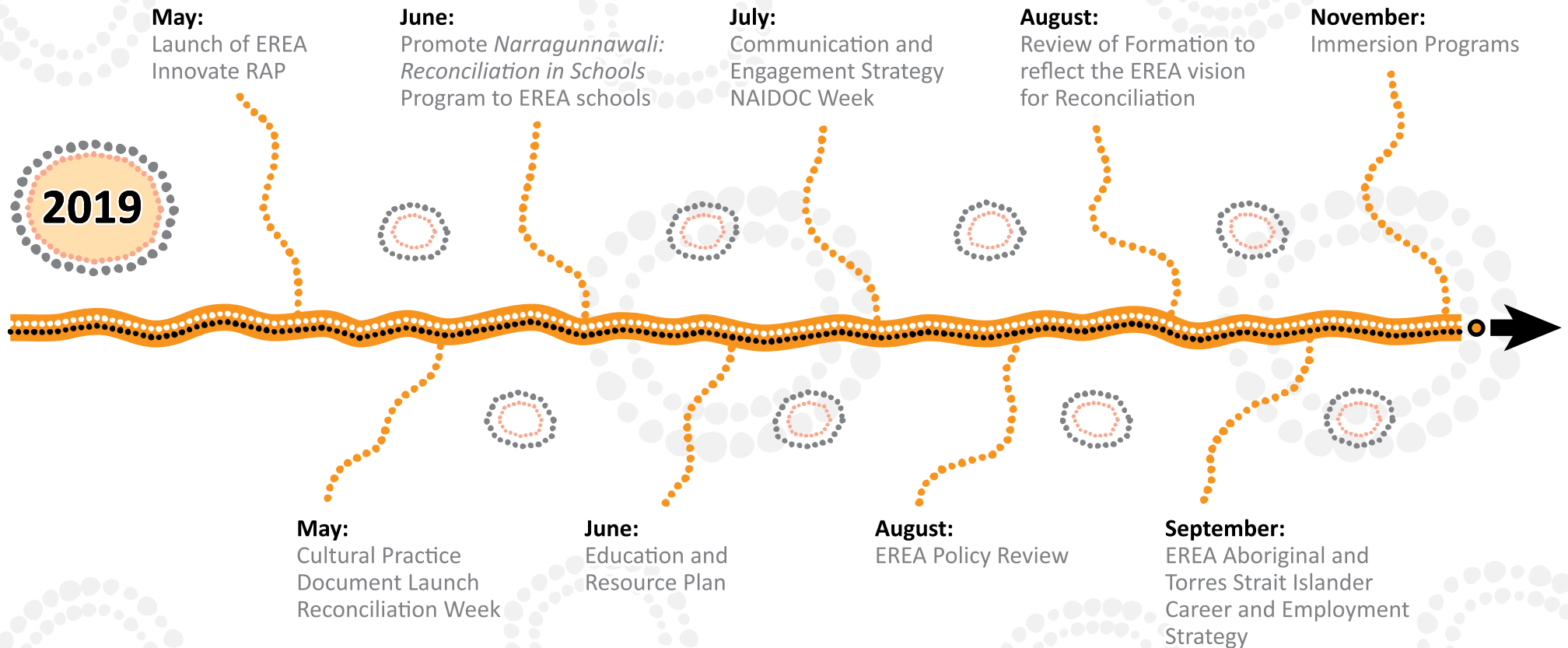
Action	Deliverable	Timeline	Responsibility
14. Investigate opportunities to incorporate Aboriginal and Torres Strait Islander supplier diversity within our organisation.	14.1 Review and update procurement policies and procedures to ensure there are no barriers for procuring goods and services from Aboriginal and Torres Strait Islander businesses.	Dec 2019	National Director, Stewardship and Resources
	14.2 Maintain and communicate to staff a list of Aboriginal and Torres Strait Islander businesses that can be used to procure goods and services.	Dec 2019	National Director, Stewardship and Resources
	14.3 Establish a least one commercial relationship with Aboriginal and/or Torres Strait Islander owned businesses at the local level.	Dec 2019	National Director, Stewardship and Resources
	14.4 Investigate Supply Nation membership.	Dec 2019	National Director, Stewardship and Resources
15. Promote <i>Narragunnawali: Reconciliation in Education</i> program to staff and external stakeholders.	15.1 Promote Reconciliation Australia's <i>Narragunnawali: Reconciliation in Education</i> program to all schools and early learning services in our network, and encourage these schools to develop their own RAPs via the Narragunnawali platform.	June 2019 Feb 2021	National Director, Identity and Liberating Education
	15.2 Help to promote and encourage schools/early learning services within our network who have shown exceptional commitment to reconciliation to apply for the Narragunnawali Awards 2019 and 2021.	Jul 2019 Feb 2021	Education Officer – Aboriginal and Torres Strait Islander Education
	15.3 Encourage teachers to engage with the professional learning (including webinar) resources available via Reconciliation Australia's <i>Narragunnawali: Reconciliation in Education</i> online platform.	Aug 2019 Aug 2020	Education Officer – Aboriginal and Torres Strait Islander Education
	15.4 Encourage all staff/all early learning services in our network to sign up to the Narragunnawali News mailing list.	Aug 2019 Aug 2021	Education Officer – Aboriginal and Torres Strait Islander Education
	15.5 Host appropriate links to Reconciliation Australia's <i>Narragunnawali: Reconciliation in Education</i> platform on the EREA website.	Jun 2019	Director Communication and Global Engagements
	15.6 Develop and implement a strategy to encourage every EREA school to develop a Narragunnawali RAP.	Aug 2019	Education Officer – Aboriginal and Torres Strait Islander Education
	15.7 Review and update the success of the EREA school RAP strategy.	May & Aug 2020	Education Officer – Aboriginal and Torres Strait Islander Education
16. Recognise and celebrate Aboriginal and Torres Strait Islander achievements.	16.1 Explore how EREA can recognise the achievements of Aboriginal and Torres Strait Islander Peoples within the organisation.	Dec 2019	Deputy Executive Director

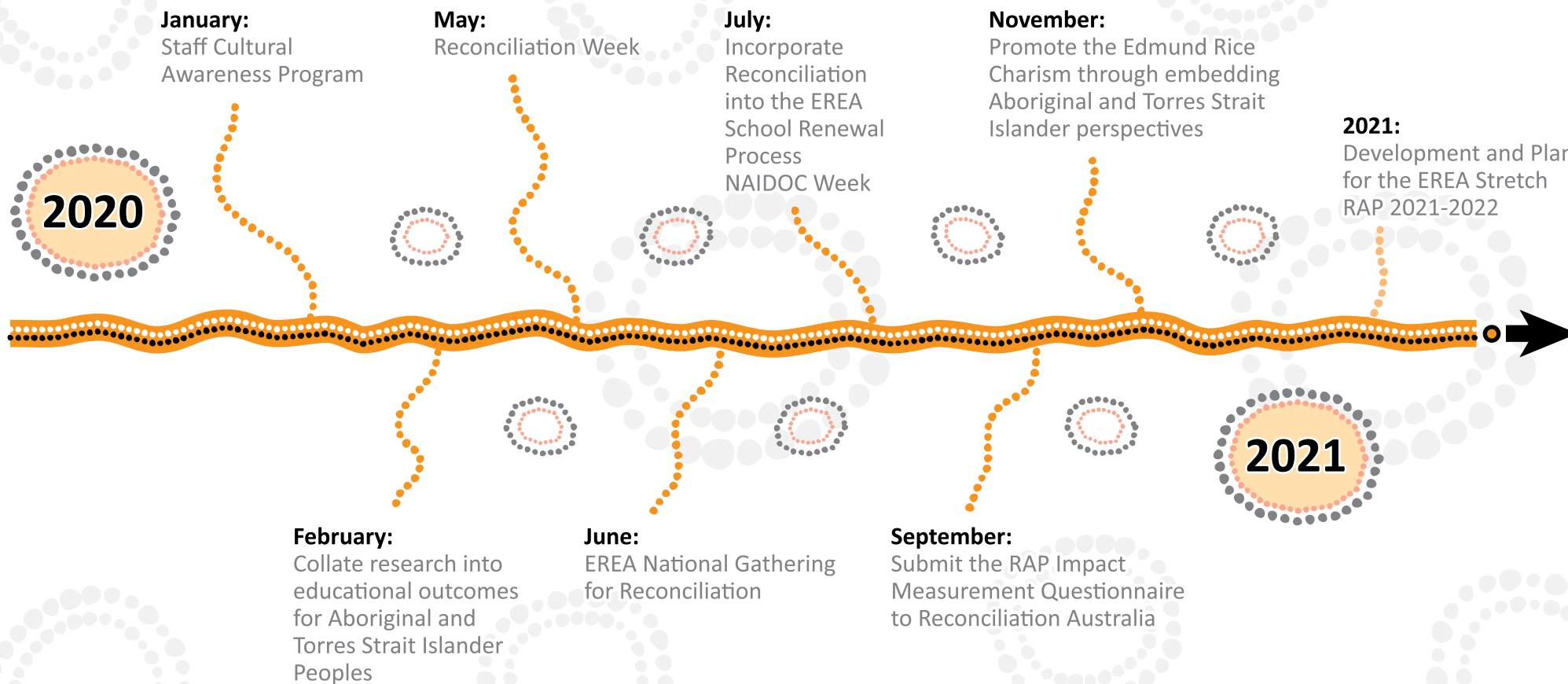
Action	Deliverable	Timeline	Responsibility
17. Support existing EREA Aboriginal and Torres Strait Islander networks	17.1 Develop an online discussion community.	Aug 2019	Director Communication and Global Engagements
18. Facilitate Reconciliation conversations.	18.1 Plan and deliver a National Gathering for Reconciliation.	Jun 2020	National Director, Identity and Liberating Education
	18.2 Develop pages within the EREA website to support the Reconciliation Action Plan with appropriate resources.	Jun 2019	Director Communication and Global Engagements
19. Provide leadership opportunities for students and staff	19.1 Establish a strategy to support Aboriginal and Torres Strait Islander leadership for students (e.g. National Indigenous Cadetship Program).	Dec 2019	Education Officer – Aboriginal and Torres Strait Islander Education
	19.2 Explore possibilities to support the leadership of Aboriginal and Torres Strait Islander students in Youth Plus schools.	Feb 2020 Feb 2021	National Director, Identity and Liberating Education
	19.3 Support Aboriginal and Torres Strait Islander staff to participate in national and international conferences, formation and leadership opportunities.	Aug 2019 Aug 2020	Deputy Executive Director
	19.4 Support and encourage opportunities for Aboriginal and Torres Strait Islander staff who have participated in significant leadership/development experiences to share their learnings with their communities.	Feb 2020 Feb 2021	Deputy Executive Director
	19.5 Incorporate into the annual EREA School Leaders' conference an Aboriginal and Torres Strait Islander immersion or Walking on Country experience relevant to the local Country of the venue.	Nov 2019 Nov 2020	National Director, Identity and Liberating Education
20. Encourage and support EREA schools to further embed Aboriginal and Torres Strait Islander perspectives into teaching and learning programs.	20.1 On the EREA website, include links to curriculum programs which embed Aboriginal and Torres Strait Islander perspectives.	Oct 2019 Oct 2020	Education Officer – Aboriginal and Torres Strait Islander Education
	20.2 Promote relevant professional development for educators to grow in their understandings of embedding Aboriginal and Torres Strait Islander perspectives.	Oct 2019 Oct 2020	Education Officer – Aboriginal and Torres Strait Islander Education
21. Provide resources and advice based on national and international research.	21.1 Provide a list of national and international research into educational outcomes for Aboriginal and Torres Strait Islander Peoples to inform best practice and culturally safe practices in EREA schools.	Feb 2020 Feb 2021	Education Officer – Aboriginal and Torres Strait Islander Education
	21.2 To investigate the future needs of EREA schools in order to further their work for reconciliation.	Feb 2020 Feb 2021	Education Officer – Aboriginal and Torres Strait Islander Education

Governance, Tracking Progress and Reporting

Action	Deliverable	Timeline	Responsibility
22. Report RAP achievements, challenges and learnings to Reconciliation Australia.	22.1 Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia annually.	Sep 2019 Sep 2020	National Director, Identity and Liberating Education
	22.2 Investigate participation in the RAP Barometer.	Oct 2019	Education Officer – Aboriginal and Torres Strait Islander Education
	22.3 Develop and implement systems and capability needs to track, measure and report on RAP activities.	Jan 2020	Education Officer – Aboriginal and Torres Strait Islander Education
23. Report RAP achievements, challenges and learnings internally and externally.	23.1 Publicly report our RAP achievements, challenges and learnings through EREA Annual Report.	Aug 2019 Aug 2020	EREA Executive Director
24. Review, refresh and update RAP.	24.1 Liaise with Reconciliation Australia to develop a new RAP based on learnings, challenges and achievements.	Jul 2020	Chair, RWC
	24.2 Send draft RAP to Reconciliation Australia for review and feedback.	Oct 2020	Education Officer – Aboriginal and Torres Strait Islander Education
	24.3 Submit draft RAP to Reconciliation Australia for formal endorsement.	Feb 2021	Education Officer – Aboriginal and Torres Strait Islander Education
25. Ensure there is an Aboriginal and/or Torres Strait Islander representative on the EREA Board.	25.1 Review and update the role of the Aboriginal and/or Torres Strait Islander representative on the EREA Board.	Feb 2020 Feb 2021	EREA Executive Director
26. Establish a reflection on the school's journey towards reconciliation in the EREA School Renewal Process.	26.1 Incorporate into the Renewal Process and report explicit references to reconciliation.	Jul 2019 Jul 2020	National Director, Identity and Liberating Education

2019 Innovate RAP Timeline







The Meaning Behind the RAP Cover Design

This artwork was designed to project a message of “connecting with young people” and “being proud of who they are within themselves”.

The black and white dots represent young people and their own life journeys. The smaller coloured dots represent all families and communities that also play a part in their journeys. The colours used throughout this design, represent all cultures.

The pathway is shown in the gradual climb to success. The thick top line represents an Elder’s colourful story of his life’s journey. Life’s pathway to success is never a straight path but one has to have faith within, and stay focused in order to achieve.



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RECONCILIATION
ACTION PLAN
INNOVATE

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