Narragunnawali Reconciliation Action Plan

Support Resource for Schools

Introduction:

All EREA schools are on their own journey of reconciliation through both strategic approaches as well as day to day practice. This journey is contextualised by a school's history, location, student demographic, relationship with community and resources (among others). Therefore, documenting intentions in the space of Aboriginal & Torres Strait Islander Education and reconciliation through a Narragunnawali Reconciliation Action Plan (RAP) will be different for all schools and potentially problematic in varying areas.

Schools are busy places and at times, the construction and monitoring of a RAP can sometimes be added to a long list of existing responsibilities for staff. The process needs to be genuine, respectful and meaningful to all involved. It cannot be rushed, and realistic time frames need to be considered by College Leadership and the working party involved. Therefore, please be assured that there is a plethora of support structures in place to assist schools and early learning centres in considering the best approach for a RAP and how to ensure it is a document that benefits the whole school community and remains dynamic and evolving.

The following two sections of this resource can be used as a guide for schools:

Section 1 – 'Narragunnawali Support'. Generalised support measures are outlined using content from the Narragunnawali Education Support resources.

Section 2 – 'Guidelines and checklist sample used'. Specific measures followed by a school that can be used as a template or to provide context to the process.

Section 1 – Narragunnawali Support

It is up to each school to determine which stage they are at on their reconciliation journey. Below are some possible links to resources and advice that could support schools that are at different stages on their journey of completing / maintaining a RAP. Initially, it is encouraged to peruse the Narragunnawali website and set up an account. There is a wide range of links to support schools on this platform. This includes access to webinars and videos, as well as specific curriculum links and what actions mean and what their deliverables may look like. (Narragunnawali - Narragunnawali Home).

Be aware that the team at Narragunnawali (Reconciliation Australia) are extremely helpful and can assist schools greatly if required. Email contact for Narragunnawali: Reconciliation in Education (education@reconciliation.org.au). Please be aware though that this team are servicing all schools across Australia in all sectors.

If schools are unsure of where to start or have hit a stumbling block and need some additional support, please contact this team using the above email address or click on the links. If you would like to have a yarn and gain support from EREA, please contact Andrew Kirkpatrick at EREA (andrew.kirkpatrick@erea.edu.au).

The content contained in the links below may be applicable but will need to be contextualised as mentioned based on each individual school. The links align with whether the school is:

- Just starting their RAP journey
- Have engaged with their RAP Journey but need further support
- Have completed their RAP but need support to maintain it

Potentially relevant links for schools just starting their Narragunnawali journey

- What is a RAP? page (Including the resources links from this page)
- RAPs section of the FAQs page
- 'Reconciliation in Education' on-demand webinar series (especially the 'Walking the Talk' webinar)

Potentially relevant links for schools who have engaged with Narragunnawali but may be at a standstill, not have had their RAP published and may need motivation and/or additional support to complete

The resources mentioned above may still hold relevance. Other resources to assist may include:

- RAP Working Group Kit page
- RAP Framework page (and linked professional learning resources)
- The main Narragunnawali webinars suite

Potentially relevant links for schools who although have a published RAP, may need encouragement to ensure the document is living

The resources mentioned above may still hold relevance. Other examples might include:

- The 'Ideas for Action' tab of each RAP Action page (and, for inspiration, the illustrative films on each of the required RAP Action pages and on the Narragunnawali Awards page)
- The Goals and Deliverables FAQs sheet (to encourage task-setting against RAP Action commitments)
- The RAP Refresh FAQs sheet (with accompanying video)
- RAP Action-aligned professional learning and curriculum resources (as well as the suite of subject-specific resource guides)
- The interactive "Who has a RAP" map - to consider connecting and networking with other school/services with public RAPs
- Schools might also like to subscribe to Narragunnawali News and/or join the closed Narragunnawali Facebook Group where learnings and ideas are shared.

Section 2 – Guidelines and checklist sample used

Specifically, the following information is aimed at supporting schools in the early stages of creating a Reconciliation Action Plan or need to revisit and review their existing RAP under the Narragunnawali (Reconciliation Australia) platform. This set of notes was documented and followed by an EREA school in Queensland when the process for the RAP at this College was first established. Please note that due to the broad range of schools that exist within the EREA network, schools need to contextualise their own RAP's and processes accordingly, to match their status and journey towards reconciliation and Aboriginal & Torres Strait Islander Education. What may work at this College, may not necessarily work at another school. This is essentially an expanded approach with a more specific context from the 'What is a RAP?' link mentioned above (Narragunnawali - Reconciliation Action Plan)

The process used follows 4 phases:

- Planning Phase (Pre-RAP Working Group)
- Design Phase
- Follow up Phase
- Implementation Phase

Planning Phase (Pre-RAP Working Group)

- Create dialogue among the school community to gather interest or ideas from staff who may wish to contribute (in a variety of capacities) to the process of forming a RAP. The driver of this dialogue can include any staff member of the school community, it does not need to be a person responsible for Aboriginal & Torres Strait Islander education / programs / opportunities. A simple staff email or announcement at a staff meeting explaining what a RAP is and the intention for the school to complete one would be adequate. There could be mention of how the EREA National Office has launched its own Stretch RAP and explain that now as a result, EREA schools are strongly encouraged to follow the process and complete their own using the Narragunnawali online platform. If the person responsible is not the Principal, ensure that a meeting with the Principal is arranged to ensure their full backing and support. The Principal plays a significant role and will be the person responsible for final approval before the document is submitted and therefore needs to be included on the RAP Working Group as well as be kept up to date with the process.

- Compile a list of those interested. Contact may need to be initiated if required. Advise that a RAP Working Group will need to be established for the near future.

- Between a couple of stakeholders, search the Narragunnawali website (https://www.narragunnawali.org.au/rap/actions) sign up and start browsing the components that will assist the development of this document. The process involved and key components are clearly marked out on the website. This is a good opportunity to start looking at the range of actions within the 3 elements/pillars of the RAP (Relationships, Respect, Opportunities) that are listed and to commence dialogue about which ones may suit the school with their current situation. Also take note of the 4 stages that need to be done in order to submit your RAP (Working Group, Reflection Survey, Vision, Actions).

- Commence correspondence with the education support team at Narragunnawali so your school is on their radar (education@reconciliation.org.au).

- Compile a list of the existing contacts the school has in terms of Aboriginal & Torres Strait Islander education / programs / opportunities. This could include elders, community groups, local education support services, diocesan offices etc. These organisations will be of assistance throughout the process.

- Compile a list of the current practices the school offers in terms of supporting Reconciliation and Aboriginal & Torres Strait Islander Education. This may require communication with a range of people in the school community. Be aware that this will be added to once the Working Group commences their meetings.

- Contact Traditional Owners to advise of the intention to create a RAP and inform them that their guidance and advice will be an important part of the journey and therefore future correspondence and involvement on their behalf will be required. A possible invitation to the first RAP Working Group meeting (if available) would be a positive start to the process. It is understood that some schools may not have a relationship established with Traditional Owners. If this is the case, look to reach out again or contact respected First Nations people in the community who could assist and advise.

Design Phase

- Following on from the earlier dialogue in your school community, establish a Reconciliation Working Group for your school. This is a key element of the process and crucial in ensuring that the input and responsibilities are shared. Once a group of people have committed to the process, look to coordinate an initial meeting so the process can start moving. While it comes down to the individual school, be mindful of the number of members you would like to be involved. A chair/s will also need to be nominated and will coordinate the meetings and the process under the guidance of the group.

(RAP Meeting 1)

- Coordinate the first RAP Working Group Meeting. Please note that the agendas of each meeting will vary and need to be adjusted to suit the progress of the team. Set a date and venue for the first meeting. Time allocated will be determined by agenda, where the school is at on its Reconciliation Journey and the schedules of the group. Meetings can be problematic for parents with other commitments, so it may need to take place after school. As mentioned, possibly invite a Traditional Owner to conduct an official Welcome to Country and be on hand for the first meeting.

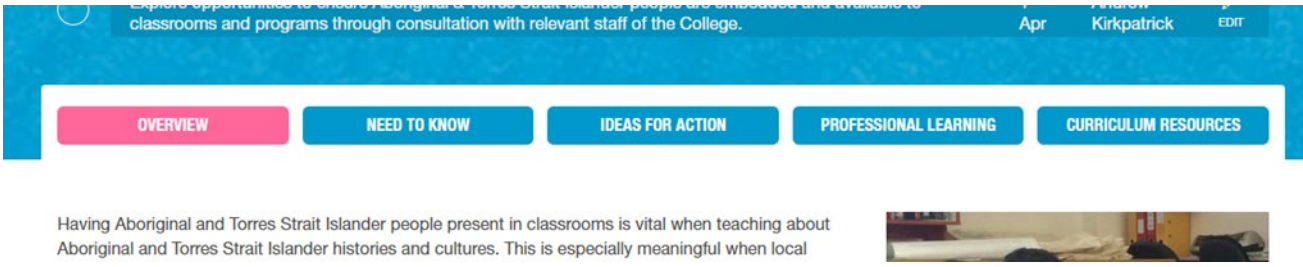
- A possible agenda for the first meeting could include a reflection / prayer, the overall RAP objectives and/or the objectives of the first meeting, what a RAP is, who Narragunnawali and Reconciliation Australia is, why the school is completing a RAP, points that need to be considered by the group, the journey ahead, selecting Actions etc.

- An important early aspect will be constructing a timeline to ensure the school remains committed and accountable to the RAP Process. This could include highlighting specific stages of the process and possible dates to have these done. This will need to happen in accordance with the College calendar and the time in which the RAP process commences. Events could include further meetings and a possible launch date.

- When selecting actions, the group need to reflect on the current status of reconciliation of the school and therefore select actions that meet the needs of the current reconciliation journey. RAP Actions are the commitments included in the Reconciliation Action Plan (RAP). There are 40 RAP Actions, each of which relates to relationships, respect or opportunities; as they play out in the classroom, around the school or early learning service and within the community. There are 14 Actions that must be included in the RAP for it

to be considered complete – they are marked as 'required'. The required Actions are essential to enable a consistent minimum standard for RAPs.

- The school and the working group need to be realistic in terms of selecting actions that they can meet the requirements for. It is a more productive process if 18 actions are done well, as opposed to 30 done without full commitment and resourcing. Ensure all members of the group are aware of the range of supporting information and resources that are available on the website for each action. This will break down the action more clearly and may influence whether the school includes the action in their RAP (see diagram below).



- Once the actions are selected, it is advised that the group conduct an internal reflection
  survey on how the school may already address the action in some capacity and thoughts / ideas moving forward. This could easily be put into a table for ease of reference. If not recorded, at least ensure there is dialogue around this as a reflection survey is required in the process on the Narragunnawali website when creating a RAP and it is good to have the input of the Working Group for this. This content is beneficial for the school community and can be used to inform other stakeholders.

RAP ACTIONS

OPPORTUNITIES		
	What do we already do?	**Thoughts / Ideas moving forward.**
Curriculum Planning*		
Inclusive Policies*		
Staff Engagement with RAP*		
Reconciliation Awards		
Employment Strategy		
Celebrate RAP Progress		

- Set a date and an agenda for RAP Meeting 2.

(RAP Meeting 2)

- The next RAP Working Group meeting will be important to reinforce the RAP process and maintain the momentum established. Again, set an agenda and include a reflection on what has been done (this will ensure everyone is on the same page), coordinate an Acknowledgement of Country (or Welcome to Country if possible) as well as set goals and objectives for this meeting. Obviously, the Chair and the group are able to dictate the meeting and how it is run, so schools should feel comfortable to coordinate the RAP meetings as they please and what fits in with their context.

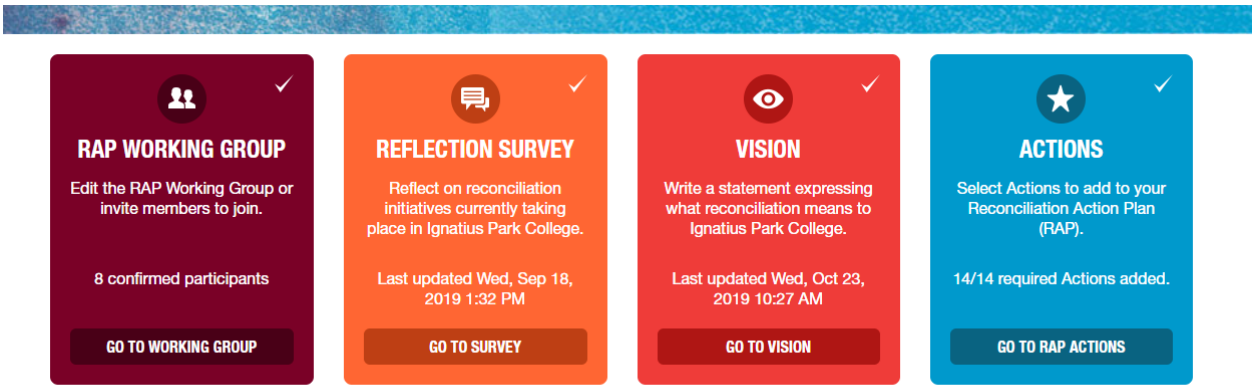
- A part of the reviewing process will be the discussion of Actions and how they will be addressed and accomplished by the school. By using the reflection tool on addressing Actions, the Working Group can now assess each Action and focus on how it will be addressed. This is done by setting a Goal for the Action as well as listing a set of Deliverables. The goal is the overall objective of the school to complete the Action. The deliverables specifically ask how the school intends on achieving the Action. Both aspects will ask the group to nominate a member of the working group to be assigned specific roles in contributing to the Action. Both aspects will also require timeframe consideration. Referral to the school calendar and commitments of the working group will need to be considered when setting time frames. While it is important to be aware that there is scope for flexibility with some actions, schools are encouraged to follow up on the deliverables within the nominated timeframe to ensure accountability.

- The allocation of Actions can be discussed and finalised at this meeting and can be based on individual interests of the group members and perhaps the relevance of individual roles at the school. This information is to be inserted manually into the section of the Narragunnawali web page. This can be a time-consuming process depending on the input of the group and how many Actions the school will place into their RAP. Most likely this will take up the remainder of Meeting 2.

(RAP Meeting 3)

- The objective of Meeting 3 will be to confirm the Actions (Goals & Deliverables) and to finalise the other stages of the RAP that need to be completed. This includes finalising the confirmed commitment of all members of the RAP Working Group and the finalisation of the Reflection Survey. A Vision for Reconciliation is to be completed and this statement provides the school an opportunity to state publicly how and where they see Reconciliation in their community. There is no right or wrong (or generic) Vision for Reconciliation Statements, and therefore this can be

contextualised to suit the details of the school. [Narragunnawali - Writing Your Vision for Reconciliation - FAQs]



- When completing the vision, the option of Acknowledging Country is made available, and this is something schools are strongly encouraged to do. This is not only good practice but an opportunity to establish / maintain strong connections with Traditional Owner groups that the school is located on and connected with.

- Finally, the working group is to decide on an appropriate image / photo that will be used in the RAP document. This image is to be specific to the school and link to Aboriginal & Torres Strait Islander culture and/or education programs or to Reconciliation in general. A prominent photo or mural is ideal; however, this is an individual decision of the group / school. The school logo is also to be inputted.

Follow up Phase

- This period is following up and tying loose ends before submitting the document to the Narragunnawali Education Team. If a meeting can be coordinated, there is benefit. Otherwise, correspondence via email is fine.

- As a Working Group it is advised to go over the document and ensure all requirements are completed and agreed upon. All Working Group members also need to acknowledge their involvement and respond to the invitation online.

- The RAP draft is almost complete and should show 100% complete pending approval on the Your RAP link. The Principal is the member of the Working Group who submits the RAP to Narragunnawali and therefore will need to go over the document carefully. They may wish to seek advice from the Leadership Team and/or the Advisory Council before the RAP is submitted. There is also a scope to get further feedback from other interested members of the community if they wish. However, this may become problematic and time consuming if many changes are requested.

- Once submitted, Narragunnawali will acknowledge the receipt of the draft and will in time look to provide feedback on the document. The Working Group then discuss this feedback and make the necessary modifications (if required).

- Once approved, the Narragunnawali Education Team will email the school to advise that the RAP document is fine to be published and can be viewed online. The Chairperson / Principal is to inform the Working Group and the College Community / Board / Advisory Group.

- The school can then look at launching the Reconciliation Action Plan and set a date and venue for this to take place. The launch is done at the discretion of the school. It can be on an Assembly, in conjunction with National Reconciliation Week or however the school wants to coordinate. It is advised to invite stakeholders of the College (and the Aboriginal & Torres Strait Islander community) to the launch. A copy of the RAP should be available for people in attendance to view. The school may even print a modified / reader friendly version for this occasion and then have this on display. Many schools create a contextualised version of the RAP that uses College branding and photos and is more visually appealing than the generic Narragunnawali template. This is not a requirement from Reconciliation Australia.

Implementation Phase

- Now the Reconciliation Action Plan is a document, it needs to be implemented and embedded into the daily operations of the school. The essence of the RAP is not the launch or what it looks like in a document but through the Actions and how they are delivered.

- The College Community (including parents) need to be informed of the RAP Actions, why they are significant and how the school is going to deliver

them. Email correspondence or staff briefings / forums are suggested methods.

- Regular correspondence between the RAP working group is important to ensure members who are responsible for Actions are followed up. It is also important to celebrate the progress of the RAP when Actions are delivered upon.

- Reconciliation Action Plan Working Group meetings on a quarterly basis are encouraged to ensure regular contact is made. However, the frequency of these meetings is up to the school.

- Regular visits to the Narragunnawali website are also advised due to the plethora of resources available for schools that assist in delivering the Actions (see Section 1).