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NNOOSH

(North Newtown OOSH)

Reconciliation Action Plan (RAP)



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Acknowledgement of Country

NNOOSH acknowledges that the Land on which we play, learn, eat and grow is the Land of the Gadigal people of the Eora Nation. This was – and always will be – Gadigal Land. We acknowledge Aboriginal and Torres Strait Islander peoples’ Culture and the continual Gadigal connection to the Land, Waters and Skies and thank them for protecting this Land and its ecosystems since time immemorial. We pay our respects to Elders past, present and emerging, and extend this to all Aboriginal and Torres Strait Peoples.

NNOOSH Vision for Reconciliation:

In line with our service philosophy, we aim to be a service that places equality and equity at the forefront and recognises respect and inclusion. NNOOSH will embrace unity between Aboriginal and Torres Strait Islander Peoples and other Australians through community engagement with the local First Nations community, acknowledging the past, and working towards an equal and equitable future for all. At NNOOSH we recognise and respect the rich Cultures, Histories, and Contributions of First Nations Peoples/Communities and acknowledge their importance in shaping the diverse space in which we learn, play, and grow together.

RAP Working Group:

Name	Position
Alex Scheul	Senior Educator (Co-Chair of RAP)
Karla Bryne	Educational Leader (Co-Chair of RAP)
Jan Flanagan	Coordinator (Co-Chair of RAP)
Charlie Ragg	Senior Educator
Caitlin Moussa	Assistant Coordinator

Reconciliation and My Time Our Place (MTO):

The MTO Framework contributes to the realisation of the goals outlined in the *Alice Springs (Mparntwe) Education Declaration (2019)*. This commits governments to ensuring all children learn about the diversity of Aboriginal and Torres Strait Islander Cultures, and to seeing all Aboriginal and Torres Strait Islander children thrive in their education and all facets of life. School age care services have a role in delivering this outcome and advancing Reconciliation in Australia. Educators should think deeply and seek assistance where possible, through engaging with Aboriginal and Torres Strait Islander people, about how to embed Aboriginal and Torres Strait Islander perspectives in the philosophy of the setting, their planning and implementation of curriculum. They have a responsibility to create culturally safe places, working in intercultural ways through pedagogy and practice. An intercultural space is created when educators seek out ways in which western and Aboriginal and Torres Strait Islander knowledge systems work side by side.

(Narragunnawali: Reconciliation in Education: <https://www.narragunnawali.org.au/rap/actions/43/my-time-our-place-school-age-care#tab-2>)

(ACECQA: https://www.acecqa.gov.au/sites/default/files/2023-01/Mapping%20updated%20MTO%20V9%20Australian%20Curriculum_V2.0.pdf)

There are four key focus areas of the RAP:

Relationships, Respect, Opportunities and Governance.

MTO Principle:

Aboriginal and Torres Strait Islander Perspectives clearly outlines educators' obligations to:

- engage with Aboriginal and Torres Strait Islander Elders and community members to build reciprocal relationships to explore social and cultural identities and heritage
- seek assistance, where possible, with Aboriginal and Torres Strait Islander Peoples, when embedding Aboriginal and Torres Strait Islander Perspectives in the planning and implementation of curriculum regardless of whether or not Aboriginal and Torres Strait Islander children and families are enrolled in the service
- provide opportunities for Aboriginal and Torres Strait Islander Children and Young Peoples to see themselves, their identities and cultures reflected in their culturally safe learning environment
- acknowledge the strengths and capabilities of Aboriginal and Torres Strait Islander Families while supporting wellbeing to assist in reinforcing and affirming a positive sense of identity for their children
- incorporate opportunities to develop knowledge and understanding of Aboriginal and Torres Strait Islander relationships and connections to Country and Family including kinships systems
- embed Aboriginal and Torres Strait Islander Perspectives in the service philosophy and practice to advance reconciliation

Aboriginal and Torres Strait Islander Histories, Cultures and Contributions are interconnected with all principles, practices and learning outcomes. Educators should keep this in mind when planning activities using My Time, Our Place.

(MTO V.2.0, 2022: <https://www.acecqa.gov.au/sites/default/files/2023-01/MTO-V2.0.pdf>)

NNOOSH RAP Actions:

Relationships

Relationships are at the centre of our reconciliation journey. NNOOSH understands the importance of cultivating relationships and partnerships with Aboriginal and/or Torres Strait Islander Peoples and Communities to engage meaningfully in the process of reconciliation.

RAP ACTIONS and Responsibility	NNOOSH COMMITMENT	NNOOSH GOAL
<p style="text-align: center;">Build Relationships with Community (Jan F)</p>	<p>NNOOSH is committed to forging meaningful and ongoing relationships with local Aboriginal and Torres-Strait Islander Elders and Peoples recognised in their community as Traditional Owners. We aim for this relationship to be of mutual benefit, and for our Elders and Traditional Owners to feel safe and supported to share historical and cultural knowledge with our staff and children.</p>	<p>NNOOSH recognises that as a centre, we are limited in first-hand knowledge to impart to the children regarding Aboriginal and Torres-Strait Islander Histories and Cultures. It is important therefore to provide space and opportunity for Aboriginal and Torres-Strait Islander Elders and Traditional Owners to impart their knowledge directly.</p>
<p style="text-align: center;">Aboriginal and Torres Strait Islander People in the Centre (Jan F)</p>	<p>NNOOSH is committed to inviting Aboriginal and Torres Strait Islander Peoples and Leaders into the NNOOSH centre. We aim to have this on regular basis, and for special incursions/events.</p>	<p>NNOOSH acknowledges the importance of having Aboriginal and Torres Strait Islander Peoples when running activities at NNOOSH that involve Indigenous Australian Histories, Cultures and Peoples.</p>
<p style="text-align: center;">Cultural Responsiveness for Staff (Karla B)</p>	<p>Staff are supported to participate in active, collaborative and effective reflective practices to build on their cultural responsiveness to improve their practice and best support the needs of Aboriginal and Torres Strait Islander children and Community members.</p>	<p>NNOOSH staff will undertake professional development training and reflective practice specifically focused on cultural competence and support for Aboriginal and Torres Strait Islander Peoples. These trainings will occur frequently and be differentiated for senior staff members. NNOOSH will use <i>Narragunnawali</i> resources as a starting point (https://www.narragunnawali.org.au/).</p>
<p style="text-align: center;">My Time Our Place (Karla B)</p>	<p>NNOOSH is committed to connecting our vision, philosophy and Quality Improvement Plans (QIP) for reconciliation with the principles, practice and outcomes of the My Time Our Place framework. Combining our reconciliation practices with MTOP will ensure that reconciliation will be embedded in NNOOSH’s everyday learning environment.</p>	<p>NNOOSH staff will familiarise themselves with the specific Aboriginal and Torres Strait Islander Principles in MTOP. NNOOSH will conduct staff discussion linking Aboriginal and Torres Strait Islander values, teachings and ideas to the broader MTOP practices. NNOOSH will explore the connections in order to most effectively incorporate Aboriginal and Torres Strait Islander Perspectives into the program.</p>

Respect

NNOOSH acknowledges that building understanding of Reconciliation is a continuous learning process and will require a concentrated approach to build capability and strengthen efforts already underway. We are committed to providing learning opportunities across the centre to ensure an understanding of our shared history, and acknowledgement and acceptance of what has happened in the past. We understand the need to build an inclusive workplace and learning space is built on mutual respect, where Aboriginal and/or Torres Strait Islander Peoples, Communities and Cultures are recognised, valued and celebrated. We know that we need to strengthen the trust and confidence of the families and communities in which work, to ensure Aboriginal and/or Torres Strait Islander young people get the best possible education outcomes.

RAP ACTIONS and Responsibility	NNOOSH COMMITMENT	NNOOSH GOAL
Acknowledgment and Welcome of/to Country (Alex S)	Where appropriate, at significant events at NNOOSH, the centre will engage in a Welcome to Country or conduct an Acknowledgment of Country.	NNOOSH will incorporate these protocols into formal events, important occasions and when there are special guests visiting NNOOSH. By doing this, we recognise Aboriginal and Torres Strait Islander Peoples as the Owners and Custodians of the land. Where possible, NNOOSH will provide space for local Elders to perform a Welcome to Country.
Teach about Reconciliation (Karla B) (Caitlin M) (Charlie R)	NNOOSH 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.	Reconciliation is a process that does not only occur during National Reconciliation Week. The NNOOSH program will include implicit and explicit reconciliation learning opportunities year-round.
Teach Days/Weeks of Significance and Reconciliation (Karla B) (Caitlin M) (Charlie R)	NNOOSH is committed to learning about Reconciliation in Australia. Explicit and implicit learning about the concept, history, and progress of reconciliation is a crucial aspect of the reconciliation process. Through understanding, NNOOSH (as staff and children) will strengthen its engagement with reconciliation as it positions itself in the broader acts of reconciliation in Australia.	NNOOSH will incorporate days of National significance (e.g. Aboriginal and Torres Strait Islander Children’s Day, Sorry Day) and weeks for reconciliation (e.g. Reconciliation Week). NNOOSH will also commit to including Aboriginal and Torres Strait Islander Perspectives when teaching about other national days, such as 26 January (Australia Day) and ANZAC Day. These programmed activities will be run by educators who are well-researched and well-trained in the topic.
Explore culturally relevant/current affairs and issues	NNOOSH is committed to raising awareness of current affairs and issues in the public zeitgeist that are of particular relevance to the reconciliation process and Aboriginal and Torres Strait Islander Peoples.	This will be done through curriculum delivery, policies and procedures, and will be integrated into the ethos of our OOSH centre. NNOOSH will take the time to guide discussions with the children to reflect these issues and will support the staff running the activity.

(Karla B) (Caitlin M) (Charlie R)		
Care and Respect for NNOOSH Land and Sustainability (Jan F) (Alex S)	NNOOSH commits to actively caring for the Country/Land on which we stand (the land of the Gadigal people of the Eora nation). With this commitment we aim to learn and support the continuous connections Aboriginal and Torres Strait Islander Peoples have with Country and Place. We will encourage all community members to become socially and environmentally responsible citizens who display a growing awareness of the importance of First Nations land management and sustainability.	NNOOSH will incorporate Gadigal perspectives into our sustainability policy and procedures. This involves respectfully learning about Aboriginal and Torres Strait Islander Perspectives, Philosophies and Practices about caring for Country/Place, as well as physically demonstrating respect for the skies, waterways and Land on which we live and learn.
Displaying Aboriginal and Torres Strait Islander Flags and Artwork (Alex S)	NNOOSH commits to displaying the Aboriginal and Torres Strait Islander flags in a visible and prominent area of the centre building. This is to demonstrate our pride and respect for all Aboriginal and Torres Strait Islander Peoples and their Cultures, Histories and Contributions. Flying/displaying the flags aims to promote a sense of community partnership and a commitment towards Reconciliation.	Our goal is to have both flags flying/on display in the centre in a prominent and visible space. The school NNOOSH is attached to has the Aboriginal and Torres Strait Islander Flags flying on the flag pole.
Take Action against Racism and Discrimination (RWG)	NNOOSH commits to educating children and staff on racism, to properly understand it. When racism is properly understood, it is easier to discuss and to overcome it.	Our goal is to foster a centre where racism education is a priority and the children are anti-racist. This will be achieved through teaching and modelling anti-bullying and anti-racism behaviour.

Opportunities

At NNOOSH, we are committed to creating a culturally safe centre that provides opportunities for Aboriginal and/or Torres Strait Islander Peoples and Communities through employment, learning outcomes and play. These opportunities will be meaningful and diverse and ever-changing to meet the needs and aspirations of Aboriginal and/or Torres Strait Islander Peoples and Communities.

RAP ACTIONS and Responsibility	NNOOSH COMMITMENT	NNOOSH GOAL
<p style="text-align: center;">Staff Engagement with the RAP (Karla B) (Alex S)</p>	<p>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. All staff will have opportunities to add and give feedback to the RAP through reflective practice and meetings.</p>	<p>NNOOSH aims to involve all educators, staff, parents and wider community to have the opportunity to participate in the creation and revision of our RAP. These relationships aim to draw on a range of experiences and ideas and, in turn, encourage all NNOOSH staff/communities to support and assist reconciliation.</p>
<p style="text-align: center;">Gadigal Languages (Alex S) (Jan F)</p>	<p>NNOOSH commits to providing its children with an understanding and knowledge of the Gadigal language and other Aboriginal and Torres Strait Islander languages of the Greater Sydney area. We acknowledge the importance of language maintenance and revitalisation efforts as we will provide children with the opportunities to learn about the language of their local area.</p>	<p>NNOOSH will reach out to Gadigal leaders to find resources and people to help teach the students the Gadigal language. NNOOSH believes that normalising and encouraging the use of Gadigal language in the centre will aid to the Reconciliation effort from the children. NNOOSH will aim to incorporate Gadigal artwork, music and dance under the guidance of Gadigal Leaders.</p>
<p style="text-align: center;">Inclusive Policies (Alex S) (Jan F)</p>	<p>NNOOSH commits to providing all educators the opportunity to read and discuss policies that refer specifically to improving educational outcomes for Aboriginal and Torres Strait Islander People and increasing knowledge of and respect for Aboriginal and Torres Strait Islander Peoples and their histories and cultures. NNOOSH will revisit all policies that should/can reflect the improvement for Aboriginal and Torres Strait Islander Peoples education, knowledge and experience of NNOOSH.</p>	<p>NNOOSH aims to create an inclusive centre that improves educational outcomes for Aboriginal and Torres Strait Islander people in our community and fosters a respect and appreciation for our First Nations people in staff, children and families and community. NNOOSH senior staff will revisit all internal policies in staff meetings to add/edit to the policies.</p>
	<p>Embedding Aboriginal and Torres Strait Islander Histories and Cultures in programming, development and evaluation</p>	<p>Our goal is to regularly draw upon the rich and diverse Culture, Teachings and Perspectives of Aboriginal and Torres</p>

<p>Curriculum (Program) Planning (Karla B) (Caitlin M) (Charlie R)</p>	<p>processes is a key and ongoing consideration across all learning areas of NNOOSH.</p>	<p>Strait Islander Peoples by including activities in the program that reflect this. NNOOSH will aim to have a local member of the Aboriginal and Torres Strait Islander Community to aid in running the activity.</p>
<p>Celebrate RAP Progress (Alex S) (Jan F)</p>	<p>NNOOSH is committed to reflecting on the progress made in the growth of the RAP as it is implemented. The RAP is, and will always be a working document. 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.</p>	<p>NNOOSH wants to keep all educators, children, families and community members informed about the progression, success and failings of the NNOOSH RAP. This will aid us in community involvement to have access to feedback.</p>

Governance

NNOOSH understands that a successful RAP involves a cohesive and definitive effort from the leadership team and RAP Working Group. The governance of the RAP should involve Aboriginal and/or Torres Strait Islander Peoples and Communities to create ongoing collaboration and mutual support.

RAP ACTIONS and Responsibility	NNOOSH COMMITMENT	NNOOSH GOAL
Elders and Traditional Owners share Histories and Cultures (Jan F)	NNOOSH is committed to forging meaningful and ongoing relationships with local Aboriginal and Torres-Strait Islander Elders and People recognised in their community as Traditional Owners. We aim for this relationship to be of mutual benefit, and for our Elders and Traditional Owners to feel safe and supported to share historical and cultural knowledge with our staff and children.	NNOOSH recognises that as a centre, we are limited in first-hand knowledge to impart to the children regarding Aboriginal and Torres-Strait Islander Histories and Cultures. It is important therefore to provide space and opportunity for Aboriginal and Torres-Strait Islander Elders and Traditional Owners to impart their knowledge directly.
Establish and maintain an effective RAP Working Group (RWG)	The NNOOSH RAP Working Group (RWG) will be set up initially as the senior educator team (made up of the Coordinator, Assistant Coordinator, Educational Leader and other Senior Staff). The RWG will have the commitment to ensure that the RAP is maintained and achieving its goals. The RWG will have the responsibility to enlist other interested educators, parents and community members where necessary.	The NNOOSH RWG will be constantly updating their management teams and strategies to enact the RAP effectively and efficiently. An Expression of Interest will be sent out to NNOOSH families and the wider NNOOSH community to join the RWG.

RAP Version History & Amendments

Version/Date	Amendments
V.1 (01/08/2023)	- Creation of the NNOOSH RAP and RWG.
V.2 (29/09/2023)	- Reworded Acknowledgment of Country - Ensured correct capitalisations of words and titles
V.3 (30/10/2023)	- Edits of grammar and spelling
V.4 (19/02/2024)	- Formatting edits and added to MTOP section
V.5 (03/04/2024)	- Actioned the Feedback from Narragunnawali, which included: > Removing the NNOOSH philosophy quotes from our Vision > Updating our Acknowledgment of Country to be more personal to NNOOSH, without reference to the Office of the Childrens Guardian > Added our Acknowledgement of Country to the NNOOSH website, as per the advice from the Narragunnawali website > Updated the cover of both the RAP and the RAP Website to include NNOOSH Artwork
V.6 (30/04/2024)	- Actioned further feedback from the Narragunnawali Team, which included > Updated wording for both the NNOOSH Acknowledgment of Country and Vision for Reconciliation > This version of those sections will be published to the Narragunnawali database



Expression of Interest: NNOOSH RAP Working Group

What is a Reconciliation Action Plan (RAP)?

A Reconciliation Action Plan (RAP) is a formal statement of commitment to reconciliation.

Our vision for reconciliation falls within the ideas and sentiments of our NNOOSH philosophy. It involves the facilitation of a service that places equality and equity on the forefront and recognises “respect and...diversity in all its forms”.

“Community engagement and inclusion are at the forefront of all that we do” as we embrace unity between Aboriginal and Torres Strait Islander peoples and other Australians by understanding the past and working towards a future of learning and acceptance.

NNOOSH is proud to celebrate the rich cultures, histories and contributions of the First Nations Peoples/Communities and we acknowledge their importance in shaping the diverse space in which we learn, play and grow together (NNOOSH Philosophy).

What is a RAP Working Group?

The Reconciliation Action Plan (RAP) Working Group (RWG) is a group of NNOOSH educators, families and community members who collaborate on the working RAP document.

The current RWG is made up of co-chairs: Alex Scheul and Karla Byrne, as well as NNOOSH staff: Caitlin Moussa, Charlie Ragg and Jan Flanagan.

The RWG maintains, celebrates, collaborates on, adapts, and achieves the RAP. Different RAP Actions are given to different members of the RWG to achieve.

How would you fit in?

The NNOOSH RWG is looking for parents and NNOOSH community members to join the RWG. The RAP is a collaborative, working document that requires input from all members of the NNOOSH community.

If you are a part of the NNOOSH RWG, you will aid the RWG co-chairs in

sustaining the RAP. There are multiple possibilities for varying time commitments, collaboration times and contributions to the RAP.

Any help or collaboration is much appreciated, and we are excited to join together in the NNOOSH RAP.

Further Information:

If you are interested in joining the RWG, or would like to contribute to the RAP in any way, please email or see Alex S or Karla at: nnoosh@bigpond.net.au, outlining what you would like to do.