



Early Learning Centre

28A Columbia Drive
Wheelers Hill VIC 3150

Phone

03 9560 8636

Fax

03 9560 8483

Email

info@columbiaparkelc.com.au

Version no.	Reviewed by	Authorised by	Date of issue	Amendments made
V1.0	CPELC FY2022 Committee & Management			

Acknowledgement of country

Columbia Park Early Learning Centre acknowledges the Woi-Wurrung people specifically the Wurundjeri people and Boon wurrung clans as the traditional owners of the land on which the Centre stands. Columbia Park Early Learning Centre pays our respect to the Elders past, present and emerging.

Reconciliation Action Plan *January 2022 till December 2023*

Our vision for reconciliation

Columbia Park recognises and respects Aboriginal and Torres Strait Islander peoples as the First Peoples of Country and as the Traditional Custodians of the land on which the centre stands Wurundjeri Country. Our vision for reconciliation is to be embedded in our everyday educational program and practice Aboriginal and Torres Strait Islander culture for social justice, equality and equity.

Our Business

Columbia Park Early Learning Centre is a community based, not-for-profit, long day education and care centre with integrated 3-year-old and 4-year-old kindergarten program, located in Wurundjeri Country.

Our RAP

The purpose of the RAP is to embed in our everyday program and practice Aboriginal and Torres Strait Islander curriculum and culture.

Theme 1: Practice is embedded in service operations

Theme 2: Practice is informed by critical reflection

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

[NewGuidanceDeterminingExceedingNQS.pdf \(acecqa.gov.au\)](#)

It is important for all our community members have an understanding of Aboriginal and Torres Strait Islander cultures, including their unique connection to the land, seas, skies and waterways. Cultural competence opportunities can help to improve the level of knowledge and understanding of Aboriginal and Torres Strait Islander cultures amongst staff, which is the basis for building better relationships between Aboriginal and Torres Strait Islander peoples. Educators develop critical and creative thinking about how to embed the Early Years Learning Framework and Aboriginal and Torres Strait Islander histories, cultures and contributions in their teaching.

The teaching team identify strong examples of embedding the Early Years Learning Framework and Aboriginal and Torres Strait Islander histories, cultures and contributions into teaching.es Strait Islander people and the wider community.

- Teaching team develop a deeper awareness and understanding of the concept of ‘tokenism.’
- Teaching team develop an appreciation of the importance of visibly demonstrating respect for Aboriginal and Torres Strait Islander histories and cultures.
- Teaching team develop feel more confident in their actions towards visibly demonstrating respect for Aboriginal and Torres Strait Islander histories and cultures.

The teaching team engage with the Australian Human Rights Commission’s Building Belonging: A toolkit for early childhood educators on cultural diversity and responding to prejudice, to involve children in thinking and discussion around the ways in which different sets of rights work together to tackle prejudice, encourage respect and ensure that the rights of all people, regardless of their background, are met with equality and equity..

[Building belonging: A toolkit for early childhood educators on cultural diversity and responding to prejudice | Australian Human Rights Commission](#)

Outcomes -

- Children develop an appreciation of, and respect for, diversity.
- Children develop an awareness of the importance of recognising and respecting one another's shared and unique rights.
- Children develop an awareness of the idea that different sets of rights work together in complementary rather than contradictory ways.
- [EYLF Outcome 2.1](#)— Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
- [EYLF Outcome 2.2](#)— Children respond to diversity with respect.
- [EYLF Outcome 2.3](#)— Children become aware of fairness.

Relationships			
<i>Building strong relationships between Aboriginal and Torres Strait Islander peoples and other Australians is important to your organisation and its core business activities—themes include connecting people, sharing experiences, governance, communication, engagement and partnerships.</i>			
Focus area: <i>Connecting with the Elder of our community.</i>			
Action	Deliverable	Timeline	Responsibility
1. Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.	<ul style="list-style-type: none"> Meet with local Aboriginal and Torres Strait Islander elder of the community. 	Booked Aboriginal Elder for 9 th March 2022 And 9 th March 2023 Yarn Strong Sista Inservice in May 2022	<i>Emma</i>
2. Build relationships through celebrating National Reconciliation Week (NRW).	<ul style="list-style-type: none"> Circulate Reconciliation Australia’s NRW resources and reconciliation materials to our staff. 	Calendar of Events	Nakita
	<ul style="list-style-type: none"> Annual Dates such as Anzac Day, National Reconciliation Week, NAIDOC Week, National Aboriginal all Torres Strait Islander Children’s Day is embedded into our program and practice to participate in at least one external event to recognise and celebrate NRW. 	Every Year	All teaching team
	<ul style="list-style-type: none"> Register all our NRW events on Reconciliation Australia’s NRW website. 	Every Year	Cathy
3. Promote reconciliation through our sphere of influence.	<ul style="list-style-type: none"> Develop and implement through professional development and professional team meeting. 	Once a Month	Cathy, Emma, Nakita, Rhiannon
	<ul style="list-style-type: none"> Communicate our commitment to reconciliation publicly to our CPELC Community 	Once Finalised	Cathy
	<ul style="list-style-type: none"> Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes. (Monash Council, FY22 Management Committee, Local Schools, Early Learning Centres) 	During the RAP process	Cathy
	<ul style="list-style-type: none"> Collaborate with RAP organisations and other like-minded organisations to develop innovative approaches to advance reconciliation. 	Through the Narragunnawali - Working Group	Cathy
4. Promote positive race relations through anti-discrimination strategies in the educational	<ul style="list-style-type: none"> Conduct a review policies and procedures to identify existing anti-discrimination provisions, and future needs. 	Yearly	Management Group
	<ul style="list-style-type: none"> Develop, implement, and communicate an anti-discrimination policy for our organisation. 	Yearly	Management Group

program and practise with a whole community approach.	<ul style="list-style-type: none"> Engage with Aboriginal and Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisors to consult on our anti-discrimination policy. 	Yearly	Management Group
---	---	--------	------------------

Respect			
<i>Respect for Aboriginal and Torres Strait Islander, cultures, histories, knowledge and rights are important to your organisation and its core business activities—themes include pride in cultures and histories, understanding, appreciation, acknowledgment, learning, success and celebration.</i>			
Focus area: <i>Optional: What key strategic direction of your business does Respect align to?</i>			
Action	Deliverable	Timeline	Responsibility
5. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	<ul style="list-style-type: none"> Develop, implement, and communicate a cultural learning strategy document. 		Emma
	<ul style="list-style-type: none"> Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors to inform our cultural learning strategy. 	Yarn Strong Sista PD (school readiness funding) May 2022	Emma
6. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	<ul style="list-style-type: none"> Increase teaching teams understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols. Acknowledgement of Country is practices daily into the program. Changing the rooms names (survey teaching team and then the whole community) through our RAP we are aiming to connect with Country and pay respect to the traditional language of our community. Survey sent on 29th April finalise by teaching team 6th May 2022, then send to FY22 management Committee (Approved providers) and then the whole community. 	Monthly	Cathy and Nakita
	<ul style="list-style-type: none"> Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year. 	When Outdoor redevelopment is upgraded. Contact Request for Traditional Ceremony - Wurundjeri Woi Wurrung Cultural Heritage	Cathy

		Aboriginal Corporation	
	<ul style="list-style-type: none"> • Include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings. 	Every Meeting	Management Team
7. Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.			
	<ul style="list-style-type: none"> • Promote and encourage participation in external NAIDOC events to all teaching team. 	Yearly Calender of Events	All Teaching Team

Opportunities			
<i>Aboriginal and Torres Strait Islander peoples, organisations and communities are important to our organisation include employment, professional development, retention, access to our early learning centre.</i>			
Focus area: <i>Optional: What key strategic direction of your business does Opportunities align to?</i>			
Action	Deliverable	Timeline	Responsibility
8. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development.	<ul style="list-style-type: none"> • Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities. Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander. 	Every time a job is advertised	Cathy and Nakita
9. Embedding Aboriginal and Torres Strait Islander perspectives through program and practice. To Is it just important when you have Aboriginal and Torres Strait Islander children attending the service or is it equally as important for non-Indigenous children as well.	<ul style="list-style-type: none"> • Working Together to Ensure Equality for Aboriginal and Torres Strait Islander Children in the Early Years 	A core principle of creating a culturally safe environment. Embedded	All teaching team (whole community)

Governance			
Action	Deliverable	Timeline	Responsibility
10. Establish and maintain an effective RAP Working group (RWG) to drive governance of the RAP.	<ul style="list-style-type: none"> Maintain Aboriginal and Torres Strait Islander representation on the RWG. 	<i>Monthly</i>	Cathy
	<ul style="list-style-type: none"> Meet at least four times per year to drive and monitor RAP implementation. 	<i>4 times per year</i>	<i>Management Team</i>
11. Provide appropriate support for effective implementation of RAP commitments.	<ul style="list-style-type: none"> Engage teaching team in the delivery of RAP commitments. 	All	Teaching Team
	<ul style="list-style-type: none"> Define and maintain appropriate systems to track, measure and report on RAP commitments. 	Monthly Meetings	Cathy, Nakita and Emma
	<ul style="list-style-type: none"> Appoint and maintain an internal RAP Champion from senior management. 	Monthly Meeting	Cathy, Emma and Nakita
12. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	<ul style="list-style-type: none"> Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important RAP correspondence. 	Yearly	Cathy
	<ul style="list-style-type: none"> Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Measurement Questionnaire. 	End of Term	Cathy
	<ul style="list-style-type: none"> Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia. 	End of Term	Cathy
	<ul style="list-style-type: none"> Report RAP progress to all staff and senior leaders quarterly. 	End of Term	Cathy
	<ul style="list-style-type: none"> Publicly report our RAP achievements, challenges and learnings, annually. 	End of Term	Cathy
	<ul style="list-style-type: none"> Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer. 	Yearly	Cathy
	<ul style="list-style-type: none"> Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP. 	Once Completed	Cathy
13. Continue our reconciliation journey by developing our next RAP.	<ul style="list-style-type: none"> Register via Reconciliation Australia's website to begin developing our next RAP. 	<i>Joined end of December 2021</i>	Cathy
<i>Websites Used</i>	<i>Reconciliation Australia's Narragunnawali: Reconciliation in Schools and Early Learning. The Narragunnawali online platform is free to access and has a range of features – including an extensive suite of professional learning and curriculum resources – to support the development, implementation and management of Reconciliation Action Plans (RAPs).</i>		

	<u>What is reconciliation? - Reconciliation Australia</u> <u>Narragunnawali - RAP Actions</u> <u>Narragunnawali - National Quality Standard - Early Learning Specific</u> <u>Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation</u>		
--	---	--	--