

Building a culturally responsive community:

Koorana Education Support Centre

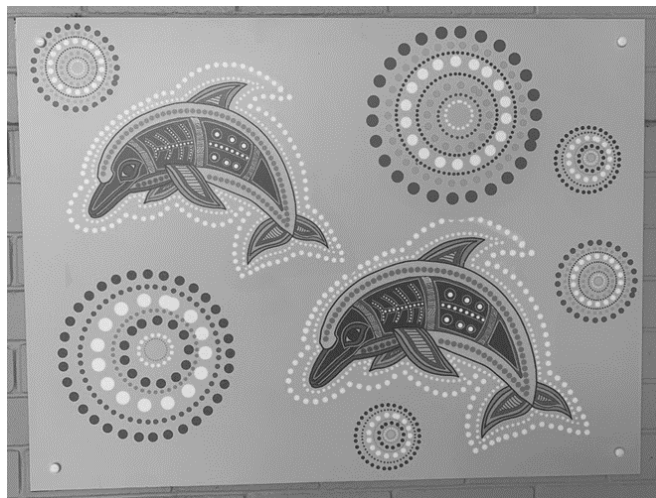
Our reconciliation commitment

Acknowledgement

We acknowledge the traditional custodians of the lands and waters in which our staff and students work, live and are educated in, the Gnaala Karla Boojar people of the Nyoongar Nation, and recognise their continuing connection to the land, water, and community. We pay respect to elders' past, present and emerging.

We acknowledge and recognize that Elders, parents, families, and communities are the first and foremost the educators of the next generation and we acknowledge the upmost value the cultures and gifts Aboriginal and Torres Strait Islander children bring to the classroom and school environment. We recognize the importance of the traditions passed down through generations of Aboriginal people, that focuses on teaching and learning through their connections with country, language, community, and culture, and through their oral histories, stories and lived experiences that are passed from generation to generation.

We acknowledge and understand the impact of colonisation of the place we now call Australia and the past injustices, and the ongoing impact of an education system created for westernised society. We commit ourselves learning, understanding, valuing, and respecting the stories, histories, cultures and experiences of Aboriginal people and the lands on which we work and live. We commit ourselves to embedding this knowledge into our work.



*The word Aboriginal is taken to mean Aboriginal, Aboriginal and Torres Strait Islander, and Indigenous. When referring to individuals, we use the term Aboriginal person.

Our Vision

Our vision for reconciliation is to create a school environment that embeds a culturally responsive curriculum that is free from and stands against racism. Our vision is to create a school and classroom environment that recognises Aboriginal people as the first educators of Western Australia whilst acknowledging the complex interrelated knowledge systems that span tens of thousands of years and recognises, values, and embraces these systems.

We commit ourselves into promoting and locating resources that support all staff to develop a profound respect for and a true understanding of the experiences, histories, and cultures of Aboriginal people.

We commit ourselves to implementing a curriculum that is shaped by Aboriginal knowledge systems whilst privileging Aboriginal worldviews.

We commit ourselves to working alongside local Elders and communities to inform us of the correct terminology and practices when working with and alongside Aboriginal children and families.

We commit ourselves to valuing the connection to Country whilst upholding the statement "If we care for Country, it will take care of us"

We commit ourselves to ensuring that in our school community Aboriginal and Torres Strait Islander people (staff, students, families) are culturally safe, free from racism and experience equitable work and learning environments.

Our Reconciliation Commitment

Building a culturally responsive centre is both our commitment to and our enactment of reconciliation.

Reconciliation is essential to building a culturally responsive and inclusive school/classroom environment. It is our duty to create a safe space for all students that recognises and lets go of historical practices, racial bias and discrimination.

Aboriginal people are the first and foremost educators of Western Australia, that utilise a complex and interrelated knowledge systems that span tens of thousands of years. It is our responsibility to draw on the strengths of Aboriginal cultures, histories, languages, and ways of knowing, being and doing.

Our work will and must continue beyond this Statement.

Our statement is broken into 3 areas of importance- *Relationships, Respect and Opportunities*. Below are our Commitments to the statement along with the ways in which we will achieve them

Relationships:

Classroom

We are committed to welcoming Aboriginal people into our classrooms as guests and colleagues to work alongside our students and children in a range of learning activities and experiences that explore the teachings of their histories and cultures in respectful and factual manner.

- Engage and involve community members to enhance the Aboriginal and Torres Strait Islander environmental print and resources for use in the classroom
- Continue to establish and subsequently build relationships and work together with our Aboriginal community who will be welcomed into our school to work alongside our students during learning activities e.g., NAIDOC excursions and incursions.

We commit to seeking out meaningful connections between our vision and plans for reconciliation and the principles, practices, and outcomes of the Early Years Learning Framework. Establishing a strong relationship between the two will ensure reconciliation is meaningfully embedded in everyday early learning environments.

- Continue to promote Learning Outcome 2 of the EYLF requires that 'children relate to and contribute to their world'. In this Outcome aim to provide opportunities to embed principles of relationships and respect that make up the basis of reconciliation between Aboriginal and Torres Strait Islander peoples and the wider community.
- All staff will also engage in Professional Learning opportunities throughout the year, beginning with time allocated for the School Development Day each year. External professional learning opportunities will be offered to staff, such as conferences, webinars, online presentations, KidsMatter and workshops focused on assisting teachers to address Aboriginal histories, cultures, and contributions in their implementation of the Early Years Learning Framework.

School

We are committed to reflecting on our current level of cultural competence and continue to upskill and provide staff with a range of opportunities to build and extend their knowledge and understanding of Aboriginal cultures and histories. We commit to supporting staff to independently seek out and participate in variety of cultural awareness experiences that assist them on their own journey of understanding

- We will reflect on our current level of cultural competence and provide staff with a range of opportunities to build and extend their understanding of Aboriginal cultures. We will support staff to independently seek out and participate in cultural awareness experiences which will assist them in increasing their understanding.
- To build on staff cultural awareness, we aim to provide opportunities for staff to build and extend their knowledge and understanding of Aboriginal

cultures including continuous review of Aboriginal Cultural Standards Framework through staff meetings – consequent action plan developed and reviewed. Utilising school network for Professional Learning e.g., Wadjuk Community Forum. Through NAIDOC week, staff will be involved in activities and resources made available for professional learning and classroom use.

- Continue to build on staff cultural awareness. We aim to provide opportunities for staff to build and extend their knowledge and understanding of Aboriginal cultures including continuous review of Aboriginal Cultural Standards Framework through staff meetings – consequent action plan developed and reviewed. Utilising school network for Professional Learning e.g., Wadjuk Community Forum.
- Throughout NAIDOC week, all Campus staff will be involved in activities and resources will be made available on Shared Drive for professional learning and classroom use.

Community

Where appropriate, significant events at our school commence with a Welcome to Country. Protocols for welcoming visitors to Country have been a part of Aboriginal and Torres Strait Islander cultures for thousands of years. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal and Torres Strait Islander peoples as the First Australians and Custodians of their Land.

- A Welcome to Country can only be delivered by Traditional Owners or an Aboriginal person who have been given permission from Traditional Owners to welcome visitors to their Country. We are working with KPS and have established local links with Aboriginal representatives to have Welcome to Country during NAIDOC Week. Where appropriate, significant events at our school commence with an 'Acknowledgement of Country'. By incorporating these protocols into formal events and important occasions, we recognise Aboriginal people as the first Australians and Custodians of their land.

Our school community celebrates National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school and celebrating with the community. NRW is a time for all Australians to learn about our shared histories, cultures, and achievements and to explore how each of us can join the national reconciliation effort.

- Our school community will celebrate National Reconciliation Week (NRW) which is held from 27 May to 3 June each year by talking about reconciliation in the classroom and around the school and celebrating with the community.
- National Reconciliation Week is a time for all Australians to learn about our shared histories, cultures, and achievements and to explore how each of us can join the national reconciliation effort. Some considerations to focus our teaching and learning include: - What Aboriginal words are used to name local features in and around your area - Who are the Elders and some of the local families in your school community area? - Are there any significant historical events that occurred in your local area? - Do you know any significant cultural/historical sites in your local area? Do you know why they

are important or what the stories are behind them? - Who are the traditional custodians of the country on which your school is located? Where do their lands extend? - What dialects and Aboriginal language/s belong to this area (including Aboriginal English)? - When considering the natural environment, what are the local seasons that Aboriginal people refer to in this area? - What local Aboriginal language words do you know and use?

We commit to building relationships with our local Aboriginal community that are built on mutual respect, trust, and inclusiveness. We value these relationships and their role in helping to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children, and community members.

- Holding a reflection session: During a whole-staff meeting, reflect on levels of engagement with Aboriginal staff, students, family and/or community. This session will allow staff to evaluate opportunities for strengthening these relations and increasing the presence of Aboriginal people in the classroom.
- We commit to building relationships with our local Aboriginal community that are built on mutual respect, trust, and inclusiveness by pursuing connections with City of Rockingham and Aboriginal Representatives. We value developing these relationships as they play an important role in helping to create opportunities for Aboriginal and Torres Strait Islander and non-Indigenous staff, students, children, and community members.
- Invite families in and ask them what they personally want to see at the Centre to support our Aboriginal Community.

Respect

Classroom

Our school community is committed to learning about reconciliation in Australia. Understanding the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. This understanding also helps to strengthen engagement with our school's Reconciliation Statement by positioning it within the broader story of reconciliation in Australia.

- Staff to understand the importance of reconciliation for Aboriginal and Torres Strait Islander peoples and community. This will be represented in classrooms through the following resources being purchased for the campus: Books, Noongar seasons posters, Noongar symbols posters, signage
- Understanding the concept, history and progress of reconciliation is an important part of continuing the reconciliation journey. One strategy to improve our understanding and strengthen engagement with our school's Reconciliation Statement will be through running a reconciliation-specific professional learning session where we will provide staff with opportunities to learn about, and discuss, the history, process, and concept of reconciliation.

We commit to incorporating nationally significant days for Aboriginal peoples and reconciliation into our curriculum to increase knowledge of Aboriginal histories, cultures, contributions, and contemporary issues. We also commit to including

Aboriginal perspectives when teaching about other national days, such as 26 January (Australia Day) and ANZAC Day.

- We commit to incorporating nationally significant days for Aboriginals and reconciliation into our curriculum to increase knowledge of Aboriginal histories, cultures, and contributions.
- The cultural committee will decide on a particular day or week that are of particular significance to Aboriginals and the reconciliation movement, to investigate and present findings to staff members. Days/weeks of significance may include: • 26 January • Anniversary of National Apology– 13 February • National Close the Gap Day– March • ANZAC Day– 25 April • National Sorry Day– 26 May • 1967 Referendum anniversary– 27 May • National Reconciliation Week– 27 May to 3 June • Mabo Day– 3 June • NAIDOC Week– first week of July • National Aboriginal and Torres Strait Islander Children's Day– 4 August • International Day of the World's Indigenous Peoples– 9 August.

We are committed to raising awareness of current affairs and issues in the public domain that are of particular significance to Aboriginals and the process of reconciliation. This will be done through curriculum delivery, policies, and procedures, and will be integrated into the ethos of our school.

- We will raise awareness of current affairs and issues in the public domain that are of particular significance to Aboriginals and the process of reconciliation through curriculum delivery, policies and procedures that are appropriate to our students' level of understanding. Through incursions, excursions, stories, crafts, news reports and class discussions are just a few ways we will raise student's awareness.
- Use relevant and useful TV programs and movies to support staff and students to explore current issues and affairs that are pertinent to Aboriginal and Torres Strait Islander peoples and to reconciliation. Years 3-6 BTN through the reading and writing curriculum

School

Our school recognises the continuing connection of Aboriginal people to the Country on which we live, work, learn and grow. All staff and students can show respect to Traditional Owners and Custodians by regularly conducting an Acknowledgement of Country at meetings and events throughout the year.

- An Acknowledgement of Country is a way of showing awareness of, and respect for, the Aboriginal Traditional Owners and Custodians of the land on which a meeting or event is being held. Acknowledgement of Country occurs at each assembly, Board Meetings, P&C Meetings, and community events.

Community

Our school flies or displays the Aboriginal flags as a demonstration of our pride and respect for the histories, cultures, and contributions of Australia's First Peoples. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation.

- Our school flies the Aboriginal flag daily. Flying or displaying the flags promotes a sense of community partnership and a commitment toward reconciliation. Smaller set of the Aboriginal and Torres Strait Islander flags have been purchased for focal areas of the school e.g., administration block, library

Racism can have serious negative consequences for the people who experience it, for those who witness it, and for wider society. When racism is properly understood it is easier to overcome. We commit to building awareness of what racism is, the impacts of racism and how to respond effectively when it occurs through an anti-racism strategy tailored to the needs of our school.

- Knowledge of the history and impact of racism is essential for understanding and change. Our School will play a critical role in developing our students' minds, building relationships between people of different backgrounds and creating a socially just, civil society. Ensuring students are aware of racism so together we can combat racism and change our actions
- Health and wellbeing committee will incorporate opportunities for staff and students to reflect on their own cultural identities e.g., Harmony Day celebrations.

Opportunities

Classroom

Embedding Aboriginal histories and cultures in curriculum planning, development and evaluation processes is a key and ongoing consideration across all year levels and learning areas. Curriculum documents have or will be audited to identify the extent to which Aboriginal histories, cultures and contributions are already embedded, and to identify opportunities for strengthening the representation of this content in the curriculum.

- Teachers must incorporate Aboriginal histories, cultures and perspectives into their year level curriculum learning guide.
- Using the Aboriginal Cultural framework. Teachers have a responsibility to teach all students about Aboriginal histories and cultures as an important part of our shared national identity. Curriculum planning, development and evaluation processes will reflect this responsibility and should be embedded in all teaching and learning programs.

School

All staff in our school are aware of policies that refer specifically to improving educational outcomes for Aboriginal people and increasing knowledge of, and respect for, Aboriginal histories and cultures in Australia. We have a plan in place to ensure all staff comply with these policies in their daily practice. Our internal policies have been, or will be, amended to ensure they are also inclusive of Aboriginal peoples and increase knowledge of Aboriginal and Torres Strait Islander histories and cultures in Australia.

- To ensure all staff in our school are aware of policies that refer specifically to improving educational outcomes for Aboriginal people and increasing

knowledge of, and respect for, Aboriginal histories and cultures in Australia, it will be on the agenda for a PL day for the campus. Staff are familiar with the Aboriginal Cultural Standards Framework accessible on Connect to assist in increasing knowledge of Aboriginal histories and cultures in Australia.

- Aboriginal and Torres Strait Islander Education Department Policy displayed and easily accessible in Connect Library for all staff to access.
- All staff to complete online PL: Aboriginal Cultural Appreciation.

We have set aside dedicated funds from within our budget to procure relevant goods and services that strengthen the sustainability of our Reconciliation Statement Actions. Staff are aware that it is important to consider remuneration for people who have been involved in Reconciliation Statements initiatives out of respect for the time and resources that they have contributed.

- Allocation of budget funds to purchase resources, materials for projects, coordinating Welcome to Country, and ongoing expenses that occur to support the Reconciliation Statement to be Purchased signs, books, posters, and labelled wings of the school with Noongar Seasons

Community

We are committed to reflecting on the progress made in the growth of knowledge and pride in Aboriginal histories, cultures, and contributions in our school. We will track the progress of our Reconciliation statement, continually revisit our commitments, and celebrate our achievements, while generating new ideas to develop and sustain our Reconciliation statement into the future.

- After an educative and productive first year working through the Reconciliation Statement, we are committed to reflecting on the progress made in the growth of knowledge in Aboriginal histories, cultures, and contributions in our school. Updates about progress with the Reconciliation Statement including events supporting student understanding of Aboriginal culture and history will be communicated to the whole school community.