



Linking the Trinity College Reconciliation Action plan to practice at the Preschool 2016.

The Trinity College vision for Reconciliation is one that is shared and committed to at the Preschool: Trinity College is a multi-school co-educational college of excellence, open to all in a disciplined, caring Christian environment that is situated on the lands of the Kurna people.

Our vision for Reconciliation starts from our belief that we acknowledge the equality of all people, regardless of their cultural background. Trinity College aims to achieve this by encouraging all students and staff to be active citizens who are willing to embrace diversity. We aim to ensure a culture of respect, support and success. The spirit of doing one's best underpins every area of Trinity College to ensure the personal and spiritual development of every student.

We value the special place and culture of Aboriginal and Torres Strait Islander peoples within Australia. We understand that our positive actions are required to empower Aboriginal and Torres Strait Islander peoples and to foster a sense of personal pride in their heritage.

Our first step towards a committed and sustainable process of reconciliation is to open dialogue between all community members which constructs greater respect and acknowledgment of the history and culture of Aboriginal and Torres Strait Islander peoples. We aim to build relationships, respect and opportunities in the classroom, around the school and with the community by developing a sound understanding of spirituality and traditions. In doing this, we expect that all students will have the same life opportunities.

In 2016 our practice linked to the following areas from the Trinity RAP:

(brown text in this document is taken from Trinity College RAP 2015, black text indicates Preschool plans.)

Relationships

Having an Aboriginal and Torres Strait Islander presence in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures. This may not be possible for every learning activity but it should be something that early learning centres and schools do regularly.

If you have existing relationships with Aboriginal and Torres Strait Islander parents or community members, consider inviting them to help with learning activities just as you would with any other area of expertise. You could ask

Aboriginal or Torres Strait Islander staff members for names or contacts of people willing to support your learning programs.

We are developing links with the indigenous families that attend the Preschool - encouraging interactions, ideas and input into our programme. This will be an ongoing process as relationships are built and opportunities undertaken. The Preschool is keen to link with visitors to the College and join in activities where appropriate.

Introductory Aboriginal and Torres Strait Islander cultural awareness training for all staff is a good starting point but it should not be a one-off and can be an introduction for more in depth development of knowledge and understanding. It is important for all Australians to understand Aboriginal and Torres Strait Islander cultures, including their special connection to the land, seas and waterways.

In 2016 all Preschool staff were involved in comprehensive PD that had a focus on Aboriginal and Torres Strait Islander Cultural competence and understanding.

Staff have been encouraged to undertake the Early Childhood Australia online learning module "Reconciliation in Action". In 2017 new opportunities will be offered for further professional learning opportunities.

Each year an educator is given the role of overseeing and implementing the RAP within the Preschool, guiding practice and accessing professional learning opportunities.





Respect

Throughout the year there are a number of important Aboriginal and Torres Strait Islander days of significance. These days can be used to provide an opportunity to engage in the Early Years Learning Framework or the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority.

NAIDOC Week (first week of July), Sorry Day (26 May) and National Reconciliation Week (27-May to 3 June) are significant days that will be acknowledged as part of the Preschool programme. As some of these dates fall in the school holidays, they will be introduced before the end of term and incorporated into the holiday programme where appropriate, however a focus will be Children's Day each year which falls early term 3.

Welcome to Country

Showing respect to Traditional Owners should be done at key events throughout the year. For example at presentation days or awards events, athletics carnivals or performing arts events, welcome events for new families and end of year celebrations. The children have learnt the Kaurna greeting Nina Marni and use it as part of their day to day greetings at mat time and in the mornings. At the beginning of the session the children are encouraged to join in a "Nina Marni" welcome song. At the beginning of each formal event at the Preschool an Acknowledgement of country is used and the children sing the Nina Marni welcome song. We are looking at the possibility of a permanent physical Nina Marni Welcome and Acknowledgement of respect for country as a reminder that learning at Preschool is taking place on Kaurna land to be displayed in the foyer or classroom.

Children's Day

and the week leading up to it, is a time for Aboriginal and Torres Strait Islander families to celebrate the strengths and culture of their children. The day is an opportunity for all Australians to show their support for Aboriginal children, as well as learn about the cultural impact that community, culture and family play in the life of every Aboriginal and Torres Strait Islander child. Each year has a different theme set by the Secretariat of National Aboriginal and Islander Child Care. This is a day we will celebrate each year at the Preschool, linking it into our (CPC - child protection curriculum) area of identity as well as the EYLF framework "Being, Belonging, Becoming"

Respect of Culture

Recognise the special place and culture of Aboriginal and Torres Strait Islander peoples within Australia by promoting it in your early learning centre or school. You may have already committed to flying the Aboriginal and Torres Strait Islander flags. This is a great start. You could go even further by displaying Indigenous artwork from local or non-local artists.

A flag, artwork and other items draw attention, awareness of the Aboriginal culture and spark interest and discussion amongst the students. The Children were involved in a collaborative art work with APY artists and other school students and we are looking to create one of our own using these links or links the Preschool families have. Our aim is to have an Elder or Community member visit to share activities and experiences with the children at the Preschool.



Opportunities

There is a need for Australian educators to teach and for all Australian students to learn about Aboriginal and Torres Strait Islander histories and cultures as an important part of our shared national identity.

Your curriculum planning documents should reflect this priority in all teaching and learning programs.

Specific programming activities and experiences have a focus on sharing and teaching children about the history and culture of Aboriginal and Torres Strait Islanders. Resources including books, stories, puzzles, music and dolls are used regularly and embedded into the programmes both inside and outside.

The children are enjoying learning some Kaurna vocabulary.

This programme will be developed more next year as our staff are involved in more Professional Development.

All educators are engaged and interested in exploring further ways to incorporate understanding, history and culture into the learning programme in meaningful ways.