

REFLECT

RECONCILIATION ACTION PLAN

JULY 2021–JUNE 2022



**RECONCILIATION
ACTION PLAN**

REFLECT



ACKNOWLEDGEMENT OF COUNTRY

The Association of Graduates in Early Childhood Studies would like to acknowledge both the Bunurong/Boon Wurrung, and Wurundjeri people as the Traditional Custodians of the Lands on which we are located in Melbourne.

We pay our respects to their Elders past, present and emerging.

We also acknowledge the Aboriginal language groups across all of Victoria, whose lands we provide funding for specific projects around Early Childhood Education.

We acknowledge their history, their people, and their stories.

As an Association we will work together for reconciliation, a process that starts with the acknowledgement of true Aboriginal and Torres Strait Islander histories and cultures of Australia, and will always value the contribution to our community and culture, the experiences of Aboriginal and Torres Strait Islander peoples, their families, communities and their stories.

THIS PAGE ARTWORK:

'Wotjobulak Country'
AJ Williams-Tchen
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THIS PAGE ARTWORK:

'Journey Home'
Steven Young
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(Segments of this artwork are also used frequently throughout this document.)

COVER ARTWORK:

'Songlines'
Kerri Douglas
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The Association of Graduates in Early Childhood Studies (AGECS)
Melbourne Graduate School of Education (MGSE)
100 Leicester Street, Carlton, Victoria.





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MESSAGE FROM THE PRESIDENT



Alannah Dore
President
AGECS

I am pleased and honoured to present the Association of Graduates in Early Childhood Studies (AGECS) 2021–2022 Reconciliation Action Plan (RAP). This is our first RAP. The AGECS begins this journey of reconciliation with Aboriginal early childhood communities by striving to do the following:

1. acknowledging what the AGECS organisation has done well and accepting where the organisation may have contributed to the problems of Aboriginal children and their families as a 100 year old organisation.
2. advocating for and leading the way with truth telling.
3. building relationships with the broader Aboriginal early childhood education community by listening deeply to Aboriginal stories of culture and Australian history therefore beginning the process of embedding a culture of inclusion into the organisation through leadership, values, procedures and policies.

4. when delivering projects and programs, acknowledge and promote the principles of Aboriginal self management and self determination (Section 12 of the Victorian Children, Youth and Families Act 2005).
5. providing relevant and culturally sensitive projects and professional development programs that include; family centred practices, promote trauma informed practices and culturally inclusive curriculums.
6. contributing to the early childhood education Closing the Gap objectives to ensure Aboriginal children are active participants in early childhood programs while building on their strong foundations of family, community and culture.

The AGECS RAP journey is about ensuring a diverse and inclusive organisation that develops rich, respectful engagement with Aboriginal and Torres Strait Islander people across Victoria. These relationships will enrich the lives of all while promoting equitable, culturally safe early childhood education across Victoria.

Alannah Dore
President
AGECS



PHOTOGRAPHY:

Credit: Lisa Alexander

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RECONCILIATION AUSTRALIA

C.E.O. STATEMENT



Karen Mundine
Chief Executive Officer
Reconciliation Australia

Reconciliation Australia welcomes the Association of Graduates in Early Childhood Studies to the Reconciliation Action Plan (RAP) program with the formal endorsement of its inaugural Reflect RAP.

The Association of Graduates in Early Childhood Studies joins a network of more than 1,100 corporate, government, and not-for-profit organisations that have made a formal commitment to reconciliation through the RAP program.

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement. The program's potential for impact is greater than ever, with over 2.3 million people now working or studying in an organisation with a RAP.

The four RAP types — Reflect, Innovate, Stretch and Elevate — allow RAP partners to continuously develop and strengthen reconciliation commitments in new ways. This Reflect RAP will lay the foundations, priming the workplace for future RAPs and reconciliation initiatives.

The RAP program's strength is its framework of relationships, respect, and opportunities, allowing an organisation to strategically set its reconciliation commitments in line with its own business objectives, for the most effective outcomes.

These outcomes contribute towards the five dimensions of reconciliation: race relations; equality and equity; institutional integrity; unity; and historical acceptance.

It is critical to not only uphold all five dimensions of reconciliation, but also increase awareness of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and leadership across all sectors of Australian society.

This Reflect RAP enables the Association of Graduates in Early Childhood Studies to deepen its understanding of its sphere of influence and the unique contribution it can make to lead progress across the five dimensions. Getting these first steps right will ensure the sustainability of future RAPs and reconciliation initiatives, and provide meaningful impact toward Australia's reconciliation journey.

Congratulations the Association of Graduates in Early Childhood Studies, welcome to the RAP program, and I look forward to following your reconciliation journey in the years to come.

Karen Mundine
Chief Executive Officer
Reconciliation Australia



PHOTOGRAPHY:

Credit: Claire Bonnor
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OUR ORGANISATION

The Association of Graduates in Early Childhood Studies is a charity funding projects and programs that empower and educate early childhood professionals across Victoria and extending across Australia. Particular emphasis is on supporting Early Childhood Educators working with vulnerable children and families

This charity consists predominately of volunteers, employing three ongoing part-time contractors, and casual employment of presenters and consultants for the management of events and projects and to assist with administrative tasks. The charity currently employs one Aboriginal consultant.

While many professional development events, projects and other services are conducted online, the Association of Graduates in Early Childhood Studies is based at the Melbourne Graduate School of Education at the University of Melbourne.





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*A Reconciliation
Action Plan is not
just a document.*

*It is the beginning of
a journey that needs
to occur in order for
reconciliation to be
undertaken.*

— AJ Williams-Tchen, Girraway Ganyi Consultancy

PHOTOGRAPHY:

Grampians (Gariwerd), Victoria
Credit: Siu On Auyeung
Source: www.austockphoto.com.au

OUR RECONCILIATION ACTION PLAN JOURNEY

WHY WE HAVE DEVELOPED THIS RAP

Developing a RAP for our organisation is essential.

The Association of Graduates in Early Childhood Studies wishes to ensure that as an organisation we are fully committed to preparing a document that will guide us, (and the AGECS members who follow us), in respectful ways in any collaboration we are able to join, with Aboriginal and Torres Strait Islander peoples across Victoria.

The Association of Graduates in Early Childhood Studies aims to have all Council members develop deep reflection on Australia's past and current devastation of Country, continual land dispossession, violence, and racism. The Association of Graduates in Early Childhood Studies recognises and acknowledges Aboriginal and Torres Strait Islander peoples' continuing connection to country, the positive impact on Australia the many nations in this country have and the need to restore Aboriginal and Torres Strait Islander peoples' voices and rights to self determination across Victoria. This will include particular emphasis on encouraging the authentic and respectful embedding of Aboriginal perspectives in early childhood education programs.

The Association of Graduates in Early Childhood Studies wishes to be instrumental in the truth telling of past wrongs and as a 99 year old charity would like to identify, acknowledge and support the healing of any impact the organisation and early childhood education may have had that contributed to the suffering and wrong doings directed to Aboriginal and Torres Strait Islander peoples.

The Association of Graduates in Early Childhood Studies wishes to contribute to young children and their families' heritage, language, laws, lores, traditions, culture and connections to country, restore and support the extensive environmental knowledge that contributed to the caring and nurturing of these lands.

HOW WE INTEND TO APPROACH IMPLEMENTING OUR RAP

The Association of Graduates in Early Childhood Studies wishes to move forward in respectful ways in our collaborations with Aboriginal and Torres Strait Islander peoples in order to achieve the aims set out by our organisation in the first Reflect RAP. The selection of RAP Ambassadors will involve applicants being required to address a guide on the Ambassador role and to adhere to the application process. The selection of Ambassadors from the Association of Graduates in Early Childhood Studies membership will be completed through consultation with Aboriginal community representatives on the Association of Graduates in Early Childhood Studies RAP committee. The Ambassadors will then form a Reconciliation Action Plan Implementation Working Group (RAPIWG).

The Association of Graduates in Early Childhood Studies RAPIWG consisting of Reconciliation Ambassadors will determine the relevant actions and implement these actions that align with the specific aims outlined in the Association's RAP.

The Association of Graduates in Early Childhood Studies RAPIWG, with the guidance and support of Aboriginal consultants while implementing actions to meet outcomes and relevant timelines, will ultimately develop protocols and deep understanding to make the spaces that our organisation provides for early childhood professionals, safe for all Aboriginal and Torres Strait Islander peoples.

As the Association of Graduates in Early Childhood Studies builds and encourages relationships with Aboriginal and Torres Strait Islander peoples by fostering respect for the world's longest surviving cultures and communities this will also require guidance and directions from those Council members that are on the RAP to influence all Council members in achieving the aims outlined in the RAP.

The RAPIWG will report outcomes at each bimonthly Council meeting and provide an annual report on the activities occurring in 2021 and early 2022 at the Annual General Meetings in November 2021 and 2022.

OUR CHARITABLE ASSOCIATION'S RECONCILIATION JOURNEY TO DATE

In 2021, we continue our journey to reconciliation by presenting our first Reflect Reconciliation Action Plan, and appoint the President as the lead of the RAP Implementation Working Group. We will also appoint Reconciliation Ambassadors, who will keep our reconciliation journey high on the agenda and steer our commitments as a part of our RAP Working Group

2020

- Meeting with **Children's Ground** representative to discuss possible collaboration to support Early Childhood Education goals that support reconciliation
- **Cultural Competency Training** with AJ Williams-Tchen (**Wiradjuri and Wotjobulak**), from Girraway Ganyi Consultancy
- **RAP committee formation with Aboriginal representation Aunty Kerri Douglas, Traditional Owner**, (Dja Dja Wurrung and Bangerang), **Kay Mondon** (Yorta Yorta), **AJ Williams-Tchen** (Wiradjuri and Wotjobulak) and **Tristan Williams** (Wiradjuri and Wotjobulak)
- All AGECS meetings include Aboriginal and Torres Islander activities and action plans as an ongoing agenda item
- At the beginning of the AGECS meetings a Council member will speak the Acknowledgement of Country from the heart
- **Presentation by AJ Williams-Tchen** (Wiradjuri and Wotjobulak) - The Development and Progress of the AGECS RAP

2019

- **Launch of Possum Skin Pedagogy: A Guide for Early Childhood Practitioners** at Moreland Civic Centre Concert Hall
- **Possum Skin Pedagogy – Part 2** Funding for Possum Skin Pedagogy, part 2 was approved
- **AGM Presentation: Learning with Place: generating new pedagogies for early childhood education** - Dr Catherine Hamm

2018

- An evening of theatre and dialogue: **Troubling Place and Reconciliation Pedagogies in Early Childhood Education** with Mat Jakobi (Gunditjmara), Catherine Hamm, and Mindy Blaise - Indigenous Issues Production, followed by discussion
- **Possum Skin Pedagogy – Part 1** Possum Skin Pedagogy Project was funded.
- **Acknowledgement of Country** sited on the AGECS website home page
- **Members' Walking Tour** led by the Koori Heritage Trust
- **Possum Skin Pedagogy Report** Presented by Dr Sue Atkinson Lopez (Yorta Yorta)



2017

- Launched 'Culture for Under-Threes: Empowering Early Childhood Educators to Embed Cultural Diversity into Their Programmes for Children Under Three Years of Age'
- Dr Sue Atkinson Lopez (Yorta Yorta), Book Launch: Voices and Visions ; Aboriginal Early Childhood Education in Australia, Coburg Civic Centre
- Dr Sue Atkinson Lopez (Yorta Yorta) elected Honorary Secretary

2016

- **Storytelling Workshop: Embedding Indigenous Perspectives in Early Childhood: Putting this into Best Practice** Led by Annette Sax (Taungurung) and Dr Sue Atkinson Lopez (Yorta Yorta) Melbourne
- **Embedding Indigenous Perspectives in Early Childhood: Putting this into Best Practice - Listen, watch, ask, and learn from the experts!!!** Led by Annette Sax, (Taungurung) and Nikki Foy (Wadawurrung) Ballarat

2014

- **Forum: Closing the gap. How can we embed Aboriginal perspectives in the early years?**
Hosted by: Ian Hamm (Yorta Yorta) Director Aboriginal Economic Development, Dept of Economic Development, Jobs, Transport and Resources
With Panel members:
Professor Mark Rose (Gunditjama), Executive Director of Indigenous Strategy Latrobe University
Annette Sax (Taungurung), Creative and Education Director Yarn Strong Sista
AJ Williams-Tchen (Wiradjuri and Wotjobulak), Girraway Ganyi Consultancy
Frank Hytten, CEO of Secretariat of National Aboriginal and Islander Child Care
- Dr Sue Atkinson Lopez (Yorta Yorta) accepted an invitation to be Aboriginal Adviser on the Fellowship Advisory Committee
- The AGECS agrees to advertise future Action on Aboriginal Perspectives in Early Childhood forums on their website and by mail
- Dr Sue Atkinson Lopez (Yorta Yorta) joined the AGECS Council

2015

- Annette Sax (Taungurung) joined the AGECS Council
- Acknowledgement of Country for meetings, approved Aunty Joy Wandin Murphy (Wurundjeri)
- The AGECS Website includes Aboriginal Resources
- The AGECS Facebook: Yarn Strong Sista and the AGECS agree to an affiliation

2013

- The AGECS AGM held at the Bubup Wilam for Early Learning and Aboriginal Child and Family Centre in the suburb of Thomastown, Whittlesea



PHOTOGRAPHY:

Credit: Elise Garner
Source: www.austockphoto.com.au



OUR CHARITABLE ASSOCIATION

THE ASSOCIATION OF GRADUATES IN EARLY CHILDHOOD STUDIES INSPIRING, RESPECTING AND CHALLENGING EARLY CHILDHOOD PROFESSIONALS

The Association of Graduates in Early Childhood Studies strives to support professional development and continuous learning for Early Childhood professionals with the aim of ensuring all children have access to the highest standards of education and care.

We believe that the educators should be empowered to support ALL children in their programs, particularly those who are experiencing vulnerability.

Our Association chooses to promote inclusion for all children and families regardless of race, culture, ability and socio economic needs.

There is a commitment to ensure that the Association of Graduates in Early Childhood Studies is a safe space that is respectful in its communication and behaviours, both on council and within the membership.

We believe in order to truly understand the needs of a culture or community that experts in the specific field should be active participants in guiding and decision making on programs, services and projects that we continuously offer.

We will share an authentic knowledge and understanding of Aboriginal and Torres Strait Islander matters and culture, using our first Reconciliation Action Plan as a living and working document.

As an Association we acknowledge any wrong doings that have occurred in the past, and use this as an opportunity for reflecting, learning and reconciling.

OUR RECONCILIATION ACTION PLAN

Our *Reflect* Reconciliation Action Plan is a framework to build on our existing relationships, and lay strong foundations for development of future plans. We will continually review our work under this process with the intention to advance to the *Innovate* level with our next iteration of our reconciliation journey.



The background is a vibrant, abstract artwork featuring bold, swirling black lines that create a sense of movement and depth. The colors are rich and varied, including deep reds, bright yellows, and teal blues, all set against a dark, almost black base. The overall effect is dynamic and visually striking.

“

*For relationships
to flourish between
Indigenous and non-
Indigenous, the history
must be told through
a black lens, led by
Indigenous voices
through our stories,
songs, dances and
ceremonies.*

— AJ Williams-Tchen, Girraway Ganyi Consultancy

ARTWORK:

'Gathering'

Kerri Douglas

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OUR ACTION PLAN: RELATIONSHIPS

The Association of Graduates in Early Childhood Studies values developing collaborative approaches and strong relationships with Aboriginal and Torres Strait Islander individuals, families, consultants, communities and organisations. These partnerships will assist us with developing true understandings of Indigenous history in Victoria, identify the contemporary issues that relate to Aboriginal and Torres Strait Islander families and communities, and build networks that promote and foster reconciliation through ongoing engagements, in order to both educate the Association of Graduates in Early Childhood Studies members and create culturally safe program and project delivery.

RELATIONSHIPS

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
1. Establish and strengthen mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations	<ul style="list-style-type: none"> Identify Aboriginal and Torres Strait Islander stakeholders and organisations across Victoria and within our sphere of influence 	September 2021	Research Officer
	<ul style="list-style-type: none"> Research best practice and principles that support partnerships with Aboriginal and Torres Strait Islander stakeholders and organisations 	September 2021	Research Officer
	<ul style="list-style-type: none"> Recognise and learn about each of the language groups across Victoria, where our Association provides funds for projects 	September 2021	Research Officer
	<ul style="list-style-type: none"> Develop ongoing working relationship with Aboriginal and Torres Strait Islander stakeholders and organisations, where the Association of Graduates in Early Childhood Studies is implementing professional development, projects, programs and events 	June 2022	Chair, RAP Implementation Working Group & Events Coordinator
2. Build relationships through celebrating National Reconciliation Week	<ul style="list-style-type: none"> Circulate Reconciliation Australia's National Reconciliation Week resources and other reconciliation materials to our Council members and associates 	April 2022	Admin Officer
	<ul style="list-style-type: none"> Reconciliation Action Plan Implementation Working Group (RAPIWG) members to participate in an external National Reconciliation Week event 	May 2022	Chair
	<ul style="list-style-type: none"> Encourage and support Council, Members and Reconciliation Ambassadors to participate in at least one external event each to recognise and celebrate National Reconciliation Week 	April 2022	Chair, Education Officer & RAP Implementation Working Group

RELATIONSHIPS

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
3. Promote reconciliation through our sphere of influence	<ul style="list-style-type: none"> Identify external stakeholders that our organisation can engage with on our reconciliation journey 	September 2021	Research Officer
	<ul style="list-style-type: none"> Communicate our commitment to reconciliation to all 1000+ members the Association of Graduates in Early Childhood Studies through promoting funding opportunities for Indigenous projects throughout Victorian Aboriginal networks and alliances 	June 2022	Chair, Events Coordinator & Admin Officer
	<ul style="list-style-type: none"> Identify other early Childhood Education like-minded organisations that we could approach to collaborate with on our reconciliation journey 	September 2021	Research Officer
	<ul style="list-style-type: none"> Identify key Aboriginal and Torres Strait Islander events that the Association of Graduate in Early Childhood Studies members can attend to highlight commitment to Aboriginal and Torres Strait Islander Early Childhood Education and Reconciliation 	December 2021	Chair
4. Promote positive race relations through anti-discrimination strategies	<ul style="list-style-type: none"> Conduct a review of all policies, procedures and practice to identify: <ul style="list-style-type: none"> any potential barriers that exist in relation of ensuring cultural safety for all where anti-discrimination provisions statements / policies can help rectify these issues 	June 2022	Chair, Admin Officer
	<ul style="list-style-type: none"> Research best practice and policies in areas of race relations and anti-discrimination 	June 2022	Research Officer
	<ul style="list-style-type: none"> Undertake an Aboriginal cultural audit of the Association's policies, practices and processes 	June 2022	Chair
5. Increase Aboriginal and / or Torres Strait Islander representation within the Association	<ul style="list-style-type: none"> Increase the Indigenous representation of the Council, to recognise the diversity of Aboriginal and Torres Strait Islander cultures and input on the Council, and within all decision-making processes 	June 2022	Chair of Membership Committee



OUR ACTION PLAN: RESPECT

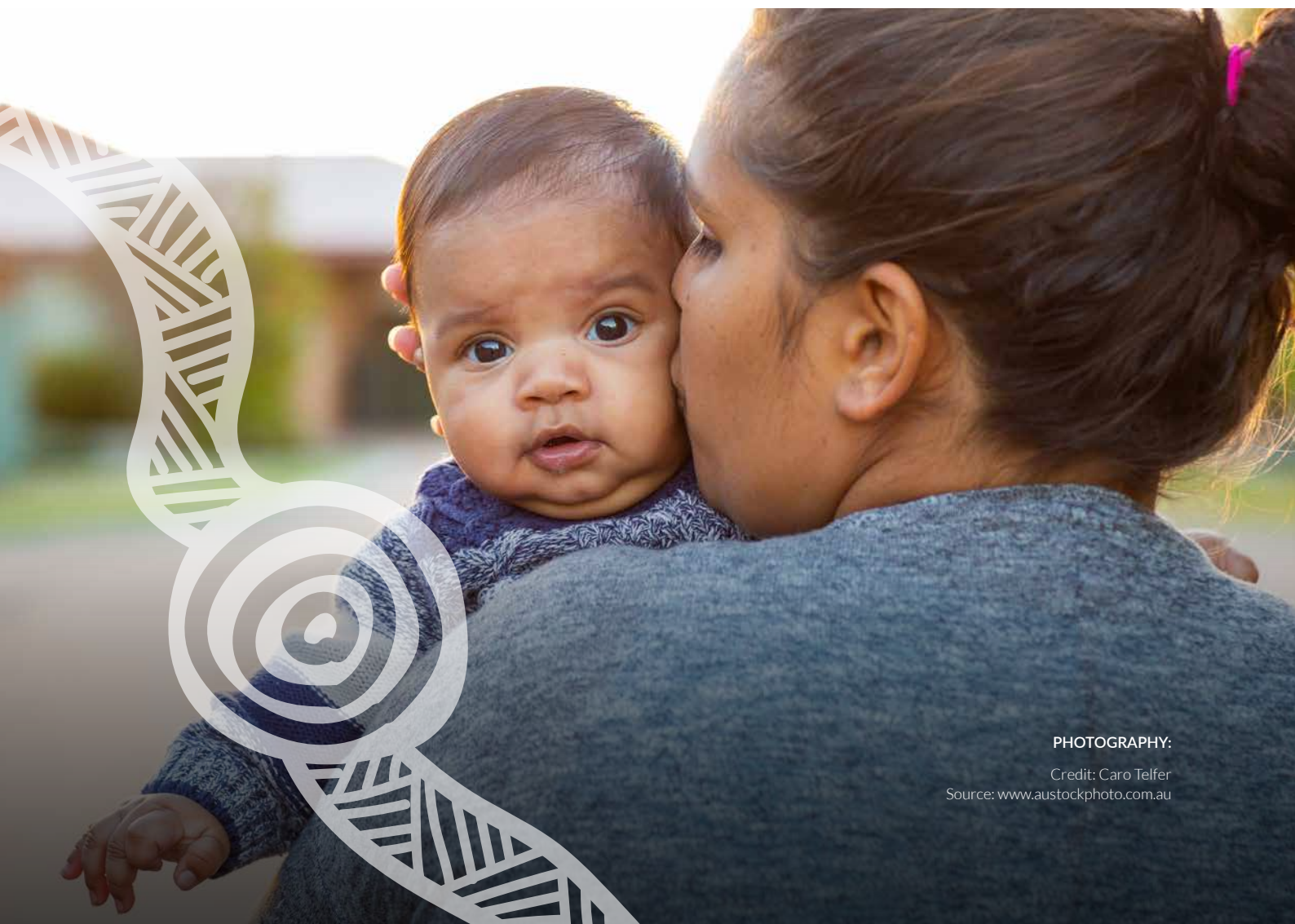
The Association of Graduates in Early Childhood Studies believes that the diverse lands, unique histories and cultures of Aboriginal and Torres Strait Islanders are fundamental to our development of creating a respectful and culturally safe place for Aboriginal and/or Torres Strait Islander communities, families, council members, consultants and organisations.

RESPECT

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
6. 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 a business case for increasing understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights within Association of Graduates in Early Childhood Studies 	June 2022	Chair RWG
	<ul style="list-style-type: none"> Conduct a review of cultural learning needs of Council members of the Association of Graduates in Early Childhood Studies 	September 2021	Education Officer
7. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols	<ul style="list-style-type: none"> Develop an understanding of the local Traditional Owners or Custodians of the lands and waters within Association of Graduates in Early Childhood Studies' operational and funding areas 	June 2022	Research Officer & Education Officer
	<ul style="list-style-type: none"> Increase the understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols 	September 2021	Education Officer
	<ul style="list-style-type: none"> Include an Acknowledgement of Country / Welcome to Country at the beginning of each meeting that is meaningful and sincere 	July 2021	Chair Council
	<ul style="list-style-type: none"> Ensure Traditional Owners are secured to undertake an official Welcome to Country at all Association of Graduates in Early Childhood Studies events 	July 2021	Chair Council & Membership Officer
	<ul style="list-style-type: none"> Formally acknowledge the Traditional Custodians and our commitment to reconciliation on website and all social media platforms 	July 2021	Events Coord, Admin Officer & Regional Reps

RESPECT

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
8. Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week	<ul style="list-style-type: none">• Raise awareness and share information amongst all members of the Association of Graduates in Early Childhood Studies of the meaning and significance of NAIDOC Week	July 2021	Chair Council
	<ul style="list-style-type: none">• Introduce the Reconciliation Ambassadors by NAIDOC Week by promoting external events in local areas across Victoria	June 2022	Chair, Admin Officer & Events Coordinator
	<ul style="list-style-type: none">• Ensure the Reconciliation Action Plan Implementation Group members participate in at least one external NAIDOC Week event	July 2021	Chair RWG



PHOTOGRAPHY:

Credit: Caro Telfer
Source: www.austockphoto.com.au



OUR ACTION PLAN: OPPORTUNITIES

The Association of Graduates in Early Childhood Studies will proactively seek opportunities to work in partnership with Aboriginal and Torres Strait Islander individuals, families, organisations and communities.

OPPORTUNITIES

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
9. Improve contractual outcomes / representation by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development	<ul style="list-style-type: none"> Develop a strategy for Aboriginal and Torres Strait Islander contractors / volunteer representation within the Association of Graduates in Early Childhood Studies 	June 2022	Chair RWG
	<ul style="list-style-type: none"> Build understanding of current Aboriginal and Torres Strait Islander representation to inform of contractual and professional development opportunities 	October 2021	Chair & Education Officer
	<ul style="list-style-type: none"> Develop a strategy to engage Aboriginal and Torres Strait Islander Early Childhood Professionals to volunteer on Council or engage with as contractors with events 	March 2022	Membership Officer
10. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes	<ul style="list-style-type: none"> Develop a business case for procurement from Aboriginal and Torres Strait Islander owned businesses 	September 2021	Chair & Events Coordinator
	<ul style="list-style-type: none"> Investigate and procure from supports and services from Kinaway Membership owned businesses 	June 2022	Events Coordinator
	<ul style="list-style-type: none"> Investigate and procure from supports and services from Supply Nation membership owned Indigenous businesses 	June 2022	Events Coordinator
11. Promote professional development around Indigenous issues related to Early Childhood Education	<ul style="list-style-type: none"> Conduct a review of the learning needs of all members of the Association of Graduates in Early Childhood Studies Council members 	September 2021	Chair & Events Coordinator
	<ul style="list-style-type: none"> Develop a cultural training framework for the Association of Graduates in Early Childhood Studies Council and members 	September 2021	Education Officer
	<ul style="list-style-type: none"> Increase the cultural awareness of the Association of Graduates in Early Childhood Studies membership 	December 2021	Education Officer
	<ul style="list-style-type: none"> Ensure compulsory cultural awareness training for all new Council members 	June 2022	Chair & Education Officer

OPPORTUNITIES

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
12. Promote Narragunnawali: Reconciliation in Education to Council members, membership and external stakeholders	<ul style="list-style-type: none"> Promote Reconciliation Australia's Narragunnawali: Reconciliation in Education program to all early learning services in our network, and encourage these schools to develop their own RAPs via the Narragunnawali platform 	July 2021	Chair & Admin Officer
	<ul style="list-style-type: none"> Encourage all members and all Early Learning Services in our network to engage with the professional learning (including webinar) resources available via Reconciliation Australia's Narragunnawali: Reconciliation in Education online platform 	July 2021	Chair, Membership Officer & Admin Officer
	<ul style="list-style-type: none"> Encourage all members /all early learning services in our network to sign up to the Narragunnawali News mailing list 	July 2021	Chair, Membership Officer & Admin Officer
	<ul style="list-style-type: none"> Host an appropriate links to Reconciliation Australia's Narragunnawali: Reconciliation in Education platform on our website 	July 2021	Web maintenance & Admin Officer
	<ul style="list-style-type: none"> Collaborate with Reconciliation Australia's Narragunnawali team to identify opportunities for strengthening the connections between Narragunnawali professional learning/RAP development processes and Teacher Accreditation/ Quality Improvement Planning processes 	December 2021	Chair
	<ul style="list-style-type: none"> Nominate early learning services within our network who have shown exceptional commitment to reconciliation for 2022 Narragunnawali Awards 	December 2021	Chair
	<ul style="list-style-type: none"> Help promote and encourage early learning services within our network who have shown exceptional commitment to reconciliation to apply for the Reconciliation Australia Nurraunnawali Awards 	June 2022	Chair



OUR ACTION PLAN: GOVERNANCE & TRACKING

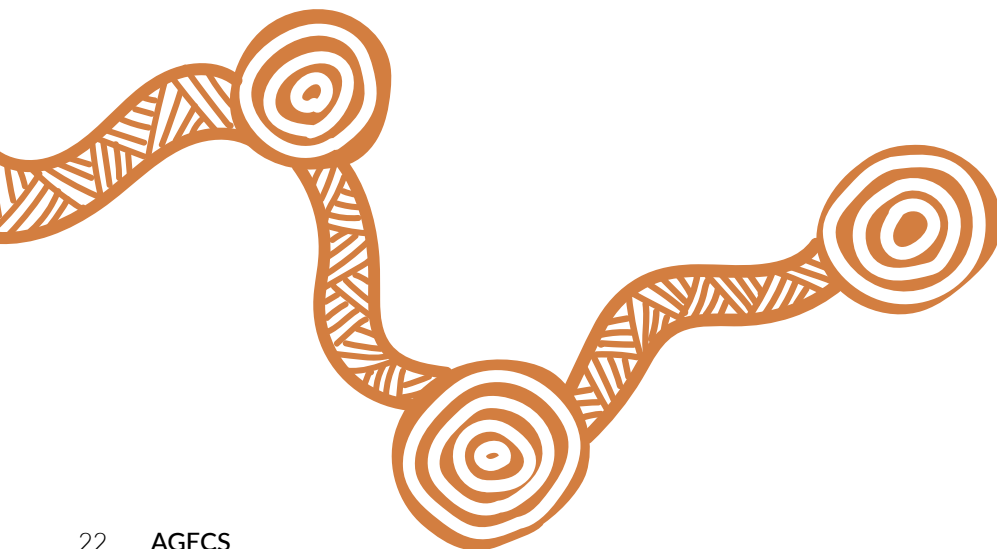
The Association of Graduates in Early Childhood Studies' journey throughout the Reconciliation process is guided by senior council members and contains Aboriginal representation. Together we are responsible for our reconciliation journey agenda.

GOVERNANCE & TRACKING

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
13. Establish and maintain an effective Reconciliation Action Implementation Group (RAPIWG) to drive governance of the Reconciliation Action Plan	<ul style="list-style-type: none"> Form a Reconciliation Implementation Working Group (RAPIWG) to govern the Reconciliation Action Plan implementation process 	July 2021	Chair RWG
	<ul style="list-style-type: none"> Draft a Terms of Reference for the Reconciliation Implementation Working Group 	July 2021	Chair & Admin Officer
	<ul style="list-style-type: none"> Ensure Aboriginal and /or Torres Strait Islander representation on the Reconciliation Implementation Working Group (RAPIWP) 	July 2021	Chair
14. Provide appropriate support for effective implementation of Reconciliation Action Plan commitments	<ul style="list-style-type: none"> Define and allocate resource needs for Reconciliation Action Plan implementation strategies 	July 2021	Chair & Education Officer
	<ul style="list-style-type: none"> Define appropriate systems and capability to track, measure and report on Reconciliation Action Plan commitments 	July 2021	Research Officer
15. Structure internal communication mechanism to ensure reporting and compliance	<ul style="list-style-type: none"> Ensure Reconciliation is an agenda item at every Council meeting 	July 2021	Chair & Admin Officer
	<ul style="list-style-type: none"> Appoint Reconciliation Champions to report on updates at every Council meeting 	July 2021	Chair & Admin Officer

GOVERNANCE & TRACKING

ACTION	DELIVERABLES	TIMELINE	RESPONSIBILITY
16. Build accountability and transparency through reporting Reconciliation Action Plan achievements, challenges and learnings both internally and externally	<ul style="list-style-type: none"> Complete and submit the annual Reconciliation Action Plan Impact Measurement Questionnaire to Reconciliation Australia 	September 2021	Chair & Research Officer
17. Continue our reconciliation journey by developing our second Reconciliation Action Plan	<ul style="list-style-type: none"> Register via Reconciliation Australia's website to begin developing our next Reconciliation Action Plan 	March 2022	Chair & Admin Officer





PHOTOGRAPHY:

Credit: Sammy Bailey
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*Reconciliation for non-
Aboriginal educators
in early childhood
education requires
sincerely and humbly
listening to Aboriginal
people followed by
relevant affirmative
action toward healing
and social justice.*

— Alannah Dore, President, AGECS

ARTWORK:

'Blossom'

Kerri Douglas

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RAP COMMITTEE



AJ Williams-Tchen

(Wiradjuri / Wotjobulak)
Director & Cultural Lead,
Girraway Ganyi Consultancy

Holds the following qualifications:

Master of Social Work, Master of Education, Master of Research, Diploma of Hospital Based Nursing (maternal health and mental health), Diploma of Youth Work, Diploma of Community Services Coordination, Diploma of Leadership & Management.

30 years experience in health, community services, TAFE and universities, and within private practice.

Current Director & Cultural Lead of Girraway Ganyi Consultancy.

Facilitated Reconciliation Plans with schools and organisations.

Awards include: NSW Mental Health Matters Award 2012, Victorian Emerging Indigenous Leader 2016, Frankston Mornington Peninsula Community NAIDOC Award (Cultural Pride, Community Spirit & Personal Resilience), finalist for the 2021 HESTA Impact Awards (Diversity & Inclusion) and 2021 HART Reconciliation Award nominee.



Alannah Dore

President, AGECS

Holds the following qualifications:

Diploma of Teaching (Early Childhood), Bachelor of Education, Master in Early Childhood, Graduate Certificate in Education (Tertiary), Advanced Certificate in Systems Therapy, studying a PhD.

Current AGECS President

Professional background includes preschool teaching in rural and urban settings, Inclusion support for KU Children's Services, Consultant (casual) FKA Children's services, Lecturer Federation University. Two decades operating a personal development business with a focus on holistic wellbeing

Was recipient of an AGECS Fellowship for Leadership and Change Grant in 2016.

Cultural inclusion is one aspect at the heart of Alannah's work which centres on promoting family and community wellbeing.



Dorothy Connop

Council Member, AGECS
2019–2020 Vice-President, AGECS

Holds the following qualifications:

Master in Education, Diploma of Teaching (Early Childhood), Bachelor of Education (Early Childhood), Graduate Diploma Special Education, Graduate Diploma Educational Administration, Graduate Diploma Special Education (Visual Impairment), Graduate Diploma Movement & Dance, Reading Recovery Certification

Long history of working in both Australia and the United Kingdom

Worked in kindergartens, long day care centres and primary schools

Appointed as Supervisor of the Board Insight Group

Worked for the Royal Victorian Institute for the Blind (now Vision Australia) as a Home Advisor

7 years working in the nationwide Inclusion Support Programme as an Inclusion Professional.

RAP COMMITTEE



Kerri Douglas

*(Dja Dja Wurrung and Bangerang)
Koorie Engagement Support Officer
(KESO), Department of Education
and Training.*

Holds the following qualifications:

Bachelor of Education in Primary Teaching

Passion is working with Early Childhood Education and Care services

Currently employed in the Department of Education and Training as a Koorie Engagement Support Officer (KESO)

Works with education services to embed Aboriginal perspectives

Supports Aboriginal families to better engage with educational services

Supports education services to better engage with Aboriginal children, families and community

Has been working with over 100 services in the Loddon Campaspe area for the last 5 years. She is a member of the Shine Bright Reconciliation Action plan working group.



Kay Mondon

*(Yorta Yorta - from Numurkah)
Centre Director, Goodstart Rosanna*

Holds the following qualifications:

Master of Education

Currently the Centre Director for Goodstart Rosanna

Passion is working with Early Childhood Education and Care services

Has been working in the early childhood education sector managing, teaching and training for over 38 years

Has spent many years in management at a Government Institution teaching kindergarten teachers and training Diploma and Certificate III in Early Childhood

Was responsible for development of the Bachelor of Early Childhood Development at Box Hill Institute

Continues to learn as much as she possibly can about culture through avenues that are authentic

Works alongside Indigenous students to support them in self determining their own lives

Has been involved on numerous Reconciliation Action Plan subcommittees.



Maree Wiggins

*Council Member, AGECS
2012-2019 President, AGECS*

Holds the following qualifications:

Diploma of Teaching (Early Childhood), Graduate Diploma in Special Education, Bachelor of Education (Early Childhood), Master in Education (Research)

Worked part time as a research assistant at La Trobe University on an Intergenerational Literacy study

Joined the RAP to learn further about what I don't know and what I can do to be part of Reconciliation

Enjoys networking and building bridges between services to better support families and children

Now retired, Maree plays lawn bowls, goes for long walks and reads.



ARTWORK:

'Blossom'

Kerri Douglas

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Tristan Williams

(Wiradjuri / Wotjobulak)
Gindaany Consultancy

Currently undertaking Bachelor of Social Work.

Holds the following qualifications:

Diploma of Youth Work, Certificate IV in Youth Work, Certificate III in Children Services

Career has stretched across multiple positions in children services, youth work, alcohol and other drugs, community services and disability

Currently manages own business (Gindaany Consultancy) providing respite and assistance to families who have children with disabilities

Was employed as a Disability Education Support worker, positioned in special needs schools

Employed previously at MacKillop Family Services, as a Therapeutic Residential Care Worker

Worked at Dandenong & District Aborigines Co-Operative Limited (DDACL) as a Tobacco Cessation Specialist and Healthy Lifestyle Worker.



Sarah O'Donnell

Vice-President, AGECS

Holds the following qualifications:

Diploma of Teaching (Early Childhood), Graduate Diploma Early Education, Certificate in Meditation, Certified EFT (Tapping) Practitioner

Taught in the United Kingdom and Australia

Has worked in senior leadership positions managing Children's Services clusters

Worked as a PSFO Coordinator

Established her own business Empowered Living, working with educators and families to reduce their stress as a Certified EFT (Tapping) Practitioner and meditation teacher

Previously worked as a Team Leader of Specialist Children's Service for the Department of Education

Believes we should be doing more in early childhood to recognise authentic Aboriginal history and culture, so that our children do not repeat the same mistakes that have been made by my and previous generations.



Sandra McCarthy

Council Member, AGECS

Holds the following qualifications:

Diploma of Early Childhood Education & Care, Diploma of Teaching (Early Childhood Education), Graduate Diploma of Education (Music), Aboriginal Cultural Education, Level 4 Triple P

35 years worked in early childhood

Has served 7 years on the AGECS Council

Gained enough knowledge to support children and other educators with authentic knowledge and experiences that showed respect and valued our Aboriginal and Torres Strait Islander cultures

Feels that she can give an opportunity to engage in reconciliation authentically

Looks forward to our RAP bringing strong respectful relationships with Aboriginal and Torres Strait Islander individuals and communities.



PHOTOGRAPHY:

Point Addis (Wathaurong Country), Victoria

Credit: Paidi Flynn

Source: www.austockphoto.com.au



GLOSSARY OF TERMS

Reconciliation Action Plan Working Party (RAPWP)	The RAPWP consists of the President of AGECS, four AGECS council members and four Aboriginal external representatives. The RAPWP was involved in the planning, drafting, consulting along with the development and publication of the Reconciliation Action Plan.
Reconciliation Action Plan Implementation Working Group (RAPIWG)	<p>The RAPIWG consists of eight members who are all Reconciliation Ambassadors. It includes the President of AGECS, three council members, two Aboriginal and/or Torres Strait Islander external / internal representatives and two general AGECS members.</p> <p>The RAPIWG is involved with the implementation, monitoring and reporting of all Action Items across the lifespan of the Reconciliation Action Plan. The following specific roles are also held by three of the RAPIWG Ambassadors: Chair, Research Officer, Education Officer.</p> <p>Other roles responsible for the implementation of the RAP include AGECS consultants (Events Coordinator, Admin Officer) and current AGECS Council roles held by Membership (sub) Committee members.</p> <p>The AGECS has invited an External Aboriginal Consultant and Aboriginal community representatives to support the RAP planning and implementation process on the advice of recognised Aboriginal representatives from the Early Childhood Aboriginal Community.</p>
Reconciliation Ambassadors	<p>All members of the RAPIWG are appointed as Ambassadors. Their position will represent the interests of AGECS at all internal and external programs and events.</p> <p>They will champion the notion of reconciliation through their actions, and behaviours.</p>

www.agecs.org.au



FOR FURTHER DETAILS,
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