

REFLECT



REFLECT RECONCILIATION ACTION PLAN
February 2021 – July 2022

Early Childhood Australia – Northern Territory Branch



**Early Childhood
Australia**
Northern Territory Branch



**Early Childhood
Australia**

Northern Territory Branch

Our vision: Every young child is thriving and learning

Our role in achieving this vision is to be an effective advocate for young children and a champion for quality outcomes in early childhood education and care.

Our Values

- *Respect*: we demonstrate our respect for children, families and professionals.
- *Leadership*: we are courageous in promoting the rights and voice of young children.
- *Integrity*: our work is based on evidence and expertise; it is always ethical and transparent.
- *Equity*: we believe in social justice and equal opportunity.

Cover photo

Early Childhood Australia NT Branch would like to thank Celeste Brand for allowing us to use this beautiful photo taken of her daughter, Gabrielle Jayde Stuart, enjoying the Iteyepintye Family Outstation, which is situated 30km's west of Alice Springs.

This photo encapsulates a child's connection with land and was chosen by the Committee and Staff to feature on the front page of our RAP.

Disclaimer

Aboriginal and Torres Strait Islander readers are advised that this document may contain images of people who have died.

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Message from ECA NT's Executive Manager



Early Childhood Australia Northern Territory believes in acknowledging and celebrating the rich heritage of the oldest continuing culture in the world, and recognising the strength and resilience of Aboriginal and Torres Strait Islander peoples and communities. ECA NT are committed at every level of our organisation in working towards a reconciled, just and equitable Australia.

ECA NT's organisational vision for reconciliation is that the Aboriginal and Torres Strait Islander people of this country will be restored to a place of equity, dignity and respect with relationships restored and social inequalities eradicated for the benefit of all Australians.

Our ECA NT Reconciliation Action Plan is an agreed strategy on how we as an organisation recognise that many Aboriginal and Torres Strait Islander communities are socially and economically disadvantaged compared to the general population.

Our Reconciliation Action Plan (RAP) has been developed utilising the talents, enthusiasm, experience and skills of people across the organisation. ECA NT staff will endeavour to always adopt a spirit of humility and willingness to understand and learn about Aboriginal and Torres Strait Islander cultures. As an early childhood service provider, we have an opportunity to serve the Aboriginal and Torres Strait Islander communities we work with in a culturally appropriate and relevant way.

This Reflect RAP is a significant milestone on our journey towards ensuring that Aboriginal and Torres Strait Islander children can fully benefit from the education and learning opportunities available throughout early childhood and be supported to reach their potential. ECA NT's success in reconciling with Aboriginal and Torres Strait Islander peoples will be inextricably linked to achieving our vision that **'Every young child is thriving and learning'**. We look forward to working with Aboriginal and Torres Strait Islander peoples, and all of those committed to reconciliation, to make this vision a reality.

Tracy Johnson

Executive Manager

Early Childhood Australia NT

Statement from the CEO of Reconciliation Australia



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

Early Childhood Australia NT 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 Early Childhood Australia NT 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 Early Childhood Australia NT, 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

RAP working group



Tracy Johnson
Executive Manager



Filomena Lay
Inclusion Professional



Laura Bachman
NT Project Consultant



Jake McClelland
Administration Officer



Deanne Hunt
Administration Manager



Mia Hofer
Inclusion Professional



Elizabeth Chick
ECA NT Committee Vice
Chairperson



Natalie Walker
Inclusion Professional



Catherine Clucas
Inclusion Professional



Harmony Plues
Administration Officer



Felicia Hansen
Early Childhood Early
Intervention Specialist

Our business

Early Childhood Australia (NT) is the Northern Territory branch of Early Childhood Australia, the national peak body for early childhood. State and Territory branches elect members to represent them at a National level, however ECA NT is a separate entity registered as a charity with the Australian Charities and Not-for-profits Commission (ACNC). ECA NT advocates to ensure quality, social justice and equity in all issues relating to the education and care of children from birth to eight years. The branch achieves this through speaking on behalf of young children to parents, governments, educators, carers and the community. ECA NT is committed to promoting high standards of practice in the early childhood sector, and contribute to and comment on, policy that affect young children and their families.

ECA's vision that '**Every young child is thriving and learning**' is achieved through:

- Increased public awareness and understanding of the benefits of early learning
- Providing access to quality programs amplifying children's development
- Building the capacity of the Early Childhood Education and Care sector and providing a gateway to professional knowledge and networks.

ECA Values:

Respect - we demonstrate our respect for children, families and professionals.

Leadership - we are courageous in promoting the rights and voice of young children.

Integrity - our work is based on evidence and expertise; it is always ethical and transparent.

Equity - we believe in social justice and equal opportunity.

ECA Strategic Goals:

Speak up for children

ECA NT is a courageous voice for young children and their families, representing their rights and interests in public, policy and funding debates.

Build social capital

ECA NT works collaboratively to build social capital in which all young children can thrive and benefit from Australia's future prosperity.

Champion quality in early education

ECA NT enhances the capacity of the early learning sector

to provide high-quality services that amplify children's development, reduce inequity and improve long-term educational outcomes.

Lead and inspire professional learning

ECA NT develops and delivers high-quality professional resources and learning opportunities to build the knowledge base of educators, teachers and other professionals working with young children.

Position ECA for long-term success

ECA NT's future will be secured as a well-governed, sustainable, agile and innovative network that delivers benefits to our members and stakeholders.

ECA Code of Ethics:

The ECA Code of Ethics is an aspirational framework for reflection about the ethical responsibilities of early childhood professionals who work with, or on behalf, of children and their families. It outlines a set of statements about the appropriate and expected behaviour of early childhood professionals. The Code of Ethics is informed by the principles in the United Nations Convention on the Rights of the Child (1991) and the Declaration on the Rights of Indigenous Peoples (2007). It provides a set of core principles and commitments to action for professionals to act in the best interests of all children and work collectively to ensure that every child is thriving and learning. These core principles act to guide decision making in relation to ethical responsibilities and the commitments to action are framed in terms of children, colleagues, families, the profession and community and society. The Code of Ethics can be accessed here:

<http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2019/08/ECA-COE-Brochure-web-2019.pdf>

ECA NT Programs:

Northern Territory Inclusion Agency (NT-IA)

Early Childhood Australia Northern Territory Branch (ECA NT) is the Northern Territory Inclusion Agency (NT-IA), delivering the Australian Government funded Inclusion Support Programme (ISP) across the NT. The ISP is focused on building the capacity and capability of early childhood education and care services to include children with additional needs; such as children being diagnosed or with a disability, those from diverse cultural and language backgrounds, refugee children, Aboriginal and Torres Strait Islander children and vulnerable children. Within the ISP, NT-IA Inclusion Professionals are available to all eligible

services to provide on the ground tailored inclusion advice and support.

The NT-IA has developed the Sister Centres Project which seeks to build the capacity of educators to meaningfully include all children in early childhood education and care settings. The Sister Centres Project aims to embed culture within practice in early childhood education and care settings and to overcome barriers to access, via sharing of knowledge, skills, practical support, and resources.

The NT-IA also manages the Specialist Equipment Library (SEL) to facilitate and support the inclusion of a child or children with a disability in the care environment. Early Childhood Education and Care (ECEC) providers can access a range of specialist equipment on loan via the SEL.

Early Childhood Early Intervention Partner in Community with the NDIS

ECA NT is the National Disability Insurance Scheme (NDIS) Early Childhood Early Intervention (ECEI) Partner in the Community for the Darwin Urban region, including Darwin, Palmerston and Litchfield.

Early Childhood Early Intervention (ECEI) partners are appointed by the National Disability Insurance Agency (NDIA) to assist families and carers of children aged 0-6 years with developmental delays and disabilities. As the ECEI partner, ECA NT helps families to understand the potential role of the NDIS, to identify their child's needs and reach their support goals, to guide them to other appropriate supports, and to offer independent advice on providers of support most suited to their needs. The type of support offered will be different for every child and their family according to their individual needs.

Gym for Growth and Development (g4gd)

'Gym for Growth and Development' (g4gd) has been developed by Early Childhood Australia NT Branch staff as a universal, supported physical activity program. G4gd provides active and appropriate movement opportunities that enable children, (babies, toddlers, and preschool aged) to explore, develop and refine the skills that are essential for healthy physical and neurological development.

Currently, ECA NT Branch employs approximately 30 staff, including 1 staff member who identifies as Aboriginal. The geographical reach of our organisation is regional to the Northern Territory and ECA has four office locations in the Northern Territory including Darwin, Coolalinga, and Alice Springs. Our staff travel to many remote locations and communities across the Territory.



Our RAP

ECA NT Branch's vision and purpose in formalising a RAP is to advocate for reconciliation with Aboriginal and Torres Strait Islander peoples in ECA NT's sphere of influence. As a leader in the Early Childhood and Care sector and as a strong advocate for all children, ECA NT is committed to building and strengthening partnerships with Aboriginal and Torres Strait Islander peoples and organisations that will help to provide meaningful opportunities for Aboriginal and Torres Strait Islander children, their families and communities to achieve their full potential.

ECA NT's work builds the capacity of the wider community and the early childhood sector to realise the potential of every child during the critical early years from birth to the age of eight. In the NT, approximately 25.5% of the population identifies as Aboriginal and/or Torres Strait Islander (ABS, 2016). Working towards reconciliation with Aboriginal and Torres Strait Islander peoples is essential to achieving ECA NT's vision and championing the rights of young children to thrive and learn at home, in the community, within early learning settings and in the early years of school. ECA NT specifically acknowledges the rights of Aboriginal and Torres Strait Islander children and their families, and the past and current injustices and realities for them around Australia. ECA NT recognises that reconciliation is only possible by acknowledging these injustices, facilitating truth telling, and by providing a platform that Aboriginal and Torres Strait Islander voices can be heard and amplified.

The ECA Code of Ethics is a set of statements about appropriate and expected behaviour of Early Childhood professionals. The Code of Ethics recognises that Aboriginal and Torres Strait Islander peoples have been nurturing and teaching children on this land for thousands of years and acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children. The implementation of the Code of Ethics and how we do our work has impacted on ECA NT's reconciliation journey. ECA NT staff act in the best interests of all children and support culturally safe and inclusive environments that encourage children's agency and enhance their learning. ECA NT works with educators to provide a meaningful curriculum for all children, ensure children are not discriminated against, and respect children as capable learners. An integral part of ECA NT's work is supporting educators and families to relate children's learning experiences to their life experiences, which means listening to children and letting them lead, listening and



learning with families, and learning about local community contexts and aspirations.

Over the past decade, ECA National Office have developed a RAP, with the guidance of long serving ECA NT Branch committee members who continue to be part of the National Panel. ECA NT have previously aligned with the National ECA RAP: **Embed, Enable and Strive – A Stretch Reconciliation Action Plan for Early Childhood Australia** to ensure the rights of Aboriginal and Torres Strait Islander children and families in the Territory were heard and enacted. Recently, the ECA NT Executive Committee have identified a need for a separate RAP to ensure ECA NT's reconciliation journey is more specific to a local NT context. **ECA NT's Strategic Plan (2018-2020)** has had an important role in supporting our reconciliation journey to date. The Strategic Plan – Priority 2: Build social capital - outlines ECA NT's commitment to working collaboratively with SNAICC and Reconciliation Australia to improve outcomes for Aboriginal and Torres Strait Islander children by promoting reconciliation, highlighting systemic disadvantage and advocating for improvements in policy and programs. It also highlights our partnership work with community, educators and other stakeholders to develop a Sister Centres project to build the cultural capacity of educators across the NT. One of our key ambitions in this Plan is to implement an NT Reconciliation Action Plan.



ECA NT has established a RAP Working Group (RWG) who will lead the RAP internally and externally to the broader community. The Working Group includes staff from Darwin, Katherine and Alice Springs, Senior staff, and an Executive Committee member. The RWG will work with Early Childhood Education and Care providers, educators, families and children to promote inclusion and understanding of culture. The RWG will consult with a cross section of Aboriginal and Torres Strait Islander organisations and stakeholders across the NT regarding the ongoing development and implementation of the RAP. Feedback has also been sought from ECA NT staff and Committee Members in the development of this RAP.

ECA NT will measure the success of our RAP through:

Short to medium term

- Increased participation of Aboriginal and Torres Strait Islander peoples in ECA NT programs
- Feedback from Aboriginal and Torres Strait Islander organisations/stakeholders
- Engagement of Early Childhood Education and Care (ECEC) services with the RAP development and implementation process

Long term

- Improvements in Australian Early Development Census (AEDC) data in the NT – a reduction in vulnerability across domains over time
- Improvements in Closing the Gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous people, particularly with regards to access to early childhood education.

References:

Australian Bureau of Statistics (2016). People – Demographics and Education (Northern Territory). Viewed 2 October 2020, https://quickstats.censusdata.abs.gov.au/census_services/getproduct/census/2016/quickstat/7

Our partnerships / current activities

ECA NT is currently committed to the following reconciliation activities with our programs and practices.

Advocacy

ECA NT provides input to National and local advocacy efforts and supports and promotes reconciliation between Aboriginal and Torres Strait Islander peoples and the broader Australian Communities.

ECA NT consistently meets with Aboriginal organisations/stakeholders including Regional Councils to identify needs and how we can best support advocacy and service delivery activities with and for, Aboriginal and Torres Strait Islander peoples.

NT-IA Sister Centres Project

ECA NT's NT-IA has developed the Sister Centres Project which seeks to build the capacity of educators to meaningfully include all children in early childhood education and care settings. The Sister Centres Project aims to embed culture within practice and to overcome barriers to access, via sharing of knowledge, skills, practical support, and resources. By improving the cultural awareness of non-Indigenous educators and creating a more culturally safe space for Aboriginal and Torres Strait Islander educators, it is anticipated that Aboriginal and Torres Strait Islander children will have a better sense of belonging and non-Indigenous children will have improved cultural awareness. So far, this project has included activities such as facilitating Discussion Circles with key stakeholders, and supporting Centre visits and other forms of information sharing between Centres.

Within the Sister Centres Project, ECA NT has established a Stakeholder Advisory Group which includes Aboriginal and Torres Strait Islander organisations/stakeholders. The purpose of this group is to share information, and provide input and advice regarding the project.

ECEI partner activities

NDIS ECEI staff have a two-way referral system in place with Danila Dilba Health Service to support Aboriginal and Torres Strait Islander children and families. NDIS ECEI staff are also exploring outreach opportunities at Danila Dilba's clinics in the Darwin Urban region.

From October 2020, ECEI staff will be partnering with the Palmerston Child and Family Centre to deliver a therapy group "Little Geckos" to children with developmental delay/s or disability that are not accessing the NDIS yet. The Palmerston Child and Family Centre supports all



families but is focused on Aboriginal and Torres Strait Islander children and families.

Child focused events

ECA NT is an active participant in Children's Week, Harmony Day, Indigenous Children's Day and NAIDOC events. ECA NT has previously helped to organise the Darwin Children's Week event and Harmony Day celebration. These events provide an opportunity to engage with Aboriginal and Torres Strait Islander organisations, families, and children.

Cultural Learning

ECA NT staff participate in a range of cultural learning opportunities. In 2020, NT-IA staff accessed online cultural awareness training "Working with Cultural Difference NT and Aboriginal History" through Cross Cultural Consultants. Staff also completed the Aboriginal Early Childhood Webinar Series via the Aboriginal Early Childhood Collective. NT-IA staff in the Southern Region of the NT (Central Australia) complete one day training via the Institute of Aboriginal Development as part of their ECA NT induction. Recently, ECA NT Inclusion Support staff and ECEC providers attended a cultural learning experience provided by Dingo Cockatoo Aboriginal Culture at East Point in Darwin, NT.

NT-IA staff have previously participated in Aboriginal and Torres Strait Islander mental health training via Danila Dilba Health Service and have attended the SNAICC National conferences in the past.

NDIS requires that all ECEI staff complete four online cultural awareness training modules as part of their commitment to understanding cultural diversity. These modules include: Why Cultural Competence?; Australia's First peoples; Worldviews, kinship and culture; Torres Strait Islander peoples.

The monthly "Well-being Update" email to staff has previously focused on reconciliation and what Aboriginal and Torres Strait Islander peoples can teach us about well-being, and what we can do to contribute to greater health equity. This email was sent during National Reconciliation Week 2020 with a number of links to talks, stories, quotes, resources and fun stuff to encourage cultural learning and celebration.

ECA NT supports Early Childhood Education and Care providers to link to Narragunnawali: Reconciliation in Education and has previously facilitated this connection via a Special Interest Group based in Darwin. This Special Interest Group encouraged providers to develop their own RAPs and provided a safe, professional space to reflect on what was currently happening in services to support cultural inclusion and address concerns, barriers, and unconscious biases among educators working in the Early Childhood Education and Care sector.

Resource development

ECA NT have a range of culturally relevant resources within our library to encourage cultural learning. Some of these resources are displayed in the office space at Berrimah and Alice Springs.

Two books have been developed with NT communities, including photos taken by educators on the Tiwi Islands.

One book was about the local culture. This project was funded by the Australian Red Cross.

In 2016, ECA NT developed "The Photographic History of Preschool in the NT – Remote Indigenous History" which is a collection of artefacts and oral histories from 1950 to the present.

ECA Reconciliation Connect Symposium

ECA NT is actively involved in the organisation and delivery of the ECA Reconciliation Connect Symposium. A number of ECA NT staff attended the online symposium in 2020.

Indigenous Participation Plan

ECA NT has a current plan regarding procurement with regards to Aboriginal and Torres Strait Islander workforce and employment opportunities and supplier use / supply opportunities.

Acknowledgement of Country

ECA NT staff deliver Acknowledgement of Country protocols at all meetings and on staff email footers. ECA NT has organised a Welcome to Country for events such as the NT Education and Care Awards.

NT-IA staff actively encourage Early Childhood Education and Care providers to engage in a meaningful Acknowledgement to Country with children, as part of their daily rhythm and routine. A number of NT providers have since adopted and embedded this practice within their centres.

Uluru Statement from the Heart

ECA NT supports the Uluru Statement from the Heart and the three themes of the statement VOICE, TREATY and TRUTH.





RELATIONSHIPS

Action	Deliverable	Timeline	Responsibility
1. Establish and strengthen mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.	1.1 Research best practice and principles that support partnerships with Aboriginal and Torres Strait Islander stakeholders and organisations.	March, 2021 March, 2022 (review)	Lead: Executive Manager Support: Administration Manager NT Project Consultant
	1.2 Identify and initiate contact with Aboriginal and Torres Strait Islander stakeholders and/or organisations within ECA NT's three key regional locations (Darwin, Katherine and Alice Springs).	May, 2021 May, 2021 (review)	Lead: Executive Manager Support: Inclusion Professionals on RWG (Darwin, Katherine, Alice Springs) NDIS staff on RWG (Darwin)
	1.3 Establish relationship with Larrakia Nation to coordinate delivery of the national ECA Reconciliation Connect event in Darwin in 2021 and support the Sister Centres Project outcomes.	April, 2021	Lead: Executive Manager Support: NT Project Consultant
	1.4 Explore opportunities for shared events and/or outreach with Aboriginal and Torres Strait Islander stakeholders and/or organisations.	March, 2022	Lead: Executive Manager Support: All ECA NT staff
2. Build relationships through celebrating National Reconciliation Week (NRW).	2.1. Circulate Reconciliation Australia's NRW resources and reconciliation materials to ECA NT staff via quarterly RAP update.	May, 2021 and 2022	Lead: NT Project Consultant Support: RAP Working Group
	2.2. Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.	27 May – 3 June, 2021 and 2022	Lead: ECA NT Committee Member on RWG Support: Executive Manager
	2.3. RAP Working Group members to participate in an external NRW event.	27 May – 3 June, 2021 and 2022	Lead: Administration Manager Support: RAP Working Group
3. Promote reconciliation through our sphere of influence.	3.1. Communicate our commitment to reconciliation to all staff via quarterly RAP updates and the RAP launch event.	Launch – February, 2021	Lead: ECA NT Committee Member on RWG
		RAP updates: March, 2021 and 2022 June, 2021 and 2022 September, 2021 December, 2021	Support: Executive Manager (RAP launch) NT Project Consultant (RAP updates)

	3.2. Identify external stakeholders (including those with RAPs) that ECA NT can engage with on our reconciliation journey.	May, 2021	Lead: Executive Manager Support: Administration Manager NT Project Consultant
	3.3. Identify RAP and other like-minded organisations that we could approach to collaborate with on our reconciliation journey.	May, 2021	Lead: Executive Manager Support: Administration Manager NT Project Consultant
4. Promote positive relations between cultures through anti-discrimination strategies.	4.1. Research best practice and policies in areas of cross-cultural relations and anti-discrimination.	April, 2021	Lead: Executive Manager Support: Contract, Policy and Training Coordinator
	4.2. Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions, and future needs.	December, 2021	Lead: Executive Manager Support: Contract, Policy and Training Coordinator



RESPECT			
Action	Deliverable	Timeline	Responsibility
5. Establish and strengthen the use of culturally appropriate resources and aids within early childhood.	5.1 Develop a business case for increasing understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights within our organisation.	April, 2021	Lead: ECA NT Committee Member on RWG Support: Executive Manager
	5.2 Conduct a review of cultural learning needs within our organisation, including for new staff (e.g. via recruitment and induction processes).	June, 2021	Lead: Executive Manager Support: Contract, Policy and Training Coordinator
	5.3 A minimum of two ECA NT staff to attend the annual ECA Reconciliation Symposium and share learnings with staff and Committee Members.	May, 2021 and May, 2022	Lead: Executive Manager Support: Administration Manager
	5.4 Review and monitor how ECA NT could facilitate cultural learning opportunities for external stakeholders, in partnership with Aboriginal and Torres Strait Islander organisations / stakeholders.	September, 2021	Lead: Executive Manager Support: RAP Working Group
	5.5 Utilise the Gulumoerrgin (Larrakia), Jawoyn and Arrernte seasons calendars to document staff birthdays and learn about the seasons staff are born in.	February, 2021	Lead: Administration Manager Support: Inclusion Professionals on RWG

6. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	6.1 Consolidate understanding of local Traditional Owners or Custodians of the lands and waters within ECA NT's operational areas by displaying this information in each office and sharing information in quarterly updates.	February, 2021 <u>RAP updates:</u> March, 2021 and 2022 June, 2021 and 2022 September, 2021 December, 2021	Lead: Administration Manager Support: Inclusion Professionals on RWG NT Project Consultant (updates)
	6.2 Increase staff understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols (and the difference between these).	March, 2021	Lead: Executive Manager Support: NT Project Consultant
	6.3 Adopt ECA National protocol document on Acknowledgement of Country.	March, 2021	Lead: Executive Manager Support: NT Project Consultant
	6.4 Establish and display an Acknowledgement of Country within each of the offices and on the ECA NT website.	February, 2021	Lead: Administration Manager Support: Administration Team
7. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	7.1 Raise awareness and share information amongst ECA NT staff about the meaning of NAIDOC Week.	June, 2021 and 2022	Lead: Executive Manager Support: NT Project Consultant
	7.2 Promote NAIDOC Week external events to ECA NT staff via the quarterly RAP update.	June, 2021 and 2022	Lead: Executive Manager
	7.3 Encourage and support ECA NT staff, RAP Working Group and senior leaders to participate in an external NAIDOC Week event (e.g. NAIDOC Marches across the NT).	First week in July, 2021 and 2022	Lead: ECA NT Committee Member on RWG Support: Executive Manager
8. Build respect for Aboriginal and Torres Strait Islander people and histories by acknowledging National Sorry Day.	8.1 Increase staff understanding of the significance of National Sorry Day by providing information via quarterly RAP update.	May, 2021 and 2022	Lead: Executive Manager Support: NT Project Consultant
9. Build respect for Aboriginal and Torres Strait Islander children by celebrating Indigenous Children's Day and Indigenous Literacy Day.	9.1 Raise awareness and share information amongst ECA NT staff about the meaning of Indigenous Children's Day via quarterly RAP update.	July, 2021 and 2022	Lead: Executive Manager Support: NT Project Consultant
	9.2 Promote Indigenous Children's Day external events via quarterly RAP update.	July, 2021 and 2022	Lead: Executive Manager Support: NT Project Consultant

	9.3 ECA NT staff to participate in an external Indigenous Children's Day celebration.	August, 2021	Lead: Executive Manager Support: Inclusion Professionals on RWG NDIS staff on RWG
	9.4 Raise awareness and share information amongst ECA NT staff about Indigenous Literacy Day via quarterly RAP update.	August, 2021	Lead: Executive Manager Support: NT Project Consultant
	9.5 RAP Working Group to host a Great Book Swap event internally to raise awareness and funds for the Indigenous Literacy Foundation.	September, 2021	Lead: Administration Manager Support: Inclusion Professionals on RWG NDIS staff on RWG
10. Establish and strengthen the use of culturally appropriate resources and aids within early childhood.	10.1 Continue to develop a list of culturally appropriate resources	August, 2021	Lead: NT Project Consultant Support: RAP Working Group
	10.2 Research culturally appropriate aids, such as the Aboriginal ASQ (Ages and Stages Questionnaire) kit.	January, 2022	Lead: NT-IA Coordinators (Northern and Southern regions) and NDIS ECEI Area Manager Support: Inclusion Professionals on RWG NDIS staff on RWG
	10.3 Increase information sharing regarding culturally appropriate resources and aids within ECEC services (via Inclusion Professionals, newsletters, social media).	July, 2022	Lead: NT-IA Coordinators (Northern and Southern regions) Support: Inclusion Professionals on RWG



OPPORTUNITIES

Action	Deliverable	Timeline	Responsibility
11. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development.	11.1 Develop a business case for increasing Aboriginal and Torres Strait Islander employment within ECA NT.	May, 2022	Lead: Executive Manager Support: Contract, Policy and Training Coordinator

	11.2 Continue to build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	May, 2022	Lead: Executive Manager Support: Contract, Policy and Training Coordinator
	11.3 Champion Aboriginal and Torres Strait Islander workforce development in the early childhood sector by expanding mentoring and professional learning opportunities, including sponsorship.	March, 2021 March, 2022 (review)	Lead: Executive Manager, ECA NT Committee Member on RWG Support: Administration Manager
12. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.	12.1 Develop a business case for procurement from Aboriginal and Torres Strait Islander owned businesses.	August, 2021 July, 2022 (review)	Lead: Administration Manager Support: Administration Team
	12.2 Investigate NT Indigenous Business Network membership.	March, 2021	Lead: Administration Manager Support: Administration Team
	12.3 Review and monitor the effectiveness of Supply Nation membership.	June, 2022	Lead: Administration Manager Support: Administration Team
13. Improve service delivery to regional areas, where there is a high population of Aboriginal and Torres Strait Islander peoples.	13.1 Continue to work with local Aboriginal and Torres Strait Islander organisations and stakeholders to identify early childhood education and care needs in regional areas and help address those needs via advocacy and/or funded programs.	February, 2022	Lead: NT-IA Coordinators (Northern and Southern regions) and NDIS ECEI Area Manager Support: Inclusion Professionals on RWG NDIS staff on RWG
14. Promote Narragunnawali: Reconciliation in Education to staff and external stakeholders.	14.1 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.	December, 2021	Lead: NT-IA Coordinators (Northern and Southern regions) Support: Inclusion Professionals
	14.2 Encourage all staff to engage with the professional learning (including webinar) resources available via Reconciliation Australia's Narragunnawali: Reconciliation in Education online platform.	June, 2021	Lead: Executive Manager Support: NT Project Consultant
	14.3 Encourage all staff/all early learning services in our network to sign up to the Narragunnawali News mailing list.	March, 2021	Lead: Executive Manager Support: NT Project Consultant (staff) NT-IA Coordinators (Northern and Southern regions) and Inclusion Professionals (early learning services)
	14.4 Host an appropriate links to Reconciliation Australia's Narragunnawali: Reconciliation in Education platform on our website.	February, 2021	Lead: Administration Manager Support: Administration Team

14.5	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.	October, 2021	Lead: NT-IA Coordinators (Northern and Southern regions) Support: Inclusion Professionals
14.6	Help promote and encourage schools/early learning services within our network who have shown exceptional commitment to reconciliation to apply for the 2021 Narragunnawali Award.	December, 2021	Lead: NT-IA Coordinators (Northern and Southern regions) Support: Inclusion Professionals on RWG
14.7	Nominate schools/early learning services within our network who have shown exceptional commitment to reconciliation for a 2021 Narragunnawali Award.	December, 2021	Lead: NT-IA Coordinators (Northern and Southern regions) Support: Inclusion Professionals on RWG



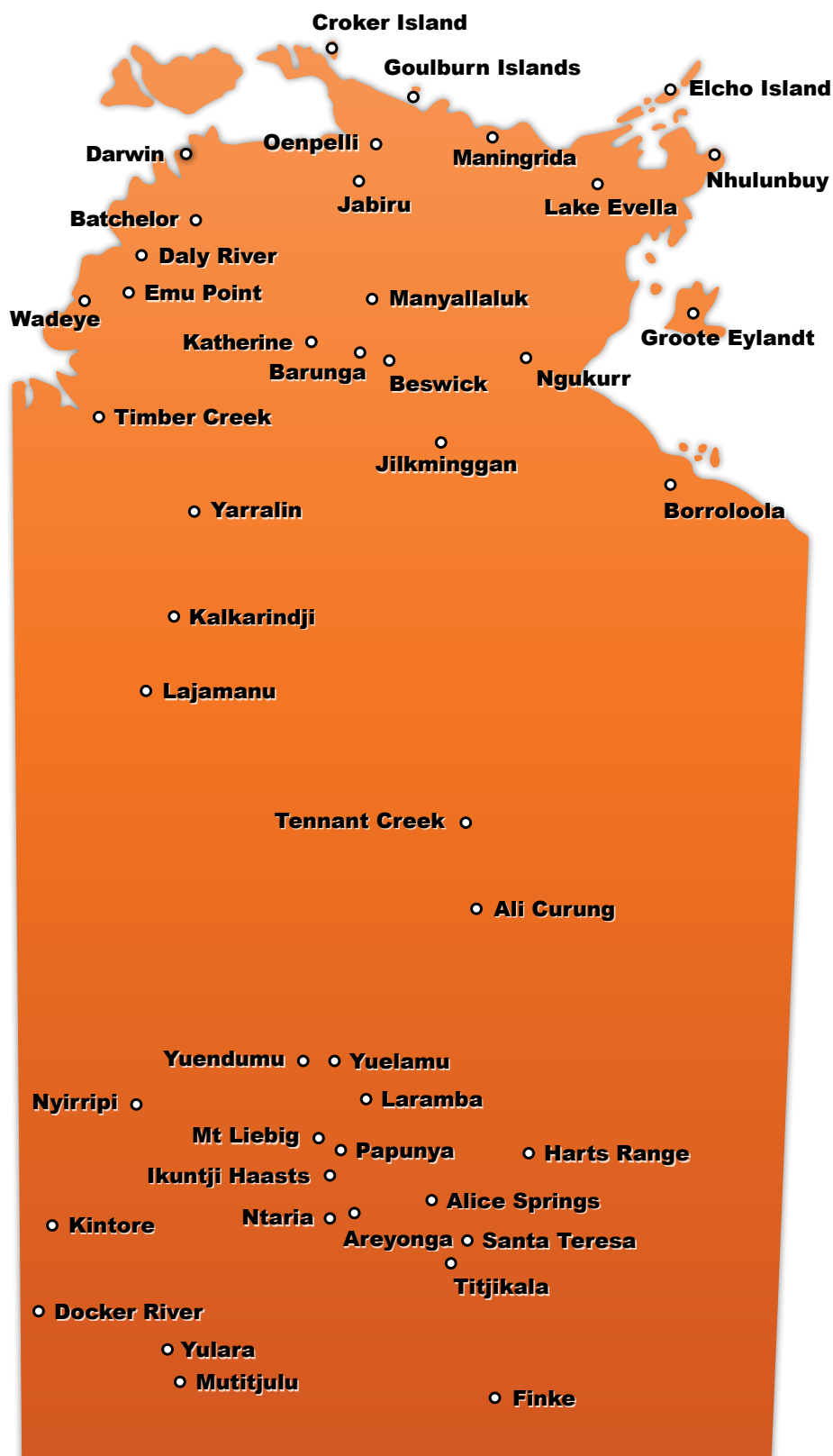
GOVERNANCE

Action	Deliverable	Timeline	Responsibility
15. Establish and maintain an effective RAP Working Group (RWG) to drive governance of the RAP.	15.1 Review and monitor RWG capacity to govern RAP implementation and establish a monthly meeting schedule.	November, 2021	Lead: NT Project Consultant Support: Administration Manager
	15.2 Review and monitor effectiveness of Terms of Reference for the RWG.	November, 2021	Lead: NT Project Consultant Support: Inclusion Professional on RWG
	15.3 Identify and resource opportunities for input into the RAP from Aboriginal and Torres Strait Islander organisations/stakeholders, with representation from each of key three regional locations (e.g. Darwin, Katherine and Alice Springs)	January, 2022	Lead: ECA NT Committee Member on RWG Support: Executive Manager
16. Provide appropriate support for effective implementation of RAP commitments.	16.1 Define resource needs for RAP implementation.	May, 2021	Executive Manager
	16.2 Engage senior leaders in the delivery of RAP commitments by reporting progress to ECA NT Committee members at Committee meetings on a 6 monthly basis (minimum).	July, 2021 January, 2021 July, 2022	Lead: ECA NT Committee Member on RWG Support: Executive Manager Administration Manager

	16.3 Define appropriate systems and capability to track, measure and report on RAP commitments.	April, 2021 April, 2022 (review)	Lead: Executive Manager Support: NT Project Consultant
17. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	17.1 Establish a quarterly RAP update to communicate information, organisational achievements, challenges and learning.	March, 2021 and 2022 June, 2021 and 2022 September, 2021 December, 2021	Lead: NT Project Consultant Support: RAP Working Group
	17.2 Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	September, 2021	Lead: NT Project Consultant Support: Administration Manager
18. Continue our reconciliation journey by developing our next RAP.	18.1 Register via Reconciliation Australia's <u>website</u> to begin developing our next RAP.	May, 2022	Lead: Administration Manager Support: Administration Team



Where we work

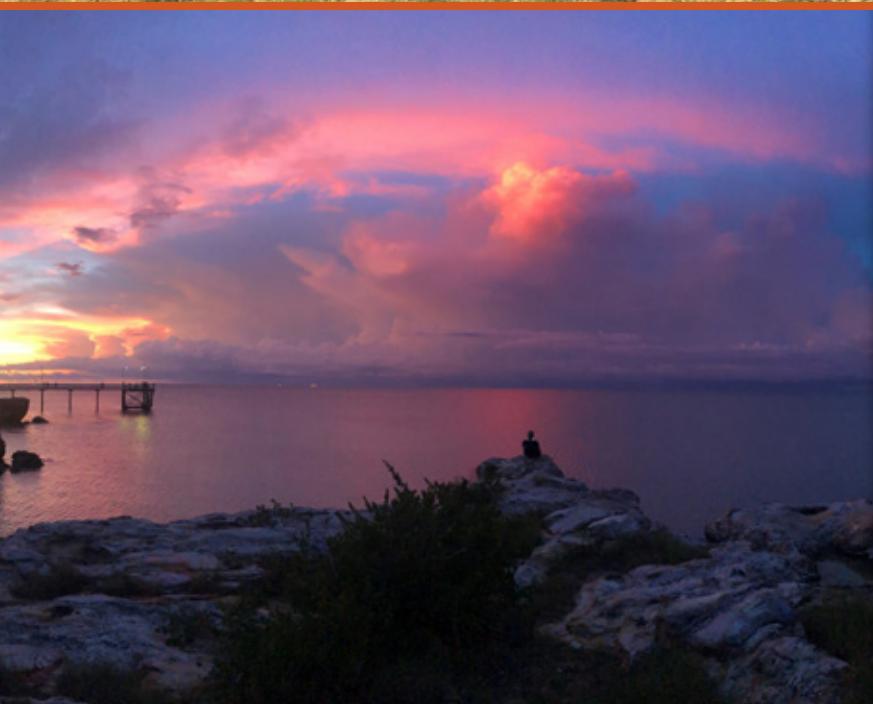


Acknowledgements

Thank you to everyone who provided permission to share photos in our RAP. Thank you to all the children, families and community members who are featured in the photos. Thank you to ECA NT staff and Committee Members who provided photos of their travels across the NT.

Special thanks to staff and Committee Members for providing input into the development of our RAP, in particular the RAP Working Group for your efforts. We look forward to your continued energy as we fulfill our commitment to reconciliation.

We would like to also acknowledge Reconciliation Australia, and in particular, Sarojni Samy, for their support on our RAP journey.



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