

Narragunnawali
Reconciliation in Education

**NAKRA
GUNNA
WALI**

Narragunnawali: Reconciliation in Education

reconciliation.org.au/narragunnawali
[@RecAustralia](https://twitter.com/RecAustralia)



RECONCILIATION
AUSTRALIA



RECONCILIATION
AUSTRALIA

**Our vision is for a just, equitable
and reconciled Australia.**

Established in 2001

We are an independent not-for profit organisation, the lead body for
reconciliation in Australia.

Our purpose is to inspire and enable all Australians to contribute to the
reconciliation of the nation.

Reconciliation Action Plans

Narragunnawali:
Reconciliation in Education

Research and Policy

Indigenous Governance
Program

National Reconciliation
Week

Truth Telling

NATIONAL RECONCILIATION WEEK 2023

27 MAY — 3 JUNE

BE A VOICE FOR GENERATIONS

[NRW.RECONCILIATION.ORG.AU](https://nrw.reconciliation.org.au)

#NRW2023



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Reconciliation in Education

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Alive

Wellbeing

Coming together

Peace

Alice Springs (Mparntwe)
Education Declaration

DECEMBER 2019



Education
Council

Narragunnawali
Reconciliation in Education

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Mparntwe Education Declaration

Goal 2

“Australian Governments commit to working in collaboration with the education community to support all young Australians to become...active and informed members of the community...who possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians”.

Australian Curriculum V9

Aboriginal and Torres Strait Islander
Histories and Cultures

English

Maths

Science

Humanities
and Social
Sciences

The Arts

Technologies

Health and
Physical
Education

Languages

Australian Professional Standards for Teachers

1

Know students and how they learn

2

Know the content and how to teach it

3

4

5

6

7

Focus Area 1.4

Strategies for teaching
Aboriginal and Torres Strait
Islander students

Focus Area 2.4

Understand and respect
Aboriginal and Torres Strait
Islander people to promote
reconciliation between
Indigenous and non-
Indigenous Australians

Australian Professional Standards for Principals

Professional Practice 5. Engaging and working with the community

Principals embrace inclusion ... They create an ethos of respect ... They promote sound lifelong learning ... They recognise the multicultural nature of Australia's people. They foster understanding and reconciliation with Indigenous cultures.

They lead an inclusive curriculum and school culture that promotes understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages

They identify and implement strategies to meet the diverse needs of students and their families... They understand the strengths and needs of their communities, promoting high expectations and achievement for all.

They establish innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making.

They develop a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school.

Increasing proficiency



National Quality Standard

1

2

3

4

5

Quality Area 6

Collaborative partnerships with families and communities

7

Early Years Learning Framework 2.0

RECONCILIATION

VISION

PRINCIPLES

PRACTICES

LEARNING
OUTCOMES

VISION

All children engage in learning that promotes confident and creative individuals and successful lifelong learners. All children are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives.

Principle

Aboriginal and Torres Strait Islander perspectives

Tools & resources

Research & evidence

Australian Teacher Workforce Data

About AITSL

News and media

Contact us & Support

aitsl

Australian Institute
for Teaching and
School Leadership

Teacher Standards

Prepare to teach

Teach

Lead & develop

Migrate to Australia

Deliver ITE programs

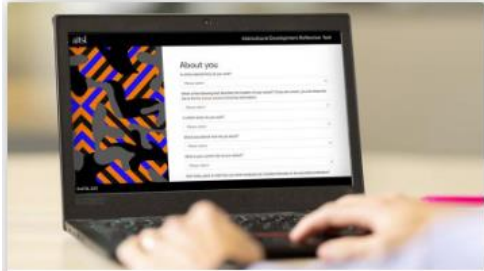
Join

Login



Building a culturally responsive Australian teaching workforce

Access the toolkit and report



Intercultural development self-reflection tool

Use this tool to reflect on your self-awareness of worldviews, assumptions, attitudes, beliefs, and biases in relation to personal identity and culture.

Access the tool



Intercultural development continuum

The continuum provides a shared language and understanding of intercultural development while reflecting the non-linear process of building cultural responsiveness.

Access the continuum



Intercultural development capability framework

Learn more about your current stage of intercultural development and find recommended actions to support your ongoing learning, so that you can improve your teaching practice.

Download the framework



**HOW CAN EDUCATORS DRIVE
WHOLE-SCALE
CHANGE TOWARDS
RECONCILIATION?**



[ABOUT](#) [RAPS](#) [PROFESSIONAL LEARNING](#) [CURRICULUM RESOURCES](#) [AWARDS](#)

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NARRAGUNNAWALI: RECONCILIATION IN EDUCATION

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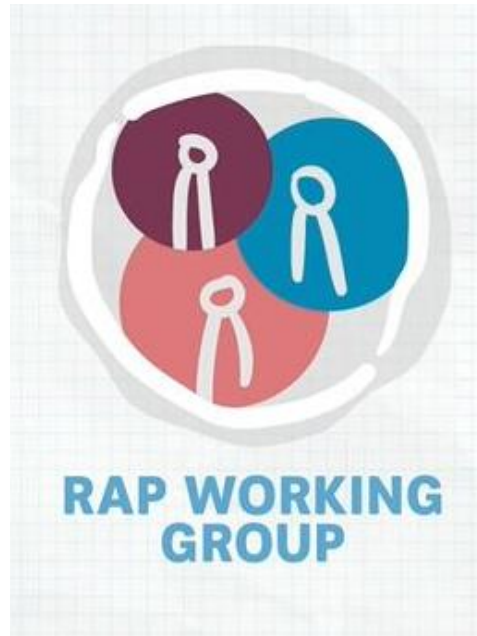


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news, updates and events.

Your email address

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Developing a RAP



Refresh
annually

PROFESSIONAL LEARNING









EVALUATING RESOURCES

This activity asks staff to carefully evaluate resources that include Aboriginal and Torres Strait Islander perspectives and content as part of curriculum planning to ensure that the resources being used are meaningful and appropriate.

Relevant Subjects

Cross-Curricula

Relevant Years

Early Learning | Primary | Secondary



BRINGING ABORIGINAL AND TORRES STRAIT ISLANDER PERSPECTIVES INTO THE CLASSROOM: NO EXCUSES

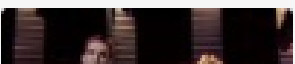
Teachers and educators often report being nervous or fearful to teach about Aboriginal and Torres Strait Islander peoples, histories and cultures. These activities aim to address some of these concerns.

Relevant Subjects

Cross-Curricula

Relevant Years

Early Learning | Primary | Secondary



DAUL KELLY: "SPECIAL TREATMENT"

Relevant Subjects

RECONCILIATION TEACHER TOOLKIT

This toolkit includes a selection of core resources to support teachers and educators to drive reconciliation in the classroom and learning environments.

The toolkit:

- Guides individual teachers and educators on their personal and professional reconciliation in education journeys
- Helps prepare pre-service teachers in their culturally responsive pedagogical development
- Supports the inclusion of reconciliation in classrooms and learning environments



RECONCILIATION TEACHING STRATEGIES GUIDE

Guiding information for including reconciliation in classroom and learning environments.



TERMINOLOGY GUIDE

Guiding information to support the use of respectful and inclusive language and terminology in reconciliation-related communications.



SUBJECT GUIDES

A suite of resource guides to support the inclusion of Aboriginal and Torres Strait Islander histories and cultures across all subject/learning areas.



EVALUATING RESOURCES

Guiding information to support critical reflection into resources used in learning environments and experiences.



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WEBINARS & WORKSHOPS

RECONCILIATION IN
EDUCATION PART 1: AN
INTRODUCTION

REGISTER NOW

RECONCILIATION IN
EDUCATION PART 2: TALKING
THE WALK

REGISTER NOW

RECONCILIATION IN
EDUCATION PART 3: WALKING
THE TALK

REGISTER NOW

RAP ACTION SERIES WEBINAR
1: 'TAKE ACTION AGAINST
RACISM' & 'CELEBRATE NRW'

REGISTER NOW

RAP ACTION SERIES WEBINAR
2: 'TEACH ABOUT
RECONCILIATION' &
'CURRICULUM PLANNING'

REGISTER NOW

RAP ACTION SERIES WEBINAR
3: 'INCLUSIVE POLICIES' &
'EXPLORE CURRENT AFFAIRS
AND ISSUES'

REGISTER NOW

CURRICULUM RESOURCES

Filter by Subject



Filter by Year



Filter by RAP Action

[SEARCH](#)

COLOURS AS CULTURAL SYMBOLS (EARLY LEARNING)

This craft-based activity reminds children of the cultural meanings and significance of the colours that make up the Aboriginal flag and the Torres Strait Islander flag.

Relevant Subjects

Cross-Curricula | Visual Arts

Relevant Years

Early Learning



MY ACKNOWLEDGEMENT OF COUNTRY (PRIMARY)

In this activity, students develop their own unique and meaningful Acknowledgement of Country that they can use on an ongoing basis.

Relevant Subjects

Cross-Curricula | Civics and Citizenship | Geography | [Show more](#)

Relevant Years

Primary



LANGUAGES MAP ACTIVITY (SECONDARY)

Relevant Subjects

Languages | Cross-Curricula | English |

SUBJECT GUIDES

DOWNLOAD RESOURCE GUIDES FOR YOUR SUBJECT/LEARNING AREA:



CIVICS & CITIZENSHIP



DANCE



DRAMA



ECONOMICS & BUSINESS



ENGLISH



GEOGRAPHY



HEALTH & PHYSICAL EDUCATION



HISTORY



LANGUAGES



MATHEMATICS



MEDIA ARTS



MUSIC



Collaborate

Reconciliation in education: What we know and where we need to go

March 2023

Partners



This Collaborate research summary explores the:

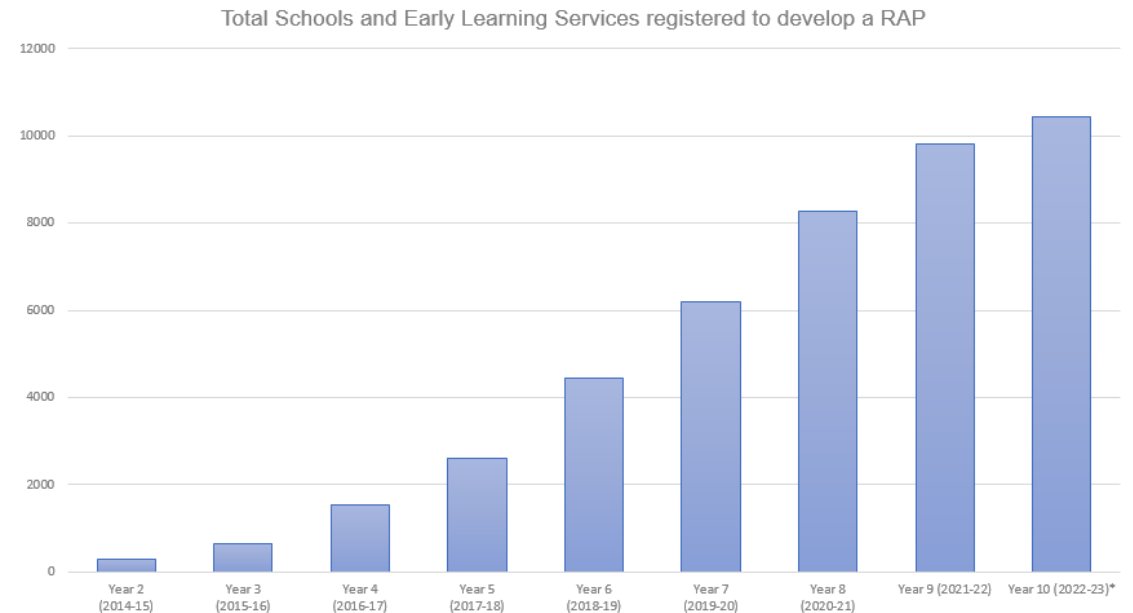
- **findings** from the ANU's evaluation of Narragunnawali
- **supports available** to teachers and school leaders to help them develop culturally responsive teaching practices and engage meaningfully with reconciliation alongside their students.
- **benefits of reconciliation** activities for students, teachers and other staff, school communities, and the broader community.
- the **significant role early learning services, schools and the education sector** more broadly will continue to play in progressing reconciliation into the future.

Analysis of data from the Longitudinal Study of Indigenous Children (LSIC), showed that Aboriginal and Torres Strait Islander children who attended a school where their parent or carer knew the school had a RAP:

- were less likely to report that the children in their care did not want to go to school;
- were more likely to think that the school understands the needs of Indigenous students;
- and, were more likely to think the school is good for them.

Program Engagement

- ~11,000 schools and early learning services have registered to develop a Narragunnawali RAP (40% of all Australian schools and early services)
- ~2,000 of these currently have a published RAP
- There are over 150,000 registered Narragunnawali platform Users



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WHO HAS A RAP?

There are more than 10,000 schools and early learning services developing Reconciliation Action Plans (RAPs). Use the map to search for schools and early learning services with a published RAP. Interacting with the map can also support you to learn about, and build collaborative reconciliation networks with, institutions in your local community or across the nation.

CREATE OR JOIN A RAP

Search by name or postcode

Filter by type

Filter by state/territory

SEARCH



 PUBLISHED RAP

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RAPS PROFESSIONAL LEARNING CURRICULUM RESOURCES AWARDS MORE YOUR RAP NINA

SUBJECT GUIDES NEWS WEBINARS INITIAL TEACHER EDUCATION TERMINOLOGY GUIDE FAQs

NEWS

Get news on reconciliation in Australia, ideas for driving reconciliation in schools and early learning services, and highlights of great things happening in schools and early learning services across the country.

Search Filter by category SEARCH



1 Dec 2022

INDIGENOUS VOICE TO PARLIAMENT

Teachers and educators can and will play an important part in educating and informing in the oncoming national conversation Voice to Parliament. Find the resources you need to bring Voice into the classroom and beyond.



1 Dec 2022

NARRAGUNNAWALI NEWS - DECEMBER 2022

2022 has been a momentous year for reconciliation – in education and beyond.



1 Dec 2022

RECONCILIATION IN THE MEDIA – DECEMBER 2022

Cassius Turvey; Aboriginal languages in schools; and birthing on Country. Inform yourself on the stories that are currently occupying our news.

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NARRAGUNNAWALI
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Narragunnawali Virtual Office Hours



**Narragunnawali
Facebook Group**



**Learning Circles
(published RAPs)**

NARRAGUNNAWALI AWARDS 2023

Narragunnawali
Reconciliation in Education

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Past Finalists

Early Learning Category

2021 Joint Winner: Balnarring Pre-School (VIC)
2021 Joint Winner: Tumut Community Preschool (NSW)
2021 Finalist: St Peter's Girls Early Learners Centre (SA)
2019 Winner: Forbes Preschool (NSW)
2019 Finalist: Barefoot Early Childhood (QLD)
2017 Winner: Explore & Develop Penrith South (NSW)
2017 Finalist: Balnarring Pre-School (VIC)
2017 Finalist: Uranquinty Preschool (NSW)

Schools Category

2021 Winner: St Virgil's College (TAS)
2021 Finalist: Mosman Park Primary School (WA)
2021 Finalist: Briar Road Public School (NSW)
2019 Winner: Maclean High School (NSW)
2019 Finalist: Moolap Primary School (VIC)
2019 Finalist: Tamborine Mountain State School (QLD)
2017 Winner: Queanbeyan Public School (NSW)
2017 Finalist: Middle Park Primary School (VIC)
2017 Finalist: St Virgil's College (TAS)





Reconciliation
NSW

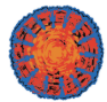


RECONCILIATION
QUEENSLAND



Reconciliation
South Australia

Australian Reconciliation Network



ReconciliationWA



Reconciliation
Tasmania

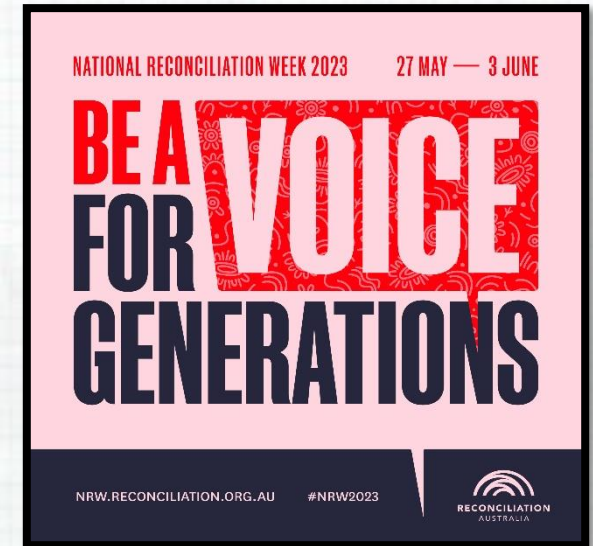
What next?



Sign-up to the
Narragunnawali platform



Start or refresh your
**Reconciliation
Action Plan**



Engage in ongoing
professional learning

St Virgil's College Early Years Connections to Country

“Embedding Aboriginal and Torres Strait Islander knowledges and perspectives encourages openness to diverse perspectives, enhances all children’s experiences and assists in the authentic advancement of Reconciliation.”

(Early Years Learning Framework
for Australia 2022-V2.0)



*"For in all the arteries, and
all of the veins, I am the
flow of life..."*

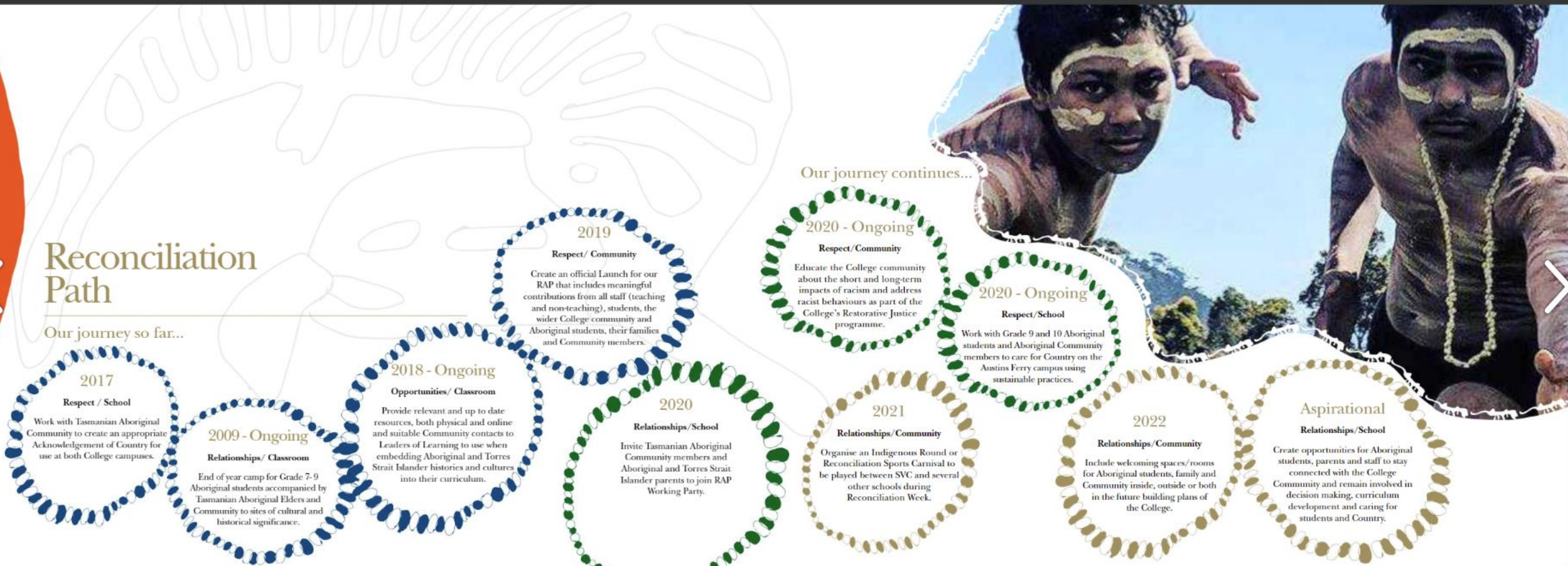
*Where new growth needs
me, yet I journey in the
world, around and on this
place, as the passenger in
clouds, until I form in rain,
or sleet, or snow, for the
sun to create me again...
as water."*

Uncle Jimmy Everett



Reconciliation Path

Our journey so far...



Our Reconciliation Action Plan

Our Reconciliation Action Plan helps us to create a meaningful and authentic place of learning and un-learning that can amplify the voices of our First Nations students and families and enable all of us to engage in helping to heal our historical wrongs and care for the unique Country surrounding us.

The tunapri makuminya Project

< The Land of the muwinina People, nipaluna/Hobart

St Virgil's College stands upon the land of the muwinina also spelled Mouhencenner palawa of the South-East Nation. A Nation known for its coastal food resources, hunting grounds, alpine medicines and resilience. The South East was home to at least three other clans/tribal groups known as the Mellukerdee of the Huon River, the Lyluequounny of the Far South, and the Nuenonne of Bruny Island). The muwinina palawa occupied the Country between kunanyi (Mt Wellington) and tintumili minanya (the River Derwent) and they moved about their territory as botanical and astrological indicators guided them, trading and holding ceremonies with neighbouring clans and family groups.

One of the first of the Nine Nations to be confronted with the disease, violence and dispossession of British invasion and subsequent colonisation, the South East Nation, and the clans who lived on the shores of the River Derwent, including

the muwinina people, suffered immediately. In the 200 years that followed, the people of the Nine Nations clans were dispossessed of their homelands and died in horrific numbers. Eventually the survivors were compelled to negotiate with the colonial government to leave the main island and temporarily move to Flinders Island in the Bass Strait. This negotiation was made on the understanding that they would eventually return to their own lands, practice ceremony and language and continue their seasonal responsibilities in caring for Country. However, once they were sent into exile at the varying off-shore detention centres of the Bass Strait, very few survived and only a few were able to return. Today's palawa communities are descended from proud, strong and resilient people, including the sealing women of tayaritja (The Furneaux Islands).

Palawa have always used treaties and tribal agreements to ensure their cultural longevity; spoken agreements between groups kept the island relatively peaceful and allowed the people and the land to thrive for millennia. Today their spirit remains on this land and the St Virgil's College campus holds many remnants of their existence.

The tunapri makuminya Project provides a compelling and authentic way for us all to honour some of the intentions of this original treaty, by inviting the Tasmanian Aboriginal communities of today back onto this place, to practice ceremony, to care for this Country, to learn and to educate. It gives us all the opportunity to reconcile with the history and nature of our occupation of this place and provides many ways in which we can work alongside Tasmanian Aboriginal people to create a stronger future defined by justice and truth.

Part 1:

Biocultural Survey

Throughout the year that was 2020 a continuous ecological survey was conducted on the Austins Ferry campus of St Virgil's College. Over 50 species of plants were identified on site, however it should be noted that this list is far from exhaustive. Many plant species lay dormant for several years before blooming and becoming obviously present and some plants are unidentifiable until their blooming season which could be short or outside of this survey's time frame, some plants also require fire or particular weather patterns to help them to emerge.

It should also be noted that while much cultural knowledge regarding these plants is still in use (about 220 plant species have recorded cultural uses), much has been taken from us and this collection of ethnobotanical understanding will continue to grow over time as more

Tasmanian Aboriginal people spend time on their Country and exchange information with those that still hold crucial knowledges in other areas. It is hoped that this survey will become an appropriate and safe depository for shared knowledge and literally grow alongside the plants we hope to preserve and learn about.

The following list of plants and the package of accompanying cultural uses, (not included here), is no replacement for actual palawa/pakana knowledge holders being invited to be present to share their knowledge of Country. Our knowledge is traditionally passed down orally and every effort should be made to ensure the continuation of these learning traditions into the future.

Initially Jamie was commissioned by the College to create a biocultural survey of the Austins Ferry campus, one in which we hoped to identify every plant species on the campus which was of cultural significance to Tasmanian Aboriginal people. However, the final project was much larger and came to include conservation and regeneration suggestions and proposals to grow palawa community engagement, cultural practice and knowledge reclamation and sharing opportunities within the surrounding muwinina landscape.



The tunapri makuminya Project was created by young trawlwoolway and plengarmairenner palawa scientist Jamie Graham-Blair throughout the challenging year of 2020.

It provides an understanding of the Country on which our College was built. The land of the muwinina people.

Part 3:

Conservation and Regeneration

Clearing Pests and Replanting Riparian Zone

It is a potential idea to begin data collection on water quality, to build baseline data and understand trends when remediation efforts begin. In order to allow the water to flow freely and stay healthy there will need to be extensive effort taken to clear the rosehips, blackberries, willows and other introduced plants which are currently choking the river. As part of this clearing, there must be a reintroduction of native species which work to suppress recolonisation by pests.

Included in the full report is a list of suitable plants which could help fill the gaps when the College, local community members and local Council take action to

heal the waterways. This includes common and scientific names and particular cultural values including crafting, food, medicinal and habitat values.

Using Fire

The continued use of fire on campus is also essential for the rejuvenation and natural biodiversity increase. Cultural burning is not a silver bullet fix for climate change, but it is a great start in healing and reconnecting to an ancient culture steeped in conservation.

It is also crucial in equipping our young future leaders with the necessary tools to care for country, to climate proof the island and to stay connected in an ever-disconnecting world.

Climate Action Plan

Creation of and commitment to a Climate Action Plan. Including a Carbon Emission self-audit, reduction scheme and curriculum evaluation.

Rubbish Removal

A remediation effort should be made to clear up the rubbish left over from the old quarry/rubbish dump days. Metals and old machinery left exposed can have long term impacts on soil health and ecology, while also posing a safety risk to students, staff and visitors to the campus. I suggest a long-term clean-up plan be considered and implemented.

Landcare Group

Engagement with local Austins Ferry community members who use the campus recreationally (particularly potential neighbours at development to the north) to start a community action group or land care group.



Cool fire burning

Cool fire burning and regeneration of native species is now part of the yearly cycle.

Students are deeply involved in this process as are members of the Tasmanian Aboriginal community.



Kindergarten Bush Program

Started 2021 with the support of Bridget Jenkins, Mark Smith, Jamie Graham-Blair, Trent Prouse and Sandra Mazengarb.

Connecting to Country

Once a week the students visit the bush and freely engage with the environment, collecting and sorting natural materials, exploring, discovering, building cubbies and climbing trees. They are developing knowledge of and respect for the environment, awareness of sustainability and important dispositions for learning such as curiosity, wonder, risk taking and resilience.



Connecting to Country

At the beginning of every session, we tune into the bush environment with our senses and acknowledge the traditional custodians of our land the muwinina people in our own words. By spending time walking on Country, building huts, searching for native foods and animals and hearing traditional stories of creation, these sessions offer much in the way of normalizing and caring for Country and learning about palawa culture.



Bush Connections K-2

Through the lens of palawa perspectives Bush Kinder powerfully introduces the young students to Country in a connective and playful way. Bush safety, deep listening and fun coalesce in these sessions where the groundwork to true community allyship, justice and reconciliation is laid down.

This bush connection has followed the students as the inaugural Kindergarten class progress through the years and new student enter the program.



Developing Deep Engagement and Connection



Pedagogy and practice.



Naming Ceremony for our Water Carrier *layna lumi*



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