



acara

AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY



REFLECT

REFLECT
RECONCILIATION
ACTION PLAN
February – December 2017

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ABOUT OUR RAP

PREAMBLE

In July 2015, a working group was formed to support the development of a Reflect Reconciliation Action Plan (RAP) for ACARA. Awareness-raising of the RAP began in 2016 at every opportunity available, such as through Acknowledgements of Country at staff gatherings. To date, raising awareness of the RAP and its intention for 2017 has also included:

- forming a working group in Aboriginal and Torres Strait Islander education with representatives from the Advisory Group and ACARA's Board to progress ACARA's work in Aboriginal and Torres Strait Islander education
- giving an Acknowledgement of Country at all-staff meetings
- having a fundraiser event to raise funds and awareness of the Australian Literacy and Numeracy Fund
- creating a RAP page on the ACARA intranet and explanation to all staff about how to contribute/post to the site
- beginning a relationship with local Aboriginal communities
- establishing an innovation and collaboration group in Aboriginal and Torres Strait Islander education in the Curriculum unit, which will have clear deliverables to improve Aboriginal and Torres Strait Islander education
- offering a nationally accredited Aboriginal and Torres Strait Islander cultural competence course to all staff.

ABOUT THE REFLECT RAP

Our Reconciliation Action Plan (RAP) is about ACARA turning good intentions into real actions and rising to the challenge of reconciling Australia. ACARA's Aboriginal and Torres Strait Islander Education Advisory Group has also supported the development of the RAP. This RAP is our business plan to create meaningful relationships, enhanced respect and promote sustainable opportunities for Aboriginal and Torres Strait Islander Australians.



ABOUT THE REFLECT RAP

Through our Reflect RAP, during 2017, our organisation commits to complete the following actions to ensure we are well-positioned to implement effective and mutually beneficial initiatives as a part of future reconciliation action plans. Our future RAPs will identify relationships, respect, opportunities and actions specific to our business and our sphere of influence. This Reflect RAP is the first of three RAPs ACARA will develop focusing on the themes of Reflect, Innovate, Stretch and Elevate. Through this process, institutional evolution

can occur consistent with Reconciliation Australia's framework.

This Reflect RAP will assist our organisation to focus on building relationships, both internally and externally, and to raise awareness of our RAP with our stakeholders. Development of our future RAPs will involve consultation with staff across our organisation, including Aboriginal and Torres Strait Islander staff and / or stakeholders, to achieve our vision for reconciliation.

OUR BUSINESS

ACARA's mission statement is to improve the learning of all young Australians. It is supported in achieving this by its Aboriginal and Torres Strait Islander Education Advisory Group, and a number of other advisory groups. The organisation is committed to world-class curriculum, assessment and reporting. ACARA is responsible for:

- national curriculum for Foundation – Year 12 in specified learning areas
- national assessment program aligned to the national curriculum, which measures students' progress
- national data collection and reporting program that supports
 - analysis, evaluation, research and resource allocation
 - accountability and reporting on schools and broader national achievement.

ACARA receives directions from the Australian Government, state and territory ministers for education through the Education Council and ACARA's Charter, which sets out the Education Council's high-level priorities for ACARA. ACARA has five business units:

- Curriculum
- Assessment and Reporting
- Communications and Strategic Relations
- Office of the Chief Executive Officer
- Corporate Services.

ACARA is a national organisation with offices in Sydney and Perth and employees engaged across the nation. ACARA employs approximately 80 people. It currently has no employees who have identified as Aboriginal or Torres Strait Islander.

OUR RAP

ACARA's RAP supports its mission statement because:

- It is our core business to improve the learning of all young Australians including Aboriginal and Torres Strait Islander children and young people, setting high expectations for student learning through a national curriculum, assessing the achievements of young Australians through the national assessment program and reporting on student and school outcomes via the *My School* website and various national reports.
- The development of a RAP will help ACARA staff
 - to understand how Aboriginal and Torres Strait Islander histories, cultures and lives contribute to our nation
 - to work towards reconciliation with the First Peoples of the country.

The RAP working group consists of:

- Damien Bradburn, Senior Project Officer, Data Management
- Anna Cohen, Manager, Test Development – Reading
- Costa Loucopoulos, Curriculum Specialist, The Arts
- Caty Morris, Curriculum Specialist, Aboriginal and Torres Strait Islander Education
- Rob Randall, CEO, ACARA
- Natasha Wisdom, Correspondence and Editorial Officer, Communication and Strategic Relations.

OUR PARTNERSHIPS / CURRENT ACTIVITIES

Our community partner is Australian Literacy and Numeracy Foundation

TIMELINES

ACARA's RAP activities will be linked to key events in the national calendar.

Jan.	13 Feb.	March	Apr.	26 May – 3 June	2–9 July	Aug.	7 Sept.	Oct.	Nov.	10 Dec.
	Apology commemo- ration			Sorry Day and Reconciliation Week	NAIDOC (National Aborigines and Islanders Day Observance Committee) Week		Indigenous Literacy Day			Redfern SPEECH anniversary

RELATIONSHIPS, RESPECT AND OPPORTUNITIES

During the period of February–December 2017, ACARA commits to:

1. RELATIONSHIPS

Action	Responsibility	Timeline start	Deliverables
Establish a RAP working group	ACARA CEO; Curriculum specialist, Aboriginal and Torres Strait Islander education, Curriculum	February	RAP working group, comprising Aboriginal and Torres Strait Islander people and other Australians, to support the development and implementation of our RAP
Develop external relationships	Curriculum specialist, Aboriginal and Torres Strait Islander education, Curriculum Correspondence and editorial officer, Communications and Strategic Relations	February	<ol style="list-style-type: none"> 1. List the stakeholder groups ACARA is currently working with to deliver our corporate plan. 2. Conduct a gap analysis to see where we can develop new relationships with Aboriginal and Torres Strait Islander stakeholders to assist us on our reconciliation journey. 3. List and approach the Aboriginal and Torres Strait Islander communities, organisations and stakeholders within our local area or sphere of influence to assist us in developing and implementing our future RAPs. 4. Maintain our relationship with Reconciliation Australia through Narragunnawali: Reconciliation in Schools and Early Learning.

Action	Responsibility	Timeline start	Deliverables
Participate in and celebrate National Reconciliation Week (NRW)	Senior project officer, Assessment and Reporting	May	<ol style="list-style-type: none"> 5. Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff. 6. Ensure our RAP working group participates in external events to recognise and celebrate NRW. 7. Host a lecture by an invited guest about the 1967 referendum. 8. Inform staff about Mabo Day and celebrate the day. 9. Encourage staff to attend an external community event to recognise and celebrate NRW.
Raise internal awareness of RAP	Correspondence and editorial officer, Communications and Strategic Relations	February	<ol style="list-style-type: none"> 10. Develop and execute a plan to raise awareness across the organisation about ACARA's RAP commitment, particularly with the Executive team and stakeholders with responsibilities within our RAP. 11. Show the RAP button on ACARA's intranet at the staff meeting and explain how to contribute/post to the site.

2. RESPECT

Action	Responsibility	Timeline start	Deliverables
Build Aboriginal and Torres Strait Islander cultural awareness capability	<p>CEO</p> <p>Manager, Human Resources</p> <p>Curriculum specialist, The Arts, Curriculum</p> <p>Correspondence and editorial officer, Communications and Strategic Relations</p> <p>Manager, Human Resources</p>	January	<p>12. Develop a business case for building cultural awareness capability to enhance ACARA's core business (curriculum, assessment and reporting) through a detailed budgeting of the RAP:</p> <ul style="list-style-type: none"> i. Develop and implement a plan for building cultural awareness capability in consultation with ACARA's Aboriginal and Torres Strait Islander education advisory group. ii. Investigate options for staff to attend cultural immersion programs, e.g. Catch and Cook, Kamay National Park Heritage Walk, Harbour cultural tours, Barangaroo tours, Perth and Melbourne based programs. iii. Design an induction process to provide new ACARA staff with information about Aboriginal and Torres Strait Islander histories, cultures, knowledge and current practice (awareness about local Country etc.) in consultation with ACARA's Aboriginal and Torres Strait Islander education advisory group, e.g. using the <u>Share Our Pride online tool</u> in induction processes.
Measure ACARA staff understanding around Aboriginal and Torres Strait Islander histories, cultures and contributions	<p>Curriculum specialist, The Arts, Curriculum</p> <p>Correspondence and editorial officer, Communications and Strategic Relations</p>	February December	<p>13. Conduct a survey of current staff and any new staff as part of their induction to establish baseline data on our employees' current level of understanding around Aboriginal and Torres Strait Islander histories, cultures and contributions.</p> <p>14. Use survey result to review cultural awareness training needs within ACARA, analysing extent and nature of current understanding and identifying areas for further learning and increased understanding.</p>

Action	Responsibility	Timeline start	Deliverables
ACARA staff participate in local activities to celebrate NAIDOC Week (Sydney and Perth)	Curriculum specialist, The Arts, Curriculum Correspondence and editorial officer, Communications and Strategic Relations Other committee members for local sites RAP Working Group	July	15. Participate in NAIDOC Week celebrations: <ul style="list-style-type: none"> i. Raise awareness and share information amongst our staff of the meaning of NAIDOC Week, which includes information about the local Aboriginal and Torres Strait Islander peoples and communities. ii. Promote NAIDOC events in our local areas by creating a hyperlink to calendar of activities in which ACARA staff members could participate; extend invitations via organisation calendar and promote via internal communications. iii. Ensure our RAP Working Group participates in external events.
Acknowledge five key Aboriginal and Torres Strait Islander events in the Australian calendar, which signpost ACARA's reflect journey (to be repeated in subsequent RAPs).	RAP Working Group (others to be determined as required)	13 February 27 May 3 June 2–9 July 7 September 10 December	16. Acknowledge five key events in the ACARA Reflect calendar, including: <ul style="list-style-type: none"> i. The Apology to Australia's Indigenous Peoples <ul style="list-style-type: none"> • mark the anniversary of the Apology to Australia's Indigenous Peoples in order to facilitate dialogue about ACARA's role in reconciliation ii. National Reconciliation Week <ul style="list-style-type: none"> • see item 1.4 iii. NAIDOC week <ul style="list-style-type: none"> • see items 2.10 and 11.3 iv. Indigenous Literacy Day v. Redfern Speech <ul style="list-style-type: none"> • guest speaker to inform staff about contemporary topics relevant to Aboriginal and Torres Strait Islander education.

Action	Responsibility	Timeline start	Deliverables
Raise internal awareness of local histories, Aboriginal and Torres Strait Islander cultures and cultural products	Curriculum specialists (HASS, Arts and Aboriginal and Torres Strait Islander Education), Curriculum	February	<p>17. Encourage teams to go to a local exhibition as a professional learning activity:</p> <ul style="list-style-type: none"> i. Encourage Sydney employees to visit the Australian Museum's First Australians exhibition ii. Encourage Perth employees to visit the new <u>museum of Perth</u> (admission free). <p>18. Invite ACARA staff to attend a cultural event that has been heavily influenced by either Aboriginal or Torres Strait Islander cultures and/or performers/arts professionals.</p> <p>19. Encourage staff to identify the Aboriginal or Torres Strait Islander Country/ Place in which they were born or live to learn about their local Aboriginal and Torres Strait Islander communities and culture.</p>
Raise internal understanding of protocols	Correspondence and editorial officer, Communications and Strategic Relations Manager, Human Resources	December February	<p>20. Present an Acknowledgement of Country at monthly staff meetings, with different individuals from across ACARA doing this at each meeting.</p> <p>21. Explore who the Traditional Owners of the lands and waters in each area where ACARA staff work are</p> <ul style="list-style-type: none"> i. develop a brief for each local area with special attention to local protocols to be published on the ACARA intranet ii. use a Welcome to Country app to identify Traditional Owners for areas where staff might be attending to conduct workshops, presentations. <p>22. Develop a plan of action for staff and/or stakeholder meetings to raise staff and/or stakeholders awareness of the meaning and significance of Aboriginal and Torres Strait Islander protocols, such as Welcome to Country and Acknowledgement of Country.</p>

3. OPPORTUNITIES

Action	Responsibility	Timeline start	Deliverables
Encourage Aboriginal and Torres Strait Islander employment	Manager, Human Resources	June February	23. Develop a business case for Aboriginal and Torres Strait Islander employment within our organisation. 24. Identify current Aboriginal and Torres Strait Islander staff to inform future employment and development opportunities.
		June	25. Establish a plan to provide work placement / internship opportunities for Aboriginal and Torres Strait Islander teacher education students.
Identify schools and communities that have achieved further improvement over time for Aboriginal and Torres Strait Islander students	Senior Manager, Research and Development, Assessment and Reporting	March	26. Build on high gain school identification to date to highlight schools that have a high Aboriginal and Torres Strait Islander population.
	Director, Communications and Strategic Relations		27. Produce a media release as a good news story around these schools growing from one success to another.
Investigate Aboriginal and Torres Strait Islander supplier diversity	Director, Business Services	April	28. Develop an understanding of the mutual benefits of procurement from Aboriginal and Torres Strait Islander owned businesses. 29. Develop a business case for procurement from Aboriginal and Torres Strait Islander owned businesses. 30. Encourage our stakeholders to investigate Aboriginal and Torres Strait Islander supplier diversity.

4. TRACKING AND PROGRESS

Action	Responsibility	Timeline start	Deliverables
Build support for the RAP	RAP Working Group	September	31. Define resource needs for Innovate RAP development and implementation. 32. Define systems and capability needs to track, measure and report on RAP activities. 33. Complete the annual RAP Impact Measurement Questionnaire and submit to Reconciliation Australia.
Review and refresh RAP	RAP Working Group chairperson	December	34. In partnership with Reconciliation Australia, develop the Innovate RAP based on learnings, challenges and achievements. 35. Submit draft Innovate RAP to Reconciliation Australia for formal review and endorsement.

CONTACT DETAILS

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