

A circular map of the Quandamooka region in Western Australia. The map is oriented with North at the top. The central part of the map is a large, light blue area representing the ocean, with a grid of latitude and longitude lines. The coastline is visible on the right and bottom edges. Several towns are labeled: 'Wannam' in the upper left, 'Minjerribah' in the upper right, and 'Goompi' in the lower right. The map also shows various islands, reefs, and smaller coastal features. The overall style is that of a vintage or historical map.

in partnership with

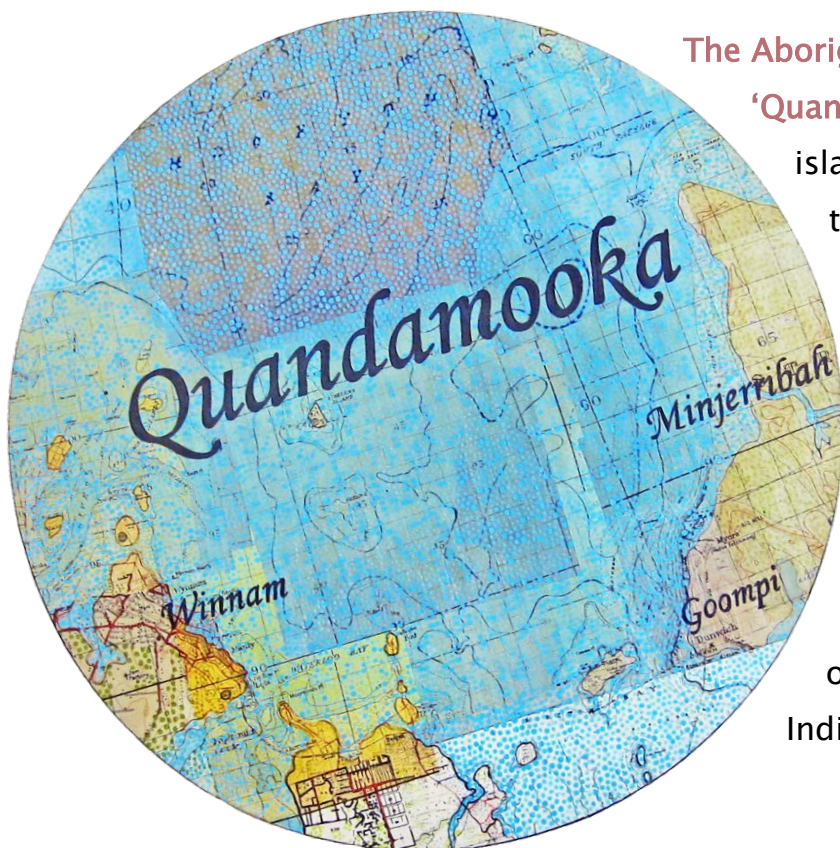


Reconciliation
A U S T R A L I A
RECONCILIATION ACTION PLANS

COVER ART

'Quandamooka Toponym' by Megan Cope

Bayside Family Day Care is located in Manly, Queensland, on Moreton Bay, where the majority of early childhood educators in our Service reside.



The Aboriginal name for this country is **'Quandamooka'**, which includes the islands and mainland surrounding the Bay. In developing our Reconciliation Action Plan, we decided to commission an art work from the **Salt Water Murris–Quandamooka Aboriginal Art Group on Stradbroke Island**, one of a handful of galleries in Australia owned and fully operated by Indigenous people.

The Gallery holds a diverse display of traditional and contemporary art work, from members who are all descendants of the Noonuccal, Ngugi and the Gorenpul clans of Quandamooka (Moreton Bay) country.



The artists are committed to promoting the culture of their people, the earth, sea and sky of the **Quandamooka region**, and to sharing their passion for their homes as traditional custodians. Artists of the Community Gallery offer Workshops, Public Murals, Storytelling, Song and Dance to the public on a regular basis.

THE ARTIST

Megan Cope is an emerging Indigenous artist – environment, identity, mapping and decolonizing methodologies are primary aspects of her practice.

Her lineage is from the Quandamooka region (North Stradbroke Island) in South East Queensland.



Megan has exhibited her works in the Koori Heritage Trust in Melbourne, City Gallery in Wellington, and the ARC Biennial in Brisbane. She received ‘Highly Commended’ in the Gold Coast Indigenous Art and Design Awards in 2008, and was a Finalist for the Clayton Utz Scholarship and Sunshine Coast Art Prize in 2009. Megan has lectured at Griffith University in the Indigenous Unit, and was Creative Director of the Brisbane Artist Run Initiatives Festival 2009/10.

Commission

Megan agreed to provide an artwork that is a ‘**Toponym**’, depicting **Quandamooka country** using an old military map overlaid with dot painting, evoking memories of the sparkling waters of Moreton Bay, and emblazoning **Quandamooka** name places onto the map.



About Toponyms

Place names are an important aspect of culture and identity as they provide location where history, events, landscapes and people are remembered, celebrated and continued. Toponyms are always reflective of the dominant culture and its position upon the land in which it occupies.



Megan's work **seeks to challenge the construct of time, place and fabric of our society**, formulated with the arrival of European settlers and convicts.

Military maps echoing the myth of *terra nullius*, depicting the land devoid of Aboriginal occupation, are now, in Megan's work, **appropriated with names and places significant to local Indigenous communities**. The use of language and basic cartographic symbology reveal a multilayered fluid landscape with dual histories and dual identities.



Foreword



On behalf of the Management, Staff and Educators of Bayside Family Day Care, we are delighted to present the **Bayside Family Day Care Reconciliation Action Plan 2011–2015**.

This plan has been under development for the past twelve months and was identified as a high priority during our strategic planning process.

We would like to thank each member of our extended community who assisted in the development of our Reconciliation Action Plan: parents, educators, and coordination team members, with special thanks to Reconciliation Queensland and Reconciliation Australia.

We are especially grateful to participants in our '**Action Research Project on Cultural Competence**', for improving our overall childcare performance in how the history, culture and language of Aboriginal and Torres Strait Islander people are included in our education and care practices.

The creation and launch of our **Reconciliation Action Plan** provides a public framework by which we can monitor progress in enacting our commitment.

We look forward to continuing the work of Reconciliation outlined in our Plan: to enhance the wellbeing, safety and resilience of Aboriginal and Torres Strait Islander children, families and communities, in the aspiration that our commitment to reconciliation can facilitate change in the next generation.

A handwritten signature in blue ink that reads "Linda Harnett".

Linda Harnett

Manager, Bayside Family Day Care

www.baysidereconciliation.com

A handwritten signature in blue ink that reads "Denise Robinson".

Denise Robinson

President

Community Childcare Inc

Our Journey

In 2011, we undertook an **Action Research Project to Enhance Cultural Competence**, in relation to Aboriginal and Torres Strait Islander cultures, across our organisation -- management, staff and educators.

Cultural Competence is not only being aware of cultural differences but being able to communicate effectively across cultures, and being open to the differing values of another person's culture.



We began by measuring our cultural competence as outlined by the Centre for Cultural Competence at Georgetown University, then developing our own Aboriginal and Torres Strait Islander questionnaire. The coordination team explored our own cultures as a first step -- to help us understand our own histories, values and traditions.

All staff engaged in Cultural Awareness and Cross Cultural Training:

- Online Aboriginal Cultural Orientation Training, Curtin University WA
- Two day Cross Cultural Training, Education Queensland

We Introduced **Learning Circles** into our Team Meetings, where we share information about:

- *Local events* – e.g. **Aboriginal and Torres Strait Islander Art Exhibitions**, Music Events, Sport
- *New services* – e.g. **Yulu-Burri-Ba Aboriginal Health Service**, proposed Aboriginal Cultural Centre
- *Contemporary Issues* – Sand Mining and Land Rights on **Minjerribah** (Stradbroke Island), Health statistics for Aboriginal and Torres Strait Islander people

We distributed a **Cultural Competence Survey** among educators to measure children's programs, and knowledge, attitudes and values to working with people of other cultures. Then we re-surveyed, six months later.



We held **Discussions with Educators on their Culture, History and Beliefs** so we could reflect together, on how cultural inheritances influence our beliefs about children and families, and shape our early years curriculum decision making.

We **distributed Aboriginal Cultural Resources to Educators** to use and display in their Family Day Care environments, and in the children's education and play programs. We measured our cultural competence again, to see if our efforts had made a difference. Across our Service, **we found a 15% overall increase in educators ALWAYS INCLUDING Aboriginal cultural content in their learning environments and children's programming.** We continue to work toward closing the remaining gaps,' enhancing Aboriginal and Torres Strait cultural competence in our Service.

Developing Our Reconciliation Action Plan (RAP)

During our Action Research Project, we consulted with **Janice Rocca** from the **Southside Inclusion Support Service**. She suggested that we embark on the journey to develop a Reconciliation Action Plan.

Could we do this? Initially, we thought that only big business and large organisations mounted a Reconciliation Action Plan.

We consulted with **Rosalie Raciti** and **Heather Castledine** from **Reconciliation Queensland**. They encouraged us, and gave us advice on making connections in the local community, which we did -- we had started!

We distributed a **Cultural Competence Questionnaire** to all educators, parents, staff and management. The responses were positive and insightful.

The results gave us great hope -- to realise that reconciliation was in people's hearts supported the emerging conviction that we can help create progress!





We gathered the **results and reflections from the Cultural Competence Questionnaires**, combining them with our using them to form a **Statement of Commitment** (now embodied in our Vision).

Our formal Statement of Commitment was submitted and accepted.

Developing a Reconciliation Action Plan came without great difficulty because, in the context of our Action Research Project, we had been considering for some time what we should do, and where we would like to focus our actions.

We drafted and reviewed our **Reconciliation Action Plan** several times before making our submission to **Reconciliation Australia**, which approved our **RAP** following additional adjustments.

Approved – Cause for celebration!

We sought a local artist to create an art work for our RAP. We discovered **Megan Cope**, a contemporary Artist from **Saltwater Murris' on Minjerribah** (Stradbroke Island). She has created a wonderful piece which depicts her country, the **Quandamooka country** in which she and we live and work.

BAYSIDE FAMILY DAY CARE

RECONCILIATION ACTION PLAN

Our vision for reconciliation

Our organisation is committed to ongoing learning about Aboriginal and Torres Strait Islanders histories, cultures and contemporary issues.

We aim to create opportunities for Aboriginal and Torres Strait Islander peoples to take up employment in our organisation; and to build respectful relationships with them and their communities.

Our vision is that our commitment to reconciliation can facilitate change in the next generation. Developing awareness, knowledge and respect for Aboriginal and Torres Strait Islander cultures and histories will reap benefits in children from an early age.

Exploring issues of fairness, justice and equality we hope to develop a sense of social justice in those future generations, leading to a better, fairer society in which reconciliation will thrive.

We aspire to provide a high standard of education to Aboriginal and Torres Strait Islander children that will lay a foundation to future successes. We will focus on their strengths and value their family, culture and languages. We will add to the culturally specific knowledge they bring from their family and community, offering educational opportunities that will create a love of learning, maximize their potential and help close the life expectancy gap

For more, see [Our Philosophy](#)

Visit www.baysidefamilydaycare.com/mission_and_values.htm



Our Business

Bayside Family Day Care delivers quality home-based education and care services to children in the southern Brisbane suburbs. Our service supports children's learning and development through a team of 75 educators assisted by a group of qualified education and care facilitators.

Good early childhood education and care programs enhance a child's life-chances to succeed in school and in employment, and can lead to better outcomes in life.

Bayside Family Day Care aims to give children a good start in life through building a sense of security, cultural safety, learning and wellbeing.

We seek to develop each child's sense of fairness and justice leading to a strong sense of personal responsibility to fellow human beings.

We are working towards building a cohesive society that provides opportunities for all, and one that could close the life expectancy gap for Aboriginal & Torres Strait Islander children.

Our Reconciliation Action Plan (RAP)

Educators, parents, staff, management and the inclusion support team have contributed ideas and practical suggestions to the development of our RAP.

We collated, analysed and formulated data from questionnaires, and this data, combined with ideas from staff and families, and consultations with members of the Aboriginal & Torres Strait Islander communities, has informed our plan.

Our RAP is our organisation's way of helping to reduce the unacceptable 17-year life expectancy gap between Aboriginal and Torres Strait Islander peoples and the wider Australian community.

We aspire to reduce this intolerable gap in life expectancy though:

- Respectful relationships,
- Acknowledging and valuing Aboriginal, Torres Strait Islander peoples, cultures, histories and land; and
- Creating opportunities for Aboriginal and Torres Strait Islander people to find rewarding work in the education and care of children.

The staff at Bayside Family day Care has undertaken cultural awareness training through Education Queensland. We have completed online training in Aboriginal Culture and have engaged in a range of community activities and connections to learn more about Aboriginal and Torres Strait Islander art, culture, history and contemporary issues. Our aim is to extend these training and educational opportunities to all new members of staff, so that we can be a reconciled community childcare presence.

Management conducts an acknowledgement of the Traditional Owners of the Land at each monthly gathering of the members of our service.

Members of staff have attended an IPSU (Indigenous Professional Support Unit) Conference in Cairns to learn more about culturally safe practices in early childhood. We have approached a local Aboriginal Artist to produce a work of art for our Reconciliation Action Plan Launch, and beyond!

RELATIONSHIPS

FOCUS: Display respect for Aboriginal & Torres Strait Islander peoples and culture; make connections with local Aboriginal & Torres Strait Islander communities and representatives.

SHOW RESPECT

Respectful relationships between Aboriginal & Torres Strait Islander peoples and the wider Australian community are important to Bayside Family Day Care for the following reasons:

- It is essential for children, parents, staff, management and our community of interest, to make visible, respectful relationships between all Aboriginal and Torres Strait Islander peoples and the broader community.
- We need to live our vision and to educate children on how respect looks, sounds and feels so they too can learn to be respectful.
- When children see adults around them showing respect in this way, we are teaching children how to build respectful relationships between themselves and Aboriginal and Torres Strait Islander people, now and in the future.

Our Actions & Measurable Targets:

1. **Invite an Elder or Community Member to provide a 'Welcome to Country' at significant events.**

Participation and involvement by an Elder or community member in all significant Bayside FDC events. The organisation honours the traditional owners and shows respect for the people and history of the land on which we work, live and breathe.

TIMELINE: August 2011

Achieved: AGM in Oct 2011; RAP Launch, May 2012

2. 'Acknowledgement of the Traditional Owners of the land' at all official gatherings

During the Acknowledgement of the Traditional Owners at monthly gatherings, all members of the organization are included in an acknowledgement of the fact that Aboriginal people originally owned the land on which we meet, that we honour that history and show respect for Aboriginal people past and present.

TIMELINE Ongoing - **Achieving** at all monthly training meetings from 2011

3. Develop an Acknowledgement of the Traditional Owners card to be read at each meeting

Card available for use by Sept 2011 so that staff and visitors can acknowledge the traditional owners of the land on which we meet.

TIMELINE: September 2011 **Achieved** September 2011

4. Research the local Aboriginal history of Quandamooka peoples for display in office and educators homes

By Dec 2011 have a document available for display and distribution to educators to inform them of the history of the original owners of the land and so they can educate the children of the history of the area in which they live.

TIMELINE: December 2011 **Achieved** and distributed to all educators

5. Acknowledgement of the Traditional Owners of the Land to be on visible display at the Bayside Family Day Care Office

Acknowledgement of Traditional Owners on display in office to welcome Aboriginal and Torres Strait Islander people.

TIMELINE: September 2011 **Achieved** April 2012

CONNECT TO COMMUNITY

Our Actions & Measurable Targets:

1. Learn of and meet with the local Aboriginal Elders and community representatives

Opportunity exists to meet with and develop working relationships with community Elders and Aboriginal community representatives

TIMELINE: 30 July 2012 **Achieving** on ongoing basis

2. Contact Director of Gundala Kindergarten

Discuss possibilities for sharing information between services.

Ask Gundala staff about current interests and projects for including Aboriginal and Torres Strait Islander content into their program. Invite Gundala Kindergarten to Playgroup and Special Events at our service.

TIMELINE: December 2011 **Achieved:** Gundala hosted Meeting 2011 to share resources and ideas for inclusion in program

3. Continue to work with Inclusion Support Agency and Inclusion Support Facilitator to create and engage with Service Support Plans which create equitable and inclusive practice within our service.

Create a Service Support Plan with the Inclusion Support Facilitator that will be a reflective tool to promote thought around all areas of inclusion, including how our service welcomes and respects Aboriginal and Torres Strait Islander children and their families

TIMELINE: November 2011 **Achieving** on an ongoing basis

4. Organise an Art Exhibition to focus on the theme of reconciliation with art prizes that involves stakeholders and community

Educators, children, families and community have participated through discussion, preparation and artistic endeavours

TIMELINE: December 2011 **Achieved** on May 19, 2012

5. Create a Reconciliation Website and make Reconciliation Action Plan available for all stakeholders to read

Reconciliation page created on website and Reconciliation Action Plan visible for all stakeholders

TIMELINE: December 2011 **Achieved** April 2012

RESPECT

Respect for Aboriginal and Torres Strait Islander peoples, cultures, land, and histories is important to Bayside Family Day Care in order to learn about them, teach them, and preserve them. When children learn about Aboriginal and Torres Strait Islander peoples, cultures, land and histories, they learn to value and respect them. This is the starting point in a reconciliation process.

FOCUS: Ensure all staff have training and knowledge of Aboriginal and Torres Strait Islander Cultures, histories and contemporary issues; offer training to educators and support educators in offering experiences to children that inform them of Aboriginal and Torres Strait Islander cultures and histories and help them think about a fair and just society including their own responsibility to be fair and just with others

STAFF & EDUCATOR TRAINING & DEVELOPMENT

Our Actions & Measurable Targets:

1. Complete Action Research Project to enhance cultural competence with a particular emphasis on Aboriginal, Torres Strait Islander cultures

Data collated, analysed, and presented to peers through PSCQ (Professional Support Coordination Queensland)

TIMELINE: August 2011

Achieved August 2011 and continuing with new educators

2. Bayside FDC continues to develop cultural competence in management, staff and educators as new people join the organisation

The organisation provides ongoing training and support to management, staff & educators to develop cultural competence in relation to Aboriginal and Torres Strait Islander peoples

TIMELINE: January 2012 **Achieving** on an ongoing basis

3. Add Aboriginal Cultural Competence Training into the Orientation Program and link to the contract of employment

Cultural awareness training and Aboriginal Cultural Training written into Orientation Program as a requirement of starting in the Service

TIMELINE: August 2011 **Achieved**

4. New staff to undertake cross-cultural training provided by Education Queensland as agreed in contract of employment

100% of staff hold cross-cultural training delivered by Education Queensland

TIMELINE: Ongoing 2011 **Achieving** on an ongoing basis with new employees

5. Undertake Cultural Significance Tour of Quandamooka Country

Staff attend Cultural Significance Tour of Quandamooka Country

TIMELINE: August 2011 **Achieved** 19 August 2011

6. Attend Mabo Oration annually

Build awareness of important contemporary issues

TIMELINE: July 2011 **Achieved** 2011

7. Stay informed of current issues for Aboriginal and Torres Strait Islander issues through subscription to Koori Mail and National Times, and reporting on local issues through local newspapers & media

Staff to read and share information at weekly learning circle within team meetings

TIMELINE: Ongoing **Achieved** Ongoing Since 2011

8. Purchase educational resource books on Aboriginal and Torres Strait Islander Cultures & Histories

- Increased Aboriginal and Torres Strait Islander educational resource books purchased and made available through Bayside FDC library
- Provide culturally rich resources that reflect the child's social world

TIMELINE: Quarterly **Achieved:** Allocated to Budget 2012

9. Provide Cultural Awareness training within the in-service program to educators & staff

Cultural Awareness training available to educators & staff

TIMELINE: December 2011 **Achieved:** 26 October 2011 and 9 July 2012

10. Access Inclusion Support Facilitator to support coordination team in their understanding of local Aboriginal and Torres Strait Islander community engagement and key advisor for RAP

Inclusion Support Facilitator advises staff and management on local Aboriginal and Torres Strait Islander community engagement, and acts as a key advisor for Reconciliation Action Plan

TIMELINE: **Achieved** 2011

EDUCATION & CARE OF CHILDREN INCLUSIVE OF ABORIGINAL & TORRES STRAIT ISLANDER CULTURES, and REFLECTIVE OF THE INTENTION OF THE EARLY YEARS LEARNING FRAMEWORK (EYLF) IN RELATION TO ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN, FAMILIES, AND COMMUNITIES

1. Provide cultural security for Aboriginal and Torres Strait Islander children, their families and communities

- Staff and Educators recognize that from before birth children are connected to family, community, culture and place;

- Educators explore the culture, heritage, backgrounds and traditions of each child within the context of their community; and
- Educators actively support the maintenance of home language & culture; and
- Educators build upon culturally valued child rearing practices and approaches to learning

TIMELINE: Ongoing 2011–2012

2. Educators work with children to develop a sense of agency and responsibility which allows them to feel they can contribute to their world

- Educators engage children in discussions about fairness, equity and justice; and
- Educators build on children's strengths, knowledge and cultural traditions to engage them in learning

TIMELINE January 2012

3. Celebrate and attend events e.g. National Reconciliation Week, NAIDOC Week, National Sorry Day, National Aboriginal & Islander Children's Day (NAICD).

Playgroup Coordinator to plan events at Playgroup, broader team to work with educators to include events within family day care home programs

- Opportunities are provided for Aboriginal & Torres Strait Islander families, the wider community and services to come together to honour Aboriginal & Torres Strait Islander people, cultures and histories.
- Opportunities are provided to reinforce Aboriginal and Torres Strait Islander children's connection to their culture, providing them with a sense of belonging and promoting their cultural wellbeing

TIMELINE: Celebrated through Playgroup Program 2011–2012

4. Provide and display abundant Aboriginal and Torres Strait Island content at Playgroup, via focused events and the provision of rich cultural content made consistently available within the playgroup environment through images, artefacts, music, art, stories, materials, colours and the use of natural resources.

Focused Aboriginal or Torres Strait Islander content in at least two sessions per semester with the weekly program providing representations, information and experiences of Aboriginal and Torres Strait Islander cultures woven into the curriculum

TIMELINE Ongoing 2011–2012 **Achieving** within Playgroup Program, 2011 – 2012

5. Recognise and celebrate the separate cultures and histories of Aboriginal and Torres Strait Islander peoples

Staff & educators teach children about the separate cultures and histories of Aboriginal and Torres Strait Islander peoples

TIMELINE: Ongoing – Separate Aboriginal and Torres Strait Islander events

6. The service holds separate resource kits for Aboriginal and Torres Strait Islander cultures

Service holds separate resources for Aboriginal and Torres Strait Island cultures to develop children's understanding and knowledge of the separate histories, arts and cultures of Aboriginal & Torres Strait Islander peoples

TIMELINE: December 2011 **Achieved** December 2011

7. Develop resources that are culturally relevant in our area of operations for our library and distribution to educators

- A list of resources are available to new staff & educators to expand their understanding of Aboriginal and Torres Strait Island histories and cultures; and
- Develop resources for educators to teach children about Aboriginal and Torres Strait Islander cultures and histories

TIMELINE : Review monthly **Achieving** 2011–2012

OPPORTUNITIES

Creating opportunities for Aboriginal and Torres Strait Islander peoples, organisations and communities is important to Bayside Family Day Care.

Our service learns from Aboriginal and Torres Strait Islander peoples, organisations and communities about their culture and history. It follows then that

- creating opportunities for Aboriginal and Torres Strait Islander people to work in our organisation will enrich our service and will enrich the experiences of the children in our care;
- it will help our service to provide culturally relevant services to Aboriginal and Torres Strait Islander children in our care;
- it will help our service reflect the cultural make up of our community; and it will help us to connect with Aboriginal and Torres Strait Islander communities.

FOCUS: To create opportunities for Aboriginal and Torres Strait Islander peoples to become educators and or staff within the Bayside Family Day Care service; and to enhance these opportunities through contact with local Aboriginal & Torres Strait Islander organisations

1. Work with the local Aboriginal & Torres Strait Islander community to inform them that our service would like to recruit educators from Aboriginal and Torres Strait Islander families

Aboriginal & Torres Strait Islander communities are aware that Bayside FDC would like to recruit educators within their communities and this information will be passed on within the communities

TIMELINE: December 2012 **Achieved:** Yulu–Burri–Ba Community Health Service; Nov 2011

2. Include 'Aboriginal & Torres Strait Islander peoples encouraged to apply' in job advertisements

The Aboriginal & Torres Strait Islander communities are aware that Bayside FDC are actively recruiting in their communities

TIMELINE: as new job opportunities arise

3. Include notice in Bayside Family Day Care's online newsletter that our service is recruiting within Aboriginal & Torres Strait Islander communities

Aboriginal & Torres Strait Islander families using our service read the newsletter and are aware of opportunities existing within our service

TIMELINE: August 2011

4. Advertise recruitment notice in Koori Mail and National Indigenous Times

Information is available to Aboriginal & Torres Strait Islander communities that Bayside FDC is recruiting in the Brisbane South area

TIMELINE: September 2011

5. Commission a piece of art work for the RAP through local Aboriginal or Torres Strait Islander Artist

An artwork that represents the learning journey of Bayside Family Day Care towards Aboriginal & Torres Strait Islander Cultural Competence

TIMELINE: December 2011 **Achieved:** December 2011



Early Years Educator **Chris Bushby** with **Leah Underwood**, **Olivia Cole**, and **Jack Cole**, displaying Art prepared for Exhibition at the RAP Launch.
Not shown: Cooper Underwood, who also contributed to the project.



Christine Briggs, Secretary of the Management Committee, at **Sorry Day Display for Reconciliation Queensland**, State Library, February 2012.

