



Reconciliation Action Plan

2019



Our Vision for Reconciliation

Shine Bright EYM acknowledges current and past injustices inflicted upon the Australia's First Nations People. We would like to move forward with the Aboriginal and Torres Strait Islander community, both within our regions and across Australia.

We acknowledge the many families from different clans/language groups that live in our region.

We would like to ensure our organisation is inclusive to all our Aboriginal & Torres Strait Islander families, children & staff by;

- ◇ Recognising that their culture is different to our own,
- ◇ Incorporating changes to our systems to enhance our relationships with the Australia's First Nations People and Aboriginal Community Controlled Organisations in the regions,
- ◇ Sharing a genuine interest in assisting the children to gain excellent literacy and numeracy outcomes,
- ◇ Regular attendance at kindergarten,
- ◇ Engaging families in services,
- ◇ Embedding perspectives into curriculum, and
- ◇ Employing more Aboriginal & Torres Strait Islander staff including teachers and educators.





Our Business

Shine Bright is an Early Years Manager for 28 Kindergartens in the Loddon Mallee and Northern Victorian Regions including Bendigo, Echuca and Swan Hill. This includes the Aboriginal clans of – Bangerang, Dja Dja Wurrung, Taungurung, Wemba Wemba/Wamba Wamba, Wadi Wadi and Yorta Yorta.

Our Shine Bright Vision; We are an organisation that champions for children now, for a better tomorrow

Our mission is; To make every moment matter

Our values are to provide:

- ◇ Advocacy as a way of influencing positive change,
- ◇ Community engagement and development as a way of supporting children and their families,
- ◇ Teaching and learning today as an enabler for opportunity, and
- ◇ Evidence based practice which leads to innovation.

Shine Bright employ approximately 250+ staff across the Loddon Mallee and Northern Victorian Regions and employ 3 Identified Aboriginal and Torres Strait Islander staff. There are approximately 1400 children enrolled across the region including 141 Identified Aboriginal and Torres Strait Islander children.



Our Reconciliation Action Plan (RAP)

A Reconciliation Action Plan (RAP) has been on our agenda for some time, we were successful in securing staff for the Indigenous Advancement Strategy Project (IAS) who have been able to bring it to the forefront and prioritise the development of our plan. The IAS project has assisted in getting the RAP up and running.

We developed the Reconciliation Action Plan to highlight the value of Aboriginal & Torres Strait Islander cultures in our communities.

Our RAP working group involves;

Jess - Wiradjeri Woman, IAS Coordinator and Former Spring Gully Bush Kinder Assistant at Shine Bright.

Patty - Mutti Mutti Woman, Koorie Pre-School Assistant Swan Hill at Shine Bright.

Shirley - Early Years Advisor, Shine Bright.

Belinda - Early Years Manager, Shine Bright.

Simon - Yorta Yorta, Wurundjeri, Gudjitmara Man, Koorie Engagement Support Officer at Department of Education and Training.

Kerri - Dja Dja Wurrung & Bangerang Woman, Koorie Engagement Support Officer at Department of Education and Training.

Melodie - Spring Gully Nominated Supervisor, Shine Bright.

Veronica - Former IAS Supervisor, Shine Bright & Bendigo & District Aboriginal Co-operative Community Worker

The Reconciliation Action Plan (RAP) group initially met once a month during the development phase and has a commitment to continue to review the RAP at quarterly intervals.



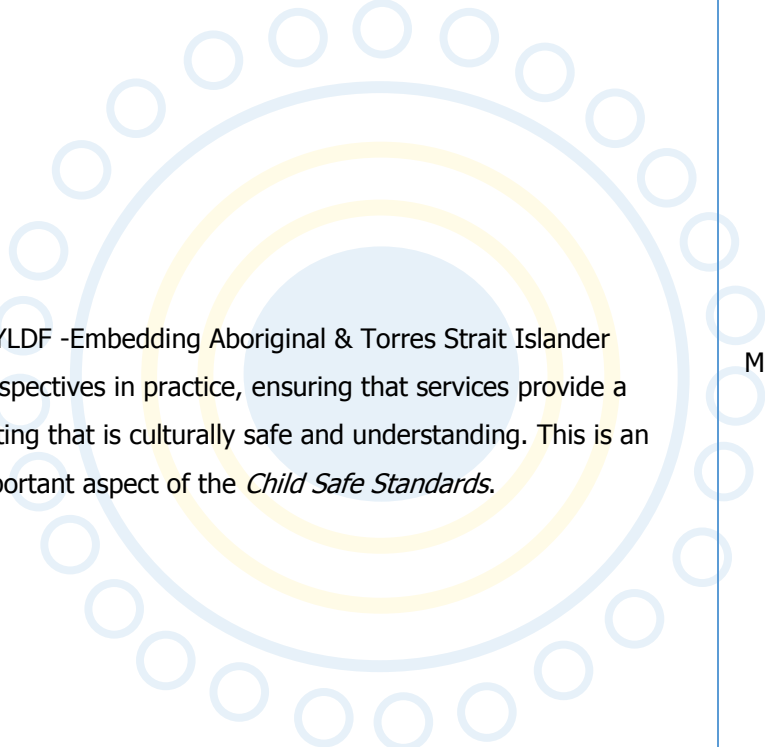


Relationships

Building relationships with Aboriginal & Torres Strait Islander people and organisations is a priority to Shine Bright EYM. The purpose of building relationships is to enhance the opportunities for children and their families to learn and develop in a culturally safe environment.

Focus area: To support the *Both Ways* learning approach and links to the *Marrung Aboriginal Educational Plan 2016-2026*.

Relationships

Action	Responsibility	Timeline	Target/deliverables
<p>Cultural awareness training for all staff.</p> <ul style="list-style-type: none"> - Ongoing self-reflection training - Induction (on the Shine Bright web page) - Building staff confidence - Support services to build their understanding of Aboriginal and Torres Strait Islander cultures - Support families to increase participation 	<p>Shine Bright EYM Board & Management</p>		<p>Feedback from staff and families</p> <p>What activities have kindergartens completed?</p> <p>Webpage induction; questionnaire asking about relevant information e.g. who are the traditional owner's of the land you work on?</p> <p>Agenda item at Early Years Network meetings to discuss the Reconciliation Action Plan.</p> <p>Identify kindergarten leaders that are implementing the Early Years objectives of the Murrung Education plan as champions to share and inspire all services.</p>
 <p>VEYLDF -Embedding Aboriginal & Torres Strait Islander perspectives in practice, ensuring that services provide a setting that is culturally safe and understanding. This is an important aspect of the <i>Child Safe Standards</i>.</p>	<p>Management and Individual Services</p>		<p>Using the cultural activities resource kit to assist in embedding perspectives into the educational program as an ongoing practice in equity and diversity and integrated teaching and learning, as per the <i>VEYLDF Practice Principles</i>. Consistently delivering the activities from the resource kit, in addition to the KPSA and KESO activities, will foster children's development in all areas of the <i>VEYLDF</i>.</p> <p>Responsive engagement with families - Building respectful and inclusive relationships and providing a safe and welcoming environment by completing the following:</p> <ul style="list-style-type: none"> • Linking to <i>VEYLDF Child Safe Standards</i>—all services to complete the Child Safety review checklist and improvement plan annually. • All services complete the cultural audit tool delivered by KESO/DET and engage with KESO to improve their service. • Staff to undertake regular cultural awareness refresher PD's.

<p>Celebrate Reconciliation week, NAIDOC week and Aboriginal and Torres Strait Islander Children's Day each year by providing opportunities for all employees to build relationships within the community.</p>	<p>Management Individual Services</p>		<p>Organisation and services to celebrate minimum one internal event each year.</p> <p>Maintain participation in local activities.</p> <p>Seek opportunities to be involved in community events - NAIDOC children's day committee member, Reconciliation committee member, Membership with SNAICC-National Voice for our Children, Narragunnawali: Reconciliation in Education.</p> <p>Services to share celebrations and best practice throughout the community.</p>
<p>Establishing and building relationships with key Aboriginal organisations in each region.</p>	<p>Nominated Supervisors</p>		<p>Services will be encouraged to identify and build on existing relationships with the Aboriginal community by:</p> <ul style="list-style-type: none"> Kindergartens to lead the development of relationships with their local Aboriginal Community Controlled Organisations, LAECG, Traditional Owner Groups, Koorie Engagement Support Officers and the Koorie Pre-school Assistant. Supported transitions and orientations in to kindergarten and primary school



Respect

Shine Bright services and employees will be respectful and inclusive of Aboriginal and Torres Strait Islander people and their culture. This is reflected in our values, inclusive programs, induction processes and activities in everyday practices in our kindergartens and office environments. In being respectful we build on our relationships, which will create culturally safe environments for families.

Respect

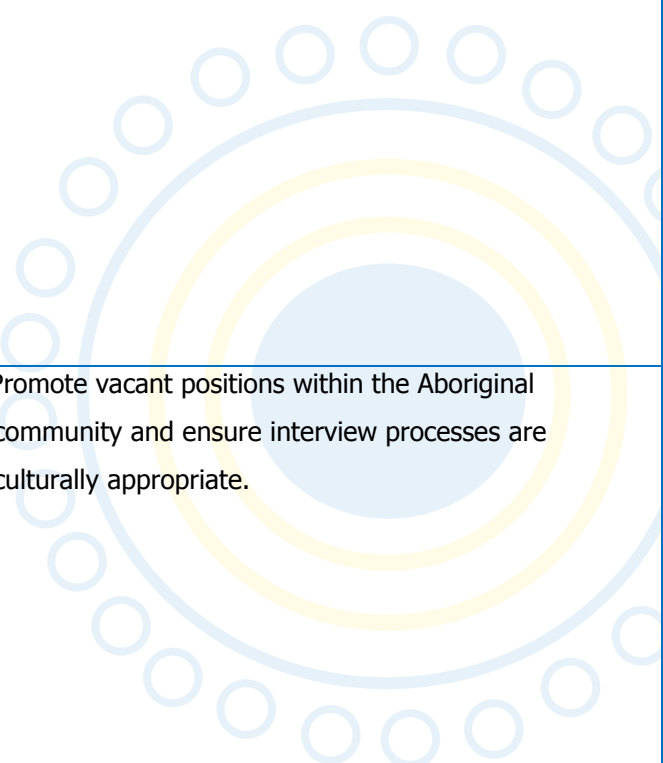
Action	Responsibility	Timeline	Target
Engage employees in understanding the protocols around Welcome to Country and Acknowledgement of Country to ensure there is shared meaning behind these practices.	Shine Bright EYM Board & Management		Develop, implement and communicate protocols to be included in Shine Bright Employee Handbook.
Engage employees and leadership in cultural learning to increase understanding and appreciation of different cultural backgrounds in order to lay the foundation for other Reconciliation Action Plan actions to be achieved.	Shine Bright EYM Board & Management		Develop and pilot a cultural awareness training strategy for our organisation. In particular, provide opportunities for RAP Working Group (RWG) members, RAP champions, HR manager and other key leadership to participate in training.
Provide opportunities for Aboriginal and Torres Strait Islander employees to engage with their culture and community.	Management		<p>Review HR policies and procedures to ensure there are no barriers to staff participating in NAIDOC/Reconciliation week celebrations.</p> <p>Review policies and procedures to reflect and acknowledge Aboriginal Culture in regards to a death in family (not just for immediate family), carers leave, ceremonial/cultural leave and compassionate leave, including allowing for extension to leave where required.</p> <p>Cultural Hub to be developed at Central Office and will be available to staff, families and Koorie Community to have access to a culturally safe space and culturally appropriate resources.</p>
Prioritise increase in attendance of children to 95% with explained absences, by 2026, in alignment to the Marrung Aboriginal Educational Plan & IAS Funding Agreement.	Management Individual Services		Develop a policy and procedure around absenteeism that is culturally appropriate and include support from KPSA and KESO.



Opportunities

Shine Bright EYM is committed to providing the best possible outcomes for Aboriginal and Torres Strait Islander Families within our communities. Employment opportunities, accessing support services and providing authentic Aboriginal and Torres Strait Islander resources to our kindergartens is key to our organisation.

Opportunities



Action	Responsibility	Timeline	Target
Investigate opportunities within our organisation to increase Aboriginal and Torres Strait Islander employment opportunities.	Management		<p>Review HR procedures and policies to ensure barriers to Aboriginal and Torres Strait Islander employees are able to be addressed. (see Respect section)</p> <p>Engage with existing Aboriginal and Torres Strait Islander staff to consult on employment strategies, including professional development.</p> <p>Pilot different approaches to increasing Aboriginal & Torres Strait Islander employment within our organisation (this may include training pathways, apprenticeships, internships, cadetships, work experience).</p>
Investigate opportunities to increase supplier diversity within our organisation.	Management Finance Nominated Supervisors		<p>Review procurement policies so any barriers to Aboriginal and Torres Strait Islander businesses are able to be addressed. This will include:</p> <ul style="list-style-type: none"> • Making a new category of approved Aboriginal and Torres Strait Islander suppliers. • Educate staff about using Aboriginal and Torres Strait Islander businesses through IAS purchasing and the Cultural activities booklet. • Purchase authentic and ethical Aboriginal & Torres Strait Islander materials from an Australian Aboriginal supplier approved on Shine Bright's contact supplier list, including incursions and excursions.
Promote vacant positions within the Aboriginal community and ensure interview processes are culturally appropriate.	Management HR	in progress	<p>Advertise all vacant positions with 'Aboriginal Torres Strait Islander persons are encouraged to apply'.</p> <p>Email and promote advertised positions in Aboriginal Community Controlled Organisations eg. BDAC/Berrimba/Njernda/Mallee District Aboriginal Services (MDAS).</p> <p>Ensure interview process is culturally inclusive e.g. round table discussion, using the cultural hub.</p>

Tracking Progress and Reporting

Targets	Outcomes achieved
<p>Relationships</p> <ul style="list-style-type: none"> • Feedback from staff and families • What activities have they completed • Webpage induction; questionnaire asking about relevant information e.g. who are the traditional owners of the land you work on? • Agenda item at early years network meetings to discuss the Reconciliation Action Plan • Using the cultural activities resource kit to embed perspectives into the educational program • Identify kindergarten leaders as champions to share and inspire all services (see relationships) • Working and engaging with the families and sharing children's learning with each other. • Linking to child safe standards • Services to complete Cultural Audit tool with Koorie Engagement Support Officer • Staff to undertake regular cultural awareness refresher PD's • Links with KPSA/KESO/Best Start/LAECG/ACCO's/Traditional Owner Groups • Organise at least one internal event each year. • Maintain participation in local activities • Seek opportunities to be involved in community events - NAIDOC Children's Day committee member, Reconciliation committee member, Membership with SNAICC, Narragunnawali • Services to share celebrations and best practice throughout the community • Services will be encouraged to identify and build on existing relationships with the Aboriginal community (see relationships) 	<p>Continuing to hold enrolment days with increased participation from individual services.</p>

Tracking Progress and Reporting

Targets

Respect

- Develop, implement and communicate protocols to be included in Employee Handbook.
- Develop and pilot a cultural awareness training strategy for your organisation. In particular, provide opportunities for RWG members, RAP Champions, HR manager and other key leadership to participate in training.
- Review HR policies and procedures to ensure there are no barriers to staff participating in NAIDOC/Reconciliation week.
- Review policies and procedures to reflect and acknowledge Aboriginal culture e.g. any death in family not just for immediate family, carers leave, ceremonial leave and compassion leave. Add a box to timesheet to tick for cultural leave with explanations.
- Work with KPSA and KESO to develop a policy and procedure around absenteeism that includes being culturally appropriate in conduct of the follow up.
- Development of a cultural hub at the Shine Bright central office.

Outcomes achieved

Tracking Progress and Reporting

Targets	Outcomes achieved
<p>Opportunities</p> <ul style="list-style-type: none">• Review HR procedures and policies to ensure barriers to Aboriginal and Torres Strait Islander employees are able to be addressed. (see respect)• Engage with existing Aboriginal and Torres Strait Islander staff to consult on employment strategies, including professional development.• Pilot different approaches to increase Indigenous employment within our organisation (this may include training pathways, apprenticeships, internships, cadetships, work experience).• Review procurement policies barriers to Aboriginal and Torres Strait Islander businesses are able to be addressed.• Educate staff about using Aboriginal and Torres Strait Islander businesses through IAS purchasing and the Cultural activities booklet.• Develop at least one commercial relationship with an Aboriginal and Torres Strait Islander business.• Purchase authentic and ethical Aboriginal & Torres Strait Islander materials from an Australian Aboriginal supplier approved on Shine Bright's contact supplier list, including incursions and excursions.• Advertise all vacant positions with 'Aboriginal Torres Strait Islander persons are encouraged to apply'.• Email and promote advertised positions to BDAC/Berrimba/MDAS.• Ensure interview process is culturally inclusive e.g. round table discussion, using the cultural hub.	<ul style="list-style-type: none">• The Early Years Manager has sent the required documentation form to each Nominated Supervisor to ensure the staff are getting the required documentation in for attendance.

LINKS

Both Ways

http://www.academia.edu/2088254/Paper_1_Both-ways_the_philosophy_Defining_both-ways_and_translating_it_into_Bachelor_Institute_practice

http://www.tesol.org.au/files/files/226_Tracks_ACTA.pdf

Child Safe Standards

<http://providers.dhhs.vic.gov.au/child-safe-standards>

Marrung Aboriginal Education Plan 2016–2018

http://www.education.vic.gov.au/Documents/about/programs/aboriginal/Marrung_Aboriginal_Education_Plan_2016-2026.pdf

SNAICC—National Voice for our Children

<http://www.snaicc.org.au/>

Victorian Early Years Learning and Development Framework

<http://www.education.vic.gov.au/Documents/childhood/providers/edcare/veyldframework.pdf>

Narragunnawali: Reconciliation in Education

<https://www.narragunnawali.org.au/>

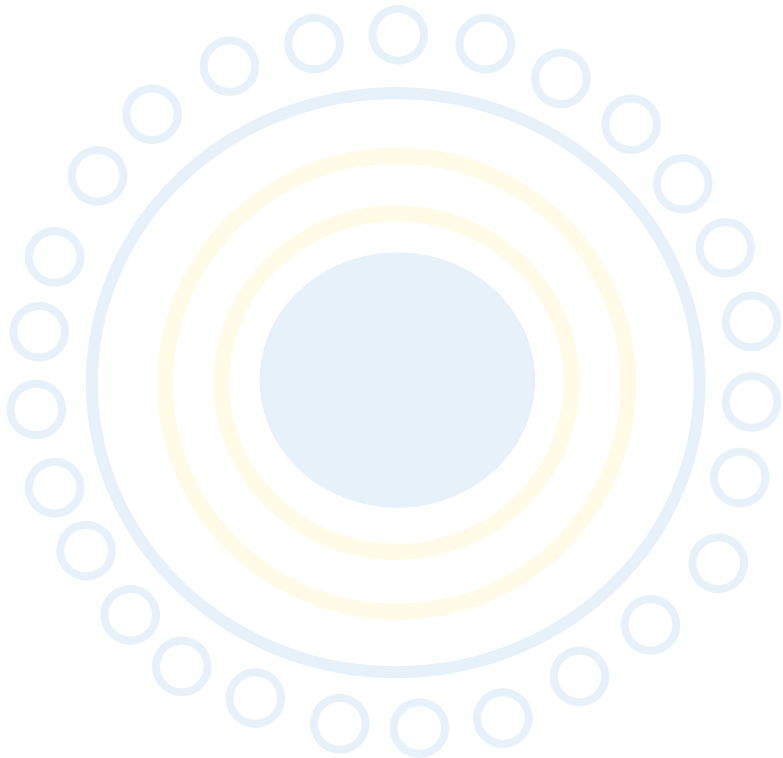


Graphic design: J-Lee Productions

Yarning Circle Image by: Jessica Egan

'Yarning Circle' image (from the outside in) represents the Children, the Organisation, the Service Providers and the Family at the heart, working together for the benefit of the child's learning and development.

Photographs from Shine Bright Services



Acronyms

BDAC – Bendigo & District Aboriginal Co-operative

DET – Department of Education & Training

IAS – Indigenous Advancement Strategy

KESO – Koorie Engagement Support Officer

KPSA – Koorie Pre-school Assistant

MCH – Maternal Child Health

MDAS – Mallee District Aboriginal Services

NAIDOC – National Aboriginal and Islanders Day of Observance Committee

RAP – Reconciliation Action Plan

RWG – RAP (see above) Working Group

SNAICC – Secretariat of National Aboriginal and Islander Child Care

VEYLDF – Victorian Early Years Learning and Development Framework

Contact Details

Shine Bright EYM

53 Wills Street Bendigo VIC 3550

Phone: 03 5443 1229

Email: info@shinebright.org.au

