

Australian Children's Education and Care Quality Authority

# Innovate Reconciliation Action Plan

January 2019 – December 2020

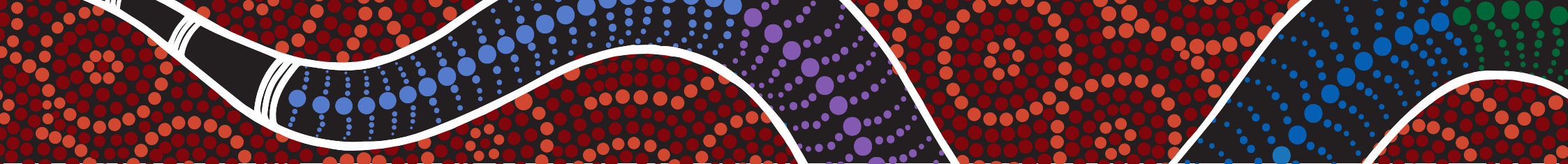


RECONCILIATION  
ACTION PLAN

INNOVATE



Australian Children's  
Education & Care  
Quality Authority



## CEO FOREWORD



I acknowledge the Gadigal peoples of the Eora Nation, the Traditional Custodians of the lands on which Australian Children’s Education and Care Quality (ACECQA) is located. We pay our respects to the past, present and emerging Traditional Custodians of the nation. We recognise the rich and diverse culture of Aboriginal and Torres Strait Islander peoples, and the valuable contribution this diversity brings.

I am proud to present the ACECQA 2019-2020 Innovate Reconciliation Action Plan (RAP).

Our Innovate RAP highlights ACECQA’s continued commitment to the guiding principles of the National Quality Framework, including that the rights and best interests of children are paramount and that Australia’s Aboriginal and Torres Strait Islander cultures are valued. ACECQA’s RAP has been developed on these guiding principles driving the development of the actions and deliverables within it.

This RAP allows us to celebrate and build on current partnerships and establish new ones. It is a reflection of our belief that reconciliation along with cultural awareness, safety and competency need to be embedded across the work we do at ACECQA as well as in our work with education and care stakeholders.

Thank you to our RAP Working Group for their work in developing this Innovate RAP and the commitment of all ACECQA staff in delivering on it.

Gabrielle Sinclair  
Chief Executive Officer

## OUR RAP WORKING GROUP



Darren Bruce



Lisa Melhopt



Michelle Edwards



Michelle Squire



Perry Campbell



Rhonda Livingstone



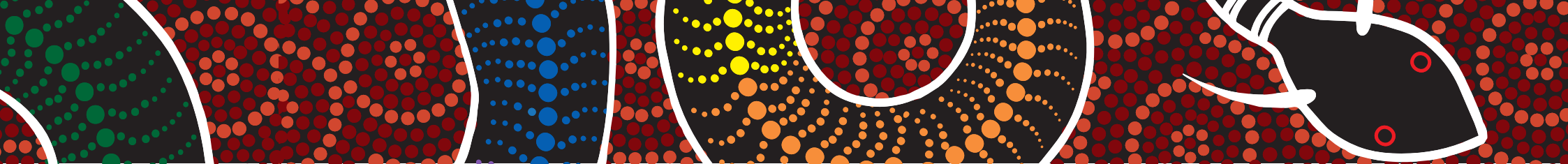
Saul Flaxman



Gisella Wilson(external)



Jessica Davis(external)



## MESSAGE FROM RECONCILIATION AUSTRALIA



On behalf of Reconciliation Australia, I am delighted to see the Australian Children’s Education & Care Quality Authority continue its reconciliation journey and to formally endorse its Innovate RAP.

Through the development of an Innovate RAP, Australian Children’s Education & Care Quality Authority continues to play an important part in a community of over 1,000 dedicated corporate, government, and not-for-profit organisations that have formally committed to reconciliation through the RAP program since its inception in 2006.

RAP organisations across Australia are turning good intentions into positive actions, helping to build higher trust, lower prejudice, and increase pride in Aboriginal and Torres Strait Islander cultures.

Reconciliation is no one single issue or agenda. Based on international research and benchmarking, Reconciliation Australia defines and measures reconciliation through five critical dimensions: race relations; equality and equity; institutional integrity; unity; and historical acceptance. All sections of the community—governments, civil society, the private sector, and Aboriginal and Torres Strait Islander communities—have a role to play to progress these dimensions.

The RAP program provides a framework for organisations to advance reconciliation within their spheres of influence. This Innovate RAP provides the Australian Children’s Education & Care Quality Authority with the key steps to establish its own unique approach to reconciliation. Through implementing an Innovate RAP, Australian Children’s Education & Care Quality Authority will strengthen its approach to driving reconciliation through its business activities, services and programs, and develop mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders.

We wish the Australian Children’s Education & Care Quality Authority well as it embeds and expands its own unique approach to reconciliation. We encourage the Australian Children’s Education & Care Quality Authority to embrace this journey with open hearts and minds, to grow from the challenges, and to build on its successes. As the Council for Aboriginal Reconciliation reminded the nation in its final report:

*“Reconciliation is hard work—it’s a long, winding and corrugated road, not a broad, paved highway. Determination and effort at all levels of government and in all sections of the community will be essential to make reconciliation a reality.”*

On behalf of Reconciliation Australia, I commend the Australian Children’s Education & Care Quality Authority on its second RAP, and look forward to following its ongoing reconciliation journey.

Karen Mundine  
Chief Executive Officer  
Reconciliation Australia





## OUR VISION FOR RECONCILIATION

The Australian Children's Education and Care Quality Authority (ACECQA) is committed to reconciliation, with a vision of a fair, just and equitable Australia that is reconciled and in doing so provides opportunities and equal outcomes for all Aboriginal and Torres Strait Islander peoples, but in particular for Aboriginal and Torres Strait Islander children attending children's education and care services across Australia. ACECQA recognises and affirms that reconciliation between Aboriginal and Torres Strait Islander peoples and other Australians is the responsibility of all Australians. ACECQA acknowledges the unique status of Aboriginal and Torres Strait Islander peoples as the First Australians and Traditional Custodians of this Land. We acknowledge and respect the special relationship that Aboriginal and Torres Strait Islander peoples have with their traditional lands and waters, as well as their histories and diverse cultures, contributions, customs and circumstances.

ACECQA recognises and celebrates Aboriginal and Torres Strait Islander peoples across the continent of Australia.

## OUR BUSINESS

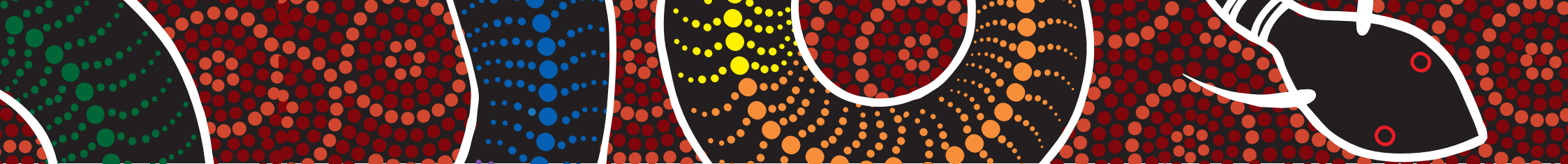
ACECQA is an independent national authority that assists governments in implementing the National Quality Framework (NQF) for children's education and care. ACECQA works with the Australian and state and territory governments to:

- implement changes that benefit children birth to 13 years of age and their families
- monitor and promote the consistent application of the Education and Care Services National Law across all states and territories
- support the children's education and care sector to improve quality outcomes for children.

ACECQA is guided by a governing Board whose members are nominated by each state and territory and the Commonwealth. The Board is accountable to the Council of Australian Governments' Education Council.

ACECQA's office is situated on Gadigal Land at Level 6, 175 Liverpool Street Sydney. ACECQA acknowledges and respects the Traditional Custodians of Gadigal Land. As a national organisation, ACECQA works with governments and education and care services across Australia.

ACECQA has a staffing headcount of approximately 100. ACECQA currently has no Aboriginal staff members and is seeking to increase its headcount of Aboriginal and Torres Strait Islander employees through the actions and deliverables in this Reconciliation Action Plan. ACECQA aspires to be a workplace that not only encourages Aboriginal and Torres Strait Islander employment but is one that is sought out for employment opportunities.



## OUR INNOVATE RAP

ACECQA is committed to promoting and fostering continuous quality improvement in approved education and care services, and supporting all children's education and care services in understanding the National Quality Framework. ACECQA's vision is for children in Australia to have the best start in life, and nearly 16,000 services across Australia are assessed and rated under the National Quality Standard, delivering quality education and care to over a million children, including Aboriginal and Torres Strait Islander children.

This Innovate Reconciliation Action Plan (RAP) acknowledges our responsibility and outlines our commitment to reconciliation by working towards a culturally competent working environment – an environment that acknowledges and celebrates the unique place that Aboriginal and Torres Strait Islander cultures hold in Australia.

Our RAP has been developed with reference to:

### 1. The five dimensions of reconciliation:

- race relations
- equality and equity
- institutional integrity
- unity
- historical acceptance.

### 2. The guiding principles of the NQF, including how they relate to the five dimensions of reconciliation:

- the rights and best interests of the child are paramount
- children are successful, competent and capable learners

- the principles of equity, inclusion and diversity underpin the National Law
- that Australia's Aboriginal and Torres Strait Islander cultures are valued
- that the role of parents and families is respected and supported
- that best practice is expected in the provision of children's education and care services.

**3. The Council of Australian Governments (COAG) 'Closing the Gap' target for early childhood education** – with particular reference to the Education Council's aim to improve outcomes for Aboriginal and Torres Strait Islander peoples through all mainstream and Aboriginal and Torres Strait Islander – specific policy, program and service delivery.

### 4. The UN Declaration on the Rights of Indigenous Peoples, including Aboriginal and Torres Strait Islander peoples' right to:

- establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning (Article 14.1)
- all levels and forms of education without discrimination, particularly children (Article 14.2)
- effective measures, in order for Aboriginal and Torres Strait Islander peoples, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language (Article 14.3)

- dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information (Article 15.1)
- effective measures, in consultation and cooperation with Aboriginal and Torres Strait Islander peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Aboriginal and Torres Strait Islander peoples and all others (Article 15.2)
- not be subjected to any discriminatory conditions of labour and, inter alia, employment or salary (Article 17.3)
- the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security (Article 21.1)
- effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of Aboriginal and Torres Strait Islander Elders, women, youth, children and persons with disabilities (Article 21.2).

#### 5. The UN Convention on the Rights of the Child, including that:

- The education of the child shall be directed to:
  - the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own (Article 29C)

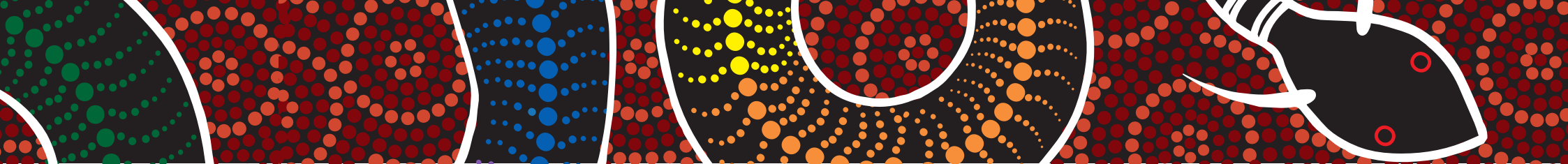
- the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin (Article 29D)
- in those states in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language (Article 30).

#### 6. The learnings from the development and implementation of our Reflect RAP.

ACECQA's RAP is championed by the Chief Executive Officer, Gabrielle Sinclair and was developed by a RAP Working Group comprising staff across all organisational business groups, as well as being open to input from all staff.

##### Internal RAP Working Group Members

- Darren Bruce – Senior Manager, Human Resources
- Lisa Melhopt – Manager, Facilities
- Michelle Edwards – Board and Company Secretary
- Michelle Squire – Manager, Communications
- Perry Campbell – Deputy National Education Leader (Chair)
- Rhonda Livingstone – National Education Leader
- Saul Flaxman – Manager, Research and Evaluation



#### External RAP Working Group Members

- Gisella Wilson – Manager, Aboriginal and Torres Strait Islander Programs  
KU Children’s Services
- Jessica Davis – Former ACECQA staff member

Jessica Davis and Gisella Wilson are our much valued, knowledgeable and respected Aboriginal and Torres Strait Islander representatives on our RAP Working Group.

ACECQA’s journey towards reconciliation has been an evolving and rewarding one. We feel that ACECQA’s Reflect RAP identified a range of existing and future meaningful, achievable and measurable actions for relationships and opportunities that were specific to ACECQA and our role in promoting quality children’s education and care. Our aim was to build and extend relationships, both internally and externally, and achieve a shared understanding and ownership of the RAP across ACECQA.

In September 2016, ACECQA’s 2016–17 Reflect RAP was finalised and published on its website following endorsement by Reconciliation Australia. The aim of our Reflect RAP was to formalise and strengthen our organisational commitment to:

- engaging and building national and local partnerships with Aboriginal and Torres Strait Islander groups and stakeholders
- considering and including Aboriginal and Torres Strait Islander perspectives across ACECQA’s work, including published materials
- supporting and contributing to governments’ efforts to improve education and care outcomes for Aboriginal and Torres Strait Islander children, including through support for providers of education and care services to those children

- embedding a reconciliation perspective of cultural awareness, sensitivity and respect into ACECQA’s consciousness and practices
- encouraging diversity in employment and among suppliers.

Our Reflect RAP has given us the opportunity to:

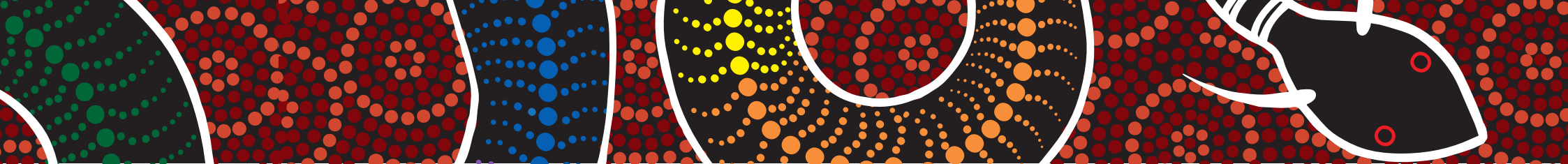
- establish, maintain and expand our RAP working group
- participate in, celebrate and promote National Reconciliation Week
- strengthen relationships with Aboriginal and Torres Strait Islander stakeholders through core business activities
- participate in, celebrate and promote NAIDOC Week
- raise internal understanding of Aboriginal and Torres Strait Islander cultural protocols
- continue to seize opportunities to embed respect for Aboriginal and Torres Strait Islander peoples and cultures into core business functions
- implement initiatives to promote Aboriginal and Torres Strait Islander employment
- increase Aboriginal and Torres Strait Islander supplier diversity
- improve education and care outcomes for Aboriginal and Torres Strait Islander children
- raise awareness of Narragunnawali: Reconciliation in Education, to promote reconciliation between the wider Australian community and Aboriginal and Torres Strait Islander peoples.



Our Reflect RAP has also afforded us the opportunity to consider the actions that challenged us as an organisation in delivering on our Reflect RAP. The most challenging areas from our Reflect RAP included: building external relations, Aboriginal and Torres Strait Islander cultural learning and development and increasing the Aboriginal and Torres Strait Islander representation in our workforce. In the reflection on our Reflect RAP the organisation has identified opportunities to carry over deliverables that are still in progress, as well as build on our Reflect RAP initiatives in our Innovate RAP.







## I) Relationships



ACECQA believes building and maintaining meaningful, ongoing relationships with Aboriginal and Torres Strait Islander peoples as well as the broader Australian children’s education and care sector, is fundamental to supporting our organisational vision, that children in Australia have the best start in life. As the statutory authority that guides the administration of the National Quality Framework (NQF) for children’s education and care services, ACECQA is committed to these relationships to improve opportunities and outcomes for Aboriginal and Torres Strait Islander peoples. In particular, supporting education and care services to be inclusive and culturally appropriate in the delivery of quality education and care, and access to quality programs, for Aboriginal and Torres Strait Islander children across the continent of Australia. ACECQA believes that our work in building and maintaining these relationships will increase our capacity to support quality outcomes for all children in children’s education and care services.

### Focus areas from ACECQA Strategic Plan:

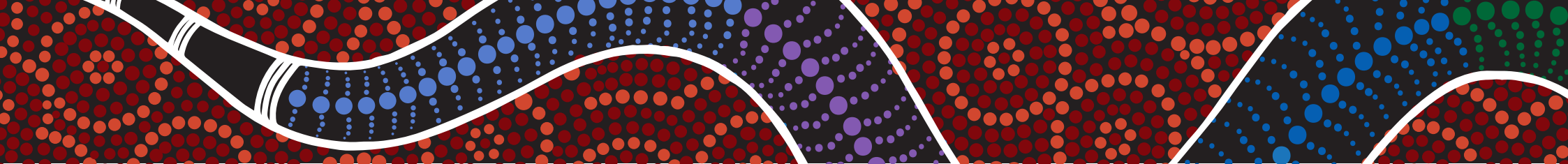
#### Collaboration and partnerships

ACECQA will strive to find new ways to collaborate with our Australian, state and territory government partners and key sector stakeholders.

#### Quality

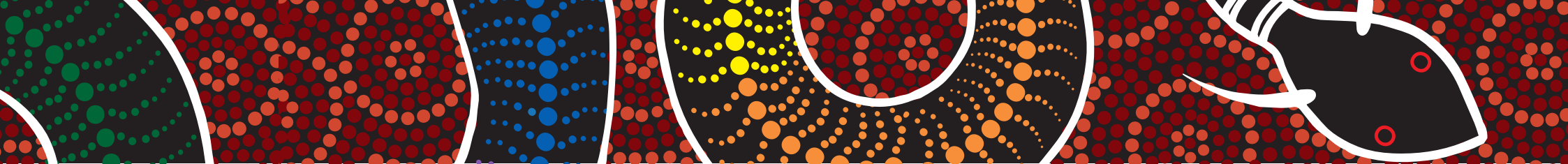
ACECQA will recognise, support and promote high quality and quality improvement in children’s education and care.

Action	Deliverable	Timeline	Responsibility
The ACECQA RAP Working Group (RWG) actively monitors RAP development and implementation of actions, tracking progress and reporting.	RWG oversees the development, endorsement and launch of the Innovate RAP.	March, June, September and December 2019, 2020	Reconciliation Action Plan Working Group Chair
	Ensure Aboriginal and Torres Strait Islander peoples are represented on the RWG and extend invitations to additional members if needed.		
	Meet at least twice per year to monitor and report on RAP implementation.		
	Review and refine the Terms of Reference for the RWG as required.		



## I) Relationships

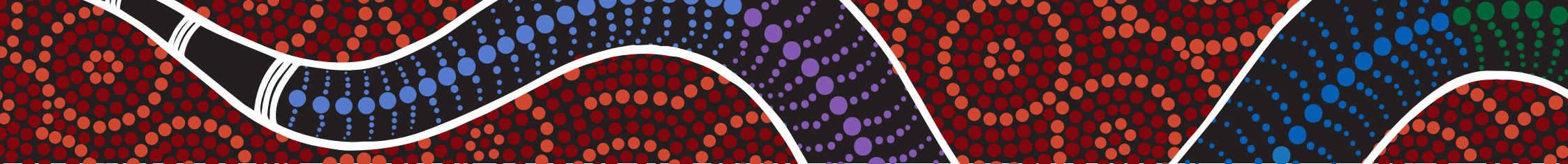
Action	Deliverable	Timeline	Responsibility
Celebrate and participate in National Reconciliation Week (NRW) by providing opportunities to build and maintain relationships between Aboriginal and Torres Strait Islander peoples and other Australians	Organise at least one internal event for NRW each year.	May and June 2019, 2020	Chief Operating Officer / ACECQA Life
	Register all NRW events via Reconciliation Australia's NRW website.		
	Support an external NRW event.		
	Ensure our RAP Working Group participates in an external event to recognise and celebrate NRW.		
	Encourage staff to participate in external events to recognise and celebrate NRW.		
	Circulate Reconciliation Australia's NRW resources to staff.		
	Conduct a fundraising event as part of NRW, with proceeds going to an Aboriginal and Torres Strait Islander charity that aligns with the core values and principles of ACECQA.		
	Further strengthen our relationship with Reconciliation Australia and continue to promote Narragunnawali: Reconciliation in Education.		
Continue to offer travel subsidy opportunities for Aboriginal and Torres Strait Islander educator/s to attend the Early Childhood Australia Reconciliation Symposium.			



## I) Relationships

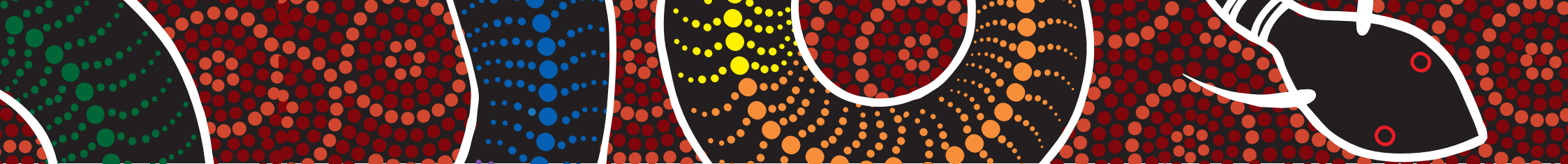
Action	Deliverable	Timeline	Responsibility
Develop and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander peoples, communities and organisations to support positive outcomes.	Develop and implement an engagement plan that articulates how ACECQA considers Aboriginal and Torres Strait Islander stakeholder perspectives across its work, particularly outward facing communication.	December 2019	General Manager Strategy, Communications and Consistency/ Reconciliation Action Plan Working Group Chair
	Meet with at least one local Aboriginal and Torres Strait Islander organisation to develop guiding principles for future engagement.	June 2019	National Education Leader/ Reconciliation Action Plan Working Group Chair
	Consult with Aboriginal and Torres Strait Islander community members in supporting ACECQA's engagement with the community.	December 2019	National Education Leader
	Work with Aboriginal and Torres Strait Islander representatives, along with Reconciliation Australia, in the identification of priority areas for sector support resources and the development of those resources.	March 2019	National Education Leader
	Establish a relationship with Reconciliation NSW.	March 2019	Reconciliation Action Plan Working Group Chair
	Maintain partnership with Secretariat of National Aboriginal and Islander Child Care (SNAICC).	January, March, May, July, September and November 2019, 2020	National Education Leader





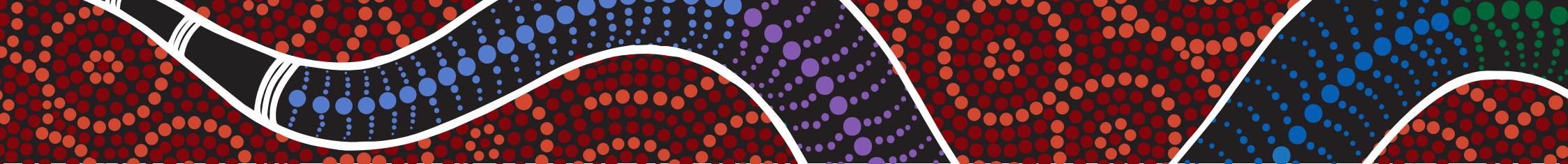
## I) Relationships

Action	Deliverable	Timeline	Responsibility
Raise internal and external awareness of our RAP to promote reconciliation across our business and sector.	Develop and implement a strategy to communicate our RAP to all internal and external stakeholders.	March 2019	Reconciliation Action Plan Working Group Chair
	Promote reconciliation through ongoing active engagement with all stakeholders.	March, June, September and December 2019, 2020	National Education Leader
	Explore opportunities to liaise with other Gadigal land organisations with a RAP to support RAP development, initiatives, implementation strategies and monitoring.	September 2019	Reconciliation Action Plan Working Group Chair
	Maintain ACECQA presence and membership on the Early Childhood Australia Reconciliation Advisory Group.	May 2019	National Education Leader
	Scope opportunities to join, establish and/or extend a reconciliation-in-education professional learning, special interest, or industry network group.	July 2020	Chief Operating Officer/ Reconciliation Action Plan Working Group Chair



## I) Relationships

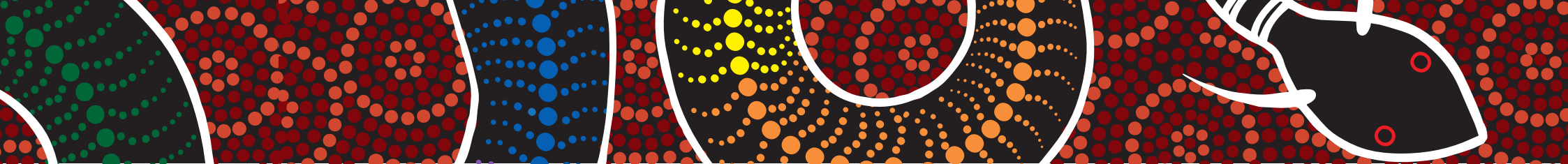
Action	Deliverable	Timeline	Responsibility
Use relationships to deliver on targets, goals and actions to advance reconciliation.	Explore opportunities for ACECQA to support current 'Closing the gap' targets.	June and December 2019, 2020	Chief Operating Officer/ Reconciliation Action Plan Working Group Chair
	Consider opportunities to support and/or promote 'Close the Gap Day' (March) and 'Indigenous Literacy Day' (September).	March and September 2019, 2020	ACECQA life
	Consider opportunities to incorporate reconciliation initiatives into ACECQA all staff forums.	July and December 2019, 2020	Chief Executive Officer
	Engage an Aboriginal and/or Torres Strait Islander artist to create an artwork piece for ACECQA that conveys their history and story, for use as visual collateral across ACECQA publications and activities.	January 2019	General Manager Strategy, Communications and Consistency/ Reconciliation Action Plan Working Group Chair
	Develop and implement a strategy to ensure outward facing communication and support is responsive to the needs of the Aboriginal and Torres Strait Islander sector workforce.	December 2019	General Manager Strategy, Communications and Consistency
	Promote practice examples from Excellent rated services that are delivering exceptional practice that supports Aboriginal and Torres Strait Islander peoples and/or practice.	July and December 2019, 2020	National Education Leader
	Promote the uniqueness of Torres Strait Islander perspectives, cultures and histories and how these are demonstrated in the practice of services that aim to honour both Aboriginal and Torres Strait Islander peoples, cultures and histories.	July 2019	National Education Leader



## I) Relationships

Action	Deliverable	Timeline	Responsibility
Continue to promote Narragunnawali: Reconciliation in Education to staff and external stakeholders.	Meet with Reconciliation Australia's Narragunnawali team to explore and consider mutually beneficial support options.	January and July 2019, 2020	National Education Leader/ Reconciliation Action Plan Working Group Chair
	Promote Reconciliation Australia's Narragunnawali: Reconciliation in Education program to education and care services in our network, and encourage education and care services to develop their own RAPs via the Narragunnawali online platform, including sharing and promoting our RAP as a means to encourage the sector to develop their own.	March 2019	National Education Leader/ General Manager Strategy, Communications and Consistency
	Encourage ACECQA staff and education and care services to engage with the professional learning (including webinar) resources available via the Narragunnawali online platform, including signing up to the Narragunnawali News mailing list.	March 2019	National Education Leader
	Promote appropriate links to Reconciliation Australia's Narragunnawali: Reconciliation in Education online platform on our website.	March, June, September and December 2019, 2020	National Education Leader/ General Manager Strategy, Communications and Consistency
	Collaborate with Reconciliation Australia's Narragunnawali team to identify opportunities for strengthening the connections between Narragunnawali professional learning/RAP development processes and Quality Improvement Planning processes.	March, July and November 2019, 2020	National Education Leader
	Showcase/ share stories of Aboriginal and Torres Strait Islander educators or service leaders who work to promote reconciliation and build awareness in their services and communities.	July 2019	National Education Leader





## II) Respect



ACECQA is committed to nurturing and respecting Aboriginal and Torres Strait Islander peoples’ cultures, lands, waters, histories, futures and rights. We seek to continue to build the respect, knowledge and understanding of our workforce and the broader children’s education and care sector. ACECQA believes it is important for all to understand the histories and context of Aboriginal and Torres Strait Islander peoples across Australia. We see this as a critical step towards reconciliation. We seek to contribute to this through understanding histories, learning about cultures and developing resources. As well as respect, knowledge and understanding, we endeavour to contribute to a sense of pride in the cultures and histories of the First Nation peoples. We aim to ensure that as an organisation, respect is shown in the language we use, the actions we take and the work we do.

### Focus areas from ACECQA Strategic Plan:

#### Collaboration and partnerships

ACECQA will strive to promote meaningful and culturally sensitive connections with Aboriginal and Torres Strait Islander people.

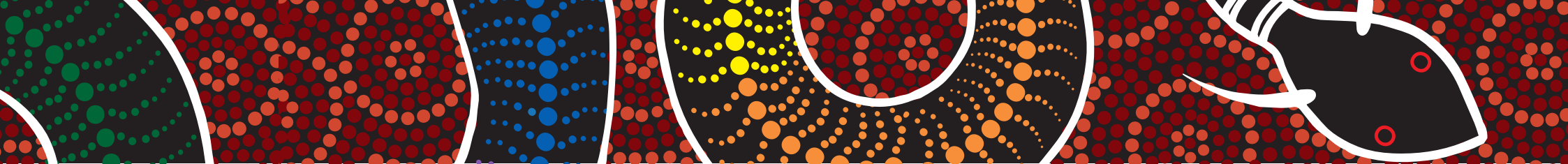
#### Accountability and responsiveness

We will undertake our statutory functions efficiently, effectively, equitably, responsively and transparently.

Action	Deliverable	Timeline	Responsibility
Engage employees in continuous cultural learning opportunities to increase understanding and appreciation of Aboriginal and Torres Strait Islander cultures, histories and achievements.	Develop and implement an Aboriginal and Torres Strait Islander cultural awareness training strategy for our staff which defines cultural learning needs of employees in all areas of our business and considers various ways cultural learning can be provided (online, face to face workshops or cultural immersion).	December 2019	Chief Operating Officer

## II) Respect

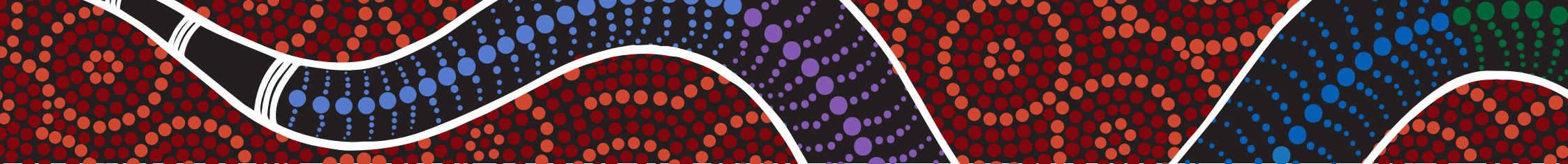
Action	Deliverable	Timeline	Responsibility
	Investigate opportunities to work with Aboriginal and Torres Strait Islander peoples and communities, Traditional Owners and/or Aboriginal and Torres Strait Islander consultants to develop cultural awareness training specific to the needs of ACECQA staff.	December 2019	Chief Operating Officer
	Provide opportunities for RWG members, RAP champions, HR managers and other key leadership staff to participate in cultural training.	October 2018	Chief Operating Officer
	Consider opportunities for RWG members and other key staff to participate in professional conversations with relevant organisations and attend RAP conferences, reconciliation symposiums etc.	December 2019	Reconciliation Action Plan Working Group Chair
	Promote Reconciliation Australia's Share Our Pride online tool to all staff.	January 2019, 2020	Reconciliation Action Plan Working Group Chair
	Communicate with staff about dates of significance in the Aboriginal and Torres Strait Islander calendar, including Sorry Day, NAIDOC Week and National Reconciliation Week. Annually share an Aboriginal and Torres Strait Islander significant days and events calendar with all staff.	January 2019, 2020	Reconciliation Action Plan Working Group Chair



## II) Respect

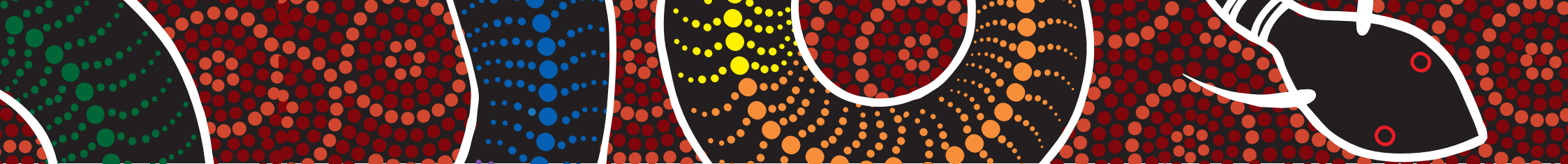
Action	Deliverable	Timeline	Responsibility
	Hold at least one lunchbox session per year with an Aboriginal and Torres Strait Islander focus such as film screenings, talks by local Traditional Owners, or Aboriginal and Torres Strait Islander educators working in the sector.	July 2019, 2020	National Education Leader
	Identify and implement further opportunities to support children's education and care services to be more welcoming, inclusive, culturally sensitive and safe for Aboriginal and Torres Strait Islander children and families.	May, September and December 2019, 2020	National Education Leader
Engage employees in understanding the significance of Aboriginal and Torres Strait Islander cultural protocols, such as Welcome to Country and Acknowledgement of Country, to ensure there is a shared meaning.	Develop a list of key contacts for organising a Welcome to Country and maintaining respectful partnerships.	March 2019	Chief Operating Officer
	Invite a Traditional Owner to deliver a Welcome to Country at a minimum of one ACECQA event each year, for example an ACECQA forum, all staff forum or stakeholder consultation session.	July 2019, 2020	Chief Operating Officer/ National Education Leader/ General Manager Strategy, Communications and Consistency
	Ensure an Acknowledgement of Country is included at the commencement of all important internal and external meetings.	July and December 2019, 2020	Chief Executive Officer/ Chief Operating Officer/ National Education Leader/ General Manager Strategy, Communications and Consistency





II) Respect

Action	Deliverable	Timeline	Responsibility
	Encourage all staff to commence all external meetings with an Acknowledgement of Country.	July and December 2019, 2020	Chief Executive Officer/ Chief Operating Officer/ National Education Leader/ General Manager Strategy, Communications and Consistency
	Organise and display an Acknowledgment of Country plaque in our office.	March 2019	Chief Operating Officer
	Include our Acknowledgement of Country on the ACECQA website landing page.	June 2019	General Manager Strategy, Communications and Consistency
Provide opportunities for Aboriginal and Torres Strait Islander staff to engage with their culture and communities by celebrating NAIDOC Week.	Review HR policies and procedures to ensure there are no barriers to staff participating in NAIDOC Week.	July 2019, 2020	Chief Operating Officer
	Enable Aboriginal and Torres Strait Islander staff to participate with their cultures and communities during NAIDOC Week.		
	Provide opportunities for ACECQA staff to participate in NAIDOC Week activities.		



## II) Respect

Action	Deliverable	Timeline	Responsibility
Build cultural awareness and capacity of ACECQA staff.	Display a reference to Aboriginal and Torres Strait Islander culture in the ACECQA reception/entry area.	January 2019	Chief Operating Officer
	Celebrate and recognise Aboriginal and Torres Strait Islander days of significance.	March, June, September and December 2019, 2020	ACECQA life/Reconciliation Action Plan Working Group Chair
	Update the 'Aboriginal and Torres Strait Islander Acknowledgments and Communications Guide for ACECQA staff' to include reference to how ACECQA acknowledges events such as Australia Day that may not be a day of celebration for all Aboriginal and Torres Strait Islander peoples.	March 2019	General Manager Strategy, Communications and Consistency
	Develop and print cards with ACECQA's Acknowledgment of Country on it for ACECQA staff and Board to access.	March 2019	Chief Operating Officer/ General Manager Strategy, Communications and Consistency
	Invite a local Aboriginal representative to talk with ACECQA staff about the history, culture and significance of the Gadigal land they work on.	December 2019	ACECQA life/Reconciliation Action Plan Working Group Chair
	Maintain a subscription to the Koori Mail for ACECQA staff.	January 2019	Chief Operating Officer

### III) Opportunities



ACECQA is committed to creating genuine opportunities for Aboriginal and Torres Strait Islander peoples across all areas of our work as part of our contribution to reconciliation. This includes respecting and supporting Aboriginal and Torres Strait Islander employees at ACECQA and working to increase their representation in our workforce. We are committed to meaningfully partnering with Aboriginal and Torres Strait Islander services and businesses in their contribution to the successful delivery of our work. We aim to position ourselves in a manner that leads our stakeholders to consider their own opportunities for Aboriginal and Torres Strait Islander peoples.

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#### **Focus areas from ACECQA Strategic Plan:**

##### **Collaboration and partnerships**

We will strive to collaborate with Aboriginal and Torres Strait Islander people in relevant areas of our service delivery, reinforcing the value they bring to ACECQA and the broader children's education and care sector.

##### **Accountability and responsiveness**

We will undertake our statutory functions efficiently, effectively, equitably, responsively and transparently.

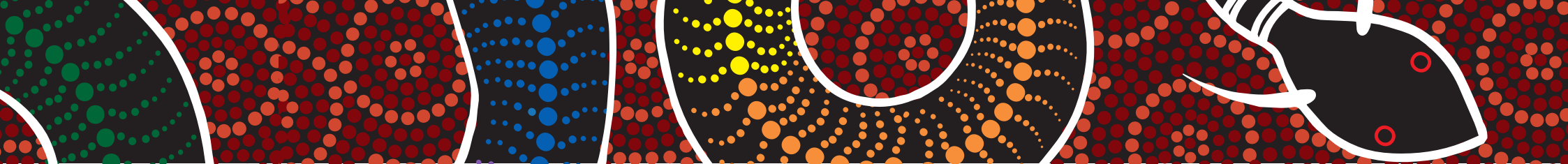
##### **Evidence based decisions**

We will increase our use of data and other evidence to influence, inform and support regulators, policymakers, educators, service providers and families. ACECQA will seek evidence/data that draws on consultation with Aboriginal and Torres Strait Islander peoples and/or that actively considers Aboriginal and Torres Strait Islander perspectives around "good/best" practice.

##### **Consistency**

We will promote national consistency with a focus on continuous improvement and improving outcomes in children's education and care, while actively acknowledging the diversity of Aboriginal and Torres Strait Islander peoples and cultures, and relevantly and responsively localising/contextualising our approach where appropriate.

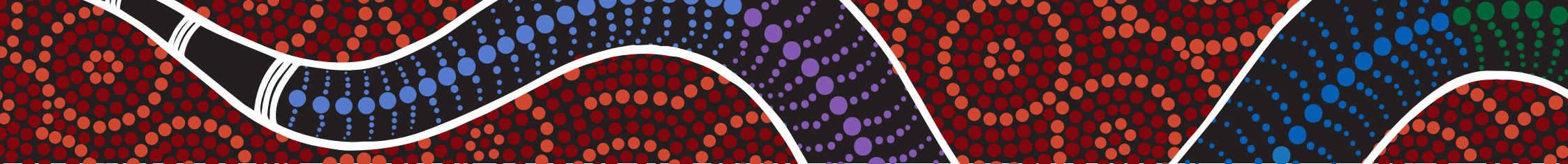
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### III) Opportunities

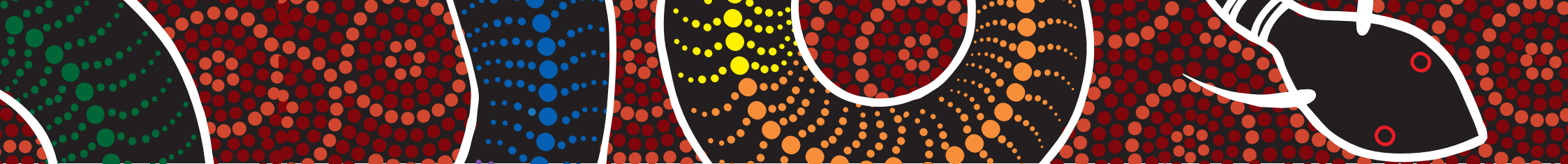
Action	Deliverable	Timeline	Responsibility
Investigate opportunities to improve and increase Aboriginal and Torres Strait Islander employment outcomes within our workplace as part of ACECQA's overall workforce strategy.	Collect information on our current Aboriginal and Torres Strait Islander staff to inform future employment opportunities.	March, June, September and December 2019,2020	Chief Operating Officer
	In consultation with Aboriginal and Torres Strait Islander staff, incorporate strategies for Aboriginal and Torres Strait Islander recruitment and retention in the ACECQA Recruitment & Retention Strategy.	July 2019	Chief Operating Officer
	Engage with existing Aboriginal and Torres Strait Islander staff to consult on employment strategies, including professional development.	July, December 2019, 2020	Chief Operating Officer
	Post all advertised vacancies in Aboriginal and Torres Strait Islander media.		Chief Operating Officer
	Review HR and recruitment procedures and policies to ensure there are no barriers to Aboriginal and Torres Strait Islander employees and future applicants participating in our workplace.	July 2019	Chief Operating Officer
	Engage with external Aboriginal and Torres Strait Islander peoples and/or consultants to advise on recruitment, employment and retention strategies, including professional development.	July 2019	Chief Operating Officer





### III) Opportunities

Action	Deliverable	Timeline	Responsibility
	Provide opportunities for Aboriginal and Torres Strait Islander staff to establish and maintain relationships with community leaders, including through mentoring and networking.	September 2019	Chief Operating Officer
	Include a statement in advertised positions that explains ACECQA's commitment to removing barriers and opening up opportunities for Aboriginal and Torres Strait Islander peoples in all job advertisements, including an encouragement to apply for positions at ACECQA.	July 2019	Chief Operating Officer
	Develop content for Aboriginal and Torres Strait Islander job seekers on the ACECQA website and LinkedIn page highlighting ACECQA's commitment to a culturally inclusive workplace.	July 2020	Chief Operating Officer
	Explore opportunities for an Aboriginal or Torres Strait Islander secondment program.	July 2019	Chief Operating Officer
	Include in the 19/20 Performance Planning and Review cycle an organisation wide key deliverable of RAP implementation as relevant to the role.	July 2019	Chief Operating Officer



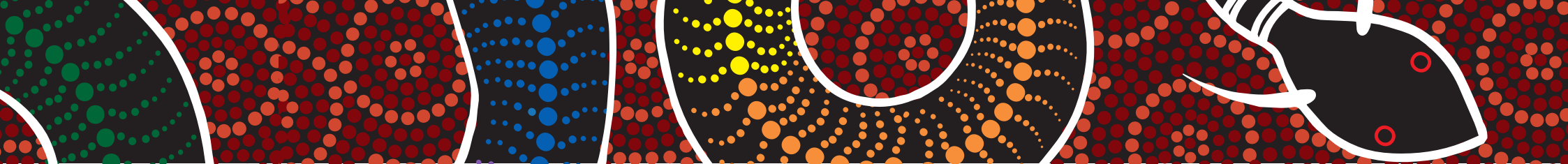
### III) Opportunities

Action	Deliverable	Timeline	Responsibility
Investigate opportunities to incorporate Aboriginal and Torres Strait Islander supplier diversity within our organisation	Review and update procurement policies and procedures to ensure there are no barriers for procuring goods and services from Aboriginal and Torres Strait Islander businesses.	June 2019	Chief Executive Officer
	Maintain and communicate to staff a list of Aboriginal and Torres Strait Islander businesses that can be used to procure goods and services.	January 2019	Chief Executive Officer
	Develop at least one commercial relationship with an Aboriginal and/or Torres Strait Islander owned business.	December 2019	Chief Executive Officer
	Investigate Supply Nation membership.	June 2019	Chief Executive Officer
Provide appropriate support for effective implementation of RAP commitments.	Include a budget line item for RAP implementation line in ACECQA budget to strengthen the implementation and sustainability of RAP Actions.	July 2019	Chief Executive Officer
	Develop, implement and maintain an ACECQA RAP Work Plan to track, measure and report on RAP commitments and deliverables.	March, June, September and December 2019, 2020	Reconciliation Action Plan Working Group Chair

#### IV) Governance, tracking progress and reporting




Action	Deliverable	Timeline	Responsibility
Report RAP achievements, challenges and learnings to Reconciliation Australia.	Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia annually.	September 2019	Reconciliation Action Plan Working Group Chair
	Investigate participating in the RAP Barometer.		Reconciliation Action Plan Working Group Chair
Report RAP achievements, challenges and learnings internally and externally.	Publicly report our RAP achievements, challenges and learnings.	October 2019, 2020	Chief Executive Officer
Review, refresh and update RAP.	Liaise with Reconciliation Australia to develop a new Stretch RAP based on learnings, challenges and achievements of the finalised Innovate RAP.	March 2021	Reconciliation Action Plan Working Group Chair
	Send draft Stretch RAP to Reconciliation Australia for review and feedback.	May 2021	Reconciliation Action Plan Working Group Chair
	Submit draft Stretch RAP to Reconciliation Australia for formal endorsement.	June 2021	Chief Executive Officer



#### ACECQA contact details

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**Artist: Chad Briggs**  
**Art title: Lifelines and Bloodlines**  
**Language: Kaiwaligau Ya**

Chad Briggs is an Indigenous artist born in Brisbane, Queensland. His mother is a Muralag woman from the Torres Strait and his father is a Noongar man from Western Australia. Chad incorporates styles, techniques and colours from his Aboriginal and Torres Strait Islander heritage to create original, contemporary art pieces. As a full-time artist since 2003, Chad has been commissioned by numerous children's education and care services, sporting clubs and associations, and government departments to create bespoke artworks and murals. His work can be viewed online at [Chad Briggs – Indigenous Designs](#).



Australian Children's  
Education & Care  
Quality Authority