

Environmental and Zoo
Education Centres NSW



Reconciliation

ACTION PLAN

INNOVATE RAP

INNOVATE RECONCILIATION ACTION PLAN 2016 -2018

Introduction

NSW Environmental and Zoo Education Centres (EZECs) are proud custodians of traditional Country including significant sites across NSW and encompass the traditional lands of a broad diversity of Aboriginal and Torres Strait Islander communities.

We acknowledge Elders, past and present, and respect the continuing cultural authority and traditions and believe that we can all walk together to a better future.

EZECs recognise the rich contribution that Aboriginal and Torres Strait Islander cultures make to the diversity of the Australian community. We are committed to advancing reconciliation and ensuring the First Peoples of this nation are valued. Furthermore, it is our responsibility as Australians to have a cultural understanding of Australia's traditional heritage.

Our vision for reconciliation:

NSW Environmental and Zoo Education Centres' (EZECs) *vision* for reconciliation is for all Australians, particularly young Australians to recognise, understand and be proud of the fact that Aboriginal and Torres Strait Islander peoples as Australia's First Peoples, have strong connection culturally, physically and spiritually to the lands` and waters of our nation.

All Environmental and Zoo Education Centres develop and deliver sustainability and environmental education programs according to NSW syllabus for the Australian Curriculum. Our programs embed the key cross-curricular priority area of Aboriginal and Torres Strait Islander histories and cultures and we provide culturally appropriate and inclusive opportunities for students to understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. Environmental and Zoo Education Centres programs emphasise the relationships people have with place and their interconnection with the land, water and sky.

Environmental and Zoo Education Centres effectively integrate Aboriginal and Torres Strait Islander Peoples' use of the land, governed by a holistic, spiritually based connection to Country and Place, with the continuing influence of Aboriginal and Torres Strait Islander Peoples on Australian places. We also have a vision to be proactive about increasing the visibility of Aboriginal heritage in our local areas.

We build on students' current understanding and knowledge of Aboriginal and Torres Strait Islander histories and cultures and encourage an appreciation of the reconciliation process in hand with a strong anti-discrimination policy.

Our Business:

There are 25 Environmental and Zoo Education sites in NSW. “Environmental Education Centre means a teaching and learning facility operated by the Department of Education which students attend to participate in educational programs relevant to all primary and secondary key learning areas and/or to receive specific instruction in field work, and which provides support to schools in implementing environmental education.” *2.18 NSW Teachers Award 2009*

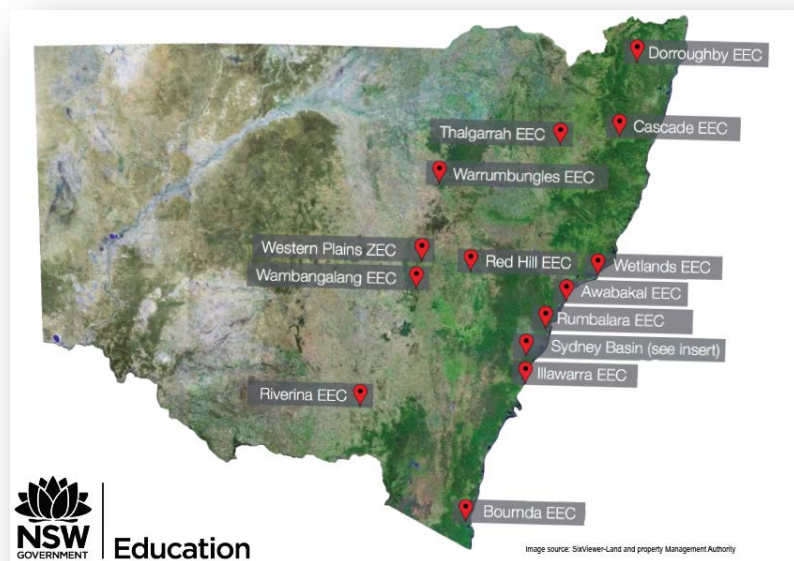
Environmental and Zoo Education Centres’ core business is to support NSW Public Schools to integrate sustainability education into all aspects of NSW school operations, curriculum, teaching and learning, physical surroundings and relationships with the local community. We provide authentic contexts for exploring, investigating and understanding values, concepts and systems in the natural and made environments. We equip students to design solutions to identified sustainability problems. We also:

- Provide high level instructional leadership to achieve more efficient management practices to support creative, innovative schools with positive learning cultures
- Support schools teaching the Board of Studies NSW syllabus through quality teaching, student-centred frameworks, quality professional learning and curriculum breadth and access for all students
- Ensure opportunity for all students to be highly engaged and interested in their learning in, about and for environmental sustainability
- Focus on the provision of authentic, meaningful and engaging curriculum opportunities to support literacy and numeracy achievement in our schools so that all students can reach their potential
- Create opportunities for all students to develop understanding of Aboriginal and Torres Strait Island history and cultures.
- Ensure all Aboriginal and Torres Strait Island students experience successful learning
- Work more effectively as a network and in turn provide improved support to schools in sustainability education to meet the needs of NSW public schools, students and their communities

The Environmental and Zoo Education Centres Aboriginal Portfolio team is a group of interested and committed employees who work as one of 6 teams on a Leadership, Learning and Improvement Project funded by the Learning and leadership Directorate. We have worked towards ensuring that student engagement with Aboriginal and Torres Strait Islander cultures in EZEC’s sits within the context of the Australian Curriculum, Aboriginal and Torres Strait Islander, cross curriculum priority. As part of this process it was decided that there was need for our own Reconciliation Action Plan (RAP)

MAP OF DISTRIBUTION OF ENVIRONMENTAL AND ZOO EDUCATION CENTRES IN NSW

Insert – Sydney Metropolitan area



We engage with schools, tertiary institutions, community, business and agencies to create new and significant learning for Aboriginal and Torres Strait Islander students on an ongoing basis annually. Partnerships with universities are fluid, with various Environmental and Zoo Education Centres taking opportunities when possible to contribute to and access programs involving faculties and students. We do not have a permanent student enrolment, rather schools book in to our centres to access the full range of programs offered. Programs support the NSW school curricula in an integrated approach, but core content foci are the Sciences, Geography, History, English and Mathematics. Literacy, numeracy and technology are integrated into all areas and programs and in most environmental and zoo education centres, aspects of local Aboriginal and Torres Strait Islander language are included in appropriate ways.

The state wide network offers programs from Kindergarten to Year Twelve in a context appropriate to both the NSW school curriculum, the local contexts and Aboriginal and Torres Strait Islander language groups within which each centre is placed geographically. Some centres cater for smaller geographical areas but large concentrations of population as in the coastal urban areas, whilst more remote centres cater for lesser student numbers, but vast geographical areas; to do this a number of the centres work collaboratively to provide outreach programs into rural and remote areas of the state of NSW.

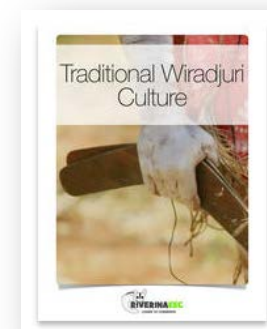
Environmental and Zoo Education Centres partner with their local Aboriginal Education Consultative Group (AECG) in implementing Connecting to Country for focus schools; in many instances, this has led to greater understanding and collegiality with the local community and increased opportunities for programs and school visitation. Wherever possible we work with focus schools in implementing strategies for Aboriginal and Torres Strait Islander students who visit and support and provide venues for organisations who support Aboriginal and Torres Strait Islander students, for example “The Aspiration Initiative”. We provide opportunities for all students to engage with Aboriginal and Torres Strait Islander cultures within an appropriate local context and enable

opportunities for our staff to engage in professional learning for cultural awareness and teaching effectiveness from organisations such as “Eight Ways Aboriginal Pedagogy” from Western NSW, Ochre Opportunity Hubs, the Aboriginal Studies Association and “Dare to Lead” to inform and enrich culturally appropriate teaching practices.

Examples of focus areas and programs:

BREWONGLE Environmental Education Centre (EEC) (Western Sydney): HISTORY & CREATIVE ARTS Stages 2 – 3 VAS2.1, VAS3.1, VAS2.3, VAS2.4, VAS3.4: Students learn about Aboriginal and Torres Strait Islander peoples, as the world's oldest continuous cultures, ensuing contact and its impact. (There is emphasis on Aboriginal initiatives and responses to key government policies since earliest contact with British colonists). Students develop an awareness of the significant roles Aboriginal and Torres Strait Islander peoples have played in Australian society and the wider world. This will develop students' capacity to participate in a just and equitable society including genuine reconciliation.

RIVERINA EEC (South West): iBook creation: Riverina EEC has created a multitouch iBook "Traditional Wiradjuri Culture" with the technical input of Field of Mars EEC. The iBook covers aspects of traditional life. It explores the culture and traditions of the Wiradjuri People with chapters on shelters, bush resources, tools, weapons and traditional art. There are varieties of student activities included. The iBook program has the endorsement of the local Aboriginal Education Consultative Group.



TARONGA ZOO EDUCATION CENTRE (Sydney Metropolitan): DREAMING AND LIVING ON THE LAND EARLY STAGE 1 – STAGE 1 GEE-1, GE1-1, GE1-2: Workshop Dreaming stories are an integral part of Aboriginal and Torres Strait Islander cultures. Through native animal encounters, this workshop links the importance of animals and Dreaming stories to Aboriginal and Torres Strait Islander peoples and their cultures. Our Aboriginal and Torres Strait Islander themed workshops have been created in partnership with local Aboriginal communities and at Taronga Zoo are delivered by an Aboriginal Education Officer.

CONNECTING TO COUNTRY STAGE 4- 5 GE4-1, GE4-3, GE4-4, GE4-5: Workshop The iconic location of Taronga Zoo has an enduring Aboriginal history and is a significant site for Traditional Owners, the Cammeragal People from the North of Sydney Harbour. This fascinating workshop presentation incorporates history, culture and identity, and the importance of the land's role in kinship, spirituality and everyday life.

WAMBANGALANG EEC (Western NSW): CULTURAL LANDSCAPES Stages 1- 3 EN2-1A, ST1-9ES, ST28ES, MA2- 17MG, HT1-2, EN1-1A: Students become aware of Aboriginal and Torres Strait Islander cultures, practices and traditions. Aboriginal technologies are the focus of discussion as students learn how Aboriginal peoples obtained food, made shelters and canoes, and utilized natural objects as tools. Students gain an appreciation of the way in which Wiradjuri people around Wambangalang lived their unique lifestyle. The Aboriginal and Torres Strait Islander themed activities provide students with an insight into how difficult it would be to hunt for food. Students focus on positive communication as they interact with each other and the environment.



Sustainability and Aboriginal Education: *Eight Ways pedagogies are incorporated in to all Wambangalang EEC programs where appropriate.* **Organising Ideas: OI.2:** Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia. **OI.2:** All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

As part of the department of Education, Environmental and Zoo Education Centres endeavour to comply with the Department of Education Aboriginal Human Resource Development Plan 2012 - 2017 with targets as follow.

By 2017, our success will be measured by:

- 2.6% or higher representation of Aboriginal and Torres Strait Islander peoples employed across all levels of EZEC
- Improved workforce capacity to drive and sustain Aboriginal and Torres Strait Islander employment
- Initiatives of the Plan and Aboriginal and Torres Strait Islander employment targets embedded into local planning processes evidenced by workforce data
- Consultation, collaboration and engagement with Aboriginal and Torres Strait Islander peoples and communities underpins policy and program development and commitments
- Increased and sustained long term partnerships with Aboriginal and Torres Strait Islander communities to improve local employment and education outcomes
- Continued monitoring and reporting of the outcomes of the Plan through the Department's Annual Report to ensure progress, accountability and transparency.

There are 90 employees in the Environmental and Zoo Education network, 15 of whom are Aboriginal and Torres Strait Islander employees. Some of these positions are full time some part time, some casual. Other local community Aboriginal and Torres Strait Islander people and Regional Aboriginal and Torres Strait Islander employees from the Department of Education contribute to special cultural programs on a weekly, term or annual basis such as National Aboriginal and Islander Day of Commemoration (NAIDOC), National Reconciliation Week and Harmony Day.

Various environmental education centres have informal and individual arrangements for employing Aboriginal and Torres Strait Islander peoples ranging from employment opportunities for local community members to the employment of National Parks and Wildlife Aboriginal Discovery Rangers.

Our RAP:

The Environmental and Zoo Education Centres (EZEC) already has involvement with NAIDOC Week celebrations and the delivery of programs culturally appropriate to their local settings and Language groups with involvement of local Aboriginal and Torres Strait Islander community members in programs where and when available. EZEC has also successfully facilitated several 8 Ways Aboriginal Pedagogy courses with Western Region Aboriginal Education consultants as presenters. EZEC centres vary in their employment policies and processes; Environmental Education Centres comply with Department of Education employment policies and process, whilst Zoo Education centres have the ability to employ Aboriginal and Torres Strait Islander staff as part of their individual centre structures.

Our RAP working group is made up of the NSW EZEC Aboriginal Portfolio team, with one Aboriginal member and other staff including: Sue Haining, Principal Wambangalang EEC; Natasha Mooney, Aboriginal Education officer Taronga Zoo, Sydney; Peter Nicoll, Principal Wooglemai EEC; Brad Crossman, teacher Gibberagong EEC; Mark Edwards, Principal Brewongle EEC; Michele McFarlane, Principal Red Hill EEC; Julie-Ann Sheridan, teacher Field of Mars EEC; and Ben Anderson, teacher Illawarra EEC.

Our RAP champion is Clarrie Hoskins, Aboriginal Culture & Language Advisor, at NSW Department of Education State Office.

It was decided that the Environmental and Zoo Education network needed a Reconciliation Action Plan because whilst we are part of the NSW Department of Education, we hold a different brief to primary and secondary schools. Our business is to support NSW Public Schools to integrate sustainability education

into all aspects of NSW school operations, curriculum, teaching and learning, physical surroundings and relationships with the local community. We believe that Environmental and Sustainability education in Australia (NSW) can and should be based soundly on the Aboriginal and Torres Strait Islander philosophy of caring for Country which they achieved successfully for millennia through natural resource management. Therefore it is important that we adopt a strong custodial relationship with the Australian landscape and understand that our health is intimately linked to the health of Traditional Countries, our local places, Australia and the Earth.

As with the Australian Association of Environmental Education in their 'Make the Change Framework' we "advocate and support alignment and integration of Aboriginal and Torres Strait Islander cultural and heritage perspectives and knowledge as part of education and engagement for sustainability."

During the development process, the RAP Working Group consulted with representatives from their Aboriginal and Torres Strait Islander communities across the state. The Environmental and Zoo Education Centres' Aboriginal RAP working group has also worked closely with Reconciliation Australia to develop our RAP. Whilst the Environmental and Zoo Education Centres network has a solid framework of Aboriginal and Torres Strait Islander initiatives and achievements to date, our RAP will publicly formalise our commitment to Australia's First Peoples.

By working in partnership with Traditional Owners, other stakeholders and Reconciliation Australia, the plan aims to broaden our dedication across the network to share Aboriginal and Torres Strait Islander cultures with our students, teachers and staff. The development of this RAP has enabled us to analyse our existing commitments and look for new opportunities to support the three fundamental principles: Relationships, Respect and Opportunities.

EZECs do not have permanent student enrolments and based on EZEC location, each site has a varying relationship with the local Aboriginal and Torres Strait Islander communities. Making connections with Aboriginal and Torres Strait Islander peoples and communities has some challenges that other schools with permanent enrolments may not experience (specifically that EZECs do not usually have long term connections with Aboriginal and Torres Strait Islander family members/ groups). This situation does not diminish EZEC's vision for reconciliation however, but rather emphasizes the importance of making meaningful, lasting connections with Aboriginal and Torres Strait Islander people in general. EZEC will work with other Department of Education (DoE) staff such as Aboriginal Education Consultants, Engagement Officers, Aboriginal Community Liaison Officers, non-DoE staff such as NSW Aboriginal Education Consultative Group, Community Elders, Traditional landholders and students themselves to support closing the gap in educational disadvantage. EZEC will also particularly support schools with halving the gap in reading, writing and numeracy achievements for children by 2018 through our programs integrating literacy, numeracy and connection to Country, which provide students with outdoor learning experiences that facilitate improvements in literacy and numeracy for all students but particularly in a context that fits with Aboriginal students learning preferences.

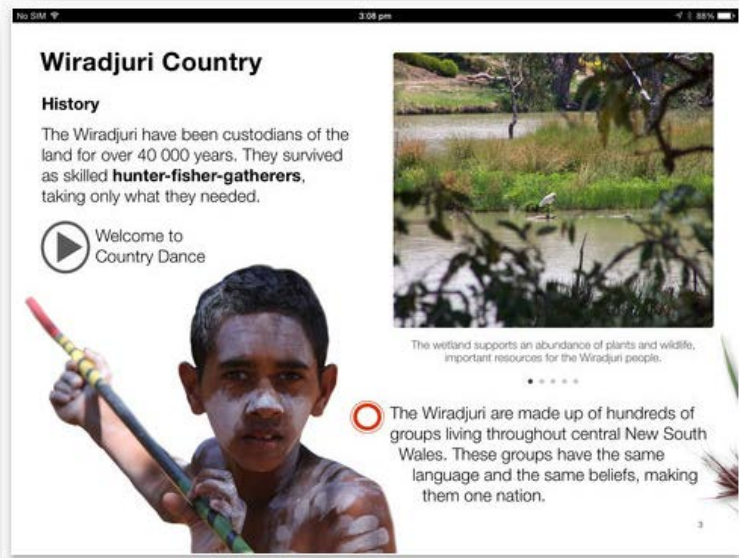
It is critical that schools are places where Aboriginal and Torres Strait Islander students feel a sense of belonging.

Equality is one of the democratic values that underpin the NSW public school system. All students are equally entitled to the conditions that lead to successful experience and completion of schooling. For this to be achieved it is necessary to acknowledge that all students are unique, and that their differences must be taken into account when designing education programs. Our RAP provides a framework for taking up this challenge. The focus of our RAP will be the delivery of quality teaching and learning programs for all students with strong links to the Australian National Curriculum Aboriginal and Torres Strait Islander Cross Curriculum Priority, which acknowledges that Aboriginal and Torres Strait Islander communities are strong, rich and diverse, is intrinsically linked to living, learning

Aboriginal and Torres Strait Islander communities, deep knowledge traditions and a holistic world view.

The Australian National Curriculum Aboriginal and Torres Strait Islander Cross Curriculum Priority is a conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity and has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture. It provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures.

The Environmental and Zoo Education Centres also adhere to the NSW Aboriginal Education and Training Policy, which makes commitments the lifelong learning aspects of Aboriginal Education, acknowledges the skills of Aboriginal and Torres Strait Islander peoples. It commits to improve those lifelong learning pathways for all Aboriginal learners in partnership and consultation with the Aboriginal Education Consultative Groups, Aboriginal and Torres Strait Islander communities and organisations to build capacity within Aboriginal and Torres Strait Islander communities.



Environmental and Zoo Education Centres will continue to engage and form links and partnerships with a broad range of Aboriginal and Torres Strait Islander community groups such as local Elders, Local Land Councils, the NSW Aboriginal Education Consultative Group, and Education and Engagement Officers from Department of Education. We will do our best to include other key stakeholders in order to promote ongoing understanding of Aboriginal and Torres Strait Islander cultures.

Reconciliation is important to the Environmental and Zoo Education Centres network to build national awareness and significance of traditional custodianship of the land. As part of our reconciliation journey, we have a responsibility to facilitate learning within the context of traditional and contemporary First Australian cultures as a foundation stone of contemporary Australian society by developing appropriate programs for schools and the broader community.

Relationships:

The environmental and zoo education centre networks believe building relationships with Aboriginal and Torres Strait Islander peoples is important because in Australia, as in the rest of the world, First Nations people have a spiritual connection to the land and seas which dates back thousands of years.

All students need to be educated about the injustices of the past and how they as the future generation can right the wrongs and work towards improving Aboriginal and Torres Strait Islander peoples' present and future outcomes in life.

Creating awareness and celebrating the Aboriginal heritage of our respective places is bridging the gulf between Aboriginal and Torres Strait Islander peoples and other Australians. This is about building and fostering relationships and working towards our vision for reconciliation.

Action	Responsibility	Timeline	Measurable target
1.1 EZEC RAP Working Group monitors the implementation of actions in the RAP.	Principal, Wambangalang EEC	February 2016	<ul style="list-style-type: none"> RAP Working Group membership comprises of Aboriginal and Torres Strait Islander staff, other staff and external Aboriginal stakeholders. RAP Working Group to meet at least twice per year to monitor progress of RAP implementation. Upload RAP on EZEC website, all EZEC websites and Reconciliation Australia websites.
	Principal, Brewongle EEC	February, October, 2016, 2017, 2018	
	Principal, Wambangalang EEC	April 2016	
1.2 Celebrate National Reconciliation Week (NRW) by providing opportunities for Aboriginal and Torres Strait Islander employees and other employees to build relationships	Aboriginal Education officer Taronga Zoo, Sydney	27 May – 3 June 2016, 2017, 2018	<ul style="list-style-type: none"> Organise at least one NRW event. NRW event to be registered on the Reconciliation Australia website.
1.3 Continue to build new and strengthen existing relationships with Aboriginal and Torres Strait Islander peoples, communities, organisations and stakeholders.	Principal, Redhill EEC	April 2016 April 2016	<ul style="list-style-type: none"> Remind individual centres 'via group email to: <ul style="list-style-type: none"> Invite Aboriginal and Torres Strait Islander peoples and communities to regular events Staff to attend regular community meetings and gatherings such as Aboriginal Education Consultative Group (AECG), Reconciliation and
	Principal, Wooglemai EEC		
	Principal, Brewongle		

	<p>EEC Principal, Brewongle EEC</p> <p>Aboriginal Education officer, Taronga Zoo</p> <p>Teacher, Gibberagong EEC</p> <p>Aboriginal Education officer, Taronga Zoo</p>	<p>June 2016</p> <p>June 2016</p> <p>August 2016</p> <p>September 2016</p> <p>September 2016, 2017, 2018</p>	<p>NAIDOC week events, National Close the Gap Day.</p> <ul style="list-style-type: none"> • Encourage staff to open new and extend existing relationships through-out the year. • Identify mutually beneficial opportunities that can flow from relationships with Aboriginal and Torres Strait Islander peoples, communities, organisations and stakeholders. • Develop database of Aboriginal and Torres Strait Islander stakeholders and championing external organisations. • Each site to develop a database of Aboriginal and Torres Strait Islander community members EZECC can approach to strengthen relationships with • Regularly update database of Aboriginal and Torres Strait Islander peoples, communities, organisations and stakeholders
<p>1.4 Engage Aboriginal and Torres Strait Islander representatives as consultants for the Aboriginal Portfolio team</p>	<p>Principal, Wambangalang EEC</p>	<p>February, September 2016, 2017, 2018</p>	<ul style="list-style-type: none"> • Invite Aboriginal and Torres Strait Islander Community members to consult on EZECC RAP and relevant EZECC programs/events • Invite Aboriginal and Torres Strait Islander Community members invited join committee.

Respect

Respect, recognition and support is an essential part of forming effective partnerships with Aboriginal and Torres Strait Islander peoples and communities. Through our programs we equip students with education and knowledge about Aboriginal and Torres Strait Islander peoples and communities, which nurtures empathy and responsibility.

EZEC respects Aboriginal and Torres Strait Islander Australians and encourages staff, students and society to embrace the principals of cultural inclusivity. We are particularly aware of the importance of cultural respect as EZECs work with students from a large geographic area of the country.

Through lessons and programs delivered, EZEC's aim to build Aboriginal and Torres Strait Islander cultural competencies and demonstrate the care that Aboriginal and Torres Strait Islander peoples have had for their lands in all settings in order to build and maintain relationships and continually improve outcomes for all students. (DOE Policy)

Action	Responsibility	Timeline	Measurable target
2.1 Engage staff in continuous cultural awareness and training to increase knowledge of Aboriginal and Torres Strait Islander cultures, histories and achievements.	Principal, Wambangalang EEC Principal, Wambangalang EEC	July, 2016 February 2017	<ul style="list-style-type: none"> Develop and implement an Aboriginal and Torres Strait Islander cultural awareness training strategy that caters to the different needs of staff throughout the organisation Engage Eight Ways to provide cultural awareness training workshops for all centre staff State-wide
2.2 Embed Aboriginal and Torres Strait Islander cultural protocols into the standard operation of our organisation.	Principal, Wooglemai EEC Principal, Brewongle EEC Principal, Brewongle EEC Principal, Brewongle EEC Principal, Brewongle EEC Principal, Brewongle EEC	March 2016 March 2016, 2017, 2018 March 2016, 2017, 2018 March 2016, 2017, 2018 March 2016, 2017, 2018 March 2016, 2017, 2018	<p>EACH CENTRE:</p> <ul style="list-style-type: none"> Develop and implement a cultural protocol document for Welcome to Country and Acknowledgement of Country. <p>AS WHOLE GROUP:</p> <ul style="list-style-type: none"> Develop a list of key contacts for organising a Welcome to Country. Invite a local Traditional Owner to provide a Welcome to Country at significant events including EZEC annual conference and other formal events. Include an Acknowledgement of Country at the commencement of important internal meetings. Include an Acknowledgement of Country at commencement of daily programs involving students. Consult with local Traditional Owners on issues of cultural

	EEC Principal, Wambangalang EEC	March 2016, 2017, 2018 February 2018	significance (for example: local protocols, cultural sites, and artefacts.) <ul style="list-style-type: none"> • Create and display an Acknowledgement of Country signage at Environmental and Zoo Education Centres’.
2.3 Create a culturally inclusive and welcoming environment for Aboriginal and Torres Strait Islander staff and visitors.	Teacher, Gibberagong EEC Principal, Wambangalang EEC Principal, Wambangalang EEC Principal, Wooglemai EEC	March 2016,2017,2018 May 2016 July 2016 July 2016 May, 2017	<ul style="list-style-type: none"> • Invite Aboriginal and Torres Strait Islander Elders to EZEC events. • Aboriginal and Torres Strait Islander flags will be flown at each EZEC site. • Consult with local Traditional Owners to create signage for students and visitors, explaining the spiritual connection that Aboriginal and Torres Strait Islander peoples have to the land and waters. • Display <i>Apology to Australia’s Indigenous People & Stolen Generations</i> and the EZEC centres commitment to reconciliation in a prominent position. • EZECs to purchase and display: <ul style="list-style-type: none"> ○ maps of Aboriginal Australia ○ range of other visual information: <ul style="list-style-type: none"> ▪ <i>Apology to Australia’s Indigenous People</i> ▪ Local cultural information appropriate to place ▪ Language Group Information
2.4 Incorporate Aboriginal and Torres Strait Islander cultural learning into EZEC’s environmental programs.	Principal, Wambangalang EEC Principal, Wambangalang EEC Teacher, Gibberagong EEC Principal, Wooglemai EEC Principal, Redhill EEC Principal, Brewongle EEC	March, 2016 July, 2016 September, 2016 March, 2016, 2017, 2018 March, 2017 March, 2017	<ul style="list-style-type: none"> • Develop and facilitate teacher professional learning opportunities based around the cross curricular priority area of Aboriginal and Torres Strait Islander histories and cultures • The Australian Curriculum Aboriginal and Torres Strait Islander cross curriculum priority to be included in centre programs • Incorporate Aboriginal and Torres Strait Islander histories and cultures into teaching and learning programs • Cultural learning implementation will be reported on in Annual School Reports (Department of Education requirement). • Investigate opportunities to encourage schools to develop a RAP using the Narragunnawali, Reconciliation in Schools RAP model. • Support specialist Aboriginal and Torres Strait Islander Education programs such as those for community of schools groups or selected individual Aboriginal and Torres Strait Islander students by sharing resources, offering EZEC sites as venues as well as

	Principal, Redhill EEC	September, 2017	<p>other in kind supports.</p> <ul style="list-style-type: none"> Fully implement the NSW Aboriginal Education and Training Policy (see below) <ul style="list-style-type: none"> Develop and facilitate specialist Aboriginal And Torres Strait Islander programs to educate students on Aboriginal and Torres Strait Islander histories and cultures, to be implemented: <ul style="list-style-type: none"> with schools that attend EZEC sites, within schools when visiting, at sites of local importance online for School clients of the EZEC network
2.5 Provide opportunities for Aboriginal and Torres Strait Islander staff to engage with culture and community by celebrating NAIDOC Week.	Principal, Wooglemai EEC Principal, Wooglemai EEC	July 2016, 2017, 2018	<ul style="list-style-type: none"> Review HR policies to ensure there are no barriers for staff to participate in NAIDOC Week. Provide opportunities for all Aboriginal and Torres Strait Islander staff to participate in culture and community during NAIDOC Week. Encourage staff to participate in a local NAIDOC Week event.
2.6 Promote Aboriginal and Torres Strait Islander cultures and histories in our local areas to school groups, visitors and the broader Australian Community to increase understanding and respect.	Teacher, Illawarra EEC Principal, Redhill EEC	February, 2017 February, 2017	<ul style="list-style-type: none"> Make appropriate learning materials available to schools and visitors upon arrival at EZEC's. Provide opportunities to visitors to visit culturally significant sites.

Opportunities

The operations, nature and location of NSW EZECs provide a unique context and opportunity to interact and connect with members of local Aboriginal and Torres Strait Islander communities, Department of Education(DoE) consultants, Aboriginal Education Consultative Group and Aboriginal Students. NSW EZECs will promote the appreciation of and learning about Aboriginal and Torres Strait Islander history and cultures and where possible promote the employment of Aboriginal and Torres Strait Islander officers (2% DoE wide).

Action	Responsibility	Timeline	Measurable target
3.1 Increase employment opportunities for Aboriginal and Torres Strait Islander peoples within EZEC.	Principal, Brewongle EEC	December 2016, 2017, 2018	Ensure all EZEC sites comply with Department of Education (DoE) Aboriginal and Torres Strait Islander employment rate of at least 2.6% representation of Aboriginal and Torres Strait Islander people employed across all levels.
	Principal, Brewongle EEC (All below)	December 2016	Capture baseline data of our current Aboriginal and Torres Strait Islander staff to inform future employment opportunities.
		December 2016, 2017, 2018	Develop an Aboriginal and Torres Strait Islander employment and retention strategy, which will include
		December 2016, 2017, 2018	<ul style="list-style-type: none"> Improved workforce capacity to drive and sustain Aboriginal and Torres Strait Islander employment. Engage existing Aboriginal and Torres Strait Islander staff to consult on employment strategies, including professional development.
		December 2016, 2017, 2018	<ul style="list-style-type: none"> Advertise all job vacancies in Aboriginal and Torres Strait Islander media.
			Revise HR policies to ensure there are no barriers to Aboriginal and Torres Strait Islander staff in the workplace. (As per DoE Guidelines)
3.2 Investigate opportunities to increase Aboriginal and Torres Strait Islander supplier diversity.	Principal, Wambangalang EEC (All below)	August, 2016, 2017, 2018	All EZEC Principals to request all School Admin Managers(SAMs) <ul style="list-style-type: none"> Review procurement policies to ensure there are no barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.

	Principal, Wambangalang EEC Principal, Wambangalang EEC	April, 2016 June, 2016 November, 2016	<ul style="list-style-type: none"> • Develop a list of Aboriginal and Torres Strait Islander businesses. • Develop a commercial relationship with at least one Aboriginal and Torres Strait Islander business. • Investigate becoming a member of Supply Nation.
3.3 Develop and facilitate specialist programs for Aboriginal and Torres Strait Islander history and culture in line with significant cultural events.	Principal, Brewongle EEC Principal, Brewongle EEC	August, 2016, 2017, 2018	<p>All EZEC Principals:</p> <ul style="list-style-type: none"> • Develop and implement specialist programs delivered to schools during significant cultural dates • Invite Aboriginal and Torres Strait Islander presenters to facilitate culturally appropriate content in specialist programs.
3.4 Strengthen and grow EZEC First Australian Education programs by working in partnership with Aboriginal and Torres Strait Islander networks and community.	Principal, Redhill EEC Principal, Redhill EEC Principal, Redhill EEC Principal, Redhill EEC	February, 2016, 2017, 2018 February, 2016, 2017, 2018 February, 2016, 2017, 2018 February, 2016, 2017, 2018	<ul style="list-style-type: none"> • Consult with Aboriginal and Torres Strait Islander peoples, communities and stakeholders to identify new program opportunities. • Consult with Aboriginal and Torres Strait Islander peoples, communities and stakeholders for input into EZEC projects/programs • Partner with Aboriginal and Torres Strait Islander community members to develop and deliver cultural programs at EZEC's • Encourage community members to be actively engage in the development and delivery of cultural programs at EZEC's

Tracking Progress and Reporting

Reconciliation action plan will be reviewed annually and submitted to Reconciliation Australia using the RAP Impact Measurement Questionnaire. Our achievements will be reported in our Annual School Reports, EZEC website and individual Environmental Education and Zoo Education Centre websites.

Action	Responsibility	Timeline	Measurable target
4.1 Monitor, review and report on EZECs RAP.	Principal, Wooglemai EEC overseeing: the whole EZEC RAP Team	April, June, September & December 2016, 2017, 2018	<ul style="list-style-type: none"> Communicate quarterly updates on RAP progress to staff
	Principal, Wooglemai EEC	June, November 2016, 2017	<ul style="list-style-type: none"> RAP implementation to be reviewed and discussed 6 monthly in staff meetings - minuted in meeting notes
	Principal, Wooglemai EEC	July, December 2016, 2017, 2018	<ul style="list-style-type: none"> Recommended actions communicated to RAP committee.
	Principal, Wooglemai EEC	July, December 2016, 2017, 2018	<ul style="list-style-type: none"> Investigate the opportunity to publically report on RAP progress.
4.3 Report achievements, challenges and learnings to Reconciliation Australia	Principal, Wambangalang EEC	September 2016, 2017, 2018	<ul style="list-style-type: none"> Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia annually.
4.4 Review and refresh EZECs RAP	Teacher, Gibberagong EEC	June 2018	<ul style="list-style-type: none"> Liaise with Reconciliation Australia to draft a new RAP based on learnings and achievements of our 2016-2018 RAP.
	Teacher, Gibberagong EEC	December 2018	<ul style="list-style-type: none"> Submit draft RAP to Reconciliation Australia for formal endorsement.

Contact Details

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