



*Walking together
towards
reconciliation*



With delivery partners



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Included below are answers to some of the questions we weren't able to respond to during the webinar along with suggestions for further reading.

Attendee questions and answers

How do we go about making a physical connection with an elder in our local community?

When reaching out to elders in your community a good place to start is with local Aboriginal community organisations. As with any personal connection, these can take time. See if there are any community events that you can attend to start learning about the community and start making connections that way.

Take it back to basics, building a relationship with an Aboriginal Elder will work in much the same way that you might if you were asking a non-Aboriginal Elder to connect with the school, be clear about the purpose for you wanting to engage them and take the time to listen and learn from them before you ask for a particular service, If you are wanting to engage with an elder for a specific service or event make sure you always offer payment as you would for any other request for service provision.

Note: teachers are encouraged to bear in mind that, as with any good friendship, building relationships can take time, and it is often most respectful to establish relationships with community prior to asking community members to contribute to reconciliation activities in a school/service.

One might also find that, rather than starting by inviting community members into your school/service, going out to appropriate local community events can be a meaningful platform for establishing local community relationships. For this reason, the following RAP Action pages may also be of relevance/interest:

[Build Relationships with Community RAP Action page](#)

[Elders and Traditional Owners Share Histories and Cultures RAP Action page](#)

[Celebrate Days of National Significance RAP Action page](#)

[Local Sites, Events and Excursions RAP Action page](#)

You could also begin by making contact through other family members and be guided by their input to initiate contact with the elder. Consider why you want to make contact and how that why will create an ever strengthening relationship between the school and the community.

I work in Darwin. It is very difficult to get access to language/cultural understanding courses re Larakia. We are using Yolngu as a first contact but this does not honour the people on whose land we operate.

Try connecting with Larrakia Nation. Perhaps even inviting them to be a (paid) guest speaker to your staff team to provide an overview of what services they provide and asking their views on the best ways to incorporate local knowledge into the curriculum. Also engaging with them in things like significant school celebrations to do a Welcome to Country is showcasing how you can value and respect them as the Traditional Owners: <http://larrakia.com/services/cultural-knowledge-unit/cross-cultural-training/>

You may also like to refer to [Aboriginal and Torres Strait Islander Languages RAP Action page](#):

- Cultural Competence for [Staff RAP Action page](#)

- Build Relationships with [Community RAP Action page](#)
- Languages resource guide
- First Languages, Education and [Reconciliation On-demand webinar](#)
- Preparing and Evaluating Culturally Responsive Language Resources/Activities [On-demand webinar](#)
- Evaluating resources professional learning activity

Can our Preschool get assistance in creating our R.A.P? Where do we go for this assistance?

- Contact Reconciliation Australia's [Narragunnawali team here](#).
- Register for an upcoming [introductory Narragunnawali webinar](#) (all registrants will receive an email link to a copy of the webinar recording even if they are unable to make it to the live session)
- Explore the [Narragunnawali FAQs page](#)
- Access the [RAP Working Group Kit page](#)

Is it ok to create the Aboriginal flag at the moment, for example a Mosaic Flag for the front of our new office building?

- Aboriginal and Torres Strait Islander [Flags RAP Action page](#)
- Visibly Demonstrate Respect for Aboriginal and Torres Strait Islander Cultures [RAP Action page](#)
- Evaluating [resources professional learning activity](#)
- [Tackling Tokenism professional learning resource](#)
- [Build Relationships with Community RAP Action page](#) (it is ultimately communication, consultation and collaboration with your local Aboriginal and/or Torres Strait Islander community that can provide the most locally relevant and responsive guidance around questions such as this).

We have been working towards RAP for the last almost 4 years. We are struggling with community input and contacting an Elder in order to communicate and create relationships. How can we go about this?

Begin by making contact through other family members and be guided by their input to initiate contact with the elder. Consider why you want to make contact and how that why will create an ever-strengthening relationship between the school and the community. It means involvement in the school process.

Note: teachers are encouraged to bear in mind that, as with any good friendship, building relationships can take time, and it is often most respectful to establish relationships with community prior to asking community members to contribute to reconciliation activities in a school/service. One might also find that, rather than starting by inviting community members into your school/service, going out to appropriate local community events can be a meaningful platform for establishing local community relationships. For this reason, the following RAP Action pages may also be of relevance/interest:

- [Build Relationships with Community RAP Action page](#)

- [Elders and Traditional Owners Share Histories and Cultures RAP Action page](#)
- [Aboriginal and Torres Strait Islander Representation on Committees](#)
- [Celebrate Days of National Significance RAP Action page](#)
- [Local Sites, Events and Excursions RAP Action page](#)

How do you support and develop Aboriginal and Torres Strait Islander Leadership in your school?

The main thing is to ensure that you provide leadership and growth opportunities to all students and that you have a whole school environment that is supportive and inclusive and sees value in all kinds of knowledge including cultural knowledge. By setting up an environment for everyone to feel welcome to lead, you will almost certainly attract students from many diverse backgrounds to leadership roles. The [Victorian Education Department](#) has great suggestions for ways to actively engage students and give them a voice.

- [Opportunities for Aboriginal and Torres Strait Islander Students and Children RAP Action page](#)
- Aboriginal and Torres Strait Islander Representation on [Committees RAP Action page](#)
- Reconciliation Project – [Student Committee curriculum resources](#)

Note: teachers are encouraged to consider some of “Key Messages” pertaining to reconciliation in education, which can be found under the [ITE tab of the Narragunnawali platform](#). A couple of “Key Messages” of particular relevance in the context of this enquiry might include:

It is important to recognise the relationship and yet distinctions between ‘Aboriginal and Torres Strait Islander education’ and ‘reconciliation in education.’ That is, Aboriginal and Torres Strait Islander education is focused primarily on supporting educational opportunities and outcomes for Aboriginal and Torres Strait Islander students. Reconciliation in education can encompass pedagogies and practices for supporting Aboriginal and Torres Strait Islander students' learning, but is further focused on engaging all students, staff, and indeed all members of the educational community with the importance of reconciliation, and Aboriginal and Torres Strait Islander peoples, histories and cultures.

It is important to appreciate that reconciliation is everybody’s responsibility, and for everybody's benefit, and should be driven in a [whole-scale](#) sense. (e.g. not only in the classroom but also around the school, and with the community).

We are in Taungurung country in the middle of Victoria and we have very few aboriginal children and no Aboriginal or Torres Strait Islander teachers. We'd love some great clips to help educate our children, while we are organising the engagement of some elders, do you have any suggestions?

The Narragunnawali resources provide some clips in their curriculum resources as they have outlined. For more specific local information I would recommend you get in contact with the [Taungurung Land and Waters Council](#). Perhaps even inviting them to be a (paid) guest speaker to your staff team to provide an overview of what services they provide and asking them their views on the best ways to incorporate local knowledge and art into the curriculum.

[Build Relationships with Community RAP Action page](#) (and consider some of the Victoria-specific organisations – such as [VAEAI](#) and [Reconciliation Victoria](#) – listed under the “Ideas for Action” tab of this RAP Action page).

A number of the [Narragunnawali curriculum resources](#), include film clips as stimuli, and there are a number of audio-visual resources listed within our suite of [subject-specific resource guides](#).

Further Resources for Educators

Please note to access the full suite of Narragunnawali or Be You resources you will need to be logged into your accounts.

Narragunnawali Resources

- ◉ [Narragunnawali home page](#)
- ◉ [All staff acknowledgement of country](#)

Be You Resources

- ◉ [Always be You](#)
- ◉ [Wellbeing Tools for You](#)
- ◉ [The Your Wellbeing factsheet](#)
- ◉ [Family Partnerships](#)
- ◉ [Always Be You](#)
- ◉ [Always Be You Action charts](#)
- ◉ [Become a Be You learning community](#)
- ◉ [Become a Be You Action Team Leader](#)