



Reconciliation Action Plan

31 March 2024–31 December 2025

REFLECT



RECONCILIATION
ACTION PLAN

REFLECT



Artist attribution



Sharing Knowledge

Acrylic on canvas

60cm x 45cm

by Davinder Hart

“Sharing knowledge is very important especially in Aboriginal culture. We have stories that teach us about our surroundings, our environment and how to care for them.

These stories are essential for the survival of Mother Earth and sharing knowledge through storytelling can allow us to continue to live in a sustainable way.”

This artwork consists of circles which represent the different mobs coming together and sharing with each other. It tells of the importance of sharing knowledge, a message passed on to Davinder by his Elders.



About the Artist

Davinder Hart is a First Nations artist from the southwest region of the Noongar people of Western Australia. He grew up in Adelaide before reconnecting with culture in New South Wales, and now lives in far-north Queensland. With knowledge passed down from his Uncles and Aunties he tells stories through his paintings. His paintings reveal traditional lessons around morals, ethics and values, as well as his own personal lessons along his cultural journey.

Acknowledgement of Country

Australian Council for Educational Research (ACER) acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional and Continuing Owners of the land and waters of Australia. We pay our respects to Elders, past and present and pay tribute to the wisdom, richness, diversity and resilience of First Nations peoples and cultures. ACER acknowledges the valued contribution of First Nations peoples in improving learning, education and research.

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A message from Karen Mundine

Reconciliation Australia welcomes the Australian Council for Educational Research to the Reconciliation Action Plan (RAP) program with the formal endorsement of its inaugural Reflect RAP.

Australian Council for Educational Research joins a network of more than 2,200 corporate, government, and not-for-profit organisations that have made a formal commitment to reconciliation through the RAP program.

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement. The program's potential for impact is greater than ever, with close to 3 million people now working or studying in an organisation with a RAP.

The four RAP types Reflect, Innovate, Stretch and Elevate – allow RAP partners to continuously develop and strengthen reconciliation commitments in new ways. This Reflect RAP will lay the foundations, priming the workplace for future RAPs and reconciliation initiatives.

The RAP program's strength is its framework of relationships, respect, and opportunities, allowing an organisation to strategically set its reconciliation commitments in line with its own business objectives, for the most effective outcomes. These outcomes contribute towards the five dimensions of reconciliation: race relations; equality and equity; institutional integrity; unity; and historical acceptance.

It is critical to not only uphold all five dimensions of reconciliation, but also increase awareness of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and leadership across all sectors of Australian society.

This Reflect RAP enables the Australian Council for Educational Research to deepen its understanding of its sphere of influence and the unique contribution it can make to lead progress across the five dimensions. Getting these first steps right will ensure the sustainability of future RAPs and reconciliation initiatives and provide meaningful impact toward Australia's reconciliation journey.

Congratulations Australian Council for Educational Research, welcome to the RAP program, and I look forward to following your reconciliation journey in the years to come.



Karen Mundine
Chief Executive Officer
Reconciliation Australia

A statement from Geoff Masters, AO

As an education research organisation, ACER understands the crucial importance of mutual understanding and effective relationships to individual wellbeing, successful learning and human flourishing.

We also understand the negative impacts social and economic barriers have on educational outcomes for many Australians, including many First Nations people. ACER's Reflect Reconciliation Action Plan is a statement of the organisation's commitment to build deeper mutual understanding and more effective relationships with First Nations peoples, as well as to promote the integration of First Nations' cultures, histories and knowledges into Australian educational processes.


ACER's reconciliation journey began with a Reflect RAP in 2012-13 and has included several partnerships to pursue objectives we set at that time. One partnership, which included First Nations writers, animators and actors, resulted in the ACER-initiated television series Little J and Big Cuz. That award-winning series was designed to promote two-way learning and to support First Nations children and their families as they transition into the world of formal schooling. Another partnership, with Studio Schools of Australia, has seen ACER develop learning frameworks for the middle and senior years of school to support the participation of First Nations students in remote communities across northern Australia. Through activities such as these, ACER has been building relationships, developing our levels of cultural understanding and competence, and partnering to promote the incorporation of First Nations' knowledges.

I thank the members of our RAP Working Party and the Burbangana Group for their leadership in developing this RAP and encourage everyone in the organisation to consider how they can contribute to the initiatives and objectives outlined in this plan.




Geoff Masters, AO
Chief Executive Officer
ACER

About ACER




ACER is one of the world's leading educational research centres. Since it was established in 1930, ACER has built a strong reputation as a provider of reliable support and expertise to education policymakers and professional practitioners.

Our mission is to create and promote research-based knowledge, products and services that can be used to improve learning across the lifespan.



ACER is incorporated in Australia with subsidiary organisations in India, Indonesia, the United Arab Emirates and the United Kingdom. These five organisations comprise the ACER Group. In Australia ACER is an independent, not-for-profit research organisation limited by guarantee.

ACER generates its entire income through contracted research and development projects, and by developing and distributing products and services. Our operating surplus is directed back into research and development.



ACER is committed to the UN Sustainable Development Goals, working in the education and development sector to strengthen education systems and improve educational outcomes for children in low- and middle-income countries.



Our clients and partners

ACER works with schools, tertiary education institutions, education departments, ministries of education, donor organisations, non-government organisations and industries around the world.

ACER is an official partner of the United Nations Educational, Scientific and Cultural Organization (UNESCO). We also work with a range of partners including the Australian Government Department of Foreign Affairs and Trade, Pacific Educational Quality Assessment Program, Asian Development Bank, British Council, Global Partnership for Education, and the Organisation for Economic Co-operation and

Development. In May 2021, ACER signed a long-term agreement with UNICEF for technical services related to the design, implementation, reporting and use of findings on large-scale national and regional learning assessments across the Asia Pacific region.

Services

ACER engages in a broad range of work, covering many projects relating to school education, higher education, the development sector, First Nations education, early childhood education and vocational, adult and workplace education. ACER offers services in assessment, research and support for education professionals.

Assessment

Assessment is now about identifying what learners know, understand and can do – in varying degrees of detail – to provide better evidence for educational decision making.

ACER has developed a Progressive Achievement (PAT) suite – a range of assessments, teaching resources and training – which is underpinned by the belief that all learners can be supported to demonstrate learning progress. More than half of all Australian schools use PAT to target teaching and improve student learning. PAT has been adopted as a jurisdictional tool by four states and territories. PAT assessments are also used by schools around the globe in various forms adapted to meet regional or school needs.

Research

ACER specialises in collecting and interpreting information to shape strategic decision making, from the early years to post-compulsory education. We assist educational decision makers at all levels to develop better understandings of educational challenges, opportunities and progress over time. We promote better outcomes for all learners through the identification and implementation of evidence-based policies and practices. Our research covers:

- *Early childhood* – Our research informs the provision of high-quality early childhood education and care that promotes holistic learning and development.
- *School* – We draw on our expertise in education policy, curricula, assessment, teaching, learning and leadership to generate evidence for change.
- *Tertiary and vocational* – We support policymakers, leaders, educators and learners in the tertiary, vocational, adult and workplace education sectors.
- *Specific areas* – In Australia ACER conducts research in specific areas such as English literacy, numeracy, STEM, 21st Century skills, well-being, First Nations education, digital literacy and leadership.

Support for education professionals

ACER provides professional development services including a course in Rasch Measurement Theory. During the COVID-19 pandemic, ACER built staff capacity to deliver online learning using quality online learning platforms across projects and across countries. ACER regularly hosts a Research Conference for global leaders in education practice, policy and research.

ACER publishes and distributes resources for education, psychology, organisational development, special needs and allied health practitioners. We also publish free downloadable resources for learners and educators. An example is the Science in the Early Years series to help preschool and Foundation to Year 2 educators incorporate the latest research into science learning and development into their teaching. The series includes four activities that educators can complete to develop young children's science inquiry skills and monitor their science learning.

ACER's Cunningham Library is a research level collection for Australian education and holds the most comprehensive and up-to-date collection of educational research documents in Australia, including 50,000 books, 400 Australian and overseas journal titles in print and more than 2,500 journal titles online; along with educational reports and conference proceedings. The collection includes information relevant to all education sectors, including early childhood, schools, higher education, vocational education and training (VET), and professional education, with some information relevant to psychology, counselling and human resources.

Our people

ACER has over 450 employees, 380 in Australia and 75 overseas. ACER's Australian workforce is employed in our offices in Adelaide, Brisbane, Melbourne, Perth and Sydney. ACER has an expanding international presence, with overseas offices in New Delhi, Dubai, Jakarta, Kuala Lumpur and London.

ACER has a culturally diverse workforce, the majority of whom are over 35 years old, as most research staff are recruited in mid-career after the completion of a PhD. Younger staff are mostly employed in Professional Resources and Corporate Services divisions. Because ACER staff appreciate the diversity of their work and the people they engage with, and because the work provides a strong sense of purpose, staff turnover is very low. This naturally limits recruitment opportunities.

The company is currently rebuilding a focus on equity, diversity and inclusion, developing a Diversity and Inclusion Strategy and Framework which focuses on gender equity, people with disability, people from culturally and linguistically diverse communities, LGBTQIA+ people and First Nations peoples. ACER has developed a Disability Inclusion Action Plan which will run concurrently with this RAP. The organisation currently employs one First Nations person.

Our reconciliation journey

ACER began its reconciliation journey with a Reflect RAP in 2012-13. While this early RAP stimulated a number of valuable activities within the company, the initial momentum it created was not sustained in the form of successive RAPs.

The impetus for developing a new RAP has largely been the interest and enthusiasm of the company's staff, along with strong endorsement by the senior leadership group. Initiatives already underway on procurement and cultural awareness will be integrated into and benefit from the wider strategic framework a RAP provides. One of these initiatives saw ACER become a member of Supply Nation in October 2021. ACER also revised the First Nations Peoples Cultural Competence training offered and ran monthly workshops from June 2022 to November 2023 and which are now ongoing. These workshops led to a decision to procure Acknowledgement of Country plaques for each of the five Australian offices. This involved consultation with local community in each region to ensure the wording of each plaque is appropriate and respectful.

In February 2022, ACER partnered with the Burbangana Group to co-design a process to develop a Reconciliation Action Plan which would take into account the company's geographical spread and the distinctive nature of our work and operating environment. We recognise that adequately engaging staff across the breadth of the organisation to develop their ownership of the RAP is essential. ACER adopted a staff survey as a valuable strategy early in the RAP development process to help set the scene for staff; offer them an early opportunity for input; provide a clear overview of the company to guide the development of the RAP, including organisational readiness and areas for particular attention; assess learning needs; and provide a baseline for research to measure impacts of the RAP.

A very large number of respondents considered a RAP as important or very important. Participants envisaged the RAP would have a range of meaningful impacts. The development within ACER of respect for

First Nations cultures, diversity, strengths, resilience and contribution to society; and the development of greater staff awareness of what reconciliation involves; were the likely impacts most highly chosen. Many envisaged a wider range of ACER staff being involved in developing sustainable relationships with First Nations organisations, professionals and communities.

Participants showed keen interest in making ACER a culturally safe workplace, which attracts and retains First Nations staff, and engages the expertise of First Nations peoples in research projects, through collaborations and partnerships. It was clear respondents want to ensure their work is well-informed, culturally competent and respectful. The staff survey provided an opportunity to discover more about relevant staff experiences and learning to date, and how staff perceive their current learning needs. Most respondents envisaged ACER taking leadership as a company committed to reconciliation.

In two successive RAP development workshops in May 2022 the RAP Working Group considered the implications of the staff survey and generated a list of actions and deliverables particularly relevant to ACER's work. These suggestions were later discussed and ranked according to their importance at this point in ACER's reconciliation journey. Three have been included in this Reflect RAP and it is envisaged that several others can be integrated into later ACER RAPs once the foundations for ACER's reconciliation journey have been established.

There are many reasons why ACER is developing a RAP. Reconciliation is significant to ACER as a not-for-profit, global organisation committed to a genuinely improved future for all. ACER aims to improve learning across the lifespan of all learners engaged in many different kinds of learning.

ACER was established in 1930. Early research conducted by ACER used language to describe a range of people, including First Nations

peoples and people with disability, which contemporary readers would find unacceptable. ACER recognises that acknowledgement of the colonial and racist attitudes sometimes evidenced in these publications is an important aspect of reckoning with our own history as an organisation as we embark further on our reconciliation journey.

As a lead organisation in Australian education, ACER has a responsibility to First Australians and to supporting truth-telling. We have a responsibility to be faithful to the history and the future of all Australians, for all Australians. A RAP will strengthen ACER's capacity for cultural and historical awareness in working to reach these goals.

ACER recognises we will be on a learning journey ourselves: developing ways of knowing and valuing; discovering what we have yet to learn and ensuring that opportunities are not missed because we 'do not know what we do not know'.

Our RAP champions

As we implement the RAP, the RAP Working Group intends to meet online at least quarterly and will aim to meet once a year in person. The responsibility for implementing the RAP is shared across the organisation. Representatives from operational areas who are accountable for implementing actions on the plan will report on progress to the ACER Diversity, Inclusion and Reconciliation Committee, comprising senior executive staff representatives. The Chair RAP Working Group will be the conduit for this reporting. The ACER Diversity, Inclusion and Reconciliation Committee will provide monitoring and oversight of the RAP, advising on resourcing implications, and the provision of bi-annual reporting to ACER Executive.

The RAP Working Group will provide advice, feedback and support in the implementation of RAP actions and ensure that commitments made in the RAP are met in a timely manner.

RAP working group

The initial RAP Working Group of seven (one member has now retired) which had been established to guide the RAP development, now incorporates an additional six participants from across the organisation who are keen to champion the project in their sphere of influence. This RAP Working Group comprises members from Melbourne, Adelaide, Perth, Brisbane and New South Wales.

Rachel Felgate	Senior Research Fellow (RAPWG Chair)	Adelaide/Tarntanya
Jo Brown	Chief People Officer	Melbourne/Naarm
Kelly-ann James	People and Culture Business Partner	Melbourne/Naarm
Julia Robinson	Senior Communications Advisor	Melbourne/Naarm
Lisa Norris	Senior Portfolio Manager	Melbourne/Naarm
Catherine McClellan	Deputy CEO (retired)	
Greta Rollo	Team Leader	Melbourne/Naarm
Celia McNeilly	Research Fellow	Brisbane/Meanjin
Lynn Sedy-Smithers	Research Fellow	Melbourne/Naarm
Toby Simmer	Administrative Officer/Project Officer	Perth/Boorloo
Adam Wardell	Research Fellow	Brisbane/Meanjin
Catherine Stuckings	Senior Advisor, Diversity and Inclusion	Sydney/Warrane
Tracey Frigo	Research Fellow	Melbourne/Naarm

Partnerships and current activities

Reconciliation SA

The Chair RAP Working Group is currently based in South Australia and attends the 'Reconciliation Industry Network Group: Education' (RING) quarterly meetings. The Education RINGs have been established in each state as one of the activities of the Narragunnawali Regional Engagement Program Partnership. The purpose of the group is to provide an open forum in which Reconciliation in education can be discussed and planned for. These meetings allow for exchanging of learnings and insights about education-focused reconciliation initiatives across the state.

Little J & Big Cuz

The ACER Foundation in partnership with Ned Lander Media, NITV, Screen Australia, Film Victoria, Screen Tasmania and the Australian Children's Television Network developed *Little J & Big Cuz*, an animated television series that aims to support First Nations children and their families as they transition into the world of formal schooling. The series is written by First Nations writers including Beck Cole, Jon Bell, Erica Glynn, Danielle MacLean, Bruce Pascoe and Dot West, with creative input from Margaret Harvey, Leah Purcell and Adrian Wills. It was designed by First Nations animator Tony Thorne, with a voice cast that includes Deborah Mailman, Miranda Tapsell, Aaron Fa'Aoso and the now late Ningali Lawford-Wolf.

It has been broadcast on NITV and the ABC in English, and has been revoiced in ten First Nations languages, Gija, Noongar, Torres Strait Creole, Palawa kani* Warlpiri, Arrernte, Walmajarri, Yawuru, Pitjantjatara and Djambarrpuyngu. Three seasons of *Little J & Big Cuz* have aired since 2017, with a fourth to be aired in 2024.

Designed as a school readiness initiative, the series was accompanied by the publication of over 300 free supporting classroom resources designed for preschool and early years teachers and a website which contains games and resources for children, families and teachers. In 2018, ACER reviewed the use of *Little J & Big Cuz* in early childhood, preschool and junior primary settings, producing a series of case studies in 2019 that revealed that using *Little J & Big Cuz* in education settings supported learners' emotional development and wellbeing, assisted language development and presented educators with many teachable moments. With support from SNAICC, educational content is aligned with the Australian Early Years Learning Framework. This also has positive implications in terms of reconciliation more broadly. The representation of Aboriginal and Torres Strait Islander characters in



*Palawa kani is a constructed language created by the Tasmanian Aboriginal Centre as a composite Tasmanian language based in reconstructed vocabulary from the limited accounts of the various languages once spoken by the eastern Aboriginal Tasmanians.



a production, such as *Little J & Big Cuz*, are helpful in supporting all young children to have positive understandings and reference points to First Nations children and families in the media that is both age and developmentally appropriate for the birth to five age range.

Ninti One

ACER has developed a strong partnership over more than 10 years with Ninti One, a First Nations-owned professional services organisation.

An example of our work together was a research project conducted in partnership with Ninti One and the National Indigenous Australians Agency (NIAA) an organisation committed to improving First Nations early childhood and education outcomes. This involved an evidence review and analysis of the Indigenous Advancement Strategy (IAS), Program 1.2: Children and Schooling, which related to the early years and education sectors.

This project had two main aims: to determine how current NIAA funding aligns with evidence and feedback on activities, priorities and outcomes; and to find out how the NIAA's role fits into the context of what their partner agencies (such as other Australian government, and state and territory agencies) are doing from a policy and investment perspective.

Australian Journal of Education Special Issue

The Australian Journal of Education (AJE) is an international peer-reviewed journal published by SAGE in association with ACER. The AJE publishes research conducted in Australia and internationally to inform educational researchers, as well as educators, administrators and policy-makers, about issues of contemporary concern in education. It includes research studies about education and articles that address education in relation to other fields.

In NAIDOC Week 2018, the Australian Journal of Education published a *Special Issue* titled *Aboriginal and Torres Strait Islander Women of Higher Degree: Standing on the Shoulders of Giants*.

The *Special Issue* edited by Dr Melitta Hogarth and Professor Tracey Bunda was inspired by NAIDOC's theme for 2018 'Because of Her We Can'. Selections for the *Special Issue* represented a range of First Nations women's positions including Elder warrior women's scholarship, younger women who were research higher degree students, ensured a spread throughout the nation to counter tendencies to be east coast centric, and supported writing that was not only traditionally academic but could also move to the poetic. The *Special Issue* celebrated how the achievements of First Nations women build on the persistence and support provided by those who came before them.

Learning Ground – Indigenous education research database

In 2010 the Cunningham Library initiated the *Learning Ground project*, to develop a First Nations education research database. *Learning Ground* holds over 10,500 searchable books, articles, conference papers and reports on Indigenous education from publishers in Australia and overseas.

Learning Ground spans early childhood, school education, post school education, adult learning, and encompasses areas such as cultural diversity, parent and community engagement, wellbeing, identity and oral language. It is an ideal first stop for policy makers, educators and graduate students and an ideal place for scholars to disseminate their work to national and international First Nations education communities.

Learning Ground has an X account (formerly Twitter) with over 4,000 followers.

ACER has been involved in a number of projects with First Nations communities and students. These include:

Indi Kindi A rapid review of the Moriarty Foundation's Indi Kindi, a holistic early-years program delivered in the remote Northern Territory communities of Borroloola, Robinson River, and Tennant



Creek and surrounding communities. Currently, 80 per cent of local children under five years-old attend regular Indi Kindi programs, leading to a recognisable impact on pre-school readiness and life outcomes. The review supported the Foundation's aim of establishing an evaluation framework that would generate evidence of impact made by the Indi Kindi program.

Yiramalay/Wesley Studio School A curriculum partnership between ACER and Wesley College in Melbourne to provide First Nations students in the Kimberley region of Western Australia with a senior-years program. The Yiramalay/Wesley Studio School, located about 400 kilometres from Broome on the Leopold Downs Cattle Station via Fitzroy Crossing, was the first full-time study opportunity for Years 10, 11 and 12 in the Fitzroy Valley when it was established in 2010. In the lead up to the school's opening, ACER worked with Wesley College to develop a new senior-years curriculum to be delivered on location at the Yiramalay/Wesley Studio School during terms two and three – the dry season – and in Melbourne for the remainder of the year.

Studio Schools Work with Studio Schools of Australia, a not-for-profit initiative co-designed and co-led by First Nations people, to establish a system of 'Studio Schools' in remote communities across northern Australia. This model is based on the success of the Yiramala/Wesley Studio School in the Kimberley region of Western Australia. ACER is helping to develop a Senior Years Learning Framework, based on our earlier work in the area.

Transition to high school: ACER has supported the SA Department for Education as it prepared to move Year 7 from the final year of primary school to the first year of secondary school in 2022, by identifying best practice in supporting students', particularly First Nations students', transition to high school.

South Australian Aboriginal contexts in science initiative ACER is involved in evaluating a new program, the *South Australian Aboriginal*

Contexts in Science Initiative, which has been rolled out in 10 secondary schools from three Nations: Kurna, Narungga and Ngarrindjeri.

Northern Territory culturally responsive schools ACER is involved in conducting school improvement reviews of Northern Territory Department of Education schools using the National School Improvement Tool (NSIT). The nine domains of the NSIT identify the practices of highly effective schools. In the context of schools serving Aboriginal and Torres Strait Islander communities, the review process celebrates the work of leaders, teachers and in-class support staff as they build and maintain positive and caring relationships with students and their families. Review reports reflect how leaders are building the capacity of teachers to deliver a highly contextualised curriculum using culturally responsive pedagogical practices. In this way, applying the lens of the NSIT complements the intent of the Australian Professional Standards for Teachers (particularly 1.4 and 2.4) and the recommendations contained in the AITSL report, *Building a culturally responsive Australian teaching workforce* (June 2022).



Relationships



Action 1 Establish and strengthen mutually beneficial relationships with First Nations stakeholders and organisations.

Deliverable	Timeline	Responsibility
Identify Aboriginal and Torres Strait Islander stakeholders and organisations within our local area or sphere of influence	May 2024	Chief Executive Officer
Research best practice and principles that support partnerships with Aboriginal and Torres Strait Islander stakeholders and organisations	May 2024	Head of Division, ERPD
Build relationships with First Nations stakeholders and organisations with whom partnerships can be developed	August 2024	Deputy CEO Professional Resources

Action 2 Build relationships through celebrating National Reconciliation Week (NRW).

Deliverable	Timeline	Responsibility
Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff	May 2024 and 2025	Director, Corporate Communications
RAP Working Group members to participate in an external NRW event	27 May–3 June 2024	Chair RAP Working Group
Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW	27 May–3 June 2024	Chief People Officer

Action 3 Promote reconciliation through our sphere of influence.

Deliverable	Timeline	Responsibility
Communicate our commitment to reconciliation to all staff	March 2024	Chief Executive Officer
Identify external stakeholders that our organisation can engage with on our reconciliation journey	November 2024	Chair RAP Working Group
Identify RA and other like-minded organisations that we could approach to collaborate with on our reconciliation journey	March 2024	Chair RAP Working Group

Action 4 Promote positive race relations through anti-discrimination strategies.

Deliverable	Timeline	Responsibility
Research best practice and policies in areas of race relations and anti-discrimination	September 2024	Chief People Officer
Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions, and future needs	September 2024	Chief People Officer

Respect



Action 5 Increase understanding, value and recognition of First Nations cultures, histories, knowledges and rights through cultural learning.

Deliverable	Timeline	Responsibility
Develop a business case for increasing understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights within our organisation	March 2024	Chief People Officer
Conduct a review of cultural learning needs within our organisation	1 April 2024 and 2025	Chief People Officer

Action 6 Demonstrate respect to First Nations peoples by observing cultural protocols.

Deliverable	Timeline	Responsibility
Develop an understanding of the local Traditional Owners or Custodians of the lands and waters within our organisation's operational area	November 2024	Director, Corporate Communications
Increase staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols	May 2024	Director, Corporate Communications

Action 7 Build respect for First Nations cultures and histories by celebrating NAIDOC Week.

Deliverable	Timeline	Responsibility
Raise awareness and share information amongst our staff about the meaning of NAIDOC Week	July 2024 and 2025	Chief People Officer
Introduce our staff to NAIDOC Week by promoting external events in our local area	June 2024	Chair RAP Working Group
RAP Working Group to participate in an external NAIDOC Week event	First week in July 2024 and 2025	Chair RAP Working Group

Action 8 Demonstrate respect for First Nations Cultural and Intellectual Property.

Deliverable	Timeline	Responsibility
Develop a policy or policies about First Nations Cultural and Intellectual Property	March 2025	ACER Commercial Lawyer



Opportunities



Action 9 Improve employment outcomes by increasing First Nations recruitment, retention and professional development.

Deliverable	Timeline	Responsibility
Develop a business case for Aboriginal and Torres Strait Islander employment within our organisation	March 2024	Chief People Officer
Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities	March 2024	Chief People Officer
Develop a First Nations recruitment, retention and professional development strategy	March 2024	Chief People Officer

Action 10 Scope opportunities to collaborate with wider Education sector stakeholders to support the evidence base behind reconciliation in education.

Deliverable	Timeline	Responsibility
Engage with Reconciliation Australia's Narragunnawali team to consider data/knowledge exchange opportunities, and cross-promotional research dissemination opportunities of interest	June 2024	Head of Division, ERPD
Work with the Narragunnawali team to meaningfully promote the platform including professional learning resources, webinars and events as a way of responding to the needs of their communities and pedagogy and assessments	June 2024	Director, Corporate Communications

Action 11 Increase First Nations supplier diversity to support improved economic and social outcomes.

Deliverable	Timeline	Responsibility
Develop a business case for procurement from Aboriginal and Torres Strait Islander owned businesses	April 2024	Chief Operations Officer



Governance



Action 12 Establish and maintain an effective RAP Working Group (RWG) to drive governance of the RAP.

Deliverable	Timeline	Responsibility
Form a RWG to govern RAP implementation	31 March 2024	Chair RAP Working Group
Draft a Terms of Reference for the RWG	31 March 2024	Chair RAP Working Group
Establish Aboriginal and Torres Strait Islander representation on the RWG	31 March 2024	Chair RAP Working Group

Action 13 Provide appropriate support for effective implementation of RAP commitments.

Deliverable	Timeline	Responsibility
Define resource needs for RAP implementation	April 2024	Chief Operations Officer
Engage senior leaders in the delivery of RAP commitments through the Diversity, Inclusion and Reconciliation Committee	April 2024 and every two months thereafter	Deputy CEO Professional Resources
Appoint a senior leader to champion our RAP internally	April 2024	Chief Executive Officer
Define appropriate systems and capability to track, measure and report on RAP commitments	August 2024	Chair RAP Working Group

Action 14 Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.

Deliverable	Timeline	Responsibility
Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important RAP correspondence	April 2024	Chief People Officer
Contact Reconciliation Australia to access the online RAP Impact Measurement Questionnaire	1 August 2024 and 2025	Chief People Officer
Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia	30 September 2024 and September 2025	Chief People Officer

Action 15 Continue our reconciliation journey by developing our next RAP.

Deliverable	Timeline	Responsibility
Register via Reconciliation Australia's website to begin developing our next RAP	September 2025	Chair RAP Working Group