

	DOBCEL Reconciliation Action Plan Working Group			
Date:	Friday November 3rd 2023 9:30 -11.00			
Venue:	Conference Room & VC Click here to join the meeting			
Present: Apologies:	Present: Jeanette Morris, Joe Ewing, Sarah Page, Tim O'Farrell, Matt Byrne, Kate Lawry, Tony Perkins, Bec Free (VC), Jo Bond, Apologies: Lee Schlooz, Sam Meerbach, Bernadette Luckman, Gina Bernasconi, Jo Huntley			
Meeting Intention	<ul style="list-style-type: none"> • An opportunity to listen to the perspectives of all attendees. • Familiarisation with the RAP process • Examine suggestions for action 			
Proposed Norms	<ul style="list-style-type: none"> • To speak honestly, but sensitively. • To recognise points of connection and respectfully acknowledge points of difference. • To keep in mind the needs and safety of all CEB colleagues. • Being present is a generous gift to the group. Leaving to be somewhere else at any time is completely understood. 			
Acknowledgement of Country & Prayer	Jeanette & Joe			
Pre task	Consider: <i>What is your story in relation to the idea of 'Reconciliation'?</i> <i>What brings you to this group?</i>			
Agenda Item	Speaker	Time	Minutes / Notes	Actions
Welcome Acknowledgement of Country Prayer	Jeanette Joe	10		
Objectives & Norms	Joe	5	Above norms presented as suggestions to the group and accepted.	
Yarning Circle	Jeanette	30	Jeanette led a yarning circle session giving all attendees to respond to the stimulus questions in the pre task.	
Summary of process	Joe	15	Exemplar RAPs Reconciliation Australia RAP Summary Joe briefly revised the RAP structure and then spent time deconstructing the 'Reflect' level RAP. These comprise 13 actions, in which organisations can choose appropriate / contextual deliverables. Must have include: a Reconciliation vision , relationship goals, respect goals, opportunities goals and governance goals. Time was spent looking at the RAPS os	Registration and online organisation to continue. (Joe)

			<p>similar and different kinds of organisations.</p> <p>Key point raised by Jo B - this is a RAP for Catholic Education Ballarat, not DOBCEL as a whole. Joe E confirmed that the RAP has been registered as CEB not DOBCEL. However, our sphere of influence includes encouraging schools to enter into RAPs and Fire Carrier covenants.</p>	
Possibility discussion.	Joe / All	20	<p>Where might suggested deliverables fit into the RAP structure?</p> <p>Briefly looked back at suggestions from our mid year staff meeting to see if there are some natural fits for any of the 13 actions.</p> <p>An observation was made that many of our current actions and observances fit into the RAP actions and will now be documented and formalised within this work.</p>	
Membership	All	10	<p>Most of the staff who had responded to the invitation were from the Catholic Education Team. Agreement that the group ideally needs a broader voice. Acknowledgement that attendance is a generous time commitment and noone in the organisation has RAP WP membership on their job description. The invitation remains open to anyone interested to attend the next meeting for as much time as they are able.</p>	
Resources & Reading	Jeanette	3		Jeanette to consider resources (some already discussed with Joe E), with all staff at the next meeting to be encouraged to add to folder.
Next Meeting		2	<p>Vision statement</p> <p>Collation of possible actions within the RAP areas.</p>	

Reflect RAP Actions

Relationships:

1. Establish and strengthen mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.
2. Build relationships through celebrating National Reconciliation Week (NRW).
3. Promote reconciliation through our sphere of influence.
4. Promote positive race relations through anti discrimination strategies.

Respect:

5. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.
6. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.
7. Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.

Opportunities

8. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development.
9. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.

Governance

10. Establish and maintain an effective RAP Working Group to drive governance of the RAP.
11. Provide appropriate support for effective implementation of RAP commitments
12. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.
13. Continue our reconciliation journey by developing our next RAP.

Recognised Actions	Suggested Deliverables
<p>Acknowledgement of country (non generic) Prayer that incorporates / celebrates First Nations culture Email footer Discussion Symbolism on documentation Staffing – Jeanette Work to contribute to the CECV action plan Movie watched by CEB Schools supported in their own RAP work External signage on Gilles St Message stick NAIDOC observation Review of library resources Coordination of funding to schools to support First Nations students Jeanette has advised on curriculum resources.</p>	<p>Our Physical Environment Flag poles Plaque Decal in entry More artwork / symbolism A visual acknowledgement of Country in each office A consistent addition to the email signature Indigenous planting</p> <p>Education / Training Cultural awareness training for all staff Clarity around appropriate terms and language. Asking questions respectfully. Information to help manage our understanding of differences between Nations and language groups. Learning about the names / boundaries of traditional lands. Opportunities for learning: cultural talk, films</p> <p>Resources Localised resources Resources available for ongoing learning. Reference in policies</p> <p>Structure Better visibility of inclusivity in the organisation ie job ads Employment opportunities for First Nations people. Inclusion and diversity role</p> <p>Language Language use Office spaces named with First Nations names / words Recognition of place names of our schools</p>

	<p>Gain insight Explore why First Nations populations student population might be low. Not tokenistic actions</p> <p>Authentic Relationship Development of relationship / consultation with communities / elders in each office location Visit local sites significant to First Nations people Dialogue</p> <p>Connection to our schools Learn from the work of our schools Assist schools with steps towards RAPs</p> <p>Embedding practices in our work</p> <p>A working party to examine this further</p>
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