



RECONCILIATION ACTION PLAN

JUNE 2023 -
JUNE 2024



RECONCILIATION
ACTION PLAN

REFLECT



VICTORIAN ASSOCIATION FOR
THE TEACHING OF ENGLISH



James Henry
Photography (2023).



Decolonising White (2016)
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ABOUT DEANNE GILSON

Dr Deanne Gilson is a proud Wadawurrung woman and an award-winning visual artist who lives and creates from her ancestral Country of Ballarat in Victoria.

Her multidisciplinary art practice interrogates the colonial disruption of her family and explores ways in which contemporary art can create a platform towards healing, acceptance and re-claiming back cultural identity, often drawing upon traditional knowledges of her ancestors. She recently completed her PhD at Deakin University, looking at defining Aboriginal women's business through contemporary art.

Instagram: @deannegilson

Website: www.deannegilson.com

ABOUT THE ARTWORK

“Decolonising White aims to reinstate traditional contemporary cultural knowledge after colonisation. White ochre sourced from my ancestral Country (Dja) of Ballarat in Victoria has been used to infer a white man's colonised state of being.

By placing the tree of knowledge over the state of white wash, I reclaim and strengthen my position as a strong Wadawurrung woman, who is reviving culture today. This is important to me, as it maintains knowledge for my future generations to come. It is the formal elements of painting and capacity of visual language that are allowing me to do this.

I have painted what I call a women's tree that I walk by everyday near my home. Each time I look at this old gum tree I sense my ancestral women surrounding it and giving me strength. The artefacts that I have scattered around the tree reference the traditional stone tools, baskets, adornments and hunting tools of the past, but also tell the story of the here and now. Many of the adornments are new ones I have made for tanderrum (dance ceremony) which I take place in every year with my children, family and other Kulin family groups. I am showing Aboriginal culture is not lost but being recaptured in the form of not only contemporary art practices, but also in ways that incorporate ceremonies and cultural heritage matters. These all form parts of 'Wadawurrung Dreaming' and our future 'Songlines'. The white history, although present, has not completely consumed the Aboriginal woman, mother, sister, auntie and daughter.”

STATEMENTS FROM THE VATE EXECUTIVE

DR JOANNE O'MARA, VATE PRESIDENT

The VATE Reconciliation Action Plan has the ambition of both building on our work towards reconciliation and truth-telling to date and deepening and expanding our commitment to First Nations peoples in our community.

When I was in secondary school, I was unaware that there were an estimated 250 languages and 600 - 700 dialectical variations spoken on this continent and surrounding islands before colonisation. I did not think of the place I was living on as Wurundjeri Woi Wurrung land, nor even realise how many words from Aboriginal languages named places around me: Warrigal, Tullimbar, Baranbali, Yarra, Billabong, Nunawading...

I now have a much deeper understanding and knowledge of the truth of this place: that we are living on unceded Aboriginal land, that Country is something more than a houseblock for purchase, the Frontier Wars in Australia were violent and brutal and there are historical and ongoing systematic acts of genocide towards Aboriginal and Torres Strait Islander peoples.

I would like to thank VATE Education Officer, Emma Jenkins, for her leadership, persistence, and passion in the development of this RAP. I would also like to thank VATE Executive Education Officer, Kate Gillespie, for her ever-intelligent, pragmatic and insightful leadership of VATE staff and the office, and the ever-present commitment she brings to realising the ambition of this RAP.

I look forward to walking with the VATE community towards Voice, Treaty and Truth.

KATE GILLESPIE, VATE EXECUTIVE EDUCATION OFFICER

When VATE'S Education Officer, Emma Jenkins, suggested we develop a Reconciliation Action Plan for VATE, I wondered what I might contribute. However, I soon reflected on the intellectual, political and emotional journey I have taken through my engagement with First Nations literature.

My total exposure to First Nations literature through my primary and secondary schooling was *The Rainbow Serpent*. At university, when we celebrated the Mabo win, I was reading Shakespeare and feminist literature. Only in my honours year did I read a text by a First Nations author. Ruby Langford Ginibi's memoir *Don't Take Your Love to Town* had a profound effect on me. It developed my understanding of the systematic trauma inflicted on our Aboriginal and Torres Strait Islander peoples, but also the resilience and joy of our First Nations people through their connections to community, to Country. I marvelled at Ruby's ability to find humour.

Through my teaching career we explored First Nations texts, non-Indigenous Australian texts, and canonical texts. We spent time reading the stories from the devastating and important 'Bringing them Home' report. All texts had equal standing. We must expose our students to the truth.

The English teaching community plays an important role in the process of reconciliation and truth-telling. Our business is language and the ways in which it can inform, persuade, move, and inspire. We are attuned to the imaginative dimensions of language – the texts we choose, the stories we explore with our students should encompass the spectrum of First Nations people and their experiences for a more reflective literary landscape.

In 2023 I am proud to work for an organisation that has taken the opportunity to develop a Reconciliation Action Plan. I am proud of the work and dedication shown by Emma Jenkins in leading the development of the RAP and ensuring it is robust, responsive and reflective of VATE's commitment to the objectives of reconciliation and truth-telling. I look forward to strengthening and expanding this commitment.

STATEMENT FROM CEO OF RECONCILIATION AUSTRALIA

INAUGURAL REFLECT RAP

Reconciliation Australia welcomes the Victorian Association for the Teaching of English to the Reconciliation Action Plan (RAP) program with the formal endorsement of its inaugural Reflect RAP.

The Victorian Association for the Teaching of English 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.

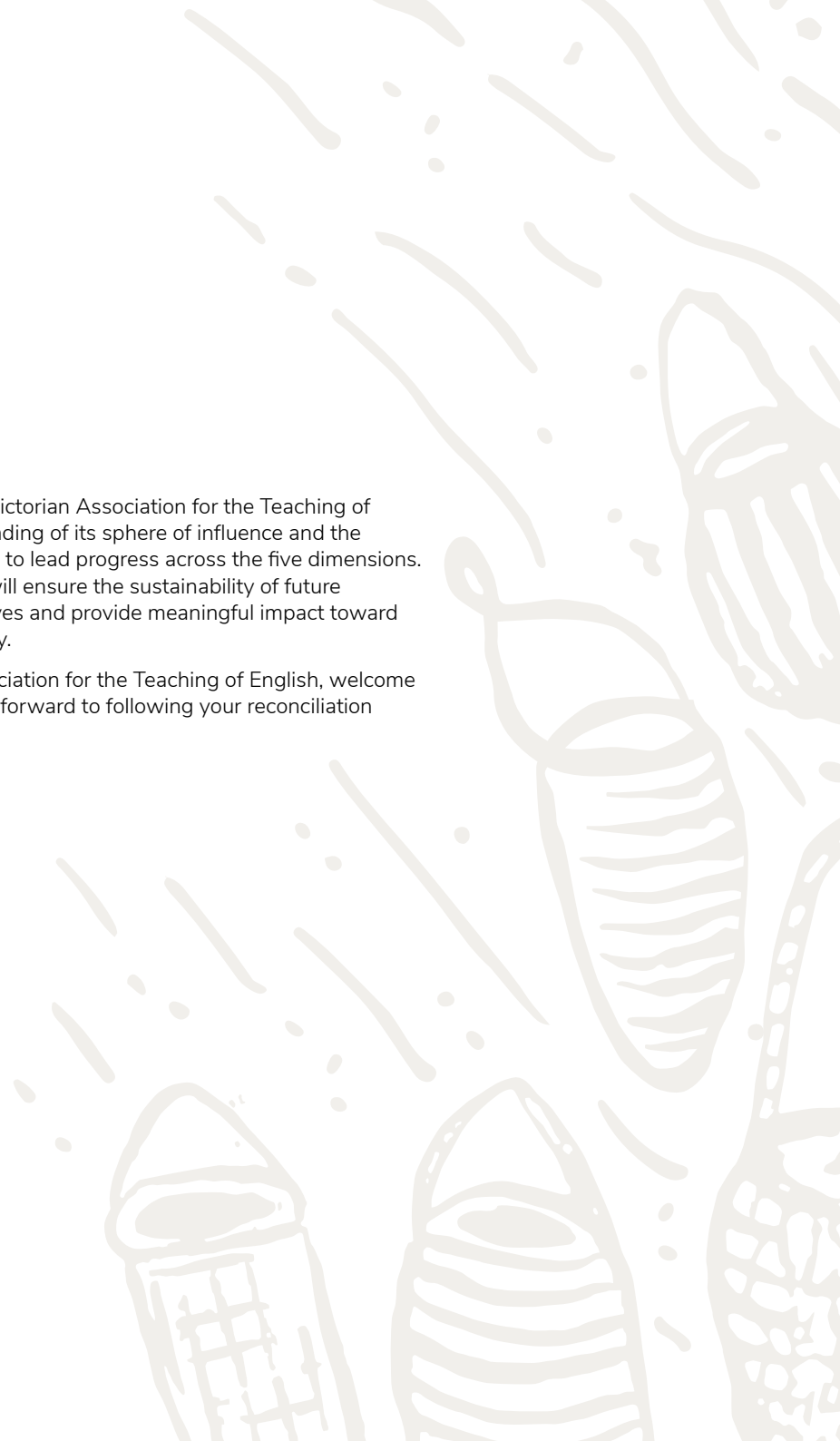
These outcomes contribute towards the five dimensions of reconciliation: race relations; equality and equity; institutional integrity; unity; and historical acceptance.

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 Victorian Association for the Teaching of English 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 Victorian Association for the Teaching of English, 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



OUR BUSINESS

The Victorian Association for the Teaching of English (VATE) is an independent, not for profit organisation that aims to foster quality teaching of English throughout Victoria.

Through professional networks, involving the sharing of narratives and learning about English teaching, as well as research, journals, professional learning, and other resources, VATE strives to nurture a community of teachers of English and teacher educators committed to the advancement of the profession. Our office is in Collingwood, Naarm.

VATE employs six staff and is under the governance of VATE Council, an elected body of ten individual representatives that guide the work of the Association. VATE exists as a community to support its members in the continued process of renewal necessary to engage with the dynamic nature of both the profession and the subject English. VATE has over 7500 English teaching members - extending to metropolitan, regional and rural areas of Victoria and across Government, Catholic and Independent education sectors. Whilst VATE personnel and membership have not been asked to identify if they are Aboriginal or Torres Strait Islander people, VATE's professional learning and student programs are developed to support the inclusion of Aboriginal and Torres Strait Islander voices, pedagogies and perspectives, and facilitate the reciprocal sharing of knowledge and understandings through workshops, forums and conferences. VATE convenes three committees that support the Council and personnel in fulfilling and enhancing their roles: the Curriculum Committee, the Publications and Communications Committee, and the Professional Learning and Research Committee.

As an Association, our purpose is to:

- Recognise and celebrate the Aboriginal and Torres Strait Islander peoples of Australia as the first teachers and storytellers, harnessing their wisdom, pedagogies and voices to create a fair and just society through our work as English teachers.
- Advocate for the English teaching profession in a range of educational contexts, as well as the wider public community.
- Lead opportunities to foster critical, creative and reflective thinking about English teaching and learning pedagogies and best practice research.
- Develop and provide policies and programs that underpin our advocacy work.
- Conceptualise, develop and nurture learning communities, professional networks, communities of practice, collaborative inquiry communities and other professional learning contexts which allow teachers to reflect collaboratively, creatively and critically on current practices and future directions for English teaching.
- Provide effective professional learning for teachers to ensure continued development and implementation of exemplary practice in the learning and teaching of English at state and national levels.
- Support the practical and theoretical work of teachers of English and support teachers in the dynamic professional landscape.
- Initiate, support, identify and disseminate research, publishing and quality publications based on exemplary teaching, learning and research.
- Develop strategic partnerships at state and national levels with other teaching and subject associations, bureaucracies, statutory bodies and organisations.
- Give practical recognition to the fundamental importance of English in the curriculum.

OUR RAP

At VATE, the student is at the centre of all that we do and developing this RAP is an important step in strengthening our commitment to enhancing visibility, promoting inclusivity and striving for equity of access to rich and responsive teacher and student learning opportunities.

Creating this RAP has allowed us to focus on the positive actions we can embed into our work, recognising the importance of the work we do as a subject association to encourage a fair, equitable and just society for the young people in our care. This begins with the right to an education that develops essential, critical and creative literacy and English skills. Subject English plays an important role in fostering a climate of reconciliation and providing a space for the voices of our First Nations people to be heard, understood and amplified. We look forward to making more deliberate actions toward our commitment to reconciliation illuminated by the development of our RAP.

Developing the RAP has provided us with an opportunity to reflect on the ways that VATE members and personnel can formalise their commitment to promoting reconciliation. The Education Officer has been appointed as RAP Champion given their involvement and connection with the development of programs across the whole Association and position on several of VATE's committees. VATE personnel are committed to productively contributing to creating a community that embraces social justice and reconciliation, and

to working in a manner that respects and values the beliefs, knowledges and understandings of Aboriginal and Torres Strait Islander peoples, their cultures, and histories. Our RAP Working Group consists of VATE members from VATE's Council; office personnel; our three committees; members from Catholic, Independent and Government education sectors; and metropolitan, regional and rural members. At present, we do not have any members who identify as Aboriginal and Torres Strait Islander people on our working group. Our intention is to approach our membership with an invitation to work with us on the implementation of RAP. We will seek guidance and advice from Aboriginal and Torres Strait Islander education bodies within our sphere of influence including Deakin University's NIKERI Institute; the Victorian Aboriginal Education Association; the Koorie Education Workforce; and Reconciliation Victoria.

Our RAP recognises that part of reconciliation with Aboriginal and Torres Strait Islander peoples involves a commitment to acknowledging the role of the English language as a tool of colonialism. We acknowledge that the notion of the study of subject English is aligned with the colonisation of Australia and commit to engaging in efforts to promote the decolonisation of school curricula, library bookshelves and educational pedagogies. We recognise the 'White man privilege'¹ inherent in the use of Standard Australian English and commit to challenging the notion of Standard Australian English as the only means in which communication can occur.

1 Hogarth, M (2019). Y is standard oostralin english da onlii meens of kommunikashun: Kountaring White man privileg in da kurrikulum. English in Australia (54)1, 5-11.

OUR PARTNERSHIPS AND CURRENT ACTIVITIES

VATE has a long history of engagement and partnership with Aboriginal and Torres Strait Islander peoples and is proud to have provided platforms to learn from and be inspired by local and national First Nations peoples.

Our flagship events – the annual Leadership Conference, Middle Years Conference and State Conference, as well as the National Conference – provide regular space for Aboriginal and Torres Strait Islander peoples to work with the VATE community and guide us with their work, research and leadership. Since our 2019 National Conference, we have been privileged to learn from: Distinguished Professor Larissa Behrendt; Tony Birch; Tony Briggs; Ali Cobby Eckermann; Dr Aleryk Fricker; Professor Marcia Langton; Thomas Mayo; Archie Roach; Professor Lynette Russell; and Cara Shipp. We have also worked with authors Gary Lonesborough, Adam Thompson and Ellen van Neerven to promote their work for study in the English classroom.

Our annual conference programs have been rich in encouraging the centring of the experiences of Aboriginal and Torres Strait Islander peoples, allowing subject English teachers an opportunity to facilitate learning and discussion about the ways they are privileging and amplifying Aboriginal and Torres Strait Islander voices in their classroom. Our member journal,

Idiom, and Education Officer ebulletin, *Agile*, also provide a regular space for discussion and sharing of ideas around First Nations texts, perspectives and pedagogies. Similarly, VATE regularly develops and promotes resources, texts and professional learning activities that enrich the teaching of Aboriginal and Torres Strait Islander histories and cultures including our own publications on the First Nations texts on the VCE Englishes curricula.

To reflect our commitment to social solidarity and our core values of equity, inclusion and social engagement, we donated funds to the Australian Literacy and Numeracy Foundation (ALNF) and The Smith Family from the profits from our State Conference in 2022. We are proud to align with charities that directly support and strive to improve the lives of marginalised people, including First Nations children. In April 2023, VATE issued a statement in support of the 'Yes' vote for the referendum on the First Nations Voice to Parliament which outlined the ways in which we would continue to advocate in support of the Yes campaign. Additionally, we will complement this with a student forum on the Uluru Statement from the Heart, to facilitate and enhance student understanding. Whilst our journey to reconciliation has become formalised through this RAP, we look forward to giving Aboriginal and Torres Strait Islander peoples agency in our work going forward.

RELATIONSHIPS

VATE recognises the importance of our membership and we pride ourselves on being an Association that is for members, by members.

We understand that strengthening our relationships with Aboriginal and Torres Strait Islander peoples and communities is essential if we wish to demonstrate our commitment to the reconciliation process. VATE commits to:

- Developing relationships with Aboriginal and Torres Strait Islander peoples, communities and organisations to allow for collaboration and the sharing of knowledge and understanding.
- Promoting reconciliation and positive connections between Aboriginal and Torres Strait Islander peoples, communities and organisations and the broader VATE community.
- Providing cultural safety for Aboriginal and Torres Strait Islander peoples – the young people in our care, their communities and our colleagues with whom we are sharing our journey of reconciliation.



ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
1 Establish and strengthen mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.	<ul style="list-style-type: none"> Identify Aboriginal and Torres Strait Islander stakeholders and organisations within our local area or sphere of influence. 	August 2023	LEAD: Executive Education Officer SUPPORT: Education Officer
	<ul style="list-style-type: none"> Research best practice and principles that support partnerships with Aboriginal and Torres Strait Islander stakeholders and organisations. 		
2 Build relationships through celebrating National Reconciliation Week (NRW).	<ul style="list-style-type: none"> Circulate Reconciliation Australia's NRW resources and reconciliation materials to our members and personnel. 	April 2024	Education Officer
	<ul style="list-style-type: none"> RAP Working Group members to participate in an external NRW event. 	27 May - 3 June, 2023, 2024	Education Officer
	<ul style="list-style-type: none"> Encourage and support members and personnel to participate in at least one external event to recognise and celebrate NRW. 	27 May - 3 June, 2023, 2024	LEAD: Executive Education Officer SUPPORT: Education Officer
3 Promote reconciliation through our sphere of influence.	<ul style="list-style-type: none"> Communicate VATE's commitment to reconciliation to all members and personnel. 	July 2023	VATE Council
	<ul style="list-style-type: none"> Identify external stakeholders that our organisation can engage with on our reconciliation journey. 	September 2023	LEAD: Executive Education Officer SUPPORT: Education officer
	<ul style="list-style-type: none"> Identify RAP and other like-minded organisations that we could approach to collaborate with on our reconciliation journey. 		
	<ul style="list-style-type: none"> Develop and implement a plan to raise awareness amongst all VATE members and personnel of our RAP commitments. 	July 2023	Education Officer
4 Promote positive race relations through anti-discrimination strategies.	<ul style="list-style-type: none"> Research best practice and policies in areas of race relations and anti-discrimination. 	December 2023	LEAD: VATE President SUPPORT: Executive Education Officer
	<ul style="list-style-type: none"> Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions, and future needs. 	November 2023	LEAD: VATE President SUPPORT: Executive Education Officer

RESPECT

VATE recognises that respect and understanding of the histories, traditions and cultures of Aboriginal and Torres Strait Islander peoples are essential in working toward reconciliation.

To demonstrate respect, VATE commits to proactively:

- Fostering an inclusive culture of respect and enabling members and personnel to develop a better understanding and awareness of the diverse cultures, histories and traditions of all Aboriginal and Torres Strait Islander peoples.
- Providing opportunities for all VATE members and personnel to learn about the Aboriginal and Torres Strait Islander peoples and communities of Victoria.
- Providing opportunities for local Aboriginal and Torres Strait Islander peoples to share knowledge, stories and ideas.
- Providing opportunities for Aboriginal and Torres Strait Islander peoples to share their teaching and learning techniques and pedagogies.
- Consciously and deliberately ensuring our professional learning programs are culturally appropriate and respectful.



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ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
<p>5 Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.</p>	<ul style="list-style-type: none"> Develop a business case for increasing understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights within our organisation. 	September 2023	LEAD: VATE President SUPPORT: Executive Education Officer
	<ul style="list-style-type: none"> Capture data that measures the current level of knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and achievements amongst our members and personnel. 	August 2023 November 2023 February 2024 April 2024	LEAD: Executive Education Officer SUPPORT: Education Officer
	<ul style="list-style-type: none"> Capture data that measures the current level of knowledge and understanding of Aboriginal and Torres Strait Islander teaching and learning pedagogies amongst our members and personnel. 		
	<ul style="list-style-type: none"> Conduct a review of cultural learning needs within our organisation. 	July 2023	Executive Education Officer
	<ul style="list-style-type: none"> Provide learning resources for members and personnel to further facilitate their own learning about Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights. 	June 2023	LEAD: Executive Education Officer SUPPORT: Education Officer
	<ul style="list-style-type: none"> Provide learning resources and support materials for members and personnel to access in order to assist in navigating discussions and making an informed decision about a constitutionally enshrined First Nations Voice to Parliament. 		
	<ul style="list-style-type: none"> Through VATE's internal publications, Idiom, VATE Village and Agile, support teachers in their delivery of the <u>Aboriginal and Torres Strait Islander histories and cultures cross curriculum priority</u> and the teaching of <u>Aboriginal and Torres Strait Islander perspectives</u>. 	July 2023 September 2023 December 2023 February 2024 April 2024	LEAD: Education Officer SUPPORT: Publications and Communications Officer
	<ul style="list-style-type: none"> Disseminate and promote best practice research into First Nations perspectives with a particular emphasis on research conducted by Aboriginal and Torres Strait Islander researchers and academics. 	April 2024 June 2024	LEAD: Executive Education Officer SUPPORT: Publication and Communications Officer
	<ul style="list-style-type: none"> Investigate an 'on Country' experience for VATE Education staff and Council members. 	September 2023	LEAD: VATE President SUPPORT: Executive Education Officer

ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
6 Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	<ul style="list-style-type: none"> Develop an understanding of the local Traditional Owners or Custodians of the lands and waters within our organisation's operational area. 	August 2023	LEAD: VATE President SUPPORT: Executive Education Officer
	<ul style="list-style-type: none"> Investigate a 'heritage walk' or tour of our local area for VATE Education staff and Council members. 		
	<ul style="list-style-type: none"> Investigate the inclusion of information about the Traditional Owners/Custodians of the lands where our office is located on the inside of our publications. 	June 2023	Executive Education Officer
	<ul style="list-style-type: none"> Increase the understanding of VATE members and personnel of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols. 	June 2023	VATE President
	<ul style="list-style-type: none"> Consult and seek engagement from Aboriginal and Torres Strait Islander Elders and Traditional Custodians to evaluate and provide recommendations about how we can incorporate culturally appropriate practices in our programs. 	August 2023	LEAD: Executive Education Officer SUPPORT: Education Officer
	<ul style="list-style-type: none"> Invite Aboriginal and Torres Strait Islander Elders and Traditional Custodians to provide opportunities for members and personnel to learn more about Aboriginal cultures, histories and achievements. 	August 2023	LEAD: Executive Education Officer SUPPORT: Education Officer
	<ul style="list-style-type: none"> Ensure our programs are culturally appropriate and respectful to Traditional Custodians and clearly demonstrate our commitment to reconciliation to members and personnel. 	August 2023 December 2023 March 2024 June 2024	Education Officer
	<ul style="list-style-type: none"> Introduce an option to include an Acknowledgement of Country in email signatures and on the website. 	June 2023	Executive Education Officer
	<ul style="list-style-type: none"> Commence member events and key internal meetings with either a Welcome to Country by a local First Nations Traditional Custodian or an Acknowledgement of Country by a staff and/or Council member or workshop presenter. 	June 2023	Events and Member Services Officer
7 Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	<ul style="list-style-type: none"> Raise awareness and share information amongst our members and personnel about the meaning of NAIDOC Week. 	July 2023	Executive Education Officer
	<ul style="list-style-type: none"> Introduce our members and personnel to NAIDOC Week by promoting external events in our local area. 	June 2023, 2024	Executive Education Officer
	<ul style="list-style-type: none"> RAP Working Group to participate in an external NAIDOC Week event. 	First week in July, 2023	LEAD: Executive Education Officer SUPPORT: Education Officer

OPPORTUNITIES

VATE recognises the importance of harnessing opportunities to collaborate with a diverse range of stakeholders, especially Aboriginal and Torres Strait Islander peoples.

As a voice for subject English teachers/educators, as well as a leader in the provision of professional learning in Victoria, VATE understands its responsibility to work in partnership with Aboriginal and Torres Strait Islander peoples. VATE commits to:

- Adapting our processes to facilitate increased engagement with our local Aboriginal and Torres Strait Islander communities.
- Providing more opportunities for Aboriginal and Torres Strait Islander peoples to be part of our work across all aspects of our Association.



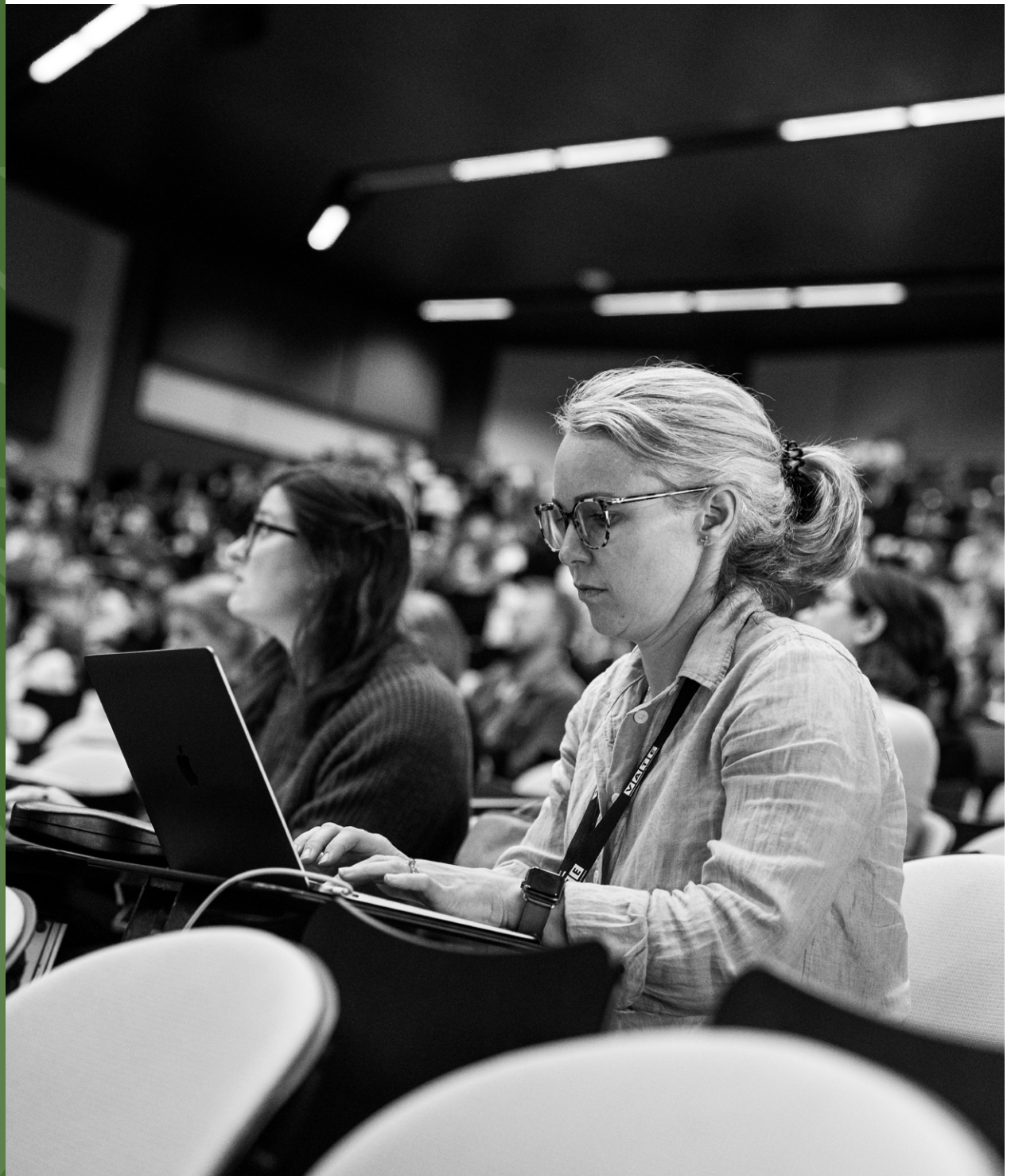
ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
<p>8 Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development.</p>	<ul style="list-style-type: none"> Develop a business case for Aboriginal and Torres Strait Islander employment within our organisation. Engage Aboriginal and Torres Strait Islander presenters, consultants, academics and contributors for VATE's various projects and opportunities. 	December 2023	<p>LEAD: Executive Education Officer SUPPORT: Finance Officer</p>
	<ul style="list-style-type: none"> Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities. Consider opportunities for work experience for Aboriginal and Torres Strait Islander students and pre-service teachers. 	December 2023	<p>LEAD: VATE President SUPPORT: Executive Education Officer</p>
	<ul style="list-style-type: none"> Explore partnership opportunities with businesses who offer training programs and educational opportunities with a focus on Aboriginal and Torres Strait Islander peoples and communities. Investigate Aboriginal and Torres Strait Islander organisations situated near VATE's office with a view to establishing partnership/s. 	December 2023	<p>LEAD: Executive Education Officer SUPPORT: Events and Members Services Officer</p>
<p>9 Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.</p>	<ul style="list-style-type: none"> Develop a business case for procurement from Aboriginal and Torres Strait Islander owned businesses. Investigate the continued support of the Indigenous Literacy Foundation at the VATE State Conference and other relevant contexts. 	August 2023	<p>LEAD: Executive Education Officer SUPPORT: Finance Officer</p>
	<ul style="list-style-type: none"> Investigate Supply Nation membership. 	July 2023	Events and Member Services Officer

GOVERNANCE

VATE understands the importance of accountability, transparency, integrity and good governance in achieving our RAP goals and making progress toward our commitment to reconciliation.

VATE commits to:

- Tracking RAP activities to ensure accountability and transparency within our Association and the wider English teaching community.
- Regularly reviewing our progress.
- Building support across all facets of our Association to assist in enabling a better understanding of reconciliation with a view to championing reconciliation in the English teaching community.



ACTION	DELIVERABLE	TIMELINE	RESPONSIBILITY
10 Establish and maintain an effective RAP Working Group (RWG) to drive governance of the RAP.	<ul style="list-style-type: none"> Form a RWG to govern RAP implementation. 	June 2023	Education Officer
	<ul style="list-style-type: none"> Draft a Terms of Reference for the RWG. 	June 2023	Education Officer
	<ul style="list-style-type: none"> Establish Aboriginal and Torres Strait Islander representation on the RWG. 	August 2023	Education Officer
11 Provide appropriate support for effective implementation of RAP commitments.	<ul style="list-style-type: none"> Define resource needs for RAP implementation. 	July 2023	LEAD: VATE President SUPPORT: Executive Education Officer
	<ul style="list-style-type: none"> Engage senior VATE personnel in the delivery of RAP commitments. 	June 2024	LEAD: VATE President SUPPORT: Executive Education Officer
	<ul style="list-style-type: none"> Appoint a senior VATE representative to champion our RAP internally. 	June 2023	Education Officer
	<ul style="list-style-type: none"> Define appropriate systems and capability to track, measure and report on RAP commitments. 	August 2023	LEAD: Education Officer SUPPORT: Executive Education Officer
12 Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	<ul style="list-style-type: none"> 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. 	June annually	Education Officer
	<ul style="list-style-type: none"> Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Measurement Questionnaire. 	1 August annually	Education Officer
	<ul style="list-style-type: none"> Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia. 	30 September annually	Education Officer
13 Continue our reconciliation journey by developing our next RAP.	<ul style="list-style-type: none"> Register via Reconciliation Australia's website to begin developing our next RAP. 	March 2024	Education Officer

ACKNOWLEDGEMENT OF COUNTRY

VATE acknowledges the Wurundjeri Woi Wurrung people of the Kulin Nation as the Traditional Custodians of the lands on which the VATE office is situated.

We recognise Aboriginal and Torres Strait Islander peoples as the first storytellers; and that knowledge transfer through storytelling is woven into the fabric of this Country. We acknowledge all First Nations peoples that make contributions to our teaching and learning communities.

We pay our respects to Elders from all nations – and to their Ancestors and Elders past and present.

CONTACT DETAILS

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