

Reconciliation Policy

NQS

QA1	1.1.2	Child-centred – Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
	1.2.1	Intentional teaching – Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
	1.2.2	Responsive teaching and scaffolding – Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
	1.2.3	Child directed learning – Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.

QA3	3.2.1	Inclusive environment – Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
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QA4	4.2.2	Professional standards – Professional standards guide practice, interactions and relationships.
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QA5	5.1.2	Dignity and rights of the child – The dignity and rights of every child are maintained.
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QA6	6.1.2	Parent views are respected – The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing.
	6.2.3	Community engagement – The service builds relationships and engages with community.

QA7	7.1.1	Service philosophy and purpose – A statement of philosophy guides all aspects of the service’s operations.
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National Regulations

Regs	155	Interactions with children
	156	Relationships in groups
	157	Access for parents

EYLF

LO1	Children feel safe, secure and supported
	Children develop knowledgeable, confident self-identities and a positive sense of self-worth
	Children learn to interact in relation to others with care, empathy and respect

LO2	Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
	Children respond to diversity with respect
	Children become aware of fairness

LO5	Children engage with a range of texts and gain meaning from these texts
	Children begin to understand how symbols and pattern systems work

Aim

The aim is to strengthen relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples, for the benefits of all Australians.

Related Documents

The Montessori Journey Philosophy

Centre Practice Procedure

Non-Discriminatory Multicultural and Inclusive Policy

Implementation

Understanding of reconciliation

Reconciliation is an ongoing journey that reminds us that while generations of Australians have fought hard for meaningful change, future gains are likely to take just as much, if not more, effort. In a just, equitable and reconciled Australia, Aboriginal and Torres Strait Islander children will have the same life chances and choices as non-Indigenous children, and the length and quality of a person's life will not be determined by their racial background. The vision of reconciliation is based and measured on five dimensions: historical acceptance; race relations; equality and equity; institutional integrity and unity. These five dimensions do not exist in isolation, but are interrelated. Reconciliation cannot be seen as a single issue or agenda; the contemporary definition of reconciliation must weave all of these threads together. For example, greater historical acceptance of the wrongs done to Aboriginal and Torres Strait Islander peoples can lead to improved race relations, which in turn leads to greater equality and equity.

Reconciliation at the Montessori Journey

The Montessori Journey acknowledges the traditional custodians of this land are the Quandamooka people, we pay our respects to the elders both past, present, and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia. We always remember that under the concrete and asphalt this land will always be traditional Aboriginal Land.

Reconciliation is woven into our educational program

The director and educators use different resources to incorporate reconciliation into our educational program in areas including:

- History
- Dance, drama and music
- Health and physical education
- Visual arts
- Science

In addition, we invite indigenous people every year to do a demonstration of their culture for all the children and staff.

Sources

National Quality Standard

Education and Care Services National Regulations (Queensland)

Early Years Learning Framework

Reconciliation Australia

Aboriginal and Torres Strait Islander Cultural Capability Framework

Early Childhood Australia

Review

This policy will be reviewed annually by:

- Director
- Employees
- Families
- Interested Parties

Last reviewed: October 2023

Date for next review: November 2024