

Doing Reconciliation Remotely: Tips for Taking Action towards Reconciliation in Online Classrooms, and via ‘Virtual’ Communities of Practice

While localised, place-based practice is often key to driving reconciliation in education, Reconciliation Australia understands the importance of accessibility and agility and, through the [Narragunnawali platform](#), is proud to be able to provide online spaces and services for teaching and learning about, and taking action towards, reconciliation.

[Signing up](#) to the Narragunnawali platform is entirely free for anyone, anywhere. We encourage you to become part of the Narragunnawali community whether or not you are formally connected to a school or early learning service, and whether or not your school or early learning service has committed to developing a Reconciliation Action Plan.

Reconciliation Action Plans

[Reconciliation Action Plans \(RAPs\)](#) are designed to be dynamic, living documents, which school and early learning service communities can develop via the Narragunnawali platform on a self-guided and self-paced basis.

Schools and early learning services are encouraged to think creatively about their [RAP Action](#) commitments, and about how these can be meaningfully applied in online classrooms and via ‘virtual’ communities of practice. For example, if your educational community has committed to the [Local Sites, Events and Excursions](#) Action, and are unable to physically visit sites of significance, consider exploring the ABC’s [This Place](#) series, or engaging in culturally responsive virtual tour opportunities such as Sydney Opera House’s [Guwany Walama: Aboriginal Perspectives of Bennelong Point](#) experience. Similarly, consider how [Acknowledgement of Country](#) practices may be able to extend beyond face-to-face contexts such as school assemblies to also include the sharing of Acknowledgement of Country statements on school websites, social media pages, e-signatures and e-newsletters. Given [the diversity of Aboriginal and Torres Strait Islander geo-cultural communities across Australia](#), it is possible that the Country on which one lives may be unique to the Country on which one’s school stands – acknowledging this is, in itself, a valuable learning opportunity. [Staff](#) and [students](#) who are working or learning from home may wish to develop their own personal Acknowledgement of Country statements, and set personal commitments to [caring for Country](#) in their home gardens, or through their home waste management practices.

Remember that, even after your RAP has been published, it is possible to continue to add and edit the [Goals and Deliverables](#) set against your RAP Action commitments to ensure that these remain as relevant and responsive to challenges, learnings and achievements experienced over time.

Where face-to-face meetings and morning teas are not possible for your RAP Working Group and wider [reconciliation network](#), consider getting together via web-conferencing tools such as [Zoom](#) or [Google](#)

[Hangouts](#) or trialing free options such as [Whereby](#). Such tools may also be able to be utilised for hosting group-based professional learning activities.

Professional Learning

Alongside the suite of RAP Action-aligned [professional learning resources](#) on the Narragunnawali platform, remember that each [RAP Action](#) page essentially serves as a professional learning resource in and of itself, incorporating a range of information, ideas and [illustrations of practice](#) to be inspired by.

Consider also registering for a [Narragunnawali webinar](#) to support your online learning. Each webinar is free to register for, and 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.

Curriculum Resources

While aligned to the (national) [Australian Curriculum](#) and [Early Years Learning Framework](#), each of the [curriculum resources](#) hosted on the Narragunnawali platform are designed to be adoptable and adaptable within unique local – and virtual – contexts. While typically written from the perspective of teachers, educators and RAP Working Group members, staff could consider downloading and updating these resources to re-write them from the perspective of their student audience, particularly where students are learning through self-guided online modules. Parents/carers can also freely access and adapt these curriculum resources to support learning in home-schooling contexts.

Beyond the Narragunnawali suite of curriculum resources, there are also a wealth of freely accessible, online resources shared through external platforms, examples of which are listed and linked to within the set of [Subject-Specific Resource Guides](#).

News, Social Media and Online Interactions/Events

Even while practicing physical social distancing, staying connected through signing up to [Narragunnawali News](#) and [joining our closed Facebook Group](#) are opportunities for continuing to share stories, ideas and inspiration across a community of practice dedicated to driving reconciliation in education.

Exploring the interactive [Who has a RAP? map](#) is another means of drawing inspiration from, and drawing connections between, the Narragunnawali community of practice, as is engaging with the [Narragunnawali Awards](#) success stories. Your school or early learning service might also like to initiate its own internal [Reconciliation Awards](#) system, with dedicated awards for activities such as ‘The most innovative online [Reconciliation Project](#).’

Questions/Suggestions

Please [contact us](#) should you have any questions or suggestions that you would like to run past our team regarding doing reconciliation remotely – while the Narragunnawali team is a small group of 6 teachers and educators, we’re dedicated to supporting all schools and early learning services across the country, and are only ever an email, phone call or LiveChat message away! No matter where you are in Australia, remember that, when it comes to reconciliation, [we’re in this together!](#)