Narragunnawali
Reconciliation in Education

Curriculum Audit & Planning template

Use this template, in collaboration with First Nations staff, parents, carers and community members, to examine the extent to which Aboriginal and Torres Strait Islander content and perspectives are included in your curriculum. This template can also be used to identify opportunities for strengthening the representation of Aboriginal and Torres Strait Islander histories, cultures and contributions in the curriculum.

As it may support both planning and evaluative processes, complete this Curriculum Audit & Planning template at the beginning of your learning activity/experience planning as well as at the conclusion of the learning activity/teaching period.

Below is a recommended process for using this resource:

1. Complete the audit template on pages 2 and 3 of this document, keeping in mind the principles, practices and learning outcomes of the Early Years Learning Framework, or the My Time, Our Place framework and how they foster understanding of Aboriginal and Torres Strait Islander ways of knowing, being and doing.

2. Engage with the Evaluating Resources professional learning resource to critically reflect on the curriculum resources and activities you have selected to support teaching/learning about Aboriginal and Torres Strait Islander content and perspectives.

3. Reflect on any gaps or opportunities for improvement in your curriculum plan, or in your personal/professional knowledge about Aboriginal and Torres Strait Islander histories and cultures. To continue your learning journey, explore the guiding information and ideas within Narragunnawali resources such as the RAP Actions, the range of RAP Action-aligned professional learning resources, and the suite of Subject Guides.

RECONCILIATION AUSTRALIA

Curriculum Planning: Aboriginal and Torres Strait Islander content and perspectives
Curriculum activities/learning experiences:
To what extent are Aboriginal and Torres Strait Islander content and perspectives included in this teaching/learning activities and wider curriculum?
Below are some questions to help guide your reflection: Where, how and why are Aboriginal and Torres Strait Islander content and perspectives being included in your curriculum (e.g., are they integrated throughout the activities; the focus of the activities; in some reference; or not at all)? More generally, how often are teaching/learning activities including Aboriginal and Torres Strait Islander histories, cultures and contributions incorporated in your wider curriculum (e.g., daily, weekly, monthly, annually, or not at all)? To what extent does the teaching/learning activity demonstrate active attention to connections between Aboriginal and Torres Strait Islander content and perspectives and the Early Years Learning Framework or the My Time, Our Place Framework and National Quality Standard (e.g., you might like to start by describing how Principal 4 - *Respect for Diversity* and Principle 5 - *Ongoing Learning and Reflective Practice* of the Early Years Learning Framework and Element 6.2.3 - *Community Engagement* of the National Quality Standard are reflected in the curriculum activity)?

Opportunities
What opportunities exist to improve the inclusion of Aboriginal and Torres Strait Islander content and perspectives in this teaching/learning experience or your wider curriculum?
Below are some questions to help guide your reflection: What are some suggestions and ideas of how and why to further include Aboriginal and Torres Strait Islander content and perspectives in the activity or learning experience, or across your wider curriculum? How might these ideas also meaningfully tie back to the principles, practices and learning outcomes of the Early Years Learning Framework or the My Time, Our Place framework and the expectations of the National Quality Standard? What personal or professional learning focus areas and opportunities might you engage with to improve your comfort, confidence and competence in designing and delivering curriculum plans and activities that include Aboriginal and Torres Strait Islander content and perspectives?