

# Innovate Reconciliation Action Plan

## October 2019 - October 2021



RECONCILIATION  
ACTION PLAN

INNOVATE



Independent  
Education  
Union **QLD & NT**

# Message from Reconciliation Australia

On behalf of Reconciliation Australia, I am delighted to see Independent Education Union of Australia (QLD and NT Branch) continue its reconciliation journey and to formally endorse its second at the Innovate level.

Through the development of an Innovate RAP, Independent Education Union of Australia (QLD and NT Branch) continues to play an important part in a community of over 1,000 dedicated corporate, government, and not-for-profit organisations that have formally committed to reconciliation through the RAP program since its inception in 2006. RAP organisations across Australia are turning good intentions into positive actions, helping to build higher trust, lower prejudice, and increase pride in Aboriginal and Torres Strait Islander cultures.

Reconciliation is no one single issue or agenda. Based on international research and benchmarking, Reconciliation Australia, defines and measures reconciliation through five critical dimensions: race relations; equality and equity; institutional integrity; unity; and historical acceptance. All sections of the community—governments, civil society, the private sector, and Aboriginal and Torres Strait Islander communities—have a role to play to progress these dimensions.

The RAP program provides a framework for organisations to advance reconciliation within their spheres of influence. This Innovate RAP provides Independent Education Union of Australia (QLD and NT Branch) with the key steps to establish its own unique approach to reconciliation.

Through implementing an Innovate RAP, Independent Education Union of Australia (QLD and NT Branch) will strengthen its approach to driving reconciliation through its business activities, services and programs, and develop mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders.

We wish Independent Education Union of Australia (QLD and NT Branch) well as it embeds and expands its own unique approach to reconciliation. We encourage Independent Education Union of Australia (QLD and NT Branch) to embrace this journey with open hearts and minds, to grow from the challenges, and to build on its successes. As the Council for Aboriginal Reconciliation reminded the nation in its final report:

“Reconciliation is hard work—it’s a long, winding and corrugated road, not a broad, paved highway. Determination and effort at all levels of government and in all sections of the community will be essential to make reconciliation a reality.”

On behalf of Reconciliation Australia, I commend Independent Education Union of Australia (QLD and NT Branch) on its second RAP, and look forward to following its ongoing reconciliation journey.



Karen Mundine  
Chief Executive Officer  
Reconciliation Australia



# RAP Caretaker's Statement 2019-2021 RAP

The word "innovate" means "making changes in something established, especially by introducing new methods". In many respects, the co-development and implementation of our first Innovate Reconciliation Action Plan was a creative collaboration for cultural change within our Union based on:

- Recognition and acceptance of the truth of Aboriginal and Torres Strait Islander peoples' loss and circumstance through continuing dispossession in its many forms;
- Demonstrated understanding that the most genuine basis for reconciliation can only be found in truth-telling; and
- Our being held openly accountable for progressing habitual reconciliation through jointly planned, practical, measurable, and reported acts and gestures.

As we embark on the next leg of our Reconciliation journey via the launch of our second Innovate Reconciliation Action Plan, we pause to consider that this launch occurs as our Union celebrates 100 years of operation.

While issues of social justice have long been of significance to our Union, our first 100 years has not been characterised by a strong and consistent presence of First Peoples as members. Like so many organisations, we have not operated with an explicit inclusion of this country's First People. Over our Union's next 100 years, we will reconcile and not waiver from serving the interests of ALL across the diversity of our membership.

Having put in place organisational markers and benchmarks of cultural change courtesy of our first Action Plan, the challenge of our second Action Plan then is moving beyond acts and gestures to co-designing with Aboriginal and Torres Strait Islander members practical Union outputs that can be measured in terms of positive social impact in the working and after-hours lives of our members.

Our Union strength is in marshalling and focusing the collective efforts of over 17,500 diverse groups of teachers, support staff and ancillary staff in non-government education institutions across Queensland and the Northern Territory to make positive change in our members' workplaces, communities and societies.

Our Union effort for progressing Reconciliation through habitual jointly planned, practical, measurable and reported actions will hold us openly accountable.

In the raw face of this challenge, I am appreciative and respectful of the opportunity to act as caretaker of the growing Reconciliation legacy we are embedding in the moral and cultural fibre of our proud Union.

I commit this Reconciliation Action Plan to members, volunteers, employees, executive body and our Action Plan partners with the shared understanding that this Action Plan is a confident and non-negotiable next step on this Union's journey of Reconciliation.

A handwritten signature in black ink, appearing to read 'T. Burke', written in a cursive style.

Terry Burke  
RAP Caretaker and Branch Secretary

# Shared Stories

*"...we seek that moment in the ceremonial cycle where all is equal and in balance. Where older men have guided the younger ones and, in turn, taken knowledge from their elders; where no one is better than anyone else, everyone is equal, performing their role and taking their duties and responsibilities – then the ceremony is balanced and the clan moves in unison: there is no female, no male, no little ones and no big ones; we are all the same."*

*Galarwuy Yunipingu, The Monthly, December 2008*

Unions are about diverse groups of people working together and supporting each other to improve their lives. This commitment goes beyond industrial matters like wages and conditions – it is about using our collective strength to make positive changes in our workplace, our community and our society.

Nowhere is this synergy between the underlying principles of unionism and the history of Australia's First People more evident than in the story of Wave Hill, Vincent Lingiari and the Gurindji people [1].

Wave Hill Station is located approximately 600 kilometres south of Darwin in the Northern Territory. In the 1960's, the station was run by a British pastoral company (Vestey's) and staffed primarily by local Aboriginal people from the Gurindji and other clans from the surrounding areas.

Working and living conditions for these workers were very poor. Their wages were controlled and not at all equal to those received by other employees.

In 1965, Aboriginal workers made an attempt to obtain equal wages through standard legal processes, but in March 1966, the Conciliation and Arbitration Commission determined that the introduction of award wages would be delayed.

In protest, Vincent Lingiari, a Gurindji spokesman, led a walk-off of 200 Aboriginal stockmen, house servants, and their families. This strike formed part of a widespread campaign begun by workers on Brunette Downs Station and was widely supported by other Australians, including unionists.

The protesters camped at Wattie Creek (Daguragu) and petitioned the Governor-General to return some of their traditional lands to develop a cattle station. Leaders also toured Australia to raise awareness.

In 1972, Prime Minister Whitlam announced that funds would be made available for the purchase of properties that were not on reserves, and Lord Vestey offered to surrender 90 square kilometres to the Gurindji people.

Daguragu was acquired by the Aboriginal Land Fund Commission and, on 16 August 1975, Prime Minister Whitlam transferred leasehold title to the Gurindji, symbolically handing soil to Vincent Lingiari.

The Gurindji campaign was an important influence on the events leading to passing the Aboriginal Land Rights Act (Northern Territory) 1976.

*"The future is my responsibility. I have brought my family back around me, taking what we can from where we can, working with people who will help us practically and in an honest way."*

# The Fig Tree

Before the arrival of Europeans, First Nations people lived in extended family groups, sometimes referred to as “clans”. Each clan formed part of a larger community of people who spoke the same language.

Each clan lived within their own territory and moved from camp to camp throughout the year as the season changed and new food sources became available. This movement was not aimless wandering, but a strategic response to changes in the natural environment.

While First Nations people of Queensland and The Northern Territory traditionally made use of many different plants, in accordance with their availability in different areas, the fig tree was particularly useful.

Not only are the fruits of all species edible, the inner bark of many species was used to make twine for dilly bags and fishing nets. The timber is also soft and spongy and relatively easy to work into coolamons, shields, and dug-out canoes. Fire could be made by twirling a sharpened hardwood stick between the hands against the softer dead fig wood and the milky sap was used as a natural latex to cover wounds [2].

The fig tree is unique in that several species have distributions that extend throughout both Queensland and The Northern Territory. As the Queensland and Northern Territory Branch of the Independent Education Union, we feel that this makes the fig tree a particularly apt graphic metaphor for use throughout our RAP.

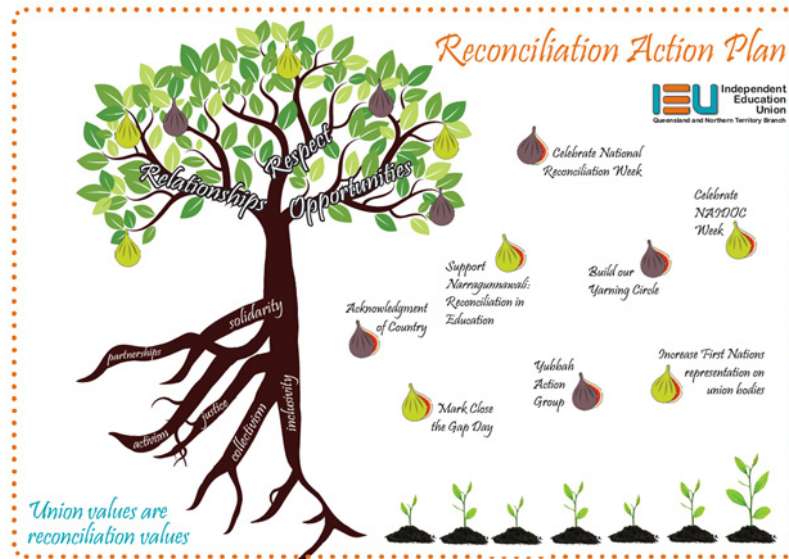
The roots and trunk of the fig tree represent the shared values of First Nations People and the union movement.



These include, but are not limited to: Solidarity, activism, justice, collectivism, inclusivity, social justice and partnerships.

The three main branches of the tree represent the three focus areas of the Reconciliation Action Plan: Relationships, respect and opportunities.

The leaves of the tree represent the multitude of individuals from diverse cultural backgrounds working together to generate the conditions and resources required for the tree to grow strong, bear fruit and set seed.



[1] Text modified from: National Archives of Australia, The Wave Hill 'walkoff' Fact Sheet 224, available from <http://www.naa.gov.au/collection/fact-sheets/fs224.aspx>

[2] The\_Royal\_Botanic\_Gardens\_and\_Domain\_Trust. The significance of native plants and the site of the Royal Botanic Gardens to Aboriginal culture. 2015 2nd November 2015]; Available from: [https://www.rbg Syd.nsw.gov.au/welcome/royal\\_botanic\\_garden/tours\\_education/self-guided\\_tours/aboriginal\\_heritage\\_walk](https://www.rbg Syd.nsw.gov.au/welcome/royal_botanic_garden/tours_education/self-guided_tours/aboriginal_heritage_walk)

# Our Vision for Reconciliation

Our vision for reconciliation is one where our organisation and its members actively organise and persistently work together with First Nations People, and their communities, to articulate and act on issues of interest and significance to all.

We will know we have achieved reconciliation when First Nations members are represented on all of our union committees and workgroups and we routinely organise members to act on issues of relevance and significance to First Nations people.

When we succeed in achieving reconciliation, our Yarning Circle will be a strong and vibrant gathering of committed First Nations activists who set a clear agenda for union activity and, from which, leaders emerge.

## Our Business

Our core business is to provide members with the support and resources they require to raise issues of interest and significance to them, and effect change that has a positive impact on their quality of life, and that of the students under their care.

Fundamentally, Unions are about diverse groups of people working together and supporting each other to improve their lives. This commitment goes beyond industrial matters like wages and conditions – It is about using our collective strength to make changes in our workplace, our community and our society.

IEUA-QNT is a trade union which organises over 17,500 teachers, support staff and ancillary staff in non-government education institutions in Queensland and the Northern Territory, giving them a collective voice on issues that matter. We have offices in Brisbane, Bundaberg, Darwin, Rockhampton, the Sunshine Coast, Toowoomba, Townsville and the Gold Coast and are led by an executive of 34 elected members who are supported by member committees and 60 IEUA-QNT staff, one of whom identifies as Aboriginal and/or Torres Strait Islander.

As individuals, our members have access to services and resources such as training and development programs, legal and industrial advice and services, professional indemnity insurance, and the opportunity to engage in professional development programs such as our teacher-exchange program and workshops in areas as diverse as navigating teacher registration requirements and meeting the requirements for certification as Highly Accomplished and/or Lead Teacher.

As an organising union however, we also provide members with the resources and support that they require to act on a wide range of issues that resonate beyond the classroom. In the non-government education sector, this includes not only industrial and professional issues, but also broader sociocultural phenomena that impact on the lives of both education professionals and the students under their care.

Our union has a proud history of working collaboratively with a wide range of other non-government groups and is a founding member of public interest groups such as the Queensland Community Alliance and Teachers for Refugees. We prepare submissions to various state and federal inquiries relating to policy and legislation that directly and indirectly affects the work of teachers, and the industrial and sociocultural environment in which they perform it.

Our First Nations members are a strong and significant component of IEUA-QNT's membership. In recent years, our Yarning Up sessions have provided a forum for planning activities as diverse as writing submissions to various State and Federal Inquiries to sharing teaching resources and forming professional networks.

# Our RAP

Our First Nations members are a strong and significant component of our membership. The cultures, histories and achievements of First Nations People are an integral feature of the geographic and sociocultural landscape in which we all live and work that can, and should, be acknowledged at all points of contact, whether this is with organisers, chapter representatives or other union staff.

As a union of education workers united by a shared desire to perform work that enhances quality of life for teachers and support staff in non-government education institutions, IEUA-QNT recognises the fundamental importance of a formal commitment to reconciliation.

Respectful and constructive relationships between First Nations People and Australians from other cultural backgrounds require acknowledgement that many of the challenges faced by current generations have their genesis in unfair, unjust policies and practices of colonisation and repairing the psychological, social and economic damage arising from these policies and practices is a long-term undertaking.

Within this context, our commitment to reconciliation is a natural extension of our broader commitment to social justice and, therefore, something that can and should be evident at all levels of our operation: From formal Acknowledgement of Traditional Owners at the commencement of meetings through to engagement with issues that affect First Nations members in endeavors as broad as enterprise bargaining and as personal as providing legal advice to an individual.

The actions incorporated within our RAP outline our belief that building and maintaining meaningful engagement with First Nations members and their local communities is an important and necessary step to achieving reconciliation in Australia.

Our working group consists of a combination of members, union officers and other interested individuals. In developing our second RAP, our collective goal is to consolidate, strong, respectful relationships between ourselves, as individuals, and translate these into broader collective actions that promote and enhance reconciliation.

Given our locus of influence, we also believe that we have an ethical and professional responsibility to positively influence the perceptions and behaviours of future generations by working with members to support the process of reconciliation within their own school communities.

Our RAP is championed internally by our Branch Secretary, who is charged with the responsibility of ensuring that all staff have a role in enactment of our RAP.

# Yubbah Action Group Members

When we wrote our first RAP in 2016, we formed a RAP Working Group. That group oversaw development and implementation of our 2016-2018 RAP and became a formal union committee in 2018. To mark the transition, the group adopted the name Yubbah Action Group.

“Yubbah” is the Noonuccal word for “message stick” and was adopted to reflect the history of IEUA’s message stick donated by Aunty Thersa Nunn (Noonuccal woman, Quandamooka Elder and Working Group member) and passed throughout our range of operation as a means of launching our inaugural RAP.

In 2019, the Yubbah Action Group held a special daytime meeting on Monday 27th May, to draft our second RAP. The group composition has changed from it’s original incarnation in 2016. While some members of the group are continuing the journey begun in 2016, we also welcome some new members including both additional IEUA-QNT staff and additional First Nations members.



# Current Group Members:

- **Terry Burke**, Branch Secretary & RAP Caretaker, IEUA-QNT
- **John Anderson**, Executive Director, Pi-CaTS, Nywaigi and Mamu man
- **Barbara Dewis**, IEUA-QNT Member & Teacher, Villanova College, Torres Strait Islander woman
- **Maud Gorham**, IEUA-QNT Member & Indigenous Support Worker, St Mary of the Cross School, Cherbourg woman
- **Mykeala Campanini**, Communications Officer, IEUA-QNT
- **Erin McDonald**, IEUA-QNT Member & Deputy Principal, Hymba Yumba, Gurrang Gurrang & Mer Island woman
- **Nick Holliday**, Organiser, IEUA-QNT
- **Patrick Meikle**, Organiser, IEUA-QNT
- **Adele Schmidt**, Research Officer, IEUA-QNT
- **Cherie Wills**, Growth Organiser, IEUA-QNT
- **Danielle Wilson**, Industrial Officer, IEUA-QNT
- **Jengis Osman**, Organiser, IEUA-QNT

# Key Learnings, Challenges & Significant Changes from our Preceding RAP

Since launching our first RAP in 2016, our union has made significant progress in terms of developing our capacity to support reconciliation. Some actions from our 2016-2018 Innovate RAP have become entrenched parts of our daily business (e.g. publication of a calendar of Significant Dates and Events that is distributed to members at the commencement of each school year, inclusion of Acknowledgements in e-mail signature blocks) and we are ready to turn our minds and hearts to new actions and undertakings that can further the cause of reconciliation within our organisation and - perhaps most importantly - the communities in which we carry out our work.

At the same time, we recognise that First Nations People have themselves been organising and taking action on issues that resonate with them. In particular, we note the emergence of place-based social change as a movement initiated by First Nations People, through The ChangeFest Network. We also acknowledge that the movement has bipartisan support and is therefore likely to change the way that governments at all levels interact with First Nations People.



As an organisation that is committed to social justice, we see the emergence of the place-based social change movement as an exciting opportunity to challenge ourselves to engage more fully with First Nations members and work collaboratively to achieve mutual goals. In undertaking this work, we recognise that the nature and extent of our commitment to reconciliation must necessarily change focus from relatively simple acts of respect and acknowledgement toward strengthening our collaborative relationships with First Nations peoples and organisations.

In time, we hope to form stronger networks both within our union (e.g. via our Yarning Circle) and externally (e.g. through working collaboratively with Reconciliation Queensland and other organisations with active RAPs) that can further the cause of reconciliation.



# Relationships

For our union, building and maintaining relationships is a way in which to connect and engage with First Nations People, whose voices are a permanent, essential, and characteristic element of our organisation's values and core work.

Action	Deliverables	Timeline	Responsibility
1.Establish and maintain mutually beneficial relationships with First Nations members, stakeholders and organisations.	1.1 Meet with local First Nations stakeholders and organisations to develop guiding principles for future engagement.	Dec 2020	Branch Secretary, Branch Executive/Committee of Management
	1.2 Develop and implement an engagement plan to work with First Nations stakeholders and organisations.	Dec 2020	Research Officer
	1.3 Distribute personal letters of welcome to new First Nations members inviting their participation in our Yarning Circle and RAP Working Group.	Dec 2019	Membership Co-ordinator
	1.4 Develop and implement a strategy to increase Yarning Circle Participation to 15 members.	Dec 2021	Research Officer, all Officers
	1.5 Plan yearly Yarning Circle sessions with First Nations members.	Feb 2020, 2021	Research Officer, Organisers
2.Build relationships through celebrating National Reconciliation Week (NRW).	2.1 Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff.	May 2020, 2021	Clerical Officer
	2.2 RAP Working Group members to participate in an external NRW event.	27 May- 3 Jun 2020, 2021	Research Officer
	2.3 Encourage and support staff and senior leaders, including Branch Executive and Committee of Management to participate in at least one external event to recognise and celebrate NRW.	27 May- 3 Jun, 2020, 2021	Branch Secretary/RAP Caretaker
	2.4 Organise at least one NRW event each year.	27 May- 3 Jun 2020, 2021	Clerical Officers
	2.5 Register all our NRW events on Reconciliation Australia's NRW website.	27 May-3 Jun 2020, 2021	Clerical Officers
	2.6 Encourage members to organise National Reconciliation Week events in their schools and report on these in member communications.	May 2020, 2021	Communications Manager
	2.7 Publish an article in Independent Voice promoting our union's National Reconciliation Week activities.	Jul 2020, 2021	Communications Manager
	2.8 Promote National Reconciliation Week and other significant days or events through our website and other member communications.	Dec 2021	Communications Manager
3.Promote reconciliation through our sphere of influence.	3.1 Implement strategies to engage our staff in reconciliation.	Dec 2021	Branch Secretary/RAP Caretaker, Assistant Secretaries, HR Officer
	3.2 Communicate our commitment to reconciliation publicly.	Dec 2021	Branch Secretary/RAP caretaker, Communications Team, Organisers
	3.3 Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes.	Dec 2021	Branch Secretary/RAP Caretaker, Assistant Secretaries
	3.4 Collaborate with Reconciliation Queensland and other like-minded organisations to develop ways to advance reconciliation.	Dec 2019	Research Officer, all Officers
	3.5 Publish articles of interest to First Nations members in member publications.	Dec 2021	Communications Manager
	3.6 Promote reconciliation through regular Yarning Circle events.	Dec 2021	Research Officer, relevant Organisers
	3.7 Promote teaching methods and resources focused on increasing understanding, value and recognition of First Nations culture, histories, knowledge and rights in member communications.	Dec 2021	Communications Manager, Education Committee
	3.8 Encourage and support members to engage with First Nations peoples and cultures.	Dec 2021	Communications Manager,

	3.9 Meet with Reconciliation Queensland and other organisations and businesses to broker partnerships in our work toward reconciliation.	Dec 2020	all Officers Branch Secretary/RAP Caretaker, Assistant Secretaries
	3.10 Promote reconciliation by encouraging current and new members to read our RAP and associated resources.	Dec 2019	Branch Secretary/RAP Caretaker, all Officers
	3.11 Include a copy of our RAP as part of new staff induction material.	Dec 2019	HR Officer
	3.12 Review our Calendar of First Nations Significant days/events and redistribute to staff and members.	Jan 2020, 2021	Research Officer, Communications Team
4. Identify issues of significance to First Nations members	4.1 Develop and distribute a survey targeting First Nations members to determine issues around which our union can organise.	Dec 2020	Research Officer, Organisers, Communications Team
5. Promote positive race relations through anti-discrimination strategies.	5.1 Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions, and future needs.	Dec 2019	HR Officer
	5.2 Develop, implement and communicate an anti-discrimination policy for our organisation.	Dec 2019	HR Officer
	5.3 Engage with First Nations staff and/or First Nations advisors to consult on our anti-discrimination policy.	Dec 2020	HR Officer
	5.4 Educate senior leaders, including Branch Executive and Committee of Management, on the effects of racism.	Dec 2019	Branch Secretary/RAP Caretaker
6. Mark Close the Gap Day	6.1 Organise and register a staff morning tea event for Close the Gap Day to raise awareness among staff of the issues faced by First Nations people.	Mar 2019, 2020, 2021	Clerical Officer
	6.2 Publish an article in member publications showing members' activities on Close the Gap day.	Mar 2020, 2021	Communications Manager, Organisers



# Respect

We believe that genuine reconciliation requires translation of positive engagement of First Nations members into concrete action around industrial and social issues. In our first RAP, IEUA-QNT commenced by increasing staff awareness and understanding of First Nations histories and cultures, through engaging in cultural learning. While our commitment to ongoing cultural learning remains strong, our second RAP also focusses on how we might embed the commitment to reconciliation into our core business activities (e.g. through development of exemplary cultural leave clauses for tabling in bargaining and promoting culturally appropriate teaching resources).

Action	Deliverable	Timeline	Responsibility
7. Increase understanding, value and recognition of First Nations cultures, histories, knowledge and rights through cultural learning.	7.1 Conduct a review of cultural learning needs within our organisation.	Dec 2020	HR Officer
	7.2 Consult local Traditional Owners and/or First Nations advisors on the development and implementation of a cultural learning strategy.	Dec 2020	Research Officer, relevant Organisers
	7.3 Develop, implement and communicate a cultural learning strategy for our staff.	Dec 2020	Research Officer, HR Officer
	7.4 Provide opportunities for RAP Working Group members, HR managers and other key leadership staff to participate in formal and structured cultural learning.	Dec 2021	Branch Secretary/RAP Caretaker
	7.5 Promote teaching methods and resources focused on increasing understanding, value and recognition of First Nations cultures, histories, knowledge and rights in member communications.	Dec 2020	Communications Manager, Education Committee
8. Develop exemplary Cultural Leave Clauses	8.1 Develop draft clauses and for tabling in bargaining.	Dec 2020	Senior Industrial Officer, Industrial Team
9. Develop exemplary clauses for School Officers	9.1 Review clauses pertaining to school officers and rewrite to enhance benefits for First Nations workers.	Dec 2021	Senior Industrial Officer, Industrial Team
	9.2 Draft exemplary provisions pertaining to Indigenous Liaison/Support Officers and table these in bargaining.	Dec 2021	Senior Industrial Officer, Industrial Team
10. Demonstrate respect to First Nations peoples by observing cultural protocols.	10.1 Increase staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	Dec 2019	Branch Secretary, Assistant Secretaries, HR Officer
	10.2 Review and communicate our cultural protocol document pertaining to protocols for Welcome to Country and Acknowledgement of Country.	Dec 2019	Research Officer
	10.3 Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year.	Dec 2021	Research Officer
	10.4 Include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings.	Dec 2019	Branch Secretary/RAP Caretaker, All Officers
	10.5 Modify IEUA-QNT business cards to include (on reverse side) guidelines for an Acknowledgement of Country.	Dec 2020	Research Officer, Communications Team
	10.6 Collate Acknowledgement of Country statements from important meetings for future reference.	Dec 2020	Clerical Officers
	11.1 RAP Working Group to participate in an external NAIDOC Week event.	Jul 2020, 2021	Research Officer
11. Build respect for First Nations cultures and histories by celebrating NAIDOC Week.	11.2 Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	Dec 2020	HR Officer
	11.3 Promote and encourage participation in external NAIDOC events to all staff.	Dec 2021	Branch Secretary, HR Officer
	11.4 Contact local NAIDOC committees to organise IEUA-QNT stalls at local celebrations.	May 2020, 2021	Research Officer
	11.5 Identify and nominate candidates for the Queensland Council of Unions NAIDOC week awards for members demonstrating outstanding work supporting the lives of First Nations Queenslanders.	Sep 2020, 2021	Research Officer

12. Provide opportunities for First Nations members to form professional networks	12.1 Establish a targeted section of our website for First Nations members.	Dec 2021	Communications Manager
	12.2 Establish union representation at student information days run by Charles Darwin University and Catholic Education Northern Territory.	Dec 2020	Growth Organisers, other relevant Organisers
13. Provide support on issues of relevance to First Nations members	13.1 Develop a formal Position Statement in relation to the right of First Nations students to receive instruction/teaching in their First Language.	Dec 2019	Research Officer, Education Committee
	13.2 Develop a formal Statement of Support for the Uluru Statement from the Heart.	Dec 2019	Research Officer
	13.3 Develop a platform for sharing of quality, and accurately provenanced, teaching resources, including working with Reconciliation Queensland and other partners, as appropriate.	Dec 2021	Communications Manager, Education Committee





## Opportunities

The ideal of a fair, just and equitable society based on unbiased interactions between individuals is an inextricable element of unionism. In acknowledging that many of the challenges faced by First Nations people and communities have their genesis in unfair and inequitable practices of colonisation, the union movement in general, and our union in particular, is confronted with the challenge of articulating, and committing to, a course of action that is consistent with the broader goal of reconciliation.

This means finding ways to not just harness the skills, experience and insights of our current First Nations members and staff but finding ways to provide non-members with opportunities for personal and professional development.

Action	Deliverable	Timeline	Responsibility
14.Improve employment outcomes by increasing First Nations recruitment, retention and professional development.	14.1 Build understanding of current First Nations staffing to inform future employment and professional development opportunities.	Dec 2019	Branch Secretary/RAP Caretaker, HR Officer
	14.2 Engage with First Nations staff to consult on our recruitment, retention and professional development strategy.	Dec 2020	Branch Secretary/RAP Caretaker, HR Officer
	14.3 Advertise job vacancies to effectively reach First Nations stakeholders.	Dec 2019	HR Officer
	14.4 Review HR and recruitment procedures and policies to remove barriers to First Nations participation in our workplace.	Dec 2019	HR Officer
	14.5 Increase the percentage of First Nations staff employed in our workforce.	Dec 2021	Branch Secretary/RAP Caretaker, HR Officer
	14.6 Review First Nations Employment and Retention Strategy and alert all staff to its application.	Jul 2020	HR Officer
	14.7 Identify First Nations activists among our members and promote them to union committees.	Dec 2021	Branch Secretary/RAP Caretaker, all Officers
	14.8 Identify First Nations activists among our members and promote them to represent our union on external stakeholder bodies.	Dec 2021	Branch Secretary/RAP Caretaker, Assistant Secretaries
	14.9 Offer an annual work experience placement for a First Nations Senior high-school student from our members' schools.	Aug 2020, 2021	Research Officer, HR Officer
	14.10 Offer a biannual school-based traineeship for a First Nations Senior high-school student from our members' schools.	Aug 2020, 2021	HR Officer
	14.11 Establish an annual award for a First Nations member.	Dec 2019	Assistant Secretary, Yubbah Action Group
15.Increase First Nations supplier diversity to support improved economic and social outcomes.	15.1 Develop and implement a First Nations procurement strategy.	Dec 2020	Research Officer
	15.2 Investigate Supply Nation membership.	Dec 2019	Research Officer
	15.3 Develop and communicate opportunities for procurement of goods and services from First Nations businesses to staff.	Dec 2020	Research Officer
	15.4 Review and update procurement practices to remove barriers to procuring goods and services from First Nations businesses.	Dec 2020	Finance Officer, Treasurer
	15.5 Develop commercial relationships with Aboriginal and/or Torres Strait Islander businesses.	Dec 2021	Finance Officer, Treasurer
	15.6 Engage with and invite four First Nations businesses to at least two IEUA-QNT events/activities per year.	Dec 2021	HR Officer, Assistant Secretaries
	15.7 Support teachers in schools and early learning centres to procure goods and services from First Nations businesses.	Dec 2020	Communications Manager

16. Enhance understanding of our First Nations members	16.1 Undertake geographical mapping of First Nations members with the goal of better understanding how to work with communities.	Jul 2020	RAP Working Group
17. Promote <i>Narragunnawali</i> : Reconciliation in Education to staff and external stakeholders.	17.1 Refer members to Reconciliation Australia's <i>Narragunnawali</i> : Reconciliation in Education resources and encourage them to develop their own RAP.	Dec 2020	Organisers
	17.2 Encourage all staff to engage with the professional learning (including webinar) resources available via Reconciliation Australia's <i>Narragunnawali</i> : Reconciliation in Education online platform.	Jul 2020	Branch Secretary/RAP Caretaker
	17.3 Host an appropriate links to Reconciliation Australia's <i>Narragunnawali</i> : Reconciliation in Education platform on our website.	Dec 2020	Communications Manager
	17.4 Encourage members in schools and early learning services in our network to sign up to the <i>Narragunnawali</i> News mailing list.	Dec 2020	Research Officer, all Officers
	17.5 Collaborate with Reconciliation Australia's <i>Narragunnawali</i> team to identify opportunities for strengthening the connections between <i>Narragunnawali</i> professional learning/RAP development processes.	Dec 2020	Research Officer
	17.6 Help promote and encourage schools and early learning services within our network who have shown exceptional commitment to reconciliation to apply for the 2021 <i>Narragunnawali</i> Awards.	Dec 2019, 2020, 2021	Organisers, Communications Manager
	17.7 Provide support to Schools and Early Learning Centres to meet the targets contained in their <i>Narragunnawali</i> RAPs through invitation to regular meetings and distribution of useful information/resources.	Dec 2021	Research Officer
	17.8 Refer members in schools to <i>Narragunnawali</i> resources to support them in developing their own RAP.	Dec 2019, 2020, 2021	Organisers
	17.9 Provide support to Schools and Early Learning Centres to meet the targets contained in their RAPs through invitation to regular meetings and distribution of useful information/resources.		Organisers



## Governance

Action	Deliverable	Timeline	Responsibility
18. Maintain an effective RAP Working Group to drive governance of the RAP.	18.1 Maintain First Nations representation on the RAP Working Group.	Dec 2021	Branch Secretary/RAP Caretaker
	18.2 Review Terms of Reference for the RAP Working Group.	Dec 2019	Branch Secretary/RAP Caretaker
	18.3 Meet at least four times per year to drive and monitor RAP implementation.	Dec 2021	Branch Secretary/RAP Caretaker
19. Provide appropriate support for effective implementation of RAP commitments.	19.1 Define resource needs for RAP implementation.	Dec 2020	Branch Secretary/RAP Caretaker
	19.2 Engage our senior leaders and other staff in the delivery of RAP commitments.	Dec 2020	Branch Secretary/RAP Caretaker
	19.3 Define and maintain appropriate systems to track, measure and report on RAP commitments.	Dec 2020	Research Officer
	19.4 Appoint and maintain an internal RAP Caretaker from senior management.	Dec 2019	Branch Secretary
20. Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	20.1 Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	Sep 2020, 2021	Research Officer
	20.2 Report RAP progress to all staff and senior leaders quarterly.	Oct 2020, 2021	Branch Secretary/RAP Caretaker
	20.3 Publicly report our RAP achievements, challenges and learnings, annually.	Nov 2020, 2021	Communications Manager
	20.4 Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	Nov 2019, 2020, 2021	Research Officer
21. Continue our reconciliation journey by developing our next RAP.	21.1 Register via Reconciliation Australia's website to begin developing our next RAP.	Oct 2021	Research Officer

## Contact Details

Name: Adele Schmidt

Position: Research Officer

Telephone: 3839 7020

Mobile: 0419 161 223