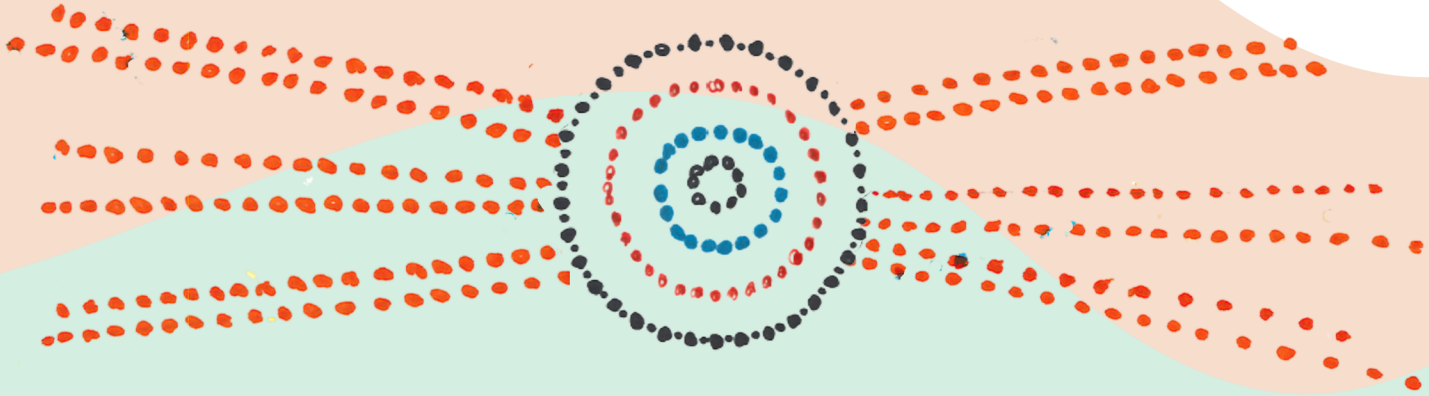
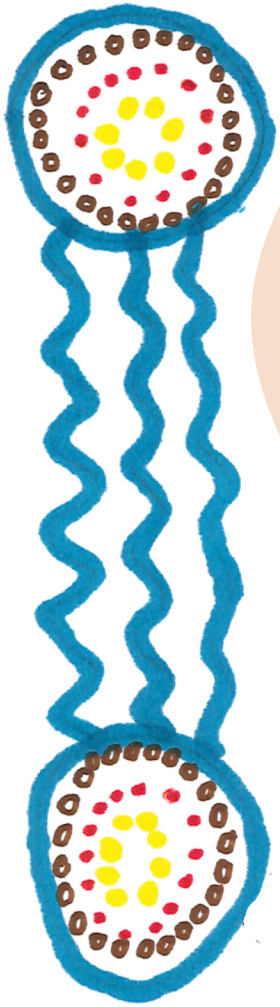
Teachers Registration Board of South Australia

RECONCILIATION ACTION PLAN
November 2026 – July 2028



RECONCILIATION ACTION PLAN
REFLECT

trb Teachers Registration Board OF SOUTH AUSTRALIA



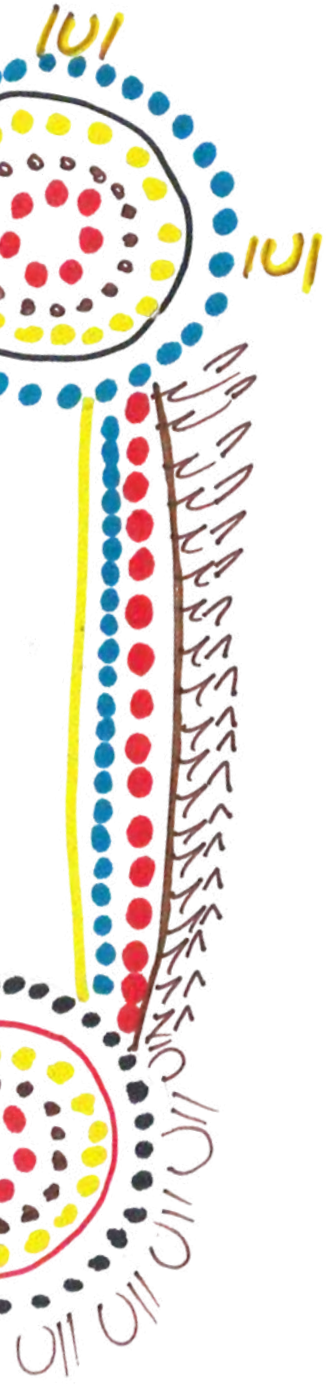
Acknowledgement of Country

The Teachers Registration Board acknowledges the Kaurna People as Traditional Custodians of the land, sea, sky and waterways of the Lands on which we are located. We also acknowledge the Traditional Owners of all the Lands where South Australian teachers work and live, and pay our respects to Elders past, present and future.

In Australia, the Traditional Owners represent the longest continuing cultures of teaching and caring for young people in the world.

The Teachers Registration Board recognises the importance of supporting today's teaching communities in bringing this knowledge into contemporary classrooms, to help build unity in culturally safe settings, where all teachers and students can reconcile and thrive.





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Foreword from our Chair

Carolyn Grantskalns AO, Presiding Member



Our Reconciliation Action Plan represents a significant and deliberate step in strengthening our organisation's commitment to meaningful reconciliation with Aboriginal and Torres Strait Islander peoples.

As Presiding Member of the Board, I am proud to endorse and champion this plan, which reflects both our aspirations for a more inclusive future and our responsibility to contribute to lasting, positive change. At its core, this RAP is not simply a document - it is a living expression of our values and a guide for how we will work, learn, and grow together.

Our value of respect underpins every aspect of this plan. It calls us to listen deeply, honour cultural knowledge, and build relationships grounded in trust. Through integrity, we commit to transparency in our actions and honesty in acknowledging both our progress and the work still ahead.

Our dedication to professionalism ensures that reconciliation is embedded in the way we operate - through thoughtful policies, culturally informed practices, and a workforce empowered to contribute meaningfully. Finally, our value of accountability drives us to set clear goals, measure our impact, and remain answerable to the communities we serve.

The development and implementation of this RAP reflect our belief that reconciliation is everyone's responsibility. It challenges us to move beyond intention and into action, ensuring that our organisation plays an active role in advancing equity, cultural understanding, and genuine partnership.

I invite all members of our organisation to embrace this plan with commitment and curiosity. Together, we can help build a future where reconciliation is lived every day through our decisions, behaviours, and shared purpose.

From our Registrar



Sue-Ann Charlton
Registrar



The Teachers Registration Board is proud to present our Reflect Reconciliation Action Plan, marking an important milestone in our commitment to reconciliation and our role in supporting a fair, inclusive and respectful education profession.

As the regulator of South Australia's teaching profession, we recognise the profound significance of Aboriginal and Torres Strait Islander histories, cultures, knowledge and perspectives. We also acknowledge the enduring connection that First Nations peoples have to Country and the invaluable contributions they continue to make to education, communities and our shared future.

This Reconciliation Action Plan represents more than a document - it is a commitment to meaningful action. It reflects our desire to listen, learn and build stronger relationships with Aboriginal and Torres Strait Islander peoples, while embedding cultural understanding and respect into the way we work. We acknowledge that reconciliation is an ongoing journey that requires genuine partnership, accountability and continuous learning.

As an organisation, we have a unique opportunity to influence the teaching profession by promoting values of respect, integrity and lifelong learning. Through this Plan, we will strengthen our own capability, foster culturally safe practices and contribute to an education system where Aboriginal and Torres Strait Islander peoples, cultures and knowledge are recognised, valued and celebrated.

I thank everyone who has contributed to the development of this Reconciliation Action Plan and those who will continue to guide us on this journey. Together, we can make a meaningful difference by creating lasting relationships, building trust and advancing reconciliation for the benefit of current and future generations.

I am proud to support this important step forward and look forward to the positive impact we will achieve together.

Statement from CEO of Reconciliation Australia

Inaugural Reflect RAP

Reconciliation Australia welcomes the Teachers Registration Board of South Australia to the Reconciliation Action Plan (RAP) program with the formal endorsement of its inaugural Reflect RAP.

Teachers Registration Board of South Australia joins a network of more than 3,000 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 over 5.5 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.

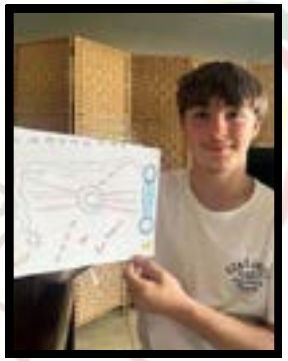
It is critical to not only uphold all five dimensions of reconciliation, but also increase awareness of Aboriginal and Torres Strait Islander cultures, histories, knowledge, and leadership across all sectors of Australian society.

This Reflect RAP enables Teachers Registration Board of South Australia 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 Teachers Registration Board of South Australia, 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







Artist statement

The symbols used throughout this document were created by Riley Murphy, a student from Salisbury High School.

Riley has only recently begun to explore the use of symbols to not only learn and connect with his culture and ancestors but to bring that knowledge and storytelling with him on his own journey.

Riley doesn't see himself as an artist just yet but wants to further explore how his cultural roots can inspire his future.

Riley is self taught through exploration, online tutorials and videos.

Our Business



The Teachers Registration Board of South Australia (the Board) plays an important role in supporting the quality, integrity and professionalism of teaching across South Australia.

The Board regulates the teaching profession and is responsible for registering teachers, accrediting initial teacher education programs and promoting professional standards for teaching. Through this work, the Board contributes to maintaining public confidence in the teaching profession and supporting positive outcomes for children and young people. The Board is established under the Teachers Registration and Standards Act 2004 (the Act) and the Teachers Registration and Standards Regulations 2021 (the Regulations).

More than 40,000 registered teachers and Special Authority to Teach holders work in South Australian schools, preschools and other educational settings. While the Board operates from its office in Adelaide, its influence extends across the state through the teachers, leaders and educators it serves.

The Board recognises that education has a significant role to play in advancing reconciliation. Teachers influence the lives, aspirations and understanding of future generations, and schools are important places for learning about Aboriginal and Torres Strait Islander histories, cultures, languages and perspectives. As the regulatory authority for the teaching profession in South Australia, the Board has an opportunity to contribute to reconciliation by promoting respect, understanding and recognition of Aboriginal and Torres Strait Islander peoples and their contributions to education.

The Board works closely with teacher employers, education sectors, unions, universities, professional associations and teacher regulatory authorities across Australia and New Zealand. Through these relationships, the Board contributes to national discussions about teacher quality, professional standards and the future of the teaching profession.

The Board is governed by 14 members appointed under the Act and supported by a Secretariat of approximately 40 staff across a range of professional, regulatory and corporate functions. The Board values the perspectives and contributions of Aboriginal members who provide important cultural knowledge, educational leadership and guidance to its work.

At present, the Board does not employ any Aboriginal or Torres Strait Islander staff. Through this Reconciliation Action Plan, the Board seeks to strengthen its understanding of Aboriginal and Torres Strait Islander participation within its workforce and to continue building meaningful relationships with Aboriginal educators, communities and organisations across South Australia.

Our RAP

The Teachers Registration Board of South Australia recognises the important role teachers play in the lives of children and young people. As the regulator of the teaching profession, we are committed to supporting a profession that values and respects Aboriginal and Torres Strait Islander peoples, cultures, histories and knowledges.

Through this Reflect Reconciliation Action Plan, we seek to deepen our understanding of reconciliation and strengthen our relationships with Aboriginal and Torres Strait Islander communities, educators and organisations. We recognise that meaningful reconciliation requires listening, learning, reflection and action.

Our focus will be on building cultural understanding among Board members and staff, developing respectful relationships with Aboriginal and Torres Strait Islander stakeholders, and identifying ways in which the Board can contribute to culturally safe and inclusive educational environments.

As a teacher regulatory authority, we also recognise our opportunity to celebrate and promote the contributions of Aboriginal and Torres Strait Islander teachers, leaders and educators across South Australia. The Traditional Owners represent the longest continuing cultures of teaching and caring for young people in the world. Through our work, we aim to support a teaching profession that is responsive to the aspirations of Aboriginal and Torres Strait Islander students, families and communities.

The Board understands that reconciliation is an ongoing journey. This Reflect RAP provides a framework for learning, relationship building and future action. It formalises our commitment to reconciliation and will guide our efforts to create lasting and meaningful change.

The implementation of this RAP will be championed by the Board Presiding Member Ms Carolyn Grantskalns and the Registrar, Ms Sue-Ann Charlton, and supported by the RAP Working Group, Board members and staff.

Reconciliation in Practice

Reconciliation at the Teachers Registration Board of South Australia is not only reflected in formal plans and commitments. It is increasingly demonstrated through the Board's everyday practices, relationships and decision-making.

Board meetings commence with an Acknowledgement of Country, often led by individual Board members who bring their own experiences, reflections and connections to the acknowledgement. These acknowledgements have included reflections developed with students and staff, stories of local communities and Country, poetry, historical perspectives and acknowledgements delivered in Kaurna language. Through these contributions, Board members demonstrate respect for the Traditional Owners of the lands on which we live and work and encourage ongoing reflection on the importance of reconciliation.

As educators and educational leaders, Board members bring significant experience and connections to Aboriginal education and communities. Through their work in schools, early childhood settings, professional associations and community organisations, they contribute valuable insights that help shape the Board's understanding of reconciliation, cultural responsiveness and educational equity. Many Board members have shared acknowledgements developed in partnership with students and staff from their own educational communities, demonstrating that reconciliation is strengthened when it is grounded in authentic relationships, shared learning and a willingness to listen.

Aboriginal Board members provide valued leadership, advice and cultural perspectives that contribute to Board deliberations and decision-making. Their guidance helps ensure that Aboriginal voices, experiences and perspectives are recognised and respected in matters affecting the teaching profession and the broader education community.

The Board continues to strengthen its understanding of reconciliation through participation in National Reconciliation Week activities. Board members and staff have attended community events, including the National Reconciliation Week Breakfast, providing opportunities to listen, learn and reflect on the role that education can play in advancing reconciliation. These experiences have informed Board discussions and reinforced the importance of embedding reconciliation into the Board's work and culture.

Through its reconciliation journey, the Board will explore opportunities to recognise and celebrate the contribution of Aboriginal educators and leaders in South Australia. This will include reflecting on the legacy and ongoing contributions of Aboriginal teachers, principals, early childhood educators, academics and community leaders who have helped shape educational opportunities for Aboriginal children and young people.

The Board has considered the important role of Aboriginal languages in education and has explored opportunities to support the recognition of Aboriginal language pathways within the teaching profession. These discussions reflect a growing understanding of the importance of language in sustaining culture, identity and connection to Country.

Together, these activities represent important steps in the Board's reconciliation journey and provide a strong foundation for the commitments outlined in this Reconciliation Action Plan.

Relationships: Build respectful and enduring relationships with Aboriginal educators, Elders, community organisations and education leaders, and seek their advice as we progress our reconciliation journey.

The Teachers Registration Board of South Australia recognises that meaningful reconciliation is built through listening, learning and working respectfully with Aboriginal and Torres Strait Islander peoples. We will strengthen relationships with Aboriginal educators, Elders, community organisations and educational leaders and seek their advice and guidance as we continue our reconciliation journey.

Action	Deliverable	Timeline	Responsibility
1. Build respectful relationships with Aboriginal and Torres Strait Islander educators, leaders, Elders, organisations and communities and seek their advice on our reconciliation journey.	• The Board and staff will identify and build relationships with Aboriginal and Torres Strait Islander educators, Elders, leaders and organisations and convene an annual conversation to share progress on the RAP, seek feedback and strengthen mutual understanding.	November 2026	Registrar
	• As part of the annual conversation, the Board will seek advice and feedback from Aboriginal and Torres Strait Islander educators, leaders and organisations on how it can strengthen relationships and work more effectively in support of reconciliation.	November 2026	Registrar & Communications & Media Officer
2. Participate in National Reconciliation Week activities.	• Promote National Reconciliation Week by sharing resources, stories and information that encourage learning, reflection and understanding among Board members and staff.	May (Annually)	Communications and Media Officer
	• Support RAP working group's participation in National Reconciliation Week events, including attendance at the National Reconciliation Week Breakfast and other community activities.	May/June (Annually)	Executive Assistant to book
	• Encourage Board members and staff to engage in National Reconciliation Week through participation in events, conversations and learning opportunities that support reconciliation.	May/June (Annually)	Managers (3)
3. Share our reconciliation journey.	• Seek feedback from staff to better understand their knowledge, confidence and understanding of reconciliation and to inform future RAP activities and learning opportunities.	May (Annually)	Communications and Media Officer
	• Build connections with Aboriginal organisations, educators and community leaders, including through the South Australian Aboriginal	November 2026	Registrar

	Community Controlled Organisation Network, to inform and strengthen the Board's reconciliation journey.		
	• Identify opportunities to learn from and collaborate with organisations that are progressing reconciliation through their own Reconciliation Action Plans and initiatives.	February 2027	Registrar & Communications & Media Officer
4. Promote positive race relations through respectful, inclusive and culturally safe practices.	• Review organisational policies and practices to ensure they support race relations, respect, inclusion and cultural safety.	April 2027	HR / Corporate Services
	• Increase staff understanding of anti-discrimination principles and culturally responsive practice.	June 2027	HR / Corporate Services
	• Promote behaviours and practices that support respectful relationships and a welcoming workplace for all.	April 2027	Registrar

Respect: Increase understanding, appreciation and recognition of Aboriginal and Torres Strait Islander cultures, histories, languages, knowledge systems and educational contributions.

The Board recognises the importance of Aboriginal and Torres Strait Islander knowledges, cultures and histories in Australia's education story. The Traditional Owners represent the longest continuing cultures of teaching and caring for young people in the world. We will support Board members and staff to deepen their cultural understanding, recognise cultural protocols and celebrate the contributions of Aboriginal and Torres Strait Islander teachers, leaders and communities

Action	Deliverable	Timeline	Responsibility
5. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	• Encourage teachers to engage with Reconciliation Australia's Narragunnawai resources for schools and educators to increase cultural understanding in the classroom.	July (Annually)	Registration Team
	• Research and publish information about Traditional Owners as first teachers and distinguished Aboriginal and Torres Strait Islander educators and leaders through TRB website and other communications.	March 2027	Communications and Media Officer

	• Provide cultural awareness and cultural responsiveness learning opportunities for Board members and staff to increase understanding of Aboriginal and Torres Strait Islander cultures, histories, knowledge systems and educational perspectives.	January 2027	HR Partner & Registrar
	• Review the cultural learning needs of Board members and staff to inform future professional learning opportunities.	January (Annually)	HR Partner & Registrar
6. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	• Develop and publish information that recognises the Traditional Owners, lands and languages of South Australia.	May 2027	Communications and Media Officer
	• Increase understanding of the significance of Welcome to Country, Acknowledgement of Country and other cultural protocols.	June 2027 (then Annually)	Registrar & Communications & Media Officer
	• Encourage staff members to personalise Acknowledgements of Country to convey how they understand and relate to the Lands they are on and the Traditional Custodians	November 2026	TRB Managers (3) to lead their teams with this
7. Celebrate Aboriginal and Torres Strait Islander cultures, histories and achievements.	• Promote awareness and understanding of NAIDOC Week among Board members and staff.	June (Annually)	Wellbeing Committee leader
	• Encourage participation in NAIDOC Week events and share information about local activities through TRB communications.	June (Annually)	Communications and Media Officer
	• Recognise and celebrate the achievements and contributions of Aboriginal teachers, leaders, early childhood educators and communities through Board communications, website content and reconciliation activities.	First week in July (Annually)	Communications and Media Officer
	• RAP working group to attend NAIDOC Week events and learning opportunities and support participation by Board members and staff.	First week in July (Annually)	Registrar & Communications & Media Officer

Opportunities: Support greater recognition, participation and success of Aboriginal and Torres Strait Islander peoples within the teaching profession and education community.

As the teacher regulatory authority in South Australia, the Board has a unique opportunity to recognise and promote the contributions of Aboriginal teachers and educational leaders, explore pathways into the profession, and ensure Aboriginal voices and perspectives inform our work.

Action	Deliverable	Timeline	Responsibility
8. Strengthen understanding of Aboriginal participation within the teaching profession.	• Develop a better understanding of Aboriginal and Torres Strait Islander representation within the teaching profession through available registration and workforce information.	November 2026	Registrar/Deputy
	• Identify opportunities for the Board to recognise and celebrate Aboriginal teachers, leaders and educational achievements.	October (Annually)	Annual Awards Cttee leader
	• Explore opportunities to support pathways into teaching and educational leadership for Aboriginal and Torres Strait Islander peoples through collaboration with education partners and stakeholders.	November (Annually)	Registrar/Deputy
9. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention and professional development.	• Review employment practices and identify opportunities to attract, support and retain Aboriginal and Torres Strait Islander employees within the organisation.	July (Annually)	HR Partner & Registrar
	• Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	July (Annually)	HR Partner & Registrar
10. Increase opportunities for supplier diversity to support improved Aboriginal and Torres Strait Islander economic and social outcomes.	• Develop a business case for procurement from Aboriginal and Torres Strait Islander owned businesses.	July (Annually)	Corporate Services Manager
	• Increase awareness of Aboriginal and Torres Strait Islander businesses and consider opportunities to engage First Nations suppliers where appropriate and practicable.	November 2026	Corporate Services Manager

Governance: Demonstrate leadership and accountability for reconciliation through effective governance, reflection and reporting.

The Board is committed to embedding reconciliation into its governance and decision-making processes. Through the RAP Working Group, regular reporting and ongoing reflection, we will monitor progress, celebrate achievements and continue to strengthen our contribution to reconciliation.

Action	Deliverable	Timeline	Responsibility
11. Maintain an effective RAP Working Group.	• Maintain a RAP Working Group to govern RAP implementation.	December 2026	Registrar
	• Draft a Terms of Reference for the RAP Working Group.	December 2026	Registrar
	• Maintain and strengthen Aboriginal and Torres Strait Islander representation on the RAP Working Group.	November 2026 (Annually)	Registrar
12. Provide appropriate governance and resourcing to support the effective implementation of RAP commitments.	• Define the resources required to implement the RAP, including establishing a dedicated budget allocation and expenditure tracking process.	November 2026	Registrar
	• Include RAP implementation as a standing agenda item at all Management meetings to monitor progress and address emerging priorities.	January 2027	Deputy Registrar
	• Report on RAP progress quarterly to the Board and annually through the TRB SA Annual Report.	Jan, Apr, July, Oct (Annually)	Registrar & Communications and Media Officer
	• Promote opportunities for Aboriginal voices and perspectives to contribute to the Board's work, advisory activities and reconciliation initiatives.	November (Annually)	Deputy Registrar
	• Engage senior leaders in the delivery of RAP commitments.	Quarterly annual meetings (Jan, April, July, Oct)	Deputy Registrar
	• Maintain a senior leader to champion our RAP internally.	November 2026	Registrar



	• Define appropriate systems and capability to track, measure and report on RAP commitments.	November 2026	Deputy Registrar
	• Maintain organisational engagement with reconciliation initiatives through active subscription and participation with Reconciliation South Australia.	July 2027	Registrar & Deputy
13. Build accountability, transparency and continuous improvement through regular reporting of RAP achievements, challenges, learnings and outcomes.	• Complete and submit the annual RAP Impact Survey to Reconciliation Australia.	30 September (Annually)	Registrar
	• Communicate RAP progress, achievements, challenges and learnings to internal and external stakeholders through the TRB SA website, Annual Report, Buzz newsletter, Board meetings and staff meetings.	April, June, September & December (Annually)	Communications and Media Officer
	• Review and update TRB SA's primary and secondary RAP contact details with Reconciliation Australia to ensure receipt of RAP communications and updates.	November (Annually)	Communications and Media Officer
14. Continue our reconciliation journey.	• Review progress against RAP commitments and register with Reconciliation Australia to commence development of the next RAP.	March 2028	Registrar
	• Register via Reconciliation Australia's website to begin developing our next RAP.	April 2028	Registrar

Sue-Ann Charlton
Registrar
Teachers Registration Board of South Australia
08 8253 9700

