

Schools
Reconciliation
Challenge

Teaching
kit

YOU

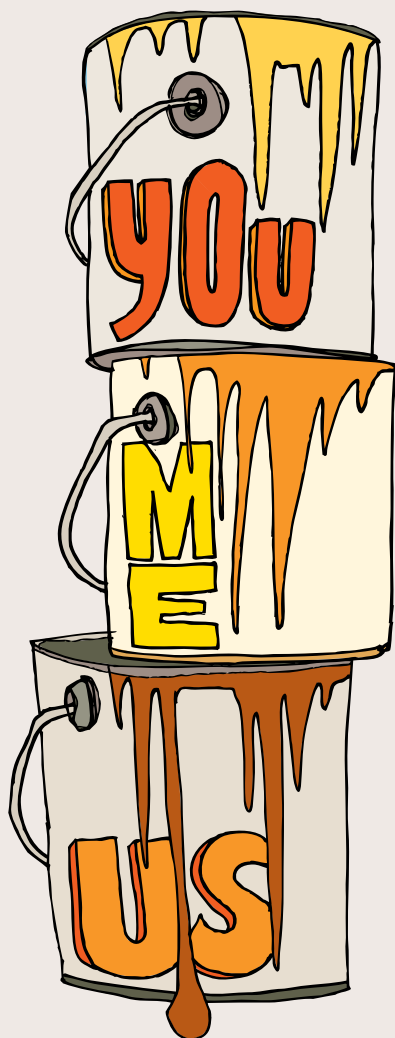
ME

US



NEW SOUTH WALES
RECONCILIATION
COUNCIL

Schools
Reconciliation
Challenge 2011
Teaching
kit



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Schools Reconciliation Challenge

15 Feb – 29 April 2011

Engage your students in learning about reconciliation by taking part in this annual, state wide art competition!

The **Schools Reconciliation Challenge** gives young people between years five and ten the chance to creatively explore reconciliation and win great prizes, including up to \$500.

Winners will attend the awards ceremony in Sydney on the first day of Reconciliation Week 2011 (27 May – 3 June).

By encouraging students to creatively think about reconciliation, you are actively promoting positive attitudes and respect for Aboriginal and Torres Strait Islander peoples. This booklet contains resources and sample activities for teachers, as well as entry information.

About the NSW Reconciliation Council

The NSW Reconciliation Council is a non-government, not-for-profit and non-partisan organisation. It is the peak representative body for reconciliation in NSW.

Our purpose

To advance reconciliation in NSW by promoting equitable and just communities that acknowledge and respect Aboriginal and Torres Strait Islander peoples, cultures and values.

Our vision

A reconciled Australia

Our goals

- ▶ To strengthen the people's reconciliation movement in NSW.
- ▶ To raise community awareness and understanding.
- ▶ To promote social justice, equity and rights for Aboriginal and Torres Strait Islander peoples.

What's in this kit?

This kit provides resources for teaching and learning about reconciliation through art.

It contains:

- ▶ Classroom art activities and brainstorming material
- ▶ Links, artist references and fact sheets
- ▶ Board of Studies NSW curriculum resources
- ▶ Competition entry information

Why get involved?

- * Promote reconciliation in your school
- * Award student excellence
- * Showcase your school
- * Win great prizes

Entry Information

What: A state-wide art competition.

Who: All students from grades five–ten, Indigenous and non-Indigenous.

When: 15 February–29 April 2011.

Theme: You, Me, Us.

How:

1. Publicise and promote the Schools Reconciliation Challenge in your school
2. Read the terms and conditions for competition rules
3. Use the resources in this kit to run an art lesson on the theme 'You, Me, Us'
4. Complete entry forms and submit online or by post:

**NSW Reconciliation Council
11–13 Mansfield St
Glebe
NSW 2037**

"NOW WE, FULL OF
COURAGE, CAN MOVE
FORWARD AS A NATION
TOGETHER, FOREVER
UNITE AS ONE.

Black and white
the war is Done."

– Marcus Neal-Reynolds,
Year 9

Categories and Prizes

Winners travel to the awards ceremony in Sydney with a parent and a school representative to accept their prize. Winning schools will also receive art book packs. Students' work will remain on display in Sydney for the duration of Reconciliation Week.

Entries will be judged within the three grades: **years five–six, seven–eight and nine–ten**. The winners will be judged on:

- ▶ Engagement with the theme and subject area
- ▶ Adherence to technical requirements
- ▶ Creative expression techniques

Years five–six:

1st Prize—Prize Pack worth \$400.

2nd Prize—Prize Pack worth \$200.

3rd Prize—Prize Pack worth \$100.

Years seven–eight and nine–ten:

1st Prize—\$500 cash.

2nd Prize—\$250 cash.

3rd Prize—\$100 cash.

Collaborative entries:

Entries will be judged within their grade category, but receive a prize pack instead of a cash prize. One delegate will represent the group at the awards ceremony in Sydney.

what is reconciliation?

Reconciliation means coming together.

In Australia it means bringing together all Australians – Aboriginal and Torres Strait Islander people, Indigenous and non-Indigenous peoples.

When different people get to know each other, it helps them to:

- ▶ understand why they are different
- ▶ discover things they share
- ▶ learn about other cultures
- ▶ be respectful
- ▶ treat each person as an equal.

Why do Australians need to come together?

For a long time, Indigenous Australians have not been treated fairly by others.

Indigenous Australians are the original people of Australia and its islands. They lived here in harmony with nature for over 70,000 years. Their family life, languages, survival skills, art, songs and stories are unique to this land.

But this traditional way of life was badly damaged by Europeans, who first came to Australia in 1788. They did not understand or respect the Indigenous people, or their history.

SUPPORTING reconciliation means being committed to building better relationships between Indigenous and non-Indigenous Australians, respecting Indigenous cultures, histories and beliefs, and having a no-tolerance policy to racism.

Each year during Reconciliation Week (27 May-3 June), people from across Australia gather to hold events that celebrate Indigenous cultures and raise awareness about what still needs to happen to achieve reconciliation.



EXPLORING the 2011 theme

Schools Reconciliation Challenge entries must be about reconciliation and should also refer to the 2011 theme: You, Me, Us.

Reconciliation is about people from *all backgrounds*, Indigenous and non-Indigenous, coming together and building mutual understanding and respect. This year's theme builds on that essential principle

of understanding. The following are some suggested concepts to explore when considering reconciliation in 2011. Please keep in mind that the theme is open to artistic interpretation.

Listen

Reconciliation is everyone's business.

Looking the su

We are more similar than we are different.

Walking Together

understand

Share

Diverse cultural values

Better relationships

Sharing stories

Getting to know you

Co

Build

Non Judgement

ExPERIE

Empathise

Together

Learning

Recognition

beneath
surface

shared
humanity

united
future

respect

celebrate
difference

collaborate

similarity

sharing
histories

community

overcome

relationships

embrace
difference

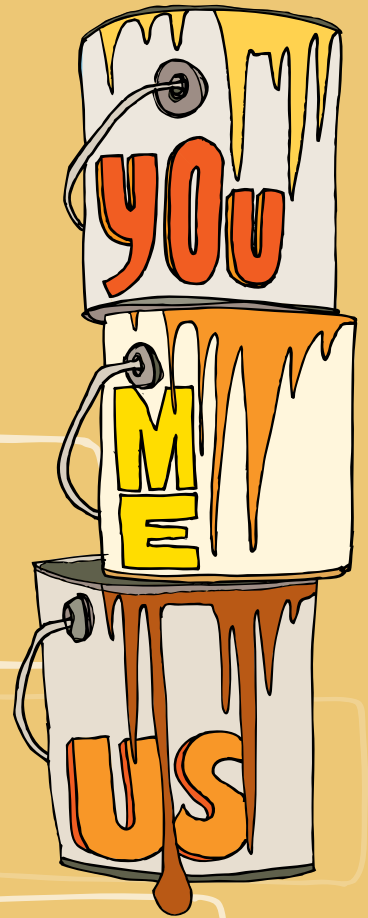
friendship

openness

appreciate

self/
other

communicate



Ideas for activities

When leading activities, encourage your students to move beyond literal interpretation. Using the brainstorming session and the activities on the next page, help them to consider how themes can be explored through process using tone, symbols, story telling and mapping techniques. Each of these sample activities can be used to highlight diversity as a part of unity.

TONE

- ▶ Use dramatic lighting such as an open window or desk lamp to highlight contrast in faces
- ▶ With charcoal and a putty rubber, students create self portraits based on tone rather than line
- ▶ Collate the portraits together to form an 'Us' that is diverse yet unified!

References
in art:

Henri Matisse,
Max Beckmann,
Charles Blackman,
Gordon Syron

References
in art:

Lin onus—'Kapt'n
Koori', Emory Douglas,
Shepard Fairey

PEOPLE

- ▶ Hold a class discussion about the significance of peoples' movements such as reconciliation
- ▶ Look at posters over the years of peoples' movements (Civil Rights movements, peaceful protesting etc)
- ▶ Students create their own poster about reconciliation using collage or digital media
- ▶ Why is "Us" stronger than just "You and Me"?

CAPTURE

- ▶ Do your students know people in their community who are working towards building a reconciled Australia?
- ▶ In individual projects, students find out who they are, hear their stories and take their portrait
- ▶ Students should think about composition and symbolism as well as photographic technique

References
in art:

Destiny Deacon,
Tracey Moffatt,
Alison Hinton-Bateup
—'Ruth's story',
Ricky Maynard

Symbols

- ▶ In pairs, students discuss their interests, hobbies and passions
- ▶ Using 2D collage or mixed media, students create a portrait of their partner based on character rather than appearance, and considering composition and layering
- ▶ What becomes important about a person? Which parts of the portraits are shared by the class?

References
in art:

Michael Riley's *Sacrifice* series, Rea — 'Suitcase of Hope, Books of Empty Words', Brook Andrew — 'Portrait of Professor Marcia Langton'

The future

- ▶ As a group, students discuss: what will Australia feel like in 100 years for You, Me and Us?
- ▶ Students depict their ideas, using pattern to demonstrate unity and difference.
- ▶ Do students imagine a sense of coming together or moving apart?

References
in art:

Danie Mellor,
Lin Onus
— 'Fruit Bats'

Repaint Australia

- ▶ Discuss Australia Day, its symbols and significance to Aboriginal and non-Aboriginal people with the class.
- ▶ Help students imagine an Australia Day that celebrates diversity. Students then represent it visually.
- ▶ How can we re-define national symbols?

References
in art:

Sydney Nolan,
Michael Riley,
Danie Mellor,
Adam Hill

Story Telling

- ▶ Students consider the journey they took to school, remembering the route as well as periods of waiting, conversations they had, smells, and other details.
- ▶ Refer to works that strongly describe or map place.
- ▶ Create a collaborative 'map' of all the class's journeys (it is okay if paths overlap)
- ▶ What is shared? Is the class inspired by the diversity of the journey?

References
in art:

Rover Thomas,
Queenie McKenzie,
Ian W Abdulla
— 'Bike Riding at Night'



Indigenous Art and the New South Wales Curriculum

Visual Arts

Creative Arts K–6 Syllabus (Board of Studies, 2000)

http://k6.boardofstudies.nsw.edu.au/files/arts/k6_creative_arts_syl.pdf

The Visual Arts component of the *Creative Arts K–6 Syllabus* encourages students to develop their knowledge, skills and understanding of the visual arts by engaging in learning experiences in making and appreciating. By including Aboriginal and Torres Strait Islander art and Aboriginal perspectives in the teaching of Visual Arts, teachers will assist students in developing an awareness of the diversity of ideas and artworks that can be produced. Such awareness will also assist students in appreciating Aboriginal history and culture, and in comprehending Australian society today. The syllabus recommends that all students from Early Stage 1 to Stage 3 experience the work of Aboriginal and Torres Strait Islander peoples.

Visual Arts Years 7–10 Syllabus (Board of Studies, 2003)

www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/visual_arts_710_syl.pdf

This syllabus offers a range of learning experiences for students to investigate, both practically and theoretically, the art of Aboriginal and Torres Strait Islander people through artmaking, and critical and historical studies. The syllabus provides opportunities for teachers and students to appreciate Aboriginal culture as one of the oldest living cultures, and to consider ways in which vital aspects of cultural knowledge are transmitted through the visual arts.

The frames (subjective, cultural, structural, postmodern) provide alternative ways for teachers and students to investigate ideas, meaning, belief and values in art. The frames generate different understandings about the function of, and relationships between, the agencies of the conceptual framework (artist, artwork, audience, world), the role of the artist and their interpretation of the world, artworks, and the way audiences may respond to artworks.

In artmaking, students are provided with opportunities to make different kinds of artworks in 2-D, 3-D and 4-D forms representing a range of ideas and interests. Students can also consider how their artworks can be informed by their knowledge of the artworks of particular artists and cultural groups.

The syllabus provides opportunities for students to study a range of artworks made by Indigenous artists using traditional and contemporary technologies.





Visual Arts Stage 6 Syllabus (Board of Studies, 1999)

There are many ways in which the study of the artistic practices of Aboriginal and Torres Strait Islander peoples is relevant to this syllabus. The syllabus addresses the characteristics of, and the types of inquiries that may be undertaken in artmaking, art criticism and art history, and looks at the social nature of these practices. The conceptual framework explicitly addresses the agencies in the artworld—artist, artwork, world and audience.


These aspects of content provide many ways for teachers and students to investigate the artistic practices of Aboriginal and Torres Strait Islander peoples in contemporary and historical contexts. They can look at the types of work produced and at some ideas, issues and concepts of traditional and contemporary significance. Relationships between artist, artwork, world and audience can be examined with reference to the significance of Indigenous art in local, national and international settings.

The units of work can be used as the springboard for work in the Preliminary and HSC courses through the investigation of concepts and theories raised in general Preliminary course investigations and through the case studies in the HSC course. Teachers could also deepen students' understanding through the suggested research and related activities.

Using the structural frame, students can consider how the visual arts function as a form of communication: ideas are transmitted about the world through the signs, symbols and conventions that are used in artworks and read by informed audiences. This approach can be developed in artmaking activities and in art criticism and art history activities.

Using the cultural frame, students can consider how the visual arts reflect and construct beliefs and attitudes about cultural identity. The cultural frame offers a way to understand how artworks represent significant beliefs and experiences of particular cultural groups and language groups. This frame also offers a way to understand how the artist can take on the 'voice' of the group in producing art. Like the structural frame, this frame offers a way to understand Indigenous art and to consider ways to promote the development of wider understanding of cultural identity of Aboriginal and Torres Strait Islander peoples.

Let us work towards
building a great nation,
where respect and trust
are values we all share.
Let us raise one voice in
shouts of acclamation,
we are one.....Australians
..... We care!
- Year 5 students, Cessnock



Considerations when Developing Teaching Programs

Teachers must ensure the programs they are developing are culturally sensitive. The following suggestions might help with developing inclusive and appropriate teaching and learning activities.

- ▶ Discourage students from copying or using Aboriginal signs or symbols in their own artmaking. This not only causes great offence to Aboriginal people, but also infringes copyright. Students should be encouraged to develop their own symbolic visual language when learning about the systems of symbolic meaning in Aboriginal artworks. Be aware that non Aboriginal people will never fully know or understand Aboriginal signs or symbols because they are not meant to.
- ▶ Ensure that any resources used are culturally sensitive and appropriate. If in doubt, consult with Aboriginal people.
- ▶ Integrate other aspects of Aboriginal art and culture, such as the oral tradition, the performing arts, song, and dance wherever possible.
- ▶ Avoid aspects of Aboriginal art containing sacred or secret or 'inside' information. It is inappropriate to address this area in classroom situations; most Aboriginal people would find it offensive. However, it is important that students are informed about this issue and learn to respect it. Aboriginal artists or advisors may provide some background to this issue.
- ▶ Encourage an understanding of Aboriginal culture as a dynamic living culture which, like all cultures, adjusts to change and has a history.
- ▶ Avoid reference to traditional Aboriginal culture as 'primitive', 'Stone Age', or 'simple', as these terms are highly offensive.
- ▶ Follow correct protocols when using works by an Aboriginal artist who has died. Students should be aware that in some communities the mentioning of names and display of photographs of people who have died are signs of disrespect to them and their families. Permission must be sought from families to show images of the deceased.
- ▶ Discourage generalised or stereotypical characterisations of Aboriginal art, artists, culture or communities. Make specific reference to place, time, people and events, and draw attention to the rich diversity that exists within Aboriginal societies and the art produced.
- ▶ Recognise how contemporary Aboriginal art can adapt Western art forms and new technologies and media, and still communicate cultural knowledge and express Aboriginality.
- ▶ Keep informed of significant developments and innovations in the ways Aboriginal art practice, forms and media change over time. There are numerous magazines, catalogues and newspapers that have current information.

Reconciliation

Reconciliation means coming together.

In Australia it means bringing together all Australians – Aboriginal and Torres Strait Islander people, Indigenous and non-Indigenous peoples.

When different people get to know each other, it helps them to:

- ▶ understand why they are different
- ▶ discover things they share
- ▶ learn about other cultures
- ▶ be respectful
- ▶ treat each person as an equal.

I hope nothing but grace
In this beautiful unique Place
No war, nothing raw
Just happiness and Joy
SORRY.

– Frances Howe, Year 6



Hurt by inequality

For many Indigenous Australians, life is much harder than for others.

- ▶ Indigenous people get sick more often, and don't live as long.
- ▶ Families don't have as much money, and often live in cramped houses.
- ▶ People in rural areas live far from doctors, hospitals and schools.
- ▶ Young people often leave school before Year 12.
- ▶ Many find it hard to get a job.

Why do Australians need to come together?

For a long time, Indigenous Australians have not been treated fairly by others.

Indigenous Australians are the original people of Australia and its islands. They lived here in harmony with nature for over 70,000 years. Their family life, languages, survival skills, art, songs and stories are unique to this land.

But this traditional way of life was badly damaged by Europeans, who first came to Australia in 1788. They did not understand or respect the Indigenous people, or their history.

Two peoples, different roads

The two groups became separated in a way that was unjust to the Indigenous people.

Non-Indigenous Australians chose the road towards wealth and progress for themselves. They did not share it.

Indigenous people had no choice but to follow a road towards an uncertain future, away from their identity and their culture.

A lot of unfair things have happened – for example:

- ▶ Europeans took over land, rivers and coastlines that Indigenous tribes needed for survival.
- ▶ Wars, massacres and disease claimed the lives of thousands of Indigenous people.
- ▶ Indigenous workers were paid badly, or had their wages taken away.
- ▶ Many languages were lost.
- ▶ Europeans took Indigenous children from their parents. These children are known as the Stolen Generations.

Reconciliation Week

Reconciliation Week is held each year between **27 May and 3 June**. Launched by the Council for Aboriginal Reconciliation which started in 1996, it has been celebrated every year since.

27 May is the day that the 1967 referendum was passed. This was a national vote where more than 90% of Australians voted to change the constitution to better recognise Indigenous people as full citizens of Australia. It also gave the Commonwealth Government the power to make laws on behalf of Aboriginal people.

3 June marks the anniversary of the High Court of Australia's 1992 judgment in the celebrated Mabo case. In this case the court recognised the Native Title rights of Indigenous peoples, overturned the myth that Australia was empty of people (Terra Nullius) before colonisation and recognised that Indigenous people did have rights over the land before European settlement in 1788.

Each year during Reconciliation Week (27 May – 3 June), people from across Australia gather to hold events that celebrate Indigenous cultures and raise awareness about what still needs to happen to achieve reconciliation.

www.nswreconciliation.org.au

SUPPORTING RECONCILIATION means being committed to building better relationships between Indigenous and non-Indigenous Australians, respecting Indigenous cultures, histories and beliefs, and having a no-tolerance policy to racism.

Aboriginal and Torres Strait Islander Peoples

There are two distinct groups of Indigenous peoples of Australia—Aboriginal people and Torres Strait Islanders.

Aboriginal people are people who traditionally lived on mainland Australia. Torres Strait Islanders traditionally lived on the Torres Strait islands north-east of Australia. The two groups are often referred to as Indigenous peoples or Indigenous Australians.

Indigenous Australians were the first people to live on the continent (and surrounding islands) now known as Australia. There is evidence that they have lived in Australia for over 70,000 years, or even up to 120,000 years, making them some of the oldest, if not the oldest, surviving civilisations in the world. Some 500–700 Aboriginal nations existed, each with their own government, languages, cultural practices, religions and traditions.

Many Indigenous people maintain a strong connection to culture, language and their traditional lands. Today 70% of Indigenous adults recognise their traditional country.

Although many languages have been lost, today 12% of Indigenous people speak an Indigenous language. The number is growing as more schools run programs to revive local languages.

Native title rights are increasingly being recognised. In 2006 native title was recognised over 8% of land in Australia, compared with 5% in June 2004.

Growing numbers of shared agreements enable Indigenous people to manage and protect their traditional lands. These include many national parks, for example the world heritage-listed Kakadu National Park in the Northern Territory. There are also large numbers of Indigenous controlled organisations and services.

Population

In the late 1700s Australia was colonised by the British. No one knows how many people lived in Australia at this time, but it is known that the Indigenous population decreased dramatically after the invasion through disease and armed conflict.

From the 2006 Census the Australian Bureau of Statistics estimates that **517,043** people identified themselves as Aboriginal and Torres Strait Islander, which represents around **2.5%** of the total Australian population (20,697,880 persons).

The rest of the population is made of people from many different countries, with those of British descent the largest single group.

The number and proportion of Indigenous people compared to the rest of the Australian population has been growing in recent years. The Indigenous population is also young: around 57% are under 25 (compared with 33% in the non-Indigenous population).

Over **half of all Indigenous people live in New South Wales** and Queensland. NSW has the largest Indigenous population in Australia (29%), followed by Queensland (28%).

There is a common misconception that Indigenous people mostly live in the bush. While it is true a larger percentage of Indigenous people live in remote areas than other people, overall most Indigenous people live in large regional centres and cities like Sydney.

In some states, particularly the Northern Territory and Western Australia, there are fewer Indigenous people overall, but there are large numbers of small Indigenous communities. In more remote areas there are also many communities where English is spoken as the second or third language.

The road
ahead of us can
be whatever we try
and make it.

– Yarden Erez-Rein, Year 6

Closing the gap

Indigenous people today are the most disadvantaged group of people in Australia. On all the major indicators such as health, housing, education and employment Indigenous people are significantly worse off than other Australians.

In 2007, the statistics highlight some of the big gaps between Indigenous and non-Indigenous people.

Life expectancy: is 17 years less for Indigenous people: that's 62 years for Indigenous men vs. 79 years for all Australian men and 67 years for Indigenous women vs. 84 years for all women. (based on ABS statistics for a child born in 2007).

Infant mortality (the rate at which babies die): is three times as high, and Indigenous babies are twice as likely to be low birth weight, which makes them much more vulnerable to illness.

Disease: There are significantly higher rates of chronic diseases, communicable (contagious) diseases, disabilities and mental health problems.

Education: Indigenous students are half as likely to stay at school until the end of Year 12 as other students.

Income: In 2006, the average gross household income was \$460 per week, compared with \$740 for non-Indigenous people.

Employment: In the 2006 Census, 46% of Indigenous people aged 15 years and over were employed (compared with 62%).

Home ownership: Indigenous people are much more likely to be renting (63% vs. 26.6% overall) rather than owning their own home (12% vs.

40.5%). Overcrowding is a major problem. It is worst in remote communities where up to 17 people can share a 3-bedroom house.

The gap in wellbeing does not just apply to those living in remote communities where health, for example, can be much worse.

Moving to the cities does little to reduce the disadvantage. Non-Indigenous people in cities and country towns tend to be better off, and Indigenous people are over-represented in the poorest suburbs.

Progress—and decline

Over the last few years some measures of wellbeing have improved, for example more children are completing school.

But Australia has also gone backwards. For example, more Indigenous people are being incarcerated than ever before. Between 2002 and 2006, the Indigenous imprisonment rate for women increased by 34% and for men by over 20%.

Australia compares badly to other similar countries in the treatment of its Indigenous peoples. For example, Canada and New Zealand show great improvements in life expectancy: the gap has narrowed from about 20 years to 7 years. This shows that real change is possible—and that Australia can do better.

www.nswreconciliation.org.au

web Links for teachers and students

NSW Reconciliation Council

<http://www.nswreconciliation.org.au>

NSWRC is the peak body for reconciliation in NSW. Visit this site to stay up to date with events, projects and campaigns across the state.

ReconciliACTION

<http://www.reconciliaction.org.au/nsw/education-kit/>

ReconciliACTION is a network of young people who promote reconciliation. This link takes you to an education kit about reconciliation.

Share our Pride

<http://www.shareourpride.org.au/>

Share our Pride is a site dedicated to an introduction to Aboriginal and Torres Strait Islander people and their culture, and to building respectful relationships.

Affirmations of Identity Teachers Handbook [PDF]

<http://ab-ed.boardofstudies.nsw.edu.au/files/affirmations-of-identity-bibliography.pdf>

Published by the Board of Studies NSW, this handbook contains units of work around a range of artworks made by Indigenous artists using traditional and contemporary practices.

Aboriginal Education – Board of Studies NSW

<http://ab-ed.boardofstudies.nsw.edu.au/>

This resource contains information about a broad range of Aboriginal and Torres Strait Islander artists, art-producing communities and art galleries.

Art Gallery of NSW

<http://www.artgallery.nsw.gov.au/education/>

This site contains slides, essays and teaching resources about current collections and exhibitions at AGNSW.

The Human Rights Commission

http://www.humanrights.gov.au/education/face_facts/index.html#4

The Human Rights Commission has a vast collection of resources. This link takes you to lesson plans and classroom activities about Aboriginal and Torres Strait Islander issues.

Council for Aboriginal Reconciliation (archived website)

Roadmap for Reconciliation by Council for Aboriginal Reconciliation

<http://www.austlii.edu.au/au/other/IndigLRes/car/>

Reconciliation Australia

<http://www.reconciliation.org.au/home/latest/aboriginal-perspectives-in-schools-qa>

This section of the Reconciliation Australia website is a Q & A fact sheet aimed at promoting Reconciliation in schools.

National Aboriginal and Torres Strait Islander Education Website

<http://www.natsiew.edu.au/site/resources/education/reconciliation.aspx>

This site has classroom activities and lesson plans.



Reconciliation is about acknowledging the wrongs of the past and PLEDGING as a nation to fight them.

– Linda Burney

TERMS AND CONDITIONS OF ENTRY

By completing and submitting the 2011 Schools Reconciliation Challenge entry form, each participant agrees to be bound by the following terms and conditions:

Eligibility

1. To participate in the Schools Reconciliation Challenge, students must currently be enrolled in grades 5-10 at a primary or secondary school in NSW, or be the equivalent age of a grade 5-10 student.
2. Entries must be entirely the work of the entrant and must never have been published, self-published, published on any website or public online forum, broadcast, nor have been entered or won a prize in any other competition.
3. A completed entry form signed by each author/artist or guardian must accompany the document or artwork to indicate agreement to these terms and conditions.
4. One entry per student or young person to be eligible for cash prizes. Collaborative entries are not eligible for a cash prize.
5. The artwork must reflect the 2011 competition theme: *You, Me, Us*.
6. Entries should meet the competition requirements and formats as outlined in How to enter.
7. No corrections can be made after the entry is received by the NSWRC.
8. Entries may not be returned.
9. **Closing date for receipt of entries is 29 April 2010.**
10. In the case of digital entries, The original artwork of the winning entries must be available and submitted to the NSW Reconciliation Council Office within seven days of notice (the NSWRC will provide assistance with these arrangements).

Prizes

All first prize winners will receive a trip to Sydney with a guardian and their school principal or a school representative to attend the award ceremony as well as the category prize and a donation of art books to their school. Collaborative entry winners must designate a representative to attend the ceremony in Sydney.

Size and Material of works

Collage, paint, pencil or still digital media such as photography or photoshop. For individual entrants the maximum is A2 size (or 60 x 42cm), and class or collaborative entries a maximum of A1 size (or 60 x 84cm). The exercise can be in class or as a take home project.

Entries must meet the following requirements:

1. **Do not include any names**, addresses or identifying marks (other than the title) on the artwork. Personal details are recorded separately on the entry form.
2. The filename of digital entries must be the title of the artwork.
3. Digital entries must be either a .doc, .docx, .rtf, .wps or .pdf, .txt, .jpg, .bmp, .gif file.
4. Digital entries: email either a digital photograph or scanned version of the artwork. Preferred file types are: .jpg, .gif, .bmp.
5. The original artwork of the winning entries must be available and submitted to the NSWRC office within seven days of notice (the NSWRC will provide assistance with these arrangements).
6. Entries should be on paper or card. Artwork design should be no larger than A2 paper size for individual entries or A1 for collaborative entries. Artwork is not to be framed or mounted behind glass. Whilst all care will be taken to protect originals, no responsibility is taken for loss or damage.

Copyright

By signing a completed entry form, and accepting the award offer, the winning authors/artists:

1. Agree to grant royalty-free, worldwide, non-exclusive, licence to reproduce and publish work in all media of expression now known or later developed and in all languages in the winning artwork to the NSWRC without reservation including, but not limited to, all intellectual property rights to reproduce and publish the winning entry on NSWRC website and to change and/or reproduce any part of the winning song, poem or artwork in relation to other promotional activities;
2. Agree that the NSWRC may publish, on the NSWRC website and in relation to other promotional activities, any personal information provided by the winning artist in connection with their entry including, but not limited to, the winning artist's name, age, community and state/territory of residence; and warrants that there is no cultural or religious reason or any other impediment that prevents the winning artwork from being exhibited, published or reproduced.

Judging

All entries will be viewed and judged by a subcommittee of the NSWRC. The decision of the judges will be final and absolute. No correspondence concerning decisions will be entered into.



contact us

Our office is at the Tranby Aboriginal Co-operative College in Sydney.

NSW Reconciliation Council

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Sydney, NSW 2037

Phone: (02) 9562 6355

Fax: (02) 8456 5906

Email: info@nswreconciliation.org.au

Website: www.nswreconciliation.org.au

The NSW Reconciliation Council acknowledges and pays respect to the traditional owners and custodians of country throughout NSW and Australia.