

National Reconciliation Week 2026

Community Installation Activity Learning Guide

The **National Reconciliation Week (NRW) 2026** design and artwork represent the theme, *All In*, a call for all Australians to commit wholeheartedly to reconciliation every single day.

All In makes clear that reconciliation is not a spectator sport – it calls on everyone to step away from the sidelines and take responsibility for meaningful action.

The vibrant artwork for this campaign is by renowned Gumbaynggirr Bundjalung artist Otis Hope Carey uses the ocean as a metaphor for people from all walks of life swirling together to be *All In* for reconciliation.

Otis describes the concentric circles in the design as representing water in motion; ripples that echo the action of people moving together for change, their voices and actions inviting others on the reconciliation journey.

The NRW *All In* community installation activity can be created in schools, early learning services, community services and other organisations; at work, home, or at your NRW event.

Community installation: Individual commitment to collective action

This activity is an opportunity for individuals to reflect on the groups and teams they belong to, the values that connect them, and the influence they have to advance reconciliation in these spaces.

Your team could be your family, school or early learning service, workplace, sporting club and local community.

The group version of this activity prompts you to consider these questions as a collective – how does your team influence your wider community's reconciliation journey? What actions will your group commit to to be *All In* for reconciliation?

By coming together to display their commitments, participants make a collective statement that reconciliation requires all of us.

Activate the #NRW2026 theme *All In* by inviting members of your community to complete an *I'm All In for a Reconciled Australia* card and contribute to a shared installation that reflects your community's collective commitment to reconciliation.



Instructions

- Print out copies of the *I'm All In for a Reconciled Australia* template in A4, or a size that is appropriate for your final installation.
- A *We're All In for a Reconciled Australia* template can also be printed in A3 for a group or whole class to participate in as a collective commitment on a single poster.

You can respond to the following prompts individually or as a group.

Individual prompt: *I'm All In for a Reconciled Australia*.

Collective prompt: *We're All In for a Reconciled Australia*.

- Engage with the activity through writing, drawing, or as a prompt for reflective conversations.
- Each card can be pinned, taped, or stuck to a large surface – a wall in a foyer, classroom, staffroom, or fence – for others to view.
 - **Get creative with your display:** Think about a space where your team comes together, such as a classroom, office, sporting ground, or even the dining table at home. Sketch that space on a large sheet of paper or cardboard and use it as a canvas to display your completed cards, creating a visual map of your community's collective commitment to reconciliation.

Discussion guide

Use the discussion questions below for different age groups to guide conversations while engaging with the community installation activity.

While constructing your installation, consider the teams and communities you belong to and the influence you have within them. You might think about reconciliation commitments your school, service, or organisation has already made, and what your next steps could be to go further. To take this activity further, consider hosting a community gathering during National Reconciliation Week – bringing together your community to share food, celebrate connections, and activate the installation together.

Invite local Aboriginal and Torres Strait Islander community members, Elders or Traditional Custodians to share a story or deliver a Welcome to Country and share the gathering on social media using #NRW2026.

Early Learning

Reflective questions to consider:

- What is a team? Who is in your team?
- What makes a good team friend?
- How does it feel when everyone is included?
- What does it mean to be fair to everyone?
- How can you and your friends look after Country together?

Primary

Reflective questions to consider:

- What teams are you part of?
- What values help your group work well together?
- Where do you and your team learn about Aboriginal and Torres Strait Islander peoples and cultures?
- How can you use your influence and the values within your team to support reconciliation?
- What is one commitment you can make – in your classroom, school, or community – to help your team be *All In* for reconciliation?

Secondary

Reflective questions to consider:

- What has shaped your understanding of First Nations peoples, histories and experiences?
- What responsibility do you have individually and collectively to support reconciliation?
- How do people in your team influence each other's attitudes and actions?
- How can you use your influence to advance reconciliation within your team and community?
- What is one meaningful action you can commit to in your school or community to collectively support reconciliation and First Nations people's right to self-determination.

Adults

Reflective questions to consider:

- What reconciliation commitments have you or your organisation already made, and what have you learned from them?
- How can you use these learnings to challenge yourself or your organisation to take the next step in your reconciliation commitments?
- How can your team's shared values and goals support reconciliation efforts in your wider community?
- What will you commit to – individually and collectively – to be *All In* for reconciliation every day?

Examples of responses

Feel free to refer to these response examples when planning activities or if you're just looking for some inspiration.

Example response	Example response – Deeper engagement
<p>Educators and staff</p> <p>"I'm all in for learning the correct pronunciation of local Aboriginal place names and using them in my classroom"</p>	<p>Educators and staff</p> <p>"I'm all in for learning the correct pronunciation of local Aboriginal place names, using them consistently in my classroom, and encouraging my colleagues to do the same so it becomes part of our whole school culture."</p>
<p>Early learning</p> <p>"I'm all in for caring for Country in our playground"</p>	<p>Early learning</p> <p>"I'm all in for caring for Country in our playground by looking after the plants and reminding my friends to take care of the land we share."</p>
<p>Primary students</p> <p>"I'm all in for standing up when someone says something unfair about Aboriginal and Torres Strait Islander peoples"</p>	<p>Primary students</p> <p>"I'm all in for standing up when someone says something unfair about Aboriginal and Torres Strait Islander peoples and helping my friends understand why respect matters, so our class feels safe and fair for everyone."</p>
<p>Secondary students</p> <p>"I'm all in for educating myself about treaty and truth-telling processes in our state"</p>	<p>Secondary students</p> <p>"I'm all in for educating myself about treaty and truth-telling processes in our state and starting conversations with my friends about why they matter for justice and the future of our community."</p>
<p>Individual/workplaces</p> <p>"I'm all in for attending a local First Nations cultural event with my family this year"</p>	<p>Individual/workplaces</p> <p>"I'm all in for attending a local First Nations cultural event with my family this year and sharing what I learn with my workplace or community group so we can build stronger relationships and show ongoing support."</p>