

DERNANCOURT KINDERGARTEN

CURRICULUM STATEMENT

Our Curriculum Priorities

The Importance of Play

Play is the foundation of all learning at Dernancourt Kindergarten. We provide long, uninterrupted periods of play that allow children to explore, question, test ideas, and create with agency and imagination. Through play, children develop strong learning dispositions such as curiosity, persistence, problem-solving, and collaboration—essential for lifelong learning. Educators are intentional in their interactions, knowing when to scaffold learning, when to pose a question, and when to stand back to allow children to drive their own inquiry.

Children as Agentic and Capable Learners

Children are viewed as confident, capable, and resourceful learners with the right to participate in decisions that impact them. They are encouraged to take risks in their learning, express their views, and be protagonists in shaping the learning environment. Educators co-construct learning alongside children, acting as provocateurs who nurture deep thinking and inquiry. Children's voices are heard, respected, and meaningfully responded to.

A Strong Connection to Nature

Our expansive natural outdoor environment offers a rich context for play and learning. Nature play supports physical exploration, emotional regulation, and connection to place. It fosters a sense of wonder, responsibility, and respect for the natural world. Educators carefully design and curate learning spaces that invite adventure, imagination, and inquiry.

Embedding Aboriginal and Torres Strait Islander Perspectives

We are committed to the respectful and authentic inclusion of Aboriginal and Torres Strait Islander perspectives across all areas of the curriculum. This is embedded—not treated as a separate subject—through our use of language, storytelling, cultural knowledge, connection to Country, resources, and shared learning experiences. Children build an awareness of Aboriginal histories and cultures through ongoing, meaningful engagement that supports reconciliation and understanding.

Inclusive Practices and Equity

We support every child to fully participate in our program, recognising that all children develop in unique ways. Our educators are responsive to individual strengths, interests, and needs, and we adapt our practices to support inclusive and equitable learning experiences. We value and celebrate diversity in culture, language, identity, and ability, creating a welcoming and respectful environment for all families.

Community and Family Partnerships

Strong, reciprocal relationships with families and the wider community are central to our curriculum. We work in partnership with families to share information, celebrate achievements, and ensure children experience continuity between home and kindergarten. Our connections with local community groups, Elders, and services further enrich the learning program.



Our Program Design

Our fortnightly program is thoughtfully planned in response to children's interests, developmental needs, and learning goals. It is informed by ongoing observations and reflections and is guided by the following curriculum frameworks:

- Belonging, Being & Becoming: The Early Years Learning Framework for Australia (V2.0)
- South Australian Preschool Literacy and Numeracy Indicators
- Keeping Safe: Child Protection Curriculum

The program is dynamic and responsive, designed to nurture a strong sense of belonging, promote wellbeing, and build learning identities. Educators intentionally design environments and provocations that foster inquiry, collaboration, communication, and reflection.

Literacy and Numeracy in Playful Ways

We embed literacy and numeracy learning across all aspects of play. Educators make children's early literacy and numeracy learning visible and intentional through rich conversations, meaningful provocations, and scaffolded exploration.

Playful Literacies

We nurture children's identities as readers and writers through storytelling, small world play, story tables, and bookmaking. These experiences support children to communicate, make meaning, and engage with texts in personally meaningful ways.

Numeracy in Context

Children develop foundational mathematical understandings through active, hands-on experiences that involve problem-solving, measuring, comparing, patterning, sorting, and spatial reasoning. Educators notice and build on these moments during play and routine experiences.



Documenting Children's Learning

We use the Early Years Learning Framework Planning Cycle to guide the way we observe, plan, assess, and evaluate children's learning. This cycle—Observe, Analyse, Plan, Implement, and Reflect—supports us to build a rich and responsive learning program that evolves with each child's development and interests.

Throughout the year, educators document learning that is specific and meaningful to each child. These records reflect deep analysis and thoughtful planning to support individual growth and extend learning over time. Our documentation is a collaborative process that includes children's voices, ideas, and perspectives, ensuring they are active participants in their own learning journey.

Each child receives:

- A Learning Journey that demonstrates progress across the EYLF Learning Outcomes and the Preschool Literacy and Numeracy Indicators, drawing on key learning moments from throughout the year.
- A Family-Educator Conversation mid-year to share reflections, plan together, and set goals in partnership with families.
- A Statement of Learning at the end of the year, summarising each child's strengths, learning, and development across the curriculum, which is also shared with the child's school to support continuity of learning.

This intentional approach ensures children are seen, heard, and supported as capable, agentic learners.



For more information, see:

[Belonging, Being & Becoming: EYLF V2.0](#)

[South Australian Preschool Literacy and Numeracy Indicators](#)

[Keeping Safe: Child Protection Curriculum](#)

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