Kapunda Kindergarten is a site with an average enrolment of 35-45 children within a farming community. A vast majority of our children are Anglo-Saxon in culture with a rich family history based on local experiences. Extended families have often lived in Kapunda throughout their life so children have an extensive knowledge of local history. Experiences and resources at kindergarten provided often reflected these history and experiences.

Staff at Kapunda Kindergarten was becoming increasingly concerned about the ‘hidden curriculum’. We began to question –

- What culture did we inadvertently promote on a daily basis to the detriment of other cultures?
- Were other cultures reflected in our kindergarten environment, displays and resources?
- Were other cultures embedded into our everyday curriculum or did we provide tokenistic one off experiences?

“Our centre focused on the ‘hidden curriculum’, which then led to how we embed the cultures of our families into our everyday practices. This is how we started to review our learning environment and the use of resources. We did not narrow our thinking to just resources, we did a lot of deep reflection on our practices and beliefs” (Director).

**Training to enhance our knowledge:**

- Whole staff team attended the *Perspectives and Pathways: Growing Cultural Competence in working with Aboriginal and Torres Strait Islander Cultures* Professional Learning.
- Director attended a further 2 day course and shared experience with staff team.

**Self-Reflection:**

- Whole staff team agreed to begin a personal diary that would be included in their performance development.
- Staff undertook professional readings to enhance their deep reflection in their diaries.
- Key questions were placed in diaries for staff to reflect on their practice and experiences.

**Environmental Audit:**

- Visits to other site and conversations with other early childhood educators provided staff with a range of ideas to ensure our site reflected a range of cultures.
- A current yard redevelopment provided the opportunity to incorporate a cultural focus into the outdoor play space.
- Staff discussion regarding use of resources created strategies to ensure use was not tokenistic.

**Sharing our learning:**

- Although diaries were private, staff began to have robust and insightful discussions regarding readings and questioned their practices with each other.
- Director shared the site’s learning journey with other Directors in the Barossa region.
- Staff shared their experiences with the kindergarten Governing Council and began the first steps towards growing cultural competence.
Embedding cultural aspects into our outdoor learning environment

The children have actively been engaged in the activities related to the planting of plants native to our areas, the use of the wudli (Kaurna bush cubby) and the use of Aboriginal words to name our crocodile (made of recycled products) and wooden outdoor animals.

Planting our sensory rosemary hedge

The children have actively been engaged in the development of our outdoor learning environment and have an ongoing role in taking care of our plants and bush tucker food.

“Every child has the right to an education that fosters respect for the natural environment” (The United Nations Convention on the Rights of the Child).

Future directions:

- Governing Council to commit to the journey of growing cultural competence and embed this perspective and respect for Ngadjuri people into meetings.
- Staff begin to devise a program that embraces the Ngadjuri culture and embeds respect by all into the everyday program including the use of welcome to country.
- Staff to investigate Ngadjuri role models and resources within our local community to play an active part in our everyday curriculum.

“Every child has the right to leisure, play and the opportunity to participate in cultural and artistic activities” (The United Nations Convention on the Rights of the Child).