Parent Handbook

MADGE SEXTON
KINDERGARTEN
McLaren Vale

Inspire - Create - Belong
Welcome to the Madge Sexton Kindergarten Family!

The staff, Governing Council and families welcome you to Madge Sexton Kindergarten. We look forward to sharing your child’s learning journey with you and are certain that our time spent together will be a happy and fulfilling experience for both you and your child.

The team at Madge Sexton Kindergarten are always available to discuss any questions or respond to any concerns you may have during the initial orientation process and beyond. Please do not hesitate to approach any team member at any time.

Please take the time to read through this handbook, as it will help you to gain an insight into our philosophy, goals, curriculum and routines. It will also outline the policies and procedures to ensure you have a smooth transition into the Madge Sexton Kindergarten Community.

What we are about…..

At Madge Sexton Kindergarten we are committed to providing a high quality, flexible educational program that is inclusive, equitable and accessible for all children. The Early Years Framework for Australia, “Belonging, Being & Becoming” is our guiding curriculum and the outcomes we develop learning programmes around are: children have a strong sense of identity; children are connected with and contribute to their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators.

Staff at Madge Sexton Kindergarten are inspired by principles of the Reggio Emilia philosophy which we implement, interwoven with other good early childhood education practices.

Respect for the child is evident in the way we strive to create engaging learning experiences and beautiful learning environments for the children. We believe that every child has the right to beauty and our environment reflects this.

We recognise that every child is unique. We promote a strong self image of the child and see each child as strong, capable, competent, creative and curious. We encourage children to share their experiences, ideas, theories and curiosities, and explore their ideas and theories with other children.

We value the children’s “voice”. The children know that they are valued as we listen to their individual needs, their interests, their prior knowledge and let their voices guide our learning journey(s). We recognise that the child has “one hundred languages” or more, and provide opportunities for each child to express themselves and learn through a myriad of experiences. We have set up an Atelier (Art Room) with Atelierista’s (Art teachers) giving children wonderful opportunities to create and engage with interesting materials and unique experiences. We foster the whole child; their social, emotional, physical and spiritual wellbeing and provide opportunities to maximise their potential while they are at Kindergarten.
We believe that children learn best through play and in a fun environment where children feel safe, secure and feel free to express themselves, take risks, challenge themselves, problem solve, explore and build resilience and persistence. We strive to find ways for children to connect to their natural environment and learn about sustainable practices. We have created a “homely” environment which fosters smoother transitions for children between home and Kindergarten.

We value relationships with children, families, staff and the wider community. We recognise parents as their child’s first educator and promote a nurturing, welcoming learning environment of trust and confidence where families feel comfortable to leave their children in our care. We value parent and community “voice” and strive to make connections and develop relationships. We aim to develop partnerships with parents, not just parent involvement.

We value staff diversity and recognise that all of our staff members are passionate, dynamic and professional early childhood educators. We work together to embed a culture of equity, collaboration, openness, honesty, innovation and cohesion with a shared workload towards shared goals and vision.

We foster a culture of learning, respect and growth for parents of young children and ourselves, and for ongoing dynamic and lifelong learning.

2013 Staffing
Leanne Lovett (Director – fulltime)
Tennille Langeludeck (Teacher – Mon, Tues, Wed)
Jonette Thorsteinsen (Teacher – fulltime)
Emma Shaw (Early Childhood Worker–Mondays)
Jo Pritchard (ECW/Atelierista – Mon, Tues, Wed, Thurs)
Janet Clarke (Early Childhood Worker – Mon am, Tues, Wed)
Kalinda Glatter (Early Childhood Worker/Atelierista – Thurs, Fri)
Naomi Budgen (Early Childhood Worker – Fri)

Kindergarten Session Times
Group 1 – Monday (8:45am – 11:15am), Tuesday (8:45am – 3:00pm), Friday (8:45am – 3:00pm)

Group 2 – Monday (12:30pm – 3:00pm), Wednesday (8:45am – 3:00pm), Thursday (8:45am – 3:00pm)
Early Entry into Kindergarten

The Department for Education and Children’s Development (DECD) offer a special enrolment program for children with established special needs prior to standard starting time. Early entry may be provided (where spaces are available) to children with additional needs such as a disability, developmental delay, gifted development, culturally and linguistically diverse backgrounds or family and social circumstances, who may commence one session per week, as early as one term before their eligible year of preschool. Should you believe your child may qualify for any of these programmes, please don’t hesitate to speak to the Director.

Fees

Public Kindergartens in South Australia are administered by the Department for Education and Childhood Development (DECD). Our Kindergarten receives some money from DECD to pay teaching salaries and to assist with some day to day running costs. We still rely heavily on fees and fundraising to cover the costs of consumables, new equipment, and to maintain a high quality learning environment for the children. Fees are set by the Governing Council and are invoiced at the beginning of each term via your child’s pigeon hole. Term fees are:

**Sessional Kindergarten $110.00 per child per term**

(15 hours allocation)

Fees can be paid into the locked “fees box” located in the foyer, or via online banking. A receipt will be issued to you. **Please note that children need to bring their own packed lunch.**

Playgroup

Madge Sexton Kindergarten has a playgroup that operates out of the McLaren Vale Primary School OSHC Room on Friday mornings 9am – 11am. Ask staff for more information.

Special services

Madge Sexton Kindergarten has access to the following services: Speech Therapist; Psychologist; Social Worker; Special Support Staff

If you think your child may require any of these services, please see the Director. Once a term, CAYHS comes out to do 4 year old health checks, you will be notified of this date each term and able to make an appointment if you wish to.

Parent and child borrowing library

Parent books and wonderful new Literacy Kits are available for families to borrow. Please see staff for more information.
Daily routine
(Full day – approximate times)
8.45: Children arrive
9.15: Large group mat time
9.30: Smaller group times
9.45: Fruit time
10.00: Inside/outside activities
11.35: Large group mat time
11.50: Lunch & relaxation time
12.40: Inside/outside activities
2.00/2.10: Pack up inside/outside activities
2.20: Fruit time
2.40: Large group time
3.00: Home time

Settling in....
Some children need a lot of reassurance to settle into kindergarten, while others throw themselves whole-heartedly into activities straight away. There is no right or wrong, every child is unique. We recognise that parents know their own child/children best, and staff will support you to develop a suitable system of separation that suits everyone.

We encourage children to be responsible for their own bags and belongings. It is important to let your child put their own bag in a locker at the beginning of their session so that they know where to find their fruit, drink bottle, etc.

It is important to keep staff informed of changes in contact details, telephone numbers and emergency contacts.

When dropping your child off to Kindy, it is paramount that parents/caregivers wait with their child, prior to the beginning of session times, as staff are involved in setting up the Kindergarten learning programme and cannot offer supervision for children if they arrive early. Doors will often not be opened until the official session beginning time.

Please make sure that you always say goodbye to your child when you leave, don’t sneak off as it is vital that we work together to build trusting relationships.

What to do on arrival at Kindergarten
- Get your child to put his/her own lunch box in the crate on the verandah.
- Check for any notices on the whiteboard on the verandah as you enter.
- Sign in your child – sign in sheets are on the bench in the foyer.
- Get your child to put his/her own bag in a locker (with fruit time foods and drink bottle and hat inside bag).
- Check your child’s pigeon hole for any notes or newsletters.
- Get your child to sign himself/herself in at the children’s “sign in” desk – this promotes literacy and a strong sense of belonging for children.
- Help your child to settle into an activity and say goodbye.
Clothing

Please name ALL clothing your child brings to Kindy. Choose clothes that wash easily and are suitably comfortable for climbing, running, jumping and swinging, as well as clothes that can withstand a bit of wear and tear as your child will be working with paints, glues, sand etc. Please ensure clothing covers shoulders in the hotter weather and please ensure your child wears appropriate shoes, no thongs or crocs as these are inappropriate for climbing. We offer Madge Sexton Kindergarten T-Shirts ($15) and hats ($10) for sale, please ask a staff member for further information.

Medication

If your child suffers from a medical condition or allergy, the Kindergarten will require a medical plan from your child’s doctor to ensure that staff can look after your child’s health needs. Please see the Director for the appropriate forms or more information. Under no circumstances should any type of medication be left in children’s bags.

What should your child bring to Kindy?

• A named bag, preferably a backpack

• A piece of fruit/healthy snack (or 2 on your child’s full day) - kept in your child’s bag.

• A named Lunch Box - to be placed in the Lunch Box crates on the verandah (staff will then put them away in the store room for safe keeping and bring them out at Lunch time.)

• An ice brick to keep food fresh.

• A named Drink Bottle - We ask that children bring and be responsible for their own drink bottles. These are to be kept in children’s bags.

Please note that we have strict nutritional policies that prevent families from bringing foods that contain nuts and nut products, eggs and some egg products due to allergies. Muesli bars, chocolates, or sweetened drinks are also not appropriate foods for Kindy. If you forget, a note will be sent home with the item in question. Please see our Madge Sexton Kindergarten Food and Nutrition Policy for more information as well as our “Kindy friendly lunchbox guide” for ideas on what is appropriate to bring to Kindy.

• A Hat - legionnaire style or broad brimmed - Sun smart policies are also in place at the Kindergarten and children are required to wear a hat in Term 1 and Term 4 also, and comply with our Skin Protection policy.

• A change of clothes

• Sunscreen applied in the hotter months. Sunscreen will be readily available for children to re-apply throughout the day.

Please ensure that all items are labelled clearly.
Collection of Children
No child will be released into the care of any persons not known to team members. If someone different is picking up your child you must write this information in the Collection Book on the sign-in bench. Please note that anyone who is picking up your child MUST have authority to collect on your child’s enrolment form. If team members do not know the person by appearance, the person may be asked to produce some form of photo identification to prove that they are an authorised, nominated person to collect the child. Should an emergency arise, and you are unable to collect your child, please phone the Kindergarten to let them know who will be collecting your child in your absence.

Birthdays
We love to celebrate birthdays and birthday children feel special by everyone singing Happy Birthday to them and receiving a birthday certificate and a balloon. This celebration will also include children who have their birthdays in school holidays, etc. Please do not send along any items for your child to give out to the other children.

Absences
Please advise staff of any absences. To enable each child to gain maximum benefit from the Kindergarten programme, it is essential that children attend regularly. High attendance rates ensure the Kindergarten continuity in staffing as our funding for staffing is based on ATTENDANCE, not enrolment numbers. Any child who is running a temperature or showing any signs of being unwell must be kept home. Please keep children home for 24 hours after the last episode of any vomiting or diarrhoea to aid your child’s recovery and to prevent the spread of infection. We also ask for notification in the incidence of infectious or contagious diseases in the family.

Fire and Emergency Policy
Fire extinguishers are strategically located around the Kindergarten. All children in attendance are noted on an attendance sheet when they arrive at Kindergarten. This attendance sheet is used to identify all children in the event of a fire and/or an evacuation process. This is why it is important for you to remember to sign your child in and to notify us should you child not be attending Kindergarten for their nominated session. Evacuation and invacuation procedures are practised with the children and staff on a regular basis.

Carparking
Car parking is always an issue in every Kindergarten and School, so we just remind families to be very careful in our carpark for the safety of our children and users of our carpark. Please do not park in the designated disabled park, child care bus park or in the no parking areas between the trees.
Facebook
Yes, we are on Facebook too! Look us up and “like” us: Madge Sexton Kindergarten Families. On this page you will find photos, reminders of events, interesting links, etc.

Website
You can also visit our website. Here you will find lots of information about Madge Sexton Kindergarten. www.madgekgn.sa.edu.au

Behaviour Management
Children are encouraged to develop social skills that will allow them to resolve conflicts and meet their needs without the use of aggressive or destructive behaviours. We encourage children to respect themselves and others and have team members to guide children’s behaviour and provide clear guidelines as to why a particular behaviour is unacceptable while they are at the Kindergarten.

Parent Grievances.....
Our team is here to ensure you and your child enjoy a happy and healthy experience at Madge Sexton Kindergarten. Should a problem arise that you feel you need to resolve with our staff, then please let us know.

Communication is the key, the first person to speak to is always the Educator. In almost all cases, parents together with the Educator will be able to resolve the issue.

Should this not be the case and you find yourself unsatisfied with the outcome, please contact the Director, who can work with you and the Educator to resolve the problem.

All grievances will be taken seriously and our best efforts will always be forthcoming.

Please see our “parent guide to raising a concern or complaint” brochure located in the “policies and procedures” folder in the foyer or on our website.

What about good things......
Let us know! 😊 Don’t be shy to tell us about the good things Madge Sexton Kindergarten staff do or say, if you don’t tell us....we won’t know!

Positive feedback reinforces the good things that are happening and lets staff know what is working. On this note, we are always happy to have constructive feedback or ideas for improvement. Madge Sexton Kindergarten staff are committed to provide quality educational programmes and services for children and families and are always looking for improvement ideas.
**Canteen**
The McLaren Vale Primary School Canteen offers a lunch order service to the Madge Sexton Kindergarten children on their full days. Please ask staff for more information.

**How you can help us....**
There are lots of ways that you can help us including: bringing in materials and resources that are listed in our “We would love donations of...” handout; volunteer your time on Governing Council, an event or a working bee; offering your services (trade, skill, interest) to improve our facilities or enrich our learning programme. Curriculum overviews go home at the beginning of each term informing you of some of the inquiries we will be exploring with the children, asking for your input to keep our learning program relevant, engaging and current for the children. Please see staff for more information or to offer your services.

**Priority of Access**
Currently Madge Sexton Kindergarten is experiencing extremely high numbers of enrolments. The Governing Council and the staff have worked together collaboratively to produce a “Priority of Access” procedure that prioritises access to our Kindergarten when enrolments are high. Priority of access to Madge Sexton Kindergarten will be given according to children falling into the following categories:

**Priority 1:** Families with children who currently reside in the local suburb, 5171 – McLaren Vale/McLaren Flat. This is our preferred enrolment zone and caters for children that live closer to our Kindergarten than any other accessible Kindergarten.

**Priority 2:** Children with older siblings who attend the main DECD feeder schools within our local area. Our main feeder schools are currently McLaren Vale Primary School and McLaren Flat Primary School.

**Priority 3:** Children who are cared for within the local community by child care centres, family day care providers or family members, i.e grandparents etc.

**Priority 4:** Children with siblings who currently attend the centre or siblings who have previously attended the centre and did not have a break in attendance of more than 12 months (DECD Enrolment Policy)

**PLEASE NOTE:** In times of extreme enrolment pressures, enrolments will be offered in conjunction with the Priority Access order and the date the child is placed on the waiting list.
Parental Partnerships

At Madge Sexton Kindergarten, we believe that developing positive relationships with the children, families and Kindergarten community are essential. A vital part of this is ensuring we are communicating effectively and providing lots of opportunities for dialogue about your child’s learning and development, as well as the Kindergarten’s programs and environment.

Throughout your child’s time at Kindergarten we will communicate information about his/her learning and the Kindergarten’s programs in a variety of ways. Below is a list of some of the processes that you should expect to see!

- A meeting with staff to give new parents information about our Kindergarten and to fill out enrolment forms. (In the term before your child starts sessional Kindergarten.)
- A child questionnaire. (At the beginning of your child’s time at Kindergarten.)
- An interview to discuss your child’s strengths, needs & interests. (In your child’s second term of Kindergarten and these can also be arranged at other times on request if there are any extra concerns.)
- A summative written report. (In your child’s fourth and final term of sessional Kindergarten.)
- Individual Learning Folders. (Located beside the pigeon holes.) – You are welcome to look through your child’s at anytime and we encourage children and families to add stories of learning, trips, etc. to the folders and to share with the Kindy group!
- Display boards
- Newsletters
- An informative website
- Photographic slide shows on our digital photo frame.
- Curriculum term overviews sent home and on display.
- Informal chats – we are never too busy to have a chat, even if we look like we are!
- Additional meetings if your child has special rights i.e. speech, hearing, etc.

We value your input and knowledge about how your child learns and will endeavour to provide opportunities for parental partnerships, input, dialogue and collaborative decision making through:

- Kindergarten staff always being friendly, caring and approachable.
- Informal and formal conversations.
- A child questionnaire at the commencement of Kindergarten.
- Governing Council Committee (anyone is welcome to join at anytime).
- Family members are welcome to participate in Kindergarten sessions.
- Opportunities to participate in excursions and incursions.
- Open Kindergarten sessions and events to encourage family members and staff to work together to develop children’s learning.

Working together......

Success in early childhood is a goal that we as educators share with parents for their children. Learning capabilities improve when the parents are involved with their children’s education.

So what can you do at home?

- Encouraging a positive attitude towards learning is one of the most beneficial things a parent can do for their child.
- Helping your child to understand that learning is important and actively showing an interest in what your child is learning and what is happening at the Kindy is essential.
We ask that you read the information on the entrance whiteboard, as well as the newsletters and information sheets in your child’s pigeon hole and take note of any important dates on the term planners sent home. If your child attends childcare, you may need to ask the childcare centre staff to collect any information from your pigeon hole.

Please let the Kindergarten Director or one of the staff know, should there be a situation at home which might affect the child’s interest in participation. A seriously ill relative, the arrival of a new baby or general changes in the home situation can be upsetting to the child.

Educators are better able to provide positive learning outcomes for the children if they are informed of things that affect the child in the home setting.

Your input to the program is very important so please let us know should you have any ideas. You can become involved by joining the Governing Council, fundraising committee or by volunteering to assist in the Kindergarten, you may have some special skills you want to share with the children, be it singing, gardening, cooking, language etc! (Please see Madge Sexton Kindergarten Volunteer Policy).

Our goal is not just to aim for parental involvement, but for parental partnerships, there is a big difference - this is YOUR kindergarten, we hear YOUR voice.

The Governing Council

What is Governing Council?
The Madge Sexton Kindergarten Governing Council is a wonderful opportunity for parents to become involved in the Kindergarten community by strengthening the partnership between families and staff. The Governing Council aims to provide a supportive network of interested parents who can provide suggestions, advice and feedback to the Director and staff about how the Kindergarten is run and where any improvements can be made in meeting the needs of the children. The Council is also the base from which fundraising ideas are developed and organised – a vital and important aspect of the Kindergarten community.

Who can join the Governing Council?
All parents and care providers of children at Madge Sexton Kindergarten are invited to join. At the Annual General Meeting in Term 1 the Council elects a committee of Office Bearers and various small roles are shared between Council members. You do not have to have been involved in a committee at all before to be a member of the Council, as a parent or caregiver of a child at the Kindergarten your opinions and ideas are highly valued - all we ask is that you bring a positive and enthusiastic attitude towards strengthening the Kindergarten community partnerships.

How much time is involved in being on the Governing Council?
Just two meetings per term! Meetings are a great opportunity for parents to have real input into the financial management of the Kindergarten, term planning and fundraising activities. Outside of meetings you may be asked by the Director to provide your opinion or suggestions on various matters via email or in person - what a great opportunity to have input and get to know the inner workings of the Kindergarten environment!

Will I enjoy being on the Governing Council?
Yes! The Council is a great way to get to know other parents and the Director and Staff. The Council fosters a team environment where parents work together with staff to make Governing the Kindergarten a fun and enjoyable experience for all involved.

What do current Governing Council members have to say?
“We had only recently moved to McLaren Vale from interstate when our daughter started at Madge Sexton Kindergarten. With the hustle and bustle of drop off and pick up I was finding it hard to meet other parents and actually have conversations and get to know the families of my daughter’s friends. I saw the Governing Council as a great way to have more time to build relationships and it has been a wonderful experience. Through the people I have met on Council our family has now made many strong bonds to the McLaren Vale community. Personally I have found the year on Council to be very rewarding and have thoroughly enjoyed every aspect of getting involved in the Kindergarten family.” Pam Oddie, Governing Council Member 2012
Our guiding curriculum: Early Years Learning Framework

The Early Years Learning Framework has been developed to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop. The Framework’s vision is for all children to experience play-based learning that engages and builds success for life.

The Framework has been set up as a guide for Early Childhood Educators who work with children from birth to five years of age, and is used in partnership with the families, (children’s first and most influential educators), to develop learning programs responsive to children’s ideas, interest, strengths and abilities. The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

**Belonging** – is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with family, community, culture and place.

**Being** – is about living in the here and now. Childhood is a special time in life and children need to just “be” – time to play, try new things and have fun.

**Becoming** – is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

**OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY**
- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact in relation to others with care, empathy and respect

**OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD**
- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

**OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING**
- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

**OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS**
- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

**OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS**
- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking
Who is Madge Sexton?

Madge Sexton was born Helen Madge King in 1924. She lived on an 800 acre farm in Allendale North, (7kms north of Kapunda in the Barossa Valley). As a young child, she had followed her brothers to school from such an early age that they allowed her to attend school from the age of four. As she grew older, she would ride her horse the 7kms to school every day and back. She attended secondary school at the Kapunda Convent and gained her leaving certificate, with excellent results. (Believe it or not, she can still quote poetry she learnt at school 75 years ago). The nuns also taught her to play the piano, a skill which she maintained her whole life. She also studied at the Adelaide School of Arts, and returned to painting, with great success, when she was in her fifties. For a short while, she worked in Adelaide in a secretarial capacity, and also worked at the Cheer Up Hut during the Second World War, before marrying Tom, whose father was the local station master at Kapunda. Tom served in WW2 in New Guinea and upon his return trained as a winemaker, alongside Max Schubert (of Grange Hermitage fame - in fact Max and Tom were best mates at Nuriootpa High School.) Tom was posted down to Penfolds at McLaren Vale in 1946, the year Madge and he were married and from there she raised her five boys (and a girl, Angela, who sadly died of influenza in 1958 aged only 8 months old). Sadly, Madge passed away on January 7th, 2013.

Why it all began………………

Madge had young pre-school boys on her hands who were quite a handful, and she needed a break! Her husband, (Thomas Leonard Sexton – he was widely known as Len but he later preferred Tom) was manager and chief winemaker at Penfolds Winery in the main street at McLaren Vale (which later became Southern Vales Co-Op). Madge and Tom’s young sons needed help through the pre-school ages as they lived next door to the winery and the open tanks were a great lure to the boys when they were young. Some of Madge’s friends who lived in the area were also worried about the ‘holes in the ground’ at the winery where their husbands worked. But this was only one of the reasons – the main one being that the mums had their hands full (remembering that this was an era when fathers weren’t very ‘hands-on’, and the mums did a huge amount of the child rearing). There was a lady in the area who minded little ones, but not more than once a week, and at a cost. Madge had two or three other friends with kindergarten-aged children as well, so there was some demand for a service.

How it all began………………

Madge called a meeting and invited women of the town who had 3-5 year-olds to see if they wanted to start a kindergarten. That meeting occurred in July 1952 and it was decided that they would hold a series of fundraisers to get the idea off the ground. Initially the women invited friends and relatives to help fill cake stalls in the street every Saturday morning, which raised considerable money over time. Then Madge suggested their biggest fundraiser of all, which was a Debutante Ball. They invited the local Mayor to receive the beautiful girls of the town and district and it was a success which beat all others. The Hall was crowded and the money rolled in as the girl who raised the most money had attracted lots of help. And so they had enough funds to buy some toys and basic equipment, and to put towards a building fund.

TO READ MORE ABOUT THE HISTORY OF MADGE SEXTON KINDERGARTEN SEE OUR WEBSITE.
Reggio Emilia

The “Reggio Approach” derives its name from its place of origin, Reggio Emilia, a city located in Emilia Romagna in Northern Italy. Shortly after the Second World War, Loris Malaguzzi, a young teacher and the founder of this unique system, joined forces with the parents of this region to provide child care for young children. Originally inspired by the need of women to return to the work force, over the last 50 years, this education system has developed into a unique program that has caught the attention of early childhood educators worldwide.

Looking at this complex system of education is fascinating and challenging. It invites us, as teachers, to see the possibilities of what can be, if we are willing to take risks and let go of our traditional roles. At the heart of this system is the powerful image of the child. Reggio educators do not see children as empty vessels that require filling with facts. Rather they see children as full of potential, competent and capable of building their own theories. Educators work on the premise that children possess a hundred languages; a hundred ways of thinking, of expressing themselves, of understanding and encountering others, etc. This where the atelier plays a significant role.

**Education based on Interrelationships:** A network of communication exists between the children, parents and teachers of Reggio. These three protagonists work together to create the spirit of co-operation, collaboration, and co-construction of knowledge. They work together interacting toward a common purpose; the building of a culture which respects childhood as a time to explore, create and be joyful.

**The Environment as the Third Teacher:** The layout of the physical space encourages encounters, communication, and relationships. The arrangement of structures, objects and activities encourages choices, problem solving, and discoveries in the process of learning. In preparing the space, teachers offer the possibility for children to be with the teachers and many of the other children, or with just a few of the children, or even alone.

**Long Term Projects as Vehicles of Learning:** One of the highlights that often first attract educators to the Reggio Approach is its complex long term exploration of projects. The projects undertaken by Reggio educators may derive from both children’s and teacher’s ideas and interests, thoughts and theories in things worth knowing about. Teachers often work on projects with a small group of children, while the rest of the group continues to involve itself in other self-selected activities and explorations.

**The Importance of Documentation:** Documentation serves many purposes, but most of all it is used as a research tool for studying children’s learning processes. Documentation is about what children are doing, learning and grasping, and the product of documentation is a reflection of interactions between teachers and children and among children. Documenting children’s daily experiences and ongoing projects gives meaning and identity to all that the children do. It is through the documentation that the teachers are able to gain insight into the thoughts of the children, determine further investigation for working on topics, create a history of the work and generate further interest.
Kindergarten Policies

The following Kindergarten policies are available to view in our Policies Folder located in the foyer or on our website.

NATIONAL QUALITY AREA 2: HEALTH AND SAFETY
- Policy 1: Madge Sexton Kindergarten Healthy Food Supply & Nutrition
- Policy 2: Madge Sexton Kindergarten Sun Protection
- Policy 3: Madge Sexton Kindergarten Water Safety
- Policy 4: Madge Sexton Kindergarten Administration of First Aid
- Policy 5: Madge Sexton Kindergarten Incident, injury, trauma and illness
- Policy 6: Madge Sexton Kindergarten Dealing with infectious diseases
- Policy 7: Madge Sexton Kindergarten Dealing with medical conditions
- Policy 8: Madge Sexton Kindergarten Emergency and evacuation
- Policy 9: Madge Sexton Kindergarten Delivery and collection of children
- Policy 10: Madge Sexton Kindergarten Excursions
- Policy 11: Madge Sexton Kindergarten Child Safe Environment

NATIONAL QUALITY AREA 4: STAFFING ARRANGEMENTS
- Policy 12: Madge Sexton Kindergarten Staff Code of Conduct
- Policy 13: Madge Sexton Kindergarten Determining the responsible present
- Policy 14: Madge Sexton Kindergarten Participation of volunteers and students

NATIONAL QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN
- Policy 15: Interactions with children

NATIONAL QUALITY AREA 7: SERVICE MANAGEMENT
- Policy 16: Madge Sexton Kindergarten Enrolment and Orientation
- Policy 17: Madge Sexton Kindergarten Governance and management of the service
- Policy 18: Madge Sexton Kindergarten Acceptance and Refusal of Authorisations
- Policy 19: Madge Sexton Kindergarten Payment of Fees
- Policy 20: Madge Sexton Kindergarten Dealing with Complaints

*Madge Sexton Kindergarten Bullying and Harassment Policy

Term Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>29 January - 12 April</td>
<td>28 January - 11 April</td>
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<tr>
<td>Term 2</td>
<td>29 April - 5 July</td>
<td>28 April - 4 July</td>
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<td>Term 3</td>
<td>22 July - 27 September</td>
<td>21 July - 26 September</td>
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<tr>
<td>Term 4</td>
<td>14 October - 13 December</td>
<td>13 October - 12 December</td>
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The Madge Sexton Kindergarten Logo encompasses all that is nurturing; it depicts growth, fusion and harmony amongst our Kindergarten family; deep roots to the community; and a thriving balance of strength and support.

Inspire – Create – Belong

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