

# Madge Sexton Kindergarten



## PARENT HANDBOOK





# Welcome to the Madge Sexton Kindergarten Family!

The Staff and Governing Council welcome you to Madge Sexton Kindergarten. We look forward to working in partnership with you during your child's learning journey.

The staff team at Madge Sexton Kindergarten are always available to answer 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.

## Our Statement of Philosophy

At Madge Sexton Kindergarten we value partnerships with families and recognise them as their child's first educator. We strive to ensure all children and families feel a sense of belonging at kindy through open and honest communication.

Educators at Madge Sexton Kindergarten are inspired by the principles of the Reggio Emilia philosophy. We believe that children develop a sense of agency when encouraged to co-research and express themselves through their 100+ languages. Children develop an understanding that they are valued, as their voices guide their day to day learning journeys.

We believe that children's positive dispositions for learning will be enhanced through the language we use as we interact with them. These learning dispositions include; confidence, curiosity, independence, creativity, assessing and taking risks, collaboration, kindness, resilience and persistence.

We believe the role of the educator is to foster a love of learning in children. Educators hold and promote a strong image of the child, viewing each child as a unique individual, knowing that each of them are competent to lead their own learning in our purposeful environment. By sharing their ideas, problem solving together and hands on exploration, children engage in the social construction of knowledge through a strengths based curriculum, where the child is at the center of every decision made

We value community history and connections, ensuring our children are visible within their local community as a citizen with rights. We acknowledge and value our indigenous heritage and the history of Madge Sexton.

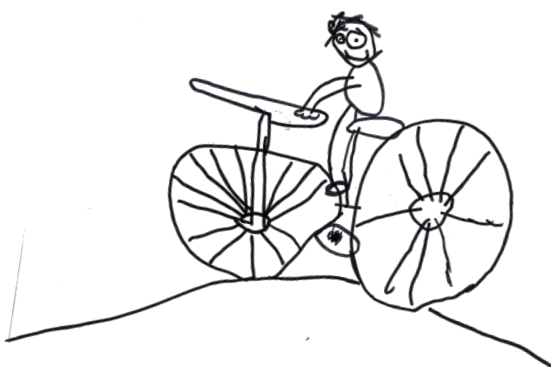
We value research and engage in critical reflection in our practice as educators. We work together to embed a culture of equity, collaboration, openness, honesty, innovation and cohesion with a shared workload, as we foster a culture of lifelong learning for all.

We believe that a philosophy statement evolves as new learning is gained and practice is reflected upon.



## Staffing (This can change year to year)

Tennille Langeluddecke	Director
Emily Downing	Teacher
Anita Mills	Teacher
Kalinda Glatter	Early Childhood Worker
Emma Shaw	Early Childhood Worker
Laura Reay	Early Childhood Worker
Rhian Eagleton	Early Childhood Worker



## Fees

Public Kindergartens in South Australia are administered by the Department for Education. Our Kindergarten receives some money from the Department 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 in 2021 are:

**Sessional Kindergarten is \$495.00 per child per year**  
**(Billed as 3 payments of \$165.00 in Terms 1, 2 & 3)**

Fees can be paid into the locked "Payment box" located by the bag lockers, or via online banking. (**BSB:** 105071 **Account No.:** 280005440) A receipt will be issued to you. **\*\*Please note that children need to bring their own packed lunch and fruit time foods.\*\*** Payment installment agreements can be made.

## Special services

Madge Sexton Kindergarten has access to the following services: Speech Therapist; Psychologist; Social Worker; and Special Educator. If you think your child may require any of these services, please see the Director.

Once a term, CAFHS 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.

## 2021 Kindergarten session times

Children are allocated into one of the following two groups.

Each child is entitled to 15 hours of Kindergarten each week.

**Group 1 –**  
Monday (12.30pm – 3.00pm)  
Tuesday (8:45am – 3:00pm)  
Wednesday (8:45am – 3:00pm)

**Group 2 –**  
Monday (8.45am – 11.15am)  
Thursday (8:45am – 3:00pm)  
Friday (8:45am – 3:00pm)



## Nature play

As of 2014/2015 Madge Sexton Kindergarten became a "DECD Outdoor Learning Area Demonstration Site." We hold a very strong image of the child as being competent and capable, so from this belief, our yard focuses on providing our children with opportunities to explore risk and challenge themselves. In our environment, this looks like huge logs, tree stumps, boulders and ropes for climbing and balancing in many areas throughout the space. We are strong advocates of nature play as every day we see firsthand it's benefits: children are developing their learning dispositions of imagination, curiosity, confidence, persistence, resilience, concentration; as well as developing their skills in problem solving, self-regulation, resourcefulness, collaboration, ability to self-assess risks and gross motor development. You can read more about nature play on our website.

## Daily routine

(Full day – approximate times)

- 8.45: Doors open / Children arrive
- 9.15: Group mat time
- 9.45: Fruit time
- 10.00: Inside/outside time
- 11.40: Large group mat time
- 12.00: Lunch & relaxation time
- 1.00: Inside/outside time/optional fruit time
- 2.20: Pack up inside/outside environment
- 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. Please encourage your child to walk in, encouraging your child to be independent as much as possible. 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 program 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

- Support 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 on the verandah.
- Support 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.
- Support your child to sign himself/herself in at the children's "sign in" desk and have a go at writing the date with the supports provided – this promotes literacy, numeracy 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 (\$15) for sale, these are not compulsory. We are a "nature play" Kindergarten so children will be encouraged to get wet and muddy!

## Medication

If your child has 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. **Please note that these medical/health care plans MUST be given to the Director before your child is able to attend Kindergarten to ensure the safety and wellbeing of your child.**





# What should your child bring to Kindy?

A named bag, preferably a backpack

A piece of **fresh fruit or vegetable** (or 2 on your child's full day) – *kept in your child's bag.*

A named lunch box (clearly named on the outside please) – *to be placed in the Lunch Box crates on the verandah -staff will then put them away in the store room to keep cool*

An ice brick to keep food fresh

A named drink bottle filled with water – *Kept in your child's bag. Please note that at lunch times children drink from water from the water jugs with glasses at their tables.*

A Hat – *legionnaire style or broad brimmed - Sun smart policies are in place at the Kindergarten and children are required to wear a hat when the UV is over 3 to comply with our Skin Protection policy.*

A change of clothes

Sunscreen applied in the hotter months. *Sunscreen will be available for children to re-apply after lunch.*

**Please ensure that ALL items are labelled clearly.**

## Child Care children / OSHC children

If your child gets dropped off and picked up by a child care provider please negotiate with them to check your child's pigeon hole for notes. Kindergarten staff work hard to communicate needs with child care providers, but ultimately it is up to parents to ensure that their child has adequate food packed in their child's Kindy bag. Please note that McLaren Vale Primary School offers before, after school and vacation care services to Madge Sexton Kindergarten children.

## Collection of children

No child will be released into the care of any persons not known to staff 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 us to let us know who will be collecting your child in your absence.

## Birthdays

We love to celebrate birthdays and we make sure that the birthday children feel special by everyone singing Happy Birthday to them and receiving a birthday certificate, a sticker and 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 including birthday cake, etc. Please also be discrete when giving out birthday invitations, please place these in pigeon holes rather than give to children directly, as often this results in children being upset as a result of exclusion. Please see staff if you require assistance.



## Absences

Please advise staff of any absences. To enable each child to gain maximum benefit from the Kindergarten program, 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. Please note that if you bring your child to Kindy with an infectious disease or before the end of the 24 hour period of vomiting/diarrhoea you will be asked to take your child home.

## Website

You can also visit our website. Here you will find lots of information about Madge Sexton Kindergarten. [www.madgekgn.sa.edu.au](http://www.madgekgn.sa.edu.au)

## Facebook

Yes, we are on Facebook too! Look us up and "like" us: Madge Sexton Kindergarten Families.

## Seesaw

We use the Seesaw app to share your child's learning journey and to send reminder notes. You will receive an invitation to join in the first few weeks of Kindy.

## Car parking

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 any areas that are not designated car park spaces this includes the designated disabled park, child care bus park or in the no parking areas between the trees and along the kindy fence and school oval.**

## 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 your child not be attending Kindergarten for their nominated session. Evacuation and invacuation procedures are practised with the children and staff on a regular basis.



## 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 staff members to guide children's behaviour and provide clear guidelines as to why a particular behaviour is unacceptable while they are at the Kindergarten. There are some policies around this provided in your enrolment pack.

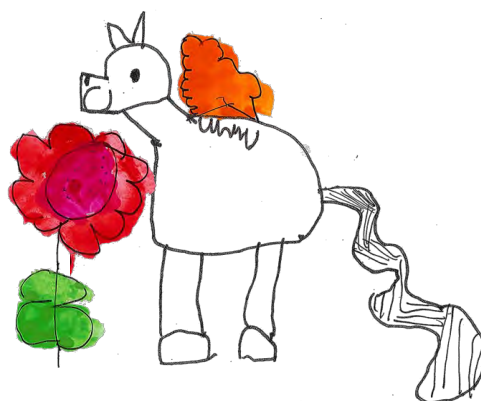
## Parent grievances

Our staff are 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 your enrolment pack, or in the "Policies" tab on our website.

## Canteen

The McLaren Vale Primary School Canteen offers a lunch order service to the Kindergarten children on their full days. The Kindy Canteen list is different from the school list to support our healthy food policies.

Please ask staff for more information.



## Taking photos at Kindy

Please note that you are very welcome to take photos of your own child at Kindergarten but please ask a staff member for permission **BEFORE** you take any photographs of any other Kindergarten children. Some children's families have not given permission for their child to be photographed at Kindergarten by other families. Please **do not** publish other children's photographs on Facebook or any other social media unless you have gained permission from their parents.

## 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. 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 program and services for children and families and are always looking for improvement ideas. There is a "suggestion box" located on the verandah at Kindergarten.





# Parental partnerships / Communication processes

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 can expect to see.

- A meeting with staff to give new parents information about our Kindergarten and to hand in enrolment forms.
- A child questionnaire (at the beginning of your child's time at Kindergarten).
- A conversation to collaboratively formulate your child's goals for their Individual Learning Plan looking at strengths, needs & interests (in your child's first term of Kindergarten and these can also be arranged at other times on request if there are any extra concerns).
- A Statement of Learning (in your child's fourth and final term of Kindergarten).
- Individual Learning Folders – You are welcome to look through your child's at anytime. These will also be sent home for sharing at different times throughout the year.
- Display boards and Folders which have detailed documentation about children's learning, events and projects.
- Newsletters and notes will be distributed through email and/or pigeon holes.
- An informative website.
- A Seesaw app is used as an effective communication tool.
- Photographic slide shows on our large television in the foyer.
- 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
- 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.
- 

**PLEASE NOTE THAT THE MORE THAT YOU PARTICIPATE IN YOUR CHILD'S LEARNING PROGRAM AT KINDERGARTEN, THE MORE BOTH THE CHILD AND FAMILY BENEFIT.**



# 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 into 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 Participation of Volunteers and Students 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.**



## How you can help us

There are lots of ways that you can help us including: bringing in materials and resources when we send out a "We would love donations of..." note; volunteer your time on Governing Council, an event, gardening, or a working bee; offering your services (trade, skill, interest) to improve our facilities or enrich our learning program. Curriculum overviews go home at the beginning of each term informing you of some of the ideas, theories and provocations we will be exploring with the children, and 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.



# 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!

## 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, previous Governing Council Member**





# 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, 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. (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 7<sup>th</sup>, 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, allowing them enough funds to buy some toys and basic equipment, and some left over to go towards a building fund.

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





# The Reggio Emilia Philosophy

The Reggio Emilia 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 educational approach, joined forces with the parents of this region to provide care for young children. They felt that it is in the early years of development that children form who they are as individuals. This led to creation of a program that was based on: the principles of respect, responsibility, and community; the value of exploration and discovery; a supportive and enriching environment; and the interests of the children through a self-guided curriculum. Originally inspired by the need of women to return to the workforce, over the last 50 years, this educational philosophy has caught the attention of early childhood educators worldwide.

The principles of the Reggio Emilia approach that we work with at Madge Sexton Kindergarten fit beautifully within our curriculum, The Early Years Learning Framework for Australia – Belonging, Being, Becoming. The Reggio Emilia philosophy is simply excellent early childhood practice. We believe that by implementing learning programs and experiences through the lens of the Reggio Emilia principles within a SA context, we are able to create rich, engaging and exciting learning experiences for children in a beautiful, respectful environment that fosters strong relationships and a strong sense of identity and belonging for children and families. Outlined below are some of the principles of the Reggio Emilia philosophy that we foster.

## Relationships

Relationships and learning through relationships underpin everything that we do. Madge Sexton Kindergarten staff are committed to making connections with every child and building “real” relationships. We provide experiences for children to connect with each other and develop a sense of belonging to our Kindergarten community. We also value relationships with families and the wider community and strive to create opportunities and experiences to connect with them. We aim for “partnerships” with parents, not just superficial parental involvement, we strive to develop a culture where staff and parents respect childhood as a time for children to explore, create and be joyful.

## Image of the child

Madge Sexton Kindergarten staff see the children as strong, competent, creative and curious, and capable of building their own theories, not as empty vessels that require filling up with facts. Children are seen as unique individuals within a group. Children are encouraged to share their experiences, ideas, theories and curiosities. A strong sense of identity in children is promoted, children's images are projected everywhere: in photographs; in reflections of mirrors; in celebrations of learning; and in the child directed learning projects and journeys. Children are respected and valued for their unique individual personalities and identities.



## Listening – “child’s voice”

Madge Sexton Kindergarten staff are genuinely interested in, and listen deeply to what the children have to say/are communicating. We believe that children bring valuable experiences, theories, knowledge, skills and questions to Madge Sexton Kindergarten with them. Educators value skill acquisition but not in isolation, or at the expense of the exploration of knowledge, concepts, theories, questions and collaboration. A loose “guiding curriculum” is planned at the beginning of each term, and the children’s interests, knowledge, needs and wonderings determine the direction that the learning journey takes.

## Environment as the “third teacher”

The Madge Sexton Kindergarten learning environment reflects that children are highly valued and respected. The physical environment is a beautiful, calming and welcoming space. Educators take much time to set up engaging and enticing experiences to engage children in learning and provide a myriad of spaces for children to “be” alone and with others. 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.

## 100 Languages

A core principle that we believe in is that children possess a hundred languages, a hundred ways of thinking, of expressing themselves, of understanding and encountering others, with a way of thinking that creates connections between the various dimensions of experience rather than separating them. At Madge Sexton Kindergarten, we provide opportunities for children to express themselves and learn through many mediums and experiences. The role of the atelier plays a large role within this. Our atelieristas work collaboratively with educators to ensure that children are provided with opportunities to express themselves through their “100 languages.”

## Projects

Madge Sexton Kindergarten staff are committed to research within the Kindergarten and community. Children are given time to explore ideas and theories and develop skills and this is not dependent on strict timetable restrictions. Children are encouraged to ask questions at any time and to be “researchers”. Many “projects” unfold within the Kindergarten learning programs, some long term over weeks, a term, or more; and others more short term and happen within a day or week at Kindergarten. Projects may derive from both children’s and teacher’s ideas and interests, thoughts and theories in things worth knowing about.

## Documentation

Recording, reporting on and interpreting children’s learning is a vital part of an educator’s work. Group and individual learning stories are documented and used to celebrate and share learning, as well as inform future learning possibilities. 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 documentation that educators are able to gain insight into the thoughts of the children, determine further investigation for working on topics, creating a history of the work and generate further interest.



## Professional Development

Madge Sexton Kindergarten staff are committed to lifelong learning and engage in ongoing professional development outside of the Kindergarten environment, but also within the Kindergarten environment and local community, sharing and supporting one another and learning together. Madge Sexton Kindergarten is a member of the Reggio Emilia Australia Information Exchange and are committed to learning from and sharing with others.

## Kindergarten Policies

The following Kindergarten policies are available to view in our Policies Folder located onsite 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
- Policy 22: Madge Sexton Kindergarten Toileting Policy



### **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
- Policy 21: Madge Sexton Kindergarten Bullying and Harassment Policy





## Tennille Langeluddecke



Tennille is a highly experienced and effective teacher and Director having worked in various Early Childhood settings since 1996. Her experience extends from Preschools, Schools, Out of Hours Care, Vacation Care and Long Day Care, both as a Teacher and a Director. Her qualifications include a Bachelor of Early Childhood Education and a Diploma in Community Services. Tennille is highly skilled in designing interesting and engaging learning environments and providing fun, creative and innovative small and large group experiences. Tennille's effective communication and relationship skills allow her to develop strong connections with educators, children and families. Tennille is passionate about nature play and was a key designer of our outdoor learning area, supporting children to assess risk for themselves and to accept challenges in order to build important learning dispositions including resilience, persistence, confidence and problem solving.

## Emily Downing



Emily holds a Bachelors degree in Early Childhood Education, graduating from Flinders University in 2018. She has experience in both kindergarten and the early years of primary school. Emily is passionate about fostering learning dispositions in children and supporting the unique learning journey of each child. She enjoys having the freedom in teaching to follow the interests of children and use it as a guide for further planning. Emily has an interest in special education and the range of ways learning can be adapted to suit every child. She is passionate about advocating for children as competent and capable and is confident to challenge expectations of what young children can do. Emily enjoys interactive learning and collaborating with children in discussions and projects.

## Anita Mills



Anita holds a Bachelors degree in Early Childhood Education and graduated from the University of South Australia in 2003. Anita has had many years of experience working as a classroom teacher in a variety of different schools within both the private and public sectors. She has taught children of many ages but has spent the majority of her time as a Reception classroom teacher. Anita has played a leading role in introducing, implementing and guiding staff with new curriculum and current pedagogy inspired by the Reggio Emilia philosophy within these settings. Anita worked with the leadership team and staff at the school to implement positive changes to the learning environment with a focus on creating beautiful spaces that foster conversation, collaboration and inspire open-ended learning. Anita is passionate about developing and maintaining meaningful and authentic relationships with children and their families. She enjoys working within the early years, supporting young children to develop and maintain strong concepts about themselves as capable and successful life-long learners.





## Kalinda Glatter

Kalinda has a Certificate 3 in Office/Administration as well as a Diploma in Interior Design and a Certificate 3 in Children's Services. Kalinda has been an Early Childhood Educator since 2011 working initially as our finance officer, then taking on an additional role as an Atelierista (Art Teacher). Kalinda works closely with the teachers to ensure the atelier program runs alongside the emerging curriculum, guided by the children's voice. Kalinda builds strong relationships with the children who use her as a facilitator for their imaginations. Often an idea is difficult to turn into something concrete, so Kalinda's role in the atelier is to supply the tools for the idea, however the "thinking and doing" process remains the children's. Kalinda enjoys creating a harmonious and beautiful learning environment for the children to thrive in.



## Emma Shaw

Emma has extensive skills in working with preschool children including supporting children with additional needs and working with all preschool aged children to extend and build on their interests. Emma has a Certificate 3 in Children's Services. One of Emma's passions is setting up amazing socio-dramatic play environments for children. Her effective communication skills and caring nature provide Emma with a solid connection with both children and families within the kindergarten. Emma is our Work Health Safety representative.



## Laura Reay

Laura comes to Madge Sexton Kindergarten with over 16 years experience as an early childhood educator. Initially working in the UK and since 2013 in Australia as an Early Childhood Worker and holds a certificate 3 in Children's Services. Laura works exceptionally in Preschool Support working with children with additional needs, finding engaging and holistic ways to develop and build on children's existing skills and understandings. Laura also works as an atelierista in the atelier, listening to child's voice and authentically embedding and incorporating children's interests, to provide a process focused, rich program. Laura's passion lies in transient art, where she encourages the use of loose parts in children's learning experiences.



## Rhian Eagleton

Rhian holds a Diploma of Children's Services and has been employed in the care and education setting since 2018. Rhian is passionate about working alongside children in their learning journey and learning with them as a co-researcher. She has highly effective communication skills, which allows her to develop authentic relationships with children. She loves supporting children to develop a sense of belonging by supporting them to engage in all aspects of the Kindy environment. Rhian is a strong advocate for controlled risk-taking; allowing children to navigate their own learning experiences and show themselves as the competent and capable individuals they are.

Rhian values authentically listening to children and loves how they always manage to surprise and inspire her with their interpretations and theories about the world around them.







## Term Dates 2021

- Term 1: 27 January – 9 April
- Term 2: 27 April – 2 July
- Term 3: 19 July – 24 September
- Term 4: 11 October – 10 December

### CONTACT US:

249 Main Road,  
McLaren Vale SA 5171

Phone 83238684  
Fax 83239913

Email: [dl.3647.leaders@schools.sa.edu.au](mailto:dl.3647.leaders@schools.sa.edu.au)

Website: [www.madgekgn.sa.edu.au](http://www.madgekgn.sa.edu.au)

Facebook: 'Madge Sexton Kindergarten Families'



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.

