

# What is a post?

**Images**  
Choose up to 4 images or video that highlight the learning

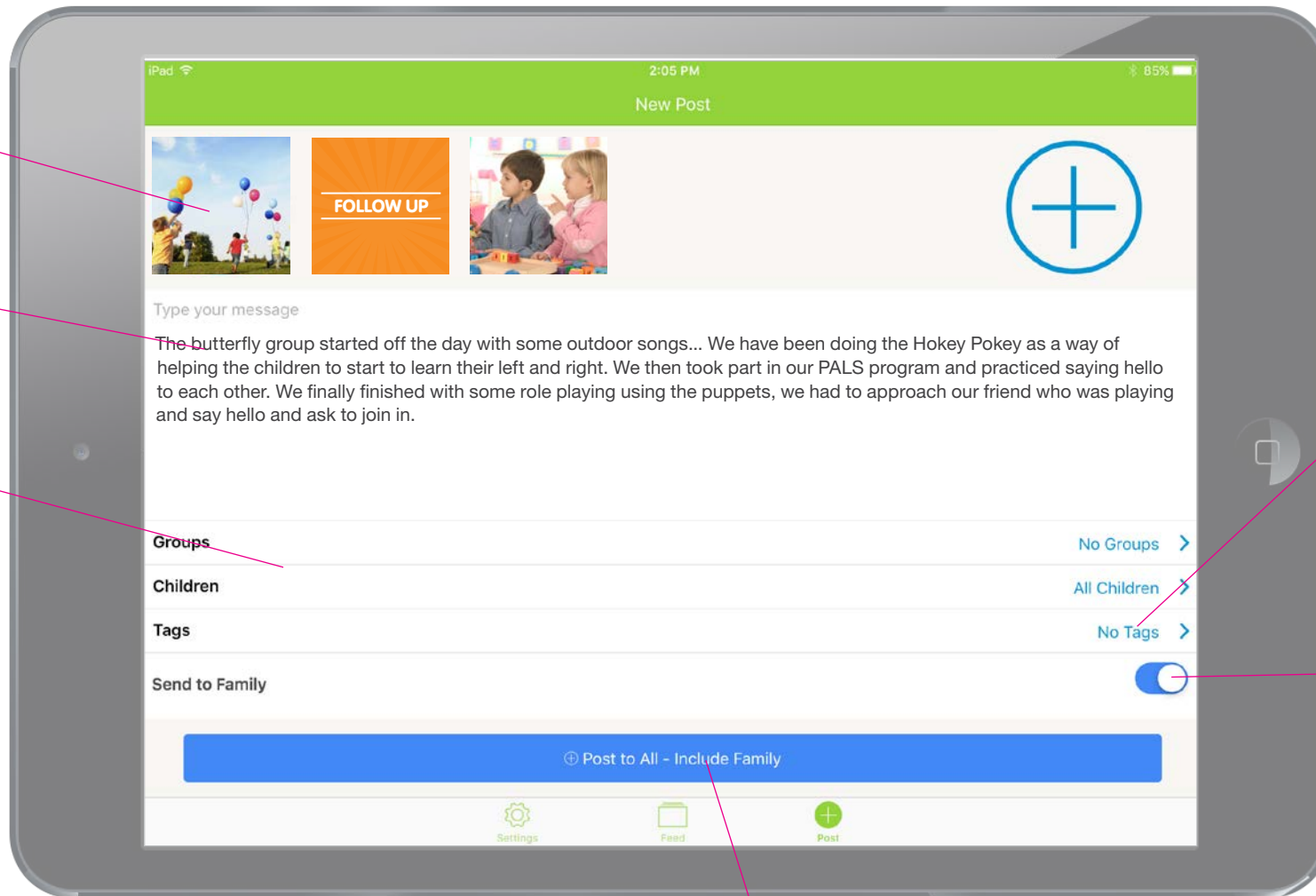
**Reflection/notes**  
Write a little about what is happening, you can add **additional info later** if time is against you.

**Tag the children**  
There are 3 levels of posting:  
To the whole centre  
To a group  
To individual children  
Linked parents only get to see posts relating to their child.

**Learning tags**  
(linked family can see online)  
Choose the learning tags that relate to your post, start typing to choose tags you have loaded into your Kinderloop via your settings.

**Send to parents**  
At any time you can turn this of to save a draft to your private Kinderloop and send later.  
*The post shows as yellow on your feed.*

**Post**  
Click to post to your private Kinderloop



# Example posts to simplify your documentation

## Private post (linked family does not see)

Here we see a private post with images & tagged children, explanation and learning tags can be added later by editing the post online.

## Reflection private post (linked family does not see)

Here we see a reflection post, images, explanation, tagged children and learning tags that can all be searched on. We can also see there is room for additional info to be added later by editing the post online.



## Standard post (linked family sees)

Here we see a standard post, images, explanation, tagged children and learning tags.

We can also see there is a comment and the post has been seen by 5 linked family members

## Follow Up/Programming private post (linked family does not see)

Here we see a reflection post, images, explanation, tagged children and learning tags that can all be searched on.

We can also see the educator adding comments to extend on the programming or to follow up at a later date.

# Cycle of learning

It doesn't matter how you program currently, whether it be in the form of observations, learning stories, jottings in a day book, Kinderloop can do all this for you also. Here is a list of ways Kinderloop can work for you: Remember it's your Kinderloop so you can do it to suit your team:

**Create a Daily Reflection post:** This may normally look like your day book, journal or learning story that has been printed out and put on display. Include a Reflection image from Kinderloop images and capture the day for your families. Use photos from throughout the day, include tags for EYLF outcomes, to show links for learning.

**Daily group time posts:** If you have specified group times, intentional teaching opportunities create a post which shows families what has occurred. Create groups of children who are in each room and tag them for each relevant post. Tag appropriate EYLF learning outcomes. Duplicate this post to make it private and evaluate individual children's participation in the group time.

**Overall development of a child:** Use the search function to pull up a child and see an overall developmental record of each child throughout the year, which shows each educator as well as assessment and rating assessor how you have covered all areas of a child's development, interests and planned for the overall child in your program. It also enables educators to see if any areas of a child's development has been missed and can help to focus on specific areas needing observing.

**Developmental concerns/needs identified:** Private posts enable educators to make notes, and record concerns they have observed for a child, if a parent has approached with a concern, record it privately so all information for the child is together, no more need for multiple folders, or note books, store it all together on your private Kinderloop.

# kinderloop.com

Contact [hello@kinderloop.com](mailto:hello@kinderloop.com)

8.54am 99%

Amazingly simple Kinderloop

Balance beam and climbed down when he reached the end. Comments 2

Jessica Brown to Poppy Silver  
Sent on 16 March at 9:40 am

**The EYLF Early Years Planning Cycle\***

The context			
<b>Observation</b> Gathering information or data about children, families, educators and the community. Noticing what is happening. What can I see? What can others see? What do children notice about themselves? What do families notice? Looking for what is meaningful in my context and for children and families. Noticing Belonging, Being and Becoming, Practices, Principles and Outcomes.			
<b>Question</b> Asking questions and analysing what has been observed. What learning is taking place here? How is this meaningful for us? Recognising strengths and interests. What do I recognise? What do others recognise? What do children recognise about themselves? What do families recognise?	<b>Plan</b> What other learning is possible? What can we learn together? Planning with children and families. How will children be supported to learn and develop? Planning for learning against the Outcomes. Planning to support the pedagogy includes planning for individual and groups, routines, experiences, interactions, inside, outside etc. Planning for learning, both short and long term. Planning for Belonging, Being and Becoming. Planning for Practices. Planning for Principles.	<b>Act</b> Acting to respond to what you know and have planned for. Putting plans into action. Supporting all educators to enact the plan to support children's learning. Using Practices and Principles to guide the way the plan is enacted e.g. intentionality or respect for diversity. Acting in all parts of the curriculum—routines, experiences, inside, outside, environments etc. Responding to Belonging, Being and Becoming. Responding to Practices. Responding to Principles. Responding to Outcomes.	<b>Reflect</b> Reflecting on what you have noticed, understood, planned for and how you have acted. Critically reflecting on how children and families have benefited from the planning cycle. It involves discussion, debate, thinking, talking, talking back, making over, reviewing. Evaluating what has occurred. Assessing children's learning. Reflecting about Belonging, Being and Becoming. Reflecting about Practices. Reflecting about Principles. Reflecting about Outcomes.

\*Adapted from Practice, Pedagogy and Planning Review (2016) Grouping and Professional Learning. The Education Group for Practice Pedagogy Project for Australia, Canberra, ACT (2016)

**By following the information presented here and your own expert knowledge, its simple to show the planning cycle within your private Kinderloop, remember each post can be crafted to express multiple elements of the cycle and tagged with relevant learning frameworks or tags of your own creation to help link everything together.**

Monday 23rd - Brody was the first to come over and spent the whole morning with the ball in his hands. We were surprised at how well the children were taking turns and sharing the ball with each other! As Anna and Patrick really enjoyed the rolling movement, we will further extend this interest next week.

Tuesday 24th -  
Wednesday 25th -

Fine motor skills Child interest (curriculum key) EYLF Principle 2

Settings Feed Post

Poppy is beginning to use one to two word sentences. She sits at the table and turns towards Jane and says "hot, hot" Jane replies to Poppy by telling and demonstrating to her how to blow on her food. Poppy tries blowing on her food and begins to eat. Poppy comprehends and follows simple instructions and commands, she will often repeat one word for example "hands".

**Analysis of Development:**  
Poppy is demonstrating verbal and non verbal communication for a range of purposes. She is becoming confident and starting to express herself through her language.

**Objective for Future learning:**  
Model and continue to encourage Poppy's language development

**Learning Possibilities:**  
\* small group language activities  
\* one to one time with Poppy  
\* display pictures around room  
\* labelling objects

**Implemented into Program:**  
21/3/16 - 1/4/16

1.1 Children feel safe secure and supported  
5. Communication  
5.1 Children interact verbally and non-verbally with others for a range of purposes

Child Interest Child Observation

## Using your private post function for individual observations of children:

Kinderloop enables educators to have all documentation relating to children in the one place. Privately post an observation, jotting, learning story whichever you may call it privately for each child. Use your own heading if you wish:

**Observation:** Where you write your story or what you have seen occurring.

**Analysis of learning/Developmental Summary/ Interpretation:** Again use whichever terminology your centre may use to put your summary into the observation.

**Objective for future learning/ learning possibilities/Follow up experience/ extensions:** This is where you can plan ongoing experiences and learning opportunities for the child.

**Implemented into the program:** Write here what you are going to plan for the child and when it has been written into the Curriculum plan, weekly or monthly program. This shows a great link for assessors during a ratings visit.


**Tag appropriate EYLF tags** to support your developmental findings, and link to outcomes.

Once follow up experience has been implemented come back to this private post and comment on evaluation of the experience.



# Kinderloop Reports

A simple and easy way to keep track of your posts on children, learning tags and plan for the weeks ahead.

 **Click the reports and planning icon in your online settings**

## Reports

**Choose view**  
Click to choose group or tag view

**Choose group**

**Choose time**  
Click to choose timescale

**Choose date**  
Click arrows to change date

Shows tags or group & child

Shows children with tag used


Shows children without tag used

## Child detail page

Further detail can also be found on the child's settings page

Click on the tag number to see the tags used that day

# Example posts

 **Joeys to**  
Sent on 23 Mar at 7:36 PM

Reflection: 23.3.15 -27.3.15

Monday 23rd - Dylan was the first to come over and spent the whole morning with the ball in his hands. We were surprised at how well the children were taking turns and sharing the ball with each other! As Lequintin and Patrick really enjoyed the rolling movement, we will further extend this interest next week.

Tuesday 24th -


Wednesday 25th -


Thursday 26th -

Friday 27th -  
reflection

[Comment](#)

Private reflection, ready to edit and add more on the indicated dates

 **Wombat Educator to**  
Sent on 23 Mar at 5:10 PM



Follow up from 16.03  
Alyssa, Alex E, Zoe and Anjali were involved in an activity where they needed to think about themselves and draw their body. We first sang the "Head, shoulder, knees and toes" song, discussing every single part of our body. After they had a look at the model doll. Then they drew their own body. "I need yellow hair", Alyssa said. "5 fingers on my hand", Alex pointed. The children were so involved on the activity, thinking about themselves and all the parts on a person body.

1.3 Children develop knowledgeable and confident self-identities

3.2 Children take increasing responsibility for their own health and physical wellbeing

4.1 Children develop dispositions for learning such as curiosity cooperation confidence creativity commitment enthusiasm persistence Imagination and reflexivity

5.2 Children engage with a range of texts and gain meaning from texts

Wombat Follow Up 2015

[Comment](#)

Active follow up (parent sees post)

 **Belinda to**  
Sent on 24 Mar at 11:59 AM

23-24-.3.15 As a follow up of chatting with parents, it was programmed to spend some time in the Willow room with more comprehensive activities to gain more of a concept of colours (Ellyse) and enhance language (Kobi).


L05 Children are effective communicators

L05.3 Children express ideas and make meaning using a range of media


Language and literacy skills

[Comment](#)

Private follow up, ready to follow up with educator comments

 **Belinda to**  
Sent on 24 Mar at 12:02 PM

Lila spent an extended amount of time with the puzzles today, alongside our educator Tracey. She attempted to complete our colourful elephant puzzle, and once she finished, she continued to do the same puzzle another four times with no problems at all! Well done Lila! She then chose another 6 piece puzzle, this taking her a little while longer but ended up completing successfully. Lila is developing her fine motor, concentration and cognitive skills. Cognitive developmentLo1.1 children feel safe secure and supported

 **Belinda** Programmed for 6th April to allow Lila the opportunity to participate in our interactive smart board activities to extend her skills and interest.  
Sent 23 minutes ago [Delete](#)

[Comment](#)

Private programming, ready to follow up with educator comments