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 **additonal 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.

---

iPad 📶   8.54am   ✻ 99% 🔋

Amazingly simple Kinderloop ✏️

climbed up and over the A-frame, walked along the balance beam and climbed down when he reached the end.   Child Obs.   EYLF 3.2

💬 Comment 2   👁 3   ⌄

Kristin Gomes to Griffin Fox and Frances Potter
Sent on 11 May at 13.55 pm

💬 Comment   👁 0   ⌄

Karen Martins to Brody James and 2 others
Sent on 11 May at 8.38 am

REFLECTION

Reflection: 23.3.15 -27.3.15
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

💬 Comment   👁 0   ⌄

Brody was very brave in group time Mum and Dad... Brody used Jack the Koala to role play interacting with a friend. He spoke to Kate the Kookaburra...

Child Interest   EYLF 4.2   Group skills
EYLF Practice 5: Learning Environments

💬 Comment 1   👁 5   ⌄

Jessica Brown to Butterflies group
Sent on 11 May at 9.40 am

FOLLOW UP

PROGRAMMING

Program- 24.03.15- 30.03.15
Outcome 1: Children have a strong sense of identity
* Last Wednesday Miss M attended a 'Key Sign Workshop' with some of the other educators from our centre. This week we will focus on teaching the children signs that relate to meal times including 'eat,' 'drink' and 'more.' We will encourage the children to say the full sentence and just sign the key word,
* Last Friday Terry brought in some play dough to kindy and he was very excited to show his friends. This Friday Terry and the other children can work with Miss R to make some play dough.

Group skills   EYLF 2.2   Follow up   Programming

Jessica Program 23.5.15 - Extend on key word skills by now starting to write simple words and focus on letter formation skills.
Sent 12 days ago   Delete

💬 Comment 1   👁 2   ⌄

---

kinderloop.com

Contact hello@kinderloop.com

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 👁1

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

kinderloop.com

Contact hello@kinderloop.com

Available on the App Store   ANDROID APP ON Google play