

Creating a learning cycle in your Kinderloop

This info sheet gives you the basic requirements for new educators.

Important note: Ask your administrator to provide you with your username/password.

Note. Following the steps below is only a guide as all educators document differently, it will make it much easier to show assessors your learning cycles.

Edit Post Drafts

Change Post Date

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Spontaneous Observation - THE SNAIL PROJECT

Elka shouted to me to come and look at what she had found in the vegetable garden. In her hand was a snail. We observed the snail retreat into its shell when Elka touched its head. Then the snail started to move slowly in her hand. Moving to the top of her fingers. She gently picked it up and placed it at the bottom of her hand again. Elka asked, "can we keep the snail, we can keep it in our room?"

To All ☐

Groups Babies >

Children Elka and 1 other >

Share with Family ☒

Allow Comments ☒

Learning Tags 2.4.5 care for Country and connect with ... and 2... >

Cancel Send to Children



1. Observe (create a post)

Observe meaningful experiences (planned or spontaneous) and create a post on your main feed to document them. This could be a group or individual child post or a post about an experience with families or the local community. Find a style of documenting that suits you; you may prefer to write an anecdotal type of post, create a running record style post or perhaps use a learning story type approach. Whichever way you document your observation, it is important to stay factual.

Edit Post Drafts

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then we would have to release the snail as it belonged in the garden. This started the SNAIL PROJECT

-Analysis-

Elka showed great care for the snail understanding how delicate its shell was. Eka conn discovery or the snail within our see how the snail moves and w the creature displaying an app

Groups Babies >

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Learning Tags 2.4.5 care for Country and connect with ... and 2... >

Cancel Send to Children

Select Tags

Filter, or to add a new tag, type and click the + button

+

EYLF 2.0 Extended Expand

- ☆ 2.4.5 care for Country and connect with animals, plants, lands and waterways ☒
- ☆ 2.4.8 explore, infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals ☒
- ☆ 4.1.1 express wonder and interest in their environments ☒

EYLF 2.0 Principles & Practices Expand

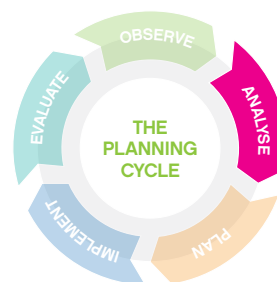
My Tags Expand

NQS Expand

NQS Exceeding Themes Expand

Theorists Expand

Cancel Accept



2. Analyse (written in the body of your post)

Within the body of your post, you can analyse the information you have observed and link the learning outcomes a child has achieved. This is an important part of the assessment of a child, providing you with an insight into a child's strengths, interests, development and needs, all of which will support you in creating a responsive child-centred program.

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Follow Up

Linked 21 Mar 2023 No walls

From post 20 Mar 23

Investigation of Snails

Reference material, or source of activity

THE SNAIL PROJECT

To continue Elka's interest in the natural world and to support her curiosity in caring for the snail, we will investigate what snails require to live; food, and habitat.

Once we have explored snails, we can support Elka to keep the snail in our room and observe it.

Linked groups: Bilbies

Linked children: Elka L. Kya T

Linked Tags: 2.4.5 care for Country and



- Edit this post
- Duplicate this post
- Create planning post
- Follow Up**
- Extend
- Reflect
- Copy to community
- Delete this post

3. Plan (follow-up option)

From the information you have analysed, you can then plan for a child's further learning and development. Planning can be written within the post itself or comments section, or you might like to select the 'follow up feature', to add these ideas directly to your planning calendar or ideas wall. This is what will build your program.

Extension

Linked Change Post Date

THE SNAIL PROJECT

We used the Internet to find information on snails. We built it a home in a box with shelter and food. We found out some interesting facts, Elka was particularly interested in the secretion snails make to move and stick to surfaces. This created a new line of thinking, Elka asked if she could see which surfaces the snail could move on.

To All ☐

Groups Bilbies >

Children Elka >

Share with Family ☒

Allow Comments ☒

Learning Tags 2.4.5 care for Country and connect with ... and 2... >

Cancel Send to Child



- Edit
- Create Post
- Save to Wall
- Save to Date
- Follow Up
- Extend**
- Reflect
- Delete

4. Implement (extend option)

Implementing your plan is where your ideas to support a child's learning & well-being come to life. From your planning posts, you can document what you implemented, this can be done within the body of the planning post or added to the comments section, OR you can select 'extend' to create a new linked post documenting the experience (this post will be on your main feed).

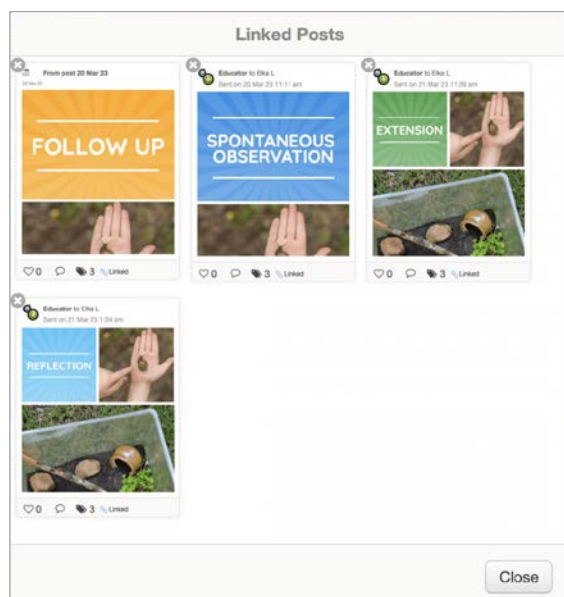
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- Edit this post
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- Reflect**
- Copy to community
- Delete this post

5. Evaluate (reflect option)

Finally, you can reflect/evaluate the experience that happened (or didn't happen). This allows you to critically reflect on what worked & what could be done better, informing your practice for future planning. You can add your reflection/evaluation to the main body of the post or comments section, OR select 'reflect' – creating a new linked post to document your reflection/evaluation. Critical reflection is an essential part of the planning cycle.



A full cycle

If you used the automatic 'linking feature' when creating the posts, you can click on the small link icon to view the full cycle of planning like this. You can continue to add to your planning cycle for as long as you need. Or simply start a new one. Now you have an idea of how to capture, document and show a basic planning cycle in your Kinderloop. Happy Kinderlooping!