

What is a post?

Images

Choose up to 4 images 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.

Send to parents

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

Create a Post



The butterfly group started off the day with some outdoor songs... We have been doing the Hokey Pokey as a way of helping the children to start to learn their left and right. We then took part in our PALS program and practiced saying hello to each other. We finally finished with some role playing using the puppets, we had to approach our friend who was playing and say hello and ask to join in.

Children

Jenny May ×

Frank Wright ×

Learning Tags

Group skills ×

EYLF 2.4 Children become socially responsible and show respect for the environment ×

EYLF Practice 3: Learning through Play ×

Singing/voice work ×



Send to parents

Bumblebees ▼

Post

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.

Group

Choose a group and no individual children will send the post to all children within the group

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.

Programming

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.



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 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.

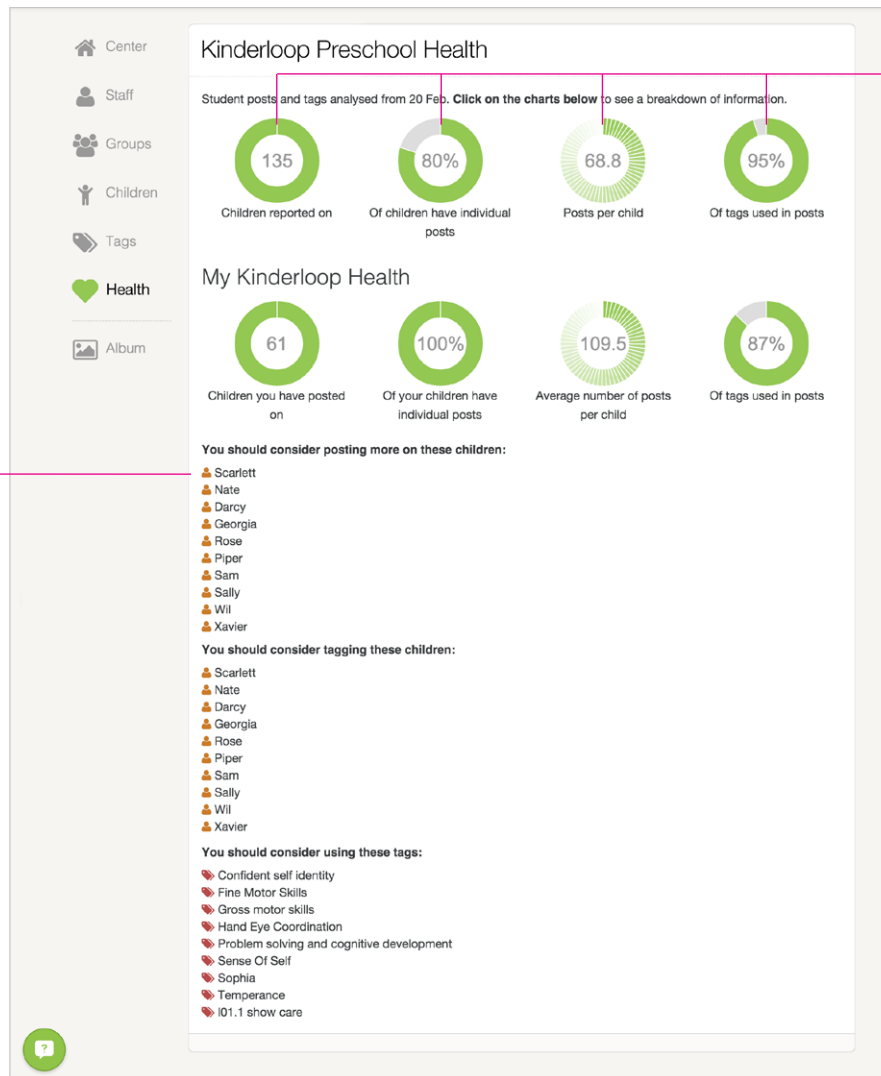
Kinderloop health

Online settings > Health

After 30 days of active data, your Kinderloop health comes alive and shows how you are tracking in your private loop.

Considerations

The lists shown help you to understand the children or tags that may need a little more focus.



Deeper knowledge

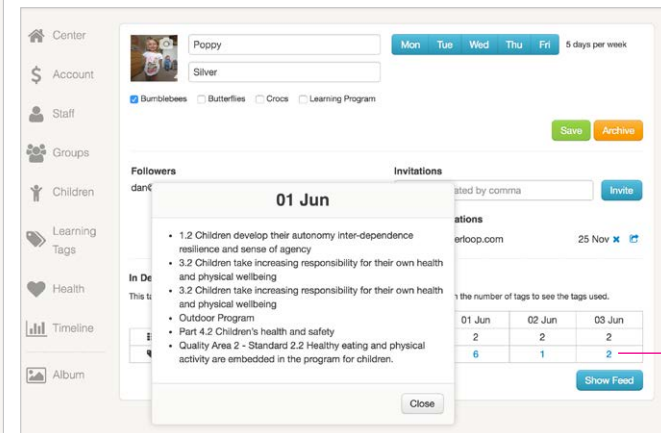
Each chart can be clicked on to see deeper insights into tag use and children's posts

Child	Num Unique Tags	Breakdown
Anna	0	Click here
Arielle Hounslow	0	Click here
Billy Doon	0	Click here
Billy One	0	Click here
Bob	0	Click here
Bob Smith	0	Click here
Caleb	0	Click here
Cecily Houldsworth	0	Click here
Dan	0	Click here
Daniel	0	Click here
David	0	Click here
Dion Hothersall	0	Click here
Dorothy Perkins	0	Click here


Tag	Num Posts
1. Identity	0
1. Identity	0
1.0 Identity	0
1.1.1 initiates interactions with others	0
1.1.4 asks for help	0
1.1.5 expresses feelings and ideas	0
1.1.6 demonstrates confidence	0
1.1.7 able to join in others play	0
1.1.8 enters/exits social situations	0
1.1.9 enjoys role play	0
1.2 Children develop their autonomy inter-dependence resilience and sense of agency	0
1.2 Children develop their autonomy inter-dependence	0

Child detail page

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



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