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|  | Balance of learning record  Queensland kindergarten learning guideline |

This resource can be used to record and reflect on the range and balance of learning opportunities provided across whole-group planning cycles.

| Planning cycle time frame (e.g. term, project, fortnight): | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: |
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| Learning and development area | | | | | | | | | | |
| Identity | | | | | | | | | | |
| * building a sense of security and trust |  |  |  |  |  |  |  |  |  |  |
| * acting with independence and perseverance |  |  |  |  |  |  |  |  |  |  |
| * building a confident self‑identity |  |  |  |  |  |  |  |  |  |  |
| Connectedness | | | | | | | | | | |
| * building positive relationships |  |  |  |  |  |  |  |  |  |  |
| * showing respect for diversity |  |  |  |  |  |  |  |  |  |  |
| * showing respect for environments |  |  |  |  |  |  |  |  |  |  |
| Wellbeing | | | | | | | | | | |
| * building a sense of autonomy |  |  |  |  |  |  |  |  |  |  |
| * exploring ways to be healthy and safe |  |  |  |  |  |  |  |  |  |  |
| * exploring ways to promote physical wellbeing |  |  |  |  |  |  |  |  |  |  |
| Active learning | | | | | | | | | | |
| * building positive dispositions towards learning |  |  |  |  |  |  |  |  |  |  |
| * showing confidence and involvement in learning |  |  |  |  |  |  |  |  |  |  |
| * using technologies for learning and communication |  |  |  |  |  |  |  |  |  |  |
| Communicating | | | | | | | | | | |
| * exploring and expanding language |  |  |  |  |  |  |  |  |  |  |
| * exploring literacy in personally meaningful ways |  |  |  |  |  |  |  |  |  |  |
| * exploring numeracy in personally meaningful ways |  |  |  |  |  |  |  |  |  |  |

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| **Critical reflection** | *Is there a pattern that indicates gaps or preferences in the learning and development areas? Is there coverage across key focuses? How will I improve practice to ensure planning incorporates a range and balance of holistic learning opportunities over time?* |
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