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|  | Individual learning recordQueensland kindergarten learning guideline |

This resource can be used to document each child’s learning, including:

* evidence collected across the planning cycle
* teacher decisions about what is ‘most like’ each child’s learning.

This information helps teachers make decisions about next steps for learning.

| Child’s name: | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Date: | Continua of learning and development*Document teacher decisions about what this child’s learning is ‘most like’ and ideas to progress learning.* |
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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** | *What do I know about this child as a learner now? What learning goals can I identify for this child? Have parents/carers and children had opportunities to contribute to goal-setting? How will I improve practice to ensure planning incorporates a range and balance of holistic learning opportunities for this child?* |
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