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|  | Individual learning record  Queensland 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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