

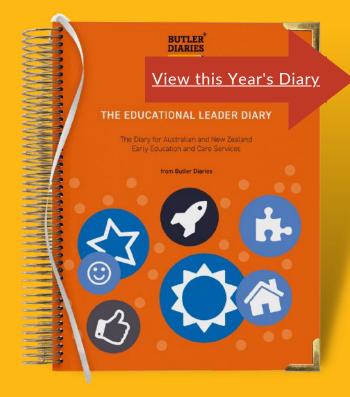
COMPLIANCE INFORMATION

Look inside the

EDUCATIONAL LEADER DIARY

This information ebook is designed to support you in identifying, reflecting on, and documenting how your service operations and practices are linked to:

- Frameworks,
- NOS.
- Theorists.
- Developmental Milestones, and
- Exceeding Themes.







This diary is an indispensable tool for record-keeping and planning for compliance under the NQS. It teaches staff to be vigilant and takes the headache out of creating uniform compliance documentation.







Family day $\sqrt{\ }$ care services



School aged children



Birth to $\sqrt{}$ five

THIS DIARY IS FOR

- Educational Leaders
- Room Leaders
- Persons in Management or Control

WORKING IN

- Long Day Care
- OSHC / Occasional Care
- Preschool
- Kindergarten (incl. QLD Kindergarten Program)
- Family Day Care

IN

Australia (all States)

DESIGNED TO BE USED WITH:

- Children's Centre Diary (all States)
- Nominated Supervisor Diary (all States)
- QLD Weekly Programming and Reflection Diary (QLD only)
- Weekly Programming and Reflection Diary (all States), OSHC Version (all States)
- Central Outdoor Weekly Programming and Reflection Diary (all States)

- LESS PAPERWORK
- ALL IN ONE PLACE
- EASY TO USE
 - PROMPT AND INSPIRE
- EVIDENCE NQS
- ✓ REDUCE COMPLIANCE CONFUSION
- ✓ QUALITY IMPROVEMENT

FAMILY OWNED



3 FRIDAY

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LOOK INSIDE

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LOOK INSIDE

EACH MONTH



DAILY RECORDS



WEEKLY GOAL SETTING, REFLECTIONS & CHECKLIST



MONTH AT A GLANCE



MONTHLY MEETING NOTES



MONTHLY GENERAL NOTES

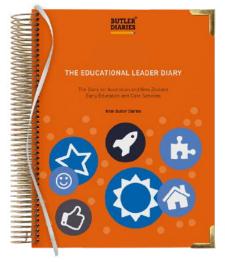
*These pages are sample pages only, some changes in design or layout may be present in the physical diary.





LOOK INSIDE

FRONT PAGES









WHAT'S IN THE FRONT PAGES? IMPORTANT
INFORMATION
SUMMARY

CONTACT PAGE SUMMARY OF NQS







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STAFFING AND REPORTING REQUIREMENTS SUMMARY OF EYLF V2.0 SUMMARY OF MTOP V2.0 LINKING EYLF AND QKLG

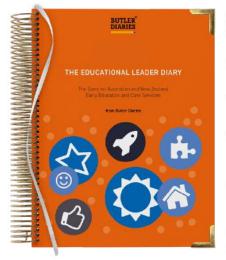
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LOOK INSIDE

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WHAT'S IN THE FRONT PAGES? SUMMARY OF TE WHARIKI FRAMEWORK QA1 EVIDENCE PAGE 3 YEARS AT A GLANCE



SCHOOL TERMS AND PUBLIC HOLIDAYS



SPECIAL DATES CALENDAR



TERM PLANNING OVERVIEW



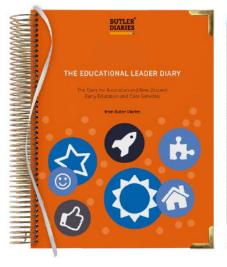
YEAR PLANNER

*These pages are sample pages only, some changes in design or layout may be present in the physical diary.





LOOK INSIDE FRONT PAGES









WHAT'S IN THE FRONT PAGES?

IMMUNISATION REGISTER

PROFESSIONAL DEVELOPMENT SUMMARY

QUALITY IMPROVEMENT OVERVIEW









*These pages are sample pages only, some changes in design or layout may be present in the physical diary.



25 SATURDAY	JANUARY
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	26 SUNDAY

HOW DOES OUR DIARY HELP WITH COMPLIANCE?

FRAMEWORKS

Supports you in making decisions around Approved Learning
Frameworks with overview pages, a daily record of reflective
discussions on frameworks, including action items, and a weekly
checklist on ALF understanding and implementation by staff.

THEORETICAL LINKS

- By creating an evidence record of how staff are embedding quality areas through checklists, QIP notes, and reflective discussions, you are supporting educators and your service in meeting quality standards. The National Quality Standards are built around evidence from theories of Early Childhood Development. With each area, you are applying top theories to guide your practice.
- Dewey emphasised the importance of children's cultural worlds. Cultural celebration is supported by a cultural and special day calendar for planning and weekly cultural awareness checklist.
- Bronfenbrenner emphasised the importance of interactions between environmental factors on children's development. Interactions with educators and families are recorded daily and through a weekly checklist.

DEVELOPMENTAL MILESTONES

Supports you in assisting your staff implement NQS, which links with children's development:

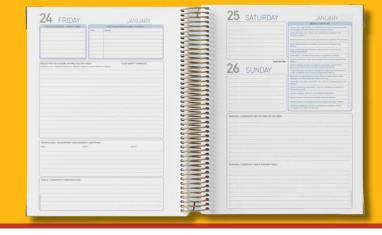
- physical (QA 1, 2, 3, 5, 6),
- social (**QA 1, 5, 6**),
- emotional (QA 1, 2, 5, 6),
- cognitive (QA 1, 5),
- language (**QA 1, 5, 6, 7**), and
- seeking advice when needed (QA 1, 5, 6, 7).



- EYLF
- MTOP
- OKLG
- Te Whariki
- Theorists
- Developmental Milestones
- NQS







HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK

Compliance under NQS

Supports general compliance with NQS:

- With an evidence record for NQS reflective discussions and QIP notes
- By encouraging reflection and goal setting supported by compliance overview pages
- With a summary of NQS and a weekly checklist that ensures staff have a clear understanding
- By assisting you in meeting your educational leader responsibilities with a consistent process for working with rooms, educators, and families

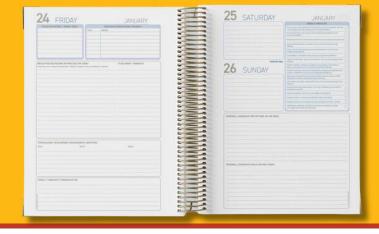
QA1 Educational program and practice

- Supports you in assisting your team's implementation of approved learning frameworks through daily records and a weekly checklist (QA1.1.1)
- Promotes a child-centred program through weekly checklist prompts (QA1.1.2)
- Supports you in assisting staff to optimise opportunities for children's learning through daily reflective discussions (QA1.1.3)
- Ensures staff are implementing intentional teaching through a consistent system for assessing programs and practice and a weekly checklist (QA1.2.1)
- Promotes responsive teaching and scaffolding through a weekly checklist covering children's interests (QA1.2.2)
- Prompts fostering children's agency through a weekly checklist (QA1.2.3)
- Assists you in supporting your staff to embed a cycle of planning, including observations, documentation, planning and reflection with a weekly checklist (QA1.3.1)
- Prompts critical reflection with daily reflective discussion notes and follow up actions recorded (QA1.3.2)
- Families' voices and keeping families informed are supported through a weekly checklist and daily family communication (QA1.3.3)

COVERS:

- 1.1.1 Approved Learning Framework
- 1.1.2 Childcentred
- 1.1.3 Program learning opportunities
- 1.2.1 Intentional teaching
- 1.2.2 Responsive teaching and scaffolding
- 1.2.3 Child directed learning
- 1.3.1 Assessment and planning cycle
- 1.3.2 Critical reflection
- 1.3.3 Information for families





HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK

QA2 Children's health and safety

- Supports each child's health with a weekly checklist on child welfare and safety to sight in educators' programs (QA2.1)
- Promotes adequate health practices and procedures, supervision, and incident and emergency management through a weekly checklist to sight educators' use of policies and procedures in their programs and to ensure changes are communicated across the service (QA2.2)

COVERS:

- 2.1 Health
- 2.2 Safety

QA3 Physical environment

- Supports maintaining **physical environments** to ensure they fit for purpose and are kept safe and clean with a **QIP** Clean, Check, Repair, Replace, and Buy record (**QA3.1.1**, **QA3.1.2**)
- Supports engagement with **sustainable practices** with a sustainability dates calendar and a weekly sustainability checklist point (**QA3.2.3**)

COVERS:

- 3.1.1 Fit for purpose
- 3.1.2 Upkeep
- 3.2.3 Environmentally responsible

QA4 Staffing arrangements

- A daily record of how children's learning and development are being supported enables effective decision-making on staff organisation (QA4.1.1)
- Supports efforts to ensure continuity of staff with staff leave planner (QA4.1.2)
- Supports **collaboration and staff learning from one another** through a record of professional development areas identified, daily reflective discussions, meetings, and a professional development summary (**QA4.2.1**)
- Supports you in assisting staff to meet professional standards on programming and practice (QA4.2.2)

COVERS:

- 4.1.1 Organisation of educators
- 4.1.2 Continuity of staff
- 4.2.1 Professional collaboration
- 4.2.2 Professional standards





HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK

QA5 Relationships with children

 Educators' relationships with children are generally prompted through a daily record of programming and practice discussions against NQS and frameworks, actions taken, and a weekly checklist (QA5.1, QA5.2)

COVERS:

- 5.1 Relationships between educators and children
- 5.2 Relationships between children

QA6 Partnerships with families and community

- Prompts families' engagement and respect of their views throughout the service through daily communication records and a weekly checklist on changes being communicated to families and family voices being embedded in programs (QA6.1.1, QA6.1.2)
- Promotes access and participation through effective partnerships with families and staff through a system that supports consistent practice (QA6.2.2)
- Supports the service in **building relationships** and engaging with the community with a diversity dates calendar and cultural awareness checklist point (**QA6.2.3**)

COVERS:

- 6.1.1 Engagement with the service
- 6.1.2 Parent views are respected
- 6.2.2 Access and participation
- 6.2.3 Community engagement

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HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK

QA7 Leadership and service management

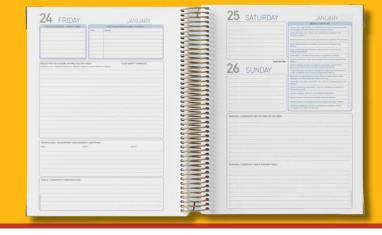
- Promotes the centre's **statement of philosophy guiding practice** and planning through a weekly checklist (**QA7.1.1**)
- Supports you in implementing management systems to ensure a quality service through a consistent system for supporting educators' in meeting approved frameworks and NQS (QA7.1.2)
- Supports you in ensuring **roles and responsibilities** are understood with daily records of collaborative discussions with staff (**QA7.1.3**)
- Promotes continuous improvement with an effective system for promoting self-assessment and implementing quality improvements through daily reflective discussions and QIP notes (QA7.2.1)
- Supports the **educational leader** lead the development and implementation of the educational program and assessment and planning cycle (**QA7.2.2**)
- Supports you in the development of a **professional team** through daily performance evaluation and records of professional development to support learning and development (**QA7.2.3**)

COVERS:

- 7.1.1 Service philosophy and purpose
- 7.1.2 Management systems
- 7.1.3 Roles and responsibilities
- 7.2.1 Continuous improvement
- 7.2.2 Educational leadership
- 7.2.3
 Development of professionals



Use this diary in conjunction with our suggested diaries to evidence against more National Quality Standards and Elements.



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

EXCEEDING THEMES FOR YOUR QUALITY IMPROVEMENT PLAN

THEME 1

Embedded in Service Operations

Our Educational Leader Diaries are designed to support and promote consistent and intentional practices through an ongoing process that involves all educators and families.

THEME 2

Informed by Critical Reflection

To ensure your practices are informed by critical reflection, our diary includes reflective discussions with staff, goal setting, and professional development planning to promote ongoing analysis, that goes beyond evaluation and review and drives continuous improvement.

THEME 3

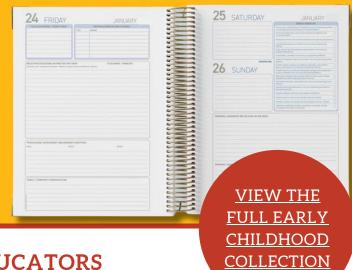
Shaped by Meaningful Engagement with Families and/or the Community

Our diary supports meaningful engagement with families and the community by encouraging input and keeping families involved in service decisions through a daily correspondence record, diversity dates calendar, and weekly checklist.

ORDER YOUR DIARY
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RESOURCES TO SUPPORT YOUR EDUCATORS



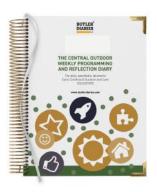


SPECIAL INTEREST CALENDARS

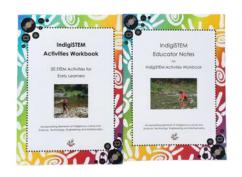












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Information sourced from:

ACECQA - About Exceeding

ACECAQ - National Quality Standard

 $\label{eq:australian} Australian Government - \underline{Developmental \ milestones \ and \ the EYLF \ and \ NQS} \\ Australian Government - \underline{The \ Early \ Years \ Learning \ Framework \ for \ Australia} \\$

Australian Government - My Time, Our Place

Queensland Curriculum & Assessment Authority - Queensland Kindergarten Learning Guideline

Disclaimer:

Butler Diaries provide evidence for some, but not all parts of frameworks and NQS. Butler Diaries cannot promise our products will get you a better assessment. This information is general information only and must be considered inside the context of your own practices and service operations.