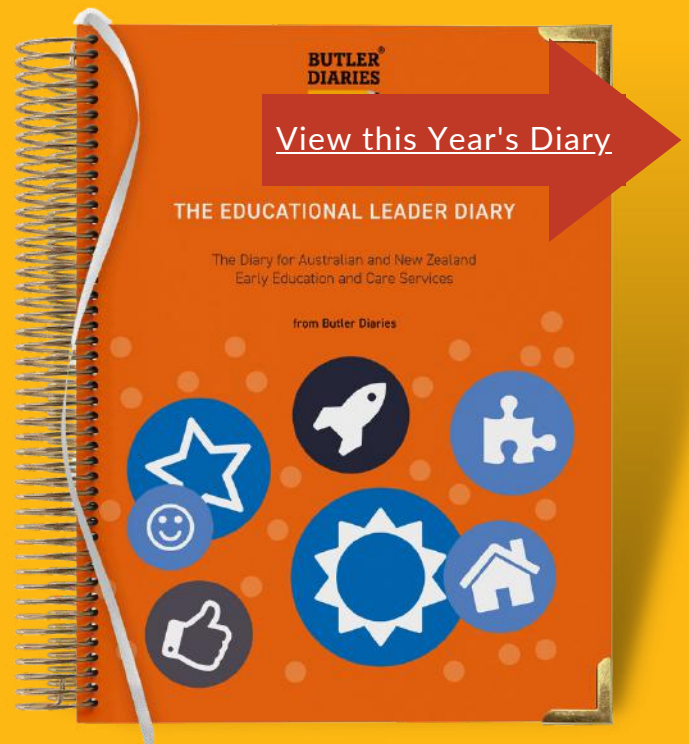




Look inside the EDUCATIONAL LEADER DIARY

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

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



THE EDUCATIONAL LEADER DIARY



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.

**BUTLER
DIARIES**



Centre-based service ✓



Family day care services ✓



School aged children ✓



Birth to 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

4 SATURDAY

JANUARY



WEEKLY CHECKLIST

- Promote clear understanding of the Approved Learning Frameworks and NQS in the program and make connections in the documentation
- Service philosophy, vision, policies and procedures are reflected in the curriculum program
- Aboriginal and Torres Strait Islander perspectives are supported and promoted
- Cultural responsiveness is promoted in the curriculum programming/reflection
- Equity, inclusion and high expectations are promoted in the curriculum programming/reflection
- Sustainability is promoted in the curriculum programming/reflection
- Children's and families' voices are promoted in the curriculum programming/reflection
- Children's abilities, interests and needs are responded to and children's agency is promoted in the curriculum programming/reflection
- Children's learning outcomes and development progress are observed with a number of methods in the curriculum programming/reflection
- Observations (programming and critical reflection) show a cycle of holistic, integrated and interconnected teaching and learning
- Child welfare and safety is promoted in the curriculum programming/critical reflection
- Educator professional development / training is identified and planned for / followed through with
- Educator wellbeing / self-care is encouraged and catered for
- Educator issues or concerns are identified, noted and resolved
- Changes in policies or procedures are communicated to the team / families
- Collaborative leadership principles and practices are enacted, and also encouraged with children and educators

5 SUNDAY

PERSONAL LEADERSHIP REFLECTIONS ON THE WEEK:

PERSONAL LEADERSHIP GOALS FOR NEXT WEEK:

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THE EDUCATIONAL LEADER DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE EACH MONTH

1 WEDNESDAY JANUARY New Year's Day

FOCUS EDUCATORS / ROOMS TODAY		MEETINGS/ORIENTATIONS/TRAINING	
		Time	Booked

REFLECTIVE DISCUSSIONS ON PRACTICE FOR TODAY: (Reference your respective Educators' Weekly Programming and Reflection Diaries) TO DO (WHAT / WHEN BY):

PROFESSIONAL DEVELOPMENT REQUIREMENTS IDENTIFIED

WHO	WHAT	WHERE

FAMILY / COMMUNITY COMMUNICATION:

DAILY RECORDS

4 SATURDAY JANUARY

5 SUNDAY

WEEKLY CHECKLIST

- Provide clear understanding of the Approved Learning Frameworks and NOS in the program and make corrections in the documentation
- Service quality, vision and core competencies are reflected in the curriculum program
- Aboriginal and Torres Strait Islander perspectives are supported and promoted
- Cultural responsiveness is provided in the curriculum programming/reflection
- Equity, inclusion and high expectations are provided in the curriculum programming/reflection
- Sustainability is promoted in the curriculum programming/reflection
- Children's and families' voices are promoted in the curriculum programming/reflection
- Children's abilities, interests and needs are responded to and children's agency is promoted in the curriculum programming/reflection
- Children's learning outcomes and development progress are observed with a number of methods in the curriculum programming/reflection
- Observations (group learning and critical reflection) show a range of holistic, integrated and inter-connected learning outcomes
- Child welfare and safety is promoted in the curriculum programming/critical reflection
- Educator professional development needs are identified and planned for / followed through with
- Educator wellbeing and self-care is encouraged / supported
- Educator wellbeing and self-care are identified, valued and addressed
- Children's progress is communicated to the team / families
- School improvement programs and practices are enacted, and also reviewed and evaluated

PERSONAL LEADERSHIP REFLECTIONS ON THE WEEK

PERSONAL LEADERSHIP GOALS FOR NEXT WEEK

WEEKLY GOAL SETTING, REFLECTIONS & CHECKLIST

January at a glance

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MONTH AT A GLANCE

MEETING NOTES

Date

MONTHLY MEETING NOTES

NOTES FOR JANUARY

MONTHLY GENERAL NOTES

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

THE EDUCATIONAL LEADER DIARY



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).



COVERS:

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



THE EDUCATIONAL LEADER DIARY



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 Child-centred
- 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



THE EDUCATIONAL LEADER DIARY



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



THE EDUCATIONAL LEADER DIARY



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



THE EDUCATIONAL LEADER DIARY



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.

THE EDUCATIONAL LEADER DIARY



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.

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1

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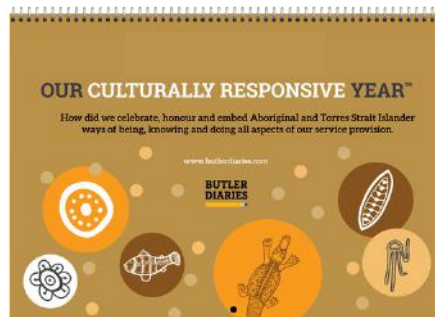
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THE EDUCATIONAL LEADER DIARY



[VIEW THE FULL EARLY CHILDHOOD COLLECTION](#)

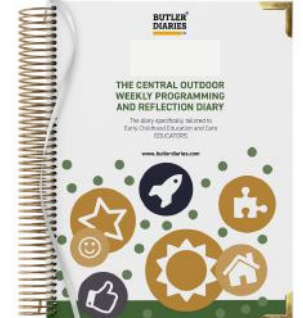
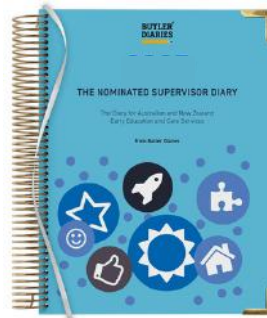
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Information sourced from:

ACECQA - [About Exceeding](#)

ACECAQ - [National Quality Standard](#)

Australian Government - [Developmental milestones and the EYLF and NQS](#)

Australian Government - [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.