

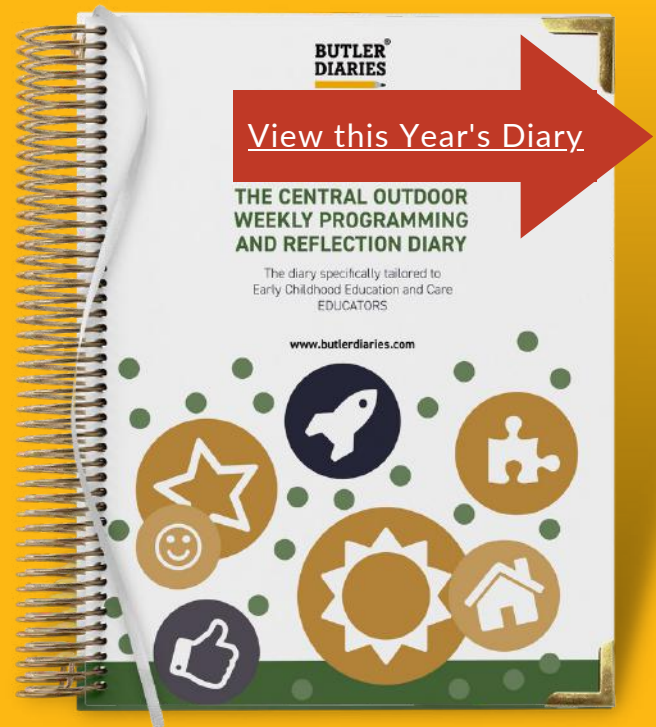


Look inside the

CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY

This information sheet 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.



CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



This diary is an indispensable tool for record-keeping and planning for compliance under the NQS. It teaches your staff to be uniform and vigilant via a weekly format. This in turn reduces the stress and workload associated with the NQS.

**BUTLER
DIARIES**



Centre-based service ✓



Family day care services ✓



Birth to five ✓

THIS DIARY IS FOR

- Educators
- Room Leaders
- Teachers
- Educational Leaders

WORKING IN

- Long Day Care
- Preschool
- Kindergarten
- Family Day Care

IN

- Australia (all States)

DESIGNED TO BE USED WITH:

- Individual Observations Booklet (all States)
- Educational Leader Diary (all States)
- Nominated Supervisor Diary (all States)
- Children's Centre Diary (all States)
- Family Day Care Compliance Diary (all States)
- Weekly Programming and Reflection Diary (all States)
- Our Sustainable Year Wall Calendar (all States)
- Our Culturally Responsive Year Wall Calendar (all States)



- ✓ LESS PAPERWORK
- ✓ ALL IN ONE PLACE
- ✓ EASY TO USE
- ✓ PROMPT AND INSPIRE

- ✓ EVIDENCE NQS
- ✓ REDUCE COMPLIANCE CONFUSION
- ✓ QUALITY IMPROVEMENT
- ✓ FAMILY OWNED

CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE EVERY WEEK

WEEKLY CENTRAL OUTDOOR ACTIVITIES PROGRAM

TERM WEEK : 30 DECEMBER 2024 - 5 JANUARY 2025

Topic / s we will be exploring:	Monday 30	Tuesday 31	Wednesday 1	Thursday 2	Friday 3	4	5
Emerging ideas/planning	FINE MOTOR / COGNITIVE	FINE MOTOR / COGNITIVE	FINE MOTOR / COGNITIVE	FINE MOTOR / COGNITIVE	FINE MOTOR / COGNITIVE		
	GROSS MOTOR / PHYSICAL	GROSS MOTOR / PHYSICAL	GROSS MOTOR / PHYSICAL	GROSS MOTOR / PHYSICAL	GROSS MOTOR / PHYSICAL		
	RISKY PLAY	RISKY PLAY	RISKY PLAY	RISKY PLAY	RISKY PLAY		
	MESSY / WATER PLAY	MESSY / WATER PLAY	MESSY / WATER PLAY	MESSY / WATER PLAY	MESSY / WATER PLAY		
	NATURE PLAY / EXPLORATION	NATURE PLAY / EXPLORATION	NATURE PLAY / EXPLORATION	NATURE PLAY / EXPLORATION	NATURE PLAY / EXPLORATION		
	STRUCTURED GAMES	STRUCTURED GAMES	STRUCTURED GAMES	STRUCTURED GAMES	STRUCTURED GAMES		
	SPONTANEOUS / CHILDREN'S CHOICE	SPONTANEOUS / CHILDREN'S CHOICE	SPONTANEOUS / CHILDREN'S CHOICE	SPONTANEOUS / CHILDREN'S CHOICE	SPONTANEOUS / CHILDREN'S CHOICE		

This week's program will focus on the following EYLF v2 (VELDF) outcome/s:

1: Children have a strong sense of identity

- 1.1 Children feel safe, secure and supported
- 1.2 Children develop their emerging autonomy, inter-dependence, resilience and agency
- 1.3 Children develop knowledge, confident self-identities and a positive sense of self-worth
- 1.4 Children learn to interact respectfully with others with care, empathy and respect

2: Children are connected with and contribute to their world

- 2.1 Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities (necessary for active civic participation) in active and informed citizens
- 2.2 Children respond to diversity with respect
- 2.3 Children become aware of fairness
- 2.4 Children become socially responsible and show respect for the environment

3: Children have a strong sense of wellbeing

- 3.1 Children become strong in their social, emotional and mental (spiritual) wellbeing
- 3.2 Children become strong in their physical learning and wellbeing (take necessary responsibility for their own health and physical wellbeing)
- 3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety (that in VELDF)

4: Children are confident and involved learners

- 4.1 Children develop a growth mindset and learning dispositions such as curiosity, cooperative, confidence, creativity, persistence, enthusiasm, persistence, imagination and reflexivity
- 4.2 Children develop a range of learning and thinking skills and processes such as problem-solving, enquiry, experimentation, hypothesising, researching and investigating
- 4.3 Children transfer and adapt what they have learned from one context to another
- 4.4 Children resource their own learning through connecting with people, places, technologies and natural and processed materials

5: Children are effective communicators

- 5.1 Children interact verbally and non-verbally with others for a range of purposes
- 5.2 Children engage with a range of texts and gain meaning from these texts
- 5.3 Children express ideas and make meaning using a range of media
- 5.4 Children begin to understand how symbols and pattern systems work
- 5.5 Children use digital technologies and media to access information, investigate ideas and represent their thinking

WEEKLY PROGRAMMING SPREAD WITH LEARNING OUTCOMES

OUTDOOR LEARNING ENVIRONMENT SAFETY - DAILY CHECKLIST

TERM WEEK : 30 DECEMBER 2024 - 5 JANUARY 2025

Reflections and Photos

NDS No.	Hazard identification and risk management	Staff Initials							Action Required	
		M	T	W	Th	F	WE	Immediate	Follow up	
2.2	Hazards from human activity have been managed (e.g. Broken glass, rubbish, cigarette smokes)									
2.2	Hazards from the natural environment have been managed (e.g. insects, animal waste, hazardous plants, pooling water)									
2.1.2	Weather conditions have been checked and practices for the day adjusted where appropriate									
2.2	Equipment and play areas (such as gardens, decking, structures and sandpits) are clear of rubbish, waste and excess debris (raked as appropriate)									
3.1.2	Movable outdoor equipment is in good working order and positioned according to the relevant regulations and/or national standards									
2.2	Trip and slip hazards on walkways have been managed (e.g. Leaf litter, loose equipment or raised concrete)									
2.1	Bathrooms and handwashing facilities are accessible from the outdoor environment. Facilities are clean, well-stocked and in good working order									
2.1	Fresh drinking water is accessible from or in the outdoor environment									

Staff full name/s and signatures

Monday	Tuesday	Wednesday
Thursday	Friday	Weekend

WEEKLY SAFETY CHECKLIST AND REFLECTION SPREAD WITH PHOTO EVIDENCE

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

WEEKLY CENTRAL OUTDOOR ACTIVITIES PROGRAM

Topic/s we will be exploring:

Emerging ideas/planning:

- This week's program will focus on the following EYLF v2 (*VEYLDF) outcome/s:**
- 1: Children have a strong sense of identity**
- 1.1 Children feel safe, secure and supported
 - 1.2 Children develop their emerging autonomy, inter-dependence, resilience and agency
 - 1.3 Children develop knowledgeable, confident self-identities and a positive sense of self-worth
 - 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2: Children are connected with and contribute to their world**
- 2.1 Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities *(necessary for active civic participation) as active and informed citizens
 - 2.2 Children respond to diversity with respect
 - 2.3 Children become aware of fairness
 - 2.4 Children become socially responsible and show respect for the environment
- 3: Children have a strong sense of wellbeing**
- 3.1 Children become strong in their social, emotional and mental *(spiritual) wellbeing
 - 3.2 Children *become strong in their physical learning and wellbeing *(take increasing responsibility for their own health and physical wellbeing)
 - 3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety *(not in VEYLDF)
- 4: Children are confident and involved learners**
- 4.1 Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
 - 4.2 Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
 - 4.3 Children transfer and adapt what they have learned from one context to another
 - 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials
- 5: Children are effective communicators**
- 5.1 Children interact verbally and non-verbally with others for a range of purposes
 - 5.2 Children engage with a range of texts and gain meaning from these texts
 - 5.3 Children express ideas and make meaning using a range of media
 - 5.4 Children begin to understand how symbols and pattern systems work
 - 5.5 Children use digital technologies and media to access information, investigate ideas and represent their thinking

Monday 30 →	Tuesday 31 →
FINE MOTOR / COGNITIVE	FINE MOTOR / COGNITIVE
GROSS MOTOR / PHYSICAL	GROSS MOTOR / PHYSICAL
RISKY PLAY	RISKY PLAY
MESSY / WATER PLAY	MESSY / WATER PLAY
NATURE PLAY / EXPLORATION	NATURE PLAY / EXPLORATION
STRUCTURED GAMES	STRUCTURED GAMES
SPONTANEOUS / CHILDREN'S CHOICE	SPONTANEOUS / CHILDREN'S CHOICE

Next Week's Topics © Butler Diaries Pty Ltd



Wednesday 1 →	Thursday 2 →	Friday 3 →	Extension Experiences/ Children's Voices/Community Cultural Responsiveness/ Sustainability/Weekend Plan 4 5
FINE MOTOR / COGNITIVE	FINE MOTOR / COGNITIVE	FINE MOTOR / COGNITIVE	
GROSS MOTOR / PHYSICAL	GROSS MOTOR / PHYSICAL	GROSS MOTOR / PHYSICAL	
RISKY PLAY	RISKY PLAY	RISKY PLAY	
MESSY / WATER PLAY	MESSY / WATER PLAY	MESSY / WATER PLAY	
NATURE PLAY / EXPLORATION	NATURE PLAY / EXPLORATION	NATURE PLAY / EXPLORATION	
STRUCTURED GAMES	STRUCTURED GAMES	STRUCTURED GAMES	
SPONTANEOUS / CHILDREN'S CHOICE	SPONTANEOUS / CHILDREN'S CHOICE	SPONTANEOUS / CHILDREN'S CHOICE	



OUTDOOR LEARNING ENVIRONMENT SAFETY – DAILY CHECKLIST

NQS No.	Hazard identification and risk management	Staff Initials						Action Required	
		M	T	W	Th	F	WE	Immediate	Follow up
2.2	Hazards from human activity have been managed (e.g. Broken glass, rubbish, cigarette smoke).								
2.2	Hazards from the natural environment have been managed (e.g. Insects, animal waste, hazardous plants, pooling water).								
2.1.2	Weather conditions have been checked and practices for the day adjusted where appropriate								
2.2	Equipment and play areas (such as gardens, fixed swing structures and sandpits) are clear of rubbish, waste and excess debris (raked as appropriate).								
3.1.2	Movable outdoor equipment is in good working order and positioned according to the relevant regulations and/or national standards.								
2.2	Trip and slip hazards on walkways have been managed (e.g. Leaf litter, loose equipment or raised concrete).								
2.1	Bathrooms and handwashing facilities are accessible from the outdoor environment. Facilities are clean, well-stocked and in good working order.								
2.1	Fresh drinking water is accessible from or in the outdoor environment.								

Staff full name/s and signatures

© Butler Diaries Pty Ltd

Monday	Tuesday	Wednesday
Thursday	Friday	Weekend

SAMPLE

CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



**A4 HARD
COVER WITH
SPIRAL
BINDING**

**LOOK INSIDE
EVERY MONTH**

January at a glance

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		New Year's Day 1	Day after New Year's Day (DND) 2	3	4	5
6	7	Decorative 8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26 Australia Day
27 Australia Day (Observed)	28	29	30	31		

**MONTH
OVERVIEW**

PROGRAMMING NOTES FOR JANUARY

Lined area for programming notes for January.

**MONTHLY
PROGRAMMING
NOTES**

PHOTOS / DRAWINGS

Lined area for photos and drawings.

**MONTHLY
EVIDENCE AND
PLANNING
PAGES**

REFLECTION NOTES FOR JANUARY

Lined area for reflection notes for January.

**MONTHLY
REFLECTION
NOTES**

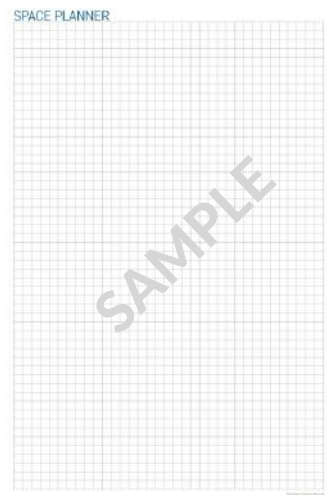
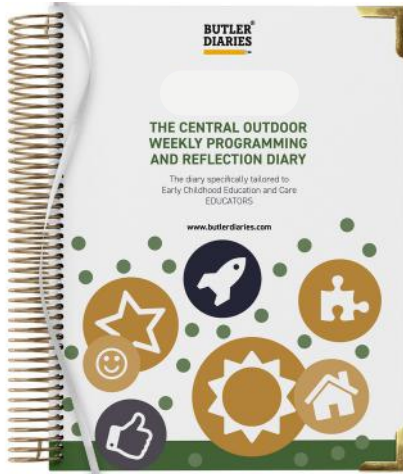
These pages are sample pages only, some changes in design or layout may be present in the physical diary.

CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE FRONT PAGES



WHAT'S IN THE FRONT PAGES?

IMPORTANT INFORMATION SUMMARY

CONTACTS PAGE

SPACE PLANNER



TIPS ON USE

SUMMARY OF NQS

SUMMARY OF EYLF V2.0

PROFESSIONAL DEVELOPMENT, POLICY AND PARTNERSHIP RECORDS

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

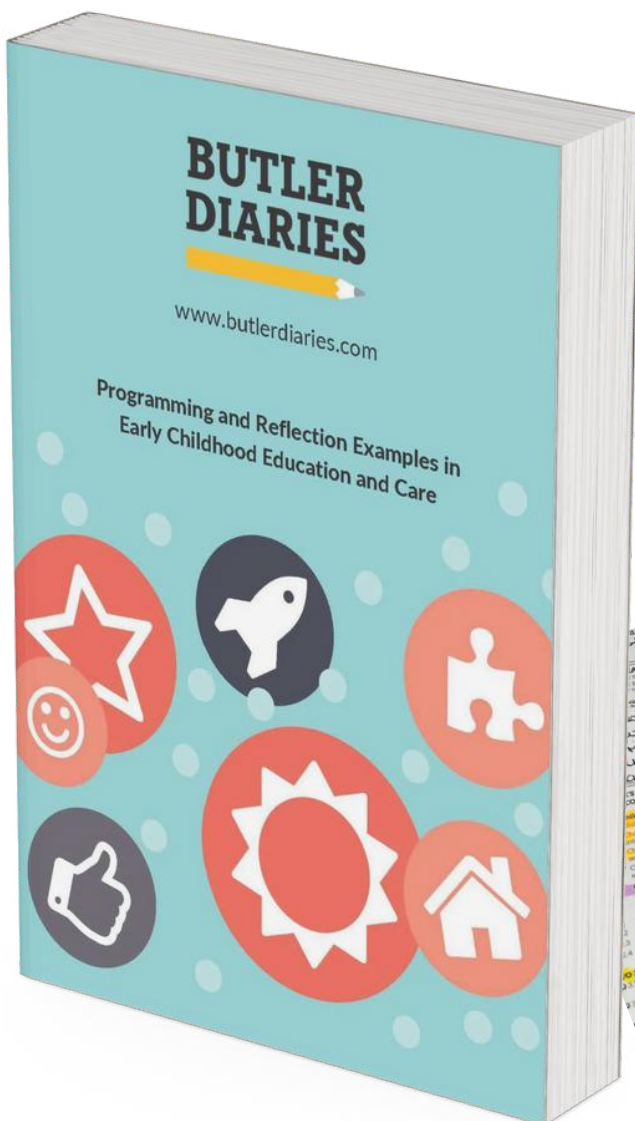
CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



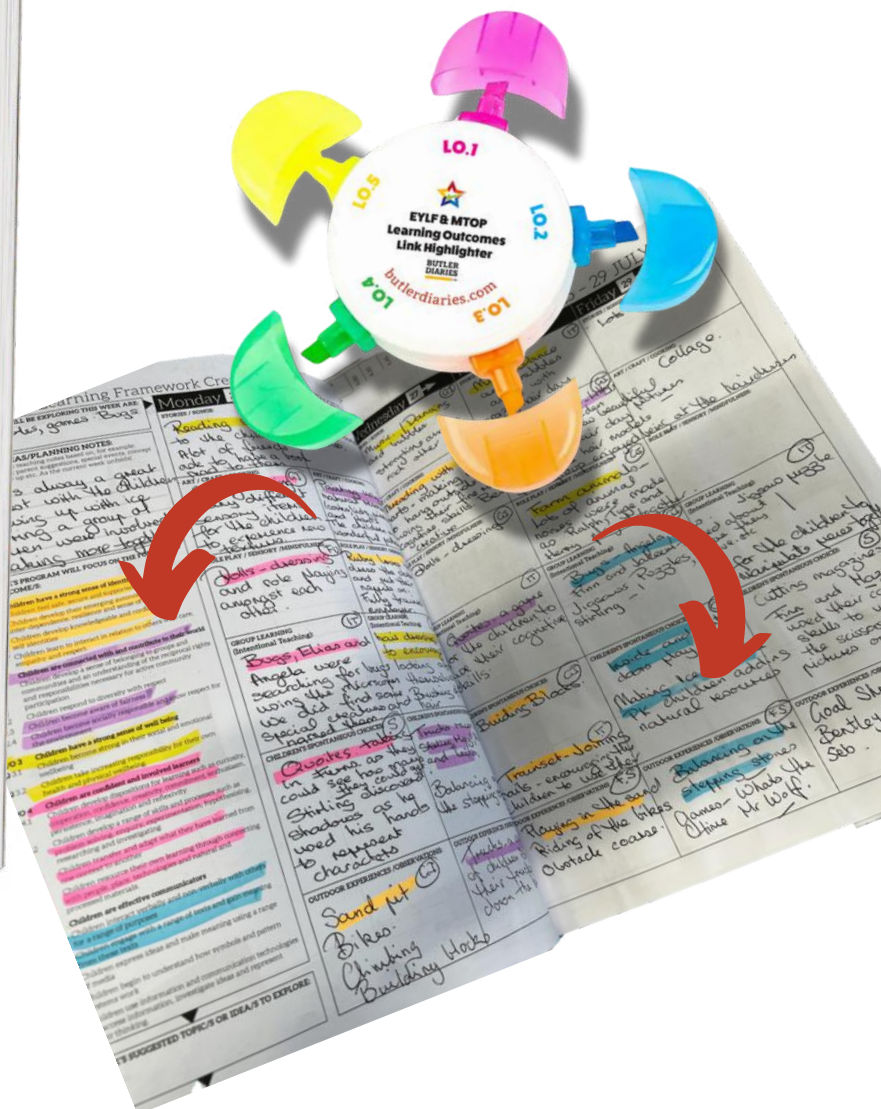
A4 HARD COVER WITH SPIRAL BINDING

GET SUPPORT WITH THIS DIARY

CUSTOMER EXAMPLES AND CASE STUDIES ON OUR BLOG



DOWNLOAD OUR PROGRAMMING E-BOOK FULL OF EXAMPLES



CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

FRAMEWORKS

Principles

- **Partnerships with families** and **respect for diversity** are encouraged with weekly planning prompts, displayed program, weekly reflections, extension planning, and a diversity dates calendar. **Secure, respectful, and reciprocal relationships** are promoted through a program that encourages **holistic planning** that prioritises nurturing relationships, interdependence, wellbeing, and connectedness. Embedding **Aboriginal and Torres Strait Islander Perspectives** and **Sustainability** is prompted through a weekly culturally responsive and sustainability planning column. The Creative Thinking Program is designed to support educators in their **commitment to equity, inclusion, and high expectations** in their program and practice. A weekly reflection spread captures **critical reflection** and a development summary captures **ongoing professional learning**. The Butler Method promotes **collaborative leadership and teamwork** through a program designed to capture the ideas and reflections of **all staff, families, children, and the community** to provide the best outcomes for children.

Practice

- **Holistic, integrated and interconnected approaches, play-based learning and intentionality, learning environments, cultural responsiveness, and responsiveness to children** are encouraged through our box prompts in the weekly programming spread. **Continuity of learning and transitions** is promoted with weekly reflections and extension planning. **Assessment for learning** is captured in photographic evidence and reflections.

Learning Outcomes

- Supports your planning and reflection based on the **EYLF outcomes** with a weekly framework checklist.



COVERS:

- LO1: Children have a strong sense of identity
- LO2: Children are connected with and contribute to their world
- LO3: Children have a strong sense of wellbeing
- LO4: Children are confident and involved learners
- LO5: Children are effective communicators



CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

THEORETICAL LINKS

- **Erikson** believed children move through 8 stages across their lifespan in their social and emotional development. Children are supported through a crisis to develop socially and emotionally when the environment and educators support their development. This can be done through relationships, planning for children's skills, providing a variety of play experiences, and inviting children to contribute to the program, which is **supported and promoted by our planning boxes**.
- **Piaget** believed children must master one stage before they can move on to the next stage of cognitive development. Planning for children's individual skills, interests, and abilities is **prompted through reflection and extension planning**.
- **Gardner** suggested there was more than one intelligence, we respected this with **planning boxes to explore physical learning, exploration, children's interests, and learning through the senses**.
- **Montessori** believed children learn best when using their senses and following their interests. We have embedded this theory with planning boxes such as **Water / Messy Play and Children's Spontaneous Choices**.

DEVELOPMENTAL MILESTONES

- **Physical** development is recorded through Fine Motor / Cognitive and Gross Motor / Physical planning boxes (**EYLF LO 1, 3, 4**)
- **Social** development is captured through Fine Motor / Cognitive and Structured Games planning boxes (**EYLF LO 1, 2, 3, 5**),
- **Emotional** development is captured through Risky Play and Structured Games planning boxes (**EYLF LO 1, 2, 3, 4**),
- **Cognitive** development is represented through the Fine Motor / Cognitive planning box (**EYLF LO 2, 4, 5**),
- **Language** development is captured through Fine Motor / Cognitive and Structured Games planning boxes (**EYLF LO 1, 5**) and
- Children's **development** across all areas is captured in Children's Spontaneous Choices, Nature Play / Exploration, Messy Play / Water Play, and Risky Play planning boxes (**EYLF 1, 2, 3, 4, 5**).



CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK

QA1 Educational program and practice

- Supports implementation of approved learning frameworks with overview pages, planning boxes that prompt learning outcomes, and a diversity dates calendar. **Children's confidence** as learners and **developmental outcomes** are captured in planning boxes (QA1.1.1)
- Supports **children at the centre of the program** with interests recorded daily and extension planning prompted weekly (QA1.1.2)
- Supports **maximising opportunities** for children's learning with planning to cover key developmental areas, children's interests, and the opportunity for risky play (QA1.1.3)
- Promotes **intentional teaching practices** with daily intentional planning boxes and weekly planning and reflection (QA1.2.1)
- Encourages responding to children's ideas by capturing **children's choices** and prompts to extend their learning (QA1.2.2)
- Supports promoting **children's agency** to influence their world with spontaneous children's choices and **risky play** recorded daily (QA1.2.3)
- Supports the implementation of a **cycle of planning** with extension planning, weekly reflections, and links to the indoor Weekly Programming and Reflection Diary (QA1.3.1)
- Designed to be displayed and easily read so **families are informed** about their child's program and can provide input (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
- 1.3.3 Information for families



CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK

QA2 Children's health and safety

- Promotes effective **hygiene practices** with a weekly checklist and a healthy lifestyle through physical learning (**QA2.1.2, QA2.1.3**)
- Effectively plans to **manage incidents** through a hazard weekly checklist (**QA2.2.2**)

COVERS:

- 2.1.2 Health practices and procedures
- 2.1.3 Healthy lifestyle
- 2.2.2 Incident and emergency management

QA3 Physical environment

- Promotes evaluation of physical environments to ensure they are **fit for their purpose** and well maintained with a weekly checklist (**QA3.1.1, QA3.1.2**)
- Promotes an **inclusive environment** that encourages participation with a broad range of planning boxes including a planning box to capture children's contribution (**QA3.2.1**)
- Supports engagement with **sustainability** with a dates calendar and weekly Nature / Exploration and Sustainability planning boxes (**QA3.2.3**)

COVERS:

- 3.1.1 Fit for purpose
- 3.1.2 Upkeep
- 3.2.1 Inclusive environment
- 3.2.3 Environmentally responsible

QA4 Staffing arrangements

- Promotes professional **collaboration** and **ongoing learning** as a central outdoor program for all staff using the environment to contribute to and reflect on (**QA4.2.1**)
- Supports guidance by **professional standards** (**QA4.2.2**)

COVERS:

- 4.2.1 Staffing arrangements
- 4.2.2 Professional standards



CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK

QA5 Relationships with children

- Promotes **collaborative learning** opportunities with a daily programming box for structured games (**QA5.2.1**)

COVERS:

- 5.2.1 Collaborative learning

QA6 Partnerships with families and community

- Promotes the expertise, culture, values, and beliefs of **families to be embedded** into decision-making and planning with a displayed program (**QA6.1.2**)

COVERS:

- 6.1.2 Parent views are respected

QA7 Leadership and service management

- Promotes **continuous improvement** through reflection (**QA7.2.1**)

COVERS:

- 7.2.1 Continuous improvement



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

CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

EXCEEDING THEMES FOR YOUR QUALITY IMPROVEMENT PLAN

THEME 1

Embedded in Service Operations

Our Central Outdoor Weekly Programming and Reflection Diary is designed to ensure consistency of practice and provide evidence for intentional practices that are being implemented by staff. An ongoing cycle of planning is promoted with weekly emerging ideas and extension planning prompts. The collaboration of all staff on the planning cycle is encouraged with a central and shared outdoor program.

THEME 2

Informed by Critical Reflection

To ensure your practices are informed by critical reflection, our diary includes weekly reflections and extension planning to promote ongoing analysis and drive continuous quality improvement.

THEME 3

Shaped by Meaningful Engagement with Families and Community

Our diary supports meaningful engagement with families and the community through a simple boxed design that can be displayed for families so they can provide input and feedback on their children's learning. A diversity dates calendar is included so you are prompted to embed community and cultural events and learning into your program.



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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.