

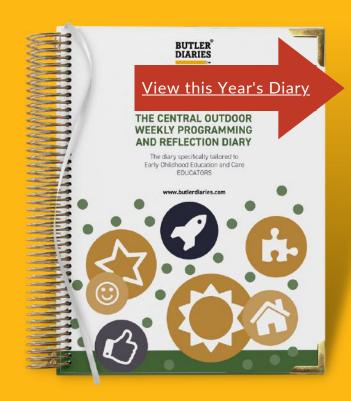
COMPLIANCE INFORMATION

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.







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 is turn reduces the stress and workload associated with the NQS.





Centre-based ✓ service



Family day $\sqrt{\ }$ care services



Birth to \checkmark 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)



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

✓ FAMILY OWNED





LOOK INSIDE

EVERY WEEK



WEEKLY
PROGRAMMING
SPREAD WITH
LEARNING
OUTCOMES

OUTDOOR LEARNING ENVIRONMENT SAFETY - DAILY CHECKLIST

	Hazard identification and			Staff	Initials				Action	Required
No.	risk management	М	T	W	Th	F	WE	Immedia	ato	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 garders, 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, (oose equipment or raised concrete).									R
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 fu	Il name/s and signatures				-	_				© Butter States Pty List
	Monday					Tu	iesday			Wednesday
	Thursday			7		F	riday			Weekend

Reflections and Photos

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:	Monday 30	Tuesday 31 ->
		FINE MOTOR / COGNITIVE	FINE MOTOR / COGNITIVE
Emer	ging ideas/planning:		
		GROSS MOTOR / PHYSICAL	GROSS MOTOR / PHYSICAL
			T 100 100 100 100 100 100 100 100 100 10
_			
This (*VEY	week's program will focus on the following EYLF v2 (LDF) outcome/s:		
	dren have a strong sense of identity		
	Children feel safe, secure and supported		
□ 1.2	Children develop their emerging autonomy, inter-dependence, resilience and agency	RISKY PLAY	RISKY PLAY
□ 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: Chil	dren 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	MESSY / WATER PLAY	MESSY / WATER PLAY
□ 2.2	Children respond to diversity with respect		***
	Children become aware of fairness		
□ 2.4	Children become socially responsible and show respect for the environment		
3: Chil	dren have a strong sense of wellbeing		
	Children become strong in their social, emotional and mental *(spiritual) wellbeing		
	Children *become strong in their physical learning and wellbeing *(take increasing responsibility for their own health and physical wellbeing)	NATURE PLAY / EXPLORATION	NATURE PLAY / EXPLORATION
3.3	Children are aware of and develop strategies to support their own mental and physical health and personal safety *(not in VEYLDF)		
	dren 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	STRUCTURED GAMES	STRUCTURED GAMES
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: Chil	dren are effective communicators		
□ 5.1	Children interact verbally and non-verbally with others for a range of purposes	SPONTANEOUS / CHILDREN'S CHOICE	SPONTANEOUS / CHILDREN'S CHOICE
	Children engage with a range of texts and gain meaning from these texts	- January of Street of Street	
	Children express ideas and make meaning using a range of media		
	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		
	Next Week's Topics © Butler Diaries Pty Ltd		LOOK

TERM: 30 DECEMBER 2024 - 5 JANUARY 2025

2	TERM WEEK	: 30 DECEMBER 2024 -	3 JANUART 2023
Wednesday 1 ->	Thursday 2	Friday 3	Extension Experiences/ Children's Voices/Community Cultural Responsiveness/ Sustainability/Weekend Plan 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	LOOK

OUTDOOR LEARNING ENVIRONMENT SAFETY - DAILY CHECKLIST

NQS	Hazard identification and			Staff	Initials			Action I	Required
No.	risk management	М	T	W	Th	F	WE	Immediate	Follow up
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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.								

				Charles and the control of the contr
Staff	full	name/	s and	signatures

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Monday	Tuesday	Wednesday
Thursday	Friday	Weekend
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TERM WEEK: 30 DECEMBER 2024 - 5 JANUARY 2025

Reflections and Photos

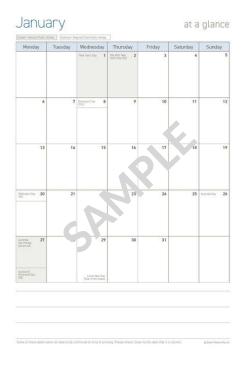




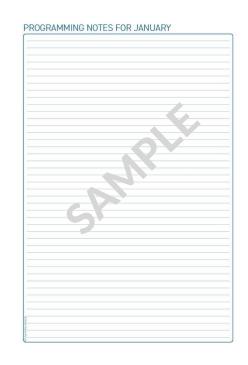




LOOK INSIDE EVERY MONTH



MONTH OVERVIEW

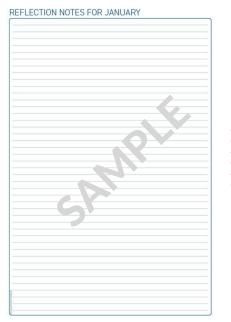


MONTHLY PROGRAMMING NOTES

PHOTOS / DRAWINGS



MONTHLY EVIDENCE AND PLANNING PAGES



MONTHLY REFLECTION NOTES

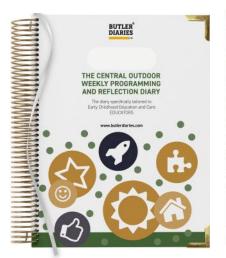
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LOOK INSIDE

FRONT PAGES



WHAT'S IN THE FRONT PAGES?



TIPS ON USE



IMPORTANT
INFORMATION
SUMMARY



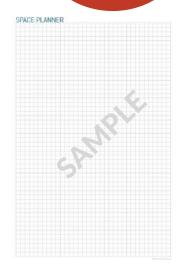
SUMMARY OF NQS



CONTACTS PAGE



SUMMARY OF EYLF V2.0



SPACE PLANNER



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.





LOOK INSIDE FRONT PAGES



3 YEARS AT A GLANCE



SPECIAL DATES CALENDAR



SCHOOL TERMS AND PUBLIC HOLIDAYS



YEAR PLANNER



OBSERVATION SCHEDULE



BIRTHDAYS



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





GET SUPPORTWITH THIS DIARY



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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





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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).



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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 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
- 1.3.3 Information for families



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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 (Q2.1.2, 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





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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.

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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

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

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.