

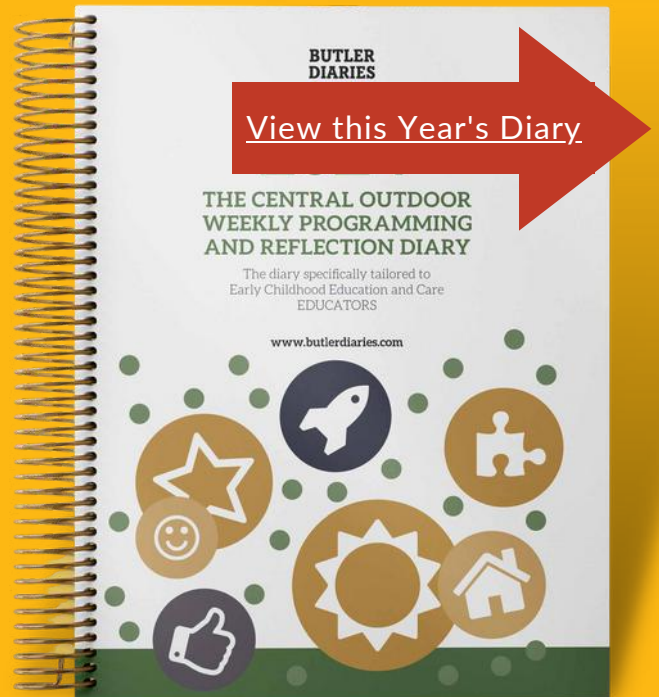


Look inside the

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)
- [Childcare 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 _____ : 1 - 7 JANUARY 2024

Topics we will be exploring	Monday 1	Tuesday 2	Wednesday 3	Thursday 4	Friday 5	Extension Experiences / Children's Voices / Community Cultural Responsiveness / Sustainability / Weekend Plan
Emerging/developing 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	GROSS MOTOR / PHYSICAL	
RISKY PLAY	RISKY PLAY	RISKY PLAY	RISKY PLAY	RISKY PLAY	RISKY PLAY	
MISSY / WATER PLAY	MISSY / WATER PLAY	MISSY / WATER PLAY	MISSY / WATER PLAY	MISSY / WATER PLAY	MISSY / WATER PLAY	
NATURE PLAY / EXPLORATION	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	STRUCTURED GAMES	
SPONTANEOUS / CHILDREN'S CHOICE	SPONTANEOUS / CHILDREN'S CHOICE	SPONTANEOUS / CHILDREN'S CHOICE	SPONTANEOUS / CHILDREN'S CHOICE	SPONTANEOUS / CHILDREN'S CHOICE	SPONTANEOUS / CHILDREN'S CHOICE	

Note: The table content is partially obscured by a 'SAMPLE' watermark. Detailed learning outcomes for each category are listed in the original image.

WEEKLY PROGRAMMING SPREAD WITH LEARNING OUTCOMES

Outdoor Learning Environment Safety - Daily checklist

TERM _____ WEEK _____ : 1 - 7 JANUARY

Reflections and Photos

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 smother).									
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, sand/water structures and sandpits) are clear of rubbish, waste and excess debris (lined as appropriate).									
3.1.2	Movable furniture/equipment is in good working order and positioned according to the relevant regulations and/or national standards.									
2.2	Tripping and slip hazards on walkways have been managed (e.g. Loose items, loose equipment or raised concrete).									
2.1	Entrances and handwashing facilities are accessible from the outdoor environment. Facilities are clean, well-maintained and in good working order.									
2.1	Fresh drinking water is accessible from or in the outdoor environment.									

Staff full names 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:	Monday 1 →	Tuesday 2 →	Wednesday 3 →
Emerging ideas/planning:	FINE MOTOR / COGNITIVE	FINE MOTOR / COGNITIVE	FINE MOTOR / COGNITIVE
<p>This week's program will focus on the following EYLF v2 ("VEYLDF") outcome/s:</p> <p>1: Children have a strong sense of identity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.1 Children feel safe, secure and supported <input type="checkbox"/> 1.2 Children develop their emerging autonomy, inter-dependence, resilience and agency <input type="checkbox"/> 1.3 Children develop knowledgeable, confident self-identities and a positive sense of self-worth <input type="checkbox"/> 1.4 Children learn to interact in relation to others with care, empathy and respect <p>2: Children are connected with and contribute to their world</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> 2.2 Children respond to diversity with respect <input type="checkbox"/> 2.3 Children become aware of fairness <input type="checkbox"/> 2.4 Children become socially responsible and show respect for the environment <p>3: Children have a strong sense of wellbeing</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.1 Children become strong in their social, emotional and mental *(spiritual) wellbeing <input type="checkbox"/> 3.2 Children become strong in their physical learning and wellbeing <input type="checkbox"/> 3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety <p>4: Children are confident and involved learners</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4.1 Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity <input type="checkbox"/> 4.2 Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating <input type="checkbox"/> 4.3 Children transfer and adapt what they have learned from one context to another <input type="checkbox"/> 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials <p>5: Children are effective communicators</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5.1 Children interact verbally and non-verbally with others for a range of purposes <input type="checkbox"/> 5.2 Children engage with a range of texts and gain meaning from these texts <input type="checkbox"/> 5.3 Children express ideas and make meaning using a range of media <input type="checkbox"/> 5.4 Children begin to understand how symbols and pattern systems work <input type="checkbox"/> 5.5 Children use digital technologies and media to access information, investigate ideas and represent their thinking 	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

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Next Week's Topics

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	

SAMPLE

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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 (ND)	2	3	4	5	6
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Some of these dates were not able to be confirmed at time of printing. Please check closely to the date that it is correct. © Butler Diaries Ltd

MONTH OVERVIEW

PROGRAMMING NOTES FOR JANUARY

SAMPLE

MONTHLY PROGRAMMING NOTES

PHOTOS / DRAWINGS

SAMPLE

MONTHLY EVIDENCE AND PLANNING PAGES

REFLECTION NOTES FOR JANUARY

SAMPLE

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

3 Years at a Glance

3 YEARS AT A GLANCE

Acronyms

AMC	Australian Maritime Centre
AMCC	Australian Maritime Centre of Excellence
AMSA	Australian Maritime Safety Authority
AMT	Australian Maritime Training Authority
AMTAC	Australian Maritime Training Authority of Canada
AMTAC	Australian Maritime Training Authority of Canada
AMTAC	Australian Maritime Training Authority of Canada
AMTAC	Australian Maritime Training Authority of Canada

Essential and Sustainability Calendar and Special Dates 2024

1 JAN	NEW YEAR'S DAY
2 JAN	NEW YEAR'S DAY
3 JAN	NEW YEAR'S DAY
4 JAN	NEW YEAR'S DAY
5 JAN	NEW YEAR'S DAY

SPECIAL DATES CALENDAR

School Terms and Public Holidays

Australian State Schools Terms Dates 2024			
TERM	START DATE	END DATE	WEEKS
1	15 SEP	20 NOV	10
2	15 DEC	17 FEB	10
3	15 MAY	17 JUL	10
4	15 OCT	17 DEC	10

SCHOOL TERMS AND PUBLIC HOLIDAYS

2024 Year Planner

MONTH	JAN	FEB	MAR	APR	MAY	JUNE
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3

YEAR PLANNER



*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



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.



ORDER YOUR DIARY
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1

2

3

4

5

6

7

CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



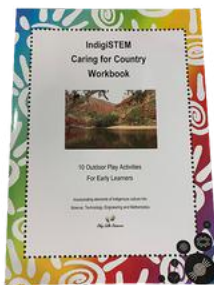
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Information sourced from:

ACECQA - [About Exceeding](#)

ACECQA - [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.