

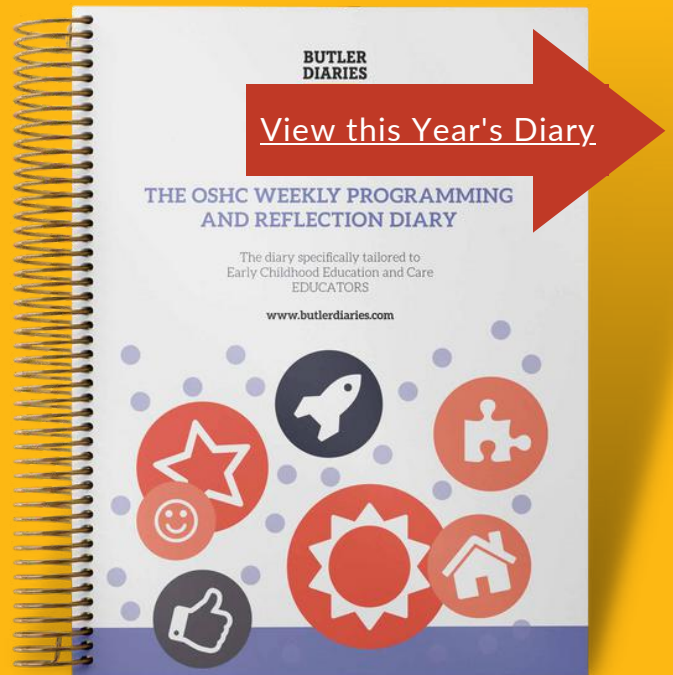


Look inside the

OSHC 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.



OSHC WEEKLY PROGRAMMING AND REFLECTION DIARY



This diary is an indispensable tool for record-keeping and planning for compliance under the NQS. It teaches 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 ✓



School aged children ✓

THIS DIARY IS FOR

- Educators
- Room Leaders
- Teachers
- Educational Leaders

WORKING IN

- OSHC
- Occasional Care
- Vacation Care
- BAS Care

IN

- Australia (all States)

Looking for the:

- [EYLF Program Version?](#)
- [QLD Kindergarten Program Version?](#)

DESIGNED TO BE USED WITH:

- [Findings, Feelings, Fun! School Aged Journal](#) (all States)
- [OSHC Diary](#) (all States)
- [Our Sustainable Year Wall Calendar](#) (all States)
- [Our Culturally Responsive Year Wall Calendar](#) (all States)
- [Educational Leader Diary](#) (all States)
- [Nominated Supervisor Diary](#) (all States)
- [Family Day Care Compliance Diary](#) (all States)



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

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

MY TIME OUR PLACE CREATIVE THINKING PROGRAM

Topic/s we will be exploring:	Monday 1 →	Tuesday 2 →	Wednesday 3 →
Emerging ideas/planning:			
<p>This week's program will focus on the following MTOP v2 outcome/s:</p> <p>1: Children and young people have a strong sense of identity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.1 Children and young people feel safe, secure and supported <input type="checkbox"/> 1.2 Children and young people develop their autonomy, inter-dependence, resilience and agency <input type="checkbox"/> 1.3 Children and young people develop knowledgeable, confident self-identities and a sense of positive self-worth <input type="checkbox"/> 1.4 Children and young people learn to interact in relation to others with care, empathy and respect <p>2: Children and young people are connected with and contribute to their world</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2.1 Children and young people develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary as active and informed citizens <input type="checkbox"/> 2.2 Children and young people respond to diversity with respect <input type="checkbox"/> 2.3 Children and young people become aware of fairness <input type="checkbox"/> 2.4 Children and young people become socially responsible and show respect for the environment <p>3: Children and young people have a strong sense of wellbeing</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.1 Children and young people become strong in their social, emotional and mental wellbeing <input type="checkbox"/> 3.2 Children and young people become strong in their physical learning and wellbeing <input type="checkbox"/> 3.3 Children and young people are aware of and develop strategies to support their own mental and physical health, and personal safety <p>4: Children and young people are confident and involved learners</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4.1 Children and young people 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 and young people 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 and young people transfer and adapt what they have learned from one context to another <input type="checkbox"/> 4.4 Children and young people resource their own learning through connecting with people, place, technologies and natural and processed materials <p>5: Children and young people are effective communicators</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5.1 Children and young people interact verbally and non-verbally with others for a range of purposes <input type="checkbox"/> 5.2 Children and young people engage with and gain meaning from a range of visual images and texts <input type="checkbox"/> 5.3 Children and young people collaborate with others, express ideas and make meaning using a range of digital technologies and media and communication technologies 	GROUP ACTIVITY / COOKING:	GROUP ACTIVITY / COOKING:	GROUP ACTIVITY / COOKING:
	CONSTRUCTION / BOARD GAMES:	CONSTRUCTION / BOARD GAMES:	CONSTRUCTION / BOARD GAMES:
	FINE MOTOR / COGNITIVE / LANGUAGE	FINE MOTOR / COGNITIVE / LANGUAGE	FINE MOTOR / COGNITIVE / LANGUAGE
	CREATIVE ACTIVITIES:	CREATIVE ACTIVITIES:	CREATIVE ACTIVITIES:
	WELLBEING / MENTAL HEALTH:	WELLBEING / MENTAL HEALTH:	WELLBEING / MENTAL HEALTH:
	SCIENCE / ENVIRONMENT /CULTURAL:	SCIENCE / ENVIRONMENT /CULTURAL:	SCIENCE / ENVIRONMENT /CULTURAL:
	CHILDREN'S SPONTANEOUS CHOICES:	CHILDREN'S SPONTANEOUS CHOICES:	CHILDREN'S SPONTANEOUS CHOICES:
	OUTDOOR OBSERVATIONS	OUTDOOR OBSERVATIONS	OUTDOOR OBSERVATIONS

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Next Week's Topics

Thursday 4 →

Friday 5 →

Extension Experiences / Children's Voices / Community
Cultural Responsiveness / Sustainability / Weekend Plan

6
7

GROUP ACTIVITY / COOKING:	GROUP ACTIVITY / COOKING:	
CONSTRUCTION / BOARD GAMES:	CONSTRUCTION / BOARD GAMES:	
FINE MOTOR / COGNITIVE / LANGUAGE	FINE MOTOR / COGNITIVE / LANGUAGE	
CREATIVE ACTIVITIES:	CREATIVE ACTIVITIES:	
WELLBEING / MENTAL HEALTH:	WELLBEING / MENTAL HEALTH:	
SCIENCE / ENVIRONMENT / CULTURAL:	SCIENCE / ENVIRONMENT / CULTURAL:	
CHILDREN'S SPONTANEOUS CHOICES:	CHILDREN'S SPONTANEOUS CHOICES:	
OUTDOOR OBSERVATIONS	OUTDOOR OBSERVATIONS	

SAMPLE



This Week's Moments of Reflection

THE TOPIC/S WE EXPLORED THIS WEEK WERE:

WAS IT A GOOD/CHALLENGING WEEK? WHY?

PROGRAMMED GOALS & PROJECTED OUTCOMES ACHIEVED?

INTENTIONAL TEACHING / LEARNING EXPERIENCES COVERED:

PROFESSIONAL INQUIRY:

LEARNING DATA:

CHANGES TO THE ENVIRONMENT:

RESOURCES USED:

FAMILY / COMMUNITY INPUT:

OSHC 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	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 Australia Day	26	27	28
29 Australia Day (ND)	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 Pty Ltd

MONTH OVERVIEW

PROGRAMMING NOTES FOR JANUARY

SAMPLE

MONTHLY PROGRAMMING NOTES

PHOTOS / DRAWINGS

REFLECTION NOTES FOR JANUARY

SAMPLE

MONTHLY EVIDENCE AND PLANNING PAGES

MONTHLY REFLECTION NOTES

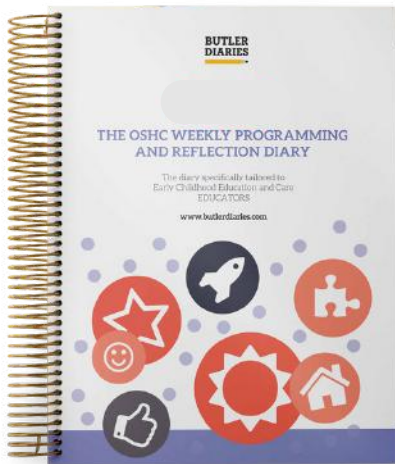
These pages are sample pages only, some changes in design or layout may be present in the physical diary.

OSHC WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE FRONT PAGES



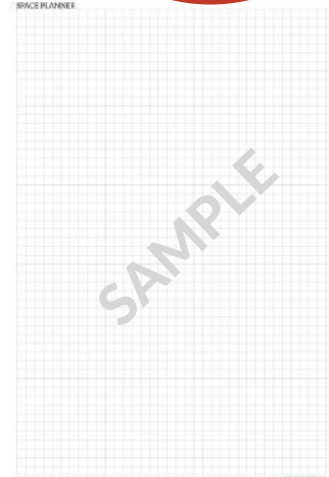
WHAT'S IN THE FRONT PAGES?



IMPORTANT INFORMATION SUMMARY



CONTACTS PAGE



SPACE PLANNER



TIPS ON USE



SUMMARY OF MTOP V2.0



PROFESSIONAL DEVELOPMENT, POLICY AND PARTNERSHIP RECORDS



SCHOOL TERMS AND PUBLIC HOLIDAYS

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

OSHC 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, family input, 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 ongoing professional learning** as a principle. 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, cultural responsiveness, and responsiveness to children** are encouraged through our box prompts in the weekly programming spread. The reflection spread prompts consideration of your **learning environments** and **continuity of learning and transitions**. **Assessment for learning** is captured in extension planning, individual observation record, photographic evidence, and reflections.

Learning Outcomes

- Supports your planning and reflection based on the **MTOP outcomes** with a weekly framework checklist and reflections for outcomes covered.
- Supports reflection on learning outcomes with **prompts that cover the MTOP outcomes**.



COVERS:

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



OSHC 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 and critical reflection.
- Piaget believed children must master one stage before they could move on to the next stage of cognitive development. Planning for children's **individual skills, interests, and abilities** is prompted through **critical reflection** on learning data, the environment, resources used, and extension planning, as well as a record of observations captured.
- Vygotsky emphasised the importance of social interactions on development. Social interaction is planned daily through a Group Activity **planning box**.
- Gardner suggested there was more than one intelligence and placed importance on **arts and creativity in children's learning**, we captured this daily with a Creative Activities planning box.
- Bronfenbrenner emphasised the importance of interactions between environmental factors on children's development. **Interactions between parents and educators** are encouraged with family input into the program.
- Montessori pressed the importance of the environment and resources in children's learning. She believed children learn best when **using their senses and following their interests**. We have embedded this into our Weekly Programming and Reflection Diary with a **Children's Choice, Science / Environment, and Creative Activities** planning boxes and **reflections** on the **environments and resources used**.



OSHC WEEKLY PROGRAMMING AND REFLECTION DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

DEVELOPMENTAL MILESTONES

Supports you implementing MTOP, which links with children's development:

- **Physical** development is captured through Group Activity / Cooking and Creative Activities planning boxes (**LO1, 3, 4**)
- **Social** development is captured through the Group Activity and Science / Environment / Multicultural planning boxes (**LO1, 2, 3, 4, 5**),
- **Emotional** development is captured through Group Activity and Wellbeing / Mental Health planning boxes (**LO1, 2, 3, 4**),
- **Cognitive and Language** development is captured through Fine Motor Cognitive / Language planning box (**LO1, 2, 4, 5**),
- Children's development across **all areas** is captured in the Children's Spontaneous Choices planning box, Learning Data Reflection Box, Observation Record, and Photographic Evidence Space (**LO1, 2, 3, 4, 5**).



COVERS:

- Physical development (LO1, 3, 4)
- Social development (LO1, 2, 3, 5)
- Emotional development (LO1, 2, 3, 4)
- Cognitive development (LO2, 4, 5)
- Language development (LO1, 5)



OSHC WEEKLY PROGRAMMING AND REFLECTION DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK

QA1 Educational program and practice

- Supports the implementation of **approved learning frameworks** with weekly learning outcome checklist, weekly reflections, overview pages, references, and a diversity dates calendar (**QA1.1.1**)
- Support children's interests at the **centre of the program** with daily child's interests recorded and emerging planning notes section (**QA1.1.2**)
- Supports **maximising opportunities for children's learning** with planning and reflection to cover key areas, routines, and transitions (**QA1.1.3**)
- Promotes **intentional teaching practices** with a weekly intentional teaching reflection, and space for photos of learning experiences (**QA1.2.1**)
- Encourages **responding to children's ideas** and extending their learning by capturing children's choices, recording individual observations taken, and multiple points for extension planning (**QA1.2.2**)
- Supports promoting **children's agency** to influence their world with spontaneous children's choices recorded daily (**QA1.2.3**)
- Supports the implementation of a **cycle of planning** with emerging ideas planning, analysis of learning, weekly and monthly reflections, extension planning, and individual observation record (**QA1.3.1**)
- Promotes **critical reflection** with weekly **reflection prompts** (**QA1.3.2**)
- Designed to be displayed and easily read, so **families are informed** about their child's program (**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



OSHC WEEKLY PROGRAMMING AND REFLECTION DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

NATIONAL QUALITY FRAMEWORK

QA2 Children's health and safety

- Supports each **child's wellbeing** and comfort with weekly reflections on routines and transitions (QA2.1.1)

COVERS:

- 2.1.1 Wellbeing and comfort

QA3 Physical environment

- **Promotes reflection of physical environments** to ensure they are fit for purpose, well maintained, and inclusive with a reflection on the changes you made to the environment (QA3.1.1, QA3.1.2, QA3.2.1)
- Promotes reflection on the **use of resources and their suitability** for enabling and including every child with a resources used reflection prompt (QA3.2.2)
- Supports **engagement with sustainability** with a dates calendar, Science / Environment planning box, and links to the Central Outdoor Weekly Programming and Reflection Diary (QA3.2.3)

COVERS:

- 3.1.1 Fit for purpose
- 3.1.2 Upkeep
- 3.2.1 Inclusive environment
- 3.2.2 Resources support play-based learning
- 3.2.3 Environmentally responsible

QA4 Staffing arrangements

- Promotes **professional collaboration** and ongoing learning through a professional development summary and professional inquiry reflection prompt (QA4.2.1)
- Supports guidance by **professional standards** (QA4.2.2)

COVERS:

- 4.2.1 Staffing arrangements
- 4.2.2 Professional standards



OSHC 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 group activities (**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 and weekly reflection on parent input (**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.

OSHC 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 Weekly Programming and Reflection Diaries are designed to ensure **consistency of practice and provide evidence** for intentional practices that are being implemented by staff. The diaries are designed to support consistency in **daily planning and weekly reflections** to support extensions for the following week. An **ongoing cycle of planning** is promoted with weekly emerging ideas and extension planning prompts.

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 ongoing quality improvement. The **reflection prompts** you to think about different areas and critically reflect on improvements that can be implemented in the following week's program.



THEME 3

Shaped by Meaningful Engagement with Families and Community

Our diary supports meaningful engagement with families and the community by **encouraging family input** every week to embed in your program. Its design allows your program to be **displayed for families** so they can provide input and feedback on their children's learning. A diversity dates calendar and weekly column is included so you are **prompted to embed community and cultural events** and learning into your program.

ORDER YOUR 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.