BUTLER DIARIES

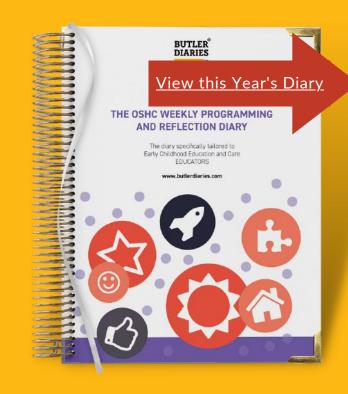
COMPLIANCE INFORMATION

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.







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







Family day \checkmark 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?
- <u>QLD Kindergarten</u>
 <u>Program Version</u>?

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)

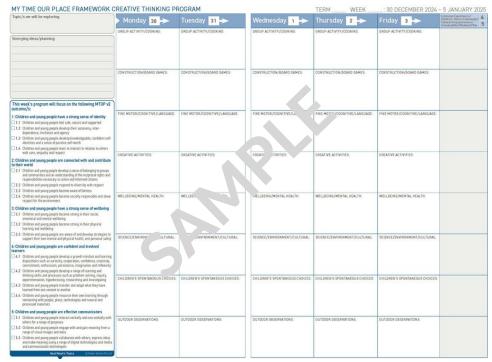


- ✓ LESS PAPERWORK
- ALL IN ONE PLACE
- EASY TO USE
 - PROMPT AND INSPIRE
- EVIDENCE NQS
- ✓ REDUCE COMPLIANCE CONFUSION
- ✓ QUALITY IMPROVEMENT
- FAMILY OWNED



LOOK INSIDE

EVERY WEEK



WEEKLY
PROGRAMMING
SPREAD WITH
LEARNING
OUTCOMES



WEEKLY
REFLECTION
SPREAD WITH
OBSERVATION
TRACKER AND
PHOTO EVIDENCE

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



MY TIME OUR PLACE FRAMEWORK CREATIVE THINKING PROGRAM

111	THE CONTENCE TO THE CONTENT OF THE C	ZIXEZXIIVE III	III VIII VIII VIII II	(OO) (A (I) I
Topic	/s we will be exploring:	Monday	30	Tuesday 31
		GROUP ACTIVITY/CO	OOKING:	GROUP ACTIVITY/COOKING:
Emer	ging ideas/planning:			
-		CONCERNICATION /DO	100 01110	CONCERNICATION (DOADD CAMES
		CONSTRUCTION/BO	ARD GAMES:	CONSTRUCTION/BOARD GAMES:
outco	week's program will focus on the following MTOP v2 me/s:	FINE MOTOR/COGNI	TIVE /LANGUAGE:	FINE MOTOR/COGNITIVE/LANGUAGE:
1: Chi	ldren and young people have a strong sense of identity	THE MOTOR/COGNI	TIVE/LANGUAGE	THE MOTOR/GOOMTTVE/LANGUAGE:
□1.1	Children and young people feel safe, secure and supported			
3 12 12 12 12 12	Children and young people develop their autonomy, inter- dependence, resilience and agency			
	Children and young people develop knowledgeable, confident self-identities and a sense of positive self-worth			
□ 1.4	Children and young people learn to interact in relation to others with care, empathy and respect	CREATIVE ACTIVITIE	S:	CREATIVE ACTIVITIES:
	ldren and young people are connected with and contribute ir world			
	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			
□ 2.2	Children and young people respond to diversity with respect			
2.3	Children and young people become aware of fairness			
□ 2.4	Children and young people become socially responsible and show respect for the environment	WELLBEING/MENTA	L HEALTH:	WELLBEING/MENTAL HEALTH:
3: Chi	ldren and young people have a strong sense of wellbeing			
	Children and young people become strong in their social, emotional and mental wellbeing			
	Children and young people become strong in their physical learning and wellbeing			
3.3	Children and young people are aware of and develop strategies to support their own mental and physical health, and personal safety	SCIENCE/ENVIRONM	MENT/CULTURAL:	SCIENCE/ENVIRONMENT/CULTURAL:
4: Chi learne	ldren and young people are confident and involved ers			
☐ 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			
□ 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	CHILDREN'S SPONTA	ANEOUS CHOICES:	CHILDREN'S SPONTANEOUS CHOICES:
□ 4.3	Children and young people transfer and adapt what they have learned from one context to another			
□ 4.4	Children and young people resource their own learning through connecting with people, place, technologies and natural and processed materials			
5: Chi	ldren and young people are effective communicators			
□ 5.1	Children and young people interact verbally and non-verbally with others for a range of purposes	OUTDOOR OBSERVA	TIONS:	OUTDOOR OBSERVATIONS:
	Children and young people engage with and gain meaning from a range of visual images and texts			
□ 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			
	Next Week's Topics (© Butler Diaries Pty Ltd			IOOK



TERM: 30 DECEMBER 2024 - 5 JANUARY 2025

Wednesday 1 ->	Thursday 2	Friday 3	Extension Experiences/ Children's Voices/Community/ Cultural Responsiveness/ Sustainability/Weekend Plan 5
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:	LOOK

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?
WASTI A GOOD/CHALLENGING WEEK! WIT!	PROGRAMMED GOALS & PROJECTED GOTGOMES ACTIVEDED
INTENTIONAL TEACHING / LEARNING EXPERIENCES COVERED:	PROFESSIONAL INQUIRY:
LEARNING DATA:	CHANGES TO THE ENVIRONMENT:
RESOURCES USED:	FAMILY / COMMUNITY INPUT:
© Butter Dames Pay Ltd	



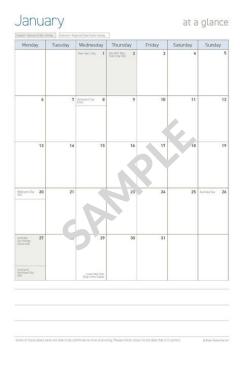
INDIVIDUAL / GROUP OBSERVATIONS TAKEN THIS WEEK: Name /s: Date Comments: Learning Outcome/s Covered Name/s: Date Comments:		TERM	WEEK	:30 DECEMBER 2024 - 5 JANUARY 2025
Name/s: Date Comments:	ROUTINES & TRANSITION COMMENTS	i:		PHOTOGRAPHIC EVIDENCE OF LEARNING EXPERIENCES:
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BUTLER DIARIES

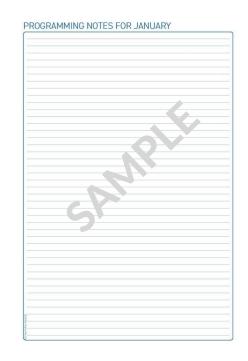
LOOK INSIDE



LOOK INSIDE EVERY MONTH



MONTH OVERVIEW

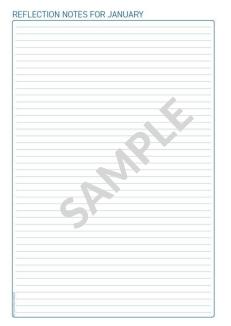


MONTHLY PROGRAMMING NOTES

PHOTOS / DRAWINGS



MONTHLY EVIDENCE AND PLANNING PAGES



MONTHLY REFLECTION NOTES

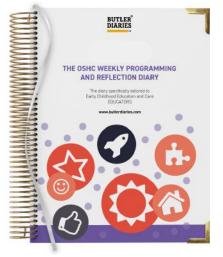
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LOOK INSIDE

FRONT PAGES



WHAT'S IN THE FRONT PAGES?



TIPS ON USE



IMPORTANT
INFORMATION
SUMMARY



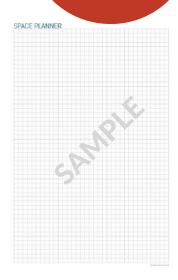
SUMMARY OF MTOP V2.0



CONTACTS PAGE



PROFESSIONAL
DEVELOPMENT, POLICY
AND PARTNERSHIP
RECORDS



SPACE PLANNER



SCHOOL TERMS AND PUBLIC HOLIDAYS

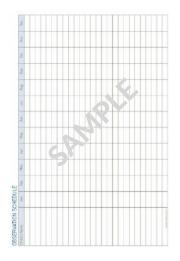
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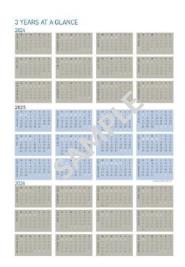


LOOK INSIDE

FRONT PAGES



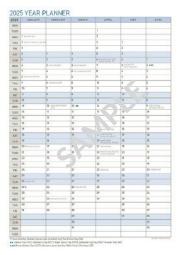
OBSERVATION SCHEDULE



3 YEARS AT A GLANCE



SPECIAL DATES CALENDAR



BINDING

YEAR PLANNER



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, 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.



- 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



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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
 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.





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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).



- 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)



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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**)

- 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
- 1.3.2 Critical reflection
- 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

• 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 playbased 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)

- 4.2.1 Staffing arrangements
- 4.2.2 Professional standards





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.

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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 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

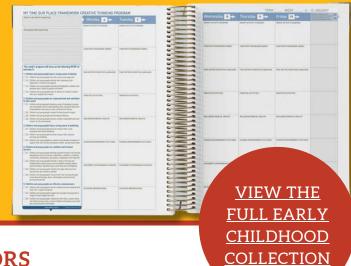
Shaped by Meaningful Engagement with Families and Community

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.

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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.