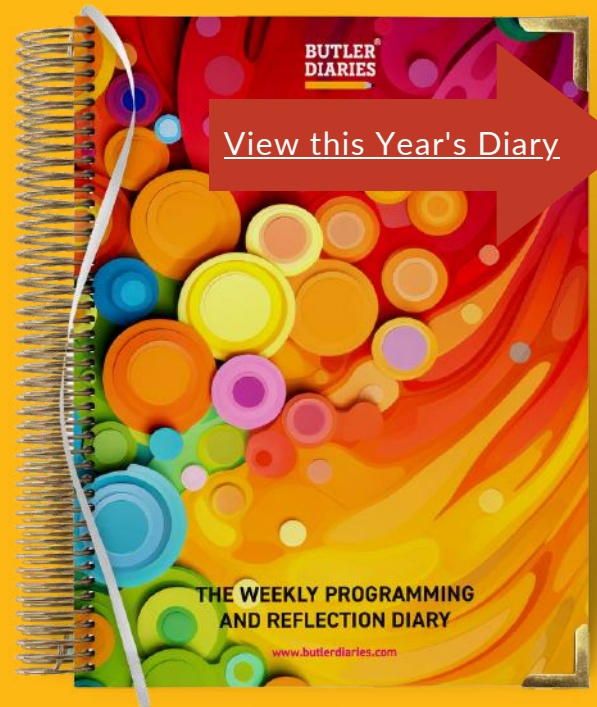




Look inside the
SPECIAL EDITION WEEKLY PROGRAMMING AND REFLECTION DIARY

This information ebook 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.



WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR 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 ✓



Birth to five ✓

THIS DIARY IS FOR

- Educators
- Room Leaders
- Teachers
- Educational Leaders

WORKING IN

- Long Day Care
- Preschool
- Family Day Care

IN

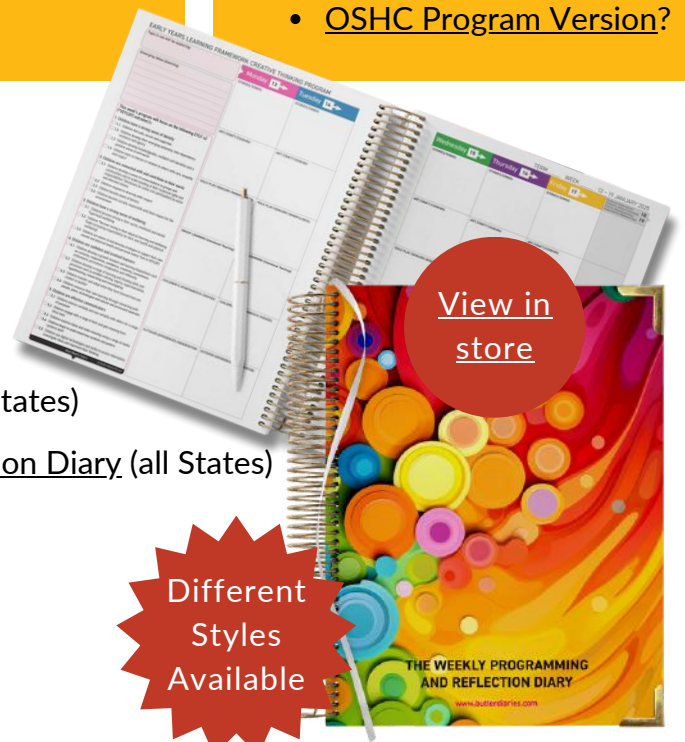
- Australia (all States)

Looking for the:

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

DESIGNED TO BE USED WITH:

- [Individual Observations Booklet](#) (all States)
- [Our Sustainable Year Wall Calendar](#) (all States)
- [Our Culturally Responsive Year Wall Calendar](#) (all States)
- [Central Outdoor Weekly Programming and Reflection Diary](#) (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)



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

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

WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE EVERY WEEK

EARLY YEARS LEARNING FRAMEWORK CREATIVE THINKING PROGRAM

TERM WEEK : 30 DECEMBER 2024 - 5 JANUARY

Topic /s we will be exploring:	Monday 30	Tuesday 31	Wednesday 1	Thursday 2	Friday 3	4 5
Emerging ideas/planning	STORIES/SONGS	STORIES/SONGS	STORIES/SONGS	STORIES/SONGS	STORIES/SONGS	
	ART/CRAFT/COOKING	ART/CRAFT/COOKING	ART/CRAFT/COOKING	ART/CRAFT/COOKING	ART/CRAFT/COOKING	
	ROLE PLAY/SENSORY/MINDFULNESS	ROLE PLAY/SENSORY/MINDFULNESS	ROLE PLAY/SENSORY/MINDFULNESS	ROLE PLAY/SENSORY/MINDFULNESS	ROLE PLAY/SENSORY/MINDFULNESS	
	GROUP LEARNING (Intentional Teaching)	GROUP LEARNING (Intentional Teaching)	GROUP LEARNING (Intentional Teaching)	GROUP LEARNING (Intentional Teaching)	GROUP LEARNING (Intentional Teaching)	
	CHILDREN'S SPONTANEOUS CHOICES	CHILDREN'S SPONTANEOUS CHOICES	CHILDREN'S SPONTANEOUS CHOICES	CHILDREN'S SPONTANEOUS CHOICES	CHILDREN'S SPONTANEOUS CHOICES	
	OUTDOOR EXPERIENCES/OBSERVATION	OUTDOOR EXPERIENCES/OBSERVATION	OUTDOOR EXPERIENCES/OBSERVATION	OUTDOOR EXPERIENCES/OBSERVATION	OUTDOOR EXPERIENCES/OBSERVATION	

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

- 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 in relation to others with care, empathy and respect
- 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
- 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 is VEYLDF)
- Children are confident and involved learners**
 - 4.1 Children develop a growth mindset and learning dispositions such as curiosity, cooperativeness, 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, enquiry, experimentation, hypothesising, researching and investigating
 - 4.3 Children transfer and adapt what they have learned from one context to another
 - 4.4 Children restore or their own learning through connecting with people, places, technologies and natural and processed materials
- 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

TERM WEEK : 30 DECEMBER 2024 - 5 JANUARY

This Week's Moments of Reflection

THE TOPIC/S WE EXPLORED THIS WEEK WERE:		ROUTINES & TRANSITION COMMENTS:		PHOTOGRAPHIC EVIDENCE OF LEARNING EXPERIENCES:	
WAS IT A GOOD/CHALLENGING WEEK? WHY?	PROGRAMMED GOALS & PROJECTED OUTCOMES ACHIEVED?	INDIVIDUAL / GROUP OBSERVATIONS TAKEN THIS WEEK:			
INTENTIONAL TEACHING / LEARNING EXPERIENCES COVERED:	PROFESSIONAL INQUIRY:	EXTENSION PLANNING:			
LEARNING DATA:	CHANGES TO THE ENVIRONMENT:	NEXT SUGGESTED TOPIC/S OR IDEA/S TO EXPLORE:			
RESOURCES USED:	FAMILY / COMMUNITY INPUT:				

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.

EARLY YEARS LEARNING FRAMEWORK CREATIVE THINKING 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 →

STORIES/SONGS:

STORIES/SONGS:

ART/CRAFT/COOKING:

ART/CRAFT/COOKING:

ROLE PLAY/SENSORY/MINDFULNESS:

ROLE PLAY/SENSORY/MINDFULNESS:

GROUP LEARNING (Intentional Teaching):

GROUP LEARNING (Intentional Teaching):

CHILDREN'S SPONTANEOUS CHOICES:

CHILDREN'S SPONTANEOUS CHOICES:

OUTDOOR EXPERIENCES/OBSERVATION:

OUTDOOR EXPERIENCES/OBSERVATION:

Next Week's Topics

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**BUTLER
DIARIES**

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

LOOK
INSIDE

Wednesday 1 →	Thursday 2 →	Friday 3 →	Extension Experiences/ Children's Voices/Community Cultural Responsiveness/ Sustainability/Weekend Plan
STORIES/SONGS:	STORIES/SONGS:	STORIES/SONGS:	4 5
ART/CRAFT/COOKING:	ART/CRAFT/COOKING:	ART/CRAFT/COOKING:	
ROLE PLAY/SENSORY/MINDFULNESS:	ROLE PLAY/SENSORY/MINDFULNESS:	ROLE PLAY/SENSORY/MINDFULNESS:	
GROUP LEARNING (Intentional Teaching):	GROUP LEARNING (Intentional Teaching):	GROUP LEARNING (Intentional Teaching):	
CHILDREN'S SPONTANEOUS CHOICES:	CHILDREN'S SPONTANEOUS CHOICES:	CHILDREN'S SPONTANEOUS CHOICES:	
OUTDOOR EXPERIENCES/OBSERVATION:	OUTDOOR EXPERIENCES/OBSERVATION:	OUTDOOR EXPERIENCES/OBSERVATION:	



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:

ROUTINES & TRANSITION COMMENTS:	PHOTOGRAPHIC EVIDENCE OF LEARNING EXPERIENCES:
INDIVIDUAL / GROUP OBSERVATIONS TAKEN THIS WEEK: Name/s: _____ Date: _____ Comments: _____ Learning Outcome/s Covered: _____ Name/s: _____ Date: _____ Comments: _____ Learning Outcome/s Covered: _____ Name/s: _____ Date: _____ Comments: _____ Learning Outcome/s Covered: _____ Name/s: _____ Date: _____ Comments: _____ Learning Outcome/s Covered: _____ Name/s: _____ Date: _____ Comments: _____ Learning Outcome/s Covered: _____ Name/s: _____ Date: _____ Comments: _____ Learning Outcome/s Covered: _____	
EXTENSION PLANNING:	

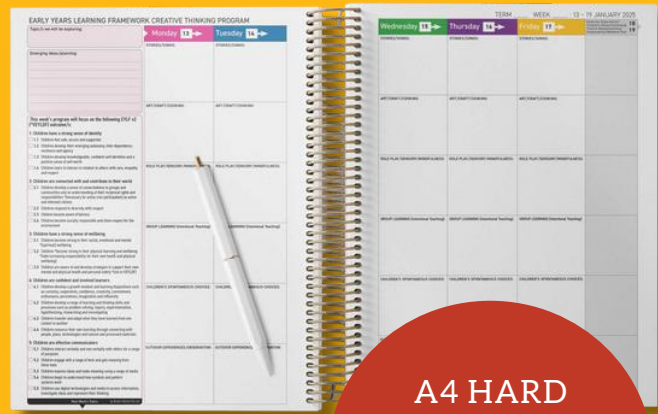
SAMPLE

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NEXT SUGGESTED TOPIC/S OR IDEA/S TO EXPLORE:



SPECIAL EDITION WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



**A4 HARD
COVER WITH
SPIRAL
BINDING**

**LOOK INSIDE
EVERY MONTH**

January at a glance

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1 New Year's Day	2 Boxing Day	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	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.

SPECIAL EDITION WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY

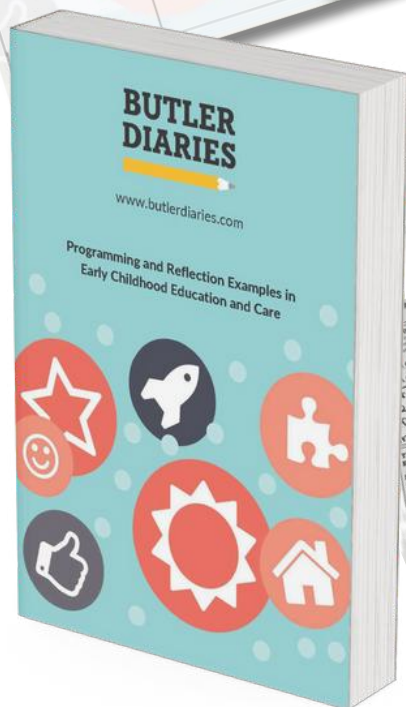


A4 HARD
COVER WITH
SPIRAL
BINDING

GET SUPPORT
WITH THIS DIARY

PRINT READY PHOTO
TEMPLATE AND
STICKER PAPER

CUSTOMER
EXAMPLES AND CASE
STUDIES ON OUR
BLOG



DOWNLOAD OUR
PROGRAMMING E-BOOK FULL
OF EXAMPLES

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SPECIAL EDITION WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR 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 **EYLF outcomes** with a weekly framework checklist and reflections for outcomes covered.
- Supports reflection on learning outcomes with **prompts that cover the EYLF outcomes**.



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



SPECIAL EDITION WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR 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 promoted through **critical reflection** on learning data, the environment, resources used, extension planning, and a record of observations captured.
- Vygotsky emphasised the importance of social interactions in development. Social interaction is planned daily through a **group learning 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 an Art / Craft / Cooking planning box.
- Bronfenbrenner emphasised the importance of interactions between environmental factors on children's development. **Interactions between parents and educators** are encouraged with family and community 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 **Sensory planning box and reflections** on the environments and resources used.



SPECIAL EDITION WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



HOW DOES OUR DIARY HELP WITH COMPLIANCE?

DEVELOPMENTAL MILESTONES

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

- **Physical** development is captured through Art / Craft / Cooking planning box (**LO1, 3, 4**)
- **Social** development is captured through the Group Learning planning box (**LO1, 2, 3, 5**),
- **Emotional** development is captured through Group Learning and Role Play / Sensory / Mindfulness planning boxes (**LO1, 2, 3, 4**),
- **Cognitive** development is captured through Group Learning / Intentional Teaching planning box (**LO2, 4, 5**),
- **Language** development is captured through Stories / Songs and Group Learning planning boxes (**LO1, 5**), and
- 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)



SPECIAL EDITION WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR 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 daily intentional teaching planning box, 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



SPECIAL EDITION WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR 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, weekly planning column, 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 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



SPECIAL EDITION WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR 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 learning (**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.

SPECIAL EDITION WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR 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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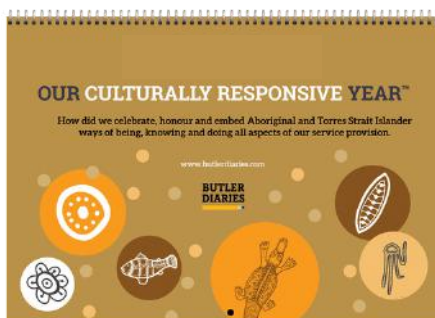


SPECIAL EDITION WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



[VIEW THE
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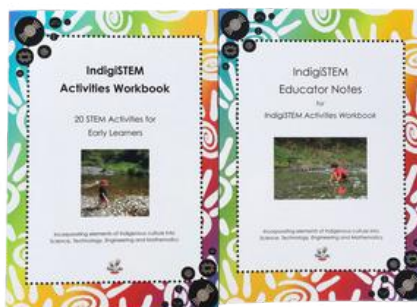
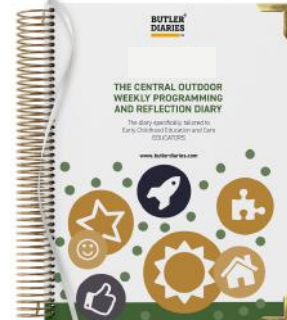
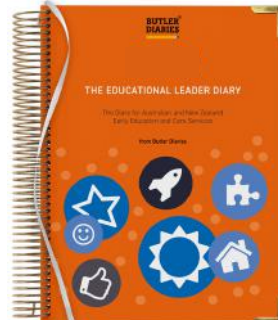
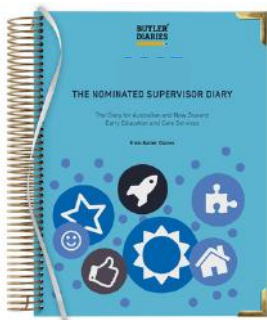
RESOURCES TO SUPPORT EDUCATORS



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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.