

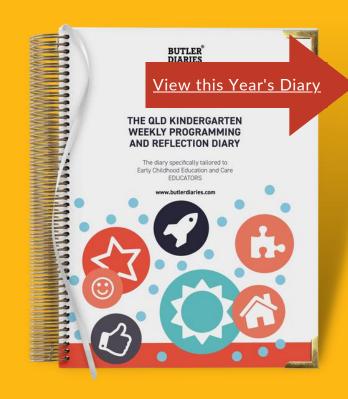
COMPLIANCE INFORMATION

Look inside the

QLD KINDY 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.





Centre-based ✓ service



Family day \checkmark care services



Birth to √ five

THIS DIARY IS FOR

- Educators
- Room Leaders
- Teachers
- Educational Leaders

WORKING IN

- Long Day Care offering the QLD Kindergarten Program under QKLG
- Preschools and Kindergartens offering the QLD Kindergarten Program under QKLG

IN

Queensland

Looking for the:

- EYLF Program Version?
- OSHC Program Version?

View in

store

DESIGNED TO BE USED WITH:

- 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)
- Childcare 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



LOOK INSIDE

EVERY WEEK



WEEKLY
PROGRAMMING
SPREAD WITH
LEARNING
OUTCOMES

BINDING



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.



QLD KINDERGARTEN LEARNING GUIDELINES CREATIVE THINKING PROGRAM

QLD KINDLKGAKTEN LLAKINING GOT	DELINES ONEATIVE IIII	INTO I ROOMAN
Topic/s we will be exploring:	Monday 30	Tuesday 31 ->
Emerging ideas/planning:	STORIES/SONGS:	STORIES/SONGS:
(This week's pregram will feeus on the following sufcemes:		
This week's program will focus on the following outcomes: IDENTITY 1.1 Building a sense of security and trust 1.1.1 Feeling safe, accepted and supported 1.1.2 Developing a sense of belonging and confidence in others	ART/CRAFT/COOKING:	ART/CRAFT/COOKING:
1.2 Acting with independence and perseverance ☐ 1.2.1 Managing routines ☐ 1.2.2 Developing agency in decision-making ☐ 1.2.3 Being willing to keep trying		
1.3 Building a confident self-identity 1.3.1 Developing awareness of own culture/s 1.3.2 Recognising individual strengths and achievements		
CONNECTEDNESS 2.1 Building positive relationships □ 2.1.1 Connecting with and relating to others □ 2.1.2 Understanding rights and responsibilities	ROLE PLAY/SENSORY/MINDFULNESS:	ROLE PLAY/SENSORY/MINDFULNESS:
2.2 Showing respect for diversity □ 2.2.1 Responding to others with respect □ 2.2.2 Developing awareness of bias □ 2.2.3 Learning about others' cultures		
2.3 Showing respect for environments ☐ 2.3.1 Caring for the kindergarten ☐ 2.3.2 Exploring interactions between people and environments		
WELLBEING 3.1 Building a sense of autonomy □ 3.1.1 Developing self-regulation □ 3.1.2 Developing resilience	GROUP LEARNING (Intentional Teaching):	GROUP LEARNING (Intentional Teaching):
3.2 Exploring ways to be healthy and safe ☐ 3.2.1 Being healthy ☐ 3.2.2 Staying safe		
3.3 Exploring ways to promote physical wellbeing □ 3.3.1 Developing control and strength □ 3.3.2 Developing awareness of the senses		
ACTIVE LEARNING 4.1 Building positive dispositions towards learning 4.1.1 Showing curiosity and enthusiasm for learning 4.1.2 Problem-solving, investigating and reflecting on learning 4.1.3 Being imaginative and creative	CHILDREN'S SPONTANEOUS CHOICES:	CHILDREN'S SPONTANEOUS CHOICES:
4.2 Showing confidence and involvement in learning ☐ 4.2.1 Applying knowledge in different contexts ☐ 4.2.2 Sharing ideas and discoveries		
4.3 Using technologies for learning and communication □ 4.3.1 Showing interest in technologies □ 4.3.2 Using technologies		
COMMUNICATING 5.1 Exploring and expanding language □ 5.1.1 Using language/s, including signing □ 5.1.2 Listening and responding	OUTDOOR EXPERIENCES/OBSERVATION:	OUTDOOR EXPERIENCES/OBSERVATION:
5.2 Exploring literacy in personally meaningful ways ☐ 5.2.1 Engaging with different texts ☐ 5.2.2 Exploring sounds and letters ☐ 5.2.3 Exploring reading and writing		
5.3 Exploring numeracy in personally meaningful ways ☐ 5.3.1 Exploring mathematical concepts in everyday life ☐ 5.3.2 Exploring counting and patterns		
Next Week's Topics © Butler Dianes Pty Ltd		LOOK

BUTLER DIARIES TERM: 30 DECEMBER 2024 - 5 JANUARY 2025

	1 E	: 30 DECENTIBEN 2024	Education Experiences /
Wednesday 1 ->	Thursday 2 ->	Friday 3	Extension Experiences/ Children's Voices/Community Cultural Responsiveness/ Sustainability/Weekend Plan
STORIES/SONGS:	STORIES/SONGS:	STORIES/SONGS:	
ART/CRAFT/COOKING:	ART/CRAFT/COOKING:	ART/CRAFT/COOKING:	
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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:	
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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:		TERM	WEEK	:30 DECEMBER 2024 - 5 JANUARY 2025
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BUTLER DIARIES

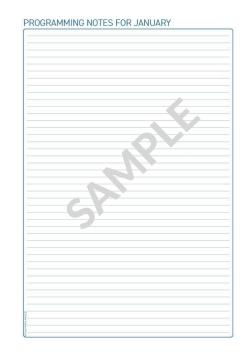
LOOK INSIDE



LOOK INSIDE EVERY MONTH



MONTH OVERVIEW



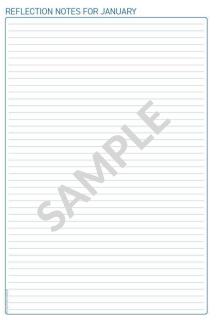
MONTHLY PROGRAMMING NOTES

BINDING

PHOTOS / DRAWINGS



MONTHLY EVIDENCE AND PLANNING PAGES



MONTHLY REFLECTION NOTES

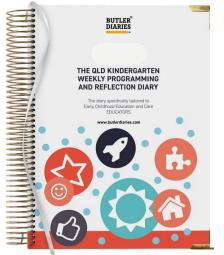
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LOOK INSIDE

FRONT PAGES



WHAT'S IN THE FRONT PAGES?



TIPS ON USE



IMPORTANT
INFORMATION
SUMMARY



SUMMARY OF NQS



CONTACTS PAGE



SUMMARY OF EYLF V2.0



BINDING

SPACE PLANNER



LINKING QKLF AND EYLF

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LOOK INSIDE

FRONT PAGES





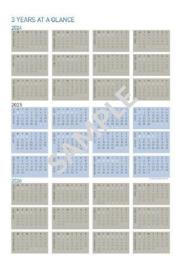




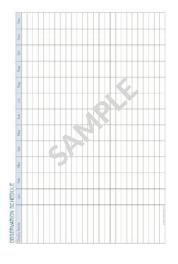
BINDING

QKLG CONTINUA PROFESSIONAL
DEVELOPMENT, POLICY
AND PARTNERSHIP
RECORDS

SPECIAL DATES CALENDAR SCHOOL TERMS AND PUBLIC HOLIDAYS









3 YEARS AT A GLANCE YEAR PLANNER OBSERVATION SCHEDULE

BIRTHDAYS

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





BINDING

GET SUPPORTWITH THIS DIARY





HOW DOES OUR DIARY HELP WITH COMPLIANCE?

FRAMEWORKS

Principles

 High expectations, equity and respect for diversity, respectful relationships, collaborative partnerships, effective pedagogies, and reflective practice and professional decision-making are encouraged with weekly planning prompts, weekly reflections, family input, displayed program, extension planning, and a diversity dates calendar.

Practice

- Collaborative decision-making on learning priorities, environments, and contexts for individuals and groups is supported through our weekly planning boxes and reflection spread. Children's interests are captured daily.
- **Intentional teaching** practices are planned daily, and a weekly reflection box prompts critical reflection on intentional teaching experiences and actions.
- Ongoing assessment and multiple opportunities for documenting evidence
 of learning are supported through our weekly programming spread with
 the QKLG checkbox, in the individual observations record, and across the
 reflections capturing learning data, routines, transitions, and photographic
 evidence of learning.

Learning Outcomes

- Supports your planning and reflection based on the **QKLG outcomes** with a weekly framework checklist for outcomes covered.
- Supports reflection on learning outcomes with prompts that cover the QKLG outcomes.
- Supports linking EYLF and applying QKLG through an overview page.



COVERS:

- LO1: Identity
- LO2:

Connectedness

- LO3: Wellbeing
- LO4: Active learning
- LO5:

Communicating





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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 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.





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HOW DOES OUR DIARY HELP WITH COMPLIANCE?

DEVELOPMENTAL MILESTONES

Supports you implementing QKLG, 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)





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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 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 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







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 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)

COVERS:

- 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 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.

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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

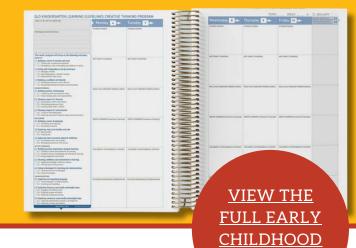
Shaped by Meaningful Engagement with Families and Community

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.

ORDER YOUR DIARY
WWW.BUTLERDIARIES.COM







RESOURCES TO SUPPORT EDUCATORS



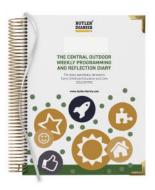


SPECIAL INTEREST CALENDARS



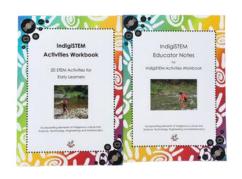






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ACECQA - About Exceeding

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.