



Look inside the

## OUR CULTURALLY RESPONSIVE YEAR WALL CALENDAR

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.



# OUR CULTURALLY RESPONSIVE YEAR WALL CALENDAR



This calendar is a monthly reminder to actively involve children in culturally responsive practices and "build it in" rather than "bolt it on" to your program and practice. It is a record of experiences for parents and assessors to view.

**BUTLER  
DIARIES**



Centre-based service ✓



Family day care services ✓



School aged children ✓



Birth to five ✓

## THIS IS FOR

- Educators
- Room Leaders
- Teachers
- Educational Leaders

## WORKING IN

- Long Day Care
- OSHC / Occasional Care
- Preschool
- Kindergarten (incl. QLD Kindergarten Program)
- Family Day Care

## IN

- Australia (all States)

## DESIGNED TO BE USED WITH:

- [Individual Observations Booklet](#) (all States)
- [Weekly Programming and Reflection Diary](#) (all States), [OSHC Version](#) (all States)
- [Central Outdoor Weekly Programming and Reflection Diary](#) (all States)
- [QLD Weekly Programming and Reflection Diary](#) (QLD only)
- [Our Indigenous Play-Based Resources](#) (all States)
- [Our Sustainable Year Wall Calendar](#) (all States)
- [Educational Leader Diary](#) (all States)
- [Nominated Supervisor Diary](#) (all States)



- ✓ DISPLAYED PRACTICE
- ✓ ALL IN ONE PLACE
- ✓ EASY TO USE
- ✓ PROMPT AND INSPIRE

- ✓ EVIDENCE NQS
- ✓ SUPPORTS COMPLIANCE
- ✓ QUALITY IMPROVEMENT
- ✓ FAMILY OWNED

# OUR CULTURALLY RESPONSIVE YEAR WALL CALENDAR



LOOK INSIDE  
EVERY MONTH

## OUR CULTURALLY RESPONSIVE JANUARY

**Language, music and dance**  
How did we explore Traditional Custodians of our different areas with their traditional languages, music and dance?

**Art and Craft**  
How did we learn about and explore Aboriginal and Torres Strait Islander culture by studying and using visual arts experiences?

**Stories and history**  
How did we use indigenous methods of intentional teaching with yarning circles and dreaming using oral story telling?

LANGUAGE, MUSIC, AND DANCE  
ART AND CRAFT  
STORIES AND HISTORY

**Cooking and food**  
How did we learn about and experience Aboriginal and Torres Strait Islander bush tucker, meals and native flora and fauna?

**Outdoor**  
How did we celebrate and explore Aboriginal and Torres Strait Islander culture by caring for country and walking on country in the outdoors?

**Family and community**  
How did we provide opportunities for families to identify with the Aboriginal and Torres Strait Islander culture in our service and how did we form links with our local community?

COOKING AND FOOD  
OUTDOOR  
FAMILY AND COMMUNITY  
REFLECT AND PLAN

**Reflect and plan**  
How did we achieve cultural responsiveness and how will continue next month?

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JANUARY 2024	M	T	W	T	F	S	S
	1	2	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	1	2	3	4

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





# OUR CULTURALLY RESPONSIVE YEAR WALL CALENDAR



## HOW DOES OUR CALENDAR HELP WITH COMPLIANCE?

### FRAMEWORKS

#### 2021 ALF V2.0 Update

- This calendar was developed and designed to support you in applying ALF V2.0 updates. These changes include strengthening Indigenous “perspectives throughout the frameworks including the vision, principles, practices, and outcomes” and **moving from cultural competence to cultural responsiveness**.

#### Principles

- **Secure, respectful, and reciprocal relationships** are achieved when educators form nurturing relationships that help children learn about connectedness and their responsibilities to others, such as our responsibility to be culturally responsive and value diversity. **Partnerships** are formed when recognition of diversity is embedded into genuine relationships with children, families, professionals, and the community. Educators promote **equity, inclusion, and high expectations** when they recognise barriers, challenge practices, and make inclusive curriculum decisions. This is achieved when programs move away from "check box" cultural planning and into embedded practice.
- **Respect for diversity** concerns building a curriculum that values "traditional practices, heritage and ancestral knowledge" and reflects on "practices, values and beliefs of families." Educators are supported to think critically with reflect and plan boxes. **Aboriginal and Torres Strait Islander perspectives** and providing opportunities for their identities to be embedded in the program is the core principle behind the Calendar.
- Ongoing learning and reflective practice are encouraged with a **displayed culturally responsive calendar and forward planning**. Designed to work with your Weekly Programming and Reflection Diary to embed weekly reflective practice.

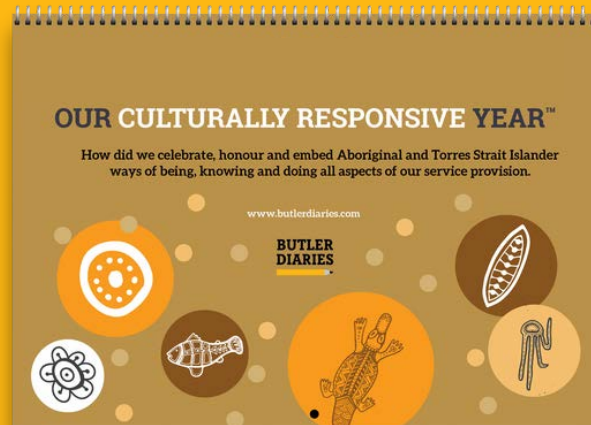


### COVERS:

- EYLF
- MTOP
- QKLG
- Theorists
- Developmental Milestones
- NQS



# OUR CULTURALLY RESPONSIVE YEAR WALL CALENDAR



## HOW DOES OUR CALENDAR HELP WITH COMPLIANCE?

### FRAMEWORKS

#### Practice

- The Culturally Responsive Calendar is an **intentional teaching** tool that allows you to purposefully and thoughtfully plan and capture learning. **Holistic, integrated and interconnected approaches** are supported by focusing on connections between cognitive, physical, personal, social, emotional, and spiritual well-being in learning. Learning is seen as a social activity and, thereby is linked with cultural experiences and identity. **Responsiveness to children** is supported with this monthly reminder to actively involve children in becoming culturally responsive and to "respond to children's expertise, cultural traditions and ways of knowing, the multiple languages spoken by children, particularly Aboriginal and Torres Strait Islander children." Welcoming **learning environments** are fostered through a displayed calendar that allows families to contribute ideas and questions and for children to **reflect on their learning** and focus on inclusivity to reflect and respect identities. The calendar promotes **play-based learning and intentionality** as educators provide children agency in their learning and recognise learning happens in social contexts. It provides an additional tool for capturing **assessments of learning**.
- **Cultural responsiveness** moves away from **cultural competence** and into **culturally responsive practice** that moves from a "bolting on" cultural learning approach and into a "building in" approach. This involves embedding cultural responsive practices into your every day practice and experiences with children. This calendar provides the opportunity to make this move and provide **continuity of learning and traditions** by bringing "family and community ways of *being, belonging and becoming*" to your service and showing a genuine commitment to embedding Torres Strait Islander perspectives in the curriculum.



### COVERS:

- EYLF
- MTOP
- QKLG
- Theorists
- Developmental Milestones
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# OUR CULTURALLY RESPONSIVE YEAR WALL CALENDAR



## HOW DOES OUR CALENDAR HELP WITH COMPLIANCE?

### FRAMEWORKS

#### Learning Outcomes

- Children's emerging **sense of identity** is fostered when children are provided opportunities to develop an awareness of their heritage and learn about the impacts of their beliefs and values (**LO1**). Educators are offering this by:
  - Acknowledging **children's uniqueness** and building upon **culturally valued practices** and approaches to learning (**LO1.1**),
  - Promoting children's **sense of belonging and connectedness**, assisting children in negotiating their **rights in relation to others**, and building on **culturally valued learning** of individual communities (**LO1.2**),
  - Promoting a strong sense of **shared identity** as Australians and respect for the land, ensuring children feel **pride**, showing **respect for diversity** and varying approaches, providing children with examples of many ways **identities and culture are recognised** and expressed, building on knowledge, **language**, and understandings that children bring, actively supporting the maintenance of **home language and culture** and **sharing children's successes** with families through a displayed calendar (**LO1.3**).
- Children's **connection to the world** and their ability to contribute are promoted (**LO2**). Educators are providing this by:
  - **Building connections** between their centre and the community, Aboriginal and Torres Strait Islander's connection with the land, and providing children opportunities to **investigate ethical issues** relevant to their lives and communities (**LO2.1**),
  - Reflecting on your **responses** to diversity, providing experiences that **broaden perspectives** and **encourage appreciation** of diversity, exposing children to **different languages** and encouraging appreciation of linguistic diversity, encouraging listening and **respecting diverse perspectives**, demonstrating **positive responses** to diversity, engaging in interactions that promote **respect and value diversity**, exploring the **culture, heritage, backgrounds, and traditions** of children and the community, and exploring **children's ideas** about diversity (**LO2.2**),



### COVERS:

- LO1: Children have a strong sense of identity
  - 1.1
  - 1.2
  - 1.3
- LO2: Children are connected with and contribute to their world
  - 2.1
  - 2.2
  - 2.3
  - 2.4
- LO3: Children have a strong sense of wellbeing
  - 3.1
  - 3.2
  - 3.3
- LO4: Children are confident and involved learners
  - 4.1
  - 4.2
  - 4.3
- LO5: Children are effective communicators
  - 5.1
  - 5.2
  - 5.3
  - 5.4



# OUR CULTURALLY RESPONSIVE YEAR WALL CALENDAR



## HOW DOES OUR CALENDAR HELP WITH COMPLIANCE?

- Discussing **diverse perspectives** and equal relations (LO2.3),
- Providing ways for children to **care and learn from the land**, respect community protocols, and form **connectedness to the land** (LO2.4).
- Children build a **strong sense of wellbeing** in their cultural and social identity (LO3). Educators are providing this by:
  - Providing opportunities for children to **document and share their achievements** with families, promoting children's **sense of belonging** and **connectedness**, and welcoming children and families to **share aspects of their culture and spiritual lives** (LO3.1),
  - Drawing on **family and community experiences** and providing a range of tools, materials, and experiences to build physical skills (LO3.2).
  - Creating a **culturally safe environment** for Aboriginal and Torres Strait Islander children to share their history and culture, songs, language, food, ceremonies and dance and reflecting **children's cultures** in the setting (LO3.3).
- Children become **confident and involved learners**, and their family and community experiences are recognised (LO4) by:
  - Providing an opportunity for children to **revisit and extend** on their thinking, **reflect on their experiences** with you, building on **knowledge, languages, and understandings** that children bring, exploring the **diversity of cultures and social identities**, and promoting in children a strong sense of who they are and their connections to others - **a shared identity as Australians** (LO4.1),
  - Encouraging children to **use language to describe** their ideas (LO4.2),
  - Sharing and **transferring knowledge** about children's learning from one setting to another, and by exchanging information with families (LO4.3).
- Children are **effective communicators** and use a range of tools and media to express themselves (LO5). Educators are providing this by:
  - Valuing children's **linguistic heritage** and use and acquisition of home languages (LO5.1),
  - Incorporating familiar family and community texts and telling stories, engaging in discussions that promote consideration of **diverse**



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  - 5.2
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  - 5.4





# OUR CULTURALLY RESPONSIVE YEAR WALL CALENDAR



## HOW DOES OUR CALENDAR HELP WITH COMPLIANCE?

- **perspectives, teaching art as language**, and providing opportunities for children to engage in **culturally constructed text (LO5.2)**,
- Building on children's family and community experiences with **expressive arts** and providing resources that enable expression **using visual arts, dance, drama, and music (LO5.3)**,
- Providing opportunities to explore **culturally constructed symbol systems (LO5.4)**.

## THEORETICAL LINKS

- **Dewey** believed children's social and cultural worlds are important to children's learning. The Culturally Responsive Calendar brings children's learning inside the centre and **connects it with the larger community**.
- **Bronfenbrenner** believed the **world influenced children's development**; our Culturally Responsive Calendar connects the wider community and society with children's learning and encourages positive interactions with a displayed program for families.
- **Gardner** suggested there was more than one intelligence and placed importance on **arts and creativity in children's learning**, we captured this an Art and Craft and Language, Music and Dance.

## DEVELOPMENTAL MILESTONES

- **Physical** development is captured through Art, Craft, Dance, and Outdoors,
- **Social** development is captured through Stories, History, Family and Community,
- **Emotional** development is captured through Language, Music and Dance,
- **Cognitive** development is captured through all boxes,
- **Language** development is captured through Language.



## COVERS:

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# OUR CULTURALLY RESPONSIVE YEAR WALL CALENDAR



## HOW DOES OUR CALENDAR HELP WITH COMPLIANCE?



### NATIONAL QUALITY FRAMEWORK

#### Compliance under NQS

- This calendar was developed and designed to meet the updated **2021 ALF V2.0 Update**. These changes include strengthening Indigenous “perspectives throughout the frameworks including the vision, principles, practices, and outcomes” and **moving from cultural competence to cultural responsiveness** by “**building in**” cultural perspectives rather than “bolting it on”.

#### QA1 Educational program and practice

- Supports implementation of **approved learning frameworks** in relation to children's **identity** and **connection with community (QA1.1.1)**
- Promotes a **child-centred program** with culture as the foundation (**QA1.1.2**)
- Supports you in creating a culturally responsive program that is **deliberate, purposeful, and thoughtful (QA1.2.1)**
- Encourages **responsiveness to children** and **scaffolding** through a monthly reminder to involve children in culturally responsive practices and monthly further planning box (**QA1.2.2**)
- Supports the implementation of a **cycle of planning** with extension planning and when linked to the Weekly Programming and Reflection Diary and Central Outdoor 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
- 1.2.1 Intentional teaching
- 1.2.2 Responsive teaching and scaffolding
- 1.3.1 Assessment and planning cycle
- 1.3.3 Information for families

#### QA6 Partnerships with families and community

- Respects the **expertise, culture, values, and beliefs of families (QA6.1.2)**
- Prompts **engagement with communities** through connection with the traditional owners of the land (**QA6.2.3**)

#### COVERS:

- 6.1.2 Parents views are respected
- 6.2.3 Community engagement

Use this Calendar in conjunction with our suggested diaries to evidence against more National Quality Standards and Elements.



# OUR CULTURALLY RESPONSIVE YEAR WALL CALENDAR



## HOW DOES OUR CALENDAR HELP WITH COMPLIANCE?

### EXCEEDING THEMES FOR YOUR QUALITY IMPROVEMENT PLAN

#### THEME 1

##### **Embedded in Service Operations**

Our Culturally Responsive Year planner is designed to ensure **culture is embedded** into your program as a consistent practice rather than "check a box" planning. An ongoing **cycle of planning** is promoted with forward planning prompts.



#### THEME 2

##### **Informed by Critical Reflection**

To ensure your practices are informed by **critical reflection**, use our Calendar with our Weekly Programming and Reflection Diary for your weekly reflections. **Extension planning based on reflections** is prompted inside the Calendar.



#### THEME 3

##### **Shaped by Meaningful Engagement with Families and Community**

Our Calendar supports **meaningful engagement with families and the community** through a displayed calendar for families so they can provide input and feedback on their children's learning. **Embedding culturally responsive practices** in the centre provides the opportunity to **connect with the traditional owners of the land**.



ORDER YOUR CALENDAR  
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1

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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.