

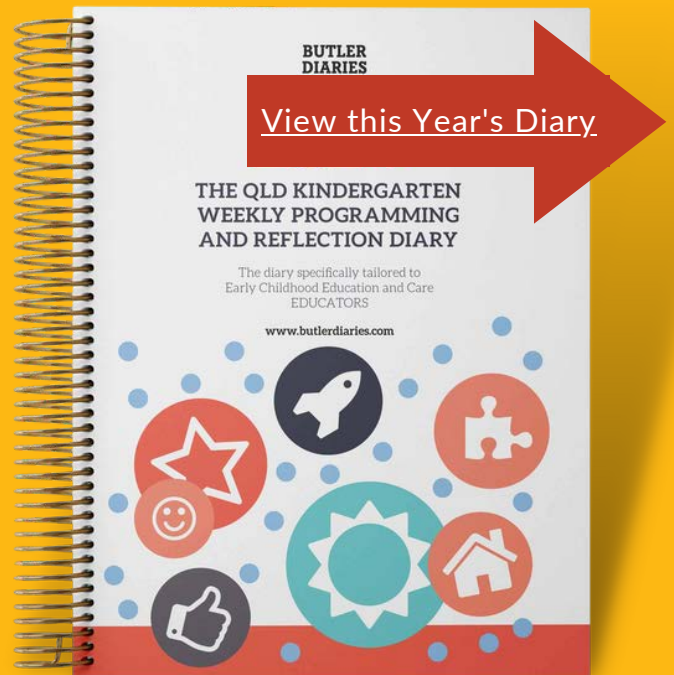


Look inside the

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.



QLD KINDY 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 ✓



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?](#)

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

QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE EVERY WEEK

QLD KINDERGARTEN LEARNING GUIDELINE CREATIVE THINKING PROGRAM

TERM _____ WEEK : 1 - 7 JANUARY

Topic we will be exploring	Monday 1	Tuesday 2	Wednesday 3	Thursday 4	Friday 5	Extension Experiences / Children's Voices / Community Cultural Responsiveness / Sustainability / Weekend Plan
THIS WEEK'S PROGRAM WILL FOCUS ON:						
IDENTITY 1.1 Exploring a sense of security 1.1.1 Exploring 1.1.1.1 Feeling safe, accepted and supported 1.1.2 Developing a sense of belonging and confidence in home 1.2 Acting with independence and competence 1.2.1 Making positive choices 1.2.2 Developing agency in decisions 1.2.3 Being willing to keep trying 1.3 Building a confident self-identity 1.3.1 Developing awareness of own strengths 1.3.2 Recognising individual strengths and differences	STORIES / SONGS	STORIES / SONGS	STORIES / SONGS	STORIES / SONGS	STORIES / SONGS	
ART / CRAFT / COOKING 1.1 Building a confident self-identity 1.1.1 Developing awareness of own strengths 1.1.2 Recognising individual strengths and differences 1.2 Acting with independence and competence 1.2.1 Making positive choices 1.2.2 Developing agency in decisions 1.2.3 Being willing to keep trying 1.3 Building a confident self-identity 1.3.1 Developing awareness of own strengths 1.3.2 Recognising individual strengths and differences	ART / CRAFT / COOKING	ART / CRAFT / COOKING	ART / CRAFT / COOKING	ART / CRAFT / COOKING	ART / CRAFT / COOKING	
ROLE PLAY / SENSOY / MINDFULNESS 1.1 Building a confident self-identity 1.1.1 Developing awareness of own strengths 1.1.2 Recognising individual strengths and differences 1.2 Acting with independence and competence 1.2.1 Making positive choices 1.2.2 Developing agency in decisions 1.2.3 Being willing to keep trying 1.3 Building a confident self-identity 1.3.1 Developing awareness of own strengths 1.3.2 Recognising individual strengths and differences	ROLE PLAY / SENSOY / MINDFULNESS	ROLE PLAY / SENSOY / MINDFULNESS	ROLE PLAY / SENSOY / MINDFULNESS	ROLE PLAY / SENSOY / MINDFULNESS	ROLE PLAY / SENSOY / MINDFULNESS	
GROUP LEARNING (Intentional Teaching) 1.1 Building a confident self-identity 1.1.1 Developing awareness of own strengths 1.1.2 Recognising individual strengths and differences 1.2 Acting with independence and competence 1.2.1 Making positive choices 1.2.2 Developing agency in decisions 1.2.3 Being willing to keep trying 1.3 Building a confident self-identity 1.3.1 Developing awareness of own strengths 1.3.2 Recognising individual strengths and differences	GROUP LEARNING (Intentional Teaching)	GROUP LEARNING (Intentional Teaching)	GROUP LEARNING (Intentional Teaching)	GROUP LEARNING (Intentional Teaching)	GROUP LEARNING (Intentional Teaching)	
WELLBEING 1.1 Building a confident self-identity 1.1.1 Developing awareness of own strengths 1.1.2 Recognising individual strengths and differences 1.2 Acting with independence and competence 1.2.1 Making positive choices 1.2.2 Developing agency in decisions 1.2.3 Being willing to keep trying 1.3 Building a confident self-identity 1.3.1 Developing awareness of own strengths 1.3.2 Recognising individual strengths and differences	CHILDREN'S SPONTANEOUS CHOICES	CHILDREN'S SPONTANEOUS CHOICES	CHILDREN'S SPONTANEOUS CHOICES	CHILDREN'S SPONTANEOUS CHOICES	CHILDREN'S SPONTANEOUS CHOICES	
ACTIVE LEARNING 1.1 Building a confident self-identity 1.1.1 Developing awareness of own strengths 1.1.2 Recognising individual strengths and differences 1.2 Acting with independence and competence 1.2.1 Making positive choices 1.2.2 Developing agency in decisions 1.2.3 Being willing to keep trying 1.3 Building a confident self-identity 1.3.1 Developing awareness of own strengths 1.3.2 Recognising individual strengths and differences	OUTDOOR EXPERIENCES / OBSERVATION	OUTDOOR EXPERIENCES / OBSERVATION	OUTDOOR EXPERIENCES / OBSERVATION	OUTDOOR EXPERIENCES / OBSERVATION	OUTDOOR EXPERIENCES / OBSERVATION	
COMMUNICATING 1.1 Building a confident self-identity 1.1.1 Developing awareness of own strengths 1.1.2 Recognising individual strengths and differences 1.2 Acting with independence and competence 1.2.1 Making positive choices 1.2.2 Developing agency in decisions 1.2.3 Being willing to keep trying 1.3 Building a confident self-identity 1.3.1 Developing awareness of own strengths 1.3.2 Recognising individual strengths and differences						

WEEKLY PROGRAMMING SPREAD WITH LEARNING OUTCOMES

This Week's Moments of Reflection

THE TOPIC/S WE EXPLORED THIS WEEK WERE:

WHAT WAS 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:

TERM _____ WEEK : 1 - 7 JANUARY

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: _____

EXTENSION PLANNING:

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

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.

Topic/s we will be exploring:	Monday 1 →	Tuesday 2 →	Wednesday 3 →
<p>THIS WEEK'S PROGRAM WILL FOCUS ON:</p> <p>IDENTITY</p> <p>1.1 Building a sense of security and trust</p> <p>Q1.1.1 Feeling safe, accepted and supported</p> <p>Q1.1.2 Developing a sense of belonging and confidence in others</p> <p>1.2 Acting with independence and perseverance</p> <p>Q1.2.1 Managing routines</p> <p>Q1.2.2 Developing agency in decision-making</p> <p>Q1.2.2 Being willing to keep trying</p> <p>1.3 Building a confident self-identity</p> <p>Q1.3.1 Developing awareness of own cultures</p> <p>Q1.3.2 Recognising individual strengths and achievements</p> <p>CONNECTEDNESS</p> <p>2.1 Building positive relationships</p> <p>Q2.1.1 Connecting with and relating to others</p> <p>Q2.1.2 Understanding rights and responsibilities</p> <p>2.2 Showing respect for diversity</p> <p>Q2.2.1 Responding to others with respect</p> <p>Q2.2.2 Developing awareness of bias</p> <p>Q2.2.3 Learning about others' cultures</p> <p>2.3 Showing respect for environments</p> <p>Q2.3.1 Caring for the kindergarten</p> <p>Q2.3.1 Exploring interactions between people and environments</p> <p>WELLBEING</p> <p>3.1 Building a sense of autonomy</p> <p>Q3.1.1 Developing self-regulation</p> <p>Q3.1.2 Developing resilience</p> <p>3.2 Exploring ways to be healthy and safe</p> <p>Q3.2.1 Being healthy</p> <p>Q3.2.2 Staying safe</p> <p>3.3 Exploring ways to promote physical wellbeing</p> <p>Q3.3.1 Developing control and strength</p> <p>Q3.3.2 Developing awareness of the senses</p> <p>ACTIVE LEARNING</p> <p>4.1 Building positive dispositions towards learning</p> <p>Q4.1.1 Showing curiosity and enthusiasm for learning</p> <p>Q4.1.2 Problem-solving, investigating and reflecting on learning</p> <p>Q4.1.3 Being imaginative and creative</p> <p>4.2 Showing confidence and involvement in learning</p> <p>Q4.2.1 Applying knowledge in different contexts</p> <p>Q4.2.2 Sharing ideas and discoveries</p> <p>4.3 Using technologies for learning and communication</p> <p>Q4.3.1 Showing interest in technologies</p> <p>Q4.3.2 Using technologies</p> <p>COMMUNICATING</p> <p>5.1 Exploring and expanding language</p> <p>Q5.1.1 Using language/s, including signing</p> <p>Q5.1.2 Listening and responding</p> <p>5.2 Exploring literacy in personally meaningful ways</p> <p>Q5.2.1 Engaging with different texts</p> <p>Q5.2.2 Exploring sounds and letters</p> <p>Q5.2.3 Exploring reading and writing</p> <p>5.3 Exploring numeracy in personally meaningful ways</p> <p>Q5.3.1 Exploring mathematical concepts in everyday life</p> <p>Q5.3.2 Exploring counting and patterns</p>	STORIES / SONGS:	STORIES / SONGS:	STORIES / SONGS:
	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:

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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

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:

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:

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:

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



QLD KINDY 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 <small>Day after New Year's Day (NS)</small>	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	30	31				

State of these dates were not able to be confirmed at time of printing. Please check closer to the date that it is correct. © Butler Diaries Pty Ltd

MONTH OVERVIEW

PROGRAMMING NOTES FOR JANUARY

SAMPLE

MONTHLY PROGRAMMING NOTES

PHOTOS / DRAWINGS

SAMPLE

MONTHLY EVIDENCE AND PLANNING PAGES

REFLECTION NOTES FOR JANUARY

SAMPLE

MONTHLY REFLECTION NOTES

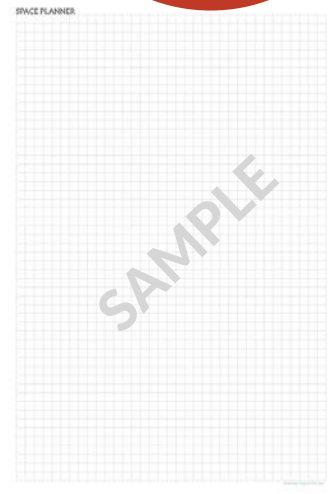
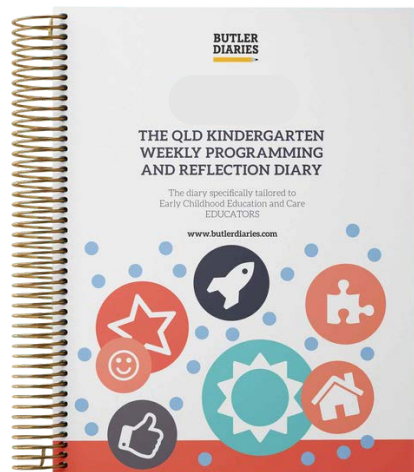
*These pages are sample pages only, some changes in design or layout may be present in the physical diary.

QLD KINDY 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

LINKING EYLF AND QKLG

SUMMARY OF EYLF V2.0

PROFESSIONAL DEVELOPMENT, POLICY AND PARTNERSHIP RECORDS

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

QLD KINDY WEEKLY PROGRAMMING AND REFLECTION 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



QLD KINDY 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 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.



QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



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)



QLD KINDY 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 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



QLD KINDY 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, 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 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



QLD KINDY 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 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.

QLD KINDY 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.

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1

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3

4

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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.