

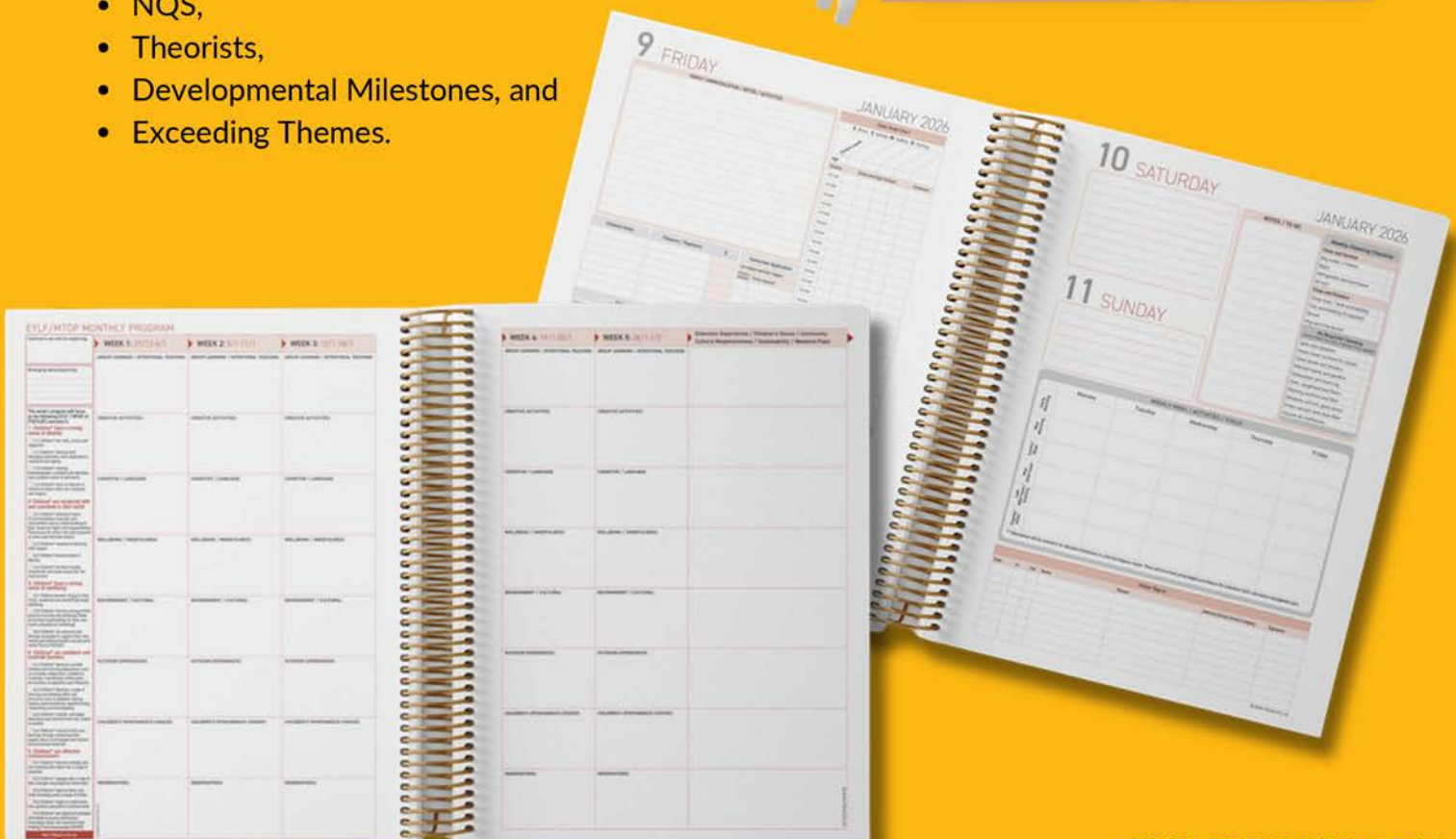
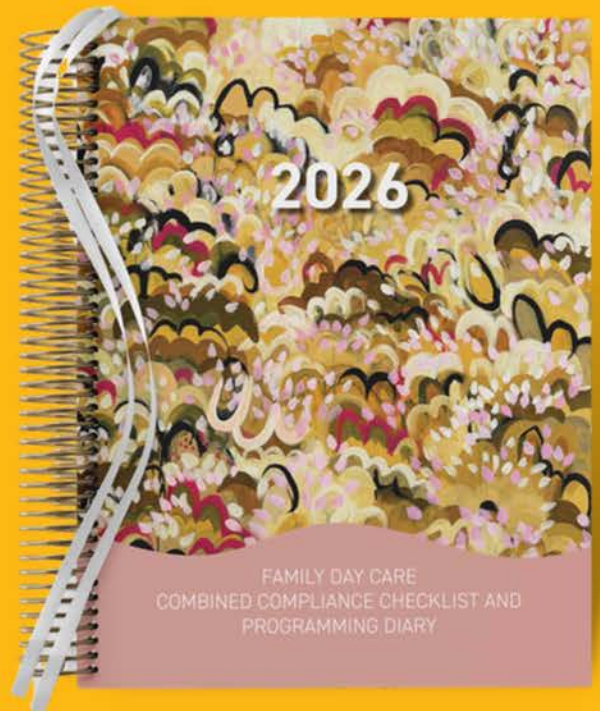


*Look inside the*

## **FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING 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.



# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING 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**



Family day care services ✓



School aged children ✓



Birth to five ✓

## THIS DIARY IS FOR

- Educators
- Room Leaders
- Teachers
- Educational Leaders
- Co-ordinators
- Nominated Supervisors

## WORKING IN

- Family Day Care

## IN

- Australia (all States)

Looking for the separate versions?

- [FDC Compliance Diary](#)
- [Weekly Programming and Reflection Diary](#)

## 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)
- [Family Day Care No Carbon Required Compliance Books](#) (all States)
- [Cook's Diary](#) (all States)
- [Children's Voices Diary](#) (all States)
- [Educational Leader Diary](#) (all States)
- [Nominated Supervisor Diary](#) (all States)



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

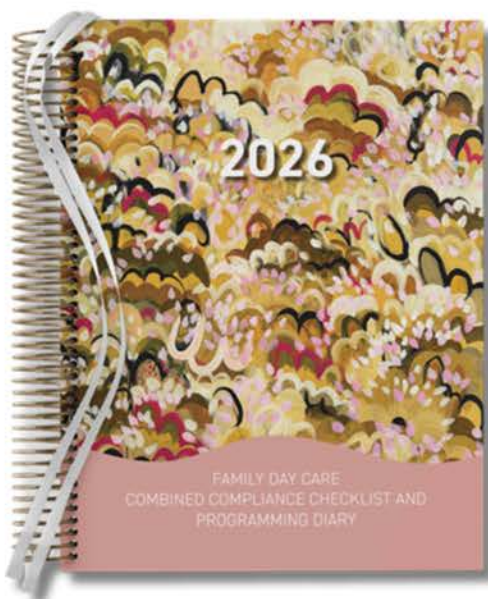
- ✓ EVIDENCE NQS
- ✓ REDUCE COMPLIANCE CONFUSION
- ✓ QUALITY IMPROVEMENT
- ✓ FAMILY OWNED

# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY

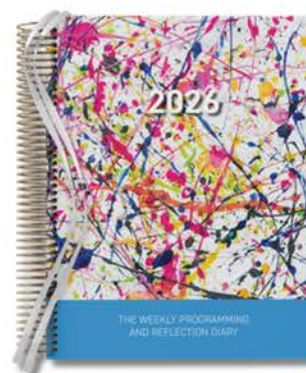


A4 HARD COVER WITH SPIRAL BINDING

## ALL IN ONE COMPLIANCE AND PROGRAMMING



The FDC Combined Compliance Checklist and Programming Diary is designed as your all-in-one compliance and programming tool, replacing your Family Day Care Compliance Checklist Diary and your Weekly Programming and Reflection Diary.



Educators that prefer to capture weekly programs can do so by pairing this Diary with the Weekly Programming and Reflection Diary.

*"Educators [can] plan for the month and then use the weekly planner, linking and extending from that monthly plan! I love this! Our educators will be able to follow the planning cycle well! That's going to be a big help!"*

The monthly program can act as an overview of the learning you'd like to achieve, while any emerging changes, interests, observations, or goals that occur can be captured in the Weekly Programming and Reflection Diary.

This Diary is an all-in-one programming, reflection and compliance tool and is not required to be paired with the Weekly Programming Diary, this is a personal preference. Another suggestion from an FDC Educator was using the Family Communication/Notes/Activities section on the daily compliance pages to note focus children.

*"The monthly layout of the program is so much better. I can see the family communication/ notes/ activities section [as] a place to note which children are being focused on for that day with the specific activities."*



# 3 SATURDAY

JANUARY 2026

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**NOTES / TO DO**

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**Weekly Cleaning Checklist**

**Clean and Sanitise**

Bag hooks / lockers	
Walls	
Refrigerator and microwave	
All toys	

**Clean and Disinfect**

Sleep mats / beds and bedding	
Cots and bedding (if supplied)	
Broom	
Mop and mop bucket	

**As Required Cleaning**  
(only need to tick if done this week)

Spills and splashes	
Steam clean furniture & carpets	
Clean blinds and shutters	
Maintain lawns and gardens	
Dishwasher and food trap	
Oven, rangehood and filters	
Washing machine and filter	
Windows, mirrors, glass doors	
Empty vacuum and clean filter	
Vacuum all mattresses	

WEEK 1

# 4 SUNDAY

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**WEEKLY MENU / ACTIVITIES / FOCUS**

	Monday	Tuesday	Wednesday	Thursday	Friday
Early Morning					
Mid-Morning					
Lunch/ Noon					
Mid-Afternoon					
Late Afternoon/ Evening					
Snacks/ Other					

\*\* Alternatives will be catered to for allergies, intolerance or cultural/religious reasons. These will have been prearranged according to the individual child's alternative management plan.

**Visitor Sign-in**

Date	In	Out	Name	Reason	Address/phone/email/company	Signature



# EYLF/MTOP MONTHLY PROGRAM

Interest/s we will be exploring:	WEEK 1: 29/12-4/1	WEEK 2: 5/1-11/1	WEEK 3: 12/1-18/1
Emerging ideas/planning:	GROUP LEARNING / INTENTIONAL TEACHING:	GROUP LEARNING / INTENTIONAL TEACHING:	GROUP LEARNING / INTENTIONAL TEACHING:
<p>This week's program will focus on the following EYLF / MTOP v2 (VEYLDF) outcome/s:</p> <p><b>1: Children* have a strong sense of identity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1 Children* feel safe, secure and supported</li> <li><input type="checkbox"/> 1.2 Children* develop their emerging autonomy, inter-dependence, resilience and agency</li> <li><input type="checkbox"/> 1.3 Children* develop knowledgeable, confident self identities and a positive sense of self-worth</li> <li><input type="checkbox"/> 1.4 Children* learn to interact in relation to others with care, empathy and respect</li> </ul> <p><b>2: Children* are connected with and contribute to their world</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 2.2 Children* respond to diversity with respect</li> <li><input type="checkbox"/> 2.3 Children* become aware of fairness</li> <li><input type="checkbox"/> 2.4 Children* become socially responsible and show respect for the environment</li> </ul> <p><b>3: Children* have a strong sense of wellbeing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3.1 Children become strong in their social, emotional and mental (spiritual) wellbeing</li> <li><input type="checkbox"/> 3.2 Children* become strong in their physical learning and wellbeing (take increasing responsibility for their own health and physical wellbeing)</li> <li><input type="checkbox"/> 3.3 Children* are aware of and develop strategies to support their own mental and physical health and personal safety (not in VEYLDF)</li> </ul> <p><b>4: Children* are confident and involved learners</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4.1 Children* develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</li> <li><input type="checkbox"/> 4.2 Children* develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating</li> <li><input type="checkbox"/> 4.3 Children* transfer and adapt what they have learned from one context to another</li> <li><input type="checkbox"/> 4.4 Children* initiate their own learning through connecting with people, place, technologies and natural and processed materials</li> </ul> <p><b>5: Children* are effective communicators</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 5.1 Children* interact verbally and non-verbally with others for a range of purposes</li> <li><input type="checkbox"/> 5.2 Children* engage with a range of texts and gain meaning from these texts</li> <li><input type="checkbox"/> 5.3 Children* express ideas and make meaning using a range of media</li> <li><input type="checkbox"/> 5.4 Children* begin to understand how symbols and pattern systems work</li> <li><input type="checkbox"/> 5.5 Children* use digital technologies and media to access information, investigate ideas and represent their thinking (and young people (MCIIF))</li> </ul> <p>Next Week's Focus</p>	CREATIVE ACTIVITIES:	CREATIVE ACTIVITIES:	CREATIVE ACTIVITIES:
	COGNITIVE / LANGUAGE:	COGNITIVE / LANGUAGE:	COGNITIVE / LANGUAGE:
	WELLBEING / MINDFULNESS:	WELLBEING / MINDFULNESS:	WELLBEING / MINDFULNESS:
	ENVIRONMENT / CULTURAL:	ENVIRONMENT / CULTURAL:	ENVIRONMENT / CULTURAL:
	OUTDOOR EXPERIENCES:	OUTDOOR EXPERIENCES:	OUTDOOR EXPERIENCES:
	CHILDREN'S SPONTANEOUS CHOICES:	CHILDREN'S SPONTANEOUS CHOICES:	CHILDREN'S SPONTANEOUS CHOICES:
OBSERVATIONS:	OBSERVATIONS:	OBSERVATIONS:	

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WEEK 4: 19/1-25/1	WEEK 5: 26/1-1/2	Extension Experiences / Children's Voices / Community Cultural Responsiveness / Sustainability / Weekend Plans
GROUP LEARNING / INTENTIONAL TEACHING:	GROUP LEARNING / INTENTIONAL TEACHING:	
CREATIVE ACTIVITIES:	CREATIVE ACTIVITIES:	
COGNITIVE / LANGUAGE:	COGNITIVE / LANGUAGE:	
WELLBEING / MINDFULNESS:	WELLBEING / MINDFULNESS:	
ENVIRONMENT / CULTURAL:	ENVIRONMENT / CULTURAL:	
OUTDOOR EXPERIENCES:	OUTDOOR EXPERIENCES:	
CHILDREN'S SPONTANEOUS CHOICES:	CHILDREN'S SPONTANEOUS CHOICES:	
OBSERVATIONS:	OBSERVATIONS:	

SAMPLE



# THIS MONTH'S MOMENTS OF REFLECTION

THE INTERESTS/S WE EXPLORED THIS MONTH WERE:

WAS IT A GOOD/CHALLENGING MONTH? WHY?	PROGRAMMED GOALS & PROJECTED OUTCOMES ACHIEVED?
INTENTIONAL TEACHING / LEARNING EXPERIENCES COVERED:	PROFESSIONAL INQUIRY:
LEARNING DATA / JOTTINGS:	CHANGES TO THE ENVIRONMENT:
RESOURCES USED:	FAMILY / COMMUNITY INPUT:

SAMPLE

ROUTINE & TRANSITIONS:

PHOTOGRAPHIC EVIDENCE OF LEARNING EXPERIENCES:

INDIVIDUAL / GROUP OBSERVATIONS TAKEN THIS MONTH:

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 INTEREST/S OR IDEA/S TO EXPLORE:

# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



A4 HARD COVER WITH SPIRAL BINDING

## LOOK INSIDE

**1 THURSDAY** New Year's Day

**JANUARY 2026**

**DAIY COMMUNICATIONS / NOTES / ACTIVITIES**

**Daily Diary**

**Client Area** | **Patients / Pharmacy** | **Relevant Activities**

**Daily Health and Safety Checklist**

**Bring Back List**

**Daily Cleaning Checklist**

**Daily House Cleaning**

MON-FRI COMPLIANCE CHECKLIST PAGES

**3 SATURDAY** JANUARY 2026

**NOTES / TO DO**

**Weekly Cleaning Checklist**

**4 SUNDAY**

**WEEKLY MENU / TA / FOCUS**

**Visitor Sign In**

WEEKEND NOTES, CHECKLIST, MENU & VISITOR SIGN IN

**January 2026** at a glance

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			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	

**MONTH AT A GLANCE WITH PROGRAMMING WEEK REFERENCE TABS**

**NOTES**

**Weekly Checklist**

**MONTHLY, NOTES & CHECKLIST**

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

# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



A4 HARD COVER WITH SPIRAL BINDING

## LOOK INSIDE

**EYLF/MTOP MONTHLY PROGRAM**

WEEK 1: 29/12-4/1	WEEK 2: 5/1-11/1	WEEK 3: 12/1-18/1	WEEK 4: 19/1-25/1	WEEK 5: 26/1-1/2	Extension Experiences / Children's Wishes / Community Cultural Experiences / Sustainability / Weekend Plans
<p><b>Emerging ideas/learning</b></p> <p>This week's program will focus on the following EYLF / MTOP / PDQ/2020 outcomes:</p> <p>1. Children have a strong sense of identity.</p> <p>1.1 Children know, understand and respect:</p> <ul style="list-style-type: none"> <li>1.1.1 Children's identity that includes names, sex, abilities, interests and languages</li> <li>1.1.2 Children's family and cultural backgrounds, including traditions, languages and practices</li> <li>1.1.3 Children's experiences of their communities and their relationships with others</li> <li>1.1.4 Children's sense of belonging to their communities</li> </ul> <p>2. Children are confident and self-assured in their work.</p> <p>2.1 Children engage with confidence and self-assurance in their work.</p> <p>2.2 Children have a sense of achievement and confidence in their abilities.</p> <p>2.3 Children are confident and self-assured in their work.</p> <p>2.4 Children have a sense of achievement and confidence in their abilities.</p> <p>2.5 Children are confident and self-assured in their work.</p>					
<p><b>CREATIVE ACTIVITIES</b></p> <p>1.1 Children explore their creativity through play, including role-play, drawing, painting, music, dance, drama, and puppetry.</p>					
<p><b>COURTNEY / LANGUAGE</b></p> <p>1.1 Children explore their creativity through play, including role-play, drawing, painting, music, dance, drama, and puppetry.</p>					
<p><b>WELLBEING / MANIPULATED</b></p> <p>1.1 Children explore their creativity through play, including role-play, drawing, painting, music, dance, drama, and puppetry.</p>					
<p><b>ENVIRONMENT / CULTURAL</b></p> <p>1.1 Children explore their creativity through play, including role-play, drawing, painting, music, dance, drama, and puppetry.</p>					
<p><b>OUTDOOR EXPERIENCES</b></p> <p>1.1 Children explore their creativity through play, including role-play, drawing, painting, music, dance, drama, and puppetry.</p>					
<p><b>CHILDREN'S SPONTANEOUS CHOICES</b></p> <p>1.1 Children explore their creativity through play, including role-play, drawing, painting, music, dance, drama, and puppetry.</p>					
<p><b>OBSERVATIONS</b></p> <p>1.1 Children explore their creativity through play, including role-play, drawing, painting, music, dance, drama, and puppetry.</p>					

MONTHLY PROGRAMMING SPREAD WITH LEARNING OUTCOMES

**THIS MONTH'S MOMENTS OF REFLECTION**

THE INTERESTS WE EXPLORED THIS MONTH WERE:

MAKING A CHALLENGING MONTHLY WHY? PROGRAMME GOALS & PROJECTED OUTCOMES ACHIEVEMENT

INTENTIONAL TEACHING / LEARNING EXPERIENCES COVERED PROFESSIONAL INQUIRY

LEARNING DATA / JUSTICES CHANGES TO THE ENVIRONMENT

RESOURCES USED FAMILY / COMMUNITY INPUT

**ROUTINE & TRANSITIONS**

**PHOTOGRAPHIC EVIDENCE OF LEARNING EXPERIENCES**

**INDIVIDUAL / GROUP OBSERVATIONS (OBSERVE THIS MONTH)**

Name / Date  
Comments  
Learning Outcomes / Comments

Name / Date  
Comments  
Learning Outcomes / Comments

Name / Date  
Comments  
Learning Outcomes / Comments

Name / Date  
Comments  
Learning Outcomes / Comments

Name / Date  
Comments  
Learning Outcomes / Comments

Name / Date  
Comments  
Learning Outcomes / Comments

**EXTENSION PLANNING**

NEXT SUGGESTED INTERESTS / OR GOALS TO EXPLORE

MONTHLY 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.

# TIPS FOR USING YOUR MONTHLY PROGRAMMING AND REFLECTION PAGES (ALL STATES) REVISED 2025

This book is designed to be used for **Family Day Care** purposes in **all states** of Australia in conjunction with our respective Diaries. It will professionalise, yet simplify your workload and your 'Creative Thinking Program' can be displayed for families, educators, and assessors.

## ALL-IN-ONE PROGRAMMING, REFLECTION AND COMPLIANCE TOOL FOR FDC

The Family Day Care Compliance Diary captures **daily and weekly compliance records** for your FDC and now includes a **monthly program and reflection** to make an all-in-one programming, reflection and compliance tool for FDC.

With your monthly program and reflection on open spreads, it enables you to open this book at any time and view each month at a glance.

Pre-planning parts of the following month's program based on reflections from the previous month encourages intentionality within the planning cycle.

At the same time, allowing the rest of the program to evolve as it unfolds promotes a child-led approach.

## THE EYLF AND MTOP CREATIVE THINKING PROGRAM (SLIGHT VARIATION FOR VEYLDFF\*):

This program is created with a space to take notes based on **interests, family input, ideas, follow-ups, 'notes to self' or other professionals' input.**

**EYLF and/or MTOP Outcomes** implemented throughout the month are included to link to the program. The **Butler Method** enables you to **connect and link interests/outcomes** so you can **extend and scaffold learning** in the following month's program.

**Not every box is required** to be completed every month and will depend on how many children attend, their ages, and interests.

You can make your **cycle** even more visible by using **symbols, dates, and children's initials** to show the cycle of planning as shown in the example. There are more examples showing the **cycle of planning** on our blog.

EYLF/MTOP MONTHLY PROGRAM			WEEK 4 (20/2/25)	
WEEK 1 (20/2/25)	WEEK 2 (27/2/25)	WEEK 3 (6/3/25)	WEEK 4 (20/2/25)	Reflection/Outcomes / Children's Voice / Comments / Cultural Experiences / Sustainability / Absences
<b>Regaling and sustainability</b> <b>Numbering &amp; Our World</b> Where does our rubbish go? Research pictures of it & recycling centres Recycled Material Craft Station Bottle cap - numbering game - J.C. - 11/2 Step Series - Children's Choice Focus on gross water skills Jumping - hop scotch J.C. focused on numbers during hop scotch	Recycling sorting game - what can be recycled? Bottle cap - numbering game - J.C. - 11/2 F.L. to share artefacts brought back from India Jumping - skipping repeat All children enjoyed the challenge of counting	Counting recycling game - J.C. - 16/2 Add natural materials to Craft Station Counting songs - week 2 Children's Interest Children to collect natural materials for craft station Balancing - stepping stones J.C. and other children continue to show counting interest	Show and tell - E.L. - 24/2 Bottle caps to create mosaic - week 2 New books added to quiet space Balancing - obstacle course Request to continue obstacle courses next month Children challenged gross water skills - focus on balancing next month	J.C. interest in counting encouraged all children to explore numbering and a big interest emerged which we continued to explore through our art and recycling interest. This aligns with Vygotsky's approach to encourage social learning opportunities. F.L. sharing his experience in India created interest in children wanting to share their own experiences. Sent note home to share ideas with families and from week 4, one child a week will share a cultural experience or tradition. I've asked families to pre-share information on what the child will bring to better prepare me to ask intentional questions and prompt thinking. I was not as prepared with information on India to fully extend children's understanding. Our focus outdoors was on challenging children's gross water skills. Children loved challenging jumping and balancing. I identified most children struggled with balancing during the obstacle course however were very interested in pretending. One child found it too difficult and did not want to participate. Next month, I will reduce the difficulty of the obstacle course in different sections so all children can try challenging their balancing.

## WEEKLY PROGRAM

Educators that prefer to capture **weekly programs** can do so by pairing this Diary with the **Weekly Programming and Reflection Diary**.

*"Educators [can] plan for the month and then use the weekly planner, linking and extending from that monthly plan! I love this! Our educators will be able to follow the planning cycle well! That's going to be a big help!"*

The monthly program can act as an **overview** of the learning you'd like to achieve, while any **emerging** changes, interests, observations, or goals that occur can be captured in the Weekly Programming and Reflection Diary.

This Diary is an all-in-one programming, reflection and compliance tool and is not required to be paired with the Weekly Programming Diary, this is a personal preference.

Another suggestion from an FDC Educator was using the Family Communication/Notes/Activities section on the daily compliance pages to note focus children.

*"The monthly layout of the program is so much better. I can see the family communication/notes/activities section [as] a place to note which children are being focused on for that day with the specific activities."*

## THIS MONTH'S MOMENTS OF REFLECTION:

Is designed to **highlight interests** that have emerged throughout your monthly program and help maintain a **child-directed** program. You can **update your reflection weekly** whilst your program emerges or **complete it from a holistic perspective** at the end of the month. The spaces provided can include **wallet-sized prints**, cut to desired fit to show **images reflecting your comments** throughout plus an additional column for extra **photographic evidence**.

This results in **prompting critical reflection** that is easily explained, visually impressive, and **informative** for following programs and 'snap' inspections.

**Avoid simply describing** what took place throughout the month and instead **critically reflect by examining the "why"** behind actions and considering deeper factors such as **personal values, societal influences, and pedagogical theories** – this promotes meaningful change and professional growth.

You do not have to reflect in every box every month, they are just designed as prompts to be used as suited.

Each space provided is **open for interpretation** and a guideline only to encourage **critical reflection within NQS guidelines**. We've provided some example questions you could ask yourself to promote critical reflection, you may ask yourself one, several or none of these questions in your reflection:

- **Was it a good/challenging month? Why?** This is where you have the opportunity to briefly and honestly express how you feel your month went. Did you have a wonder-filled month or did you find it somewhat frustrating? What worked? What didn't? Why? What could you have done differently? What decisions may have contributed to the way the month felt?
- **Were programmed goals & projected outcomes achieved?** Perhaps you over-planned and did not find time to achieve all you set out to achieve or you made assumptions about children's learning or behaviour. How could you improve your approach? Did your goals and projected outcomes align with children's interests? Were your intentional teaching methods successful in supporting your programmed goals and projected outcomes? Why?
- **Intentional teaching/Learning experiences covered:** What actions did you take throughout the month that were deliberate teaching opportunities? For example: This may be a planned group learning experience or it may happen spontaneously in a small group whilst playing with an activity of interest (e.g. role-modelling cause and effect while playing with blocks). Were the strategies successful for all children? Why? Did you adapt strategies for different children and during different learning experiences? How could you better decide what intentional teaching strategies would be most beneficial?
- **Professional Inquiry:** This may relate to reflections around professional development, research, reflective discussions with other professionals, or other resources. You might also want to use this space to link to theorists in ECEC, principles, practices, code of ethics, or other professional knowledge source. What key messaging came from your professional inquiry and how can you use it to better inform your practice and program? What practices occurred this month that were informed by professional inquiry? Were they successful in your teaching context? How did you challenge your own values, biases, or opinions?
- **Learning Data:** This space is designed to critically reflect on general learning experiences. You may reflect on an individual or group observation taken throughout the month or a particular experience that emerged. Use this data to inform future planning for that child/ children by updating goals, interests, or the direction of the following month's program. This space can be helpful when considering if any voices were missing from your program and how to better ensure they are all heard.
- **Changes to Environment:** What changes did you make to the environment during the month? Why did you make those changes? What was the goal or learning you hoped to achieve? Was it successful? Why/why not? Do the spaces allow all children to participate? Does the space encourage self-regulation? Will you continue the space or make further changes in the following month?
- **Resources Used:** Similar to the above, this focuses on the resources used and the intentional decision making behind those resources. What were your goals? Were they successful? Were the resources suitable in number? Did they allow all children to engage with the experience? Do they promote high expectations and equity? Are they inclusive? Do they represent stereotypes? Are they sustainable, long-term resources? Are they ethically sourced? How can we improve the resources we have available?
- **Family and Community Input:** A space to record conversation, suggestions, concerns, self-inclusion, cultural background knowledge or the like where parents raise an awareness or contribute to the program. Use this information to inform future planning and update child's goals or information as needed.
- **Routine & transitions:** Is there anything that could be done to make your days more fluent? Were your transitions effective? Did the children have enough time? How much time was spent 'waiting'? How could you improve learning opportunities during routines and transitions? Are children provided opportunity for agency, self-regulation and celebration during routines and transitions?
- **Individual Observations:** This ensures that up to six observations are recorded and achieved each month. This is particularly useful for tracking the frequency of individual observations. (Please note you may require more space in this area, perhaps using this space to record large or small group observations and coding the program itself for individual observations. We also have our Individual Observations Duplicate Book for more detailed observations).
- **Extension Planning:** The final box to complete relates to the question: Where to from here? An overview of what learning you would like to explore during the next month based upon the month that was.

Please feel free to adapt and use the diary any way that suits you best. If you would like more information or clarification, learn more about the Butler Method at [www.butlerdiaries.com](http://www.butlerdiaries.com) or please email [info@butlerdiaries.com](mailto:info@butlerdiaries.com).





# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



**A4 HARD COVER WITH SPIRAL BINDING**

## LOOK INSIDE FRONT PAGES



**POLICY REVIEW AND FAMILY/COMMUNITY INVOLVEMENT**



**INCIDENT, INJURY, TRAUMA, AND ILLNESS RECORDS**



**SPECIAL DATES CALENDAR**



**3 YEARS AT A GLANCE**



**SCHOOL TERMS AND PUBLIC HOLIDAYS**



**RECORDS LIST AND YEARLY CHECKLIST**



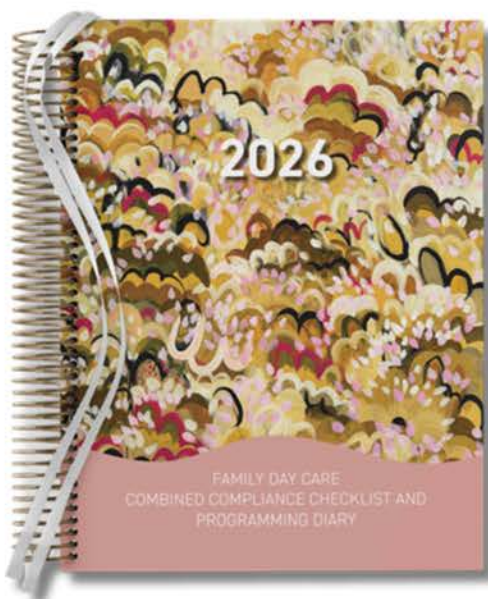
\*These pages are sample pages only, some changes in design or layout may be present in the physical diary.

# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



A4 HARD  
COVER WITH  
SPIRAL  
BINDING

## ARTIST COLLABORATION COVER ART



### [GUEST ARTIST COLLECTION: LEARN MORE](#)

We believe in celebrating Australian art and bringing beauty to your educational workspace. We're proud to present our Guest Artist Collection, featuring stunning artworks by Penny Dodman (McGuire), a talented local artist from the Sunshine Coast.

Leona Butler, Founder and CEO of Butler Diaries, has long been an admirer of Penny's work: "I have some of her artworks in my home and wanted to share this talented artist's works with you on our best-selling FDC and Weekly Programming and Reflection Diaries."

Penny Dodman has been painting for almost 25 years and has won numerous awards during her career, including being a finalist in the prestigious Fleurieu Biennale. Penny's favourite work is fast and colourful, generally in acrylics on large canvases. She likes to reinvent these works as much as possible by continually layering colour and adding texture with lots of detail under each layer.

She also creates beautiful works of the Australian landscape in oils, which are sometimes quite traditional and often play on light. Penny also loves Australian Impressionism and is currently honing her skills in this style.

We carefully selected four of Penny's existing artworks that we believe perfectly capture the spirit of creativity, tranquility, joy, and connection to the Australian landscape that many educators strive to bring to their learning environments.

# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



A4 HARD COVER WITH SPIRAL BINDING

## BUNDLE AND SAVE WITH THIS DIARY



### CRITICAL REFLECTION BUNDLE

#### Featuring:

- Your Diary,
- Matching Notebook,
- Matching Pencil Case,
- Matching Lanyard,
- Matching Pen Holder, and
- Gold Pen

#### Featuring:

- Your Diary,
- Jottings Pad and Pen,
- White Pen Holder,
- Individual Observation Book, and
- Programming and Reflection Printer Pack



### CHILD ART BUNDLE

# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



A4 HARD COVER WITH SPIRAL BINDING

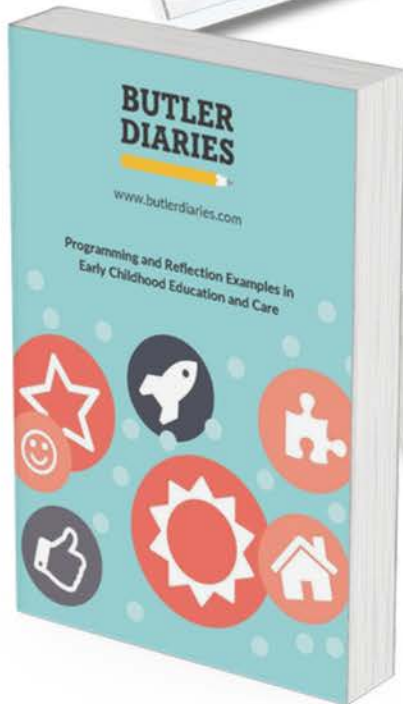
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# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### FRAMEWORKS

#### Principles

- **Partnerships** and **respect for diversity** are encouraged with monthly planning prompts, family/ community input, displayed program, monthly 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 monthly 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 monthly 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 monthly 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 and MTOP outcomes** with a monthly framework checklist and reflections for outcomes covered. Supports reflection on learning outcomes with **prompts that cover the EYLF and MTOP 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



# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING 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 weekly through a **group learning planning box**.
- 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 Diary with an **environment planning box and reflections** on the environments and resources used.
- **Maintaining physical environments** is supported by a QIP record to ensure they are kept safe, clean, and fit for their purpose and detailed daily, weekly, monthly, quarterly, and yearly checklists. This is aligned with Vygotsky, Montessori and Piaget's emphasis on the importance of the environment.
- Dewey emphasised the importance of children's cultural worlds. **Cultural celebration** is supported by a cultural and special day calendar for planning.
- Gardner suggested there was more than one intelligence and placed importance on **arts and creativity in children's learning**. We captured this weekly 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 and community input into the program.



# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### DEVELOPMENTAL MILESTONES

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

- **Physical** development is captured through Creative Activities, Wellbeing / Mindfulness and Outdoor Experiences planning boxes (**LO1, 3, 4**)
- **Social** development is captured through the Group Learning and Environment / Cultural planning box (**LO1, 2, 3, 5**),
- **Emotional** development is captured through Group Learning, Cognitive / Language, and Wellbeing / Mindfulness planning boxes (**LO1, 2, 3, 4**),
- **Cognitive** development is captured through Group Learning / Intentional Teaching and Cognitive / Language planning boxes (**LO2, 4, 5**),
- **Language** development is captured through Cognitive / Language 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**).
- As the boxes are designed to be **open-ended**, many areas of development will fit across many different prompt boxes.

You're also supported in providing environments that encourage physical, social, emotional, cognitive, and language development with a **QIP review**.



### 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)



# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### NATIONAL QUALITY FRAMEWORK

#### Compliance under NQS

- Supports general compliance with NQS with **detailed compliance checklists**.
- Supports general compliance with NQS through a **summary of NQS, information on record keeping responsibilities, and a Quality Improvement Overview**.

#### QA1 Educational program and practice

- Supports the implementation of **approved learning frameworks** with monthly learning outcome checklists, monthly reflections, overview pages, references, and a diversity dates calendar (**QA1.1.1**)
- Support children's interests at the **centre of the program** with weekly 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 planning box, monthly 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, monthly reflections, extension planning, and individual observation record (**QA1.3.1**)
- Promotes **critical reflection** with monthly **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



# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### NATIONAL QUALITY FRAMEWORK



#### QA2 Children's health and safety

- Supports each child's health with **immunisation register** summary (QA2.1)  
Supports each **child's wellbeing** and comfort with monthly reflections on routines and transitions and a wellbeing program prompt box (QA2.1.1)
- Supports caring for each child's wellbeing, including their need for **sleep and rest, with wellbeing records** (QA2.1.1)
- Prompts **health practices and procedures** with immunisation records, action plan records, drill records, policy and procedure reviews, and compliance checklists covering health and safety (QA2.1.2)
- Promotes healthy eating practices appropriate for each child with **individualised records** (QA2.1.3)
- Supports **adequate supervision** with a record of educators' registered children (QA2.2.1)
- Supports you in the development of **incident and emergency management** with drill records and incident, injury, trauma, and illness records (QA2.2.2)
- Supports each **child's protection** with key information on records required (QA2.2.3)

#### COVERS:

- 2.1 Health
  - 2.1.1 Wellbeing and comfort
  - 2.1.2 Health practices and procedures
  - 2.1.3 Healthy lifestyle
- 2.2 Wellbeing and comfort
  - 2.2.1 Wellbeing and comfort
  - 2.2.2 Incident and emergency management
  - 2.2.3 Child protection



# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### NATIONAL QUALITY FRAMEWORK



#### QA3 Physical environment

- Supports maintaining **physical environments** to ensure they fit for purpose and are kept safe and clean with detailed compliance checklists and QIP review (**QA3.1.1, QA3.1.2**)
- **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. The environment is **planned for** in the environment program prompt box (**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, monthly 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

#### QA5 Relationships with children

- Supports maintaining the **dignity and rights of every child** with consideration to their individual health needs (**QA5.1.2**)
- Promotes **collaborative learning** opportunities with a weekly programming box for group learning (**QA5.2.1**)

#### COVERS:

- 5.1.2 Dignity and rights of the child



# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### NATIONAL QUALITY FRAMEWORK

#### 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 monthly reflection on parent input (**QA6.1.2**)
- Supports the **respect of families** and encourages their input into general decision-making with a general correspondence and community record and family/community involvement record (**QA6.1.2**)
- Supports the service in **building relationships** and engaging with the community with a diversity dates calendar, daily correspondence records and family/community involvement record (**QA6.2.3**)

#### COVERS:

- 6.1.2 Parent views are respected
- 6.2.3 Community engagement

#### QA7 Leadership and service management

- Promotes **continuous improvement** through reflection (**QA7.2.1**)
- Supports you in implementing **management systems** to manage risk and enable effective management through accurate and complete recordkeeping on health and safety practices (**QA7.1.2**)
- Supports you in ensuring **roles and responsibilities** are clearly defined with checklists and record prompts (**QA7.1.3**)
- Promotes **continuous improvement** with Quality Improvement Plan notes (**QA7.2.1**)

#### COVERS:

- 7.2.1 Continuous improvement
- 7.1.3 Roles and responsibilities
- 7.2.1 Continuous improvement



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

# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### EXCEEDING THEMES FOR YOUR QUALITY IMPROVEMENT PLAN

#### THEME 1

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

This Diary is designed to ensure **consistency of practice and provide evidence** for intentional practices that are being implemented by staff. It is designed to support consistency in **planning and reflections** to support extensions for the following month. An **ongoing cycle of planning** is promoted with monthly emerging ideas and extension planning prompts. This Diary promotes daily, weekly, and monthly **consistent** practices with **checklists and record prompts**.

#### THEME 2

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

To ensure your practices are informed by critical reflection, our Diary includes **monthly 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 month'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 month 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 monthly column is included so you are **prompted to embed community and cultural events** and learning into your program.

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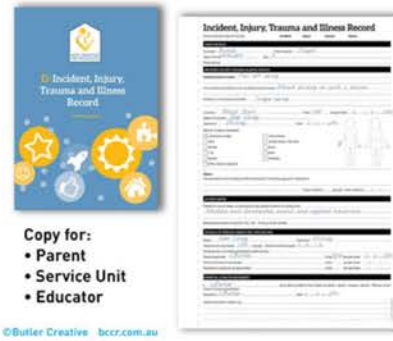


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# FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



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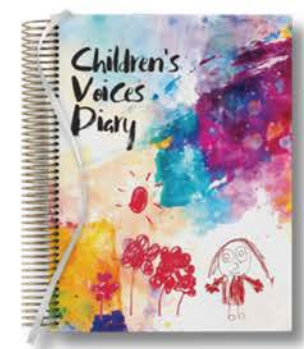
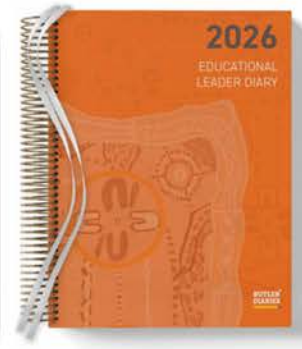
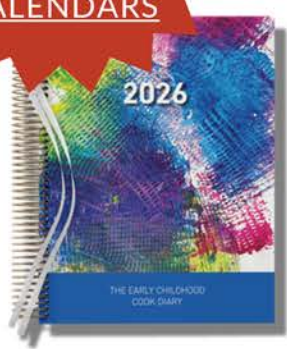
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**Information sourced from:**

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.