

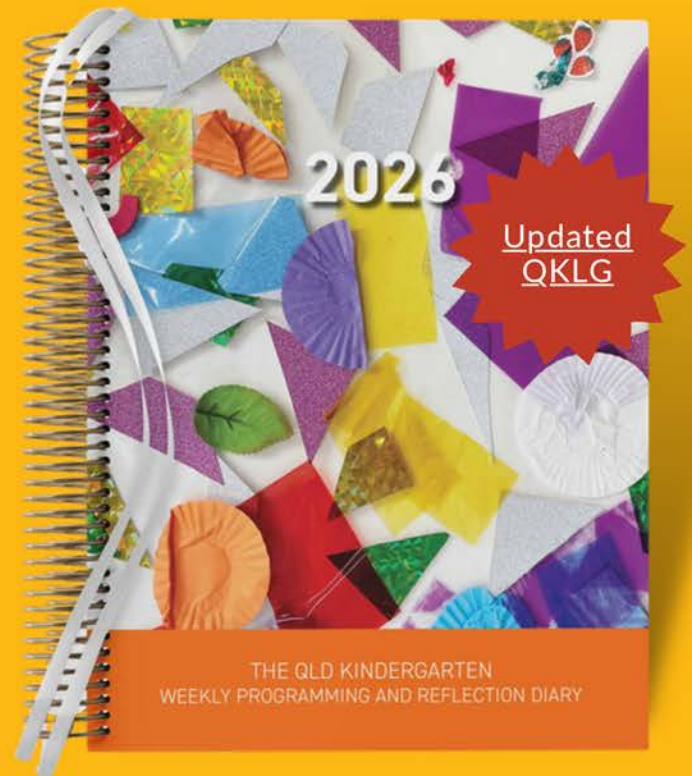


*Look inside the*

## 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)
- [Children's Voices Diary](#) (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)



OR  
BUNDLE  
& SAVE

- ✓ 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

THIS WEEK'S PROGRAM

TERM \_\_\_\_\_ WEEK \_\_\_\_\_ : 29 DECEMBER 2025 - 4 JANUARY 2026

Monday 29	Tuesday 30	Wednesday 31	Thursday 1	Friday 2	Saturday 3	Sunday 4
<p>LEARNING EXPERIENCES</p> <p>1. <i>Learning Experience 1</i></p> <p>2. <i>Learning Experience 2</i></p> <p>3. <i>Learning Experience 3</i></p> <p>4. <i>Learning Experience 4</i></p> <p>5. <i>Learning Experience 5</i></p> <p>6. <i>Learning Experience 6</i></p> <p>7. <i>Learning Experience 7</i></p> <p>8. <i>Learning Experience 8</i></p> <p>9. <i>Learning Experience 9</i></p> <p>10. <i>Learning Experience 10</i></p> <p>11. <i>Learning Experience 11</i></p> <p>12. <i>Learning Experience 12</i></p> <p>13. <i>Learning Experience 13</i></p> <p>14. <i>Learning Experience 14</i></p> <p>15. <i>Learning Experience 15</i></p> <p>16. <i>Learning Experience 16</i></p> <p>17. <i>Learning Experience 17</i></p> <p>18. <i>Learning Experience 18</i></p> <p>19. <i>Learning Experience 19</i></p> <p>20. <i>Learning Experience 20</i></p> <p>21. <i>Learning Experience 21</i></p> <p>22. <i>Learning Experience 22</i></p> <p>23. <i>Learning Experience 23</i></p> <p>24. <i>Learning Experience 24</i></p> <p>25. <i>Learning Experience 25</i></p> <p>26. <i>Learning Experience 26</i></p> <p>27. <i>Learning Experience 27</i></p> <p>28. <i>Learning Experience 28</i></p> <p>29. <i>Learning Experience 29</i></p> <p>30. <i>Learning Experience 30</i></p> <p>31. <i>Learning Experience 31</i></p> <p>32. <i>Learning Experience 32</i></p> <p>33. <i>Learning Experience 33</i></p> <p>34. <i>Learning Experience 34</i></p> <p>35. <i>Learning Experience 35</i></p> <p>36. <i>Learning Experience 36</i></p> <p>37. <i>Learning Experience 37</i></p> <p>38. <i>Learning Experience 38</i></p> <p>39. <i>Learning Experience 39</i></p> <p>40. <i>Learning Experience 40</i></p> <p>41. <i>Learning Experience 41</i></p> <p>42. <i>Learning Experience 42</i></p> <p>43. <i>Learning Experience 43</i></p> <p>44. <i>Learning Experience 44</i></p> <p>45. <i>Learning Experience 45</i></p> <p>46. <i>Learning Experience 46</i></p> <p>47. <i>Learning Experience 47</i></p> <p>48. <i>Learning Experience 48</i></p> <p>49. <i>Learning Experience 49</i></p> <p>50. <i>Learning Experience 50</i></p>						

WEEKLY PROGRAMMING SPREAD WITH LEARNING OUTCOMES

THIS WEEK'S MOMENTS OF REFLECTION

TERM \_\_\_\_\_ WEEK \_\_\_\_\_ : 29 DECEMBER 2025 - 4 JANUARY 2026

THE INTERESTS WE EXPLORED THIS WEEK WERE:

WHAT A GOOD CHALLENGING WEEK WHY? PROGRAMME GOALS & PROJECTED OUTCOMES ACHIEVED?

INTENTIONAL TEACHING / LEARNING EXPERIENCES COVERED PROFESSIONAL INQUIRY

LEARNING DATA / JOTTINGS CHANGES TO THE ENVIRONMENT

RESOURCES USED FAMILY / COMMUNITY INPUT

ROUTINE & TRANSITIONS PHOTOGRAPHIC EVIDENCE OF LEARNING EXPERIENCES

INDIVIDUAL / GROUP OBSERVATIONS TAKEN THIS WEEK

Name /v Date

Comments

Learning Outcomes Covered

Name /v Date

Comments

Learning Outcomes Covered

Name /v Date

Comments

Learning Outcomes Covered

Name /v Date

Comments

Learning Outcomes Covered

Name /v Date

Comments

Learning Outcomes Covered

Name /v Date

Comments

Learning Outcomes Covered

Name /v Date

Comments

Learning Outcomes Covered

Name /v Date

Comments

Learning Outcomes Covered

EXTENSION PLANNING

NEAR SUGGESTED INTERESTS OR GOALS 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.

# THIS WEEK'S PROGRAM

Interests/emerging ideas/planning

Monday

29

Tuesday

30

Wednesday

31

GROUP LEARNING / INTENTIONAL TEACHING:

GROUP LEARNING / INTENTIONAL TEACHING:

GROUP LEARNING / INTENTIONAL TEACHING:

Program focus GQIG outcomes:

## IDENTITY

### 1.1 Building a sense of security and trust

- 1.1.1 Shows confidence that others can provide support
- 1.1.2 Shows willingness to engage in new learning experiences

### 1.2 Acting with independence and perseverance

- 1.2.1 Organises self and belongings to manage resources
- 1.2.2 Makes decisions about learning
- 1.2.3 Perseveres when trying challenges
- 1.2.4 Works toward goals, recognising effort and success

### 1.3 Building a confident self-identity

- 1.3.1 Shares aspects of her cultural experiences
- 1.3.2 Recognises achievements and strengths and works to extend them

## CONNECTEDNESS

### 2.1 Building positive relationships

- 2.1.1 Engages with others
- 2.1.2 Develops skills in cooperating, sharing and team-working
- 2.1.3 Responds to others with care and concern
- 2.1.4 Builds awareness of rights and fairness
- 2.1.5 Understands responsibilities

### 2.2 Showing respect for diversity

- 2.2.1 Shows respect for others
- 2.2.2 Develops awareness of stereotypes
- 2.2.3 Develops understanding of the cultural experiences of others
- 2.2.4 Develops understanding of Aboriginal peoples' and Torres Strait Islander peoples' ways of knowing, believing and their connection to Country

### 2.3 Showing respect for environments

- 2.3.1 Shows respect in the natural environment
- 2.3.2 Develops sustainable practices to care for the environment
- 2.3.3 Develops awareness of problems and actions to protect environments

## WELLBEING

### 3.1 Building increasing autonomy and resilience

- 3.1.1 Recognises and expresses feelings
- 3.1.2 Develops strategies to regulate emotions
- 3.1.3 Develops strategies to respond to change

### 3.2 Engaging with ways to be healthy and safe

- 3.2.1 Recognises what nutrition, physical activity, rest and relaxation contribute to being healthy
- 3.2.2 Manages self-care
- 3.2.3 Develops awareness of body autonomy and personal space
- 3.2.4 Develops awareness of safe and unsafe risks to make safe choices

### 3.3 Building physical wellbeing

- 3.3.1 Develops gross motor skills
- 3.3.2 Develops fine motor skills
- 3.3.3 Develops spatial awareness
- 3.3.4 Uses senses for discovery

## ACTIVE LEARNING

### 4.1 Building positive dispositions towards learning

- 4.1.1 Shows curiosity and enthusiasm for learning
- 4.1.2 Responds to the arts creatively and imaginatively
- 4.1.3 Creates and communicates through the arts

### 4.2 Showing confidence and involvement in learning

- 4.2.1 Plans and carries out learning projects
- 4.2.2 Develops awareness of inquiry processes
- 4.2.3 Builds problem-solving strategies
- 4.2.4 Reflects on learning
- 4.2.5 Shares ideas and discoveries

### 4.3 Engaging with technologies for learning and communication

- 4.3.1 Shows interest in technologies
- 4.3.2 Uses technologies purposefully

## COMMUNICATING

### 5.1 Engaging with and expanding language

- 5.1.1 Communicates verbally and nonverbally with others
- 5.1.2 Expands vocabulary
- 5.1.3 Builds awareness of sounds and letters

### 5.2 Building literacy in personally meaningful ways

- 5.2.1 Interacts by communicating and responding purposefully with others
- 5.2.2 Engages with a range of texts for purpose and meaning
- 5.2.3 Makes connections between texts and personal experiences
- 5.2.4 Builds awareness of ways images add meaning to print
- 5.2.5 Develops writing behaviours

### 5.3 Building numeracy in personally meaningful ways

- 5.3.1 Uses everyday language to describe experiences
- 5.3.2 Uses everyday language to describe shapes and spatial relationships
- 5.3.3 Develops awareness of numbers and counting
- 5.3.4 Develops awareness of patterns
- 5.3.5 Develops mathematical problem-solving skills

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:

Next Week's Focus

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DIARIES**

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

LOOK  
INSIDE

<b>Thursday</b> <b>1</b> →	<b>Friday</b> <b>2</b> →	Extension Experiences/Children's Voices/Community/ Cultural/Sustainability/Weekend Plan/Observations <b>3</b> <b>4</b>
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:	

SAMPLE



## THIS WEEK'S MOMENTS OF REFLECTION

THE INTEREST/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 / JOTTINGS:	CHANGES TO THE ENVIRONMENT:
RESOURCES USED:	FAMILY / COMMUNITY INPUT:

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# 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
			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	

PHOTOS / DRAWINGS

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

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# QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



**A4 HARD COVER WITH SPIRAL BINDING**

## LOOK INSIDE FRONT PAGES



**QKLG CONTINUA**



**PROFESSIONAL DEVELOPMENT, POLICY AND PARTNERSHIP RECORDS**



**SPECIAL DATES CALENDAR**



**SCHOOLS TERMS AND PUBLIC HOLIDAYS**



**3 YEARS AT A GLANCE**



**YEAR PLANNER**



**OBSERVATION SCHEDULE**



**BIRTHDAYS**

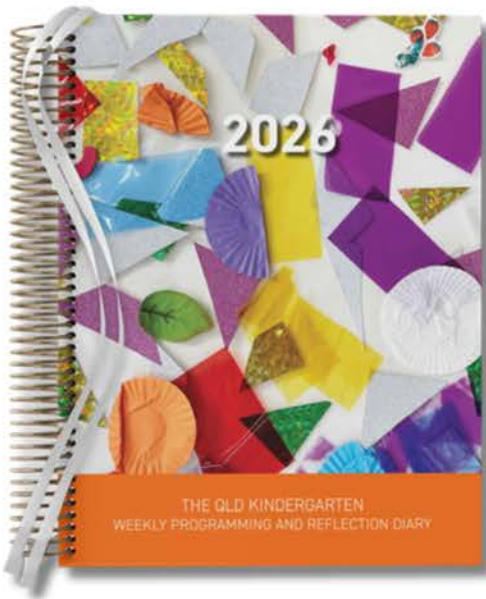
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# QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD  
COVER WITH  
SPIRAL  
BINDING

## ARTIST COLLABORATION COVER ART



### [CHILDREN'S ART COLLECTION: LEARN MORE](#)

We're excited to share the journey behind our incredible collection of children's artwork from across Australia. It began as a simple call out for children's artwork, and we were blown away by the submissions from every state and territory—each piece telling a unique story through a child's eyes.

The selection process was genuinely one of the most challenging tasks our team has ever faced. We looked at three elements:

- The use of colour - How children express themselves through their colour choices and combinations and how these matched our current diaries and the colours you were used to.
- The developmental stage of the artist - We wanted representation across different age groups from 1 to 12 years old.
- Geographical diversity - Ensuring young artists from every state and territory had their voice heard.

We issued certificates for every entry and special recognition for our chosen artists. They were very proud, to say the least!

How amazing do they look with our new colourful internal pages!

# QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

## BUNDLE AND SAVE WITH THIS DIARY



### CRITICAL REFLECTION BUNDLE

#### Featuring:

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

#### Featuring:

- Your Diary,
- Matching Notebook,
- White Pen Holder, and
- Gold Pen



### CHILD ART BUNDLE

\*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

GET SUPPORT WITH THIS DIARY

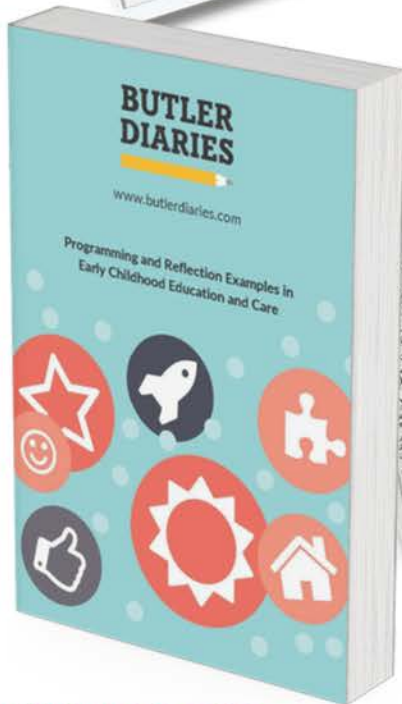


Check out the 'Support' dropdown in our website menu



PRINT READY PHOTO TEMPLATE AND STICKER PAPER

CUSTOMER EXAMPLES AND CASE STUDIES ON OUR BLOG



DOWNLOAD OUR PROGRAMMING E-BOOK FULL OF EXAMPLES



LO Headings, Stickers & Highlighter colours now all match!

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# 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 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.
- 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 an **environment 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 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.



### 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 and a wellbeing program prompt box (**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. 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, 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.

ORDER YOUR DIARY  
[WWW.BUTLERDIARIES.COM](http://WWW.BUTLERDIARIES.COM)



# QLD KINDY WEEKLY PROGRAMMING AND REFLECTION DIARY



[VIEW THE FULL EARLY CHILDHOOD COLLECTION](#)

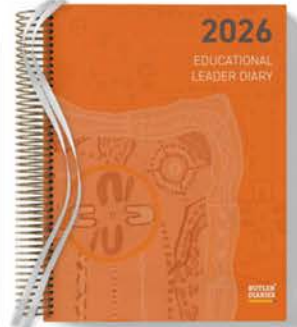
## RESOURCES TO SUPPORT EDUCATORS



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**Information sourced from:**

ACECQA - [About Exceeding](#)

ACECAQ - [National Quality Standard](#)

Australian Government - [Developmental milestones and the EYLF and NQS](#)

Australian Government - [The Early Years Learning Framework for Australia](#)

Australian Government - [My Time, Our Place](#)

Queensland Curriculum & Assessment Authority - [Queensland Kindergarten Learning Guideline](#)

**Disclaimer:**

Butler Diaries provide evidence for some, but not all parts of frameworks and NQS. Butler Diaries cannot promise our products will get you a better assessment. This information is general information only and must be considered inside the context of your own practices and service operations.