

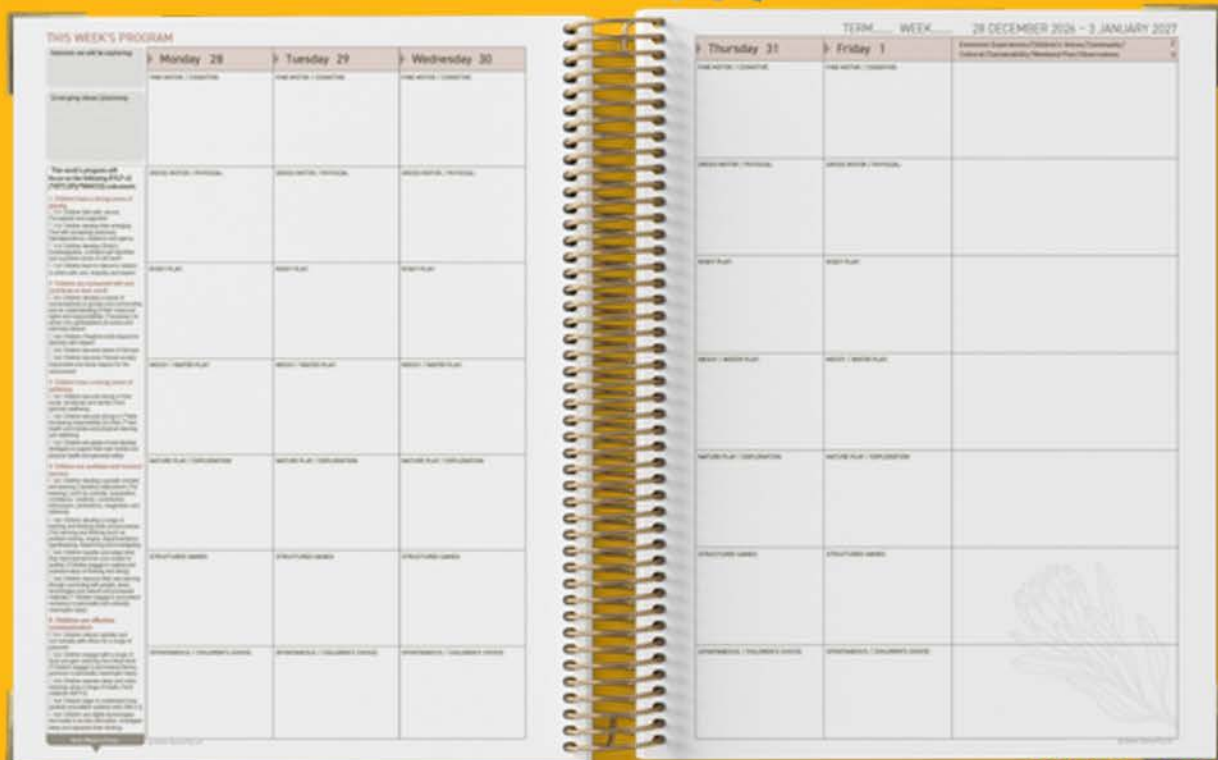
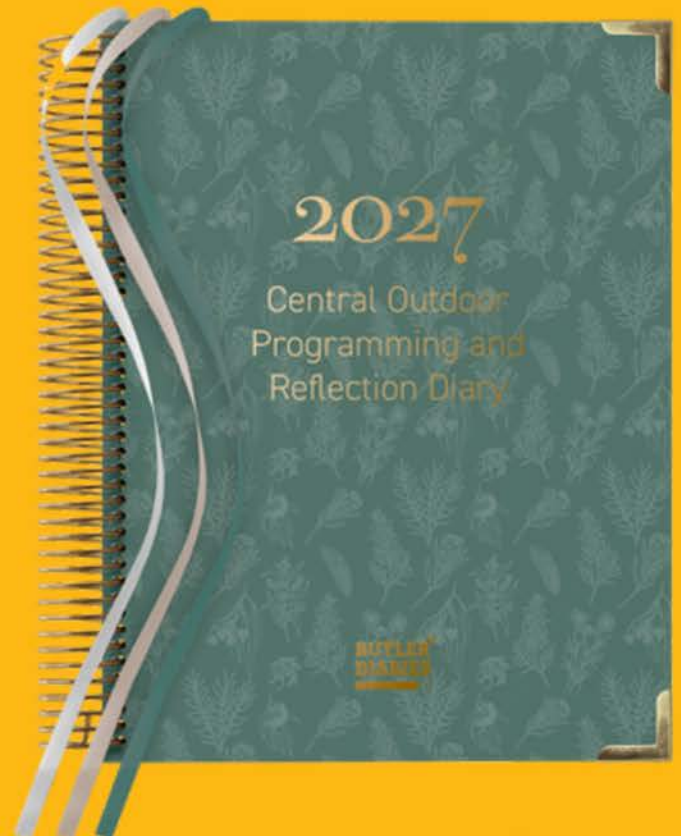


Look inside the

## CENTRAL OUTDOOR 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.



# CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



This diary is an indispensable tool for record-keeping and planning for compliance under the NQS. It teaches your 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
- Preschool
- Kindergarten
- Family Day Care

## IN

- Australia (all States)

## DESIGNED TO BE USED WITH:

- Individual Observations Booklet (all States)
- Children's Voices Diary (all States)
- Educational Leader Diary (all States)
- Nominated Supervisor Diary (all States)
- Children's Centre Diary (all States)
- Weekly Programming and Reflection Diary (all States)
- Our Sustainable Year Wall Calendar (all States)
- Our Culturally Responsive Year Wall Calendar (all States)
- Family Day Care Compliance Diary (all States)
- Family Day Care Combined Compliance and Programming Diary (all States)



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

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

# CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY

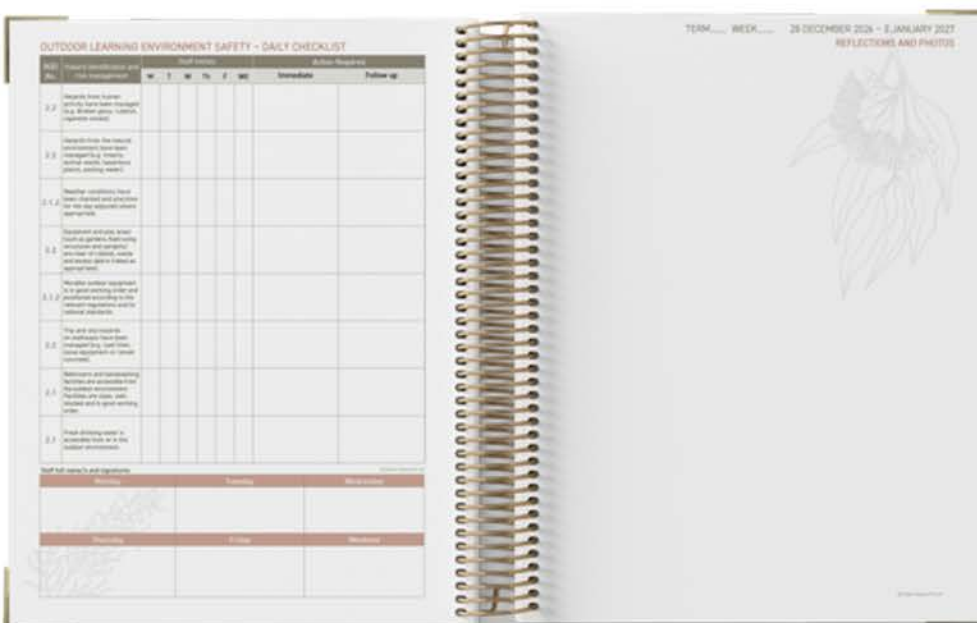


A4 HARD  
COVER WITH  
SPIRAL  
BINDING

LOOK INSIDE  
EVERY WEEK



WEEKLY  
PROGRAMMING  
SPREAD WITH  
LEARNING  
OUTCOMES



WEEKLY SAFETY  
CHECKLIST AND  
REFLECTION  
SPREAD WITH  
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 we will be exploring:	Monday 28	Tuesday 29	Wednesday 30
Emerging ideas/planning:	FINE MOTOR / COGNITIVE:	FINE MOTOR / COGNITIVE:	FINE MOTOR / COGNITIVE:
<p>This week's program will focus on the following EYLF v2 (VEYLDF) (WAKCQ) 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, (accepted) and supported</li> <li><input type="checkbox"/> 1.2 Children develop their emerging (and with increasing) autonomy, interdependence, resilience and agency</li> <li><input type="checkbox"/> 1.3 Children develop ("build") 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 ("explore and) 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 ("show) 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 ("and optimal) wellbeing</li> <li><input type="checkbox"/> 3.2 Children become strong in ("take increasing responsibility for) their ("own health and mental and) physical learning and 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</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 ("positive) dispositions ("for learning) 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 ("for learning and thinking) such as problem solving, enquiry, experimentation, hypothesising, researching and evaluating</li> <li><input type="checkbox"/> 4.3 Children transfer and adapt what they have learned from one context to another ("Children engage in creative and inventive ways of thinking and doing)</li> <li><input type="checkbox"/> 4.4 Children resource their own learning through connecting with people, places, technologies and natural and processed materials ("Children engage in and extend numeracy in personally and culturally meaningful ways)</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 ("Children engage in and extend literacy practices in personally meaningful ways)</li> <li><input type="checkbox"/> 5.3 Children express ideas and make meaning using a range of media ("and materials WA 5.4)</li> <li><input type="checkbox"/> 5.4 Children begin to understand how symbols and pattern systems work (WA 5.5)</li> <li><input type="checkbox"/> 5.5 Children use digital technologies and media to access information, investigate ideas and represent their thinking</li> </ul>	GROSS MOTOR / PHYSICAL:	GROSS MOTOR / PHYSICAL:	GROSS MOTOR / PHYSICAL:
	RISKY PLAY:	RISKY PLAY:	RISKY PLAY:
	MESSY / WATER PLAY:	MESSY / WATER PLAY:	MESSY / WATER PLAY:
	NATURE PLAY / EXPLORATION:	NATURE PLAY / EXPLORATION:	NATURE PLAY / EXPLORATION:
	STRUCTURED GAMES:	STRUCTURED GAMES:	STRUCTURED GAMES:
	SPONTANEOUS / CHILDREN'S CHOICE:	SPONTANEOUS / CHILDREN'S CHOICE:	SPONTANEOUS / CHILDREN'S CHOICE:

Next Week's Focus

© Butler Diaries Pty Ltd

LOOK  
INSIDE

Thursday 31	Friday 1	Extension Experiences/Children's Voices/Community/ Cultural/Sustainability/Weekend Plan/Observations
FINE MOTOR / COGNITIVE:	FINE MOTOR / COGNITIVE:	2
GROSS MOTOR / PHYSICAL:	GROSS MOTOR / PHYSICAL:	3
RISKY PLAY:	RISKY PLAY:	
MESSY / WATER PLAY:	MESSY / WATER PLAY:	
NATURE PLAY / EXPLORATION:	NATURE PLAY / EXPLORATION:	
STRUCTURED GAMES:	STRUCTURED GAMES:	
SPONTANEOUS / CHILDREN'S CHOICE:	SPONTANEOUS / CHILDREN'S CHOICE:	



## OUTDOOR LEARNING ENVIRONMENT SAFETY – DAILY CHECKLIST

NQS No.	Hazard identification and risk management	Staff Initials						Action Required	
		M	T	W	Th	F	WE	Immediate	Follow up
2.2	Hazards from human activity have been managed (e.g. Broken glass, rubbish, cigarette smoke).								
2.2	Hazards from the natural environment have been managed (e.g. Insects, animal waste, hazardous plants, pooling water).								
2.1.2	Weather conditions have been checked and practices for the day adjusted where appropriate.								
2.2	Equipment and play areas (such as gardens, fixed swing structures and sandpits) are clear of rubbish, waste and excess debris (raked as appropriate).								
3.1.2	Movable outdoor equipment is in good working order and positioned according to the relevant regulations and/or national standards.								
2.2	Trip and slip hazards on walkways have been managed (e.g. Leaf litter, loose equipment or raised concrete).								
2.1	Bathrooms and handwashing facilities are accessible from the outdoor environment. Facilities are clean, well-stocked and in good working order.								
2.1	Fresh drinking water is accessible from or in the outdoor environment.								

Staff full name/s and signatures

© Butler Diaries Pty Ltd

Monday	Tuesday	Wednesday
Thursday	Friday	Weekend

LOOK  
INSIDE

TERM..... WEEK..... 28 DECEMBER 2026 - 3 JANUARY 2027  
REFLECTIONS AND PHOTOS



© Butler Diaries

LOOK  
INSIDE



# CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



**A4 HARD COVER WITH SPIRAL BINDING**



**WHAT'S IN THE FRONT PAGES?**



**IMPORTANT INFORMATION SUMMARY**



**CONTACTS PAGE**



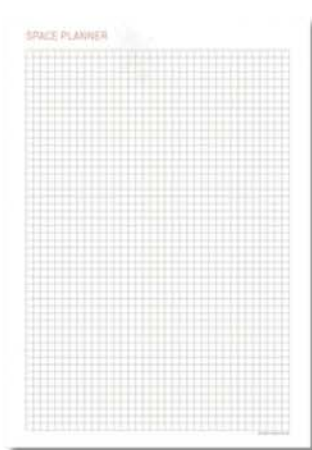
**TIPS ON USE**



**SUMMARY OF NQS**



**SUMMARY OF EYLF V2.0**



**SPACE PLANNER**



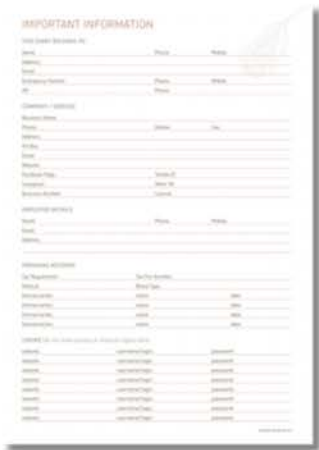
**PROFESSIONAL DEVELOPMENT, POLICY AND PARTNERSHIP RECORDS**

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

# CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING



IMPORTANT INFORMATION SUMMARY



CONTACTS PAGE



TIPS ON USE



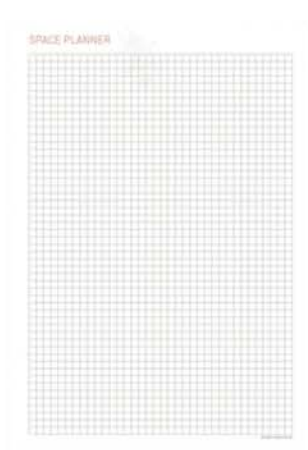
BIRTHDAYS



SUMMARY OF NQs



SUMMARY OF EYLF V2.0



SPACE PLANNER



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.



# CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY

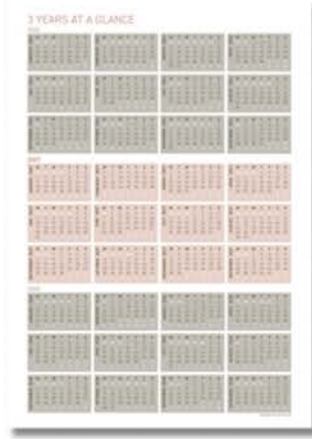


A4 HARD  
COVER WITH  
SPIRAL  
BINDING

## LOOK INSIDE FRONT PAGES



LINKING EYLF  
TO WAKLG



3 YEARS AT  
A GLANCE



TERM PLANNING



OBSERVATION  
SCHEDULE



SCHOOL TERMS AND  
HOLIDAYS



SPECIAL DAYS  
AND ACRONYMS



YEAR PLANNER



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

# CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD COVER WITH SPIRAL BINDING

## AUSTRALIAN NATIVE FLORA COVER ART



## Back to Nature

Central Outdoor Weekly Programming and Reflection Diary There's no more fitting backdrop for an outdoor programming diary than the extraordinary native plants of Australia. For 2027, we chose Australian flora to celebrate the living, breathing learning environment that outdoor educators know so well – the banksia that invites curious hands, the grevillea that draws the birds, the grass that tickles bare feet. Nature-based learning is at the heart of quality outdoor programs, and Australia's unique flora is a rich and endlessly inspiring provocation. This cover is for every educator who sees the outdoor environment not as a backdrop, but as the program itself.

### January 2027 at a glance

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				New Year's Day	1 Day After New Year's Day (AFL)	2
						3
Day After New Year's Day (AFL)	4	5	6	7	8	9
						10

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



# CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD  
COVER WITH  
SPIRAL  
BINDING

## BUNDLE AND SAVE WITH THIS DIARY



### CRITICAL REFLECTION BUNDLE

#### Featuring:

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

#### Featuring:

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



### ART BUNDLE



# CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD  
COVER WITH  
SPIRAL  
BINDING

GET SUPPORT  
WITH THIS DIARY

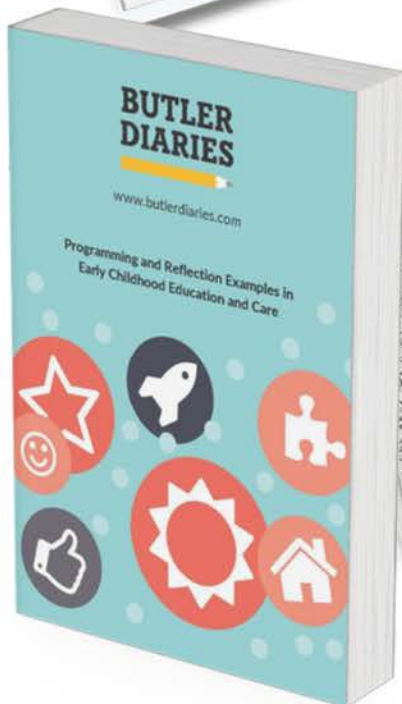


Check out the  
'Support'  
dropdown in  
our website  
menu



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!



# CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD  
COVER WITH  
SPIRAL  
BINDING

## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### FRAMEWORKS

#### Principles

- **Partnerships with families** and **respect for diversity** are encouraged with weekly planning prompts, displayed program, weekly 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 weekly 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 weekly reflection spread captures **critical reflection** and a development summary captures **ongoing professional learning**. 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, learning environments, cultural responsiveness, and responsiveness to children** are encouraged through our box prompts in the weekly programming spread. **Continuity of learning and transitions** is promoted with weekly reflections and extension planning. **Assessment for learning** is captured in photographic evidence and reflections.

#### Learning Outcomes

- Supports your planning and reflection based on the **EYLF outcomes** with a weekly framework checklist.

### 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



# CENTRAL OUTDOOR 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**.
- **Piaget** believed children must master one stage before they can move on to the next stage of cognitive development. Planning for children's individual skills, interests, and abilities is **prompted through reflection and extension planning**.
- **Gardner** suggested there was more than one intelligence, we respected this with **planning boxes to explore physical learning, exploration, children's interests, and learning through the senses**.
- **Montessori** believed children learn best when using their senses and following their interests. We have embedded this theory with planning boxes such as **Water / Messy Play and Children's Spontaneous Choices**.

### DEVELOPMENTAL MILESTONES

- **Physical** development is recorded through Fine Motor / Cognitive and Gross Motor / Physical planning boxes (**EYLF LO 1, 3, 4**)
- **Social** development is captured through Fine Motor / Cognitive and Structured Games planning boxes (**EYLF LO 1, 2, 3, 5**),
- **Emotional** development is captured through Risky Play and Structured Games planning boxes (**EYLF LO 1, 2, 3, 4**),
- **Cognitive** development is represented through the Fine Motor / Cognitive planning box (**EYLF LO 2, 4, 5**),
- **Language** development is captured through Fine Motor / Cognitive and Structured Games planning boxes (**EYLF LO 1, 5**) and
- Children's **development** across all areas is captured in Children's Spontaneous Choices, Nature Play / Exploration, Messy Play / Water Play, and Risky Play planning boxes (**EYLF 1, 2, 3, 4, 5**).



# CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD  
COVER WITH  
SPIRAL  
BINDING

## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### NATIONAL QUALITY FRAMEWORK

#### QA1 Educational program and practice

- Supports implementation of approved learning frameworks with overview pages, planning boxes that prompt learning outcomes, and a diversity dates calendar. **Children's confidence** as learners and **developmental outcomes** are captured in planning boxes (QA1.1.1)
- Supports **children at the centre of the program** with interests recorded daily and extension planning prompted weekly (QA1.1.2)
- Supports **maximising opportunities** for children's learning with planning to cover key developmental areas, children's interests, and the opportunity for risky play (QA1.1.3)
- Promotes **intentional teaching practices** with daily intentional planning boxes and weekly planning and reflection (QA1.2.1)
- Encourages responding to children's ideas by capturing **children's choices** and prompts to extend their learning (QA1.2.2)
- Supports promoting **children's agency** to influence their world with spontaneous children's choices and **risky play** recorded daily (QA1.2.3)
- Supports the implementation of a **cycle of planning** with extension planning, weekly reflections, and links to the indoor Weekly Programming and Reflection Diary (QA1.3.1)
- Designed to be displayed and easily read so **families are informed** about their child's program and can provide input (QA1.3.3)

#### COVERS:

- 1.1.1 Approved Learning Framework
- 1.1.2 Child-centred
- 1.1.3 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
- 1.3.3 Information for families



# CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### NATIONAL QUALITY FRAMEWORK

#### QA2 Children's health and safety

- Promotes effective **hygiene practices** with a weekly checklist and a healthy lifestyle through physical learning (**Q2.1.2, QA2.1.3**)
- Effectively plans to **manage incidents** through a hazard weekly checklist (**QA2.2.2**)
- Supports each **child's safety and protection** with key information on reporting (**QA2.2.3**)

#### COVERS:

- 2.1.2 Health practices and procedures
- 2.1.3 Healthy lifestyle
- 2.2.2 Incident and emergency management
- 2.2.3 Child safety and protection

#### QA3 Physical environment

- Promotes evaluation of physical environments to ensure they are **fit for their purpose** and well maintained with a weekly checklist (**QA3.1.1, QA3.1.2**)
- Promotes an **inclusive environment** that encourages participation with a broad range of planning boxes including a planning box to capture children's contribution (**QA3.2.1**)
- Supports engagement with **sustainability** with a dates calendar and weekly Nature / Exploration and Sustainability planning boxes (**QA3.2.3**)

#### COVERS:

- 3.1.1 Fit for purpose
- 3.1.2 Upkeep
- 3.2.1 Inclusive environment
- 3.2.3 Environmentally responsible

#### QA4 Staffing arrangements

- Promotes professional **collaboration** and **ongoing learning** as a central outdoor program for all staff using the environment to contribute to and reflect on (**QA4.2.1**)
- Supports guidance by **professional standards** (**QA4.2.2**)

#### COVERS:

- 4.2.1 Staffing arrangements
- 4.2.2 Professional standards



# CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD  
COVER WITH  
SPIRAL  
BINDING

## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### NATIONAL QUALITY FRAMEWORK

#### QA5 Relationships with children

- Promotes **collaborative learning** opportunities with a daily programming box for structured games (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 (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.

# CENTRAL OUTDOOR WEEKLY PROGRAMMING AND REFLECTION DIARY



A4 HARD  
COVER WITH  
SPIRAL  
BINDING

## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### EXCEEDING THEMES FOR YOUR QUALITY IMPROVEMENT PLAN

#### THEME 1

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

Our Central Outdoor Weekly Programming and Reflection Diary is designed to ensure consistency of practice and provide evidence for intentional practices that are being implemented by staff. An ongoing cycle of planning is promoted with weekly emerging ideas and extension planning prompts. The collaboration of all staff on the planning cycle is encouraged with a central and shared outdoor program.

#### 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 continuous quality improvement.

#### THEME 3

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

Our diary supports meaningful engagement with families and the community through a simple boxed design that can be displayed for families so they can provide input and feedback on their children's learning. A diversity dates calendar 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)

1

2

3

4

5

6

7

# BUTLER DIARIES



BUTLER DIARIES PTY LTD  
42 680 637 754

WWW.BUTLERDIARIES.COM  
INFO@BUTLERDIARIES.COM  
07 3608 1934



**JOIN OUR CUSTOMER ONLY FACEBOOK GROUP FOR EXCLUSIVE  
RESOURCES, EXAMPLES, AND SUPPORT**

© Butler Diaries Pty Ltd

**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.