

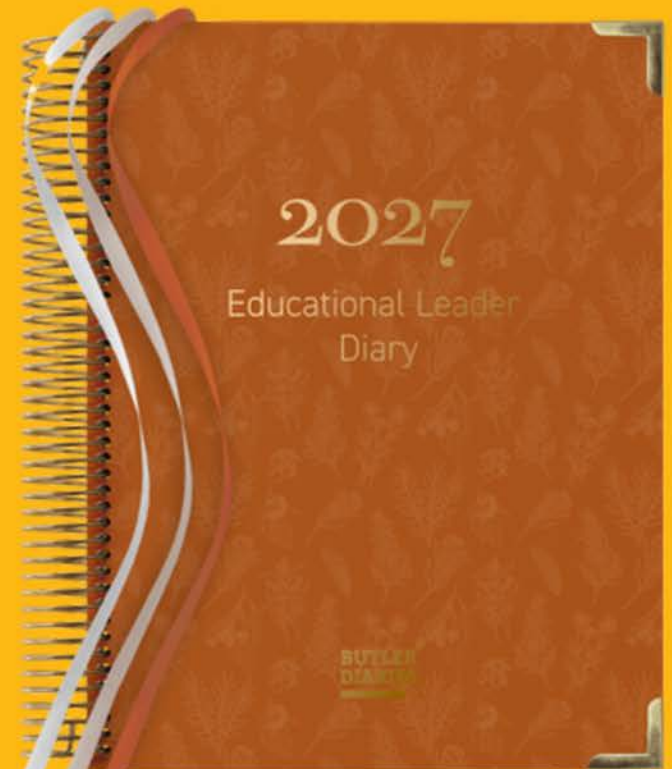


Look inside the

## EDUCATIONAL LEADER 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.



# THE EDUCATIONAL LEADER DIARY



This diary is an indispensable tool for record-keeping and planning for compliance under the NQS. It teaches staff to be vigilant and takes the headache out of creating uniform compliance documentation.

**BUTLER  
DIARIES**



Centre-based service ✓



Family day care services ✓



School aged children ✓



Birth to five ✓

## THIS DIARY IS FOR

- Educational Leaders
- Room Leaders
- Persons in Management or Control

## WORKING IN

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

## IN

- Australia (all States)

## DESIGNED TO BE USED WITH:

- [Children's Centre Diary](#) (all States)
- [Nominated Supervisor Diary](#) (all States)
- [Children's Voices Diary](#) (all States)
- [QLD Weekly Programming and Reflection Diary](#) (QLD only)
- [Weekly Programming and Reflection Diary](#) (all States), [OSHC Version](#) (all States)
- [Central Outdoor Weekly Programming and Reflection Diary](#) (all States)



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

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



# 2 SATURDAY

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Day after New Year's Day (NZ)  
**JANUARY 2027**

### WEEKLY CHECKLIST

- Promote clear understanding of the Approved Learning Frameworks and NQS in the program and make connections in the documentation
- Service philosophy, vision, policies and procedures are reflected in the curriculum program
- Aboriginal and Torres Strait Islander perspectives are supported and promoted
- Cultural responsiveness is promoted in the curriculum programming/reflection
- Equity, inclusion and high expectations are promoted in the curriculum programming/reflection
- Sustainability is promoted in the curriculum programming/reflection
- Children's and families' voices are promoted in the curriculum programming/reflection
- Children's abilities, interests and needs are responded to and children's agency is promoted in the curriculum programming/reflection
- Children's learning outcomes and development progress are observed with a number of methods in the curriculum programming/reflection
- Observations (programming and critical reflection) show a cycle of holistic, integrated and interconnected teaching and learning
- Child welfare and safety is promoted in the curriculum programming/critical reflection
- Educator professional development/training is identified and planned for/followed through with
- Educator wellbeing/self-care is encouraged and catered for
- Educator issues or concerns are identified, noted and resolved
- Changes in policies or procedures are communicated to the team/families
- Collaborative leadership principles and practices are enacted, and also encouraged with children and educators

# 3 SUNDAY

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### PERSONAL LEADERSHIP REFLECTIONS ON THE WEEK:

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### PERSONAL LEADERSHIP GOALS FOR NEXT WEEK:

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DECEMBER 2026	M	T	W	T	F	S	S
30	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31	1	2	3	
4	5	6	7	8	9	10	

JANUARY 2027	M	T	W	T	F	S	S
28	29	30	31	1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	
1	2	3	4	5	6	7	

FEBRUARY 2027	M	T	W	T	F	S	S
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	

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# THE EDUCATIONAL LEADER DIARY



**A4 HARD COVER WITH SPIRAL BINDING**

**LOOK INSIDE EACH MONTH**



**DAILY RECORDS**



**WEEKLY GOAL SETTING, REFLECTIONS & CHECKLIST**



**MONTH AT A GLANCE**



**MONTHLY MEETING NOTES**



**MONTHLY GENERAL NOTES**

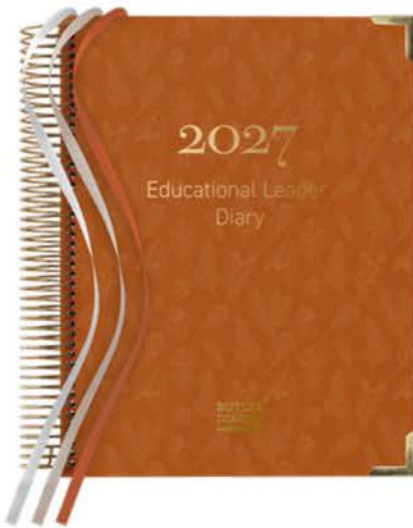
\*These pages are sample pages only, some changes in design or layout may be present in the physical diary.

# THE EDUCATIONAL LEADER DIARY



A4 HARD COVER WITH SPIRAL BINDING

## LOOK INSIDE FRONT PAGES



WHAT'S IN THE FRONT PAGES?



IMPORTANT INFORMATION SUMMARY



CONTACTS



EDUCATOR AVAILABILITY



NQS SUMMARY



SUMMARY OF EYLF V2.0 FRAMEWORK



SUMMARY OF MTOP V2.0 FRAMEWORK



LINKING EYLF AND QKLG

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

# THE EDUCATIONAL LEADER DIARY



A4 HARD COVER WITH SPIRAL BINDING

## LOOK INSIDE FRONT PAGES



LINKING EYLF AND VEYLDF



LINKING EYLF AND WAKLG



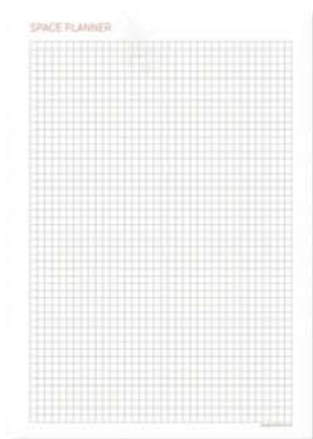
STAFF AND REPORTING REQUIREMENTS



EVIDENCE QA1 SUMMARY



BIRTHDAYS



SPACE PLANNER



IMMUNISATION REGISTER



PROFESSIONAL DEVELOPMENT SUMMARY

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

# THE EDUCATIONAL LEADER DIARY



A4 HARD COVER WITH SPIRAL BINDING

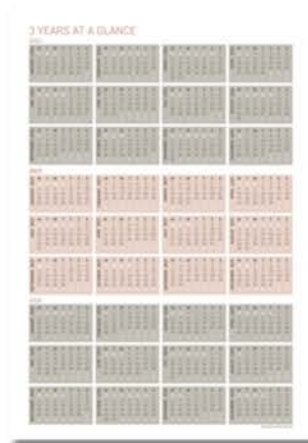
## LOOK INSIDE FRONT PAGES



QUALITY IMPROVEMENT OVERVIEW



QUALITY IMPROVEMENT OVERVIEW



3 YEARS AT A GLANCE



TERM PLANNING OVERVIEW



SCHOOL TERMS AND HOLIDAYS



SPECIAL DAYS AND ACRONYMS



YEAR PLANNER

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# THE EDUCATIONAL LEADER DIARY



A4 HARD COVER WITH SPIRAL BINDING

## AUSTRALIAN NATIVE FLORA COVER ART



### *Back to Nature*

Educational Leader Diary For 2027, we chose Australian flora as our cover theme in recognition of the deep connection between quality early childhood education and our natural world. As an educational leader, you are the one who helps your team see the learning potential in everything around them – and Australia's extraordinary native plants offer endless entry points into science, sustainability, cultural knowledge, and child-led inquiry.

From the humble wattle to the ancient grass tree, our flora tells stories of resilience, adaptation, and belonging. We hope this cover is a daily reminder of the kind of inspired, place-based pedagogy you champion.

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

### 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
3 Day After New Year's Day (AFL)	4	5	6	7	8	9
						10

# THE EDUCATIONAL LEADER DIARY



A4 HARD COVER WITH SPIRAL BINDING

## BUNDLE AND SAVE WITH THIS DIARY

### JOURNEY OF LEARNING COLLECTION



### Featuring:

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

### ART SERIES BUNDLE



# THE EDUCATIONAL LEADER DIARY



A4 HARD COVER WITH SPIRAL BINDING

## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### FRAMEWORKS

- Supports you in making decisions around **Approved Learning Frameworks** with overview pages, a daily record of reflective discussions on frameworks, including action items, and a weekly checklist on ALF understanding and implementation by staff.

### THEORETICAL LINKS

- By creating an **evidence record of how staff are embedding quality areas through checklists, QIP notes, and reflective discussions**, you are supporting educators and your service in meeting quality standards. The National Quality Standards are built around evidence from theories of Early Childhood Development. With each area, you are applying top theories to guide your practice.
- Dewey emphasised the importance of children's cultural worlds. **Cultural celebration** is supported by a cultural and special day calendar for planning and weekly cultural awareness checklist.
- Bronfenbrenner emphasised the importance of **interactions between environmental factors** on children's development. Interactions with educators and families are recorded daily and through a weekly checklist.

### DEVELOPMENTAL MILESTONES

Supports you in assisting your staff implement NQS, which links with children's development:

- physical (QA 1, 2, 3, 5, 6),
- social (QA 1, 5, 6),
- emotional (QA 1, 2, 5, 6),
- cognitive (QA 1, 5),
- language (QA 1, 5, 6, 7), and
- seeking advice when needed (QA 1, 5, 6, 7).



### COVERS:

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



# THE EDUCATIONAL LEADER DIARY



A4 HARD COVER WITH SPIRAL BINDING

## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### NATIONAL QUALITY FRAMEWORK

#### Compliance under NQS

Supports general compliance with NQS:

- With an **evidence record** for NQS reflective discussions and QIP notes
- By encouraging **reflection and goal setting** supported by compliance overview pages
- With a **summary of NQS** and a **weekly checklist** that ensures staff have a clear understanding
- By assisting you in meeting your educational leader responsibilities with a **consistent process for working with rooms, educators, and families**

#### QA1 Educational program and practice

- Supports you in assisting your team's implementation of **approved learning frameworks** through daily records and a weekly checklist (**QA1.1.1**)
- Promotes a child-centred program through weekly checklist prompts (**QA1.1.2**)
- Supports you in assisting staff to **optimise opportunities** for children's learning through daily reflective discussions (**QA1.1.3**)
- Ensures staff are implementing **intentional teaching** through a consistent system for assessing programs and practice and a weekly checklist (**QA1.2.1**)
- Promotes **responsive teaching** and scaffolding through a weekly checklist covering children's interests (**QA1.2.2**)
- Prompts fostering **children's agency** through a weekly checklist (**QA1.2.3**)
- Assists you in **supporting your staff** to embed a **cycle of planning**, including observations, documentation, planning and reflection with a weekly checklist (**QA1.3.1**)
- Prompts critical reflection with **daily reflective discussion** notes and follow up actions recorded (**QA1.3.2**)
- **Families' voices** and keeping families informed are supported through a weekly checklist and daily family communication (**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



# THE EDUCATIONAL LEADER DIARY



A4 HARD COVER WITH SPIRAL BINDING

## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### NATIONAL QUALITY FRAMEWORK

#### QA2 Children's health and safety

- Supports each child's health with a **weekly checklist on child welfare and safety** to sight in educators' programs (**QA2.1**)
- Promotes adequate **health practices and procedures, supervision, and incident and emergency management** through a weekly checklist to sight educators' use of policies and procedures in their programs and to ensure changes are communicated across the service (**QA2.2**)

#### COVERS:

- 2.1 Health
- 2.2 Safety

#### QA3 Physical environment

- Supports maintaining **physical environments** to ensure they fit for purpose and are kept safe and clean with a **QIP** Clean, Check, Repair, Replace, and Buy record (**QA3.1.1, QA3.1.2**)
- Supports engagement with **sustainable practices** with a sustainability dates calendar and a weekly sustainability checklist point (**QA3.2.3**)

#### COVERS:

- 3.1.1 Fit for purpose
- 3.1.2 Upkeep
- 3.2.3 Environmentally responsible

#### QA4 Staffing arrangements

- A daily record of how children's learning and development are being supported enables effective decision-making on staff organisation (**QA4.1.1**)
- Supports efforts to ensure **continuity of staff** with staff leave planner (**QA4.1.2**)
- Supports **collaboration and staff learning from one another** through a record of professional development areas identified, daily reflective discussions, meetings, and a professional development summary (**QA4.2.1**)
- Supports you in assisting staff to meet **professional standards** on programming and practice (**QA4.2.2**)

#### COVERS:

- 4.1.1 Organisation of educators
- 4.1.2 Continuity of staff
- 4.2.1 Professional collaboration
- 4.2.2 Professional standards



# THE EDUCATIONAL LEADER DIARY



## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### NATIONAL QUALITY FRAMEWORK



#### QA5 Relationships with children

- Educators' **relationships with children** are generally prompted through a daily record of programming and practice discussions against NQS and frameworks, actions taken, and a weekly checklist (**QA5.1, QA5.2**)

#### COVERS:

- 5.1 Relationships between educators and children
- 5.2 Relationships between children

#### QA6 Partnerships with families and community

- Prompts **families' engagement and respect of their views** throughout the service through daily communication records and a weekly checklist on changes being communicated to families and family voices being embedded in programs (**QA6.1.1, QA6.1.2**)
- Promotes access and participation through **effective partnerships** with families and staff through a system that supports consistent practice (**QA6.2.2**)
- Supports the service in **building relationships** and engaging with the community with a diversity dates calendar and cultural awareness checklist point (**QA6.2.3**)

#### COVERS:

- 6.1.1 Engagement with the service
- 6.1.2 Parent views are respected
- 6.2.2 Access and participation
- 6.2.3 Community engagement



# THE EDUCATIONAL LEADER DIARY



## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### NATIONAL QUALITY FRAMEWORK



#### QA7 Leadership and service management

- Promotes the centre's **statement of philosophy guiding practice** and planning through a weekly checklist (QA7.1.1)
- Supports you in implementing **management systems** to ensure a quality service through a consistent system for supporting educators' in meeting approved frameworks and NQS (QA7.1.2)
- Supports you in ensuring **roles and responsibilities** are understood with daily records of collaborative discussions with staff (QA7.1.3)
- Promotes **continuous improvement** with an effective system for promoting self-assessment and implementing quality improvements through daily reflective discussions and QIP notes (QA7.2.1)
- Supports the **educational leader** lead the development and implementation of the educational program and assessment and planning cycle (QA7.2.2)
- Supports you in the development of a **professional team** through daily performance evaluation and records of professional development to support learning and development (QA7.2.3)

#### COVERS:

- 7.1.1 Service philosophy and purpose
- 7.1.2 Management systems
- 7.1.3 Roles and responsibilities
- 7.2.1 Continuous improvement
- 7.2.2 Educational leadership
- 7.2.3 Development of professionals



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

# THE EDUCATIONAL LEADER 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 Educational Leader Diaries are designed to support and promote **consistent and intentional practices** through an ongoing process that involves all educators and families.

#### THEME 2

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

To ensure your practices are informed by critical reflection, our diary includes **reflective discussions with staff, goal setting, and professional development planning** to promote ongoing analysis, that goes beyond evaluation and review and drives continuous improvement.

#### THEME 3

##### **Shaped by Meaningful Engagement with Families and/or the Community**

Our diary supports meaningful engagement with families and the community by encouraging **input and keeping families involved in service decisions** through a daily correspondence record, diversity dates calendar, and weekly checklist.

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



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# THE EDUCATIONAL LEADER DIARY



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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.