

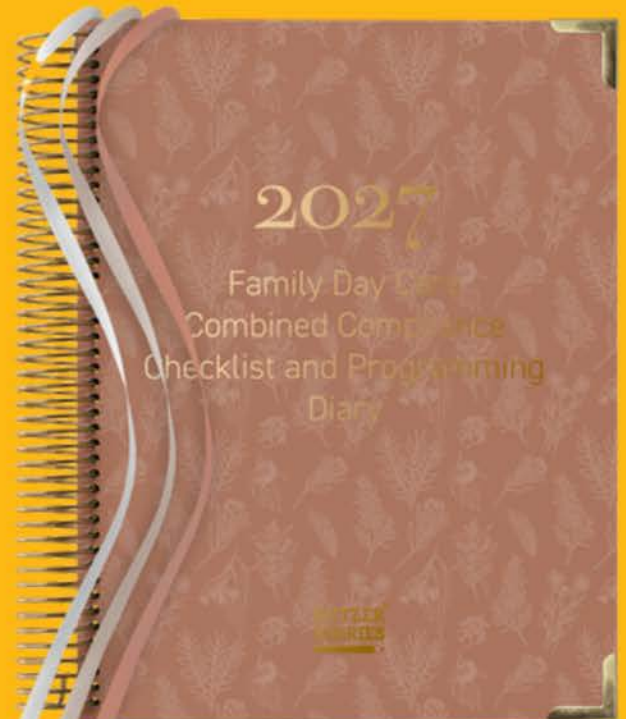


Look inside the

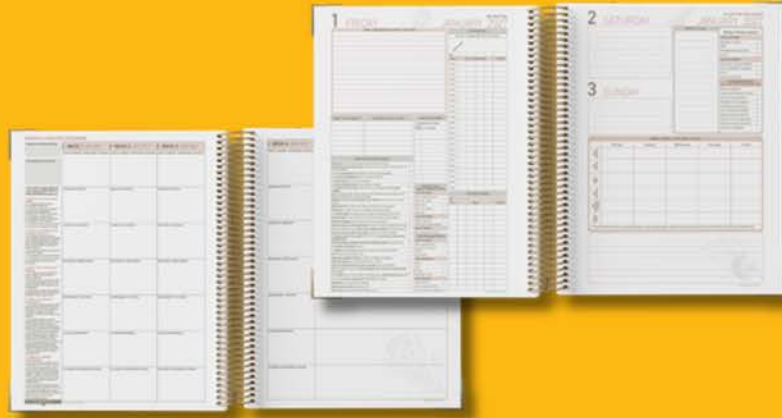
FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY

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)

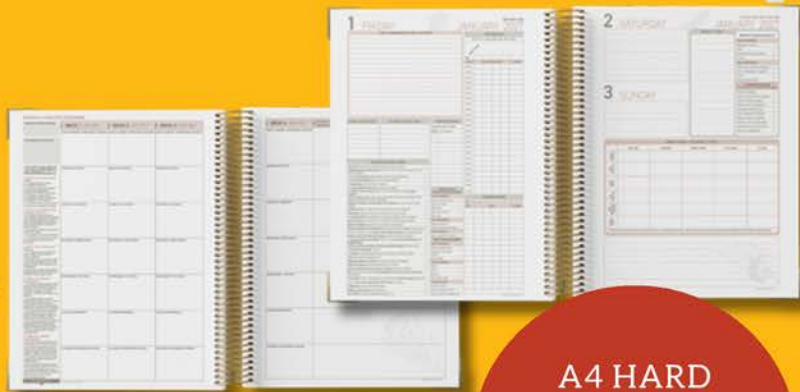


OR
BUNDLE
& SAVE

- ✓ 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."

9 SATURDAY

JANUARY 2027

NOTES / TO DO

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

10 SUNDAY

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 reason. These will have been prearranged according to the individual child's alternative management plan.

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MONTHLY CREATIVE PROGRAM

Interests we will be exploring:	WEEK 1: 4/1-10/1	WEEK 2: 11/1-17/1	WEEK 3: 18/1-24/1
Emerging ideas/planning:	GROUP LEARNING / INTENTIONAL TEACHING:	GROUP LEARNING / INTENTIONAL TEACHING:	GROUP LEARNING / INTENTIONAL TEACHING:
<p>This month's program will focus on the following EYLF/MTOP v2 (VEYLDF) (WAKOC) outcomes:</p> <p>1. Children have a strong sense of identity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.1 Children feel safe, secure, (accepted) and supported <input type="checkbox"/> 1.2 Children develop their emerging (act with increasing) autonomy, interdependence, resilience and agency <input type="checkbox"/> 1.3 Children develop (build) knowledgeable, confident self-identities and a positive sense of self-worth <input type="checkbox"/> 1.4 Children learn to interact in relation to others with care, empathy and respect <p>2. Children are connected with and contribute to their world</p> <ul style="list-style-type: none"> <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 (not) participation) as active and informed citizens <input type="checkbox"/> 2.2 Children (explore and) respond to diversity with respect <input type="checkbox"/> 2.3 Children become aware of fairness <input type="checkbox"/> 2.4 Children become (show) socially responsible and show respect for the environment <p>3. Children have a strong sense of wellbeing</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3.1 Children become strong in their social, emotional and mental (and spiritual) wellbeing <input type="checkbox"/> 3.2 Children become strong in (take increasing responsibility for) their (own health and mental and) physical learning and wellbeing <input type="checkbox"/> 3.3 Children are aware of and develop strategies to support their own mental and physical health and personal safety <p>4. Children are confident and involved learners</p> <ul style="list-style-type: none"> <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 <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 <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) <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) <p>5. Children are effective communicators</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5.1 Children interact verbally and non-verbally with others for a range of purposes <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) <input type="checkbox"/> 5.3 Children express ideas and make meaning using a range of media (and materials WA 5.4) <input type="checkbox"/> 5.4 Children begin to understand how symbols and pattern systems work (WA 5.5) <input type="checkbox"/> 5.5 Children use digital technologies and media to access information, investigate ideas and represent their thinking (and young people (MTOF)) <p>Next Month'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:

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▶ WEEK 4: 25/1-31/1	▶ Extension Experiences/Children's Voices/Community/ Cultural/Sustainability/Weekend Plan/Observations
GROUP LEARNING / INTENTIONAL TEACHING:	
CREATIVE ACTIVITIES:	
COGNITIVE / LANGUAGE:	
WELLBEING / MINDFULNESS:	
ENVIRONMENT / CULTURAL:	
OUTDOOR EXPERIENCES:	
CHILDREN'S SPONTANEOUS CHOICES:	

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THIS MONTH'S MOMENTS OF REFLECTION

THE INTEREST/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:

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ROUTINE & TRANSITIONS:

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 INTERESTS OR IDEA/S TO EXPLORE:

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FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE



MON-FRI COMPLIANCE CHECKLIST PAGES



WEEKEND NOTES, CHECKLIST AND MENU



MONTH AT A GLANCE WITH PROGRAMMING WEEK REFERENCE TABS



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

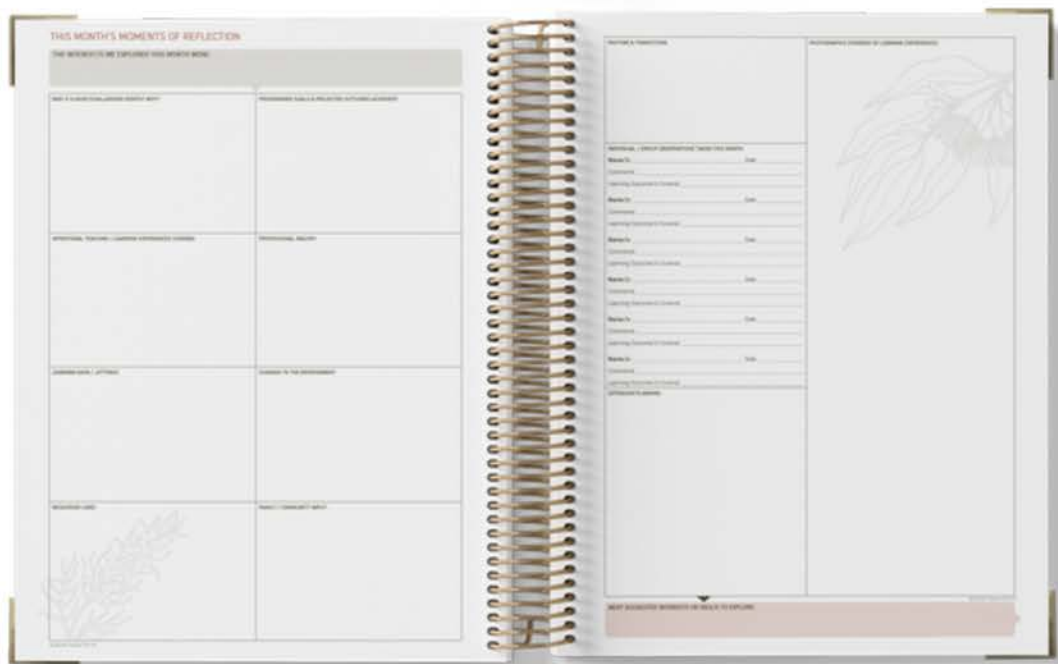


A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE



MONTHLY PROGRAMMING SPREAD WITH LEARNING OUTCOMES



MONTHLY REFLECTION SPREAD WITH OBSERVATION TRACKER AND PHOTO EVIDENCE

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

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 *MTO* CREATIVE THINKING PROGRAM (SLIGHT VARIATION FOR *VEYLDF, *WAKCG)

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**.

Learning 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. There are examples showing the cycle of planning on our blog.

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.

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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/Jottings:** 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 & transition:** 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.

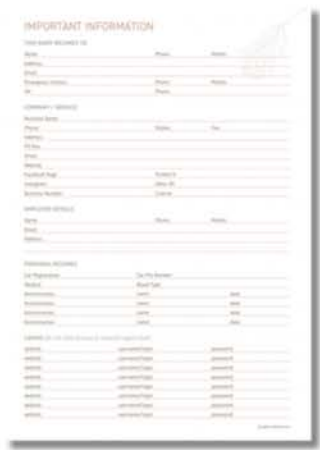
Please feel free to adapt and use the diary any way that suits you best. If you would like more information or clarification, learn more about the Butler Method at www.butlerdiaries.com or please email info@butlerdiaries.com.

FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE FRONT PAGES



WHAT'S IN THE FRONT PAGES?

IMPORTANT INFORMATION SUMMARY

CONTACTS DETAILS

PROJECTED YEARLY BOOKINGS



EDUCATOR'S REGISTERED CHILDREN

SUMMARY OF NQS

SUMMARY OF EYLF V2.0

SUMMARY OF MTOP V2.0

*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 FRONT PAGES



LINKING EYLF AND QKLG, VEYLDF, WAKLG



OBSERVATION SCHEDULE



IMMUNISATION AND ACTION PLAN RECORDS



WEEKLY TIMETABLE PLANNERS



COMPLIANCE CHECKS



TERM PLANNING OVERVIEW



EMERGENCY DRILL RECORDS



IMPROVEMENT GOALS AND PROFESSIONAL DEVELOPMENT

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FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



A4 HARD COVER WITH SPIRAL BINDING

LOOK INSIDE FRONT PAGES



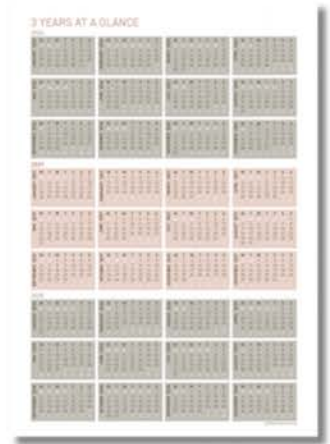
POLICY REVIEW AND FAMILY / COMMUNITY INVOLVEMENT



INCIDENT, INJURY, TRAUMA, AND ILLNESS RECORDS



RECORDS LIST AND YEARLY CHECKLIST



3 YEARS AT A GLANCE



YEAR PLANNER



SCHOOL TERMS AND PUBLIC HOLIDAYS



SPECIAL DATES CALENDAR

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FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



COVER WITH SPIRAL BINDING

AUSTRALIAN NATIVE FLORA COVER ART



Back to Nature

FDC Combined Compliance Checklist and Programming Diary For 2027, Australian flora felt like the perfect theme for a diary that holds together two of the most important parts of your work: keeping children safe and helping them thrive. Australia's native plants are a fitting metaphor – resilience, adaptability, and beauty grown from deep roots.

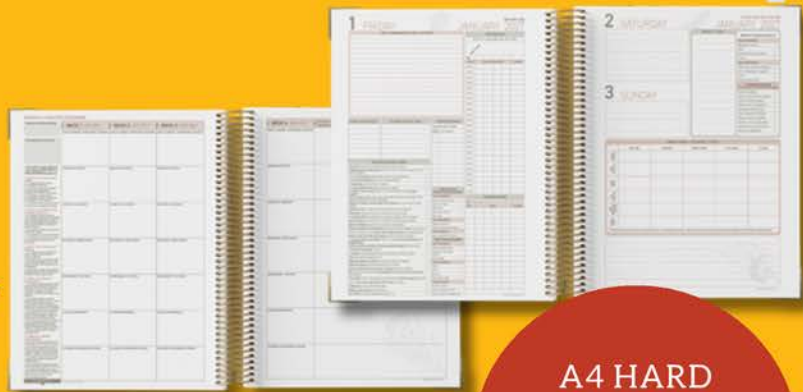
In the FDC context, the natural environment is an ever-present and endlessly rich resource for programming, and a love of the Australian landscape begins with the small moments: a seed pod in a pocket, a banksia cone on the shelf, a grevillea buzzing with birds outside the window. This cover is for educators who do it all, and do it beautifully.

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						
4 Day After New Year's Day (Monday Observed Day)	5	6	7	8	9	10

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

FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



A4 HARD COVER WITH SPIRAL BINDING

BUNDLE AND SAVE WITH THIS DIARY



Featuring:

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

CRITICAL REFLECTION BUNDLE



ART SERIES BUNDLE



FIRST NATIONS BUNDLE

FDC COMBINED COMPLIANCE CHECKLIST AND PROGRAMMING DIARY



A4 HARD COVER WITH SPIRAL BINDING

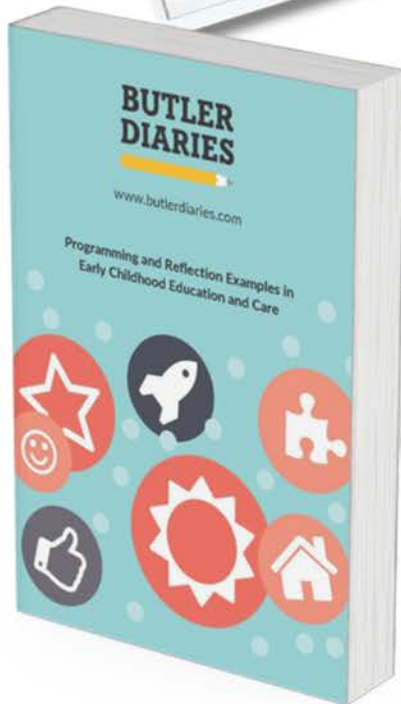
GET SUPPORT WITH THIS DIARY

Check out the 'Support' dropdown in our website menu



PRINT READY PHOTO TEMPLATE AND STICKER PAPER

EXAMPLES AND CASE STUDIES ON OUR BLOG



DOWNLOAD OUR PROGRAMMING E-BOOK FULL OF EXAMPLES



LO Headings, Stickers & Highlighter colours now all match!

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



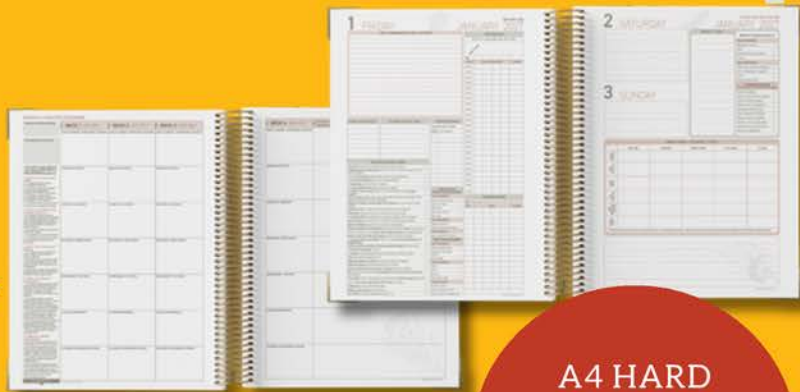
HOW DOES OUR DIARY HELP WITH COMPLIANCE?

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



A4 HARD
COVER WITH
SPIRAL
BINDING

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



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 **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

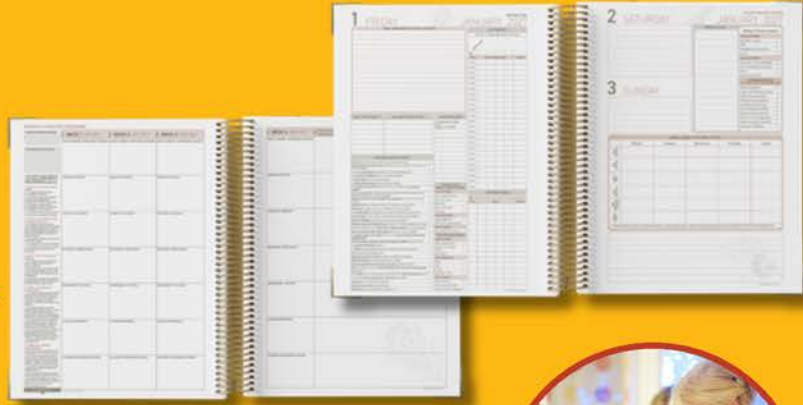
- Supports the implementation of **approved learning frameworks** with monthly learning outcome checklists, monthly reflections, overview pages, references, and a diversity dates calendar (**QA1.1.1**)
- Support children's interests at the **centre of the program** with weekly child's interests recorded 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



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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 safety and 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 safety and 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



A4 HARD COVER WITH SPIRAL BINDING

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



A4 HARD
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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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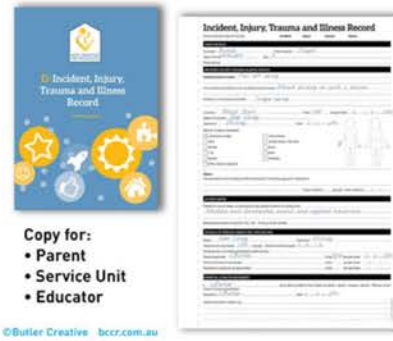


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Information sourced from:

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.