



Look inside the

## WEEKLY PROGRAMMING AND REFLECTION 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.

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Edition!



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Special  
Edition!

# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR 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
- Preschool
- Family Day Care

## IN

- Australia (all States)

Looking for the:

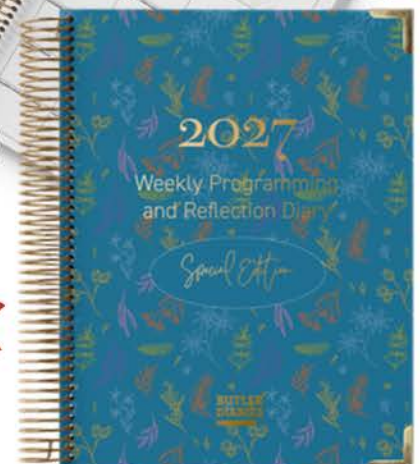
- [QLD Kindergarten Program Version?](#)
- [OSHC Program Version?](#)

## 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)
- [Children's Voices Diary](#) (all States)
- [Educational Leader Diary](#) (all States)
- [Nominated Supervisor Diary](#) (all States)
- [Children's Centre Diary](#) (all States)
- [Family Day Care Compliance Diary](#) (all States)

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& SAVE**



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

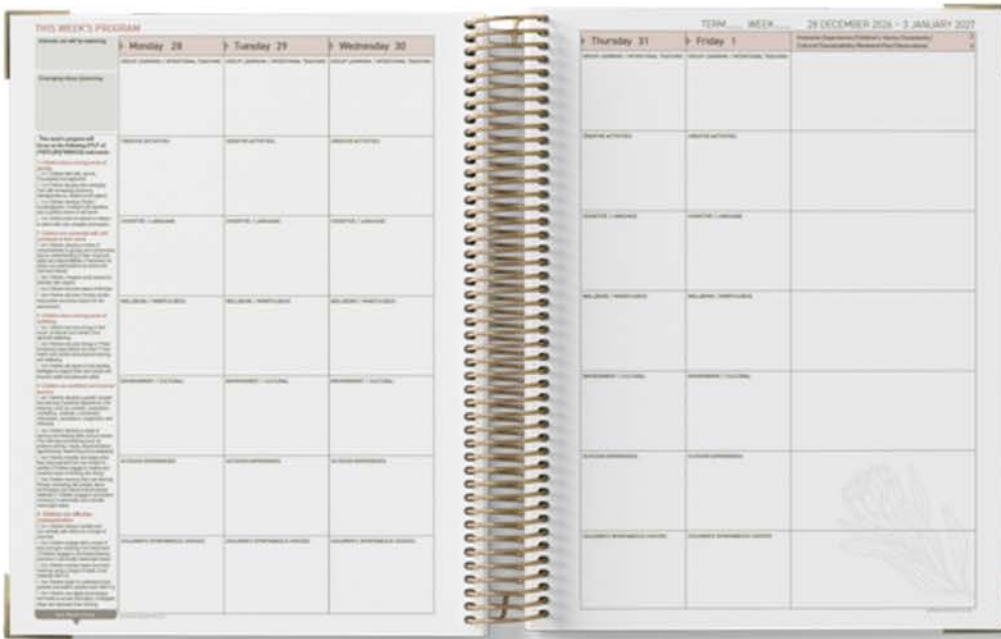
- ✓ EVIDENCE NQS
- ✓ REDUCE COMPLIANCE CONFUSION
- ✓ QUALITY IMPROVEMENT
- ✓ FAMILY OWNED

# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY

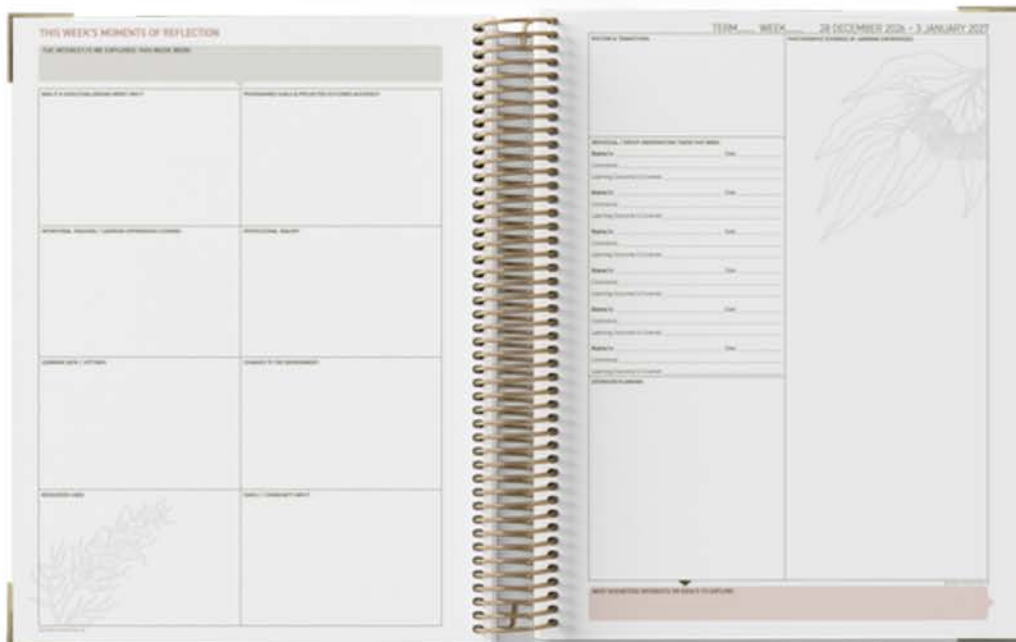


A4 HARD COVER WITH SPIRAL BINDING

## LOOK INSIDE EVERY WEEK



WEEKLY PROGRAMMING SPREAD WITH LEARNING OUTCOMES



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.

# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



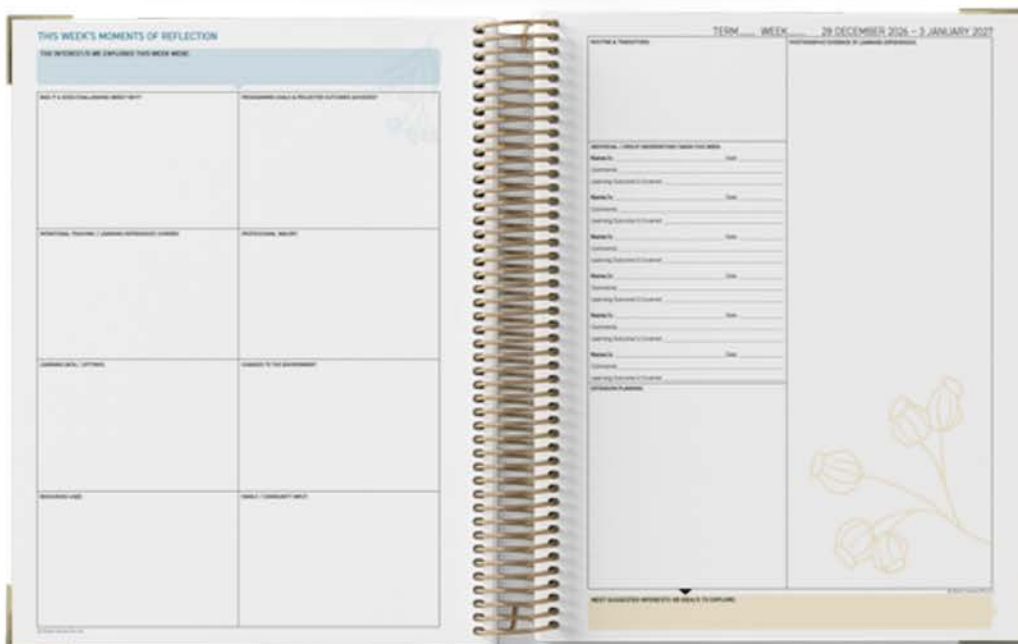
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LOOK INSIDE EVERY WEEK



WEEKLY PROGRAMMING SPREAD WITH LEARNING OUTCOMES



WEEKLY REFLECTION SPREAD WITH OBSERVATION TRACKER AND PHOTO EVIDENCE

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## THIS WEEK'S PROGRAM

	Monday 28	Tuesday 29	Wednesday 30
<p>Interests we will be exploring:</p>	<p>GROUP LEARNING / INTENTIONAL TEACHING:</p>	<p>GROUP LEARNING / INTENTIONAL TEACHING:</p>	<p>GROUP LEARNING / INTENTIONAL TEACHING:</p>
<p>Emerging ideas/planning:</p>			
<p>This week's program will focus on the following EYLF v2 ("VEYLDF") ("WAKOG") outcomes:</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 ("act 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 spiritual") 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, inquiry, experimentation, hypothesising, researching and investigating</li> <li><input type="checkbox"/> 4.3 Children transfer and adapt what they have learned from one context to another ("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 5.3)</li> <li><input type="checkbox"/> 5.5 Children use digital technologies and media to access information, investigate ideas and represent their thinking</li> </ul>	<p>CREATIVE ACTIVITIES:</p>	<p>CREATIVE ACTIVITIES:</p>	<p>CREATIVE ACTIVITIES:</p>
	<p>COGNITIVE / LANGUAGE:</p>	<p>COGNITIVE / LANGUAGE:</p>	<p>COGNITIVE / LANGUAGE:</p>
	<p>WELLBEING / MINDFULNESS:</p>	<p>WELLBEING / MINDFULNESS:</p>	<p>WELLBEING / MINDFULNESS:</p>
	<p>ENVIRONMENT / CULTURAL:</p>	<p>ENVIRONMENT / CULTURAL:</p>	<p>ENVIRONMENT / CULTURAL:</p>
	<p>OUTDOOR EXPERIENCES:</p>	<p>OUTDOOR EXPERIENCES:</p>	<p>OUTDOOR EXPERIENCES:</p>
	<p>CHILDREN'S SPONTANEOUS CHOICES:</p>	<p>CHILDREN'S SPONTANEOUS CHOICES:</p>	<p>CHILDREN'S SPONTANEOUS CHOICES:</p>

Next Week's Focus

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Thursday 31	Friday 1	Extension Experiences/Children's Voices/Community/ Cultural/Sustainability/Weekend Plan/Observations
GROUP LEARNING / INTENTIONAL TEACHING:	GROUP LEARNING / INTENTIONAL TEACHING:	2 3
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:	



## 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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ROUTINE & TRANSITIONS:

EVIDENCE OF LEARNING EXPERIENCES:



INDIVIDUAL / GROUP OBSERVATIONS TAKEN THIS WEEK:

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: \_\_\_\_\_

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Learning Outcome/s Covered: \_\_\_\_\_

Name/s: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_

Learning Outcome/s Covered: \_\_\_\_\_

Name/s: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_

Learning Outcome/s Covered: \_\_\_\_\_

EXTENSION PLANNING:

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NEXT SUGGESTED INTERESTS OR IDEA/S TO EXPLORE:

A large, light-colored, arrow-shaped box pointing to the right, intended for writing suggested interests or ideas to explore.

# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



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SPIRAL  
BINDING

## LOOK INSIDE EVERY MONTH



MONTH  
OVERVIEW



MONTHLY  
PROGRAMMING  
NOTES



MONTHLY  
EVIDENCE AND  
PLANNING  
PAGES



MONTHLY  
REFLECTION  
NOTES

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

# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



A4 HARD COVER WITH SPIRAL BINDING

Special Edition!

LOOK INSIDE EVERY MONTH



MONTH OVERVIEW



MONTHLY PROGRAMMING NOTES



MONTHLY EVIDENCE AND PLANNING PAGES



MONTHLY REFLECTION NOTES

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# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



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## LOOK INSIDE FRONT PAGES



WHAT'S IN THE FRONT PAGES?



IMPORTANT INFORMATION SUMMARY



CONTACTS PAGE



TIPS ON USE



TIPS ON USE



SUMMARY OF NQS



LINKING EYLF TO WAKLG



LINKING EYLF TO VEYLDF

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# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



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## LOOK INSIDE FRONT PAGES



DEVELOPMENTAL  
MILESTONES  
0-4M



DEVELOPMENTAL  
MILESTONES  
4-8M



DEVELOPMENTAL  
MILESTONES  
8-12M



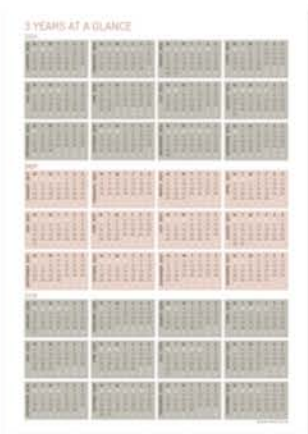
DEVELOPMENTAL  
MILESTONES  
1-2Y



DEVELOPMENTAL  
MILESTONES  
2-3Y



DEVELOPMENTAL  
MILESTONES  
3-5Y



3 YEARS AT  
A GLANCE



TERM PLANNING

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## LOOK INSIDE FRONT PAGES



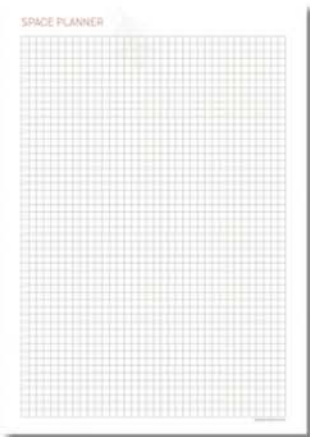
SCHOOL TERMS AND  
HOLIDAYS



SPECIAL DAYS  
AND ACRONYMS



YEAR PLANNER



SPACE  
PLANNER



PROFESSIONAL  
DEVELOPMENT, POLICY  
AND PARTNERSHIP  
RECORDS



OBSERVATION  
SCHEDULE



BIRTHDAYS

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# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



COVER WITH SPIRAL BINDING

## AUSTRALIAN NATIVE FLORA COVER ART



## Back to Nature

Weekly Programming and Reflection Child Educator Diary For our 2027 covers, we turned to the stunning world of Australian flora – the plants that grow in our children's backyards, along their walking paths, and through the natural spaces they explore every day. In early childhood, the environment is the third teacher, and there's no richer classroom than the native landscape right outside our doors. Australian flora connects children to science, sustainability, First Nations knowledge, and a sense of belonging to the land – all outcomes woven through the EYLF. We hope these covers inspire you to bring a little of that beauty into your programming all year long.

Special Edition!



Gift Box!

### 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) (observed) 4	5	6	7	8	9	10

# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



A4 HARD COVER WITH SPIRAL BINDING

## BUNDLE AND SAVE WITH THIS DIARY



CRITICAL REFLECTION BUNDLE



FIRST NATIONS BUNDLE

## GUEST ARTIST BUNDLES



# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



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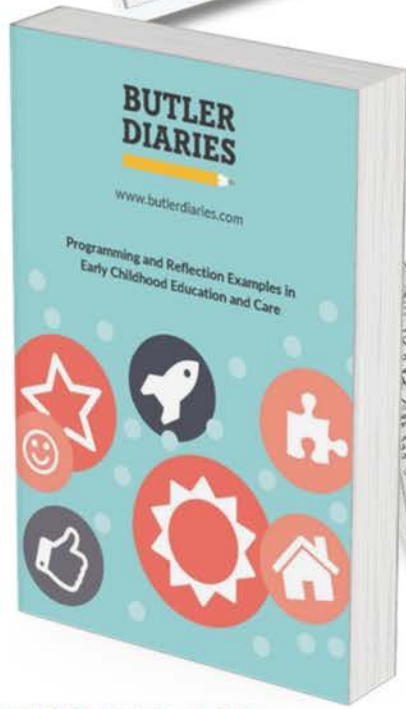
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LO Headings, Stickers & Highlighter colours now all match!

# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



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## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### FRAMEWORKS

#### Principles

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



# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



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## 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.



# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



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## HOW DOES OUR DIARY HELP WITH COMPLIANCE?

### DEVELOPMENTAL MILESTONES

Supports you implementing EYLF, 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)



# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



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## 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



# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR 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



# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



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## 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.

# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR DIARY



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## 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.

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# WEEKLY PROGRAMMING AND REFLECTION CHILD EDUCATOR 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.