

SAMPLE

*Educational
Leader
Planner*

Yearly 2026 Calendar

JANUARY 01

| M | T | W | T | F | S | S |
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FEBRUARY 02

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MARCH 03

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APRIL 04

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MAY 05

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JUNE 06

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JULY 07

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AUGUST 08

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SEPTEMBER 09

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OCTOBER 10

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NOVEMBER 11

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DECEMBER 12

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WEEKLY PLANNER

WEEK: From 5th - 9th

MONTH: January

MONDAY 5-Jan

- Staff briefing
- Update weekly program wall display
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TUESDAY 6-Jan

- Observe toddlers' sensory play
- Prep Lunar New Year posters
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WEDNESDAY 7-Jan

- Coaching conversation with Di
- Review documentation sampl
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THURSDAY 8-Jan

- Audit cleaning schedules
- Compliance staff meeting
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FRIDAY 9-Jan

- Family newsletter draft
- Team reflection circle
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REMINDERS

- One-on-one with Diploma student Sarah
- Check recycling bins and garden maintenance mid-week

WEEKLY GOALS

| | |
|---------|---|
| 5/01/26 | Strengthen cultural inclusion in program |
| 6/01/26 | Support new staff with documentation rhythm |
| 7/01/26 | Ensure compliance audit readiness |
| 8/01/26 | Enhance sustainability practices in outdoor play areas |
| 9/01/26 | Improve family communication through newsletters and displays |

NOTES

This week focused on embedding cultural inclusion through Lunar New Year preparations, while balancing compliance tasks such as cleaning audits and fire drill readiness. Coaching conversations supported Diploma students in refining documentation practices, and family engagement was strengthened through newsletters and poster displays.

MONTHLY OVERVIEW

DATE: 1/05/26

◆ Focus Area

Cultural inclusion

◆ Pedagogical Focus

Embedding child voice in group projects

◆ Team Capability Goal

Strengthen reflective practice in documentation

◆ Compliance Check In

Fire drill

Cleaning schedules

Risk assessments

◆ Environment Focus

Outdoor play zones

Sustainability and safety

◆ Documentation Rhythm

Weekly reflections

Avoid over-documentation

◆ Key Dates ◆

Lunar New Year - 29th January
Audit - 31st January

◆ Notes ◆

Families engaged in cultural storytelling.

DOCUMENTATION AND PLANNING CYCLE CHECKLIST

DATE: 5/01/26

OBSERVE & COLLECT INFORMATION

- | | |
|---|-----|
| Observations are current | ○○○ |
| Observations reflect children's voices, interests, identity | ○○○ |
| Observations include a mix of photos, notes, conversations | ○○○ |
| Observations are strengths-based | ○○○ |
| Observations are not excessive or repetitive | ○○○ |
| One observation per child for the week, balanced across learning areas. | ○○○ |

ANALYSE LEARNING

- | | |
|---|-----|
| Analysis identifies learning, skills, dispositions | ○○○ |
| Links to EYLF/MTOP are meaningful, not forced | ○○○ |
| Educators identify emerging inquiry threads | ○○○ |
| Analysis informs next steps | ○○○ |
| Children demonstrated emerging inquiry into cultural identity | ○○○ |

PLAN & PROGRAM

- | | |
|---|-----|
| Program reflects children's current interests and needs | ○○○ |
| Intentional teaching strategies are visible | ○○○ |
| Disinfect handles and switches | ○○○ |
| Environment changes align with inquiry | ○○○ |
| Cultural and community connections are embedded | ○○○ |
| Sustainability practices are visible | ○○○ |
| Plans are achievable and not overloaded | ○○○ |
| The program embedded intentional teaching strategies | ○○○ |

DOCUMENTATION AND PLANNING CYCLE CHECKLIST

IMPLEMENT

- Educators are engaging with planned experiences
- Children are deeply engaged in learning
- Environment supports independence and exploration
- Educators adapt plans responsively
- Educators facilitated child-led poster making and storytelling

REFLECT

- Reflections are honest and purposeful
- Reflections consider what worked and what didn't
- Reflections identify next steps
- Reflections link back to the program and children's learning
- Team reflections highlighted strong collaboration

DOCUMENTATION RHYTHM

- No over-documentation
- Families can understand the learning
- Documentation is shared consistently
- Educators are using time wisely
- Observations were balanced, strengths-based and shared with families.

FOLLOW-UP ACTIONS

- Coaching conversation needed
- Environment adjustment needed
- Program update needed
- Additional observations required
- Coaching sessions were scheduled to support new staff

LEADERSHIP INSIGHTS

DATE: 5/01/26

WHAT I NOTICED TODAY

Children leading Lunar New Year poster design creation, confidently sharing cultural stories and symbols. Educators encouraged collaboration and celebrated diversity, while newer staff showed growing confidence in facilitating group work.

WHAT MATTERS MOST

Ensuring child voice is authentically represented in cultural events, while balancing compliance requirements with creativity. Building educator confidence in reflective practice and documentation rhythms remains a priority.

ONE LEADERSHIP ACTION

Provide a short coaching session on linking observations to EYLF outcomes, using Australia Day as a live example. Encourage educators to capture children's words and actions in strengths-based ways.

ONE THING TO RELEASE

The tendency to over-document every small interaction. Focus instead on meaningful, high-quality observations that highlight inquiry and identity.

NOTES

This week highlighted strong cultural inclusion and child-led engagement. Educators demonstrated responsiveness and creativity, though some required guidance to streamline documentation. Leadership focus will be on coaching staff to balance compliance with authentic pedagogy, ensuring families clearly see the learning journey. Lunar New Year preparations provided a valuable opportunity to embed cultural pride and strengthen team capability.

COACHING & CAPABILITY BUILDER

DATE: 9-Jan

EDUCATOR: Sarah (Diploma student)

◆ Strengths I'm Noticing

Builds strong rapport with children through storytelling.

Demonstrates creativity in designing Lunar New Year posters.

Shows initiative in supporting peers during group projects.

◆ Focus Area

Linking observations meaningfully to EYLF outcomes.

Streamlining documentation to avoid over-recording.

◆ Coaching Notes

Sarah is enthusiastic and child-focused but tends to write lengthy observations that dilute key learning points. Needs guidance in identifying emerging inquiry threads and connecting them to pedagogical goals. Responds well to practical examples and visual scaffolds.

◆ Next Steps

Practice writing concise, strengths-based observations using Lunar New Year activities as case studies.
Engage in peer reflection sessions to compare documentation styles.
Trial a simplified observation template for one week.

◆ Notes

Sarah is progressing well in her Diploma placement, showing strong creativity and child engagement. Coaching will focus on refining her documentation rhythm and strengthening her ability to link observations to EYLF outcomes. With targeted support, she will build confidence in reflective practice and contribute more effectively to team capabilities.

QUALITY AREA SNAPSHOTS

DATE: 9-Jan

QUALITY AREA FOCUS: QA 1 – Educational Program and Practice

Strengths

Child-led Lunar new Year projects demonstrated authentic cultural inclusion.
Educators embedded intentional teaching strategies in group poster making.
Documentation reflected children's voices and identities clearly.

Risk/Vulnerabilities

Some educators still over-document, leading to compliance fatigue.
Limited sustainability practices visible in outdoor play areas.
Family communication inconsistent across rooms.

Actions

Streamline observation templates to reduce over-documentation.
Introduce sustainability checklist for outdoor environments.
Standardise family newsletter and display boards across all rooms.

Evidence

Lunar New Year planning notes and photos of child-led projects.
Updated risk assessments and compliance audit records.
Educator reflections and coaching session notes.
Family feedback collected during Lunar New Year preparations.

Notes

This week highlighted strong progress in embedding cultural inclusion through Lunar New Year preparations, with children actively leading poster design and storytelling. Educators demonstrated responsiveness and creativity, though some required coaching to streamline documentation and strengthen links to EYLF outcomes. Compliance tasks such as cleaning audits and fire drill readiness were completed, ensuring regulatory alignment.

Team capability was supported through coaching conversations, particularly with Diploma students, focusing on concise, strengths-based observations. Family engagement was strengthened via newsletters and collaborative event planning, though consistency across rooms remains a focus. Sustainability practices in outdoor play areas were reviewed, with actions identified to enhance visibility and integration.

Leadership reflections emphasized the importance of balancing compliance with authentic pedagogy, releasing unnecessary over-documentation, and prioritizing child voice. Quality Area 1 snapshots showed strong cultural inclusion and intentional teaching, while risks included compliance fatigue and uneven family communication. Follow-up actions include coaching sessions, environment adjustments, and program updates to ensure continuous improvement.