

# GOING DEEPER CRITICAL REFLECTION PACK

**Toolbox One:** Best Practice Principles of Supervision  
in Outside School Hours Care

**Topic:** *The Physical Environment in Outside School  
Hours Care*



Welcome!

This 'Going Deeper Critical Reflection Pack' provides links and questions for ongoing learning about the toolbox topic of:

***The Physical Environment in Outside School Hours Care.***

You can access articles related to this topic via the links in this pack and after reading use the provided questions to support your learning and deepen your knowledge.

This package can be used by individual educators or as a small group/team meeting experience.

There is space after the questions to record your thinking and reflection.

# A Place to Begin

## Article One:

### **The sharing of space between OSHC services and schools. By Dr Jennifer Cartmel.**

This article provides commentary about the complexity of how physical space is used in an OSHC context. Reference is made to innovative practices from Scotland and Switzerland and the School Age Care Environment Rating Scale (SACERS) is provided as tool for assessing the effective use of physical space in OSHC service.

### **Reference:**

Cartmel, J. (2020). The sharing of space between OSHC services and schools. National Outside School Hours Services Alliance. All about OSHC 1, 14-16.

### **Access article:**

[https://www.noshsa.org.au/files/ugd/5b9443\\_bc0864c895dc43a4917ebc8a7b5cf1fd.pdf](https://www.noshsa.org.au/files/ugd/5b9443_bc0864c895dc43a4917ebc8a7b5cf1fd.pdf)

### **Explore the ideas of the article further by responding to the questions below:**

- What suggestions did the article make for effective use of physical space arrangements for an OSHC service?
- Considering the suggestions from the article, which suggestions could you apply to your service to support supervision of children in the program?
- After reading this article what further considerations for your services supervision plan would be important?
- Write these down and how they might be actioned.

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# A Space for your Reflection

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## Go Deeper with your Reflection.

Use the questions below to provide a platform for further critical reflection. Questions like the ones provided can help you to further unpack the ideas that have surfaced as part of reading the article, discussing this article with colleagues, and documenting your reflective process.

### **Take a moment to yourself and answer the following question:**

- How did my thoughts and ideas about the article compare or relate to the ideas of another person?

Next, brainstorm the thoughts about the articles and discussions you have had with a colleague. Write or draw out a response that supports your understanding. You may choose to write or draw this response in the space that has been provided below or you may choose to use your own reflection diary.

N.B Writing or drawing a response can support your understanding of new concepts and knowledge.



# A Space for your Reflection

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***“Reflective Teachers think carefully about what they are doing and saying or not saying in the daily interactions with children and question what children have or have not learnt from these interactions”.***

Glenda McNaughton & Gillian Williams (2000) in:  
Techniques for Teaching Young Children p. xi.



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