

GOING DEEPER CRITICAL REFLECTION PACK

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

Topic: *Transitions and Supervision*



Welcome!

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

Transitions and Supervision.

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:

Transitions to outside school hours care: Opportunities hiding in plain sight. By Emily Greaves and Dr Jen Jackson

In this article, Anna Razak, Emily Greaves and Dr Jen Jackson from the Australian Education Research Organisation (AERO) remind us that some transitions happen every day—like that from school to outside school hours care (OSHC). AERO and its partners are working to enhance this transition to support the learning, wellbeing and development of Australian children.

Reference:

Razak, A., Greaves, E., and Jackson, Dr J. (2023). Transitions to outside school hours care: Opportunities hiding in plain sight. Spoke – Early Childhood Australia's Blog.

Accessed from:

<https://thespoke.earlychildhoodaustralia.org.au/transitions-outside-school-hours-care-opportunities-hiding-plain-sight/>

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

- What had the most impact for you from this article?
- In what ways are the current practices at your service supporting child centred transitions and a sense of belonging for children?
- How strong are the partnerships that support children's transitions in your service and in what ways can these be strengthened? Who needs to be involved for success?



A Space for Your Reflection

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

“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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