



## Educational Leader

*Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.*

A service reviewed what the NQF Guide said about element 3.1.2. and understood there were two parts to the element to ensure the safety and health of all children and staff:

1. Effective cleaning practices
2. Effective maintenance practices.

This week we're looking at '**Thinking Keys.**' These were developed by Lloyd Alexander, an author who believed "we learn more by looking for the answer to a question and not finding it than we do from learning the answer itself." The Keys can help us think about issues in different ways, and can be used when working with adults or children. The examples in red below apply to children.



### 1. The Reverse Key

Get children to think about what they don't know.  
**Name 3 things that you don't know about crocodiles.**

### 2. The What If Key

Ask "what if" questions.

**What if you saw a crocodile swimming in the water?**

### 3. The Combination Key

Think about the features of 2 things that are different and combine them into one object.

**What sort of animal would you get if you combined a crocodile and a tiger?**

### 4. The Alphabet Key

Make a list of things about crocodiles from A-Z.

**A: aggressive**

**B: big mouth**

**C: cold-blooded**

### 5. The Variations Key

Start each question with the same set of words.

**"How many ways can you:**

- **wash a crocodile,**
- **use crocodile eggs,**
- **use crocodile skin"?**

### 6. The Prediction Key

Ask for predictions.

**Where you think crocodiles will live in 50 years?**

### 7. The Ridiculous Key

Make a ridiculous statement that would be almost impossible to implement, and then think of ways to make it reasonable.

**Crocodiles would make good pets.**

### 8. The Question Key

Start with the answer and ask questions that can only be answered with that answer.

**Answer: kookaburra**

**Question: What Australian animal sometimes sounds like it's laughing?**

### 9. The Inventions Key

Make inventions that are unusual.

**Create a muzzle for a crocodile.**

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### 10. The Commonality Key

Pick 2 things which don't have much in common and think of some similarities.

What do birds have in common with crocodiles?

### 11. The Alternative Key

Complete a task without using the normal tools or equipment.

Let's think of a way we could make a crocodile without using paper or cardboard.

### 12. The Disadvantages Key

List the disadvantages of something and then brainstorm ways to get around these.

What problems might we have if we're friends with a crocodile? How could we solve these?

### 13. The BAR (Bigger, Add, Remove) Key

Reinvent or design things.

What would happen if we:

- made part of this model crocodile bigger
- added another tail
- removed some teeth?

### 14. The Picture Key

Draw a simple diagram which isn't specifically about the topic and ask how this could be linked to the topic.

What do you think this triangle might have to do with a crocodile?

### 15. The Different Uses Key

List different uses for an object/thing. They could be creative and unusual.

What do you think baby crocodiles could be used for?

### 16. The Brainstorming Key

Start with a problem and brainstorm solutions.

How could you move a crocodile from one place to another place?

### 17. The Brick Wall Key

Make a statement that's not usually questioned and think of other ways to deal with the issue.

Crocodiles and people can't live together.

### 18. The Construction Key

Assign a construction task with set materials.

Build the longest crocodile tail you can with 10 ice-block sticks, 2 tissue boxes, glue

### 19. The Forced Relationships Key

Develop a solution to a problem using unrelated objects.

Please pretend to rescue a friend who's stranded on an island surrounded by crocodiles. You can only use logs, balloons and glue.

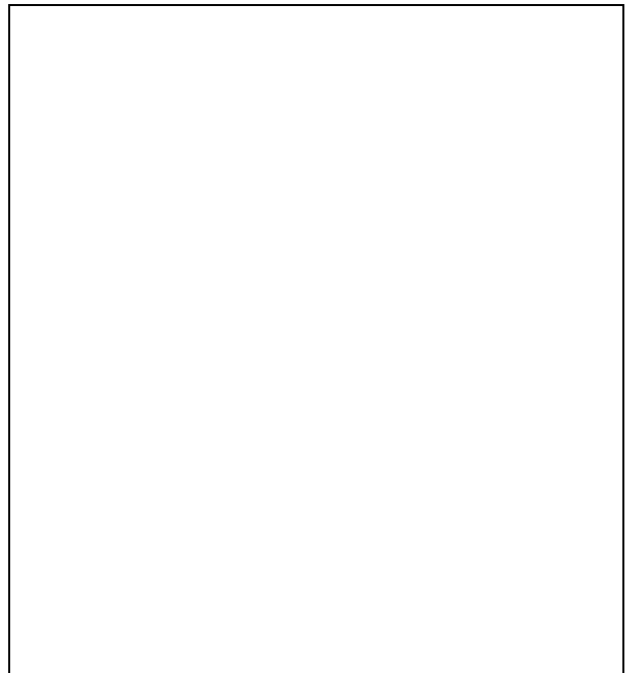
### 20. The Interpretation Key

Describe an unusual situation and think of different explanations.

The man has his head inside the crocodile's mouth because .....he's checking its teeth.

How might you use the Thinking Keys to help educators promote and extend children's learning?

In relation to Element 3.1.2, how might you use them to promote clean and safe environments?



## Week 19, 21 June - 25 June 2021- 3.1.2 Upkeep

## Physical Environment Policy – safety/ hygiene checks, cleaning, hazardous substances, extreme heat

The Approved Provider, Nominated Supervisor and/or educators will:

### Safety/Hygiene Checks

- carry our daily safety checks of premises before children arrive
- carry our regular pest inspections using accredited pest control company
- regularly inspect trees for potential risks
- regularly organise testing of fire and electrical equipment
- ensure visitors sign in and out

### Cleaning

- implement structured cleaning schedules
- use the least toxic cleaning substance possible
- use detergent to clean most surfaces
- use colour-coded sponges to eliminate cross-contamination of different areas
- wash toys at the end of each day, especially in younger children’s rooms, and immediately remove a toy for washing that has been sneezed on, mouthed, soiled or discarded by a child who has been unwell
- make a new batch of play dough each week and get children to wash hands before and after using play dough

- store cleaning equipment securely
- clean the service at the end of each day and throughout the day as the need arises
- clean up accidents and spills as quickly as possible

### Hazardous substances

- ensure dangerous substances have a Material Data Safety Sheet, are stored in original containers with original labels and are inaccessible to children
- keep a register of all hazardous substances and equipment
- ensure child resistant lids or caps are properly closed after use

### Extreme Heat

- implement steps in policy to protect all children from effects of abnormal hot weather eg regularly offer children water to drink, regularly sponge the faces of babies using cool, wet washers, ensure children are dressed in cool clothing and keep children indoors with air conditioning or fans

Do you have any feedback or comments about this policy? Please include below.

Educator’s Name	Educator’s Signature

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