Gender Equity Policy

To create an environment that supports, reflects and promotes equitable and inclusive behaviours and practices and respects individuals and groups of people, it is crucial that as a School and individuals, we examine our value and belief systems. By including all children regardless of gender requires Educators to extend upon the strategies they already use in providing quality care for children. It is imperative for Educators to develop a comprehensive understanding of each child's interests and abilities, and implement a program and environment that is receptive to their needs.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups

PURPOSE

To ensure each child is treated with respect and equality, irrespective of their gender and abilities within a supportive and inclusive environment that sanctions each child to fully participate in their education and care at the school.

Educators will remain encouraging, unprejudiced and authentic, ensuring that all children are treated equally and fairly and have the opportunity to grow and develop to their individual potential be able to develop a sense of pride and self-worth, as they develop respect for each other's rights and responsibilities..

SCOPE

This policy applies to children, families, staff, management, and visitors to the School.

IMPLEMENTATION

Gender plays a significant role in the lives of children. Educators working with children need to observe the implication of gender in children's choice of friends, activities, language, interactions, group dynamics and behaviour. These observations can lead to valuable insight into children's understandings about gender and what is acceptable and unacceptable behaviour.

Dau (2001, p.56) suggests the following principles as a basis to challenge sexism and promote anti-bias behaviour:

- Be prepared to challenge sexist attitudes and behaviours.
- Ensure that you protect the child or adult who has been treated unfairly.
- Explain what you think is unfair about their attitudes and behaviours and if appropriate, model anti-sexist attitudes and behaviours.
- Correct any incorrect and sexist assumptions a child has about gender.
- Plan a strategy for how to deal with a similar situation in the future.

Management/Nominated Supervisor/Responsible Person/Educators will:

- Be mindful and respectful of how activities and experiences provided may impact on the expectations, interests, and behaviours of all genders.
- Provide a stimulating learning environment in which all children will be encouraged to explore a full range of experiences and emotions.
- Act as advocates of children in dealing with other adults who act in a bias manner against a child due to their gender.
- Discourage the identification of particular skills, behaviours, and/or feelings as 'boys' and 'girls'.
- Encourage children to look upon both sexes as equal.
- Support the gender equity policy review by focusing on how children constructed gender, and the effects of gender in curriculum, teaching and learning.
- Be responsive and ensure their actions are relevant to the specific and changing gender dynamics that emerge from the different ways in which different children interpret gender.

- Monitor language, attitudes, and assumptions with regard to gender and anti-bias of themselves, other educators, and children.

- Give positive messages about gender equity through their actions and words and avoid giving messages that promote traditional gender roles and gender bias.

- Critically reflect on their practices and environment and model a positive attitude towards gender equality.

- Encourage and support all children to participate in the full range of experiences and activities.

- Encourage all children to express their emotions and to display affection and empathy.

- Regularly review resources, equipment, materials, and images used with children to make sure they include gender diversity, non-stereotypical images, and non-traditional family lifestyles such as single or same sex parents.

- Encourage children to explore their own gender identities and the impact of gender relations in their play.

- Educators will critically reflect on their practices and environment and model a positive attitude towards gender equality.

- The family unit will not be limited to or viewed as the 'nuclear family'. All family units, no matter what the gender of guardians or parents will be respected and embraced in the Service's community.

Source

- **Education and Care Services National Regulations. (2015).**
- Mac Naughton, G. 2008 Constructing gender in early years education
- **Kearns, K. (2017). *The Business of Childcare* (4th Ed.).**
- **Guide to the National Quality Standard. (2017).**

- **Revised National Quality Standard. (2018).**

Review

Policy Reviewed	Modifications	Next Review Date
July 2016		March 2018
March 2018	New Logo and reformatting	2020
May 2020	Duplicated information deleted Sources checked for currency Irrelevant sources deleted Sources/reference corrected, updated, and alphabetized Minor changes made including terminology to ensure an inclusive environment.	2022