

# Gender Equity Policy

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Including all children regardless of gender required 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.

## PURPOSE

To be responsible for each child irrespective of their gender and abilities with 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.

## SCOPE

- All children will be treated equally
- Educators will respect and treat all children equal and fairly regardless of their sex
- Educators will act as advocates of children in dealing with other adults who act in a bias manner against a child due to his/her sex
- Educators will encourage children to look upon both sexes as equal
- All children will be encouraged to participate in all activities regardless of their gender
- Educators will support the gender equity policy review by focusing on how children constructed gender, the effects of gender in curriculum, teaching and learning
- Attention will be paid as to how gender impacts on the learning culture, ethos and relationships in the Service environment.
- Children will be supported in the program as they actively construct and challenge gender related topics and review how the Service setting is supporting them.
- Educators will 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.
- Educators will ensure that a child does not relate their significance in this world to their gender
- Educators will 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.
- 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 Regulation 2015
- Being, Belonging, Becoming- The Early Years Learning Framework,
- Mac Naughton, G. 2008 Constructing gender in early years education

Policy Review Date
July 2016 2018