

Gender Equity Policy

This policy is current as at January 2022 and will be reviewed January 2024, or as required. This policy is based on the following sources:

- Education and Care Services National Regulation 2015 – National Regulation 155, National Regulation 156
- National Quality Standards (NQS) – Quality Area 5: Relationships with children
- Revised National Quality Standards

Our Centre endeavours to pursue a non-sexist, anti-bias curriculum. Educators provide planned experiences and opportunities for free play for all children, regardless of gender. Books contain appropriate messages about gender roles and stories are presented which portray men and women in non-traditional roles. Our Centre aims to use appropriate language when discussing the roles and occupations of men and women. Cooperation, independence, positive self-image, sensitivity and mutual respect are encouraged at all times for children attending our Centre.

Children of both sexes should have access to all areas of the program.

One gender group should not be allowed to dominate one area or activity. Staff should develop strategies to prevent this happening and to encourage all children to use the equipment/resources provided.

Children should be helped to learn how to recognise and challenge sexist stereotypes and behaviour. Staff should challenge these attitudes in parents and other staff through constructive discussions. Staff should openly discuss gender roles and characteristics with children. Children's questions about sex and gender should be handled with maturity and honesty. Staff should challenge any mistaken thoughts children may have in regard to roles. Materials should accurately reflect the challenging gender roles in our community. Stereotypical images should be avoided. Dramatic play materials should facilitate the participation of all children. Staff should not use sexist language and challenge its use by children.

Management/Nominated Supervisor 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 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, 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 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 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 activities
- 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.