

## GENDER EQUITY

### POLICY STATEMENT

Our service is committed to help children develop to their full potential by fostering development in all domains, regardless of their gender. Children will be encouraged to develop a sense of pride and self-worth, as they develop respect for each other's rights and responsibilities.

We aim to provide a wider range of practices to actively counteract bias and prejudice. All children will be treated in the same manner and be provided with the same access to all materials and equipment. All programs, experiences and resources offered to children, will be varied with no stereotypical material in regard to gender.

### CONSIDERATIONS

Education and Care Services National Regulations	73, 74, 155, 156
National Quality Standard	1.1, 1.2, QA5
Other Service policies/documentation	<ul style="list-style-type: none"><li>• Programming &amp; Evaluation policy</li><li>• Interactions with Children policy</li></ul>
Other	<ul style="list-style-type: none"><li>• My Time, Our Place</li></ul>

### PROCEDURE

#### a) Management/Nominated Supervision/Responsible Person/Educators will:

- Be mindful and respectful of how activities and experiences 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.
- Advocate for children when dealing with other adults who display gender bias.
- Discourage the identification of particular skills, behaviours and feelings as 'boys' and 'girls'.
- Encourage children to see both sexes as equal.
- Support the gender equity policy review by focusing on how children construct 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 regards to gender and anti-bias of themselves, other educators and children.
- Give positive messages about gender equity through their actions and words, avoid giving messages that promote traditional gender roles and gender bias.
- Critically reflect on their practices and environment in team meetings, model a positive attitude towards gender equity.
- 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 impact of gender relations to their play.