



5.03 Gender Equity Policy

POLICY STATEMENT

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 service we examine its value and belief systems.

AIM

To ensure children are treated with respect and equality irrespective of gender. We aim to affirm the rights of all children in developing to their full potential irrespective of 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.

STANDARDS AND PROCEDURES

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.

The following principles are a basis to challenge sexism and promote anti-bias behavior:

- 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.
- Avoid referring to students' gender — instead of "boys and girls," they say "friends," or call children by name.
- 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 different children interpret gender.
- Monitor language, attitudes and assumptions with regard to gender and anti-bias of themselves, other educators and children.

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- 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.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

Children (Education and Care Services) National Law NSW

- 155 - Interactions with children
- 156 - Relationships in groups

SOURCE LIST

This section contains websites, industry bodies, or Legislation that have been used to assist in sourcing the information for this policy. It also acts as a guide to sourcing further reading on each relevant policy.

- [Australian Children's Education & Care Quality Authority](#)
- [Early Childhood Australia - Code of Ethics](#)
- [Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011](#)
- [Guide to the National Quality Standard](#)
- [Revised National Quality Standard](#)
- [Raising Children Network](#)
- [Inclusion Support Programme](#)
- [NQS eNewsletter 36 – Relationships with children](#)
- [In Sweden's Preschools, Boys Learn to Dance and Girls Learn to Yell](#)

RELATED POLICIES

- 1.01 Educational Curriculum Policy
- 5.01 Anti-Bias and Inclusion Policy
- 4.02 Code of Conduct Policy
- 5.04 Interaction with Children Policy
- 6.05 Orientation of Families Policy
- 7.06 Privacy and Confidentiality Policy

POLICY REVIEW

The review schedule has been developed using a risk assessment methodology with consideration given to sector, industry, and legislative changes.

| Date reviewed | Policy changed | | Modifications | Next Review Date |
|---------------|----------------|----|--|------------------|
| May 2018 | Yes | No | <ul style="list-style-type: none">Included parent feedback from a Swedish Article - Avoid referring to students' gender — instead of "boys and girls," they say "friends," or call children by name. | August 2019 |