



Kinburra Preschool

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 Service we examine its value and belief systems. We are committed to promoting confidence and self-esteem in all children and acknowledge the uniqueness and potential of each child.

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

LEGISLATION AND FRAMEWORKS



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Australian Human Rights Commission (2013) Early Childhood Australia Code of Ethics 2006 Early Years Learning Framework 2009 Equal Opportunity Act 2010 Privacy Act 1988 Sex Discrimination Act 1984 United Nations Convention on the Rights of the Child (1989)

RELATED POLICIES

Anti-Bias and Inclusion Policy Additional Needs Policy Code of Conduct Policy Educational Program Policy	Interaction with Children, Family and Staff Policy Orientation of New Families Policy Privacy and Confidentiality Policy Respect for Children Policy
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PURPOSE

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.

SCOPE

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

IMPLEMENTATION

Early childhood educators are in a unique position to influence children's development and create environments that encourage equal and respectful relationships. 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



Kinburra Preschool

to valuable insight into children's understandings about gender and what is acceptable and unacceptable behaviour.

The *Anti-Bias Approach in Early Childhood* suggests the following principles as 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

Red Ruby Scarlet (Ed.). 2018

Management and the Nominated Supervisor will:

- provide families with information about the importance of a gender equity approach in achieving positive outcomes for all children
- provide information about the Service's gender equity work
- ensure all staff have access to professional development activities
- engage staff in reflective practice about their own biases about gender
- foster an inclusive and gender equitable environment
- promote a positive understanding of gender equity
- ensure educators and staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour when working with children and families
- ensure that any behaviour or circumstances that may constitute discrimination or prejudice are dealt with in an appropriate manner

Management/Nominated Supervisor/Responsible Person/Educators will:



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- 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 boys and girls are equally 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
- 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

Source



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Australian Human Rights Commission (2015) *Supporting young children's rights* Statement of Intent (2105-2018)

Australian Human Rights Commission and Early Childhood Australia (ECA)

Australian Government Department of Education, Skills and Employment. (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

Darebin City Council *Creating Gender Equity in the Early Years: A resource for Local Government*

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services National Regulations](#). (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2017). (2020).

Red Ruby Scarlet (Ed). (2001). *The anti-bias approach in early childhood* (3rd Ed.). Australia

Revised National Quality Standard. (2018).

Women's Health East (2017). *No Limitations. Breaking down gender stereotypes in the early years. A resource guide for early years educators*. http://whe.org.au/wp-content/uploads/sites/3/2017/11/No-limitations-guide_FINAL.pdf

REVIEW

POLICY REVIEWED	APRIL 2021	NEXT REVIEW DATE	APRIL 2022
MODIFICATIONS	<ul style="list-style-type: none"> • Minor edits • Sources checked for currency 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
APRIL 2020	<ul style="list-style-type: none"> • Additions to purpose, implementation and management responsibilities based on current research • Related legislation added • Definitions added • Additional sources added to ensure currency 	APRIL 2021	
APRIL 2019	<ul style="list-style-type: none"> • Duplicated information deleted. • Sources checked for currency. • Irrelevant sources deleted. • Sources/references corrected, updated, and alphabetised 	APRIL 2020	



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APRIL 2018	• Included the list of 'related policies'	APRIL 2019
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