

E-3 Gender Equity and Inclusion

NQS

QA. 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.
QA. 1.1.5	Every child is supported to participate in the program.
QA. 2.3	Each child is protected.
QA. 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.
QA. 5.1	Respectful and equitable relationships are developed and maintained with each child.
QA. 5.1.1	Interactions with each child are warm and responsive and build trusting relationships.
QA. 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
QA. 5.1.3	Each child is supported to feel secure, confident and included.
QA. 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
QA. 5.2.3	The dignity and the rights of every child are maintained at all times.
QA. 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.

National Regulations

Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures

Policy Statement

We aim to help each child develop to their full potential regardless of their gender. All children will be treated in the same manner and provided with the same access to all materials and equipment.

Related Policies

- SYLVANIA HEIGHTS BASC Policy A-3: Philosophy
- SYLVANIA HEIGHTS BASC Policy C-4: Educator Professionalism
- SYLVANIA HEIGHTS BASC Policy C-9: Relief Educators
- SYLVANIA HEIGHTS BASC Policy C-13: Interactions with Children

- SYLVANIA HEIGHTS BASC Policy D-22: Child Protection
- SYLVANIA HEIGHTS BASC Policy D-25: Harassment, Bullying and Violence
- SYLVANIA HEIGHTS BASC Policy D-30: Supervision

Procedure

Educators shall accept and value every parent/guardian and child regardless of gender or ability.

Educators are to be aware of the way in which they treat individual children in regards to language, attitudes, assumption and expectation, and will treat all children in the same manner regardless of gender.

Educators are to be aware of the way in which they treat individual parents/guardians and each other in regards to language, attitudes, assumption and expectation, and will treat all people in the same manner regardless of gender or lifestyle.

The program will present positive experiences for the children, which are not based on gender role stereotypes.

All children will be encouraged to try a variety of activities regardless of gender.

Resource materials used in the Centre will, as far as possible, be non-stereotyped, inclusive and will meet the needs of the children.

Educators should act as positive role models encouraging children to be involved in activities commonly stereotyped for the opposite gender.

Educators will be actively involved in a variety of activities regardless of gender.

Every effort will be made to employ educators, relief educators and volunteers from all genders.

Sources

- Educational and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia
- Children (Education and Care Services National Law Application) Act 2010
- United Nations Convention on the Rights of the Child

Endorsed Date:	
Review Date:	