

## E-3 Gender Equity and Inclusion

### NQS

QA. 1.1.1	Approved learning framework.
QA. 1.1.2	Child-centred.
QA. 2.2	Safety.
QA. 4.1	Staffing arrangements.
QA. 5.1	Relationships between educators and children.
QA. 5.1.1	Positive educator to child interactions.
QA. 5.1.2	Dignity and rights of the child.
QA. 5.2	Relationships between children.
QA. 5.2.1	Collaborative learning.
QA. 6.1	Supportive relationships with families.
QA. 6.1.2	Parent views are respected.
QA. 6.1.3	Families are supported.
QA. 6.2.3	Community engagement.
QA. 7.1.2	Management systems.
QA. 7.1.3	Roles and responsibilities.

### 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

- ENOSHCP Policy A-3: Philosophy
- ENOSHCP Policy C-4: Staff Professionalism
- ENOSHCP Policy C-9: Relief Staff
- ENOSHCP Policy C-13: Interactions with Children
- ENOSHCP Policy D-22: Child Protection
- ENOSHCP Policy D-25: Harassment, Bullying and Violence
- ENOSHCP Policy D-30: Supervision

### Procedure

Educators shall accept and value every parent 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 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 staff, relief staff and volunteers from all genders.

## **Sources**

- Education 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

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