



# Marton Activity Centre

## MAC Policy

|                      |               |   |            |
|----------------------|---------------|---|------------|
| <b>GENDER EQUITY</b> | Document ID   | : | POL023     |
|                      | Amendment No  | : | 4          |
|                      | Quality Area  | : | MACQA5     |
|                      | Approved By   | : | Management |
|                      | Approval Date | : | 10/2019    |
|                      | Review Date   | : | 10/2020    |

*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 an Out of School Hours Care Service and individuals, we examine our value and belief systems.*

### POLICY STATEMENT

Marton Activity Centre wants to ensure children are treated with respect and equality - 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 the children, families, staff, management and visitors of Marton Activity Centre.

### PROCEDURE

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.

Dau (2001, p.56) suggests the following principles as a basis to challenge sexism and promote anti-bias behaviour:

- 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 ENSURE:**

- 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 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/or 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, and 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.

## CONSIDERATIONS

### NATIONAL QUALITY STANDARDS (NQS)

| <b>Quality Area 5: Relationships with Children.</b> |  |   |
|---|--|---|
| <b>5.1</b>  | <b>Relationships between educators &amp; children.</b> | <b>Respectful &amp; equitable relationships are maintained with each child.</b>   |
| <b>5.1.1</b>  | <b>Positive educator to child interactions</b>         | Responsive & meaningful interactions build trusting relationships which engage and support each child to feel secure, confident & included. |
| <b>5.1.2</b>  | <b>Dignity and rights of the child.</b>                | The dignity and rights of every child are maintained.   |
| <b>5.2</b>  | <b>Relationships between children</b>                  | <b>Each child is supported to build and maintain sensitive and responsive relationships.</b>  |
| <b>5.2.1</b>  | <b>Collaborative Learning.</b>                         | Children are supported to collaborate, learn from and help each other.  |

### EDUCATION AND CARE SERVICES NATIONAL REGULATIONS AND NATIONAL LAW

| <b>Education and Care Services National Regulations and National law NSW</b> |            |                                   |
|--|------------|-----------------------------------|
| <b>Reg</b>   | <b>155</b> | <b>Interactions with children</b> |
| <b>Reg</b>   | <b>156</b> | <b>Relationships in groups</b>    |

### SOURCE

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| Dau, E. (Ed). (2001). The anti-bias approach in early childhood (2 <sup>nd</sup> Ed.). Australia (no longer in print). |
| Education and Care Services National Regulations. (2011).  |
| Kearns, K. (2017). The Business of Childcare (4 <sup>th</sup> Ed.).  |
| Guide to the National Quality Standard. (2017).  |
| Revised National Quality Standard. (2018).   |

### SERVICE POLICIES/ DOCUMENTATION

| <b>Polices</b>                       |                             |
|--------------------------------------|-----------------------------|
| Anti-bias and Inclusion              | Educational Program         |
| Code of Conduct                      | Interactions with Children  |
| Communication with Families          | Staff Communication         |
| Enrolment, Reenrolment & Orientation | Privacy and Confidentiality |
| Respect for Children.                |                             |