Gender Equity Policy

Quality Area 5: Relationships with children

Standard 5.1: Respectful and equitable relationships are developed and maintained with each child.

Standard 5.2: Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

- All children will be treated equally
- Educators will respect and treat all children equal and fairly regardless of their gender
- Educators will act as advocates of children in dealing with other adults who act in a bias manner against a child due to his/her gender
- Educators will encourage children to look upon both genders as equal
- All children will be encouraged to participate in all activities regardless of their gender
- Educators will support the gender equity policy review by focusing on how children constructed gender, the effects of gender in curriculum, teaching and learning
- Attention will be paid as to how gender impacts on the learning culture, ethos and relationships in the Service environment.
- Children will be supported in the program as they actively construct and challenge gender related topics and review how the Service setting is supporting them.
- Educators will 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.
- Educators will ensure that a child does not relate their significance in this world to their gender
- The family unit will not be limited to or viewed as the ‘nuclear family’. All family units, no matter what the gender of guardians or parents will be respected and embraced in the Service’s community.

This policy was made with consideration to Being, Belonging, Becoming- The Early Years Learning Framework, MacNaughton, G. 2008  Constructing gender in early years education, National Quality Standard.

Date that the policy was last updated or revised: January 2016

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Gender Equity Policy – Australian International Islamic College Kindergarten