

Gender Equity



Policy

Our long day care environment seeks to provide all children in our care with a wide range of experiences so that they have an equal opportunity of developing to their fullest potential. This means encouraging all children to be assertive and gentle, caring and physically strong, active, creative and logical. This also means encouraging each individual child to develop and express a full range of appropriate emotions and behaviours while valuing and respecting different individual personalities.

Background

In Colossians 3:9-11 and Galatians 3:27-2, God removes barriers of race, class, religion and gender for Christians. Indeed, Jesus' parable of the good Samaritan shows that God's love crosses all boundaries of race, religion, culture and history and Jesus calls Christians to love others in the same way.

"For those of you who were baptised into Christ have been clothed with Christ. There is no Jew or Greek, slave or free, male and female; since you are all one in Christ Jesus."

Galatians 3:27-28

Therefore, this centre regards all children as created in the image of God and having equal right to access and participate in early childhood programs and services. All children and families will be treated with equal courtesy, respect and acceptance. Early childhood professionals work as partners with families, to provide a program that responds to the individual strengths and needs of all children and respects each family's priorities and concerns.

Practices

All educators take equal responsibility for the care and learning of all children.

Our program seeks to avoid discrimination on the basis of gender, race, religion or ability and is inclusive of all children's abilities and interests, seeking to enhance each child's development.

Educators will promote the empowerment of families/caregivers as decision-makers about their children's development and wellbeing.

We will provide an environment that seeks to maximise each child's participation, minimises risk and provides safe physical and emotional support.

Educators will give positive messages about gender equity through their actions and words.

Educators will offer encouragement and support for all children to participate in the full range of experiences and resources, to express their emotions and to display affection and empathy, assertiveness and strength appropriately.

Educators will challenge perceptions of curriculum areas such as literacy, science and mathematics as feminine or masculine and provide experiences that encourage all children to build strengths in all areas of the curriculum while allowing children to excel in those areas they prefer.

Educators will actively support children in exploring their individual self-identities creating a safe place for self-expression and relational play while affirming the inherent value and dignity of each child regardless of gender, race, background etc.

Educators will provide positive role models with regard to acceptance of and empathy for others, especially across differences in race, religion, gender, etc. This will be demonstrated both in their actions and attitudes as individuals and in their interactions with others.

Planning for successful transition to other programs and services occurs with the child's family and other agencies to support the child's wellbeing and continuity in learning and development.

Sources

- www.earlychildhoodaustralia.com.au (accessed October 25, 2023)

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