

Inclusion, bias and gender equity

Australian Society reflects the cultural heritage of its people's histories. As such, it also needs to be responsible to the individual and social potential of the present and the future.

Often gender stereotypes become limited life options.

Valuing and respecting the individual's rights to achieve their full potential can provide the underpinning of a cohesive just society for the future.

Goals for a Gender Equitable Education

- Every individual brings to the education situation an accumulation of their characteristics, attitudes, values, knowledge and experiences.
- Children will also encounter the ideas and attitudes that are embedded in their social and cultural context.
- Respect shown for all children and adults will help overcome any inequities they may experience because of their gender or other differences.



Reflect the positive attitude of this Policy throughout the Curriculum and Service

- Provide active and positive role models in themselves and when none are available, invite appropriate people to model within the Centre;
- Develop a positive attitude towards and ensure that both males and females use non-sexist language;
- Monitor involvement in activities especially those that are stereotyped.



Ensure that each child is treated as an individual irrespective of gender



- **Encourage both girls and boys in areas in which, traditionally, the opposite sex has been competent (eg. girls to blocks and ball games, boys to cooking and caring activities);**
- **Comment according to the behaviour – not the gender.**

Encourage each child's skills and recognise individual worth irrespective of gender

- **Give equal opportunity for girls and boys to participate in all activities;**
- **Encourage children to participate in dramatisation of a variety of occupations;**
- **Encourage all children to be confident of their gender whether they are a girl or a boy.**



Provide opportunities to discover and discuss the ways in which all people are alike as well as different



- **Ask boys and girls questions, especially when they do not volunteer and give them an equal amount of time to answer;**
- **Encourage children to see themselves and adults of both sexes in various family life roles;**
- **Encourage empathy.**

Present non-traditional roles models that broaden the child's horizons and expectations of themselves

- **Provide pictures, books and other materials that depict women in strong, active roles and on-traditional occupations, such as mechanics, doctors etc. and men as nurses, home makers etc.**



Evaluate the curriculum areas for sexual bias

- Check the service books, puzzles etc for gender bias.
- Use evaluative tools to determine if there is gender bias:
 - in the organisation of the Centre;
 - in the language used by educators.
- Refer to children by their names or say “children”.
- Divide into groups by methods other than gender.



Implement developmentally appropriate aspects of gender equity in literature, music and other activities presented within the curriculum

- Find poems and stories about both girls and boys (if unavailable, change “he” to “she” or “her” to “him” or vice versa);
- Encourage all children to participate in music and craft and develop their ability to express themselves;
- Provide books that show girls and boys in adventurous/active roles and boys and girls in quiet, nurturing roles.



Acknowledge that the similarities between the sexes far outweigh the differences

- **Acknowledge that there are more similarities than differences between the sexes.**

