

E-3 Gender Equity and Inclusion

National Quality Standards (NQS)

1.1	The educational program enhances each child's learning and development.
1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
2.2	Each child is protected
4.1	Staffing arrangements enhance children's learning and development.
4.2	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards guide practice, interactions and relationships.
5.1	Respectful and equitable relationships are maintained with each child.
5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	The dignity and rights of every child are maintained.
5.2	Each child is supported to build and maintain sensitive and responsive relationships
5.2.1	Children are supported to collaborate, learn from and help each other
6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	The service builds relationships and engages with its community.
7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service

Education and Care Services National Regulations

Reg. 73	Educational program
Reg. 75	Information about educational program to be kept available

Reg. 76	Information about educational program to be given to parents
Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 157	Access for parents
Reg. 168	Education and care service must have policies and procedures

My Time, Our Place

1	Children have a strong sense of identity
1.1	Children feel safe, secure and supported
1.2	Children develop their autonomy, inter-dependence, resilience and sense of agency
1.3	Children develop knowledgeable and confident self identities
1.4	Children learn to interact in relation to others with care, empathy and respect
2	Children are connected with and contribute to their world
2.1	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
2.2	Children respond to diversity with respect
2.3	Children become aware of fairness
3.1	Children become strong in their social and emotional wellbeing

Policy Statement

We aim to help the children develop their full potential regardless of gender or ability. All children will be treated in the same manner and provided with the same access to all materials and equipment. Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with educators and other families and cultural competence in children will be fostered. The service will ensure that appropriate inclusion support services are accessed and families are referred to them in order to support children's well-being and full access to the program.

Related Policies

- Child Protection Policy
- Child Management / Behaviour Guidance Policy
- Cultural Relevance, Anti-Bias and Diversity Policy
- Daily Routines Policy
- Interactions with Children Policy
- Professional Development Policy
- Programming Policy
- Relief Staff Policy
- Staff Professionalism and Code of Conduct Policy

- Supervision Policy

Procedure

Inclusive Practices

Staff will actively seek information from children, families and the community about their cultural traditions, customs and beliefs and use this information to provide children with a variety of experiences that will enrich the environment within the service. Staff will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and child rearing practices. Specific requests will be acknowledged where practical, to demonstrate respect and ensure continuity of care of the child.

Staff will obtain and use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia's Aboriginal and Torres Strait Islander and multicultural heritage.

Staff will be sensitive and attentive to all children and respect their backgrounds, gender, unique qualities and abilities. The service will ensure that the service environment reflects the lives of the children and families using the service and the cultural diversity of the broader community and ensure children's individual needs are accommodated at the service.

Children with additional needs will be provided with the necessary support and resources to allow them to fully participate in the service. This may require the assistance of specialty services, adaptation of the environment, changes to routines and educator arrangements in order to facilitate inclusion. The service will achieve this in collaboration with the child's family and the Inclusion Support Agency.

Staff will treat all children equitably and encourage them to treat each other with respect and fairness. Staff will act as positive role models by encouraging all children to be involved in a variety of activities, regardless of gender, culture and language. Staff will role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.

Children will never be singled out or made to feel inferior to or better than others. Staff and children will discuss incidents of bias or prejudice in children's play or relationships with each other to help children understand and find strategies to counteract these behaviours.

The program will include experiences for the children that are not based on gender role stereotypes. Resource materials and equipment used in the service will, as far as possible, be non-stereotyped. Families will be consulted in the development of holistic programs that are responsive to children's lives, interests, learning styles, genders and reflect children's family, culture and community.

Staff will create opportunities for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:

- Encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs;

- Inviting community members to the service to share their stories, songs, experiences, skills, cultures and beliefs;
- Accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.

Staff Recruitment and Professional Development

Wherever possible, our service will aim to recruit staff from diverse cultural and linguistic backgrounds that reflect the cultural diversity of our community and to employ staff from both genders.

The Director and staff members will attend professional development that builds awareness of their own cultural beliefs and values, increases their cultural competence and helps them to challenge discrimination and prejudice.

All staff members will be provided with a copy of the ECA Code of Ethics.

Inclusion Support Agencies

The service will access bicultural support workers when necessary and/or telephone translation services and provide information on aspects of the service in languages that are spoken in the local community to assist in communicating with families from diverse cultural backgrounds.

The service will access additional support, assistance and resources for children with additional needs including children from diverse cultural backgrounds, children with high ongoing support needs and Aboriginal and Torres Strait Islander children.

Staff will talk to children's families about any concerns they have and offer the family links to other support services within the community such as Inclusion Support Agencies; Community Health Services etc.

Staff will work with families, inclusion support agencies and other specialists associated with the child to develop individual support plans.

Sources

- Education and Care Services National Regulations 2011
- Framework for School-Age Care in Australia – My Time, Our Place
- National Quality Standard – Australian Children's Education and Care Quality Authority
- Network of Community Activities – Inclusion Sample Policy

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Version Control

Version	Changes Made	Initiated By	Director Sign-off
v.2.202209	<ul style="list-style-type: none"> - Updated NQS and related policies - Minor word changes in procedure 	Staff	
v.2.201906	<ul style="list-style-type: none"> - Updated links to NQS, National Regulations, My Time Our Place - Added paragraph on staff recruitment and professional development - Added paragraph on Inclusion Support Agencies 	Staff Staff Staff	