Philosophical Basis:

Raising awareness of the educational needs of all students is essential to maximise life’s choices for both sexes. Schools must provide equal access to and participation in curriculum for boys and girls, and ensure that all curriculum is gender inclusive. Doncaster Gardens Primary School has a supportive school environment which promotes educational equality between the sexes, and aspires to develop in each student a sense and purpose of being a learner that is not related to gender expectations.

Guidelines:

- School programs will promote equal participation in all curriculum areas for students and encourage effective communication and conflict resolution skills that value positive relationships.
- The curriculum will aim to give value and validity to the knowledge and experiences of both boys and girls and will encourage the pursuit of education on a basis not founded on gender.
- Gender-inclusive resources and learning strategies will be used in all classes, eg visiting speakers and cooperative learning groups.
- Opportunities for girls and boys to have learning experiences in single gender groups will be provided.
- An environment free from all harassment will be promoted.
- Classroom discipline plans will be implemented consistently between girls and boys.
- Girls and boys will be given the same opportunities to be involved in school operations.
- Educational needs and future career opportunities of girls and boys will be outlined to students, parents and teachers.

Implementation:

- Teachers will act as appropriate role models. This will mean that they will examine critically their attitudes so they may avoid bias and/or discrimination in language, behaviour, student organisation, teaching skills management and presentation of material.
- Teacher/student interaction will be equitable – teachers will monitor the amount of teaching/discussion time given to boys and girls.
- Students will be encouraged to raise gender education issues during Junior School Council meetings and also during class ‘Circles’ and in social competencies programs including ‘Bounce Back’ and ‘Challenges and Choices’.
- Teachers will be encouraged to undertake professional learning, which assists them in the planning and teaching of effective communication skills between girls and boys.
- Program implementations will provide for the flexible grouping of children.

Evaluation:

- Ongoing evaluation of program content and teaching strategies will be undertaken.
- Students will evaluate the provision of equal access to and participation in curriculum activities through the annual Student Attitudes to School Survey.
- This policy will be reviewed every three years as part of the policy review cycle.