

# **Policy for Gender Equity**

## ***Rationale***

### **The CEO, through its Mission Statement, commits itself to:-**

- fostering the dignity, self-esteem and integrity of each individual
- inspiring hope and a positive vision for the future
- collaborating on projects which make a difference

According to the Domremy College Mission Statement, we empower students to:

- recognize their self-worth and reach their potential
- question and challenge the values of society
- to work for justice
- promote the dignity of the human person

Domremy College aims to uphold and reinforce the above statements through its Gender and Equity Policy. This policy aims to develop a gender perspective which can be absorbed into all curriculum ideas and teaching approaches.

A gender perspective involves the development of an awareness of the ways predetermined roles and attitudes are the basis of gender. Because of these different roles and attitudes, women and men have different life experiences and develop different sets of knowledge and understandings.

Through a gender equity policy it is hoped to correct and balance any gender bias, so that students can feel comfortable and confident with an approach to learning that is divorced from gender stereotyping and that enables them to fulfil their potential as a person, without feeling constrained or inferior.

## ***Outcomes***

### **This school community aims to**

- increase the community's knowledge, awareness and insight into the way gender affects all aspects of society, its past, present and future
- raise the self-esteem of students, who feel they cannot "live up to" the role given by gender stereotyping and to encourage them to see that there are diverse ways of being female and male.

- increase awareness of the effect gender stereotyping has on students and to encourage them to make choices according to their interests rather than to their sex
- develop a sensitivity to gender stereotyping particularly in a cross-cultural context and an acknowledgment of the additional limitations this may cause.

### ***Strategies***

- introduce feminine and masculine views of history and society
- select resources that do not stereotype gender; where resources do reflect stereotyping, use critical analysis
- choose and use resources with inclusive language
- use female and male role models, who break the stereotypes eg visiting speakers
- analyse ways in which gender stereotyping is reinforced in society eg. media, customs.
- provide opportunities to seek a broader perspective in regard to career options eg. Yr 10 Work Experience, Senior Subject choices.
- provide an environment that advantages girls, eg physical layout, dress code