



# St Mary's College Board

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## GENDER EQUITY POLICY

### Rationale

Catholic social teaching promotes the principle of basic equality among all people, since all have the same calling and destiny in Christ. This means that all forms of social or cultural discrimination on the grounds of sex, race, colour, social conditions, language or religion, must be curbed and eradicated as incompatible with God's design. (cf., Vat II, *The Church in the Modern World*, No. 29)

Our human understanding of ourselves as male or female is constructed through the forces of social practice and cultural beliefs. Traditionally, quite different values, behaviours and attitudes have been expected from, or attributed to, a specific gender. Such expectations often restrict opportunities, limit individual choice and potential and therefore must be challenged.

**Definition:** Gender Equity is a state of fairness or impartiality where all women and men are equally valued and given equal opportunities to develop to their full potential. Gender Equity, derived from a culture of social justice and pastoral care fosters genuine equality, dignity and freedom of choice. (cf., Queensland Catholic Education Commission, *Gender Equity Framework for the Development and implementation of Policy*)

### Values

Jesus treated all with dignity, respect and empowerment so that each might share their individual gifts, making visible the reign of God.

### Policy Statement

St Mary's College will develop among the members of the College community a culture which supports and models gender equity.

### Consequences

Since Jesus invites us to the "fullness of life" (John 10:10), it is the responsibility of the St Mary's College community to promote gender equity and to challenge limiting stereotypical attitudes, values and behaviours, however unconscious these may be.

St. Mary's College community will:

- provide forums for the discussion of the emerging roles of women and men in society and the Church;
- familiarise the college community with current legislation including equal opportunity, sexual harassment and employment policies;
- acknowledge difficulties caused or influenced by gender stereotyping and inequities within education and the wider society;

- foster the development of programmes that address gender equity issues;
- review and reform curriculum content and processes to challenge gender stereotyping in our community;
- investigate strategies for sharing educational facilities, thereby enabling all in the school community to have equitable access to, and participation in, all aspects of the curriculum;
- endorse the appropriate incorporation of inclusive language in all facets of educational activities;
- provide equal employment opportunities for women and men;
- foster the development of positive behaviour and classroom management styles, resources management, and administrative procedures which encourage gender inclusive practices;
- increase the opportunities of every student to engage in a wider range of spiritual, academic, social, sporting and cultural activities;
- encourage wide participation in the development, implementation and review the Gender Equity Policy.