

AUSTRALIAN EDUCATION UNION

Early Childhood Education Policy 2007

As adopted at the
2007 Annual Federal Conference

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1. PREAMBLE

Public education is the key to a more equitable, more democratic society. Investment in quality public education during early childhood reaps significant long term benefits for children, their families and the community. All children in Australia have the right to be given the very best start in life.

The value of early childhood education is not just in setting the foundations for cognitive, physical, emotional, social and language development. It is often essential in terms of the detection of impediments to learning which, if not attended to, could affect a child's learning potential for the rest of their life.

The Commonwealth Government ceased funding preschool education in 1985 and the 2006 OECD Education at a Glance report shows that Australia was the lowest spending of 24 countries.

High quality preschool education is of critical importance to children's development and life opportunities and must be seen as a universal right. Within this context it is essential that the Commonwealth shares responsibility with the states and territories for ensuring the delivery of a high quality, free, public early childhood education to all children in Australia

2. SCOPE AND DEFINITIONS

- 2.1 The internationally accepted definition of early childhood encompasses children aged 0 to 8 years. This policy focuses primarily on the preschool year/s within the context of the early childhood education continuum overall. It outlines AEU principles in relation to a framework for high quality preschool education for all and specific policy issues of relevance to the sector.
- 2.2 Preschool education is a planned education program for children in the year/s before school. A qualified early childhood teacher, who has completed a degree in education, plans the program and is usually supported by a teaching assistant. Early childhood education must be child focussed and directed primarily to the education and development of children, whilst recognising and supporting the needs of each child within their family and community.
- 2.3 Early childhood education occurs within a range of settings which span the disciplines of education and care. These include early childhood education settings which incorporate preschools, kindergartens and early childhood education units which may or may not be integrated with primary schools; primary schools; childcare settings including long day care and family day care; and early intervention programs for children with special needs.

- 2.4 Historical inconsistencies at the national level and across state and territory systems have given rise to diversity and fragmentation across early childhood services. Structures, resources, ages and entry levels to early childhood education differ across the states and territories and access to high quality preschool education is not equitable in Australia.

3. PRINCIPLES

The AEU declares that:

- 3.1 A quality early childhood education provides lasting benefits for children's development and futures.
- 3.2 Preschool education must be an integral part of the early childhood education offered by a high quality, properly resourced system of public education.
- 3.3 All children should be guaranteed access to 20 hours per week of high quality, free preschool education for the two years prior to school.
- 3.4 The Commonwealth Government, in partnership with the states and territories, must take a responsibility for funding and planning preschool education accessible to all children in Australia.
- 3.5 Commonwealth and state and territory governments must work in partnership with stakeholders to develop a shared national vision and ten year strategy for early childhood education and care which is focussed on the educational needs and rights of every child.
- 3.6 Early childhood education must recognise and affirm the cultural knowledge, language and values of young Aboriginal and Torres Strait Islander children and children from culturally diverse backgrounds.
- 3.7 Children with special needs and children from disadvantaged backgrounds must be provided with equitable access to high quality, properly resourced early childhood education which meets the needs of every child.
- 3.8 The links and coordination between early childhood services must be developed and supported to provide a more seamless continuum of education and care from birth to 8 years.
- 3.9 Adequate levels of high quality early childhood education and care should be provided for younger children to meet children's, family and community needs.
- 3.10 The creation and retention of partnerships with parents is a positive and important element in the provision of early childhood education.
- 3.11 All teachers and education workers in early childhood education have the right to appropriate recognition, remuneration, career paths and status and proper industrial representation through registered unions to ensure the protection of industrial rights.
- 3.12 Early childhood education, including preschool education, must be delivered by qualified early childhood teachers and education workers and appropriate registration and accreditation procedures must be adopted.

4. QUALITY

- 4.1 Quality early childhood education is characterised by appropriate child teacher ratios and group sizes, appropriately qualified and trained teachers and education workers, and enriching, well equipped, caring and secure environments in approved and accredited locations, all of which should be defined and enforced by regulation.
- 4.2 Early childhood education should be coordinated and delivered by qualified early childhood teachers in developmentally appropriate, educationally sound, and culturally inclusive learning environments.
- 4.3 All settings accredited to provide early childhood education must provide an appropriately trained teacher for each group of children accessing preschool education and meet other standards which will ensure quality.
- 4.4 Quality preschool education actively engages parents in the expanding development of their children, in acknowledgement of their critical role, rights and needs in caring for and educating their children.
- 4.4 Quality preschool education is strengthened by providing quality transitions, where possible by integrating into or co-locating with primary school.
- 4.6 A quality preschool education reflects a belief in the uniqueness of childhood by respecting children as they are now and who they are right now.

5. ACCESS

- 5.1 Public preschool education must be free and equitably accessible to all eligible children in Australia irrespective of their location or background.
- 5.2 Capacity to pay must not be a barrier to access to preschool education and the reliance in some systems on parental contributions and fundraising for basic resources must be eliminated.
- 5.3 A ten year strategy plan should be developed and implemented to provide guaranteed access for all children in Australia to at least two years of free publicly funded preschool education before beginning school.
- 5.4 As a first step in the phasing in of universal access to two years free preschool education, the Commonwealth Government in partnership with the States and Territories must provide *at least* an initial twelve hours per week of free preschool education for all children in Australia, for at least the year prior to entering school.
- 5.5 Priority must be given to providing access to two years of high quality, culturally appropriate, free preschool education to all Aboriginal and Torres Strait Islander children.
- 5.6 Children with special needs and/or from disadvantaged backgrounds should be given priority in phasing in universal access to two years of preschool education.
- 5.7 The Commonwealth Government, in funding partnership with the states and territories, must develop and fund a Preschool Equity Program to ensure that programs and resources address the needs of children with special needs and children from disadvantaged backgrounds.

- 5.8 Within the framework of a national Preschool Equity Program, the Commonwealth Government must retain responsibility for the provision of targeted funding for preschool places and programs for Aboriginal and Torres Strait Islander children.
- 5.9 Development of a national data base on provision of and participation in preschool education should give a particular focus to the identification of the barriers to access for individual children with special needs, children from culturally and linguistically diverse backgrounds and for disadvantaged groups.
- 5.10 A national picture of programs and supports currently offered by individual states and territories for children identified as disadvantaged or with special needs must be developed, with a view to identifying gaps and under-resourcing as well as exemplary models which have the potential to deliver quality education.

6. CURRICULUM

6.1 **The AEU believes that early childhood education curriculum should be based on a developmentally appropriate model that responds to:**

- knowledge about how children learn;
- knowledge of the individual differences of children;
- the need to provide continuity of learning experiences across, between and within all settings of early childhood education.

6.2 Developmentally appropriate early childhood curriculum should display the following characteristics:

- 6.2.1 attention to how young children learn through teaching strategies which include observing, modelling, facilitating, supporting and challenging them as learners;
- 6.2.2 progression from early to middle childhood;
- 6.2.3 a view of learning as an integrated active and interactive process in which the learner constructs his or her own understanding;
- 6.2.4 a valuing of the gender, experiences, language and cultures of all children;
- 6.2.5 recognition that learning takes place in a context where social, cultural and gender related factors have an influence.

6.3 Curriculum frameworks and programs must be child focused and reflect the centrality of play in children's learning.

6.4 Early childhood education, including preschool education, should operate within curriculum frameworks established by state governments.

6.5 A national policy framework for preschool education should take into account both the pedagogy of preschool education and the curriculum frameworks of the early primary years and provide for articulation between them.

- 6.6 Recognised models of good practice in relation to quality preschool curriculum and transition programs should be investigated and disseminated.
- 6.7 Exemplary models and innovation in relation to the enhancement of partnerships between educators and parents in democratic and inclusive decision making and in the education of young children should be investigated and disseminated and adopted where applicable.
- 6.8 The AEU acknowledges the existence of outcome based curriculum formats across the states and territories for the compulsory years of early childhood education. It also asserts that early childhood learning is holistic in approach, taking as its focus a developmentally appropriate methodology and contextually appropriate strategies. Within this context the AEU opposes curriculum based on formal assessment in early childhood.
- 6.9 The AEU recognises the importance of literacy and numeracy skill development within early childhood settings and reiterates that early childhood programs will reflect the centrality of play in children's learning.

7. CHILDREN WITH ADDITIONAL EDUCATIONAL NEEDS

- 7.1 The report of the 2004 Independent National Inquiry into the provision of universal access to high quality preschool education identified lack of adequate funding, resources and supports for preschool education for children with special needs as significant barriers to equity and access.
- 7.2 Commonwealth and state and territory governments must work in partnership to ensure that programs and resources address the needs of children with special needs, for example through a Preschool Equity Program.
- 7.3 A significant and immediate increase in funding is required to provide adequate and appropriate supports and resources for children with special needs, including: access to specialised multidisciplinary services; professional support staff; trained teachers aides/assistants; professional development; and appropriate industrial support.
- 7.4 Group sizes and teacher child ratios should be reduced for each child who meets the criteria for special needs assistance.
- 7.5 Early intervention programs must be expanded.
- 7.6 Resources and support should be provided in a seamless manner between early childhood services to avoid inconsistencies, undue complexity and gaps in the support provided to each child and their family.

8. ABORIGINAL AND TORRES STRAIT ISLANDER EARLY CHILDHOOD EDUCATION

- 8.1 The AEU acknowledges the report of the Royal Commission into Aboriginal Deaths in Custody and other reports which have highlighted the lower number of Aboriginal and Torres Strait Islander children who participate in early childhood education. The AEU acknowledges the 2006 decision of

MCEETYA to recognise the importance of early childhood education for Indigenous children and welcomes the proposal to examine the implementation of two years preschool education for Indigenous children. The AEU will pursue the implementation of this proposal as a national priority.

- 8.2 All education systems should have as their objective the achievement of participation of Aboriginal and Torres Strait Islander children in early childhood education for a period similar to that for all children in Australia. In remote localities specific attention should be given to the provision of early childhood education to Aboriginal and Torres Strait Islander children.
- 8.3 All providers of early childhood education have an ongoing obligation to provide for the intellectual, cultural, social and emotional development of young Aboriginal and Torres Strait Islander children and must recognise that central to learning for Aboriginal children is a focus on identity and self-determination.
- 8.4 Providers of early childhood education services to Aboriginal and Torres Strait Islander children should:
 - 8.4.1 Ensure staffing policies give priority to appropriately qualified Aboriginal and Torres Strait Islander staff where Aboriginal and Torres Strait Islander children are enrolled;
 - 8.4.2 Adopt measures to include and appropriately remunerate Aboriginal and Torres Strait Islander community members delivering cultural programs;
 - 8.4.3 Provide professional development activities in Aboriginal and Torres Strait Islander cultural awareness and counter racism for all staff;
 - 8.4.4 Appropriate and sensitive cultural orientation to work with Aboriginal and Torres Strait Islander children is a prerequisite for all workers in all children's services;
 - 8.4.5 Adopt teaching practices which recognise, value and utilise the student's first languages; and Aboriginal English/Kriol and Torres Strait Islander Kriol;
 - 8.4.6. Develop and implement programs which increase the proficiency of Aboriginal and Torres Strait Islander peoples in the use of Standard Australian English, recognising this as essential to full participation in broader Australian society;
 - 8.4.7 Provide environments in which Aboriginal and Torres Strait Islander parents feel welcome and encouraged to be involved in the education program; and
 - 8.4.8 Adopt practices which maximise the co-ordination of early childhood education programs with health services and nutrition education programs.
- 8.5 The delivery of care and education must be culturally inclusive of Aboriginal and Torres Strait Islander pedagogies.

9. STAFF-STUDENT RATIOS

- 9.1 There is a significant body of research which shows the importance of group size and staff-children ratios to the outcomes of early childhood education. The AEU believes that an appropriate ratio is one qualified teacher to every ten 4 year old children in preschool education.
- 9.2 There are currently no national standards for group size or staff ratios in preschool education, unlike the standards established for long day care centres. It is recognised that the establishment of initial national standards must reflect the current realities in seeking to move towards more optimal levels.
- 9.3 As a national standard, staffing of preschool education must be based on actual enrolments at the beginning of the year with a capacity to increase staffing levels should enrolments increase throughout the year.
- 9.4 A minimum national standard must be set as a matter of urgency to establish staff student ratios of 2:20 for all preschool education programs for 4 year old children, including at least one qualified early childhood teacher.
- 9.5 Where preschools offer programs for 3 year olds, the minimum national standard for staff student ratios must be 2:15, comprising one qualified early childhood teacher and one aide/assistant.
- 9.6 Where the minimum staff student ratio comprises one qualified early childhood teacher and one assistant, group sizes for 4 year olds programs must be restricted to a maximum of 20.
- 9.7 Group sizes and staff-children ratios must be adjusted in special settings and/or where children with special needs are included, to ensure that children's special educational needs are met.
- 9.8 A national standard must be set to establish a maximum case load of 50 in the interim for all preschool teachers, to be reduced to 40 as the national staff student ratio is implemented. This national standard should be reviewed in line with increasing provision and changing patterns of delivery as the ten year strategy is phased in.
- 9.9 States and territories currently offering teaching and learning conditions above the proposed minimum national standards should be required to at least maintain their existing provision.
- 9.10 Funding agreements to be established between the Commonwealth and the States and Territories must ensure compliance with national standards on staff student ratios, group sizes and teacher case loads on an agreed time line. Progress should be reviewed at the end of three years with the view to establishing new and improved ratio targets. It is noted that staff student ratios and other standards also remain the province of both national and state/territory industrial negotiations with the AEU and any other relevant unions.
- 9.11 National standards relating to staff student ratios, group sizes and teacher case loads for preschool education programs must apply to all locations in which such programs are funded and/or receive state registration/licensing.

10. QUALIFICATIONS

- 10.1 All settings accredited to provide early childhood education must provide an appropriately qualified teacher for each group of children.
- 10.2 All workers in early childhood education should be appropriately qualified for the roles and tasks that are performed in the settings in which early childhood education is provided.
- 10.3 All early childhood teachers must have pre-service education and access to appropriate and accredited professional development.
- 10.3.1 Pre-service qualifications should be the equivalent of four years of education, inclusive of any recognition of prior learning. Teachers should be allowed access to four year education through the recognition of prior learning and competence.
- 10.3.2 Pre-service teacher education programs should include significant and assessable mandatory units in the areas of Aboriginal Studies and Torres Strait Islander Studies.
- 10.3.3 Teachers from other education sectors should be provided with the relevant professional development and training to enable them to teach in early childhood settings.
- 10.4 Early childhood education workers should have access to a range of nationally accredited courses which provide credentials that recognise the important and evolving role they play.
- In addition there should be articulated and accredited pathways for early childhood education workers to seek further relevant qualifications, including to teacher status.
- 10.5 The AEU opposes the use of private providers for early childhood teacher education and teacher aides/assistants' training.
- 10.6 The AEU supports the recommendation of the 1996 Senate Employment, Education and Training References Committee report, for the development of a draft set of national goals and guidelines for best practice in the pre-service education and training of early childhood practitioners, which should highlight the importance of working closely with parents. Such guidelines should be developed in consultation with all stakeholders.
- 10.7 Agreed mechanisms which ensure proper registration and accreditation procedures must be adopted for all early childhood education teachers and education workers.

11. PROFESSIONAL DEVELOPMENT

- 11.1 It is the responsibility of education systems in consultation with teachers and early childhood education workers to provide professional development opportunities. Professional development opportunities are to be provided by appropriately qualified people. All teachers and early childhood education workers must be able to access this professional development in order to keep abreast of educational research, practice and technological change.

- 11.2 All early childhood teachers and workers must have access to a minimum of ten days funded professional development each year within employed hours.
- 11.3 Education systems have a responsibility to ensure that all teachers and early childhood education workers undertake professional development in the areas of Aboriginal Studies and Torres Strait Islander Studies, including cross-cultural awareness, teaching and learning, language, literacy and numeracy; and that resources are provided to ensure this occurs.
- 11.4 The AEU supports the recommendation of the 1996 Senate Employment, Education and Training References Committee to include in the [then] National Professional Development Program the in-service of qualified early childhood practitioners. This principle of inclusion should apply to any national professional development programs.
- 11.5 Early childhood educators' networks must be funded and supported to ensure that information, strategies, experiences and resources can be shared and educational innovations disseminated across the range of early childhood settings.

12. THE ROLE OF GOVERNMENTS

- 12.1 The Commonwealth and state and territory governments must affirm a commitment to universal access to preschool education for all children in Australia for at least two years before school.
- 12.2 In partnership with the states and territories, the Commonwealth Government as a matter of national urgency must assume a responsibility for preschool education to ensure that all children in Australia have access to a high quality, free preschool education before starting school. This includes both a Commonwealth contribution to the funding of preschool education and the development of a national framework for early childhood education.
- 12.3 Commonwealth and state and territory governments must work in partnership with stakeholders to develop a shared national vision and ten year strategy for early childhood education and care which is focussed on the educational needs and rights of every child.
- 12.4 The national plan for early childhood education should include national goals, standards and a policy framework within an overall policy perspective on public education, aimed at ensuring that all children have equitable access to early childhood education that is of high quality.
- 12.5 MCEETYA should be the lead agency in the development and coordination of a national framework for early childhood education, supported by DEST and state/territory departments responsible for education. MCEETYA should work with other Ministerial Committees and departments that provide services for the early years.
- 12.6 Preschool education should be the responsibility of the department responsible for education in each state and territory. This is currently the case in most Australian systems in whole or in part and reflects OECD trends. The AEU

recognises that in three systems, other children's services are also the responsibility of the departments responsible for school education.

- 12.7 The AEU supports the 1996 recommendation of the Senate Employment, Education and Training References Committee for the establishment of a National Centre for Research in Early Childhood Development, Education and Care and urges its establishment through the Minister for Education Science and Training. One of its urgent tasks would be to establish a consistent and reliable data base on the provision of and participation in preschool education and other early childhood services.
- 12.8 The AEU supports the principle of devising consistent nomenclature and descriptors for the years of early childhood education as well as a common eligible starting age for schooling.

13. THE LINK BETWEEN EARLY CHILDHOOD SERVICES

- 13.1 The Commonwealth and state and territory governments must work cooperatively to develop links between early childhood education and care structures and services and to provide a more seamless continuum of education and care across the early childhood years. Such actions must address national, state and community links and recognise international trends. The AEU recognises that this will require a diversity of models which reflect the different structures, history and funding models that currently apply to systems and services.
- 13.2 Preschool education is a vital part of the education continuum and national policy frameworks and structures should be framed within an overall perspective on early childhood education. The importance of the link between the provision of preschool education and school education cannot be overstated. However, effective relationships between preschool education and other services for young children are also vital in ensuring the best possible opportunities are provided for children and families.
- 13.3 Early childhood education centres should be established, primarily on primary school sites but also in other areas that meet local demand, to provide integrated or at least co-located early years education and integrated or wrap-around care, and other services required by the local community. These could include extended hours care, long day care for younger children, Out of School Hours Care and other services which meet local parent and community needs and establish schools as a vital community hub.
- 13.4 Commonwealth and state and territory governments should fund the integration or colocation of early childhood education services which are school based and/or other public or community/not for profit services through provision of funding for facilities and infrastructure and qualification upgrades for early education centres.
- 13.5 Early education services which are not integrated with or located on school sites must be supported and required to develop links to local primary schools, including the development of transition programs, early childhood curriculum guidelines and early childhood networks

- 13.6 Commonwealth and state and territory governments should provide resources, structures and support to ensure adequate levels of high quality child care for all children, including the years prior to two years free preschool education, This will include supporting not for profit services to co-locate or link to preschool and school services, supporting the planned provision of the levels of child care services required by each community and providing support and regulations to upgrade the qualifications of childcare workers and to improve their pay and conditions and career paths.
- 13.7 The development of new structures and models of early education provision must be undertaken in consultation with the relevant stakeholders, including the AEU, prior to the establishment of such settings, to ensure that the requirements of high quality preschool education provision which meets local community needs and relevant industrial conditions are met.
- 13.8 Provision of public early childhood education programs must not be compromised by the introduction of competitive services, particularly those facilitated by public funding mechanisms which may be implemented to the detriment of public preschool education provision for example, in terms of enrolments, staffing levels and public preschool education resource allocations.
- 13.9 The AEU will seek to work with all stakeholders to ensure that the structures of early childhood education and children's services develop in ways which value, respect and meet the needs of children, families, teachers, workers in children's services and the Australian community.

14. FUNDING ISSUES

- 14.1 The overall national investment on early childhood education must be substantially increased to ensure that all children in Australia have access to a high quality public preschool education which meets agreed national standards. The AEU notes that OECD countries on average spend 0.5% of GDP on pre-primary education for 3 to 5 year olds. Australia, at 0.01% spends less than any other country in the OECD survey.
- 14.2 Funding must be adequate to guarantee a quality preschool education, including:
- provision of appropriate learning and teaching conditions such as group sizes, staff-children ratios and other agreed national standards;
 - appropriate facilities for the achievement of an optimum learning environment and to meet the standards of Occupational Health and Safety regulations;
 - indexation of funding to cover the salaries and professional development of workers and meet the requirements of children with special needs-
- 14.3 In partnership with the states and territories, the Commonwealth Government must assume a responsibility for preschool education, including a significant contribution to funding.

- 14.4 Defined Commonwealth and State and Territory roles should be negotiated within a new funding and policy partnership aimed at delivering two years universal, free, preschool education of the highest quality for all children in Australia within an overall national framework for early childhood education and care.
- 14.5 The principles for cooperative Commonwealth- state/territory funding arrangements are:
- 14.5.1 provision by the Commonwealth Government of a block grant to the states and territories, comprising:
- a) a base block grant allocated on the basis of the proportion of children enrolled in preschool education in the two years prior to school
 - b) a grant within the framework of a national Preschool Equity Program based on the numbers of children identified as disadvantaged or having special needs, targeted both at increasing participation and at redressing disadvantage/ meeting special educational needs.
- 14.5.2 a commitment by the states and territories to maintain and increase their total funding contribution to preschool education.
- 14.5.3 provision of additional funding by the Commonwealth Government on a cost share basis with the states/territories to provide for the establishment of appropriate national infrastructure:
- a) a national early childhood research centre
 - b) inclusion of preschool education within the framework of early childhood education as part of the brief of a representative Education Commission
 - c) inclusion of preschool education teachers in a re-established National Professional Development Program
 - d) development of Early Childhood Education networks to provide all early childhood educators with a forum for information sharing, advice, support, and innovation
 - e) inclusion of preschool/early childhood education as a priority role of MCEETYA.
- 14.5.4 Funding agreements should determine the specific responsibilities of each level of government in the development of a national framework for preschool education, including movement towards agreed national standards and frameworks, upgrading of qualification levels, the achievement of additional places and enhanced participation rates and the development of appropriate facilities and infrastructure.
- 14.5.5 The AEU opposes any attempt by state and territory governments to substitute state funding with Commonwealth funding in an attempt to abrogate responsibility for the funding of early childhood education.

15 INDUSTRIAL ISSUES

- 15.1 Early childhood education has a predominantly female work force. Equity issues relevant to the extreme sex-segregation within Australia's workforce are of paramount importance in this area. Emphasis needs to be given industrially and professionally to improving the recognition and status of workers in early childhood education.
- 15.2 Appropriate recognition, remuneration, career paths and status of early childhood teachers and education workers must be pursued. This includes parity of salary and conditions with other education sectors, irrespective of the location or centre type in which preschool education is provided.
- 15.3 Appropriate negotiation and consultative mechanisms should be available to ensure that employees participate in the making of decisions that affect them.
- 15.4 The AEU will work to ensure that the rights of teachers and early childhood education workers are protected and improved and will seek to cooperate with all unions involved where there is a need for common bargaining.
- 15.5 The AEU strongly opposes the trend to increased casualisation and other forms of precarious employment in at least some systems.
- 15.6 The AEU disagrees vehemently with the practice of employing teachers as childcare workers in order to utilise their professional skills as teachers whilst remunerating them at levels that do not reflect the work undertaken.
- 15.7 The AEU believes that it is appropriate for it, as an education union, to cover teachers and early childhood education workers employed in the following settings:
 - 15.7.1 preschools, kindergartens and early childhood education units which may or may not be integrated with primary and secondary schools;
 - 15.7.2 junior primary or infant schools;
 - 15.7.3 childcare settings which cover long day care, family day care, occasional care, toy libraries for preschool aged children and out of school hours and vacation programs for school aged children;
 - 15.7.4 early intervention programs for children with special needs.

16. INFORMATION TECHNOLOGY

- 16.1 Information technology in early childhood education must be designed to improve the quality of teaching and learning for children and allow teachers to manage their work in more effective and efficient ways.
- 16.2 Early childhood teachers should have access to appropriate IT specialist and qualified support staff, including experienced school-based teachers of information technology and information technology technical support persons as appropriate.
- 16.3 At least 12 hours information technology professional development should be provided per annum for early childhood teachers, directed at an individual needs level.

- 16.4 Where system expectations require information technology assessment reporting, early childhood staff should be provided with support and time off class to achieve this.
- 16.5 Early childhood teachers should each be provided with an up-to-date computer and printer and a personal email address and ready access to the Internet.

17. SUPERSEDED POLICY

This policy replaces the 2003 Early Childhood Policy and Action Plan

18. OTHER RELEVANT POLICIES

- 18.1 Aboriginal and Torres Strait Islander Policy 2002

19. POSITIONS ARISING

- 19.1 Early Childhood Action Plan 2007
- 19.2 'Where there's a will, it's child's play: the way forward to quality preschool education for all', AEU Discussion Paper, July 2006.