

Bachelor of Education (Secondary)/Bachelor of Arts (Design Innovation and Technologies)

Parent: V2.1 » Version: V3

BEDBAD

Applies: 2024 S1 -

Credit Points: 360

FEA - Faculty of Education and Arts - Australian Catholic University

PROPOSER NAME:	PROPOSED DATE:	APPROVED DATE:
Catherine Green	17/04/2023	

PART F - INHERENT REQUIREMENTS



Note: Display of this section is conditional and controlled via selections made in sections above

DOMAINS OF INHERENT REQUIREMENTS

- Ethical behaviour
- Behavioural stability
- Legal
- Communication
- Cognition
- Reflective skills
- Relational skills
- Sensory ability
- Strength and mobility
- Information and communication technologies
- Sustainable performance
- Interpersonal Engagement

ETHICAL BEHAVIOUR

LEVEL	INHERENT REQUIREMENTS STATEMENTS
1	Students of ACU are expected to abide by the Student Conduct and Discipline Policy and the Academic Integrity and Misconduct Policy . As a pre-service teacher you will also abide by the Australian Professional Standards for Teachers .
2	Pre-service Teacher demonstrates knowledge of and engages in behaviour consistent with all relevant standards.
3	<p>Justification of inherent requirement:</p> <ul style="list-style-type: none"> • Understanding and applying key ethical and conduct principles are requirements of the Australian Professional Standards for Teachers. • Compliance with ACU's policies on student conduct are required to ensure productive and safe learning environments for all students. • Compliance with ACU's Academic Integrity and Misconduct Policy is necessary to ensure the integrity of the learning outcomes and assessment tasks that are part of ACU's initial teacher education courses.
4	Adjustments must ensure the codes and standards are not compromised or result in unethical behaviour. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	<p>Exemplars:</p> <ul style="list-style-type: none"> • Demonstrating respect for the diversity of individual, family and community beliefs, values and practices in classroom and professional experience placements. • Complying with privacy and confidentiality requirements in academic, professional and Professional Experience Placements.

BEHAVIOURAL STABILITY

LEVEL	INHERENT REQUIREMENTS STATEMENTS
1	Behavioural stability is required to function and adapt effectively and sensitively in educational settings associated with university study
2	Pre-Service Teacher demonstrates: <ul style="list-style-type: none">• Behavioural stability to work constructively in the potentially diverse and challenging academic and educational environments• Consistency in responding appropriately to peers, colleagues, ACU staff, teachers, mentors, learners and parents/carers in potentially stressful and challenging situations
3	Justification of inherent requirement: <ul style="list-style-type: none">• Behavioural stability is required to work individually and in teams in changing and unpredictable environments. Pre-service Teachers may be exposed to complex and potentially stressful situations and will be required to demonstrate behavioural stability to manage these events objectively and professionally.• Graduates of accredited courses must meet the Australian Professional Standards for Teachers
4	Adjustments must support stable, effective and professional behaviour in educational environments associated with university study and Professional Experience Placements. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none">• Responding appropriately to constructive feedback while on Professional Experience Placements .• Consistent, stable responses when dealing with multiple individuals and stimuli at once in the classroom.

LEGAL

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Initial teacher education courses are bound by specific legislation and regulations to comply with professional accreditation, registration and the requirements of Professional Experience Placement.
2	Pre-service Teacher demonstrates: <ul style="list-style-type: none">• compliance with Australian law, professional regulation requirements and standards relevant to persons working with children, young people and their families. Pre-service Teachers are required to have complied with the relevant jurisdiction security legislation and regulations for working with children.
3	Justification of inherent requirement: <ul style="list-style-type: none">• Knowledge, understanding, and compliance with legislative and regulatory requirements are necessary pre-requisites to Professional Experience Placements to reduce the risk of harm to self and others.• Compliance with these professional regulations and the Australian Law ensures that a Pre-service Teacher is both responsible and accountable for their practice.• During Professional Experience Placements, Pre-service Teachers must ensure their duty of care is met and the care or safety of learners is not compromised.
4	Adjustments must ensure the legislation and regulations are not compromised. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none">• Pre-service Teachers are required to have complied with the relevant jurisdiction security legislation and regulations for working with children prior to Professional Experience Placements.• Complying with relevant Occupational Health and Safety legislation during Professional Experience Placements.• Adhering to requirements of informed consent, privacy and confidentiality with organisational, family and child information in academic and education settings.

COMMUNICATION

This course requires effective verbal, non-verbal, written communication skills

VERBAL COMMUNICATION

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	The ability to effectively communicate in English and to accurately and effectively interpret spoken English is an essential requirement for all courses offered by the School of Education.
2	Pre-service Teacher demonstrates <ul style="list-style-type: none">• Effective verbal communication with peers, academic and professional staff.• The ability to provide clear instructions and presentation of ideas to individuals and large or small groups relevant to the learning context.• The capacity to effectively use verbal language in a range of different social situations with children and adults.
3	Justification of inherent requirement: <ul style="list-style-type: none">• Verbal communication is essential in developing and maintaining effective relationships with all educational stakeholders.• During Professional Experience Placements, Pre-service Teachers are expected to model appropriate verbal communication skills in their interactions with learners and school or early childhood centre staff.
4	Adjustments must enable clear and accurate verbal communication that facilitates effective communication and safety. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none">• Using spoken English to communicate effectively and appropriately with peers, academic and professional staff• Communicating verbally with teachers, mentors, children and families during Professional Experience Placement.

NON-VERBAL COMMUNICATION

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	The capacity to use, recognise, interpret and respond appropriately to non-verbal behavioural cues and gestures is a fundamental part of effective communication with a range of stakeholders.
2	Pre-service Teacher demonstrates the capacity to recognise, interpret and respond appropriately to non-verbal behavioural cues and gestures.
3	Justification of inherent requirement: <ul style="list-style-type: none">• Non-verbal is essential in developing and maintaining effective relationships with all educational stakeholders.• During Professional Experience Placements, Pre-service Teachers are expected to model appropriate non-verbal communication skills in their interactions with learners and school or early childhood centre staff.• Displaying consistent and appropriate facial expressions, eye contact, being mindful of personal space, body movements and gestures, and moderating these for cultural differences; promotes the trust and respect necessary to develop effective professional relationships.• Safe and effective teaching requires the capacity to observe, interpret and respond appropriately to non-verbal communication, particularly in situations where their learners may not be able to verbalise distress, discomfort or fear.
4	Adjustments must enable the recognition, initiation of or appropriate response to effective non-verbal communication in a timely and appropriate manner. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none">• Recognising non-verbal cues and responding appropriately in lectures and tutorials.• Displaying appropriate non-verbal gestures in Professional Experience Placements.

WRITTEN COMMUNICATION

LEVEL	INHERENT REQUIREMENT STATEMENT
1	The ability to effectively communicate in written English to ensure accuracy, clarity and capacity to interpret written based text is an essential requirement for all courses offered by the School of Education.
2	Pre-service Teacher demonstrates technical skills of writing proficiency. Including the ability to communicate complex information, argument and exposition.
3	Justification of inherent requirement: <ul style="list-style-type: none"> • Written communication is essential in developing and maintaining effective relationships with all educational stakeholders. • During Professional Experience Placements, Pre-service Teachers are expected to model appropriate written communication skills in their interactions with learners and school and early childhood centre staff.
4	Adjustments must enable clear and accurate written communication that facilitates effective communication, demonstration of knowledge and safety. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none"> • Using written English to communicate effectively and appropriately with peers, academic and professional staff. • Conveying information, in a written form, in a professional and effective manner with teachers, mentors, children and families during Professional Experience Placement.

COGNITION

This course requires knowledge of theory and the skills of cognition, literacy and numeracy.

KNOWLEDGE AND COGNITIVE SKILLS

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Appropriate cognitive skills are required in order to locate, process, integrate, reflect on and implement theoretical knowledge in assessment tasks, lectures, tutorials and other structured learning activities.
2	Pre-service Teacher demonstrates <ul style="list-style-type: none"> • The capacity to locate appropriate and relevant information • The ability to process information relevant to practice • The ability to integrate, reflect on and implement theoretical knowledge.
3	Justification of inherent requirement: <ul style="list-style-type: none"> • Successfully gaining a university level, initial teacher education qualification involves the acquisition and application of a substantial body of knowledge and cognitive skills. • Delivery of quality teaching relies on understanding learners and how they learn; content areas and how to teach them; planning effective teaching and learning experiences; curriculum, assessment and the application of theory in practice.
4	Adjustments must support the Pre-service Teacher's ability to acquire, analyse and apply knowledge in educational environments. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <p>Conceptualising and using appropriate knowledge in response to academic assessment items</p> <p>Planning and conducting lessons in a classroom environment during Professional Experience Placements.</p>

LITERACY (LANGUAGE)

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Competent English language and literacy skills are essential for professional communication and effective teaching.
2	Pre-service Teacher demonstrates the ability to read, comprehend and respond to a range of texts in a variety of contexts including lectures, tutorials, assessment tasks and other learning activities; in school and early childhood settings, and schools/classrooms/centres.
3	Justification of inherent requirement: <ul style="list-style-type: none">• The ability to acquire information and to accurately convey information is fundamental to teaching and learning• Graduates of accredited courses must meet the Australian Professional Standards for Teachers.• Pre-service Teachers are required to meet the literacy and numeracy requirements of the Literacy and Numeracy Test for Initial Teacher Education students (LANTITE).
4	Adjustments must support Pre-service Teachers to demonstrate effective literacy skills. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none">• Conveying a spoken message using appropriate vocabulary and conventions of speech.• Competently constructing and sharing a range of texts including digital, written, and visual texts in a range of learning environments inclusive of schools and early childhood centres

NUMERACY

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Competent and accurate numeracy skills are essential for effective teaching.
2	Pre-service Teacher demonstrates the ability to collect, analyze and use a range of quantitative data as evidence of learning in school and early childhood centre contexts
3	Justification of inherent requirement: <ul style="list-style-type: none">• The ability to collect and analyze quantitative data as evidence of learning is an essential part of teaching.• Graduates of accredited courses must meet the Australian Professional Standards for Teachers.• Pre-service Teachers are required to meet the literacy and numeracy requirements of the Literacy and Numeracy Test for Initial Teacher Education students (LANTITE).
4	Adjustments must support Pre-service Teachers to demonstrate effective numeracy skills. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none">• Demonstrating effective use of numeracy skills in matters related to learning.• Demonstrating the capacity to collect and analyze a range of quantitative data associated with learning in school/centre contexts.

RELATIONAL SKILLS

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Relational skills are essential to work effectively, sensitively and build relationships in educational settings associated with university study.
2	Pre-service Teacher demonstrates: <ul style="list-style-type: none">• The ability to work effectively, sensitively and confidentially with children, young people, parents/carers and community members, in small and large groups.• The ability to create rapport with peers, academic and professional staff conducive to effective working relationships.• Cultural competence, sensitivity and willingness to work with individual children and young people and their parents and carers; in a complex and diverse Australian society.
3	Justification of inherent requirement: <ul style="list-style-type: none">• The Australian Professional Standards for Teachers require effective, sensitive and confidential engagement with learners, parents, carers and work colleagues as well as the ability to engage with people from diverse backgrounds and ability in various contexts.• Graduates of accredited courses must meet the Australian Professional Standards for Teachers requirements.
4	Adjustments must enable appropriate levels of relational skills and behaviour. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none">• Participating in a respectful and culturally competent manner in tutorial discussion.• Collaborating, modifying and reflecting on their teaching during Professional Experience Placements in response to learners needs and supervisor feedback.• Interacting with mutual respect, equity and dignity towards others.

SENSORY ABILITY

VISUAL SENSOY ABILITY

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Adequate visual sensory ability is required to provide safe and effective supervision of children and young people in a range of educational and community settings.
2	Pre-service Teacher demonstrates: <ul style="list-style-type: none">• Sufficient visual sensory ability to monitor children and young people's behaviour and safety.• The capacity to absorb visual information and to react immediately and appropriately
3	Justification of inherent requirement: <ul style="list-style-type: none">• Sufficient visual sensory ability is necessary for Pre-service Teachers to exercise their duty of care during Professional Experience Placements by consistently and accurately monitoring, assessing and managing children and young people in a range of educational and community settings.• Visual observations, examinations and assessment are fundamental to safe and effective teaching practice.
4	Adjustments must address the need to perform the required range of tasks involved in Professional Experience Placements. Any strategies to address the effects of the vision impairment must be effective, consistent and not compromise care or safety. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none">• Monitoring children and young people's behaviour, safety and well-being; within indoor and outdoor settings at both near and far distances for example: student in distress, fire, or smoke.• Manipulating a range of materials effectively to enhance fine motor development. This can be developed through experiences involving materials that support building strength in the arms, hands and fingers as well as opportunities to mark-make, draw and write.

AUDITORY SENSORY ABILITY

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Adequate auditory sensory ability is required to provide safe and effective supervision of children and young people in a range of educational and community settings.
2	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • Sufficient auditory sensory acuity to monitor children and young people's behaviour and safety • Active listening in tutorials and lectures with tutors, lecturers and peers and during Professional Experience Placement with teachers, mentors, children and families • The capacity to absorb auditory information and to react immediately with an appropriate response (Appropriate use of ICTs that support auditory communication with individuals and small groups for learning and assessment purposes and during Professional Experience Placement)
3	<p>Justification of inherent requirement:</p> <ul style="list-style-type: none"> • Sufficient auditory sensory ability is necessary to consistently and accurately monitor, assess and manage children and young people in a range of educational and community settings. • Auditory observations, examinations and assessment are fundamental to safe and effective teaching practice.
4	Adjustments must address the need to perform the full range of tasks involved in Professional Experience Placements. Any strategies to address the effects of a hearing impairment or auditory processing disorder must be consistent and not compromise effective and timely reception of, and response to auditory inputs. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	<p>Exemplars:</p> <ul style="list-style-type: none"> • Active listening in tutorials and lectures. • Monitoring children and young people's behaviour, safety and well-being; within indoor and outdoor settings; at both near and far distances; for example, a fire alarm.

TACTILE SENSORY ABILITY

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	(Insert the introduction to the inherent requirement)
2	Student demonstrates (description of how students demonstrate that they meet the inherent requirement)
3	<p>Justification of inherent requirement:(Note: can be a statement or a number of bullet points)</p> <ul style="list-style-type: none"> • (text to be added) • (text to be added)
4	Adjustments must (text to be added indicating the nature of any adjustments that may be made to allow you to meet the requirement). Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: (maximum of 2 exemplars)• (in-class) • (professional/clinical placement experience)

STRENGTH AND MOBILITY

This course requires strength and mobility involving fine and gross motor skills.

GROSS MOTOR SKILLS

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Participation in physical activities and movement is required to function effectively in educational settings associated with university study.
2	Pre-service Teacher demonstrates the ability to move and perform gross motor function commensurate with the expectations of teachers' scope of practice, in accordance with the Australian Professional Standards for Teachers
3	Justification of inherent requirement: Pre-service teachers need to be able to undertake many physical tasks as part of classroom routines and to support safe learning environments during Professional Experience Placements. The gross motor skills may involve lifting, carrying, pushing, pulling, twisting and bending. Pre-service Teachers must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to themselves and others.
4	Adjustments must facilitate functional effectiveness, safety of self and others and a capacity to provide appropriate education and care. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none">• Setting up safe learning environments with resources and equipment that help children develop muscle strength, endurance, balance, coordination and postural control.• Safely retrieving, moving and using equipment and resources related to teachers in specific learning contexts (e.g., pre-schools) or specific curriculum/learning areas (e.g., Science).

FINE MOTOR SKILLS

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Teaching is a profession that requires manual dexterity and fine motor skills.
2	Pre-service Teacher demonstrates the ability to use fine motor skills to provide safe effective education and care.
3	Justification of inherent requirement: <ul style="list-style-type: none">• Sufficient fine motor skills are necessary to perform, coordinate and prioritise education and care. Tasks that involve fine motor skills include being able to grasp, press, push, turn, squeeze and manipulate various objects. Pre-service Teachers must be able to demonstrate and perform these tasks consistently in order to effectively and efficiently set up relevant learning experiences, and to do so safely to reduce the risk of harm to themselves and others.
4	Adjustments must facilitate functional effectiveness, safety to self, children/young people and others and a capacity to provide appropriate education and care. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none">• Modelling the use of equipment such as scissors, pencils and other such equipment relevant to teachers in specific learning contexts (e.g., pre-schools) or specific curriculum/learning areas (e.g., Physical Education or Science).• Using ICT equipment for teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGIES

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Competent use of Information and Communication Technologies (ICT) is required for accessing course content and to support contemporary teaching practices including data collection and reporting.
2	Pre-service Teacher demonstrates the capacity to confidently model ICT knowledge, skills and dispositions to learners in line with the requirements of the General Capabilities in the Australian Curriculum
3	Justification of inherent requirement: <ul style="list-style-type: none"> • Pre-service Teachers are expected to use ICT to access and engage with course content, learning resources, feedback, results, course advice and to facilitate administrative tasks such as managing their enrolments. • Pre-service Teachers are expected to use a range of ICTs such as data projectors, tablets, computers and DVDs to support classroom activities
4	Adjustments must support Pre-service Teachers to demonstrate effective ICT skills. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none"> • Using appropriate ICTs to communicate with peers, academic and professional staff and to gather information in accomplishing academic tasks. • Using ICTs for accurate, responsive and diligent reports, pupil profiles, record keeping, lesson presentation material, curriculum plans, assessment and evaluations.

SUSTAINABLE PERFORMANCE

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Pre-service teachers require both physical and mental performance at a consistent and sustained level over appropriate time frames to meet the course outcomes, particularly in relation to Professional Experience Placements .
2	Pre-service Teacher demonstrates: <ul style="list-style-type: none"> • Consistent and sustained level of physical energy to complete a specific task in a timely manner. • The ability to perform all required activities with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately. • The capacity to maintain a consistent and quality performance in the specified professional experience placement usual time period i.e. whole days • and to the extent of the relevant Placement (noting that placement normally requires 'whole days' of engagement, that some placements may be individual days, but the overall Placement experience moves pre-service teachers towards what is normally expected of a practicing teacher).
3	Justification of inherent requirement: <ul style="list-style-type: none"> • Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in varying periods of time to provide safe and effective participation during Professional Experience Placement activities, noting that the overall Placement experience moves pre-service teachers towards what is normally expected of a practicing teacher, which is capacity for full-time employment
4	Adjustments must enable consistent and sustained performance over the period approved by the relevant Course Coordinator or Head of School. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none"> • Preparing for and participating in tutorials, lectures and Professional Experience Placement over specified time periods. • Providing consistent supervision, education/instruction and care to children/young people during the school day, while on Professional Experience Placements.

