

## Statement of Inherent Requirements

**This Statement of Inherent Requirements applies to the following courses commencing from Semester 1, 2025:**

<b>Faculty</b>	Education
<b>Disciplines</b>	Education
<b>Courses</b>	<p><b>Undergraduate Courses</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Early Childhood Education (Birth to Five) (EDB001)</li> <li>• Bachelor of Primary Education (321JA)</li> <li>• Bachelor of Primary Education (STEM) (322JA)</li> <li>• Bachelor of Primary Education (Creative Arts) (323JA)</li> <li>• Bachelor of Primary Education (Health and Physical Education) (324JA)</li> <li>• Bachelor of Early Childhood and Primary Education (326JA)</li> <li>• Bachelor of Secondary Education (Arts) (347JA)</li> <li>• Bachelor of Secondary Education (Science) (348JA)</li> <li>• Bachelor of Secondary Education (Health and Physical Education) (330JA)</li> <li>• Bachelor of Educational Studies (205JA)</li> <li>• Undergraduate Certificate in Education (EDS001)</li> </ul> <p><b>Postgraduate Courses</b></p> <ul style="list-style-type: none"> <li>• Graduate Certificate in TESOL and Foreign Language Teaching (FLT) (EDC301)</li> <li>• Graduate Diploma in TESOL and Foreign Language Teaching (FLT) (EDG301)</li> <li>• Master of Primary Teaching (EDM001)</li> <li>• Master of Secondary Teaching (EDM101)</li> <li>• Master of Education Studies (245JA)</li> <li>• Master of Education (EDM102)</li> <li>• Master of Education (Professional Practice) (EDM103)</li> <li>• Graduate Certificate in STEM Education (EDC101)</li> <li>• Graduate Certificate in Educational Leadership (EDC102)</li> <li>• Graduate Certificate in Education (EDC103)</li> <li>• Graduate Certificate: Country as Teacher (EDC104)</li> <li>• Graduate Certificate in Education (Professional Practice) (EDC105)</li> <li>• Master of Educational Leadership and Management (Hangzhou) (311JA)</li> <li>• Master of Education (Research) (927AA)</li> <li>• Master of Teaching English to Speakers of Other Languages (TESOL) &amp; Foreign Language Teaching (FLT) (EDM301)</li> <li>• Master of Teaching English to Speakers of Other Languages (TESOL) &amp; Foreign Language Teaching (FLT) (EDM302)</li> </ul>

**The Statement of Inherent Requirements also applies to students enrolled in the following courses. Please note that these courses are no longer open to new applicants:**

<b>Faculty</b>	Education
<b>Disciplines</b>	Education
	<p><b>Undergraduate Courses</b></p> <ul style="list-style-type: none"> <li>• Bachelor of Secondary Education/Bachelor of Arts (327JA)</li> <li>• Bachelor of Secondary Education/Bachelor of Science (328JA)</li> </ul> <p><b>Postgraduate Courses</b></p> <ul style="list-style-type: none"> <li>• Graduate Certificate in Education (345JA)</li> <li>• Master of Teaching (246JA)</li> <li>• Master of Education (924AA)</li> <li>• Professional Doctorate of Education (Research) (283JA)</li> <li>• Doctor of Philosophy (254LC)</li> <li>• Doctor of Philosophy (Education) (208AA)</li> </ul>

<b>Ethical Behaviour</b>
<p><b>Inherent Requirement</b></p> <ul style="list-style-type: none"> <li>• Behave ethically and professionally in academic and professional environments, complying with relevant standards and codes of ethics applicable to the profession.</li> </ul>
<p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Compliance with relevant professional standards and/or codes of conduct, and commonly accepted standards of professional behaviour facilitates safe, competent interactions and relationships for children and young people and the people they engage with in all contexts. This supports the physical, psychological, emotional and spiritual wellbeing of all.</li> </ul> <p>a. <a href="#">Australian Professional Standards for Teachers</a>  b. <a href="#">ACT Teacher Quality Institute (TQI) Code of Professional Practice and Conduct</a></p>
<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Apply ethical behaviour with confidential information in the academic environment and professional/placement settings, and outside such settings.</li> <li>• Apply honesty and integrity in academic, professional and professional/placement settings.</li> <li>• Apply respect for diversity of family and community values and practices within the academic, professional/ placement settings.</li> </ul>

<b>Legal Compliance</b>
<b>Inherent Requirement</b>

- Comply with Australian Law, professional regulations and standards relevant to persons working with children, young people, and scope of teaching.

### Rationale

- Knowledge, understanding and compliance with Australian law and professional regulations facilitates effective, professional, responsible and accountable teachers, and is a necessary pre-requisite to professional and placement experience.

[Teacher Accreditation Act 2004](#), [ACT Teacher Quality Institute Act 2010](#), [Board of Senior Secondary Studies Act 1997](#), [Children & Young People Act 2008](#), [Education Act 2004](#), [Education and National Law \(ACT\) Act 2011](#), [Disability Standards for Education 2005](#), [Working with Vulnerable People \(Background Checking\) Act 2011](#)

### Examples

- Compliance with the Privacy Act 1988 (Privacy Act).
- Compliance with relevant child protection and safety legislation.
- Compliance with University of Canberra (Student Conduct) Rules 2015.

## Communication Skills

### 1. Expressive Communication Skills

#### Inherent Requirement

- Expressive communication, in English, to a standard that allows articulate and comprehensible dialogue between two or more people, and written communication to a standard that allows clear, scholarly, and professional-level messages and text with language use and style appropriate to the audience.

#### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

#### Examples

- Constructing coherent written communication to an academic and professional standard as appropriate to the circumstances.
- Communicating effectively with school students
- Providing clear feedback and reporting.
- Participating in group discussions, presenting to a group of people.

### 2. Receptive Language Skills

#### Inherent Requirement

- Internally formulate and assess conceptual meaning from verbal language and written messages and/or text, in English, using knowledge of language, background knowledge and critical thinking skills.

### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

### Examples

- Reading and comprehending information presented in a variety of standard formats such as literacy and cognitive test results, graphical formats such as charts and accessing computerised information.
- Comprehending spoken English delivered at conversational speed (including in noisy environments, such as a classroom).
- Participating in tutorial, simulation, clinical and placement discussions.

## 3. Non-verbal Communication Skills

### Inherent Requirement

- Appropriate use of facial expressions, eye contact, gestures and body movement, and being mindful of space and time boundaries.

### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

### Examples

- Recognising, interpreting and responding appropriately to behavioural cues in the university or school learning environments.
- Perceiving non-verbal communication and responding appropriately (in context).

## 4. Interpersonal Communication Skills

### Inherent Requirement

- Respectful communication with others, including the ability to listen, display and respect empathy, build rapport and gain trust to ensure meaningful and effective interactions with people they engage with.

### Rationale

- Communication skills are an essential requirement to develop and maintain trusting relationships, and to perform effectively in an academic and complex professional environment, as well as solve problems and communicate knowledge and understanding of relevant subject matter effectively.

### Examples

- Communicating respectfully with people of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.

- Creating and developing rapport with peers, academic and professional staff in a manner conducive to effective working relationships
- Displaying cultural competence, sensitivity and willingness to work with individuals in a complex and diverse Australian educational setting.

## Behavioural Stability

### Inherent Requirement

- Behaviour that is adaptable to effectively manage changing situations sufficiently to maintain academic and professional standards.
- Persistence and personal resilience to facilitate the maintenance of wellbeing in stressful situations

### Rationale

- Behavioural stability is essential in managing personal emotional responses and behaviour in academic and complex professional environments, including situations of potential human distress. It is required to work constructively in culturally and socially diverse settings and to deal with challenging issues, timelines and ambiguously defined problems.

### Examples

- Being receptive and responding appropriately to constructive feedback.
- Managing own emotions and behaviour effectively when managing children and young people in the classroom setting.
- Undertaking reflective practice and seeking personal and professional support and/or assistance when needed.

## Motor Skills

### Inherent requirement

- Sufficient tactile function, strength and mobility to function within scope of teaching practice.

### Rationale

- Teaching requires gross and fine motor function in order to consistently provide safe and effective learning environments that minimise the risk of harm to self and others.

### Examples

- Setting up safe learning environments with resources and equipment.
- Recording, observing, documenting and modelling the use of equipment such as scissors, pencils and other such equipment.
- Moving between a range of indoor and outdoor learning spaces.
- Manipulating resources during learning activities.
- Using ICT equipment for teaching and learning.

## Sensory Skills

### Inherent requirement

- Sufficient sensorimotor skills, including visual, auditory and tactile acuity to monitor children and young people in a range of educational and community settings.

### Rationale

- Teaching requires visual, auditory and tactile acuity in order to demonstrate the required range of skills, tasks and assessments, and consistently provide safe and effective care in order to minimise the risk of harm to self and others.

### Examples

- Monitoring children and young people's safety and well-being in-door and out-door and engaging in activities at both near and far distances.
- Negotiating unfamiliar settings effectively.

## Cognitive Skills

### Inherent Requirement

- Acquire knowledge, process information, analyse, think critically and synthesise information to apply knowledge of the discipline and sufficiently meet learning outcomes and academic standards relevant to the course, utilising cognitive and literacy skills, including focus, memory, and attention to detail.

### Rationale

- Cognitive skills are essential in acquisition and application of knowledge in both the academic and professional environment.

### Examples

- Undertaking a range of assessment tasks such as exams, written assignments, presentations and practical applications that demonstrate his or her own knowledge of the required content.
- Conceptualising and using appropriate knowledge in response to academic assessment items.
- Reading, decoding, interpreting, synthesising and comprehending information from multiple sources.

## ICT Capacity

### Inherent Requirement

- Acquire, and employ information and communications technology (ICT) skills in an appropriate and effective manner, utilising a range of systems in both the academic and professional setting.

### Rationale

- Competent ICT skills are essential to successfully access, apply and communicate information.

### Examples

- Submitting assessment items online.
- Using ICTs for accurate, responsive and diligent reports, student profiles, record keeping, lesson presentation.
- Engaging with peers using relevant ICT platforms and/or programs for group work assessment tasks.

## Sustainable Performance

### Inherent Requirement

- Perform both mental and physical tasks over appropriate time frames to meet both academic and professional practice course requirements.

### Rationale

- Sustainable performance is a core requirement of education courses where the graduate is required to undertake tasks and activities that require both physical and mental performance at a consistent and sustained level.

### Examples

- Performing persistently and consistently in on-campus and school contexts over a period of time
- Engaging in continual learning consistent with developments in the educational environment
- Delivering consistent outcomes within acceptable timeframes.