Statement of Inherent Requirements

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Education, Science, Technology and Mathematics</th>
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<tr>
<td>Disciplines</td>
<td>Education</td>
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<td>Courses</td>
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<td><strong>Undergraduate Courses</strong></td>
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<td>• Bachelor of Early Childhood</td>
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<td>and Primary Education [326JA]</td>
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<td>• Bachelor of Educational Studies [205JA]</td>
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<td>• Bachelor of Primary Education [321JA]</td>
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<td>• Bachelor of Primary Education (Creative Arts) [323JA]</td>
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<td>• Bachelor of Primary Education (Graduate Entry) [325JA]</td>
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<td>• Bachelor of Secondary Education/Bachelor of Mathematics and Computing Technology Studies [329JA]</td>
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<tr>
<td><strong>Postgraduate Courses</strong></td>
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<td>• Graduate Certificate in</td>
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<td>Academic Foundations (UCC</td>
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<td>Bruce) [190JA]</td>
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<td>• Graduate Certificate in</td>
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<td>Education [345JA]</td>
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<td>• Graduate Certificate in TESOL</td>
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<td>and Foreign Language Teaching</td>
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<td>• Graduate Diploma in TESOL</td>
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<td>and Foreign Language Teaching</td>
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<td>• Master of Teaching [246JA]</td>
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<td>• Master of Education (Research) [927AA]</td>
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<td>Education (Research) [283JA]</td>
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<td>• Doctor of Philosophy [254LC]</td>
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**Ethical Behaviour**

**Inherent Requirement**

• Behave ethically and professionally in academic and professional environments, complying with relevant standards and codes of ethics applicable to the profession.

**Rationale**

• 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.

Related Professional Requirements: Academic Environment University of Canberra Student Conduct Rules 2013 Education Australian Professional Standards for Teachers

### Examples

- Apply ethical behaviour in the management of confidential and sensitive personal information.
- Apply honesty and integrity in academic, professional and professional/placement settings.
- Apply respect for diversity of family and community values and practices within the academic, professional/placement settings.

### Legal Compliance

#### Inherent Requirement

- 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.


#### 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

- Communicate effectively, in English, 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**
- Construct coherent written communication to an academic and professional standard as appropriate to the circumstances.
- Provide clear feedback and reporting.
- Participate in group discussions, present 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, critical thinking skills, self-reflection and other emotional intelligence markers.

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

## 3. Interpersonal Communication Skills

**Inherent Requirement**
- Respectful communication with others, including the ability to listen, display 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**
- Communicate respectfully with people of different gender, sexuality and age, and from diverse cultural, religious, socio-economic and educational backgrounds.
- Create and develop rapport with peers, academic and profession staff conducive to effecting working relationships.
- Cultural competence, sensitivity and willingness to work with individuals in a complex and diverse Australian educational setting.
- Perceive non-verbal communication and respond appropriately (in context).
### Behavioural Stability

**Inherent Requirement**
- Behaviour that is adaptable to effectively manage changing situations sufficiently to maintain academic and professional relationships to acceptable community standards.

**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.
- Undertake 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 care in order to 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.
- Manipulating resourced 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
- Monitor 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.
- Ability to conceptualise and use appropriate knowledge in response to academic assessment items.
- The ability to read, decode, interpret, synthesise and comprehend 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
- Submit assessment items online.
- Use ICT’s for accurate, responsive and diligent reports, student profiles, record keeping, lesson presentation.
- Engage with peers using relevant ICT platforms and/or programs for group work assessment tasks.