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Introduction to inherent requirements for initial teacher education programs

Inherent requirements are the fundamental competencies that must be demonstrated by all student teachers.

Students with a disability or chronic health condition can request extra support and can have adjustments made to enable them to meet these requirements. Similarly, students experiencing challenges with English language skills may request extra support. There may also be other considerations, such as cultural or religious considerations or carer responsibilities that may impact on your capacity to demonstrate a specific inherent requirement and may necessitate support.

To successfully complete a teacher education course at UTS, you need to:

- a) Successfully complete all required professional experience placements; and
- b) Demonstrate all the inherent requirements (see from page 3)

If you do not satisfy (a) and (b), you will not graduate from your course.

If you have a disability or medical condition, carer responsibilities, challenges with English language skills or cultural / religious considerations that may require assistance you are strongly encouraged to contact the following areas to discuss your needs, prior to the census date.

Disability / Medical Conditions

Contact the *Special Needs Service* to make a confidential appointment with a Disability Services Officer. Ph: 9514 1177 (City campus Mon-Fri).

Email: Special.Needs@uts.edu.au

Web: <http://www.ssu.uts.edu.au/sneeds/>

Carer Responsibilities

Contact the *Teacher Education ALO*: Robyn.Staveley@uts.edu.au or 9514 5381

The *Counselling Service* can also assist with providing support for managing carer responsibilities:

Ph: 9514 1177 (City campus Mon-Fri). For more information about Carer responsibilities, see: <http://www.equity.uts.edu.au/carers/index.html>

English Language Skills

The *HELPS Service* can assist with building skills in presentation; academic writing and also run a weekly conversation activity to assist with building confidence and skills in English language. Assistance is free. Information is available at:

<http://www.ssu.uts.edu.au/helps/>

For general questions about English language, you can contact HELPS for a wide range of assistance, or just Drop In. Drop in Times: Monday to Thursday, 12.00 noon to 6.00 pm, or Friday 12.00 noon to 5.00pm.

Location: **HELPS** office, CB01.03.08, City Campus.

For more difficult questions about English language, make an appointment with HELPS staff (<http://www.ssu.uts.edu.au/helps/>). If you would like to improve your English, you can practise on your own using UTS's online resources. The UTS Library has many resources, including AMES English Language Modules for IELTS level 5-5.5 students, and literacy, language and learning software (Read and Write Gold) on UTS General Access Computers (http://find.lib.uts.edu.au/search.do?R=OPAC_b2641806).

If you would like to make native English speaking friends, you can come to conversations@uts, where you can practice your conversation in a relaxed atmosphere. You can also join community connections to meet and make friends with native English speakers (<http://www.ssu.uts.edu.au/communityconnections/>).

Cultural / Religious

Contact the *Teacher Education ALO*: Robyn.Staveley@uts.edu.au or 9514 5381 The *Counselling Service* can also assist with providing support.

Ph: 9514 1177 City campus Mon-Fri.

For more information, see: <http://www.equity.uts.edu.au/language/inclusive/religion.html> or <http://www.equity.uts.edu.au/language/inclusive/multiculturalism.html>

Inherent requirements for initial Teacher Education Programs

A series of inherent requirement statements has been developed (© Univeristy of Western Sydney 2013, used with permission). These statements specify the requirements of the teacher education programs for student admission and progression, with aspects associated with the study and the professional practice of teaching. The study and practice of teaching requires respect for diversity, knowledge of theories, legislation, policies and procedures, effective communication, inter-personal, critical thinking and problem solving skills and stamina, to effectively work with children/young people, their families and communities.

These inherent requirements should be read in conjunction with other UTS course information and related material such as NSW Institute of Teachers Professional Teaching Standards and the Australian Institute for Teaching and School Leadership National Professional Standards for Teachers.

Each inherent requirement is made up of the following five levels:

- Level 1 - introduction to the inherent requirement
- Level 2 - description of what the inherent requirement is
- Level 3 - explanation of why this is an inherent requirement of the course

- Level 4 - the nature of any adjustments that may be made to allow you to meet the requirement
- Level 5 - examples of things you must be able to do to show you've met the requirement

Inherent requirement domains

For each of the three initial teacher education courses the following nine domains apply. Some domains also have a number of sub-domains:

1. Ethical behaviour
2. Behavioural stability
3. Legal
4. Communication
5. Cognition
6. Interpersonal engagement
7. Sensory ability
8. Strength & mobility
9. Sustainable performance

1. Ethical Behaviour

- Students need to comply with, and are governed by, quality and professional standards, where they are both accountable and responsible for ensuring professional ethical behaviour in all contexts.

Student demonstrates:

- Knowledge of, and engages in, behaviour consistent with all relevant standards.

Justification of inherent requirement:

- Student compliance with the Standards facilitates safe, competent interactions and relationships with people to ensure their physical, psychological, emotional and spiritual wellbeing is not placed at risk.
- Compliance with the Standards facilitates safe, competent interactions and relationships with people to ensure the student's physical, psychological, emotional and spiritual wellbeing is not placed at risk.
- Understanding and application of key ethical and conduct principles is a requirement of the Graduate Teacher Standards for students in school settings. Students in school settings must meet graduate teaching standards in order to graduate and to be eligible to apply for registration as a teacher.

Adjustments must comply with standards and maintain ethical behaviour.

Exemplars:

- Demonstrating respect for the diversity of family and community values and practices within academic, professional and field experience settings.
- Complying with privacy and confidentiality requirements in academic, professional and field experience settings
- Demonstrating honesty and integrity in academic, professional and field experience settings.

2. Behavioural Stability

- Behavioural stability is required to function and adapt effectively and sensitively in educational settings.

Student demonstrates:

- Behavioural stability to work constructively in diverse and challenging academic and educational environments.
- Consistency in responding appropriately to children, young people and families' needs in stressful and challenging situations.

Justification of inherent requirement:

- Behavioural stability is required to work in changing and unpredictable environments. Students will be exposed to complex, stressful situations and will be required to have behavioural stability to manage these events objectively and professionally
- Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must support stable, effective and professional behaviour in both academic and professional and field experience settings.

Exemplars: Responding appropriately to constructive feedback Coping with own emotions and behaviour effectively when dealing with individuals in community and educational settings

3. Legal

- Initial teacher education courses are mandated by specific legislation and regulations to comply with professional accreditation, registration and professional and field experience requirements.

Student demonstrates:

- Knowledge and compliance with Australian law, professional regulation requirements and standards relevant to persons working with children, young people and their families, and those which dictate the scope of teaching.

Justification of inherent requirement:

- Knowledge, understanding, and compliance with legislative and regulatory requirements are necessary pre-requisites to professional and field experience in order to reduce the risk of harm to self and others
- Compliance with these professional regulations and the Australian Law ensures that students are both responsible and accountable for their practice
- Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must be consistent with legislative and regulatory requirements.

Exemplars:

- Complying with relevant child protection and safety legislation
- Complying with relevant Work Health and Safety legislation
- Adhering to requirements of informed consent, privacy and confidentiality with organisational, family and child information in academic and education settings

4. Communication

4.1 Verbal

- Effective verbal communication, in English, is an essential requirement for all courses offered by SoE.

Student demonstrates:

- Effective verbal communication at formal and informal levels in tutorials, with peers and lecturers/tutors in small and large groups
- The ability to provide clear instructions and presentation of ideas to individuals and large groups relevant to the learning context
- The capacity to use verbal language in a range of different social situations with children and adults during professional and field experience
- The ability to communicate effectively with diverse linguistic and cultural groups and individuals across a range of social contexts
- The capacity to use a range of Information and Communication Technologies (ICTs) that support verbal communication with individuals and small groups for learning and assessment purposes and during professional and field experience

Justification of inherent requirement:

Adequate verbal communication is essential in developing and maintaining effective relationships with all educational stakeholders graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must enable verbal communication with clarity and accuracy that facilitates effective communication and safety.

Exemplars:

- Communicating in English effectively and appropriately in tutorials, lectures and on professional and field experience
- Demonstrating knowledge and use of ICTs such as data projectors, computers and DVDs to support oral communication for tutorial presentations and small group presentation on professional and field experience

4.2 Aural

- Competent aural communication is required to effectively access course content and being responsive to the demands of professional and field experience.

Student demonstrates:

- Sufficient aural function to perform and comprehend the required range of tasks
- Active listening in tutorials and lectures with tutors, lecturers and peers and during professional and field experience with families and children
- Appropriate use of ICTs that support aural communication with individuals and small groups for learning and assessment purposes and during professional and field experience, such as audio-visual equipment and mobile phones and technologies

Justification of inherent requirement:

It is an AITSL Graduate Teacher Standard and Department of Education and Community (DEC) requirement that students are able to:

- Use effective aural communication formally and informally in tutorials with peers and lecturers/tutors in small and large groups and during professional and field experience in a range of different social situations with children and adults
- Be active and empathetic listeners in diverse social and linguistic contexts
- Use ICTs to support aural communication in professional contexts
- Demonstrate sufficient aural ability to gather information and accurately feedback and monitor students consistently and accurately whilst on professional and field experience

Adjustments to address the effects of a hearing impairment must be effective, consistent and not compromise effective and timely reception of, and response to auditory inputs.

Exemplars:

- Demonstrating knowledge and use of ICTs that rely on effective aural communication for tutorial presentations and small group presentation on professional and field experience
- Responding effectively to children and adults demonstrating empathy towards and active listening to what is being communicated

4.3 Non-verbal

Effective non-verbal communication is fundamental to education and needs to be respectful, clear, attentive, empathetic, honest and non-judgmental.

Student demonstrates:

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- The capacity to recognise, interpret and respond appropriately to behavioural cues and gestures
- Consistent and appropriate awareness of own behaviours
- Sensitivity to individual differences

Justification of inherent requirement:

- The ability to observe and understand non-verbal cues assists with building rapport in academic, work and professional relationships
- Displaying consistent and appropriate facial expressions, eye contact, being mindful of space, time boundaries and body movements and gestures promotes the trust and respect necessary to develop effective professional relationships
- Safe and effective initial teaching education requires the capacity to observe, interpret and respond appropriately to non-verbal communication, particularly in situations where their students may not be able to verbalise distress, discomfort or fear
- For children who do not talk or use verbal language their gestures and cues are their main communication tool

Adjustments must enable the recognition, appropriate response or initiation of effective non-verbal communication in a timely and appropriate manner.

Exemplars:

- Recognising non-verbal cues and responding appropriately in tutorials and seminars
- Recognising non-verbal cues and responding appropriately in professional and field experience settings
- Displaying appropriate non-verbal gestures in classroom situations and professional and field experience settings

4.4 Written

Effective written communication in English is required to effectively access course content and participate in professional and field experience.

Student demonstrates:

- The capacity to construct and model coherent written communication appropriate to the circumstance.

Justification of inherent requirement:

It is an AITSL Graduate Teachers Standard and Department of Education and Community (DEC) requirement that students are able to:

- Construct a range of written assignments to ethical and academic standards in order to convey knowledge, understanding and skills of relevant content and pedagogy, curriculum materials and professional and field practice

- Produce accurate, responsive and diligent reports, student profiles, record keeping, lesson material, curriculum plans, assessment and evaluations necessary for the provision of an effective learning environment
- Effectively and appropriately use a range of texts, which include those that are written, screen-based, image-based, sign/symbol-based are necessary to communicate meaning, directions and imagination in each of the courses offered by SoE

Adjustments must meet necessary standards of clarity, accuracy and accessibility to facilitate effective planning, delivery, reporting, evaluating and synthesising of information in both academic and educational settings.

Exemplars:

- Constructing written assignments that comply with academic standards
- Conveying information in a written form effectively to families or other staff in the educational setting

5. Cognition

5.1 Knowledge and cognitive skills

Consistent and effective knowledge and cognitive skills must be demonstrated to provide safe, professional and competent teaching practice.

Student demonstrates:

- 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 in tutorials, professional and field experience settings

Justification of inherent requirement:

- Delivery of quality teaching relies on the understanding and application of theory in practice
- Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must support the student's ability to acquire, analyse and apply knowledge.

Exemplars:

- Conceptualising and use appropriate knowledge in response to academic assessment items
- Identifying and applying knowledge of policy and procedures during professional and field experience settings

5.2 Language and Literacy

Competent English language and literacy skills are essential for professional and effective delivery of teaching content.

Student demonstrates:

- The ability to accurately acquire information and convey appropriate messages
- Ability to read and comprehend a range of texts for teaching and learning purposes
- The capacity to understand and implement academic conventions to construct written text in a scholarly manner

Justification of inherent requirement:

- The ability to acquire information and to accurately convey information is fundamental to teaching and learning
- The ability to read, decode, interpret and comprehend multiple sources of information is fundamental for effective preparation and teaching practice
- Graduates of accredited courses must meet the Graduate Teacher Standards

Adjustments must demonstrate a capacity to effectively acquire, comprehend, apply and communicate accurate information.

Exemplars:

- Conveying a spoken message accurately
- Competently constructing and sharing a range of texts including digital, written, and visual texts in a range of social contexts

5.3 Numeracy

Competent and accurate numeracy skills are essential for effective delivery of teaching content.

Student demonstrates:

- Ability to interpret and correctly applies data, measurements and numerical criteria in a range of contexts.

Justification of inherent requirement:

- Competent application of numeracy skills is fundamental for effective delivery of teaching content
- Graduates of accredited courses must meet the Graduate Teacher Standards requirements to be competent in the application of numeracy skills

Adjustments must enable the demonstration of effective numeracy skills.

Exemplars:

- Demonstrating competency in applying basic mathematics knowledge and skills in everyday life and in academic tasks
- Demonstrating effective use of numeracy skills in matters related to student learning
- Applying numeracy skills to interpret and solve problems in a range of educational and academic contexts

5.4 Information and Communication Technology (ICT)

Information and Communication Technologies (ICT) are processes and tools that are fundamental to accessing course content, current teaching practice, and pedagogical practice.

Student demonstrates:

- Knowledge of, and confidence in, the use of ICT in academic, professional and curriculum context.

Justification of inherent requirement:

- Use of ICTs are necessary to provide an effective teaching and learning environment consistent with current pedagogy
- Meeting these requirements is necessary for course accreditation and graduate eligibility for registration

Adjustments must enable the student to demonstrate a capacity to comprehend, interpret and apply ICT.

Exemplars:

- Utilising appropriate ICTs to communicate with peers and lecturer and to gather information in accomplishing academic tasks
- Using ICTs for accurate, responsive and diligent reports, student profiles, record keeping, lesson presentation material, curriculum plans, assessment and evaluations
- Using written texts including SMS and email professionally at university and during professional experience with students, children, staff, parents and the community

6. Interpersonal Engagement

Interpersonal engagement is essential to work effectively, sensitively and build relationships in community and educational settings

Student demonstrates:

- The ability to work effectively, sensitively and confidentially with children, young people, parents/carers and community members
- 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 in a complex and diverse Australian society

Justification of inherent requirement:

- AITSL Graduate Teacher Standards require effective, sensitive and confidential engagement with students, parents and work colleagues and the ability to engage with people from diverse backgrounds and ability in various context

- Graduates of accredited courses must meet the Graduate Teacher Standards requirements. Inclusion is mandated in the Australian educational context

Adjustments must enable appropriate levels of interpersonal engagement and behaviour.

Exemplars:

- Participating in a respectful and culturally competent manner in tutorial discussion
- Collaborating, modifying and reflecting on their teaching during professional and field experience in response to student needs and supervisor feedback
- Interacting with mutual respect, equity and dignity towards others

7. Sensory Ability

Adequate visual acuity is required to provide safe and effective supervision of children and young people in a range of educational and community settings.

Student demonstrates:

- Sufficient visual acuity to perform the required range of skills
- Sufficient visual acuity to monitor children and young people's behaviour and safety

Justification of inherent requirement:

- Sufficient visual acuity is necessary to demonstrate the required range of skills, tasks and assessments
- Visual observations, examinations and assessment are fundamental to safe and effective scope of teaching practice

Adjustments must address the need to perform the required range of tasks involved in field placements. Any strategies to address the effects of the vision impairment must be effective, consistent and not compromise care or safety.

Exemplars:

- Monitoring children and young people's safety and well-being in indoor and outdoor and engaging in activities at both near and far distances
- Negotiating unfamiliar settings effectively
- Manipulating a range of resources
- Monitoring children's behaviour, safety, health and wellbeing

8. Strength and Mobility

8.1 Gross motor

Participation in physical activities and movement is required to function effectively in community and educational settings.

Student demonstrates:

- The ability to move and perform gross motor function within the scope of practice.

Justification of inherent requirement:

- Sufficient gross motor skills are necessary to perform, coordinate and prioritise care. Tasks that involve gross motor skills include sitting, lifting, carrying, pushing, pulling, standing, twisting and bending. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to themselves and others
- It is a NSW Institute of Teachers, AITSL and the Department of Education and Community requirement that educators are able to undertake many physical tasks and classroom routines
- Meeting these requirements is necessary for course accreditation and graduate eligibility for registration

Adjustments must facilitate functional effectiveness, safety of self and others and a capacity to provide appropriate education and care.

Exemplars:

- Setting up safe learning environments with resources and equipment
- Safely retrieving, moving and using large pieces of equipment

8.2 Fine motor

Teaching is a profession that requires manual dexterity and fine motor skills.

Student demonstrates:

- The ability to use fine motor skills to provide safe effective education and care.

Justification of inherent requirement:

- 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. Students must be able to demonstrate and perform these tasks consistently and safely to reduce the risk of harm to themselves and others
- It is a NSW Institute of Teachers, AITSL and the Department of Education and Community requirement that educators are able to undertake many physical tasks and classroom routines
- Meeting these requirements is necessary for course accreditation and graduate eligibility for registration

Adjustments must facilitate functional effectiveness, safety to self, children/young people and others and a capacity to provide appropriate education and care.

Exemplars:

- Recording, observing, documenting, and clearly modelling the use of equipment such as scissors, pencils and other such equipment
- Manipulating resources during learning activities
- Using ICT equipment for teaching and learning

9. Sustainable performance

Students require both physical and mental performance at a consistent and sustained level over appropriate time frames to meet the course outcomes.

Student demonstrates:

- 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 consistency and quality of performance throughout the designated period of academic, field, or professional experience

Justification of inherent requirement:

- 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 in all teaching, field, and professional experience activities
- Graduates of accredited courses must meet the Graduate Teacher Standards requirements

Adjustments must enable consistent and sustained performance over a given period.

Exemplars:

- Preparing for and participating in tutorials, lectures and professional experience
- Providing consistent supervision, education/instruction and care to children/young people over a negotiated time frame
- Performing multiple tasks simultaneously whilst supervising the safety and care of children.

10. Do you have a disability or a condition that may make it difficult to do professional experience placements?

Professional experience placements are where a teacher education student goes on to school to learn and do the practical activities required of qualified teachers. Successful completion of all professional experiences in your course is a requirement for completing your UTS teaching degree. Professional experience placements can last for between one (1) and six (6) weeks and you will need to successfully complete each one over a sustained, typical teaching time frame.

If you have a condition or disability that might prevent you from completing your professional experience placements, then your completion of your degree may be delayed, or at worst, you may not be able to complete your degree. Relevant conditions or disabilities may include a wide range of physical, sensory, and learning disabilities, and temporary or ongoing psychiatric conditions, physical conditions and illnesses.

Plenty of students who have a condition or disability do successfully complete their professional experience placements and degrees in the minimum time and have successful careers, so there is no reason why you may not be able to do the same. UTS has an obligation to make reasonable accommodations to assist students with temporary and ongoing conditions or disabilities. The UTS Special Needs Service provides academic support services to minimize the impact of your disability or condition in your learning environment, including: Note-takers, Sign language interpreters, Recordings of lectures, Course materials in alternative formats, Equipment loans, Assistive technologies, Development of recommendations for learning and assessment adjustment and accommodations, and Liaison with academic staff.

On rare occasions, students have done several subjects in their degree before realising that they were not going to be able to complete their degree because they could not complete the professional experience placements. We don't want that to happen to you. If you think that you may need assistance, or if you just want to talk to someone about it, **please contact the Special Needs service on special.needs@uts.edu.au or p: +61 2 9514 1177 to arrange a confidential discussion.** See next page for: **“Student Placement Acknowledgement Form”**

UTS: EDUCATION

Student Placement Acknowledgement Form

I, _____ [insert name and student number] declare that:

- I am aware of the Inherent Requirements of a teacher;
- I am 'fit for practice' for my Professional Experiences.

I understand and acknowledge that:

- It is a requirement of my teacher education degree to successfully complete all required professional experience placements. These professional experiences will occur over sustained, typical teaching time frames and may range from between one (1) to six (6) weeks;
- If I am unable to complete all professional experience placements, whether owing to a condition or disability, including physical, sensory and learning disabilities, temporary or ongoing psychiatric conditions, physical conditions and illnesses, physical or mental disability, unavailability or another reason, I will not be eligible to obtain my degree, even if I have completed all other elements of the degree;
- I must immediately notify UTS Special Needs Service if I develop a condition or disability, including physical, sensory and learning disabilities, temporary or ongoing psychiatric conditions, physical conditions and illnesses, physical or mental disability at any time during my teacher education degree;
- I am able to obtain counselling and support with any disability or other issues that may affect my ability to do placements, and my studies generally, from the UTS Counselling Service and the UTS Special Needs Service; and
- UTS has an obligation not to discriminate against students on the basis of their disability, and to make reasonable accommodations to ensure that a student with a disability is able to do a teacher education placement on the same basis as a student without a disability, unless providing the teacher education placement would impose unjustifiable hardship on UTS or be in breach of legislation.

Name: _____ Signed: _____

Date: _____

Student number: _____

Please upload signed form to your Documents page in UTS My Placement.

Last updated 10 February, 2016