

# Master of Education (MEd)

## MEDN

Parent: V3 » Version: V4

Applies: 2024 S1 -

Credit Points: 120 - 160

FEA - Faculty of Education and Arts - Australian Catholic University

PROPOSER NAME:	PROPOSED DATE:	APPROVED DATE:
Catherine Green	15/09/2022	

### 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.
2	Student 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"> <li>• Compliance with ACU standards, codes, guidelines and policies facilitates safe, competent interactions and relationships for students and the people they engage with. This supports the physical, psychological, emotional and spiritual wellbeing of all and accords with university mission and values.</li> <li>• 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 the School of Education courses.</li> <li>• Understanding and applying key ethical and conduct principles are requirements of the Australian Professional Standards for Teachers.</li> </ul>
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"> <li>• Demonstrating respect for the diversity of individual, family and community beliefs, values and practices.</li> <li>• Complying with privacy and confidentiality requirements including confidential information revealed through peer interactions.</li> </ul>

**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	Student demonstrates: <ul style="list-style-type: none"> <li>• Behavioural stability to work collaboratively, ethically, and constructively in the potentially diverse and challenging academic and educational environments.</li> <li>• Consistency in responding appropriately to peers, colleagues, ACU staff, in potentially stressful and challenging situations.</li> </ul>
3	Justification of inherent requirement: <ul style="list-style-type: none"> <li>• Behavioural stability is required to work individually and in teams in changing and unpredictable environments. Students may be exposed to complex and potentially stressful situations and will be required to demonstrate behavioural stability to manage these events objectively and professionally.</li> <li>• Students will be required to engage in peer debate and critical reflection of their own work practices and must demonstrate behavioural stability in these activities.</li> </ul>
4	Adjustments must support stable, effective and professional behaviour in educational environments associated with university study and workplace projects. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none"> <li>• Demonstrating responsiveness and respect when responding to peer-review assignments and other forms of critique provided in online discussions.</li> </ul>

**LEGAL**

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Education leadership, teaching and management are governed by a range of legislation, standards, codes, guidelines and policies.
2	Student demonstrates compliance with Australian Law, professional regulation requirements and standards relevant to persons working with children, young people and their families.
3	Justification of inherent requirement: <ul style="list-style-type: none"> <li>• Knowledge, understanding, and compliance with legislative and regulatory requirements are necessary pre-requisites for ethical, accountable practice as an education leader and/or teacher.</li> <li>• Compliance with these professional regulations and the Australian Law ensures that a student is both responsible and accountable for their practice.</li> </ul>
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"> <li>• Peer discussions demonstrate respect and compliance with acceptable legal standards for educational leaders and/or teachers.</li> <li>• Adhering to requirements of informed consent, privacy and confidentiality with organisational, family and child information in academic and education settings.</li> </ul>

**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	Student demonstrates: <ul style="list-style-type: none"> <li>• Effective verbal communication with peers, academic and professional staff.</li> <li>• The ability to provide clear instructions and presentation of ideas to individuals and large or small groups relevant to the learning context.</li> </ul>
3	Justification of inherent requirement: <ul style="list-style-type: none"> <li>• Verbal communication is essential in developing and maintaining effective relationships with all educational stakeholders.</li> <li>• Effective verbal communication, in English, is required to demonstrate leadership and/or management skills within a education environment.</li> </ul>
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"> <li>• Using spoken English to communicate effectively and appropriately a range of stakeholders including with peers, academic and professional staff.</li> <li>• Communicating verbally with peers to engage in class-based and/or online group work.</li> </ul>

**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	Student 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"> <li>• Non-verbal behavioural skills are essential in developing and maintaining effective relationships with all educational stakeholders.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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"> <li>• Recognising non-verbal cues and responding appropriately in lectures and tutorials.</li> </ul>

**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	Student 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"> <li>• Written communication is essential in developing and maintaining effective relationships with all educational stakeholders.</li> </ul>
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"> <li>• Using written English to communicate effectively and appropriately with peers, academic and professional staff.</li> <li>• Constructing an essay in a written form to convey complex information, argument and exposition.</li> </ul>

**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	Student demonstrates <ul style="list-style-type: none"> <li>• The capacity to locate appropriate and relevant information</li> <li>• The ability to process information relevant to practice</li> <li>• The ability to integrate, reflect on and implement theoretical knowledge.</li> </ul>
3	Justification of inherent requirement: <ul style="list-style-type: none"> <li>• Effective education leadership and/or teaching requires the capacity to identify, comprehend and integrate theoretical knowledge within the contextual nature of complex learning environments.</li> <li>• High level cognitive functioning is required to be an effective leader/teacher.</li> </ul>
4	Adjustments must support the student'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: <ul style="list-style-type: none"> <li>• Conceptualising and using appropriate knowledge in response to academic assessment items</li> <li>• Students demonstrate the capacity to critique appropriate knowledge sources and discuss these with peers.</li> <li>• Students demonstrate the integration of new knowledge through reflective thinking.</li> </ul>

**LITERACY (LANGUAGE)**

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Competent English language and literacy skills are essential for professional communication in educational leadership, including effective teaching.
2	Student 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.
3	Justification of inherent requirement: <ul style="list-style-type: none"> <li>• The ability to acquire information and to accurately convey information is fundamental to teaching and learning.</li> </ul>
4	Adjustments must support students 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"> <li>• Conveying a spoken message using appropriate vocabulary and conventions of speech.</li> <li>• Competently constructing and sharing a range of texts including digital, written, and visual texts in a range of learning environments.</li> </ul>

**NUMERACY**

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Competent and accurate numeracy data skills are essential for effective leadership within schools and educational systems.
2	Student demonstrates the ability to collect, analyse and use a range of quantitative data as evidence of learning.
3	Justification of inherent requirement: <ul style="list-style-type: none"> <li>• The ability to collect and analyse quantitative data as evidence of learning is an essential part of an Education course.</li> </ul>
4	Adjustments must support students 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"> <li>• Demonstrating effective use of numeracy skills in matters related to learning.</li> <li>• Demonstrating the capacity to collect and analyse a range of quantitative data associated with learning.</li> </ul>

**REFLECTIVE SKILLS**

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	The ability to use thoughtful analysis of experience to inform future leadership practice is an essential requirement for educational leaders and/or teachers.
2	Student demonstrates the ability to: <ul style="list-style-type: none"> <li>• conceptualise their own experience and behaviour in professional contexts as valuable information to be retained</li> <li>• seek and apply feedback on their teaching</li> <li>• analyse past practice in relation to discipline and pedagogical knowledge</li> <li>• use insights from their analysis of past experience to inform more effective professional practice.</li> </ul>
3	Justification of inherent requirement: <ul style="list-style-type: none"> <li>• The ability to collect and analyse experiential data and use it in planning effective future practice is essential to developing teaching practice that responds effectively to the needs of diverse student cohorts and to changing educational contexts.</li> </ul>
4	Adjustments must address the student's ability to acquire, analyse their attitudes and behaviours in educational environments and apply insights from that analysis to future practice. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none"> <li>• Review and reflect on personal responses and cultural paradigms around challenges in educational environments.</li> <li>• develop safe and effective strategies that have the potential to improve student outcomes.</li> </ul>

**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	Student demonstrates: <ul style="list-style-type: none"> <li>• The ability to work effectively, sensitively and confidentially with children, young people, parents/carers and community members, in small and large groups.</li> <li>• The ability to create rapport with peers, academic and professional staff conducive to effective working relationships.</li> <li>• 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.</li> </ul>
3	Justification of inherent requirement: <ul style="list-style-type: none"> <li>• Graduates of accredited courses must meet the Australian Professional Standards for Teachers requirements</li> </ul>
4	Adjustments must enable appropriate levels of interpersonal engagement and behaviour. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none"> <li>• Participating in a respectful and culturally competent manner in tutorial discussion.</li> <li>• Interacting with mutual respect, equity and dignity towards others.</li> </ul>

**SENSORY ABILITY****VISUAL SENSOY ABILITY**

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Adequate visual abilities are required to provide safe and effective supervision of children and young people in a range of educational and community settings.
2	Student demonstrates: <ul style="list-style-type: none"> <li>• Sufficient visual perceptiveness to monitor children and young people's behaviour and safety.</li> <li>• The capacity to absorb visual information and to react immediately and appropriately.</li> </ul>
3	Justification of inherent requirement: <ul style="list-style-type: none"> <li>• Sufficient visual perspective is necessary for students to exercise their duty of care by consistently and accurately monitoring, assessing and managing children and young people in a range of educational and community settings.</li> <li>• Visual observations, examinations and assessment are fundamental to safe and effective teaching practice.</li> </ul>
4	Adjustments must address the need to perform the required range of tasks required of educators. 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"> <li>• 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.</li> <li>• 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.</li> </ul>

**AUDITORY SENSOY 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	Student demonstrates: <ul style="list-style-type: none"> <li>• Sufficient auditory perspective to monitor children and young people's behaviour and safety.</li> <li>• Active listening in tutorials and lectures with tutors, lecturers and peers, and with teachers, mentors, children and families.</li> <li>• 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.</li> </ul>
3	Justification of inherent requirement: <ul style="list-style-type: none"> <li>• Sufficient auditory ability is necessary to consistently and accurately monitor, assess and manage children and young people in a range of educational and community settings.</li> <li>• Auditory observations, examinations and assessment are fundamental to safe and effective teaching practice.</li> </ul>
4	Adjustments must address the need to perform the full range of tasks required of educators. 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	Exemplars: <ul style="list-style-type: none"> <li>• Active listening in tutorials and lectures.</li> <li>• 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.</li> </ul>

**TACTILE SENSORY ABILITY****LEVEL****INHERENT REQUIREMENT STATEMENTS****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	Student 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: <ul style="list-style-type: none"> <li>• Students need to be able to undertake many physical tasks as part of classroom routines and to support safe learning environments. The gross motor skills may involve lifting, carrying, pushing, pulling, 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</li> </ul>
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"> <li>• Setting up safe learning environments with resources and equipment that help children develop muscle strength, endurance, balance, coordination and postural control.</li> <li>• Safely retrieving, moving and using equipment and resources related to teachers in specific learning contexts or specific curriculum/learning areas (e.g., Technologies).</li> </ul>

**FINE MOTOR SKILLS****LEVEL****INHERENT REQUIREMENT STATEMENTS**

1	Teaching is a profession that requires manual dexterity and fine motor skills.
2	Student 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"> <li>• 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 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.</li> </ul>
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"> <li>• Modelling the use of equipment relevant to teachers in specific learning contexts or specific curriculum/learning areas (e.g., Science or Technologies).</li> <li>• Using ICT equipment for teaching and learning.</li> </ul>

**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 and leadership practices including data collection and reporting.
2	Student 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 and the Australian Professional Standards for Teachers.
3	Justification of inherent requirement: <ul style="list-style-type: none"> <li>• Students 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.</li> </ul>
4	Adjustments must support students 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"> <li>• Using appropriate ICTs to communicate with peers, academic and professional staff and to gather information in accomplishing academic tasks.</li> </ul>

**SUSTAINABLE PERFORMANCE**

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Students require both physical and mental performance at a consistent and sustained level over appropriate time frames to meet the course outcomes.
2	Student demonstrates: <ul style="list-style-type: none"><li>• Consistent and sustained level of physical energy to complete a specific task in a timely manner.</li><li>• 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.</li><li>• The capacity to maintain a consistent and quality performance in the specified professional experience placement usual time period i.e. whole days</li></ul>
3	Justification of inherent requirement: <ul style="list-style-type: none"><li>• 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</li></ul>
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"><li>• Preparing for and participating in tutorials, lectures over specified time periods.</li><li>• Providing consistent supervision, education/instruction and care to children/young people during the school day.</li></ul>