

# Graduate Certificate in Mental Health for Teachers and Educators

## GCMTOQ

Version: V1

Year applied: 2022

Credit Points: 40

FEA - Faculty of Education and Arts - Australian Catholic University

PROPOSER NAME:	PROPOSED DATE:	APPROVED DATE:
Mariette Le Roux	16/08/2021	16/11/2021

### 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

#### ETHICAL BEHAVIOUR

LEVEL	INHERENT REQUIREMENTS STATEMENTS
1	Students of ACU are expected to abide by the <a href="#">Student Conduct and Discipline Policy</a> and the <a href="#">Academic Integrity and Misconduct Policy</a> .
2	Student demonstrates knowledge of and engage in behaviour consistent with all relevant standards.
3	<p>Justification of inherent requirement:</p> <ul style="list-style-type: none"> <li>• Understanding and applying key ethical and conduct principles are requirements of the <a href="#">Australian Professional Standards for Teachers</a>.</li> <li>• Compliance with ACU's policies on student conduct is required to ensure productive and safe learning environments for all students.</li> <li>• Compliance with ACU's <a href="#">Academic Integrity and Misconduct Policy</a> is necessary to ensure the integrity of the learning outcomes and assessment tasks that are part of ACU's initial teacher education courses.</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 in classroom.</li> <li>• Complying with privacy and confidentiality requirements in academic and, professional environments.</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 constructively in the potentially diverse and challenging academic and educational environments.</li> <li>• Consistency in responding appropriately to peers, colleagues, ACU staff, teachers, mentors, learners and parents/carers 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>• Graduates of accredited courses must meet the <a href="#">Australian Professional Standards for Teachers</a></li> </ul>
4	Adjustments must support stable, effective and professional behaviour in educational environments associated with university study. Adjustments specific to the individual can be discussed with the Campus Disability Advisor.
5	Exemplars: <ul style="list-style-type: none"> <li>• Consistent, stable responses when dealing with multiple individuals and stimuli at once in the classroom.</li> <li>• Remaining calm during unexpected events and disruptions from peers, others.</li> </ul>

**LEGAL**

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Education courses are bound by specific legislation and regulations to comply with professional accreditation and registration.
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>• 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>• Demonstrating knowledge of teachers' code of conduct</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> <li>• The capacity to effectively use verbal language in a range of different social situations with children and adults.</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>• Being aware of the subtleties of tone in expression is essential for building understanding between self and others, especially with vulnerable others and during difficult circumstances</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 with peers, academic and professional staff.</li> <li>• Communicating verbally with a range of stakeholders.</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 is 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> <li>• Acknowledging cultural differences and expectations of key non-verbal behaviours, facial expressions and gestures</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> <li>• High quality written skills are needed to express concepts and to demonstrate the links between concepts</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>• Using different genre structures to respond appropriately to assessment task requirements</li> <li>• Editing draft work prior to submission</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>• Robust cognitive skills are needed for researching, inquiring and linking ideas necessary for postgraduate study.</li> <li>• Higher order cognitive skills of evaluation, synthesis and creativity are desirable for research and for responding to the variety of assessment task styles.</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>• Structuring an argument to articulate an idea from assessed information</li> <li>• Creatively responding to assessment tasks to demonstrate knowledge, understanding and values</li> </ul>

**LITERACY (LANGUAGE)**

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Competent English language and literacy skills are essential for professional communication and 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> <li>• The ability to paraphrase another person's articulation demonstrates active listening and requires a competent level of spoken English language and literacy</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	Insert the introduction to the inherent requirement)
2	Student demonstrates (description of how students demonstrate that they meet the inherent requirement)
3	Justification of inherent requirement:(Note: can be a statement or a number of bullet points) • (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)

**REFLECTIVE SKILLS**

LEVEL	INHERENT REQUIREMENT STATEMENTS
1	Reflective skills are essential to complete some assessment tasks effectively, sensitively and build relationships in educational settings associated with university study.
2	Student demonstrates the ability to: <ul style="list-style-type: none"> <li>• Think about their role, and their relationship with others in a professional and confidential manner</li> <li>• Work effectively, sensitively and confidentially with children, young people, parents/carers and community members, in small and large groups.</li> <li>• Consider the perspective of others with the intention of creating productive working relationships with peers, academics and professional staff</li> <li>• Consider and demonstrate sensitivity to sociocultural differences in a complex and diverse Australian society.</li> </ul>
3	Justification of inherent requirement: <ul style="list-style-type: none"> <li>• The sensitive-nature topics studied involve strong levels of consideration, retrospective analysis and self-assessment.</li> <li>• The topics are concept-laden and require expressions of understanding and an awareness of the affective as well as the cognitive domain.</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>• Demonstrating within assessment tasks that reflective practice has been implemented.</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 individuals and communities; in a complex and diverse Australian society.</li> </ul>
3	Justification of inherent requirement: Postgraduate teachers <ul style="list-style-type: none"> <li>• are engaged in every-day conflict resolution negotiations</li> <li>• work with people from various ethnic, sociocultural and socioeconomic demographics and need to be culturally sensitive and culturally responsive</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 SENSORY 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>• 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>• 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 involved. 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>• Identification of objects, people's reactions from images, film</li> <li>• Creation of annotated mindmaps</li> <li>• Basic editing of written documents</li> <li>• Identification of emotions from observing gesture, facial expression, behaviours</li> </ul>

