

Overview of professional experience at UNSW

Overview page 2
Policies and procedures page 4

Overview

Professional Experience is the central component of all teacher education programs at UNSW. It is where theory and practice are integrated and inter-related. This critical component sees the School of Education and our partner schools working collaboratively to ensure Teacher Education Students can develop the knowledge and skills to demonstrate achievement of the Australian Professional Standards for Teachers at Graduate level.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS
<p>Professional Knowledge</p> <p>Standard 1: Know their students and how they learn Standard 2: Know the content and how to teach it</p>
<p>Professional Practice</p> <p>Standard 3: Plan for and implement effective teaching and learning Standard 4: Create and maintain supportive and safe learning environments Standard 5: Assess and provide feedback and report on student learning</p>
<p>Professional Engagement</p> <p>Standard 6: Engage in professional learning Standard 7: Engage professionally with colleagues, parents/carers and the community</p>

For detailed information about the standards, please visit the following website: aitsl.edu.au/teach/standards

Teacher Education Students engage in ongoing professional practice throughout their program through in school placements involving a structured and coherent program of systematic observation, supervised teaching, focused tasks and activities, and university-based lectures. This carefully sequenced range of professional experience placements provides Teacher Education Students with the opportunity to move from initial observation through to independent practice, at the same time developing a range of teaching skills and understandings essential to plan for and manage successful classrooms. In addition, professional practice is designed to ensure Teacher Education Students take part in a range of activities outside the classroom to fully appreciate a teacher's role and engage with the broader community.

Early in their program Teacher Education Students are assigned to an educational setting, such as secondary school, primary school or Intensive English Learning Centre, where they provide support to the classroom teacher in either a block placement or one to two days a week.

All Teacher Education Students, both undergraduate and postgraduate will have 2 teaching placements. In their first placement, Professional Experience 1, Teacher Education Students teach 20 days of classes under the close supervision of a classroom teacher. Teaching is integrated with regular lesson observation of the Supervising Teacher and other teachers in the school. The Teacher Education Students will see various teaching styles and strategies

and gain a breadth of understanding of the school and the students he/she teaches.

During Professional Experience 2, Teacher Education Students engage in an extended placement where they are provided with increased opportunities for autonomy, responsibility and accountability. After the first 25 days of placement and the successful completion of their teaching performance assessment, Teacher Education Students move from close-supervision to a 20 day internship with program supervision and some focused observation, but without continuous in-class supervision. The internship, as far as possible, is designed to approximate the realities of school life and prepares the Teacher Education Students with a 'real world experience' of teaching and learning that assists them in their readiness for future employment in schools. They must have been signed off on the TPA as internship ready by the Supervising Teacher, and been observed and benchmarked with their peers by a University Liaison (i.e. the Tertiary Supervisor) prior to the internship. UNSW uses the definition of internship set out in the [NESA Professional Experience Policy](#), and adopted across many ITE providers in NSW.

Professional Experience is undertaken in a variety of settings, as recommended by NESA. Teacher Education Students complete their supervised Professional Experience 1 and Professional Experience 2 in at least two different schools which vary in terms of the year levels taught, subject areas taught, educational sector (DoE, independent, Catholic and other denominations), geographical location (inner city, outer suburbs, rural), and socio-economic context.

UNDERGRADUATE DEGREES	PROFESSIONAL EXPERIENCE	No. DAYS
Dual Bachelor of Education Degrees	Professional Engagement (non-teaching; observation and classroom assistance only)	15
	Professional Experience 1	20
	Professional Experience 2 / Internship	45
	Total Number of Days	80
POSTGRADUATE DEGREES	PROFESSIONAL EXPERIENCE	No. DAYS
Master of Teaching • Primary • Secondary (excludes INSTEP program)	Professional Experience 1	20
	Professional Experience 2 / Internship	45
	Total Number of Days	65

ROLES AND RESPONSIBILITIES

The roles and responsibilities of all stakeholders are available to be viewed on the NESA website for the Professional Experience Framework .

[Click here to read the common roles and responsibilities](#)

Policies and procedures

1 ATTENDANCE AND ABSENCES

Attendance for the full number of days of Professional Experience is required. Teacher Education Students must be in attendance for the full school day, from the arrival time set for teaching staff to the concluding time specified (normally 8am to 4pm). Teacher Education Students must also allow adequate time after school for debriefing.

Teacher Education Students are expected to be present for, and to use, all non-teaching periods for preparation, observation or consultation with Supervising Teachers. The Professional Experience Attendance/ Leave of Absence Sheet (WIL001) must be signed by the Teacher Education Student and countersigned by the Supervising Teacher.

Teacher Education Students must attend 100% of allocated days to successfully complete each professional experience block. All missed days must be made up. Students are also required to make up any missed days due to illness or other unforeseen circumstances.

Teacher Education Students who are absent from school, for whatever reason, are required to notify their Supervising Teacher as soon as possible. Medical certificates are required for full or partial days if absent whether or not these days occur consecutively or not. All leave must be documented, verified by the Supervising Teacher and arrangements made to make up the required days. Until supplementary teaching experience is completed, the Teacher Education Student will be considered 'Not Assessed'. Failure to provide medical certificates for absences and make up days missed may result in an 'Unsatisfactory' assessment for Professional Experience.

In rare situations, a Teacher Education Student may be granted permission by the Head of School to undertake Professional Experience at a different time to the published dates for reasons of ill health or death of close family members. Approval will be given on a case-to-case basis. Teacher Education Students need to be aware that if changes to professional experience dates impact on other course requirements then the Teacher Education Students may need to complete their professional experience in the following year.

2 DUTY OF CARE

It is the responsibility of Teacher Education Students to be aware of their duty of care when working with students in schools. As temporary members of the school staff, they are expected to assist with management of students, playground duty, sports supervision, excursions and other work specified by the Principal, but should not be left in sole charge of students at any time during their professional experience placement, unless they have been approved to move into an internship phase. The law relating to negligence applies to Teacher Education Students in the same manner as it does in the community. A Teacher Education Student would be totally responsible for an injury to a student arising from negligence on his/her part.

3 OCCUPATIONAL HEALTH AND SAFETY

Teacher Education Students should familiarize themselves with evacuation and other safety procedures within the school. They should know the location of fire extinguishers; fire exits and first aid kits. They must also be aware of their own general health during professional experience and are reminded that this is a fulltime commitment, so should not commit to other part-time work during a placement. If a Teacher Education Student suffers chronic health problems, s/he should speak to the relevant Student Advisor as soon as possible to ensure s/he will be able to fulfil the requirements of the placement (see [Inherent Requirements](#)).

All students of UNSW, who are participating in an approved teacher education professional experience, have medical and liability insurance coverage through the University's Risk Management Unit. The insurance policy is called "Group Personal Accident Policy" and covers the student while engaged in campus and course related activities, including Professional Experience placement or community placement activities. This insurance only covers those placements arranged through the student's Faculty or School, and policy details can be found at the Risk Management web site. Coverage is automatic for all students; there is no need to sign up for this policy. Any event likely to give rise to a claim should be immediately notified to the insurance officer, Risk Management Unit. Please address enquiries regarding Student Personal Accident Insurance to Azita Karpour on (02) 9385 1980. For further details please see: rmu.unsw.edu.au. On occasion, a work experience employer may ask the student to provide a letter of indemnity that outlines insurance arrangements. A letter of indemnity can be issued by the Professional Experience Coordinator.

Please note that accidents to students during practice teaching lessons conducted by Teacher Education Students are the responsibility of the Supervising Teacher, in the first instance, and must be reported to him/her. Teacher Education Students should become familiar with the safety procedures at the school as early as possible. They should also become familiar with the location of first aid kits, fire extinguishers, and emergency exit procedures.

4 JURY DUTY

Jury Duty service does not entitle Teacher Education Students to an exemption from Professional Experience either in part or in whole. Teacher Education Students are advised that if they are called for Jury Duty, an appeal may be lodged with the Sheriff's Office, together with a support letter from the School Manager, School of Education, UNSW. If an exemption is not granted, the Teacher Education Student will be required to fulfil their Professional Experience commitments at a later date.

5 INDUSTRIAL DISPUTES

If an industrial dispute occurs during the Professional Experience, Teacher Education Students should contact the Professional Experience Coordinator immediately. If the Teacher Education Student decides to attend a stop work meeting, he/she should inform the Supervising Teacher as a matter of courtesy. Where the Supervising Teacher is 'on strike', the Teacher Education Students cannot undertake practice teaching duties and should not go to the school.

Please note that interruptions to professional experience due to industrial action of one day or part of a day that occurs in a school do not need to be made up.

6 CHILD PROTECTION LEGISLATION

All Teacher Education Students (TES) must possess a current Volunteer Working With Children Check and attended a child protection lecture delivered by the Department of Education – Employee Performance and Conduct Directorate. This is a 2 hour COMPULSORY lecture that all UNSW Bachelor of Education and Masters of Teaching students must attend prior to their first placement day in any school. Attendance is taken for this lecture.

For Masters of Teaching students, the child protection lecture is delivered at the compulsory INSTEP orientation day in Semester 1 of Year 1 of the degree.

For Bachelor of Education students, the lecture is delivered at the EDST2002 orientation which takes place prior to their first placement).

Following attendance at these lectures (attendance recorded by Professional Experience team) Teacher Education Students must provide a copy of their WWC clearance number to the Professional Experience Office (PEO) via The School of Education's Online Placement System (OPS). The PEO verifies all WWC numbers in the Office of the Children's Guardian verification page for employers (wwccheck.ccp.nsw.gov.au/Employers/Login) and classifies students as 'eligible' for placement.

The most current recording of the child protection lecture is placed on Moodle only once all students who have access to the Moodle page have attended the lecture in person. Students are encouraged to view the recording before each placement period to refamiliarise themselves with the content.

Teacher Education Students must familiarise themselves with the Code of Conduct of the NSW Department of Education and to the document Responding to Allegations against Employees in the Area of Child Protection through the Department's website.

All EDST2002 Professional Engagement and EDST6760 Professional Experience 1 students must have a valid WWC clearance (volunteer as a minimum requirement).

All EDST6765 Professional Experience 2 students must have valid PAID WWC clearance.

7 ANAPHYLAXIS TRAINING

NESA and the Department of Education (DoE) now require that all initial Teacher Education Students have training in managing anaphylaxis. The DoE has mandated the completion of anaphylaxis e-training for all permanent, temporary and casual employees who work in schools. Subsequently, all Teacher Education Students must complete the anaphylaxis e-training module provided by the Australian Society of Clinical Immunology and Allergy (ASCI) in conjunction with practice using an adrenaline autoinjector training device prior to commencing any student placement in schools.

The e-training is a free, online module available at etraining.allergy.org.au

On successful completion of the online module, participants will receive a certificate of completion which should be printed immediately. Students will practice and demonstrate using the adrenaline auto-injector training device at their orientation lecture and have this component of the training signed off before they commence their placement. Students are then required to upload this signed certificate to the OPS. NESA and Department of Education require that students also present a copy of their certificate of completion to principals at the commencement of their professional experience placements. Students should also retain a copy of the certificate for future use within the two years of the certificate's currency.

The NSW DoE advises that student teachers who do not successfully complete this training, as verified by the university and the principal of their placement school, will not be able to undertake professional experience activities in NSW public schools. The training is required to be successfully undertaken every two years. This is the only training that will be accepted by the DoE to meet the requirement of anaphylaxis training for initial Teacher Education Students.

8 PLACEMENT OF TEACHER EDUCATION STUDENTS

Professional experience needs to be undertaken within a variety of settings, as stipulated by NESA. Placement diversity includes year levels taught, subject areas taught, educational sectors (DoE, independent, catholic and other denominations), geographical location (inner city, outer suburbs, rural) and socio-economic profile of schools.

The School of Education liaises with a wide range of schools to negotiate placements. **Teacher Education Students must not contact schools requesting placements themselves.** Teacher Education Students are normally informed of their allocated school approximately two to three weeks before the commencement date. If a Teacher Education Student refuses an allocated placement, this may result in failure. Should a Teacher Education Student be unplaced, they will be kept informed of alternative arrangements. It may be necessary for some placements to occur at another time of the academic year that is different to the published schedule. Teacher Education Students who have concerns about their placement should contact the Professional Experience Coordinator directly. Teacher Education Students will not be placed in schools where friends/relatives are teachers, students, school community members, where they are employed, or to where they themselves have been a student.

Teacher Education Students may need to travel up to 2 hours to their placement school as calculated using the Transport NSW website. Students will be requested to list their mode of transport on the Online Placement System (OPS). The cut-off date to amend this mode of transport is 4 weeks before the commencement of the placement unless extenuating circumstances arise.

Rural placements

The University of New South Wales offers the opportunity for students to experience rural school locations for their practicum where there is a higher demand for new teachers. To participate in this program, Teacher Education Students should contact the Professional Experience office via email professionalexperience@unsw.edu.au

Applications will be assessed based on the student’s commitment to teaching in public schools in rural settings, their previous professional experience reports and academic record.

Successful applicants will have their placement confirmed by the Professional Experience Office.

9 STUDENTS WITH A DISABILITY

UNSW is committed to providing an inclusive educational environment for students with a disability. ‘Disability’ is a broad term used to cover a wide range of formally diagnosed conditions which may have permanent or episodic effects depending on their nature.

Student teachers may experience the functional impact of one or more of the following conditions including a:

- Learning disability
- Acute or chronic medical or neurological condition
- Physical disability including Sensory impairment
- Psychiatric condition
- Psychological condition
- Having long term caring responsibilities

Teacher Education Students seeking enrolment in a professional experience course (EDST 2002, 6760 and/ or 6765) should ensure they read Appendix 22: Inherent Requirements for Initial Teacher Education Programs in this

handbook first, as not all disabilities can be accommodated in an initial teacher education program. Teacher Education Students who require educational adjustments to be implemented on their placement are required to register with Disability Services. This will necessitate them to disclose in confidence (with supporting medical documentation) their condition, in order to be provided with the necessary provisions.

Teacher Education Students enrolled in Professional Experience will also need to sign an acknowledgement form in the Online Placement System (OPS) which states “I do not have an impairment which impacts on my ability or prevents me from participating fully in the professional experience placements”. Although the information disclosed with Disability Services will remain confidential, in some situations, relevant information may need to be disclosed to the Professional Experience Coordinator (with the student’s permission) to ensure that the Teacher Education Student can be appropriately supported in the school environment in which they will complete their Professional Experience placement.

10 TEACHER EDUCATION STUDENTS NEEDING ADDITIONAL SUPPORT AND/OR AT RISK OF FAILURE

If there is concern the Teacher Education Students will not meet the expected standards by the end of the placement, the Teacher Education Students is at risk of failure. Once the nature of the problem has been identified (see Appendix 19), the following steps should be taken:

- The Supervising Teacher informs the Teacher Education Student that s/he is in need of additional support and requests a visit from the University Liaison as soon as possible
- In consultation with the University Liaison, the School Coordinator, documents area(s) of concern and action needed for the remainder of the placement using an Action Plan (see Appendix 20)
- The Action Plan is submitted to the Professional Experience Office, and a copy made available to Professional Experience Coordinator and also the Teacher Education Student.

Often, timely intervention can lead to improved performance. When needed, the University Liaison and/or Head of School may visit the school.

11 PAYMENTS FOR SUPERVISING TEACHERS AND COORDINATORS

Payment rates for supervised professional experience:

	2020	2021
Cooperating Teacher (Professional Engagement)	Voluntary	Voluntary
Supervising Teachers (Direct in-class supervision)	\$33	\$34
Supervising Teachers (Internship phase)	\$6.60	\$6.80
School PE Coordinator	\$1.65	\$1.70

Claiming for payment procedures

Supervising Teachers and Coordinators will be provided with the UNSW Student Teacher Supervision Payment (PR4) and a Statement by a Supplier form. Please note that both documents MUST be returned together in order for claims to be processed smoothly. Please ensure that the names of the Teacher Education Students and the school are entered on the form. This facilitates the claim being processed quickly by the University.

Pre-visit days, public holidays and strike action days will not be paid.

Please note that UNSW does not issue group certificates. A payment information summary will be emailed to you from our Accounts Payable department. For tax purposes, declare the amount received from UNSW in the 'Income earned' section of your tax return.

Payment forms should be submitted to, the Professional Experience Office, School of Education, no later than 4 weeks after the completion of the supervision duty. Payments will be processed within 4 weeks. You can submit your forms and queries by email to professionalexperience@unsw.edu.au.

12 CONCERNS ABOUT PERFORMANCE

If there is concern the Teacher Education Student will not meet the expected standards by the end of the placement, the Teacher Education Student is at risk of failure. There needs to be an open discussion with all concerned. The Professional Experience Office / University Liaison should be contacted quickly. Often, timely intervention can lead to improved performance. Please refer to the "[Procedures for Teacher Education Students Requiring Additional Support and/or at Risk of Failure](#)".

13 UNPROFESSIONALISM

In an extreme situation of demonstrated unprofessionalism, the university may withdraw the Teacher Education Students immediately from the school. This may happen if the Teacher Education Student demonstrates:

- 1 Inability to cooperate with staff and work effectively in the school environment
- 2 Attitudes and actions antithetical to the profession of teaching
- 3 Absence from Professional Experience without adequate explanation or documentation

Schools can ask for Teacher Education Students to be withdrawn from the school based on unprofessional behavior. Teacher Education Students who receive an Unsatisfactory grade due to unprofessionalism will need to "show cause" as to why they should be allowed to re-enrol. In the first instance, this is referred to the Professional Experience Office, who may consult with the Head of School to determine further action.

Please refer to the [Management of Students at Risk Prior to or During Placements, Internships and Practicums Procedure](#) and the [Inherent Requirements for Initial Teacher Education Programs](#) for further details.

Management of Students at Risk Prior to or During Placements, Internships and Practicums Procedure

UNSW POLICY ON STUDENTS AT RISK PRIOR TO OR DURING PLACEMENT
APPROVED BY THE DEAN, ARTS & SOCIAL SCIENCES 5 JUNE 2017

PURPOSE

This procedure outlines the management of students who are at-risk of being involved in reputational and other damage to themselves, the University and/or external organisations involved in practicum placements.

SCOPE

All staff and students in courses for which Arts & Social Sciences is the Course Authority.

1 SUITABILITY FOR PLACEMENT

Whether a student is suitable for placement will be assessed on the basis of a School's requirements, in conjunction with the requirements of an external accrediting body where relevant, and the nature of the program in which a student is enrolled. In general terms a student is unsuitable if the student is considered to be likely to act, or have acted, unprofessionally, inappropriately, or offer a risk of harm to people with whom the student may interact on the placement, internship or practicum, or otherwise be deemed unfit to practice in a professional manner. A student may also be unsuitable if the student will be unable to demonstrate required competency.

2 ONGOING MONITORING AND SUPPORT

Each School may determine its own process for identification and support of students who may be unsuitable for placements, internships and practicums. However, such processes should include, at a minimum, the following.

2.1 Initial assessment of suitability

Schools must ensure that students who will be placed with external organisations are suitable for the placements.

2.2 Continual assessment of suitability

Schools must continue to monitor the suitability of students for placement throughout the duration of the placement.

2.3 Support and reasonable adjustments

If there are concerns about a student's ability to engage in the learning experience provided by a placement, internship or practicum the School will discuss the concerns with the student and discuss support options or reasonable adjustments with the student. Where appropriate, the same range of support options should be consistently available to all students.

Additional assistance in the form of reasonable adjustments should be available to students who, due to a disability, would be unable to meet the learning outcomes of a course without an adjustment.

An adjustment is reasonable where the adjustment can be practicably implemented without compromising Course Learning Outcomes, Program rules and relevant UNSW policies and procedure, and within the resourcing capacity of the University.

3 REFUSAL TO PLACE, SUSPENSION OR WITHDRAWAL OF STUDENTS FROM PRACTICUM

An organisation offering a placement may exercise its right to refuse a student or terminate a placement at any time. When a student is refused a placement in or is withdrawn from a placement, internship or practicum at the request of the placement organisation, the School must:

- Inform the student of the refusal or withdrawal and provide reasons for the decision; and
- Provide support options and/or reasonable adjustments where appropriate; and
- Perform other actions or referrals as appropriate, e.g. initiate a referral in line with the Student at Risk

Procedure, or investigate allegations of breaches of the Student Code Policy, etc.

If, notwithstanding existing and potential support options and/or reasonable adjustments, a student remains unable to satisfactorily complete or be placed in a placement, internship or practicum, the School must inform the student of its intent to refer the student pursuant to the Student at Risk Procedure and provide reasons for the decision.

A student who is at risk of non-progression in the Program of study should be referred to the Faculty Student Centre to obtain further advice about their study.

Whether a student voluntarily withdraws from the Program or not, the School must:

- Refer the student in line with the Student at risk Procedure if the student is continuing risk of non progression; and
- Fulfill its reporting obligations pursuant to the Student Critical Incident Procedure if it is appropriate to do so; and
- Perform other actions or referrals as appropriate, e.g. initiate or investigate misconduct allegations, etc.

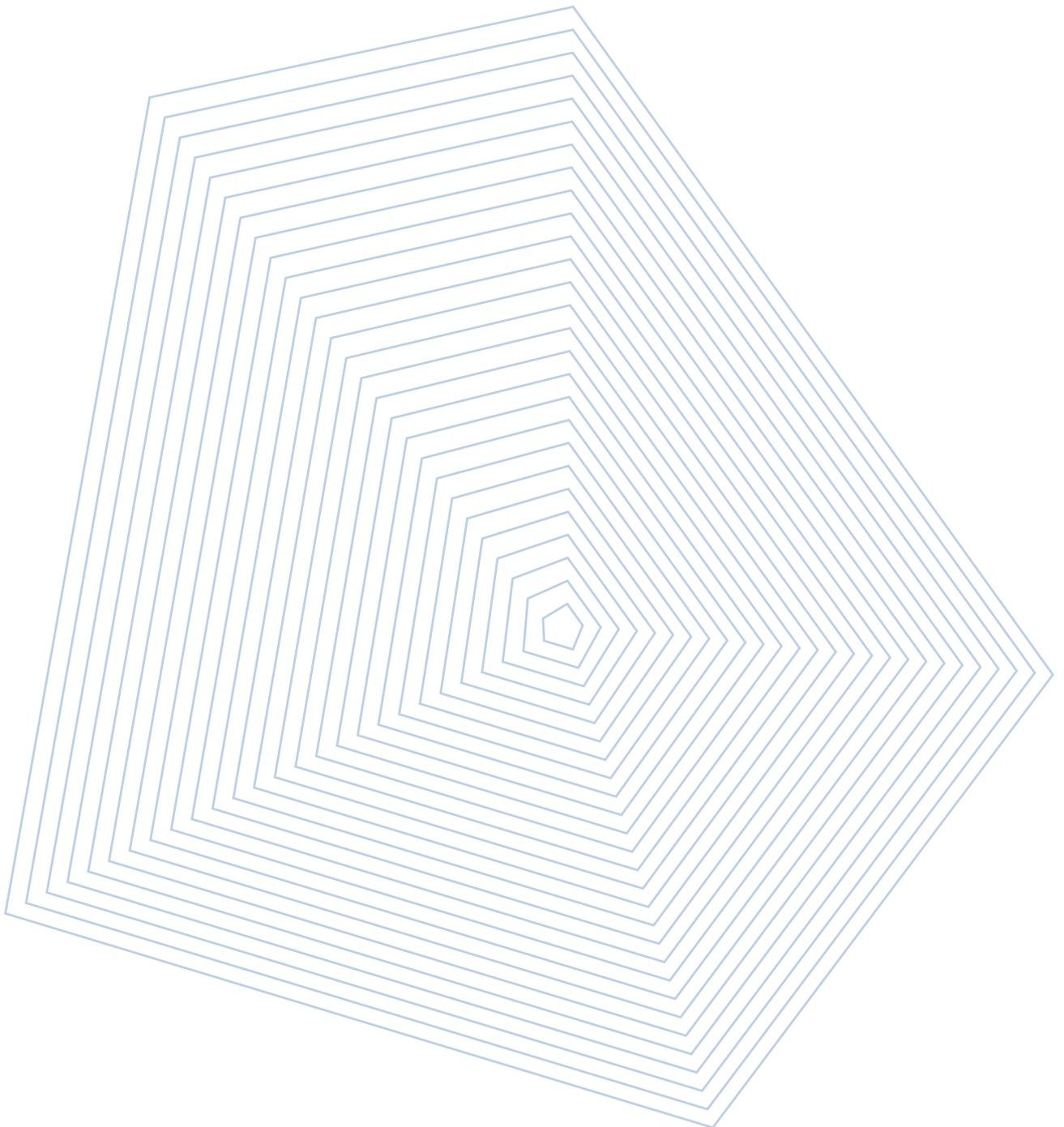
4 COMPLAINTS AND APPEALS

A student who is refused, suspended or withdrawn from a placement, internship or practicum is entitled to make a complaint or proceed to an appeal against the School's decision under the UNSW Student Complaint Procedure.

This Procedure supports the University's compliance with the following legislation:

Tertiary Education Quality and Standards Agency Act 2011 (Cth) [legislation.gov.au/Series/C2011A00073](https://www.legislation.gov.au/Series/C2011A00073)

Higher Education Standards Framework (Threshold Standards) 2015
[legislation.gov.au/Series/F2015L01639](https://www.legislation.gov.au/Series/F2015L01639)



Inherent requirements for Initial Teacher Education Programs

INTRODUCTION

The University of New South Wales School of Education (SoE) strongly supports the rights of all people who wish to pursue initial teacher education at the SoE to achieve their potential and career objectives. The School is committed to making reasonable adjustments to teaching and learning, assessment, professional experience and other activities to address the impact of students' disabilities so that they are able to participate in their program. To support potential and current students' decision making, a series of inherent requirement statements has been developed (© University 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.

INHERENT REQUIREMENTS

westernsydney.edu.au/ir

© University of Western Sydney is licensed under a Creative Commons Attribution- Non Commercial Share Alike 4.0 International licence.

If you are intending to enrol in an initial teacher education course, you should look at these inherent requirement statements and think about whether you may experience challenges in meeting these requirements. If you think you may experience challenges related to your disability, chronic health condition or any other reason, you should discuss your concerns with Disability Services or the SoE staff, such as the Student Advisor or the Professional Experience Coordinator. These inherent requirements should be read in conjunction with other course information and related material such as NESAs Professional Teaching Standards and the Australian Institute for Teaching and School Leadership National Professional Standards for Teachers, as well as the UNSW policy on Students At Risk Prior to or During Student Placement (Appendix 21).

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:

- Verbal communication is the primary medium of communication in an educational setting
- Timely, accurate, clear and effective delivery of information provides clear instruction and initiation of learning
- Interactivity of communication is fundamental to the educational process
- 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 (DoE) 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:

- 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 (DoE) 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 NESAs, 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 NESAs, 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.