

## INHERENT REQUIREMENTS STATEMENTS

The inherent requirements within this document apply to the Bachelor of Early Childhood Education. Ikon strongly supports the right of all people to pursue study in early childhood education.

### What are inherent requirements?

Inherent requirements are the essential components of a course or subject that demonstrate the abilities, knowledge, and skills to achieve the core learning outcomes of the course or subject, while preserving the academic integrity of learning, assessment, and accreditation processes. The inherent requirements are the abilities, knowledge and skills needed to complete the course that must be met by all students.

To support potential and current student decision making, a series of inherent requirement statements have been developed. These statements specify the course requirements for student admission and progression. The statements are clustered under eight domains consisting of ethical behaviour, behavioural stability, legal, communication, cognition, relational skills, reflective skills and sustainable performance.

### How this affects you

To successfully complete a course, you must show you can safely and reasonably perform its inherent requirements. Inherent requirements help you to:

- understand the skills and attributes you must demonstrate to successfully progress through a course
- make informed decisions about your study and career choices, and
- prepare for the professional standards you'll need to meet in a workplace

Standardised testing may be used to assess some inherent requirements (e.g., literacy and numeracy tests). Otherwise, your ability to meet inherent requirements will be evaluated throughout your course.

Students with a disability or chronic health condition may be able to have reasonable adjustments made to enable them to meet these requirements. Ikon is committed to making reasonable adjustments to teaching and learning, assessment, professional practice, and other activities to enable students' to participate in their course. Reasonable adjustments however must not fundamentally change the nature of the inherent requirement. Students are required to undertake activities which reflect the Australian early childhood education context which may include mixed

gender, religious and culturally diverse environments.

Reasonable adjustments need to balance the interests of everyone affected, including other students and Ikon.

### **What you need to do**

If you are intending to enrol in a course in the School of Education, you should look at these inherent requirement statements and think about whether you may experience challenges in meeting these requirements during your studies.

If you think you may experience challenges for any reason including a disability or chronic health condition, you should contact Admissions who will help arrange a meeting with the Head of School (or they will nominate an appropriate academic) so you can discuss your concerns in detail.

Ikon will work with you to understand your needs and determine reasonable adjustments to assist you to meet the inherent requirements. In the case where it is determined that inherent requirements cannot be met with reasonable adjustments, Ikon can provide guidance regarding other study options. We recommend you do this as early as possible, so you can make an informed choice about your study options. Contact Admissions via email to [admissions@ikon.edu.au](mailto:admissions@ikon.edu.au).

### **How to read the inherent requirement statements**

The inherent requirements are made up of the following five components and domains:

- Level 1 - Introduction to the inherent requirement
- Level 2 - Description of the inherent requirement
- Level 3 - Explanation of why this is an inherent requirement of the course
- Level 4 - Nature of any adjustments that may be made to allow you to meet the requirement
- Level 5 - Examples of tasks that show you have met the requirement\*

\* Note, these are examples only and not a comprehensive list

There are ten domains of inherent requirements. Some domains have several sub-domains.

- Domain 1: Ethical Behaviour
- Domain 2: Behavioural Stability
- Domain 3: Legal
- Domain 4: Communication
- Domain 5: Cognition
- Domain 6: Relational Skills
- Domain 7: Reflective Skills
- Domain 8: Sensory Abilities
- Domain 9: Strength and Mobility
- Domain 10: Sustainable Performance

These inherent requirements should be read in conjunction with other course information posted to the institutional website (accessed via <https://ikon.edu.au/courses/>) and the national laws,

regulations and standards of [Australian Children's Education and Care Quality Authority \(ACECQA\)](#), the independent national authority that assists governments in administering the [National Quality Framework](#) (NQF) for children's education and care; the [Early Childhood Australia's Code of Ethics](#); the [Australian Professional Standards for Teachers](#) and [Graduate teaching standards](#).

## Domain 1: Ethical Behaviour

- L1 **Statement:** Early childhood education is a profession guided by the codes, guidelines and policies of the Australian Children's Education and Care Quality Authority (ACECQA) and the Early Childhood Australia Code of Ethics. Early childhood teachers are deemed accountable and responsible for ensuring their professional behaviour in all contexts. Early childhood teachers must adhere to these codes, and those of any state regulatory bodies, and should demonstrate knowledge of and engage in ethical behaviour in practice.
- L2 **Description:** Student demonstrates:
- Knowledge of and engages in ethical behaviour consistent with all relevant standards in practice.
- L3 **Justification of inherent requirement:**
- Compliance with the codes, guidelines and policies facilitates safe, competent interactions and relationships for students and/or the people with whom they engage. This supports the physical, psychological, emotional, and spiritual wellbeing of all.
  - Understanding and applying key ethical and conduct principles for young children and to graduate and be eligible to apply for registration as an early childhood teacher are meeting the requirements of the:
    - [Australian Children's Education and Care Quality Authority \(ACECQA\)](#)
    - [Early Childhood Australia's Code of Ethics](#)
    - [Australian Professional Standards for Teachers](#)
    - [Graduate teaching standards](#)
- L4 **Adjustments:** Adjustments must not compromise professional codes, guidelines and policies or result in unethical behaviour. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Complying with conduct required to maintain professional registration.
  - Demonstrating respect for the diversity of family and community values and practices within academic, professional, and work integrated learning settings.
  - Complying with privacy and confidentiality requirements in academic, professional, and work integrated learning settings.

- Demonstrating honesty and integrity in academic, professional, and work integrated learning settings.

## Domain 2: Behavioural Stability

- L1 **Statement:** Behavioural stability is required to function and adapt effectively and sensitively in the role of early childhood teacher in educational settings.
- L2 **Description:** Student demonstrates:
- Behavioural stability to work constructively in a diverse and changing academic and work integrated learning settings, which may at times be challenging and unpredictable.
  - Consistency in responding appropriately to children, young people and families' needs in stressful and challenging situations.
- L3 **Justification of inherent requirement:**
- Behavioural stability is required to work individually and in teams in diverse and changing and unpredictable environments.
  - Students will be exposed to complex, stressful, and traumatic content and situations and will be required to have behaviour stability to manage these events objectively and professionally.
  - Students will encounter people from various cultural and social backgrounds and will be required to have behavioural stability to manage these interactions objectively and professionally.
  - Graduate Early Childhood Teachers must meet the [ACECQA National Quality Framework](#) and the [Australian Professional Standards for Teachers](#).
- L4 **Adjustments:** Adjustments must support stable, effective, and professional behaviour in both academic and early childhood education settings. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Being receptive and responding appropriately to constructive feedback.
  - Managing own emotional state to be able to develop and maintain an appropriate relationship with a diverse range of children, families, communities, professional colleagues and supervisors, academic staff, and peers.
  - Coping with own emotions and behaviour effectively when dealing with individuals in community and educational settings.

## Domain 3: Legal

- L1 **Statement:** Initial early childhood teacher education courses are mandated by specific legislation and regulations to comply with professional accreditation, registration and

professional and work integrated learning requirements. Early childhood education practice is governed by legislation and regulations to enable the safe delivery of education and care for young children. Teachers are also subject to laws governing child protection, mandatory notification of children and young people at risk, and criminal activity. Professional practice is further governed by peer regulation through ACECQA.

L2 **Description:** Student demonstrates:

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

L3 **Justification of inherent requirement:**

- Knowledge, understanding and compliance with legislative and regulatory requirements are necessary pre-requisites to work integrated professional placements to reduce the risk of harm to self and others.
- Compliance with these regulations and the law ensures that students are both responsible and accountable for their practice.
- Graduate Early Childhood Teachers must meet the ACECQA [National Quality Framework](#) and the [Australian Professional Standards for Teachers](#).

L4 **Adjustments:** Adjustments must be consistent with legal and regulatory requirements. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).

L5 **Exemplars:**

- Complying with legal requirements regarding all aspects of practice.
- Complying with relevant child protection and safety legislation.
- Complying with relevant Work Health and Safety legislation.
- Obtaining a national criminal check or clearance or authority document of conditional letter.
- Adhering to requirements of informed consent, privacy, and confidentiality with organisational, family and child information in academic and education settings.
- Complying with professional peer regulation through ACECQA.

## Domain 4: Communication

This course requires effective, verbal, non-verbal and written communication skills.

### 4.1 Verbal Communication Skills

L1 **Statement:** Effective verbal communication, in English, is an essential requirement of all courses offered by the School of Education. Effective verbal communication, in English, is

also required to provide safe and effective delivery of early childhood education and care and needs to be respectful, clear, attentive, empathic, honest, and non-judgemental.

**L2 Description:** Student demonstrates:

- Effective verbal communication at formal and informal levels in lecturers, tutorials, with peers and academics in small and large groups.
- The ability to provide clear instructions and presentation of ideas to individual 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 work integrated professional placements.
- 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 digital technologies that support verbal communication with individuals and small groups for learning and assessment purposes and during professional and work integrated professional placements.
- Sensitivity to individual and/or cultural differences; the ability to listen, understand and respond to verbal communication accurately, appropriately, empathically and in a timely manner; consistent and appropriate awareness of own verbal communication style; the ability to provide clear instructions and guidelines in the context of the situation; and timely clear feedback and reporting.

**L3 Justification of inherent requirement:**

- Verbal communication is the primary medium of communication in an early childhood 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 development and maintaining effective relationships with all educational stakeholders.
- Communicating in a way that displays respect and empathy to others and develops trusting relationships with children and their families.
- Speed and accuracy of communication may be critical for individual safety or developmental intervention.
- Accurate and effective delivery of verbal instructions is critical to individual safety, education, and care.
- Graduate Early Childhood Teachers must meet the ACECQA [National Quality Framework](#) and the [Australian Professional Standards for Teachers](#).

L4 **Adjustments:** Adjustments for verbal communication must address effectiveness, timeliness, clarity, and accuracy issues to ensure safety and appropriate support. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).

L5 **Exemplars:**

- Communicating in English effectively and appropriately in tutorials, lectures, group work and on work integrated professional placement.
- Participating in tutorial and professional discussions.
- Engaging in verbal reflection with peers, tutors, and children.
- Demonstrating knowledge and use of digital technologies to support oral communication for assessment and small group presentations and on work integrated professional learning.

#### 4.2 Aural Communication Skills

L1 **Statement:** Competent aural communication is a requirement of all courses offered by the School of Education. Effective aural communication is required to access course content and being responsive to the demands of higher education study and work integrated professional placement.

L2 **Description:** Student demonstrates:

- Sufficient aural function to perform and comprehend the requires range of tasks.
- Active listening in lectures and tutorials with academics and peers and during work integrated professional placement.
- Appropriate use of digital technologies that support aural communication with individuals and small groups for learning and assessment purposes and during work integrated professional placement.

L3 **Justification of inherent requirement:**

- The [Australian Professional Standards for Teachers](#) require that students are able to:
  - Use effective aural communication formally and informally in with peers and academics in small and large groups and during work integrated professional placement in a range of different social situations with children and adults.
  - Be active and empathetic listeners in diverse social and linguistic contexts.
  - Use digital technologies to support aural communication in professional contexts.
  - Demonstrate sufficient aural ability to gather information and accurately feedback and monitor students consistently and accurately whilst studying and on work integrated professional placements.

L4 **Adjustments:** 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.

L5 **Exemplars:**

- Demonstrating knowledge and use of digital technologies that rely on effective aural communication for presentations and on work integrated professional placement.
- Responding effectively to children and adults demonstrating empathy towards and active listening to what is being communicated.

#### 4.3 Non-Verbal Communication Skills

L1 **Statement:** Effective non-verbal communication is fundamental to early childhood education and needs to be respectful, clear, attentive, empathic, and non-judgemental.

L2 **Description:** 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 and/or cultural differences in relation to non-verbal communication.

L3 **Justification of inherent requirement:**

- The ability to observe and understand non-verbal cues assists with building rapport with children and gaining their trust and respect in educational and professional relationships.
- Displaying consistent and appropriate facial expressions, eye contact, being mindful of space, time boundaries and body movements and gestures promotes trust in academic and professional relationships.
- Being sensitive to individual and/or cultural differences displays respect and empathy to others and develops trusting relationships.
- Safe and effective early childhood education requires the capacity to observe, interpret and respond appropriately to non-verbal communication, particularly in situations where a young child may not be able to verbalise distress, discomfort, or fear.
- The ability to understand non-verbal cues is essential for safe and effective observation of a child's development and agency as part of their assessment and treatment.

L4 **Adjustments:** Adjustments must enable the recognition, initiation of, interpretation, or appropriate response to non-verbal communication in a timely and appropriate manner. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).

**L5 Exemplars:**

- Recognising non-verbal cues and responding appropriately in lectures, tutorials, and group work.
- Recognising non-verbal cues and responding appropriately on professional experience placements.
- Using appropriate non-verbal gestures in lectures, tutorials, group work and on professional experience placements.
- Demonstrating awareness of cross-cultural difference in non-verbal communication.

#### 4.4 Written Communication Skills

**L1 Statement:** Effective written communication, in English, is a fundamental early childhood education and care responsibility with professional and legal ramifications. It is also a requirement to effectively access course content and participate in professional experience placements.

**L2 Description:** Student demonstrates:

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

**L3 Justification of inherent requirement:**

The Australian Professional Standards for Teachers require that students are able to:

- Construct a range of written assessment tasks to ethical and academic standards to convey knowledge, understanding and skills of relevant content and pedagogy, curriculum materials and professional experience placement practice.
- Produce accurate, responsive, and diligent written communication for a range of purposes and audiences for the provision of appropriate and safe education, curriculum, learning and care.
- Effectively and appropriately use a range of texts, which includes 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 the School of Education.

**L4 Adjustments:** Adjustments must not compromise the necessary standards of clarity, accuracy, and accessibility to facilitate effective planning, delivery, reporting, evaluating and synthesising of information in both academic and early childhood education settings. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).

**L5 Exemplars:**

- Constructing an assessment to required academic standards including appropriate referencing of sources.

- Preparing curriculum documents, including documentation, assessment, and planning records, which are appropriate to the purpose and audience and completed in a timely manner.
- Conveying information in a written form effectively to families or other staff in the educational setting.

## Domain 5: Cognition

This course requires knowledge of theory and the skills of cognition, literacy, numeracy, and digital technology.

### 5.1 Knowledge and Cognitive Skills

- L1 **Statement:** Consistent knowledge and effective cognitive skills must be demonstrated to provide safe, professional, and competent teaching practice and early childhood education and care.
- L2 **Description:** 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 lecture, tutorials, group work, and professional experience placements practice.
- L3 **Justification of inherent requirement:**
- Delivery of quality education and teaching relies on the understanding and application of theory in practice.
  - Safe and effective practice is based on identifying and accurately extracting plus understanding information from a range of sources and applying this appropriately.
  - Graduate Early Childhood Teachers must meet the ACECQA [National Quality Framework](#) and the [Australian Professional Standards for Teachers](#).
- L4 **Adjustments:** Adjustments must support the student's ability to acquire, analyse and apply knowledge. Adjustments also must not compromise or impede student's ability to demonstrate the minimum acceptable level of knowledge and cognitive skill required to practise safely. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Ability to conceptualise and use appropriate knowledge in response to academic assessment tasks and in professional experience placement settings.
  - Ability to conduct individual and group learning experiences based on interests and needs.

- Identifying and applying knowledge of policy and procedures during professional experience placements.

## 5.2 Literacy (Language) Skills

- L1 **Statement:** All education students require competent English language and literacy skills for professional and effective delivery of teaching content.
- L2 **Description:** Student demonstrates:
- The ability to acquire information and accurately convey appropriate, effective messages.
  - The ability to read and comprehend a range of texts, literature and information for teaching and learning purposes.
  - The capacity to understand and implement academic conventions to construct written text in a scholarly manner including making explicit links between practice and theory.
- L3 **Justification of inherent requirements:**
- The ability to acquire information and to accurately convey messages is fundamental to ensure safe and effective assessment, curriculum, and delivery of learning experiences.
  - The ability to read, decode, interpret, and comprehend multiple sources of information is fundamental for safe and effective delivery of early childhood education and learning experiences.
  - Graduate Early Childhood Teachers must meet the ACECQA [National Quality Framework](#) and the [Australian Professional Standards for Teachers](#).
- L4 **Adjustments:** Adjustments must not compromise the student's ability to demonstrate the minimum acceptable capacity to effectively acquire, comprehend, apply, and communicate accurate information and engage in written reflection. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Conveying a spoken message accurately and effectively, including using appropriate vocabulary and conventions of speech, during professional experience placements.
  - Competently constructing and sharing a range of texts including digital, written, and visual texts in a range of social contexts.
  - Paraphrasing, summarising, and referencing in accordance with appropriate academic conventions in all assessments.
  - Producing accurate, concise, and clear documentation while on professional experience placements which meets legal and professional requirements.

### 5.3 Numeracy Skills

- L1 **Statement:** Competent and accurate numeracy skills are essential for effective delivery of teaching content.
- L2 **Description:** Student demonstrates:
- The ability to interpret and correctly apply data, measurements, and numerical criteria in a range of early childhood education and care contexts.
- L3 **Justification of inherent requirements:**
- Competent application of numeracy skills is fundamental for effective delivery of teaching content.
  - Graduate Early Childhood Teachers must meet the ACECQA [National Quality Framework](#) and the [Australian Professional Standards for Teachers](#).
- L4 **Adjustments:** Adjustments must enable the demonstration of effective numeracy skills. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **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 children's learning.
  - Applying numeracy skills to interpret and solve problems in a range of educational and academic contexts.

### 5.4 Digital Technology Skills

- L1 **Statement:** All education students require competency in the use of digital technologies to access course content, current teaching practice, and pedagogical practice.
- L2 **Description:** Student demonstrates:
- Knowledge of, and confidence in, the use of digital technologies in academic, professional and curriculum content.
- L3 **Justification of inherent requirements:**
- Use of digital technologies are necessary to provide an effective teaching and learning environment consistent with current pedagogy.
  - Graduate Early Childhood Teachers must meet the ACECQA [National Quality Framework](#) and the [Australian Professional Standards for Teachers](#).
- L4 **Adjustments:** Adjustments must enable the student to demonstrate a capacity to comprehend, interpret and apply digital technology use. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).

**L5 Exemplars:**

- Using appropriate digital technologies to communicate with peers and lecturer and to gather information in accomplishing academic tasks.
- Using email professionally during study and during professional experience placements with students, staff, parents and the community.
- Using digital technology for accurate, responsive, and diligent preparation of curriculum documents, including documentation, assessment, and planning records, which are appropriate to the purpose and audience and completed in a timely manner.
- Using digital technologies to convey information to families or other staff in the educational setting.

## Domain 6: Relational Skills

**L1 Statement:** Teaching practice requires the ability to use highly developed intrapersonal and interpersonal skills to establish and maintain strong relationships with people.

**L2 Description:** Student demonstrates:

- The ability to work effectively, sensitively, and confidentially with young children, parents/carers, and community members.
- The ability to establish and maintain rapport with academic staff, supervisors, and peers conducive to effective working relationships.
- Cultural competence, sensitivity, and willingness to work with individual children in a complex and diverse Australian and Global society.

**L3 Justification of inherent requirement:**

- Highly developed relational skills are a cornerstone of effective relationships that permit effective engagement, assessment, intervention, and inclusion.
- Highly developed relational skills are necessary to engage effectively with children and their families.
- The ACECQA [National Quality Framework](#) and the [Australian Professional Standards for Teachers](#) require effective, sensitive and confidential engagement with children, parents and work colleagues and the ability to engage with people from diverse backgrounds and in various contexts.
- Inclusion is mandated in the Australian educational context.

**L4 Adjustments:** Adjustments must enable appropriate levels of interpersonal engagement and behaviour. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).

**L5 Exemplars:**

- Building rapport with a client to engage them in effective practice during professional experience placement.
- Effectively using relational and interpersonal skills to manage relationships with children, their families, and the community.
- Relating effectively, openly, and sensitively to academic staff, supervisors, and peers.
- Participating in a respectful and culturally competent manner in all lectures, tutorials, group work and on professional experience placements.
- Collaborating, modifying, and reflecting on teaching during professional experience placements in response to children's need and supervisor feedback.
- Interacting with mutual respect, equity, and dignity towards others.

## Domain 7: Reflective Skills

**L1 Statement:** Teaching practice requires self-awareness and a capacity for reflection and reflexivity to consider the effect of one's own issues, actions, values, and behaviours on practice.

**L2 Description:** Student demonstrates:

- The ability to accurately reflect on their performance, and the ability to accept feedback on their teaching practice and respond constructively.

**L3 Justification of inherent requirements:**

- Participation in supervision is a key teaching strategy in educator and teacher training which requires well developed understanding of oneself to appropriately engage in this activity.
- Working with children while on placement and understanding and responding to them requires well developed understanding of oneself and the ability to effectively manage one's reactions to situations that may arise.
- Graduate Early Childhood Teachers must meet the ACECQA [National Quality Framework](#) and the [Australian Professional Standards for Teachers](#).

**L4 Adjustments:** Adjustments must not compromise the student's ability to demonstrate an acceptable minimum level of capacity in this area. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).

**L5 Exemplars:**

- Identifying when an issue is outside one's scope or expertise, or when one's practice may be negatively affected by personal experience and/or reactions.
- Identifying how one's own relational style and behaviour may impede or enhance work with children, families, or communities on professional experience placements.

- Identifying and bringing difficult areas of one's teaching practice to supervision to reflexively improve work with children on professional experience placements.
- The constructive use of one's own responses within interpersonal and supervisory relationships.

## Domain 8: Sensory Abilities

- L1 **Statement:** Adequate visual acuity is required to provide safe and effective supervision of children in a range of educational and community settings.
- L2 **Description:** Student demonstrates:
- Sufficient visual acuity to perform the required range of skills.
  - Sufficient visual acuity to monitor children's behaviour and safety.
- L3 **Justification of inherent requirements:**
- Sufficient visual acuity is necessary to demonstrate the required skills, tasks, and assessments.
  - Visual observations and assessment are fundamental to the safe and effective scope of teaching.
- L4 **Adjustments:** Must address the need to perform the required range of tasks involved in professional experience placements. Any strategies to address the effects of vision impairment must be effective, consistent, and not compromise care and safety. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).
- L5 **Exemplars:**
- Monitoring children's safety and well-being in indoor and outdoor settings and engaging in activities at both near and far distances.
  - Being able to view children's work and play to provide feedback whilst on professional experience placements.
  - Manipulating a range of learning environments and resources.
  - Monitoring children's behaviour, safety, health, and wellbeing
  - Negotiating unfamiliar settings effectively.
  - Being able to sufficiently see which enables movement of children in emergency situations.

## Domain 9: Strength and Mobility

This course requires strength and mobility involving fine and gross motor skills

## 9.1 Gross Motor Skills

- L1 **Statement:** Participation in physical activities and movement is required to function effectively in community and educational settings.
- L2 **Description:** Student demonstrates:
- The ability to move and perform gross motor function within the scope of practice.
- L3 **Justification of inherent requirements:**
- Sufficient gross motor skills necessary to perform, coordinate and prioritise education and 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 an AITSL and ACECQA requirement that teachers are able to undertake many physical tasks and perform care routines with young children.
  - Meeting these requirements is necessary for graduate eligibility for registration.
- L4 **Adjustments:** 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 Head of School (or their nominee).
- L5 **Exemplars:**
- Setting up safe learning environments with resources and equipment.
  - Safely retrieving, moving, and using large pieces of equipment.

## 9.2 Fine Motor Skills

- L1 **Statement:** Teaching is a profession that requires manual dexterity and fine motor skills.
- L2 **Description:** Student demonstrates:
- The ability to use fine motor skills to provide safe effective education and care.
- L3 **Justification of inherent requirements:**
- 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 an AITSL and ACECQA requirement that teachers can undertake many physical tasks and perform care routines with young children.
  - Meeting these requirements is necessary for graduate eligibility for registration.
- L4 **Adjustments:** Adjustments must facilitate functional effectiveness, safety of self, children and others and a capacity to provide appropriate education and care. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).

**L5 Exemplars:**

- Recording, observing, documenting, and clearly modelling the use of equipment.
- Manipulating resources during teaching and playing with children.
- Using digital technology equipment for teaching and learning.

## Domain 10: Sustainable Performance

**L1 Statement:** Teaching practice requires both physical and mental performance at a consistent and sustained level over appropriate time frames to meet course outcomes, and individual and group needs.

**L2 Description:** Student demonstrates:

- Consistent and sustained level of physical energy to complete a specific task in a timely manner and over time.
- The ability to perform repetitive 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.

**L3 Justification of inherent requirements:**

- Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in an assigned period to provide safe and effective participation in all teaching, field, and professional experience requirements.
- Graduate Early Childhood Teachers must meet the ACECQA [National Quality Framework](#) and the [Australian Professional Standards for Teachers](#).

**L4 Adjustments:** Adjustments must ensure that performance is consistent and sustained over a required period. Adjustments specific to the individual can be discussed with the Head of School (or their nominee).

**L5 Exemplars:**

- Participating in tutorials, lectures, and professional experience placements.
- Providing consistent supervision, education, teaching and care to children over a designated time frame.
- Performing multiple tasks simultaneously whilst supervising the safety and care of students.

## Document Information & History

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Sources: In developing these inherent requirements, the following documents were considered:

- University of Sydney – Inherent Requirements for Early Childhood Education Courses Inherent course requirements - The University of Sydney
- University of Western Sydney - Inherent Requirements  
<http://www.westernsydney.edu.au/ir>  
© University of Western Sydney is licensed under a Creative Commons Attribution-Non Commercial Share Alike 4.0 International Licence
- University of Wollongong Australia – School of Education Inherent Requirements Inherent requirements - University of Wollongong – UOW

