



## Informed Choices

Further information for students considering an Initial Teacher Education course at Swinburne

- BA-EDUECT** *Bachelor of Education (Early Childhood Teaching)*
- BA-EDUECTS** *Bachelor of Education (Early Childhood Teaching)*
- BA-EDECP** *Bachelor of Education (Early Childhood and Primary)*
- BA-EDECPS** *Bachelor of Education (Early Childhood and Primary)*
- BA-EDUPRI1** *Bachelor of Education (Primary)*
- BA-EDUPRI** *Bachelor of Education (Primary)*
- MA-TEAPRI2** *Master of Teaching (Primary)*
- MA-TEASCS** *Master of Teaching (Secondary)*

Swinburne supports students to make informed choices when applying for and enrolling in courses. In education there are functional and behavioural abilities required to undertake tasks, learning activities or assessments. These are described below to assist prospective students when assessing whether they can successfully undertake an Initial Teacher Education course.

### Reasonable Adjustments

Swinburne upholds inclusive academic practices, ensuring that students with disabilities and other conditions can undertake courses and participate in study. Reasonable adjustments can be implemented to support students through viable arrangements to enable students with a disability or a chronic health condition to undertake the studies while maintaining the academic integrity of core course requirements.

Students considering whether they may be eligible for reasonable adjustments should contact Swinburne's [AccessAbility Services](#) and will need to complete an [AccessAbility Registration Form](#).

## 1. Sensory Abilities

Some tasks in education courses require certain sensory abilities, including: visual ability and auditory ability.

### ***Will reasonable adjustments be considered?***

Yes. Please contact *AccessAbility* to consider reasonable adjustments suitable for your situation.

<b>Sensory abilities</b>	<b><i>What is this?</i></b>	<b><i>How is this relevant to education courses?</i></b>
<b>Visual ability</b>	The extent to which a person can see or interpret visual information. This may also include colour vision.	If you have any concerns about your visual ability, please contact us to determine what reasonable adjustments may be possible to support you.
<b>Auditory ability</b>	The sense of hearing, and the extent to which a person can be responsive to aural cues, and differentiate vocal sounds and tone.	If you have any concerns about your auditory ability, please contact us to determine what reasonable adjustments may be possible to support you.

## 2. Strength and Mobility

Some tasks in education courses require strength and mobility, including: gross motor skills and fine motor skills.

### ***Will reasonable adjustments be considered?***

Yes. Please contact AccessAbility to consider reasonable adjustments suitable for your situation.

<b>Strength and mobility</b>	<b><i>What is this?</i></b>	<b><i>How is this relevant to education courses?</i></b>
<b>Gross motor skills</b>	The use of large muscle groups that coordinate body movements and provide strength for activities such as lifting, pushing, pulling, walking and maintaining balance.	If you have any concerns about your gross motor skills, please contact us to determine what reasonable adjustments may be possible to support you.
<b>Fine motor skills</b>	The ability to undertake precise coordinated movements of the hands for activities such as writing and manipulating small objects.	If you have any concerns about your fine motor skills, please contact us to determine what reasonable adjustments may be possible to support you.

## 3. Behaviours

Some tasks in education courses require certain behaviours, including: ethical behaviour, mental wellness and behavioural stability, as well as sustainable performance and endurance.

### ***Will reasonable adjustments be considered?***

Yes. Please contact AccessAbility to consider reasonable adjustments suitable for your situation.

<b>Behaviours</b>	<b><i>What is this?</i></b>	<b><i>How is this relevant to education courses?</i></b>
<b>Ethical behaviour</b>	Ability to comply with and be governed by quality and professional standards. Acting in ways consistent with the recognised values of society and avoiding activities that do harm.	Learning and assessment activities require confidentiality and integrity in order to perform in academic and professional settings. Practice and registration requires adherence to the Australian Professional Standards for Teachers.
<b>Mental Wellness and Behavioural Stability</b>	A state of well-being in which an individual can cope with the normal stresses of life and can work productively and fruitfully, maintaining consistent behaviour that is acceptable and appropriate.	Exposure to situations which are challenging and unpredictable is common in teaching practice. Learning and assessment activities require sensitive, perceptive and delicate interactions and responses. Learning and assessment activities require behavioural stability to manage challenges objectively and professionally.
<b>Sustainable Performance and Endurance</b>	The ability to undertake a task over a pre-determined period of time, including physical performance such as standing for a period of time, or mental performance such as concentrating and maintaining focus for a particular length of time.	Teaching practice while on placement requires exposure to unexpected and sometimes emergency situations. There is a requirement for a sustained level of physical and mental performance in learning and assessment activities.