

**Inherent requirements for all
Initial Education Programs
The School of Education & Professional Studies
Griffith University**

Bachelor of Education, Primary

Bachelor of Education, Secondary

Master of Primary Teaching

Master of Secondary Teaching

Inherent requirements are core activities, tasks, or skills that are essential to successful completion of a program of study. Griffith University's initial teacher education programs with Professional placements have inherent requirements for teaching. Inherent requirements should be seen as interrelated and practised in combination with each other to support effective teaching practice. Inherent requirements can include:

- physical and cognitive requirements
- communication and interpersonal skills
- professional behaviour
- ethical conduct

Griffith University's accredited education programs of initial teacher education must teach, practise and assess the [Australian Professional Standards for Teachers](#) (APST). To be eligible for graduation and teacher registration, all graduates must successfully demonstrate the full range of the Graduate level of the APST and thereby show that they also meet the inherent requirements for teaching practice.

Inherent requirements should be applied in accordance with the Disability Discrimination Act (1992) and the Disability Standards for Education 2005 (DSE). Griffith University is committed to making reasonable adjustments to support students with a disability to meet these requirements. Each requirement will be assessed on an individual basis through consultation with the student to determine reasonable adjustments that support the demands of the teaching profession while enabling participation on the same basis as other students.

A student may be considered unable to meet an inherent requirement only if, after reasonable adjustments have been considered and implemented, the essential outcome of a required teaching task cannot be achieved. Exit points to alternate study pathways will be explored if pre-service teachers are unable to demonstrate the inherent requirements for teaching.

Individual Support and Reasonable Adjustments

In accordance with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005, Griffith University will:

- Consult individually with each student about how their disability may affect their ability to meet inherent requirements.
- Explore reasonable adjustments that would enable the student to show the essential capabilities for teaching.
- Consider alternative methods that are less disruptive and intrusive while maintaining the integrity of the teaching profession.
- Provide reasonable adjustments within a reasonable time when identified as necessary and reasonable.

Inherent requirements for teaching include the following attributes and abilities

1. Ethical and professional behaviour

- demonstrated understanding and application of key ethical principles in education settings.
- demonstrated understanding of and compliance with codes, guidelines and policies to facilitate safe, competent interactions and relationships with students, caregivers, colleagues and

community members. All State jurisdictions have a Code of teacher ethics. Queensland's code may be downloaded from the [Queensland College of Teachers'](#) (QCT) website.

Justification

Teachers have-

- a duty of care to children and young people.
- a responsibility to make informed decisions that align with ethical standards, to ensure that their actions reflect integrity and professionalism.

2. Behavioural and emotional stability

- demonstrated ability to work constructively in diverse, unpredictable and challenging academic and educational environments.
- demonstrated ability to respond consistently and appropriately to the needs of children, young people and families in stressful and challenging situations.
- demonstrated ability to reflect on performance and to respond appropriately and constructively to feedback.
- demonstrated personal insight and the ability to reflect on the impact of personal and professional behaviour.

Justification

Teachers must be able to-

- manage their own behaviour and emotions in the face of challenging behaviour in educational settings to support the safety and well-being of children and young people.
- respond appropriately to constructive feedback and seek professional learning when necessary to create safe learning environments.

3. Legal obligations

- demonstrated understanding of and compliance with Australian and State legislative and regulatory requirements.
- demonstrated understanding of and compliance with professional regulations to ensure responsible and accountable teaching practices.

Justification

Teachers must-

- comply with Queensland College of Teachers' policies.
- comply with relevant child protection and safety legislation.
- comply with relevant Work Health and Safety legislation.
- adhere to requirements of informed consent, privacy and confidentiality with organisational, family and child information in academic and education settings.

4. Communication skills

- demonstrated ability to effectively communicate at formal and informal levels with colleagues, managers, students, and families using appropriate communication methods that may include spoken, written, signed, or technology-assisted communication.
- demonstrated ability to clearly provide instructions and present ideas to individuals and large groups relevant to the learning and teaching context.
- demonstrated capacity to use language effectively with diverse linguistic and cultural groups and individuals (including children and adults) in a range of social situations, including professional and field settings.
- demonstrated literacy and numeracy skills via a pass in the [LANTITE](#) (Literacy and Numeracy Test for Initial Teacher Education) test which is designed to assess initial teacher education students' personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching.

Justification

The Australian Professional Standards for Teachers (APST) require-

- teachers must have communicative abilities fit for the task of educating children and young people.
- teachers must have communicative abilities to build rapport with colleagues, managers, students, families, and community members, and ensure they consistently communicate in a sensitive and confidential manner with all stakeholders.

5. Cognitive skills

- demonstrated ability to find appropriate and relevant information for quality teaching.
- demonstrated ability to integrate, reflect on, and implement theoretical knowledge to plan and enact quality learning and teaching practices.
- demonstrated ability to process information relevant to a diverse range of required teaching practices.

Justification

The teaching profession requires-

- individuals to possess the intellectual means to process knowledge for children and young people.
- teachers to have the ability to create challenging and engaging teaching artefacts to educate children and young people.

6. Sensory ability

- adequate visual acuity (with assistive technologies as necessary) is needed to provide safe and effective supervision of children and young people in a range of educational and community settings.
- demonstrated ability to gather, process, and respond to sensory information necessary for safe and effective teaching practice.

- demonstrated ability to monitor student safety, behaviour, and learning.
- demonstrated ability to receive spoken, written, signed, or technology-assisted communication from others as applicable.

Justification

The teaching profession requires-

- the highest levels of duty of care for children and young people.
- that teachers take reasonable measures to protect students against risks of injury which reasonably could have been foreseen.

7. Strength and mobility

- demonstrated ability to take part in movement typically needed to function effectively in educational settings.
- demonstrated ability to use fine motor skills consistently and safely as necessary to perform and coordinate education and care.

Justification

Teacher mobility and fine motor skills-

- are essential for adapting to the varied needs of learning environments.
- are necessary to handle equipment and manipulate resources appropriate to the context.
- support interactions with children and young people and thus behaviour management.

8. Sustainable performance

- demonstrated consistent and sustained physical and mental energy to complete specific tasks promptly and over time.
- demonstrated 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.
- demonstrated capacity to maintain consistency and quality of performance throughout the designated period of teaching time.

Justification

The teaching profession requires-

- physical, personal, interpersonal, and cognitive endurance to ensure safe and effective educational practices in diverse educational environments.

Please contact student [Services and Support](#) if you would like to discuss your personal situation. If you have a disability or condition that you believe may affect your ability to meet the inherent requirements of teaching, please get in touch with [Student Disability and Accessibility services](#). Contact should be made as early as possible to allow time for proper consultation and implementation of reasonable adjustments. The University is committed to working with you to identify adjustments that enable you to demonstrate the essential capabilities for teaching while maintaining professional standards. Remember: These inherent requirements focus on essential outcomes, not specific methods. Many

capabilities can be shown through alternative approaches with appropriate adjustments.

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To discuss these requirements or for further clarification to enable self-assessment against the program requirements, planned tasks and reasonable adjustments, please contact the Program Director.