

## MC-TEACHSA Master of Teaching (Secondary)

<b>Year and Campus:</b>	2011 - Parkville
<b>CRICOS Code:</b>	061228G
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Level:</b>	Graduate/Postgraduate
<b>Duration &amp; Credit Points:</b>	200 credit points taken over 24 months full time. This course is available as full or part time.
<b>Coordinator:</b>	Dr Larissa McLean Davies
<b>Contact:</b>	Faculty of Education Student Centre
<b>Course Overview:</b>	<p>The Master of Teaching (Secondary) prepares graduates for teaching in a wide range of curriculum areas. The course includes a number of electives that are designed to provide candidates with options to expand their professional knowledge in areas that are significant to schools today.</p> <p><b>2011 Academic calendar dates for the Master of Teaching (Secondary) are Semester 1: 14 February - 3 June and Semester 2: 25 July - 11 November.</b></p>
<b>Objectives:</b>	<p>On completion of this course graduates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Be highly-skilled teachers, with the theoretical frameworks and practical ability to produce effective learning for each individual student.</li> <li># Be engaged intelligently and passionately in the educational venture, and have the ability not only to adapt to, but also to lead change.</li> <li># Articulate a coherent set of beliefs about learning and teaching, based soundly on leading-edge theory and evidence-based research.</li> <li># Display a solid understanding of discipline knowledge and knowledge about education, and of how they interact in effective pedagogy.</li> <li># Understand the links between planning, teaching and evaluating for learning.</li> <li># Plan for students' teaching and learning bringing to bear an informed awareness of child and adolescent development.</li> <li># Generate and interpret the classroom data to enable individualized programming of developmental learning for each student.</li> <li># Respond flexibly in catering for the different learning needs of individual students, including those with special needs.</li> <li># Utilise a range of teaching approaches that foster both independent and cooperative learning.</li> <li># Structure their teaching to provide rich and creative learning environments.</li> <li># Develop in their students the capacity for vigorous but respectful critique and for curiosity in learning.</li> <li># Demonstrate an awareness of cultural diversity and its implications for society and education.</li> <li># Demonstrate an understanding of the significance of written and spoken language as fundamental to education.</li> <li># Utilise a variety of technologies in the classroom to assist learning.</li> <li># Function effectively across the various relationships involved in the professional life of a teacher.</li> <li># Demonstrate the level of competency in literacy and numeracy expected of the teaching profession.</li> <li># Be leaders and advocates in education, responsive to legislation, policy and the global human rights issues of participation, access and inclusion.</li> </ul>
<b>Course Structure &amp; Available Subjects:</b>	<p>The first 150 points of the 200 point the secondary program comprises the Postgraduate Diploma in Teaching ( PGDT) and provides a qualification for registration to teach. This component may be completed in 12 months through an "accelerated" program or through a "reduced" program over 24 months. Four options for the additional 50 points for the Master of Teaching may be completed anytime up to five years after completion of the PGDT and are:</p> <ul style="list-style-type: none"> <li># An induction program which supports graduate teachers in the initial phase of their teaching career</li> </ul>

- # An internship program which provides an extended transition program for teacher candidates
- # Research preparation for entry to higher degree research programs
- # Specialisation through access to specialist graduate course work.

Note: All teacher candidates will be required to undertake two Learning Area Study sequences (or a double sequence).

#### Subject Options:

##### Subjects undertaken in first semester plus Learning Areas

Subject	Study Period Commencement:	Credit Points:
EDUC90404 Professional Practice & Seminar Sec 1a	Not offered 2011	18.75
EDUC90405 Learners, Teachers and Pedagogy (Sec)	Semester 1	12.50
EDUC90406 Social and Professional Contexts (Sec)	February	12.50
EDUC90407 Language and Teaching	March	6.25

##### Subjects undertaken in second semester plus Learning Areas plus one elective subject from list

Subject	Study Period Commencement:	Credit Points:
EDUC90408 Professional Practice & Seminar Sec 2a	Not offered 2011	18.75
EDUC90409 Assessment, Learning and Teaching (Sec)	July	12.50
EDUC90410 ICT in Secondary Education	February, July	6.25

##### Elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90421 Integrating the Curriculum: Middle Years	July	12.50
EDUC90425 Australian Indigenous Education	July	12.50
EDUC90428 Promoting Student Wellbeing	July	12.50
EDUC90492 Teaching for a Sustainable World	July	12.50
EDUC90427 ESL Across the Curriculum	Not offered 2011	12.50
EDUC90424 Postcompulsory Pathways	Not offered 2011	12.50
EDUC90423 Literacy and Numeracy Intervention	July	12.50
EDUC90426 Foundations of Mathematics Teaching	July	12.50
EDUC90422 English as an Additional Learning Area	July	12.50
EDUC90504 ICT Leadership in Schools	Not offered 2011	12.50
EDUC90712 Engaging Middle Year Learners Through ICT	July	12.50
EDUC90727 Global Perspectives in Education	Not offered 2011	12.50

##### Induction Option

Subject	Study Period Commencement:	Credit Points:
EDUC90415 Professional Portfolio	Year Long	37.50
EDUC90417 Investigating Practice (Induction)	Year Long	12.50

##### Internship Option

Subject	Study Period Commencement:	Credit Points:
EDUC90418 Internship (Secondary)	Summer Term, Semester 1, Semester 2	37.50
EDUC90416 Investigating Practice (Internship)	January, Semester 2	12.50

#### Research Option

Subject	Study Period Commencement:	Credit Points:
EDUC90419 Education Research Methodology	February, July	12.50
EDUC90420 Research Project	Semester 1, Semester 2	37.50
EDUC90558 Research Project	Year Long	37.50

#### Professional Development Option

Students may undertake 50 points of study from the Faculty's Career Development postgraduate program (subject to meeting prerequisites). Students may either undertake the subjects in a standard 50-point specialist program eg. the Postgraduate Certificate in Educational Studies (TESOL), or they may choose individual subjects according to their interests and needs.

#### Learning Areas 1 and 2

Subject	Study Period Commencement:	Credit Points:
EDUC90429 Learning Area Biology 1	February	12.50
EDUC90430 Learning Area Biology 2	July	12.50
EDUC90431 Learning Area Business Studies 1	February	12.50
EDUC90432 Learning Area Business Studies 2	July	12.50
EDUC90433 Learning Area Chemistry 1	February	12.50
EDUC90434 Learning Area Chemistry 2	July	12.50
EDUC90435 Learning Area Drama 1	February	12.50
EDUC90436 Learning Area Drama 2	July	12.50
EDUC90437 Learning Area English 1	February	12.50
EDUC90438 Learning Area English 2	July	12.50
EDUC90439 Learning Area Geography 1	Semester 1	12.50
EDUC90440 Learning Area Geography 2	July	12.50
EDUC90441 Learning Area Health Education 1	Semester 1	12.50
EDUC90442 Learning Area Health Education 2	July	12.50
EDUC90443 Learning Area History 1	February	12.50
EDUC90444 Learning Area History 2	July	12.50
EDUC90445 Learning Area Humanities 1	February	12.50
EDUC90446 Learning Area Humanities 2	July	12.50
EDUC90447 Learning Area Humanities (Additional) 1	Semester 1	12.50

	EDUC90448 Learning Area Humanities (Additional) 2	July	12.50
	EDUC90449 Learning Area Information Technology 1	Semester 1	12.50
	EDUC90450 Learning Area Information Technology 2	July	12.50
	EDUC90453 Learning Area LOTE 1	February	12.50
	EDUC90454 Learning Area LOTE 2	July	12.50
	EDUC90457 Learning Area Mathematics 1	February	12.50
	EDUC90458 Learning Area Mathematics 2	July	12.50
	EDUC90459 Learning Area Mathematics (Additional) 1	Semester 1	12.50
	EDUC90460 Learning Area Mathematics (Additional) 2	July	12.50
	EDUC90461 Learning Area Media Studies 1	Semester 1	12.50
	EDUC90462 Learning Area Media Studies 2	July	12.50
	EDUC90463 Learning Area Music A (Classroom) 1	Semester 1	12.50
	EDUC90464 Learning Area Music A (Classroom) 2	July	12.50
	EDUC90465 Learning Area Music B (C'room&Instrum) 1	February	12.50
	EDUC90466 Learning Area Music B (C'room&Instrum) 2	July	12.50
	EDUC90467 Learning Area Physical Education 1	Semester 1	12.50
	EDUC90468 Learning Area Physical Education 2	July	12.50
	EDUC90469 Learning Area Physics 1	February	12.50
	EDUC90470 Learning Area Physics 2	July	12.50
	EDUC90471 Learning Area Psychology 1	February	12.50
	EDUC90472 Learning Area Psychology 2	July	12.50
	EDUC90473 Learning Area Science 1	February	12.50
	EDUC90474 Learning Area Science 2	July	12.50
	EDUC90475 Learning Area TESOL 1	February	12.50
	EDUC90476 Learning Area TESOL 2	July	12.50
	EDUC90477 Learning Area Visual Art 1	February	12.50
	EDUC90478 Learning Area Visual Art 2	July	12.50
	EDUC90479 Learning Area Visual Art (Additional) 1	February	12.50
	EDUC90480 Learning Area Visual Art (Additional) 2	July	12.50
<b>Entry Requirements:</b>	<p>For entry into the Master of Teaching (Secondary Stream), an applicant must have:</p> <p># An undergraduate degree, with appropriate prerequisites for two Learning Area Study sequences, as required by the Victorian Institute of Teaching.</p> <p>PLEASE NOTE: Students are required to have applied for a Working With Children Check (WWCC) before commencing the Professional Practice subjects.</p>		
<b>Core Participation Requirements:</b>	<p>The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to</p>		

	<p>enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including: a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have; d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques); e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom; f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers; g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>
<b>Graduate Attributes:</b>	<p>The program is built on the premise that students coming into the program will have a firm foundation of disciplinary knowledge and analytical skills, and will bring with them a diversity of educational and life experiences. The program will emphasise the importance of the research evidence base as a foundation for excellent educational practice, as well as developing further the students' capacity for critical inquiry and professional reflection. Underpinning the program is a strong partnership with early childhood settings and schools and with educational systems that will support the intelligent engagement in professional practice at an advanced level. Special emphasis will be placed on the students' capacity to teach the diverse range of students, and to promote equity in education. Students will have the opportunity to undertake teaching practice in international settings, which will enhance their cultural awareness and expand their understanding of global education. They will understand the policy landscape and the processes for making policy at school and system level, so that they can intervene and justify producing change.</p>
<b>Professional Accreditation:</b>	<p>The secondary stream of the Postgraduate Diploma and Master of Teaching will provide graduates with provisional registration with the Victorian Institute of Teaching.</p>
<b>Generic Skills:</b>	<ul style="list-style-type: none"> <li># Understand Secondary education as part of a spectrum of learning and development, linked to primary schooling and to post-schooling outcomes of further study and/or employment.</li> <li># Have a thorough understanding of the particular needs of students in the middle years of schooling.</li> <li># Be expert in the disciplines they teach and committed to continual updating of their discipline knowledge;</li> <li># Mediate knowledge of the discipline for their students knowledge through appropriate pedagogy.</li> <li># Be able to intelligently and creatively plan, implement and critique mandated curriculum.</li> </ul>