

## MC-TEACHEC Master of Teaching (Early Childhood)

<b>Year and Campus:</b>	2015 - Parkville
<b>CRICOS Code:</b>	061226K
<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.
<b>Coordinator:</b>	Dr Tim Gilley
<b>Contact:</b>	<b>Contact Us</b> ( <a href="https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE">https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE</a> ) Call: 13 MELB (13 6352)
<b>Course Overview:</b>	<p>The Master of Teaching (Early Childhood) provides you with the qualification for preschool teaching and is completed in four semesters of study.</p> <p>The Master of Teaching (Early Childhood) provides two different entry points to support the learning needs of local students (start-year intake) and those who are unfamiliar with the educational context of Australia (mid-year intake).</p> <p><b>Start-year intake</b></p> <p>The Master of Teaching (Early Childhood) commences with a Graduate Diploma of Teaching (Early Childhood) which prepares graduates with a qualification for pre-school teaching and is completed in three semesters of study.</p> <p>The final semester of study completes the Master of Teaching (Early Childhood) with options for dual registration, research preparation or further specialist studies in early childhood.</p> <p><b>Mid-year intake</b></p> <p>Students undertake 200 points of compulsory subjects in the four semesters leading to the Master of Teaching (Early Childhood).</p> <p>The first semester is built on understanding the educational context in Australia and comprises four subjects.</p>
<b>Learning Outcomes:</b>	<p>On the completion of this course graduates will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li># Use evidence to make sound clinical judgments about the nature and implementation of teaching interventions.</li> <li># Be highly-skilled teachers who demonstrate the professional capabilities to meet the individual needs of diverse learners using interventionist practices.</li> <li># Generate and analyse diverse sources of data that can effectively inform and assess student learning and development.</li> <li># Demonstrate an understanding of the ways in which theory and research informs practice.</li> <li># Plan and execute a substantial research-based project, capstone experience and/or piece of scholarship.</li> <li># Demonstrate strong subject and pedagogical content knowledge.</li> <li># Demonstrate the level of competency in literacy and numeracy expected of the teaching profession.</li> <li># Utilise diverse pedagogical strategies to provide rich and creative learning environments that empower learners.</li> <li># Utilise inclusive teaching practices that demonstrate an awareness of cultural diversity and its implications for society and education.</li> <li># Utilise digital technologies to expand learning opportunities for students.</li> <li># Develop in students the practices and attitudes required for critical thinking and the ability to work both independently and cooperatively.</li> <li># Demonstrate an understanding of the role of language as fundamental to education.</li> <li># Demonstrate the ability to maintain effective, ethical and respectful relationships with all involved in the learning community..</li> </ul>

	<ul style="list-style-type: none"><li># Effectively engage students, parents, community members, and professional colleagues to support student learning and development.</li><li># Understand the impact of legislation, policy and the global human rights principles on their roles and responsibilities as teachers.</li><li># Demonstrate a capacity for leadership and advocacy in education.</li></ul>																					
Course Structure & Available Subjects:	<p>The Master of Teaching (Early Childhood) provides two different entry points to support the learning needs of local students (start-year intake) and those who are unfamiliar with the educational context of Australia (mid-year intake).</p> <p><b>Start-year intake</b></p> <p>The Master of Teaching (Early Childhood) commences with a Graduate Diploma of Teaching (Early Childhood) which prepares graduates with a qualification for pre-school teaching and is completed in three semesters of study.</p> <p>The final semester of study completes the Master of Teaching (Early Childhood) with options for dual registration, research preparation or further specialist studies in early childhood.</p> <p>The first three semesters leading to the Graduate Diploma in Teaching (Early Childhood) are built on four strands:</p> <ul style="list-style-type: none"><li># Professional Practice</li><li># The Developing Learner</li><li># The Developing Curriculum</li><li># The Developing Professional</li></ul> <p>Students take one subject in each strand in each semester.</p> <p>The final semester of study completes the Master of Teaching with options for:</p> <ul style="list-style-type: none"><li># Dual registration</li><li># Research preparation</li><li># Professional development, further specialist studies in early childhood</li></ul> <p><b>Mid-year intake</b></p> <p>The Master of Teaching (Early Childhood) provides you with the qualification for preschool teaching.</p> <p>Students undertake 200 points of compulsory subjects in the four semesters. The first semester is built on understanding the educational context in Australia and comprises four subjects. Semesters 2, 3 and 4 are built on four strands:</p> <ul style="list-style-type: none"><li># Professional Practice</li><li># The Developing Learner</li><li># The Developing Curriculum</li><li># The Developing Professional</li></ul> <p>Students take one subject in each strand in each semester.</p>																					
Subject Options:	<div><p><b>START-YEAR INTAKE</b></p><p><b>Start-Year Intake - Subjects undertaken in the first semester of study</b></p><table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90701 The Child 0-8</td><td>Semester 1</td><td>12.5</td></tr><tr><td>EDUC90702 Curriculum Pedagogy and Assessment EC 1</td><td>Semester 1</td><td>12.5</td></tr><tr><td>EDUC90705 Early Language and Literacy</td><td>February, Semester 1</td><td>12.5</td></tr><tr><td>EDUC90703 Professional Practice and Seminar (EC) 1</td><td>Semester 1</td><td>12.5</td></tr></table><p><b>Start-Year Intake - Subjects undertaken in the second semester of study</b></p><table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90704 Curriculum Pedagogy and Assessment EC 2</td><td>July</td><td>12.5</td></tr></table></div>	Subject	Study Period Commencement:	Credit Points:	EDUC90701 The Child 0-8	Semester 1	12.5	EDUC90702 Curriculum Pedagogy and Assessment EC 1	Semester 1	12.5	EDUC90705 Early Language and Literacy	February, Semester 1	12.5	EDUC90703 Professional Practice and Seminar (EC) 1	Semester 1	12.5	Subject	Study Period Commencement:	Credit Points:	EDUC90704 Curriculum Pedagogy and Assessment EC 2	July	12.5
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EDUC90704 Curriculum Pedagogy and Assessment EC 2	July	12.5																				

EDUC90706 Child Health and Wellbeing	July	12.5
EDUC90707 Professional Practice and Seminar (EC) 2	Semester 1, Semester 2	12.50
EDUC90748 Researching Education Practice EC/EY	July	12.5

### Start-Year Intake - Subjects undertaken in the third semester of study

Students having completed the first three semesters (150 points) can graduate with the Graduate Diploma in Teaching (Early Childhood).

Subject	Study Period Commencement:	Credit Points:
EDUC90391 Science and Mathematics in EC	March	12.50
EDUC90563 The Creative and Expressive Child	March	12.50
EDUC90709 Professional Practice and Seminar (EC) 3	Semester 1, Semester 2	12.50
EDUC90700 The Early Childhood Profession	Semester 2	12.5

### Start-Year Intake - Subjects undertaken in the fourth semester

#### Start-Year Intake fourth semester - Dual Registration Option (Early Years)

Subject	Study Period Commencement:	Credit Points:
EDUC90399 Professional Practice and Seminar (EY)	July, Semester 1	12.5
EDUC90400 Literacy in the Early Years	July	12.5
EDUC90401 Numeracy in the Early Years	July	12.5
EDUC90749 Education Capstone Research Proj. (EC/EY)	Semester 1, Semester 2	12.5

#### Start-Year Intake fourth semester - Research Option

EDUC90419 Education Research Methodology 12.50 And one of (depending on FT/PT mode):

EDUC90420 Research Project 37.50 / EDUC90558 Research Project 37.50 / EDUC90738 Research Project 18.75

Subject	Study Period Commencement:	Credit Points:
EDUC90419 Education Research Methodology	February, July	12.5
EDUC90420 Research Project	Semester 1, Semester 2	37.5
EDUC90558 Research Project	Year Long	37.5
EDUC90738 Research Project	Semester 1, Semester 2	18.75

#### Start-Year Intake fourth semester - Professional Development Option

EDUC90749 Education Capstone Research Proj. (EC/EY) 12.50

and 37.50 points of study from MGSE's p/g programs (subject to meeting prerequisites).

This may include the early childhood subjects:

EDUC90841 Comparative Education Theory (EC) / EDUC90842 Sociology of Childhood (EC)

Subject	Study Period Commencement:	Credit Points:
EDUC90749 Education Capstone Research Proj. (EC/EY)	Semester 1, Semester 2	12.5
EDUC90841 Comparative Education Theory (EC)	Semester 2	12.5
EDUC90842 Sociology of Childhood (EC)	Semester 2	12.5

**MID-YEAR INTAKE****Mid-Year Intake - Subjects undertaken in the first semester of study**

Subject	Study Period Commencement:	Credit Points:
EDUC90748 Researching Education Practice EC/EY	July	12.5
EDUC90840 Language Use in Teaching & Learning (EC)	Semester 2	12.5
EDUC90841 Comparative Education Theory (EC)	Semester 2	12.5
EDUC90842 Sociology of Childhood (EC)	Semester 2	12.5

**Mid-Year Intake - Subjects undertaken in the second semester of study**

Subject	Study Period Commencement:	Credit Points:
EDUC90701 The Child 0-8	Semester 1	12.5
EDUC90702 Curriculum Pedagogy and Assessment EC 1	Semester 1	12.5
EDUC90703 Professional Practice and Seminar (EC) 1	Semester 1	12.5
EDUC90705 Early Language and Literacy	February, Semester 1	12.5

**Mid-Year Intake - Subjects undertaken in the third semester of study**

Subject	Study Period Commencement:	Credit Points:
EDUC90704 Curriculum Pedagogy and Assessment EC 2	July	12.5
EDUC90706 Child Health and Wellbeing	July	12.5
EDUC90707 Professional Practice and Seminar (EC) 2	Semester 1, Semester 2	12.5
EDUC90749 Education Capstone Research Proj. (EC/EY)	July, Semester 1	12.5

**Mid-Year Intake - Subjects undertaken in the fourth semester of study**

Subject	Study Period Commencement:	Credit Points:
EDUC90391 Science and Mathematics in EC	March	12.5
EDUC90563 The Creative and Expressive Child	March	12.5
EDUC90709 Professional Practice and Seminar (EC) 3	Semester 1, Semester 2	12.5
EDUC90700 The Early Childhood Profession	Semester 2	12.5

**Entry Requirements:**

- In order to be considered for entry, applicants must have completed:
    - an undergraduate degree in any discipline; and
    - a selection test as determined by the Selection Committee.
 Meeting these requirements does not guarantee selection.
  - In ranking applications, the Selection Committee will consider:
    - prior academic performance; and
    - the results of the selection test.
  - The Selection Committee may seek further information to clarify any aspect of an application in accordance with the **Student Application and Selection Procedure (<https://policy.unimelb.edu.au/MPF1034>)**.
  - Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance **band 7+** (<http://about.unimelb.edu.au/academicboard/resolutions>) is required.
- Note.
- (a) The Academic Board may prescribe minimum grade point averages for undergraduate studies that must be met by applicants eligible for Guaranteed Entry in a given year. Applicants

	<p>not eligible for Guaranteed Entry will normally be required to have a grade point average for undergraduate studies at least as high as the prescribed minimum for Guaranteed Entry.</p> <p>(b) All applicants must have a valid Working with Children Check prior to the commencement of the Practicum subjects, and for the duration of the program.</p> <p>(c) Higher English standards than those normally required for admission to postgraduate study at the University of Melbourne may be needed for eligibility for Australian teacher registration on graduation. The Selection Committee may require applicants who have not recently completed a full undergraduate degree in Australia or New Zealand to demonstrate English language ability using one of the standard tests approved by the Academic Board at performance band 7+, even if their prior study of the English language, or their prior education and assessment in an English language university, would normally exempt them from standard testing.</p> <p>* Details of the selection test are available on the Melbourne Graduate School of Education's <b>How to Apply</b> (<a href="http://education.unimelb.edu.au/study_with_us/how_to_apply">http://education.unimelb.edu.au/study_with_us/how_to_apply</a>) page.</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 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>Further Study:</b>	<p>Graduates from this program who have completed the research option are eligible to apply for entry to the Doctor of Education program or a PhD provided they meet the entry requirements and subject to achievement of an H2A GPA.</p> <p>Graduates from this program who have completed the dual registration or professional development options are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Graduate Certificate in Educational Research, provided they meet the entry requirements and subject to achievement of an H2A GPA.</p> <p>Please note also that graduates of an undergraduate Honours degree may already be eligible for doctoral studies, subject to the same entry and achievement requirements.</p>
<b>Graduate Attributes:</b>	<p>Teacher candidates entering this program will have appropriate undergraduate knowledge and analytical skills, and bring with them a diversity of educational and life experiences. The program emphasises the importance of research evidence and theory as a foundation for clinical educational practice. It will build candidates' skills in interventionist teaching practices aimed at supporting and extending individual student's learning and development. Underpinning the program is a strong partnership with early childhood settings and schools and with educational systems that will support the intellectual engagement in professional practice at an advanced level. Special emphasis will be placed on the candidates' capacity to teach the diverse range of students, and to promote equity in education. The program focuses on developing candidates' capacity for critical inquiry and professional reflection. Candidates</p>

	will have the opportunity to undertake teaching practice in a range of 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.
<b>Professional Accreditation:</b>	The Graduate Diploma of Teaching (Early Childhood) and Master of Teaching (Early Childhood) and (Early Years) will provide graduates with provisional registration with the Victorian Institute of Teaching.
<b>Generic Skills:</b>	<ul style="list-style-type: none"> <li># Understand Early Childhood education as the foundation for ongoing learning and development, linked to primary and to secondary schooling.</li> <li># Develop in-depth knowledge of the complexity and diversity of children's learning and development (0-8 years).</li> <li># Be knowledgeable and confident teachers implementing practice principles embedded in national and state curriculum frameworks.</li> <li># Be able to intelligently and creatively plan, implement and critique mandated curriculum.</li> <li># Be able to use data to identify and address the learning needs and capacities of individual children.</li> <li># Be able to intentionally draw on a range of teaching practices to extend individual children's learning and development.</li> <li># Shape and deliver responsive and inclusive curricula for children, families and communities.</li> <li># Be a self-reflective early childhood analyst who can work constructively and innovatively through relationships with parents, colleagues and community services across a range of multidisciplinary contexts.</li> </ul>
<b>Links to further information:</b>	<a href="http://education.unimelb.edu.au/study_with_us/become_a_teacher">http://education.unimelb.edu.au/study_with_us/become_a_teacher</a>
<b>Notes:</b>	<b>This entry shows the course structure for students commencing the course in 2015. Students who commenced this course in a previous year should refer to the appropriate previous year's Handbook (<a href="https://psc.unimelb.edu.au/">https://psc.unimelb.edu.au/</a>) entry for their course structure.</b>