

## G04-SA Master of Teaching (Secondary)

<b>Year and Campus:</b>	2008
<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>	
<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>2008 Academic calendar dates for the Master of Teaching (Secondary) are Semester 1: 18 February - 13 June and Semester 2: 21 July - 14 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 ( <i>PGDT</i> ) 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> <li># An internship program which provides an extended transition program for teacher candidates</li> <li># Research preparation for entry to higher degree research programs</li> <li># Specialisation through access to specialist graduate course work.</li> </ul>

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:
460-540 Professional Practice & Seminar Sec 1a	Semester 1	18.75
460-541 Learners, Teachers and Pedagogy (Sec)	Semester 1	12.50
460-542 Social and Professional Contexts (Sec)	Semester 1	12.50
460-543 Language and Teaching	Semester 1	6.25

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

Subject	Study Period Commencement:	Credit Points:
460-544 Professional Practice & Seminar Sec 2a	Semester 1, Semester 2, Summer	18.75
460-545 Assessment, Learning and Teaching (Sec)	Semester 2	12.50
460-546 ICT in Secondary Education	Semester 1, Semester 2	6.25

**Elective subjects**

Subject	Study Period Commencement:	Credit Points:
460-653 Integrating the Curriculum: Middle Years	Semester 2	12.50
460-657 Australian Indigenous Education	Semester 2	12.50
460-660 Promoting Student Wellbeing	Semester 2	12.50
460-641 Teaching for a Sustainable World	Semester 2	12.50
460-627 Minor Project in Education	Semester 1, Semester 2, Summer	12.50
460-659 ESL Across the Curriculum	Semester 2	12.50
460-656 Postcompulsory Pathways	Semester 2	12.50
460-655 Literacy and Numeracy Intervention	Semester 2	12.50
460-658 Foundations of Mathematics Teaching	Semester 2	12.50
460-654 English as an Additional Learning Area	Semester 2	12.50
460-712 ICT Leadership in Schools	Semester 2	12.50

**Induction Option**

Subject	Study Period Commencement:	Credit Points:
460-551 Professional Portfolio	Year Long	37.50
460-553 Investigating Practice (Induction)	Year Long	12.50

**Internship Option**

Subject	Study Period Commencement:	Credit Points:
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460-554 Internship (Secondary)	Semester 1, Semester 2, Summer	37.50
460-552 Investigating Practice (Internship)	Semester 1, Semester 2	12.50

#### Research Option

Subject	Study Period Commencement:	Credit Points:
460-557 Education Research Methodology	Semester 1, Semester 2	12.50
460-558 Research Project	Semester 1, Semester 2	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:
460-559 Learning Area Biology 1	Semester 1	12.50
460-560 Learning Area Biology 2	Semester 2	12.50
460-561 Learning Area Business Studies 1	Semester 1	12.50
460-562 Learning Area Business Studies 2	Semester 2	12.50
460-563 Learning Area Chemistry 1	Semester 1	12.50
460-564 Learning Area Chemistry 2	Semester 2	12.50
460-565 Learning Area Drama 1	Semester 1	12.50
460-566 Learning Area Drama 2	Semester 2	12.50
460-567 Learning Area English 1	Semester 1	12.50
460-568 Learning Area English 2	Semester 2	12.50
460-569 Learning Area Geography 1	Semester 1	12.50
460-570 Learning Area Geography 2	Semester 2	12.50
460-571 Learning Area Health Education 1	Semester 1	12.50
460-572 Learning Area Health Education 2	Semester 2	12.50
460-573 Learning Area History 1	Semester 1	12.50
460-574 Learning Area History 2	Semester 2	12.50
460-575 Learning Area Humanities 1	Semester 1	12.50
460-576 Learning Area Humanities 2	Semester 2	12.50
460-577 Learning Area Humanities (Additional) 1	Semester 1	12.50
460-578 Learning Area Humanities (Additional) 2	Semester 2	12.50
460-579 Learning Area Information Technology 1	Semester 1	12.50
460-580 Learning Area Information Technology 2	Semester 2	12.50

	460-581 Learning Area Language and Literacy 1	Not offered 2008	12.50
	460-582 Learning Area Language and Literacy 2	Not offered 2008	12.50
	460-583 Learning Area LOTE 1	Semester 1	12.50
	460-584 Learning Area LOTE 2	Semester 2	12.50
	460-585 Learning Area LOTE (Additional) 1	Not offered 2008	12.50
	460-586 Learning Area LOTE (Additional) 2	Not offered 2008	12.50
	460-587 Learning Area Mathematics 1	Semester 1	12.50
	460-588 Learning Area Mathematics 2	Semester 2	12.50
	460-589 Learning Area Mathematics (Additional) 1	Semester 1	12.50
	460-590 Learning Area Mathematics (Additional) 2	Semester 2	12.50
	460-591 Learning Area Media Studies 1	Semester 1	12.50
	460-592 Learning Area Media Studies 2	Semester 2	12.50
	460-593 Learning Area Music A (Classroom) 1	Semester 1	12.50
	460-594 Learning Area Music A (Classroom) 2	Semester 2	12.50
	460-595 Learning Area Music B (C'room&Instrum) 1	Semester 1	12.50
	460-596 Learning Area Music B (C'room&Instrum) 2	Semester 2	12.50
	460-597 Learning Area Physical Education 1	Semester 1	12.50
	460-598 Learning Area Physical Education 2	Semester 2	12.50
	460-599 Learning Area Physics 1	Semester 1	12.50
	460-555 Learning Area Physics 2	Semester 2	12.50
	460-556 Learning Area Psychology 1	Semester 1	12.50
	460-662 Learning Area Psychology 2	Semester 2	12.50
	460-663 Learning Area Science 1	Semester 1	12.50
	460-664 Learning Area Science 2	Semester 2	12.50
	460-665 Learning Area TESOL 1	Semester 1	12.50
	460-666 Learning Area TESOL 2	Semester 2	12.50
	460-667 Learning Area Visual Art 1	Semester 1	12.50
	460-668 Learning Area Visual Art 2	Semester 2	12.50
	460-669 Learning Area Visual Art (Additional) 1	Semester 1	12.50
	460-670 Learning Area Visual Art (Additional) 2	Semester 2	12.50
<b>Entry Requirements:</b>	For entry into the Master of Teaching (Secondary Stream), an applicant must have: An undergraduate degree, with appropriate prerequisites for two Learning Area Study sequences, as required by the Victorian Institute of Teaching.		
<b>Core Participation Requirements:</b>	<p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic		

	<p>requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: <a href="http://services.unimelb.edu.au/disability">http://services.unimelb.edu.au/disability</a></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>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>