MC-TEACHPR Master of Teaching (Primary)

Year and Campus:	2010 - Parkville
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	200 credit points taken over 24 months full time.
Coordinator:	Dr Vicki Steinle
Contact:	Faculty of Education Student Centre
Course Overview:	The Master of Teaching (Primary) prepares graduates to teach across the primary years in all curriculum areas with additional specialist knowledge in literacy and numeracy education. Teacher candidates complete the full 200-points of the M Teach over 2-years. The first three semesters focus teaching across all curriculum areas and preparation for independent teaching. The final semester provides specialised study of literacy and numeracy teaching, focussed on meeting individual needs, with a strong emphasis on practical teaching. It 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.
Objectives:	On completion of this course graduates will have the knowledge, skills and understanding to enable them to: # Be highly-skilled teachers, with the theoretical frameworks and practical ability to produce effective learning for each individual student. # Be engaged intelligently and passionately in the educational venture, and have the ability not only to adapt to, but also to lead change. # Articulate a coherent set of beliefs about learning and teaching, based soundly on leading-edge theory and evidence-based research. # Display a solid understanding of discipline knowledge and knowledge about education, and of how they interact in effective pedagogy. # Understand the links between planning, teaching and evaluating for learning. # Plan for students' teaching and learning bringing to bear an informed awareness of child and adolescent development. # Generate and interpret the classroom data to enable individualized programming of developmental learning for each student. # Respond flexibly in catering for the different learning needs of individual students, including those with special needs. # Utilise a range of teaching approaches that foster both independent and cooperative learning. # Structure their teaching to provide rich and creative learning environments. # Develop in their students the capacity for vigorous but respectful critique and for curiosity in learning. # Demonstrate an awareness of cultural diversity and its implications for society and education. # Demonstrate an understanding of the significance of written and spoken language as fundamental to education. # Utilise a variety of technologies in the classroom to assist learning. # Function effectively across the various relationships involved in the professional life of a teacher. # Demonstrate the level of competency in literacy and numeracy expected of the teaching profession. # Be leaders and advocates in education, responsive to legislation, policy and the global human rights issues of participation, access and inclusion.
Course Structure & Available Subjects:	Students undertake 150 points of compulsory subjects over the first three semesters. In the final semester they take 37.5 points of compulsory subjects and one 12.5 point elective subject. The first three semesters in the Primary stream are built on three strands: # Professional Practice # Theory and Practice of Education

Learning Area Studies

Subject Options:	

Subjects undertaken in first semester

Subject	Study Period Commencement:	Credit Points:
EDUC90364 Professional Practice and Seminar Prim 1	Semester 1	12.50
EDUC90365 Learners, Teachers and Pedagogy (Prim)	March	12.50
EDUC90366 ICT in Primary Education	March	6.25
EDUC90367 Foundational English Literacy	March	12.50
EDUC90368 Primary Mathematics Education 1	March	6.25

Subjects undertaken in second semester

Subject	Study Period Commencement:	Credit Points:
EDUC90369 Professional Practice and Seminar Prim 2	Summer Term, Semester 2	12.50
EDUC90370 Assessment, Learning & Teaching(Primary)	July	6.25
EDUC90371 Primary Mathematics Education 2	July	12.50
EDUC90372 Primary Arts Education	July	12.50
EDUC90373 Primary Humanities Education	July	6.25

Subjects undertaken in third semester

Subject	Study Period Commencement:	Credit Points:
EDUC90489 Professional Practice and Seminar Prim 3	Semester 1	12.50
EDUC90375 Social & Professional Contexts (Prim)	March	12.50
EDUC90376 Science and Technology Education	March	12.50
EDUC90377 Advanced English Literacies	March	6.25
EDUC90378 Health and Physical Education	March	6.25

Subjects undertaken in fourth semester plus an elective subject

Subject	Study Period Commencement:	Credit Points:
EDUC90379 Designing Personalised Learning	Semester 2	12.50
EDUC90380 Mathematics, Assessment and Learning	Semester 2	12.50
EDUC90381 Literacy, Assessment and Learning	Semester 2	12.50

Elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90421 Integrating the Curriculum: Middle Years	Semester 2	12.50
EDUC90425 Australian Indigenous Education	Semester 2	12.50
EDUC90428 Promoting Student Wellbeing	Semester 2	12.50

	EDUC90492 Teaching for a Sustainable World	Semester 2	12.50
	EDUC90335 Minor Project in Education	Summer Term, Semester 1, Semester 2	12.50
	460-659 ESL Across the Curriculum	Not offered 2010	12.50
	EDUC90493 Arts and Artistry:Studio to Classroom	Semester 2	12.50
	EDUC90503 TESOL in the Primary Classroom	Semester 2	12.50
	EDUC90504 ICT Leadership in Schools	Semester 2	12.50
	EDUC90543 LOTE in the Primary Classroom	Semester 2	12.50

Entry Requirements:	For entry into the Master of Teaching (Primary Stream), an applicant must have: # An undergraduate degree PLEASE NOTE: Students are required to have applied for a Working With Children Check (WWCC) before commencing the Professional Practice subjects.
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject. 100% attendance is mandatory in all Professional Practice subjects.
Graduate Attributes:	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.
Professional Accreditation:	The primary stream of the Master of Teaching will provide graduates with provisional registration with the Victorian Institute of Teaching
Generic Skills:	# Understand Primary education as part of a spectrum of learning and development, linked to early childhood and to secondary schooling. # Have a thorough understanding of the particular needs of students in the middle years of schooling. # Be knowledgeable and confident generalist teachers across the range of disciplines taught in primary classrooms. # Be able intelligently and creatively to plan, implement and critique mandated curriculum.