

## MC-TEACHPR Master of Teaching (Primary)

<b>Year and Campus:</b>	2013
<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
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<b>Course Overview:</b>	<p>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.</p> <p>Teacher candidates complete 200 points of study over 2 years full time. The first three semesters focus on 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. Teacher candidates can choose from a number of electives that are designed to provide them with options to expand their professional knowledge in areas that are significant to schools today.</p> <p><b>This entry shows the course structure for students commencing the course in 2013. Students who commenced this course in 2012 should refer to the 2012 Handbook entry.</b></p>
<b>Objectives:</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># 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> <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>
<b>Course Structure &amp; Available Subjects:</b>	<p>In the first three semesters teacher candidates undertake 150 points of compulsory subjects.</p> <p>In the final semester teacher candidates take 37.5 points of compulsory subjects and one 12.5 point elective subject.</p>

The first three semesters in the Master of Teaching (Primary) are built on three strands:

- # Professional Practice
- # Theory and Practice of Education
- # Learning Area Studies

**Subject Options:**

**First year subjects**

**Subjects undertaken in first semester of program**

Subject	Study Period Commencement:	Credit Points:
EDUC90365 Learners, Teachers and Pedagogy (Prim)	Not offered 2013	12.50
EDUC90366 ICT in Primary Education	Not offered 2013	6.25
EDUC90367 Foundational English Literacy	Not offered 2013	12.50
EDUC90772 Professional Practice and Seminar Prim 1	Semester 2	6.25
EDUC90778 Primary Mathematics Education 1	Not offered 2013	12.50

**Subjects undertaken in second semester of program**

Subject	Study Period Commencement:	Credit Points:
EDUC90369 Professional Practice and Seminar Prim 2	Not offered 2013	12.50
EDUC90370 Assessment, Learning & Teaching(Primary)	Not offered 2013	6.25
EDUC90372 Primary Arts Education	July	12.50
EDUC90373 Primary Humanities Education	Not offered 2013	6.25
EDUC90377 Advanced English Literacies	Not offered 2013	6.25
EDUC90768 Researching Education Practice Prim A	Not offered 2013	6.25

**Second year subjects**

**Subjects undertaken in third semester of program**

Subject	Study Period Commencement:	Credit Points:
EDUC90489 Professional Practice and Seminar Prim 3	Semester 1	12.50
EDUC90376 Science and Technology Education	Not offered 2013	12.50
EDUC90378 Health and Physical Education	Not offered 2013	6.25
EDUC90770 Researching Education Practice Prim B	Not offered 2013	6.25
EDUC90774 Social and Professional Contexts	Not offered 2013	6.25
EDUC90773 Primary Mathematics Education 2	Not offered 2013	6.25

**Subjects undertaken in fourth semester of program**

an elective subject

Subject	Study Period Commencement:	Credit Points:
EDUC90775 Designing Personalised Learning	Not offered 2013	6.25

EDUC90776 Primary Mathematics Education 3	Not offered 2013	6.25
EDUC90777 Literacy Assessment and Learning	Not offered 2013	6.25
EDUC90771 Professional Practice & Seminar Prim 4	Not offered 2013	6.25
EDUC90769 Education Capstone Research Proj. (Prim)	Not offered 2013	12.50

#### Elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90421 Integrating the Curriculum: Middle Years	Not offered 2013	12.50
EDUC90425 Australian Indigenous Education	Not offered 2013	12.50
EDUC90428 Promoting Student Wellbeing	Not offered 2013	12.50
EDUC90492 Teaching for a Sustainable World	Not offered 2013	12.50
EDUC90427 ESL Across the Curriculum	Not offered 2013	12.50
EDUC90493 Arts and Artistry:Studio to Classroom	Not offered 2013	12.50
EDUC90503 TESOL in the Primary Classroom	Not offered 2013	12.50
EDUC90504 Leadership in Schools	Not offered 2013	12.50
EDUC90543 LOTE in the Primary Classroom	Semester 2	12.50
EDUC90712 Engaging Middle Year Learners Through ICT	Not offered 2013	12.50
EDUC90710 Early Years Pedagogy and Practice	Not offered 2013	12.50
EDUC90711 Leadership in Physical Education	Not offered 2013	12.50
EDUC90722 Education, Practice and Place	Not offered 2013	12.50

#### Entry Requirements:

For entry into the Master of Teaching (Primary), 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:

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.
<b>Further Study:</b>	Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Postgraduate Certificate in Educational Research, provided they meet the entry requirements and subject to achievement of an H2A GPA. 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.
<b>Graduate Attributes:</b>	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 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 Master of Teaching (Primary) will provide graduates with provisional registration with the Victorian Institute of Teaching.
<b>Generic Skills:</b>	<ul style="list-style-type: none"> <li># Understand Primary education as part of a spectrum of learning and development, linked to early childhood and to secondary schooling.</li> <li># Develop in-depth knowledge of the complexity and diversity of primary students' learning and development.</li> <li># Be knowledgeable and confident generalist teachers across the range of disciplines taught in primary classrooms.</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 students.</li> <li># Be able to intentionally draw on a range of teaching practices to extend individual student's learning and development.</li> <li># Shape and deliver responsive and inclusive curricula.</li> <li># Be a self-reflective teacher who can work constructively and innovatively through relationships with parents, colleagues and the community across a range of contexts.</li> </ul>
<b>Links to further information:</b>	<a href="http://education.unimelb.edu.au/study_with_us/become_a_teacher/primary">http://education.unimelb.edu.au/study_with_us/become_a_teacher/primary</a>