

MC-TEACHSA Master of Teaching (Secondary)

Year and Campus:	2014 - Parkville
CRICOS Code:	061228G
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 Daniela Acquaro
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Course Overview:	<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>2014 Academic Calendar dates for the Master of Teaching (Secondary) are</p> <ul style="list-style-type: none"> # Semester 1, 10 February - 13 June # Semester 2, 17 July - 7 November
Learning Outcomes:	<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"> # Use evidence to make sound clinical judgments about the nature and implementation of teaching interventions. # Be highly-skilled teachers who demonstrate the professional capabilities to meet the individual needs of diverse learners using interventionist practices. # Generate and analyse diverse sources of data that can effectively inform and assess student learning and development. # Demonstrate an understanding of the ways in which theory and research informs practice. # Plan and execute a substantial research-based project, capstone experience and/or piece of scholarship. # Demonstrate strong subject and pedagogical content knowledge. # Demonstrate the level of competency in literacy and numeracy expected of the teaching profession. # Utilise diverse pedagogical strategies to provide rich and creative learning environments that empower learners. # Utilise inclusive teaching practices that demonstrate an awareness of cultural diversity and its implications for society and education. # Utilise digital technologies to expand learning opportunities for students. # Develop in students the practices and attitudes required for critical thinking and the ability to work both independently and cooperatively. # Demonstrate an understanding of the role of language as fundamental to education. # Demonstrate the ability to maintain effective, ethical and respectful relationships with all involved in the learning community.. # Effectively engage students, parents, community members, and professional colleagues to support student learning and development. # Understand the impact of legislation, policy and the global human rights principles on their roles and responsibilities as teachers. # Demonstrate a capacity for leadership and advocacy in education.
Course Structure & Available Subjects:	<p>The first 150 points of the 200-point course comprises the Postgraduate Diploma in Teaching which provides a qualification for registration to teach.</p> <p>The final 50 points for the Master of Teaching (Secondary) may be completed anytime up to five years after completion of the Postgraduate Diploma in Teaching. There are three options</p>

- # Induction: an induction program which supports graduate teachers in the initial phase of their teaching career
- # Research: preparation for entry to higher degree research programs
- # Professional Development: 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:**Semester 1**

Subjects undertaken in first semester, plus Learning Areas

Subject	Study Period Commencement:	Credit Points:
EDUC90404 Professional Practice & Seminar Sec 1	Semester 1, Semester 2	18.75
EDUC90405 Learners, Teachers and Pedagogy (Sec)	February	12.50
EDUC90406 Social and Professional Contexts (Sec)	February	12.50
EDUC90407 Language and Teaching	February	6.25

Semester 2

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 2	February, November, Semester 1, Semester 2	18.75
EDUC90409 Assessment, Learning and Teaching (Sec)	Semester 2	12.50
EDUC90410 ICT in Secondary Education	Semester 2	6.25

Elective subjects

Elective subjects are subject to class sizes and staffing availability.

Subject	Study Period Commencement:	Credit Points:
EDUC90421 Integrating the Curriculum: Middle Years	Not offered 2014	12.50
EDUC90425 Australian Indigenous Education	Semester 2	12.50
EDUC90428 Promoting Student Wellbeing	Semester 2	12.50
EDUC90492 Teaching for a Sustainable World	Not offered 2014	12.50
EDUC90427 ESL Across the Curriculum	Not offered 2014	12.50
EDUC90424 Postcompulsory Pathways	Not offered 2014	12.50
EDUC90423 Literacy and Numeracy Intervention	Not offered 2014	12.50
EDUC90426 Foundations of Mathematics Teaching	Semester 2	12.50
EDUC90422 English as an Additional Learning Area	Semester 2	12.50
EDUC90504 Leadership in Schools	Semester 2	12.50
EDUC90712 Engaging Middle Year Learners Through ICT	Not offered 2014	12.50
EDUC90727 Global Perspectives in Education	Semester 2	12.50

EDUC90722 Education, Practice and Place	June	12.50
EDUC90493 Arts and Artistry:Studio to Classroom	Semester 2	12.50
EDUC90711 Foundations of Physical Education	Semester 2	12.50
EDUC90793 Positive Pedagogy: Science of Teaching	Semester 2	12.50

Learning Areas 1 and 2

Subject	Study Period Commencement:	Credit Points:
EDUC90429 Learning Area Biology 1	February	12.50
EDUC90430 Learning Area Biology 2	Semester 2	12.50
EDUC90431 Learning Area Business Studies 1	February	12.50
EDUC90432 Learning Area Business Studies 2	Semester 2	12.50
EDUC90433 Learning Area Chemistry 1	February	12.50
EDUC90434 Learning Area Chemistry 2	Semester 2	12.50
EDUC90435 Learning Area Drama 1	February	12.50
EDUC90436 Learning Area Drama 2	Semester 2	12.50
EDUC90437 Learning Area English 1	February	12.50
EDUC90438 Learning Area English 2	Semester 2	12.50
EDUC90439 Learning Area Geography 1	February	12.50
EDUC90440 Learning Area Geography 2	Semester 2	12.50
EDUC90441 Learning Area Health Education 1	February	12.50
EDUC90442 Learning Area Health Education 2	Semester 2	12.50
EDUC90443 Learning Area History 1	February	12.50
EDUC90444 Learning Area History 2	Semester 2	12.50
EDUC90445 Learning Area Humanities 1	February	12.50
EDUC90446 Learning Area Humanities 2	Semester 2	12.50
EDUC90447 Learning Area Humanities (Additional) 1	February	12.50
EDUC90448 Learning Area Humanities (Additional) 2	Semester 2	12.50
EDUC90449 Learning Area Information Technology 1	February	12.50
EDUC90450 Learning Area Information Technology 2	Semester 2	12.50
EDUC90453 Learning Area LOTE 1	February	12.50
EDUC90454 Learning Area LOTE 2	Semester 2	12.50
EDUC90457 Learning Area Mathematics 1	February	12.50
EDUC90458 Learning Area Mathematics 2	Semester 2	12.50
EDUC90459 Learning Area Mathematics (Additional) 1	February	12.50
EDUC90460 Learning Area Mathematics (Additional) 2	Semester 2	12.50

EDUC90461 Learning Area Media Studies 1	February	12.50
EDUC90462 Learning Area Media Studies 2	Semester 2	12.50
EDUC90463 Learning Area Music A (Classroom) 1	February	12.50
EDUC90464 Learning Area Music A (Classroom) 2	Semester 2	12.50
EDUC90465 Learning Area Music B CoCurricular 1	February	12.50
EDUC90466 Learning Area Music B CoCurricular 2	Semester 2	12.50
EDUC90467 Learning Area Physical Education 1	February	12.50
EDUC90468 Learning Area Physical Education 2	Semester 2	12.50
EDUC90469 Learning Area Physics 1	February	12.50
EDUC90470 Learning Area Physics 2	Semester 2	12.50
EDUC90471 Learning Area Psychology 1	February	12.50
EDUC90472 Learning Area Psychology 2	Semester 2	12.50
EDUC90473 Learning Area Science 1	February	12.50
EDUC90474 Learning Area Science 2	Semester 2	12.50
EDUC90475 Learning Area TESOL 1	February	12.50
EDUC90476 Learning Area TESOL 2	Semester 2	12.50
EDUC90477 Learning Area Visual Art 1	February	12.50
EDUC90478 Learning Area Visual Art 2	Semester 2	12.50
EDUC90479 Learning Area Visual Art (Additional) 1	February	12.50
EDUC90480 Learning Area Visual Art (Additional) 2	Semester 2	12.50

Final 50 points**Induction Option**

Students complete EDUC90758, EDUC90759 and EDUC90792

Subject	Study Period Commencement:	Credit Points:
EDUC90758 Researching Education Practice (SEC)	January, February, July	12.50
EDUC90759 Education Capstone Research Proj. (SEC)	Semester 1, Semester 2	12.50
EDUC90792 Professional Portfolio	February	25

Research Option

Students complete EDUC90419 and a research project.

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
EDUC90738 Research Project	Semester 1, Semester 2	18.75

Professional Development Option

Students complete EDUC90758, EDUC90759 and 25 points of elective subjects from MGSE's postgraduate programs (subject to meeting prerequisites).

See the Master of Education elective list: <https://handbook.unimelb.edu.au/view/current/960AC> (././view/current/960AC)

Subject	Study Period Commencement:	Credit Points:
EDUC90758 Researching Education Practice (SEC)	January, February, July	12.50
EDUC90759 Education Capstone Research Proj. (SEC)	Semester 1, Semester 2	12.50

Entry Requirements:

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.

The Selection Committee may conduct interviews and tests and may call for referee reports or employer references to elucidate any of the matters referred to above.

Notes

(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 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.

(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.

(c) Although applicants must meet the University's English language requirements, higher standards may be needed for eligibility for Australian teacher registration on graduation.

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.

Further Study:

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.

	Those who complete the research option in their final semester 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. 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.
Graduate Attributes:	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.
Professional Accreditation:	The Postgraduate Diploma of Teaching (Secondary) and Master of Teaching (Secondary) will provide graduates with provisional registration with the Victorian Institute of Teaching.
Generic Skills:	<ul style="list-style-type: none"> # 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. # Develop in-depth knowledge of the complexity and diversity of students' learning and development. # Be expert in the disciplines they teach and committed to continual updating of their subject knowledge. # Be able to intelligently and creatively plan, implement and critique mandated curriculum. # Be able to use data to identify and address the learning needs and capacities of individual students. # Be able to intentionally draw on a range of teaching practices to extend individual student's learning and development. # Shape and deliver responsive and inclusive curricula. # Be a self-reflective teacher who can work constructively and innovatively through relationships with parents, colleagues and the community across a range of contexts.
Links to further information:	http://education.unimelb.edu.au/study_with_us/become_a_teacher
Notes:	This entry shows the course structure for students commencing the course in 2014. Students who commenced this course in a previous year should refer to the appropriate <u>previous year's Handbook</u> (https://psc.unimelb.edu.au/) entry for their course structure.