

## MC-TEACHYA Master of Teaching (Early Years)

<b>Year and Campus:</b>	2014 - Parkville
<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 Jane Page
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
<b>Course Overview:</b>	<p>The Master of Teaching (Early Childhood) and Master of Teaching (Early Years) commence with a common Postgraduate 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 Master of Teaching semester of study may be completed as a Master of Teaching (Early Childhood) or as a Master of Teaching (Early Years). The Master of Teaching (Early Years) will prepare graduates to teach in the first two years of primary school and provide a qualification for registration to teach.</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> <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>Students undertake 150 points of compulsory subjects in the first three semesters, and then choose a course of study worth fifty points in the final semester.</p> <p>The first three semesters leading to the Postgraduate 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> </ul>

- # The Developing Curriculum
- # The Developing Professional

Students take one subject in each strand in each semester.

Students then choose a course of study worth 50 points in the final semester. The final semester of study can be completed as the dual registration option which means that students will be awarded the Master of Teaching (Early Years).

#### Subject Options:

#### Subjects undertaken in the first semester of study

Subject	Study Period Commencement:	Credit Points:
EDUC90700 The Early Childhood Profession	Semester 1	12.50
EDUC90701 The Child 0-8	Semester 1	12.50
EDUC90702 Curriculum Pedagogy and Assessment EC 1	Semester 1	12.50
EDUC90703 Professional Practice and Seminar (EC) 1	Semester 1, Semester 2	12.50

#### Subjects undertaken in the second semester of study

Subject	Study Period Commencement:	Credit Points:
EDUC90706 Child Health and Wellbeing	July	12.50
EDUC90748 Researching Education Practice EC/EY	July	12.50
EDUC90704 Curriculum Pedagogy and Assessment EC 2	July	12.50
EDUC90707 Professional Practice and Seminar (EC) 2	Semester 1, Semester 2	12.50

#### Subjects undertaken in the third semester of study

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

Subject	Study Period Commencement:	Credit Points:
EDUC90705 Early Language and Literacy	March	12.50
EDUC90563 The Creative and Expressive Child	March	12.50
EDUC90391 Science and Mathematics in EC	March	12.50
EDUC90709 Professional Practice and Seminar (EC) 3	Semester 1, Semester 2	12.50

#### Subjects undertaken in the fourth semester to complete the Master of Teaching (Early Years)

For those wishing to qualify for dual registration as Early Childhood and Primary Teachers.

Subject	Study Period Commencement:	Credit Points:
EDUC90400 Literacy in the Early Years	July	12.50
EDUC90401 Numeracy in the Early Years	July	12.50
EDUC90399 Professional Practice and Seminar (EY)	July, Semester 1	12.50
EDUC90749 Education Capstone Research Proj. (EC/EY)	Semester 1, Semester 2	12.50

#### Entry Requirements:

For entry into the Master of Teaching (Early Childhood/Early Years and Primary Streams), an applicant must have:

- # an undergraduate degree in any discipline.

	<p>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.</p> <p>Notes</p> <p>(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.</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) Although applicants must meet the University's English language requirements, higher standards may be needed for eligibility for Australian teacher registration on graduation.</p>
<p><b>Core Participation Requirements:</b></p>	<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>
<p><b>Further Study:</b></p>	<p>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.</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>
<p><b>Graduate Attributes:</b></p>	<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 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.</p>

<b>Professional Accreditation:</b>	The Postgraduate 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. Students who complete the Early Years option will be qualified to work in children's services and to gain provisional registration with the <b>Victorian Institute of Teaching (<a href="http://vit.vic.edu.au/">http://vit.vic.edu.au/</a>)</b> (VIT) as a primary teacher.
<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>