

**FACULTY OF EDUCATION****MASTER OF TEACHING****1 Background**

The Faculty intends to introduce a Master of Teaching course, which, in line with the Melbourne Model, will become the only pathway to prepare teachers for school and early childhood settings.

The Master of Teaching at the University of Melbourne has been developed within the context of “Growing Esteem” and the Melbourne Model, and represents the reorientation of existing, successful undergraduate and graduate courses to fit within the postgraduate professional preparation model. The course builds on the disciplinary knowledge and critical analytical skills of graduate entry students, and integrates Masters-level academic study with immersion in coordinated practical work in schools, ensuring students are equipped to address the complex challenges facing educators in the twenty-first century.

The program has an innovative design. There will be four semesters (200 points) of full-time study, but, to enable students to commence employment as is envisaged as part of their fourth semester program, students will be able to take out a Postgraduate Diploma of Teaching at the end of their third semester, which will enable them to gain provisional registration with the Victorian Institute of Teaching or as an early childhood educator while they complete the final fifty points. This structure conforms to the principle, as espoused for example in the ‘Teachers for a New Era’ program in the USA, that learning about teaching should not finish at the point of qualification, but Education faculties should support teachers through the early years of their career.

There will be a range of possibilities during the fourth semester, including an induction program supporting the student in their movement from provisional to full registration with the Victorian Institute of Teaching, an internship (as has proved so successful in the graduate Bachelor of Teaching course), a research option which would allow the student to progress immediately to a Ph.D, or specialist studies to develop the student further professionally.

The course meets the requirements for professional accreditation in Victoria and nationally. The early years, primary and secondary streams of the Postgraduate Diploma and Master of Teaching will provide graduates with provisional registration with the Victorian Institute of Teaching. The early childhood and early years streams will be recognized by the Department of Human Services for graduates seeking employment as a qualified staff member in a licensed children's service (including funded kindergartens) and prepares graduates employed under the MECA award to meet the Teacher Interim Standards - Graduate Level.

The Faculty of Education has engaged the services of Sweeney Market Research Consultants to explore the motivations and needs of graduate teacher preparation students, interviewing currently enrolled students, career changers who may be looking towards teaching and recently completed non-Education undergraduates who were considering a teaching qualification. A variety of potential models of the Master of Teaching course were presented to these groups, with preferences going to the model that is proposed here. Participants strongly endorsed the preferred model overall, including the 18 month ready-to-teach award, the model for practicum provision within the course, and the ability to pick a variety of fourth semester options.

**2 Course/Program Objectives**

The early years, primary and secondary streams of the Postgraduate Diploma and Master of Teaching will provide graduates with provisional registration with the Victorian Institute of Teaching. The early childhood and early years streams will be recognized by the Department of Human Services for graduates seeking employment as a qualified staff member in a licensed children's service (including funded kindergartens) and prepares graduates employed under the MECA award to meet the Teacher Interim Standards - Graduate Level. On completion of this course graduates will have the knowledge, skills and understanding to enable them to:

### *Course Objectives*

- 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.

### *Specific Stream Objectives – Early Childhood/Early Years*

- Develop in-depth knowledge of the complexity and diversity of child development (0-8 years) so that they are able to individualize and contextualize for each child.
- Shape and construct responsive curricula and pedagogy for children, families and communities.
- Have the capacity to 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.

### *Specific Stream Objectives – Primary*

- 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.

### *Specific Stream Objectives – Secondary*

- 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.
- Have a thorough understanding of the particular needs of students in the middle years of schooling.
- Be expert in the disciplines they teach and committed to continual updating of their discipline knowledge;
- Mediate knowledge of the discipline for their students' knowledge through appropriate pedagogy.
- Be able to intelligently and creatively plan, implement and critique mandated curriculum.

### *Generic Objectives*

- Be skilled communicators who can effectively articulate and justify their practices as knowledgeable agents of changes.
- Be flexible and able to adapt to change through knowing how to learn;
- Understand the significance of developing their practice on the basis of research evidence;
- Work in teams with skills in cooperation, communication and negotiation;
- Be independent of mind, responsible, resilient, self-regulating;
- Have a conscious personal and social values base.

### **3 Entry Requirements**

Recommended separately by Academic Board.

### **4 Course/Program Structure**

NOTE: In all streams of the Master of Teaching, the first three semesters (150 points) take students to the point at which they are qualified to teach, either in schools or in early childhood settings. At this point, the students can be awarded a Postgraduate Diploma in Teaching, which will enable them to obtain registration either through Early Childhood Australia (early childhood stream) or the Victorian Institute of Teaching (primary and secondary streams). Students can then immediately or within the next five years, undertake an additional fifty points of study that will lead to the Master of Teaching award.

#### **A. EARLY CHILDHOOD/EARLY YEARS STREAMS**

Students undertake 150 points of compulsory subjects in the first three semesters, and then fifty points of elective subjects in the final semester. The final fifty points will normally be a coherent optional program in itself, but students may also take subjects from the range of Master of Education subjects offered by the Faculty.

The first three semesters in the Early Childhood/Early Years streams, leading to the Postgraduate Diploma in Teaching (Early Childhood) are built on four strands:

Professional Practice  
The Developing Learner  
The Developing Curriculum  
The Developing Professional

Students take a subject in each strand in each semester.

#### ***Compulsory Subjects (Semesters 1-3)***

##### **Semester 1**

460-eaa	Professional Practice 1 (EC)	12.5 points
460-ebb	Diversity in Development (EC)	12.5 points
460-ecc	Exploring Early Childhood Curricula	12.5 points
460-edd	Principles for EC Professionals	12.5 points

##### **Semester 2**

460-eee	Professional Practice 2 (EC)	12.5 points
460-eff	The developing child (EC)	12.5 points
460-egg	Language, Literacy and Arts (EC)	18.75 points
460-ehh	Contextualising Professional Practice	6.25 points

##### **Semester 3**

460-eii	Professional Practice 3 (EC)	12.5 points
460-ejj	Individualising Learning	12.5 points
460-ekk	Science, Mathematics and Technology (EC)	12.5 points
460-ell	Professional Roles and Responsibilities	12.5 points

**150 points**

#### ***Elective Programs (Semester 4)***

If students undertake the Early Years Option, they will be awarded the Master of Teaching (Early Years) which will enable them to gain registration with the Victorian Institute of Teaching as a Primary teacher.

Students undertaking any of the other options will be awarded the Master of Teaching (Early Childhood) and will not be eligible to apply for VIT registration.

***Early Years Option (Leading to the Master of Teaching (Early Years))***

460-emm	Professional Practice (EY)	12.5 points
460-enn	Literacy in the Early Years (EY)	12.5 points
460-eoo	Numeracy in the Early Years (EY)	12.5 points
460-epp	Integrated Curriculum (EY)	6.25 points
460-eqq	Professional Contexts (EY)	6.25 points

***Induction Option (Leading to the Master of Teaching (Early Childhood))***

NOTE: To undertake the Induction option, a student must be employed at least 0.8 in an early childhood setting. This option will ideally be undertaken during the first year of contract or ongoing (i.e. not casual) employment. It is only available part-time.

460-err	Professional Portfolio	25 points
460-ett	Investigation into Practice (EC)	12.5 points
460-euu	Investigation into Policy (EC)	12.5 points

***Internship Option (Leading to the Master of Teaching (Early Childhood))***

460-ess	Internship (Early Childhood)	25 points
460-ett	Investigation into Practice (EC)	12.5 points
460-euu	Investigation into Policy (EC)	12.5 points

***Research Option (Leading to the Master of Teaching (Early Childhood))***

NOTE: Students completing the research option with a result of H2A or better in the Research Project will be eligible for entry into the Ph.D.

460-vvv	Educational Research Methodology	12.5 points
460-www	Research Project	37.5 points

***Professional Development Option (Leading to the Master of Teaching (Early Childhood))***

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 e.g. the Postgraduate Certificate in Educational Studies (International Baccalaureate) or the Postgraduate Certificate in Educational Studies (TESOL), or they may choose individual subjects according to their interests and needs.

**B. PRIMARY STREAM**

Students undertake 150 points of compulsory subjects in the first three semesters, and then fifty points of elective subjects in the final semester. The final fifty points will normally be a coherent optional program in itself, but students may also take subjects from the range of Master of Education subjects offered by the Faculty.

The first three semesters in the Primary stream, leading to the Postgraduate Diploma in Teaching (Primary) are built on three strands:

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

***Compulsory Subjects (Semesters 1-3)***

**Semester 1**

460-paa	Professional Practice 1 (Primary)	12.5 points
460-psb	Learners and Teachers	12.5 points
460-pcc	Technology and Teaching	6.25 points
460-pdd	Literacy in the Early Years (Primary)	12.5 points
460-pee	Primary Mathematics 1	6.25 points

## Semester 2

460-pff	Professional Practice 2 (Primary)	12.5 points
460-pgg	Curriculum, Assessment and Pedagogy (P)	6.25 points
460-phh	Primary Mathematics 2	12.5 points
460-pii	Primary Arts	12.5 points
460-pjj	Primary Humanities	6.25 points

## Semester 3

460-pkk	Professional Practice 3 (Primary)	12.5 points
460-psz	Social Contexts & Teacher Professionalism	12.5 points
460-pmm	Primary Science and Technology	12.5 points
460-pnn	English in the Middle Years	6.25 points
460-poo	Physical and Personal Learning (Primary)	6.25 points

**150 points**

## *Elective Programs (Semester 4)*

These elective programs lead to the award of the Master of Teaching (Primary)

### **Induction Option**

NOTE: To undertake the Induction option, a student must be employed at least 0.8 in a school. This option will ideally be undertaken during the first year of contract or ongoing (i.e. not casual) employment. It is only available part-time.

460-psl	Professional Portfolio	25 points
460-pst	Investigation into Practice	12.5 points
460-psu	Investigation into Policy	12.5 points

### Internship Option

460-pss	Internship	25 points
460-pst	Investigation into Practice	12.5 points
460-psu	Investigation into Policy	12.5 points

### **Research Option**

NOTE: Students completing the research option with a result of H2A or better in the Research Project will be eligible for entry into the Ph.D.

460-vvv	Educational Research Methodology	12.5 points
460-www	Research Project	37.5 points

### *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 e.g. the Postgraduate Certificate in Educational Studies (International Baccalaureate) or the Postgraduate Certificate in Educational Studies (TESOL), or they may choose individual subjects according to their interests and needs.

## **C. SECONDARY STREAM**

The first three semesters in the secondary stream, leading to the Postgraduate Diploma in Teaching (Secondary) are built on three strands:

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

Students undertake 37.5 points in the Professional Practice strand, 50 points in the Theory and Practice of Education strand, 50 points in the Learning Area Studies strand, and one elective subject.

The final fifty points to complete the Master of Teaching (Secondary) will normally be a coherent optional program in itself, but students may also take subjects from the range of Master of Education subjects offered by the Faculty.

## **Secondary Program Structure (Semesters 1-3)**

NOTE: All students will be required to undertake two Learning Area Study sequences (or a double sequence). Each Learning Area Study sequence consists of three subjects: a 6.25 point subject in Semester 1, a 12.5 point subject in Semester 2 and another 6.25 point subject in Semester 3.

Learning Area Study sequences will be offered in the following areas (subject to demand):

Biology Business Studies Chemistry Drama English Geography Health Education  
History Humanities Humanities - Additional Information Technology Language and Literacy LOTE  
LOTE – Additional Mathematics Mathematics – Additional  
Media Studies Music A (Classroom) Music B (Instrumental) Physical Education  
Physics Psychology Science TESOL Visual Arts Visual Arts - Additional

### **Semester 1**

460-saa	Professional Practice 1 (Secondary)	12.5 points
460-psb	Learners and Teachers	12.5 points
460-scc	Language, Technology and Teaching	12.5 points
	Learning Area A1	6.25 points
	Learning Area B1	6.25 points

### **Semester 2**

460-sdd	Professional Practice 2 (Secondary)	12.5 points
460-see	Curriculum, Assessment and Pedagogy	12.5 points
	Learning Area A2	12.5 points
	Learning Area B2	12.5 points

### **Semester 3**

460-sff	Professional Practice 3 (Secondary)	12.5 points
460-psz	Social Contexts & Teacher Professionalism	12.5 points
	Learning Area A3	6.25 points
	Learning Area B3	6.25 points
	Elective subject (from list below)	12.5 points

**150 points**

### **Elective Subjects (one to be taken in Semester 3)**

NOTE: Not all electives will be offered each year.

460-seg	Integrating the Curriculum	12.5 points
460-seh	Teaching in the Middle Years	12.5 points
460-sei	Literacy and Numeracy Intervention	12.5 points
460-sej	Post-compulsory Pathways	12.5 points
460-sek	Australian Indigenous Education	12.5 points
460-sel	Foundations of Mathematics Teaching	12.5 points
460-sem	ESL for Discipline Teachers	12.5 points
460-sen	Promoting Student Well-being	12.5 points
460-seo	Negotiated Project	

### **Elective Programs (Semester 4)**

These elective programs lead to the award of the Master of Teaching (Secondary)

### **Induction Option**

NOTE: To undertake the Induction option, a student must be employed at least 0.8 in a school. This option will ideally be undertaken during the first year of contract or ongoing (i.e. not casual) employment. It is only available part-time.

460-psl	Professional Portfolio	25 points
460-pst	Investigation into Practice	12.5 points
460-psu	Investigation into Policy	12.5 points

### Internship Option

460-pss	Internship	25 points
460-pst	Investigation into Practice	12.5 points
460-psu	Investigation into Policy	12.5 points

### Research Option

NOTE: Students completing the research option with a result of H2A or better in the Research Project will be eligible for entry into the Ph.D.

460-vvv	Educational Research Methodology	12.5 points
460-www	Research Project	37.5 points

### *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 e.g. the Postgraduate Certificate in Educational Studies (TESOL) or the Postgraduate Certificate in Educational Studies (Inclusion and Special Education), or they may choose individual subjects according to their interests and needs.

### **Exit Point** (not available through direct entry)

Postgraduate Diploma (after 150 points)

**i. Title of award given at exit point**

Postgraduate Diploma in Teaching (Early Childhood)  
Postgraduate Diploma in Teaching (Primary)  
Postgraduate Diploma in Teaching (Secondary)

**ii. Structure of program**

As for semesters 1-3 above

**iii. How the exit award constitutes a coherent program in itself**

The Postgraduate Diploma takes students to the point where they are eligible for registration by Early Childhood Australia or the Victorian Institute of Teaching. It provides a coherent program meeting registration requirements.

## **5 Availability of Course**

The Course will be available on a full-time basis to CSP students and Australian and overseas full-fee paying students from semester 1, 2008.

**ACADEMIC BOARD RESOLUTIONS ON SELECTION**

**Master of Teaching**

*FOR ENTRY INTO THE MASTER OF TEACHING (EARLY CHILDHOOD/EARLY YEARS AND PRIMARY STREAMS):*

The Selection Committee will evaluate the applicant's ability to pursue successfully the course using the following criterion:

- An undergraduate degree

*FOR ENTRY INTO THE MASTER OF TEACHING (SECONDARY STREAM):*

The Selection Committee will evaluate the applicant's ability to pursue successfully the course using the following criteria:

- An undergraduate degree, with appropriate prerequisites for two Learning Area Study sequences, as required by the Victorian Institute of Teaching.

Students with an average of 70% in their New Generation undergraduate degree will have guaranteed entry into the Master of Teaching, subject to meeting the prerequisites for two Learning Areas if they are applying for the secondary stream.