



GRADUATE
SCHOOLS

MELBOURNE GRADUATE SCHOOL OF EDUCATION

Shaping minds, shaping the world



COURSES FOR EDUCATION PROFESSIONALS 2013

Turn your experience into excellence

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Why Melbourne?

The Melbourne Graduate School of Education is a vibrant and exciting place to study. Our environment is supportive and student-focussed and our courses are challenging.

Home to a number of internationally recognised experts, including Professor Stephen Dinham, Professor John Hattie, Professor Collette Tayler and Professor Patrick Griffin, we are at the cutting edge of teaching and research in education.

Our new facilities are designed for graduate education students, offering a range of contemporary learning and social spaces.

Meeting your needs

We offer a wide range of courses for professionals working in education and related areas.

Whether you are looking to take the next step in your career, or simply explore an area of interest, we will have a course that suits you.

Delivered by leaders in their fields, our courses have been designed with busy professionals in mind. They are professionally relevant; informed by a powerful combination of the latest research and on-the-ground experience.

Many of our courses offer the opportunity to apply your learning directly, through work-based projects. Most are also delivered flexibly, through on-campus weekend intensives, evening classes or distance learning.

Stacey Cumming

Master of Education (Language Intervention and Hearing Impairment)

"I've worked at The Royal Children's Hospital as a teacher for a couple of years. In that time, I've worked with quite a few students with hearing loss associated with medical conditions and I have found it challenging at times to teach them appropriately. I felt restricted by not having the specific communication skills to engage these students fully in their learning. I chose this specialty in my Masters course so I could learn to teach these students more effectively and engage them in more appropriate learning experiences when they are in hospital.

I've particularly enjoyed learning AUSLAN (Australian sign language) and the theory behind teaching deaf and hearing impaired children, especially as I can now use simple communication signs and tools to help assist these children in their lessons. I'm already benefitting from my course with a broader knowledge of how children with hearing loss learn differently and applying this knowledge to my everyday practice.

I will finish my course in 2013, and I hope to continue working at The Royal Children's Hospital, using what I've learnt along the way in my Masters to support other teachers when teaching students with hearing loss."



Stacey Cumming, teacher at
The Royal Children's Hospital

Master of Education and Postgraduate Certificate in Education

The Postgraduate Certificate in Education and Master of Education will give you a solid foundation in education theory while pursuing an area of interest.

Postgraduate Certificate students complete four elective subjects. Master of Education students complete 8 subjects covering core study, an area option and elective subjects.

Core subjects

The three 12.5 point core subjects completed by Master of Education students are: Leading Educational Ideas, Reading Educational Research and Negotiated Project.

Area options

Master of Education students also undertake four 12.5 point subjects from one or more of the following area options (more details on following pages):

- Arts Education
- Curriculum and Pedagogy
- Digital Technologies in Education
- Early Childhood Education
- Equity, Youth and Identity
- Gifted Education
- Language and Literacy Education
- Mathematics Education
- Science and Environmental Education
- Thinking, Knowledge and Creativity

Elective subjects

Master of Education students have a choice of how to complete the remaining 12.5 points of study:

- an additional or complementary subject from any area option
- completion of a subject from another area option, or another masters
- completion of a subject from another faculty or graduate school (remaining relevant to the Master of Education)

Research option

If you would like to complete a minor thesis, the research option is available. You will complete four coursework subjects before starting the thesis. We also offer a Master of Philosophy for students interested in pursuing a research masters.

If you are interested in these options, please submit an expression of interest to the Melbourne Education Research Institute before applying. For more information visit: www.education.unimelb.edu.au/research/eoi

	Postgraduate Certificate in Education	Master of Education	
		Coursework	Research
Duration	6 months full-time 1 year part-time	1 year full-time 2 years part-time	1.5 years full-time 3 years part-time
Content	50 points of any subjects from a specified list (subjects may be 12.5 or 25 points)	8 subjects - 3 core - 4 area option - 1 elective <i>Each subject involves 24 contact hours and 5,000 words of assessment</i>	4 subjects - 2 core - 2 area option - 20,000-word minor thesis <i>Each subject involves 24 contact hours and 5,000 words of assessment</i>
Minimum Entry Requirements	<ul style="list-style-type: none"> • an undergraduate degree and a fourth-year level teaching qualification, or equivalent[^], or • a four-year teaching degree, or equivalent[^]. <p>Research students must maintain a grade average of 75% in all coursework to progress to thesis.</p> <p>International students must also meet MGSE English language requirements.</p>		

[^] Applicants with a degree in an area other than education but who work in an education related profession are encouraged to apply.

Lisa Saffin

Master of Education

"After teaching for a number of years, I was looking for a challenge and something to take me out of my comfort zone. The Master of Education appealed because I am interested in the link between practice and research.

I'm really enjoying the course so far. In particular the research subjects are great. I wouldn't have chosen them, but I'm glad they're compulsory – the insight into research and critical thinking is fantastic. I'm also really enjoying the collegiality of the course; getting to know other teachers with a wide range of backgrounds is a great way to stimulate discussion and new ideas.

When I finish the course in 2014, I'd like to either pursue a research path, or use what I've learned to help improve teaching practice."

Lisa Saffin, Maths Teacher at
Caulfield Grammar School



Arts Education

Our arts education team is a group of passionate academics with specialist knowledge and experience in visual arts, music, drama, media and dance education.

Under our team's guidance you will explore:

- the artistic and cultural curriculum
- the teacher as artist, the artist as teacher
- arts pedagogy and learning in the arts
- creativity and the arts
- arts education in the community
- social impact of the arts

Outcomes

This option will:

- develop your understanding of the theory and practice of education in the arts
- improve your knowledge of current and emerging pedagogies, whether you teach at early childhood, primary or secondary level, or in a community setting
- enable you to take the lead in developing new programs and subjects that reflect the most recent developments in arts education

Academic staff

You will be working with arts education specialists who have many years of professional experience as teachers and researchers. They are actively involved in state, national and international professional arts education bodies, and offer experience from diverse creative backgrounds. The academics leading this area include Professor Susan Wright, Dr Neryl Jeanneret, Dr Wes Imms and Dr Christine Sinclair.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials.

Some subjects are delivered in intensive Saturday workshops throughout the academic year.

Curriculum and Pedagogy

As curriculum concerns gather pace, opportunities are opening up for teachers, principals and administrators to contribute to curriculum and pedagogical reform. Social change and diversity, new literacies and technologies and evolving education policy are being felt at all stages of education and across all curriculum domains. Linked with these curriculum developments is a re-evaluation of the central place of pedagogy.

This option is suitable for teachers and educators working in schools, early childhood settings, museums, field study centres, local government and the tertiary sector.

You will:

- learn how to integrate new knowledge and new technologies, into curricula at all levels
- gain insight into the longer term trends and patterns that influence specific manifestations of curriculum within contemporary education
- develop teaching methods, resources, materials and subject designs suited to the new curricula
- benefit from collaborative and multi-disciplinary approaches to research and teaching

You can select from subjects that explore central issues such as:

- the social contexts and effects of curriculum
- curriculum theory and design
- the interrelationship between curriculum, pedagogy and assessment
- current approaches to curriculum and pedagogical research
- curriculum/pedagogy leadership and management
- curriculum inequalities and student difference

Outcomes

This option will help you influence debate, policy formation and practice. You will develop the skills to design, deliver, evaluate and/or coordinate curriculum for learners. It may also assist classroom teachers to move into a coordination role.

Academic staff

You will work with curriculum and pedagogy specialists who have many years of professional experience as teachers and researchers.

The academics leading this area are Dr Christine Redman and Dr John Quay.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials.

Some subjects are delivered in intensive Saturday workshops throughout the academic year.

Digital Technologies in Education

Digital technologies, including information and communications technologies, provide opportunities to teach and learn in ways that otherwise wouldn't be possible. Whatever your subject area and at whatever level you teach, you must be capable and confident in understanding how digital technologies can support teaching and learning.

This area option provides a balance between a broad critical perspective of educational uses of digital technology and the development of practical skills, in the context of your own teaching.

Developed by staff with many years of experience, it is highly relevant to the current education environment.

Themes you can follow in this area option include:

- online education
- teaching and learning with digital technologies
- the role of digital technologies in the curriculum
- use of Web 2.0 (and beyond) and mobile technologies for education.

Outcomes

You will benefit from hands-on experience in a variety of digital technologies and exploration of current educational issues relevant to digital technologies in education, as well as collaborative and multi-disciplinary approaches to research and teaching.

You will develop knowledge and skills that enable you to:

- use computers, the web and associated technologies creatively and innovatively in your teaching
- understand the impact of educational technologies on curriculum
- develop your career

Who should study this area option?

This area option is suitable for early childhood, primary, secondary, and TAFE teachers, those working in educational and training software development and other professional educators.

Academic staff

You will be working with specialists who have many years of professional experience as teachers and researchers.

The academics leading this area include, Dr Dianne Chambers, Ted Clark and Dr Nick Reynolds.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials, with an associated subject site, and some subjects are available fully online.

Early Childhood Education

Early childhood and early years education policy is undergoing great change at both State and Commonwealth levels. This political context, along with the changing social worlds of children, creates a pressing need to re-engage with early childhood theory and practice at local, national and international levels.

We are a highly respected centre for teaching and research in early childhood with the staff, resources and specialised knowledge to offer you an inspirational learning experience built on theory and practice.

Our teaching and research staff are passionate about early childhood education and with them you may explore:

- local, national and international early childhood policies and pedagogies
- case studies and principles of building socially just early childhood environments, especially for culturally and linguistically diverse contexts
- contemporary issues and debates about the young child
- diverse ways of understanding the young child and implications for early childhood education

Outcomes

Through this area option you will:

- develop skills in constructing and evaluating approaches to curriculum and pedagogy, especially in culturally diverse contexts, and consider equity outcomes for all children in early childhood
- become familiar with early childhood issues and debates and develop skills to use this knowledge to inform responsive, relevant and dynamic pedagogy and policy
- draw from a diverse pool of contemporary knowledge about who young children are, and bring this to life in your early childhood work

Who should study this area option?

This program is designed for the diverse range of people working in the early childhood and early years field.

Academic staff

You will be working with early childhood specialists who, as a team, have many years of professional experience as teachers and researchers.

Delivery modes

Subjects are delivered intensively, in the school holidays.

Equity, Youth and Identity

If you are motivated by a desire to relate to young people and make a difference, this area option is designed for you.

You will explore issues of identity, equity and change, consider the complexity of transitions from one stage of learning to the next, learn the skills and importance of practising the democratic style of education and gain a greater understanding of the cultures of young people. The exploration of these issues is designed to help you to relate to young people from diverse backgrounds and cultures, and to contribute to educational programs that support their learning.

Studying with some of Australia's leading education experts, you will deepen your knowledge about the principles of equity and social diversity in education and enhance your understanding of processes and patterns of inequality and difference. You will learn about the factors that impact on young people's lives and learning and how educators can effectively meet their needs.

You will be able to explore equity issues in the context of your own workplace, as well as make links between contemporary approaches to equity and your own research interests.

Topics include:

- education policy and social equity
- educational outcomes and pathways
- theories of inequality
- art/cultural practices that are for, by, with and about young people
- contemporary social, feminist and postcolonial theories of difference, identity and social justice
- policy, practice and research on diversity and social inclusion
- specialist study in areas such as disability, anti-racism and gender

Outcomes

This area option will prepare you for working in senior policy and curriculum areas, in management and change leadership and in applied research and consultancy.

Who should study this area option?

This option is appropriate for professionals from a wide range of disciplinary backgrounds including health, social and youth work and disability, refugee and migration studies.

Academic staff

Staff teaching in this area include Professor Julie McLeod, Professor Johanna Wyn, Professor Lyn Yates, Professor Richard Teese, Professor Stephen Lamb, Dr Helen Stokes, Dr Richard Sallis and Dr Dianne Mulcahy.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials.

Some subjects are delivered in intensive Saturday workshops throughout the academic year.

Gifted Education

This area option will prepare you to recognise, understand and nurture the talents of gifted and talented students. It takes account of the major international changes currently taking place within gifted and talented education.

Developed for professionals who seek contemporary specialist knowledge in gifted learning, teaching and curriculum, this area option features:

- content based on explicit models of learning and contemporary research
- an introduction to integrated teaching procedures that target each aspect of the gifted and talented student's approach to learning
- collaborative, solution-focused approaches to teaching

You will explore themes such as:

- understanding the learning characteristics and knowledge profiles of gifted and talented learners, and theories for describing and explaining how these students learn, think and feel
- how to differentiate and modify classroom teaching to accommodate gifted and talented students
- identifying and evaluating the learning patterns of gifted and talented learners
- curriculum provision for gifted and talented learners, including curriculum differentiation, grade placement and acceleration issues
- facilitating the overall development of gifted and talented learners
- understanding the culture of gifted and talented learners
- fostering creative and innovative thinking in regular education

Outcomes

This area option offers learning experiences and new perspectives that will improve your professional knowledge and teaching in gifted learning and teaching. It will equip you to work as a:

- gifted education and learning educator
- coordinator of gifted education in schools, for example, as a SEAL coordinator
- curriculum and teaching consultant
- learning support staff member
- adult education support staff member

Academic staff

You will be working with specialists who bring many years of professional experience as teachers and researchers. The academic leading this area is Associate Professor John Munro.

Delivery modes

All subjects are delivered by on-campus lectures and tutorials.

Language and Literacy Education

As governments and schools place increasing emphasis on literacy, this area option will develop your skills in language and literacy education, and give you a deeper understanding of changing curriculum and classroom practices.

You will learn more about evaluating your current approach to literacy learning and teaching through subjects that integrate theory and classroom practice, as well as developing skills and knowledge to address the learning needs of all your students.

We are a highly respected centre for teaching and research in language and literacy education with the staff, resources and specialised knowledge to offer you an inspirational learning experience.

Our teaching and research staff are passionate about literacy and with them you may explore themes such as:

- recent advances in English/literacy curriculum and classroom practice
- approaches to speaking, listening, reading, writing and multiliteracies in primary, secondary and adult classrooms
- the social nature of language and the evolving nature of literacies
- literacy, culture and linguistic diversity
- language and literacy in mainstream and specialist contexts
- language, culture and identity

Outcomes

This area option will prepare you for senior curriculum management and literacy coordination positions through a deeper understanding of:

- policy, curriculum and classroom practice in literacy
- the fundamental role played by language/literacy in all learning
- the multiple forms of literacy relevant to contemporary life
- the relationship between literacy and cultural and linguistic diversity

Who should study this area option?

This area option is suited to teachers with an interest in language and literacy education including English literacy teachers and coordinators, primary teachers and secondary English teachers.

Academic staff

The academics leading this area include Professor Joseph Lo Bianco, Dr Janet Scull, Dr Larissa McLean Davies, Dr Paul Molyneux, Dr Pam Macintyre and Dr Simone Senisin and Catherine Reid.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials in intensive Saturday workshops throughout the academic year.

Mathematics Education

Our internationally recognised strength in mathematics education has made this area option one of the most popular of our graduate offerings.

We have established valuable links with teachers and schools in all sectors and our research has systemic impact, in areas such as the state examinations, curriculum and teacher resources.

In this area option you will study many aspects of mathematics teaching in-depth, using revealing video to analyse teaching methods and their impact on the learner.

You will also explore central issues, such as:

- how mathematics learning, teaching and curriculum is being changed by new knowledge and technologies
- how understandings of students' mathematics thinking can enhance teaching of difficult topics, such as fractions, percentages, algebra or calculus
- how mathematics is taught in other countries
- what programs create high levels of numeracy
- how to work productively with gifted students or design remedial programs
- how a curriculum and its tasks can be designed to promote students' mathematical understanding, fluency, problem solving and reasoning

Who should study this area option?

This area option is suited to teachers with an interest in leading mathematics and numeracy education in primary and secondary schools and other education settings.

Academic staff

You will work with mathematics education specialists who have many years of professional experience as teachers and researchers. The academics in this area include Professor David Clarke, Associate Professor Robyn Pierce, Dr Vicki Steinle, Dr Caroline Bardini, Lynda Ball and Cath Pearn.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials.

Some subjects are delivered through a combination of intensive and online modes.

Science and Environmental Education

This area option draws together expertise in environmental, sustainability and science education and is also designed to take advantage of the diverse interests and experiences of participating students.

You will explore questions and practices in:

- environmental education
- science communication practice
- science communication culture
- transforming sustainability education

You will explore themes such as:

- the interdependence of environmental, economic, social and political dimensions of sustainability
- place-based learning
- indigenous knowledge
- globalisation
- consumerism and culture
- student learning with simulations, models and artefacts in science communication in classrooms and beyond
- practical learning, pupil interest and identity in science education
- the organisation of the science department in staff and school development
- children's and teachers' perceptions and use of diverse technologies in science communication
- social, cultural and structural reform of school science programs
- the nature of science, conceptual change and argumentation

Who should study this area option?

This area option caters to those with experience in formal as well as informal education settings, the environmental fields and the science disciplines; people with an interest in classroom practice and people with a focus on community projects, policy making or curriculum design.

Academic staff

You will work with academics that are passionate about sustainability, the environment and science. The team includes Jeana Kriewaldt, Dr John Quay, Dr Christine Redman, Dr Maurizio Toscano and Dr Pam Mulhall.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials.

Some subjects are delivered in intensive Saturday workshops throughout the academic year.

Thinking, Knowledge and Creativity

The focus of this area option is on enhancing effective thinking and learning. As an educator you will examine strategies for assisting your students to manipulate, evaluate, synthesise and apply knowledge so they generate thoughtful, creative and innovative outcomes. You will develop tools to analyse and extend your practice, improving how you think and learn.

The content covered is relevant to all disciplines and sectors of education. It will help you understand how to educate your students to think critically and creatively and to form a deep understanding of the knowledge you teach.

Outcomes

The assessment tasks will guide you in transferring your learning through application in your own educational practice.

Academic staff

You will work with education specialists with a passion for the areas of thinking, knowledge and creativity and who have years of professional experience as teachers, researchers, consultants and writers. The specialists in this area option include Dr Maurizio Toscano, Dr John Quay, and Associate Professor John Munro.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials.

Some subjects are delivered in intensive Saturday workshops throughout the academic year.

Sharryn Marshall

Master of Education

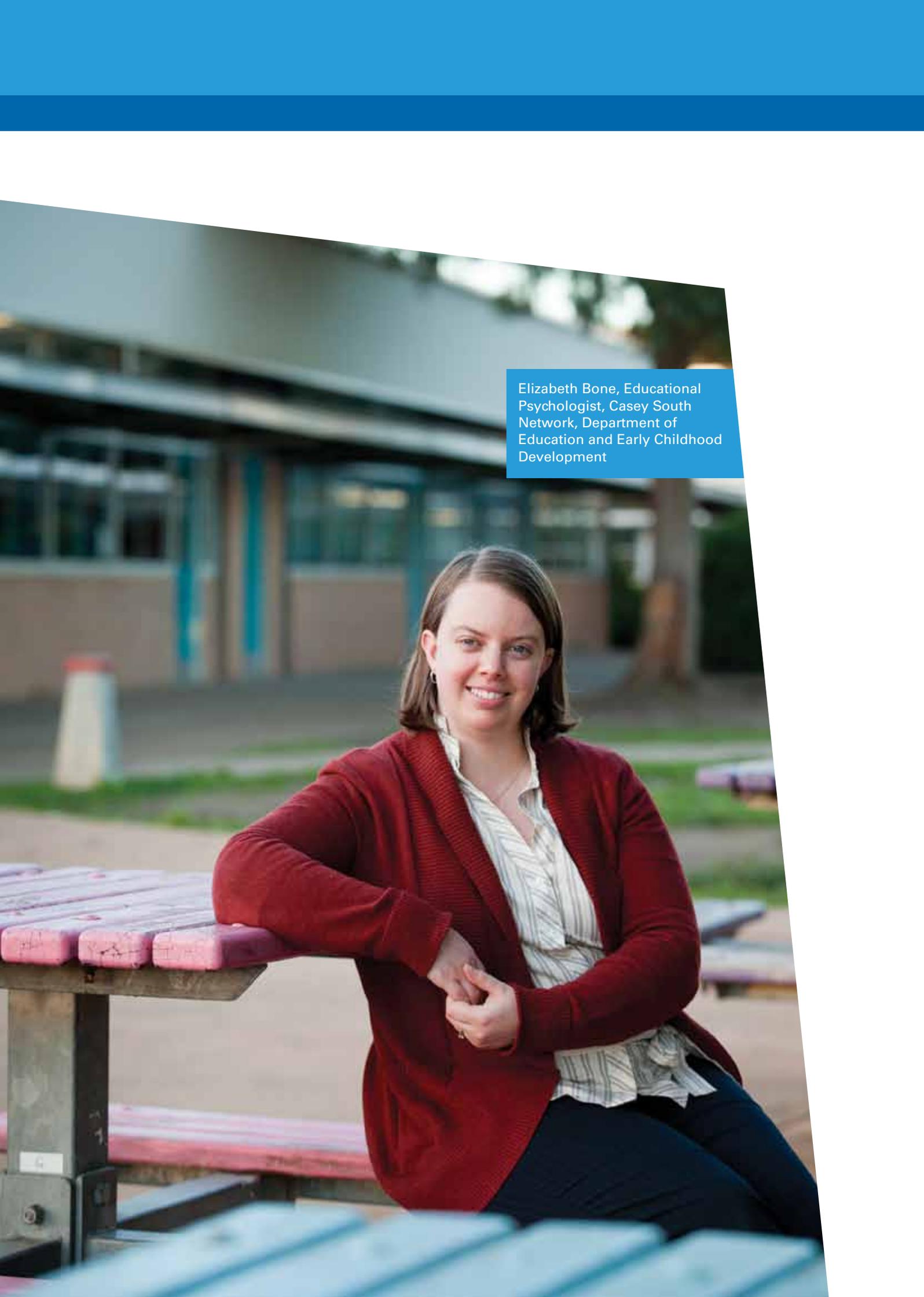
"Returning to graduate study after twenty years has rejuvenated me in ways I never knew possible. Now that I've started studying again I don't want to stop – I'm hoping to go onto doctoral studies next.

Throughout my studies the University has been so supportive and understanding. I travel in from Warragul and work full time in a senior teaching role, but the support I received from my lecturers made it possible. The academic staff are also so passionate and knowledgeable, which I found really inspiring.

My students have definitely benefitted from my further study. After teaching Romeo & Juliet for 15 years in a row I had become a little bit jaded, but my studies gave me lots of new ways of approaching it. My students still talk about some of the activities I did with them a couple of years ago!"



Sharryn Marshall, Head of House and Senior Teacher: English, Drama and Theatre Studies, St Paul's Anglican Grammar School, Warragul

A photograph of Elizabeth Bone, an educational psychologist, sitting on a wooden picnic table outdoors. She is wearing a red cardigan over a striped shirt and dark pants. She is smiling and looking towards the camera. The background shows a building with large windows and a green lawn. The image is framed with a white border on the right and top, and a blue border on the left and bottom.

Elizabeth Bone, Educational Psychologist, Casey South Network, Department of Education and Early Childhood Development

Specialist studies

If you want to specialise in a particular area of education, we offer a range of postgraduate certificates and masters.

Courses

We offer certificates and masters in the following fields:

- content and language integrated learning
- evaluation
- instructional leadership
- International Baccalaureate®
- language intervention and hearing impairment
- modern languages education
- special education, inclusion and early intervention
- specific learning difficulties
- teaching English to speakers of other languages (TESOL)

We offer masters in the following fields:

- educational management
- education policy (international)
- educational psychology
- global studies in education
- literacy
- numeracy
- school leadership
- student wellbeing

Research option

If you would like to complete a minor thesis, a research option is available in a number of our masters (details in the following pages).

If you are interested in this option, please submit an expression of interest to the Melbourne Education Research Institute before applying. For more information visit: www.education.unimelb.edu.au/research/eoi

Elizabeth Bone

Master of Educational Psychology

"I wanted to do psychology and I loved working as a piano teacher in schools. To me, educational psychology was the perfect fit.

I really enjoyed the course. The student cohort was a nice size, which meant I got to know the other students and lecturers really well. The subjects were varied and we received good support from the lecturers. They really took a personal interest in everyone, which was great.

I am really enjoying working as an educational psychologist. There is a great variety of work, across counselling, assessment and teacher / parent consultations. I also work with a great variety of students, ranging from Prep to Year 12. I get lots of opportunities to expand my own practice and learn new things, which I love."

Content and Language Integrated Learning

This course is designed for those who teach content areas such as science, mathematics or technology, through a second language.

You will learn how to integrate content and language learning for second language students, covering pedagogical, linguistic and cultural issues, as well as training in essential methodology and international approaches.

Outcomes

If you exit with a professional certificate you will:

- have an awareness of the relationship between language, concepts and cognition
- understand the differences between everyday language and the specialist language used in your discipline
- understand the linguistic, sociolinguistic, cultural and cross-cultural issues in teaching in English
- be familiar with approaches adopted to teach content through a second language

If you exit with a postgraduate certificate, you will:

- be able to apply theoretical issues and pedagogical principles to your teaching
- be familiar with the language-specific terminology and other language features of your discipline
- be proficient in the text forms or genres appropriate to your discipline and able to model and teach them effectively

If you complete the masters, you will:

- have a high level of competence in teaching your discipline in a second language
- be able to plan a program for teaching your discipline in a second language
- be able to plan and implement assessment activities in a second language
- be familiar with the materials available for teaching your discipline in a second language, and able to adapt materials to suit your students' needs

Academic staff

Dr Russell Cross coordinates this area. He has an active research profile and a background in the fields of bilingual education and immersion.

	Professional Certificate in Education (Content and Language Integrated Learning)	Postgraduate Certificate in Education (Content and Language Integrated Learning)	Masters of Education (Content and Language Integrated Learning)
Duration	6 weeks full-time 6 months part-time	6 months full-time 1 year part-time	1 year full-time 2 years part-time
Content	2 compulsory 12.5 point subjects	3 compulsory 12.5 point subjects 1 elective 12.5 point subject	6 compulsory 12.5 point subjects 2 elective 12.5 point subjects

Minimum Entry Requirements

- an appropriate undergraduate degree; and
- an appropriate fourth-year level education qualification, or equivalent with at least one year of relevant professional experience in the areas of mathematics, science, or technology; or an appropriate four year education degree, or equivalent with at least one year of relevant professional experience in the areas of mathematics, science, or technology

International students must also meet MGSE English language requirements.

Educational Management

The Master of Education (Educational Management) is designed to develop your leadership skills and equip you for the 21st century international environment.

The course integrates practical knowledge, conceptual frameworks and state-of-the-art research, and distinguishes itself from other Australian educational leadership and management programs by its global perspective.

Through this course you will:

- gain a better understanding of current issues and challenges in education leadership and management, including issues related to curriculum reform
- develop a global as well as a national perspective on education leadership and management
- have flexibility in your choice of subjects so you can tailor a more individual study program
- be part of local and global networks of like-minded educators
- receive invitations to participate in seminars with outstanding scholars and practitioners
- have access to subjects from international partners in Hong Kong and the USA through the Hong Kong Institute of Education's (HKIE) International Executive Master of Arts.

Outcomes

With its strong leadership and management focus, this course can open up opportunities for advancement into senior positions.

This course is structured to meet the needs of educators working in primary and secondary schools in the government and non government sectors, as well as in the VET and tertiary sectors, early childhood settings and workplace training contexts.

Academic staff

You will benefit from contact with academics from within and beyond the University, all of whom are recognised experts. They include Dr Lawrie Drysdale, Ms Helen Goode, Dr David Gurr and a team of local and visiting international fellows.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials.

Some subjects are offered in convenient intensive mode, in weekend workshops and school holidays throughout the academic year (Summer, Semester 1 and 2). You may choose to select subjects from this specialist stream as electives in the generalist Master of Education.

	Master of Education (Educational Management) - Coursework	Master of Education (Educational Management) - Coursework and Research
Duration	1 year full-time 2 years part-time	1 year full-time 2 years part-time
Content	50 points core subjects 50 points elective subjects	25 points coursework 75 points research including research methodology and 20,000-word minor thesis

Minimum Entry Requirements

- an appropriate honours degree in education; or
- a postgraduate certificate or postgraduate diploma in the field of education; or
- an appropriate four-year degree, or equivalent[^], and at least two years of documented relevant professional experience and a record of research activity and/or publications equivalent to 50 points of year five study

Research students must maintain a grade average of 75% in all coursework to progress to thesis.

International students must also meet MGSE English language requirements.

[^] Applicants with a degree in an area other than education but who work in an education related profession are encouraged to apply.

Education Policy (International)

The Master of Education Policy (International) combines academic study with the opportunity to experience international education systems first-hand.

In this course, you will examine education systems from around the world to understand how other countries have responded to rapid social and economic change and the challenges of globalisation. This provides the context for an analysis of Australian education policies at state and national levels.

Whether you are a teacher, an education leader or a policy maker, this program will help you bring knowledge of international education policy, leadership and management to your work, enriching your organisation and broadening your career choices.

The more globalisation impacts on education policy and practice, the more relevant and marketable this perspective becomes.

Outcomes

You will:

- develop an understanding of education policies and issues on a global scale
- have the opportunity to participate in a study tour to selected OECD countries to visit innovative education and training providers and attend seminars with eminent scholars
- build a comparative perspective on issues such as the growing need for effective pathways between school, VET, university and work for young people in globalised economies
- gain a unique international perspective on education and training policy development, leadership, implementation and review
- benefit from the experience of internationally renowned academic staff involved in cutting-edge research
- develop new professional networks in Australia and overseas

Academic staff

The Master of Education Policy (International) was established by an award-winning team: Professor Jack Keating, Professor John Polesel and Dr Veronica Volkoff.

It is now coordinated by Dr Mary Leahy and the team has expanded to include Professor Fazal Rizvi, Associate Professor Leesa Wheelahan, Nicky Dulfer, Kira Clarke, and Glenn Savage. Other leading scholars, who present lectures based on their research, include Professor Collette Taylor, Professor Barry McGaw and Associate Professor Philomena Murray.

Subjects/Delivery modes

Subjects are delivered by on-campus lectures and tutorials during intensive weekend sessions.

Master of Education Policy (International)

Duration	1 year full-time 2 years part-time
Content	<p>Electives (choose three out of the four options):</p> <p>Education Policy – International Study (three week program of visits/seminars in schools, VET providers and universities overseas)</p> <p>Comparative Education Policy*(prerequisite for Education Policy: International Study)</p> <p>Education Policy in Australia*</p> <p>Globalisation and Leadership*</p> <p>*Each involves 36 contact hours and 10,000 words of assessment</p> <p>Compulsory subject</p> <p>Negotiated project</p> <p>Individual supervision</p> <p>10,000 words of assessment</p>
Minimum Entry Requirements	<ul style="list-style-type: none"> • an honours degree in education; or • a postgraduate certificate or postgraduate diploma in the field of education; or • a four-year degree, or equivalent, and at least two years of documented relevant professional experience <p>International students must also meet MGSE English language requirements.</p>

Educational Psychology

Educational psychology is relevant across the lifespan of the individual. It covers areas as diverse as early childhood development and careers advice, with a focus on how individuals adapt to their environments.

Psychologists who want to specialise in education can pursue a career in a wide range of education settings, including early childhood centres, schools, TAFE colleges and universities, either as staff members or as private practitioners.

Educational psychologists deal with:

- problems of attachment and concerns with development in early childhood
- learning, including giftedness, learning difficulties and disabilities
- challenges of transition and self esteem in childhood
- relationships, including conflict in adolescence
- sexuality issues and drug involvement
- parenting and work transition for adults
- school programs and professional development in the school system

Courses

The Master of Education Psychology is for students who wish to qualify as practitioners. The Master of Education Psychology / Doctor of Philosophy is for students who wish to qualify as practitioners while developing advanced research skills.

Both courses cover counselling, assessment, intervention, group-work, consultation and multidisciplinary team work, offering:

- practicum placements in a range of settings including primary and secondary schools, early learning centres, TAFE colleges and community settings
- student-centred reflective learning and curriculum
- academic staff with a wealth of research and practice experience
- programs that are highly relevant to schools and grassroots education practices

Outcomes

Both courses qualify graduates to practise as registered psychologists and become members of the Australian Psychological Society.

Graduates can work in a range of settings including:

- schools, as a psychologist or a student welfare teacher
- agencies treating children with emotional and behavioural difficulties
- the Department of Human Services and other government agencies
- clinics and private psychological practice

Delivery modes

All coursework subjects are delivered by on-campus lectures and tutorials.

Some subjects are offered partly in intensive mode, in Saturday workshops.

	Master of Educational Psychology	Master of Educational Psychology / PhD
Duration	2 years full-time 4 years part-time	4 years full-time 8 years part-time
Content	9 compulsory subjects supervised fieldwork 10,000-word research project	11 compulsory subjects supervised field work PhD thesis

Minimum Entry Requirements

- a four-year degree with an upper second class Honours;
- an equivalent qualification in psychology which renders the applicant eligible for Associate Membership of the Australian Psychological Society
- a degree with first class Honours in psychology from a university or tertiary institution approved by MGSE, or equivalent

The personal suitability of applicants for professional training, as assessed by referee's reports and/or personal interviews, will also be taken into account.

International students must also meet MGSE English language requirements.

Evaluation

The Postgraduate Certificate and Master of Evaluation, delivered by our Centre for Program Evaluation, are the only programs of their kind in Australasia. You will develop specialist skills with wide applications in industry, business, government, education and research.

Outcomes

These courses are suitable for graduates from any discipline. They will enable you to:

- demonstrate advanced knowledge and understanding of evaluation theory and practice
- apply understandings of evaluation theory and methods to a range of professional settings
- demonstrate an appreciation of professional responsibilities and ethical principles that should characterise leaders in the evaluation field
- undertake high-level evaluation of policy and programs
- take a leading role in evaluation research and development, and project management.

Graduates can work as an evaluator in a wide range of fields, including education, welfare, health and private consultation.

Academic staff

The academics leading the Master of Evaluation offer a wealth of evaluation experience. They include Associate Professor Janet Clinton, Associate Professor Ros Hurworth and Brad Astbury among others.

Delivery modes

Subjects are taught either on campus or through an e-learning platform, where learning is facilitated online. In some cases subjects are taught in both learning environments.

	Postgraduate Certificate in Evaluation	Master of Evaluation - Coursework	Master of Evaluation - Coursework and Thesis
Duration	1 year part-time	1 year full-time 2 years part-time	1.5 years full-time 3 years part-time
Content	1 x compulsory 25 point subjects 2 x elective 12.5 point subjects	100 points of coursework comprising: - 2 x compulsory 25 point subjects - 1 x compulsory 12.5 point subject - 3 x elective 12.5 point subjects	50 points of coursework comprising: - 1 x compulsory 25 point subject - 25 points elective coursework subjects A 20,000 word thesis, worth 100 points

Minimum Entry Requirements

- a four-year undergraduate degree in a social or human science; or
- a postgraduate qualification in social or human science; or
- a relevant undergraduate degree with at least three years of documented relevant work experience

Please note: students must attain a 75% average in coursework to proceed to the thesis option.

International students must also meet MGSE English language requirements.

Global Studies in Education

Global processes have transformed the requirements of work and the labour market, as well as cultural and political landscapes. New approaches to education and training are required.

The Master of Global Studies in Education explores the complex ways in which the world is becoming interconnected and interdependent. In this course, you will explore the implications of globalisation on education policy and governance; identity and culture; and curriculum, pedagogy and assessment.

Outcomes

You will:

- develop a critical understanding of global changes and their impact on education
- explore key theoretical debates about globalisation, citizenship and education
- acquire a range of resources for internationalising curriculum and pedagogy
- enhance your skills and capabilities to work in culturally diverse global settings
- explore recent reforms in education in the Asia-Pacific region
- complete an individually guided project linked to your professional work

Academic staff

You will work with academics who are leaders in their field, including Professor Fazal Rizvi, Professor Julie McLeod, Professor Simon Marginson, Professor Joe Lo Bianco and Professor John Polesel.

Delivery modes

This course is delivered entirely online, through a combination of webinars, online lectures and discussions and other delivery modes.

The Master of Global Studies in Education is delivered by UoM Commercial. See www.mccp.unimelb.edu.au for application and fee advice.

Master of Global Studies in Education	
Duration	2 years part-time
Content	<p>100 points of coursework comprising 4 x 25 point subjects</p> <ul style="list-style-type: none"> • Global Change and Educational Policy • Identity, Culture and Education in Transnational Contexts • Educational Reforms in the Asia-Pacific • Capstone Project in International Education <p>Note: because this course is delivered online, international students study from their home country within a transnational cohort of students</p>
Minimum Entry Requirements	<ul style="list-style-type: none"> • an approved degree and an approved teaching qualification; or • an approved four-year teaching degree; or • an approved equivalent qualification which is recognised by MGSE as evidence of adequate preparation for the course, and a record of professional or teaching experience in a field and at a level acceptable to MGSE <p>International students must also meet MGSE English language requirements.</p>

Instructional Leadership

The Postgraduate Certificate and Master of Instructional Leadership will help prepare you to become a leader of a learning community, and lead your school to success. These new courses are tailored to current changes in Australian education, and taught by leading researchers and practitioners in the field. They will equip you to make a major impact in your school.

Stand out from the crowd by growing your leadership potential, learning to navigate the complex education policy landscape and understanding how to positively influence student outcomes.

Completion of the Postgraduate Certificate will provide 25 points of credit towards the full 100 point Masters.

Outcomes

These courses cover:

- leading a learning community
- leading improvement, innovation and change
- managing difficult people
- linking leadership and enhanced teacher capacity and school performance
- engaging and working with parents and the community
- understanding learning
- using data to inform decision making.

You will learn how to

- develop and manage your team
- adopt innovative approaches to school management
- communicate effectively with staff, students & parents.

Academic staff

The academics leading our Instructional Leadership courses are internationally recognised education experts. They include Professor John Hattie, Professor Stephen Dinham, Professor Patrick Griffin, Associate Professor Lea Waters, Dr Lawrie Drysdale and Dr David Gurr.

Delivery modes

The Postgraduate Certificate and Master of Instructional Leadership are delivered through a combination of online and weekend study.

Please note: the Postgraduate Certificate is not available to international students

	Postgraduate Certificate in Instructional Leadership	Master of Instructional Leadership
Duration	1 year part-time	1 year full-time 2 years part-time
Content	2x compulsory 12.5 point subjects	100 points of coursework comprising: 7 compulsory 12.5 point subjects 1 x elective 12.5 point subject

Minimum Entry Requirements

- an appropriate honours degree in Education; or
- a Postgraduate Certificate or Postgraduate Diploma in the field of Education; or
- an appropriate four-year degree, or equivalent, and at least two years of documented relevant professional experience

International students must also meet MGSE English language requirements.

International Baccalaureate®

The International Baccalaureate® (IB) promotes the development and growth of the whole person (intellectual, personal, emotional and social), offering a continuum of education through the Primary Years Programme, the Middle Years Programme and the Diploma Programme.

Our courses are recognised in relation to the International Baccalaureate® Certificate in Teaching and Learning and the International Baccalaureate® Advanced Certificate in Teaching and Learning Research (previously the Teacher Award Scheme).

Outcomes

Our IB courses will enable you to:

- understand the philosophy of the IB and how it fosters international-mindedness
- articulate the centrality of the learner profile in IB education and implications for learning and teaching
- consider different tools and strategies for assessing student learning and the extent to which these encourage critical thinking and meet the diverse needs of students
- explore the pedagogy of student-directed inquiry, inter-disciplinary learning, and the development of higher order thinking skills

Academic staff

Our IB courses are led by Associate Professor Kay Margetts. She is supported by a team of educators with significant experience in teaching, leading and supporting the IB in schools.

Delivery modes

The four compulsory subjects of Master of Education (International Baccalaureate®) are delivered in intensive Saturday workshops, typically three per subject over three semesters. Elective subjects are mostly delivered by on-campus classes either on weekdays or Saturdays.

We also offer the Postgraduate Certificate in Education (International Baccalaureate®: Diploma Programme) as an online course. This option is delivered by UoM Commercial. For more information and fee advice visit: www.mccp.unimelb.edu.au.

	Postgraduate Certificate in Education (International Baccalaureate®: Diploma Programme) online course	Master of Education (International Baccalaureate®: Primary Years or Diploma Programme)
Duration	2 years part-time	1 year full-time 2 years part-time
Content	50 points coursework	75 points core subjects 25 points elective subjects
Minimum Entry Requirements	<ul style="list-style-type: none"> • an approved degree and an approved teaching qualification; or • an approved four-year teaching degree; or • an approved equivalent qualification which is recognised by the Graduate School as evidence of adequate preparation for the course and a record of professional or teaching experience in a field and at a level acceptable to the Graduate School. <p>International students must also meet MGSE English language requirements.</p>	

^ Applicants with a degree in an area other than education but whose profession has an educational interface or some educational responsibility are encouraged to apply.

Language Intervention and Hearing Impairment

Develop knowledge and skills in language intervention with children and students who have a language delay, language disorder or hearing impairment.

There are three courses of study available. A Postgraduate Certificate in Education (Language Intervention and Hearing Impairment) and a Master of Education (Language Intervention and Hearing Impairment), which has two streams: Stream A and Stream B.

The Postgraduate Certificate is for classroom teachers working with children and students with language or hearing difficulties. It involves completion of four core subjects.

The Master of Education (Language Intervention and Hearing Impairment) Stream A is for students who wish to be recognised by the Victorian Institute of Teaching (VIT) as a Special Education (Hearing Impaired) teacher. Qualified teachers who complete this course can work as a teacher in an early intervention setting or special school, or as a specialist in a regular school.

The Master of Education (Language Intervention and Hearing Impairment) Stream B is for students such as allied health professionals and international students who do not require VIT recognition.

Outcomes

Based on the latest research and theory, these courses offer problem based learning experiences that you can apply effectively in the workplace. Depending on your choice of program, you will explore themes such as:

- language and literacy development, assessment and intervention
- working with families and other professionals

- neurological, perceptual and information processing aspects of language acquisition
- educational audiology
- including learners with disabilities
- issues around deafness, identity and learning
- supporting learning in a range of settings.

You will gain the skills and knowledge to:

- conduct assessments and develop interventions for children/students in language and literacy
- appropriately manage acoustic environments
- support families' and children/students' use of hearing technology
- consult with families and other relevant professionals.

Key academic staff

Staff teaching in this course have strong and active research profiles in the theory, policy and pedagogy of education of children and students with a language delay, language disorder or hearing impairment.

Dr Linda Byrnes lectures in this course.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials.

Some subjects have online components and some subjects are delivered in intensive mode on weekends and in school holidays.

You may choose to select subjects from these courses as electives in the generalist Master of Education.

Please note: the Postgraduate Certificate is not available to international students

	Postgraduate Certificate in Education (Language Intervention and Hearing Impairment)	Master of Education (Language Intervention and Hearing Impairment) Stream A	Master of Education (Language Intervention and Hearing Impairment) Stream B
Duration	1 year part-time	1 year full-time 2 years part-time	1 year full-time 2 years part-time
Content	4 x compulsory 12.5 point subjects Each subject has 24 contact hours and 5,000 words of assessment	8 subjects, including two professional practice subjects Each subject comprises 12.5 points with 24 contact hours and 5,000 words of assessment	8 subjects, including two minor project subjects Each subject comprises 12.5 points with 24 contact hours and 5,000 words of assessment
Minimum Entry Requirements	<ul style="list-style-type: none"> • an approved degree and an approved teaching qualification or equivalent[^]; or • an approved four-year teaching degree or equivalent[^]; or • an approved equivalent[^] qualification which is recognised by MGSE as adequate preparation for the course and a record of professional or teaching experience in a field at a level acceptable to MGSE <p>International students must also meet MGSE English language requirements.</p>		

[^] Applicants with a degree in an area other than education but whose profession has an educational interface or some educational responsibility are encouraged to apply.

Literacy

Graduates of the Master of Literacy acquire specialist knowledge in literacy and leadership, and are well-placed to lead all facets of literacy and literacy development in their school.

The Master of Literacy will help you:

- understand the development of language and literacy across the spectrum from birth through to year 10 of schooling
- understand the fundamental importance of language and literacy in schooling across all learning areas
- enhance your teaching of the range of current literacy practices that students have to master
- understand the importance of developing your students' capacity for critical and creative practice
- take into account the diversity of literacy learners in your teaching practice
- demonstrate knowledge of current research in teaching literacy
- demonstrate leadership in the literacy curriculum

Delivery modes

Each subject is delivered in a four day intensive. Intensives are held in February, April, July and October.

Academic Staff

Participants will be working with literacy and leadership specialists who bring with them many years of professional experience as teachers and researchers. The academic staff leading this course include Professor Joseph Lo Bianco, Dr Janet Scull, Dr Paul Molyneux, Dr Larissa McLean Davies, Dr Simone Senisin, Catherine Reid and Dr Pam Macintyre.

Please note: this course is not available to international students

Master of Literacy	
Duration	2 years part-time
Content	6 compulsory subjects (each subject involves 24 hours of contact time and individual assessment pieces). 1 year-long action research project.
Minimum Entry Requirements	<ul style="list-style-type: none"> • an undergraduate degree and a fourth-year level teaching qualification, or equivalent; or • a four year teaching degree or equivalent

Modern Languages Education

Modern language study provides insights into the nature of language and its role in human learning and expression, while developing your communication skills and intercultural awareness.

Depending on your choice of subjects, you will explore themes such as:

- languages teaching methodology and curriculum design
- intercultural development
- bilingual education
- historical, social and political influences on the teaching of modern languages

Stream A is for qualified teachers who wish to be recognised by the Victorian Institute of Technology (VIT) as a Languages other than English (LOTE) teacher. Stream B is for those who do not require VIT registration.

Outcomes

If you are already a teacher, the Postgraduate Certificate will supplement your qualifications by providing further studies specialising in the teaching of languages.

If you are already teaching in the languages field, the Masters will deepen your understanding of the theory and practice of language teaching and provide you with specialist knowledge and an advanced qualification.

Academic staff

The academics leading this area offer a wealth of research and practice experience. They include Professor Joseph Lo Bianco and Dr Russell Cross.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials. Students studying Stream A will also complete professional teaching placements.

Benefits and features

Our modern languages programs are:

- relevant - graduates develop specialised skills suited to a variety of teaching environments
- internationally recognised - graduates are equipped to work in schools, language centres and universities around the world.

	Postgraduate Certificate in Modern Languages Education (Stream A)	Postgraduate Certificate in Modern Languages Education (Stream B)	Master of Modern Languages Education (Stream A)	Master of Modern Languages Education (Stream B)
Duration	6 months full-time 1 year part-time	6 months full-time 1 year part-time	1 year full-time 2 years part-time	1 year full-time 2 years part-time
Content	50 points coursework including supervised placements	50 points coursework NOT including supervised placements	100 points coursework with research-based component including supervised placements	100 points coursework with research-based component NOT including supervised placements

Minimum Entry Requirements

- an undergraduate degree and a fourth-year level education qualification, or equivalent; or
- a four-year education degree, or equivalent

Applicants are also required to have:

- completed a three year post-VCE major in a language other than English for Stream A courses; or
- a high degree of proficiency in a language other than English

NOTE: successful completion of a three-year post-VCE major in a Language other than English is a requirement for LOTE teacher accreditation in Victoria.

International students must also meet MGSE English language requirements.

Numeracy

The Master of Numeracy offers a detailed knowledge of student learning, numeracy pedagogy and assessment. You will learn to engage students and make connections with other sites of learning, covering both basic skills and the higher-order thinking required for robust mathematical literacy.

Program Objectives

The Master of Numeracy will help you develop:

- a sound understanding of the roles and functions of numeracy
- the capacity to use mathematics to meet the demands of learning, school, home, work, community and civic life
- a thorough understanding of the theoretical and empirical basis of effective numeracy instruction
- effective processes for whole-school numeracy planning and instruction
- skills to lead in numerate school environments
- a sound understanding of research strategies to integrate numeracy discipline and interdisciplinary areas.

Academic staff

You will work with numeracy and leadership specialists who bring with them many years of professional experience as teachers and researchers. The academic staff leading this course include Professor David Clarke, Associate Professor Robyn Pierce, Dr Caroline Bardini, Dr Vicki Steinle, Dr Max Stephens, Lynda Ball and Cath Pearn.

Delivery mode

Subjects will be delivered through intensive weekend lectures and seminars.

Please note: this course is not available to international students

Master of Numeracy	
Duration	2 years part-time
Content	Six compulsory subjects (each subject involves 24 hours of contact time and individual assessment pieces). One year-long action research project.
Minimum Entry Requirements	<ul style="list-style-type: none"> • an undergraduate degree and a fourth-year level teaching qualification, or equivalent; or • a four year teaching degree or equivalent

School Leadership

The Master of School Leadership draws on a range of disciplines including positive psychology, organisational behaviour and change management to help you become an effective senior leader in your school.

You will cover leadership from several perspectives that are sequenced throughout the course: individual and interpersonal leadership, team and community leadership, organisational leadership and environmental change leadership.

Learning environment

- Problem-based learning: in-school assignments and the final in-school change project link course material with real world problems.
- Collaborative learning and reflective practice: students work in a collaborative learning environment, which includes online group discussion and peer-based reflective journaling.
- Research-led teaching: teaching is directly informed by the team's research expertise, and students are supported to develop their own school leadership research projects.

Outcomes

You will develop:

- leadership capabilities and establish a personal plan to achieve target levels of development
- an understanding of the relationship between leadership, enhanced teacher capacity and school performance
- an understanding of the key features of school effectiveness and how to apply this to lead school improvement
- knowledge and skills to maintain and enhance a performance and development culture that supports increased teacher effectiveness
- skills as a system leader, including within a network
- skills in linking data use, policy development and decision making at the student, classroom, school, network and system level.

Academic staff

You will be taught by leading academics, including Associate Professor Lea Waters, Dr Terry Bowles, Professor Michael Bernard, Professor Patrick Duignan, Dr Kathy Lacey and Dr Helen Stokes.

Delivery modes

The Master of School Leadership is delivered through a combination of intensive weekend lectures and seminars, online learning and one-on-one mentoring sessions. You will be supported throughout by professional development and academic mentors from the Graduate School, and in-school mentors from your own professional context.

Please note: this course is not available to international students

Master of School Leadership

Duration	2 years part-time
Content	4 x 25 points subjects, taken in sequence: Subject 1: Leading Self and Others Subject 2: Leading Learning Communities Subject 3: Leading Organisations Subject 4: Leading Change
Minimum Entry Requirements	<ul style="list-style-type: none"> • an undergraduate degree and a fourth-year level teaching qualification, or equivalent; or • a four year teaching degree or equivalent

Special Education, Inclusion and Early Intervention

These courses will develop your knowledge in disabilities and impairments, and in early intervention. You will gain an understanding of the learning and programming needs of children and students with disabilities, enrolled in regular or specialist schools and preschools.

Points gained in the certificates can be credited towards a full masters.

The Professional Certificate in Education (Positive Behaviour and Learning) is for teachers working with students with complex behaviours. You will learn to create learning environments that help limit the incidence of such behaviours, and examine approaches for promoting positive learning and behaviour in the classroom.

The Postgraduate Certificate of Education (Special Education, Inclusion and Early Intervention) is designed for classroom teachers wanting to develop their skills in working with children and students with disabilities.

The Master of Education (Special Education, Inclusion and Early Intervention) Stream A is for students who wish to be recognised by the Victorian Institute of Teaching (VIT) as a special education teacher. Qualified teachers who complete this course can work as a teacher in an early intervention setting or a special school, or as a specialist in a regular school.

The Master of Education (Special Education, Inclusion and Early Intervention) Stream B is for students such as allied health professionals and international students who do not require VIT recognition.

Outcomes

Based on the latest research and theory, these courses offer problem based learning experiences that you can apply effectively in the workplace. Depending on your choice of program, you will explore themes such as:

- inclusive practices
- positive learning and positive behaviour
- family-professional partnerships
- communication and social skills for students with disabilities

You will gain the skills and knowledge to:

- interact with preschoolers and students with a range of abilities
- demonstrate sensitivity and understanding when interacting with parents/carers
- contribute to plans, program support groups and team meetings
- develop and assess individual learning and behaviour support needs of children and students with a range of abilities
- communicate with parents/carers and teachers through the development of professional reports
- educate children and students with special needs

Key academic staff

Staff teaching in these courses have a strong focus on theory, policy and pedagogy for inclusive education of children and students with disabilities. Shiralee Poed coordinates this area.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials. Some subjects have online components. Some subjects are delivered in an intensive-mode on weekends and in school holidays.

You may choose to select subjects from this specialist stream as electives in the generalist Master of Education.

Please note: the Professional Certificate is not available to international students

Please note: the Postgraduate Certificate is not available to international students

	Professional Certificate in Education (Positive Behaviour and Learning)	Postgraduate Certificate in Education (Special Education, Inclusion and Early Intervention)	Master of Education (Special Education, Inclusion and Early Intervention) Stream A	Master of Education (Special Education, Inclusion and Early Intervention) Stream B
Duration	1 year part-time Entry: March or July	1 year part-time	1 year full-time 2 years part-time	1 year full-time 2 years part-time
Content	2 x compulsory 12.5 point subjects	4 x compulsory 12.5 point subjects	8 x compulsory 12.5 point subjects (including two professional practice subjects) Each 12.5 point coursework subject comprises 24 contact hours and 5,000 words of assessment	8 x compulsory 12.5 point subjects (including two minor project subjects) Each 12.5 point coursework subject comprises 24 contact hours and 5,000 words of assessment

Minimum Entry Requirements

- an approved degree and an approved teaching qualification or equivalent[^]; or
- an approved four-year teaching degree or equivalent[^]; or
- an approved equivalent[^] qualification which is recognised by MGSE as adequate preparation for the course and a record of professional or teaching experience in a field at a level acceptable to MGSE

International students must also meet MGSE English language requirements.

[^] Applicants with a degree in an area other than education but whose profession has an educational interface or some educational responsibility are encouraged to apply.

Specific Learning Difficulties

Investigate the areas of learning difficulties, academic underachievement, intervention and individual differences in literacy and numeracy learning.

This field has undergone considerable change in recent years. There is a renewed focus on dyslexia, dyscalculia and specific comprehension difficulties, which is reflected in changes to education policy around the world.

These courses will support you in your current role or qualify you to move into the field of specific learning difficulties. You will improve your professional knowledge and understanding of the nature and causes of specific learning difficulties in children and explore how to implement teaching that optimises student learning.

The Postgraduate Certificate in Education (Specific Learning Difficulties) is designed for teachers who want to develop their skills in working with students with specific learning difficulties.

The Master of Education (Specific Learning Difficulties) Stream A is for students who wish to be recognised by the Victorian Institute of Teaching (VIT) as a special education teacher. Qualified teachers who complete this course can work as a teacher in an early intervention setting or a special school, or as a specialist in a regular school.

The Master of Education (Special Education, Inclusion and Early Intervention) Stream B is for students such as allied health professionals and international students who do not require VIT recognition.

Outcomes

You will cover themes including:

- models of literacy and numeracy learning, developmental and cultural influences and learning difficulties
- causes of learning disabilities such as dyslexia and dyscalculia
- effective literacy and numeracy intervention
- inclusive classroom teaching to accommodate exceptional learners
- diagnosing reading, writing and mathematics learning disabilities
- the psychology of exceptional learners with, for example, ADHD and Asperger's Syndrome
- leading professional development in this field for teachers and schools

Academic staff

Associate Professor John Munro leads this area. John has completed extensive research in aspects of literacy and numeracy learning disabilities. He is an expert in teaching educational professionals to understand, diagnose and intervene with students who have specific learning difficulties and he regularly advises education providers in these areas.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials.

You may choose to select subjects from this course as electives in the generalist Master of Education.

Please note: the Postgraduate Certificate is not available to international students

	Postgraduate Certificate in Education (Specific Learning Difficulties)	Master of Education (Specific Learning Difficulties) Stream A	Master of Education (Specific Learning Difficulties) Stream B
Duration	1 year part-time	1 year full-time 2 years part-time	1 year full-time 2 years part-time
Content	4 compulsory subjects	7 subjects comprising: 5 core subjects 2 professional practice placements	7 subjects comprising: 5 core subjects 2 minor project subjects

Minimum Entry Requirements

- an approved degree and an approved teaching qualification or equivalent[^]; or
- an approved four-year teaching degree or equivalent[^]; or
- an approved equivalent[^] qualification which is recognised by MGSE as adequate preparation for the course and a record of professional or teaching experience in a field at a level acceptable to MGSE

International students must also meet MGSE English language requirements.

[^] Applicants with a degree in an area other than education but whose profession has an educational interface or some educational responsibility are encouraged to apply.

Student Wellbeing

As a teacher you know how closely your students' learning is linked to their social and emotional health.

The Master of Education (Student Wellbeing) will build your capacity to nurture the wellbeing of your students, work with them to resolve problems, contribute positively to their academic success and help develop school environments that promote the wellbeing of all students.

You will join other committed teachers to study in a stimulating and participatory learning environment.

In the Master of Education (Student Wellbeing) you can focus on bringing together theory and practice through a curriculum that focuses on:

- current approaches to student wellbeing
- counselling skills for educational settings
- facilitation of interpersonal and group processes
- enhanced school/community partnerships
- leadership and change
- a negotiated project in the area of student wellbeing

Outcomes

By developing your knowledge and skills, this course will prepare you to take a leading role in designing, implementing and evaluating your institution's student wellbeing policy, programs and practices, whether you work in the primary, secondary or tertiary education sector.

While the program is relevant for all teachers it is especially useful for roles with particular responsibility for student care such as:

- year level coordinators
- home group teachers
- student welfare/wellbeing coordinators

Academic staff

The academics leading this area include Elizabeth Freeman, Desma Strong and Associate Professor Helen Cahill.

Delivery modes

Depending on the number of applications, the program will be delivered in three modes through seminars held on-campus on either:

1. weekend and school vacation days (offered every year)
2. weekday, weekend and school vacation days; or
3. evenings and weekends.

You may choose to select subjects without prerequisites, from this course as electives in the generalist Master of Education, subject to availability of places.

Master of Education (Student Wellbeing) - Coursework

Duration	1 year full-time 2 years part-time
Content	7 coursework subjects including a negotiated project
Minimum Entry Requirements	<ul style="list-style-type: none"> • an honours degree in education and at least one year of documented relevant professional experience; or • a postgraduate certificate or postgraduate diploma in the field of education and at least one year of documented relevant professional experience; or • an appropriate four-year degree, or equivalent[^], and at least two years of documented relevant professional experience <p>International students must also meet Melbourne Graduate School of Education English language requirements.</p>

[^] Applicants with a degree in an area other than education but whose profession has an educational interface or some educational responsibility are encouraged to apply.

Teaching English to Speakers of Other Languages (TESOL)

As one of the world's most widely spoken languages, there is a high demand for English teachers. A graduate qualification in Teaching English to Speakers of Other Languages (TESOL) will develop and extend your understanding of the theories and practices underpinning this field.

We offer the Postgraduate Certificate in TESOL and the Master of TESOL.

Stream A is for students who wish to be recognised by the Victorian Institute of Teaching (VIT) as a TESOL teacher. Qualified teachers who complete this course can work as a teacher in a wide range of settings, including schools, adult migrant English programs and English language intensive courses for overseas students.

Stream B is for students who do not require VIT registration, such as those intending to teach English overseas.

Outcomes

Our TESOL programs are:

- relevant - graduates develop specialised skills suited to a variety of teaching environments including mainstream schools and language centres for adult and child immigrants
- internationally recognised - graduates are equipped to work in schools, language centres and universities in countries around the world

Depending on your choice of program and area of interest you will explore critical issues in:

- TESOL methodology
- grammar for language teachers
- second language acquisition
- assessment in TESOL
- teaching English in the international context
- language planning in education
- research in TESOL
- Content and Language Integrated Learning (CLIL)

Academic staff

The academics leading this area have a wealth of research and practice experience. They include Professor Joseph Lo Bianco, Dr Russell Cross and Dr Alan Williams.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials, supported by online materials and communication tools.

If you study Stream A, you will need to be available for 20 days of attendance at a school or similar setting during school hours.

	Postgraduate Certificate in TESOL (Stream A)	Postgraduate Certificate in TESOL (Stream B)	Master of TESOL (Stream A)	Master of TESOL (Stream B)
Duration	6 months full-time 1 year part-time	6 months full-time 1 year part-time	1 year full-time 2 years part-time	1 year full-time 2 years part-time
Content	50 points coursework including supervised placements	50 points coursework NOT including supervised placements	100 points coursework including supervised placements	100 points coursework NOT including supervised placements

Minimum Entry Requirements

- an undergraduate degree and a fourth-year level education qualification, or equivalent; or
- a four-year education degree, or equivalent; or
- an undergraduate degree and a Certificate in English Language Teaching to Adults (CELTA) or equivalent[^]; or
- a four-year undergraduate degree with a significant component of English Language Studies, or equivalent[^]

International students must also meet MGSE English language requirements.

[^] Please note: applicants with these qualifications will not be qualified to teach in schools, even if you complete Stream A of this course.

Other certificates

We offer a range of certificates in specialist fields of study. Some of these can be credited towards a masters, should you choose to continue studying.



Postgraduate Certificate in Educational Research

The Postgraduate Certificate in Educational Research is a pathway into a research degree for those with a coursework masters but who are currently ineligible for the PhD.

You will conduct your own research project, developing an understanding of research methodologies and their application.

Structure

This course is available part-time over two semesters, or full-time over one semester. Entry is available in semester one or semester two.

Staff

This course is coordinated by Dr Dianne Mulcahy.

Entry requirements

A masters degree in education (such as the Master of Teaching or the Master of Education) with at least a 75 per cent average, or equivalent.

Graduate Certificate in Tertiary Teaching

This course is for teachers in higher education and high level VET programs in TAFE institutes and private providers (including full-time, part-time and sessional teachers).

Equivalent to programs for university teachers, this course is designed to promote scholarship in TAFE and private providers.

You will develop a scholarly approach to your teaching, align learning objectives and assessment and implement student-centred teaching and learning strategies. You will also learn how to understand the needs, characteristics and expectations of your students and the factors that shape teaching in mixed-sector institutions.

You will work with other students and your colleagues on a small project on an aspect of higher education delivery within your workplace.

Structure

This course runs over one year part-time. It is delivered through a mixture of intensive weekend sessions on-campus, and online learning.

Students complete four subjects:

- Effective Tertiary Teaching
- Tertiary Teaching in Practice
- Designing a Tertiary Curriculum
- Project on Tertiary Teaching and Learning

Staff

You will be taught by academics and researchers who have worked in TAFE and private providers, and understand the challenges confronting teachers in these institutions. The team includes Associate Professor Leesa Wheelahan, Dr Veronica Volkoff, Dr Mary Leahy, Chris Corbel, Dr Gavin Moodie and Professor John Polesel.

Entry requirements

An undergraduate degree in any discipline, or equivalent, and current full time, part time or sessional employment in a position with teaching responsibilities at Diploma level and above at a TAFE institute or private provider.

Specialist Certificate in Chinese Language Teaching

This course targets the specific learning challenges that secondary and late primary Chinese learners face, taking into account the needs of both native speaker and non-native speaker teachers.

The course will help you develop the theoretical and professional knowledge, skills and understanding to:

- demonstrate a deep understanding of Chinese language and culture in its spoken and written forms
- demonstrate strong knowledge of the learning demands placed on students when being taught Chinese language and culture
- plan for sound, rich student learning in Chinese language and culture, spoken and written, using a range of innovative, evidence-based practices
- develop creative, methodical paths of learning for all students
- make use of a wide range of literary and social resources in a full range of media in your teaching
- engage in vigorous discussion with colleagues and become accustomed to giving and receiving professional critique and support

Structure

This course totals 25 credit points which are delivered over four subjects, three of which are compulsory and a further one elective. Each subject is delivered online over six weeks, with a total time commitment of approximately 54 hours.

The credit points earned in this course can be credited towards a relevant postgraduate certificate or masters qualification.

You can start this course in March or July 2013.

Entry requirements

- An undergraduate degree and a fourth-year level teaching qualification*, or an approved equivalent; or
- a four year teaching degree*, or an approved equivalent.

*including method and practice teaching Chinese at either primary or secondary level, or equivalent.

Professional Certificate in History Education

The introduction of a national history curriculum is a significant development for education in Australia. The Professional Certificate in History Education will provide comprehensive support to teachers as they implement this reform.

You will explore a range of topics derived from the Australian Curriculum. You will develop an understanding of theory and practice in history education and examine the exciting area of historical thinking, which will enhance your teaching.

This course is designed to meet the needs of a range of teachers. Teachers who have a background in history will have the opportunity to explore topics they have not encountered before, and teachers who are new to history will acquire the knowledge and skills to implement the new curriculum. The historical thinking component of the Professional Certificate will be of great interest to primary teachers.

Structure

This course is delivered over one year part-time and entry is available in Semester 1. It consists of two compulsory subjects which are delivered on-campus only.

The two subjects total 25 credit points and can be credited towards a Master of Education qualification.

Staff

This course is coordinated by John Whitehouse and is supported by Professor Kate Darrian-Smith, Dr Catherine Kovesi, and Dr Frederik Vervaeke from the School of Historical and Philosophical Studies (Faculty of Arts). The team offers a wealth of expertise in historical studies and discipline-based pedagogy in history.

Entry Requirements

- an undergraduate degree and a fourth-year level teaching qualification, or equivalent, or
- a four-year teaching degree, or equivalent.

Research programs

There are a number of options for those who wish to continue their studies beyond masters level.

Rinos Pasura

PhD in education

"I have worked as a VET teacher at a private training college and during this time, I experienced contradictions between best practice, organisational activities and overseas students' outcomes. As a result, I decided to investigate the situated realities influencing overseas students' outcomes in private Vocational Education and Training organisations in Melbourne.

Studying a research higher degree at the University of Melbourne is a unique experience and a wonderful opportunity. It is an experience I will cherish forever, and one I feel lucky to have had."



Rinos Pasura,
PhD candidate

Doctor of Education

The Doctor of Education (DEd) is an advanced professional doctorate for experienced professionals with educational responsibilities.

You will carry out advanced academic and professional study which has direct relevance to your professional role.

The first part of the DEd is 100 points of coursework. This will prepare you for the thesis stage. You will complete 50 points of coursework electives and 50 points of compulsory subjects.

The second stage of the DEd consists of a 55,000 word thesis in your chosen field.

Please submit an expression of interest (EOI) before applying. This will enable us to assess your research topic and determine whether supervision is available. For more information visit: www.education.unimelb.edu.au/research/eoi

Duration	3 years full-time 6 years part-time
Content	100 points of coursework AND 55,000 word thesis

Minimum Entry Requirements

- a masters degree or equivalent in the discipline of education or a cognate field relevant to the proposed area of study, with at least an H2A average over the course;
- a documented record of at least five full-time equivalent years of professional or teaching experience in a field relevant to the proposed area of study; and
- evidence of capacity to undertake research. (Such evidence may be the completion of a research masters thesis, producing a sustained policy document, conference presentations, articles in professional journals, etc)

International students must also meet MGSE English language requirements.

PhD

You will complete a substantial piece of original research under academic supervision, developing authoritative knowledge in your field. PhD theses make a distinct contribution to existing knowledge, by using an original approach, interpreting findings in a new light or discovering new information.

Please submit an expression of interest (EOI) before applying. This will enable us to assess your research topic and determine whether supervision is available. For more information visit: www.education.unimelb.edu.au/research/eoi

Duration	3 years full-time 6 years part-time
Content	80,000 word thesis

Minimum Entry Requirements

The criteria for assessing applicants' eligibility for PhD candidature are:

1. Minimum qualifications

Applicants are normally required to have completed at least a four-year honours degree at H2A standard from an Australian university, or a qualification or combination of qualifications considered by the RHD Committee to be equivalent. For particular disciplines applicants are also required to complete, at an appropriate level, a Graduate Management Admissions Test (GMAT) or a Graduate Record Entry (GRE) test.

2. Minimum level of academic achievement

Applicants should have achieved an overall H1 (80-100%) or H2A (75-79%) grade in the relevant honours or Masters degree.

3. Relevance of the degree

The completed degree must be in an area that is relevant to the intended PhD, including sufficient specialisation such that the applicant will have already developed an understanding and appreciation of a body of knowledge relevant to the intended PhD.

4. Evidence of research ability

Applicants are normally required to have completed a research project/ component that accounts for at least 25% of their year's work at 4th year or at masters level. Graduates of certain professional degrees at the University of Melbourne, including MBBS, BVSc, LLB, BPhysio and BEng are deemed to have met this requirement.

5. Currency of applicant's knowledge of the discipline

The applicant's degree/s and/or professional experience must demonstrate that their knowledge of the discipline in which they plan to undertake their research higher degree is current.

6. Assessment of level of suitability

Based on interview or other verbal communication, an assessment should be made of the level of understanding, motivation and time commitment of the student for the proposed program of study. For example, a full-time student would be expected to devote at least 40 hours a week and a part-time student about half of this.

International students must also meet MGSE English language requirements.



Christopher Peake,
Assistant Principal
at Roxburgh High School
is studying the Master
of Education

Fees

Please visit www.education.unimelb.edu.au/fees for information on all course fees.

Some of our courses have Commonwealth Supported Places (CSP) (formerly known as HECS) available to Australian citizens and permanent residents.

Whether you receive an offer for a CSP or a full-fee place, you can access FEE-HELP to pay all or part of your tuition fees. FEE-HELP is an Australian Government loan scheme that is repaid through the tax system. For eligibility and further information visit: www.futurestudents.unimelb.edu.au.

How to apply

Apply online at:
www.education.unimelb.edu.au/futurestudents/apply
Mid year entry is available for a number of courses.

Get in touch

www.education.unimelb.edu.au

Email your enquiry via:
www.education.unimelb.edu.au/contact

Calling from Australia:
13 MELB (13 6352)

Calling from outside Australia:
+61 3 9035 5511

For current information on entry requirements, selection, fees, scholarships, financial assistance, special entry and access schemes and student visas visit: www.futurestudents.unimelb.edu.au.

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