



GRADUATE
SCHOOLS

MELBOURNE GRADUATE SCHOOL OF EDUCATION

Shaping minds, shaping the world



COURSES FOR EDUCATION PROFESSIONALS 2012

*Certificates and masters:
turn your experience into excellence*

MGSE

Why Melbourne?

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

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

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

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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 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.

Shannan Sosinski is the Indigenous Education Manager at St Patrick's College in Ballarat. She completed the Master of Education (Student Wellbeing) in 2010.

“The lecturers were fantastic. They came from a diverse range of professional backgrounds so the knowledge and experience they were able to share with us was invaluable.

My action research project focused on Indigenous education – something I feel very passionate about. Through the project we were able to establish a mentoring program for Indigenous students with a local corporate organisation. The program is still going and is reported to be mutually beneficial to both the mentors and the mentees.”



Christopher Peake is the Assistant Principal at Roxburgh College. He is studying the Master of Education.

“Doing the Thinking, Knowledge and Creativity area option is great – it really gets to the core of teaching and I think it would make a massive impact on most teachers.

So far, my lecturers have been very good. I’ve learned a lot through the course content, but also through their teaching;

they model great teaching practice. I’ve also enjoyed the camaraderie with other students, who are from all kinds of walks of life.

At Roxburgh College there is a great capacity for change and an openness to new ideas, which is very exciting. This has allowed me to instigate some changes inspired by what I’m learning through the Master of Education.”

MASTER OF EDUCATION AND POSTGRADUATE CERTIFICATE IN EDUCATION

The Master of Education (which has an option to exit early with a Postgraduate Certificate in Education) comprises three parts: core study, an area option and elective subjects.

Core study

You will complete two 12.5 point core subjects: Leading Educational Ideas and Reading Educational Research.

Area options

You will also undertake four 12.5 point subjects from your area option of choice (these are outlined in more detail in the 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

You have a choice of how to complete the remaining 25 points of study:

- additional or complementary subjects in your area option
- a project, which includes submission of a 10,000 word report
- completion of a subject(s) from another area option, specialist stream or specialist masters
- completion of a subject(s) 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.

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

Those interested in completing a masters (by research) can apply for the Master of Philosophy, which requires completion of a 30-40,000 word thesis.

	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 - 2 core - 4 area option - 2 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>
Place Types	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Research Training Scheme Place* International students - International Fee Place
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>		

* These places are subject to availability and eligibility.

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

Arts Education

Our Arts Education team includes passionate academics with specialist knowledge and experience in drama, media, visual arts, and music 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.

You will also have the opportunity to study a new subject, *Innovative Spaces and Pedagogy*, designed to help teachers and principals use the remarkable new learning environments recently built in many schools.

Outcomes

Whether you are already an arts teacher or aspiring to be, our programs 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 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 Christine Sinclair, Dr Wes Imms and Dr Neryl Jeanneret.

To discover more about these experts and their research areas visit: www.education.unimelb.edu.au/ace

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 area option provides the chance to explore current issues in a stimulating environment, shaped by some of Australia's most distinguished curriculum experts.

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 exploring issues like:

- 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

We have designed our units around the needs of educators who design, deliver, evaluate and/or coordinate curriculum for learners, as well as educators in organisations such as museums, field study centres, local government and the tertiary sector.

If you are a practising teacher or school principal, a curriculum leader or educational administrator in any of these fields, 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. This option 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 academic leading this area is Dr Peter Ferguson. To discover more about curriculum staff and their research areas visit: www.education.unimelb.edu.au/academicstaff

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, Dr John Murnane and Dr Nick Reynolds. To discover more about these experts and their research areas visit: www.education.unimelb.edu.au/ict

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
- be able to 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.

The academics teaching this area include Dr Kylie Smith, Associate Professor Julie McLeod and Professor Johanna Wyn. To discover more about these experts and their research areas visit: www.education.unimelb.edu.au/ceiec

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 in terms of equity, 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.

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 inequality. 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 work, youth work, refugee studies and migration studies.

Academic staff

Staff teaching in this area include Associate 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. To discover more about these experts and their research areas visit:

www.education.unimelb.edu.au/academicstaff

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 give you the tools to recognise, understand and nurture the talents of gifted and talented students.

Our understanding of gifted and talented learning and provision of gifted education is currently under review around the world. This course recognises and takes account of these changes.

Developed for professionals who seek contemporary specialist knowledge and qualifications in gifted learning, teaching and curriculum, its features include:

- 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
- adult education support staff.

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 enable development of your skills in language and literacy education, and help you gain 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 Simone Senisin. To discover more about these experts and their research areas visit: www.unimelb.edu.au/lale

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 around Australia and mathematics resources for primary and secondary teachers.

You will work with staff with extensive experience in researching crucial issues in mathematics teaching and learning, including:

- classroom issues of pedagogy and student engagement
- mathematical thinking, problem solving and student learning
- teachers' professional learning
- assessment at classroom, school, state and international level
- curriculum change, including the new Australian curriculum
- new technologies
- improving school numeracy outcomes.

This research shapes our course content to bring fresh and evidence-based perspectives to your teaching practice.

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 your teaching of difficult topics, such as fractions, percent or calculus
- how teachers in other countries teach mathematics
- what programs can create high levels of numeracy at your school
- how to work productively with gifted students or design remedial programs.

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 Kaye Stacey, Professor David Clarke, Associate Professor Helen Chick, Associate Professor Robyn Pierce, Dr Vicki Steinle, Dr Caroline Bardini, Lynda Ball and Cath Pearn. To discover more about these experts and their research areas visit: <http://www.education.unimelb.edu.au/sme> and <http://www.education.unimelb.edu.au/ict/iccr/>

Delivery modes

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

Some subjects are delivered through a combination of intensive and on-line 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; those from the environmental fields and those from 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 and have many years of professional experience as teachers and researchers. The specialists in this area option include Jeana Kriewaldt, Dr John Quay, Dr Christine Redman, Dr Maurizio Toscano, Dr Pam Mulhall and Jacinta Duncan. To discover more about these experts and their research areas visit: www.education.unimelb.edu.au/academicstaff

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 knowledge and how it can be enhanced through effective thinking. 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. 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 to transfer and apply your learning to your 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.

To discover more about these experts and their research areas visit: www.education.unimelb.edu.au/academicstaff

Delivery modes

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

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



Sarah Rakich is a Kindergarten Teacher at Malvern Early Learning Centre. She is studying the early childhood area option in the Master of Education.

“I’m really enjoying learning the social theory behind my day to day practice - it’s already having an impact on what I do in the classroom. The class is a good size, and the discussion is exciting. Exploring fresh perspectives with other professionals is a wonderful way to learn, and keep my job interesting!”



SPECIALIST STUDIES

We offer a range of masters for those who want to pursue specialist study, many of which offer an early exit point at postgraduate certificate level.

Our courses in the areas of special education and language education qualify you to seek specialist accreditation with the Victorian Institute of Teaching.

Courses

- Master of Education (Content and Language Integrated Learning)**
- Master of Education (Educational Management)
- Master of Education (International Baccalaureate®)*
- Master of Education (Language Intervention and Hearing Impairment)*
- Master of Education (Special Education, Inclusion and Early Intervention)*
- Master of Education (Specific Learning Difficulties)*
- Master of Education (Student Wellbeing)
- Master of Evaluation*
- Master of Modern Languages Education*
- Master of Educational Policy (International)
- Master of Educational Psychology
- Master of Teaching English to Speakers of Other Languages (TESOL)*

* Early exit with postgraduate certificate available

** Early exit with professional certificate and postgraduate certificate available

Research option

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

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

Dr Trish O'Connor is studying the Master of Evaluation.

“I am doing the Master of Evaluation because I have a passion for the area, and I jumped at the chance to get a formal qualification in the field.

What I particularly love is that the course is applied, rather than purely theoretical. I wanted a toolkit I could use in work, and that's what I'm getting.

The lecturers are just fantastic. They have worked in the field for years and can provide practical examples, not just textbook theory.

I have moved to a new role as a Senior Consultant at a private firm, where I am involved with a wide range of project evaluations. This is my dream job, and I really think studying this course played a big part in helping me secure it.”



Certificates and Master of Education (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 early 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 early 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. To discover more about Russell, visit: www.education.unimelb.edu.au/lale

	Professional Certificate in Education (Content and Language Integrated Learning)	Postgraduate Certificate in Education (Content and Language Integrated Learning)	Master 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	8 compulsory subjects
Place Types	Local students - Australian Fee Place International students - Please contact us	Local students - Australian Fee Place International students - International Fee Place	Local students - Australian Fee Place International students - International Fee Place

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.

Master of Education (Educational Management)

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

The program 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 educational leadership and management, including issues related to curriculum reform
- develop a global as well as a national perspective on educational 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 provides the initial preparation and continuing professional development needed to move 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 in the field of educational leadership and management. They include Dr Lawrie Drysdale, Helen Goode, Dr David Gurr and a team of local and visiting international fellows. To discover more about these experts and their research areas visit: www.education.unimelb.edu.au/academicstaff

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	25 points core subjects 75 points elective subjects	25 points coursework 75 points research including research methodology and 20,000-word minor thesis
Place Types	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Research Training Scheme Place* International students - International Fee Place
Minimum Entry Requirements	<ul style="list-style-type: none"> • 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. • a record of research activity and/or publications equivalent to 50 points of year five study, is required for the research option. <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>	

* These places are subject to availability and eligibility.

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

Postgraduate Certificate and Master of Education (International Baccalaureate®)

As more schools adopt International Baccalaureate® (IB) Programmes, there are increasing opportunities for teachers to specialise and take leading roles in this area.

The IB promotes the development and growth of the whole person (intellectual, personal, emotional and social), offering a continuum of education through three separate Programmes: the Primary Years Programme; the Middle Years Programme; and the Diploma Programme.

We offer masters courses in the Primary Years and Diploma Programmes, both with the option to exit early with a Postgraduate Certificate.

The four subjects of the Postgraduate Certificate are compulsory components of the Master of Education (IB) courses. These courses are recognised within the IB Teacher Award Scheme.

You will benefit from teaching that:

- offers a balance between theory and practice
- encourages innovation in your own classroom/school
- focuses on contemporary educational research and IB pedagogy
- encourages collegiality and communication within and across the IB community
- considers local, national and international perspectives
- fosters critical thinking and deep understanding.

Outcomes

Our IB education 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, trans-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 IB programmes in schools.

Delivery modes

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

Elective subjects can be selected from the Master of Education, or another specialist stream or masters, subject to meeting pre-requisites.

	Postgraduate Certificate in Education (International Baccalaureate®: Primary Years or Diploma Programme)	Master of Education (International Baccalaureate®: Primary Years or Diploma Programme) - Coursework	Master of Education (International Baccalaureate®: Primary Years or Diploma Programme) - Research
Duration	18 months part-time	1 year full-time 2 years part-time	1 year full-time 2 years part-time
Content	50 points coursework	75 points core subjects 25 points elective subjects	25 points coursework 75 points research including research methodology and 20,000-word minor thesis
Place Types	Local students - Australian Fee Place Please note: this course is not available to international students	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Research Training Place* International students - International Fee Place
Minimum Entry Requirements	<ul style="list-style-type: none"> • an appropriate honours degree in education; or • an appropriate four-year degree in education, or equivalent[^], and at least two years of documented relevant professional experience. <p>International students must also meet MGSE English language requirements.</p>	<ul style="list-style-type: none"> • an appropriate honours degree in education; or • an appropriate four-year degree in education, 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. <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>	

* These places are subject to availability and eligibility.

[^] 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.

Postgraduate Certificate and Master of Education (Language Intervention and Hearing Impairment)

Through this course you will develop knowledge and skills in language intervention with children and students who have a language delay, language disorder or hearing impairment.

The Postgraduate Certificate is designed for classroom teachers wanting skills to work with children and students with language or hearing difficulties. It involves completion of four core subjects.

There are two streams offered in the Masters. Stream A is designed for students who wish to be recognised by the Victorian Institute of Teaching (VIT) as a Special Education (Hearing Impaired) teacher. This recognition is gained by completing six core subjects and the two professional practice subjects. Qualified teachers are then equipped to work as a teacher in an early intervention setting, a teacher in a special school or as a specialist in a regular school.

Stream B is designed for students such as allied health professionals and international students who wish to gain a qualification in Special Education (Hearing Impairment), but do not require VIT recognition. Students complete the six core subjects but instead of the two professional practice subjects, they complete two minor projects.

Based on the latest research and theory, this course offers problem-based learning experiences that you can apply effectively in your 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
- inclusion and child/family interventions
- promoting positive learning.

Outcomes

This course will provide you with the skills and knowledge to:

- assess and program for children's/students' language and literacy development
- consult with families and other professionals involved in the child's/student's education.

Key academic staff

Staff teaching in this course have strong and active research profiles. The focus of this research is on theory, policy and pedagogy surrounding the education of children and students with a language delay, language disorder or hearing impairment. Associate Professor Margaret Brown and Dr Linda Byrnes lead this course. Dr Dianne Toe also lectures in this course.

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials. Some subjects have online components. 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.

	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 4,000 words of assessment	8 subjects, including two professional practice subjects. Each subject is a 12.5 point subject with 24 contact hours and 4,000 words of assessment	8 subjects, including two minor project subjects. Each subject is a 12.5 point subject with 24 contact hours and 4,000 words of assessment
Place Types	Local students - Commonwealth Supported Place* - Australian Fee Place Please note: this course is not available to international students	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place

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>
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* These places are subject to availability and eligibility.

[^] 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.

Postgraduate Certificate and Master of Education (Special Education, Inclusion and Early Intervention)

This course 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.

The Postgraduate Certificate is designed for classroom teachers wanting to develop their skills in working with children and students with disabilities, and involves completion of four core subjects.

There are two streams offered in the Masters. Stream A is designed for students who wish to be recognised by the Victorian Institute of Teaching (VIT) as a special education teacher. Stream A involves completion of four core subjects: two professional practice subjects and a choice between two electives. Qualified teachers are then equipped to work as a teacher in an early intervention setting, a teacher in a special school, or as a specialist in a regular school.

Stream B is designed for students such as allied health professionals and international students who wish to gain a qualification in special education but do not require VIT recognition. Students in Stream B will still complete the four core subjects, and have a choice between two electives. However, instead of completing the professional practice subjects, Stream B students complete two minor projects.

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

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

Outcomes

These courses provide you with 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.

These programs can equip qualified teachers to work as:

- a teacher in an early intervention setting
- a teacher in a special school
- a specialist in a regular school.

Key academic staff

Staff teaching in this course have strong and active research profiles. The focus of this research is on theory, policy and pedagogy surrounding the inclusive education of children and students with disabilities. Associate Professor Margaret Brown coordinates this course.

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.

	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	1 year full-time 2 years part-time	1 year full-time 2 years part-time
Content	4 x compulsory 12.5 point subjects	6 x compulsory 12.5 point subjects (including 2 professional practice subjects) 1 x elective 25 point subject Each 12.5 point coursework subject comprises 24 contact hours and 4,000 words of assessment	6 x compulsory 12.5 point subjects (including 2 minor project subjects) 1 x elective 25 point subject Each 12.5 point coursework subject comprises 24 contact hours and 4,000 words of assessment
Place Types	Local students - Commonwealth Supported Place* - Australian Fee Place Please note: this course is not available to international students	Local students - Commonwealth Supported Place** - Australian Fee Place International students - International Fee Place	Local students - Commonwealth Supported Place** - Australian Fee Place International students - International Fee Place

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.

* These places are subject to availability and eligibility.

[^] 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.

Postgraduate Certificate and Master of Education (Specific Learning Difficulties)

This course provides a specialist teaching qualification in the areas of learning difficulties, academic underachievement, intervention and individual differences in literacy and numeracy learning.

The area of specific learning difficulties 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.

This course will support 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 how to implement teaching that optimises student learning.

You will explore 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.

Outcomes

The program can equip you to work as a:

- special education and learning disability diagnostician
- curriculum and teaching consultant
- learning support staff member
- adult education support staff member.

Stream A of the Masters fulfils the Victorian Institute of Teaching requirements for accreditation and registration as a teacher in specialist areas. Stream B has been designed for students such as allied health professionals or international students, who do not require accreditation.

Academic staff

Associate Professor John Munro leads this specialist stream. 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 these 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.

	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
Place Types	Local students - Commonwealth Supported Place* - Australian Fee Place Please note: this course is not available to international students	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place
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>		

* These places are subject to availability and eligibility.

[^] 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.

Master of Education (Student Wellbeing)

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

This course will help 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 Dr Helen Cahill. To learn more about the staff and their research areas visit: www.education.unimelb.edu.au/eesc

Delivery modes

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

- 1 weekends and holidays (offered every year)
- 2 weekdays, weekends and holidays; 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, which includes a negotiated project
Place Types	<p>Local students</p> <ul style="list-style-type: none"> - Commonwealth Supported Place* - Australian Fee Place <p>International students</p> <ul style="list-style-type: none"> - International Fee Place
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 MGSE English language requirements.</p>

* These places are subject to availability and eligibility.

[^] 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.

Postgraduate Certificate and Master of Evaluation

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

Outcomes

This course is suitable for graduates from any discipline. It 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 (but not limited to) education, welfare, health international aid and development, primary industries and private consultation.

Academic staff

The academics leading the Master of Evaluation offer a wealth of evaluation experience. To discover more about these experts and their research areas visit: www.education.unimelb.edu.au/cpe

Delivery modes

Students can choose to attend compulsory subjects on-campus or access study materials online. While some elective subjects are also delivered on-campus (or with on-campus supplements) all elective subjects are offered online.

	Postgraduate Certificate in Evaluation	Master of Evaluation - Coursework	Master of Evaluation - Coursework and Thesis
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	1 x compulsory 25 point subject 2 x elective 12.5 point subjects	100 points of coursework comprising: - 2 x compulsory 25 point subjects - 4 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
Place Types	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Research Training Scheme* International students - International Fee Place

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.

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.

* These places are subject to availability and eligibility.

Postgraduate Certificate and Master of 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.

This program is suitable for teachers, both local and international, wishing to specialise in teaching Languages other than English (LOTE).

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, Dr Kieran O'Loughlin and Dr Russell Cross. To discover more about these experts and their research, visit: www.education.unimelb.edu.au/lale

Delivery modes

Most subjects are delivered by on-campus lectures and tutorials. Students studying Stream A will also complete professional teaching placements. See the handbook for more information: www.education.unimelb.edu.au/futurestudents

Benefits and features

Our modern languages courses are:

- accredited - if you are eligible for registration with the Victorian Institute of Teaching and successfully complete Stream A you will gain an approved Languages other than English (LOTE) teaching qualification
- 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 including supervised placements	100 points coursework NOT including supervised placements
Place Types	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place

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.

International students must also meet MGSE English language requirements.

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.

* These places are subject to availability and eligibility.

Master of Education Policy (International)

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

You will analyse Australian education policy in the broader national and international best practice context, and experience how education systems around the world have responded to rapid change and the challenges of globalisation.

Whether you are a teacher, an education leader or a policy maker, this program will enable you to 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

In the Master of Education Policy (International) 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 gain first-hand experience of 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) has been developed and is taught by staff from the Education Policy and Leadership Unit (EPLU).

The academics leading this area include Professor John Polesel, Professor Jack Keating, Dr Veronica Volkoff, Professor Fazal Rizvi and Associate Professor Lea Waters. To discover more about these experts and their research areas visit: www.education.unimelb.edu.au/eplu

The teaching team was awarded an Australian Learning and Teaching Council Citation in 2009, for outstanding contribution to student learning, in particular for “excellence in providing students with an inspirational and experiential approach to the analysis of education and training policy in an international comparative context”.

Subjects/Delivery modes

Students are required to choose four out of the following five subjects:

- Education Policy – International Study, which involves international study and field work in three OECD nations
- Comparative Education Policy, delivered by on-campus lectures and tutorials during intensive weekend sessions
- Education Policy in Australia, delivered by on-campus lectures and tutorials during intensive weekend sessions
- Globalisation and Leadership delivered by on-campus lectures and tutorials during intensive weekend sessions
- Negotiated Project, which involves completion of a negotiated project within your own professional context.

Master of Education Policy (International)

Duration	1 year full-time 2 years part-time
Content	<p>(Choice of 4 out of 5 subjects) 3 campus-based subjects, each involving 36 contact hours 8,000 words of assessment International study/field work, involving 3 week program of visits/seminars in schools, VET providers and universities overseas 8,000 words of assessment (equivalent) Negotiated project, involving Individual supervision 8,000 words of assessment</p>
Place Types	<p>Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place</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>

* These places are subject to availability and eligibility.

Master of Educational Psychology

If you are a fourth year psychology graduate or already have an honours degree in psychology, this program will qualify you to practise as a registered psychologist and become a member of the Australian Psychological Society.

Academic and professional preparation is essential for psychologists who want to specialise in today's educational settings including schools, TAFE colleges and universities, either as staff members or as private practitioners.

Our course can prepare you for a professional role in an educational setting through training in counselling, assessment, intervention, group-work, consultation and multidisciplinary team work. Whatever path you choose, the field of educational psychology covers areas as diverse as early childhood development and careers advice, with a focus on how individuals adapt to their environments.

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.

Our Master of Educational Psychology offers:

- practicum placements in a range of settings including primary and secondary schools, early learning centres, TAFE colleges and tertiary settings, as well as community based agencies
- 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

You can choose to work in a range of educational and professional settings including:

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

Academic staff

The academics teaching this area are experienced researchers and practitioners. Associate Professor Esther Care coordinates the course, with support from experts including Vicki McKenzie, Dr Terry Bowles and Dr Ben Deery.

Delivery modes

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

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

We also offer the combined Master in Educational Psychology/PhD program.

Master of Educational Psychology

Duration	2 years full-time 4 years part-time
Content	9 compulsory subjects supervised fieldwork 10,000-word research project
Place Types	<p>Local students</p> <ul style="list-style-type: none"> - Commonwealth Supported Place* - Australian Fee Place <p>International students</p> <ul style="list-style-type: none"> - International Fee Place
Minimum Entry Requirements	<ul style="list-style-type: none"> • a four-year degree with honours in psychology; or • an equivalent qualification in psychology which renders the applicant eligible for Associate Membership of the Australian Psychological Society. <p>International students must also meet MGSE English language requirements.</p>

* These places are subject to availability and eligibility.

Postgraduate Certificate and Master of Teaching English to Speakers of Other Languages (TESOL)

English is one of the world's most widely spoken languages and there is a high demand for teachers with the skills to teach it. 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.

Benefits and features

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
- accredited - both Stream A courses are approved, if you are eligible for registration with the Victorian Institute of Teaching and successfully complete the required practical placements.

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 for specific purposes
- teaching English in the international context
- language planning in education
- the use of literature in second language education.

Our specialist TESOL programs are right for:

- qualified teachers wanting to improve TESOL skills in:
 - primary school, secondary school or university settings
 - English language intensive courses for overseas students
 - adult migrant English programs
- qualified teachers wanting to develop new skills to become a TESOL practitioner
- graduates with a four-year degree with a significant component of English language studies or equivalent[^].

Stream A is designed for already qualified teachers who wish to register with the Victorian Institute of Teaching (VIT) as a teacher of TESOL.

Stream B is designed for those who already have or do not require registration with the VIT as a teacher of TESOL.

Academic staff

The academics leading this area have a wealth of research and practice experience. They include Professor Joseph Lo Bianco, Dr Kieran O'Loughlin, Dr Russell Cross and Dr Alan Williams. To discover more about these experts and their research areas visit: www.education.unimelb.edu.au/lale

Delivery modes

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

If your course involves a professional teaching placement, 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
Place Types	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place	Local students - Commonwealth Supported Place* - Australian Fee Place International students - International Fee Place

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.

* These places are subject to availability and eligibility.

[^] 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

Please note: only stand-alone certificates are listed here. Certificates that are early exit points from master degrees are listed with those degrees.



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. This course encourages you to develop a commitment to academic excellence, allowing you to develop a deeper understanding of your discipline, the process of research, and your capacities as a critical, creative and ethical thinker.

Outcomes

This course will enable you to:

- read educational research with an understanding of the methodologies underlying the particular study
- define an issue in education as an investigatable research project
- understand the range of research methodologies available, and their appropriateness to particular projects
- undertake a significant research project in education
- write up the results of the research project in a scholarly report.

Structure

This course is available part-time over two semesters, or full-time over one semester. Entry is available in Semester 1 or Semester 2.

Place types

Commonwealth Supported Places (CSP) and Australian Fee Places are available to local students. International Fee Places are available for international students.

Staff

This course is coordinated by Dr Amelia Church.

Entry requirements

A masters degree in education (such as the Master of Teaching or the Master of Education) with an H2A average, or equivalent.

Nelly Malatsi studied the Doctor of Education, specialising in early childhood intervention.

“I have learned so much during my time here, but there are two lessons I have really taken to heart when it comes to successful early childhood intervention practices. The first is the importance of families in the process. The second is that we need to recognise the wide range of professional expertise required.”

Postgraduate Certificate in the Teaching of Shakespeare

This course offers new and engaging ways of teaching Shakespeare in drama or English classrooms and community settings. It draws on innovative practices from theatre and drama education, as well as literature studies.

You will work with an international teaching artist and a team of leading Australian academics and practitioners.

Delivered through a combination of week-long on-campus holiday workshops and applied projects in your classroom or community setting, this course will enable you to engage your students more deeply in Shakespeare and other complex literary texts.

Who should study this course?

This course is designed for teachers, teaching artists and other professionals who teach Shakespeare or other complex literary texts in settings like:

- drama and English classrooms at primary, secondary or tertiary level
- community settings
- theatre based contexts.

Structure

This course runs over one year part-time, commencing in January or July 2012. During the course there are two week-long intensives held during school holidays - January 2012, July 2012 and /or January 2013. The intervening subjects will be conducted in your professional context, with online support.

If you subsequently choose to enrol in the Master of Education, completion of this course will count as 50 points of credit.

Staff

Dr Christine Sinclair and Dr Richard Sallis coordinate this course. Between them they have many years of experience as drama practitioners and educators.

Place types

Commonwealth Supported Places (CSP) or Australian Fee Places are available on this course. This course is not available to international students.

Entry requirements

- An appropriate undergraduate degree and a fourth-year level education qualification, or equivalent, including, in one or both, significant study of drama, literature or allied disciplines; or
- an undergraduate degree in a relevant area, e.g. English, drama, together with at least two years professional experience in either theatre performance, directing or production, or in working in educational contexts, or equivalent.

In addition to one of the above, you will need access to a school or educational setting where the work-place based component can be implemented.

Specialist Certificate in Chinese Language Teaching

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

It 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 compulsory and one elective. Each subject is delivered online over six weeks, and has a total time commitment of approximately 54 hours.

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

You can start this course in March and July 2012.

Place types

Commonwealth Supported Places (CSP) or Australian Fee Places are available on this course. This course is not available to international students.

Entry requirements

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

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



POST-MASTERS STUDY – WHAT NEXT?

Those wishing to continue their studies beyond masters level have two options:

Doctor of Education (Research)

Enables experienced educators to carry out advanced academic study and research, with direct relevance to their professional role. Undertaken over three years on a full-time basis or six years on a part-time basis.

PhD

Requires completion of a substantial piece of original research, which has been conducted and reported by the holder under proper academic supervision and in a research environment for a prescribed period. Usually undertaken over three years on a full-time basis.

Tony Stevens, Doctor of Education

Tony lectures in business education at Holmesglen Institute of TAFE. Through his Doctor of Education studies, he is conducting research into e-learning, helping undergraduate students to reach their full academic potential through the use of online discussion board technology.

“I was attracted to the Melbourne Graduate School of Education because it has such a great reputation for research. Working with academics who are experts in their fields really helps me develop a greater dimension to my own practice.

The course is both challenging and enjoyable, I really like the combination of coursework and research offered in a professional doctorate. The coursework freshens and deepens my knowledge, and really feeds into my research.”

Fees

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

If you receive an offer for 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/admissions/fees

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

Enquiries:
www.education.unimelb.edu.au/contact

Phone:
+61 3 8344 8285

Visit:
www.education.unimelb.edu.au

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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