



GRADUATE  
SCHOOLS

## MELBOURNE GRADUATE SCHOOL OF EDUCATION

Shaping minds, shaping the world

# Courses for **education professionals** 2014

Turn your experience  
into excellence





Master of Education (Student Wellbeing)  
graduate Shannan Sosinski

# WHY MELBOURNE?

## Introduction

We offer a vibrant, friendly and exciting place to study, with contemporary facilities designed to meet your learning and social needs. Our environment is student-focussed and supportive and our courses are challenging.

Home to a number of internationally recognised education experts, we are at the cutting edge of teaching and research and were ranked world number 3 in education in the QS World Rankings by Subject 2013.

## Flexible options

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.

Our courses are all about flexibility. You can start with a certificate, and work your way up to a full masters if you choose. You can also enrol in a generalist course to build your own study program, or pursue an area of specialist interest.

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

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## Fees

Australian Government loan schemes are available to help you defer all or part of your tuition fees, depending on the type of offer you receive. With both schemes, you do not need to repay the loan until your income reaches a minimum repayment threshold.

- If you receive an offer for an Australian fee-paying place, you may be eligible for the FEE-HELP loan program.
- If you receive an offer for a Commonwealth Supported Place, you may be eligible for the HECS-HELP loan program.

For more information on these schemes, visit: [studyassist.gov.au](http://studyassist.gov.au)

For more information on financing your studies, visit: [education.unimelb.edu.au/financial\\_support](http://education.unimelb.edu.au/financial_support)

## How to apply

Apply online at: [education.unimelb.edu.au/futurestudents/apply](http://education.unimelb.edu.au/futurestudents/apply)  
Mid-year entry is available for a number of courses.

## English language requirements

International students must meet the University of Melbourne's English language requirements. For details, visit: [futurestudents.unimelb.edu.au/admissions/entry-requirements/language-requirements](http://futurestudents.unimelb.edu.au/admissions/entry-requirements/language-requirements)



**Christopher Peake is Assistant Principal at Roxburgh College and currently studying the Master of Education.**

"I have thoroughly enjoyed the course so far and it has certainly been challenging. I have continued to apply a lot of the ideas I have gained to my context. My focus has been on thinking and literacy and I have found these areas very relevant to the Year 7-9 students I am responsible for. I have become increasingly conscious that with the heavy emphasis on the testing of basic skills it is very valuable to keep a focus on the merits of high level thinking and creativity."



**Janette Allen is a teacher at Princess Hill Primary School. She is studying subjects from the Curriculum and Pedagogy theme in the Master of Education, and will complete the rest of the course by research.**

"I'm enjoying the chance to step away from school and reflect not just on what I do but what we all do as educators. It gives me time to mix with an expanded group of peers; chatting with and learning from a diverse group of educators is a really wonderful aspect of studying.

I'm going to be researching teacher professional learning, focussing on teachers' curriculum design and evaluation – their sense of agency over their own practice. I want to know more about what is hindering teachers in the classroom and what is helping.

I'm looking forward to entering a discussion that is much bigger than me, and hopefully making a useful contribution."



## Postgraduate Certificate in Education

### Master of Education

The Master of Education (which has an option to exit early with a Postgraduate Certificate in Education) combines a solid foundation in education theory and the flexibility to pursue your own interests through elective subjects.

Postgraduate Certificate students complete four elective subjects. Master of Education students complete eight subjects covering core 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 the *Negotiated Capstone Project*.

#### Elective subjects

Master of Education students complete the remaining five 12.5 point subjects from an extensive choice of electives. One elective can also be taken from another faculty or graduate school (remaining relevant to the Master of Education).

We offer over 70 electives, giving you the opportunity to pursue a theme of interest in detail or a range of themes across a broad spectrum. For example, you may choose to select all five subjects from mathematics and numeracy education, or you may choose five subjects from five different themes. The choice is yours.

Our Master of Education electives span the following themes:

- arts education
- curriculum and pedagogy
- digital technologies in education
- educational management and leadership
- evaluation
- equity, youth and identity
- history education
- international education policy
- language and literacy education
- mathematics and numeracy education
- science education
- special education, inclusion and early intervention
- sustainability education
- teaching Shakespeare
- thinking, knowledge and creativity

All subjects within these themes are subject to availability.

#### Research option

If you would like to complete a 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-only masters.

	Postgraduate Certificate in Education	Master of Education	
		Coursework	Research
<b>Duration</b>	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
<b>Content</b>	50 points of any subjects from a specified list (subjects may be 12.5 or 25 points)	8 subjects - 3 core - 5 elective  Each subject involves 24 contact hours and 5,000 words of assessment	4 subjects - 2 core - 2 elective  20,000-word thesis & research methods module  Each subject involves 24 contact hours and 5,000 words of assessment
<b>Minimum Entry Requirements</b>	<ul style="list-style-type: none"> <li>• an undergraduate degree and a fourth-year level teaching qualification, or equivalent, or</li> <li>• a four-year teaching degree, or equivalent</li> </ul> <p>Research students must maintain a grade average of 75% in the coursework component to progress to thesis.</p> <p>International students must also meet English language requirements.</p>		

## Master of Applied Positive Psychology

Positive psychology has developed a scientific understanding of how humans flourish and how communities and institutions can be strengthened. It provides a framework for effective practice in a wide range of professional contexts.

The Master of Applied Positive Psychology is the first course of its kind in Australia. It will equip you to apply positive psychology principles in your professional and personal life, with a special focus on creating and evaluating positive and meaningful change and promoting optimal leadership within organisations.

Learning and assessment will take place through a range of tasks, including debates, case studies, role plays, videos, journal entries and research activities. In addition, you will be encouraged to apply positive psychology principles to your own life and to critically reflect on these experiences.

This course promotes an evidence-based, multidisciplinary perspective to working in positive psychology, and will instil a strong sense of professional integrity and civic engagement in graduates.

### Outcomes

Graduates will be able to:

- demonstrate a thorough understanding of the conceptual and theoretical foundations of positive psychology
- synthesise different wellbeing frameworks from various disciplines
- develop strategies for working with individuals, groups and systems to enhance optimal functioning and promote health
- identify common positive interventions used in a wide range of contexts (e.g. education, workplaces, community settings)
- Critically reflect on their own professional strengths and weaknesses and develop strategies for addressing these
- take a professional and ethical approach to the practice of positive psychology
- understand the important factors in sustained behaviour change
- work effectively with diverse groups and complex systems

### Academic staff

The academics leading the Master of Applied Positive Psychology are leaders in the field. They include Dr Dianne Vella-Brodrick (Course Director) and Associate Professor Lea Waters. A variety of distinguished national and international guest speakers will also deliver program material.

### Delivery modes

Subjects have been structured to fit into your busy schedule, and will generally be delivered in three 2-day on-campus intensives on Fridays and Saturdays.

### Master of Applied Positive Psychology

<b>Duration</b>	1 year full-time 2 years part-time
<b>Content</b>	4 x 25 point compulsory subjects: <ul style="list-style-type: none"> <li>• Principles of Positive Psychology</li> <li>• Applications of Positive Psychology</li> <li>• Positive Leadership and Organisations</li> <li>• Positive Psychology Research Project</li> </ul>
<b>Minimum Entry Requirements*</b>	<ul style="list-style-type: none"> <li>• an undergraduate degree and at least 5 years of documented relevant professional experience; or</li> <li>• an undergraduate degree and at least 100 points of relevant postgraduate study; or</li> <li>• an undergraduate degree, at least 50 points of relevant postgraduate study and at least 2 years of documented relevant professional experience</li> </ul> <p>International students must also meet English language requirements.</p>

\* Provided entry requirements are met, we welcome applications from individuals with varied backgrounds including, but not limited to psychology, economics, business, law, education and health.

## 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:

- 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
- develop 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

The points earned in this course may be credited towards a relevant postgraduate diploma or masters qualification.

### Academic staff

This course is led by Dr Jane Orton, one of Australia's leading experts on Chinese language teaching.

## Specialist Certificate in Education (Clinical Teaching)

This course will support you in developing high quality mentoring practices and the capacity to use assessment to develop clinical teaching interventions. It is informed by the clinical approach taught in our Master of Teaching.

### Who should study this course?

This course is suitable for teachers who would like to expand their knowledge of clinical teaching and develop their mentoring skills. Graduates of the Master of Teaching will have the opportunity to refresh and build on their existing clinical knowledge.

Classes will be delivered intensively on-campus.

### Outcomes

Graduates will be able to:

- apply a clinical model of teaching to their practice
- support other teachers to understand evidence-based interventionist pedagogy
- critically reflect on their practice, for self-evaluation and professional learning
- use evidence-based research to evaluate mentoring practices and clinical observations, with particular reference to early career teachers
- synthesise personal experiences with research evidence
- link assessment to teaching and learning through data and evidence-based decision-making
- use and evaluate assessment approaches for students of varying abilities

### Academic staff

Staff teaching in this course have a strong focus on theory and practice. Jeana Kriewaldt coordinates this area. Ms Kriewaldt plays a key role in the Master of Teaching and has significant experience in developing and refining the concept of clinical teaching.

Specialist Certificate in Chinese Language Teaching	
<b>Duration</b>	4 x 6 week subjects, each of which requires a time commitment of approximately 54 hours
<b>Content</b>	25 credit points delivered over four subjects, three of which are compulsory and one elective Each subject is delivered online
<b>Minimum Entry Requirements</b>	<ul style="list-style-type: none"> <li>• an undergraduate degree and a fourth-year level teaching qualification*, or equivalent; or</li> <li>• a four year teaching degree*, or equivalent</li> </ul>

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

Specialist Certificate in Education (Clinical Teaching)	
<b>Duration</b>	12 months part-time*
<b>Content</b>	2 x compulsory 12.5 point subjects Each subject comprises 24 hours of contact time and 5,000 words of assessment
<b>Minimum Entry Requirements</b>	<ul style="list-style-type: none"> <li>• an undergraduate degree and a fourth-year level teaching qualification, or equivalent; or</li> <li>• a four year teaching degree, or equivalent</li> </ul>
Current full time or part time employment in a position with teaching responsibilities is also required.	

\* Please note: this course is not available to international students.



## Professional Certificate in 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

On completing this course 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

### 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)

<b>Duration</b>	6 months part-time*
<b>Content</b>	2 compulsory 12.5 point subjects
<b>Minimum Entry Requirements</b>	<ul style="list-style-type: none"><li>• an appropriate undergraduate degree; and</li><li>• 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</li><li>• 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</li></ul>

\* Please note: this course is not available to international students.

## Master of Education (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 and a national perspective on education leadership and management
- have flexibility in your choice of subjects so you can tailor your 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 academic experts including 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).

	Master of Education (Educational Management) - Coursework	Master of Education (Educational Management) - Coursework and Research
<b>Duration</b>	1 year full-time 2 years part-time	1 year full-time 2 years part-time
<b>Content</b>	50 points core subjects  50 points elective subjects	25 points coursework  75 points research including research methodology and 20,000-word minor thesis
<b>Minimum Entry Requirements</b>	<ul style="list-style-type: none"> <li>• an appropriate honours degree in education; or</li> <li>• a postgraduate certificate or postgraduate diploma in the field of education; or</li> <li>• an appropriate four-year degree, or equivalent<sup>^</sup>, 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</li> </ul> <p>Research students must maintain a grade average of 75% in all coursework to progress to thesis.</p> <p>International students must also meet English language requirements.</p>	

<sup>^</sup> Applicants with a degree in an area other than education but who work in an education related profession are encouraged to apply.

## Postgraduate Certificate in Education (International Baccalaureate®)

### Master of Education (International Baccalaureate®)

The International Baccalaureate® (IB) promotes the development and growth of the whole person (intellectual, personal, emotional and social). 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 taught by a team of educators with significant experience in teaching, leading and supporting the IB in schools.

#### Delivery modes

The four compulsory subjects of the 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 offer the Postgraduate Certificate in Education (International Baccalaureate®: Diploma Programme) as an on-campus or online course. The online option is delivered by UoM Commercial. For more information and fee advice visit: [commercial.unimelb.edu.au](http://commercial.unimelb.edu.au).

	Postgraduate Certificate in Education (International Baccalaureate®): Diploma Programme	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"><li>• an approved degree and an approved teaching qualification; or</li><li>• an approved four-year teaching degree; or</li><li>• an approved equivalent qualification which is recognised by the Melbourne Graduate School of Education (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</li></ul> <p>International students must also meet English language requirements.</p>	

\* Please note: the on-campus option for this course is not available to international students.



## Postgraduate Certificate in Education (Language Intervention and Hearing Impairment)

### Master of Education (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. 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 who do not require VIT recognition, such as allied health professionals or international students.

#### Outcomes

Based on the latest research and theory, these courses offer 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
- 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

#### 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 leads this course.

#### Delivery modes

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

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

	<b>Postgraduate Certificate in Education (Language Intervention and Hearing Impairment)</b>	<b>Master of Education (Language Intervention and Hearing Impairment) Stream A</b>	<b>Master of Education (Language Intervention and Hearing Impairment) Stream B</b>
<b>Duration</b>	1 year part-time*	1 year full-time 2 years part-time	1 year full-time 2 years part-time
<b>Content</b>	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
<b>Minimum Entry Requirements (for all programs)</b>	<ul style="list-style-type: none"> <li>• an approved degree and an approved teaching qualification or equivalent<sup>^</sup>; or</li> <li>• an approved four-year teaching degree or equivalent<sup>^</sup>; or</li> <li>• an approved equivalent<sup>^</sup> 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</li> </ul> <p>International students must also meet English language requirements.</p>		

<sup>^</sup> 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.

• Please note: this course 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)

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 with disabilities enrolled in regular schools, specialist schools and preschools.

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

The professional certificate 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 is for teachers who want to develop their skills in working with children and students with disabilities.

Stream A in the masters is for teachers 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.

Stream B in the masters is for those who do not require VIT recognition, such as allied health professionals and international students.

### Outcomes

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

- including learners with disabilities
- how to promote positive learning and positive behaviour
- how to use data to build learning pathways
- 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

### 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 intensively on weekends and in school holidays.

	<b>Professional Certificate in Education (Positive Behaviour and Learning)</b>	<b>Postgraduate Certificate in Education (Special Education, Inclusion and Early Intervention)</b>	<b>Master of Education (Special Education, Inclusion and Early Intervention) Stream A</b>	<b>Master of Education (Special Education, Inclusion and Early Intervention) Stream B</b>
<b>Duration</b>	1 year part-time (offered online)	1 year part-time*	1 year full-time 2 years part-time	1 year full-time 2 years part-time
<b>Content</b>	2 x compulsory 12.5 point subjects	4 x compulsory 12.5 point subjects	4 x compulsory 12.5 point subjects 1 x 25 point elective subject 1 x 25 point internship  Each 12.5 point coursework subject comprises 24 contact hours and 5,000 words of assessment	4 x compulsory 12.5 point subjects (including two minor project subjects) 1 x 25 point elective subject 2 x 12.5 point research projects  Each 12.5 point coursework subject comprises 24 contact hours and 5,000 words of assessment

### Minimum Entry Requirements (for all programs)

- an approved degree and an approved teaching qualification or equivalent<sup>^</sup>; or
- an approved four-year teaching degree or equivalent<sup>^</sup>; or
- an approved equivalent<sup>^</sup> 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 English language requirements.

<sup>^</sup> 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.

\* Please note: this course is not available to international students.

## Postgraduate Certificate of Education (Specific Learning Difficulties)

### Master of Education (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 is designed for teachers who want to develop their skills in working with students with specific learning difficulties.

Stream A of the masters 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.

Stream B of the masters is for students who do not require VIT recognition, such as allied health professionals and international students.

#### 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 special education professional development 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.

	Postgraduate Certificate in Education (Specific Learning Difficulties)	Master of Education (Specific Learning Difficulties) Stream A	Master of Education (Specific Learning Difficulties) Stream B
<b>Duration</b>	1 year part-time*	1 year full-time 2 years part-time	1 year full-time 2 years part-time
<b>Content</b>	4 compulsory subjects	7 subjects comprising: 5 core subjects 2 professional practice placements	7 subjects comprising: 5 core subjects 2 minor project subjects
<b>Minimum Entry Requirements</b>	<ul style="list-style-type: none"> <li>• an approved degree and an approved teaching qualification or equivalent<sup>^</sup>; or</li> <li>• an approved four-year teaching degree or equivalent<sup>^</sup>; or</li> <li>• an approved equivalent<sup>^</sup> 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</li> </ul> <p>International students must also meet English language requirements.</p>		

<sup>^</sup> 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.

- Please note: this course is not available to international students.



## Master of Education (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, covering:

- 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

This course will prepare you to take a leading role in designing, implementing and evaluating 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. weekends and holidays (offered every year)
2. weekdays, weekends and holidays
3. evenings and weekends

### Master of Education (Student Wellbeing)

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

<sup>^</sup> 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 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 enable you to bring knowledge of international education policy to your work, enriching your organisation and broadening your career choices.

The more globalisation impacts on education policy and practice, the more relevant 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 gain first-hand experience of the relationship between education and training systems and provision and attend seminars with eminent scholars

- build a comparative perspective on issues such as transitions in education and between education and employment and the growing need for effective pathways 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

You will be taught by a number of leading education scholars including, Professor John Polesel, Dr Mary Leahy, Professor Fazal Rizvi, Associate Professor Leesa Wheelahan, Nicky Dulfer, Kira Clarke, Dr Suzanne Rice and Dr Glenn Savage. Other leading scholars who lecture in this course include Professor Barry McGaw, Professor Joseph Lo Bianco, and Associate Professor Philomena Murray.

### Subjects/Delivery modes

Most subjects are delivered by on-campus seminars during intensive weekend sessions. One subject is an international study tour.

#### Master of Education Policy (International)

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

## Master of Educational Psychology

### Master of Educational Psychology/ PhD

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

Both courses cover counselling, assessment, research methods, 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 a registered psychologist and become a member 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.

	Master of Educational Psychology	Master of Educational Psychology / PhD
<b>Duration</b>	2 years full-time 4 years part-time	4 years full-time 8 years part-time
<b>Content</b>	9 compulsory subjects Supervised fieldwork 10,000-word research project	9 compulsory subjects Supervised fieldwork PhD thesis
<b>Minimum Entry Requirements</b>	<ul style="list-style-type: none"><li>• a four-year approved degree with an upper second class Honours; or</li><li>• an equivalent qualification in psychology which renders the applicant eligible for Associate Membership of the Australian Psychological Society</li></ul> <p>The personal suitability of applicants for professional training, as assessed by referee's reports and/or personal interviews, will also be taken into account.</p> <p>International students must also meet English language requirements.</p>	



# 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 under supervision, developing an understanding of research methodologies and their application.

Entry is available in semester one or semester two.

## Academic staff

This course is coordinated by Dr Dianne Mulcahy.

Postgraduate Certificate in Educational Research	
Duration	6 months full-time 12 months part-time
Content	2 x compulsory subjects
Minimum Entry Requirements	<ul style="list-style-type: none"><li>a masters degree in education (such as the Master of Teaching or the Master of Education) with a 75 per cent average, or equivalent</li></ul> <p>International students must also meet English language requirements.</p>

# Postgraduate Certificate in Evaluation

## Master of Evaluation

The Postgraduate Certificate in Evaluation 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, Dr Amy Gullickson and Brad Astbury.

### Delivery modes

All subjects are available online, and some subjects are also available on-campus through lectures and tutorials.

	Postgraduate Certificate in Evaluation	Master of Evaluation - Coursework	Master of Evaluation - Coursework and Thesis
<b>Duration</b>	12 months part-time	1 year full-time 2 years part-time	1.5 years full-time 3 years part-time
<b>Content</b>	1 x compulsory 25 point subject 2 x elective 12.5 point subjects	100 points of coursework comprising: <ul style="list-style-type: none"><li>• 1 x compulsory 12.5 point subject</li><li>• 2 x compulsory 25 point subjects</li><li>• 3 x elective 12.5 point subjects</li></ul>	50 points of coursework comprising <ul style="list-style-type: none"><li>• 1 x compulsory 25 point subject</li><li>• 25 points elective coursework subjects</li></ul> A 20,000 word thesis, worth 100 points
<b>Minimum Entry Requirements (for all programs)</b>	<ul style="list-style-type: none"><li>• a four-year undergraduate degree in a social or human science; or</li><li>• a postgraduate qualification in social or human science; or</li><li>• a relevant undergraduate degree with at least three years of documented relevant work experience</li></ul> <p>Please note: students must attain a 75% average in coursework to proceed to the thesis option.</p> <p>International students must also meet English language requirements.</p>		

## Professional Certificate in History Education

The introduction of a national history curriculum is a significant development for education in Australia. This course will provide comprehensive support to teachers as they implement the new curriculum.

In this course, 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.

### Who should study this course?

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.

The points earned in this course may be credited towards a relevant postgraduate diploma or masters qualification.

### Academic staff

This course is coordinated by John Whitehouse (Melbourne Graduate School of Education) and Professor Kate Darrian-Smith (School of Historical and Philosophical Studies, Faculty of Arts). It draws together a team with a wealth of expertise in historical studies and discipline-based pedagogy in history.

Professional Certificate in History Education	
<b>Duration</b>	12 months part-time*
<b>Content</b>	2 x compulsory subjects
<b>Minimum Entry Requirements</b>	<ul style="list-style-type: none"> <li>• an undergraduate degree and a fourth-year level teaching qualification, or equivalent, or</li> <li>• a four-year teaching degree, or equivalent</li> </ul>

\* Please note: this course is not available to international students.



## Professional Certificate in Instructional Leadership

### Master of Instructional Leadership

The Professional Certificate in Instructional Leadership and Master of Instructional Leadership will give you the skills to help lift student achievement, improve your school's performance and lead teaching and learning. Structured to fit into the busy schedules of aspiring leaders, this course includes a combination of intensive deliveries over two years.

This course covers:

- using school level evidence and data to inform decision making and enhance student learning outcomes
- evaluating leadership decisions on learning outcomes
- leading improvement, innovation and change
- linking current research evidence to quality teaching and learning
- using assessment data to make instructional decisions
- using assessment data to inform curriculum, staffing and organisational policy decisions
- self-reflection, self-improvement and self-development for leadership
- authentic leadership and positive psychology
- organisational behaviour and change management
- school transformation in response to the learning needs of students
- linking leadership, enhanced teacher capacity and school performance
- techniques for engaging and working with parents and the community

Completion of the Professional Certificate will provide 25 points of credit towards the full 100 point Master.

#### Outcomes

These courses will prepare you to:

- formulate evidence-based approaches to transforming and improving teaching and learning
- develop and manage your team
- adopt innovative approaches to school management
- communicate effectively with staff, students and 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

These courses are delivered through a combination of online and weekend study.

	Professional Certificate in Instructional Leadership	Master of Instructional Leadership
<b>Duration</b>	6 months full-time 12 months part-time	1 year full-time 2 years part-time
<b>Content</b>	2x compulsory 12.5 point subjects	100 points of coursework comprising: <ul style="list-style-type: none"><li>• 7 compulsory 12.5 point subjects</li><li>• 1 x elective 12.5 point subject</li></ul>
<b>Minimum Entry Requirements</b>	<ul style="list-style-type: none"><li>• an appropriate honours degree in education; or</li><li>• a postgraduate certificate or postgraduate diploma in the field of education; or</li><li>• an appropriate four-year degree, or equivalent, and at least two years of documented relevant professional experience</li></ul> <p>International students must also meet English language requirements.</p>	

## Master of 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 how language and literacy develops from the early years to Year 10
- understand the fundamental importance of language and literacy in schooling across all learning areas
- enhance your teaching of current literacy practices
- 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 literacy teaching
- 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 offer many years of professional experience as teachers and researchers. The academic staff leading this course include Professor Joseph Lo Bianco, Dr Janet Scull, Dr Larissa McLean Davies, Dr Pam Macintyre, Dr Paul Molyneux and Catherine Reid.

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

\* Please note: this course is not available to international students.

## Postgraduate Certificate in Modern Languages Education

### Master of Modern Languages Education

Modern languages 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 Teaching (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, Dr Russell Cross and Dr Ulrike Najar.

#### 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)
<b>Duration</b>	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
<b>Content</b>	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
<b>Minimum Entry Requirements (for all programs)</b>	<ul style="list-style-type: none"> <li>• an undergraduate degree and a fourth-year level education qualification, or equivalent; or</li> <li>• a four-year education degree, or equivalent</li> </ul> <p>Applicants are also required to have:</p> <ul style="list-style-type: none"> <li>• completed a three year post-VCE major in a language other than English for Stream A courses; or</li> <li>• a high degree of proficiency in a language other than English</li> </ul> <p>Note:</p> <ul style="list-style-type: none"> <li>• successful completion of a three-year post-VCE major in a language other than English is a requirement for LOTE teacher accreditation in Victoria</li> </ul> <p>International students must also meet English language requirements.</p>			

## Master of Numeracy

The Master of Numeracy covers 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.

### Outcomes

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

This course is delivered through intensive weekend lecture and seminars.

Master of Numeracy	
<b>Duration</b>	2 years part-time*
<b>Content</b>	<ul style="list-style-type: none"> <li>• Five 12.5 point subjects selected from a designated list</li> <li>• One 12.5 point elective</li> <li>• Two compulsory 12.5 subjects which include an action research project</li> </ul> <p>Each subject involves 24 hours of contact time and individual assessment pieces</p>
<b>Minimum Entry Requirements</b>	<ul style="list-style-type: none"> <li>• an undergraduate degree and a fourth-year level teaching qualification, or equivalent; or</li> <li>• a four year teaching degree or equivalent</li> </ul>
<ul style="list-style-type: none"> <li>• Please note: this course is not available to international students.</li> </ul>	

## 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 and an understanding of teaching and learning 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 on a small project on an aspect of higher education delivery within your workplace.

This course is delivered through a mixture of intensive weekend sessions on-campus and online learning.

### Academic 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 Mary Leahy, Chris Corbel, Dr Gavin Moodie and Professor John Polesel.

Graduate Certificate in Tertiary Teaching	
<b>Duration</b>	1 year part-time*
<b>Content</b>	4 x compulsory 12.5 point subjects
<b>Minimum Entry Requirements</b>	<ul style="list-style-type: none"> <li>• an undergraduate degree in any discipline, or equivalent, and</li> <li>• 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</li> </ul>
<ul style="list-style-type: none"> <li>• Please note: this course is not available to international students.</li> </ul>	

## Postgraduate Certificate in TESOL

### Master of 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, or qualified TESOL teachers who want to extend their professional knowledge and skills.

#### 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 practical 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)
<b>Duration</b>	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
<b>Content</b>	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
<b>Minimum Entry Requirements (for all programs)</b>	<ul style="list-style-type: none"><li>• an undergraduate degree and a fourth-year level education qualification, or equivalent; or</li><li>• a four-year education degree, or equivalent; or</li><li>• an undergraduate degree and a Certificate in English Language Teaching to Adults (CELTA) or equivalent<sup>^</sup>; or</li><li>• a four-year undergraduate degree with a significant component of English Language Studies, or equivalent<sup>^</sup></li></ul> <p>International students must also meet English language requirements.</p>			

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



## Graduate Certificate in University Teaching

This course is designed for university staff seeking to develop their expertise, scholarship, and leadership skills in university teaching. It combines research-based, theoretical seminars guided by experienced higher education researchers, with practical exercises involving peer review of teaching and negotiated projects.

You will study in a diverse group, and assessment tasks will be relevant to your particular teaching environment.

### Outcomes

Graduates report many positive career outcomes, including:

- enhanced knowledge of effective teaching and learning
- improved student evaluation scores
- increased promotion opportunities
- publication in academic journals
- success in winning teaching awards and grants for educational research and development

Teaching is primarily on-campus, and most subjects include an introductory, intensive session held in the non-teaching period. Online learning is core to some subjects, and supports participation across the course.

### Academic staff

You will be taught by experts from the Centre for the Study of Higher Education.

#### Graduate Certificate in University Teaching

<b>Duration</b>	12 months full-time 24 months part-time
<b>Content</b>	4 x compulsory 12.5 point subjects
<b>Minimum Entry Requirements</b>	<ul style="list-style-type: none"><li>• a Bachelor degree (any discipline)</li><li>• current employment at an Australian university with teaching responsibilities (full-time staff, part-time or sessional)</li><li>• support and formal approval from Head of Department and Faculty Dean</li></ul>

## Doctor of Education

The Doctor of Education 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 course 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 course is a 55,000 word thesis in your chosen field.

### Doctor of Education

<b>Duration</b>	3 years full-time 6 years part-time
<b>Content</b>	100 points coursework and a 55,000 word thesis
<b>Minimum Entry Requirements</b>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> </ul> <p>International students must also meet English language requirements.</p>

## 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.

### PhD

<b>Duration</b>	3 years full-time 6 years part-time
<b>Content</b>	80,000 word thesis
<b>Minimum Entry Requirements</b>	<p><b>Minimum qualifications</b> 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.</p> <p><b>Minimum level of academic achievement</b> Applicants should have achieved an overall H1 (80-100 per cent) or H2A (75-79 per cent) grade in the relevant honours or Masters degree.</p> <p><b>Relevance of the degree</b> 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.</p> <p><b>Evidence of research ability</b> Applicants are normally required to have completed a research project/component that accounts for at least 25 per cent of their year's work at fourth year or in Masters level.</p> <p><b>Currency of applicant's knowledge of the discipline</b> 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.</p> <p><b>Assessment of level of suitability</b> 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.</p> <p>International students must also meet English language requirements.</p>

## Get in touch

[education.unimelb.edu.au](http://education.unimelb.edu.au)

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**Alicia Flynn is the Sustainability & Leadership Educator at the CERES Community Environment Park. She is completing a Master of Education by Research.**

"For me, MGSE inspires leaps in faith, courage of convictions and stretching my imagination and inquiry into ever vast and less predictable places.

My studies take me into schools and into journals. I observe school systems, interview students and converse with teachers to eke out some great lessons from Education for Sustainability.

I went into my Master of Education by Research with blue-sky dreams and a Pollyanna complex. I have gained a reality check that is doubly effective – my research is not only more rigorous and practicable, it is also more enjoyable. Endowed with an incredibly wise and supportive supervisor and the endlessly helpful MGSE staff, I face every hurdle with wind at my back and am propelled back onto the horse time after time. In earnest, I simply would not consider another place to study and conduct educational research in Australia."

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Melbourne Graduate School of Education.

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