

**Master of Learning and Teaching (MOLT) - MLrnTchFebruary)ET988 89**


- classroom ready, and possessing the knowledge, skills and understandings to move smoothly to the role of teacher following completion of the program
- focused on learners and learning as their priority, and displaying a passion for teaching and developing positive and supportive relationships with students
- capable of displaying leadership in their work environment, with a commitment to the continual improvement of the educational experience of all learners
- committed to the highest standards of personal and professional behaviour as defined in the [Queensland College of Teachers 'Code of Ethics'](#).

## Program objectives

The program objectives align with the seven [Australian Institute for Teaching and School Leadership \(AITSL\) Professional Standards for Teachers \(Graduate Level\)](#). On successful completion of the Master of Learning and Teaching, graduates will be able to, in respect of Primary or Secondary school education, demonstrate that they:

- know students and how they learn
- know the content and how to teach it
- can plan for and implement effective teaching and learning
- can create and maintain supportive and safe learning environments
- can assess, provide feedback and report on student learning
- can engage in professional learning
- can engage professionally with colleagues, parents/carers and the community.

## Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 09. Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting [www.aqf.edu.au](http://www.aqf.edu.au).

## Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

From 1 January 2018, all applicants for initial teacher education programs (pre-service teachers) must meet both *academic* and *non-academic* entry criteria.

### Academic entry criteria

- Completion of an Australian university three year Bachelor degree or equivalent (AQF Level 7), in a discipline other than education.
- Minimum of 4.5 out of 7.0 Grade Point Average.
- English Language Proficiency requirements for Category 5.

### Non-academic entry criteria

As a result of a national requirement, submission of a 1000-word personal statement that demonstrates [Australian Institute for Teaching and School Leadership \(AITSL\)](#) competencies. The personal statement must address two categories that show your understanding of and motivations for studying the program:

- Category 1: Interest in teaching children/young people;
- Category 2: Involvement in personal learning and leadership activities.

Information regarding the rationale surrounding this admission requirement, is available at [Ask USQ](#).

For information regarding the selection guidelines for Initial Teacher Education (ITE) programs including what is expected of you in your 1000-word personal statement, please visit the [Queensland Tertiary Admissions Centre \(QTAC\)](#) website.

**Applicants are also advised to note the following:**

- Primary specialisation applicants: must demonstrate adequate coverage of discipline studies related to the Australian Curriculum and with a particular reference to studies in English, Mathematics and Science.
- Secondary specialisation applicants: must demonstrate knowledge in two defined Teaching Areas in their first degree or other studies. For assistance refer to [Queensland Curriculum and Assessment Authority](#).
- Secondary specialisation applicants from Semester 1, 2018 must demonstrate through their undergraduate degree or other equivalent studies, knowledge of two defined secondary school subject areas.
- All applicants must show how their prior studies meet the specialisation requirements by submitting a completed [Teaching Areas forms - Form](#) with their application.

Applicants whose undergraduate studies do not meet the requirements of the Primary or Secondary specialisations may be required to complete additional studies before acceptance into the Master of Learning and Teaching.

Domestic and international students seeking teacher registration in Queensland may be required to demonstrate [English proficiency](#) through the and Curriculum and

One unit is at AQF Level 7, six are at AQF Level 8 and nine are at AQF Level 9. The inclusion of Level 7 and 8 courses allows for coverage of essential introductory initial teacher education content and the gradual progression to the higher expectations of AQF Level 9 courses, including an applied research project. By the end of the program students are functioning and achieving at the AQF Level 9 standard.

Seven courses are common (core) to both specialisations (Primary and Secondary). The remaining courses are specialisation specific (Primary or Secondary).

Eight courses have a 50% research skills component.

Three courses include Professional Experience requirements totalling 60 days.

One course has a 20-day Internship requirement and includes the program research project and professional portfolio.

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<a href="#">EDM8005 Mathematics Curriculum &amp; Pedagogical Studies 2</a>	<a href="#">EDM8011 Multiple Pathways in Secondary Schools</a>	
<a href="#">EDM8007 Literacies Learning in Diverse Contexts</a>	<a href="#">EDM8012 Investigating TPACK</a>	Research Focus: Designing a Research Question
<a href="#">EDM8008 Inquiring through the Humanities</a>	<a href="#">EDM8013 Literacy and Numeracy Across the Curriculum</a>	

**Footnotes**

\* See Discipline Specific Curriculum & Pedagogy Course List below.

**Discipline Specific Curriculum and Pedagogy Courses**

Students following the Secondary Specialisation must choose one course from the list below for Discipline Specific Curriculum & Pedagogy A and one course for Discipline Specific Curriculum & Pedagogy B.

<b>Choose two courses from the following:</b>
<a href="#">EDS4411 Secondary Languages Curriculum and Pedagogy</a>
<a href="#">EDS4402 Secondary Mathematics Curriculum and Pedagogy</a>
<a href="#">EDS4403 Secondary Science Curriculum and Pedagogy</a>
<a href="#">EDS4404 Secondary History Curriculum and Pedagogy</a>
<a href="#">EDS4405 Secondary Business Curriculum and Pedagogy</a>
<a href="#">EDS4406 Secondary Computing Curriculum and Pedagogy</a>
<a href="#">EDS4407 Secondary Arts Curriculum and Pedagogy</a>
<a href="#">EDS4408 Secondary Humanities Curriculum and Pedagogy</a>
<a href="#">EDS4410 Secondary English Curriculum and Pedagogy</a>
<a href="#">EDH3257 HPE Curriculum Studies 3</a>
<a href="#">SPE3007 Instructional Approaches in Special Education</a>
<a href="#">EDRE516 RE Curriculum (cross-institutionally from <a href="#">Australian Catholic University</a>)</a>
<a href="#">EMT445 Curriculum Method 1: Design and Technology (cross-institutionally from <a href="#">Charles Sturt University</a>)</a>

Students following the Secondary Specialisation may need to adjust their Enrolment Pattern to accommodate their election of individual Discipline Specific Curriculum & Pedagogy Courses. Please contact [usq.support@usq.edu.au](mailto:usq.support@usq.edu.au) for enrolment advice.

**Program completion requirements**

To successfully complete the Master of Learning and Teaching students must complete all 16 courses within their chosen specialisation (Primary or Secondary), including the Professional Experience requirements.

**Required time limits**

Students have a maximum of five years to complete the program.

**Major studies**

The program consists of two specialisations:

- Primary
- Secondary.

**Major studies objectives**

The objectives of the program (see earlier) apply equally to both the Primary and Secondary specialisations.

## Coursework

The program consists of 16 course work units, eight of which have a research skills component.

## Research

Eight courses in the program have a research focus. The capstone course [EDM8004 Teacher Identity](#) includes an action research project requirement linked to the internship that sits within that course.

- [EDM5000 Planning for Learning: Introduction to Curriculum and Pedagogy](#) (Self Study Methodology) (50%)
- [EDM5002 Diversity in Educational Contexts](#) (Reading the Literature) (50%)
- [EDM5001 Understanding Learners and Learning](#) (Literature Review) (50%)
- [EDM8002 Special Educational Needs](#) (Case Study) (50%)
- [EDM8100 Building Education Communities](#) (Teacher as Researcher) (50%)
- [EDM8000 Assessment for Learning](#) (Data Analysis) (50%)
- [EDM8004 Teacher Identity](#) (Action Research Plan) (50%)
- [EDM8007 Literacies Learning in Diverse Contexts](#) (Designing a Research Question) (50%) (Primary only)
- [EDM8013 Literacy and Numeracy Across the Curriculum](#) (Designing a Research Question) (50%) (Secondary only).

## Professional experience

Students complete the 60 days (minimum) Professional Experience required for accreditation in either a primary or secondary school setting depending on their specialisation. In addition, a 20-day Internship is completed in their final semester.

Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in this course. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current [Positive Exemption card](#) (Blue Card or Exemption Card) on enrolment.

Students in other Australian states or in overseas contexts need to ensure they have complied with the equivalent requirements and have registered the details with the Professional Experience Office.

All students, domestic and international, must complete the majority of supervised professional experience in Australian Primary and/or Secondary school settings to be eligible to apply for teacher registration with the [Queensland College of Teachers](#).

## IT requirements

Students must have reliable and ready access to email and the Internet, with a Broadband connection being a significant advantage. It is expected that students will refer to the [USQ minimum computing standards](#) and will be able to meet these.

## Articulation

Students who successfully complete the Master of Learning and Teaching with a 'credit' average will be able to progress to 1 be able to meet these.






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	Vb^o	Pb j	Vb^o	Pb j	Vb^o	Pb j		
<a href="#">EDM8011 Multiple Pathways in Secondary Schools</a>					2	1,2	Pre-requisite: <a href="#">EDM5001</a> Co-requisite: <a href="#">EDM8010</a>	
<a href="#">EDM8012 Investigating TPACK</a>					2	1,2	Pre-requisite: <a href="#">EDM5001</a> Co-requisite: <a href="#">EDM8010</a>	
<a href="#">EDM8004 Teacher Identity</a>	2	1,2	2	1,2			MoLT students pre-requisite: <a href="#">EDM5000</a> and <a href="#">EDM5001</a> and <a href="#">EDM8100</a> GDTL and GDTO students co-requisite: <a href="#">EDG3000</a>	20 days Internship.

**Footnotes**

\* Refer to the list in the program structure