

Master of Learning and Teaching (Secondary) (MSLT) - MLrnTchSec New

	External
Start:	Semester 1 (February) Semester 2 (July) Semester 3 (November)
FStart:	Commonwealth supported place

- create and maintain supportive and safe learning environments for the learning em

contexts need to ensure they have complied with the equivalent requirements and have registered the details with the [USQ Education Placement Office](#).

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Finder](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Finder](#).

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

Program structure

This program is comprised of 16 courses (refer to the [Recommended Enrolment Patterns](#) for either Semester 1 or Semester 2 entry) which consists of four secondary education studies courses, four education studies courses, four professional learning and placement courses and four discipline-specific curriculum and pedagogical studies courses, with two courses for both teaching areas. Students will complete 14 required courses, one undergraduate curriculum and pedagogy course from List A and one advanced curriculum and pedagogy course from List B. There is a research focus in eight courses, as required by the [Australian Qualifications Framework \(AQF\)](#), for students to achieve AQF Level 9 upon completion of the program.

Students intending to complete the program with four semesters of full time study in 1.5 years are advised on the importance of following the recommended enrolment pattern with a Professional Experience placement every semester. The program has three courses which have blocks of supervised Professional Experience for a total of 60 days, and one course with service learning (50 hours). The [Graduate Teacher Performance Assessment \(GTPA\)](#) is a culminating summative assessment which is completed during the final supervised experience in the capstone course, [EDM8100 Evidence of Learning in Teaching](#).

Program completion requirements

To graduate from this program, students must complete a total of 16 units which are arranged as 14 required courses with 60 days supervised Professional Experience and 50 hours service learning, one undergraduate course from List A and one course from List B. The List A and List B courses are nominated when the student is accepted into the program based on the student's two teaching areas. All students will need to organise and demonstrate a pass result in all components of the [LANTITE](#) prior to commencing the final supervised placement and the GTPA. [LANTITE](#) is administered and managed by [ACER](#) and is a requirement for graduation from the program.

Required time limits

This accelerated program is able to be completed by students in a full-time duration of 1.5 years in four semesters which are equivalent to two years of study. Students are able to complete the program part-time, but some courses have pre-requisites and courses are not offered every semester.

Students have a maximum of 8 years to complete this program.

Core courses

List A - Undergraduate Discipline-specific Curriculum and Pedagogy courses

List A courses are only offered in Semester 2

List A courses
EDS4402 Secondary Mathematics Curriculum and Pedagogy
EDS4403 Secondary Science Curriculum and Pedagogy
EDS4404 Secondary History Curriculum and Pedagogy
EDS4405 Secondary Business Curriculum and Pedagogy
EDS4406 Secondary Computing Curriculum and Pedagogy
EDS4407 Secondary Arts Curriculum and Pedagogy
EDS4408 Secondary Humanities Curriculum and Pedagogy
EDS4410 Secondary English Curriculum and Pedagogy
EDS4411 Secondary Languages Curriculum and Pedagogy
ITD3200 ITD Curriculum and Pedagogy

Note: Students are advised of which course from List A is relevant to their teaching areas at program entry.

List B - Advanced Curriculum and Pedagogy courses

List B courses are only offered in Semester 3

List B	Focus Discipline areas
EDM8001 STEM Curriculum and Pedagogy	<ul style="list-style-type: none"> ● Geography ● Mathematics ● Biology ● Chemistry ● Physics ● Earth & Environmental Science ● Agricultural Science ● Marine Science ● Engineering ● Psychology ● Design Technologies ● Digital Solutions ● Design ● Food & Nutrition
EDM8003 Health and Physical Education Curriculum and Pedagogy	<ul style="list-style-type: none"> ● Health & Physical Education

EDM8009 Humanities and the Arts Curriculum and Pedagogy	<ul style="list-style-type: none"> ● Drama ● Film, Television & New Media ● Music ● Visual Art ● Dance ● English ● Accounting ● Business Studies ● Economics ● Modern History ● Ancient History ● Legal Studies ● Religion and Ethics
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Note: Students nominate one course from List B relevant to their teaching areas at program entry.

Professional experience

Professional Experience is a mandated component of this program. The program requires three full-time supervised Professional Experience blocks in a school setting, totalling 60 days, and a service learning component for 50 hours of work integrated teaching experience.

The program is developmental, and the placements are sequenced with pre-requisites so that they must be attended in order. Professional Experience is an embedded, supervised and assessed requirement in [EDM5000 Planning for Learning: Introduction to Curriculum and Pedagogy](#) (15 days), [EDM5001 Understanding Learners and Learning](#) (20 days) and in the capstone course [EDM8100 Evidence of Learning in Teaching](#) (25 days). The service learning in [EDM8004 Teacher Identity](#) (50 hours) is an authentic opportunity to participate in a range of professional practices with educators in schools or the professional community, and to conduct research. Satisfactory completion of both components of the [LANTITE](#) is required prior to enrolling in the capstone course, [EDM8100 Evidence of Learning in Teaching](#), for the final supervised placement and the [GTPA](#).

Students intending to complete the program in 1.5 years are advised on the importance of attending a Professional Experience placement every semester by meeting pre-requisites, complying with placement requirements, communicating with the [USQ Education Placement Office](#) and by taking sufficient personal and professional responsibility to attend sites as required throughout the program.

The placements in secondary school contexts are organised by the [USQ Education Placement Office](#) and the calendar of placement dates are scheduled in advance. At USQ, Professional Experience placements are managed through the

IT requirements

This program is studied through online courses and external placement courses for Professional Experience. For information technology requirements, please refer to the [USQ minimum computing standards](#).

Other program requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state in which they are completing their [Professional Experience](#).

Satisfactory completion of both components of the [LANTITE](#) will be required prior to commencing the final supervised placement and for graduation from this program.

There is no fee for a student Blue Card, but the program has additional costs associated with [LANTITE](#) and Professional Experience. Every effort is made to place students within a reasonable distance of their home; however students are also encouraged to consider a rural, regional or remote placement. There may be costs associated with travel, accommodation, meal expenses, incidentals and the possible loss of income from other paid employment.

All students are expected to commit themselves to the highest standards of personal and professional behaviour as defined by the [Queensland College of Teachers 'Code of Ethics'](#).

Articulation

On successful completion of the Master of Learning and Teaching, graduates may be eligible for entry into the [Doctor of Education](#), [Doctor of Professional Studies](#) or [Doctor of Philosophy](#), provided necessary entry requirements are met. Graduates may also choose to undertake a Graduate Certificate to further specialise their teaching practice.

Related programs

The Master of Learning and Teaching is a suite of three distinct programs to prepare teachers for different sectors of schooling. The [Master of Learning and Teaching \(Early Years\)](#) prepares graduates in the area of early years education, which ranges from birth to eight years of age. The [Master of Learning and Teaching \(Primary\)](#) prepares graduates for the primary years of schooling from Foundation to Year 6. The Master of Learning and Teaching (Secondary) prepares graduates for secondary schooling, which is guided by, but not limited to, two teaching areas.

Exit points

A student who chooses not to complete or who does not maintain good standing in this program will be permitted to exit with a lesser qualification as set out below, provided that they have met the requirements of that program. This means:

- a student who successfully completes four postgraduate courses in the Master of Learning and Teaching may apply to exit with the [Graduate Certificate of Education](#) as an alternative education qualification. However, this qualification is not approved for teacher registration.
- a student who successfully completes eight postgraduate courses in the Master of Learning and Teaching may apply to exit with the [GDED or GDEF Graduate Diploma of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Graduate Diploma of Education \(Full Fee Paying \(FFP\)\)](#) as an alternative education qualification. However, this qualification is not approved for teacher registration.

Credit

Candidates eligible for admission into this program may be eligible for up to eight units of credit on the basis of successful completion of relevant, equivalent postgraduate level study completed at a recognised university or institution.

Credit approved in this program will not automatically apply to other specialisations or USQ programs. Claims for credit should be submitted prior to or at the time of enrolment. Each claim will be assessed on individual merit in line with the [Credit and Exemptions Procedure](#).

For instructions on applying for credit, please view information on [Recognition of prior learning](#).

Recommended enrolment pattern - Semester 1 entr

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