

**Master of Learning and Teaching (Early Years) (MELT) -
MLrnTchErlyYrs**

- know and understand the curriculum and learning frameworks that govern diverse early childhood and primary school settings
- collaborate with others to plan for the ef

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 student's 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 Schedules](#).

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 Schedule](#)

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 the9e which v

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

Professional experience

Professional Experience is a mandated component of this program. The program requires four full-time supervised Professional Experience blocks which includes 10 days with children aged birth to under 3 years old (0–35 months), 20 days with children aged 3–5 years (supervised by a registered teacher) and 45 days in a primary school setting, totalling 75 days.

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 and assessed requirement in EDM5014 Planning for Learning: Curriculum, Play and Pedagogy with 20 days supervised by a registered teacher with children aged 3–5 years. In [EDM5001 Understanding Learners and Learning](#), students will attend 20 days in a primary school setting (Foundation–Year 3). Students in EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts will gain an extensive understanding of the early years through 10 days supervised placement in a birth to 2 years context. 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 25 days supervised placement and the GTPA. In this unit Students must observe a minimum of one lesson in an Upper Primary classroom (Years 4–6).

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 early learning settings, kindergarten and primary schools 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 [InPlace](#) online software management system. The expectation is that students will usually attend two or three different sites throughout their program and return to a previous school placement site, for the GTPA in their final semester of study.

The majority of the supervised placements must be attended in an Australian school setting. Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in the program. 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 must hold a current valid Blue Card throughout the duration of each Professional Experience. The University is legally obliged to warn students that it is an offence for a disqualified person to submit a Blue Card application. Students in other Australian states or in overseas contexts need to ensure that they have complied with the equivalent requirements and have registered the details with the [USQ Education Placement Office](#). Students should keep their Blue Card on them at all times while attending a Professional Experience placement.

IT requirements

This program is studied through online courses and external placement courses for Professional Experience. For information regarding 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 in the [Early Childhood Australia Code of Ethics](#) and the [Queensland College of Teachers 'Code of Ethics'](#).

Articulation

On successful completion of the Master of Learning and Teaching, students may be eligible for entry into the [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 and it does not meet the requirements of the ACECQA framework.
- a student who successfully completes eight postgraduate courses in the Master of Learning and Teaching may apply to exit with the [GDEDorGDEF 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 and it does not meet the requirements of the ACECQA framework.

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](#).

