Master of Teaching 2018
A graduate program for future teachers

Melbourne Graduate
School of Education
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Why choose teaching at Melbourne?

Here at the University of Melbourne, 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-focused 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. With seven research centres and three research hubs, the quality and strength of our research is evidenced by our ranking of ‘well above world standard’ for all areas of education research. We are the only Australian university to receive the highest possible ranking for all research categories (2015 Excellence in Research for Australia (ERA) results).

International students

You will enjoy our location on the northern edge of Melbourne’s vibrant city centre, with a host of cafés, restaurants, shops, theatres, galleries and bars just a short walk away.

We offer a supportive environment for international students, and our student wellbeing and support services can provide information and referrals to help you settle into student life here. We also provide a range of enrichment activities that all students can enjoy, including a student mentoring program, orientation, wellbeing activities and academic skills support.

From an early stage in your studies, you will be spending a significant amount of time in Australian classrooms. If you study primary or secondary teaching, you will benefit from our free ‘Introduction to Contemporary Australian Schooling’ program. This program will help equip you with an understanding of the cultural and organisational aspects of Australian schools, and better prepare you for your practical placement.

Global mobility

If you’re interested in having an international experience as part of your degree, we have a number of opportunities available to help you get there. You can choose to study overseas at one of our partner universities or undertake an international teaching or professional internship. Student Exchange and Study Abroad give you the opportunity to study part of your degree at other world class education institutions, while University of Melbourne Overseas Subjects (UMOS) allow you to undertake an internship or a visit to overseas schools or organisations to enrich your experience, network and learn about other education systems. Mobility grants, travel grants and OS-HELP may be available to assist with the costs of studying abroad.

Message from the Dean

Professor Lesley Farrell

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Welcome to the Melbourne Graduate School of Education. Whether you’re a recent graduate or career changer, I have no doubt that it was a big decision returning to study. Congratulations on taking this first step to embark on this most challenging, but rewarding career. Teaching truly is an incredibly complex and inspiring profession, which is why we need bright and passionate teachers in our schools. I wish you every success.
The Master of Teaching difference

Our Master of Teaching is unique. Its innovative curriculum brings together theory and practice in a way that will give you powerful insights into children and young people, and how they learn.

We are the only initial teaching degree in Australia to use a genuine clinical framework. As a teacher candidate you will become an active member of a school or early childhood community from early in your first semester, with close support from school and university mentors throughout. This means you can connect what you learn at university with what you learn while teaching, in a similar way to doctors or nurses in a training hospital. You’ll develop the professional skills to assess, diagnose and support students’ individual learning needs, and to work with learners of all abilities.

We have a great relationship with our schools and early childhood centres and offer unprecedented support for our teacher candidates. This includes providing you with:

- A Mentor Teacher who is employed by the school or early childcare setting, and is responsible for supporting and guiding you throughout your placement
- A Teaching Fellow who is employed by both the University and school or early childhood setting, and coordinates your placement with the Mentor Teacher, providing you with support, feedback and assessment, and
- A Clinical Specialist who is one of our academics who teaches in the Master of Teaching program and visits you on placement.

Graduate outcomes

Our graduates feel very well prepared for teaching and are highly sought after by schools and early childhood services. When it comes to graduate satisfaction our teacher education courses are ranked highest in the state in for overall course satisfaction, teaching and skills, with 96 per cent of our graduates employed within the first four months of graduating (Quality Indicators for Learning and Teaching Course Experience Survey 2015-16).

You may also wish to pursue a career in areas like:

- Children’s services coordination
- Education research
- Policy formation
- Quality regulation and assessment
- Early intervention for children with special needs
- Assessment and evaluation
- Youth health and wellbeing.

Course flexibility

Our courses offer flexibility, allowing you to choose between coursework or research* pathway options in your final year.

The coursework option includes a capstone experience and electives to expand your professional knowledge in areas of relevance in schools or early childhood settings today. You may also be eligible to complete a place based elective* and spend time working with Indigenous or disadvantaged communities in outback or rural Australia, overseas, or in an alternative setting, such as a hospital, museum, or art gallery.

In the research pathway option, you will learn how to plan, implement, interrogate and disseminate research in education, preparing you for further research degrees with us.

*Subject to meeting academic requirements.
### Master of Teaching (Early Childhood)

Our Master of Teaching (Early Childhood) is designed with a new type of early childhood professional in mind – one who operates in a multi-disciplinary field involving care, education and health. You will focus on learning and teaching for children aged birth to eight years.

#### Overview

This course can be undertaken through either full-time or part-time* study, allowing a more flexible option for early childhood educators looking to upskill and enhance their careers. It comprises four full-time semesters over two years, or up to seven semesters over three and a half years in the part-time option.

You will complete 65 professional placement days in early childhood education and care settings in the first 150 points, with the option to exit with a Graduate Diploma of Teaching (Early Childhood), qualifying you to teach children aged birth to five years.

Alternatively, you can continue with the Masters and complete either a coursework or research** pathway option. Completion of the research pathway allows progression to a PhD (subject to meeting academic requirements).

* Part-time study is only available to domestic students.

** Subject to meeting academic requirements.

#### Outcomes

Both the Graduate Diploma of Teaching (Early Childhood) and the Master of Teaching (Early Childhood) have been approved by the Australian Children’s Education and Care Quality Authority (ACECQA), qualifying you to work in Australian early childhood education and care settings with children aged birth to five years. Graduates are also eligible to apply for registration as an early childhood teacher with the Victorian Institute of Teaching (VIT). If you intend to teach outside Victoria, we recommend you check registration requirements with the relevant body.

#### Sample full-time option course plan – actual subjects may vary

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Educational Foundations</th>
<th>Introduction to Clinical Practice</th>
<th>Infant &amp; Toddler Learning &amp; Development</th>
<th>Language &amp; Literacy Learning in Children</th>
<th>Clinical Teaching Practice 1 (20 placement days across the semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>Semester 2</td>
<td>Becoming a Clinical Practitioner</td>
<td>3-8 Year-Olds Learning &amp; Development</td>
<td>Numeracy in Early Childhood</td>
<td>Clinical Teaching Practice 2 (20 placement days across the semester)</td>
<td></td>
</tr>
</tbody>
</table>

| Year 2 | Semester 2 | Educational Leadership | Engaging Children in the Arts | Scientific & Environmental Learning | Researching Education Practice or Education Research Methodology* | Clinical Teaching Practice 3 (25 placement days across the semester) |

<table>
<thead>
<tr>
<th>Option to exit with a Graduate Diploma in Teaching (Early Childhood)</th>
<th>Semester 2</th>
<th>Coursework pathway: Education Research Project</th>
<th>Elective</th>
<th>Elective</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td></td>
<td>Research pathway: Education Research Study</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Core subject  Elective  *part of the research pathway

Quick facts

<table>
<thead>
<tr>
<th>Duration</th>
<th>2 years full time, 3.5 years part time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery mode</td>
<td>On campus and placements in early childhood settings/schools</td>
</tr>
<tr>
<td>Entry</td>
<td>Semester 1 (February)</td>
</tr>
<tr>
<td>Fees</td>
<td>Commonwealth Supported Place, Australian fee-paying and international fee places available</td>
</tr>
</tbody>
</table>

To learn more, visit: education.unimelb.edu.au/earlychildhood

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“The academics teaching this course are undoubtedly some of the best in the field. They are passionate about developing quality teachers so that children can have access to the best teachers, and the level of interaction and support they provide throughout the course reflects this.”

Marijke van Beuge, pre-prep teacher at Strathcona Girls Grammar, Master of Teaching (Early Childhood)
Master of Teaching (Early Childhood and Primary)

Our Master of Teaching (Early Childhood and Primary) prepares you for dual registration to teach children in early childhood education and care settings and primary schools, aged from birth to 12 years. It has an in-depth focus on early years, literacy and mathematics.

Overview

This course consists of four full-time semesters over two years, as well as one summer and two winter intensives (250 points in total). Focusing on early childhood development and education from birth to 12 years, you will be prepared to teach across the curriculum, with a specialisation in early years learning and development, literacy and mathematics.

You will gain expert knowledge in clinical teaching and learn to personalise your teaching to meet individual students’ needs throughout the critical preschool period, transition to school and primary years. In your first 150 points you will complete a minimum of 60 professional placement days in early childhood settings and five days in a primary school. In the final 100 points, you will complete a further 40 placement days in primary schools.

Outcomes

This course has been approved by the Australian Children’s Education and Care Quality Authority (ACECQA), qualifying you to work in early childhood education and care settings with children aged birth to five years. The Master of Teaching (Early Childhood and Primary) will enable you to apply for registration as an early childhood educator (birth to five years), and provisional registration as a primary school teacher (five to 12 years) with the Victorian Institute of Teaching (VIT). This qualifies you to work in children’s services and schools with children aged birth to 12 years.

If you intend to teach outside Victoria, we recommend you check registration requirements with the relevant body.

Sample course plan – actual subjects may vary

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Educational Foundations</th>
<th>Introduction to Clinical Practice</th>
<th>Infant &amp; Toddler Learning &amp; Development</th>
<th>Language &amp; Literacy Learning in Children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Clinical Teaching Practice 1 (20 placement days across the semester)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Winter intensive – Engaging Children in the Arts</td>
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</tr>
<tr>
<td>Semester 2</td>
<td>Becoming a Clinical Practitioner</td>
<td>3-8 Year-Olds Learning &amp; Development</td>
<td>Numeracy in Early Childhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Teaching Practice 2 (20 placement days across the semester)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>Educational Leadership</td>
<td>Literacy for the Primary Years</td>
<td>Science, Technology (Digital &amp; Design)</td>
<td>Health &amp; Physical Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Teaching Practice 3 (25 placement days across the semester)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Winter intensive – Education Research Project</td>
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</tr>
<tr>
<td>Semester 2</td>
<td>Mathematics for the Primary Years</td>
<td>Inquiry Learning in the Humanities</td>
<td>Diverse &amp; Inclusive Classrooms</td>
<td>Learning from Evidence</td>
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<tr>
<td></td>
<td>Clinical Teaching Practice PRIM (40 placement days across the semester)</td>
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</tbody>
</table>

Quick facts

| Duration | 2 years full time, including one summer and two winter intensives |
| Delivery mode | On campus and placements in early childhood settings and primary schools |
| Entry | Semester 1 (February) |
| Fees | Commonwealth Supported Place, Australian fee-paying and international fee places available |

To learn more, visit: education.unimelb.edu.au/earlychildhoodprimary

“...are being taught by the best to be the best. The responsibility of a teacher in the early years and primary school is an enormous one and the academics are there to craft you into the greatest educator you can be.”

Master of Teaching (Early Childhood and Primary) teacher candidate Viknesh Appanasamy on placement at Wood Street Childcare Centre
Master of Teaching (Primary)

Our Master of Teaching (Primary) qualifies you to teach across all primary years as a generalist teacher, with in-depth knowledge in literacy and numeracy, as well as a specialised area.

Overview

The course consists of four full-time semesters completed over two years (200 points). The first three semesters focus on your development as a primary teacher, equipping you to teach across the curriculum and personalise learning to meet students’ individual needs. During this time you will complete 60 professional placement days in a primary school setting.

You will become familiar with different approaches to teacher-led research and based on your previous studies and semester results, you can choose a specialised pathway in one of the following areas: the Arts, Health and Physical Education, Humanities, Languages, Literacy, Mathematics, Science, and Science, Technology, Engineering and Mathematics (STEM).

In the second year, you will choose to follow a coursework or research* pathway. Completion of the research pathway allows progression to a PhD*.

* Subject to meeting academic requirements.

Outcomes

The Master of Teaching (Primary) will enable you to apply for provisional registration with the Victorian Institute of Teaching (VIT) as a primary teacher. If you intend to teach outside Victoria, we recommend you check registration requirements with the relevant body.

Sample course plan – actual subjects may vary

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Educational Foundations</th>
<th>Introduction to Clinical Practice</th>
<th>Primary Mathematics Education 1</th>
<th>Foundational English Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 2</td>
<td>Integrating Clinical Practice</td>
<td>Diverse &amp; Inclusive Classrooms</td>
<td>Primary Arts Education 1</td>
<td>Advanced English Literacies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(20 placement days across the semester)</td>
<td></td>
<td>Primary Humanities Education</td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td>Clinical Teaching Practice 1</td>
<td>(20 placement days across the semester)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 1</th>
<th>Becoming a Clinical Practitioner</th>
<th>Health &amp; Physical Education</th>
<th>Science, Technology (Digital &amp; Design)</th>
<th>Researching Education Practice or Education Research Methodology*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 2</td>
<td>Coursework pathway: Education Research Project</td>
<td>Primary Mathematics Education 3</td>
<td>Primary Arts Education 1</td>
<td>Inquiry Learning in the Humanities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research pathway: Education Research Study</td>
<td>(includes 10 in-school placement days)</td>
<td>Literary Assessment &amp; Learning (includes 10 in-school placement days)</td>
<td>Primary Mathematics Education 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical Teaching Practice 3</td>
<td>(20 placement days across the semester)</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 2</th>
<th>Clinical Teaching Practice 2</th>
<th>(20 placement days across the semester)</th>
</tr>
</thead>
</table>

Quick facts

Duration
2 years full time

Delivery mode
On campus and placements in primary schools

Entry
Semester 1 (February)

Fees
Commonwealth Supported Place, Australian fee-paying and international fee places available

To learn more, visit: education.unimelb.edu.au/primary

“Without doubt, the most valuable aspect of the course was having the opportunity to bridge the gap between cutting edge educational research and how this materialises in the everyday classroom. The clinical teaching model is the backbone of my teaching practice, enabling me to effectively meet the individual needs of all children in my class.”

Anthony Curnow, grade 1 teacher at Footscray City Primary School, Master of Teaching (Primary)
Master of Teaching (Secondary)

In our Master of Teaching (Secondary) you will become a highly effective teacher with specialist knowledge in two learning areas.

Overview

In this course you will complete 200 points of study over two years full-time, or you have the option of accelerating your studies to complete the course in 18 months. The first three semesters focus on teaching in learning areas with a strong emphasis on clinical teaching, preparing you to become an independent teacher who is able to evaluate the impact of your teaching. You will complete 63 professional placement days in secondary schools.

For those completing the course over two years, in the second year you will choose to follow a coursework or research* pathway. Completion of the research pathway allows progression to a PhD*.

* Subject to meeting academic requirements. This option is not available for students in the accelerated course.

Outcomes

The Master of Teaching (Secondary) will enable you to apply for provisional registration with the Victorian Institute of Teaching (VIT) as a secondary teacher. If you intend to teach outside Victoria, we recommend you check registration requirements with the relevant body.

Sample course plan, full-time standard mode – actual subjects may vary

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Educational Foundations</th>
<th>Introduction to Clinical Practice</th>
<th>Learning area subject</th>
<th>Learning area subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 2</td>
<td>Diverse &amp; Inclusive Classrooms</td>
<td>Integrating Language &amp; Clinical Practice</td>
<td>Learning area subject</td>
<td>Learning area subject</td>
</tr>
<tr>
<td></td>
<td>Clinical Teaching Practice 1 (21 placement days across the semester)</td>
<td>Clinical Teaching Practice 2 (21 placement days across the semester)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>Semester 1</td>
<td>Becoming a Clinical Practitioner</td>
<td>Contemporary Education Debates</td>
<td>Inclusive Language, Literacy &amp; Numeracy</td>
<td>Researching Education Practice or Education Research Methodology*</td>
</tr>
<tr>
<td></td>
<td>Clinical Teaching Practice 3 (21 placement days across the semester)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Semester 2</td>
<td>Coursework pathway:</td>
<td>Education Research Project</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Research pathway:</td>
<td>Education Research Study</td>
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</tr>
</tbody>
</table>

Quick facts

Duration
2 years full time, 1.5 years full time accelerated mode (includes summer and winter term subjects)

Delivery mode
On campus and placements in secondary schools

Entry
Semester 1 (February)

Fees
Commonwealth Supported Place, Australian fee-paying and international fee places available

To learn more, visit: education.unimelb.edu.au/secondary

“This course challenges you. However, the amount of support you receive from both staff and students at MGSE help make it a very enjoyable experience. Teaching is a career that is extremely rewarding – that can be felt on placement itself.”

Ishitaa Gidwani, Master of Teaching (Secondary) teacher candidate on placement at Princes Hill Secondary College
Secondary learning area guidelines

To be eligible for the Master of Teaching (Secondary) you must have completed previous study in disciplines to satisfy the requirements for two learning areas.

Definitions

**Major study**
A total of three quarters of a year of successful full-time higher education study, usually comprising sequential discipline study taken over three years, e.g. a part in each of the first, second and third years of study, or equivalent study. In most programs this equates to six units, with no more than two at first year level and no less than two units (subjects) at third year level.

**Minor or sub-major study**
A total of half a year of successful full-time higher education study, usually comprising sequential discipline studies taken over two years, e.g. a part in each of the first and second years of study, or equivalent study. In most programs this equates to four units, with no more than two at first year level.

**Part**
Successful higher education study in a subject having the weighting of at least one quarter of a year of full-time study. In most programs, this equates to two units.

Learning areas

**Accounting**
Major or minor in accounting

**Art**

**Visual Arts and Design**
Major in visual arts and/or design including theory/history together with a part in a practical studio area

**Visual Arts & Design (Additional)**
Major in visual arts and/or design including theory/history together with a part in a practical studio area

*Note: this specialist area is only available to students enrolled in the secondary learning area: Visual Arts and Design*

**Business Management**
Sub-major in business management

**Commerce and Business Studies**
Two minors in business studies selected from: accounting, business management, data processing, economics, human resource management, legal studies, marketing

**Drama**
Major or minor in drama, performance studies (drama), or theatre studies (including practical drama)

**Economics**
Major or minor in economics

**English**

a) Major or minor in English (literature or literary studies) or

b) Major or minor in writing, English language studies or linguistics, together with a part in English (literature or literary studies)

**Health**
Major or minor covering the areas of health, human development, family and nutrition

**History**
Minor in history

**Humanities**
Minor in one of the following: anthropology, Australian studies, classical studies, criminology, economics, environmental studies, geography, history, legal studies, international relations, multicultural studies, philosophy, politics, sociology, or other approved area, together with a part in another of these areas of study

“I think it is very important that teachers have a genuine love of learning. Teaching is a deeply rewarding profession, and it is a true vocation, which means you have to give generously of yourself.”

Ivan Carlisle, mathematics, philosophy and algorithmics teacher at Melbourne Girls Grammar, Master of Teaching (Secondary)
Legal Studies
Major or minor in legal studies

Languages
Major study in the language
Applicants with other qualifications will need to arrange to have these assessed by a language department at an Australian university as being of equivalent proficiency
Approved languages: Chinese/Mandarin, French, German, Greek, Hebrew, Indonesian, Italian, Japanese, Latin and Spanish. Other languages may be available on request

Mathematics
Major or minor in mathematics

Media Studies
Major or minor in media studies

Music A
a) A major sequence in music performance and musicology, and
b) All candidates must be recommended on the basis of a successful audition and interview

Music B
a) Meets the entry requirements for Learning Area: Music A
Note: This learning area is only available to students enrolled in the secondary learning area: Music A

Physical Education
A degree in human movement studies, physical education or approved equivalent

Politics
Sub-major in politics – includes international relations

Psychology
Major or minor in psychology

Science – general
a) Major or minor in one of biology, chemistry, environmental science, physics together with a part in another of these areas of study
b) Major or minor in general science

Science – Senior Secondary
Major or minor in one of the following specialist science areas:
a) Biology – includes genetics, human biology, microbiology, botany, zoology
b) Chemistry – includes biochemistry
c) Environmental Science – includes areas such as environmental science, environmental engineering, natural resource management, environmental management, biological sciences, chemistry, geography, earth science
d) Physics – includes electronics, engineering

Studies of Society and Environment (SOSE)
Major or minor in one of the following: anthropology, cultural studies, economics, environmental studies, geography, history, Indigenous studies, legal studies, philosophy, politics, sociology together with a part in another of these areas of study

Teaching English to Speakers of Other Languages (TESOL)
a) Major or minor in linguistics or
b) Major or minor in a second language (i.e. not the student’s first language)

“The clinical teaching model taught me to constantly evaluate the impact of my lessons to meet the needs of each student. During placement I learned the necessary skills for managing classroom behaviour, how to work with parents, as well as resources and ideas for my learning areas, chemistry and maths. This really helped me get through my first year of teaching.”

Grace Wong, maths teacher at Kambrya College, Master of Teaching (Secondary)
Entry requirements

<table>
<thead>
<tr>
<th>Undergraduate degree from an approved institution</th>
<th>Teacher Capability Assessment Tool</th>
<th>Previous study that satisfies the requirements for two learning areas (see pages 8 &amp; 9)</th>
<th>Minimum English language requirements*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Primary</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Early Childhood and Primary</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Secondary</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

*All students must meet minimum English language requirements. See futurestudents.unimelb.edu.au/english-requirements for more information.

How to apply

1. Complete the Teacher Capability Assessment Tool
To apply for a course, you will first need to complete the Teacher Capability Assessment Tool (TCAT). This is a free web-based tool used to help identify the optimal mix of knowledge and personal skills to become a successful teacher. It asks about previous experience, motivations to teach, and includes questions on literacy and numeracy skills, other abilities, and disposition.

2. Submit your application
Once you’ve completed TCAT, you can apply online directly to the University.

For more information visit: education.unimelb.edu.au/apply

Fees and scholarships

For information on course fees, visit: futurestudents.unimelb.edu.au/admissions/fees

Commonwealth Supported Places are available for all eligible domestic students.

- If you receive an offer for a Commonwealth Supported Place, the Australian Government subsidises your fees and you pay a student contribution amount. In 2017 this was $6349 for the year.
- You may be eligible to defer payment of your student contribution amount through the HECS-HELP loan program.

If you receive an Australian fee-paying place, you may be eligible for the FEE-HELP program.

With both schemes, you do not need to repay the loan until your income reaches a minimum repayment threshold. For more information, visit: studyassist.gov.au

Fee support

Youth Allowance and Austudy are available to eligible Master of Teaching candidates.

We’re also fortunate to be able to award a wide range of scholarships for our students.

Most of our scholarships are supported by trust funds established by generous benefactors, while others are provided annually by industry partners and supporters through donations and sponsorships.

For more information on financing your studies, visit: education.unimelb.edu.au/financial_support

Literacy and numeracy test

The Commonwealth Government of Australia now requires all students undertaking initial teacher education courses in Australia to pass a literacy and numeracy test to obtain their degree.

Administered by the Australian Council for Educational Research (ACER), this test ensures all new teachers have the literacy and numeracy skills required to meet the demands of teaching. Attaining a satisfactory standard in the literacy and numeracy test is a hurdle requirement for successful completion of the course. Students have up to three opportunities to pass the test, which is offered at certain times throughout the year.

For more information, please visit the Government’s Students First website: studentsfirst.gov.au/teacher-quality

“If teaching is your goal, this is a great course to prepare you for the field. You will make wonderful friends and academic contacts and you will see great personal growth.”

Hope Henley, Master of Teaching (Secondary)