



EXCELSIA
COLLEGE
— Sydney —



School of Education

COURSE INFORMATION

- Master of Teaching (Primary)
- Master of Teaching (Secondary)

About EXCELSIA COLLEGE

Excelsia College, Australia's leading Christian Higher Education provider, is an innovative and creative community of people, who are passionate about excelling and growing academically, professionally, personally and spiritually. Established in 1983, our students and alumni embark on a journey of lifelong learning and leadership.



WORLD CLASS MENTORSHIP

Be mentored by and learn from engaged and committed staff who are approachable and passionate about education.



PASTORAL CARE

Excelsia College prioritises pastoral care which is fully integrated throughout the program. It is important to the College that we meet the personal, social wellbeing and academic needs of student and staff.



ALUMNI AND INDUSTRY NETWORK

Over 3,000 alumni and accomplished academics around the world attest to our whole-of-person education



CHRISTIAN COMMUNITY

Learning by doing. Excelsia emphasises the education of the whole student — intellectual and spiritual. While the College's academic record is impressive, the attention to students' spiritual development is paramount.

OUR VISION: Excelsia contributes to making a better world through active participation in a life-transforming global Christian learning community.

OUR MISSION: Excelsia is an academic community benefiting the world by producing research characterised by exemplary scholarship consistent with a Christian world view, and graduates prepared to lead in a range of professions.

OUR VALUES	GRADUATE ATTRIBUTES
<p>Our values reflect our vision and our mission:</p> <ol style="list-style-type: none"> 1. Christ-likeness: striving to exemplify the life of Christ in our commitments, our actions and our relationships. 2. Innovation and Creativity: working with passion and imagination in a range of influential professions, to further God's transformative work in the world. 3. Scholarship: creating a culture that values the search for truth, supports academic freedom and rewards rigorous thinking. 4. Service to the community: using our skills and abilities in and beyond the Institution in the service of others. 5. Lifelong learning: continually seeking knowledge, wisdom and capability to flourish and contribute in a changing world. 	<ol style="list-style-type: none"> 1. Deep Knowledge A deep, coherent and extensive knowledge of studied disciplines characterised by intellectual openness, creativity and curiosity. 2. Critical Analysis Willingness and ability to analyse issues logically, consider different options and viewpoints fairly, and make informed decisions in relevant artistic, academic and/or professional contexts and settings. 3. Lifelong Learning A commitment to lifelong learning characterised by a willingness and ability to acquire, develop and apply knowledge and skills that facilitate positive adaptations to a changing world. 4. Effective Communication Aptitude to communicate information, arguments and ideas effectively and ethically through writing, speech and/or artistic expression as appropriate within each discipline. 5. Christian Ethical Action A sound knowledge and understanding of Christian values and beliefs, and of the relevance of Christian faith to personal life, professional ethics, and social concerns. 6. Self Direction A capacity for self-directed learning and activity while working effectively with others in scholarly, vocational, civic and/or artistic pursuits and endeavours. 7. Technical Competence Competence and facility with materials, processes and technologies relevant to learned disciplines, generic information literacy and professional practice. 8. Responsible Innovation Oriented towards exhibiting intellectual and artistic enterprise, innovation and independence in constructive, creative and responsible ways.

CAMPUS FEATURES

CAMPUS FEATURES

-  Social Work Academic Organisational Units
-  Library
-  Auditorium/Theatre
-  Recording Studio
-  Mac Lab
-  Drama & Music Specialist Rooms
-  Counselling Centre
-  Student Facilities

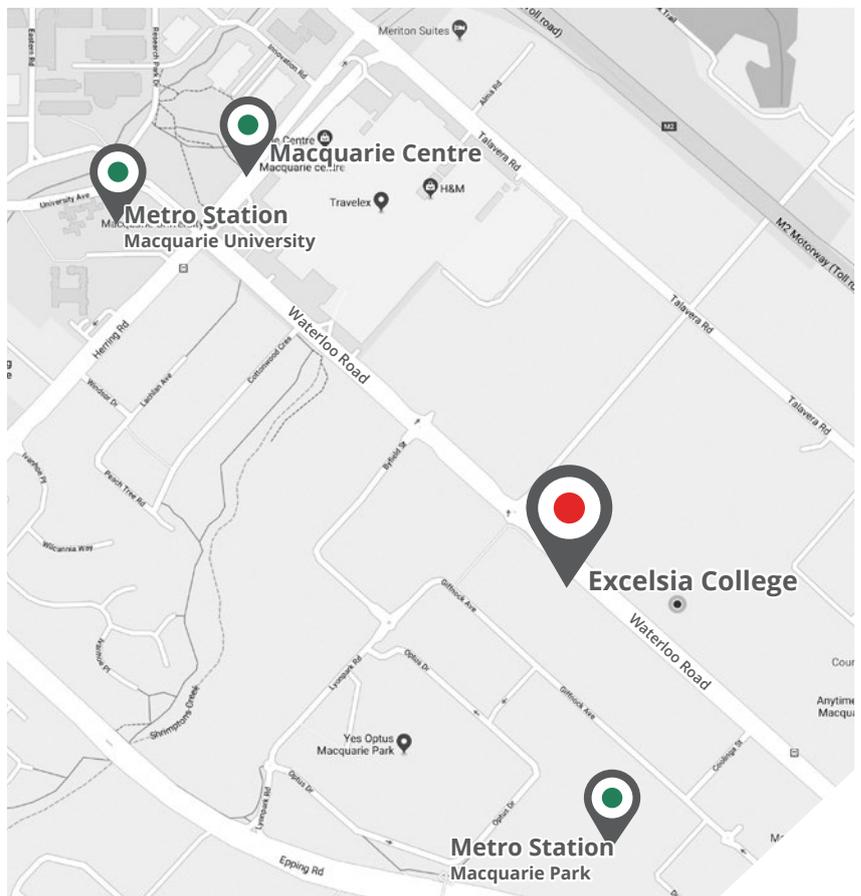
Free WiFi	Table Tennis
Study Desks	Pool Table
Snacks Bar	Air Hockey Table
Free Coffee	Outdoor Balcony
Microwaves	Basketball Ring
Frank Green Smart Cups	

TRANSPORT

-  5 min walk from Macquarie Park Metro Station
-  1 min walk to bus stop
-  Free Parking



CONVENIENT LOCATION



WHY STUDY AT EXCELSIA COLLEGE?

EXCELSIA OUTPERFORMED MOST TERTIARY EDUCATION PROVIDERS IN TEACHING QUALITY FOR POSTGRADUATE COURSES

With an overall student satisfaction rating of **90.9%** (National Average 80.2%). Results also highlight Excelsia's commitment to providing a wide range of **Student Support**, with an overall rating of **86.6%** (National Average 72.9%).



Teaching Quality



80.2%
National Average

Student Support



72.9%
National Average

Overall Quality of Educational Experience



74.9%
National Average

277,000 UNDERGRADUATE AND POSTGRADUATE STUDENTS
41 AUSTRALIAN UNIVERSITIES | 77 NON-UNIVERSITY HIGHER EDUCATION PROVIDERS



Master of TEACHING

The Master of Teaching (Primary) and the Master of Teaching (Secondary) programs prepare teacher education students to teach in government and non-government schools. They are accredited with the NSW Education Standards Authority (NESA) and the Tertiary Education Quality Standards Agency (TEQSA). Each program integrates a Christian worldview with academic learning and teaching practice, with the aim of producing graduates who are reflective practitioners, able to bring current developments in teaching and learning into their practice, and committed to lifelong learning.

Course Duration:	2 years full-time/4 years part-time/accelerated 18 months (Feb only)
Intake:	February and July
Credit Points:	96 (16 units)
Delivery:	Online (with some on campus requirements, see course overview)
Available to:	Domestic
Course Accreditation:	NESA
IELTS:	Overall 7.5 with speaking & listening at 8.0
AQF:	Level 9
Financial Information:	FEE-HELP available
For more information, refer to our Course Fees Page: excelsia.edu.au/current-students/financial-information/	

ENTRY REQUIREMENTS

APPLICANTS WITH HIGHER EDUCATION

➤ EDUCATIONAL PREREQUISITES - Master of Teaching (Primary)

Applicants may be admitted to the Master of Teaching (Primary) upon successful completion of an accredited Bachelor degree containing at least one year of full-time equivalent studies (eight semester-long units of study) *relevant to one or more key learning areas of the primary school curriculum.

The key learning areas are:

- English
- Science and technology
- Creative and practical arts
- Mathematics
- Human society and its environment
- Personal development, health and physical education.

➤ EDUCATIONAL PREREQUISITES - Master of Teaching (Secondary)

Applicants may be admitted to the Master of Teaching (Secondary) upon successful completion of an accredited Bachelor degree with a major study in a designated area related to the first school subject they wish to teach. Specifically, this requires in the undergraduate degree:

- A minimum of six sequential semester-long units of discipline knowledge in the designated area (equivalent to a minimum of three academic years of study in the designated area), with
- At least four of these units at Level 2 (Year 2) or above.

Applicants who wish to be qualified to teach a second school subject (for flexibility of employment) are required to complete in the Bachelor degree:

- A minimum of four sequential semester-long units of discipline knowledge in the designated area (equivalent to a minimum of two academic years of study in the designated area), with
- At least two of these units at Level 2 (Year 2) or above.

Visit the [Applicants with Higher Education Page](#)

➤ ENGLISH LANGUAGE PROFICIENCY - Master of Teaching (Primary & Secondary)

Applicants whose qualifying undergraduate studies were taken in a language other than English will be required to demonstrate English proficiency equivalent to the IELTS Academic minimum overall result of 7.5, with a minimum of 8.0 in speaking and listening modules, and a minimum of 7.0 in reading and writing modules.

➤ The Master of Teaching (Primary and Secondary) are not available to International Students.

Entry to this course will not be possible based on VET or TAFE studies or on Work and Life Experience alone.



Sophya Spann
Master of Teaching Alumni
Employer: St Bernadette's
Primary Castle Hill

“ Studying online created a fantastic opportunity for me to study, work part-time and still be able to enjoy all aspects of family life. The workshops provided wonderful opportunities to meet other students, which resulted in ongoing collaboration and discussion through forums and personal communication. The lecturers and staff were incredibly supportive, approachable and helpful. I chose to study at Excelsia College because I wanted a superior qualification and I could do this by incorporating my Christian beliefs and values! Excelsia gave me the opportunity to explore my Christian faith and beliefs within teaching. The Christian worldview that Excelsia adopts and being able to gain an understanding of how I as a teacher can continuously incorporate my faith in teaching and learning, was invaluable. ”



Dr. Peter Stiles has held various teaching and educational leadership positions within government and independent schools throughout NSW. He has wide experience in primary, secondary and, more recently, tertiary institutions. Peter is passionately interested in seeing students achieve their God given potential, and he believes that this can best be accomplished within a caring, supportive environment such as Excelsia College. Peter has several degrees in English and Education, with a Doctorate in Literature and Theology from Glasgow University. He is a committed Christian and is married with children and grandchildren. Outside of Excelsia College, his main interests are his church, reading and travel.

– Dr Peter Stiles
Senior Lecturer



Master of Teaching (Primary and Secondary) students do foundational Units as follows, in addition to unique course units.

FOUNDATIONAL UNITS

Foundations of Teaching and Learning

This unit provides a broad overview of the goals of schooling, including the promotion of equity and excellence. The role of the teacher is introduced as planner of teaching and learning, user of Information and Communication Technologies (ICT), classroom manager and contributor to a teaching/learning community. The unit also considers some of the legal and moral responsibilities of the teacher.

Teaching Biblical Studies

This unit provides an overview of the Biblical narrative so as to develop an integrated understanding of the Bible's message and the ability to interpret its meaning for contemporary students. The unit also develops the knowledge and understanding of the process of curriculum design, development and evaluation in Biblical Studies. Skills are acquired that facilitate the teaching and learning of Biblical Studies.

Cultural Perspectives

This unit seeks to develop a critical awareness of the impact of intersecting cultural environments on schooling and education. Various social, historical, political, economic, philosophical and theological perspectives will be explored with particular emphasis on the impact of culture, cultural identity and linguistic background on the education of Aboriginal and Torres Strait Islander students.

Psychology for Teachers

Using theoretical resources drawn from developmental psychology, this unit explores human physical, cognitive, social, emotional, moral and spiritual development with particular

reference to adolescence.

Within the domain of educational psychology, theories of learning, behaviour, intelligence and motivation, and their implications for the classroom, are investigated critically.

This investigation encourages the development of a reflective approach to the integration theory and teaching practice. Various philosophical perspectives on unit content are provided in order to more broadly situate and evaluate various theories of development and learning.

Teaching for Diverse Abilities

This unit develops the skills, understandings, and attitudinal base to encourage effective learning for all school students; irrespective of their culture, character, ability or needs. The opportunity is provided to develop strategies that have high utility in the secondary classroom, thus enabling all students to access the curriculum. National and State policies and practices supporting inclusion will be examined, as will the nature and place of support services within the class, school and community.

Professional Experience I

15 Days in School

Professional Experience II

20 Days in School

Professional Experience III

25 Days in School

PRIMARY UNITS

Literacy

This unit seeks to equip students with an understanding of an integrated, explicit and systematic approach to the teaching of reading, incorporating a range of models, including instruction on how to teach phonemic awareness, phonics, fluency, vocabulary knowledge and text comprehension. The unit prepares students to teach skills and understandings relating to writing,

viewing and representing (including handwriting, digital technologies, grammar and spelling), speaking and listening.

English

This unit will help students acquire knowledge and skills which will facilitate the active learning of English. Relevant curriculum documentation is explored, with a special focus on the NSW Syllabus for the Australian Curriculum English K-10 Syllabus. Students also examine support documents, including the links between Stage 3 & Stage 4 within the continuum of learning from K-12.

Numeracy

In this unit, students will acquire knowledge and skills, including literacy skills, which facilitate the active learning of numeracy. Students will also acquire the necessary knowledge and understanding of relevant curriculum documentation, and will become aware of a range of teaching resources that can enhance the teaching and learning of numeracy, concepts and processes.

Mathematics

This unit builds on the Numeracy unit by assisting students to develop their knowledge and understanding of how current pedagogical theories relate to teaching and learning mathematical concepts and processes. In addition, students will:

- acquire further knowledge and skills which facilitate the active learning of mathematics;
- gain a greater knowledge and understanding of relevant curriculum documentation including links between Stage 3 and Stage 4 Mathematics within the K-10 continuum of learning; and
- develop an awareness of a wide range of teaching resources, including Information and Communications Technology resources, which enhance

the teaching and learning of mathematical skills and concepts.

History/Geography

This unit is designed to assist students to master the knowledge and skills required for effective teaching in History and Geography. Relevant curriculum documents and teaching resources are examined in detail and an understanding of the implications of a biblical worldview for these subject areas explored.

PDHPE

This unit is designed to assist students to:

- become familiar with the relevant curriculum documents;
- develop an understanding of PDHPE in the context of competing theories, philosophies and worldviews;
- demonstrate a mastery of the knowledge and skills required for effective teaching of PDHPE; and
- articulate and respond to significant educational issues in teaching PDHPE.

Science and Technology

The unit familiarises students with the curriculum documentation and resources relevant to the Science and Technology subject area, including the links between Stage 3 and Stage 4 Science and Technology within the continuum of learning from K-12. In doing so, the unit enables students to:

- critically evaluate relevant educational theories and practices as applied to Science and Technology;
- demonstrate an understanding of relevant theological perspectives on Science and Technology; and articulate and respond to significant educational issues in this area.

Creative Arts

This unit familiarises students with the curriculum documentation and resources relevant to the Creative

Arts subject area, including the links between Stage 3 and Stage 4 Creative Arts within the continuum of learning from K-12. In doing so, the unit enables students to:

- critically evaluate relevant educational theories and practices as applied to the Creative Arts;
- demonstrate an understanding of relevant perspective, including biblical and theological perspectives, on the Creative Arts; and
- articulate and respond to significant educational issues in the Creative Arts

SECONDARY UNITS

Curriculum Method I Units

are based on the relevant Stage 4 and 5 (Years 7-10) NESA syllabi. Major (and Minor) methods are selected from the following:

- Commerce
- Dance
- Drama
- Technology
- English
- Geography
- History
- Mathematics
- Music
- Science
- Studies of Religion

Curriculum Method II Units

are based on the relevant Stage 6 (Years 11-12) NESA syllabi. Major (and Minor) methods are selected from the following:

- Dance
- Physics
- Geography
- Drama
- Mathematics
- Modern History
- English
- Biology
- Music
- Chemistry
- Earth & Environments Studies
- Design & Technology
- Studies of Religion
- Business Studies
- Ancient History

Assessment and Reporting

This unit exams the nature, purposes, scope and strategies of assessment and reporting. Modes of assessing and reporting are presented and evaluated with respect to their coherence with a student-centred philosophy of

teaching and learning. Issues relating to validity, reliability and equity are explored, including the increasing use of ICT, the role of judgement in relation to standards, and using assessment to support indigenous education. Students will explore the standardised and other testing modes undertaken by NESA, the International Baccalaureate Organisation (IBO), the Australian Curriculum and Reporting Authority (ACARA), and the Program of International Student Assessment (PISA).

Professional Action

Research Project A

The central focus of the two-unit sequence Action Research Project A and Action Research Project B is on the design, development, implementation, and reporting of an Action Research Project. It will be directed towards the identification and analysis of a particular problem or issue in the Professional Experience setting, with the students expected to apply various theories, concepts or models in researching and/or providing a solution to the problem or investigating the issue. The focus is on producing the Action Research Project Proposal in preparation for an Ethics Submission and the actual Project in the second unit, Professional Action Research Project B.

Professional Action

Research Project B

The Action Research Project will be directed towards the identification and analysis of a particular problem or issue in the Professional Experience setting, with the students expected to apply various theories, concepts or models in researching and/or providing a solution to the problem or investigating the issue. In this second unit, the focus is on conducting and reporting on the Action Research Project. By enabling students to focus on a chosen aspect of their prospective employment, the Action Research Project units actively support the transition from university studies to teaching.

Information about applications is available at: excelsia.edu.au/application-guide

Step **1**

Select the course
at: excelsia.edu.au/courses

Step **2**

Check Entry Requirements

Step **3**

Gather the Required Documents

Step **4**

Complete Application Form

Step **5**

Apply

Once you submit your application, Excelsia staff will contact you shortly to confirm receipt and talk through the next steps in the process.



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The information contained in this course guide was accurate at the time of publication. Excelsia reserves the right to amend the material contained in this guide without notice in response to changing circumstances or for any other reason. For most up-to-date course information please visit our website.