



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 has 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

One on one tutoring and mentoring from high calibre academics



ULTRA FAST INTERNET

With speed of up to 1000 Mbps, making it Australia's fastest campus* (*at the time of publication)



ALUMNI AND INDUSTRY NETWORK

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

OVERALL QUALITY OF EDUCATIONAL EXPERIENCE

UNDERGRADUATE

80%

79.3% NATIONAL AVERAGE

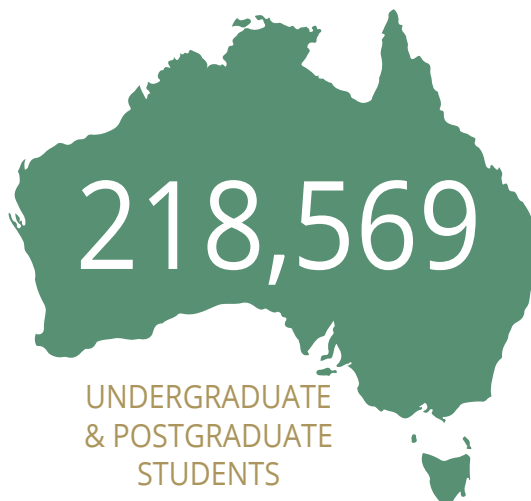
POSTGRADUATE

81.7%

75.6% NATIONAL AVERAGE

41

AUSTRALIAN UNIVERSITIES



58

NON-UNIVERSITY HIGHER EDUCATION INSTITUTIONS (NUHEIs)

EXCELSIA OUTPERFORMED

40 OF THE 41 UNIVERSITIES

IN LEARNER ENGAGEMENT



Why study at EXCELSIA COLLEGE

SKILLS DEVELOPMENT OF FUTURE TEACHERS

87.8%

76.6% NATIONAL AVERAGE

OVERALL EMPLOYMENT RATE

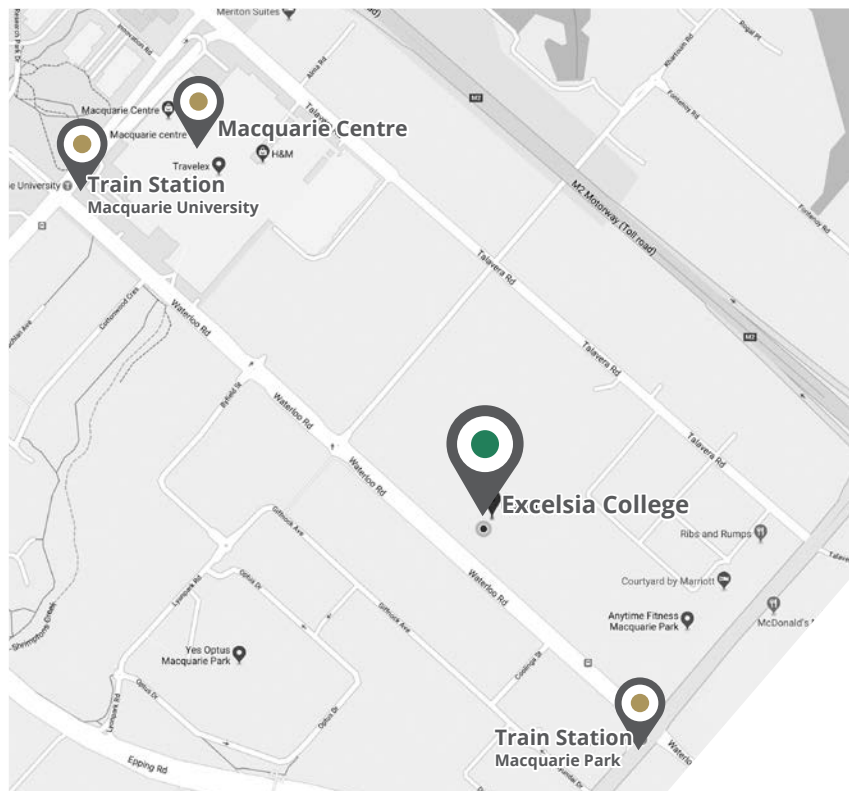
90.5%

* 2017 National QILT Survey Scoring



CAMPUS FEATURES

	Library
	Auditorium/Theatre
	Recording Studio
	Mac Lab
	Drama & Music Specialist Rooms
	Counselling Centre
	Student Facilities
	Free WiFi
	Tennis Table
	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 Train Station
	1 min walk to bus stop
	Free Parking



Master of TEACHING (PRIMARY OR SECONDARY)

Course Duration:
2 years full-time

Intakes: February & July

Course tuition fee:
ⓓ FEE-HELP AVAILABLE*

Available for:

ⓓ Domestic Students

* Refer to the website:
[excelsia.edu.au/current-students/
financial-information](http://excelsia.edu.au/current-students/financial-information)

Mode of delivery: online/blended*

Key entry requirements¹:

To qualify for entry into the Master of Teaching (Primary) & Master of Teaching (Secondary), you must:

- Hold a university degree and satisfy the prerequisites for admission in having completed degree studies relating to the subject curriculum as specified by NESAs.
- Be proficient in English.

* On Campus Requirement: Students attend two compulsory weeks of lectures, seminars and workshops:

- 'Preparing to Teach' – a five day conference held prior to the commencement of Semesters 1 and 2 each year. It includes curriculum/key learning area workshops, tutorials, introduction to the semester's units, child protection workshop and familiarisation with the online learning system.
- 'Teaching in Action' – a three day conference held prior to the commencement of Semester 1 each year. It includes debriefs on Professional Experience, lectures in teaching pedagogy, further curriculum workshops and preparation for professional life (including job interview preparation). Note that Primary teacher education students have five days in this second week for extra compulsory key learning area workshops.

¹ Full admission requirements are provided on page 8



OVERVIEW

The Master of Teaching (Primary) and the Master of Teaching (Secondary) programs prepare teacher education students to teach in governmental and non-governmental schools and are accredited with the NSW Education Standards Authority (NESAs) 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.

For more details, please refer to:
excelsia.edu.au/courses/education/master-of-education/



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

Core Units (continued)

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.

Admission Requirements

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

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.

Excelsia College will assess an applicant's undergraduate study based on NESAs subject content requirements.

The Master of Teaching (Primary) and Master of Teaching (Secondary) are not available to overseas/international students.

Applicants whose qualifying undergraduate studies were taken in a language other than English will be required to demonstrate proficiency in spoken and written English 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.

* More detail about relevant areas of study relating to each key learning area is published at: educationstandards.nsw.edu.au



HOW TO APPLY

Step 1

Check the application guide

We want to make this process as easy as possible, so all the information on how to apply can be found at: excelsia.edu.au/application-guide

Step 2

Gather documents

Certified documentation is necessary to complete an application and secure your place. You will need to provide:

Proof of citizenship:
passport,
birth certificate
or citizenship certificate.

For postgraduate courses:
NSW Higher School Certificate Record of
Achievement or equivalent, transcripts of
your undergraduate and post-graduate
qualification and industry experience after
high school, if available.

Step 3

Apply

Applications can be made directly online at
excelsia.edu.au/apply



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