School of

EDUCATION

- Graduate Certificate in Christian Leadership
- Graduate Diploma of Early Childhood Teaching (Birth to 5)
- Master of Teaching (Primary)
- Master of Teaching (Secondary)
- Master of Educational Leadership
- Master of Education Research
- Master of Education Research (STEM)

EXCELSIA

UNIVERSITY COLLEGE

About
EXCELSIA UNIVERSITY COLLEGE

Established in 1983, Excelsia University College (Excelsia) is one of Australia's leading Christian higher education providers, and is an innovative and creative community of people who are passionate about excelling and growing academically, professionally, personally and spiritually. 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 prioritises pastoral care which is fully integrated throughout the program. It is important to Excelsia 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 Excelsia'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

Our values reflect our vision and our mission:

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.

GRADUATE ATTRIBUTES

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

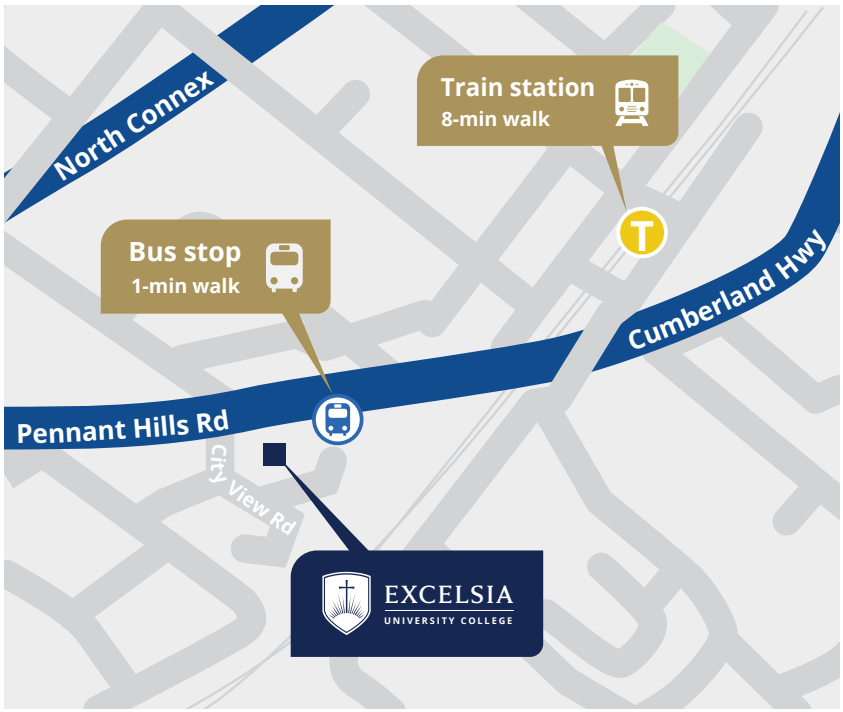
- Library
- Black box creative space
- Production studio
- Innovation centre – Mac and PC lab
- Drama and music specialist rooms
- Wellness centre
- Fidèl Café
- Koorong Bookstore
- Student facilities

Free wifi
Study desks
Snacks bar
Free coffee
Microwaves
Games console

TRANSPORT

- 8-min walk to Pennant Hills Station
- 1-min walk to bus stop
- Free parking

CONVENIENT LOCATION



WHY STUDY AT **EXCELSIA?**

EXCELSIA RANKED HIGHLY

TEACHING QUALITY*
86.2%
National average 80.5%

POSITIVE STUDENT INTERACTIONS*
84.6%
National average 59.5%

SKILLS DEVELOPMENT*
90.7%
National average 81.1%

OVERALL GRADUATE SATISFACTION^
85.4%
National average 75.6%

^ 2023–24 Course Experience Questionnaire (undergraduate)
* 2023–24 Student Experience Survey (undergraduate)

Graduate Certificate in CHRISTIAN LEADERSHIP

Course duration:	1 semester full-time Up to 2 years part-time
Intake:	February and July
Credit points:	24
Delivery:	On campus and online
Available to:	Domestic students only
IELTS:	6.5 with no band less than 6.0
AQF:	Level 8
Financial information:	FEE-HELP available

For more information, refer to our course fees page.

The Graduate Certificate in Christian Leadership is for Christian professionals who have experience in a recognised corporate or professional career and would benefit from some more in-depth applied knowledge to substantiate their leadership roles. Some people are propelled into positions of influence and responsibility without having the opportunity to develop the requisite business and leadership knowledge to support them, and sometimes in positions of leadership in Christian organisations people do not bring the theological underpinnings that motivate strategic decisions.

This course seeks to develop a depth of understanding of business, theology, and professional leadership through the lens of a Christian world view. Students are encouraged to engage with each other and share their own workplace and life experiences. In this way communities of practice can be formed, further deepen the learning experience and build long-lasting support networks.

In the two core units, Christian leadership will be considered from several perspectives and students will have a chance to reflect on their contexts, making the process practically applicable. There are three elective units. Biblical Metanarrative Applied to Education gives students a big-picture view of the story of the Bible and applies it to education processes. Philosophy of Christian Education is directed towards people working in education settings such as schools, and questions why we teach and learn. The third elective, Development and Diversity, is a unit from the School of Counselling that introduces students to the major theories of human development, with an emphasis on the characteristic developmental changes in individual behaviour that arise from the interdependent and interactive effects of maturation and experience.

The course focuses on small class delivery utilising a variety of blended learning technologies such as Moodle, physical texts, video, and Zoom. Where appropriate, the classroom is flipped to give students responsibility for approaching learning experiences in an informed way. Assessment is multimodal, incorporating written essays and reports, video presentations, and forum posts.

ENTRY REQUIREMENTS

Successful completion of bachelor degree or 3 years relevant work experience in the industry (education, business, leadership, Christian ministries, etc).

English language proficiency

Minimum English language of IELTS 6.5 (no band less than 6.0) or equivalent.

Examination	Minimum score
IELTS	6.5 with no band less than 6.0
PTE Academic	58 with no score less than 51

Units

CORE UNITS

Christian Leadership

Christian leadership recognises that spiritual, emotional and professional development are closely interlinked, and that wellbeing and development of mature identity relies on the integration of character, values, and ethics, as well as application of one's world view and cultural inheritance in the social and cultural context in which one lives and works. Christian Leadership advances specialist knowledge in human individual and relational resources such as resilience, ethics, character formation and value-grounded, human-centred leadership principles. This unit aligns with the graduate attribute of Excelsia: 'Sound knowledge and understanding of Christian values and beliefs, and the relevance of Christian faith to personal life, professional ethics, and social concerns.'

Effective Leadership and Management

Leadership and management are defined as distinct and interrelating concepts. This unit explores the history and theory of leadership, from factory models such as Ford and Taylor through to leadership styles, gender, power, emotions, metaphors of leadership and complexity leadership theory, spiritual leadership, and sustainable leadership practices. Students are invited to explore the key characteristics of Christian leadership. Management principles and metaphors are also explored, and students have the opportunity to develop their own metaphors and modes of leadership and management based on professional experience and world view perspective. Leadership and management are further connected to vision and mission statements and ethos.

ELECTIVE UNITS

Development and Diversity

In support of their learning, students will draw upon theoretical perspectives and contemporary research findings and clinical practice matters relating to:

- human development across the lifespan
- the interface between individual development and the broader historical, sociocultural context
- socially and culturally sensitive counselling practice

- how the spiritual domain of human experience affects development for those adhering to a faith world view
- how different (and individual) experiences of society and culture, including clients' cultural heritages, as well as broader sociocultural factors such as racism, bias and discrimination, oppression, power and privilege, and prejudice adversely affect individual development and contribute to a range of challenging clinical issues.

Philosophy of Christian Education

Students examine theories about how world views are formed and how our philosophy of education impinges on educational practice from a transformational perspective. World view impinges on all sectors of education in Australia. This unit explores the concept of world view, how it appropriates itself in a school, in vision and mission statements, in the classroom, in the individual and in an organisation. The way world view is shaped by our culture is examined. The concept of a biblical world view and the place of religious education in Australia are contextualised.

Students are invited to explore how their world view impacts teaching in a faith-based school and in a school not aligned with a specific faith.

Biblical Metanarrative Applied to Education

In this unit students have the opportunity to learn about the overarching narrative which binds together the Old and New Testaments, and to reflect deeply on its personal implications for them as a teacher-leader, their world view, and their philosophy of education. The unit provides the analytic tools to develop a biblical theology, and to consider the ways that such analysis might influence practical appropriation of the text. It further provides students with the teaching skills to translate the Bible for others and reflect on its significance to Christian education and Christian educators in every sector.

Graduate Diploma of EARLY CHILDHOOD TEACHING
(Birth to 5)

Course duration:	1 year full-time
Intake:	February and July
Class size:	Maximum 35
Delivery:	Blended
Minimum age:	18 years
Credit points:	48
Course Accreditation:	ACECQA
CRICOS Code:	113300D
Available to:	Domestic and international students
IELTS:	Overall IELTS result of 6.5 with no band less than 6.0 (or equivalent English language proficiency test result)
AQF	Level 8
Course tuition fee:	$9,752 per semester $19,504 total tuition fee

For more information, refer to our course fees page.

The Graduate Diploma of Early Childhood Teaching (Birth to 5) engages with fundamental education concepts from a comprehensive Christian world view. In doing so, course content and assessment address the nature of reality, origin, methods, and limits of human reasoning and intelligence, and beliefs about values underpinning education. The fusion of academic, practical and Christian perspectives will contribute to the preparation of well-rounded early childhood education professionals.

The main intended outcome is to produce life-ready graduates. In addition, due to the Christian values and beliefs that underpin the course, a further integral intended outcome is that graduates should show and share caring, empathy and ways of educating creatively, consistent with Excelsia's graduate attributes.

Australian Children's Education & Care Quality Authority

The Graduate Diploma of Early Childhood Teaching (Birth to 5) has been designed to meet the recommended workload and outcome descriptors for AQF Level 8 (graduate diploma). The design is also informed by ACECQA requirements for early childhood teachers with a view to preparing teachers with high-quality conceptual and practical skills to function effectively in early childhood centres and meet national and local requirements and standards. The course is 48 credit points consisting of 8 units. All units in the course are core and must be completed to meet all course requirements.

Work Placement

First semester ..... 30 days

Second semester ..... 30 days

Course Outcome

Early Childhood (Pre-Primary School) Teacher

COURSE FEATURES

Students in the Graduate Diploma of Early Childhood Teaching (Birth to 5) will complete two professional experience units. These units will provide students with exposure to a range of pedagogies, collegial interaction and structured observation opportunities in early childhood education settings. These opportunities will enable students to experience and contribute to early childhood programs and approaches while catering for the needs of diverse groups of children. More specifically, the professional experience units support, develop and enrich professional practice by: linking the theoretical and practical aspects of teaching and learning; developing applied skills in observation and communication, organisation and management; and facilitating sustained reflection. The two professional experience units incorporate the required minimum of 60 days of supervised practice under the guidance of a more experienced teacher.

To prepare for their professional experience, students will meet with their lecturers and practicum coordinator to discuss requirements and expectations. Students are required to have a cleared Working with Children Check (WWCC) to undertake professional experience. These preparatory activities help students to achieve relevant unit outcomes while meeting all professional requirements.

ENTRY REQUIREMENTS

Applicants will have a bachelor degree or higher in any field;

OR

Evidence of academic capability judged to be equivalent by the Admissions Committee in consultation with the Head of School or Course Coordinator.

ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS

Applicants who did not complete their bachelor degree in English at an approved institution in Australia, Canada, New Zealand, the Republic of Ireland, the United Kingdom or the United States of America will be required to demonstrate English language proficiency. Such applicants must have an overall IELTS result of 6.5 with no band less than 6.0, or equivalent English language proficiency test result.

Units

Foundations of Early Childhood Education and Care

This unit provides an introduction to the history and philosophy of early childhood education and care (ECEC).

Child Growth, Learning and Development (birth to 5-year-olds)

This unit focuses on developmental domains, theories of development and their pedagogical application for teaching children aged birth to five years.

Language, Literacy and Indigenous Studies in Early Childhood

This unit explores best practices and research for supporting language and literacy development in the early years.

Professional Practice 1 (30 days, 6 weeks)

This unit includes six weeks (30 days) of professional experience in an early childhood service with children from birth to two years old (infants and/or toddlers).

The Early Childhood Practitioner

The unit provides initial teacher education students with the knowledge, skills and resources that enable them to work as effective practitioners in early childhood contexts.

Infant and Toddler Curriculum and Pedagogy

This unit examines curriculum and pedagogical approaches to teaching and learning from birth to two years old.

Science, Technology, Engineering, Arts and Mathematics in Early Childhood

The unit aims to provide initial teacher education students with the knowledge, skills and resources that enable them to offer a variety of science experiences to young children and enhance their dispositions towards science, technology, engineering, arts and mathematics (STEAM).

Professional Practice 2 (30 days, 6 weeks)

This unit includes six weeks (30 days) of professional experience in an early childhood service with a focus on children aged three to five years old (pre-schoolers).

> “Choosing Excelsia as the place to continue my studies was the best decision I have ever made. Excelsia has a warm and respectful community. I like the fact that classes are not too big, and the lecturers are very friendly and more than willing to help their students.
>
> In addition, associating with other international students has helped me learn how to understand cultures and build relationships with a range of individuals, and become more independent at the same time. Overall, my experience at Excelsia has been excellent.”

— Angel
Bachelor of Early Childhood (Birth to 5) student

Master of TEACHING (PRIMARY)

Course duration:	2 years full-time/part-time equivalent
Intake:	February and July
Credit points:	96 (20 units, including 2 course tutorial workshops)
Delivery:	Online and on-campus, international students will study on-campus
Available to:	Domestic and international
CRICOS Code:	116196H
Course accreditation:	NESA
IELTS:	Overall 7.5 with speaking & listening at 8.0 and reading & writing at 7.0*
AQF:	Level 9
Financial information:	International students: $11,600 semester $46,400 total tuition fee

For more information, refer to our course fees page

* applicants with an average IELTS score of 6.5, with band 7.0 in speaking and listening and with no band less than 6.5, could be made a conditional offer.

It takes a big heart to teach little minds, because primary teaching is about much more than learning outcomes. As a primary teacher you'll share in laughter, mop up tears, tie shoelaces, celebrate success and show how to learn from mistakes.

Nelson Mandela was right when he said 'education is the most powerful weapon we can use to change the world' – you may spend a short time teaching a child, but the effects can last a lifetime. The Master of Teaching (Primary) is designed for people with a love of learning and a love of children. It takes commitment, empathy, negotiation, motivation, passion, problem-solving and understanding.

A teaching masters degree with Excelsia, with its grounding in Christian values and beliefs, gives you the means to educate creatively, innovatively, and with care, from the heart.

One of the best things about studying a Master of Teaching (Primary) with Excelsia is that it's hands-on from the word 'go'. In any given semester you'll study a mix of foundation units, like cultural perspectives or psychology for teachers, along with curriculum studies, for example literacy, creative arts and personal development, health and physical education.

Master of TEACHING (SECONDARY)

Course duration:	2 years full-time/part-time equivalent
Intake:	February and July
Credit points:	96 (19 units, including 2 course tutorial workshops)
Delivery:	Online and on-campus, international students will study on-campus
Available to:	Domestic and international
CRICOS Code:	107995G
Course accreditation:	NESA
IELTS:	Overall 7.5 with speaking & listening at 8.0 and reading & writing at 7.0*
AQF:	Level 9
Financial information:	International students: $11,600 semester $46,400 total tuition fee

For more information, refer to our course fees page

* applicants with an average IELTS score of 6.5, with band 7.0 in speaking and listening and with no band less than 6.5, could be made a conditional offer.

Teaching isn't just a job. It's a passion, a dedication, a commitment and a way of life. It's a career founded in care, resourcefulness, innovation, lifelong learning and leadership.

This is what the Master of Teaching (Secondary) with Excelsia is all about. Our degree is underpinned by a Christian world view and designed to give you the tools to inspire hope, ignite imagination, and instil a love of learning in the children and young adults you teach. Domestic students can choose to undertake the course fully online or study some units on campus. International students can only study on campus.

One of the best things about studying a Master of Teaching (Secondary) with Excelsia is that it's hands-on from the word 'go'. In any given semester you'll study a mix of foundation units, like cultural perspectives or psychology for teachers, along with curriculum studies such as English, mathematics, physics, drama, history, music and design and technology.

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
- mathematics
- science and technology
- human society and its environment
- creative and practical arts
- 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.

Entry to this course will not be possible based on VET or TAFE studies or on work and life experience alone. Visit Future Students for more information.

LANGUAGE REQUIREMENTS – Master of Teaching (Primary or Secondary)

An English language proficiency assessment is not required for applicants who have completed a full four-year bachelor's degree or a two-year postgraduate degree (or equivalent qualifications) in English from one of the following countries: Australia, New Zealand, the United Kingdom (including England, Scotland, Wales, and Northern Ireland), the United States of America, Canada, or the Republic of Ireland.

Applicants whose qualifying undergraduate studies were completed outside the countries listed above must demonstrate English proficiency through either IELTS (or ISLPR) and LANTITE.

The details of these tests are as follows:

- IELTS (International English Language Testing System):
  - A minimum score of 7 is required in reading and writing.
  - A minimum score of 8 is required in speaking and listening.
  - This corresponds to an overall band score of 7.5 across all four skill areas (listening, speaking, reading, and writing).

A conditional offer may be made to applicants with an IELTS Academic score of at least 6.5, provided they have at least 7.0 in both the speaking and listening sections.

- ISLPR (International Second Language Proficiency Rating):
  - A minimum score of 4 is required across all skills (speaking, listening, reading, and writing).

Students are encouraged to complete these tests as early as possible, preferably before the end of their first year. If the IELTS/ISLPR requirements are not met but four core units have been successfully completed, students may be eligible to exit with a Graduate Certificate in Educational Studies. Please note that this certificate is not a teaching qualification.

ENTRY REQUIREMENTS (Continued)

NON-ACADEMIC ENTRY INFORMATION – Master of Teaching (Primary or Secondary)

As part of the Australian Institute for Teaching and Leadership (AITSL) revised Standards and Procedures (2020), applicants to initial teacher education programs must meet both academic and non-academic requirements for teacher entry. This gives applicants an opportunity to demonstrate their attributes and capacity to complete their program and enter the teaching profession. Students will be assessed against the NESA Initial Teacher Education Non-Academic Selection Framework.

The assessment will include a personal statement where candidates are asked questions to determine their suitability for the teaching degree in areas that do not relate to the academic selection.

The personal statement allows applicants to share their views on and interest in teaching, reflect on their background and experiences in learning, personal development, and leadership, and demonstrate their capabilities in response to the question below.

Briefly describe your personal statement for teaching. Your response should outline your:

1. Motivation for pursuing a career in teaching
2. Explanation on why you want to teach children/young people
3. Relevant skills and experience
4. Commitment to learning and professional growth
5. Understanding of the roles and responsibilities of a teacher

Your statement should be approximately 500 words. Your statement should be approximately 500 words. A successful personal statement should be your work, featuring relevant examples and experiences to enhance your chances of selection, while a vague, unsupported, or disengaged response may reduce your chances of admission.

Units

Master of Teaching (Primary or Secondary) students undertake foundational units as follows, in addition to unique course units.

COURSE TUTORIAL WORKSHOPS

Course Tutorial Workshop I

The unit seeks to promote the integration of theory and practice by introducing the role of the teacher as:

- a planner of teaching and learning for a diversity of students
- a promoter of personal and student literacy and numeracy
- an integrator of ICT in professional practice
- a classroom manager
- a contributor to a teaching/learning community.

The unit also considers some of the legal and moral responsibilities of the teacher.

Course Tutorial Workshop II

This unit seeks to promote the integration of theory and practice by further developing the role of the teacher as:

- a practitioner who is aware of the potential impact of their own socio-cultural, religious, ethnic and gender perspective on classroom practice
- a planner of teaching and learning for a diversity of students with a special focus on students of EAL/D heritage
- a promoter of personal and student numeracy
- an integrator of ICT in professional practice
- competent and creative user of strategies for teaching and learning
- a reflective practitioner able to contribute to the professional community.

FOUNDATION UNITS PRIMARY AND SECONDARY

Aboriginal and Torres Strait Islander Perspectives

This unit focuses on the social, cultural, pedagogical and methodological strategies that teachers need to master in order to teach Aboriginal and Torres Strait Islander students, and to teach all students about Aboriginal and Torres Strait Islander languages, history and culture. This unit specifically addresses AITSL Standards 1.4 and 2.4 which tap into 'strategies for teaching Aboriginal and Torres Strait Islander students' and 'understanding and respecting Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians'.

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 or learning community. The unit also considers some of the legal and moral responsibilities of the teacher.

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 are explored with particular emphasis on the impact of culture, cultural identity and linguistic background on the education of Aboriginal and Torres Strait Islander students.

Brain Science of Learning

In the journey to becoming effective teachers, pre-service teachers must develop a deep understanding of how learning occurs. This unit aims to provide pre-service teachers with foundational knowledge in brain science, emphasising memory systems, cognitive load, and neuroplasticity. Moreover, it addresses the developmental progression from novice to mastery, enabling teachers to support learners across proficiency levels. Throughout the unit, pre-service teachers will explore the broader learning context, considering environmental factors, learner identities, and cultural diversity's impact on learning. By examining these broader learning context, pre-service teachers will gain the knowledge to establish an inclusive learning environment that promote engagement, participation, and academic success for all.

Inclusive Education

The unit caters to instructing students on the theory and practical applications on providing an inclusive education for all students, including students with diverse abilities. The unit provides preservice teachers with key theories, legislation, and policies that underpin the universal right to education, emphasising inclusivity for children with diverse abilities. It equips preservice teachers with practical strategies, including positive behaviour support, universal design for learning, and differentiated instruction, to effectively plan for and address diverse learning needs. Emphasis is placed on fostering collaborative skills for engaging with families and other professionals to support inclusive education for all students.

Professional Experience I

15 days in school

Professional Experience II

20 days in school

Professional Experience III

25 days in school

FOUNDATION UNITS SECONDARY ONLY

Special Education

In this unit, students will examine and apply the theories, legislation, policies, and teaching strategies available to educators working with students with special needs. Issues considered include understanding disability, disability and participation in learning, and emerging approaches to supporting students with learning difficulties. Emphasis is also placed on the collaborative skills for engaging with families and other professionals in supporting students with disabilities or special learning needs.

Classroom Management

This unit aims to equip teacher education students with the knowledge, skills, and understandings required to create and lead safe and supportive and productive classroom learning environments. The unit incorporates a range of theoretical perspectives and practical strategies designed to assist teacher education students to develop approaches to classroom management that are consistent with: current research; principles of justice and reconciliation; the safety and security of students; and the achievement of student learning outcomes in a variety of contexts and settings.

PRIMARY UNITS

Early Reading and Writing

The focus of this unit is on the foundational knowledge for the development of the language modes and mechanisms of reading and writing. Reading comprehension, meaning-making through viewing and reading, as well as how children develop writing skills are examined.

The unit investigates practices and procedures associated with various models used when teaching reading and writing in the early years of schooling. It traces the progression from hearing sounds and the beginnings of letter-sound relationships to more complex and critical aspects of learning to read and write.

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 helps 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. Students also examine support documents, including the links between Stage 3 and Stage 4 within the continuum of learning from K–12.

Numeracy

In this unit, students acquire knowledge and skills, including literacy skills, which facilitate the active learning of numeracy. Students also acquire the necessary knowledge and understanding of relevant curriculum documentation, and 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:

- 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
- 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.

Foundational Knowledge in Mathematics

This unit will help teaching education students (TES) understand and evaluate how mathematics functions in society and how it is used in our world. It will also assist TES to be critical about the theory underpinning effective mathematics and numeracy K-6 teaching and learning practices. TES will learn about:

- evidence-based theory, practices and resources that underpins effective numeracy teaching and learning
- what promotes mathematical fluency and automaticity
- Mathematics as a language and how it meets our social, aesthetic, and cultural needs
- how mathematics is used to communicate and interpret our world
- understand foundational facts about mathematics throughout history.

Human Society and its Environment

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 world view for these subject areas are 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 world views
- demonstrate a mastery of the knowledge and skills required for effective teaching of PDHPE
- 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
- 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 perspectives, including biblical and theological perspectives, on the creative arts
- 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:

- Personal Development, Health and Physical Education (PDHPE)
- Commerce
- Dance
- Drama
- English
- Geography
- History
- Mathematics
- Music
- Science
- Studies of Religion
- Technology

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:

- Health and Movement Science Method
- Ancient history
- Biology
- Business studies
- Chemistry
- Dance
- Design and technology
- Drama
- Studies of religion
- English
- Geography
- Mathematics
- Modern history
- Music
- Physics

Assessment and Reporting

This unit examines 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 Australian and/or Torres Strait Islander education. Students 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. The 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. The focus is on producing the Action Research Project Proposal in preparation for an ethics submission and the project in the second unit, Professional Action Research Project B.

Professional Action Research Project B

The Action Research Project is 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 tertiary studies to teaching.

ELECTIVE UNITS

Leadership, Creativity and Innovation

This unit assists students to acquire and practise skills and patterns of thought characterised by, and leading to, creativity and innovation. The unit provides a range of theoretical understandings and practical examples of creativity and innovation applicable to various settings. The unit also develops student capacity and confidence to examine, analyse, and evaluate needs and strategies for organisational improvement and development.

Productive Pedagogies for Religious Education

This unit aims to develop the capacities of educators to design, develop, and deliver meaningful learning experiences characterised by intellectual depth, high levels of student engagement, and demonstrated significance within and beyond the classroom. Specific emphasis is placed on developing the skills of educators to provide for diversity amongst learners in various educational contexts. The unit seeks to develop the professional identities of religious educators such that they conceptualise themselves as professional educators possessing a teaching skill set and robust content knowledge worthy of peer respect and recognition.

Curriculum Inquiry

Teachers, as curriculum workers, ought to develop a deep understanding of the nature of the curriculum and how it is intrinsic to all educational experiences. This unit aims to provide pre-service teachers with a foundational understanding of how the curriculum is largely influenced by society's expectations, visions, hopes and politics, especially through assessment policies and design. The unit therefore will examine broad theoretical ideologies or paradigms that shape curriculum policy both currently and historically. An emphasis of this unit will be upon the importance of the agency of the teacher as a curriculum worker.

Master of EDUCATIONAL LEADERSHIP

The Master of Educational Leadership provides aspiring, emerging and current leaders, managers or administrators in education with sound knowledge of theory and practice in educational leadership. Whether a person is already in a leadership role or preparing to take the next step, this degree will help them extend their career in a variety of educational settings.

Course duration:	1 year full-time (2–4 years part-time)
Intake:	February and July
Credit points:	48 (8 units)
Delivery:	Domestic students can study fully online OR blended (on campus and online) International students study in blended mode (minimum two thirds on campus)
Available to:	Domestic and international
CRICOS Code:	115035M
IELTS:	6.5 with no band less than 6.0
AQF:	Level 9
Financial information:	International students: $9,180 semester $18,360 total tuition fee

For more information, refer to our course fees page.

Students can select to focus on one of three specialisations in their degree: business management, Christian leadership or creativity and innovation.

Each unit in this course is taught by our highly experienced and well-qualified academic staff who have extensive experience in education in Australia and overseas.

ENTRY REQUIREMENTS

EDUCATIONAL PREREQUISITES

The entry criteria for admission to the Master of Educational Leadership are:

- a four-year Bachelor of Education or equivalent qualification; and one of the following:
  - the completion of postgraduate studies in a relevant field
  - professional experience equivalent to one year full-time in a field considered by the School to be appropriate to the program of study.

The entry requirements for those with postgraduate initial teaching education degree are:

- a bachelor degree AND ONE of the following postgraduate qualifications:
  - Master of Teaching
  - Graduate Diploma in Education
  - equivalent postgraduate teaching qualification.

Visit Future Students for more information.

Entry to this course will not be possible based on VET or TAFE studies or on work and life experience alone.

ENGLISH LANGUAGE PROFICIENCY

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 6.5 with no band score below 6.0. Comparative scores for recognised tests are included below:

IELTS	6.5 with no band less than 6.0
PTE Academic	58 with no score less than 51

EARLY-EXIT QUALIFICATION

Upon successful completion of the first semester (4 units) of Master of Educational Leadership, students will be able to exit early with the following qualifications, depending on the units studied:

a) Graduate Certificate in Educational Leadership; **or**

b) Graduate Certificate in Classroom and Curriculum Innovation

Units

The Master of Educational Leadership comprises of 8 units:

- four core units
- two elective units
- two compulsory research units.

CORE UNITS*

Leading Classroom Pedagogies: Instruction and Inquiry for Engagement

Study and critique a range of pedagogical approaches for learning and best practice. Students evaluate their personal pedagogies and are encouraged to consider how their Christian faith influences their perspective. Digital and multimedia pedagogies, direct instruction and enquiry learning theories are discussed in depth.

Leading Professional Learning Communities

Understand the way in which Lave and Wenger's classic theory of community plays out in a professional learning community in which all members engage, imagine and support in the pursuit of knowledge. With the recognition that learning cultures are context-specific and constantly changing and growing, students will reflect on ways to apply theories to current work or school environments.

Leading Data-Based Change Management

Examine and critique decision-making practices based on data and research in the context of a Christian definition of student outcomes. Students are taught to use care and wisdom as they interpret research and evaluate current Australian data collection practices, acknowledging both the limitations and value of data-based decision-making.

Leadership Theory

The aim of this unit is not to provide a definition of leadership, but to discuss key aspects of the concept and their implications, in particular, the idea of a 'leader' as a role, or a person with particular qualities, or as a process; or, as is considered at length in this unit, a fluid combination of all these elements, the precise combination of which at any time and in any one situation will vary according to a host of factors, not the least of which is how people view themselves as 'leaders' or 'followers'.

RESEARCH UNITS*

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. The 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. The focus is on producing the Action Research Project Proposal in preparation for an ethics submission and the project in the second unit, Professional Action Research Project B.

Professional Action Research Project B

The Action Research Project is 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 tertiary studies to teaching.

* compulsory

ELECTIVE UNITS

Philosophy of Christian Education

This unit explores a philosophy of education from a Christian perspective. Students examine theories about how world views are formed by our culture, and how our philosophy of education impinges on educational practice from a transformational perspective. They explore the concept of world view, how it appropriates itself in a school, in vision and mission statements, in the classroom, in the individual and in an organisation. The concepts of a biblical world view and the place of religious education in Australia are examined and contextualised.

Christian Leadership

This unit provides students with a resilience model for spiritual and holistic wellbeing, including practical strategies for coping and responding to change using Christian pillars of prayer, forgiveness, supportive communities, rest and renewal, gratitude, and hope. The unit explores the principles underpinning virtue ethics, intentional character and identity development, bioethics, and a biblical response to relevant contemporary environmental, cultural, and social issues.

Effective Leadership and Management

Learn to apply a Christian world view to leadership and management principles while developing a personal metaphor and mode of leadership. Students explore both the theory of successful leadership and historical examples, as well as sustainable leadership practices, ethics, management principles, spiritual leadership, gender, emotions and other topics which must be understood in order to be an effective Christian leader.

Creativity and Innovation for Leadership

Appreciate the incredible influence a creative Christian leader can have in curriculum development, strategic planning, management, school cultures and pedagogical approaches. While studying models and theories of creativity and innovation, students learn to personally apply their gained knowledge and to encourage others in their learning communities to value innovation.

Master of EDUCATION RESEARCH (STEM)

Course duration:	2 years full-time 4 years part-time (domestic students only)
Intake:	February and July
Credit points:	96
Delivery:	On campus and online
Available to:	Domestic and international
CRICOS Code:	107125J
IELTS:	6.5 with no band less than 6.0
AQF:	Level 9
Financial information:	FEE-HELP available
Course tuition fee:	International students: $11,000 per semester; $44,000 total tuition fee

For more information, refer to our course fees page.

The Master of Education Research (STEM) is a supervised research degree that requires candidates to propose, design and implement a significant research project in the field of STEM education. The program includes a one-semester coursework stage and a three-semester thesis stage. In the coursework stage candidates undertake four compulsory research training units which are intended to equip students with the knowledge and skills to design a STEM education research project, conduct a literature review, use quantitative and/or qualitative methods for data collection and analysis, and prepare a research and ethics proposal.

Employment opportunities in STEM specialised areas continue to emerge nationally and internationally. In Australia, research graduates in STEM have a wide range of employment prospects in some of the largest and most prestigious companies across different industries.

ENTRY REQUIREMENTS

EDUCATIONAL PREREQUISITES

The entry requirements for admission to the Master of Eductaion Research (STEM) are:

Minimum of a 3-year undergraduate degree in a relevant discipline, with a Grade Point Average of a Credit or above, OR
A Bachelor (Honours) OR Master's degree in a relevant discipline
AND
A Statement of Intent that is succinct and no longer than 500 words. Please refer to the MER/MER (STEM) Statement of Intent Guidelines on the Excelsia website.

ENGLISH LANGUAGE PROFICIENCY

In addition to the criteria above, 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 6.5 with no band score below 6.0. Equivalent test requirements are as follows: PTE Academic = 58 (no score less than 51).

Units

YEAR 1 SEMESTER 1

STEM Foundations

This unit builds student understandings of the historical development of STEM as a concept and as a practice. Students of this unit critically evaluate both research and practice in relation to access to STEM learning and STEM-specific graduate employment. This includes new and emerging approaches to engaging students in STEM education through digital technologies, ways of thinking and practices such as 'making', coding programming, game-based learning, data visualisation and flipped classrooms. Throughout the course, participants will be given an opportunity to explore the fundamental concepts and contemporary issues underpinning STEM education, curriculum documents and policies at national and global levels to understand the impact of place and context on STEM practices. Pre- and post-class activities may include reading of academic texts, watching flipped class materials such as videos, quizzes, and individual and collaborative creation of digital artefacts. Students engage in the application of inquiry-based learning in relation to STEM education.

Qualitative and Quantitative (Research) Methods

This unit aims to analyse the application of both qualitative and quantitative research in the human sciences, and in particular how the nature of the problem and the questions posed lend themselves to one or both research approaches.

This unit fosters the development of all eight Excelsia graduate attributes and requires the rigorous development of higher-order skills in all its six objectives.

Literature Review

In this unit students will complete a critical review of scholarly and other significant literature that relates to their thesis topic or area of study. Tuition will be provided in an intensive format or by supervision, though much of the learning approach will be student-driven and performed independently. This course will directly support the completion of a postgraduate research project, such as a thesis.

A literature review will involve:

- demonstration of knowledge of the research field
- a summary of previous work in the field

- showing gaps in the existing research
- a synthesis and/or comparison of previous research
- a justification for new research
- a critical analysis of existing research and the problems being addressed
- the identification of problems, issues and questions that need further investigation.

Students will undertake a review of relevant literature leading to the generation of research questions. Students will develop their understanding of the main approaches to literature review – traditional or narrative, systematic, meta-analysis and meta-synthesis – in order to execute the literature review most appropriate to the research enquiry and discipline.

The literature review will lead students to select and justify the need for research on a particular problem that arises from theory, research and/or practice.

Research and Ethics Proposal

This unit is designed to introduce conceptual, methodological, and procedural issues related to the preparation of a research project proposal. It develops a step-by-step approach involving the background to the project, framing of the research question and objectives, consideration of theoretical frameworks, justification of methodology selected for the research enquiry, the significance of ethics and ethical conduct in research, and research methodologies. It also enables the preparation of a research ethics application, which is a fundamental research skill for future research progression.

Upon completion of this unit students will have:

- applied ethical principles to research and an introduction to the different research paradigms in their discipline of study
- distinguished between qualitative and quantitative methods
- developed a research proposal based on critical analysis of current and relevant literature
- prepared a research ethics application.

YEAR 1 SEMESTER 2

Supervised Research and Thesis Writing

This unit, undertaken in Semesters 2, 3 and 4, is the capstone unit of the degree and provides the student with the opportunity to demonstrate, with respect to a defined topic, mastery of research in the field of education. In order to demonstrate this mastery, the student will be required to undertake a substantial research project resulting in a contribution to knowledge or understanding and/or the application of knowledge in a designated area of study within the field of education. The work will include: a searching review of the literature; the use of observation, research methods and/or other systematic approach(es) to the acquisition of knowledge; the careful analysis of data; and the preparation of a well-ordered thesis demonstrating a thorough understanding of the relationship of the research to the broader frameworks of the field of study. The thesis will be of publishable quality, and peer-refereed publications arising from the research are a normal expectation. The process of completing the thesis represents the acquisition of complex knowledge, refined skills, and an extended capacity to apply both knowledge and skills in the pursuit of valued academic and professional outcomes. As such, the thesis unit prepares students for the intentional pursuit of lifelong learning and for high-level engagement in their chosen career(s).

YEAR 2 SEMESTER 1

Supervised Research and Thesis Writing

YEAR 2 SEMESTER 2

Supervised Research and Thesis Writing

Master of EDUCATION RESEARCH

Course duration:	2 years full-time 4 years part-time (domestic students only)
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Delivery:	On campus and online
Available to:	Domestic and international
CRICOS Code:	107123M
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AQF:	Level 9
Financial information:	FEE-HELP available
Course tuition fee:	International students: $11,000 per semester; $44,000 total tuition fee

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The Master of Education Research is a supervised research degree that requires candidates to propose, design and implement a significant research project in education in an area that is of interest to the candidate or negotiated with the research supervisor. The program includes a one-semester coursework stage and a three-semester thesis stage. In the coursework stage candidates undertake four compulsory research training units which equip students with the knowledge and skills to design a sound research project, conduct a literature review, use quantitative and/or qualitative methods for data collection and analysis, and prepare a research and ethics proposal.

ENTRY REQUIREMENTS

EDUCATIONAL PREREQUISITES

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Units

YEAR 1 SEMESTER 1

Foundational Skills for Research in Education

This unit builds students' understandings of the foundational principles and practices in educational research. Unlike other fields of study in which empiricism is a dominant research paradigm, research in education is characterised by its diverse approaches, methods and techniques through which educational phenomena are studied. Students in this unit critically evaluate the epistemological premises on which educational research is grounded so that they develop a thorough understanding of the wide range of possible research and methodological paths available to them when designing, developing and implementing their research project.

Qualitative and Quantitative (Research) Methods

This unit aims to analyse the application of both qualitative and quantitative research in the human sciences, and in particular how the nature of the problem and the questions posed lend themselves to one or both research approaches.

This unit fosters the development of all eight Excelsia graduate attributes and requires the rigorous development of higher-order skills in all its six objectives.

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YEAR 1 SEMESTER 2

Supervised Research and Thesis Writing

This unit, undertaken in Semesters 2, 3 and 4, is the capstone unit of the degree and provides the student with the opportunity to demonstrate, with respect to a defined topic, mastery of research in the field of education. In order to demonstrate this mastery, the student will be required to undertake a substantial research project resulting in a contribution to knowledge or understanding and/or the application of knowledge in a designated area of study within the field of education. The work will include: a searching review of the literature; the use of observation, research methods and/or other systematic approach(es) to the acquisition of knowledge; the careful analysis of data; and the preparation of a well-ordered thesis demonstrating a thorough understanding of the relationship of the research to the broader frameworks of the field of study. The thesis will be of publishable quality, and peer-refereed publications arising from the research are a normal expectation. The process of completing the thesis represents the acquisition of complex knowledge, refined skills, and an extended capacity to apply both knowledge and skills in the pursuit of valued academic and professional outcomes. As such, the thesis unit prepares students for the intentional pursuit of lifelong learning and for high-level engagement in their chosen career(s).

YEAR 2 SEMESTER 1

Supervised Research and Thesis Writing

YEAR 2 SEMESTER 2

Supervised Research and Thesis Writing

Information about applications is available at: excelsia.edu.au/study/how-to-apply/

Step 1

Select the course

at: excelsia.edu.au/study/

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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TEQSA PRV12064
CRICOS CODE 02664K

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.

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