

Master of Teaching (Early Childhood/Early Years)

Final Semester Options

As you know, the “ready-to-teach” point comes in the Master of Teaching (Early Childhood) at the end of 150 points, i.e. after one year in the accelerated mode, two years in the reduced mode. At this point, all teacher candidates will be awarded the Postgraduate Diploma in Teaching (Early Childhood), which means that they will be eligible for employment in early childhood services.

To take out the Master of Teaching award, students must complete an additional fifty points of study. This final semester of study (or year part-time) does not need to be taken immediately but can be commenced any time up to five years after the completion of the Postgraduate Diploma in Teaching.

An important consideration is whether or not you have (or are seeking) full-time employment. Some options can only be taken part-time over a year (induction) or full-time in a semester (Early Years, internship). Others can be taken part-time or full-time. ***If you are in full-time or near full-time employment, it is not possible also to complete full-time study.*** If next year you start in full-time study and then get employment, you are strongly urged to cut back to part-time.

For Master of Teaching (Early Childhood) students, there are four options available:

1. Early Years
2. Induction
3. Internship
4. Research
5. Professional Development

1. Early Years

This option can only be taken full-time.

This option prepares Early Childhood teacher candidates to teach in the early years of primary schooling. It leads to provisional registration with the Victorian Institute of Teaching as a primary teacher. (Note: all beginning teachers get provisional registration; you can apply for full registration after teaching for a year.)

There are five subjects in the program. They are designed to extend the study of literacy and numeracy development and curriculum into the early years of schooling, to develop further an understanding of integrated curriculum and of the context of schooling, and to give the additional professional practice experience in primary schools needed to meet the VIT requirements.

The subjects are:

460-535 Professional Practice and Seminar (EY)	12.5 points
460-536 Literacy in the Early Years	12.5 points
460-537 Numeracy in the Early Years	12.5 points
460-538 Integrated Curriculum (Early Years)	6.25 points
460-539 Professional Contexts (Early Years)	6.25 points

Teacher candidates who take the Early Years option will graduate with the Master of Teaching (Early Years) to indicate that they are also qualified as Primary teachers, (as opposed to the Master of Teaching (Early Childhood) which indicates that the graduate has specialised in working in early childhood services).

2. Induction

*This option is only available to students who are in their first year of full-time employment as teachers. The option can only be taken **part-time**.*

This option is designed to support beginning teachers through their first year of teaching. It is built around the VIT requirements and mentors beginning teachers in the development of their professional portfolio, which is the requirement for moving from provisional registration to full registration.

The option consists of two subjects:

460-551 Professional Portfolio	37.5 points
460-553 Investigating Practice (Induction)	12.5 points

This option is supported by a substantial web presence, and can be done wholly online, thus making it possible for those teaching interstate or overseas to take it, as well as those teaching locally.

3. Internship

*This option is only available **full-time**.*

This option provides students with the opportunity to spend ten weeks in a childcare or pre-school setting, four days a week, teaching 0.6 of a full-time load. A mentor is attached to the intern and supports her/him in their work.

There are two subjects:

460-529 Internship (Early Childhood)	37.5 points
460-552 Investigating Practice (Internship)	12.5 points

This option is based on the highly successful internship that MGSE has been running for nearly fifteen years in the graduate Bachelor of Teaching program. It provides an

ideal transition from being a teacher candidate, to being a full-time professional in early childhood.

The Investigating Practice (Internship) subject can be taken online, and so this option is suitable for students who want to take an internship internationally. However, while the Professional Practice unit will negotiate with early childhood providers internationally to set up the internship, initial approaches to the provider must be made by the teacher candidate. The Professional Practice Unit is not able to identify providers in other countries who might be willing to take an intern.

Students who wish to undertake the internship option must register their intention with Professional Practice by **Monday, 2 November** so that the internship can be organised.

4. Research

*Students must have achieved **an average of 75%** across the subjects in their Postgraduate Diploma in Teaching to be eligible for the Research Option. It can be taken either **full-time** or **part-time**.*

This option is for those students who wish to investigate some aspect of educational theory, policy or practice, and who might be interested some day in pursuing doctoral studies in education, and/or a career in educational research.

It consists of two subjects:

460-557 Education Research Methodology	12.5 points
460-558 Research Project	37.5 points

Students must achieve at least an H2A (75%) in the Research Project to be eligible to proceed to doctoral study.

5. Professional Development

*This option can be taken either **full-time** or **part-time**.*

Students may choose to complete the Master of Teaching by undertaking 50 points of subjects from the MGSE Professional Development Masters programs.

The subjects studied could be a coherent program in a particular area that deepens the knowledge of that area already gained (e.g. early years literacies), or it could be a number of different subjects that add depth in different areas.

Students who wish to take four subjects in the Special Education area, could then go into the Master of Education stream in that area, and get fifty points credit, thus only requiring an additional fifty points to take out the Master of Education in that area and be qualified as a special education teacher. For example, students could do the first four subjects in the Master of Education (Special Education, Inclusion and Early

Intervention) to take out the Master of Teaching, and then complete the additional fifty points, including the two practicum subjects, to take out the Master of Education (Special Education, Inclusions and Early Intervention).

Details of the MGSE graduate programs are available at <http://www.edfac.unimelb.edu.au/grad/>

Normal prerequisites for subjects apply.