

## Master of Learning and Teaching (MOLT) - MLrnTch

In 2021, the Master of Learning and Teaching (MOLT) will be split into three separate programs, the Master of Learning and Teaching (Early Years), Master of Learning and Teaching (Primary), and Master of Learning and Teaching (Secondary). Programs at USQ are regularly reviewed to ensure they remain professionally-relevant, in order to enhance the graduate outcomes of our students. This program change is also important to meet the requirements of our external regulator, the Queensland College of Teachers. Please [contact USQ](#) for more information.

	Online
<b>Start:</b>	Semester 1 (February) Semester 2 (July)
<b>Fees:</b>	Commonwealth supported place Domestic full fee paying place International full fee paying place
<b>Standard duration:</b>	2 years full-time, up to 5 years part-time

### Notes:

On successful completion of the Master of Learning and Teaching, students may be eligible for entry into the ; [Doctor of Education](#) or the ; [Doctor of Philosophy](#), provided necessary entry requirements are met.

### Contact us

Future Australian and New Zealand students	Future International students	Current students
<a href="#">Ask a question</a> Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: <a href="mailto:study@usq.edu.au">study@usq.edu.au</a>	<a href="#">Ask a question</a> Phone: +61 7 4631 5543 Email: <a href="mailto:international@usq.edu.au">international@usq.edu.au</a>	<a href="#">Ask a question</a> Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email <a href="mailto:usq.support@usq.edu.au">usq.support@usq.edu.au</a>

### Professional accreditation

Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in this course. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current [Positive Exemption card](#) (Blue Card or Exemption Card) on enrolment. Students in other Australian states or in overseas contexts need to ensure they have complied with the equivalent requirements and have registered the details with the Professional Experience Office. This process is managed in Queensland by the [Queensland College of Teachers](#) (QCT). To be eligible to apply for teacher registration a student enrolled in the Master of Learning and Teaching, in addition to successfully completing all requirements for the program, is required to pass the Literacy and Numeracy (LANTITE) Test prior to graduation. It is strongly recommended the student pass the LANTITE before the successful completion of eight (8) courses. Students must register for the LANTITE test through the [Australian Council for Educational Research](#) (ACER). For important information about the LANTITE and how this applies to you in your program of study, please go to the LANTITE FAQ at [Ask USQ](#).

### Program aims

The Master of Learning and Teaching aims to prepare beginning teachers for employment in primary and secondary school settings. The program has been designed to conform to the requirements and expectations of the [Australian Institute for Teaching and School Leadership](#) (AITSL) and [Queensland College of Teachers](#)

(QCT) accrediting bodies, to allow graduates to be eligible to apply for teacher registration in all Australian states and territories. The aims of the program are captured in the vision that has guided much of the design of the program. This vision can be summarised in this way:

It is envisioned that Master of Learning and Teaching graduates will be:

- classroom ready, and possessing the knowledge, skills and understandings to move smoothly to the role of teacher following completion of the program
- focused on learners and learning as their priority, and displaying a passion for teaching and developing positive and supportive relationships with students
- capable of displaying leadership in their work environment, with a commitment to the continual improvement of the educational experience of all learners
- committed to the highest standards of personal and professional behaviour as defined in the [Queensland College of Teachers 'Code of Ethics'](#).

## Program objectives

The program objectives align with the seven [Australian Institute for Teaching and School Leadership \(AITSL\)](#) Professional Standards for Teachers (Graduate Level). On successful completion of the Master of Learning and Teaching, graduates will be able to, in respect of Primary or Secondary school education, demonstrate that they:

- know students and how they learn
- know the content and how to teach it
- can plan for and implement effective teaching and learning
- can create and maintain supportive and safe learning environments
- can assess, provide feedback and report on student learning
- can engage in professional learning
- can engage professionally with colleagues, parents/carers and the community.

## Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

### Academic entry criteria

- Completion of an Australian university three year Bachelor degree or equivalent (AQF Level 7), in a discipline other than education.
- Minimum of 4.0 out of 7.0 Grade Point Average.
- English Language Proficiency requirements for Category 5. All students are required to satisfy the applicable [English language requirements](#)

### Non-academic entry criteria

Complete a questionnaire and provide written statements to address the key competencies of effective teachers as outlined by the Australian Institute for Teaching and School Leadership. The criteria for selection include capabilities such as motivation to teach, suitability for the teaching profession, learning activities and leadership responsibilities. Refer to the selection guidelines for initial teacher education courses.

Information regarding the admission requirement, is available at [Ask USQ](#) and via the [QTAC website](#).

For information regarding the selection guidelines visit the [Queensland Tertiary Admissions Centre \(QTAC\) website](#).

### Applicants are also advised to note the following:

- The Master of Learning and Teaching has two distinct pathways for either the Primary specialisation or the Secondary specialisation within the overarching Master of Learning and Teaching program. To more accurately reflect the pathway that is required for teachers in Primary Schools and for teachers in Secondary Schools, the Master of Learning and Teaching program will be split in 2021. The Master of Learning and Teaching (Primary specialisation) will change to become Master of Learning and Teaching Primary

(MPLT). The Master of Learning and Teaching (Secondary specialisation) will change to become Master of Learning and Teaching Secondary (MSLT).

- Primary specialisation applicants: must demonstrate adequate coverage of discipline studies related to the Australian Curriculum.
- Secondary specialisation applicants: must demonstrate knowledge in two defined Teaching Areas in their first degree or other studies. For assistance refer to [Queensland Curriculum and Assessment Authority](#).
- Secondary specialisation applicants must demonstrate through their undergraduate degree or other equivalent studies, knowledge of two defined secondary school subject areas.
- All applicants must show how their prior studies meet the specialisation requirements by submitting a copy of their academic transcript and qualifications with their application.

Applicants whose undergraduate studies do not meet the requirements of the Primary or Secondary specialisations may be required to complete additional studies before acceptance into the Master of Learning and Teaching.

Domestic and international students seeking teacher registration in Queensland may be required to demonstrate [English proficiency](#) through the requirements of the Queensland College of Teachers (QCT).

## Program fees

### Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

### Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

### International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

## Program structure

The Master of Learning and Teaching consists of 16 units (refer to the Recommended Enrolment Pattern).

One unit is at AQF Level 7, six are at AQF Level 8 and nine are at AQF Level 9. The inclusion of Level 7 and 8 courses allows for coverage of essential introductory initial teacher education content and the gradual progression to the higher expectations of AQF Level 9 courses, including an applied research project. By the end of the program students are functioning and achieving at the AQF Level 9 standard.

Seven courses are common (core) to both specialisations (Primary and Secondary). The remaining courses are specialisation specific (Primary or Secondary).

The logical structure is based on successfully completing all AQF Level 5 courses before attempting AQF Level 8 courses. Students intending to complete the program within two years using the full time pattern are advised on the importance of attending a professional experience placement every semester.

Eight courses have a 50% research skills component.

Three courses include supervised Professional Experience requirements totalling 60 days.

One course includes a Service learning requirement of 20 days.

Students following the Secondary specialisation will have two teaching areas and study curriculum and pedagogy courses relevant to two areas from either:

- Mathematics
- Science
- History
- Business
- Computing
- The Arts
- Humanities
- English
- Health and Physical Education
- Religious Education (currently studied cross-institutionally)
- Design and Technology (currently studied cross-institutionally)

### Secondary Discipline Specific Curriculum and Pedagogy Courses

Students following the Secondary Specialisation must choose one course from the list below for Discipline Specific Curriculum & Pedagogy A and one course for Discipline Specific Curriculum & Pedagogy B.

<b>Choose two from the following:</b>
EDS4411 Secondary Languages Curriculum and Pedagogy
<a href="#">EDS4402 Secondary Mathematics Curriculum and Pedagogy</a>
<a href="#">EDS4403 Secondary Science Curriculum and Pedagogy</a>
<a href="#">EDS4404 Secondary History Curriculum and Pedagogy</a>
<a href="#">EDS4405 Secondary Business Curriculum and Pedagogy</a>
EDS4406
<a href="#">EDS4407 Secondary Arts Curriculum and Pedagogy</a>
<a href="#">EDS4408 Secondary Humanities Curriculum and Pedagogy</a>
<a href="#">EDS4410 Secondary English Curriculum and Pedagogy</a>
<a href="#">EDH3257 HPE Curriculum Studies 3</a>
EDRE516 RE Curriculum (cross-institutionally from <a href="#">Australian Catholic University</a> )
EMT445 Curriculum Method 1: Design and Technology (cross-institutionally from <a href="#">Charles Sturt University</a> )

Students following the Secondary Specialisation are required to take their individual discipline specific curriculum and pedagogy courses when they are offered in semester 2.

### Program completion requirements

Within the 16 units required to complete this program, there are strict Professional experience requirements. These requirements are broken down to 60 days supervised placement and a service learning placement. Please refer to [Education placements](#) for further information.

In addition to successfully completing all course and professional experience requirements for this program, students are required to pass the personal Literacy and Numeracy Test for Initial Teacher Education ([LANTITE](#))

in order to graduate. The LANTITE assesses initial teacher education students' literacy and numeracy skills. For important information about the LANTITE and how this applies to you in your program of study, please go to the [LANTITE FAQ](#) at [Ask USQ](#)

## Required time limits

The standard duration for completion of this program is two years full-time or four years part-time. Students have a maximum of five years to complete this program.

## Major studies

The program consists of two specialisations:

- Primary
- Secondary.

## Major studies objectives

The objectives of the program (see earlier) apply equally to both the Primary and Secondary specialisations.

## Coursework

The program consists of 16 course work units, eight of which have a research skills component.

## Professional experience

Within the 16 units required to complete this program, there are strict Professional experience placements to meet the minimum 60 days supervised placement requirement.

Students are required to undertake Professional Experience in accordance with the number of days and placement settings as indicated in the program accredited by the Queensland College of Teachers (QCT) and the Australian Children's Education and Care Quality Authority (ACECQA).

Students can undertake a maximum of one course with a professional experience component in the one semester.

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state which they are completing their Professional Experience.

For further information regarding Professional Experience and education placements, please visit the [USQ website](#)

## IT requirements

For information technology requirements, please refer to the [USQ minimum computing standards](#).

## Other program requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state in which they are completing their Professional Experience.

## Articulation

Students who successfully complete the Master of Learning and Teaching (Primary) with a 'credit' average will be able to progress to the [Doctor of Education](#).

## Exit points

A student who chooses not to complete or who does not maintain good standing in this program will be permitted to exit with a lesser qualification as set out below, provided that they have met the requirements of that program. This means:

- a student who successfully completes four postgraduate courses in the Master of Learning and Teaching may exit with the [Graduate Certificate of Education](#)
- a student who successfully completes a defined sequence of eight postgraduate courses in the Master of Learning and Teaching may exit with the [Graduate Diploma of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Graduate Diploma of Education \(Full Fee Paying \(FFP\)\)](#).

## Credit

Candidates eligible for admission into this program may be eligible for up to eight (8) units of credit on the basis of successful completion of relevant, equivalent postgraduate level study completed at a recognised university or institution.

Credit approved in this program will not automatically apply to other specialisations or USQ programs. Claims for credit should be submitted prior to or at the time of enrolment. Each claim will be assessed on individual merit in line with the [Credit and Exemptions Procedure](#).

For instructions on applying for credit, please visit our [website](#).

## Primary specialisation

Students are able to enrol in any offered mode of a course (on-campus, external or online), regardless of the program mode of study they enrolled in.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	1	1			1	1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - <a href="#">EDP2111</a>	
EDM5100 HPE and Wellbeing Curriculum and Pedagogical Studies 1					1	1	Pre-requisite: Students must be enrolled in one of the following Programs: MELT or MPLT	
EDM5010 Literacy Learning in the Early Years					1	1	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT or MPLT	
EDM5000 Planning for Learning: Introduction to Curriculum and Pedagogy			1	1,2			Pre-requisite: Students must be enrolled in one of the following Programs: MPLT or MSLT	15 days Professional Experience
EDM5002 Diversity in Educational Contexts					1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: MPLT or MSLT	
EDM5005 Mathematics Curriculum & Pedagogical Studies 1					1	2		
EDM5003 Science Curriculum & Pedagogical Studies					1	2		
EDM5001 Understanding Learners and Learning			1	1,2			Pre-requisite: <a href="#">EDM5000</a> or <a href="#">EDM5014</a>	20 days Professional experience.
EDM8000 Assessment for Learning					2	1,2,3	Pre-requisite: <a href="#">EDM5000</a>	



Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM8006 Curriculum and Pedagogical Studies 2: Arts & Technologies					2	1,2	Pre-requisite: EDM5001	
EDM8007 Literacies Learning in Diverse Contexts					2	1,2	Pre-requisite: EDM5010	
EDM8004 Teacher Identity			2	1	2	1,2,3	Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the following Programs: MOLT or MPLT or MSLT	
EDM8002 Special Education Needs					2	1,2		
EDM8005 Mathematics Curriculum & Pedagogical Studies 2					2	1,2	Pre-requisite: EDM5001 and EDM5005	
EDM8008 Inquiring through the Humanities					2	1,2	Pre-requisite: EDM5001	
EDM8100 Evidence of Learning in Teaching			2	1,2			Pre-requisite: EDM5001 and (EDM5016 or EDM8000)	25 days Professional Experience

## Secondary specialisation

Students are able to enrol in any offered mode of a course (on-campus, external or online), regardless of the program mode of study they enrolled in.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
ESB2100 Positive Behaviour for Learning: Taking Responsibility	1	1			1	1,2	Pre-requisite: Students must be enrolled in the following: UCTS or BEDU or BSED or MOLT (Secondary) Pre-requisite: BEDU and BSED Only - ESP1200 or EDC1400	
EDM5006 Signature Pedagogies					1	1		
EDM5004 Curriculum and Pedagogy for Junior Secondary					1	1		
EDM5000 Planning for Learning: Introduction to Curriculum and Pedagogy			1	1,2			Pre-requisite: Students must be enrolled in one of the following Programs: MPLT or MSLT	15 days Professional Experience
EDM5002 Diversity in Educational Contexts					1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: MPLT or MSLT	
Teaching Area Specific Curriculum and Pedagogy Course A					1	2		
Teaching Area Specific Curriculum and Pedagogy Course B					2	2		
EDM5001 Understanding Learners and Learning			1	1,2			Pre-requisite: EDM5000 or EDM5014	20 days Professional experience.
EDM8000 Assessment for Learning					2	1,2,3	Pre-requisite: EDM5000	
EDM8010 Curriculum and Pedagogy for Senior Secondary					2	1,3	Pre-requisite: EDM5001	
EDM8013 Literacy and Numeracy Across the Curriculum					2	1,2	Pre-requisite: EDM5000	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM8004 Teacher Identity			2	1	2	1,2,3	Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the following Programs: MOLT or MPLT or MSLT	
EDM8002 Special Education Needs					2	1,2		
EDM8011 Multiple Pathways in Secondary Schools					2	1,2	Pre-requisite: EDM5001	
EDM8012 Investigating TPACK					2	1,2	Pre-requisite: EDM5001	
EDM8100 Evidence of Learning in Teaching			2	1,2			Pre-requisite: EDM5001 and (EDM5016 or EDM8000)	25 days Professional Experience.