COURSE HANDBOOK

MASTER OF TEACHING (PRIMARY)

School of Education

COURSE HANDBOOK

Alphacrucis University College

MASTER OF TEACHING (PRIMARY)

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Alphacrucis University College

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Overview

Master of Teaching (Primary) (MTP)	Program Director	Cassandra Pendlebury
	AQF Level	AQF Level 9 (Postgraduate)
	Qualification	Masters Degree (Coursework)
	Subjects	16
	Languages of Instruction	English
	CRICOS Code	073124F
	ASCED Code	070103
	Accreditation	Self-accreditation Professional accreditation (NESA)
	Course Length	2 years full-time; up to 7 years part-time
	Entry Requirements	https://www.ac.edu.au/awards/master-teaching-primary/

COURSE OVERVIEW

The Master of Teaching (Primary) is a Teacher Education Student education program, designed to meet the National Professional Standards for Teachers – professional knowledge, professional practice and professional engagement at graduate teacher level, equipping them for provisional registration as generalist teachers in primary school.

The course builds on the College's established expertise in producing graduates who embody integrity, professional knowledge, and social skills, making a positive contribution to society. It develops the professional skills necessary to teach the full range of primary curriculum and trains students in how to engage with communities of practice for ongoing support throughout their careers.

The Master of Teaching (Primary) provides a core of pedagogy in each of the Key Learning Areas (KLAs) and professional experience, while allowing students to explore areas of interest through an elective component. The independent action research in this program equips graduates to undertake ongoing action research in their place of employment, thus improving their own teaching skills and contributing to the field. In addition to developing skills in critical thinking, problem-solving, teamwork, and communication skills, the graduates will be equipped with advanced knowledge of theory in the full range of primary curriculum to equip them for classroom teaching.

Course Structure

Note: Contact the Quality & Standards Team for access to previous course version.

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This course structure applies to students that commenced from Semester 1 2025

Structure of the course of study: The course structure is based on 4 semesters (each of 13 weeks duration), with four subjects taught in each semester. It comprises:

- 130 cp from Education
- 20 cp Professional Experience
- 10 cp from Research (EDU508)

Professional Experience is based on a minimum number of 60 supervised teaching days in primary schools as stipulated by local registration/employing bodies.

To qualify for award of the degree of Master of Teaching (Primary) a candidate must complete at least 160 credit points, including satisfactory completion of the core subjects noted below.

Content of the course of study		Credit points
Education Specific	EDU407 Foundations of Christian Education EDU408 Teaching and Learning Evidence and Practice EDU415 Language and Literacy EDU416 Early Reading (Years K-2) EDU419 Mathematics and Numeracy (Years K-2) EDU426 Aboriginal and Torres Strait Islander Perspectives EDU502 History and Geography EDU511 Personal Development, Health and Physical Education EDU512 Science and Technology EDU518 Learning and Teaching English in the Primary Years EDU519 Mathematics and Numeracy (Years 3-6) EDU521 Creative Arts EDU523 Inclusive Education	13 x 10
Professional Experience	EDU591A Professional Experience 1	1 x 5
	EDU591B Professional Experience 2	1 x 5
	EDU599 Professional Experience 3	1 x 10
Research	EDU508 Educational Research and Evidence in Practice	1 x 10
Primary Specialisation	Students who do not meet the required NESA Mathematics Band 4 entry requirements are required to complete EDU107 Foundational Mathematics as an additional unit by the end of their first year of study.	
Other protocols of the course	Must have the appropriate approvals for working with children and meet the relevant state requirements before they may enter a classroom. All students must attempt LANTITE within their first semester of study and must pass LANTITE prior to enrolling in Professional Experience EDU599.	

Indicative Course Progression

Based on a full-time study mode

EDUCATION SPECIFIC	RESEARCH	PROFESSIONAL EXPERIENCE

First Year			
Semester 1		**Semester 2**	
EDU407	Foundations of Christian Education	EDU523	Inclusive Education
EDU408	Teaching and Learning Evidence and Practice	EDU512	Science and Technology
EDU415	Language and Literacy	EDU519	Mathematics and Numeracy (Years 3-6)
EDU419	Mathematics and Numeracy (Years K-2)	EDU416	Early Reading (Years K-2)
		EDU591A	Professional Experience 1
Second Year			
Semester 3		**Semester 4**	
EDU502	History and Geography	EDU426	Aboriginal and Torres Strait Islander Perspectives
EDU518	Learning and Teaching English in the Primary Years	EDU508	Educational Research and Evidence in Practice
EDU511	Personal Development, Health and Physical Education	EDU599	Professional Experience 3 (20 days)
EDU521	Creative Arts		
EDU591B	Professional Experience 2		

Course Learning Outcomes

Graduates will be able to demonstrate:
• advanced and integrated understanding of key issues and practices within the discipline area of primary teaching;
• knowledge of scholarship and recent developments in the KLA's pertaining to primary teaching, including, where appropriate, across disciplines;
• understanding of general research principles and methods, and advanced knowledge of specific research approaches used in the discipline area of primary teaching;
• advanced and integrated understanding regarding the planning, implementation, assessment and reporting of pedagogically sound learning activities consistent with a Christian worldview and appropriate to the demands of the teaching context.
Graduates will be able to demonstrate ability to:
• evaluate, synthesise and critically engage the theoretical knowledge regarding the stages of development in physical, cognitive, social/emotional and spiritual growth in children and apply it to diagnosis and strategies for progression;
• analyse and synthesise various pedagogical approaches with differing ideologies and develop skills and strategies (including technologies) to enhance the quality of learning for all students, including those from marginalised communities;
• design and execute a research project which examines a complex problem or issue using appropriate methodologies and theories from the discipline area;
• communicate effectively complex ideas and proposed solutions to peers and general audiences in diverse contexts;
• identify and critically evaluate new developments of research and scholarship in the discipline area of primary teaching.
• articulate new questions or issues and apply the knowledge and skills developed within the discipline area of primary teaching to develop appropriate solutions;
• comply with professional codes of ethics and regulations which impact on the ability to work with children and keep abreast of changes in the legislation and practice applicable to the specific teaching context;
• work independently, responsibly and with the level of professionalism expected of an expert in the discipline area of primary teaching;
• design and implement a major research project in the discipline area of primary teaching to advance personal and professional development, in order to thrive in educational contexts.

Work Integrated Learning

Work-Integrated Learning must be undertaken the college co-ordinated School Professional Placements. These subjects seek to create a direct linkage between the learning, skills and values engaged in lectures, and the reflection which occurs when these are applied in real-life settings. These work-based training subjects comprise of mentoring and academic assessment in a workplace.

To qualify for the award of the degree of Master of Teaching (Primary), all Teacher Education Students will complete this subject which is conducted over three semesters (recommended: 2nd, 3rd, 4th Semesters). Organisation and placement for EDU591 and EDU599 Professional Experiences (10 credit points each) will be conducted by the Professional Experience Program Director.

If a teacher education student has gained employment as a teacher's aide (TA), they may apply for recognised prior learning or advanced standing. See the School of Education Guide for details regarding this process.

For further information related to Teaching School Hubs and Work-Integrated Learning please go to https://www.ac.edu.au/study/education/hubs/.

Other Course Information

For other course information, such as information on Professional Accreditation and available intakes, visit the course web page:

https://www.ac.edu.au/awards/master-teaching-primary/

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Useful Links

AC WEBSITE

https://www.ac.edu.au/

ACADEMIC CALENDAR

https://www.ac.edu.au/key-dates/

HOW TO ENROL

Please see the **Timetable** for available subjects and contact **Student Support Team** for tailored academic advice before completing the enrolment form.

AC POLICIES

https://ww1.ac.edu.au/ppm/

LEARNING MANAGEMENT SYSTEM

Enrolled students will have access to AC's **LMS**

FEES

https://www.ac.edu.au/fees-financing/

STUDENT FORMS

https://www.ac.edu.au/forms/

GRADUATE ATTRIBUTES

https://ww1.ac.edu.au/ppm/graduate-attributes-policy/

Student Support

The Student Support team are available if you need assistance. Email the team via: studentsupport@ac.edu.au or book a phone or video call via: Bookings

Phone: (02) 8893 9005

https://www.ac.edu.au/student-services/

For disability support please contact dso@ac.edu.au

Appendix 1

COURSE PROGRESSION TRACKING TEMPLATE

Master of Teaching (Primary)

Student:	
Student ID number:	
Year of commencement:	

Master of Teaching (Primary) requirements:

- 130 cp from Education (EDU subjects)
- 20 cp from Professional Experience (EDU591 A/B and EDU599)
- 10 cp from Research (EDU508)

130 cp Education Specific subjects Subject Code & Name	Subject Credit Points	Comments

10 cp Research subject Subject Code & Name	Subject Credit Points	Comments

20 cp Professional Experience subjects Subject Code & Name	Subject Credit Points	Comments