



Alphacrucis University College

COURSE HANDBOOK

MASTER OF TEACHING (SECONDARY)

School of Education

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Overview

Master of Teaching (Secondary) (MTS)	Program Director	Cassandra Pendlebury
	AQF Level	AQF Level 9 (Postgraduate)
	Qualification	Masters Degree
	Subjects	16
	Languages of Instruction	English
	CRICOS Code	089242B
	ASCED Code	070105
	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-secondary/

COURSE OVERVIEW

The Master of Teaching (Secondary) is a graduate entry, pre-service teacher education program, designed to meet the Australian Professional Standards for Teachers – professional knowledge, professional practice and professional engagement at graduate teacher level, equipping them for provisional registration as specialist teachers in high school.

This course builds on the AC'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 at secondary level, in specialised curriculum areas, and trains students in how to engage with communities of practice for ongoing support throughout their careers.

The Master of Teaching (Secondary) provides a core of pedagogy and professional experience, while allowing students to explore areas of special interest through elective components. The independent research in this program equips graduates to undertake ongoing 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, the graduates will be equipped with advanced knowledge of theory in general secondary educational theory, as well as specialised curriculum areas, to equip them for classroom teaching.



Course Structure

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

This course structure applies to students enrolled from Semester 1, 2026 onwards.

The course structure is based on four semesters each of 16 weeks (12 academic weeks and four placement weeks). It comprises:

- 80 cp from Education (EDU subjects)
- 40 cp from Curriculum Studies (CRS subjects)
- 10 cp from Electives
- 10 cp from Research (EDU508)
- 20 cp from Professional Experience (EDU591 A/B and EDU599)

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

All Master of Teaching candidates must attempt the LANTITE Literacy and Numeracy tests in their first Semester of study to ensure they can progress through the course.

Content of the course of study		Credit points
Education Specific	EDU407 Foundations of Christian Education EDU408 Teaching and Learning Evidence and Practice EDU440 Child and Adolescent Development and Learning EDU523 Inclusive Education EDU541 Differentiated Curriculum and Learning Management EDU542 Learning and Teaching through ICT EDU534 Literacy and Numeracy in Context EDU426 Aboriginal and Torres Strait Islander Perspectives	8 x 10
Professional Experience	EDU591A Professional Experience 1 (20 days) EDU591B Professional Experience 2 (20 days) EDU599 Professional Experience 3 (20 days)	1 x 5 1 x 5 1 x 10
Electives	1 subject taken from accredited Level 8 or above subjects offered by AC in the given semester.	1 x 10
Research	EDU508 Educational Research and Evidence in Practice	1 x 10
Major (Specialisation)	ENGLISH CRS403 Curriculum Studies - English: Part A CRS503 Curriculum Studies - English: Part B CREATIVE ARTS CRS435 Curriculum Studies - Visual Arts: Part A CRS535 Curriculum Studies - Visual Arts: Part B HSIE (Human Society and Its Environment) CRS450 Curriculum Studies - Commerce	

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Rules of progression	<p>Prerequisites/co-req EDU407 Foundations of Christian Education and EDU408 Teaching and Learning Evidence and Practice</p> <p>EDU591A must be completed before EDU591B and EDU591B must be completed before EDU599. Students pass LANTITE before enrolling in EDU599.</p>
Other protocols of the course	<p>Must have the appropriate approvals for working with children prior to commencing placement (i.e. WWCC or state equivalent, Anaphylaxis and CPAT training).</p>
Pre-requisites for specific subjects	<p>Pre-requisites are noted on the subject outline. Students must have completed the pre-requisite to enrol in the subject.</p>

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Indicative Course Progression

Based on a full-time study mode

EDUCATION SPECIFIC	CURRICULUM STUDIES	RESEARCH	ELECTIVES	PROFESSIONAL EXPERIENCE
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First Year			
Semester 1		Semester 2	
CRS	Curriculum 1 subject A	EDU523	Inclusive Education
EDU407	Foundations of Christian Education	EDU541	Differentiated Curriculum and Learning Management
EDU408	Teaching and Learning Evidence and Practice	CRS	Curriculum 1 subject B
EDU440	Child and Adolescent Development and Learning	CRS	Curriculum 2 subject A or CRS460
		EDU591A	Professional Experience 1 (20 days)
Second Year			
Semester 3		Semester 4	
CRS	Curriculum 2 subject B or CRS570	EDU426	Aboriginal and Torres Strait Islander Perspectives
	Elective	EDU508	Educational Research and Evidence in Practice
EDU542	Learning and Teaching through ICT	EDU599	Professional Experience 3 (20 days)
EDU534	Literacy and Numeracy in Context		
EDU591B	Professional Experience 2 (20 days)		



Course Learning Outcomes

<p>Graduates will be able to demonstrate:</p> <ul style="list-style-type: none"> advanced and integrated understanding of key issues, practices and recent developments in secondary teaching within the chosen Key Learning Areas (KLAs): Creative Arts; English; Human Society and Its Environment; Languages; Mathematics; Personal Development, Health and Physical Education; Science; Technology; in-depth understanding of general research principles and methods, and advanced knowledge of specific research approaches used in secondary teaching within the chosen discipline areas; 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.
<p>Graduates will be able to demonstrate ability to:</p> <ul style="list-style-type: none"> evaluate, synthesise and critically engage the theoretical knowledge regarding the stages of development in physical, cognitive, social/emotional and spiritual growth in adolescents and apply it to diagnosis and teaching strategies for progression of students; critically 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 implement an action 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 secondary teaching within the chosen discipline areas. articulate new questions or issues and apply the knowledge and skills developed in secondary teaching, within the chosen discipline areas, 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 secondary teaching; develop and design a wide range of units of work within their chosen specialisation at Stage 4 (Y7/8); Stage 5 (Y9/10) and Stage 6 (Y11/12); design and implement a major action research project in the discipline area of secondary teaching to advance personal and professional development, in order to thrive in educational contexts.



Work Integrated Learning

Work-Integrated Learning must be undertaken by AC 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 (Secondary), all Pre-service Teachers 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-secondary/>

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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/>

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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

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Appendix 1

COURSE PROGRESSION TRACKING TEMPLATE

Master of Teaching (Secondary)

Student:	
Student ID number:	
Year of commencement:	

Master of Teaching (Secondary) requirements:

- 80 cp from Education (EDU subjects)
- 40 cp from Curriculum Studies (CRS subjects)
- 10 cp from Electives
- 10 cp from Research (EDU508)
- 20 cp from Professional Experience (EDU591 A/B and EDU599)

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

40 cp Curriculum Studies 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

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10 cp Elective subjects Subject Code & Name	Subject Credit Points	Comments