

Master of Secondary Teaching (EDM101.2)

Please note these are the 2028 details for this course

Domestic students

Selection rank	
Delivery mode	Blended On campus
Location	Bruce, Canberra
Duration	2.0 years
Faculty	Faculty of Education
Discipline	School of Teacher Education
UAC code	880429
English language requirements	There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score of 7.5, a score of not less than 8.0 in both speaking and listening, and no band score below 7.0. All candidates must present the stated IELTS prior to admission unless they have undertaken senior secondary studies or a minimum of three years of study in a completed undergraduate degree from one of the following countries: Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland. Only non-IELTS test variations are: International Second Language Proficiency Ratings (ISLPR) score of 4 in all areas, or Professional English Assessment for Teachers (PEAT) assessment of A in all areas.

International students

Selection rank	
Academic entry requirements	To study at UC, you'll need to meet our academic entry requirements and any admission requirements specific to your course. Please read your course admission requirements below. To find out whether you meet UC's academic entry requirements, visit our academic entry requirements page.

[View UC's academic entry requirements](#)

Delivery mode	On campus
Location	Bruce, Canberra
Duration	2.0 years
Faculty	Faculty of Education
Discipline	School of Teacher Education
CRICOS code	097655C
English language requirements	There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score of 7.5, a score of not less than 8.0 in both speaking and listening, and no band score below 7.0. All candidates must present the stated IELTS prior to admission unless they have undertaken senior secondary studies or a minimum of three years of study in a completed undergraduate degree from one of the following countries: Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland. Only non-IELTS test variations are: International Second Language Proficiency Ratings (ISLPR) score of 4 in all areas, or Professional English Assessment for Teachers (PEAT) assessment of A in all areas.

About this course

Switch to a career in Secondary Teaching

Build on your existing Bachelor's degree with UC's Master of Secondary Teaching and gain the knowledge, skills and confidence to pursue your passion and enter a career as a teacher of students in Years 7–12.

With the delivery of the Australian Curriculum in mind, this postgraduate degree introduces you to evidence-based, problem-solving approaches in real classroom settings. You'll be supported to develop and reflect on your own professional learning goals as you grow into your role as an educator.

Informed by the latest educational research, this postgraduate degree includes 60 days of supervised teaching placement in Canberra region secondary schools, giving you valuable classroom experience right from the beginning of your study.

Like all Teacher Quality Institute (TQI) accredited education programs, UC's Master of Secondary

Teaching requires students to complete a Professional Experience component and pass the moderated Teaching Performance Assessment (TPA) that takes place within a school.

Study the Master of Secondary Teaching at UC and you will:

- master the skills required for lesson planning and effective teaching and learning
- critically reflect on how educational theory and research informs teaching practice
- develop effective ways to collaborate as part of a team and interpret evidence and data
- increase your ability to reason and make evidence-based decisions
- empower learners with your strong subject and pedagogical knowledge
- establish and maintain ethical and respectful relationships with students, colleagues and parents
- promote participation and inclusion and develop the strengths and needs of students from diverse cultural, linguistic, religious and socio-economic backgrounds
- strengthen your professional leadership
- engage with schools in the Canberra region and build your network of experienced professional and mentors.

Work Integrated Learning (WIL)

WIL is a core component of the Master of Secondary Teaching. You'll complete 60 days of placements in partner secondary schools in and around the Canberra area. These placements provide hands-on experience in real classrooms, allowing you to apply your learning with the guidance of education mentors. This degree emphasises your growth, ensuring that you strengthen your engagement with school communities and build confidence to succeed in the classroom. Through this placement model, UC students graduate with a broad and supportive network of education professionals and meaningful experience that sets them apart.

Note: Students must obtain a Working with Vulnerable People Check before their first placement.

Career opportunities

UC's Master of Secondary Teaching degree is an accredited qualification and offers graduates the chance to acquire the skills needed to pursue a career in teaching and a pathway to a range of other lifelong learning careers.

Graduates can work in such roles as:

- secondary school teacher
- principal
- relief teacher
- adult educator
- curriculum adviser
- flexible learning developer
- professional trainer, coach or tutor
- life coach or development executive
- international school teacher

- lecturer
- education entrepreneur
- foreign aid worker/educator
- academia, including pedagogy researcher
- policy design and implementation.

Professional accreditation

This course is registered by the ACT Teacher Quality Institute (TQI) and recognised as a teaching qualification throughout Australia.

Admission requirements

Please be advised that Applications closes three (3) weeks before the start of semester and offer must be accepted one (1) week before the start of semester.

Entrants to graduate entry programs have a discipline-specific bachelor or equivalent qualification relevant to the Australian Curriculum or other recognised areas of schooling provision including at least a major study in one teaching area and, preferably, a second teaching area comprising at least a minor study.

Note: Enrolment into full-time or part-time study is conditional on the study patterns being followed. Any variation to these patterns must be approved BEFORE enrolment by the respective Faculty of Education Program Director.

Additional admission requirements

Your prior qualifications must align with a Key Learning Area or Key Learning Areas of the Australian Curriculum for years 7-12, including at least one major study of one of the following:

- English
- Languages
- Mathematics
- Science
- Technologies
- Humanities and Social Sciences
- Health and Physical Education
- Creative and Performing Arts

All applicants will be required to attend a Course Advice and Suitability for the Profession Interview (CASPI) at which their suitability for the teaching profession will be assessed. Applicants are expected to attend the interview date and time offered to them.

Additional Teacher Registration requirements:

Students are also advised that there are English Language requirements for employment in Australia that can be met through the completion of four full years (or part time equivalent) of tertiary study in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland, or through completing an International English Language Testing System (IELTS) assessment or an

equivalent English language proficiency assessment and having attained an overall IELTS (or equivalent) test score of 7.5 with scores of at least band 8 in Speaking and Listening and at least band 7 in Reading and Writing.

Assumed knowledge

None.

Periods course is open for new admissions

Year	Location	Teaching period	Teaching start date	Domestic	International
2028	Bruce, Canberra	Semester 1	14 February 2028	✓	✓
2028	Bruce, Canberra	Semester 2	07 August 2028	✓	✓

Credit arrangements

There are currently no formal credit transfer arrangements for entry to this course. Any previous study or work experience will only be considered as part of the application process in accordance with current [course rules](#) and [university policy](#).

Course requirements

Master of Secondary Teaching (EDM101) | 48 credit points

Restricted Choice - 18 credit points as follows

[Expand All](#) | [Collapse All](#)

Teaching Secondary Disciplines Methods Units - Must pass 12 credit points from the following

[School Placement PG \(11360\) | 0 credit points — Level P](#)

[Teaching Secondary Creative and Performing Arts PG \(11361\) | 6 credit points — Level P](#)

[Teaching Secondary English PG \(11363\) | 6 credit points — Level P](#)

[Teaching Secondary Humanities and Social Sciences PG \(11365\) | 6 credit points — Level P](#)

[Teaching Secondary Languages PG \(11367\) | 6 credit points — Level P](#)

[Teaching Secondary Mathematics PG \(11369\) | 6 credit points — Level P](#)

[Teaching Secondary Technologies PG \(11371\) | 6 credit points — Level P](#)

[Teaching Secondary Science PG \(11373\) | 6 credit points — Level P](#)

[Teaching Secondary Health and Physical Education PG \(11375\) | 6 credit points — Level P](#)

- Students who do not have two teaching areas will undertake unit 11360 School Placement PG (0cps) PLUS an additional 6 credit points from the General Units section to

meet course requirements.

General Units - Must pass 6 credit points from the following

Educating Globally PG (9085) | 3 credit points — Level P

Educational Leadership and Change PG (9086) | 3 credit points — Level P

Educating for Sustainable Worlds PG (9088) | 3 credit points — Level P

Engaging Communities in Change PG (9089) | 3 credit points — Level P

Critical Policy Analysis in Education PG (9092) | 3 credit points — Level P

Leading and Sustaining Professional Learning Communities PG (9096) | 3 credit points — Level P

Investigating Curriculum and its Context PG (9102) | 3 credit points — Level P

Curriculum Development and Design PG (10321) | 3 credit points — Level P

Leading Coaching and Mentoring in Education PG (10324) | 3 credit points — Level P

Understanding the Rural Professional Context PG (10327) | 3 credit points — Level P

Issues and Challenges in School Improvement: International Perspectives PG (10353) | 3 credit points — Level P

Primary Mathematics -Teaching for Understanding G (11341) | 3 credit points — Level G

Language in Social Context G (11383) | 3 credit points — Level G

Study of Language G (11384) | 3 credit points — Level G

English Grammar PG (11388) | 3 credit points — Level P

Discourse Studies PG (11392) | 3 credit points — Level P

Language, Literacy and Literature 1 G (11918) | 3 credit points — Level G

Required - Must pass 30 credit points as follows

Curriculum and Assessment in Secondary Education G (11351) | 3 credit points — Level G

Learning and Development in Secondary Education G (11352) | 3 credit points — Level G

Indigenous Teaching and Learning Perspectives in Secondary Education PG (11353) | 3 credit points — Level P

Using Data to Improve Learning G (11354) | 3 credit points — Level G

Education for Diversity in Secondary Education G (11355) | 3 credit points — Level G

The Professional Practice of Teaching G (11356) | 3 credit points — Level G

Positive Learning Environments in Secondary Education G (11357) | 3 credit points — Level G

Information and Communication Technology Literacy in Secondary Education PG (11358) | 3 credit points — Level P

Professional Practice Capstone Project Secondary Education PG (11359) | 6 credit points — Level P

Engaging with LANTITE G (11696) | 0 credit points — Level G

In addition to course requirements, in order to successfully complete your course you must meet the inherent requirements. Please refer to the [inherent requirements statement](#) applicable to your course

Typical study pattern

UC - Canberra, Bruce

Standard Full Time, Semester 1 Commencing

Year 1

Semester 1

[Curriculum and Assessment in Secondary Education G \(11351\)](#)

[Engaging with LANTITE G \(11696\)](#)

[Learning and Development in Secondary Education G \(11352\)](#)

[Positive Learning Environments in Secondary Education G \(11357\)](#)

[Using Data to Improve Learning G \(11354\)](#)

Semester 2

[Education for Diversity in Secondary Education G \(11355\)](#)

[The Professional Practice of Teaching G \(11356\)](#)

First Teaching Methods unit (Method A)

Year 2

Semester 1

Two Restricted Choice General units

Second Teaching Methods unit (Method B) OR (11360 School Placement PG (0cp) AND
Two Restricted Choice General units)

Semester 2

[Indigenous Teaching and Learning Perspectives in Secondary Education PG \(11353\)](#)

[Information and Communication Technology Literacy in Secondary Education PG \(11358\)](#)

[Professional Practice Capstone Project Secondary Education PG \(11359\)](#)

Standard Full Time, Semester 2 Commencing

Year 1

Semester 2

[Curriculum and Assessment in Secondary Education G \(11351\)](#)

Education for Diversity in Secondary Education G (11355)

Engaging with LANTITE G (11696)

The Professional Practice of Teaching G (11356)

Using Data to Improve Learning G (11354)

Year 2

Semester 1

Learning and Development in Secondary Education G (11352)

Positive Learning Environments in Secondary Education G (11357)

First Teaching Methods unit (Method A)

Semester 2

Indigenous Teaching and Learning Perspectives in Secondary Education PG (11353)

Information and Communication Technology Literacy in Secondary Education PG (11358)

Second Teaching Methods unit (Method B) OR (11360 School Placement PG (0cp) AND
Two Restricted Choice General units)

Year 3

Semester 1

Professional Practice Capstone Project Secondary Education PG (11359)

Two Restricted Choice General units

Standard Part Time, Semester 1 Commencing
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Year 1

Semester 1

Curriculum and Assessment in Secondary Education G (11351)

Engaging with LANTITE G (11696)

Using Data to Improve Learning G (11354)

Semester 2

Education for Diversity in Secondary Education G (11355)

The Professional Practice of Teaching G (11356)

Year 2

Semester 1

Learning and Development in Secondary Education G (11352)

Positive Learning Environments in Secondary Education G (11357)

Semester 2

First Teaching Methods unit (Method A)

Year 3

Semester 1

Second Teaching Methods unit (Method B) OR (11360 School Placement PG (0cp) AND Two Restricted Choice General units)

Semester 2

Indigenous Teaching and Learning Perspectives in Secondary Education PG (11353)

Information and Communication Technology Literacy in Secondary Education PG (11358)

Year 4

Semester 1

Two Restricted Choice General units

Semester 2

Professional Practice Capstone Project Secondary Education PG (11359)

Standard Part Time, Semester 2 Commencing
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Year 1

Semester 2

Curriculum and Assessment in Secondary Education G (11351)

Engaging with LANTITE G (11696)

Using Data to Improve Learning G (11354)

Year 2

Semester 1

Learning and Development in Secondary Education G (11352)

Positive Learning Environments in Secondary Education G (11357)

Semester 2

Education for Diversity in Secondary Education G (11355)

The Professional Practice of Teaching G (11356)

Year 3

Semester 1

First Teaching Methods unit (Method A)

Semester 2

[Indigenous Teaching and Learning Perspectives in Secondary Education PG \(11353\)](#)

[Information and Communication Technology Literacy in Secondary Education PG \(11358\)](#)

Year 4

Semester 1

Two Restricted Choice General units

Semester 2

Second Teaching Methods unit (Method B) OR (11360 School Placement PG (0cp) AND Two Restricted Choice General units)

Year 5

Semester 1

[Professional Practice Capstone Project Secondary Education PG \(11359\)](#)

Course information

Course duration

Standard 2 years full time or part-time equivalent. Maximum 6 years from date of enrolment to date of course completion.

Learning outcomes

Learning outcomes	Related graduate attributes
Apply knowledge drawn from theory, research and secondary or senior secondary students, to meet and enhance the academic and sociocultural learning needs of students from diverse backgrounds.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; and work collaboratively as part of a team, negotiate, and resolve conflict.
Show high-levels of knowledge and skills associated with effective planning, delivery and assessment of teaching and student learning in their secondary discipline area(s), and personal literacy and numeracy competencies needed at	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world

the Graduate career stage of the Australian Professional Standards for Teachers.

problems; work collaboratively as part of a team, negotiate, and resolve conflict; and display initiative and drive, and use their organisational skills to plan and manage their workload.

UC graduates are global citizens: Communicate effectively in diverse cultural and social settings; and make creative use of technology in their learning and professional lives.

Assess and reflect on secondary student learning in their discipline area(s) and collect and use various data to support judgements of, and future planning for student learning.

UC graduates are professional: Communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; and display initiative and drive, and use their organisational skills to plan and manage their workload.

UC graduates are global citizens: Adopt an informed and balanced approach across professional and international boundaries.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; and evaluate and adopt new technology.

Create, manage and maintain supportive, positive, respectful and safe learning environments, including ICT, Physical Education, and Science safety.

UC graduates are professional: Communicate effectively; and work collaboratively as part of a team, negotiate, and resolve conflict.

UC graduates are global citizens: Make creative use of technology in their learning and professional lives; and behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Evaluate and adopt new technology.

Demonstrate through appropriate evidence effective and professional engagement with colleagues, parent/carers and the community.	UC graduates are professional: Communicate effectively; and take pride in their professional and personal integrity. UC graduates are global citizens: Behave ethically and sustainably in their professional and personal lives.
Engage in critical and reflective research of secondary schooling in local or international secondary schools or discipline teaching practice, or issues confronting the internationalisation of education, using local, national and international research.	UC graduates are professional: Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems. UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; and communicate effectively in diverse cultural and social settings.
Demonstrate an understanding of their place as a global citizen and an ability to reflect on Secondary or discipline-based teaching as an international professional practice, and important issues facing contemporary education.	UC graduates are professional: Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems. UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; and communicate effectively in diverse cultural and social settings. UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; and adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas.

Placements requirements

All students enrolled in programs of initial teacher education are required to complete the statutory checks

for working in the school environment that exist in any state or territory where they undertake school based activity. Please note that all students commencing or continuing an initial teacher education course are required to successfully complete both components of the Literacy and Numeracy Test for Initial Education Students (LANTITE) during their degree. More information about the LANTITE can be found at: <https://teacheredtest.acer.edu.au/> All students enrolled in an initial teacher education course are also required to successfully complete all components of a Teacher Performance Assessment (TPA) tool integrated into final-level school-based placements and associated units of study.

Awards

Award	Official abbreviation
Master of Secondary Teaching	MTeachSec

Enquiries

Student category	Contact details
Prospective Domestic Students	Email study@canberra.edu.au or Phone 1800 UNI CAN (1800 864 226)
Prospective International Students	Email international@canberra.edu.au or Phone +61 2 6201 5342
Current and Commencing Students	Please contact the University Student Centre by Email student.centre@canberra.edu.au or Phone 1300 301 727

Download your course guide



Scholarships

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UC acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce campus is situated. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of Canberra and the region. We also acknowledge all other First Nations Peoples on whose lands we gather.