RGS Masters

and Graduate Certificate of Education

A Professional Collaboration between the School of Education and Professional Studies, Griffith University and The Rockhampton Grammar School

2016

RGS Masters of Education
Griffith University 2016

The Masters/Graduate Certificate in Education partnership between Griffith University and The Rockhampton Grammar School will enter its third year in 2016. The program is fully funded by the School and provides teachers at RGS the opportunity to undertake study and research at a post graduate level in the context of their classrooms.

Teachers beginning the Master of Education will need to complete 120 credit hours (one course per semester = 6 Years) unless already have Grad. Dip of Education or B. Ed with Honours.

A Graduate Certification in Education is 60 credit hours (one course per semester = 3 Years)

Teachers can take more than one course per semester but it is not recommended for the first year.

In addition to the courses offered by Griffith University the School is negotiating with Griffith to develop a School based course in 2016.

Masters courses should be included in PLP's, Professional Development Logs.

This degree delivers advanced professional learning for teachers and those with a professional involvement in education. It will help you develop greater expertise in educational practice or research and can contribute to current teachers' professional development requirements.

You can choose to specialise in one of four award majors:

1. English, Multiliteracies and New Media (Mt Gravatt and online)
2. Leadership, Policy and Social Transformation (Mt Gravatt and online)
3. Young Children, Early Childhood and Identity (Mt Gravatt and online)
4. Youth, Digital Culture and New Learning (Mt Gravatt and online)

As a graduate, you will be able to apply knowledge and skills in a range of contexts for professional practice or scholarship.

Program options

Semester	Course code	Course title	Credit points
Sem 1 or 2		Standard program - Entering with a Bachelor of Education or equivalent teaching qualification or Bachelor degree in any discipline from a recognised University and 3 years full time experience in education leadership/management	120
		OR	
Sem 1 or 2		Program with Advanced Standing - Entering with a Bachelor of Education Degree (Honours) or hold a Graduate Certificate/Diploma of Education or equivalent	80

RGS Contact Information

All questions regarding the RGS Masters of Education Programme should be directed to:

Dr Michelle Waller
Dean of Studies
(07)4936 0607
mwaller@rgs.qld.edu.au

Requirements
2016

Admission in 2016

To be eligible for admission to the Master of Education, applicants will require the following:

- hold a Bachelor of Education degree or an equivalent teacher education qualification OR

- hold a Bachelor degree in any discipline from a recognised University (or another tertiary education institution of equivalent standing) and have a minimum of three years equivalent full-time experience in a leadership or management position in an educational setting OR

- hold a Bachelor Honours degree in Education (students will be eligible for 40 credit points of advanced standing) OR

- hold a Graduate Certificate or Graduate Diploma of Education or equivalent (students will be eligible for 40 credit points of advanced standing).

The program convenor will consider the applicant's prior qualification and current involvement in educational settings to determine eligibility for entry.

Degree requirements for students who start in 2016

To be eligible for the award of Master of Education (MEd), a student must acquire 120 credit points as prescribed below:

- gain 40 credit points for specified core courses
- gain 40 credit points for an award major
- gain 20 credit points for listed Education electives
- gain 20 credit points for 7021EDN Independent Research Study.

To be eligible for the award of Master of Education (MEd), a student admitted with 40 credit points of advanced standing and must acquire 80 credit points as prescribed below:

- gain 20 credit points for specified core courses
- gain 40 credit points for an award major
- gain 20 credit points for 7021EDN Independent Research Study.

Exit point

To be eligible to exit the Masters program with the Graduate Certificate in Education Studies award, a student must acquire 40 credit points for prescribed core courses. To apply to exit, a student must complete a Request for Program Transfer. Note: The Graduate Certificate exit point is not available to students admitted to the Masters program with advanced standing.

Testamur information

All students will graduate with a Master of Education. Students will receive recognition on their testamur for award major/s completed but not as part of the award title.

Australian Qualifications Framework (AQF) Level and Type

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. This qualification is accredited as an AQF Level 9 - Masters Degree (Coursework).

Applications close for new students Saturday, 30 January 2016

For information regarding the application process please go to the following Griffith website:
www.griffith.edu.au/future-students/postgraduate-coursework-students/apply-postgraduate-study

Standard Program

Students must complete the following courses: Required Courses for Standard Program

Semester	Course code	Course title	Credit points
Sem 1 or 2	7016EDN	Understanding Research This course will introduce students to a basic understanding of the nature of social science research. It will engage students in an exploration of the research literature in order to develop the skills to be able to read such research critically and to interpret its findings and relevance to professional practice. A strong emphasis will be placed on how to act on social science research in order to strengthen the nexus between research & professional practice. The course also includes a focus on academic literacy and issues such as plagiarism and ethical research. Students will explore these understandings by focusing on a particular area of interest. They will demonstrate the application of their knowledge of social science research and its relation to professional practice by writing a paper that will be submitted to a professional journal relevant to the area studied.	10
Sem 1 or 2	7017EDN	Introduction to Research Methods This course introduces students to the knowledge of research principles and methods applicable to the diverse range of approaches used in social science research. A strong emphasis will be placed on gaining the practical knowledge and application of social science methods. The course will assist students to investigate, analyse and synthesise information about quantitative, qualitative and mixed method approaches to social science research and about the assumptions and paradigms underlying them. Students will develop skills in the application of these approaches in order to apply them in the planning and execution of the Independent Research Study or the Masters Dissertation.	10
Sem 1 or 2	7018EDN	Learning and Teaching in Global Communities This course focuses on current perspectives on globalisation as it investigates the links between globalisation and education. Students will gain advanced knowledge and understanding of the economic political and cultural dimensions of globalisation and of the major interpretive approaches to globalisation. They will analyse and synthesise the impact of globalization on world trends in education, including on cross-cultural and trans-national trends in education provision and on the emerging global and regional structures in education. Particular emphasis will be placed on understandings of knowledge as a global construct and the subsequent positioning of students and educational professionals as knowledge workers in learning communities in a globalising world. In response to understandings of global learning communities, students will have the opportunity to study an approved course in another (global) university. Interested students should consult the program convenor.	10
Sem 1 or 2	7019EDN	Interrogating the Three Message Systems of Education Curriculum, pedagogy and assessment are the three message systems through which valued knowledge is communicated within educational systems. The knowledge any society or community considers educationally valuable is shaped by power, control, time and place. Added to this is the very nature of knowledge itself. Interrogation of these message systems and the knowledge they relay in contemporary educational contexts is a central feature of this course. By participating in this interrogation, students will be invited to analyze and evaluate current curricular, pedagogic and assessment practices using relevant social, cultural and educational theories, and to recommend and justify changes to these practices. This course will provide curriculum leaders and educational professionals with conceptual and theoretical devices to add to their professional repertoire and assist them to transform evidence-based and theoretically informed research into cutting edge professional practice.	10

Exit point: Graduate Certificate in Education Studies (3294)
To apply to exit, a student must complete a Request for Program Transfer.
Note: This Graduate Certificate exit point is not available to students admitted to the Masters program with advanced standing.

In addition to the required courses you must complete the following courses:

Semester	Course code	Course title	Credit points
Sem 1	7021EDN	Independent Research Study (capstone course) This course requires students to demonstrate a high level of personal autonomy and accountability in order to plan and execute a research-based project that forms the capstone experience in the program in which they are enrolled. The project will draw on the knowledge, skills and understandings developed in the core courses and in the award major. It is an independent project that investigates an issue/problem in an area of the student's own choosing and that results in a report of approximately 10-12,000 words. Projects are negotiated with the course convenor and typically take the form of a literature review or a small research inquiry or critique. All projects should be demonstrably informed by relevant and current theory and research.	20
Sem 1		Listed Education electives (SEE PAGES 6-7)	20
		OR	
Sem 1		Approved electives (see Note 1) Note 1: Postgraduate courses from elsewhere in the University and students must ensure that these courses are not restricted and any requirements are met. Students should contact the Program Convenor for any further advice.	20
Sem 1 or 2		Award major courses (SEE PAGE 5)	40

Program with Advanced Standing –
Entering the program with a Bachelor Degree with Honours

or students must complete the following courses:

Semester	Course code	Course title	Credit points
Sem 1 or 2	7016EDN	Understanding Research (SEE PAGE 2)	10
Sem 1 or 2	7017EDN	Introduction to Research Methods (SEE PAGE 2)	10
Sem 1 or 2		Award major courses	40
Sem 1 or 2	7021EDN	Independent Research Study (capstone course) (SEE PAGE 4)	20

Award Majors: Four available

Children, Childhood and Identity

This award major is offered at Mt Gravatt and online.

Students must complete the following courses:

Semester	Course code	Course title	Credit points
Sem 1	7008EDN	Leading Learning and Change	10
Sem 1	7255EDN	Reconceptualising Children, Childhood and Identity	10
Sem 2	7256EDN	Children's Literature: Tools for Active Engagement in the Early Years	10
Sem 2	7199EDN	Positive Behavioural Support in the Early Years	10

English, Multiliteracies and New Media

This award major is offered at Mt Gravatt and online.

Students must complete the following courses:

Semester	Course code	Course title	Credit points
Sem 1	7135EDN	Literature, New Media and Multiliteracies in the English Curriculum	10
Sem 1	7008EDN	Leading Learning and Change	10
Sem 2	7136EDN	Grammar, Discourse and Genre in Literacy Learning and Teaching	10
Sem 2	7137EDN	English Teaching, Assessment, Evaluation and Enhancement of Learning	10

Leadership, Policy and Social Transformation

This award major is offered at Mt Gravatt and online.

Students must complete the following courses:

Semester	Course code	Course title	Credit points
Sem 1	7008EDN	Leading Learning and Change	10
Sem 1	7009EDN	Educational Leadership in Policy Contexts	10
Sem 2	7010EDN	Leading, Mentoring and Coaching in Learning Contexts	10
Sem 2	7248EDN	Leaders, Ethics and the Law	10

Youth, Digital Culture and New Learning

This award major is offered at Mt Gravatt and online.

Students must complete the following courses:

Semester	Course code	Course title	Credit points
Sem 1	7008EDN	Leading Learning and Change	10
Sem 1	7131EDN	Digital Culture, Games and Education	10
Sem 2	7134EDN	Making Sense of Learning and New Technologies	10
Sem 2	7130EDN	Youth, Digital Culture and New Learning	10

Listed Education electives

Semester	Course code	Course title	Credit points
Sem 1	7131EDN	**Digital Culture, Games and Education** This course examines the interplay between formal education and the use of digital platforms to support a broad range of social and cultural activity, including game playing. The course examines three aspects of this interplay: the patterns of interaction between schools and computing and related technologies over time; the changed and changing digital circumstances outside formal education settings (in particular the patterns of behaviour of the young in the use of contemporary digital platforms); and the emergence of digital games as a significant element of contemporary digital culture and of current practices and thinking about games in education.	10
Sem 1	7135EDN	**Literature, New Media and Multiliteracies in the English Curriculum** The course addresses the English curriculum from the early years to senior secondary school. Three modules each address all levels of schooling. - Established, new and re-contextualized forms of literature investigates classroom applications of the ways new media affordances are influencing current picture books and novels; re-contextualizing contemporary and historical literature; and producing innovative literary forms. - Multimodal semiotics for literary and literacy education explores how the meaning-making resources of static and moving images are related to meaning-based descriptions of grammar and discourse and can be used with students for interpreting and creating multimodal texts consistent with the Australian Curriculum: English. - New media, narrative creation and literary response shows how students of all ages can learn to use online authoring tools, video applications in mobile online technologies, animation software etc to create multimodal narrative and to compose innovative reviews and interpretive responses to existing literature.	10
Sem 1	7283EDN	**Re-Commencing Teaching** This course is intended for experienced teachers who, for a variety of reasons, have been away from the teaching profession in recent years. The Re-commencing Teacher may be a teacher returning to the profession after a short or long period out of the classroom, a teacher coming to Queensland from interstate Australia, a re-commencing casual/supply teacher, or a person wishing to resume teaching who has overseas experience and qualifications. The course will enable teachers intending to re-commence classroom practice to examine the current Australian school context. Some practical realities will be considered within this context, such as developing skills in setting up a classroom for the first time, and developing skills in managing parents constructively. This course will assist Re-commencing Teachers to make the transition to their own classroom more effectively. It can be adapted to focus on specific government, non-government authorities in each State or Territory. Please note: course offered in Semester 1 only.	10
Sem 1	7224EDN	**Leadership for Sports Coaches** This course aims to critically analyse the problematic nature of coaching, leading and managing individuals and/or teams; to critically analyse the leadership and management roles of coaches and team personnel using leadership theory appropriate for the holistic development of teams and team members; and to develop an advanced understanding of team cohesion and team culture. Incompatible: EDN724 - Leadership for Sports Coaches	10
Sem 1	7009EDN	**Educational Leadership in Policy Contexts** Globalisation has resulted in complex social, political and economic times that have resulted in changing policy contexts. This course looks at the impact of globalisation on education policies. It provides opportunities for leaders, and aspiring leaders, to investigate this impact at both a global and local level. The course leads students to engage with emerging forms and patterns of globalization, their links to education and their effect on current policies. Areas of study include policies for teacher and school quality, for the marketization of education and for social justice agendas. The course notes that educational documents and policies constitute and legitimate particular forms of practices and identities, including those of educational leaders. In this course, students are asked to engage in a process of critical, reflexive enquiry informed by current social, cultural and educational theories in order to consider how specific policies constitute particular leadership practices and identities.	10
Sem 1	7008EDN	**Leading Learning and Change** This course will engage students in sustained reflection and dialogue about current and potential forms of leading for effective learning within their own professional contexts. Through the course, students will draw on current social, cultural and educational theories in order to analyze and evaluate current practices on leading learning in times of social and technological change. Leaders frequently focus on what 'others' should do differently. However, in this course, students will identify what they might do differently themselves to enhance the learning effects of their professional practice. The second part of the course will allow students to apply these understandings to how they might lead learning in an area related to their award major, that is to Leadership, Policy and Social Transformations; Youth, Digital Culture and New Learning; English, Multiliteracies and New Media or Young Children, Early Childhood and Identities.	10
Sem 1	7255EDN	**Reconceptualising Children, Childhood and Identity** This course examines changing perceptions of children, childhood and identity over time, and how these inform the practices of early childhood educators.	10

Sem 2	7134EDN	**Making Sense of Learning and New Technologies** In a rapidly changing social and technological landscape contemporary educators are required to negotiate multiple and competing positions regarding the best ways to respond to the ongoing emergence of 'new technologies' and the 'digital' learning environments associated with them. The course will examine the patterns or modes of learning that have been developed to make use of various digital technologies over time. Students will draw upon an empirical base with two components: the extant literature concerning learning and the new technologies; and a range of case studies of learning in which the role of digital technologies has been prominent. From this empirical base, students will develop robust frameworks to support their current and future professional engagement with contemporary and yet-to-be-developed digital technologies.	10
Sem 2	7010EDN	**Leading, Mentoring and Coaching in Learning Contexts** Leaders influence others to perform beyond their initial expectation. Within organisational settings, leaders commonly employ mentoring and coaching as strategies for developing talent and sharing and maintaining organisational knowledge by fostering the sharing of experiences, expertise and insights and building a positive culture that will attract and keep quality people. This course will investigate current developments and theories of mentoring and coaching. It will introduce students to the skills necessary to guide and advise others to fast track their learning and to support their development to reach their highest potential through a process of relationship building and setting goals. The course will empower students with the skills, knowledge and behaviours to motivate and develop others and to contribute to organisational effectiveness through positive and constructive workplace relationships.	10
Sem 2	7223EDN	**Sports Coaching Pedagogy** This course aims to develop a sound understanding of pedagogical techniques in coaching and to apply these to various populations and athlete cohorts; to extend the student's understanding of coaching practices; and to develop a procedure of reflecting on the student's and others' coaching practices. Incompatible: EDN723 - Sports Coaching Pedagogy	10
Sem 2	7136EDN	**Grammar, Discourse and Genre in Literacy Learning and Teaching** This course provides advanced study of the nature and role of meaning-based functional grammar, discourse and genre in developing all aspects of students' language and literacy learning from the early years to senior secondary schooling. Each module addresses all levels of schooling. Recent and ongoing research in educational linguistics and literacy learning and teaching will be explored as a basis for participants' critical enquiry into current curricula, recommended literacy pedagogies and reflective analyses of their own classroom approaches. The listed modules indicate range of issues pursued. Each module investigates linguistic descriptions and the pedagogic application to language and literacy development in subject area classrooms. - Grammar and meaning in context. - Language for expressing and developing ideas. - Interacting and evaluating. - Signaling and summarizing - Connection and cohesion. - From grammar to genre and beyond: Exploring creativity in language.	10
Sem 2	7248EDN	**Leaders, Ethics and the Law** This course recognises that the added demands being placed on leaders for improved performance result in complex ethical and legal contexts that frame current leadership practices. In an increasingly litigious society, leaders need to know and understand the legal obligations governing their actions and decisions. Moreover, when difficult issues arise for which there are no laws, regulations or procedures, or where ethical and legal considerations collide, leaders need to be able to come to reasonable and justifiable decisions. The course provides an introduction to educational issues involving ethics and the law. It also explores the role of the educational leader in developing ethical and legal cultures in educational environments. It asks students to use current social, cultural and educational theories in order to interrogate ethical and legal issues, concepts and terminology and develop the skills and resources that allow them to more confidently negotiate this difficult territory.	10
Sem 2	7130EDN	**Youth, Digital Culture and New Learning** This course considers issues and expectations surrounding notions of youth and learners, and the ways in which these have been disrupted and recast in the digital age. It examines a variety of digital texts, cultures and technologies, the ways in which young people utilize them for various social and educational purposes, and issues surrounding such matters as access, inclusivity, representation and identity. With a focus on the ways in which youth interact with technologies in and outside of schooling systems, the course explores diverse perspectives on how research that focuses on youth and digital culture can usefully inform decisions about curriculum, pedagogy and assessment practices in contemporary education.	10
Sem 2	7137EDN	**English Teaching, Assessment, Evaluation and Enhancement of Learning** This course investigates recent research concerning the capacity of current literacy assessment practices to provide information about students' comprehension and creation of new forms of multimodal, electronic and online texts. A selection of broad areas such as the following will be addressed: - School-based assessment of in the primary and secondary school; - National and State mandated tests in literacy; - School-based and external examinations in senior secondary English; - International assessments in literacy. Participants will critically examine recent studies in these areas and collaborate in formulating a critical annotated bibliography. They will then nominate one area for investigation of a key issue of professional concern, undertaking a search of the literature over the previous five years and constructing a critical review, which will inform the generation of an 'action proposal indicating possible approaches to improving the ways in which the nominated assessment practices might address one or more specified aspects of student comprehension and/or creation of multimodal and/or electronic/online texts.	10
Sem 2	7256EDN	**Children's Literature: Tools for Active Engagement in the Early Years** This course focuses on how the conventions, tropes and motifs of children's literature (and its sub-genres) can be employed to help scaffold young children's construction of narrative. Incompatible: EDN756 - Children's Literature	10

Notes