

Master of Education (Reading & Literacy)

1. About the Master of Education (Reading & Literacy) MED_RLIT

The Torrens University (TUA) Master of Education (Reading and Literacy) is designed as a specialisation for four-year Bachelor trained teachers, professional educators, education administrators and policy makers and others involved in addressing reading and literacy, critical literacy and multiliteracies. The course responds to unprecedented social and technological change and its profound implications for literacy teaching, assessment and learning. The course also focuses specifically on assessment and intervention strategies to differentiate instruction for literacy learners' at different developmental stages and from diverse cultural and linguistic backgrounds. Optional subjects allow students to explore literacy learning in the early and middle years as well as understanding literacy difficulties in adolescence. The culminating capstone subject requires students to engage in a reflective action research project over two trimesters.

Master of Education Reading and Literacy is an AQF 9 course, higher-education post-graduate award, comprising eight subjects completed by coursework. It can be completed full time over a 12 month period (3 trimesters) or part time up to 2.5 years (8 trimesters). The curricula is informed by the Australian Professional Standards for Teachers published by the Australian Institute for Teaching and School Leadership (AITSL). The Standards are a public statement of what constitutes teacher quality. The course has been designed with an underpinning of adult learning theory and online learning best practices to promote collaboration and critical thinking on the part of the student. The aim is to deliver a challenging, engaging and integrated learning experience to students. Knowledge and skills are both scaffolded within each subject and build throughout the course, culminating in a capstone project where students can integrate and apply their learning to authentic, real world situations.

Graduate employment opportunities

Graduates of the Master of Education (Reading & Literacy) can progress to further postgraduate studies in related fields of education and/or PhD studies. This qualification is also well-suited for those currently in or aspiring to leadership roles within schools who wish to extend their knowledge and practice within the specific field of innovation and change management (for example, heads of department, lead teachers, assistant principals/principals).

Course Overview

Course Title	Master of Education (Reading & Literacy)		
Study Options – Domestic Australian students	Online Study	Study Options – International students	The course is currently not offered to International students requiring a student visa to study in Australia
Start Dates	February, June, September For specific dates visit the website .	Course Length	Full-time: 1 years (3 trimesters) Part-time: 2 to 3 years
Payment Options - Domestic Australian students	<p>Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.</p> <p>FEE-HELP FEE-HELP is Australian Government’s loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.</p>	Payment Options – International students	<p>Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.</p>
Course study requirements	Each subject involves 10 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.	Assessment	Essays, reports, presentations scenario and case studies, and reflective journals. Other assessment tasks may include research, collaboration / facilitation of discussion, scenario responses and problem based tasks.
Locations	Online	Delivered by	Torrens University Australia
Provider	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	CRICOS Course Code	095585F
Provider obligations	Torrens University is responsible for all aspects of the student experience, including the quality of	Accrediting body	Torrens University Australia Limited ABN 99 154 937 005,

Course Information

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	course delivery, in compliance with the Higher Education Standards 2015		CRICOS Provider Code: 03389E. RTO No. 41343
Course Fees	For details, refer to the website .	Any other fees	For details, refer to the website .

2. Essential requirements for admission

The general admission criteria that apply to Torrens University Australia courses can be located by visiting the Torrens University Australia website - <https://www.torrens.edu.au/general-admission-information-for-torrens-university-australia-ltd>.

3. Admission Criteria

Title of course of study	Master of Education (Reading & Literacy)
Applicants with higher education study	<p>Applicants must have completed four years of formal teacher education from an Australian institution or a recognised equivalent qualification.</p> <p>For those without formal teacher training:</p> <p>Applicants who do not have four years of formal teacher training must complete the Graduate Certificate of Education AND Have at least two years of relevant experience to be eligible for entry into the Masters course.</p> <p>Note: Relevant professional work experience includes experience in an education or training environment, post graduate studies in the same area as above or a job that involved an educational / training context.</p>
Applicants with vocational education and training (VET) study	Not applicable
Applicants with work and life experience	<p>Demonstrated ability to undertake study at the required level:</p> <ul style="list-style-type: none"> • broadly relevant work experience (documented e.g. CV), demonstrating a reasonable prospect of success; OR • formal, informal or non-formal study, completed or partially completed, demonstrating a reasonable prospect of success; OR • written submission to demonstrate reasonable prospect of success; OR Discipline specific portfolio (art and/or design).
English Language Proficiency (applicable to international students, and in addition to academic or special entry requirements noted above)	Equivalent IELTS 6.5 (Academic) with no skills band less than 6.00
Applicants with recent secondary education (within the past two years) with ATAR or equivalent*	Not applicable

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(for applicants who will be selected wholly or partly on the basis of ATAR)	

Other admission options

(For applicants who will be selected on a basis other than ATAR)

Special Entry	Not applicable
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4. How to apply

Via direct application to the institution

- o <https://apply.torrens.edu.au/>

5. Advanced standing/academic credit/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Applicants admitted based on prior higher education study may be eligible for Advanced Standing in the form of credit and/or recognition of prior learning (RPL) under the Torrens University Australia [Credit Policy - \(https://www.torrens.edu.au/policies-and-forms\)](https://www.torrens.edu.au/policies-and-forms)

- Students with completed subjects may be eligible for specified credit and/or elective exemptions
- Students who have completed a qualification at AQF level 5 (diploma) or above may be eligible for block credit (where a block credit agreement exists)
- Students with a mix of formal study and informal and/or non-formal learning may be eligible for recognition of prior learning in addition to any credit approved.

Credit will not be applied automatically. Applicants must apply for credit and/or RPL as early as possible prior to each study period, with applications not accepted after week 2.

For further information about credit and recognition of prior learning please see <http://www.torrens.edu.au/apply-online/course-credits>.

6. Where to get further information

- Torrens University Australia (TUA) Website <https://www.torrens.edu.au/>
- Universities Admissions Centre (UAC) Website <http://www.uac.edu.au/>
- Quality Indicators for Learning and Teaching (QILT) Website <https://www.qilt.edu.au/>

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7. Additional Information

Course Structure

The Master of Education (Reading & Literacy) course structure is comprised of 8 subjects (80 credit points). The course of study consists of 6 core subjects and 2 electives, all of which have a value of 10 credit points.

The course structure can be viewed or downloaded at the Student Hub, Course webpage
<https://studenthub.torrens.edu.au/Hub/education>

Course Rules

To graduate with the Master of Education (Reading & Literacy), students must satisfactorily 8 core subjects.

Subjects

SUBJECT DETAILS
<p>EDU6000 Becoming a High-achieving Professional</p> <p>Research indicates that excellence in teaching is the single most powerful influence on student achievement. In this subject, students explore what it means to be a high achieving professional educator in today's diverse and changing educational landscape. Students will critically examine the Australian Institute for Teaching and School Leadership's (AITSL) Australian Professional Standards for Teachers at the lead teacher career stage. This assists them in developing a deeper understanding of their content area and articulating why their selected teaching practices and strategies are important in shaping learning in ways that are meaningful and valuable to diverse learners. The subject also assists students in articulating why they are expert pedagogues able to make appropriate professional judgments that successfully shape the manner in which they teach and respond to their students' learning.</p>
<p>EDUC6009 Foundations of Reading and Literacy</p> <p>Unprecedented socio-technological changes have profound implications for literacy teaching and learning. This subject challenges educators to not only consider how the foundations of reading and literacy have changed; but also recognise that how literacy is enacted by students and teachers, also redefines the field and has implications for professional practice. Students examine and evaluate the role of new technologies for literacy teaching and learning, teaching literacy to speakers of English as an additional language or dialect (EAL/D) and the literacy needs of Indigenous learners. Students also explore a wide range of literacy teaching and assessment strategies—including motivating reluctant readers, promoting comprehension, organising for effective literacy instruction, how to differentiate instruction and multi-literacies practices— with the goal of drawing on children and young people's funds of knowledge to make teaching and learning relevant to their lifeworlds.</p>
<p>EDUC6010 Assessment and Intervention in Early Literacy</p> <p>Effective literacy instruction derives, in part, from effective assessment. This subject presents the purposes, strengths and limitations of a wide variety of assessment instruments to effectively diagnose learners' literacy difficulties and determine appropriate strategies and interventions. Students learn how to select and administer appropriate assessment tools for diagnosis and progress monitoring and how to interpret results related to individual learners, classes/groups and schools. These include a wide range of formal and informal assessments needed to grasp the complexity of young children's literacy learning. Current or future education professionals learn how to use assessment data to plan intervention strategies and differentiated instruction</p>

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SUBJECT DETAILS

for learners at different developmental stages and from different cultural and linguistic backgrounds. In addition, they also learn how to choose teaching resources needed to implement appropriate interventions.

EDUC6013 Teaching Literacy to Diverse Students

This subject prepares students to design an inclusive classroom where all learners, especially those labelled 'at-risk', can acquire the literacy skills and practices needed for academic success and for participating effectively in society. Students are required to critically examine and apply strategies to scaffold and support learners at all levels of language acquisition, particularly for students who speak English as an additional language or dialect (EAL/D). The subject explores critical pedagogy and critical literacy approaches to empower teachers and their students with the tools to participate in a democratic society regardless of their race, culture, class, gender, or sexual orientation. To this end, students practice selecting culturally sensitive and relevant instructional materials and literacy texts for all learners. Through an in-depth study of critical literacy practices, students are encouraged to view the literacies needed for reading, viewing, responding to and producing multimodal and digital texts—as tools to take action and bring about change—in the classroom and communities where they work.

EMP603 Education Major Project A

The Education Major Project provides students with an opportunity to plan and carry out an innovation/change or research project over two trimesters. Project A introduces and explores methodology and encourages critical and systematic reflection on your professional context. Students design an innovation/change or research project around an issue or problem related to their current context. This project enables students to draw on previous course work and apply theories, concepts and practices to improve an identified aspect of their context.

EMP604 Education Major Project B

Education Major Project B requires students to engage in an innovation/change or research project previously planned to demonstrate competence in the implementation of innovation/change or research processes. There is also a focus in the subject on the interpretation and presentation of the findings of the project, and the implications of such work for future practice.

Prerequisite: EMP603

ELECTIVE SUBJECTS
DYX402 Dyslexia

This subject explores the concept of dyslexia, as a social construct, and considers the historical and political background of the concept. This exploration underpins the background of current practice in managing learners who experience specific learning difficulties of a dyslexic nature in a school setting.

It presents dyslexia in terms of the problems it has resulted in for individuals during their lifetime when living with dyslexia, and incorporates a range of specific learning challenges that they have encountered. The subject then expands onto the understanding of dyslexia traits, comorbidity, or overlap, with other specific learning disorders, and the role of the parent/carer in the rise and range of dyslexia support. Understanding how this condition impacts aspirations in education and occupation choice creates the platform for students to apply this knowledge for a contemporary perspective of support needs in the classroom; and explore the impacts of the learning challenges, where students will be presented with perspectives from the individual and parents in various contexts and levels of support.

Course Information

SUBJECT DETAILS
<p>EDUC6007 Literacy Learning in the Early Years</p> <p>This Subject prepares education students to understand the literacy experiences of children prior to school and in the early years of schooling. Students will examine the development of listening, speaking, reading, writing, viewing and designing print, digital and multimodal texts and their relationship to children's language acquisition and emergent literacy practices. Students will explore the interrelationship between early years literacy practices and a diversity of text types. This will assist them in extending children's literacy learning experiences through meaningful engagement with texts and literature that is relevant to their lifeworlds and family and community funds of knowledge. Additional topics include phonology, vocabulary and grammar related to early reading and writing; theories of reading comprehension; the development of children's writing; assessment strategies; and planning differentiated instruction.</p> <p>EDUC6011 Literacy Learning in the Middle Years</p> <p>This subject examines the development of successful strategies to teach the listening, speaking, reading, writing and designing of print, digital and multimodal texts in the middle years of schooling. Students engage with a diversity of literacy teaching and assessment strategies required to successfully engage learners in years 5 through 9 to assist them in learning how to encode and decode a diversity of text types to make meaning. The subject critically engages with approaches to plan effective teaching and learning that assists middle year learners in acquiring the complex literacy practices required to participate actively and successfully across diverse social and cultural contexts. Topics will also include; literacy teaching across discipline areas; genre; digital literacies; and multiliteracies.</p> <p>EDUC6012 Understanding Literacy Difficulties in Adolescents</p> <p>Acquiring a sound understanding of the diverse cultural, social, linguistic and emotional needs of adolescents assists students in developing critical strategies to connect adolescent literacy learners to the diversity of print, digital and multimodal texts they encounter in school and through their digitally mediated lifeworlds. In this subject, students analyse the sociocultural constructions of adolescence to develop strategies to improve struggling and 'at-risk' middle years and secondary students' literacy skills. Students also acquire the tools needed to identify and support adolescents who struggle with literacy to equip them for a lifetime of learning. The subject builds students' knowledge of literacy teaching strategies and interventions to foster adolescents' creativity and resilience to overcome literacy difficulties and improve literacy outcomes.</p>

Locations

The Master of Education (Reading & Literacy) is offered fully online.

Campus Facilities and Services

All campuses are designed to provide students with professional spaces in which to learn and work. They have been planned with student study needs in mind with well-equipped accessible learning spaces as well as student breakout areas for group work and spending time with friends.

A positive student experience

Torrens University Australia values the importance of a positive student experience, and therefore has robust processes to resolve student complaints. The Student Complaints Policy, and associated procedures, can be accessed from the [website](https://www.torrens.edu.au/policies-and-forms) (<https://www.torrens.edu.au/policies-and-forms>).

Paying for your qualification

We offer two payment options for this course:

- **Upfront payment**

If you want to complete your qualification debt-free you can choose to pay as you go. This means tuition fees will be invoiced each semester and payment is required on or before the due date using EFTPOS, credit card or direct transfer.

- **FEE-HELP**

FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold (\$45, 881 in 2019-20). Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.

Further information about FEE-HELP, including eligibility, is available at:

- FEE-HELP website:
<http://studyassist.gov.au/sites/studyassist/help-payingmyfees/fee-help/pages/fee-help->
- FEE-HELP booklets:
<http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/publications>

Austudy and Abstudy

Students enrolled in this course may be eligible for government assistance, such as [Austudy](#) or [Abstudy](#).