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## MINIMUM ENTRY REQUIREMENTS

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# MASTER OF TEACHING

Primary  
Secondary

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## Overview

The University of Queensland offers two postgraduate coursework programs in the field of initial teacher education – the Master of Teaching (Primary) for Foundation (Preparatory) Year to Year 6 and the Master of Teaching (Secondary) for years 7 – 12.

This booklet outlines the entry requirements for both programs in detail so as to provide potential applicants sufficient information to make an informed decision with regard to making an application for entry.

Entry into both programs is based on the applicant’s prior study which must meet the following entry requirements:

## Minimum Entry Requirements

<b>ENTRY REQUIREMENTS</b>	<b>Primary</b>	<b>Secondary</b>
<b>Completed program prior to entry</b>	Approved bachelor’s degree in a different discipline	Approved bachelor’s degree in a different discipline
<b>GPA</b>	4.5 (7-point scale)	4.5 (7-point scale)
<b>English proficiency</b>	IELTS minimum: Overall Band 7.5 Speaking and Listening 8.0 Reading and Writing 7.0	IELTS minimum: Overall Band 7.5 Speaking and Listening 8.0 Reading and Writing 7.0
<b>Required prior <u>academic</u> knowledge</b>	At least one year of full-time (or equivalent) study relevant to one or more learning areas of the primary school curriculum in Australian schools. Learning areas include: English; Mathematics; History; Geography; Civics and Citizenship; Science; Technologies; the Arts (Dance, Drama, Media Arts, Music, Visual Arts); Health and Physical Education; and Languages other than English.	A minimum of six courses (units, papers, subjects) for each of two teaching areas. For each teaching area, no more than two level one (or first year) courses are counted toward eligibility. Prior study must have a minimum of two third level (or third year courses). The remaining two courses can be at level two or level three.  The teaching areas are:  Biology; Business; Chemistry; Drama; English; Geography; Health and Physical Education; History; Digital Technologies; Languages other than English (Chinese, French, German, Japanese, Spanish); Mathematics; Music; Physics; Earth and Environmental Science as

		<p>well as: Accounting; Advanced Mathematics; Economics; Film, Television and the New Media; and Legal Studies.</p> <p>See Appendix 1 for additional information.</p>
<b>Required <u>non-academic</u> statement</b>	<p>The criteria for selection will include capabilities such as motivation to teach, strong interpersonal and communication skills, and organisational and planning skills. More details about the process are available through the QTAC website at 'Initial teacher education' under the Courses Institutions tab.</p> <p><a href="http://www.qtac.edu.au/courses---institutions/initial-teacher-education">http://www.qtac.edu.au/courses---institutions/initial-teacher-education</a></p>	
<b>REQUIREMENTS UPON ENROLMENT</b>		
<b>Blue Card</b>	<p>At the start of the program, a student must obtain a Blue Card and thereafter hold a current Blue Card for the duration of the program.</p>	
<b>Continuous enrolment</b>	<p>The Master of Teaching (Primary) program is a full progression program. No interruptions to study are therefore permitted.</p>	
<b>LANTITE test</b>	<p>Prior to graduation, a student must successfully complete the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) as set by the Australian Institute for Teaching and School Leadership (AITSL).</p>	

## Self-Assessment Tool – Are You Eligible?

To assist you with establishing your eligibility, please use the self-assessment tool on the next page.

**Please note:** This checklist can only be used as a guideline. A formal assessment of your qualifications and other factors are only made after you have submitted an application. This checklist does not guarantee you an offer of a place in the program.

### Self-Assessment Tool – Master of Teaching (Primary)

- Please make sure you read the previous page before answering the questions.**
- |  | <b>Y</b>                 | <b>N</b>                 |
|--|--------------------------|--------------------------|
| 1. Have you completed or are you due to complete an undergraduate degree (Bachelor) in a different discipline?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is the GPA for your degree equal to or greater than 4.5 on a 7-point scale?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does your undergraduate degree (Bachelor) contain content for at least one year (or equivalent) that is relevant to one or more learning areas of the Australian Primary Curriculum?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did you study the courses relating to the curriculum in a program where the mode of instruction is English in one of the Queensland College of Teachers sanctioned countries – Australia, New Zealand, United Kingdom, United States of America, Canada, Republic of Ireland? | <input type="checkbox"/> | <input type="checkbox"/> |

### Self-Assessment Tool – Master of Teaching (Secondary)

- Please make sure you read the previous page before answering the questions.**
- |  | <b>Y</b>                 | <b>N</b>                 |
|--|--------------------------|--------------------------|
| 1. Have you completed or are you due to complete an undergraduate degree (Bachelor) in a different discipline?                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is the GPA for your degree equal to or greater than 4.5 on a 7-point scale?   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Does your undergraduate degree (Bachelor) contain content relating to two separate teaching areas? (See Appendix 1)             | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Teaching Area 1 from Part B (See Appendix 1)</b>  |                          |                          |
| 4. Referring to Appendix 2, have you completed a minimum of 6 courses related to more than one topic covered in the teaching area? | <input type="checkbox"/> | <input type="checkbox"/> |
| a. Are two of the courses at level 3 or 3 <sup>rd</sup> year?  | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Have you counted no more than two level 1 or 1 <sup>st</sup> year courses?  | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Teaching Area 2 from Part B or Part C (See Appendix 1)</b>  |                          |                          |
| 5. Referring to Appendix 2, have you completed a minimum of 6 courses related to more than one topic covered in the teaching area? | <input type="checkbox"/> | <input type="checkbox"/> |
| a. Are two of the courses at level 3 or 3 <sup>rd</sup> year?  | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Have you counted no more than two level 1 or 1 <sup>st</sup> year courses?  | <input type="checkbox"/> | <input type="checkbox"/> |

6. Referring to Appendix 2 and using questions 1-5 above, do you meet the requirements for at least **two** teaching areas?

If you have answered 'yes' to all of the above, please submit an application.  
If you are unsure, please submit an application. You will receive feedback on your approved teaching areas.

## How to apply

### Domestic Students

Applicants are to submit a QTAC application online ([www.qtac.edu.au](http://www.qtac.edu.au)) from 1 August to 30 September, to avoid late application fees. The QTAC Code for the Master of Teaching (Primary) is 742802. The QTAC Code for the Master of Teaching (Secondary) is 742902.

**Applications for both programs close on December 8, 2017.**

### International Students

Applicants are to contact UQ International for more information on how to apply and key dates: <https://www.uq.edu.au/international/>.



## Appendix 1 Secondary teaching areas

Applicants are required to nominate two teaching areas:

Both from Part B of the course list OR  
One from Part B and one from Part C

The course lists are reproduced below.

<b>Part B of the course list</b>	<b>Part C of the course list</b>
Biology	Accounting
Business	Advanced Mathematics
Chemistry	Choral and Instrumental Music
Chinese	Economics
Digital Technologies	Film, TV and the New Media
Drama	Legal Studies
Earth and Environmental Science	
English	
French	
Geography	
German	
Health and Physical Education	
History	
Japanese	
Mathematics	
Music	
Physics	
Spanish	

## Appendix 2 Entry requirements for teaching areas

<b>Business</b>		
<b>Teaching area</b>	<b>Suggested degrees</b>	<b>Suggested topics and/or topics taught in Qld schools **</b>
<b>Business</b>	<ul style="list-style-type: none"> <li>• Business</li> <li>• Business Management</li> <li>• Commerce</li> <li>• Economics</li> </ul>	<p>The learning outcomes of the Business Education subject area are organised into four strands:</p> <ul style="list-style-type: none"> <li>• Business and economic systems</li> <li>• Information procedures</li> <li>• Enterprise and ventures</li> <li>• Work environments</li> </ul> <p>Other topics might include:</p> <ul style="list-style-type: none"> <li>• Nature of business</li> <li>• Organisations and management</li> <li>• Entrepreneurship</li> <li>• Marketing management</li> <li>• Operations management</li> <li>• Human resource management</li> <li>• Financial management</li> <li>• Business plans</li> </ul>
<b>Accounting</b>	<ul style="list-style-type: none"> <li>• Business</li> <li>• Business Management</li> <li>• Commerce</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation studies</li> <li>• Recording and controls</li> <li>• Reporting and decision making</li> <li>• Accounting packages</li> </ul>
<b>Economics</b>	<ul style="list-style-type: none"> <li>• Business Management</li> <li>• Commerce</li> <li>• Economics</li> </ul>	<ul style="list-style-type: none"> <li>• Circular flow and price mechanism</li> <li>• Economics of labour</li> <li>• Contemporary economic management</li> <li>• International economics</li> </ul>
<b>Legal Studies</b>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Business Management</li> <li>• Commerce</li> <li>• Law</li> </ul>	<ul style="list-style-type: none"> <li>• The legal system</li> <li>• Crime and society</li> <li>• Civil obligations, contracts and torts</li> <li>• Technology, sport, property and family</li> <li>• Law in a changing society</li> </ul>

<b>Digital Technologies</b>		
<b>Teaching area</b>	<b>Suggested degrees</b>	<b>Suggested topics and/or topics taught in Qld schools **</b>
<b>Digital Technologies</b>	<ul style="list-style-type: none"> <li>• Information Technology</li> <li>• Science</li> <li>• Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Social and ethical issues</li> <li>• Human-computer interaction</li> <li>• Information and intelligent systems</li> <li>• Software and system engineering</li> </ul>

### English

Teaching area	Suggested degrees	Suggested topics and/or topics taught in Qld schools **
English	<ul style="list-style-type: none"> <li>Arts</li> <li>Creative Arts</li> </ul>	<ul style="list-style-type: none"> <li>A combination of literature, media studies (i.e. film and popular culture or digital literacies), and grammar or linguistics courses is required</li> <li>Australian curriculum has 3 strands that focus on: literature, literacy and language</li> </ul>

### Geography and History

Teaching area	Suggested degrees	Suggested topics and/or topics taught in Qld schools **
Geography	<ul style="list-style-type: none"> <li>Arts</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Physical and cultural studies, covering topics such as:               <ul style="list-style-type: none"> <li>geomorphology,</li> <li>settlement and economic geography,</li> <li>bio-geography,</li> <li>people and the environment,</li> <li>geographical studies of development, and</li> <li>Australian geographical inquiries</li> </ul> </li> </ul>
History	<ul style="list-style-type: none"> <li>Arts</li> </ul>	A combination of Ancient and Modern history studies including topics such as: Ancient Greece, Egypt and Rome and Asian, Australian and European History

### Health and Physical Education (HPE)

Teaching area	Suggested degrees	Suggested topics and/or topics taught in Qld schools **
Health and Physical Education	<ul style="list-style-type: none"> <li>Human Movement Studies</li> <li>Arts</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; fitness through diet &amp; exercise</li> <li>Biophysical foundations of human movement</li> <li>Socio-cultural foundations of human movement</li> <li>Sport &amp; physical activity in society: historical to contemporary perspectives</li> <li>Motor control &amp; learning</li> <li>Biomechanics &amp; biomaterials</li> <li>Physical activity &amp; health</li> <li>Health promotion: perspectives &amp; practice</li> <li>Psychology of sport &amp; exercise</li> <li>Sociology &amp; sport</li> </ul>

### Languages other than English

Teaching area	Suggested degrees	Suggested topics and/or topics taught in Qld schools **
Languages other than English	<ul style="list-style-type: none"> <li>Arts</li> </ul>	<b>Asian Languages:</b> Chinese, Japanese <b>European Languages:</b> French, German, Spanish

## Mathematics

Teaching area	Suggested degrees	Suggested topics and/or topics taught in Qld schools **
<b>Mathematics and Advanced Mathematics</b>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Science</li> <li>• Engineering</li> <li>• Arts</li> </ul>	A foundation of calculus beyond Maths B (MATH1040) and Maths C (MATH1050), plus a broad combination of advanced courses in at least three mathematical fields (e.g., abstract algebra, number theory, complex analysis, chaos theory, geometry, probability theory, statistics, topology, set theory and logic, discrete mathematics). Applied interdisciplinary mathematics courses (e.g., operations research, engineering, computer science, mathematical modelling in the sciences, history of mathematics, financial mathematics, cryptography, advanced economics or game theory) can count as one course in an advanced mathematical field.

## Music / Drama / Film, TV and the New Media

Teaching area	Suggested degrees	Suggested topics and/or topics taught in Qld schools **
<b>Music (Classroom)</b>	<ul style="list-style-type: none"> <li>• Music</li> <li>• Arts (Music single or double major)</li> <li>• Creative Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation of repertoire from a variety of social and cultural contexts</li> <li>• Creation of music compositions in a variety of genres and styles</li> <li>• Performance of musical repertoires by playing an instrument, singing or conducting, either solo or in an ensemble setting</li> </ul>
<b>*Choral and Instrumental Music</b>	<ul style="list-style-type: none"> <li>• Music</li> <li>• Arts (Music single or double major)</li> <li>• Creative Arts</li> </ul> <p>Performance facility on an instrument to the level of Grade 7 AMEB or similar in a string, woodwind, brass or percussion instrument.</p>	Choral and Instrumental music focuses on students becoming musicians, through the development of musical literacy, technique and performance. The course seeks to extend a student's musical experience through participation in large performance ensembles as well as small group lessons. The dimensions of the program are music Literacy, Technique and Performance, all of which contribute towards the ultimate goal of "students becoming musicians".
<b>Drama</b>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Creative Industries</li> <li>• Performing Arts</li> </ul>	Students must complete theory and performance courses that provide the background for forming, presenting and responding across a range of heritage and contemporary dramatic forms and styles
<b>Film, Television and the New Media</b>	<ul style="list-style-type: none"> <li>• Arts</li> <li>• Creative Arts</li> <li>• Creative Industries</li> </ul>	Secondary school Film, Television and New Media students study the design, production and critique of products by using the five key concepts that operate in the contexts of production and use: technologies, representations, audiences, institutions and language.

\*Choral and Instrumental Music can only be taken in conjunction with Classroom Music, as students are still required to have sufficient knowledge and skills evidenced through undergraduate music study in order to qualify for Choral and Instrumental Music as a teaching area.

<b>Science</b>		
<b>Teaching area</b>	<b>Suggested degrees</b>	<b>Suggested topics and/or topics taught in Qld schools **</b>
<b>Biology</b>	<ul style="list-style-type: none"> <li>• Science</li> </ul>	<p>A broad combination of courses that include topics such as: Anatomy, Animal biology or physiology, Biotechnology, Bioinformatics, Cell biology, Genetics or Endocrinology/Metabolism, Epigenetics, Evolution, Ecology, Genomics, Human biology or physiology, Immunology, Physiology, Plant biology or physiology, Mathematical biology, Microbiology, Molecular biology, Neurobiology, Neuroscience, Virology, Zoology</p> <p>Desirable but not essential are courses in Biochemistry, Chemistry, Environmental science, Physics, Ecology, Genetics, Biotechnology, Cellular biology, Environmental biology, Botany, Human physiology, Anatomy and Bio informatics</p>
<b>Chemistry</b>	<ul style="list-style-type: none"> <li>• Science</li> </ul>	Organic, Inorganic and Physical chemistry, Biochemistry, Materials science or related courses
<b>Physics</b>	<ul style="list-style-type: none"> <li>• Science</li> <li>• Engineering</li> </ul>	Physics courses in force, energy, and motion
<b>Earth and Environmental Science</b>	<ul style="list-style-type: none"> <li>• Science</li> </ul>	<p>A combination of courses that may include:</p> <p>Courses in Geological sciences such as structural geology, tectonics, sedimentary environments, energy resources, hydrogeology, geophysics, geochemistry</p> <p>Courses in Environmental sciences such as earth resources, environmental systems, global challenges, soil environment</p> <p>Courses in Ecology and Conservation such as ecology, sustainable development, climatology, environmental toxicology and monitoring, climate change and environmental management</p>

\*\* Please refer to the QCAA website [www.qcaa.edu.au](http://www.qcaa.edu.au)

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