ECU
AUSTRALIA
EDITH COWAN UNIVERSITY
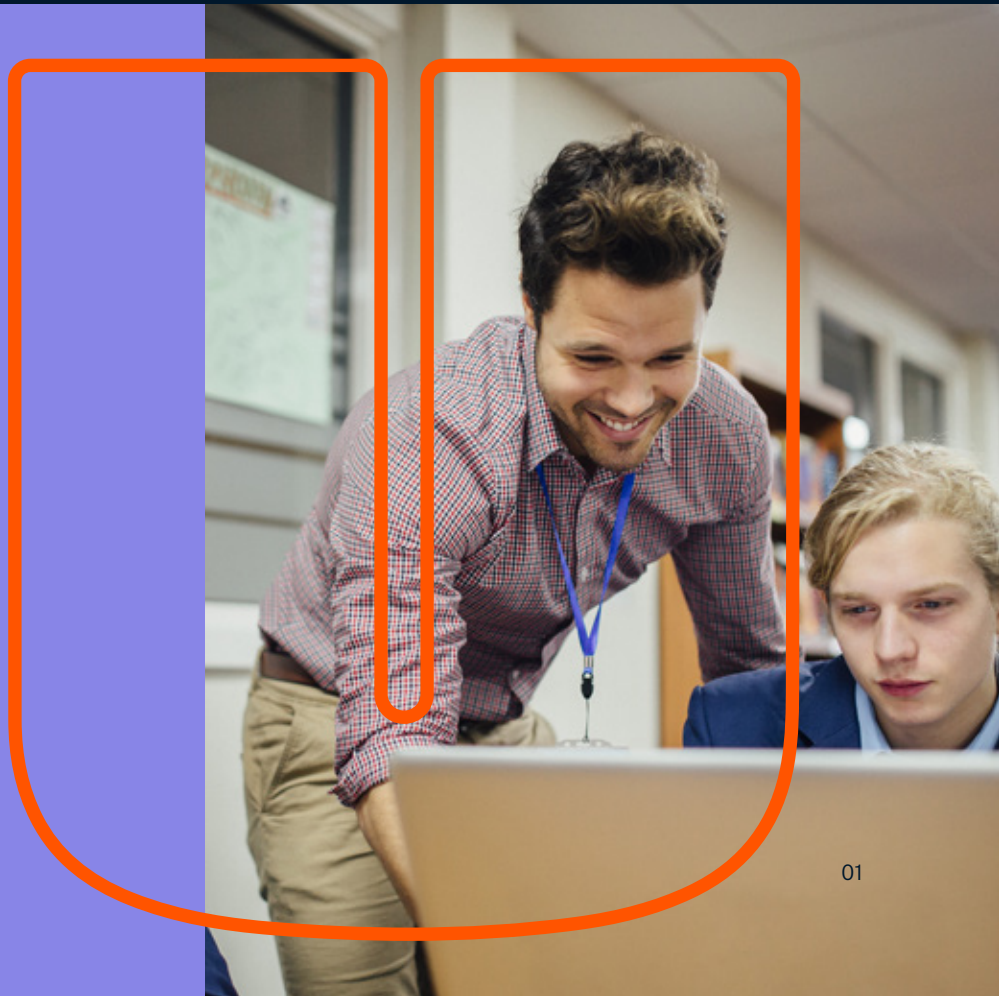
Master of Education
Specialise in *Leading Education* or *Science of Learning*

Innovate, influence and lead change through effective communication and science-based approaches.

This brochure contains information on:

- Master of Education
- Graduate Certificate of Education
  *plus specialisation options

Creative thinkers made here.

Creative thinking. It's essential for tackling challenges. Seizing opportunities. For today. But more importantly, tomorrow. And it's not limited to 'creative' roles.

It's essential for all roles. It's not a skill people are born with. So at ECU, we teach it. So you can give your future... superpower.

ECU

Table of contents

ECU is committed to reconciliation and recognises and respects the significance of Aboriginal and Torres Strait Islander peoples' communities, cultures and histories. ECU acknowledges and respects the Noongar people as the traditional custodians of the land on which our campuses are located.

Why study your postgraduate degree with ECU Accelerated Online?

Feel supported

You will receive a dedicated one-on-one Student Success Advisor who will be available via phone or email to assist with all non-academic questions. They will motivate you, help you reach your study goals and keep you on track to succeed.

Grow your network

ECU has a large professional teacher and education network, putting you in good company to connect, collaborate and network with experienced and passionate peers globally.

Experience teaching quality

Your learning experience will be of the highest quality, as you'll learn from experienced, passionate academics who are experts in their field. From our beginnings in 1902 as Claremont Teachers' College, we have been at the forefront of teacher education for over 100 years.

Connect with peers

Never feel alone while studying online. The course has been designed to encourage connection and discussion with fellow students, learning facilitators and course coordinators in the easy-to-use online learning environment. You can use discussion boards, chat and video to connect and collaborate with your peers.

Flexible study

Enjoy seamless flexibility with 24/7 access to our user-friendly learning platform, allowing you to balance full-time work commitments with your studies.

Accelerated course

With six study periods a year, you can start at any time and complete up to six units of study in one year. This means you can complete your Master of Education in as little as 16 months, graduating sooner than with traditional part-time study options.

ECU Accelerated Online empowers you to fit study around your life and graduate sooner than traditional part-time study. Delivered 100% online and with six study periods a year, you could complete the Master of Education in as little as 16 months while continuing to work full-time.

Designed to be intuitive and user-friendly, you'll experience the same quality of education and learning outcomes, as well as the connection with your fellow students and academics that you would if studying on-campus.

Course structure

Master of Education
8 units

Core units

- Leading Education in a Global Context
- Assessment in Education: Policies, Pedagogy and Equity
- Inquiry Based Practice
- Advanced Seminar

Select 1 specialisation

Leading Education specialisation units:

- Leading Under Challenging Circumstances
- Leading for Improvement
- Leading Staff
- Leading Community Engagement

Science of Learning specialisation units:

- Introduction to Science of Learning
- Science of Reading Instruction
- Explicit and Direct Instruction
- Science of Maths Instruction

Graduate Certificate of Education
4 units

Select 1 specialisation

Leading Education specialisation units:

- Leading Under Challenging Circumstances
- Leading for Improvement
- Leading Staff
- Leading Community Engagement

Science of Learning specialisation units:

- Introduction to Science of Learning
- Science of Reading Instruction
- Explicit and Direct Instruction
- Science of Maths Instruction

Master of Education (Leading Education)

For leaders who want to empower staff to excel, students to shine and organisations to thrive.

The Master of Education (Leading Education), is for current and future school leaders who want to further develop their skills, drive continuous improvement in complex environments and create positive outcomes for their students, their organisation and their communities.

This course will instil in you the confidence to lead to enhance the effectiveness of your organisation, and increase engagement with your school community, in times of unprecedented change and a climate of increased public accountability.

The key themes covered in this course include:

Research and practice

Understand, critique and apply the latest research and strategies in educational leadership to improve your practice and ensure positive outcomes for students and the organisation.

Global perspective

Develop a global perspective of education and its impact on curriculum, educational systems and leadership in local contexts across Australia.

Lead students, staff and organisations

Become an advocate of education through effective leadership. Apply strategies across pedagogical practices, policies and organisational performance to instigate change which benefits students and your organisation.

Engage communities

Learn to lead in complex environments and develop strategies for the improvement of students, staff and communities.

Graduate Certificate of Education (Leading Education)

For current and future school leaders who want to hone their leadership skills and create positive outcomes for their students, their organisation and their communities.

After completing the four units in this certificate, you will be empowered to lead in complex environments and drive improvement in your organisation. You can also continue your studies and gain a Master of Education by completing four additional core units.

Qualify as you go:

You can complete your Graduate Certificate of Education (Leading Education) and then choose to continue your studies to obtain a Master of Education (Leading Education).

Graduate Certificate of Education (Leading Education)

4

Leading Education units

8

months (minimum)

Master of Education (Leading Education)

+4

core units

+ 8

months (minimum)

Have questions?

Book a quick 15-minute chat with a Student Enrolment Advisor.

Schedule a call

Master of Education (Science of Learning)

For educators who want to unlock learner potential using science of learning principles in their teaching.

The Master of Education (Science of Learning) is for teaching professionals who want to develop their knowledge and understanding of cognitive science approaches to learning and transform their instructional practices.

This course will instil in you the analytical, critical and creative thinking skills to enhance your teaching effectiveness and improve student learning and engagement.

The key themes covered in this course include:

Science of learning theories

Critically examine your beliefs about how children learn and the effectiveness of teaching practices in relation to interdisciplinary knowledge from cognitive science, psychology, neuroscience, and contemporary education research on human cognitive architecture.

Explicit and direct instruction

Critically engage with contemporary models of high impact instruction and their theoretical assumptions using video analysis to deconstruct examples of unscripted Explicit Instruction and scripted Direct Instruction to identify design and delivery components.
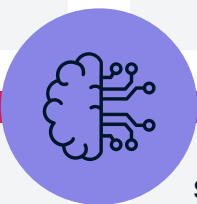
Science of reading instruction

Examine historical and contemporary interdisciplinary approaches to reading and the theoretical assumptions that underpin them to understand how the brain processes reading, including role of phonological awareness, phonics, fluency, vocabulary and comprehension, which underpins the efficacy of reading instruction at a classroom and whole school level.

Science of mathematics instruction

Unlock common myths about teaching mathematics from the perspective of cognitive load theory which informs the adoption of high impact mathematics instruction in schools to promote optimal learning.

Graduate Certificate of Education (Science of Learning)

For teaching professionals who wish to gain interdisciplinary knowledge and understanding from cognitive science, psychology, neuroscience, and contemporary education research which can be applied in teaching instruction to improve learning outcomes for all students.

Qualify as you go:

After completing the four units in this certificate, you will elevate your teaching practice with science of learning approaches. You can then choose to continue your studies to obtain a Master of Education (Science of Learning) by completing four additional core units.

Graduate Certificate of Education (Science of Learning)

4

Science of Learning units

8

months (minimum)

Master of Education (Science of Learning)

+4

core units

+ 8

months (minimum)
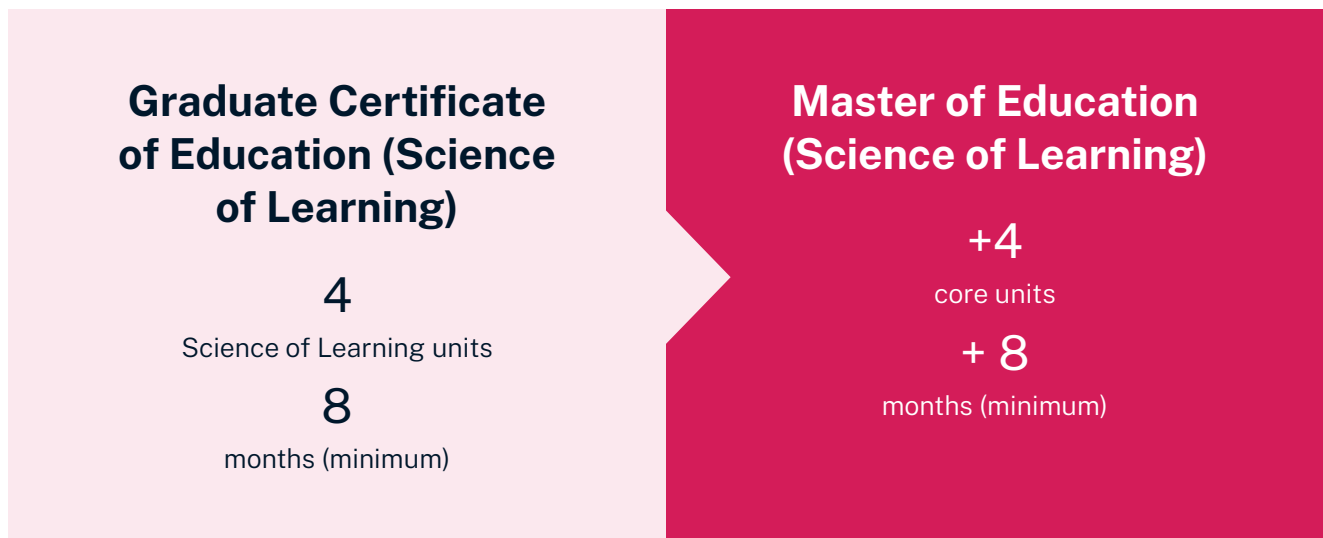
Career outcomes

Do you want to uplift your instructional practices, and strengthen classroom and school instructional models for students to thrive?

Upon graduation from a Master of Education (Leading Education), you will be ready for work as:

Head of department Deputy principal School principal

Do you want to lead educational innovation with science-driven methods?

Upon graduation from a Master of Education (Science of Learning), you will be ready for an education role as an:
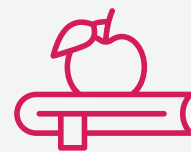
Education leader Lead teacher Specialist teacher Learning support teacher Curriculum designer / Curriculum coordinator

About ECU online

Rankings and accreditations

2025 Good Universities Guide

ECU is rated the top WA university for Overall Experience in postgraduate Business and Management.

2024 Times Higher Education (THE) Young Universities Rankings

ECU has ranked in the top 250 universities in the world for Business and Economic studies.

Accelerated and online

ECU Accelerated Online enables you to fit your education around your life by studying one unit at a time in seven-week study periods.

Our courses are:

- Delivered in a flexible online format with six study periods a year, so you can complete your course sooner than traditional part-time study.

- Career relevant which allows you to apply your learnings to your current role and be empowered to take advantage of new opportunities.

- Designed to meet best practice online learning standards using the latest learning technology. The Master of Communication will give you the same quality of education and learning outcomes that you would receive if studying on-campus. Enjoy an award-winning experience at ECU, rated five stars for Postgraduate Overall Experience in the 2023 Good Universities Guide

Our legacy and values

ECU is named after Edith Dircksey Cowan, the first woman to be elected to an Australian Parliament. Her life was dedicated to the belief that education is the key to growth, change and improvement in society.

This drives our purpose to transform lives and enrich society through education and research.

Everything we do at ECU is underpinned by our values of:

Integrity

Being ethical, honest and fair.

Respect

Considering the opinions and values of others.

Rational inquiry

Motivated by evidence and reasoning.

Personal excellence

Demonstrating the highest personal and professional standards.

Courage

Being bold and resolute in pursuit of our goals.

Tips for study

## Everyone learns in different ways

Prepare and plan ahead

Planning ahead is a must, especially during busy weeks. A physical planner can help you to see everything at a glance. To start your studies as prepared as possible, it is useful to bookmark important resources and download your e-texts, web resources, and notebooks in advance.

Tell your friends and family

Inform your friends and family of your commitment to study. When you've told others of your goals, not only will it help you stick to them, but it will also help you to say "no" to the occasional social engagement, if necessary, to complete an assessment.
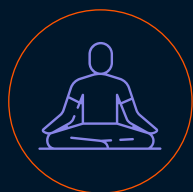
Take time out when you need it

Research suggests that regular breaks while studying could be the key to creativity and learning new things. Having downtime when you're balancing many commitments is important because it can help you stay focused when you are studying. Whether it's a walk, a chat with a friend or some exercise, take time out when you can to reset and recharge.

Reach out to your Student Success Advisor

You can reach out to your dedicated Student Success Advisor with questions or concerns. Having regular contact with your Success Advisor can help with motivation. If you ever have a question they can't answer, they'll find the best person to help you.

Have questions?

Book a quick 15-minute chat with a Student Enrolment Advisor.

Schedule a call

Fees and financial assistance

Course name	Total cost per course*
Master of Education	**$23,670**
Graduate Certificate of Education	**$11,840**

*2025 student fees are shown and are subject to change.

FEE-HELP

The government loan scheme that applies to most postgraduate courses is known as FEE-HELP. Australian citizens and holders of a Permanent Humanitarian visa who are residing within Australia are eligible to access FEE-HELP. Using this program, you can borrow enough money from the Commonwealth Government to cover your course fees. Once your income reaches a certain level, you will pay the loan back via the tax system.

For more information on fees and the FEE-HELP loan, call us on 1300 707 760.

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Entry requirements

Admission requirement (Band 6)

Leading Education specialisation:

- Bachelor of Education or a Bachelor level degree in any other field plus a Graduate Diploma of Education or Master of Teaching; and

- 2 years experience in an educational setting or organisation with equivalents considered.

Science of Learning specialisation:

- Bachelor degree; or

- Equivalent prior learning including at least five years relevant professional experience.

To gain entry into the Master of Education, you will have::

- Bachelor degree; or

- Equivalent prior learning including at least five years relevant professional experience.

English Language requirement (Band 4)

English competency requirements may be satisfied through completion of one of the following:

- IELTS Academic Overall band minimum score of 6.5 (no individual band less than 6.0);

- Bachelor degree from a country specified in the Admissions Policy;

- Successfully completed 0.375 EFTSL of study at postgraduate level or higher at an Australian higher education provider (or equivalent);

- Where accepted, equivalent prior learning, including at least five years relevant professional experience; or

- Other tests, courses or programs as defined in the Admissions Policy.

Course Specific Admission Requirements

All applicants are required to have an initial teacher education qualification.

How to apply

When you are ready to begin your postgraduate study journey with ECU Accelerated Online, our Student Enrolment Advisors will be there to help you every step of the way.

Ready to get started? This is what you need to do next.

To apply, you will need the course name and code, as well as scanned, certified copies of your supporting documents.

Master of Education
Code i71
Graduate Certificate of Education
Code i96

*Note: The same course codes apply for each specialisation. You will select your specialisation during the application process.

1

Reach out to our Student Enrolment Advisors

Contact our Student Enrolment Advisors before you begin the application process to discuss any questions you may have and ensure you have everything you need to apply. You can call our team on 1300 707 760 or email future.student@studyonline.ecu.edu.au to request a call-back.

2

Gather your documents

Your Student Enrolment Advisor will advise you on what documents you need to accompany your application. Documents for a strong application often include transcripts, certificates to verify previous studies and work experience evidence.

3

Apply through the ECU online application system

Visit our online application system to complete your application. The great news is that you don't have to complete the whole application in one sitting; you can save it and come back later.

Units of study

Leading Education in a Global Context / EDU6330

Unit description

This unit examines the issue of globalisation and its impact on education, systems and leaders. Educators should develop an understanding of the broader international context as its impacts are evident in the pressures and demands at local, state and national levels, with subsequent ramifications for educational institutions. The complexity of the inter-related connections between globalisation and changes in education at the local, national and international levels comprise the hub of this unit.

Unit content

Module one - Globalisation: the Big Picture Context; Globalisation and its impact on Australian and international education communities.

Module two - Educational discourses about global and nation-state education imperatives.

Module three - Comparative Education Discourses; Future Global Trends in Education.

Learning outcomes

On completion of this unit, students should be able to:

- Explain the impact of globalisation on Australian and international communities.
- Critically discuss the economic impacts of globalisation.
- Analyse the impact of globalisation on education.
- Design and develop future scenarios for education.
- Critique common educational strategies and practices in the field in light of current evidence-based research.

Assessment in Education: Policies, Pedagogy and Equity / EDU6340

Unit description

This unit explores contemporary issues associated with assessment relevant to all phases of education and learning areas. It critically explores current assessment policies, frameworks and established practices from global, national, state and local perspectives. It also introduces theoretical perspectives and research from a range of scholars that provides a basis for challenging thinking about issues of learning and assessment.

Unit content

- The national and local impact of global assessment frameworks.
- Assessment for learning.
- Authentic assessment.
- Formative, summative and high stakes assessment.
- Formal and informal feedback from assessment.
- Grading and moderation processes.
- Digital assessment and online marking systems.

Learning outcomes

On completion of this unit, students should be able to:

- Demonstrate knowledge of and critically examine the intended and unintended consequences of assessment practices for students, teachers and schools.
- Critically examine the messages that formal and informal assessment practices communicate to students, parents and others about what and who is valued in an educational setting.
- Explore and analyse how students can be empowered and enabled through assessment pedagogies that foreground student ownership of learning.
- Examine and critique the contribution that digital technologies can make to advancing quality and equity in assessment.

Inquiry Based Practice / EDU6310

Unit description

This unit positions students as inquirers into their own professional practices. A variety of academic inquiry practices will be examined, together with observation and self-reflection techniques, as conduits to implement improved educational and leadership practices in the workplace.

Unit content

- Academic inquiry.
- Data gathering.
- Self-reflection.
- Observation techniques.

Learning outcomes

On completion of this unit, students should be able to:

- Identify the characteristics of an effective academic inquirer.
- Demonstrate effective data gathering practices.
- Apply observation and self-reflection techniques to their own educational and leadership practices.

Advanced Seminar / EDU6320

Unit description

This unit is a compulsory unit in the Master of Education suite of units and explores educational research and how education theory relates to educational practice. The major themes are explored through academic readings, research presentations and related critical analysis. Completion of assignments related to the themes consolidates learning during the semester.

Unit content

- Students may examine education research through directed reading, coordinated lectures and seminars presented by visiting scholars, academic staff and postgraduate students.
- The readings review elements of good research, and subsequent content will focus on contemporary issues at the international, national and local levels, research methodologies and reports of research.
- All research analysis will allow for interaction, debate and inquiry.

Learning outcomes

On completion of this unit, students should be able to:

- Illustrate active reflection, a consideration of related literature and/or identifiable positions or issue statements in relation to educational research.
- Consider and communicate the implications of educational research and findings for educational practice.
- Analyse and reflect on what is good educational research and contemporary issues in educational practice and/ or research.
- Analyse presentations, debates and readings related to educational research.

Leading Under Challenging Circumstances / EPA6355

Unit description

This unit focuses on understanding how educational leadership is enacted under challenging circumstances. In this unit students will explore and evaluate the ideas of challenging circumstances and context as it applies to educational organisations. Additionally, students will acquire an understanding of the body of work on leading under challenging circumstances.

Students will investigate, analyse and synthesise the theory and empirical research on this topic. Students will apply their knowledge in an investigation of an organisation facing challenging circumstances and develop a plan which describes how leadership could be used to manage or deal with the organisation's particular challenging circumstances.

Unit content

Module one — Understanding context and challenging circumstances:

- Investigate how context has been conceptualised by scholars.
- Examine how challenging circumstances have been discussed within the literature.
- Appraise the two key concepts in relation to real-life examples.

Module two — Understanding educational leadership under challenging circumstances: theories, models and strategies:

- Understand how models, strategies and approaches have been used in schools facing challenging circumstances.
- Analyse how leadership can be approached differently because of challenging circumstances.
- Identify how particular models, strategies and approaches can be effective for leading under challenging circumstances.

Module three — Deep dives into schools facing challenging circumstances:

- Build an understanding of challenging circumstances and how they can be caused by past performance, location, socio-economic status and internal and/or external conditions.
- Analyse the influence of context on schools facing challenging circumstances.
- Identify and reflect on how leadership can be used to overcome challenges.

Learning outcomes

On completion of this unit, students should be able to:

- Apply knowledge and skills in a manner that demonstrates autonomy and expert judgement as a learner and practitioner.
- Analyse complex problems to generate creative solutions for leading under challenging circumstances.
- Critically analyse and apply educational leadership theories and related key concepts to a range of educational organisations facing challenging circumstances.
- Apply an advanced and integrated understanding of the body of knowledge on leading under challenging circumstances.

Leading for Improvement / EPA6320

Unit description

This unit focuses on how educational leaders contribute to and manage the process of continuous improvement in a climate of political, economic and pedagogical change. It examines the importance of instructional leadership and change management in building a learning culture.

Unit content

Module one — Leadership for school improvement:
- Defining leadership and examining leadership models.
- Defining and critiquing school improvement frameworks.
- Contextualised improvement planning.

Module two — Data led planning and culture building:
- School improvement measurements.
- Identifying, collecting, interpreting, reporting, and applying relevant data.

Module three — Initiating and sustaining change processes:
- Initiating improvement measures.
- Leading change processes.
- Sustaining change over time in a school community.

Learning outcomes

On completion of this unit, students should be able to:

- Critique common educational leadership strategies in the field in light of current evidence-based research.
- Design and develop strategies for initiating and leading sustained organisational change.
- Critically discuss instructional and program leadership.
- Analyse the role of data collection and analysis in planning for improvement.

Leading Staff / EPA6330

Unit description

This unit considers the importance of building staff capacity through professional learning and ethical decision making in a highly competitive labour market and a climate of increased public accountability. The unit examines the importance of staff selection, professional standards, ethical behaviour and the management of conflict within the context of organisational improvement.

Unit content

Module one — Building staff capacity:
- Staff selection.
- Induction.
- Mentoring.
- Performance management.

Module two — Teacher professional learning:
- Professional learning models.
- Professional standards.
- Reflective practitioners.

Module three — Ethical decision-making:
- Attributes of an ethical leader.
- Codes of behaviour: ethics and conduct.
- Managing professional misconduct.
- Conflict resolution.
- Managing industrial issues.

Learning outcomes

On completion of this unit, students should be able to:

- Critique common educational leadership strategies and practices in the field in light of current evidence-based research.
- Analyse and manage staff behaviour within an ethical decision-making framework.
- Critically discuss the importance of staff selection and support when leading school improvement.
- Design and develop professional development models suitable for both individual and whole-of-school needs.

Leading Community Engagement / EPA6340

Unit description

This unit examines the role educational leaders play in building coalitions with parent and community groups, the promotion of diversity and social inclusion in community engagement and reputation management. The unit focuses on strategic approaches to the role of educational community interest groups, learning communities and the development and maintenance of an educational institution's image.

Unit content

Module one — Educational institutions working effectively with their internal school community groups.

Module two — Educational institutions building partnerships with external community groups and other training providers.

Module three — Establishing, maintaining and enhancing an educational institution's image and reputation.

Learning outcomes

On completion of this unit, students should be able to:

- Analyse the role of partnerships that other education and training providers play in building community perception of an educational institution.
- Critique common educational leadership strategies and practices in the field in light of current evidence-based research.
- Design and develop strategies to actively engage the community in the agenda of the educational institution.
- Critically discuss the importance of adopting a strategic approach to building and maintaining an educational institution's reputation and image within the host community.

Introduction to Science of Learning / SOL6100

Unit coordinator

Assoc Prof Lorraine Hammond

Unit description

The Science of Learning is the growing interdisciplinary understanding from cognitive science, psychology, neuroscience and education research of how humans learn. Put simply, learning happens when teachers design sequences of lessons and opportunities for review that align with the way the brain processes information. This unit begins by comparing historical theories of learning to this new body of evidence and outlining current policy initiatives driving the adoption of high impact instruction in schools to optimise learning. Students are challenged to examine their beliefs about how children learn and the effectiveness of teaching practices in relation to contemporary research on human cognitive architecture. An understanding of key concepts such as cognitive load theory (which suggests that human working memory has limited capacity) and retrieval practice (which suggests bringing information to mind enhances learning) will enable students to design instruction about new concepts without overloading children's mental capacity.

Learning outcomes

On completion of this unit, students should be able to:

- Critically analyse contemporary and historical theories and models of how humans learn.
- Synthesise international research findings about effective pedagogical practices.
- Justify the use of effective pedagogical practices in a school-based context.
- Evaluate school-based policies and procedures that guide instruction and communicate a plan that distils effective pedagogical practice to staff.

Science of Reading Instruction / SOL6120

Unit description

The ability to read proficiently is fundamental to success at school and in later life. Reading must be explicitly and systematically taught in a structured way and understanding the cognitive science behind how children learn to read makes it easier for educators to align policy and classroom teaching with evidence. This unit begins with a historical review of reading approaches and the theoretical assumptions that underpin them. This is then contrasted with contemporary interdisciplinary knowledge from education, cognitive psychology and neuroscience that depict how the brain processes reading. Emphasising the role of phonological awareness, phonics, fluency, vocabulary and comprehension, the unit equips students to critically examine the efficacy of reading instruction at a classroom and whole school level.

Learning outcomes

On completion of this unit, students should be able to:

- Critically analyse contemporary and historical theories and models of how the brain learns to read.
- Synthesise the findings of international research reports on effective reading instruction.
- Justify a learning plan to teach oral language, phonological awareness, phonics, fluency, vocabulary and reading comprehension.
- Evaluate a whole school approach to reading based on reading research.

Explicit and Direct Instruction / SOL6110

Unit description

The terms explicit instruction and Direct Instruction describe effective approaches to teaching that are based on one essential premise: there is no such thing as faulty children, just faulty instruction. Contemporary models of high impact instruction and their theoretical assumptions, including explicit and Direct Instruction are reviewed in this unit. Using video analysis, students deconstruct examples of unscripted explicit instruction and scripted Direct Instruction to identify design and delivery components. Students examine Australian and international case studies of effective instruction, considering the conditions required for system-level instructional programs to be successful.

Learning outcomes

On completion of this unit, students should be able to:

- Critically reflect on the historical and theoretical perspectives of teacher-directed models of instruction in the context of contemporary pedagogies used in schools.
- Apply the Information Processing Model to design learning experiences for students.
- Critically analyse examples of teaching practice for evidence of task-analysis, lesson design and delivery components.
- Critically reflect on the teacher knowledge and skills required to deliver scripted direction instructions programs to support staff/schools in taking up the approach.

Science of Maths Instruction / SOL6130

Unit description

Competency with mathematics is important for navigating life, yet many children and adults report experiencing maths anxiety. One reason for this is mathematics builds in complexity and solving higher order maths problems depends on prior mastery of the basic mathematic practices. Maths anxiety is generally the result of poor achievement, not the cause of it and research on effective maths instruction shows that when children can do basic arithmetic with immediate and accurate recall unconsciously, it reduces the cognitive demands when performing more complex tasks or problems.

This unit dispells common myths about teaching maths and demonstrates how an understanding of cognitive load has seen the adoption of high impact mathematics instruction in schools to optimise learning. Exemplar maths scope and sequences are examined, preparing students to plan methodologies for the explicit teaching of concepts that once become interlinked and reviewed systematically, lead to stronger recall. Students gain exposure to key scientific findings pertinent to teaching math, including the role of inquiry-based learning and leading a school toward adoption of science-based math instruction in classrooms.

Learning outcomes

On completion of this unit, students should be able to:

- Critically analyse contemporary and historical theories and models of maths instruction.
- Synthesise research findings on effective maths instruction and examine these in the context of a school-based context.
- Annotate how to apply spaced, interleaved and retrieval practice to a sequence of mathematics content.

Have questions?

Book a quick 15-minute chat with a Student Enrolment Advisor.

Schedule a call

Ready to apply?

Once you've spoken with a Student Enrolment Advisor, you can apply online.

Apply online